



**infinite  
spur**

**GLOBAL CITIZENSHIP:  
POLITICS, DIVERSITY & IDENTITY IN A GLOBAL CONTEXT**

# Welcome to Infinite Spur



DR. MARTA WALLISER  
Directora Ejecutiva

Infinite Spur is here to respond to the current educational challenges that call for an innovative approach to teaching in an international setting by fostering new forms of dialogue in the arts and digital technologies, leadership, and entrepreneurship.

Our courses are for students who are willing to take on new challenges and want to participate in dynamic and intensive educational experiences where, in addition to learning about cultures and people, they will gain the essential soft skills and industry expertise that will empower them to design their career and their future.

# Our Mission

To empower students with personal, professional, and inter-cultural skills to successfully achieve their goals and dreams through international experiences FOCUSED on leadership, entrepreneurship, arts, technology, and design.

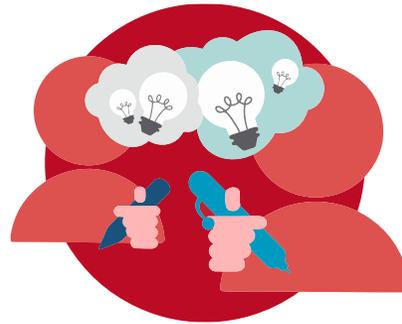


# Our Values

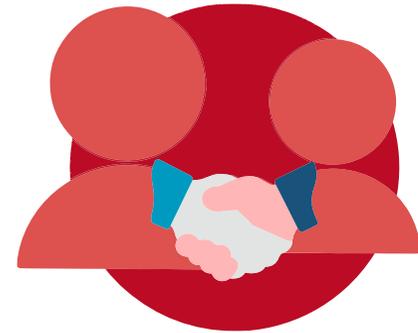
We believe in



EMPOWERMENT



CREATIVITY



RESPONSIBILITY



ARTS & DIGITAL TECHNOLOGIES



LEADERSHIP & INSPIRATION

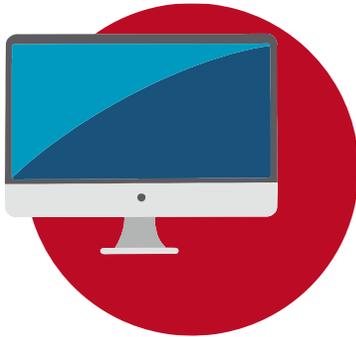
# Academic Principles: Internationalization at Home

The term “Internationalization at Home” (IaH) was first introduced in 2001 (Crowther et al 2001). It has been defined as “...the purposeful integration of international and intercultural dimensions into the formal and informal curriculum for all students within domestic learning environments.” It emphasizes the importance of providing with international learning opportunities to all students, not simply those who study abroad.

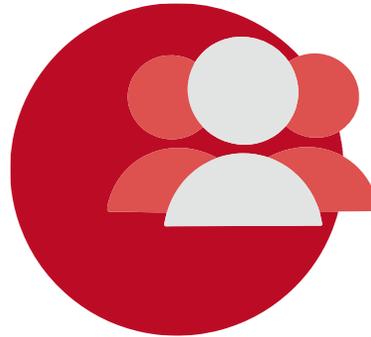
Jones & Reiffenath, 2018

# Teaching model: IaH

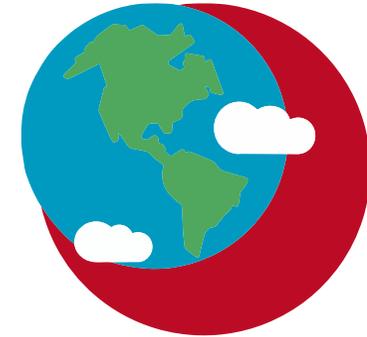
## Blended Learning



DIGITAL PLATFORMS



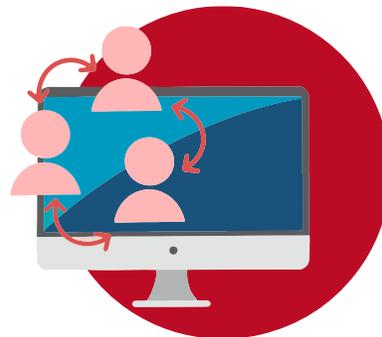
SMALL PRIVATE ONLINE COURSES (SPOC)



INTERNATIONAL STUDENT GROUPS



SYNCHRONIC CLASSES



INTERNATIONAL VIRTUAL COLLABORATIVE PROJECTS



BUSINESS VISITS & CULTURAL ACTIVITIES

# Global Citizenship: Diversity, Identity and Culture.

# General considerations

This proposal details the articulation of the Seminar in Diversity Issues: immersive Cultural --an interdisciplinary and interactive online course.

1. The proposal is to integrate four different regions: The Americas (US); Europe (Spain), MENA (Morocco) and Eastern Europe (specific country to be determined).
2. The goal is to integrate lecturers from the different areas of the world and (hopefully) recruit students from different countries to be able to have a more diverse and global academic community.
3. The proposed modules and units will explore different sociopolitical, socioeconomic, personal and psychological aspects on diversity, identity, culture examined from different perspectives of the world.

# Module 1

## Defining Global Citizenship

The first module introduces and explores foundational concepts for the study of Global Citizenship.

Who is a citizen? What does “citizenship imply”? What is to be a Global Citizen? And most importantly, is it possible to be a Global Citizenship? What would our responsibilities be



# Units 1 & 2

## ***Unit 1: Ethics of Global Citizenship: national and international policies and institutions.***

Learning about some of the international institutions, political systems and global organizations that organize the world. In this unit students will be introduced to the different areas of the world, and to the international organizations, policies and guidelines that promote a better understanding of the world. Students will explore about the different areas of the world including the Americas, Europe (East & West Europe) and the MENA region. They will also learn about the role and responsibilities of the United Nations, the European Union and other world organizations.

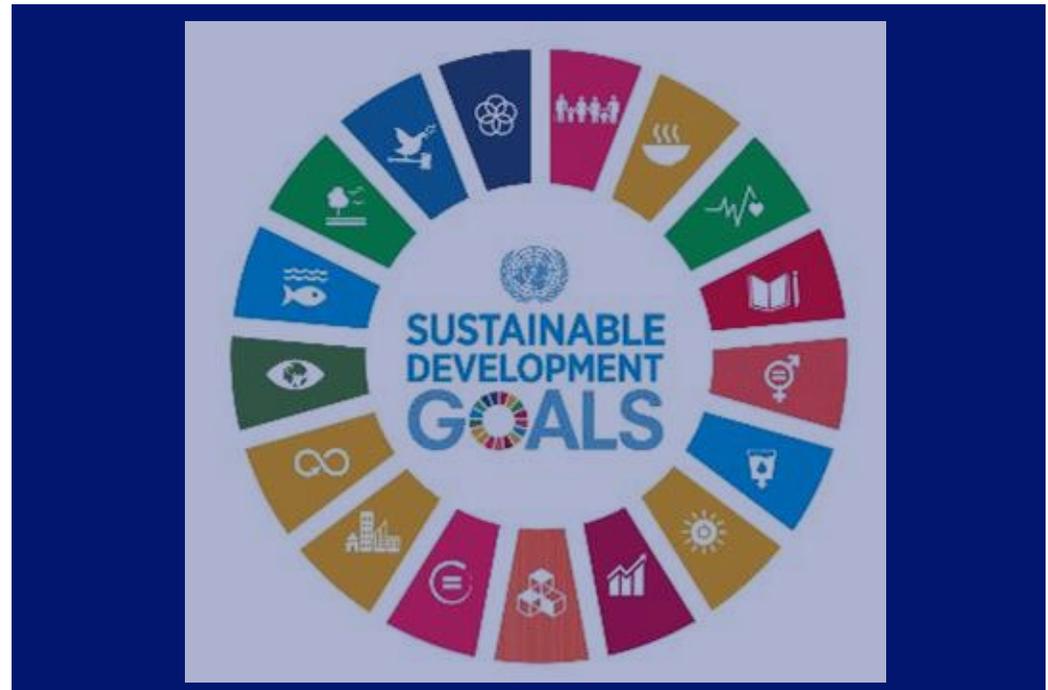
## ***Unit 2: How can we define Global Citizenship?***

If we wish to consider the meaning and implications of “global citizenship” we must reflect on the concept of citizenship first. What does it mean to be a citizen? When did the concept of citizenship started? What are the rights and the responsibilities of a citizen? ... and of a global citizen? We will try to come to definition that fits our exploration of the people and the world.

# Unit 3

## *Unit 3: UN Agenda 2030. The Sustainable Development Goals*

Students will learn about the 2030 agenda and the SDG (Sustainable Development Goals) as the blueprint for achieving a better and more sustainable future for all. They will also research the 17 specific goals and choose two to work on over the duration of the course.



# Module 2

## Politics, governance, and media.

The second module explores the different political systems and reflect on the democratic processes of different countries of the world. We will about the political system of all participating countries, the instruments for citizen participation. We will also explore the role of media (mass media, social media) and the different degree of information control that different societies implement.



# Units 4, 5 & 6

## *Unit 4-5: Political systems and citizen participation.*

### *(two class sessions)*

Students will explore the different political systems of their own countries and present it to their peers.

The whole group will reflect on the democratic processes at the local, national, and international levels. They will be challenged to define what a democracy is, and what cultural, social, and historical developments make democracy possible (or not) in different parts of the world.

## *Unit 6: The role of media & communications in a globalized world.*

Often, discussions on globalization and global citizenship ignore the central role played by media, social media, and information technology (IT).

This unit is designed to give more attention and rethink the way we should critically assess the role of media in the production and reception of today's immediate and vastly expanded information dissemination. We will explore the questions relating to control of information, freedom of the press, fake news, social media, and mass communications.

# Unit 3

## Issues on Identity

In this unit we will examine some essential concepts of social and political division such as racial, gender, ethnic, national or religious identity and how they affect the everyday life of each nation.



# Units 7, 8 & 9

## ***Unit 7: The Challenges of Global Division.***

As citizens of a globalized society, we seek to find common responses to what we believe are common challenges.

We have the illusion that by being global we are increasingly coming together as humankind, but there is nothing further from the truth.

Reality shows that societies continue to divide themselves fighting against each other, persecuting people who think or feel differently, or denying rights to those who are different from ourselves. In this unit we will examine some essential concepts of social and political division such as racial, ethnicity, national or religious identity and how they affect the everyday life of each nation.

## ***Units 8-9: Multiple identities: culture, gender, nation & religion (two class sessions)***

We will continue by exploring the concept of identity and explore according to concept of multiple layered identity and reflect upon the multiple selves that we all represent. We will see that identity is a fluid everchanging aspect of who we are, where we are, when in our lives and our core values. We see it in how we view others and how others view us. We will have the opportunity to explore the multicultural diversity of each of the participating regions.

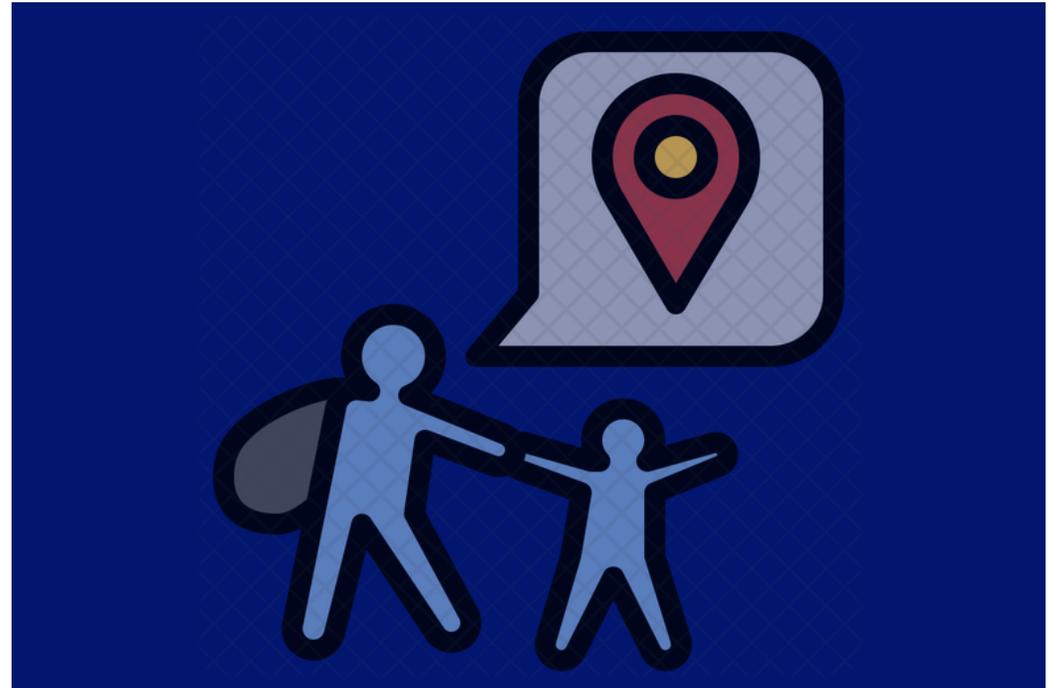


# Module 4

## Placelessness

In this unit we will learn about the political, social, or cultural conflicts that force certain groups or individuals to leave their “*place*” their home, their land.

We will explore the multiple consequences that this global involuntary migration movements have both, at a global and an individual level.



# Units 10 & 11

## ***Unit 9. Placelessness***

We will explore what it means to have “a place” in society, whether this “place” is a nation, an ethnic, religious or gender identity and having to leave your home and your family because of it. Students will learn about the different political, social, or cultural problems that force citizens to leave their “place”, and the multiple consequences of this global involuntary migration movements have both, at a global and an individual level.

## ***Unit 10. Politics of migration: Europe & EU***

Students will learn about the politics of migration in the different regions and the social, economic, and personal implication for the migrants. They will also learn about the different reasons for migration (such as migration and refugee seekers) that lead to different legal responses.

We will concentrate in the EU response to the migratory movements and asylum seekers and the complex policies implemented in different countries under one same political framework.

# Unit 11

## *Unit 11. Politics of migration: Getting adjusted to a new "place"*

Students will learn about the specific needs and assistance that migrants need when reaching their new "place" to build a new life.

It is a very difficult and often traumatic process, so we will explore the different services that are available to them to help them in this transition, not only to set a new home, but also to have access to health care, education and training programs that will provide them with the skills to integrate in the new society.

There are social and psychological programs that will help them redefine and adjust to the new culture, or the new gender roles that they must accept in their new life.



# Module 5

## Catalyst for Global Change

We have spent the past weeks exploring of the underlying principles of global citizenship and global issues.

Now, we should focus on actions, what can I do to become a global citizen?

It is your turn to take a step and decide how are you going to join forces and become a catalyst for change for building a better world.



# Units 12 & 13

**Unit 12.** RoundTable discussion about sharing experiences, learning from life stories, and growing a catalyst for social change.

We will offer a round table discussion from leaders from different countries and purposes that will share with students their life experiences and how they decided to become involved with the building of a better world.

**Unit 13.** Leadership For the Future

We have spent the past weeks studying some of the underlying principles of global citizenship and global issues.

Now, we should focus on actions, what can I do to become a global citizen?

We will now explore your potential as a leader for the future according to Bob Johansen leadership inventory. You will discover your leadership skills and how to put them to work to enhance your role in the building of a better society.



# Global Citizenship Competences



**Build Your Intercultural Skills**



**Build Your Interpersonal Skills**



**International Team Work**



**Empathy & Understanding**



**Negotiation Skills**



**Creativity & Innovation**

# Institutional Collaborations

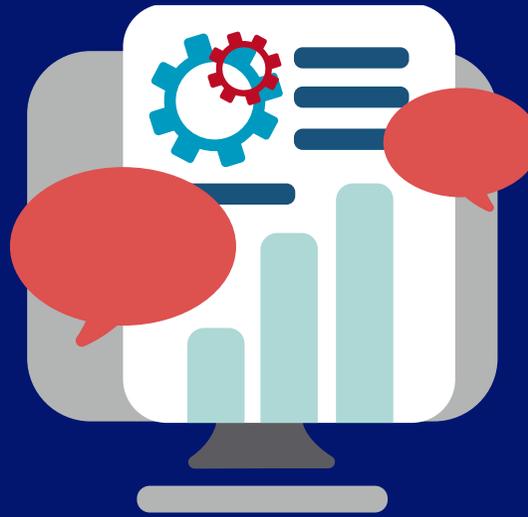


# Workshops

We will enjoy different cultural workshops and roundtable discussions throughout the program.



LEADERSHIP FOR THE FUTURE



NEGOTIATION



CULTURE (FLAMENCO)

# Teaching Methodology

We use different virtual, digital tools, platforms and communication apps.



# Specific information

1

Dates: Virtual program  
on february 2022.

2

Weekly sinchronic  
classes via Zoom

3

Direct Communication  
WhatsApp

4

Google Class Support  
Platform

5

Institutional Visits &  
Cultural activities

6

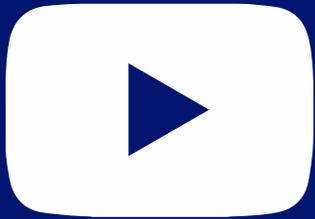
Diploma  
Infinite Spur.

7

Immersion Program  
in Spain  
July 1<sup>st</sup>-15<sup>th</sup> 2022

# Contact information

For questions, please contact



Infinite Spur



@infinite.spur



[www.infinitespur.com](http://www.infinitespur.com)



Infinite Spur



@infinite.spur



[info@infinitespur.com](mailto:info@infinitespur.com)

[marta.walliser@infinitespur.com](mailto:marta.walliser@infinitespur.com)



DreamDareDiscover