



Study abroad, global citizenship, and possible new work for the Consortium

Franklin & Marshall College – Monday, May 9, 2005

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Event Description

This convening was the second gathering for Venture colleagues interested in study abroad, global citizenship, and possible new work for the Consortium in this area.

Resources/Materials Provided

- Handed out before meeting:
 - “Avoiding the Missionary Tendency” by Michael Woolf, published in International Educator
 - “Toward a Pedagogy of Witnessing: Ethnomusicology, Service Learning and Social Justice,” by Eric Usner, Professor of Ethnomusicology at Sarah Lawrence College
 - Excerpts from some programs that focus on global citizenship issues and how these programs articulate learning goals
 - Minutes from January 2004 meeting
- Syracuse University’s new Beijing program at Tsinghua University

Summary of Discussion

First discussion question: What do we mean by global citizenship?

- We are in the age of the new economy and new possibilities for communications & the internet.
- “My life extends across the borders” – understanding what this means from an intellectual and emotional perspective, so that we care about the lives of others.
- I think of Martha Nussbaum’s “narrative imagination” concept and understanding the lives and realities of others from other cultures and parts of the world.
- Active participation in a community
- That we (as US citizens) aren’t the center of the world, with every other culture being in relation to us; that we are truly a member of a global community that is interconnected.
- How different would it be if we believed in the concept of “interdependent citizenship”

- Our students have their own connections to other cultures; we need to give students opportunities for reflection about their own cultural background.
- Traditional study abroad programs don't deal with talking about power and privilege
- We need to give students some responsibility for their own learning about global citizenship that goes beyond the "save the world" mentality.
- Global citizenship means understanding the social, economic, political realities of the people living in the community, and how these structures and systemic issues impact individual people, communities, nations, and regions of the world.

Second discussion question: What outcomes should we expect from a program that teaches students global citizenship?

- Students desire participation, like IFE internships
- It's up to us to set the standards for how to best plan for learning outcomes about global citizenship; it requires thought about student preparation before the program, work on the ground, attention to issues of reentry
 - Vassar requires an area studies course
 - If language is taught, it is required to take it before going at Brown and Vassar
- Most students come to college with the notion that they are going to study abroad.
- We do it (have programs that are about global citizenship), but do we do it well?
- When students go abroad, the expectation should be active participation and that it is not a holiday & not hanging out with only Americans
- But shouldn't we be interested in calibrating them, too, some sort of survey to find out why they didn't become engaged / immersed?
- Reentry:
 - Brown OIP tries to make the Providence community connection upon reentry
 - Students are expecting more help with synthesis and meaning making
 - Encourage students to do presentations
 - Faculty helpful with reentry
 - Good moment for the ceremonial
 - A possible reentry model/program would include:
 - Service opportunities coordinated by the community service office on campus
 - Exposure to opportunities for maintaining language
 - Recognizing that diversity and the world are in your own backyard

- Learning outcomes?
 - Students should be able to articulate a connection to other communities, feel connected to others in their communities back home, and to a global community
 - To be more tolerant, able to cross boundaries and respect difference
 - Some learning outcome indicators include:
 - ✓ Language acquisition
 - ✓ Active participation in community service, cultural clubs, news from the country upon return
 - ✓ Desire to explore options for careers / living in a different country
 - ✓ Tolerance of difference
 - ✓ Heightened understanding of international affairs on a systemic level – politically, economically, socially, culturally

- Is a study abroad immersion enough for teaching learning outcomes for social responsibility and global citizenship?
- Can you do this education for global citizenship without study abroad?
 - The study abroad experience is an unique opportunity for the confrontation with the other, immersion in a new environment that is so different, and to develop cultural competency knowledge, skills, and values.

Third discussion question: Are we already served by existing programs toward this (global citizenship) end? Are there opportunities for The Venture Consortium to provide us with new ways of collaborating to further our common interests? Is global citizenship important to us as study abroad practitioners?

- Some faculty do not encourage study abroad (like the sciences); how do we engage those faculty?

- Brown isn't necessarily interested in creating more programs, but in doing a better job with the programs that we already have.
- We're all looking for the best models and the best ways to do this work, to create learning about global citizenship that is intentional.
- There is a difference between community-based learning vs. volunteerism.

- Each Venture school could take two of its own programs that do global citizenship education well, then turn it into an exchange within the Consortium. For instance:
 - Beijing, represents our best thinking (Syracuse)
 - Ethiopia and Cameroon (Brown)
 - Glasgow (F&M)
 - Morocco; program in education in the UK (Vassar)

- Create a template for what quality programs that address global citizenship look like
- Create an evaluative template for learning outcomes

- Venture sanctions programs that meet our criteria, but these are not programs that Venture runs