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Final Report AY 2017-2018: Initiative for the Development of Global and International Studies in Social Science Courses at Parkland College

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“Initiative for the Development of Global and International Studies in Social Science Courses at Parkland College”

PROJECT REPORT

For funding awarded by the Center for Global Studies, the European Union Center, and the Russian, East European, and Eurasian Center, University of Illinois at Urbana-Champaign

Academic Year 2017–2018

Summary: This project set out to provide social science faculty at Parkland College with instructional design training tools and aid them in infusing their courses with global studies materials. It also wished to promote the addition in these same courses of current case studies from underrepresented world areas such as the European Union, Eastern Europe, Eurasia, and Russia. Lastly, it hoped to add pedagogical sample assignments and class activities on global studies to Parkland College’s open access repository, as well as acquire scholarly works on globalization for the college’s library collection. This project was successfully completed during the Fall semester of 2017 and the Spring of 2018, and the three goals described here were met. Faculty training and professionalization took place in the fall semester through a faculty academy practicum which created a sense of community, added to each instructor’s teaching arsenal, and aided instructors with their web professional presence. Assessments for the courses taught under this project document and record the benefits that students acquired through learning, as well as their success beyond the classroom. The online resources produced for this project have benefitted and will continue to benefit students and instructors at both Parkland and other peer community colleges.

Project Description and Goals

The Department of Social Sciences at Parkland College brings together faculty from nine different disciplinary backgrounds to introduce students to the study and exploration of our social, economic, and political world, and the distinctive human connections that build this complexity. Students in our department's courses, the majority of whom transfer to four-year institutions, are given a toolkit of qualitative and quantitative research methods in addition to the theoretical instruments they use for data analysis. There is an emphasis on experiential learning and applied pedagogy in small classes. As in all community colleges, the courses taught are introductory and two-hundred level courses.

Given the rapid rate of transformation in our world, as well as our society's hyperconnectivity, a group of instructors at Parkland recognized a need to teach students how to identify relevant global issues and trace their origins and links between disparate groups and communities. Informal conversations among these faculty in social sciences revealed that many were attempting to complement the introductory textbooks in their courses to present relevant and current case studies on global issues, as well as provide exposure to world areas that are underrepresented in the curriculum. A successful pilot project had been implemented in the Summer semester of 2017 with funding from the area studies centers at the University of Illinois, where a handful of faculty in anthropology and sociology changed their course design to infuse their classes with current scholarship on global issues. The seven sections of three different courses that were taught during that summer semester collected favorable evaluations from the students, and faculty reported they promoted student success. Consequently, a proposal was presented to the Center for Global Studies (CGS), the European Union Center (EUC), and the Russian, East European, and Eurasian Center (REEEC) at the University of Illinois at Urbana-Champaign requesting funds to expand this instructional design project at the department level within social sciences. The project was approved, and the following goals were set for Academic Year 2017–2018:

Goal 1: Provide social science faculty at Parkland College with instructional design training and tools and aid them with the implementation of new course materials on global issues in the classroom.

Goal 2: Promote the addition to Parkland's social science courses of instructional materials on global issues with a focus on the European Union, Russia, Eastern Europe, and Eurasia.

Goal 3: Add to the collection of global studies reference materials in Parkland's Library and to the collection of teaching materials on global issues housed on Parkland's online repository, SPARK.

The following sections describe how each of these three goals were implemented along the course of two semesters.

Goal 1: Provide Social Science Faculty with Instructional Design Training and Tools

Teaming up with Parkland's Center for Excellence in Teaching and Learning (CETL), the project coordinator Dr. Isabel Scarborough worked with Dr. Sarah Grison, Coordinator for Faculty Engagement for CETL, to provide faculty participating in this project with the pedagogical tools required to improve the design of their courses to incorporate materials on current global issues. It was determined that the best way to do this would be by enrolling participants in one of CETL's faculty academy courses; *EDU 931: Instructional Design Practicum*. Seven faculty committed to participate in this project and these seven instructors enrolled in EDU 931 which was taught by Dr. Grison in the Fall semester of 2017.

EDU 931 provided a space for instructors, both full and part-time, to come together and discuss pedagogical techniques. The textbook assigned was Thomas A. Angelo and K. Patricia Cross' *Classroom Assessment Techniques: A Handbook for College Teachers, 2nd edition*. (Jossey-Bass Publishers, 1993). The instructors used the framework in this handbook to create a portfolio documenting the design process which was built through discussions, responses, and exercises posted on Parkland's Desire2Learn online teaching platform. In addition, faculty met as a group a couple of times during the semester, and then in smaller groups and one-on-one with Dr. Grison, to present their assignments, and receive feedback from their peers.

The structure of the course was scaffolded in such a way that faculty ended the semester with a modified syllabus for the class they would teach under this project in the Spring semester, as well as ideas for class activities, assignments, and assessments. Faculty handed in a Final Design Report to receive academy credit for completing the course. This also provided a base from which to draft their final report for the work they implemented on global studies in their Spring semester courses. Please see the faculty reports uploaded to Parkland's online repository—SPARK—to read on the design process for each of the seven faculty that participated in this initiative. These are found at the following link, under the "Project Reports" heading:

https://spark.parkland.edu/global_studies_2018/

As can be seen from these documents, faculty successfully infused their courses with global issues from the world areas of the area studies centers that fund this project. The courses which benefited from the instructional design training described here were: ANT 101, Introduction to Anthropology (Scarborough); ANT 103, Introduction to Cultural Anthropology (Anaya); GEO 140, World Geography (Ferguson); HIST 102, History of Western Civilization II (Poling); HIST 105, History of the United States from 1877 to the present (Jones); PSY 101; Introduction to Psychology (Grison), and SOC 101, Introduction to Sociology (Reynolds).

As part of this first goal of providing social science instructors with the tools required to modify and improve their courses, participating faculty also met once during the fall semester and again during the Spring semester of 2018, as a group, to hear about the resources available through the Parkland College Library for this project. Christopher Bailey, Social Sciences Research Librarian, and Cherianne Cameron, Archivist and SPARK Administrator, presented on available resources, answered questions, and provided library support throughout the two semesters. The materials that were showcased in these presentations included the small library

collection on global studies that was started with funding from the Summer 2017 pilot project. These resources are described in the following section on how this project contributed to promote instructional materials on global issues focused on specific world areas.

Goal 2: Promote the addition of course materials on the European Union, Eastern Europe, Russia, and Eurasia

Faculty participating in this project were cognizant of the fact that not only were their courses lacking current case studies and illustrative examples on global issues, but there were some world areas that were more heavily represented than others. Consequently, the syllabi and teaching materials that were designed under this project reflect an infusion of scholarly work in global studies with an emphasis on countries from the European Union, Eastern Europe and Eurasia, as well as Russia. The following is a brief synopsis of how faculty deployed case studies from these world areas in seven different classrooms in the Spring of 2018.

In Introduction to Cultural Anthropology (Anaya), the instructor had the students read and analyze a research article on how drinking coffee in Chicago cafés by immigrants from the former Yugoslavia can be a window into this immigrant community, their values, and difficulties living in a new country. The students were required to write critical reflection essays and present discussion questions on this research study for the class to answer (https://spark.parkland.edu/global_studies_2018/5/). In Introduction to Anthropology (Scarborough), students were shown video clips from Russia, Czech Republic, and England that were paired with case studies from Ireland, Czech Republic, and France to hold class group discussions on issues of immigration and diaspora, political power and hegemony, and social inequalities created by the global economic system (https://spark.parkland.edu/ant_courses/7/). In addition, a survey was administered at the end of this class, polling students on their knowledge of other cultures and how these had improved with the course (https://spark.parkland.edu/ant_courses/5/).

Students in Introduction to Sociology (Reynolds) explored the prison system in the Netherlands and Germany, and the plight of trans women in French prisons. The students read two articles on these topics and wrote reading responses where they critically assessed these case studies and applied sociological concepts to their discussion. Prof. Reynolds' faculty report includes the rubric and some students responses to these assignments (https://spark.parkland.edu/global_studies_2018/3/). In Introduction to Psychology, the syllabus for the class demonstrates how Prof. Grison inserted global cross-cultural comparisons into the discussion of myriad class topics (https://spark.parkland.edu/psych_course/1/). Similar to this, in US History from 1877 to present (Jones), global studies became a core part of the course as the final class project asked students to incorporate an aspect of US history with global elements, with a focus on Eastern and Western Europe. The rubric and explanation for this assignment is found under Prof. Jones' faculty report (https://spark.parkland.edu/global_studies_2018/2/).

Also in history, a class activity that made students engage with the concept of globalism and was very successful was implemented in Western Civilization II (Poling). This activity required

students, divided into groups, to look up a recent item in the news from Western Europe, Eastern Europe, Russia, or Eurasia and use this story to explain the emergence of new global relationships and increasing interdependence in the twentieth century. Prof. Poling includes the rubric and explanation for this activity in his faculty report (https://spark.parkland.edu/global_studies_2018/1/). Last but not least, students in the World Geography course (Ferguson) were given two separate misconception/preconception checks on their knowledge on the migration crisis in Europe (https://spark.parkland.edu/geo_courses/2/) and the same crisis in Russia (https://spark.parkland.edu/geo_courses/1/). Students were given materials that explained these topics after taking these surveys and then asked to reflect on how their perceptions of immigration and globalization had changed, and how their grasp of these world areas improved.

Overall, these class assignments and activities successfully met the goal to infuse Parkland's social science courses with scholarship and materials on the world areas emphasized by this project. Faculty reflections on student reactions and on the pedagogy and implementation of these course materials are summarized in the results section at the end of this report.

Goal 3: Add to the Global Studies reference collection at the Parkland Library and to the Teaching Materials collection at Parkland's online repository, SPARK

The pilot project to infuse global studies in some social science courses that was implemented in Summer of 2017 purchased a small collection of scholarly works on globalization focused on the European Union, Eastern Europe, Eurasia, and Russia. This collection was then given to the Parkland Library to include in its catalog and provide resource materials on this topic for faculty and students across the college. In order to provide better access to this collection, the Social Sciences Research Librarian created a separate online library page in which all of these books were noted, with images and descriptions of these texts. Please see the following link for the Parkland Library Global Studies Collection: <https://library.parkland.edu/c.php?g=752112>

The books that were purchased with the funds provided for this project in AY2017–2018 have been added to the Parkland College Library catalog and the librarians will now work to add these materials to the website noted here, along with additional tabs on anthropology, geography, history, sociology, and psychology to better reflect the different disciplines which participated in this initiative and modified their course design.

As seen under the preceding section on Goal 2 of this report, faculty participating in this project have produced assignments, class activities, and assessments used in their classes. They have also presented their modified syllabi and standardized reports that trace the course redesign process from goals and objectives to their implementation in the classroom. Faculty reports, modified syllabi, and some sample teaching materials have all been made accessible to the public at Parkland's online institutional repository, SPARK, as noted in the links given throughout this document. The long-term goal for this initiative is to provide a series of teaching materials that can be used by Parkland faculty and other community college faculty in our peer institutions in Illinois and across the nation so that they too can add current work on global studies to their courses. The SPARK web page has been designed in such a way that

instructors working on these topics can download these teaching materials and easily contact Parkland faculty who taught the course. The site also provides the space to continue adding to these materials in future semesters. Please see the following link to access the teaching materials generated in AY2017–2018: https://spark.parkland.edu/global_studies_2018/

Project Results: Faculty Training and Professionalization

Faculty participating in this initiative enrolled in a course redesign practicum during the fall semester of 2017 with the express purpose to train and become experts in pedagogical models. This experience created a cohort and opened a space where both full time and part time instructors could present and discuss teaching techniques and best practices, share ideas and course materials, and read on some of the latest research on globalization in their respective disciplines. Participants at the end of this academy course reflected that the sense of collegiality and supportive community was the most significant benefit from this experience. Part-time faculty expressly noted how the practicum provided the opportunity to work closely with and get to know other instructors and benefit from their expertise; something that is difficult to achieve given the isolating nature of their duties where many are on campus only for their classes and office hours. Full-time faculty also appreciated the sense of community and found that having the time to research and work on course design in a structured manner was a luxury that their heavy teaching and service loads did not permit. Both full and part time faculty found the experience of forming part of the practicum cohort the source of great professional satisfaction.

All practicum participants also noted that their course redesign process created a number of innovative teaching methods, not all of which were implemented in the courses under this project. Faculty have thus added to their arsenal of teaching materials from this experience, from which they will draw and continue to implement these additional ideas to advance global studies in other future classes. The last but by no means least benefit of these training sessions was that all participants were encouraged to create a faculty profile page on SPARK. Faculty have noted that taking this step has contributed to their professional web presence and added to the overall positive experience from this training. Please see Appendix B to this report which lists the project participants and provides the links to the faculty profile pages that are up online. These profiles can focus on any professional aspect that faculty wish to emphasize, be it teaching and sharing of pedagogical materials, research and writing, or professional and community outreach activities.

Project Results: Student Learning and Student Success

The following paragraphs provide a summary of the student learning assessment results obtained by the instructors of each of the seven courses that participated in this project. The results from the post-class activities survey in Introduction to Anthropology evidence that the students felt that they had improved their knowledge of global issues and world cultures, and that this new knowledge in turn contributed to their understanding of anthropology more broadly. The instructor for Introduction to Cultural Anthropology collected guided response papers that demonstrated that the students had conducted a nuanced reading of the assigned

academic article; which enabled them to compare consumption practices cross-culturally and at a global level. World Geography students reflected on and discussed misconceptions on cultural diversity and, by improving their knowledge and perceptions of these other societies, increased their cultural relativism.

Students in History of Western Civilization II were assessed at three different points in the semester on their understanding of globalism, and results showed that 81% of the class rated the activity as above average or high in its effectiveness in raising global awareness. Students in History of the US, 1877 to Present, put together bibliographies and source lists on global issues that linked the United States with the rest of the world, and gained a better understanding of the relationship between the eastern and western hemispheres through their final class projects. Introduction to Psychology students engaged in a class activity that compared eating disorders globally, reflected on inter and intragroup biases with cultural stereotypes, and examined cross-cultural approaches to intelligence theory in a series of course assignments that raised global awareness. The Introduction to Sociology instructor measured elevated comprehension on issues of incarceration and the criminal systems in Europe compared to those of the United States, and their links to global issues of immigration, criminality, gender identification, and racial and ethnic inequality.

All the above activities can be combined to create a picture of students increasing their awareness of global issues, and their applicability and significance in the social sciences. With increased student learning comes student success in the respective courses as well as improved preparation for students who mean to transfer to four-year institutions where many of the courses in the humanities and social sciences, as well as in some of the STEM fields, expect students to have a solid grounding on globalization. In other words, students who increase their learning of globalization and multiculturalism can converse knowledgeably on these topics in upper division undergraduate courses. Adding a global awareness component to the toolkit that Parkland social science courses provide for their enrolled students contributes to a successful transfer experience for these same students.

Project Results: Institutional Benefits

This project, despite its small number of participants, has already engendered benefits for Parkland College. An institution is made of its human and well of its physical resources and the funding awarded by the University of Illinois area studies centers has contributed to these resources by aiding in the professionalization of faculty, engaging the students in these faculty's courses to learn and become successful beyond Parkland, and by adding to the scholarly collection of our library to benefit future students and instructors. Further, the products or results from the work undertaken under this project during academic year 2017–2018 are materials that raise Parkland's institutional profile by the addition of useful teaching resources to our open access online repository. We hope that these products can serve as a resource to community college faculty and students in our own institution as well as in peer community colleges.

As part of the efforts to disseminate the results from this project, we are looking for additional ways in which to make these materials known to colleagues who might find these resources useful. One such effort is the presentation of our project process and results at national and regional workshops and conferences. A presentation on how the addition of global studies to social science courses can improve the chances of success for transfer students is the topic of an accepted presentation at this year's Illinois Community College Faculty Association (ICCFA) annual conference. The presentation titled: "Incorporating Global Issues in the Classroom for Successful Transfer to Four-Year Institutions" will be presented in Peoria, Illinois, on November 16, 2018. Please see the following link for further information on ICCFA and the conference: <http://www2.iccb.org/iccfa/>

The mission of Parkland College is to engage the community in learning. This project has contributed to our faculty's professionalization, to our student's learning and success, to collaborations with our community college peers and—through our students—to benefitting the District 505 community which Parkland serves. We are pleased with our efforts and the benefits accrued with this project. We thank you for this opportunity and look forward to continuing the collaboration between Parkland College and the University of Illinois area studies centers.

Appendices: Appendix A, List of Materials Acquired for the Parkland College Library

Below is the list of teaching and research materials acquired for the global studies collection at the Parkland Library during the tenure of this project (AY2017–2018).

Abélès, Marc. *Thinking Beyond the State*. Cornell University Press, 2017.

Agier, Michel. *Borderlands: Towards an Anthropology of the Cosmopolitan Condition*. Wiley, 2016.

Besnier, Niko, Susan Brownell and Thomas Carter, eds. *The Anthropology of Sport: Bodies, Borders, Biopolitics*. University of California Press: 2017.

Bhatia, Sunil. *Decolonizing Psychology: Globalization, Social Justice, and Indian Youth Identities*. Oxford University Press, 2017.

Borges de Lima, Ismar and Victor T. King, eds. *Tourism and Ethnodevelopment: inclusion, empowerment, and self-determination*. Routledge University Press, 2018.

Burkholder, Mark, Monica Rankin, and Lyman Johnson, eds. *Exploitation, Inequality, and Resistance: A History of Latin America since Columbus*. Oxford University Press, 2017.

Chuang, Susan and Catherine Costigan, eds. *Parental Roles and Relationships in Immigrant Families: An International Approach*. Springer Press, 2018.

Cloonan, Michèle Valerie. *The Monumental Challenge of Preservation: The Past in a Volatile World*. MIT Press, 2018.

Gintis, Herbert. *Individuality and Entanglement: the moral and material bases of social life*. Princeton University Press, 2016.

Gledhill, John, ed. *World Anthropologies in Practice: Situated Perspectives, Global Knowledge*. Bloomsbury Academic Press, 2016.

Horn, Phillip, Paola Alfaro d'Alencon, Duarte Cardoso, Ana Claudia, eds. *Emerging Urban Spaces: A Planetary Perspective*. Springer Press, 2018.

Hornborg, Alf. *Global magic: technologies of appropriation from ancient Rome to Wall Street*. Palgrave Macmillan, 2016.

Krase, Jerome and Zdeněk Uherek, eds. *Diversity and Local Contexts: Urban Space, Borders, and Migration*. Palgrave Macmillan Press, 2017.

Kress, W. John and Jeffrey K. Stine, eds. *Living in the Anthropocene: Earth in the Age of Humans*. Smithsonian Institution Scholarly Press, 2017.

McRuer, Robert. *Crip Times: disability, globalization, and resistance*. New York University Press, 2018.

Morse, Tal. *The Mourning News: Reporting Violent Death in a Global Age*. Peter Lang International Academic Publishers, 2017.

Moses, Julia. *Marriage, Law, and Modernity: Global Histories*. Bloomsbury Press, 2017.

Nederveen Pieterse, Jan. *Multipolar Globalization: Emerging Economies and Development*. Routledge University Press, 2017.

Pink, Sarah, Kerstin Leder Mackley, Roxana Morosanu, Val Mitchell, Tracy Bhamra, Rosie Cox, Victor Buchli. *Making Homes: Ethnography and Design*. Bloomsbury Academic Press, 2017.

Salzman, Michael. *A Psychology of Culture*. Springer, 2018.

Stokols, Daniel. *Social Ecology in the Digital Age: Solving Complex Problems in a Globalized World*. Academic Press, 2017.

Stuurman, Siep. *The Invention of Humanity: equality and cultural difference in world history*. Harvard University Press, 2017.

Taylor, Marcus. *Global Labour Studies*. Wiley, 2018.

Tshabuangu, Icabord, ed. *Global Ideologies surrounding Children's Rights and Social Justice*. IGI Global, 2018.

Wonneberger, Astrid, ed. *Migration – Network – Skills: Anthropological Perspectives on Mobility and Transformation*. Columbia University Press, 2016.

Appendix B, List of Project Participants

Below is the list of faculty who participated in the Global Studies Project for AY 2017–2018, as well as the links to their websites on Parkland’s institutional repository, which is linked to the teaching materials and faculty reports on this project. These faculty websites will continue to be updated as part of Parkland’s efforts to promote and disseminate the results of faculty work from different research and teaching initiatives.

Lauren Anaya. Part-time faculty, anthropology.

<https://works.bepress.com/lauren-anaya/>

Brooke Ferguson. Part-time faculty, geography.

<https://works.bepress.com/brooke-ferguson/>

Sarah Grison. Associate Professor of Psychology.

<https://works.bepress.com/sarah-grison/>

Marsh Jones. Professor of History.

John Poling. Part-time faculty, history.

<https://works.bepress.com/john-poling/>

Evelyn Reynolds. Associate Professor of Sociology.

<https://works.bepress.com/evelyn-reynolds/>

Isabel Scarborough. Associate Professor of Anthropology.

<https://works.bepress.com/isabel-scarborough/>