

“PERSPECTIVES ON DIVERSITY: EDUCATING STUDENTS FOR GLOBAL CITIZENSHIP”

TENTH ANNUAL
INDIANA UNIVERSITY SOUTHEAST / IVY TECH
TEACHING SYMPOSIUM HOSTED AT IU SOUTHEAST
FRIDAY, JANUARY 27, 2006

Sponsored by: IU Southeast Institute for Learning and Teaching Excellence (ILTE)
Ivy Tech State College*
IU Southeast Faculty Colloquium on Excellence in Teaching (FACET)
IU Southeast Office of Academic Affairs
* Funded in part by a Carl D. Perkins Grant

EVENT SCHEDULE

8:30-8:50 Registration and FACET breakfast buffet (**Hoosier Room**)
8:50-9:00 Welcoming and Introductions
9:00-10:15 **Keynote** David Skidmore, PhD, **International Education for All: Do We Really Mean It**
10:15-10:30 Explanation of the day and dismissal to first breakouts
10:30-11:20 **Breakout 1 (KV classrooms)**
Educating for Global Citizenship (KV 002)
Internationalizing YOUR Curriculum (KV 006)
11:30-12:20 **Breakout 2 (KV classrooms)**
Repeat of session 1
12:20-1:30 **Lunch** Marinated Chicken with wild rice pilaf (**Hoosier Room**)
Vegetarian Lasagna with same sides

A Note About Our Guest Speaker:

[Dr. David Skidmore](#) is a Professor in the Department of Politics and International Relations and the Director of the Center for Global Citizenship at Drake University. Dr. Skidmore's research and teaching interests include: international political economy, international relations theory; world politics and grassroots globalism. His most recent article, "[An Infusion Approach to Internationalization: Drake University as a Case Study](#)" examines how Drake University has worked to integrate international perspectives and opportunities throughout the institution.

Detailed information on the keynote is on the reverse of this page.

Attendees will receive a copy of Thomas Friedman's *The World is not Flat: A Brief History of the Twenty-first Century*.

Books will be handed out at the end of the first breakout sessions. If you did not receive a copy, please complete the book request form found in your packet and drop it off at the registration desk outside of the Hoosier Room.

Keynote Presentation

International Education for All: Do We Really Mean It?

David Skidmore

Recent research suggests that only a small minority of American college and university students graduate with a minimally adequate toolkit of international knowledge and intercultural skills. How, then, can institutions of higher education do a better job of insuring that international perspectives become an important component of the educational experience for a broad base of students? General education requirements offer a necessary but insufficient step toward this goal. Specialized international studies programs, while also desirable, reach too few students. A better approach involves the infusion of international perspectives across the institution through both curricular and extra-curricular initiatives. Infusion requires an institution-wide commitment to matching international perspectives with the diverse needs and interests of students across the campus. For faculty, the challenge is to recognize that including global perspectives in our pedagogy is not only a means to serve the broader goals of international education, but also a powerful tool for serving and enriching our varied disciplinary teaching objectives.

Educating for Global Citizenship

David Skidmore, Ph.D.

KV 002

10:30-11:20 and 11:30-12:20

Beyond the transmission of substantive knowledge about various societies and their interactions, what normative or attitudinal changes should we, as international educators, seek to instill in our students? Along with many others in recent years, Martha Nussbaum has called for “an education based upon the idea of an inclusive global citizenship.” This workshop will engage participants in a critical exploration of this notion that the shaping of “global citizens” should serve as a central goal of international education. Is this the proper objective? What are the possible meanings and implications of “global citizenship?” In practical terms, how might our pedagogy change if we took Nussbaum’s prescriptions to heart?

Internationalizing YOUR Curriculum

Linda Christiansen (Business); Jim Hollenbeck (Education); John Doyle (Computer Sciences);

Valerie Scott (Psychology)

KV 006

10:30-11:20 and 11:30-12:20

Many faculty members may think that their disciplines do not lend themselves well to teaching about international topics -- just leave that to the people in foreign languages, history, political science, etc. However, virtually any discipline can be internationalized as this break-out session will demonstrate -- colleagues from several disciplines will give a short presentation about how they have included international elements in areas that, like your discipline, may not be obvious candidates for international issues -- psychology or science education for example. Following the short presentations, members of the Internationalization Faculty Learning Community will assist in brainstorming ideas on how you include international components in your course.

The Center for Global Citizenship Drake University

Mission: The Center for Global Citizenship educates students to function effectively in different cultural contexts, and to see their own culture from the perspective of others. The Center also works to ensure that global perspectives and issues are an integral part of the intellectual and cultural experience of all members of the Drake community.

Organization: The Center serves as an interdisciplinary focal point for internationalizing the culture and curriculum of Drake University. A Director reports to the Provost and draws upon input from an Advisory Board composed of faculty, students and community members. The Center is supported by private donations and grant funding, supplemented by the university's own resources.

Activities:

Campus Events: The Center has sponsored or co-sponsored close to 100 campus and community events over the past three and one half years, including speakers, conferences, forums, cultural performances and films. Highlights from this fall include a two-day conference on "Islam in America: Finding Common Ground" (in cooperation with Iowa Sister States) and a panel discussion on "Food for All: Science and the Challenge of World Hunger."

Faculty Development: The Center helps faculty to expand their knowledge of international topics, both individually and collaboratively. Center funding has helped faculty travel overseas for conferences, workshops and research. Destination countries have included the Czech Republic, France, China, Spain, Russia and Japan. The Center also organizes faculty workshops, such as one held last summer on the topic of "Grassroots Globalism: Transnational Social Movements in an Age of Globalization."

Curriculum Development: The Center has submitted a grant proposal to the Department of Education that, if successful, would involve twenty four faculty in the development of seven new courses and sixteen revised courses related to the theme of "Ethics in a Globalizing World." Also, the Center will hold a workshop in January 2006 to train twenty faculty in how to plan, organize and lead summer international study seminars.

Global Ambassadors: The Center sponsors a certificate program for students called the Global Ambassador program. Requirements include a combination of coursework, study abroad, service learning and group projects. Students meet bi-weekly to learn from local speakers about various international topics.

Visiting Scholars: The Center is currently serving as host for a visiting Fulbright scholar from China who is conducting research on U.S. constitutional history. He is also teaching a one-credit law school course in the spring of 2006 and speaking to classes, students groups and community during his nine-month stay.

**Ethics in a Globalizing World
Curriculum Development Project
Drake University**

This abstract describes a curriculum development project at Drake University focusing on the theme of Ethics in a Globalizing World. This project was initiated by the Drake University Center for Global Citizenship. As our interdependence with peoples beyond our borders grows, important questions arise about how to manage this interdependence ethically. Potential responses to the ethical challenges presented by globalization require inquiry in and knowledge from a wide range of academic disciplines. Accordingly, this project is multidisciplinary in scope and seeks to engage faculty and students across disciplines in the exploration of ethics in a globalizing world.

PROJECT GOALS

1. Develop new and revised courses that explore the theme of Ethics in a Globalizing World.

This project will strengthen international studies at Drake University by developing eight new and fifteen revised courses that explore the theme of Ethics in a Globalizing World. Among these will be a new general education course that provides an overarching examination of global ethical issues. Twenty two faculty and two staff representing three of Drake's five undergraduate colleges and schools will participate in course development through this project.

2. Provide collaborative training opportunities for faculty members in both ethics and international studies.

This project will provide multiple training opportunities for faculty members. We will hold two summer workshops, the first focused on how to bring international ethical perspectives into the classroom across disciplines and the second on pedagogical strategies for effectively integrating the theme into courses. The project will also provide a focused international travel opportunity for five participating faculty during the first summer.

3. Develop multiple methods for teaching foreign languages through a focus on international ethics and for teaching international ethics through the use of foreign language resources.

This project will provide a model for the linking of foreign language study with substantive content. Based upon collaboration among specialists in international ethics, area studies and language professionals, three new upper-level language courses will be developed that focus on the topic of "National Identity in a Transnational Age." Also, a subset of participating faculty will receive instruction in "language-across-the-curriculum" techniques, providing them with tools for integrating language resources into their courses. Finally, the project will generate a foreign-language film series focusing on international ethical issues related to the new and revised courses.

4. Raise awareness among faculty, students, and community members about the ethical challenges and opportunities presented by globalization.

In addition to the foreign-language film series and the scheduling of a major speaker in the first year, we will hold a campus-community conference on the theme of Ethics in a Globalizing World at the culmination of the project. Also, a planning group will begin preparations for a

future workshop that will allow faculty from Drake and other schools to compare strategies for integrating international ethics into the campus-wide curriculum.

Internationalizing YOUR Curriculum
Presented by the Internationalization Faculty Learning Community
27 January 2006

Program:

I. Panel Presentation on Using International Content in “Non-International” Disciplines

Faculty Presenters:

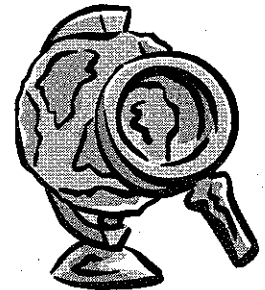
Linda A. Christiansen, Accounting
 John F. Doyle, Computer Science
 James E. Hollenbeck, Science Education
 Valerie B. Scott, Psychology

Suggested sources from Scott:

Goldstein, S. (2000). Cross-cultural explorations. Activities in culture and psychology. Boston, MA: Allan & Bacon.
 Whittlesey, V. (2001). Diversity activities for Psychology. Boston, MA: Allan & Bacon.
 Please contact her if you would like to look over these sources.

II. Small Group Brainstorming: How to internationalize your courses

Facilitators: Members of the FLC – Jean Abshire, Anne Allen, Johnny Alse, Mindy Badia, John Doyle, Magdalena Herdoiza-Estevez, Melanie Hughes, Valerie Scott, Frank Wadsworth



General Strategies:

- Use newspaper articles from foreign newspapers about your topic
- Use case studies about global or foreign issues
- Show a video clip about a topic in another country or a global issue
- Present US approach/perspective in class, assign students to do research paper or presentation on approach/perspective of another country
- Add global issues to your course content
- Set up international videoconference discussions or activities with students in other countries – maybe your colleagues could help you with contacts
- Organize a study abroad trip related to your class (note institutional approval required)

Topics that Lend Themselves Well to Various Disciplines:

1. Anything relating to another country or world region
2. Global issues, such as (from the UN website):

‣ <u>Ageing</u>	‣ <u>Family</u>	‣ <u>Peace & Security</u>
‣ <u>Agriculture</u>	‣ <u>Food</u>	‣ <u>Population</u>
‣ <u>AIDS</u>	‣ <u>Governance</u>	‣ <u>Refugees</u>
‣ <u>Atomic Energy</u>	‣ <u>Health</u>	‣ <u>Outer Space</u>

✧ <u>Children</u>	✧ <u>Human Rights</u>	✧ <u>Science and Technology</u>
✧ <u>Climate Change</u>	✧ <u>Human Settlements</u>	✧ <u>Social Development</u>
✧ <u>Culture</u>	✧ <u>Indigenous People</u>	✧ <u>Statistics</u>
✧ <u>Decolonization</u>	✧ <u>Humanitarian and Disaster Relief Assistance</u>	✧ <u>Sustainable Development</u>
✧ <u>Demining</u>	✧ <u>Information Communications Technology</u>	✧ <u>Terrorism</u>
✧ <u>Development Cooperation</u>	✧ <u>Intellectual Property</u>	✧ <u>Trade & Development</u>
✧ <u>Persons with Disabilities</u>	✧ <u>International Finance</u>	✧ <u>Volunteerism</u>
✧ <u>Disarmament</u>	✧ <u>Labour</u>	✧ <u>Water</u>
✧ <u>Drugs & Crime</u>	✧ <u>International Law</u>	✧ <u>Women</u>
✧ <u>Education</u>	✧ <u>Law of the Sea & Antarctica</u>	✧ <u>Youth</u>
✧ <u>Elections</u>		✧ <u>Least Developed Countries</u>
✧ <u>Energy</u>		
✧ <u>Environment</u>		

Resources:

Bibliographies on Internationalizing Higher Education Curriculum

- 1998-2003 Sources – UNESCO Selected Bibliography
http://www.unesco.org/education/studyingabroad/highlights/global_forum/bibliography.doc
- Pre-1996 Sources by J. Knight, Ryerson Polytechnic University
<http://www.ryerson.ca/iag/referenc/reports.html#inter>

Sites with Information that may be Useful in Courses

- Resources for course internationalization (general)
<http://pegasus.cc.ucf.edu/~rgause/internationalization.htm>
- Internet Public Library Newspaper Room – Links to newspapers from around the globe in English and other languages <http://www.ipl.org/div/news/>
- Global Issues & the United Nations (see topic list above) <http://www.un.org/issues/>
- Liu Institute for Global Issues (U. of British Columbia) <http://www.ligi.ubc.ca/>
- Global Issues Gateway from Fairleigh Dickinson U. -- including streaming multi-media content <http://www.gig.org/>
- US State Dept Global Issues Info <http://usinfo.state.gov/gi/>
- Australian Govt's Global Issues Info Page <http://www.dfat.gov.au/globalissues/>
- Canadian Govt's Global Issues info page http://www.dfait-maeci.gc.ca/foreign_policy/global_issues-en.asp
- Global Challenges – huge collection of resources on global issues
<http://www.global-challenges.org/index.html>
- Foreign Policy Association www.fpa.org

- IU Media Resources (more than 10,000 dvds, videos, & films) Ordering info & catalogue link:
http://www.indiana.edu/~cts/services/media_collections/order_iu_med.php
- Filmmakers Library www.filmakers.com – films on many topics or purchase or rental – a lot of them on international topics are from foreign production companies (eg some are BBC); most of the videos seem to be under an hour; many have received commendation from academic organizations (eg. African Studies Association) or juried film festivals.
- Films for the Humanities and Sciences www.films.com
- IU Regional or Global Issue Centers/Institute with Outreach Efforts – eg. African Studies Program, Center for the Study of Global Change, East Asian Studies Center, India Studies Program, Inner Asian & Uralic National Resource Center, Languages of the Central Asian Region, Center for, Latin American & Caribbean Studies, Center for, Jewish Studies Program, Middle Eastern & Islamic Studies Program, Russian & East European Institute, West European Studies, Anthropological Center for Training and Research on Global Environmental Change, Center for International Business, Education, and Research (CIBER), Center for the Study of Institutions, Population, and Environmental Change (CIPEC), Creole Institute, Institute for Development Strategies, Institute for the Study of Russian Education, Institute of German Studies, National Clearinghouse for U.S.-Japan Studies, Polish Studies Center, Population Institute for Research and Training, Research Institute for Inner Asian Studies, Social Studies Development Center, Workshop in Political Theory and Policy Analysis
- Sources targeting pre-college students, but may still have useful links or info:
 - UN Cyber School Bus – in addition to simple explanations of issues, this site has country data (eg. Economic, social, population) that can be easily put into nice charts on this website <http://www.un.org/Pubs/CyberSchoolBus/>
 - Global Issues Education sites – lots of links
 - http://www.coe.ohiostate.edu/mmerryfield/global_resources/GlobalEducation.htm
 - Links to info on various world regions
http://www.coe.ohio-state.edu/mmerryfield/global_resources/

Resources Available in the IUS Library or the ILTE Office

General International Education/Internationalization Resources

- Furno, Christine and Goehlert, Robert. International Studies resources: a selected guide. Bloomington: Indiana University, 2002.
Library Stacks Z5814.I5 I573 2002
- Green, Madeline F. and Christa Olson. Internationalizing the campus: a user's guide. Washington, D.C. : American Council on Education, 2003.
ILTE LC1090 .G69 2003
- Mason, Robin. Globalising education: trends and applications. London; New York : Routledge, 1998.
Library Stacks LC1090 .M36 1998

- Mestenhauser, Josef A. and Brenda J. Ellingboe. Reforming the higher education curriculum: internationalizing the campus. Phoenix, Ariz. : Oryx Press, 1998.
Library Stacks LB2361.5 .R43 1998
- O'Meara, Patrick, Mehlinger, Howard D. and Roxana Ma Newman. Changing perspectives on international education. Bloomington: Indiana University Press, c2001.
Library Stacks LC1090 .C46 2001
- Speck, Bruce W. and Beth H. Carmical, ed. Internationalizing higher education: building vital programs on campuses. San Francisco: Jossey-Bass, 2002.
ILTE LB2322 .N5 2002

Business

- Scherer, Robert F., ed. A field guide to internationalizing business education. Austin, TX: Center for International Business Education and Research (CIBER), University of Texas at Austin, 2000.
Library Stacks HF1131 .F54 2000

Education

- Bennett, Christine I. Comprehensive multicultural education: theory and practice. Boston: Allyn and Bacon, 1995.
Library Stacks LC1099.3 .B46 1995
- Chabbot, Colette and Emerson J. Elliott, ed. (Committee on a Framework and Long-term Research Agenda for International Comparative Education Studies, etc.) Understanding others, educating ourselves: getting more from international comparative studies in education. Washington, D.C.: National Academies Press, 2003.
Electronic Book: [http://site.ebrary.com/lib/iuse/Doc?id=10038743'](http://site.ebrary.com/lib/iuse/Doc?id=10038743)

If you have any questions or want any assistance, please feel free to call on the members of the Internationalization FLC listed above.