



INTERNATIONAL ALLIANCE OF  
RESEARCH UNIVERSITIES

# **IARU Global Summer Program Working Committee Meeting 2017**

**University of California, Berkeley**

**25 – 26 September 2017**

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## **IARU GSP Working Committee Meeting – Agenda University of California, Berkeley, 25-26 September 2017**

*Institute of International Studies Conference Room  
223 Moses Hall  
Berkeley, CA 94720  
([Google Maps](#))*

### **Sunday, 24 September**

- 17:00 *Meet in the lobbies of Berkeley Faculty Club and Women's Faculty Club for walk to dinner venue*
- 17:30 **Welcome Dinner**  
*Revival Bar + Kitchen, 2102 Shattuck Ave., Berkeley*

### **Monday, 25 September**

- 08:30 *Meet in the lobbies of Berkeley Faculty Club and Women's Faculty Club for walk to Moses Hall. Light breakfast will be available in 223 Moses Hall.*
- 09:00 **Opening & Welcome**  
Richard Russo, Associate Vice Chancellor of Undergraduate Education at UC Berkeley and Dean of Summer Sessions, Study Abroad and Lifelong Learning
- 09:10 **Session 1: GSP 2017 Review**  
1.1 Course Reviews and Reflections (5 minutes per university)  
1.2 GSP 2017 Snapshots (IARU Secretariat)  
1.3 Review of the New Selection Process (IARU Secretariat)
- 10:30 *Refreshment break*
- 10:45 **Session 2: GSP 2017 Survey & GSP 2014-2016 Alumni Survey** (IARU Secretariat)  
2.1 GSP 2017 Survey Analysis  
2.2 Review of the Survey Questionnaire  
2.3 GSP 2014-2016 Alumni Survey Analysis
- 11:30 **Session 3: GSP Committee Proposal** (Yale University)  
3.1 Recommendation for New GSP Working Group Organizational Structure
- 12:30 *Group photograph and lunch picnic on Moses Hall lawn with optional Campanile visit*
- 14:00 **Session 4: Banco Santander** (IARU Secretariat)  
4.1 Santander Scholarship Fulfillment and Beneficiaries  
4.2 Banco Santander Report: Comments and Review

- 15:30 *Refreshment break*
- 15:45 **Session 5: Presentations from GSP Faculty & GSP Alumni**  
5.1 GSP-Global Transformation Collaboration  
Prof. Khatharya Um and Prof. Andreas Egelund Christensen  
5.2 Discussion with UC Berkeley GSP Alumni
- 17:00 *End of meeting day 1*
- 18:30 *Meet in lobbies of Berkeley Faculty Club and Women's Faculty Club for walk to dinner venue*
- 19:00 **Dinner**  
*Comal, 2020 Shattuck Ave., Berkeley*
- 21:30 *Dinner concludes, walk to Berkeley Faculty Club and Women's Faculty Club*

## **Tuesday, 26 September**

- 08:45 *Meet in the lobbies of Berkeley Faculty Club and Women's Faculty Club for walk to Moses Hall. Light breakfast will be available in 223 Moses Hall.*
- 09:00 **Session 6: Future of the Global Summer Program**  
6.1 Summary, Comments and Takeaways from Day 1 (Facilitated by IARU Secretariat)
- 10:15 *Refreshment break*
- 10:30 **Session 6 Continued: Future of the Global Summer Program**  
6.2 Timeline for 2018 GSP (IARU Secretariat)  
6.3 Outlook for 2018 GSP Courses (IARU Secretariat)
- 11:00 **Session 7: Closing Matters** (IARU Secretariat)  
7.1 Reporting to Senior Officers  
7.2 GSP Working Committee Meeting 2018 Date and Venue
- 11:30 *End of meeting, buffet lunch in 223 Moses Hall*
- 12:15 *Transport to San Francisco for optional side activity*
- 13:00 **Wine & Cheese Tasting**  
*JAX Vineyards Tasting Room, 326 Brannan Street, San Francisco*
- 15:00 *Transport to Berkeley Faculty Club and Women's Faculty Club*



## Participants

### Australian National University

Mr. Jonathan DAMPNEY – *Manager, Strategic Partnerships*

### ETH Zurich

Dr. Angelika WITTEK – *Head of Student Exchange Office*

### National University of Singapore

Prof. Anne PAKIR – *Director, International Relations Office*

Dr. Margaret TAN – *Director of Programmes, NUS Tembusu College*

Ms. Li Ling KOH – *Associate Director, International Relations Office*

### Peking University

Mr. Luanming CHEN – *Program Officer, Office of International Relations*

Ms. Jiao LU – *Program Officer, Office of International Relations*

### University of California, Berkeley

Prof. Khatharya UM – *Faculty Academic Director, Berkeley Summer Abroad*

Mr. Richard RUSSO – *Associate Vice Chancellor and Dean, Summer Sessions, Study Abroad*

Ms. Tracy WEBER – *Assistant Director, Program Development and Operations, Summer Sessions, Study Abroad*

Mr. Darin MENLOVE – *Director, Berkeley Study Abroad, Summer Sessions, Study Abroad*

### University of Cambridge

Ms. Sarah ORMROD – *Director of International Programmes, Institute of Continuing Education*

### University of Cape Town

Mrs. Nicola LATCHIAH – *Manager, Global Programmes, International Academic Programmes Office*

### University of Copenhagen

Dr. Andreas CHRISTENSEN – *Head of Department, Associate Professor, Anthropology*

Prof. Helle SAMUELSEN – *Associate Director, International Education and Grants*

Ms. Anne BRUUN – *Associate Director, International Education and Grants*

### University of Oxford

Prof. Angus HAWKINS – *Director, Public and International Programmes, Continuing Education*

### The University of Tokyo

Prof. Yuto KITAMURA – *Deputy Director, International Center*

Ms. Yoshiko TAHAHIRA – *Project Specialist, International Exchange Group, International Affairs Department*

**Yale University**

Dr. Jane EDWARDS – *Dean of International and Professional Experience, Yale College*

Dr. Jeanne FOLLANSBEE – *Dean of Yale Summer Sessions, Associate Dean of Yale College*

**IARU Secretariat**

Ms. Rexille UY – *IARU Secretariat*

Ms. Savannah PORTILLO HEAP – *IARU Secretariat*



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## **Opening & Welcome**

*(no paper)*



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## **Session 1: GSP 2017 Review**

- 1.1 Course Reviews and Reflections**
- 1.2 GSP 2017 Snapshots**
- 1.3 Review of the New Selection Process**



## 1.1a Course Reviews and Reflections

### Summary of Logistics' Reports

#### Nomination / Selection process of this year

This was the first year using the new GSP selection process. The majority of partners found that the nomination and selection process ran smoothly. Students appreciated learning their application outcomes earlier and several universities saw an increase in number of applications.

There were several issues reported by partners: some difficulty arose with ETH Zurich staying with the old selection process and one partner informed the Secretariat there was not enough time to setup interviews between the application deadline and the selection deadline.

#### Difficulties / challenges faced

Some course dates interfere with a few universities' academic calendars, resulting in difficulty for the students from those universities.

Several partners had communication issues amongst universities. Some had difficulty uploading documents to UTokyo, particularly due to EU data protection legislation. Some partners experienced email bounce backs, preventing communication with students. There was feedback that host universities did not reach out to nominated students soon enough.

Many partners mentioned the costliness of the programs coupled with a lack of financial assistance. For some this hinders applications, and even caused several students to drop out of the GSP after being accepted.

#### Suggestions on how to improve the IARU GSP

Improvements during the promotion phase:

- More time to promote the GSP courses (comment from UCT due to its academic calendar)

Improvements during the application phase:

- Make the application process more clear and consistent across websites

Improvements during the selection phase:

- Add a deadline by which host universities must reach out to nominated students with enrollment instructions and next steps.
- Longer period between the application closing date and deadline to inform partner institutions of selected students.
- Recommendation to open application period in November.

Other suggestions:

- More guidance on how to ensure EU institutions can coordinate with UTokyo.
- More effort to provide a reasonable course fee to increase the number of applications overall.
- Consider making programs longer to be eligible for credit and funding.

## Summary of the Individual Courses' Reports

### Successful aspects of the courses

The most successful aspect of the courses highlighted in the majority of the reports was having interested, engaged, and highly motivated students, and enthusiastic feedback from students at the end of the course.

Other successful elements were field trips and outings, and diversity of group members, including diversity of disciplines. Several members reported that the students worked well together.

### Challenges

The most common challenge reported by the course instructors was a rigorous timetable coupled with courses being too short – there were student complaints about this, and difficulty for students to finish all readings and assignments.

Many partners found that students' levels and disciplines varied greatly, including a lack of proficiency in English, making some aspects of the courses difficult.

### Faculty involvement from other institutions

Course	From IARU Partner	From a non-IARU university
ANU1 - Mobilising Research	-	-
CAM1 – Visions of the Future	-	-
COP1 – Cultural Rights: A Promising Global Discourse?	-	University of California-Davis School of Law, University of Southern Denmark
COP2 – Interdisciplinary Aspects of Healthy Aging	Prof. George Leeson (Oxford)	Prof. Kaare Christensen (University of Southern Denmark)
COP3 – New Urban Life Across the Globe: Activism and Change in a World of Cities	-	University of Copenhagen
ETH1 – Mountain Forests and Risk Management	-	-
NUS1 – Southeast Asia in Context	-	-
NUS2 – Animals and the City	-	-
OXF1 – Global Challenges of the 21 <sup>st</sup> Century	-	-
PKU1 – Introduction to Chinese Economy	-	-
PKU2 – The Rise of China and Change in the World Politics	-	-
PKU3 – Understanding Chinese Foreign Policy Paking	-	-
PKU4 – Silk Road: A Global History	-	-
TOK1 – Introduction to the Japanese Language	-	-

TOK2 – Sustainable Urban Management	-	-
TOK3 – Japan in Today’s World	-	-
TOK4 - Nanoscience	-	-
UCB2 – Islamophobia and Constructing Otherness	-	-
UCT1 – Sustainable Water Management in Africa	-	-
YAL1 – The Sustainable Preservation of Cultural Heritage	-	-
YAL 2 – Future of Food: Environment, Health, and Law	-	-
Total n. of course with guest lecturers:	From IARU partners: 1	From other institutions: 4

## Individual Logistics' Reports

### Australian National University

#### Logistics

*To be filled in by the GSP Coordinator (outgoing students)*

**Please give your comments on the following topics:**

#### **Nomination / selection process beginning Summer 2017**

The nomination and selection processes for most partners were straight forward, with the exception of ETH.

With ETH, the selection process was a little tricky to manage, where home institution (ANU) nominated our own top student, but ETH also selected students independently, who were asked to apply directly to ETH. Usually, only a shortlisted and nominated student by ANU is put forward, so that ANU is able to ensure only one GSP course is allocated to each student.

For this year, a student (who is an amazing candidate) was already selected by ANU for another GSP course, however, the same student was also offered a place directly by ETH, as ETH contacted the ANU student independently. The student was very fortunate that he was able to attend both the GSP course that was selected by ANU for the student, as well as the additional course offered by ETH directly. Funding was only provided for the one GSP course the student was originally shortlisted for by ANU. We did not fund the participation for the ETH course. It was a great opportunity for the student to be able to attend two GSP courses, however, it was an exception to the rule. If there was a simpler way to have a fixed number of spots to be nominated for (as per all other partner processes), it would be clearer to manage the number of students selected for each partner and the funding arrangements for each student would be more straight forward to allocate.

#### **Difficulties / challenges faced**

Other than the doubling up in the selection of students with ETH, the only other challenge was with the course dates at UCB.

- UCB2 - start date was too early, May is still an active semester at ANU. Students had to arrange to take time out of semester / miss exams to attend the course.
- UCB1 - clashed with June exams at ANU (semester One).

#### **Suggestions on how to improve the IARU GSP**

Some participants needed to arrange to miss classes (May courses) and some needed to arrange to take alternative examinations at another date (early June courses).

If there was an ideal window period for GSP courses to run for all the partner around the world, between mid June to mid August? That may work for most universities, where fewer compromises needed to be made by participants?

#### **Further Comments**

Thank you to all the GSP coordinators and universities, as well as the IARU secretariat for all their hard work. Another amazing year for all our participant and a BIG thank you to everyone.

## ETH Zurich

### Logistics

*To be filled in by the GSP Coordinator (outgoing students)*

**Please give your comments on the following topics:**

#### Nomination / selection process this year

Having received a similar number of applications as in previous years, i.e. between 15 and 20, the selection process was quite straight-forward. Nomination was a rather time-intensive process in terms of following the procedures of each of the five partner universities, and copying the right addressees for each course into the emails, yet overall the process ran smoothly.

#### Difficulties / challenges faced

- Once again there was more interest in courses offered by the University of Tokyo than spots available which led to rejections. At the same time there were no applications for some of the courses offered by other partner universities.
- We were faced with **two immediate withdrawals** right after the selection in early April and **two late withdrawals** in May – despite the application being announced as binding.

Withdrawals, in general, result in a fair amount of additional work and may cause confusion, as scholarships have to be re-distributed among other students. What do other IARU partner universities do to avoid withdrawals? And how do they deal with the potential consequences?

In our case, we proceeded as follows:

- Firstly, after the two withdrawals in April, we notified all outgoing students and the respective host universities of the changes, and that we would like to top-up the scholarships of our remaining outgoing students, due to withdrawals.
- In May, we had two more withdrawals. We decided to distribute their scholarships to incoming students. We therefore asked the incoming students' home universities about topping-up the scholarships. Some incoming students were not eligible for top-up funding for various reasons, so we distributed this money also among the other incoming students who were eligible. The final amount of the scholarships needed to be checked once again with the students' home universities, and those students who were to receive the scholarship needed to be notified.

#### Suggestions on how to improve the IARU GSP

n/a

#### Further Comments

What do other IARU partner universities do to avoid withdrawals? And how do they deal with the

potential consequences?

## National University of Singapore

### Logistics

*To be filled in by the GSP Coordinator (outgoing students)*

**Please give your comments on the following topics:**

#### **Nomination / selection process beginning Summer 2017**

The new selection process worked well for NUS. In particular, it was reassuring for most of the nominated students to know that their place in the GSP courses was guaranteed at the point of nomination by NUS.

Twenty-two applications were received from NUS students to participate in the IARU GSP courses hosted outside of Singapore. After a round of selection, 17 students were nominated to the various GSP hosts, of which 4 students chose to withdraw due to other opportunities. A total of 13 NUS students participated in GSP 2017 after withdrawals and final selection by the host universities.

#### **Difficulties / challenges faced**

It was difficult to attract more applicants for the GSP courses offered by IARU members with whom NUS also partners for their regular summer schools, e.g. Berkeley, Cambridge, Peking University and Yale. Students are generally not able to differentiate between the GSP courses and the regular summer schools at these partner universities. The regular summer schools also offer a larger variety of courses.

#### **Suggestions on how to improve the IARU GSP**

N/A

#### **Further Comments**

N/A

## **Peking University**

### **Logistics**

*To be filled in by the GSP Coordinator (outgoing students)*

**Please give your comments on the following topics:**

#### **Nomination / selection process beginning Summer 2017**

An internal selection started from the program publication on December 2016, which arouse many attentions among students. More than four thousands hits on propaganda page. Finally, we got 37 applications and after interview, 24 of them have been nominated. After host university selection, 20 students finally attended. For the others, 2 were refused, 2 had to quit due to personal reason after the acceptance. Overall, the nomination and selection process went smoothly.

#### **Difficulties / challenges faced**

N/A

#### **Suggestions on how to improve the IARU GSP**

Once being nominated, these selected students still have possibilities to be refused by host university. Therefore, we cannot make full use of the quotas provided by host university. If host university agrees, we can nominate more than required-number students, and it is upon the host university to decide who can be admitted.

#### **Further Comments**

N/A

## UC Berkeley

### Logistics

*To be filled in by the GSP Coordinator (outgoing students)*

**Please give your comments on the following topics:**

#### **Nomination / selection process beginning Summer 2017**

The review process went as well as it did in previous years. The selection process was smooth this year, and it helped that we no longer had to wait for the host universities to review and select our nominees. The removal of that extra step helped simplify the process.

#### **Difficulties / challenges faced**

It is always difficult because it took place during the Spring break but that has always been an issue for us but there seems to be no way around it. Another difficulty was that some host universities have not reached out to nominated students as soon as I would've expected, so some students have written to me for updates because they had not heard from their host university. It caused some confusion and anxiety among students.

#### **Suggestions on how to improve the IARU GSP**

It might be helpful to add a deadline by which host universities must reach out to their nominated students with enrollment instructions and next steps, after home universities nominate all students.

#### **Further Comments**

## University of Cambridge

### Logistics

*To be filled in by the GSP Coordinator (outgoing students)*

**Please give your comments on the following topics:**

#### **Nomination / selection process beginning Summer 2017**

A bit of an improvement in the process.

#### **Difficulties / challenges faced**

A number of universities still need additional steps, e.g. uploading applications for Tokyo, students having to submit applications for PKU, etc., so the process is still not as streamlined as it could be. Application from Berkeley to Cambridge seems to have gone astray in transit, so this had to be resolved some time after the deadline.

#### **Suggestions on how to improve the IARU GSP**

#### **Further Comments**

A bigger issue is that the Santander grants still only cover a proportion of some of the costlier programmes, and although students should be able to work this out in advance, many pull out during the process when they finally realise how much they still need to find to support their application.

## University of Copenhagen

### Logistics

*To be filled in by the GSP Coordinator (outgoing students)*

**Please give your comments on the following topics:**

#### **Nomination / selection process beginning Summer 2017**

The new selection process was very smooth. It is great to be able to tell students the outcome as fast as we did, and we received a lot of impressed feedback from students.

#### **Difficulties / challenges faced**

None worth mentioning.

#### **Suggestions on how to improve the IARU GSP**

#### **Further Comments**

The communication, both with the Secretariat and the Partner Universities, was very good and the whole process has run without complications.

## University of Oxford

### Logistics

*To be filled in by the GSP Coordinator (outgoing students)*

**Please give your comments on the following topics:**

#### **Nomination / selection process beginning Summer 2017**

- Due to the spread of different disciplines covered by the available programmes it is not possible for our internal selection panel to include subject specialists in every field.
- We found the suggested timelines on the IARU website were unrealistic for the administration of such a complex programme (e.g. the suggestion we could interview students on 18 March following the deadline on 17 March).

#### **Difficulties / challenges faced**

- We had some confusion concerning the Santander scholarships offered by Yale. We received no communication through the Secretariat about these prior to the selection round, although we later understood from Yale that this had been discussed at a GSP meeting. We were unaware that they were to be treated as separate funding from the IARU-Santander funding. Additionally, we were not clear that these scholarships were offered to incoming students automatically.
- The University of Tokyo asked us to upload our students' documents to a publically-accessible website, which we were unable to do because of EU data protection legislation.

#### **Suggestions on how to improve the IARU GSP**

- We feel that it would be preferable to return to the previous system whereby the sending institution nominated the students we think are best suited to each programme, but with final selection being done by the host institution. That would allow for a subject specialist to make the decision as to which applicants are most suited to each programme.
- Ideally all institutions would be encouraged to liaise with the home institution to clarify if any funding (whether Santander or some other source) was available to incoming students before any award letters are sent, to avoid the possibility of over-funding an individual.
- We agreed an alternative system with Tokyo for this year, but we would appreciate some guidance ahead of the selection round in future years to ensure that EU institutions can supply student data in compliance with local data protection requirements.
- We would appreciate a longer period between the application closing date and the deadline to inform partner institutions of the outcomes to conduct the selection round and obtain acceptance from the students.

## Further Comments

The feedback from our students has been that although they find the GSP very valuable, they find the application process to be quite confusing, particularly in terms of information consistency across various websites providing information. Additionally, this year our students experienced some confusion as to whether we would be nominating or selecting them to participate. Ideally all institutions would be encouraged to be consistent across the partnership in this regard.

## University of Tokyo

### Logistics

*To be filled in by the GSP Coordinator (outgoing students)*

**Please give your comments on the following topics:**

#### **Nomination / selection process beginning Summer 2017**

The newly introduced application and review processes were fair and reasonable to expedite the confirmation of sending students, resulting in an increase in the number of applications and participants for the GSP since students found it easy to fix their schedule for the summer. This also meant that the number of last minute cancellations for the participation decreased correspondingly.

#### **Difficulties / challenges faced**

Because of conflicting UTokyo's academic calendar with most of our partner universities, it is impractical for us to send students to GSP courses carried between May and July. We would be more than grateful if you would consider the situation and have some courses arranged sometime between August and September.

#### **Suggestions on how to improve the IARU GSP**

The costs are high for some GSP programs, which is a major reason for some students to not participate in the GSP. Effort should be made to provide a reasonable course fee to increase the number of applications overall.

#### **Further Comments**

## University of Cape Town

### Logistics

*To be filled in by the GSP Coordinator (outgoing students)*

**Please give your comments on the following topics:**

#### **Nomination / selection process beginning Summer 2017**

Nomination/selection process was implemented within the stipulated deadlines set by the IARU secretariat. A selection committee comprising of 2 academic and 4 support staff was formed to select and nominate 9 students out of 40 applicants. After all nominated applications were forwarded to the respective host institutions, unfortunately, 1 nominee had to withdraw her nomination due to her unforeseen circumstance. Hence UCT only sent out 8 students to participate in the GSP.

#### **Difficulties / challenges faced**

The timeline supplied by IARU Secretariat:

- Not enough time for nominees to apply and receive financial assistance. Although each nominee was awarded with USD 2000 from the Banco Santander Scholarship, but some of them required additional financial assistance from local institutions.
- Not enough time for UCT coordinator to promote GSP courses from the start of application period in December to closing date of application in March. UCT academic year ended at the end of November 2016 and started in the beginning of February 2017. Therefore, students were only aware of GSP course after they started in February.
- Most host intuitions required payment from the nominees within 2 weeks of acceptance. Hence, it did not allow enough time for UCT finance office to transfer the Banco Santander scholarship fund to the relevant nominees.
- Many students assumed that we will be awarded with full Banco Santander scholarship as the message on the IARU website did not indicate that Banco Santander scholarship award may be partial.

#### **Suggestions on how to improve the IARU GSP**

Suggestions based on the challenges listed above:

- The gap between “Nomination” deadline and “Offer” deadline to be at least 1 month (as oppose to this year’s gap which was 20 days).
- “Application Period” preferably to start in the first week of November.
- IARU Secretariat to determine and agree with all member institutions to have payment deadline set at 1 month from date of acceptance.
- The message posted about Banco Santander scholarship on the IARU website should be more specific i.e full or partial scholarship award.

**Further Comments**

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## Yale University

### Logistics

*To be filled in by the GSP Coordinator (outgoing students)*

**Please give your comments on the following topics:**

#### **Nomination / selection process beginning Summer 2017**

There was confusion with the new selection process, and what the sending university was supposed to send to the host universities. It all worked out in the end by communicating individually with each partner. Some clarification would be helpful though moving forward so everyone is on the same page.

#### **Difficulties / challenges faced**

ETH emails were bouncing back making it difficult to communicate. Rexille kindly stepped in and assisted which helped immensely.

A significant number of courses are now less than 4 weeks, so Yale students are unable to earn credit or receive funding to go abroad. We had 9 students withdraw; to attend other study abroad programs, to take an internship, and one student withdrew because of an injury. Southeast Asia in Context appeals to our students because it was approved for 1 Yale credit many years ago, but other than that, we only sent 6 students to other GSP programs.

There was no interest this summer in the UCT course, so 2 years in a row, we haven't sent students. The prerequisite was a 4 year degree, so the undergraduate population that we serve are not eligible to apply. Similarly, we didn't have any UCT student in either Yale course.

#### **Suggestions on how to improve the IARU GSP**

The Timeline Proposal for 2018 should include more specific details on what to send to partners during the "selection and nomination" phase.

Could partners consider making their programs longer to be eligible for credit and funding?

## Further Comments

### Recommendation for a New GSP Working Group Organizational Structure

The GSP Working Group needs a more robust organizational structure in order to create a strategic plan for the Global Summer Program and to develop policies and/or programs out of the ideas we discuss in our annual meetings. This need became especially clear in January 2017, when the IARU Presidents requested a “Vision Document” for their March meeting. The Working Group had established an *ad hoc* committee to develop a proposal for renewed funding from Santander Bank, but this committee did not have the authority to speak on behalf of the entire Working Group (nor did they have time to seek detailed input from the membership.)

The request for a “Vision Document” highlighted the need for more sustained attention from the Working Group on the direction of the GSP as we enter our second decade. The program has been highly successful, almost in spite of its skeletal organizational structure. A more robust organizational structure would allow us to plan and assess more effectively. It would also provide the infrastructure necessary to support some of the ideas we’ve discussed in our annual meetings: cross-institution collaborations, research opportunities, and enhanced marketing and communications among them.

We recommend creating a committee structure to support the GSP Working Group. Each committee will have a specific mandate and membership. We recommend that all committees have 4 or 5 members. This will allow each partner institution to have representatives on at least two committees. All committees should expect to “meet” by video conference at least once between annual meetings. Committees may meet more frequently depending on specific business/tasks.

### Proposed Committees, Responsibilities, and Membership:

1. Executive
2. Strategic Planning and Assessment
3. Partner Collaborations
4. Marketing and Outreach (includes website)
5. Operations and Partner Communications

### Executive Committee:

1. Set the agenda for the annual meeting in consultation with other committees and members.
2. Empowered to act on behalf of the Working Group between meetings.
3. Membership should include a representative from the current and immediate-past Secretariat schools and 3 additional representatives selected from the membership.

### Strategic Planning and Assessment (“Vision Document”):

1. Craft a 3 to 5-year strategic plan for the GSP based on member input. Provide regular updates to the plan.
2. Develop a robust assessment protocol for all aspects of the program.
3. Membership will include representatives from 4 to 5 partner schools.

### Interdisciplinary Innovation and Collaboration

1. Develop collaborative courses and research opportunities for two or more partners.
2. Investigate and support pedagogical innovation in GSP courses, both individual and collaborative
3. Membership will include representatives from 4 to 5 partner schools

### Marketing and Outreach

1. Develop marketing and outreach plans in collaboration with partner institutions and the IARU
2. Update and maintain the GSP website (with professional support)
3. Membership will include representatives from 4 to 5 partner schools.

Operations and Partner Communications

1. Oversee annual application process, including consultation with Secretariat on timeline and calendar
2. Oversee strategic communications to all partner institutions
3. Membership will include representatives from 4 to 5 partner schools



	ETH: 0 NUS: 2 PKU: 2 UCB: 0 CAM: 2 COP: 4	TOK: 0 UCT: YAL: Others: Total: 13
Faculty involvement from other institutions	Nil	
Initiation year	2015	
Will this course be offered in 2018?	Currently under discussion	

#### Successful aspects of the course:

- Enthusiastic feedback from participating students

#### Difficulties / Challenges faced:

- Low student numbers
- Issues with students being accepted and then taking internships instead

#### Further comments:

- None

#### Pictures

## ETH1 – Mountain Forests and Risk Management

Course Title	ETH1: Mountain Forests and Risk Management
Brief Description	<p>The ETH Sustainability Summer School 2017 goes back to the roots of the term sustainability: into the forest. More precisely, into the Swiss mountain forest.</p> <p>32 students from all academic levels, disciplines and cultures will get the unique opportunity to theoretically and practically experience mountain forests as environmental systems from an inter- and transdisciplinary perspective.</p> <p>Mountain forests provide a multitude of services on which mountain inhabitants as well as downstream communities depend. They supply timber, store carbon, regulate climate and offer recreational opportunities, and – very importantly – protect settlements and infrastructure from natural hazards such as avalanches or rockfall.</p> <p>Mountain forests are fragile, among others because only few tree species thrive under the harsh high-elevation conditions, soils often are shallow and prone to erosion on steep slopes, and biotic processes are slow due to short growing seasons. For example, the natural re-growth of forest after a blowdown event may take many decades. In addition, chronic anthropogenic changes of the climate as well as changes to the frequency and severity of extreme events (e.g. wet snowfall episodes, windthrow) constitute considerable hazards to these ecosystems.</p> <p>Managing mountain forests and risks is a long-term and costly process and everything but trivial. In order to maintain the functionality of forest ecosystem services, economical, ecological, social and engineering perspectives need to be considered. This year’s Summer School topic is thus a sustainability topic “par excellence”.</p> <p>In the theoretical part of the Summer School, participants will receive input by experts from academia, the private sector and NGOs that will cover all relevant perspectives. The acquired knowledge will be the basis for discussions as part of case study work as well as with local stakeholders on topics such as:</p> <ul style="list-style-type: none"> <li>• What should future natural hazard mitigation look like: natural mountain forests vs. artificial structures?</li> <li>• What is the future of economically marginal mountain settlements? How can the cost of maintaining human livelihoods in the mountains be reduced? Are these settlements on the verge of becoming “Alpine fallow land”?</li> <li>• What is the role of (or need for) hunting to manage game</li> </ul>

	<p>populations in order to protect the forest against game damage, or is the re-immigration of carnivores like wolves and lynx a sustainable way to handle tree-herbivore interactions?</p> <ul style="list-style-type: none"> <li>• Do we need “climate-smart” forest management that adapts to a changing climate and to changing demands for ecosystem services by humans, or will current practices suffice?</li> </ul> <p>In the practical part of the Summer School, participants will experience three days of “hands-on” work in a Swiss mountain forest, i.e. the realities of practical forest management work, and will be better able to assess the ecological, economic and engineering challenges that are important in the context of mountain forest management. Under the guidance of trained forestry personnel, the participants will be active in planting, clearing, building snow and wildlife protection measures, constructing footpaths and maintaining avalanche and torrent controls.</p>														
Dates	1 July 2017 – 9 July 2017														
Academic coordinator(s)	Prof. Dr. Harald Bugmann, Chair of Forest Ecology, ETH Zurich Ulrike Messmer, ETH Sustainability														
Tuition fee ( <i>in USD</i> )	USD 250														
Accommodation ( <i>Short description and participants’ costs in USD</i> )	Mountain seminar house Piz Alun St. Margrethenberg in Pfäfers, a mountain area in the Swiss Canton St. Gallen.  Cost included in tuition fees.														
Field trip ( <i>Short description and participants’ costs in USD</i> )	At the end of the Summer School, a one-day field trip will take place to visit and discuss mountain forests “in action”.  Cost included in tuition fees.														
Number of student participants	<table> <tr> <td>ANU: 2 (only 1 nominated)</td> <td>OXF: 1</td> </tr> <tr> <td>ETH: 11</td> <td>TOK: 2</td> </tr> <tr> <td>NUS:</td> <td>UCT:</td> </tr> <tr> <td>PKU: 2 (only 1 nominated)</td> <td>YAL:</td> </tr> <tr> <td>UCB: 1</td> <td>Others: 10</td> </tr> <tr> <td>CAM: 2</td> <td>Total: 32</td> </tr> <tr> <td>COP: 1</td> <td></td> </tr> </table>	ANU: 2 (only 1 nominated)	OXF: 1	ETH: 11	TOK: 2	NUS:	UCT:	PKU: 2 (only 1 nominated)	YAL:	UCB: 1	Others: 10	CAM: 2	Total: 32	COP: 1	
ANU: 2 (only 1 nominated)	OXF: 1														
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NUS:	UCT:														
PKU: 2 (only 1 nominated)	YAL:														
UCB: 1	Others: 10														
CAM: 2	Total: 32														
COP: 1															
Faculty involvement from other institutions	<p>Prof. David Bresch, Professor for Weather and Climate Risks, ETH Zürich/MeteoSwiss  Prof. Adrienne Grêt-Regamey, Professor at the Chair of Planning Landscape and Urban Systems (PLUS), ETH Zurich  Prof. Renate Schubert, Professor for Economics, ETH Zurich  Eva Lieberherr, Group Leader Natural Resource Policy in the Department of Environmental Systems Science, ETH Zurich  Pius Krütli, Co-director of the Transdisciplinarity Lab of the Department of Environmental Systems Science at ETH Zurich  Monika Frehner, Independent Consultant, Lecturer at ETH Zurich  Jochen Breschan, Scientific collaborator at the professorship of land use</p>														

	engineering at ETH Zurich Norbert Knechtle, Reinsurance Center of Swiss Reinsurance Company Ltd
Initiation year	2017
Will this course be offered in 2018?	Not yet decided

**Successful aspects of the course:**

- Well-balanced curriculum of theoretical input, case study work and practical work
- Practical work in the field that gave an understanding of the challenges of mountain forest management
- Top lecturers (4 professors involved)
- Highly motivated participants

**Difficulties / Challenges faced:**

- none

**Further comments:**

- 

**Pictures**



*Credits: ETH Sustainability*

## NUS1 – Southeast Asia in Context

Course Title	NUS1: Southeast Asia in Context	
Brief Description	Southeast Asia in Context is a five-week exploration of Southeast Asia's geographical, historical and cultural diversity. This course takes advantage of Singapore's strategic position in offering a unique blend of classroom instruction at NUS campus with hands-on fieldwork other SE Asian countries. The lecturers are experienced teachers and researchers of Southeast Asia, who will explore themes such as Southeast Asian religion, archaeology, rural development, politics and regional integration. The fieldtrip includes visits to magnificent ancient temples, rural agricultural communities, war memorials and a fair sampling of local village life that is well off the usual tourist track.	
Dates	19 June 2017 – 21 July 2017	
Academic coordinator(s)	Dr. Mohamed Effendy (NUS) Dr. Hamzah Bin Muzaini (NUS) Dr. Tan Ghee Gay Danny (Visitor; previously a part-time tutor with Southeast Asian Dept)	
Tuition fee ( <i>in USD</i> )	USD 1925	
Accommodation ( <i>Short description and participants' costs in USD</i> )	USD 915  5 weeks on-campus accommodation at UTown	
Field trip ( <i>Short description and participants' costs in USD</i> )	USD 1265  The highlight of this course is the week-long fieldtrip to Indonesia (Jogjakarta) where students will be exposed to local cultures and will be engaged in on-site lectures by the course instructor and local experts.	
Number of student participants	ANU: 3 ETH: 0 NUS: 2 PKU: 0 UCB: 0 CAM: 0 COP: 0	OXF: 1 TOK: 1 UCT: 0 YAL: 12 Others: 6 Total: 25
Faculty involvement from other institutions	N/A	
Initiation year	2006	

Will this course be offered in 2018?	Yes
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### Successful aspects of the course:

- The courses effectively stimulated the students' intellectual curiosity of the Southeast Asia region. Not only did the local and overseas fieldtrips enhance the students' knowledge of the region, it also allowed them to reflect critically of what they saw and experienced.
- Majority of the students performed very well in their essays and presentations. Since classes are small (less than 40 pax), they are not subjected to moderation of grades thus the professors were pleased to award high grades to more deserving students.
- Many students have voiced their pleasure in taking the courses and expressed their gratitude in the form of thank-you notes. They enjoyed the overseas fieldtrips tremendously and commended that it was a great opportunity to know their classmates better. The professors and students kept in contact via the various social media platforms. This sets the tone for potential collaborations in research and enhances employment opportunities for all.

### Difficulties / Challenges faced:

- The short duration of the summer school meant the courses were very intensive throughout the 5 weeks and students felt stressful in completing their assignments on time.
- Unfamiliarity with local food and weather during the overseas fieldtrips caused fatigue issues among the students. A small number of them fell sick upon return to Singapore but they recovered soon after medical help was sought.

### Further comments:

- Professors enjoyed teaching for summer school and reckoned it as the most rewarding type of class to teach. Students learned much more through the concentrated nature of the class and teacher-student relationship became more meaningful as a result of common exposure to challenges in a foreign country.

Pictures:



## NUS2 – Animals and the City

Course Title	NUS2: Animals and the City
Brief Description	With a focus on Asia, this course draws on a diverse range of literatures (history, anthropology, animal activism, etc.) to provide a broad context for understanding the dynamics (or conflicts) between humans and animals. Supplementing our small-group seminar-style classes, field trips will be conducted around Singapore to test, support and provide new perspectives to international and regional studies of human-animal interaction. This course will also bring together animal activists, conservationists, and zoo personnels to talk about their work in the region. Southeast Asia is one of last regions in the world with extensive rain forest habitat for wild animals, but these creatures are threatened by burgeoning urbanization and agriculture. We will go beyond a focus on wildlife conservation, however, to also look at ‘urban animals’ such as community and farm animals, and other topics which are central to life in this part of the world, and others.
Dates	26 June – 21 July
Academic coordinator(s)	Dr Liz Chee Pui Yee
Tuition fee ( <i>in USD</i> )	Approx. USD 950
Accommodation ( <i>Short description and participants’ costs in USD</i> )	Students were housed on-campus in single rooms.  Approx. USD 580
Field trip ( <i>Short description and participants’ costs in USD</i> )	Costs of fieldtrips already included in tuition fee.
Number of student participants	ANU: ETH: NUS: PKU: UCB:1 CAM:1 COP: OXF: TOK:1 UCT: YAL:1 Others: NUS: 11 UMaine: 3 Total:18
Faculty involvement from other institutions	N.A.
Initiation year	2016
Will this course be offered in	No

2018?	
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**Successful aspects of the course:**

- Student feedbacks (in the form of a “THANK YOU” card, emails, and verbal appreciations since I’ve not yet received the actual feedbacks) were great.

**Difficulties / Challenges faced:**

- N.A.

**Further comments:**

- N.A.

**Pictures:**



## PKU1 – Introduction to Chinese Economy

Course Title	PKU1: Introduction to Chinese Economy	
Brief Description	China's rapid economic growth in the past decades has generated public and scholarly interest around the world. As the country slows down to an economic "new normal" and steps on a new transition path, a comprehensive study is necessary to understand the past trends and future prospects of China's economic development and its implications to the rest of the world. This course provides the students with a balanced overview of the Chinese economy, with special attention paid to the historical, political and institutional context of each turn in the economic transition. The topics covered include the history of a modern Chinese economy, the strategies that guided China's institutional reforms, the transitional process in China's industrial, agricultural, financial and foreign sectors, as well as the multi-dimensional challenges and emerging opportunities facing China's future growth. Theoretical and empirical analyses will be used in combination with scholarly readings to help the students understand China's development models, economic systems and reform policies.	
Dates	3 July 2017 – 28 July 2017	
Academic coordinator(s)	Prof. QIN Xuezheng, School of Economics, Peking University	
Tuition fee ( <i>in USD</i> )	USD 1300	
Accommodation ( <i>Short description and participants' costs in USD</i> )	PKU's Global Village: <a href="http://www.pkugv.com/english/index.asp">http://www.pkugv.com/english/index.asp</a> Approximate 650 USD Two single rooms in one suite sharing one living room and bath room. PKU offers up to 3 IARU students from each member school the funding of accommodation in the program from 02/07/17 to 30/07/17.	
Field trip ( <i>Short description and participants' costs in USD</i> )	None	
Number of student participants	ANU: 2 ETH: 0 NUS: 2 PKU: 0 UCB: 0 CAM: 2 COP: 1	OXF: 3 TOK: 0 UCT: 1 YAL: 0 Others: 19 Total: 30
Faculty involvement from other institutions	None	

Initiation year	2016
Will this course be offered in 2018?	Yes

### Successful aspects of the course:

- Providing students with a balanced overview of the Chinese economy, with special attention paid to the historical, political and institutional context of the economic transition.
- Students' active participation in class through presentations, group discussions, and debates;
- Students' diverse backgrounds enriched the learning process; using visual material (video clips, documentaries, etc.) to assist with teaching.

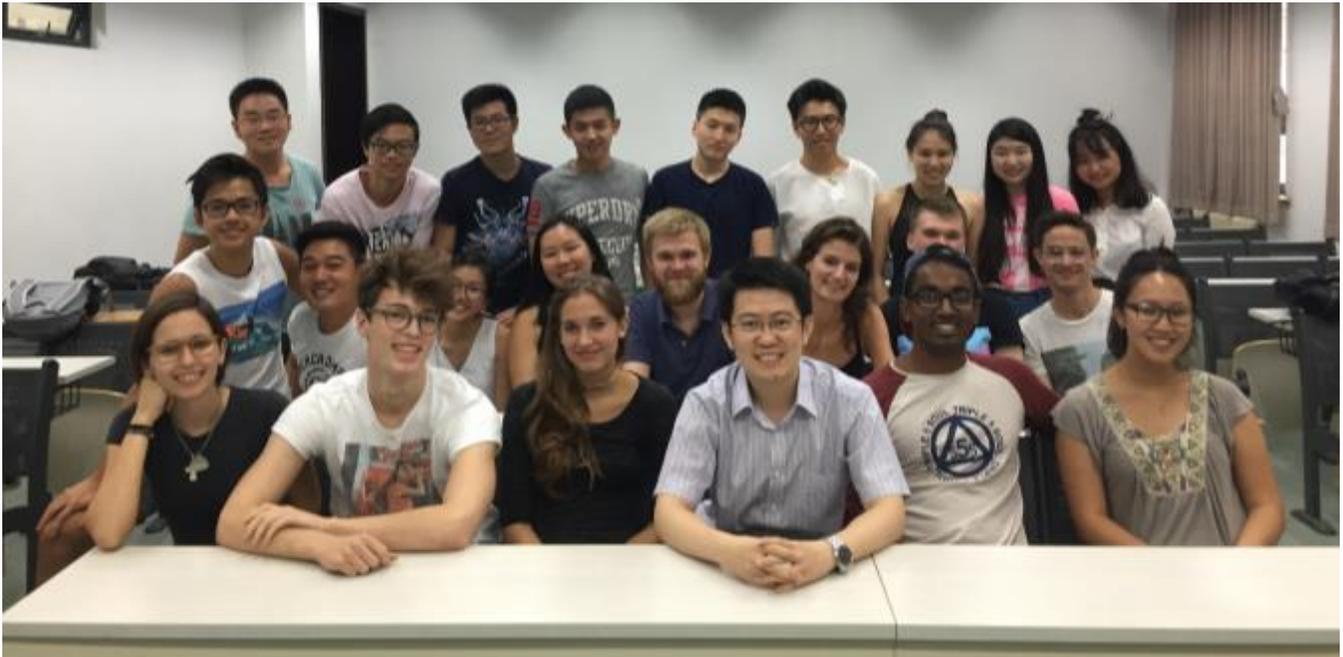
### Difficulties / Challenges faced:

- Students' levels and disciplines vary greatly, which made a selection of readings and keeping a proper pace of teaching challenging.

### Further comments:

- None.

### Pictures





institutions	
Initiation year	2013
Will this course be offered in 2018?	Yes

**Successful aspects of the course:**

- The course is consisted of lectures, discussions, and fieldtrips. Trips to the Musuems and Tianjin city were organized to give the students an opportunity to interact with real China, and to link what them learn from the course content with the history and every-day life of the Chinese people.

**Difficulties / Challenges faced:**

- The air-conditioning in the classroom is not very good.

**Further comments:**

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**Pictures**

## PKU3 – Understanding Chinese Foreign Policy Making

Course Title	PKU3: Understanding Chinese Foreign Policy Making	
Brief Description	<p>An economically more powerful and confident China is exerting unprecedented influence on global affairs with its proactive diplomacy.</p> <p>To understand the sources of Chinese external behavior is essential to predict and respond to China’s international behavior. The very nature of the structure of Chinese society and government has made this a difficult, if not impossible task, albeit appealing. The saying that foreign policy making is a black box is more accurate in China than in many other countries.</p> <p>Aiming to open the black box of Chinese foreign policy making, this course tries to bridge foreign decision making theories and Chinese foreign policy making practice to understand the major factors that shape Chinese foreign policy and how they exert their influences. These include: the impact of historical legacies, systematic constraints, personality and decision making style of paramount leaders, evolving foreign policy making structure and changing bureaucratic process, fluid domestic politics, and the impact of the military, nationalism, and public opinion on Chinese foreign policy.</p> <p>It will unveil how leaders coordinate domestic and international situations in foreign affairs as they will always emphasize today. It intends to inform students of China’s external behavior and provide an analytical understanding of the dynamics of China’s foreign policy decision making.</p>	
Dates	3 July 2017 – 28 July 2017	
Academic coordinator(s)	Prof. Zhang Qingmin, School of International Studies, Peking University	
Tuition fee ( <i>in USD</i> )	USD 1300	
Accommodation ( <i>Short description and participants’ costs in USD</i> )	<p>PKU’s Global Village: <a href="http://www.pkugv.com/english/index.asp">http://www.pkugv.com/english/index.asp</a></p> <p>Approximate 650 USD</p> <p>Two single rooms in one suite sharing one living room and bath room.</p> <p>PKU offers up to 3 IARU students from each member school the funding of accommodation in the program from 02/07/17 to 30/07/17.</p>	
Field trip ( <i>Short description and participants’ costs in USD</i> )	None	
Number of student participants	ANU:3 ETH:	OXF:1 TOK:2

	NUS: PKU: UCB:2 CAM: COP:1	UCT: YAL: Others:19 Total:28
Faculty involvement from other institutions	None	
Initiation year	2016	
Will this course be offered in 2018?	No	

**Successful aspects of the course:**

- Students enjoy the academic aspects of the course. The course brings new and different non-Western perspective to the students which help them to understand issues from the China’s stand in foreign policy making. The diverse background of the students and the high-quality discussions also contribute to the success of the course.

**Difficulties / Challenges faced:**

- Students feel challenged by the class hours and assignments, and hope to have a more relaxed schedule and more fieldtrips

**Further comments:**

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**Pictures**



## PKU4 – Silk Road: A Global History

Course Title	PKU4: Silk Road: A Global History	
Brief Description	<p>This course introduces the history of the Silk Road — a complex network of trade routes that connected China and the Mediterranean world over land and sea — and examines the cultural and material exchanges between the peoples and cultures it connected in a global context. The course covers the period 500 BCE to 1600 CE, during which forces wielded by many peoples (e.g., Chinese, Greeks, Persians, Arabs, Turks, and Mongolians) shaped the geopolitical and cultural landscape of Eurasia. It explores the roles played by the Silk Road in forming and transforming the cultural, linguistic, ethnic, and religious identities of these peoples and their perceptions of one another. It highlights such themes as conspicuous consumption, cultural diversity, religious pluralism, and ethnic migration, as well as the financial, judicial, religious, and political institutions that were the fruits of these extended exchanges. The course begins and ends with an analysis of conceptualizations of the “Silk Road” against the backdrop of the “Great Game” that played out in the late 19th and early 20th centuries among various colonial powers as well as its legacy to this day.</p>	
Dates	3 July 2017 – 28 July 2017	
Academic coordinator(s)	Prof. Lu Yang, Yenching Academy, Peking University	
Tuition fee ( <i>in USD</i> )	USD 1300	
Accommodation ( <i>Short description and participants’ costs in USD</i> )	<p>PKU’s Global Village: <a href="http://www.pkugv.com/english/index.asp">http://www.pkugv.com/english/index.asp</a>            Approximate 650 USD            Two single rooms in one suite sharing one living room and bath room.            PKU offers up to 3 IARU students from each member school the funding of accommodation in the program from 02/07/17 to 30/07/17.</p>	
Field trip ( <i>Short description and participants’ costs in USD</i> )	None	
Number of student participants	ANU: 2 ETH: NUS: 1 PKU: 3 UCB: 1 CAM: 1 COP:	OXF: 1 TOK: UCT: YAL: Others: 14 Total: 23

Faculty involvement from other institutions	None
Initiation year	2014
Will this course be offered in 2018?	No

### Successful aspects of the course:

- A unique aspect of the course is it offers a comprehensive coverage of the inter connection of world history. It allows the students to see the importance of such interconnection through well designed lectures.

### Difficulties / Challenges faced:

- The biggest challenge of the course is that the short time frame of the course makes it difficult for the students to finish necessary readings and accumulate sufficient knowledge to understand the complex historic process discussed in the course.

### Further comments:

- 

### Pictures



*Photo Credit: Sina*

## UCB1 – Beahrs Leadership Program

Course Title	UCB1: Beahrs Environmental Leadership Program
Brief Description	<p>The Beahrs Environmental Leadership Program (ELP) at the University of California, Berkeley's College of Natural Resources provides state-of-the-art training in environmental and natural resource science, policy, and leadership to strengthen the capacities of environmental practitioners worldwide.</p> <p>Participants will benefit from a unique opportunity to interact with Berkeley faculty as well as their global peers to access new information and tools, share practical experiences, and develop collaborative leadership skills. The Beahrs ELP has graduated over 615 leaders from over 110 countries.</p> <p>The 3-week certificate course on <i>Sustainable Environmental Management</i> offers a series of interdisciplinary workshops, facilitated by UC Berkeley faculty and non-academic experts from the greater San Francisco Bay Area.</p> <p>Program curriculum includes:</p> <ul style="list-style-type: none"> <li>• Policies for Sustainable Development</li> <li>• Leadership for Collaborative Change</li> <li>• Impact Assessment and Quantitative Analysis</li> <li>• Sustainable Business Practices</li> <li>• Population, Health, and the Environment</li> <li>• Resources and Sustainable Livelihoods</li> <li>• Mitigation of and Adaptation to Climate Change</li> </ul>
Dates	4 June 2017 – 23 June 2017
Academic coordinator(s)	
Tuition fee ( <i>in USD</i> )	USD 5700
Accommodation ( <i>Short description and participants' costs in USD</i> )	<p>Foothill Residence Hall</p> <p>Cost included in tuition fees.</p>
Field trip ( <i>Short description and participants' costs in USD</i> )	<ul style="list-style-type: none"> <li>• Tour of San Francisco;</li> <li>• Berkeley and San Francisco Bay Area (“green” urban planning/economy, renewable energy, sustainable water and waste management, environmental and food justice);</li> <li>• Muir Woods and Point Reyes (coastal conservation);</li> <li>• Central Coast (intensive horticulture and coastal conservation);</li> <li>• Silicon Valley</li> </ul>



Pictures



## UCB2 – Islamophobia and Constructing Otherness

Course Title	UCB2: Islamophobia and Constructing Otherness
Brief Description	<p>This course will examine and attempt to understand Islamophobia, as the most recently articulated principle of otherness in America, Europe and its policy implications domestically and globally.</p> <p>A common thread in Brexit vote, Trump’s recent election and the anti-immigrant/anti-refugee wave in the U.S. and Europe is the utilization of Islamophobia and demonization of Muslims as a group. Recent studies show that Islamophobia spikes and is directly related to election cycles and campaigns rather than the often utilized frame of response to act of terror. Thus, Islamophobia is increasingly utilized as a wedge issue and is monetized for votes at the ballot box in an increasingly polarized political landscape. The course will examine and attempt to understand Islamophobia, as the most recently articulated principle of otherness in America, Europe and its policy implications domestically and globally.</p> <p>To locate Muslim otherness as a normative construction within American and European history and not a unique development once compared to earlier manifestations of racism directed at racial, ethnic or religious communities. The course will closely examine the ideological and epistemological frameworks employed in discourses of otherness, and the complex social, political, economic, gender-based, and religious forces entangled in its historical and modern reproduction. More broadly, the course will focus on the process of “Othering” Islam and Muslims, in a comparative manner, in the U.S. and European context, and viewing this process as the reproduction of historically globalized racial and gender matrixes. Finally, the course will examine the ideological and epistemological structures that operate in shaping Islamophobic discourse and the far-reaching consequences of this unfolding process on communities of color in the US and Europe.</p> <p>The term “Islamophobia” was first articulated as a concept in a 1991 Runnymede Trust Report and defined generally as “unfounded hostility towards Muslims, and therefore fear or dislike of all or most Muslims.” The concept was born and coined in the context of the condition of Muslims in the United Kingdom and formulated based on the more common “xenophobia.” Admittedly, the term has its initial framework in the European context; however, the post-9/11 circumstances have provided the atmosphere for its emergence, as a globalized and more inclusive phenomena affecting Muslim communities all over the world. Islamophobia, as a structural organizing principle, presently sits at the crossroads of the rationale employed to extend the dominant global power configuration and the project of silencing the collective global</p>

	<p>other. Islamophobia can indeed be simply defined as “fear,” “anxiety,” or “phobia” of Muslims, but at it also has a far more encompassing connotation that affects global law, economy, and society. At one level its “ideologues” attempt to classify who belongs to the “civilized world” and who is the demonized and ostracized global other, but, at a more profound level, it serves as rationalization for the existing domestic and global power hierarchies and militarism. Islamophobia constructs a singular and homogenous undifferentiated image of Muslim men and women, one that presents them as religious fanatics, violent, and antithetical to civilization itself.</p> <p>In today’s world, Islam and Muslims are the feared “other,” and the threat they pose is already connected to every local, regional, and global process. “Othering” Islam and Muslims is already underway with devastating consequences and has resulted in a virtual state of siege, not only in the affected communities, but also in academic circles where the subject has yet to receive comprehensive treatment. Islamophobia, as the present structural organizing principle of the Eurocentric world, is employed by the power elite in a manner to extend and maintain the patterns of racial, gender, colonial, ethnic, and religious discrimination.</p>														
Dates	22 May 2017 – 30 June 2017														
Academic coordinator(s)	Joy Young (GSP coordinator); Khatharya Um (Academic Director)														
Tuition fee ( <i>in USD</i> )	USD 3405														
Accommodation ( <i>Short description and participants’ costs in USD</i> )	International House  USD 2995														
Field trip ( <i>Short description and participants’ costs in USD</i> )	Visit with the Berkeley Mosque community, discussion and visit at Zaytuna College.  Cost: none														
Number of student participants	<table> <tr> <td>ANU: 2</td> <td>OXF: 0</td> </tr> <tr> <td>ETH: 0</td> <td>TOK: 2</td> </tr> <tr> <td>NUS: 1</td> <td>UCT: 0</td> </tr> <tr> <td>PKU: 0</td> <td>YAL: 0</td> </tr> <tr> <td>UCB: 15 (non-IARU)</td> <td>Others: 0</td> </tr> <tr> <td>CAM: 0</td> <td>Total: 21</td> </tr> <tr> <td>COP: 1</td> <td></td> </tr> </table>	ANU: 2	OXF: 0	ETH: 0	TOK: 2	NUS: 1	UCT: 0	PKU: 0	YAL: 0	UCB: 15 (non-IARU)	Others: 0	CAM: 0	Total: 21	COP: 1	
ANU: 2	OXF: 0														
ETH: 0	TOK: 2														
NUS: 1	UCT: 0														
PKU: 0	YAL: 0														
UCB: 15 (non-IARU)	Others: 0														
CAM: 0	Total: 21														
COP: 1															
Faculty involvement from other institutions	N/A														
Initiation year	2017														
Will this course be offered in 2018?	Maybe – will need to reconsider course dates within the summer timeline														

### Successful aspects of the course:

- Topic was new and attracted interest from partner university students.
- Course was open to other, non-GSP students, which wasn't the case in previous years. Allowed for greater immersion into the American university culture for the visiting GSP students. Also provided a deeper context for them to study Islamophobia in the US by situating them among US peers.

### Difficulties / Challenges faced:

- This was the first year this particular course was offered. While the topic was popular among other IARU students (as conveyed to me by other IARU coordinators at partner universities), the course dates were set much earlier in the summer than the previous UCB2 course. It began in late May, and thus not easy for some students to enroll.
- There were 6 total students who enrolled through IARU GSP. I believe this may be due to the early start date of the course. It's worth considering moving the course to a later session at UC Berkeley Summer Sessions to better accommodate the schedules of partner universities' students.

### Further comments:

- n/a

### Pictures

## CAM1 – Visions of the Future

Course Title	CAM1: Visions of the Future	
Brief Description	Predicting the future has been, and still is, a part of every society. Visionaries, philosophers, rulers, warmongers, astronomers, economists, businessmen, politicians and scientists all try to anticipate the future. Using specific examples <b>from both past and present</b> , our ‘visions of the future’ draw on beliefs, astronomy, medicine, climate change, scientific discovery, international relations and development, financial crises, disease, war and space travel. Which predictions came true? Which proved false? Debate - naturally - includes predictions about our own future. Additional plenary talks set discussions in context. Students write - and have supervisions - on related historical, philosophical or literary topics.	
Dates	9 July 2017 – 29 July 2017	
Academic coordinator(s)	Sarah Ormrod	
Tuition fee ( <i>in USD</i> )	USD 2145	
Accommodation ( <i>Short description and participants’ costs in USD</i> )	Gonville and Caius College  USD 1700	
Field trip ( <i>Short description and participants’ costs in USD</i> )	Short visit to Madingley Hall, our 16 <sup>th</sup> -century headquarters.  Optional weekend visits available at an additional cost.  USD 95	
Number of student participants	ANU: 3 ETH: 2 NUS: 1 PKU: 2 UCB: 1 CAM: 0 COP: 2	OXF: 0 TOK: 0 UCT: 1 YAL: 1 Others: UNSW 1, VU 1, UWA 1  Total: 16
Faculty involvement from other institutions	None	
Initiation year	2017	
Will this course be offered in 2018?	Probably, in a very similar format	

### Successful aspects of the course:

- The students have expressed great satisfaction (verbally) with the core course subjects, their supervisions, the opportunity for breadth of study through the plenary sessions and the quality of teaching overall.
- The students have enjoyed the opportunity for exchange between the group members, and, the diversity of group members, coming from many different academic and cultural backgrounds
- The final task of the programme, undertaken in small, newly-configured groups, which each represented three continents, was particularly impressive, with the students showing themselves to be unafraid to tackle big topics, to seek innovative solutions, to make critical assessment of established NGOs, to devise succinct and through-provoking presentations, to display cultural sensitivity and to apply learning from the course.

### Difficulties / Challenges faced:

- Few. As always, there have to be compromises in what is covered in a very broad-ranging topic.
- The rigorous timetable did challenge a number of the group, particularly in terms of written work early in the programme.
- The programme benefitted from the three additional (non IARU) members, who were necessary because of the number of cancellations during the early part of the recruitment process.

### Further comments:

- This was the most successful year of the programme so far, and hopefully written feedback forms will support the general levels of satisfaction expressed during the programme. A committed and talented group of students, very willing to apply themselves to the tasks set, and to work together.

### Pictures

## COP1 – Cultural Rights: A Promising Global Discourse?

Course Title	COP1: Cultural Rights: A Promising Global Discourse?	
Brief Description	Understand the potential of and the challenges that threaten cultural rights and contribute to this new and developing field of human rights.	
Dates	14 July 2017 – 28 July 2017	
Academic coordinator(s)	Professor Helle Porsdam	
Tuition fee ( <i>in USD</i> )	With IARU agreement: none Without IARU agreement, from EU countries: USD 1220 Without IARU agreement, from non-EU countries: USD 1945	
Accommodation ( <i>Short description and participants' costs in USD</i> )	USD 645 - 1075 (+1 month deposit)	
Field trip ( <i>Short description and participants' costs in USD</i> )	The program also includes various field trips and workshops throughout Copenhagen, i.e. to the UN Live – Museum for Humanity and to the Danish Institute for Human Rights.  Cost included in tuition fees.	
Number of student participants	ANU: 2 ETH: NUS: PKU:1 UCB: 1 CAM: COP: 5	OXF: 2 TOK: UCT: YAL: Others: 7 Total: 18
Faculty involvement from other institutions	"Guest speakers from UN Live (Museum for Humanity), University of California-Davis School of Law, University of Southern Denmark and Danish Center for Human Rights".	
Initiation year	2017	
Will this course be offered in 2018?	Yes	

### Successful aspects of the course:

- Very interested and active students!
- Highly inspiring discussions that were made even more interesting by the fact that we had students from many corners of the world.

- Group work was very successful. All students participated actively and when each group reported back to the whole class, every member of the group said something. This is something I have only rarely seen happen before.
- Good outings (short trips) to the UN City and the Danish Center for Human Rights. These worked very well, both socially and in terms of what the students got out of it (good talks involved in both places).

### Difficulties / Challenges faced:

- Some of the students complained about the course being too short. They would have liked to have more time to read in between classes – and especially in preparation for the oral exam. I am therefore thinking about adding an extra couple of days to next year's course.

### Further comments:

- For me (Helle P), this has been a thoroughly pleasant and good experience! Cultural rights are a new and exciting field of research and to have excellent students from all over the world getting so involved has only confirmed my conviction that this is an interesting field to work on.
- I (Helle P) was very happy to see the student's evaluations of the course. With the exception of stressing the need for more time, these evaluations were very positive. The students got something valuable out of this course, it seems – just as I myself did! As far as I know, ours was the first course on cultural rights worldwide. With a little luck, KU may become an important world center for doing research on cultural rights.
- I also very much enjoyed working with these students who really are very good, academically speaking. It is good for our own students to be with students of this high caliber from some of the best universities around the world. The good grades we gave during the oral exam show that our students learned from the willingness to work and the academically sophisticated level of their foreign peers.

### Pictures:



## COP2 – Interdisciplinary Aspects of Healthy Aging

Course Title	COP2: Interdisciplinary Aspects of Healthy Aging
Brief Description	<p>Recent years have seen increasing interest in understanding <i>healthy aging</i>, the ability of the individual to maintain sufficient physical, mental and social energy to live active and meaningful lives. The course, offered by the Center for Healthy Aging, University of Copenhagen will focus on exploring the aging phenomena through an interdisciplinary lens with a special focus on the concept of energy, a key component of healthy aging. Energy relates to processes at the cellular as well as the individual level and has not only physical but also important psychological and social dimensions which affect every facet of life.</p> <p>The objective of this course is to gain interdisciplinary knowledge and research experience in the field of aging to better understand how people can live energetic lives and enjoy a robust older age. The objectives will be achieved through a combination of lectures, interactive discussions and project work in which students will conduct aging research projects under the supervision of experienced researchers from the Center of Healthy Aging.</p> <p><b>Week one:</b> The main objective in week one is to provide knowledge on the interdisciplinary nature of the aging phenotype and how to evaluate the strengths and limitations of such research.</p> <p><b>Week two:</b> The objectives of week two are to bring the students closer to the scientific research process and to give the students the opportunity to design an interdisciplinary research project.</p> <p><b>Week three:</b> The objective in week 3 is to assist the students in exploring how interdisciplinary research projects are defined and evaluated.</p> <p>The objectives will be achieved through a combination of lectures, interactive discussions and project work in which students will conduct aging research projects under the supervision of experienced researchers from the Center of Healthy Aging.</p>
Dates	3 July 2017 – 21 July 2017
Academic coordinator(s)	Jolene Pedersen, Post doc Maarten Rozing, Assistant professor
Tuition fee ( <i>in USD</i> )	With IARU agreement: none Without IARU agreement, from EU countries: USD 595 Without IARU agreement, from non-EU countries: USD 935

Accommodation <i>(Short description and participants' costs in USD)</i>	USD 645-1075 (+1 month deposit)
Field trip <i>(Short description and participants' costs in USD)</i>	Visit to a Danish healthcare facility  Different social activities and field trips will be arranged: The field trips include: Visits to different departments of CEHA during the practical projects, a visit to a selected Danish healthcare facility The social program includes: Two dinners, a trip to Louisiana Museum of Modern Art and Tivoli.  Cost: none
Number of student participants	ANU: 3 ETH: 0 NUS: 1 PKU: 1 UCB: 4 CAM: 2 COP: 3 OXF: 0 TOK: 3 UCT: 1 YAL: 1 Others: 0 Total: 19
Faculty involvement from other institutions	Prof. George Leeson, University of Oxford Prof. Kaare Christensen, Director of the Danish Aging Research Center, University of Southern Denmark
Initiation year	2011
Will this course be offered in 2018?	Yes

### Successful aspects of the course:

- Engaged students
- Students openness and participation in interdisciplinary work
- Diverse social program allowed for networking
- High quality of lectures from Denmark and abroad.
- Visit to a state of the art dementia care home, where student learned about elder care from a Danish perspective.

### Difficulties / Challenges faced:

- Tardiness of some students (possibly due to jet lag)
- Some students struggled to understand and speak English at a high enough level.
- Recruiting enough IARU students to reach full course capacity

Pictures:



## COP3 – New Urban Life Across the Globe: Activism and Change in a World of Cities

Course Title	COP3: New Urban Life Across the Globe: Activism and Change in a World of Cities
Brief Description	<p>For the first time in human history, more people now live in cities than outside them, and many of the major political contestations of the 21<sup>st</sup> Century occur in urban settings. Recent years have thus seen a surge in new urban-based political and social movements, experiments in local governance, innovative forms of protest, activism and grassroots initiatives in cities and smaller towns spanning from Barcelona to Istanbul, Hong Kong to Detroit, and Bogotá to Cape Town. Uniting these trends is the belief that the state and traditional political and social institutions cannot meet all the needs arising from urbanization, or that real societal change must begin from below. These developments demand a new ontology of the political that is “seeing like a city” and pays attention to urban political life as both localized and globalized, as well as a new epistemology of “the urban” that can take into account the diverse field of politics emerging in cities.</p> <p>During this summer school, the students will be immersed in critical urban theory and practical approaches to urban ethnography, drawing from a broad range of excellent research at three faculties of the University of Copenhagen. The aim of the course is to cultivate knowledge of the relation between the urban and social and political change today. Students will develop a general skill in applying urban theory from the humanities and the social sciences on cases from urban societies across the world. Special emphasis will be placed on combining theory from the global north and south. Methodologically, the students will be trained in conducting urban ethnography and in gathering qualitative data for case studies on selected instances or processes of social and political change that could include activist communities, issues of contested authority, planning controversies and everyday city-making. Finally, they will be trained to work analytically with this kind of data, and to discuss urban theory in relation to the ethnography.</p>
Dates	24 July 2017 – 4 August 2017
Academic coordinator(s)	Rasmus Christian Elling, <a href="mailto:elling@hum.ku.dk">elling@hum.ku.dk</a>
Tuition fee ( <i>in USD</i> )	<p>With IARU agreement: none</p> <p>Without IARU agreement, from EU countries: USD 270</p> <p>Without IARU agreement, from non-EU countries: USD 280-1400</p>
Accommodation ( <i>Short description and</i>	Housing will be made available through the UCPH Housing Foundation. Students are typically provided a single room in a student dormitory with access to kitchen / cooking equipment.

<i>participants' costs in USD)</i>	USD 345-500
Field trip <i>(Short description and participants' costs in USD)</i>	The summer school included field trips in Copenhagen.  USD 60
Number of student participants	ANU: 1 ETH: NUS: PKU: 2 UCB: 1 CAM: 1 COP:  OXF: TOK: UCT: 3 YAL: Others: Total: 8
Faculty involvement from other institutions	Department of Cross-Cultural and Regional Studies, Centre of African Studies and the Department of Sociology, the University of Copenhagen.
Initiation year	2016
Will this course be offered in 2018?	Yes

### Successful aspects of the course:

- The different approaches to urban studies worked well and the students has expressed that
  - “it has been very inspiring to hear about the different projects carried out both by students and lectures in this context”
  - Challenging, inspiring and at times conflicting with my own views. Refreshing insights from different fields.
- The wide variety in background and nationality among the participants. Quotes from the student evaluations:
  - “the fact that we were so many from so many different countries and backgrounds”
  - “meeting people from all over with similar/different examples of urban situations”
- The combination of a preparation phase with online lectures, and during the summer school mini lectures, public lectures, field trips, feedback sessions, discussion sessions and social activity. Finding a balance that suits all participants equally well is however difficult.

### Difficulties / Challenges faced:

- Next year we will be more specific about what is meant by ‘inter-disciplinarily’, i.e. that the summer school is primarily framed by the Humanities and the Social Sciences. A few students was expecting to the summer school to include themes relating to their specific background in for instance engineering.
- Next year we will organize the required readings thematically and chronologically to make it clearer to students where to focus when and help them structure the preparation phase better.

**Further comments:**

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**Pictures (may be published on IARU's webpage and social media pages. Please send separate files and include credit).**

Pictures will be available late August. Please contact the coordinator Rasmus Christian Elling ([elling@hum.ku.dk](mailto:elling@hum.ku.dk)) if pictures are needed before.

## OXF1 – Global Challenges of the 21<sup>st</sup> Century – Environment, Technological and Urban Sustainability

Course Title	OXF1: Global Challenges of the 21 <sup>st</sup> Century – Environment, Technological and Urban Sustainability	
Brief Description	The 2017 Oxford Global Summer Programme offers a general introduction to a range of scientific and development challenges of the 21 <sup>st</sup> century. The course is designed for undergraduates, and it addresses issues of climate change, conservation and urbanisation.	
Dates	26 June 2017 – 22 July 2017	
Academic coordinator(s)	Programme Chairman: Professor Angus Hawkins Co-Directors & Tutors: Dr Stephen Barlow & Dr Justin Bishop Tutor, Urban Challenges for the 21st Century: Dr Michele Acuto	
Tuition fee ( <i>in USD</i> )	USD 1440	
Accommodation ( <i>Short description and participants' costs in USD</i> )	Accommodation and meals are provided in Exeter College in central Oxford. Participants had a single study-bedroom, with shared bathroom and toilet facilities.  USD 3590	
Field trip ( <i>Short description and participants' costs in USD</i> )	NONE	
Number of student participants	ANU: 2 ETH: NUS: PKU: 2 UCB: CAM: COP: 2	OXF: TOK: 2 UCT: YAL: 2 Others: Total: <b>10</b>
Faculty involvement from other institutions	NONE	
Initiation year	2008	
Will this course be offered in 2018?	YES	

### Successful aspects of the course:

- Students integrated quickly and effectively;
- Essays and group work were of a high quality;
- Students engaged with the material and were enthusiastic;
- Students seemed genuinely happy to be in Oxford and in the course.

### Difficulties / Challenges faced:

- None

### Further comments:

- It was disappointing that several universities were not represented (no students attended from ETH Zurich, NU Singapore, Cambridge, Oxford, Berkeley and Cape Town). We look forward to welcoming students from those universities in future. The target recruitment number remains 16.

### Pictures



## TOK1 – Introduction to the Japanese Language

Course Title	TOK1: Introduction to the Japanese Language
Brief Description	<p>The University of Tokyo provides an introductory course for those new to Japan, which will both facilitate participation in Japanese society and introduce characteristics of the Japanese language such as the Japanese writing system, elementary grammar, and communication patterns.</p> <p>With the Japanese language learnt in these classes we hope our students will be able to experience a wider range of Japanese culture by themselves. To improve students' Japanese literacy, "practical" lessons, such as the use of dictionaries, will also be included in this course to enable students to continue their study of the language when they return to their home country.</p> <p>Lesson plan:</p> <p>1) Grammar</p> <ul style="list-style-type: none"> <li>• Noun sentences (non-past)</li> <li>• Adjective sentences (non-past)</li> <li>• Verb sentences (non-past &amp; past) with particles: o, ni, de, kara, no, to</li> <li>• Various question sentences (what, who, when, where, which, how, how much, how many, what time)</li> <li>• V-stem +”- tai (des)“</li> <li>• Explanatory ending “ -n des ”</li> </ul> <p>2) Conversation</p> <ul style="list-style-type: none"> <li>• Greetings, self-introduction,</li> <li>• Shopping, eating, and making reservations</li> <li>• Talking about weekend</li> <li>• Inviting, asking, offering, requesting</li> <li>• Giving short comments on various things</li> <li>• Mini-interview</li> <li>• Making a short talk show</li> </ul> <p>3) Reading &amp; Writing</p> <ul style="list-style-type: none"> <li>• Japanese characters: Hiragana Katakana and Kanji introduction</li> <li>• Mini-composition using Japanese word processor</li> <li>• Experiences of Kanji calligraphy &amp; Looking up words in Japanese dictionaries (Japanese-English dictionary and Kanji dictionary)</li> </ul>
Dates	26 June 2017 – 6 July 2017
Academic coordinator(s)	Professor Yasuo Kikuchi

Tuition fee ( <i>in USD</i> )	USD 260
Accommodation ( <i>Short description and participants' costs in USD</i> )	Hotel Kizankan ( <a href="http://kizankan.co.jp/english/index.html">http://kizankan.co.jp/english/index.html</a> ) or similar. USD 750
Field trip ( <i>Short description and participants' costs in USD</i> )	Visit a world heritage site “Mt. Fuji” and its surrounding area by a chartered bus, having experienced local culture through a visit at a Japanese sake brewery, the 5 <sup>th</sup> station of Mt. Fuji, a local shrine and enjoyed local noodle for lunch. Cost Exempt.
Number of student participants	ANU: 1 ETH: 2 NUS: 2 PKU: 1 UCB: 1 CAM: 0 COP: 1 OXF: 2 TOK: 0 UCT: 0 YAL: 0 Others: 0 Total: 10
Faculty involvement from other institutions	None
Initiation year	2008
Will this course be offered in 2018?	Yes

### Successful aspects of the course:

- In each class, we provided not only practical lessons which students would encounter in their daily life, but also attractive academic contents as cultural enrichment.
- We also adopted interactive activities into practical lessons, which led students learn Japanese language in relaxed and stress-free atmosphere.
- Students could recognize their achievement and scored 4.1 out of 5 points in their self-assessment.
- The course motivated some of the students to continue their Japanese language learning even after the course ended. We have been able to propose suitable self-learning materials for them at the end of the course.

### Difficulties / Challenges faced:

- After facing the need to change the contents of the Kanji classes, we added lessons on Katakana since most students were of Chinese background.
- We found that the lack of readiness, such as studying hiragana in advance, made some students' learning more difficult in the classroom.
- Some students who have taken other course (TOK2) concurrently found the schedule was tight and felt the class speed was too fast.
- Although there was a request from the students to interact with Japanese students, this could not be fulfilled due to the University's academic calendar.

- Teaching skills and personalities of lecturers were highly appreciated, whereas it was mentioned that their English abilities needed improving.
- We obtained feedbacks on our classroom facilities and volume of grammar lessons from some students.

### Further comments:

- Students enjoyed the interaction with teachers and their peers without any stress and built good relationships with them, which helped them find diverse ways of thinking and learning.
- Although there were some conditions to be settled such as the number of students with Chinese background, difference in learning styles and expectations, every student was able to achieve the initial goal of targeting to grasp the Japanese writing system, carry out small talk in Japanese and make a firm basis which enabled students to continue furthering their studies after the course.

**Pictures (may be published on IARU's webpage and social media pages. Please send separate files and include credit).**



← *Show and tell activity on one's favorite Kanji*

→ *Simulating an TV interview in Japanese*



## TOK2 – Sustainable Urban Management

Course Title	TOK2: Sustainable Urban Management
Brief Description	<p>The course provides basic knowledge of civil engineering, architecture and urban engineering in the context of sustainable urban management. Planning and management are taught on the building, urban and national scale. A half day excursion related to the lectures will be organized for GSP students as part of the course.</p> <p>In the process of urban development in the 20th century, characterized by urban expansion and redevelopment, huge and advanced complex of urban structures were formed in the industrialized countries. However, with the conventional technologies focused on the construction of structures, it has become difficult to keep urban space adaptable to environmental constraints and economic, social and cultural changes; that is, those conventional technologies can no longer meet the social demands for upgrading social capital in a sustainable manner and regenerating attractive urban space not only safe and highly efficient but also conscious of historical, cultural and local identities to guarantee a high quality of life for all. Therefore, what is needed is to find a new approach that is able to reorganize the existing social capital and the technologies to implement it. That is neither a mere planning approach nor a mere engineering approach, but a comprehensive approach.</p> <p>This course is offered by Department of Civil Engineering, Department of Architecture and Department of Urban Engineering. Although these three departments belong to School of Engineering, students from non-engineering fields are also welcome.</p>
Dates	26 June 2017 – 5 July 2017
Academic coordinator(s)	Associate Professor Kiyoko Kurisu
Tuition fee ( <i>in USD</i> )	USD 195
Accommodation ( <i>Short description and participants' costs in USD</i> )	Hotel Kizankan <a href="http://kizankan.co.jp/english/index.html">http://kizankan.co.jp/english/index.html</a> or similar USD 750
Field trip ( <i>Short description and participants' costs in USD</i> )	<ol style="list-style-type: none"> <li>1. A half-day study visit to private construction and management companies: Mitsubishi Estate Co., Ltd. and Mori Building Co., Ltd. was planned by the course coordinator to learn more about urban planning and development in cities. Cost Exempt.</li> <li>2. One-day excursion to learn about Japanese culture through site seeing. Highlights: the 5<sup>th</sup> station of Mt. Fuji, local historical shrine connected with the Mt. Fuji faith and Japanese sake brewery. Cost Exempt.</li> </ol>

Number of student participants	ANU: 2 ETH: 2 NUS: 1 PKU: 2 UCB: 3 CAM: 1 COP: 2 OXF: 1 TOK: 10 UCT: 1 YAL: 0 Others: 0 Total: 25
Faculty involvement from other institutions	None
Initiation year	2008
Will this course be offered in 2018?	Yes

**Successful aspects of the course:**

- The participating students showed considerable interest on the topics of sustainability offered by the Urban Engineering, Architecture, and Civil Engineering lectures. Additionally, during the site-visit, they learned about the outstanding re-development cases in Tokyo through lectures and walking through the city.

**Difficulties / Challenges faced:**

- The levels and interests of the participating students were a little bit dispersed, and some lectures were found to be a little bit difficult for some of the participants.

**Further comments:**

- Site-visit events are attractive for the students, but on the arrangement side, it is sometimes difficult to get people who are good with the presentation and have good case samples, in addition to being able to explain it in English. (For the site-visit this year, a simultaneous translator was arranged by one company that was visited. However, this meant that more time was required for the lecture and some students showed clear signs of boredom. At the other company that was visited, the practitioner himself explained in English, so the students were able to concentrate much better in the lecture.)

**Pictures (may be published on IARU’s webpage and social media pages. Please send separate files and include credit).**



← Walking tour in the Marunouchi district redeveloped with the concept of “the world's sustainability” ↓ .



## TOK3 – Japan in Today’s World

Course Title	TOK3: Japan in Today’s World														
Brief Description	<p>This course will give an overview of modern Japan with emphasis on the works of the political system, including political parties, civil service, elections, and foreign relations with China, US, Korea, as well as Japan’s role in international political economy.</p> <p>Along with those introductory classes, we will hold two workshops, one on Risk Management and another on Territorial Disputes and Nationalism, where participants are encouraged to make contributions in the discussion with invited specialists. There will be no field trips, but we expect the workshops will offer a different kind of excitement.</p> <p>All classes will start with an introductory lecture from the instructors, each of whom are specialists at the University of Tokyo in their respective fields, which will then be followed by discussion and interactive instructions. All classes will be held in the late afternoon of each day. The credit equivalent will be two credits for a semester-length program.</p> <p>The course coordinators would like to tailor the course to the participants’ interest. Nominees shortlisted will be requested to provide a list of ten questions about Japan that they wish to learn about during this course.</p>														
Dates	7 July 2017 – 14 July 2017														
Academic coordinator(s)	Professor Kiichi Fujiwara														
Tuition fee ( <i>in USD</i> )	USD 260														
Accommodation ( <i>Short description and participants’ costs in USD</i> )	Hotel Kizankan <a href="http://kizankan.co.jp/english/index.html">http://kizankan.co.jp/english/index.html</a> or similar USD 625														
Field trip ( <i>Short description and participants’ costs in USD</i> )	--														
Number of student participants	<table> <tr> <td>ANU: 2</td> <td>OXF: 3</td> </tr> <tr> <td>ETH: 2</td> <td>TOK: 29</td> </tr> <tr> <td>NUS: 3</td> <td>UCT: 0</td> </tr> <tr> <td>PKU: 2</td> <td>YAL: 1</td> </tr> <tr> <td>UCB: 1</td> <td>Others: 0</td> </tr> <tr> <td>CAM: 1</td> <td>Total: 46</td> </tr> <tr> <td>COP: 2</td> <td></td> </tr> </table>	ANU: 2	OXF: 3	ETH: 2	TOK: 29	NUS: 3	UCT: 0	PKU: 2	YAL: 1	UCB: 1	Others: 0	CAM: 1	Total: 46	COP: 2	
ANU: 2	OXF: 3														
ETH: 2	TOK: 29														
NUS: 3	UCT: 0														
PKU: 2	YAL: 1														
UCB: 1	Others: 0														
CAM: 1	Total: 46														
COP: 2															
Faculty involvement from other institutions	None														

Initiation year	2010
Will this course be offered in 2018?	Yes

#### Successful aspects of the course:

- The students were able to intensively and comprehensively discuss about current-day Japan covering a wide range of topics from politics to women empowerment to demography and populism deepening their understanding of Japan. The level of contentment with the course content was extremely high.
- The students had a deep level of understanding and actively took part in the discussions. Furthermore, the class atmosphere was inspirational for everyone and conducive for learning with faculty members even incorporating jokes when answering questions.

#### Difficulties / Challenges faced:

- Although the number of students participating from UTokyo was high, a large proportion was international students which resulted in views of lack of communication with Japanese students and the desire to be able to have more discussion between Japanese students and international students.
- With each class lasting 105 minutes with only a short break, on top of the classes running late in the afternoon due to the period when the classes were being held, some students reported finding it very difficult to concentrate due to tiredness.

#### Further comments:

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Pictures (may be published on IARU's webpage and social media pages. Please send separate files and include credit).



←Class of Prof. Fujiwara

## TOK4 - Nanoscience

Course Title	TOK4: Nanoscience
Brief Description	<p>This lecture series provides a general overview of nanoscience, which has grown very rapidly in the last few years.</p> <p>This course is comprised of three sub-courses of lectures (Biotechnology, Biomedicine and Nanobiotechnology, and Nanotechnology). Each sub-course will include visits to active laboratories in the University of Tokyo.</p> <p><u>Part I: Biotechnology</u> This sub-section focuses on advanced biomedical science and technology bound to the drug discovery</p> <p>Schedule:</p> <ul style="list-style-type: none"> <li>• Immunological tolerance and regulatory T cells</li> <li>• Methods to analyze intracellular membrane trafficking</li> <li>• Synthetic biology of medicinal natural products</li> <li>• Development of mathematical analysis method for the better medication</li> <li>• Lab Tour</li> </ul> <p><u>Part II: Biomedicine and Nanobiotechnology</u> This sub-section focuses on the understanding of the structure and functions of the living systems at the nano level as a basis for the development of bioinspired structures and functions as well as for the establishment of methodologies to integrate living components, including biomolecules and cells, into nanodevices while regulating their functions. To effectively achieve this goal, the section sets 4 topics: (1) Nanotechnology and materials science for nanoscale cell therapy, (2) Mechano-bioengineering, (3) Biodevice technology and (4) Nano bioelectronics and biophotonics.</p> <p>Schedule:</p> <ul style="list-style-type: none"> <li>• Nanotechnology and materials science for nanoscale cell therapy</li> <li>• Mechano-bioengineering</li> <li>• Biodevice technology</li> <li>• Nano bioelectronics and biophotonics</li> <li>• Lab Tour</li> </ul> <p><u>Part III: Nanotechnology</u> This sub-section covers fundamentals and applications of nanotechnology mainly established in a field of semiconductors, including the following four topics: (1) Physics and technology of semiconductor nanostructures,</p>

	(2) Spintronics: fundamentals and applications, (3) Silicon-based integrated nanoelectronics, and (4) Nanostructures for advanced photonics.  Schedule: <ul style="list-style-type: none"> <li>• Physics and technology of semiconductor nanostructures</li> <li>• Spintronics: fundamentals and applications</li> <li>• Silicon-based integrated nanoelectronics</li> <li>• Nanostructures for advanced photonics</li> <li>• Lab Tour</li> </ul>
Dates	10 July 2017 – 19 July 2017
Academic coordinator(s)	Professor Teruyuki NAGAMUNE
Tuition fee ( <i>in USD</i> )	USD 260
Accommodation ( <i>Short description and participants' costs in USD</i> )	Hotel Wing International Kourakuen <a href="http://kourakuen.hotelwingjapan.com/">http://kourakuen.hotelwingjapan.com/</a> or similar. USD 975
Field trip ( <i>Short description and participants' costs in USD</i> )	A one-day field trip related to the lectures (“Study Visit”) was organized for GSP students as part of the course. Cost Exempt.
Number of student participants	ANU: 2 ETH: 1 NUS: 1 PKU: 2 UCB: 1 CAM: 2 COP: 2 OXF: 2 TOK: 1 UCT: 1 YAL: 0 Others: 0 Total: 15
Faculty involvement from other institutions	None
Initiation year	2008
Will this course be offered in 2018?	Yes

### Successful aspects of the course:

- Extremely interesting and excellent breadth of topics were covered in the classes and in the study visits (to TERUMO MEDICAL PRANEX, TERUMO Co. and FUJIFILM ADVANCED RESEARCH LABORATORIES, Fujifilm Co.).
- A lot of pre-learning materials were prepared well and were really helpful, which were significantly important to the course. The course content and materials were great to help students understand the concepts in different aspects.
- Lecturers were highly knowledgeable and happy to answer any questions students had.

- Study Visit to the “Terumo Medical Pranex” was extremely rewarding and it was fantastic to see such world-class facilities on display. It was also clear that the staff at Terumo were very experienced at running tours and had made a conscious effort to prepare activities and presentations to engage with the class. Each presentation for the various displays at the Pranex was also very interesting, as it introduced a new area of technology and how it was being applied to solve real biomedical problems. The most interesting part was the simulation of blood vessel-extension surgery. It helped students to better understand the principles and procedures of the technology.
- Study Visit to “Fujifilm Advanced Research Laboratories” made students aware of the drastic transformation of the business structure at Fujifilm as a photographic film-making company and now expanding its field to makeups MEMS, new materials, medical imaging and diagnostics, health care products and many other emerging industries. Furthermore, all of these are fields with definite applications of nanotechnology built on their initial film-making technology. The students enjoyed seeing the innovation hub space and asking about some of the technologies on display.
- The overall course schedule was quite nice and the regularity of the course schedule (i.e. only morning classes) was great as it allowed students to easily plan each day without having to worry about whether class would be in the morning or afternoon and to explore Tokyo in the afternoon when the weather had cooled down slightly.
- Almost all of students expressed their willingness to return to UTokyo as a location for short-term study abroad or as a place to continue their education.

#### Difficulties / Challenges faced:

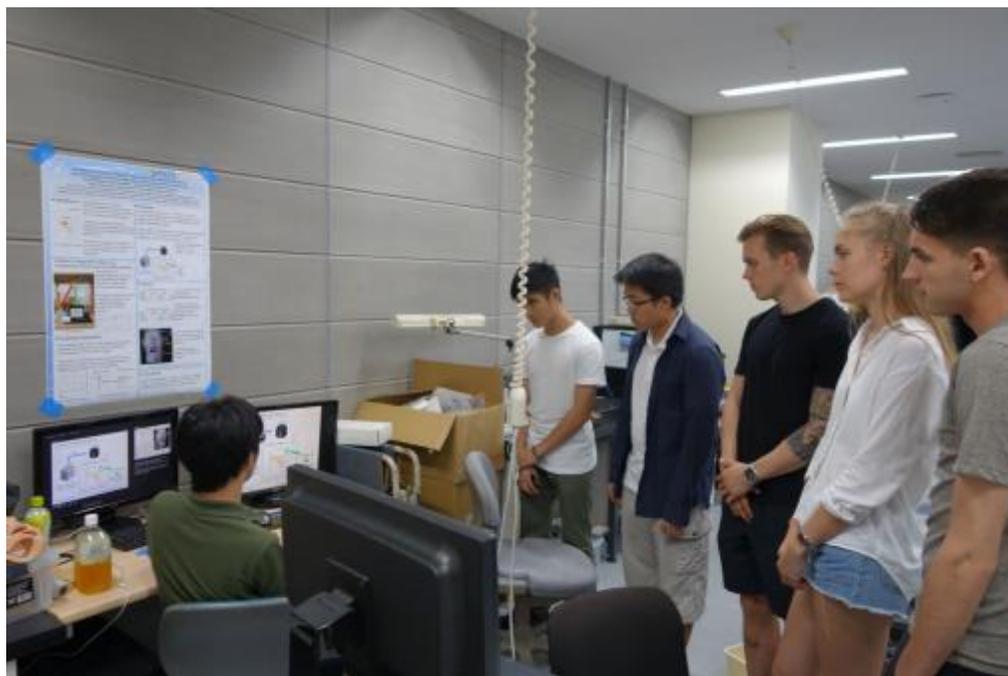
- The lectures in some section did not flow in order (e.g. the first two lectures for Part 3 occurred on Day 1, but the rest of Part 3 happened on the last day of the program), and this made some topics hard to follow. There were also certain topics that appeared more introductory, and it would have been useful to have these closer to the start of the program. One possible structure would be dedicating the first three teaching days to the more introductory topics in Parts 1, 2, and 3 in order to explain technical concepts in relation to a wider problem or context, and the remaining three teaching days to the more advanced topics.
- In a course like this, fundamental understanding is very important because the topics being covered are relatively advanced. It should not be assumed that all students have the necessary fundamental understanding especially when the topics span such a wide range of subject matter, and there are no educational pre-requisites for one to enroll in this course. The pre-learning materials given could have been more aimed towards ensuring that students will have the fundamental knowledge from which they can understand the course content.
- Sometimes the atmosphere of the class was too dull and it made some of students feel sleepy. Asking some questions is a good way to have the students' attention and activate the atmosphere of the class. Also, videos or games can add more fun to the lecture and help students learn better.
- Some of the rooms were quite difficult to find, especially for students who could not read Japanese or Chinese. It is strongly recommend putting up temporary signs directing students to the classrooms at all the main ground floor entrances of the buildings where lectures are given.

Further comments:

Pictures (may be published on IARU's webpage and social media pages. Please send separate files and include credit).



← Group photo with Prof. Sakuma



← Lab tour after the lectures

## UCT1 – Sustainable Water Management in Africa

Course Title	UCT1: Sustainable Water Management in Africa	
Brief Description	This course adopts an interdisciplinary approach to examine the current water crises, trends and conditions in developing countries. It critically engages with the technical, social, cultural, economic, political, economic and environmental challenges of water demand, supply and treatment with an understanding of the role of water in society and in sustaining livelihoods. Further, it addresses the need to derive maximum benefit from each water resource used while incurring minimum burden and the need to secure “new taps” in a water sensitive urban design context.	
Dates	17 July 2017 – 28 July 2017	
Academic coordinator(s)	Prof Sue Harrison, Dr Kirsty Carden	
Tuition fee ( <i>in USD</i> )	USD 2651	
Accommodation ( <i>Short description and participants’ costs in USD</i> )	USD 1097	
Field trip ( <i>Short description and participants’ costs in USD</i> )	A field trip in which an analysis of water demand and supply in a small country town was integrated with a survey of the impact of water supply, demand, quality and equitable distribution on sustainable livelihoods.  USD 252	
Number of student participants	ANU: ETH: NUS: PKU: UCB: CAM: 1 COP: 2	OXF: TOK: UCT: 9 YAL: Others: 4 Total: 16
Faculty involvement from other institutions	None	
Initiation year	2016	
Will this course be offered in 2018?	Yes	

### Successful aspects of the course:

- A broad range of complementary disciplines was reflected in the participating students, and this resulted in excellent interdisciplinary discussion and reflection on the course.

- Similarly, the range of disciplines reflected in the academics who were involved in presenting lectures and skills sessions (as well as during the field visits) meant that the course provided the students with a range of perspectives and insights into problems of water management.
- The field visit to Franschoek was a great success and gave the students an opportunity to see for themselves the various ways in which water services are provided and managed, as well as some of the more pressing issues in this regard related to informal settlements. There was a practical component to this field visit also, which allowed the students to take part in water quality monitoring exercises – regardless of their discipline.
- There was a good sense of camaraderie within the student group, and they coped particularly well with the teamwork and group assignments as part of the course.
- The cohort of UCT students provided stability and reassurance to the international students, and were able to extend the conversations with their South African contextual knowledge.
- The course concluded with a day-long research symposium hosted by the Future Water research institute at UCT, entitled ‘Equity and efficiency in allocating water in South Africa – Challenging attitudes, changing behaviours’. All of the IARU course students were involved in the symposium, specifically in the afternoon session which included thematic round-table discussions; this was a further enriching experience for many of the students.
- The social tours that were put on by UCT IAPO were very well received and enjoyed by the student participants.

#### **Difficulties / Challenges faced:**

- The main challenges are related to attracting students from participating IARU institutions – this is being addressed through consideration of the marketing campaign for the 2018 course offering.

#### **Further comments:**

- None

#### **Pictures**

## YAL1 – The Sustainable Preservation of Cultural Heritage

Course Title	YAL1: The Sustainable Preservation of Cultural Heritage	
Brief Description	<p>This course offers an interdisciplinary approach to understanding the complex factors that challenge the preservation of cultural heritage.</p> <p>Because the challenges associated with protecting the tangible and intangible, cultural and natural heritage of the world are global in character, students will explore the following:</p> <ul style="list-style-type: none"> <li>• The evolution of ideas about what needs to be preserved.</li> <li>• Threats to cultural heritage from natural decay, as well as social, political, and economic threats.</li> <li>• The international protocols that have been developed for addressing these problems.</li> </ul> <p>Students will be introduced to techniques for preservation, including chemical and materials analysis in the preservation lab and in the field; will learn about museum preservation and the science used to detect forgeries and fakes; and will consider the international legal and professional frameworks that enable cross-cultural efforts to combat trafficking in antiquities and to facilitate preservation.</p> <p>Faculty from Yale Law School, the Yale School of Management, the Yale School of Architecture, and the Faculty of Arts and Sciences will participate in many of the class sessions. In addition, the course will draw on the collections of the Yale University Museums for discussion and as the basis of student assignments.</p>	
Dates	3 July 2017 – 4 August 2017	
Academic coordinator(s)	Stefan Simon, Director, Global Cultural Heritage Initiatives, Yale Institute for the Preservation of Cultural Heritage	
Tuition fee ( <i>in USD</i> )	USD 1950, with the Yale Summer Session Half Tuition Scholarship	
Accommodation ( <i>Short description and participants' costs in USD</i> )	Accommodation and a full meal plan in one of Yale's residential college: USD 1647.50 with the Banco Santander Half Room and Board Scholarship	
Field trip ( <i>Short description and participants' costs in USD</i> )	United Nations in New York City (\$0 cost to students)	
Number of student participants	ANU: 2 ETH: 0 NUS: 0 PKU: 2	OXF: 2 TOK: 1 UCT: 0 YAL: 1

	UCB: 1 CAM: 2 COP: 3	Others: 0 Total: 14
Faculty involvement from other institutions	None	
Initiation year	2016	
Will this course be offered in 2018?	Unsure at this moment	

### Successful aspects of the course:

- Great support from co-teachers from across Yale and the world
- Enthusiastic international students, committed and eager to learn
- Good final reports
- Integration of Science and Humanities could be achieved in parts
- Amazing support by Yale Center for Teaching and Learning (allowed video conferences with Iraq, Peru , France and West Coast)
- As always, excellent support by Dean of Yale Summer Session
- Teaching this class has been (again) the most rewarding professional experience (again) for me at Yale

### Difficulties / Challenges faced:

- Integration of Science and Humanities (see above under success), always challenging, needs even more manpower in supervising assignments
- Funding for external speakers was reduced this year, \$2000 would be good and sufficient
- Low interest on part of a Yale students, has potential to be increased
- Course should be opened and made accessible for members of Global consortium for the Preservation of Cultural heritage

### Further comments:

- None

### Pictures

## YAL2 – Future of Food: Environment, Health, and Law

Course Title	YAL2: Future of Food: Environment, Health, and Law
Brief Description	<p>This seminar will explore significant environmental, health, and energy challenges posed by global food production. These challenges all have complex histories of corporate innovation, law &amp; regulation, scientific inquiry, confidential information, highly profitable markets, international trade, broad public acceptance, global environmental contamination, human exposure to hazardous substances, and abuse of labor, immigrants, and animals. They all offer insight into what might be: a future of “responsible food.”</p> <p>More specifically, the course will examine these challenges:</p> <ul style="list-style-type: none"> <li>• <i>Radionuclides and the Global Ecology of Food</i></li> <li>• <i>Agricultural Chemicals: Pesticides &amp; International Trade</i></li> <li>• <i>Palm Oil: Biodiversity, Air Pollution, &amp; Human Health</i></li> <li>• <i>Plastics: Energy Conservation, Waste, &amp; Recovery</i></li> <li>• <i>Livestock: Pharmaceuticals Dietary Convergence</i></li> </ul> <p>In exploring and analyzing these challenges, students will consider the following dimensions.</p> <ul style="list-style-type: none"> <li>• <i>Environmental &amp; Health Risks</i></li> <li>• <i>Law &amp; Regulation: US and International</i></li> <li>• <i>Economic Evaluation: Supply Chains; Cost &amp; Benefit Types, Magnitudes and Distributions</i></li> <li>• <i>Scientific Evaluation: Risk Magnitude &amp; Distribution, Perception, &amp; Acceptability</i></li> <li>• <i>Religious &amp; Ideological Influences</i></li> <li>• <i>Private Sector Innovation</i></li> <li>• <i>Ethical Dimensions Consumer Choices</i></li> </ul>
Dates	3 July 2017 – 4 August 2017
Academic coordinator(s)	<p>John Wargo, Tweedy-Ordway Professor of Environmental Health and Political Science at Yale University.</p> <p>Chair, Yale College Environmental Studies Major and Program.</p> <p>Visiting and Consulting Professor at Yale-NUS College.</p> <p>Visiting Professor, Universität Basel, Switzerland, Graduate School of Law and Economics.</p>
Tuition fee ( <i>in USD</i> )	USD 1950, with the Yale Summer Session Half Tuition Scholarship
Accommodation ( <i>Short description and participants’ costs in USD</i> )	<p>Accommodation and a full meal plan in one of Yale’s residential college:            USD 1647.50 with the Banco Santander Half Room and Board Scholarship            USD 1647.5</p>

Field trip <i>(Short description and participants' costs in USD)</i>	United Nations in New York City (\$0 cost to students)	
Number of student participants	ANU: 2 ETH: 2 NUS: 1 PKU: 1 UCB: 0 CAM: 2 COP: 2	OXF: 1 TOK: 0 UCT: 0 YAL: 3 Others: 0 Total: 14
Faculty involvement from other institutions	None	
Initiation year	2017	
Will this course be offered in 2018?	Unsure at this moment	

### Successful aspects of the course:

The most successful aspects of the course include the following:

- a. Strong engagement of students with readings and challenges that I posed.
- b. Engaging discussions, breaks and snacks that made the 3.25 hour session time more than acceptable.
- c. Energetic response by students to the requirement that they work in teams to characterize and propose solutions to some of the most serious food problems we face as a global society.
- d. Building an interdisciplinary, multinational, and multicultural approach problem identification and management solutions.
- e. Giving students the freedom to choose their own research topics for the final paper.
- f. Social activities surrounding the academic class time: the UN visit, our own class dinner, and the final dinner at the end of the term.
- g. The time I spent with students outside of class: about 3 hours for 3 days a week, outside of class time to critique student performance and nurture their research projects.
- h. The overall quality of intellect among the students is exceptional. In part this was driven by their passion for the topic, and part by the quality of training at exceptional schools.

### Difficulties / Challenges faced:

My biggest challenges?

- a. Finding ways to encourage stronger participation by students not proficient in spoken English. All students have the capacity to write with reasonable clarity, the required exams clearly do not test the ability to express complex ideas, especially those that integrate knowledge across disciplines.
- b. Many not proficient in spoken English are well trained technically in math and natural science, but fell behind in their ability to integrate scientific and technical expertise with legal, economic, cultural, and

ethical concerns regarding the global food challenges we face. Other students from the UK, Australia, US, India, and Copenhagen seemed far more comfortable doing so. I am not suggesting that the less capable students be rejected from the program, as they may be the ones who learn most from the experience.

- c. Some students with reasonably strong writing skills in English often had less impressive speaking skills, and this led to expression problems in class discussions. I chose not to penalize any student for these deficiencies, if I sensed they were fully engaged in the class discussions despite a reticence to join the discussion. One was a problem, clearly not paying attention during discussions, or contributing to them.

### Further comments:

- a. The course was delightful for me, as students let me know clearly that they were learning a great deal.
- d. The course size of 14-16 is ideal for a seminar. It allows ample opportunity to join in discussions, to ask questions important to them, and active expression of conflicting opinions. Students were emotionally intelligent when critiquing other students' comments and arguments.
- e. Students bonded closely due to their mutual respect for each other's' distinctive cultural and experiential diversity.
- f. It is unusual to offer a seminar to students the majority of whom are seniors, or graduate students. This allowed for a higher level of discussion and performance normally found in even junior-senior seminars.

### Pictures

## 1.2 GSP 2017 Snapshots

### GSP 2017 – Courses Duration and Finances

Numbers as communicated during the application period or in the courses reports.

University	Code	Title	2016 Dates	Length (weeks)	Tuition fee (USD, including additional mandatory fees, textbooks and any subsidies)	Accommodation fee (USD, including any subsidies)	Field trip (USD, including any subsidies)	Total course fees in USD (estimates only, include tuition fee, textbooks, field trips and accommodation, exclude travel and visa expenses)
Australian National University	ANU1	Mobilising Research	26 June -14 July	3	waived	975	450	1,425
ETH Zurich	ETH1	Mountain Forests and Risk Management	1 July – 9 July	1	250		---	250
National University of Singapore	NUS1	Southeast Asia in Context	19 June - 21 July	5	1,925	915	1,265	4,105
	NUS2	Animals and the City	26 June - 21 July	4	950	580	---	1,530
Peking University	PKU1	Introduction to Chinese Economy	3-28 July	4	1,300	650	---	1,950
	PKU2	Rise of China and Change in World Politics	3-28 July	4	1,300	650	---	1,950
	PKU3	Understanding Chinese Foreign Policy Making	3-28 July	4	1,300	650	---	1,950
	PKU4	Silk Road: A Global History	3-28 July	4	1,300	650	---	1,950
University of California, Berkeley	UCB1	Environmental Leadership Program	2-23 June	3	5,700			5,700
	UCB2	Islamophobia and Constructing Otherness	22 May – 30 June	6	3,405	2,995	---	6,400
University of Cambridge	CAM1	Visions of the Future	9-29 July	3	2,145	1,700	95	3,940
University	Code	Title	2016 Dates	Length (weeks)	Tuition fee (USD, including additional mandatory fees, textbooks)	Accommodation fee (USD, including any subsidies)	Field trip (USD, including any subsidies)	Total course fees in USD (estimates only, include tuition fee, textbooks, field trips and accommodation,

					and any subsidies)			exclude travel and visa expenses)
University of Copenhagen	COP1	Cultural Rights: A Promising Global Discourse?	14-28 July	2	With agreement**: none EU: 1,220 Non-EU: 1,945	645-1075 per month (+1 month deposit)	--	<b>With agr.*: 645-1,075 EU: 1,865-2295 non-EU: 2,590-3,020</b>
	COP2	Interdisciplinary Aspects of Healthy Aging	3-21 July	3	With agreement**: none EU: 595 Non-EU: 935	645-1075 per month (+1 month deposit)	---	<b>With agr**: 645-1,075 EU: 1,240-1,670 Non-EU: 1,580-2,010</b>
	COP3	New Urban Life Across the Globe: Activism and Change in a World of Cities	24 July - 4 August	2	With agreement**: none EU: 270 Non-EU: 280-1,400	345-500	60	<b>With agr**.: 405-560 EU: 675-830 Non-EU: 685-1,960</b>
University of Oxford	OXF1	Global Challenges of the 21st Century – Environmental, Technological and Urban Sustainability	26 June - 22 July	4	1,440	3,590	---	<b>5,030</b>
The University of Tokyo	TOK1	Introduction to the Japanese Language	26 June - 7 July	1.5	260	750	---	<b>1,010</b>
	TOK2	Sustainable Urban Management	26 June - 5 July	1.5	195	750	---	<b>945</b>
	TOK3	Japan in Today's World	7-14 July	1	260	625	---	<b>885</b>
	TOK4	Nanoscience	7-19 July	1.5	260	975	---	<b>1,070</b>
University of Cape Town	UCT1	Sustainable Water Management in Africa	17 July – 28 July	2	2,651	1,097	252	<b>4,000</b>
Yale University	YAL1	The Sustainable Preservation of Cultural Heritage	4 July - 5 August	5	1,950	1,647.5	---	<b>3,597.5</b>
	YAL2	Future of Food: Environment, Health, and Law	3 July - 4 August	5	1,950	1647.5	---	<b>3,597.5</b>

\* Scholarships available

\*\* Universities which have an agreement with COP: ANU, ETH, NUS, UToyko.

## GSP 2017 – Application Numbers

Application to courses		N. of applications (1st preference)											Applications to courses as (3)		
		AN U	ET H	NU S	PK U	UC B	CA M	CO P	OX F	TO K	UC T	YA L	Tot al	2nd prefer ence	3rd prefer ence
<b>Australian National University</b>	ANU1 - Mobilising Research	4	0	2	1	3	3	5	1	0	1	0	20	6	1
<b>ETH Zurich</b>	ETH1 - Mountain Forests and Risk Management	5	0	3	6	3	5	4	2	3	0	0	31		
<b>National University of Singapore</b>	NUS1 - Southeast Asia in Context	6	0	0	0	0	0	0	1	1	0	14	22	1	1
	NUS2 - Animals in the city	1	0	0	0	2	1	0	0	1	1	0	6	4	
<b>Peking University</b>	PKU1 - Introduction to Chinese Ec	6	0	0	0	1	5	1	2	0	3	1	19	1	1
	PKU2 - The Rise of China and Change in the World Politics	11	0	0	0	0	3	5	5	0	0	0	24	2	1
	PKU3 - Understanding Chinese Foreign Policy Making	7	0	0	0	0	2	2	0	2	1	0	14	1	1
	PKU4 - Silk Road: A Global History	4	0	0	0	0	2	0	1	0	1	0	8	3	
<b>UC Berkeley</b>	UCB1 - Environmental Leadership P.	2	0	0	0	0	2	0	0	0	1	0	5		
	UCB2 - Islamophobia and Constructing Otherness	9	0	1	0	0	0	1	0	2	2	0	15		
<b>University of Cambridge</b>	CAM1 – Visions of the Future	24	2	1	4	3	0	3	0	0	3	1	41	2	
<b>University of Copenhagen</b>	COP1 - Cultural Rights: A Promising Discourse?	12	0	0	3	1	3	2	2	0	6	0	29		
	COP2 - Interdisciplinary Aspects of	6	0	2	4	5	2	3	0	2	1	1	26	2	
	COP3 - New Urban Life Across the Globe	4	0	0	1	1	1	0	0	0	6	0	13	2	
<b>University of Oxford</b>	OXF1 - Global Challenges of the 21st	16	0	0	3	2	1	3	0	3	0	5	33	4	
<b>The University of Tokyo</b>	TOK1 - Introduction to the Japanese	3	7	2	2	3	4	4	4	0	0	0	29		
	TOK2 - Sustainable Urban Management	11	4	2	1	4	5	4	1	0	2	0	34	1	
	TOK3 - Japan in Today's World	11	4	6	4	2	3	4	5	0	0	1	40	1	
	TOK4 - Nanoscience	11	4	2	2	1	6	12	3	0	5	0	46	1	
<b>University of Cape Town</b>	UCT1 - Sustainable Water Management	0	1	0	0	0	2	2	0	2	23	0	30	1	1
<b>Yale University</b>	YAL1 - The Sustainable Preservation of Cultural Heritage	6	0	0	2	3	5	3	3	1	1	0	24	1	
	YAL2 - Future of Food: Environment, Health, and	13	2	1	2	0	4	3	1	0	1	0	27	3	2

Law														
<b>Total</b>	<b>172</b>	<b>24</b>	<b>22</b>	<b>35</b>	<b>34</b>	<b>59</b>	<b>61</b>	<b>31</b>	<b>17</b>	<b>58</b>	<b>23</b>	<b>536</b>		

**Notes:**

(1) Students could apply to multiple courses at ANU therefore the numbers above only reflect the applications received per course and not the headcount of students applying.

(2) The option of a 2<sup>nd</sup> preference is available to students at: CAM, COP, ETH, PKU, TOK, UCT and YAL. Only CAM, TOK, and UCT offer to choose a 3<sup>rd</sup> option as well.

## GSP 2017 – Participation Breakdown

Participation to courses		N. of participants											Total IARU	Other Univ	Total
		ANU	ETH	NUS	PKU	UCB	CAM	COP	OXF	TOK	UCT	YAL			
Australian National University	ANU1 - Mobilising Research	2	0	2	2	0	2	4	1	0	0	0	13	0	13
ETH Zurich	ETH1 - Mountain Forests and Risk Management	2	11	0	2	1	2	1	1	2	0	0	22	10	32
National University of Singapore	NUS1 - Southeast Asia in Context	3	0	2	0	0	0	0	1	1	0	12	19	6	25
	NUS2 - Animals in the city	0	0	11	0	1	1	0	0	1	0	1	15	3	18
Peking University	PKU1 - Introduction to Chinese Economy	2	0	2	0	0	2	1	3	0	1	0	11	19	30
	PKU2 - The Rise of China and Change in the World Politics	5	0	0	0	0	0	4	4	0	0	0	13	15	28
	PKU3 - Understanding Chinese Foreign Policy Making	3	0	0	0	2	0	1	1	2	0	0	9	19	28
	PKU4 - Silk Road: A Global History	2	0	1	3	1	1	0	1	0	0	0	9	14	23
UC Berkeley	UCB1 - Environmental Leadership Program	2	0	0	0	0	0	0	0	0	0	0	2	-	2
	UCB2 - Islamophobia and Constructing Otherness	2	0	1	0	15	0	1	0	2	0	0	21	0	21
University of Cambridge	CAM1 - Visions of the Future	3	2	1	2	1	0	2	0	0	1	1	13	3	16
University of Copenhagen	COP1 - Cultural Rights: A Promising Discourse?	2	0	0	1	1	0	5	2	0	0	0	11	7	18
	COP2 - Interdisciplinary Aspects of Healthy Aging	3	0	1	1	4	2	3	0	3	1	1	19	0	19
	COP3 - New Urban Life Across the	1	0	0	2	1	1	0	0	0	3	0	8	0	8

	Globe: Activism and Change in a World of Cities															
<b>University of Oxford</b>	OXF1 - Global Challenges of the 21st Century	2	0	0	2	0	0	2	0	2	0	2	10	0	10	
<b>The University of Tokyo</b>	TOK1 - Introduction to the Japanese Language	1	2	2	1	1	0	1	2	0	0	0	10	0	10	
	TOK2 - Sustainable Urban Management	2	2	1	2	3	1	2	1	10	1	0	25	0	25	
	TOK3 - Japan in Today's World	2	2	3	2	1	1	2	3	29	0	1	46	0	46	
	TOK4 - Nanoscience	2	1	1	2	1	2	2	2	1	1	0	15	0	15	
<b>University of Cape Town</b>	UCT1 - Sustainable Water Management in Africa	0	0	0	0	0	1	2	0	0	9	0	12	4	16	
<b>Yale University</b>	YAL1 - The Sustainable Preservation of Cultural Heritage	2	0	0	2	1	2	3	2	1	0	1	14	0	14	
	YAL2 - Future of Food: Environment, Health, and Law	2	2	1	1	0	2	2	1	0	0	3	14	0	14	
<b>Total</b>		<b>45</b>	<b>22</b>	<b>29</b>	<b>25</b>	<b>34</b>	<b>20</b>	<b>38</b>	<b>25</b>	<b>54</b>	<b>17</b>	<b>22</b>	<b>331</b>	<b>100</b>	<b>431</b>	

Headcount of participating students (IARU) 331

Headcount of participating students (Total) 431

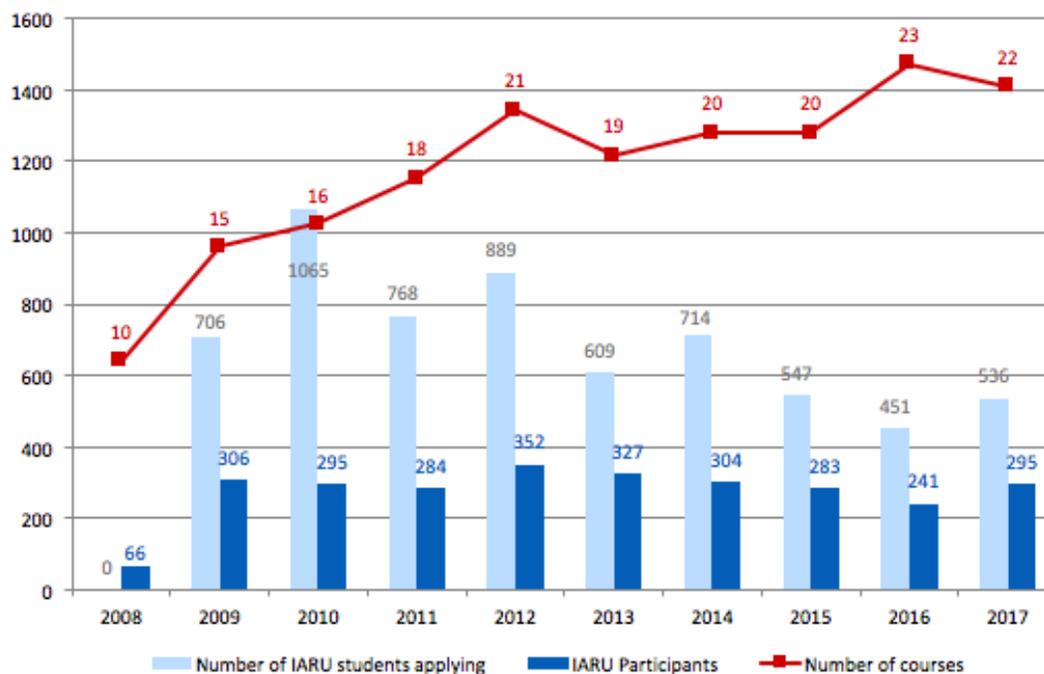
### GSP 2017 – Students participating to multiple courses

Institution	Combination of Courses	Number of students taking multiple courses
Peking University	PKU1 + PKU2	5
	PKU1 + PKU3	8
	PKU2 + PKU3	7
	PKU2 + PKU4	1
	PKU1+ PKU2 + PKU3	1
	PKU3 + PKU4	3
Total		<b>25</b>
The University of Tokyo	TOK1 + TOK2	3
	TOK1 + TOK3	3
	TOK1 + TOK4	2
	TOK2 + TOK3	2
	TOK3 + TOK4	1
Total		<b>11</b>
<b>Overall Total</b>		<b>36</b>

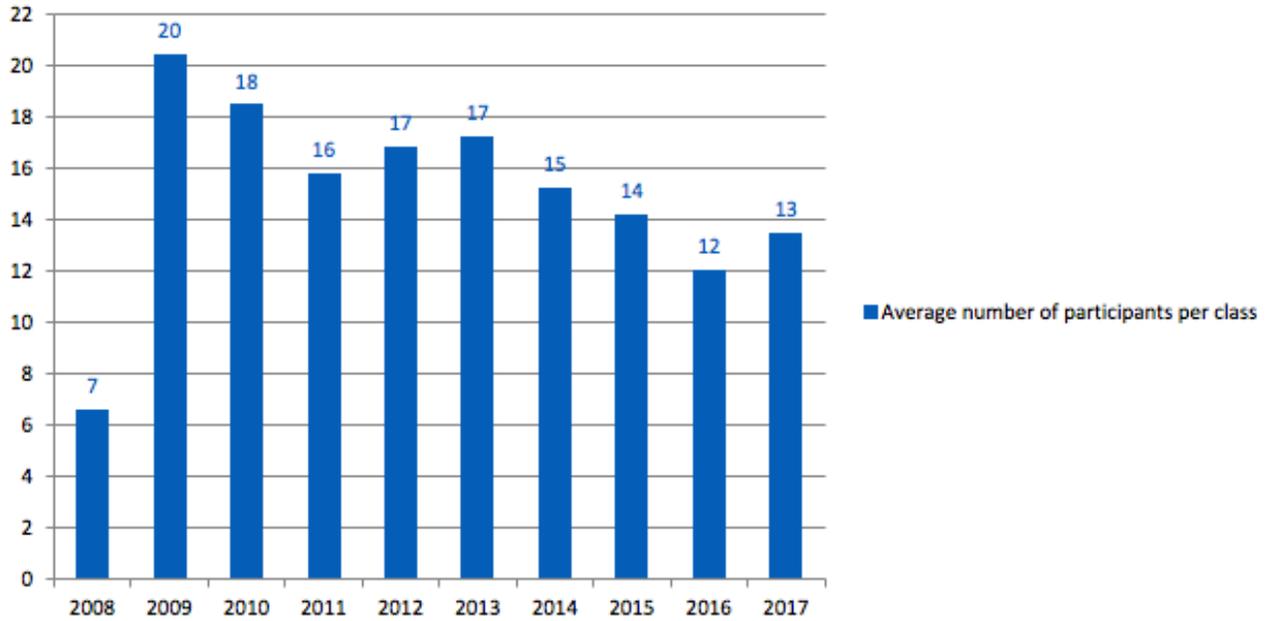
### Total number of IARU students attending GSP 2017 (headcount): 295

Corresponds to 431 participants – 100 non-IARU students – 36 students taking multiple courses

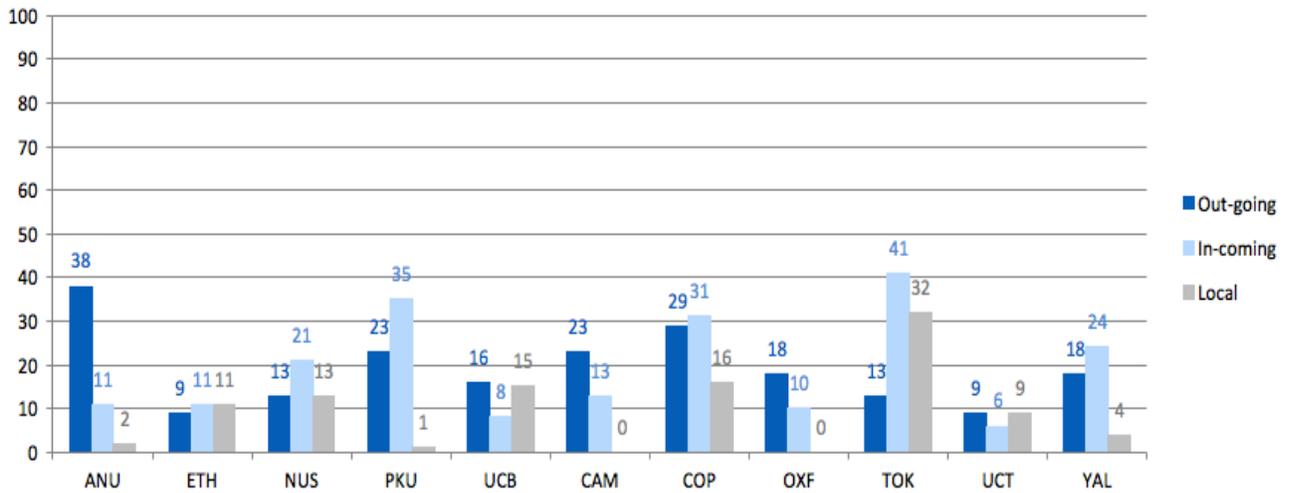
### Total number of Courses, Applications and IARU Participation (2008-2017)



### GSP 2017 – Average number of IARU participants per class



### GSP 2017 – IARU Student Mobility



**IARU Students Mobility (2008-2017)**

	2008			2009			2010			2011			2012		
	Out -going	In -coming	Local	Out -going	In -coming	Local	Out -going	In -coming	Local	Out -going	In -coming	Local	Out -going	In -coming	Local
<b>ANU</b>	20	7	10	28	13	2	27	9	6	30	12	3	38	11	2
<b>ETH</b>	1			10	13	0	15	6	5	8	2	1	10	6	11
<b>NUS</b>	8	6	0	42	66	0	28	50	30	28	33	18	32	42	22
<b>PKU</b>	4			30	13	0	15	14	8	21	14	3	30	28	0
<b>UCB</b>	7			41	36	1	20	16	8	22	12	33	14	19	22
<b>CAM</b>	5	8	0	14	18	0	13	13	0	8	14	0	2	14	0
<b>COP</b>	6			32	29	0	25	31	13	22	43	24	37	45	22
<b>OXF</b>	3	5	0	5	17	0	18	14	0	11	14	1	16	15	0
<b>TOK</b>	5	20	0	17	35	0	15	31	26	27	23	0	41	33	42
<b>UCT</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>YAL</b>	4	17	5	39	19	2	20	12	3	8	18	2	22	29	2
<b>Total</b>	<b>63</b>	<b>63</b>	<b>15</b>	<b>258</b>	<b>259</b>	<b>5</b>	<b>196</b>	<b>196</b>	<b>99</b>	<b>185</b>	<b>185</b>	<b>85</b>	<b>242</b>	<b>242</b>	<b>123</b>

	2013			2014			2015			2016			2017		
	Out -going	In -coming	Local	Out -going	In -coming	Local	Out -going	In -coming	Local	Out -going	In -coming	Local	Out -going	In -coming	Local
<b>ANU</b>	28	16	8	32	14	6	28	9	6	43	8	4	38	11	2
<b>ETH</b>	8	7	14	12	17	9	16	5	5	17	12	5	9	11	11
<b>NUS</b>	25	22	3	29	33	27	24	19	26	35	35	15	13	21	13
<b>PKU</b>	11	27	0	22	47	2	14	29	0	21	40	3	23	35	1
<b>UCB</b>	24	28	26	19	20	1	15	17	0	20	14	1	16	8	15
<b>CAM</b>	13	6	0	18	14	0	8	10	1	19	10	0	23	13	0
<b>COP</b>	43	42	20	47	25	7	27	25	23	28	41	9	29	31	16
<b>OXF</b>	25	12	0	20	14	0	24	16	0	31	7	0	18	10	0
<b>TOK</b>	31	56	45	21	51	18	10	44	37	45	97	38	13	41	32
<b>UCT</b>	-	-	-	-	-	-	-	-	-	10	13	9	9	6	9
<b>YAL</b>	22	14	1	32	17	0	26	18	3	23	15	3	18	24	4
<b>Total</b>	<b>230</b>	<b>230</b>	<b>117</b>	<b>252</b>	<b>252</b>	<b>70</b>	<b>192</b>	<b>192</b>	<b>101</b>	<b>292</b>	<b>292</b>	<b>87</b>	<b>209</b>	<b>211</b>	<b>103</b>

Note: For 2009, the detailed numbers of incoming and outgoing students are not available. Numbers presented are based on nominations received at universities. Total participation in 2009 was 306. "Local" refers to host institution's students attending its course. Non-IARU students are excluded from this table.

### 1.3 Review of the New Selection Process (Timeline for GSP 2017)

Phase	<b>Course Announcements</b>	<b>Complete Course Profiles</b>	<b>Start of Application Period</b>	<b>Selection</b>	<b>Nomination</b>	<b>Offer</b>	<b>Acceptance</b>
	Basic course details submitted to Secretariat for information at the Senior Officers' Meeting	Completed course profiles forwarded to the Secretariat for upload on the website. (End November)	GSP 2017 course information go live on IARU's website and partners' websites.  Application period opens.	Application period closes.  Selection process commences.  <i>Universities can set different application deadlines but no later than 17 March.</i>	Selection process completed at sending universities. Nominated applications forwarded to host universities.  <i>Please include all financial aids offered to the applicant if available.</i>	Host university sends offer letter to applicant  <i>Please cc sending university.</i>	Student responds to nomination / acceptance. University sets deadline but no later than 11 May 2017.  <i>Please notify sending university.</i>
<b>Templates, Documents</b>	Course Info Part I	Course Info Part II	Application Materials Overview	Coordinators Overview			
<b>Deadline</b>	14 October 2016	30 November 2016	12 December 2016	17 March 2017	7 April 2017	28 April 2017	11 May 2017

Lunar New Year: 28 January 2017  
Easter: 13-17 April 2017