

## 2009 IARU Global Summer Program Report

### 1. Basic Summary

Australian National University International Environmental Policy	
<b>Brief Description (Max. 100 words)</b>	This course focused on the dynamic and rapidly expanding field of international environmental policy. The emphasis of the course is on understanding the real-world dynamics of policy formation and debate. The course takes an interdisciplinary approach, drawing insights from areas including ecology, law, economics, international relations and politics.
<b>First day of classes</b>	30 June 2009
<b>Final day of classes</b>	17 July 2009
<b>Tuition Fee</b>	\$2 800 AUD but tuition scholarships provided to all incoming IARU partner students
<b>Accommodation Fee</b>	\$1 057 AUD
<b>Field Trip Fee</b>	\$450 AUD

### 2. Participant and Teaching Staff Data

	University	Number of Students	Teaching Staff
<b>IARU Partner Universities</b>	Australian National University	1	1
	ETH Zurich	1	
	National University of Singapore	2	
	Peking University	0	
	University of California, Berkeley	2	
	University of Cambridge	1	
	University of Copenhagen	1	
	University of Oxford	1	
	The University of Tokyo	2	
	Yale University	0	1
	<b>Total IARU partner involvement</b>	11	2
<b>Non-IARU Partner Universities</b>			
	<b>TOTAL Non-IARU partner involvement</b>	0	0
	<b>TOTAL</b>	<b>11</b>	<b>2</b>

### 3. Successful aspects of the course

Please outline the successful aspects of the GSP course, where possible, referring to feedback gained from students and/or staff involved in the course. Feel free to incorporate photos into this section of the report. (Max. 500 words)

- Participants enjoyed the opportunity to readily engage in academic discussion with fellow participants, course convenors and visiting lecturers/presenters.
- Students were accommodated in a wing of Bruce Hall, an ANU residential College, for the majority of their stay. This was a highly successful change to the program, and enabled the group to mix with a wide range of ANU students outside of the GSP who were staying in Canberra over their winter break. Bruce Hall gave students the opportunity to taste what life is like for many students at ANU. Students shared meals in the dining hall, which allowed them to develop strong social bonds with each other, very early into the program.
- A morning tour of Canberra and visit to Parliament House was well received. Bruce Hall senior residents also arranged (at short notice) for the students to spend an afternoon at Tidbinbilla Nature Reserve, 30km outside of Canberra. This experience gave students the chance to see Australian wildlife in its natural environment, and learn about aspects of indigenous culture from a park ranger. This activity was very successful and we would hope to incorporate it into the formal program in 2010.
- Students noted their four night stay at ANU's Kioloa Coastal Campus on the south coast of New South Wales as a highlight of their GSP experience.



GSP Students in front of Parliament House, Canberra



Students at Kioloa Beach, NSW



Students during a mock United Nations Climate Change Conference

#### **4. Challenges and concerns for the future**

*Please outline aspects of the course and/or the wider GSP that presented difficulties for your University. (Max. 500 words)*

Students suggested that given the shorter days in winter, the timetabling of classes should be adjusted to allow more free-time during daylight hours. A schedule that started earlier each day, and finished in early afternoon would give students an opportunity to do their private study during the day and have their nights free, and/or allow students to more readily participate in daytime recreation activities. A suggested model for classes was 9:00am-12:00pm, then 1:00pm-2:00pm.

Students sought more opportunities to explore Canberra and the surrounding area, and suggested that more morning/afternoon field-trips relating to the course content could be incorporated into the program. We will work closely with the course convenors in future years to incorporate more regular half-day activities around Canberra.

Some students thought that the workload at Kioloa, including the time required for private study and assignment preparation, was too heavy. Students enjoyed the experience, but wanted more time outside to enjoy the beach and forest environs.

Students asked that more content related to indigenous Australians be incorporated into the course as they found this aspect of Australia's culture very interesting.

## 2009 IARU Global Summer Program Report

### 1. Basic Summary

ETH Zurich	
Information Architecture – Reconstruct the Future	
<b>Brief Description (Max. 100 words)</b>	<p><b>First week:</b> Grammar-based design of urban structures. It will stretch out the limits of parametric city models. As an example, students will work on the digital reconstruction of Le Corbusier's "Ville Contemporaine", which is anew very contemporary when it comes to the development of 'Future Cities'. Using a grammar-based approach for the encoding of the city, called CGA shape, that is implemented inside the recent CityEngine.</p> <p><b>Second week:</b> Basic visualizations of urban data with Processing. 'We are addressing students with a high level of curiosity, who want to ask questions, play with urban data. Students with little or no programming experience have to be willing to overcome the rather steep learning curve that usually occurs when getting in touch with code.'</p>
<b>First day of classes</b>	15 June 2009
<b>Final day of classes</b>	26 June 2009
<b>Tuition Fee</b>	Exempt
<b>Accommodation Fee</b>	Approx. CHF 650
<b>Field Trip Fee</b>	Approx. CHF 375

### 2. Participant and Teaching Staff Data

	University	Number of Students	Teaching Staff outside of host university
<b>IARU Partner Universities</b>	Australian National University	2	
	ETH Zurich	1	5
	National University of Singapore	5	
	Peking University	1	
	University of California, Berkeley	2	
	University of Cambridge	0	
	University of Copenhagen	0	
	University of Oxford	0	
	The University of Tokyo	0	
	Yale University	1	
	<b>Total IARU partner involvement</b>	<b>12</b>	<b>5</b>
<b>Non-IARU Partner Universities</b>	Harvard University	2	
	University of Patras	1	
	University of Zurich	1	
	<b>TOTAL Non-IARU partner involvement</b>	<b>4</b>	
	<b>TOTAL</b>	<b>16</b>	<b>5</b>

### **3. Successful aspects of the course**

*Please outline the successful aspects of the GSP course, where possible, referring to feedback gained from students and/or staff involved in the course. Feel free to incorporate photos into this section of the report. (Max. 500 words)*

The overall internal evaluation of the IARU Summer School at ETH Zurich was rated very good and the level of satisfaction was high.

The organization and the field trips received highest marks. Very appreciated was the interaction between the international students as well as the professional and social exchange between students and staff. The available teaching facilities were well adapted to the offered tutorial.

### **4. Challenges and concerns for the future**

*Please outline aspects of the course and/or the wider GSP that presented difficulties for your University. (Max. 500 words)*

As several modules were offered there wasn't enough time to develop in-depth knowledge on each subject. In the future the subjects should be reduced to one or maximum two in order to achieve a fundamental knowledge base and to target the students accordingly. However, some students did appreciate to have a general overview of several aspects that were offered.

The commuting time between accommodation and Science City (ETH Zurich) was too long and there should be a change in either the location of teaching or the accommodation.

Following the general feedback, most students would have liked to have a longer course time. Two weeks seemed too short to gain full insight in a subject and to combine them with the very appreciated field trips. They also seemed to need some adaptation time and would have liked to enjoy more of Zurich and Switzerland as well as the social exchange between themselves and the staff.

## 2009 IARU Global Summer Program Report

### 1. Basic Summary

National University of Singapore <b>Asia Now!</b>	
<b>Brief Description (Max. 100 words)</b>	Asia Now! is a residential summer program offered by the Faculty of Arts and Social Sciences of the National University of Singapore (NUS). This year, the Program lasted five weeks, from 29 June to 31 July 2009, and focused on the themes of Asia's transformation and the growing importance of the region in world affairs.
<b>First day of classes</b>	29 June 2009
<b>Final day of classes</b>	24 July 2009
<b>Tuition Fee</b>	Waived
<b>Accommodation Fee</b>	SGD 396 for 5 weeks
<b>Field Trip Fee</b>	None

### 2. Participant and Teaching Staff Data

	University	Number of Students	Teaching Staff outside of host university
<b>IARU Partner Universities</b>	Australian National University	3	
	ETH Zurich	1	
	National University of Singapore	19	3
	Peking University	9	
	University of California, Berkeley	4	
	University of Cambridge	7	
	University of Copenhagen	2	
	University of Oxford	1	
	The University of Tokyo	1	
	Yale University	1	
	<b>Total IARU partner involvement</b>	<b>47</b>	<b>3</b>
<b>Non-IARU Partner Universities</b>	Delhi University (Lady Sri Ram College)	2	
	<b>TOTAL Non-IARU partner involvement</b>	<b>2</b>	
	<b>TOTAL</b>	<b>49</b>	<b>3</b>

### 3. Successful aspects of the course

*Please outline the successful aspects of the GSP course, where possible, referring to feedback gained from students and/or staff involved in the course. Feel free to incorporate photos into this section of the report. (Max. 500 words)*

1. The diverse group of students from eleven top universities (IARU and Delhi University) gained good first-hand experience as they studied Asia by being in Asia. For example, students in this course were able to observe the economic dynamics of Asia from an "insider" position. This *in situ* aspect of the course is simply irreplaceable by courses on Asia taught outside the region.
2. The relatively small class size (N=20) was highly congenial to class-based interaction and discussion. Even though the level of class participation might have been slightly uneven, the quality of discussion and debates was good in relation to the amount of preparation time and efforts.
3. A good sense of collective identity and class solidarity seemed to have developed among most of the students and this enduring aspect of their friendship is a positive outcome of this GSP.

### 4. Challenges and concerns for the future

*Please outline aspects of the course and/or the wider GSP that presented difficulties for your University. (Max. 500 words)*

1. Due to the H1N1 alert, there was some slight disruption to classes in terms of venue in the first week and some activities had to be postponed. But after the first week, the H1N1 alert was removed and classes and other activities resumed as per scheduled. There was only one cancellation of an event.
2. While the diversity of students should be celebrated, the inclusion of first year freshmen/women in the programme presented a tremendous challenge in the higher level modules that required significant amounts of critical thinking and writing skills. The lack of prior training in academic writing and analysis posed grave difficulties for some of these first-year students.
3. Furthermore, the different requirements from home universities in terms of grades and assessments resulted in drastically different motivations among the students. While a large proportion of them took their module in order to secure a good grade (about 75%), a good 25% of them did not require any substantive grade from their course participation. This differential expectation among the students led to a slightly strange learning milieu in which some of them did not even turn up for class and/or discussions. The indifferent attitude of some of these "non-graded" students may have had a negative influence on the overall learning atmosphere.

4. "Asia Now! is a usefully broad frame, but, possibly, the course might be made more streamlined in the future. Going forward, we plan to streamline the content from different modules, as well as the various pedagogical and assessment practices.

## 2009 IARU Global Summer Program Report

### 1. Basic Summary

National University of Singapore	
Southeast Asia in Context	
<b>Brief Description (Max. 100 words)</b>	This program is a 5 week thematically based exploration of Southeast Asia's geographical and cultural diversity, by taking advantage of Singapore's position and character as a microcosm of this diversity. It also blends classroom at the campus of NUS with hands-on fieldwork to sites in Singapore, Cambodia, Thailand, and Indonesia. This course is available at two levels, Introductory and Advanced.
<b>First day of classes</b>	22 June 2009
<b>Final day of classes</b>	24 July 2009
<b>Tuition Fee</b>	SGD 1 500 per module
<b>Accommodation Fee</b>	SGD 700 to 800 for 5 weeks
<b>Field Trip Fee</b>	SGD 2 500

### 2. Participant and Teaching Staff Data

	University	Number of Students	Teaching Staff outside of host university
<b>IARU Partner Universities</b>	Australian National University	1	
	ETH Zurich	0	
	National University of Singapore	14	3
	Peking University	1	
	University of California, Berkeley	0	
	University of Cambridge	0	
	University of Copenhagen	13	1
	University of Oxford	0	
	The University of Tokyo	0	
	Yale University	12	
	<b>Total IARU partner involvement</b>	<b>41</b>	<b>1</b>
<b>Non-IARU Partner Universities</b>			
	<b>TOTAL Non-IARU partner involvement</b>		
	<b>TOTAL</b>	<b>41</b>	<b>1</b>

### 3. Successful aspects of the course

*Please outline the successful aspects of the GSP course, where possible, referring to feedback gained from students and/or staff involved in the course. Feel free to incorporate photos into this section of the report. (Max. 500 words)*

1. The 2009 Summer School achieved its goals and objectives by bringing international and NUS students to the NUS campus and Southeast Asia to undertake intensive courses in Southeast Asian Studies. Students from various academic backgrounds gained valuable knowledge and experience, which should be instrumental for their future careers. The Summer School provided an opportunity for students to undertake field-based Southeast Asian Studies courses within the diverse cultural and geopolitical contexts of the region. Overall, it had operated effectively under the budgetary, academic, and logistic frameworks.
2. This summer school continues to enjoy tremendous popularity with the students from our 2 main partners University of Copenhagen and Yale University. Both partners had sent more than 10 students to us for this past summer school. As this summer school pre-dates the IARU GSP formation, we had started working with Yale from 2006 and in 2007; Copenhagen joined this summer school as well.

3. Students described their summer school experiences as being memorable and a great programme. They enjoyed, in particular, the 10 days fieldtrip. Some students cited that learning out in the field proved to be academically sound for them and they were better able to grasp issues discussed in class. One student described the fieldtrips as a medium for him to 'visualise' many of the phenomenon that he had been exposed to in the readings. Also, many participants appreciated the interactions with foreign and Singaporean students. It has allowed for many different insights towards the study of Southeast Asia.

#### **4. Challenges and concerns for the future**

*Please outline aspects of the course and/or the wider GSP that presented difficulties for your University. (Max. 500 words)*

1. Some students had cited that the group was too big in terms of fieldtrips and felt that they would benefit more from smaller groups. There was also a call for scheduling the fieldtrip in the middle of the 5 weeks so as to allow the lessons and experiences of the fieldtrips to be contextualized and digested in lectures/ tutorials after the fieldtrips.
2. It is likely that the Summer School will continue to grow in numbers; therefore compounding the too-large group effect. One way to mitigate this effect is to have more teaching staff on board during the fieldtrips to explain the classes.

## 2009 IARU Global Summer Program Report

### 1. Basic Summary

Peking University	
Chinese Economy: Reform and Challenges	
<b>Brief Description (Max. 100 words)</b>	This course is intended to provide an overview of the major aspects of the Chinese economy as well as the challenges that it faces. The topics to be covered include the historical background of the Chinese economy, China's transition to a market economy, and various issues associated with the transition process. Economic theories, combined with empirical analysis, will be applied to explain various economic phenomena in China, allowing students to form a balanced view of the economic prospects of China, as well as to obtain a solid understanding of some fundamental economic principles.
<b>First day of classes</b>	June 29, 2009
<b>Final day of classes</b>	July 10, 2009
<b>Tuition Fee</b>	10 000RMB for a package of 2 courses
<b>Accommodation Fee</b>	3 600RMB
<b>Field Trip Fee</b>	None (local trips are included in the tuition)

### 2. Participant and Teaching Staff Data

	University	Number of Students	Teaching Staff
<b>IARU Partner Universities</b>	Australian National University	2	
	ETH Zurich	0	
	National University of Singapore	3	
	Peking University	0	1
	University of California, Berkeley	1	
	University of Cambridge	0	
	University of Copenhagen	0	
	University of Oxford	0	
	The University of Tokyo	0	
	Yale University	1	
	<b>Total IARU partner involvement</b>	<b>7</b>	<b>1</b>
<b>Non-IARU Partner Universities</b>			
	<b>TOTAL Non-IARU partner involvement</b>	<b>26</b>	
	<b>TOTAL</b>	<b>33</b>	<b>1</b>

### 3. Successful aspects of the course

*Please outline the successful aspects of the GSP course, where possible, referring to feedback gained from students and/or staff involved in the course. Feel free to incorporate photos into this section of the report. (Max. 500 words)*

- From student feedback, this course was highly popular. The topic of China's economy resonated with the students who took this course, who were universally intrigued by the Chinese economy and its prospects. Feedback suggests that the course boosted students' interest and knowledge in relation to the past, present and potential future trajectory of the Chinese economy.
- The professor who taught the course received highly positive feedback. Due to having previous experience teaching foreign students, the professor varied his teaching methods, promoted class interaction, and directed teaching at the sub-topics which interested students the most.
- For example, in order to compare and contrast the Chinese and Indian economies, the class was divided into two groups, with each presenting one side of the argument. This approach was effective in provoking very lively debate.

### 4. Challenges and concerns for the future

*Please outline aspects of the course and/or the wider GSP that presented difficulties for your University. (Max. 500 words)*

- Two main pieces of feedback were received for areas where the course could improve upon in the future. First, some students commented that the course was too short, and at times, too intensive. However, this situation may be difficult to remedy given the nature of summer school courses, which due to significant time constraints, must necessarily be more intensive.
- A few students also commented that more interactions with local Chinese students would be desirable. There are two main challenges that we foresee in this area. Due to the high popularity of the course, there were insufficient places for local Chinese students to enroll. Furthermore, the course, designed as an introduction to the Chinese economy, would likely be too elementary for local Chinese students. Both reasons contributed to a lack of local Chinese students in the course.

## 2009 IARU Global Summer Program Report

### 1. Basic Summary

Peking University	
Local Traditions and Chinese Society	
<b>Brief Description (Max. 100 words)</b>	China is diversified in its local traditions and cultures. If one does not understand local traditions and cultures, one cannot understand Chinese society or China. The course integrates knowledge of historical geography, cultural geography, and social economic development. Dividing China into 12 regions in terms of social economic life, religion, ethnicity, food, culture and so on, the course discusses, for each region, its historical evolution, the formation of its traditions, and its socio-economic relationship to the whole of China.
<b>First day of classes</b>	June 29, 2009
<b>Final day of classes</b>	July 20, 2009
<b>Tuition Fee</b>	10,000 RMB (for a package of 2 courses)
<b>Accommodation Fee</b>	3,600 RMB
<b>Field Trip Fee</b>	None (local trips are included in the tuition)

### 3. Participant and Teaching Staff Data

	University	Number of Students	Teaching Staff
<b>IARU Partner Universities</b>	Australian National University	2	
	ETH Zurich	0	
	National University of Singapore	3	
	Peking University	0	1
	University of California, Berkeley	1	
	University of Cambridge	0	
	University of Copenhagen	0	
	University of Oxford	0	
	The University of Tokyo	0	
	Yale University	1	
	<b>Total IARU partner involvement</b>	<b>7</b>	<b>1</b>
<b>Non-IARU Partner Universities</b>			
	<b>TOTAL Non-IARU partner involvement</b>	<b>13</b>	
	<b>TOTAL</b>	<b>20</b>	<b>1</b>

### **3. Successful aspects of the course**

*Please outline the successful aspects of the GSP course, where possible, referring to feedback gained from students and/or staff involved in the course. Feel free to incorporate photos into this section of the report. (Max. 500 words)*

- This course was highly popular with students. According to feedback, the topic of local Chinese traditions and Chinese society was of much interest to students wishing to better understand the cultural foundations of China.
- The professor who taught the course received very positive feedback from students. He utilized diverse teaching methods, from lectures and student presentations to Chinese films and other mediums.
- In particular, the audio-visual medium of film was effective in leaving students with a deeper impression of diverse Chinese local traditions.

### **4. Challenges and concerns for the future**

*Please outline aspects of the course and/or the wider GSP that presented difficulties for your University. (Max. 500 words)*

- A challenge of offering courses like this in the future is that such courses create a heavy workload for professors. Assembling the diverse teaching materials of this course proved to be a very time-consuming process for the professor, relative to courses that are taught from text books.

## 2009 IARU Global Summer Program Report

### 1. Basic Summary

University of California Berkeley	
<b>Global Narratives by and about Asian Americans and Special GSP Independent Study</b>	
<b>Brief Description (Max. 100 words)</b>	<p>This course examines the place of Asian Americans in a globalized world through recent works of literature by and about Asian Americans. It will also interrogate the implications of such issues as migration, diversity, hybridity, and global environmental change for the twenty-first century.</p> <p>In addition to the lectures and discussions, GSP students will also participate in a specially designed GSP Independent Study (AAS 199) that will introduce them to the rich and diverse cultures and histories of Asian diasporic communities in the US.</p>
<b>First day of classes</b>	July 6
<b>Final day of classes</b>	August 14
<b>Tuition Fee</b>	USD 2 153
<b>Accommodation Fee</b>	USD 1 820
<b>Field Trip Fee</b>	

### 2. Participant and Teaching Staff Data

	University	Number of Students	Teaching Staff
<b>IARU Partner Universities</b>	Australian National University	2	
	ETH Zurich	0	
	National University of Singapore	1	
	Peking University	2	
	University of California, Berkeley	0	1
	University of Cambridge	0	
	University of Copenhagen	0	
	University of Oxford	0	
	The University of Tokyo	0	
	Yale University	0	
	<b>Total IARU partner involvement</b>	<b>5</b>	<b>1</b>
<b>Non-IARU Partner Universities</b>			
	<b>TOTAL Non-IARU partner involvement</b>	<b>5</b>	
	<b>TOTAL</b>	<b>10</b>	<b>1</b>

### **3. Successful aspects of the course**

*Please outline the successful aspects of the GSP course, where possible, referring to feedback gained from students and/or staff involved in the course. Feel free to incorporate photos into this section of the report. (Max. 500 words)*

Faculty appreciated the rich diversity of perspectives that GSP students brought to the discussion, stating that: "While it may sound like a cliché to say that having students from different backgrounds would promote a diversity of perspectives, in the case of my course it really did come true...I believe the GSP students themselves also found the experience enriching."

Faculty emphasized the importance of the field studies course (AAS 199, one unit). The field trips and other extracurricular activities provided valuable learning opportunities for the international students that complemented and enriched the classroom-based curriculum. As the faculty noted: The reflection papers I received from the students were thoughtful and filled with surprising observations.

### **4. Challenges and concerns for the future**

*Please outline aspects of the course and/or the wider GSP that presented difficulties for your University. (Max. 500 words)*

Many of the issues that we encountered this summer had to do largely with the usual challenge associated with fielding a new course. There was added complication presented by the need to create a last minute 1-unit addendum especially when there was no faculty compensation for this additional work.

Because it is a summer program, we are also constrained by the limited number of faculty willing and able to do a summer course.

The lack of resources and independent financing of GSP make it difficult to create a stand-alone GSP course.

Our summer programs at Berkeley are also opened to non-Berkeley students who are admitted through a very different process than during the regular academic year. This also affects the learning dynamics.

The faculty also made an important observation that GSP students may need more orientation (either pre-departure or post arrival) to American academic culture and campus life. Some of the GSP students do not have sufficient understanding of the importance of active participation and speaking up in class. They also needed basic information about campus resources. Logistical details such as cell phones for GSP students (or information on how to get one) are important especially when field trips are involved.

Faculty recommendations will be folded into our program planning for next summer.

## 2009 IARU Global Summer Program Report

### 1. Basic Summary

University of California Berkeley

# The Looming Crisis: Food Scarcity, Environmental Degradation and Poverty in the Century of Human Security

<b>Brief Description (Max. 100 words)</b>	With famine and hunger emerging as the major challenges to peace and stability in the 21st century, this course provides a comprehensive and multi-disciplinary analysis of food and environmental crises and of policy responses in the context of poverty and human rights in developing countries. It will engage students in the analysis of how the intricate and complex interdependence among countries has compromised and very often permanently altered the ability of developing economies to prevent and respond to food crisis.
<b>First day of classes</b>	27 July 2009
<b>Final day of classes</b>	14 August 2009
<b>Tuition Fee</b>	USD 1 845
<b>Accommodation Fee</b>	USD 1 385
<b>Field Trip Fee</b>	0

### 2. Participant and Teaching Staff Data

	University	Number of Students	Teaching Staff outside of host university
<b>IARU Partner Universities</b>	Australian National University	2	
	ETH Zurich	0	
	National University of Singapore	1	
	Peking University	0	
	University of California, Berkeley	0	1
	University of Cambridge	1	
	University of Copenhagen	1	
	University of Oxford	0	
	The University of Tokyo	2	
	Yale University	0	
	<b>Total IARU partner involvement (# students)</b>	<b>7</b>	<b>1</b>
<b>Non-IARU Partner Universities</b>			
	<b>TOTAL Non-IARU partner involvement (# students)</b>	<b>19</b>	<b>0</b>
	<b>TOTAL</b>	<b>26</b>	<b>1</b>

### 3. Successful aspects of the course

*Please outline the successful aspects of the GSP course, where possible, referring to feedback gained from students and/or staff involved in the course. Feel free to incorporate photos into this section of the report. (Max. 500 words)*

The richness of the students' background makes lectures and discussions a unique opportunity for multi-cultural dialogue.

### 4. Challenges and concerns for the future

*Please outline aspects of the course and/or the wider GSP that presented difficulties for your University. (Max. 500 words)*

Faculty identified the following challenges:

1. Diversity of student academic background and preparation

The different levels of subject matter and language preparation made instruction difficult, especially given the already demanding nature of the course. Some students had no familiarity with the issues while others found the materials basic. Meeting the different intellectual needs of the students was a challenge, leaving some students feeling dissatisfied with the rigor and others overwhelmed.

There are also different cultures of learning which made it difficult to manage expectations. The academic teaching in some countries is very formal and top-down. Some students, therefore, were not used to very interactive class exchange and critical engagement with the subject matter and had difficulty participating in the discussion.

2. Language skills:

Students with familiarity and ease with the English language was able to effectively manage the workload while others had difficulty keeping up with the readings and the discussion. This affects the learning of the entire class.

3. Some students were more interested in being in California than in the course, and found the long hours spent in class taxing.

4. Shortness of the course:

Students, especially those who are non-native English speakers needed time to get acclimated and to get used to the pedagogy. Students have asked if the course could be longer.

Faculty recommended that the course be better tailored to the GSP student population and that the program objective, course description and prerequisites and eligibility criteria be more clearly defined.

## 2009 IARU Global Summer Program Report

### 1. Basic Summary

University of California Berkeley	
<b>Building Global Peace: Critical Analysis and Constructive Practice</b>	
<b>Brief Description (Max. 100 words)</b>	<p>In this intensive, three-week seminar students will explore a variety of conflict and issue areas, seeking out root causes, investigating local and global manifestations, as well as considering approaches and efforts to address these problems and construct viable solutions. Classroom and service-based settings will provide an integrative learning experience.</p> <p>Working in a cross-national team, each student will design a service-learning project, and develop strategies for carrying out their projects during the next academic year once returning to their home communities and universities, including ways to continue to communicate and collaborate through the cross-national project teams established during the course, thereby modeling cosmopolitan citizenship in action.</p>
<b>First day of classes</b>	27 July 2009
<b>Final day of classes</b>	14 August 2009
<b>Tuition Fee</b>	USD 1 845
<b>Accommodation Fee</b>	USD 1 385
<b>Field Trip Fee</b>	

### 2. Participant and Teaching Staff Data

	University	Number of Students	Teaching Staff outside of host university
<b>IARU Partner Universities</b>	Australian National University	2	
	ETH Zurich	1	
	National University of Singapore	1	
	Peking University	2	
	University of California, Berkeley	1	1
	University of Cambridge	1	
	University of Copenhagen	3	
	University of Oxford	0	
	The University of Tokyo	2	
	Yale University	0	
	<b>Total IARU partner involvement (# Students)</b>	<b>13</b>	<b>1</b>
<b>Non-IARU Partner Universities</b>			
	<b>TOTAL Non-IARU partner involvement (# Students)</b>	<b>6</b>	<b>1</b>
	<b>TOTAL</b>	<b>19</b>	<b>1</b>

### 3. Successful aspects of the course

*Please outline the successful aspects of the GSP course, where possible, referring to feedback gained from students and/or staff involved in the course. Feel free to incorporate photos into this section of the report. (Max. 500 words)*

In all, GSP students appeared very engaged and enthusiastic about the interactive nature of the course. Some assumed leadership roles in group projects.

The most exciting outcome of the course (and possibly of the whole 2009 Berkeley offering) is a GSP peace-building network that emerged from the course. Berkeley will provide seed funding for three (possibly four if resources are available) GSP student projects to work collaboratively among partner institutions and with an NGO to implement a project under the umbrella of this network.

The projects that have been slated for funding and implementation are:

#### ***Reintegration of Tamil Combatants in Sri Lankan Society in the Post-Civil War Context***

The project involves six students from six different universities who will partner with the UN-affiliated NGO, [Right to Play International](#) to promote public awareness about the role of sports in post-conflict reconciliation and to raise funds for integrated (Tamil and Sinhalese) cricket teams made up of ex-combatants.

#### ***Roots for Tomorrow: Rebuilding (P)afghanistan: Constructing an Environment for Sustainable Peace***

The project involves eight students from five different countries who will partner with the Marin county-based NGO [Roots of Peace](#) on its current projects in Afghanistan and Pakistan. Their goal is to collaborate with university students in Afghanistan (and later Pakistan where RoP has just opened a new branch), and to raise funds to equip schools in Afghanistan in 17 provinces.

#### ***International Schools for Climate Change: Green Thumbs for Clean Lungs***

The project involves three students from three different countries who will work with NGOs and elementary schools in the U.S., Denmark and China to implement a program of environmental education and public awareness focused on the cultivation of plants with a high capacity to convert carbon dioxide to oxygen, based on the Indian scientist Kamal Mettle's "Growing Air" project.

Faculty expressed interest in fostering faculty collaboration among partner institutions on future offerings and on peace projects in particular.

### 4. Challenges and concerns for the future

*Please outline aspects of the course and/or the wider GSP that presented difficulties for your University. (Max. 500 words)*

Faculty stressed both the challenge and the exhilaration of having over 30 students from 10 different universities in a three-week period, especially given the ambitious goals that were established for the course.

Faculty pointed to the importance of having some funding for field trips and social activities outside the classroom.

## 2009 IARU Global Summer Program Report

### 1. Basic Summary

University of Cambridge	
Cambridge Connections	
<b>Brief Description (Max. 100 words)</b>	Research inevitably calls for detailed and accurate investigation. Developing the complementary ability to place any investigation in context and also to realise the power of connections and links, are additional invaluable skills, both for scholars and also to anyone intending to be an effective leader. The Cambridge Connections programme was designed to foster this ability to think beyond an immediate and narrow field of interest. It resonated, too, with the plenary theme of 'Understanding' for the four-week International Summer School running concurrently with this programme in 2009. Participants benefited immensely from the exchange of ideas both with lecturers and with their student peers from around the globe.
<b>First day of classes</b>	5 July 2009
<b>Final day of classes</b>	1 August 2009
<b>Tuition Fee</b>	GBP 1 570
<b>Accommodation Fee</b>	GBP 1 540
<b>Field Trip Fee</b>	

### 2. Participant and Teaching Staff Data

	University	Number of Students	Teaching Staff outside of host university
<b>IARU Partner Universities</b>	Australian National University	2	
	ETH Zurich	0	
	National University of Singapore	3	
	Peking University	3	
	University of California, Berkeley	3	
	University of Cambridge	0	11++
	University of Copenhagen	1	
	University of Oxford	0	
	The University of Tokyo	1	
	Yale University	3	
	<b>Total IARU partner involvement</b>	<b>16</b>	<b>11++</b>
<b>Non-IARU Partner Universities</b>			
	<b>TOTAL Non-IARU partner involvement</b>	<b>0</b>	
	<b>TOTAL</b>	<b>16</b>	<b>11++</b>

### 3. Successful aspects of the course

*Please outline the successful aspects of the GSP course, where possible, referring to feedback gained from students and/or staff involved in the course. Feel free to incorporate photos into this section of the report. (Max. 500 words)*

Students expressed great satisfaction during the course and also at their final feedback session. The range of lecture options to them continued to be of very great appeal. The paired supervisions again presented the greatest challenge to, and sense of achievement from, the GSP participants who enjoyed and valued highly the one-to-one engagement with faculty supervisors. The supervisors themselves were impressed by the commitment and ability of the GSP participants. The students were unanimous in their praise of the Course Director (Dr Rob Wallach), for his coordination of the programme overall, via weekly feedback meetings, introduction and conclusion sessions, and contact with the group throughout. Whilst last year's pilot group of 8 perhaps bonded more closely, this year's group of 16 still had a good sense of community, and appreciated the opportunity to be more fully integrated with and live alongside students on the parallel University summer programmes.

The students had been asked, prior to their arrival, for an indication of their areas of interest and the plenary lectures which they would attend. This was beneficial in that it ensured the students were aware of the opportunities when in Cambridge and so allowed them to prepare accordingly. It also facilitated the prior arrangements into supervision pairs, optimising compatible interests while maintaining pairings from different universities and nationalities. It is intended to develop this more fully in future years to obtain more information about the incoming participants, and also to provide them with advance notice of possible topics and suggested reading for their first supervisions since these take place only a few days after their arrival.

With regard to social activities, some students had, prior to their arrival, thought that there might be time for weekend excursions to mainland Europe. It was pointed out that the intensity of the four weeks in Cambridge does not allow for this. More information about this will be conveyed to future participants, allowing them the option of using time for this purpose either before or after the course itself. The students did enjoy and appreciate the diverse one-day excursions which form part of the University's summer school programme, and also the many attractions (theatre, music and museums) within Cambridge itself.

### 4. Challenges and concerns for the future

*Please outline aspects of the course and/or the wider GSP that presented difficulties for your University. (Max. 500 words)*

Two students had serious problems with gaining visas (one as a result of late application) as the UK has recently altered radically its visa procedures and there is a sharp learning curve of knowing precisely what incoming students need to provide to the visa authorities. One student regrettably was only able to arrive part way through the first week. This also meant that there was some uncertainty about confirming the supervision pairs until a very late stage, and also necessitated an interim arrangement for the first week.

We had minor scheduling clashes because our academic contributors were involved in several different, concurrent programmes, but were able to resolve these.

Just a few GSP students this year were not quite as committed overall (some missed a scheduled session, and some were late with essay hand-ins) as the smaller group had been last year. Students wanted longer notice for precise discussion topics in order to give them more chance to prepare and hence to get more from the interactive sessions.

Although the standard of English was generally good, some variations in language skills and the wide range of backgrounds meant that some supervision pairings with supervisors were, inevitably, more successful than others.

There was some disappointment that there was not full wireless computer access in the accommodation provided as this is increasingly expected. Some improvements were made within the first week but clearly this needs to be considered for next year and the extent of its availability more fully shared in advance. Otherwise both the accommodation and the meals provided were appreciated.

The timetable for applications and turnaround for materials was extremely tight, but needs to be. Not being able to offer financial support for more outgoing students, or any incoming students puts out institution (and some others in the IARU group) out of reach for some students, but the cost of the programme compares very favourably with our other offerings.

## 2009 IARU Global Summer Program Report

### 1. Basic Summary

University of Copenhagen	
<b>Sustainability in rural-urban regions: The rural landscape in a globalized world</b>	
<b>Brief Description (Max. 100 words)</b>	This course explores issues related sustainability and local landscapes in a world of accelerated global changes. It is based in a venue north of Copenhagen well suited to explore the footprint of the national capital of Denmark. The target group is IARU students with background in human-environmental sciences (landscape ecology, planning, natural resource management, sustainability science, geography, sociology, political science, landscape architecture, agricultural economy, etc).
<b>First day of classes</b>	3 August 2009
<b>Final day of classes</b>	13 August 2009
<b>Tuition Fee</b>	0
<b>Accommodation Fee</b>	2 500 DKK
<b>Field Trip Fee</b>	0

### 2. Participant and Teaching Staff Data

	University	Number of Students	Teaching Staff
<b>IARU Partner Universities</b>	Australian National University	2	1
	ETH Zurich		1
	National University of Singapore	4	
	Peking University	3	
	University of California, Berkeley	2	1
	University of Cambridge		1
	University of Copenhagen	3	5
	University of Oxford		
	The University of Tokyo	6	1
	Yale University	2	
	<b>Total IARU partner involvement</b>	<b>22</b>	<b>10</b>
<b>Non-IARU Partner Universities</b>	University of Roskilde		1
	<b>TOTAL Non-IARU partner involvement</b>		<b>1</b>
	<b>TOTAL</b>	<b>22</b>	<b>11</b>

### 3. Successful aspects of the course

*Please outline the successful aspects of the GSP course, where possible, referring to feedback gained from students and/or staff involved in the course. Feel free to incorporate photos into this section of the report. (Max. 500 words)*

The students were generally very satisfied with the course. Asked to identify the two 'best' and the two 'worst' aspects of the course common good aspects were:

- The presence of an international group of senior professors
- The high standard of lectures and seminars
- The field excursions and the course venue.

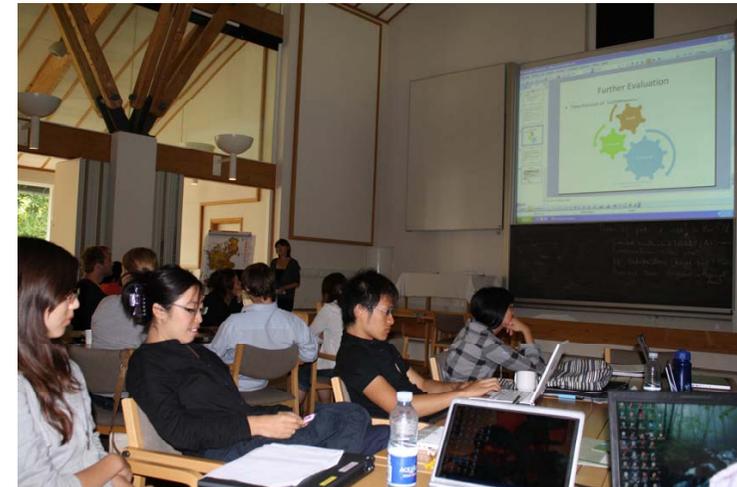
They would have appreciated:

- More group work
- A less compact teaching program (more time off)
- A clearer description of the course content in the announcement.

Please check the evaluation scheme for details.



**Group photo**



**Class photo**

### 4. Challenges and concerns for the future

*Please outline aspects of the course and/or the wider GSP that presented difficulties for your University. (Max. 500 words)*

The course was made possible by a substantial economic support from the host University from a special fund, which will not be generally available. Hence, it will be a future challenge to keep the cost for students at the current level

About two third of the students were supported from their home universities, the others paid themselves including the three students from University of Copenhagen.

May be funding of the summer schools and student support should be organized within a common IARU framework

## 2009 IARU Global Summer Program Report

### 1. Basic Summary

University of Oxford	
<b>Oxford University Global Leadership Programme</b>	
<b>Brief Description (Max. 100 words)</b>	The Oxford 2009 Global Leadership Programme offered GSP students the opportunity to explore the most urgent challenges and opportunities for humanity in the 21 <sup>st</sup> century. Students attended tutorials and research seminars with faculty from the Oxford University James Martin 21 <sup>st</sup> Century School, in which various research institutes are investigating the many facets of the future of humanity. In addition, students studied political and social aspects of the contemporary world as part of the context for understanding the challenges facing humanity today.
<b>First day of classes</b>	6 July 2009
<b>Final day of classes</b>	30 July 2009
<b>Tuition Fee</b>	915 GBP
<b>Accommodation Fee</b>	2,225 GBP
<b>Field Trip Fee</b>	n/a

### 2. Participant and Teaching Staff Data

	University	Number of Students	Teaching Staff
<b>IARU Partner Universities</b>	Australian National University	2	
	ETH Zurich	1	
	National University of Singapore	2	
	Peking University	2	
	University of California, Berkeley	3	
	University of Cambridge	0	
	University of Copenhagen	1	
	University of Oxford	0	8
	The University of Tokyo	0	
	Yale University	4	
	<b>Total IARU partner involvement</b>	<b>15</b>	<b>8</b>
<b>Non-IARU Partner Universities</b>	King's College, London		2
	<b>TOTAL Non-IARU partner involvement</b>	<b>0</b>	<b>2</b>
	<b>TOTAL</b>	<b>15</b>	<b>10</b>

### 3. Successful aspects of the course

*Please outline the successful aspects of the GSP course, where possible, referring to feedback gained from students and/or staff involved in the course. Feel free to incorporate photos into this section of the report. (Max. 500 words)*

The feedback from the students and from the academic staff was very positive. The students unanimously stated that the GSP had been a highly rewarding and exciting academic experience, not just meeting but exceeding their expectations. Three aspects of the GSP were highlighted by the students as particularly beneficial:

- i. The Oxford-style tutorials provided a close, personal and intense learning experience. These were a crucial and very valuable complement to the research seminars and lectures that made up the rest of the course – being both intellectually challenging and academically rewarding.
- ii. The research seminars brought the students into direct contact and discussion with major researchers carrying out leading edge research into the social sciences, the physical sciences and the medical school. The opportunity to engage directly with these individuals in discussion of the major challenges confronting humanity in the 21<sup>st</sup> century was regarded as particularly exciting.
- iii. The students commented very positively on their broader involvement with the Oxford University International Summer School in History, Politics and Society. Academically this provided a wider context for the tutorials and research seminars they undertook as part of the Global Leadership Programme. They also appreciated the social benefit this gave by enabling them to mix with participants with a variety of interests and expertise from around the world.

Students filled in evaluation reports and contributed to the programme evaluation discussion. Overall their comments, both oral and written, were very positive.



### 4. Challenges and concerns for the future

*Please outline aspects of the course and/or the wider GSP that presented difficulties for your University. (Max. 500 words)*

The Oxford GSP benefitted greatly by funding support from the Santander Bank. This enabled Oxford to offer financial support to selected students; in all ten received scholarships. Given the unavoidable higher costs for accommodation and board at Oxford than at some IARU member institutions, this financial support was particularly helpful.

Relative costs at Oxford and securing funding support for future programmes will remain a challenge. Representatives of Santander Bank attended the final academic session of the GSP and commented very favourably on this summer's programme, expressing their hope that future funding by the Bank may be provided. We understand that they have written a report to that effect, and we hope this may prove possible.

Apart from the challenge of securing scholarship funding, the rest of the Oxford GSP went smoothly and did not present particular difficulties or problems.

## 2009 IARU Global Summer Program Report

### 1. Basic Summary

The University of Tokyo	
Sustainable Urban Management	
<b>Brief Description (Max. 100 words)</b>	The course provides basic knowledge of civil engineering, architecture and urban engineering in the context of sustainable urban management. Planning and management from building, urban and national scale are taught.
<b>First day of classes</b>	15 June 2009
<b>Final day of classes</b>	26 June 2009
<b>Tuition Fee</b>	JPY 22 200
<b>Accommodation Fee</b>	JPY 4 300
<b>Field Trip Fee</b>	Free

### 2. Participant and Teaching Staff Data

	University	Number of Students	Teaching Staff
<b>IARU Partner Universities</b>	Australian National University	2	
	ETH Zurich	1	
	National University of Singapore	4	
	Peking University	1	
	University of California, Berkeley	2	
	University of Cambridge	1	
	University of Copenhagen	0	
	University of Oxford	0	
	The University of Tokyo	51	13
	Yale University	2	
	<b>Total IARU partner involvement</b>	<b>64</b>	<b>13</b>
<b>Non-IARU Partner Universities</b>			
		<b>TOTAL Non-IARU partner involvement</b>	
	<b>TOTAL</b>	<b>64</b>	<b>13</b>

### 3. Successful aspects of the course

The University of Tokyo had offered a GSP course of same name in 2008. That GSP course was taught jointly with graduate program of Departments of Urban Engineering, Civil Engineering and Architecture in School of Engineering. It was felt that there was a gap in academic background between graduate students from these three departments and GSP undergraduate students from various academic disciplines including social science.

The course content was completely changed this year to undergraduate level. Although graduate students can also take the course, the target was set to the undergraduate level. The course provided basic knowledge of civil engineering, architecture and urban engineering in the context of sustainable urban management. Planning and management from building, urban and national scale are taught by the faculty of three departments. Short examination at all 13 classes and a comprehensive report were given to the students.



A one-day field trip was organized for IARU students. The students observed contemporary Tokyo, less-developed residential area, railway construction site and Newtown development.



The feedbacks from the students were in general positive. They evaluated that the course was well organized.

### 4. Challenges and concerns for the future

The conflict with regular class schedule was the difficulty which had been expected. Today thinks that IARU students should learn together with Today students. As Today does not have summer program, the course was scheduled in regular academic period. All classes were taught in the time slot of 16:30-18:00 and 18:15-19:45 to avoid conflicts with regular classes.

## 2009 IARU Global Summer Program Report

### 1. Basic Summary

The University of Tokyo	
Nanoscience	
<b>Brief Description (Max. 100 words)</b>	This Lecture series provides overall aspect of nanoscience growing very rapidly in these years, which consists of three sub-courses of lectures. Each sub-course will offer a chance of visiting active laboratory in the University of Tokyo.
<b>First day of classes</b>	1 July 2009
<b>Final day of classes</b>	9 July 2009
<b>Tuition Fee</b>	22,200 yen
<b>Accommodation Fee</b>	4,300 yen / night
<b>Field Trip Fee</b>	Free

### 2. Participant and Teaching Staff Data

	University	Number of Students	Teaching Staff
<b>IARU Partner Universities</b>	Australian National University	2	0
	ETH Zurich	2	0
	National University of Singapore	2	0
	Peking University	3	0
	University of California, Berkeley	3	0
	University of Cambridge	0	0
	University of Copenhagen	1	0
	University of Oxford	0	0
	The University of Tokyo	6	13
	Yale University	1	0
	<b>Total IARU partner involvement</b>	<b>20</b>	<b>13</b>
<b>Non-IARU Partner Universities</b>			
	<b>TOTAL Non-IARU partner involvement</b>	<b>0</b>	<b>0</b>
	<b>TOTAL</b>	<b>20</b>	<b>13</b>

### 3. Successful aspects of the course

*Please outline the successful aspects of the GSP course, where possible, referring to feedback gained from students and/or staff involved in the course. Feel free to incorporate photos into this section of the report. (Max. 500 words)*

Although many of the students did not have enough background knowledge especially of physics and nanotechnology, their interests were aroused very much owing to the great efforts of all the professors who carefully tried to include both basic concepts and advanced topics in their lectures. The followings are the feedback from the students:

"One very big concern that I had when I decided on participating in the Global Summer Program on Nanoscience was my limited background in physics. Although I did know basic concepts in classical physics, I barely had any sense on advanced quantum-level physics. In fact, I did not even know what semi-conductors exactly were, albeit that word being very commonly known. With such meager knowledge, I was afraid that I will be unable to understand anything from the lectures. So from this kind of viewpoint, I have to applaud the University of Tokyo on how they organized the lectures and appreciate the professors for doing a great job in thoroughly explaining their research to an Average Joe person like me."

"This series of lectures on nanotechnology have been very interesting and enlightening from my perspective. Coming from a background with very little physics knowledge, it has certainly brought my attention to a whole new field of science which I previously had very little understanding of, providing me with a foundation of both the simple basics and approaches in this field as well as the radical steps which are being taken as we move into the future."

The lab tour arranged after the lectures every day promoted further understanding of the lectures.

"The lab tours were very good supplements to the lectures. Many of the things not understood in the lecture were understood after seeing the machinery and process."

Some aggressive students visited the laboratory again on the following day of the lecture. In particular, one of them asked the department about the admission procedure to enter the graduate school in UT in future.

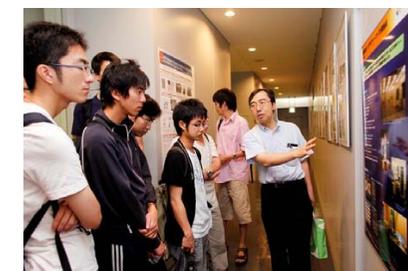
### 4. Challenges and concerns for the future

*Please outline aspects of the course and/or the wider GSP that presented difficulties for your University. (Max. 500 words)*

Since the background of the students were not uniform, it was not so easy for the professors to adjust the level of their lectures.

One student proposes that it will be fine if the students are given an opportunity to discuss each other in the lecture because many students gather from the various universities over the world.

Since all the lectures in this course is open for the UT students, It will be desirable that more UT students will attend the lectures in UT.



## 2009 IARU Global Summer Program Report

### 1. Basic Summary

The University of Tokyo	
Introduction to the Japanese Language	
<b>Brief Description</b> (Max. 100 words)	We provide an introductory course for those new to Japan which will both facilitate participation in life in Japan, and introduce characteristics of the Japanese language, such as the Japanese writing system, elementary grammar, and communication patterns. Using the Japanese learnt in these classes we hope our students will be able to experience a range of Japanese culture.
<b>First day of classes</b>	15 June 2009
<b>Final day of classes</b>	26 June 2009
<b>Tuition Fee</b>	22,200 yen
<b>Accommodation Fee</b>	4,300 yen / night
<b>Field Trip Fee</b>	-

### 2. Participant and Teaching Staff Data

	University	Number of Students	Teaching Staff
<b>IARU Partner Universities</b>	Australian National University	1	0
	ETH Zurich	3	0
	National University of Singapore	2	0
	Peking University	0	0
	University of California, Berkeley	0	0
	University of Cambridge	1	0
	University of Copenhagen	0	0
	University of Oxford	0	0
	The University of Tokyo	0	11
	Yale University	2	0
	<b>Total IARU partner involvement</b>	<b>9</b>	<b>11</b>
<b>Non-IARU Partner Universities</b>			
	<b>TOTAL Non-IARU partner involvement</b>		
	<b>TOTAL</b>	<b>9</b>	<b>11</b>

### 3. Successful aspects of the course

*Please outline the successful aspects of the GSP course, where possible, referring to feedback gained from students and/or staff involved in the course. Feel free to incorporate photos into this section of the report. (Max. 500 words)*

This short course not only provided survival communication skills in Japanese for a short stay in Japan, but also balanced this by providing knowledge of certain characteristics of the Japanese language. Studying the Japanese writing system (including the use of dictionaries and study of Kanji), and elementary grammar were included in order to make a firm basis from which to enable the students to continue their studies after they returned to their home countries. The students' feedback on the course design was mostly positive.

"Good for beginners."

"The course provides an accessible overview of Japanese and pieces of phrases one could make use of a daily life."

"Come to the course with an open mind, prepare some time and energy, and you'll be amazed how much you can learn about the Japanese language and culture in such a short time."

### 4. Challenges and concerns for the future

*Please outline aspects of the course and/or the wider GSP that presented difficulties for your University. (Max. 500 words)*

We are aware of the necessity of lightening the course work load for students, especially those who take 2 different courses in the same period.

### Introduction to the Japanese Language (IARU-GPS 2009)



Calligraphy class



Lunch party at the International Center



Final lesson

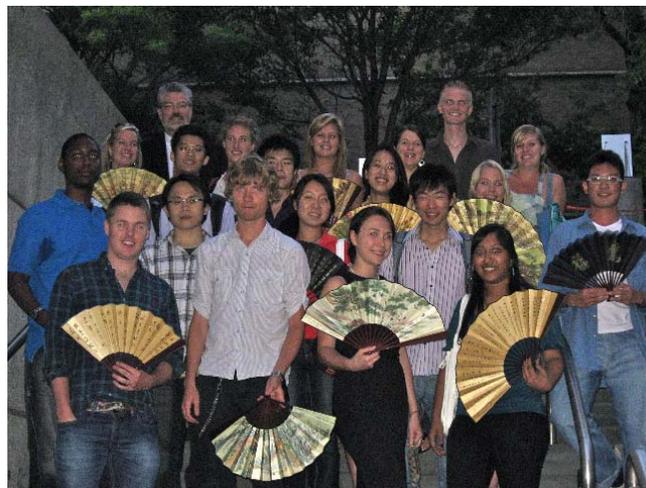


All students and teachers

## 2009 IARU Global Summer Program Report

### 1. Basic Summary

Yale University	
Foreign Policy & Decision Making	
<b>Brief Description (Max. 100 words)</b>	This course will examine the study of decision making and how that affects foreign policy formation. It is grounded in the literature on political psychology. Readings include the study of personality, group dynamics, perception and misperception, and how belief systems establish a framework for how leaders make decisions. Each session will examine a specific theory of decision making and discuss in class how to apply it to current events and foreign policy formation. Class discussion is paramount to understanding the complexities of the theories and readings, so student are required to come to class and participate. There will be small group work in class and game simulations and role playing that demonstrate decisional patterns.
<b>First day of classes</b>	Tuesday, June 29, 2009
<b>Final day of classes</b>	Thursday, July 30, 2009
<b>Tuition Fee</b>	\$2 650 USD (Tuition scholarships available-2 per member university).
<b>Accommodation Fee</b>	\$2 053 USD
<b>Field Trip Fee</b>	0



*Farewell Dinner, Scoozi's, New Haven, CT*

### 2. Participant and Teaching Staff Data

	University	Number of Students	Teaching Staff outside of host university
<b>IARU Partner Universities</b>	Australian National University	2	
	ETH Zurich	1	
	National University of Singapore	2	
	Peking University	2	
	University of California, Berkeley	1	
	University of Cambridge	1	
	University of Copenhagen	3	
	University of Oxford	0	
	The University of Tokyo	1	
	Yale University	6	1
	<b>Total IARU partner involvement</b>	<b>19</b>	<b>1</b>
<b>Non-IARU Partner Universities</b>		0	
	<b>TOTAL Non-IARU partner involvement</b>	<b>0</b>	
	<b>TOTAL</b>	<b>19</b>	<b>1</b>



*Lunch at the Delegates Dining Room, United Nations, New York City*

### 3. Successful aspects of the course

*Please outline the successful aspects of the GSP course, where possible, referring to feedback gained from students and/or staff involved in the course. Feel free to incorporate photos into this section of the report. (Max. 500 words)*

The 2009 Yale Global Summer Program can look back on a successful second summer. A total of 19 students from nine of the ten IARU partner universities were represented. The course, Foreign Policy and Decision Making, continued Yale's GSP emphasis on Political Science. We plan to continue this focus, as students have responded well to this area of study at Yale.

Yale hosted a series of extracurricular activities as a complement to the course. The speaker series showcased policy practitioners and their own professional decision making process. The first speaker was a Columbian lawyer who has worked to fight corruption in public office. The second speaker, a retired US Army colonel, discussed decision making during the planning of the invasion of Iraq (Operation Cobra II). The other program highlight, like last year, was the trip to the United Nations in New York City. There the students met with peacekeepers who work in the field. They discussed how decision making is critical for life and death situations and the challenges faced in such circumstances. This trip included lunch at the Delegates Dining Room and a tour of the United Nations.

Students again commented that the highlight of this program was making friends and hearing different perspectives from around the world.



*Tour of the United Nations, New York City*

### 4. Challenges and concerns for the future

*Please outline aspects of the course and/or the wider GSP that presented difficulties for your University. (Max. 500 words)*

- Continued funding at current levels, given budget constraints. Yale's expenditure for one GSP course was over \$62,000, with tuition waivers taking up the bulk of the expense.
- Strengthening the research component of GSP seems desirable. We would want to consider adding an extra (sixth) week to allow time for more in-depth, course-related research.
- Advising students on outgoing programs, especially those shorter than 4 weeks. Yale will not be able to support students travelling to GSPs of less than 4 weeks.
- Continued progress toward some academic uniformity, especially in program length, while maintaining university-specific flexibility in programming.
- Further discussion and acceptance of GSP-wide principles.
- Strength in a single course for 15-20 students may be preferable to breadth over several courses and subjects.