

# GBST 1012 Global Learning Experience

**Spring 2026, CRN: 34320**

**Dates: January 12<sup>th</sup> – April 5<sup>th</sup>**

**Instructor:** Catherine Kareores

**E-mail:** [c.kareores@northeastern.edu](mailto:c.kareores@northeastern.edu)

**Office hours:** Immediately after synchronous classes and by appointment.

**Zoom link for class meetings and office hours:**

<https://northeastern.zoom.us/my/ckareores>

## **Class Format & Meetings:**

This course is a hybrid format with multiple teaching modes to accommodate students with a variety of schedules this semester. Each section of GBST 1012 will have asynchronous coursework completed on the NU Boston Canvas site, as well as synchronous meetings that will occur over Zoom. Due to the dynamic nature of this course, students must pay close attention to the week-by-week schedule in the syllabus and to announcements on NU Boston Canvas.

Please note:

- Attendance is graded for this course, and not attending or being late for synchronous meetings (virtual or in person) will negatively impact students' overall grades in the course. The instructor will offer alternative assignments for students in time zones that are not conducive to attending live sessions.
- This course is run through and by the NU Boston campus. Therefore, the grading structure, add/drop policies and other policies may be different than students' mobility programs (NUin, Global Scholars or London Scholars). Please refer to this syllabus and emails sent about add/drop periods and policies or speak with your instructor if you have any questions. When in doubt – ask a question.

## **Required Synchronous meetings:**

Synchronous meetings will occur on Zoom. Below are the weeks where you will be expected to attend class synchronously:

- Week 1: Zoom class
  - Tuesday, January 13<sup>th</sup> from 2-3pm (Boston time)

# GBST 1012 Global Learning Experience

- Week 4: Zoom class
  - Tuesday, February 3<sup>rd</sup> from 2-3pm (Boston time)
- Week 11: Zoom class
  - Tuesday, March 31<sup>st</sup> from 2-3pm (Boston time)

## Course Description

What is global citizenship? What does it mean to act as a global citizen? This hybrid seminar will focus on global citizenship and cultural difference in the twenty-first century. We will begin by defining terms such as global citizenship, cosmopolitanism, pluralism, and culture. You will then critically analyze and apply these ideas as you engage in personal reflection and team-based problem-solving, connecting issues you encounter during your own global experience in your host site with broader dynamics of globalization, migration, positionality, power, and privilege.

## Learning Goals

1. Identify and understand various definitions, origins, and critiques of the ideas of global citizenship, globalization, cosmopolitanism, pluralism, and cultural difference.
2. Develop awareness of your own cultural identity and your relationship to global issues by engaging with and applying intercultural theory.
3. Build meaningful connections to mentors and resources in your host community (if applicable) and beyond.
4. Solicit and evaluate multiple perspectives to deepen your understanding of local and global issues.
5. Work with a diverse group of students to research, evaluate, and propose an ethical action in response to a local manifestation of a complex global issue.

## Assignments and Grading:

Your grade will reflect your thoughtful contributions to discussion, learning activities, personal reflections, and the quality of your work on the team-based project. You will receive detailed guidelines for each assignment; an overview of each appears below.

## Course Syllabus

# GBST 1012 Global Learning Experience

### *Grade Breakdown:*

94-100%: A	90-93%: A-	
87-89%: B+	84-86%: B	80-83%: B-
77-79%: C+	73-76%: C	70-72%: C-
67-69%: D+	63-66%: D	0-62%: F

### *Assignments (see Canvas for full breakdown):*

Class Engagement	40%
Reflections	10%
Autobiography of Cultural Identity	10%
Local News Analysis	10%
Global Learning Project (Final Project)	30%

### *Class engagement:*

Class engagement is very important to fostering a productive experience. You will be expected to contribute to the course Discussion Boards on Canvas regularly and to attend and participate in synchronous class meetings. The instructor will offer alternative assignments for students in time zones that are not conducive to attending live sessions.

### *Reflections:*

There are short reflections throughout the course that allow you to reflect on your learning and make connections between your knowledge and experience and the course content.

### *Autobiography of Cultural Identity:*

This is an engaging, three-part assignment that asks you to dig into your cultural identity(ies). It involves reflection, writing, and journaling.

# GBST 1012 Global Learning Experience

## *Local News Analysis:*

A short analysis of a local news issue in your particular location (if you are abroad or “at home”).

## *Global Learning Project:*

In this experiential project, you will work with a team to investigate, understand, and address a manifestation of a global problem or issue that is relevant to your host location. You will research the roots of the issue and its relationship to globalization or global citizenship, identify stakeholders, and propose an action that addresses different constituencies and perspectives. There are group and individual assignments that make up this project’s overall grade.

## **Required Texts:**

Reading and other assigned materials (websites, videos, etc.) will be distributed through Canvas.

**AI Policy:** This course does not generally benefit from AI assisted tools, such as ChatGPT, Claude, etc. However, if ChatGPT or another AI tool helps you outline or organize your thoughts, it is allowed and even encouraged. Please make sure, however, that you cite the AI tool as part of your research and final work. Example citations are included below:

*“Note: I utilized ChatGPT-3 to outline my discussion post using the following prompt [insert prompt here]. I then edited the post with my own thoughts, specifically [cite examples here].”*

*“Note: Our Group utilized ChatGPT-4 to produce an initial research outline. We then edited the outline according to our research directions. Here is the initial research outline produced by ChatGPT4: [insert initial output here].”*

## **Weekly Schedule**

<b>Week</b>	<b>Prep Reading/Video</b>	<b>Activity/Assignment</b>
-------------	---------------------------	----------------------------

Course Syllabus

# GBST 1012 Global Learning Experience

<p>Week 1</p> <p>Synchronous – Zoom</p> <p>Introduction to the Global Learning Experience</p>	<p>Watch: “Examining Global Citizenship &amp; Intercultural Communication”</p>	<p>Discussion Board: Introductions and Identity Artifacts</p> <p>Global Engagement Survey Pre-Test</p> <p>Meeting Contributions or Alternate Assignment</p>
<p>Week 2</p> <p>Asynchronous - on your own in Canvas</p>	<p>Watch "Introduction to Intercultural Communication"</p> <p>Read "The Legacy of 'Proxemics' and Edward T. Hall"</p> <p>Watch "Hall's Theories Examined and the Cultural Iceberg Model"</p> <p>Explore "Hofstede's Cultural Dimensions" web tool.</p>	<p>Guided Notes (do not need to be submitted)</p> <p>Reading Quiz</p> <p>Cultural Dimensions Submission</p> <p>What is Culture? Discussion Board</p>
<p>Week 3</p> <p>Asynchronous – on your own in Canvas</p>	<p>Introduction to the Intercultural Praxis Model</p> <p>Reading: Intercultural Praxis Overview</p> <p>Reading: “Opening the Conversation”</p> <p>Reading/Infographic: Self-Knowledge and Inquiry</p>	<p>Autobiography of Cultural Identity (Parts 1, 2, and 3)</p> <p>Active Listening Activity</p>
<p>Week 4</p> <p>Synchronous – Zoom</p> <p>Final Project Launch!</p>	<p>Reading: Prep Work for Town Hall</p> <p>Reading: “The Final Project Launch”</p>	<p>Final Project Topic Selection</p> <p>Town Hall Case Study</p> <p>Town Hall Debrief</p>

Course Syllabus

# GBST 1012 Global Learning Experience

		Meeting Contributions or Alternate Assignment
<p>Week 5</p> <p>Hybrid – on your own and with your final project group</p>	<p>Reading/Infographic: Intercultural Praxis Model: Positioning and Framing</p> <p>Watch: “An Intercultural Approach to Research”</p> <p>Stereotype Threat Videos</p>	<p>Synchronous Group Meetings</p> <p>Refine your topic and research question - Submit Research Question and justification (individual grade)</p>
<p>Week 6</p> <p>Asynchronous - on your own in Canvas</p>	<p>Reading: Intercultural Praxis Model: Positioning and Framing</p> <p>Stereotype Threat Videos</p>	<p>Local News Analysis Assignment</p> <p>Stereotype Threat Discussion Board</p>
<p>Week 7</p> <p>Hybrid – on your own and with your final project group</p>		<p>Synchronous Group Meeting</p> <p>Project Check In (individual grade)</p> <p>Research Outline Due (group grade)</p> <p>Final Project: AI Partnership Log &amp; Reflection (individual grade)</p>
<p>Week 8</p> <p>Asynchronous - on your own in Canvas</p>	<p>Introduction to Cultural Humility</p> <p>Cultural Humility vs. Cultural Competence</p> <p>Cultural Humility in Practice</p>	<p>Cultural Humility Discussion Board</p> <p>Location Observation</p>
<p>Week 9</p>	<p>Watch: What makes a good conversation</p>	<p>Project Check In</p>

## Course Syllabus

# GBST 1012 Global Learning Experience

Asynchronous - on your own in Canvas		Dialogue Skills Observation and Reflection  Reflection and Action reflection  Work on Your Group Presentation
Week 10  Hybrid – on your own and with your final project group	Record and submit your final group presentation	<b><u>Recorded Presentation due (Group Grade)</u></b>
Week 11  Synchronous – Zoom	Watch everyone’s final presentations!	Group Reflection  Global Engagement Survey Post-Course  Meeting Contributions or Alternate Assignment

### Course Policies (Code of Conduct)

**1. BE RESPECTFUL.**

Every member of this class is responsible creating an environment that fosters significant learning. This includes giving full attention to speakers, presenters, and teammates; being open to learning through diverse perspectives; and showing courtesy and respect for one another and for your host community.

**2. BE ON TIME.**

Coming to class prepared and on time, and submitting assignments when they are due, helps everyone to stay on track.

**3. BE HONEST.**

Academic integrity matters. When you paraphrase or quote from the work of others,

# GBST 1012 Global Learning Experience

you must cite your sources. Do not copy and paste from the Internet.  
You are responsible for Northeastern University's Academic Integrity Policy:  
<https://osccr.sites.northeastern.edu/academic-integrity-policy/>

## Disability Accommodations

Students with documented disabilities will receive reasonable accommodation in this class, in accordance with Northeastern University policy: (<https://policies.northeastern.edu/policy419/>). If you have a disability, please contact and register with Northeastern University's Disability Access Services. Go to <https://disabilityaccessservices.northeastern.edu/> or call 373-4428; the DAS will help you provide documentation to your instructor, who will work with you to arrange relevant accommodations.

## Getting Help

- **Office Hours** – Your instructor will be available during their scheduled office hours, whether you need help with academics or just want to talk more about something that came up during discussion. You can also email your instructor at [c.kareores@northeastern.edu](mailto:c.kareores@northeastern.edu) to set up a time that works for you.
- **WeCare** – WeCare offers supports for students during times of difficulty or challenge. You can call 617- 373-7591, or email [wecare@northeastern.edu](mailto:wecare@northeastern.edu).
- **Mental Health Resources** – In addition to existing mental health resources available through Northeastern's University Health and Counseling Services Northeastern University has added Find@Northeastern, which is a 24/7 mental health consulting line and can be reached at 1-877-223-9477.
- **Library Servies** – The Northeastern University Libraries offer a variety of resources for undergraduate research, including subject- specific Research Guides, help with citation and bibliography, and 24/7 chat support.

# GBST 1012 Global Learning Experience

- **ITS Information** – help@northeastern.edu, 617-373-4357
- **Inclusion and Belonging Statement:** We are committed to providing a climate of inclusivity in this course. We will work together to value all individuals regardless of race, ethnicity, religion, gender, or sexual orientation. If you have concerns in this area, please reach out to me to discuss confidentially (with exception for mandatory reporting of NU Academic Integrity Policy violations and Title IX sex and gender discrimination).

The Title IX of the Education Amendments of 1972 protects individuals from sex or gender-based discrimination, including discrimination based on gender-identity, in educational programs and activities that receive federal financial assistance. Northeastern University's Title IX Policy prohibits Prohibited Offenses, which are defined as sexual harassment, sexual assault, relationship or domestic violence, and stalking. The Title IX Policy applies to the entire community, including students, faculty, and staff.

If you or someone you know has been harassed or assaulted, confidential support and guidance can be found through University Health and Counseling Services staff (<https://uhcs.northeastern.edu/>) and the Center for Spiritual Dialogue and Service clergy members (<https://spirituallife.northeastern.edu/>). By law, those employees are not required to report allegations of sex or gender-based discrimination to the University. Alleged violations can be reported non-confidentially to the Title IX Coordinator within The Office for Equity and Compliance at: titleix@northeastern.edu and/or through NUPD (Emergency 617.373.3333; Non-Emergency 617.373.2121). Please visit OUEC for a complete list of reporting options and resources both on- and off-campus.