

The international course experience
Globalization: A Multidisciplinary Perspective



ICUSTA 2017 CONFERENCE

UCAV, June 22nd, 2017

Enrique Sánchez Solano. UCAV

1. Introduction

- The Use of ICT'S in higher education has fostered the organization of teaching activities that transcend the traditional university sphere, thus allowing both, student and/or teacher to move from their usual environment to one of inter-university or even international nature.
- Carrying out this kind of activities entails sharing knowledge and varied points of view with students and teachers from other countries whose language, educational and cultural models, are different from their very own.

2. Course features (I)

- ICUSTA network Course. Coordinated by Prof. Pierre Canac, with technical support assistance provided by University of St. Thomas (Houston, USA)
- International (universities from 9 countries) and multicultural course (professors and students from 4 continents)
 - University of St. Thomas (Houston, USA)
 - Universidad Santo Tomás (Chile)
 - Australian Catholic University (Australia)
 - ICES, La Roche sur Yon (France)
 - University Santo Tomas, (Manila, Philippines)
 - Wenzao Ursuline University of Languages (Kaohsiung, Taiwan)
 - Mary Immaculate College, University of Limerick (Ireland)
 - Saint Thomas University (STU, Fredericton, Canada)
 - Universidad Católica de Ávila, (Ávila, Spain)



2. Course features (II)

Title of the course (until 2013): *Globalization: A Multidisciplinary Perspective*

(Title of the 2015 edition: *Globalization: Is the World Flat?*)

- **Multi-disciplinary course:** study of globalization from a multidisciplinary perspective:
 - Economy and Business
 - Law
 - Environment
 - Engineering (ICT's)
 - Mass Media
 - Humanities (Philosophy, Anthropology, Theology).

- Number of participants: 100 approx.

- Students participate individually or in groups.

2. Course features (and III)

List of course modules (2015)

INSTRUCTORS	TOPICS
All	Free Discussion on Globalization
Pierre Canac	The Global Financial System: Has it become an obstacle to further globalization?
Sujin Horwitz	Emerging Leadership in a Global Context
Rogelio Garcia-Contreras	Sustainable Development; International Cooperation for development; Globalization and Democracy; civil society; Modernization
Paul Hahn	Millenium Development Goals and Response to Papal Encyclicals
Guillermo Yáñez	Economic Geography
John Ozolins	Ethics in a Globalized World
Andrew West	Impact of Globalization on Legal Systems in Europe: Supranationalism and Convergence
Evie Laurito	Millenium Development Goals: Environmental sustainability
Kit Lam	Media and Globalization
Enrique Sánchez	Relationship between Economic Integration and Globalization. The EU Case.
Jamie Gillies	Counterhegemonic Globalization and the Music Industry

3. Course Organization (I)

- **Intensive course:** 12 weeks (one trimester) September – December 2015
- **Biennial course.**
- **Every week is focuses on one module,** except the first week (introductory module) and the last one (summary and conclusions).
- **Official language:** English (students may use Google Translator, Babelfish...)
- **Each module is prepared and managed by one professor,** who must elaborate one paper (15-25 pages) as well as any supplementary material deemed appropriate (videos, articles...).
- Each teacher may organize **face-to-face meetings** with his students if he deems it appropriate.
- **Each university agrees** to the conditions of enrollment, admission, assessment and credits recognition.

3. Course Organization (II)

➤ **Weekly work schedule:**

1. Saturday to Tuesday: Reading and reviewing material (papers, videos...)
2. Wednesday to Friday: forum participation

In order to start and finish at the same time, students should include their comments in the forum according to the schedule:

Location	Start time	End time
Houston	Tuesday 17:00 h.	Friday 17:00 h.
Chile	Tuesday 19:00 h.	Friday 19:00 h.
Canada	Tuesday 19:00 h.	Friday 19:00 h.
Ireland	Tuesday 23:00 h.	Friday 23:00 h.
France	Wednesday 0:00 h.	Friday 0:00 h.
Spain	Wednesday 0:00 h.	Friday 0:00 h.
Philippines	Wednesday 6:00 h.	Saturday 6:00 h.
Taiwan	Wednesday 6:00 h.	Saturday 6:00 h.
Australia	Wednesday 8:00 h.	Saturday 8:00 h.

4. Course development (I)

The screenshot shows a web browser window with the address bar displaying https://blackboard.stthom.edu/webapps/discussionboard/do/conference?toggle_mode=edit&action=list_forums&course_id=_7836_1&nav=discussion_board_en. The page title is "Discussion Board - Google Chrome".

On the left, there is a navigation menu with the following items: Announcements, Course information & Syllabi, Course Documents and Modules, Discussions, Discussion Grades, Email, and Blackboard Help. Below this is a "COURSE MANAGEMENT" section with a "Control Panel" and several expandable options: Content Collection, Course Tools, Evaluation, Grade Center, Users and Groups, Customization, Packages and Utilities, and Help.

The main content area shows a "Delete" button at the top left. Below it is a table with the following columns: Forum, Description, Total Posts, Unread Posts, and Total Participants. The table contains one entry:

<input type="checkbox"/>	Forum	Description	Total Posts	Unread Posts	Total Participants
<input checked="" type="checkbox"/>	DISCUSSION SIX: Economic Integration and Globalization. The EU Case	THIS FORUM IS OFFICIALLY CLOSED! Thank you very much for your participation. This weekend I will reply to any pending comments. Dear participants: Next week we will address the role of economic integration in the globalization process. Although at times we focus on the case of the EU, no doubt, It will be of great interest that we address also the experience of other processes (NAFTA, MERCOSUR, ASEAN,...). To attempt to better organize our work and participation, the discussion is structured in 4 threads. Each day I will open a new thread (the first day two threads), but previous threads will remain open in order to facilitate participation. The questions included in each thread are intended to give suggestions when participating in the debate, so no need to answer them all. The outline is as follows: 1. Globalization and Integration [Wednesday, 23] 2. The EU: lights and shadows [Wednesday, 23] 3. The EU & other integration processes [Thursday, 24] 4. European Monetary Union and the future of the EU [Friday, 25] The purpose of the statistical annex is put at your disposal a simple and manageable set of data, illustrating the role of the EU. We will also discuss some of the tables and graphs in the first threads of the debate. I wish that the module be interesting to you! Quique Sanchez	413	0	63

4. Course development (II)



DISCUSSION SIX:
Economic
Integration and
Globalization. The
EU Case

THIS FORUM IS OFFICIALLY CLOSED!

413

0

63

Thank you very much for your participation. This weekend I will reply to any pending comments.

Dear participants:

Next week we will address the role of economic integration in the globalization process. Although at times we focus on the case of the EU, no doubt, it will be of great interest that we address also the experience of other processes (NAFTA, MERCOSUR, ASEAN,...).

To attempt to better organize our work and participation, the discussion is structured in 4 threads. Each day I will open a new thread (the first day two threads), but previous threads will remain open in order to facilitate participation.

The questions included in each thread are intended to give suggestions when participating in the debate, so no need to answer them all.

The outline is as follows:

1. Globalization and Integration [Wednesday, 23]
2. The EU: lights and shadows [Wednesday, 23]
3. The EU & other integration processes [Thursday, 24]
4. European Monetary Union and the future of the EU [Friday, 25]

The purpose of the **statistical annex** is put at your disposal a simple and manageable set of data, illustrating the role of the EU. We will also discuss some of the tables and graphs in the first threads of the debate.

I wish that the module be interesting to you!

Quique Sanchez

4. Course development (III)

Forum: DISCUSSION SIX: Economic Integration and Globalization. The EU Case

Organize Forum Threads on this page and apply settings to several or all threads. Threads are listed in a tabular format. The Threads can be sorted by clicking the column title or the caret at the top of each column. [More Help](#)

Create Thread Grade Discussion Forum Subscribe Search Display ▾

<input type="checkbox"/>	Date ▾	Thread	Author	Status	Unread Posts	Total Posts
<input type="checkbox"/>	10/26/13 4:02 PM	KEY CONCLUSIONS	Enrique Sánchez	Published	0	3
<input type="checkbox"/>	10/24/13 5:38 PM	5. European Monetary Union [Friday, 25]	Enrique Sánchez	Published	0	97
<input type="checkbox"/>	10/23/13 6:56 PM	4. Comments on the statistical annex (Thursday, 24 and Friday, 25)	Enrique Sánchez	Published	0	31
<input type="checkbox"/>	10/23/13 6:34 PM	3. The EU & other integration processes: [Thursday, 24]	Enrique Sánchez	Published	0	80
<input type="checkbox"/>	10/22/13 7:09 PM	2. The EU: lights and shadows [Wednesday, 23]	Enrique Sánchez	Published	0	87
<input type="checkbox"/>	10/22/13 6:44 AM	READ FIRST	Enrique Sánchez	Published	0	1
<input type="checkbox"/>	10/22/13 6:02 AM	1. Globalization and Integration [Wednesday, 23]	Enrique Sánchez	Published	0	114


Thread Actions ▾ Collect Delete

Displaying 1 to 7 of 7 items [Edit Paging...](#)

4. Course development (IV)

Thread: 5. European Monetary Union [Friday, 25]

Select: [All](#) [None](#) [Message Actions](#) [Expand All](#) [Collapse All](#) 97 Posts in this Thread 0 Unread

 **Enrique Sánchez** INSTRUCTOR MANAGER 3 months ago


5. European Monetary Union [Friday, 25]

5.1. Is it viable European Monetary Union? Was it in the beginning (2002)?

5.2. What lessons should we draw from the current crisis?

5.3. It is possible and desirable the Political Union? What kind of Political Union?

[Reply](#) [Quote](#) [Edit](#) [Delete](#)

 ██████████ Email Author 3 months ago

RE: 5. European Monetary Union [Friday, 25]

The European Monetary Union was already conceptualized as early as 1924 by Gustave Stresemann in the League of Nations. It was only in January 2002 that the Euro currency started to be produced. Somehow the concept of the European Monetary is actually ideal if it were not for the various cultural background of the different members of its European countries.








Eventhough the 1992 Treaty of Maastricht limited its members to their deficit spending and debt levels, some countries find themselves buried in debt. This gives us a lesson not to rely too much on the strength of a "strong" organization but to also closely monitor our own work habits. But is it possible that some of the government officials used the European monetray Union to their advantage to the point their exploitation ruined it?


5. Course development (and V)

https://blackboard.stthom.edu/webapps/blackboard/content/listContentEditable.jsp?content_id=_528111_1&course_id=_7836_1

Gerard Downes

Build Content ▾ Assessments ▾ Tools ▾ Publisher Content ▾

-  **Development in an era of Globalization**
Attached Files:  Gerard Downes_Development in an era of Globalization.doc (294.5 KB)
-  **Development as Practice in a Liberal Capitalist World**
-  **Chapter 1 Understanding Development by John Rapley**
Availability: Item is no longer available. It was last available on Dec 31, 2013 11:59 PM.
-  **'What is Development?' - World Bank primer**
Availability: Item is no longer available. It was last available on Dec 31, 2013 11:59 PM.
-  **Kicking Away The Ladder: The Real History of Free Trade by Ha Joon Chang** ▾
Availability: Item is no longer available. It was last available on Dec 31, 2013 11:59 PM.
-  **The Bottom Billion by Paul Collier**
Paul Collier, economist, academic and author of the hugely influential book 'The Bottom Billion' outlines a bold and compassionate plan for bridging the gap between the world's rich and poor



5. Student's Experience

- They recognize the how important this activity is in order to complement and complete their training.
- Great satisfaction to participate in the course's activities:
 - They commit themselves to apply both colloquial and academic English.
 - They acquire a broader vision about a phenomenon studied in their programs and dissertations.
 - They can keep in touch with teachers and students from other countries.
 - They have to reflect on and think about materials proposed and about other people's opinions.
- **However, these things demand great effort** (and sometime they had to leave the course). This may become somewhat troublesome if they don't get credits recognition.

6. Teacher's Experience

- Great satisfaction for being able to participate:
 - You have to use academic English on an intensive, regular basis.
 - You broaden your knowledge on the subjects.
 - Your professional view can be directly contrasted with that of colleagues from other countries and scientific disciplines.
 - It fosters interaction with teachers and students from other countries.
 - You have to improve your empathy.

- Great effort is required (especially in those cases that have not been foreseen as part of the teaching tasks).

«What better way to teach about globalization than globally!»

7. Conclusions

- This is an “easy” and cheap way to organize a course at international level.
- This initiative fosters knowledge and experience exchange among teachers, among students and also among teachers and students.
- This initiative encourages s students’ awareness in relation to the importance and usefulness of English. It helps participants to practice and increase their knowledge of the language and the subjects covered as well.
- The course also favors students’ cooperative learning, as well as their reflective, critical and analytical abilities.
- Along the same lines, it offers an effective way of involving universities and their staff in concrete activities by adding value to signed international agreements.
- The course also holds favorable recognition and it supports activities in this area in connection to student and teacher development.