



Program for global citizenship

The **Program for Global Citizenship**, dubbed “Global” by students, is a three-year program of study beginning in the 10th grade. It combines honors-level coursework in international affairs, cultural anthropology, and philosophy with international travel, independent study, and a senior capstone project. Courses are small—around 12-15 students per section—and are taught seminar style. Shared-inquiry discussions, written reflections, and project-based learning feature prominently. Successful completion of the program earns students a global citizenship diploma distinction.

The Model of the Program for Global Citizenship

Servant Leadership

Global Citizenship is about meeting others where they are and serving alongside them. It requires **sensitivity, drive, and empathy**.

Equity and Inclusion

We emphasize **recognizing equal worth and dignity** and **working to create inclusive environments** that help soften the “us versus them” dichotomy we subconsciously construct between ourselves and others.

Citizenship and Civic Engagement

Justice-oriented citizens aim to tackle the root causes of society’s problems, leveraging their knowledge and skills to enrich the lives of others, build better organizations, and create a more just and caring world.



Curricular Requirements & Credits

Introduction to Global Citizenship - H (10th grade)

Introduces the concepts of citizenship, justice, power, development and human rights; surveys complex global issues. Final Project: Collaborative Policy Document. Earns 1 full honors credit in History.

The Human Experience - H (11th grade)

Emphasizes stories and dialogue to learn about the cultural traditions of peoples left out of mainstream historical narratives, the ethical questions that arise when confronted with our own biases, and our common quest for meaning. Final Project: Ethical Credo. Earns 1 full honors credit in Religion.

Capstone in Global Citizenship - H (12th grade)

Challenges students to reflect on justice, equity, and leadership through an applied project. Students enroll in the Social Entrepreneurship or New Media capstone course. Final Project: choice of two—social venture plan or documentary project—plus an IB-style extended essay. Earns 1 full honors elective credit in History or Fine Arts.

Summer Experience Requirements

Content Meets Competency

Beyond coursework, students are required to commit to two summer experiences—a group trip to Latin America after the Sophomore year and an approved Independent Study Project (ISP) in an international or domestic setting after the Junior year. These experiences are designed to reinforce a sense of community within the cohort, build cultural competencies, and develop leadership skills through immersive experiential learning.

The Sophomore Summer: “Cultural Identify and Globalization” Cohort Trip to Latin America

Students will participate in a 14-16 day immersion experience in Latin America in partnership with Where There Be Dragons. They will travel as a cohort; HIES faculty and Dragons instructors will co-facilitate the experience, addressing themes

of community, indigenous identity, ecology, and cultural awareness through travel, trekking, and homestay. The estimated cost of the course is \$4,250 per student. Financial assistance is available.

The Junior Summer: Developing as a Leader

In the junior summer, students design an Independent Study Project (ISP) aligned with the PGC’s core global competencies. It must be experiential in nature, involve an element of self-challenge and present an opportunity for students to apprentice themselves to a problem. The ISP may be embedded within an international travel program through Where There Be Dragons or another third-party provider or within a domestic service learning experience, such as an internship with an Atlanta NGO like The Carter Center, CARE or New American Pathways. A menu of options and ISP framework will be provided to students in the fall; summer experience proposals must be approved by April of the junior year.

The Senior Capstone: Acting Ethically and Creatively in the World

Seniors have two options for their capstone project: a Social Venture Plan or a “New Media and the World” multimedia project. We ask students to define their core values and sense of purpose, scan their environment, conduct fieldwork and seize opportunities to solve social problems. Applying Human Centered Design principles, they develop the concept for a positive-impact product or service to pitch to a panel of experts. Pending review, students will be awarded \$2,500 to launch their ventures. The multimedia project, done in collaboration with Broadcast, Film and Journalism faculty, is inspired by Harvard University’s IdGlobal “Global Lens” initiative. It highlights storytelling for social impact. Regardless of project type, students will showcase their work at the end of the fall and spring semesters of the senior year at SCAD and the Center for Civil and Human Rights.

2020-2021 Application Timetable

Fall Semester

- **Nov 30:** applications open on HIES website
- **Dec 3:** Prospective Families Night, 6:30pm in Dining Hall
- **Dec 11:** early decision applications due
- **Dec 18:** early decision letters mailed

Spring Semester

- **Jan 26:** Prospective Families Night, 6:30pm in Dining Hall
- **Feb 12:** regular decision applications due
- **Feb 19:** regular decision letters mailed
- **Mar 12:** deadline to accept or decline offer



Our Global Footprint