

# CORE ACADEMIC SKILLS: GLOBAL AWARENESS

Students will develop an understanding of the diverse cultures, ways of thinking and historical traditions in today's world.

They will learn to use this knowledge to address increasingly interdependent global issues such as the environment and human rights.



## Courses that can be used to fulfill the Global Awareness requirement must meet the criteria below.

**A course must fulfill #1 and one element of #2, or fulfill #3**

- 1. At least 20% of course (as demonstrated through the course description, text, readings, and/or course activities) must focus on cultures/ societies outside of the United States.
  
- 2. The course includes subject matter in at least one of the following:
  - a. Studies of world political, economic, scientific, or artistic interdependence or interrelationships
  
  - b. Studies that include a cross-cultural analysis comparing the U.S. to non-U.S. cultures, with emphases on such cultural elements as religion, art, folklore, etc.
  
  - c. Area/geographical studies of non-U.S. regions.
  
  - d. Studies of world issues such as the environment, hunger, migration, employment, etc.

--OR--

- 3. The course includes a Study Abroad (international travel) component.

# How Much is 20%?

- 20% of a 15- week course would be the equivalent of 3 weeks of material.
- For a 3 credit course, this would equate to approximately 8-9 MWF classes or 6-7 TR classes over the semester (or 2-3 classes per month).
- Or, it could be some combination of class time and assignments (students working outside of class time)

# But don't panic yet....

- **Q:** *How am I going to find all this extra time?? My course content already takes up more time than I have, and I am always rushing to fit everything in!*
- **A:** *It doesn't need to involve "extra" time. Chances are, you are already teaching something that could simply be presented from a slightly different perspective, and it would be global-awareness material!*

# ALL cultures and societies throughout the world have some form of:

- Economic system
- Religious belief systems
- Child-rearing practices
- Education systems
- Medicine and healing arts
- Family structures
- Gender roles and constructs
- Legal systems/social control mechanisms/  
conflict resolution systems
- Art/Music/Dance
- Language
- .....etc.....



But the way these things are approached, practiced, perceived, and understood varies greatly across time and place.

THIS is one major component of global awareness: the ability to recognize that the socio-cultural *differences* in the world have underlying *universals* that stem from *being human*.

# Why does Global Awareness matter?

- Young Americans are woefully deficient in what would seem to be basic skills and knowledge. One in three young adults (18-24 years old) in the United States, for instance, cannot locate the Pacific Ocean on a map, the same fraction that think we fought against the Soviet Union in WWII \*
- More than four of five faculty members believe that all undergraduates should take international courses, with two of three agreeing that it is the responsibility of all faculty to help provide international knowledge and skills; but, only two in five have actually taught a class dealing with international topics in the last three years.
- In the last three years, only half used foreign-born authors, had foreign-born students or scholars as guests, or integrated new technology into their teaching to help present information and perspectives from different parts of the world.

- “In 2006, AAC&U commissioned a series of focus groups with business leaders, followed by a national survey, to learn their impressions of how well colleges and universities prepare students for work. Business leaders thought that colleges were underemphasizing “global issues,” with 72% urging greater attention....Nearly one half of employers responding to the survey did not think their recent college hires had the global knowledge necessary for advancement.”

- Hovland, Kevin. *Global Learning: What Is It? Who Is Responsible For It?*, Association of American Colleges and Universities, 2009.

- [http://www.aacu.org/peerreview/pr-fa09/documents/PR-FA09\\_Hovland.pdf](http://www.aacu.org/peerreview/pr-fa09/documents/PR-FA09_Hovland.pdf)

# What Can I Do?

- Probably the most important part of your making your course global is **re-educating yourself** on your discipline concerning other cultural perspectives and models. We may not have been taught these global perspectives and models, because we went to college before global awareness was recognized as a vital skill. The world was not the same even 10 years ago, and even less so when our professors went to college.
- As you incorporate global case studies, assignments, etc, semester after semester (try to find new ones each semester!), you will be educating yourself, and soon you will have a new, globally-oriented, holistic awareness of your own discipline.

# Some Ideas

- **Case Studies:** When you present a topic, give your students a comparative example of how that topic has been viewed, approached, or perceived differently in a different country in the world (obviously this may take some research on your part).
- **Reading Assignments:** Let your students do the work! Give them an assignment to find an example of a particular topic from another country in the world. Perhaps they could then report back to the class and everyone could hear multiple examples and perspectives.
- **Blackboard Discussion Board:** Take the global awareness material outside of class time, and have your students make a weekly discussion board post on something global-awareness related. These allow them to read one another's posts and therefore get multiple perspectives.

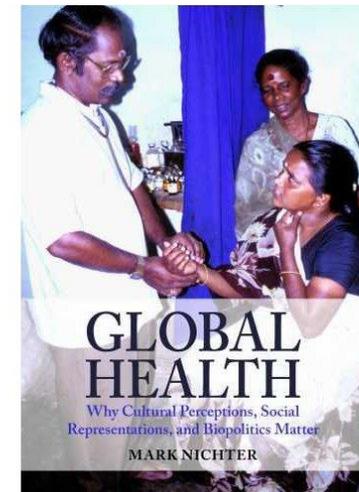
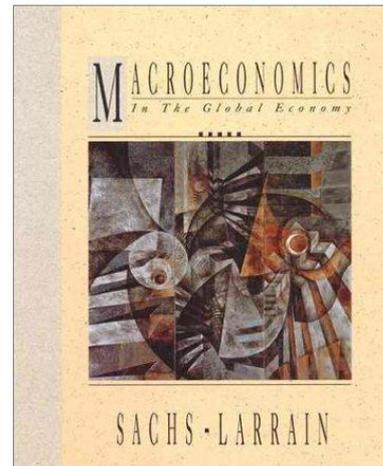
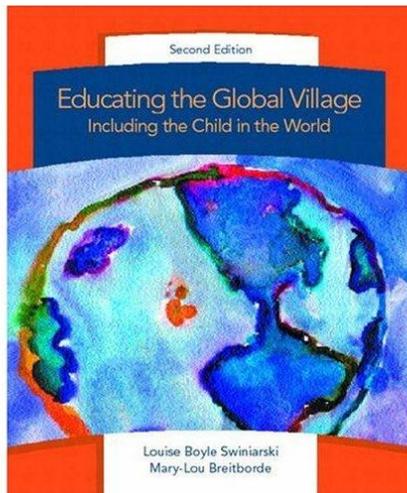
# ...Ideas...

- **News Sources:** Use magazines and newspapers from other countries. Find news headlines from around the world about your topic
- **Films:** A student favorite! These can be shown in class, or given as assignments to watch outside of class. Perhaps students could be required to write a brief summary to turn in.
- **Other Media:** Literature, poetry, folklore, music, etc....all have imbedded cultural values, norms, and perspectives. And students think they are fun!

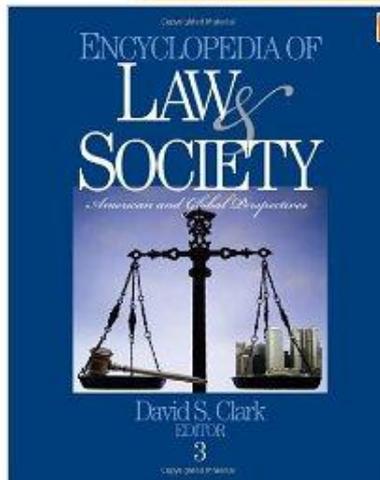
# ...Ideas...

- **Make International Connections:** Can you connect with faculty in your discipline at a college in another country? We have an ongoing relationship with CNAQ, and perhaps could put people in touch. EXAMPLE: Nursing and Middle Eastern culture gender rules.
- **International Students:** Ask your international students to share their perspectives, a story from home. They are a valuable resource already in your classroom. Students love to talk about themselves and their experiences!
- **Think about switching to a new textbook:** Almost any discipline now probably has a textbook that is written from a more global perspective. Or, find a few articles or chapters out of other textbooks or reference books and make a reading packet.

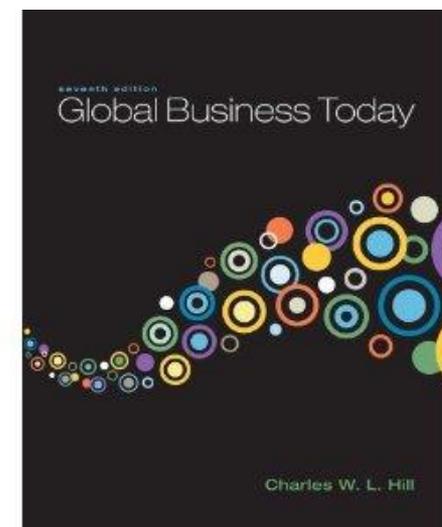
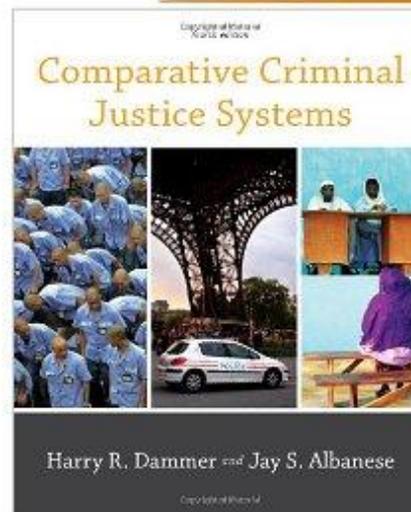
# Some examples of globally oriented texts



Click to **LOOK INSIDE!**



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# ...Ideas...

## □ Don't reinvent the wheel!

- Take ideas from colleges that are pioneers in incorporating global awareness across the curriculum. For example: Indiana University's website has many tips and resources.

<http://international.iupui.edu/curriculum/>

- **Goal for Students:** Understanding that knowledge is not from a singular cultural base and that knowledge is applied differently in different cultural settings
- **How:**
  - Include international origins and interpretations of key concepts in the discipline
  - Stimulate interest in non-domestic issues and events with exposure
  - Presence and inclusion of international students and their knowledge of their home countries

# Some Suggested Resources

- **National Geographic:** Articles and short video clips on many different topics and different cultures and countries throughout the world [www.nationalgeographic.com](http://www.nationalgeographic.com)
- **Global Road Warrior:** A database, accessible through the [NECC Library website](#), that covers 175 countries and addresses issues concerning:
  - business culture; communications; demographics; money and banking; society and culture; security; maps; photographs; and more.....

# ...Resources...

- **American Anthropological Association:** This website provides access to many resources and scholarly work on almost every area of human life. Click on “Sections and Interest Groups” and find an interest group related to your content area!
  - A few examples of Anthropological interest groups include:
    - [Anthropology and Environment Section](#)
    - [Association for Political and Legal Anthropology](#)
    - [Council on Anthropology and Education](#)
    - [Society for Latin American and Caribbean Anthropology](#)
    - [Society for the Anthropology of Food and Nutrition](#)
    - [Society for Medical Anthropology](#)
    - [Biological Anthropology Section](#)
    - ....and many more....
  
- [www.aaanet.org](#)

# ...Resources...

- **Aljazeera network:** [www.aljazeera.com](http://www.aljazeera.com)
- **TED talks:** [www.ted.com](http://www.ted.com)
- **Global Curriculum Menu:** Some ideas here are intended for K-12 curriculum but could be adapted for the college classroom.  
<http://langwitches.org/blog/wp-content/uploads/2011/07/global-curriculum-menu.pdf>
  - <http://curriculum21.ning.com/>

# Thinking About Your Syllabus

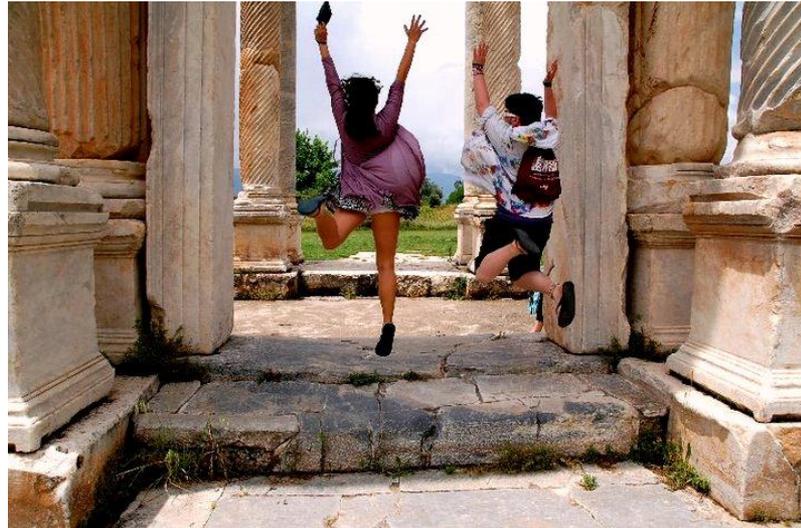
- **Q:** What qualities do you look for in a syllabus that would be considered truly "global"?
  
- **A:**
  - Does it examine issues and events from perspectives of people of different backgrounds in different world regions?
  
  - Does it include issues important to the planet, not just to one country or region?
  
  - Does it help students understand how their lives are connected to the lives of people in many different countries? Does it help them understand that what they do affects people's lives in faraway places and what people do in other countries also affects them?
  
  - Does the content help students understand how the world really works? Will students understand who has power globally and what they do with that power? Will they understand why genocide and slavery continue to happen? Why so many people on the planet do not have clean water, primary health care, freedom of expression or political rights?

\*From an email interview by Brian Knighten with Dr. Merry Merryfield, one of the foremost scholars in the field of Global Education, found at [www.outreachworld.org](http://www.outreachworld.org)

# Last, But Not Least...

## □ TRAVEL AND LEARN!

- Ever considered doing a **study abroad** course?



“I consider myself **bettered as a human being** ...none of this information would have meant much of anything to me had it not been for this trip. There is just too much that doesn't fit into photographs...when you make it a part of you it seems to transform into an actual entity. It is no longer just a list of facts hanging in your mind abstractly. It is a reality which has weight, a feeling, a gravity, and significance. “(~student Haley Norris)