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Spring 2021

## Global Studies Initiative Faculty Report: Interdisciplinary Collaborations

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## Global Studies Initiative

Parkland College, AY 2020–2021



**Aims of Global Studies Initiative:** Parkland’s Global Studies Initiative promotes the addition to Parkland’s courses of instructional materials on global issues with a focus on the European Union, Russia, Eastern Europe, and Eurasia, and East Asia, Southeast Asia, and the Pacific. Further, it aims to provide faculty with instructional design tools and aid them with the implementation of new course materials in the classroom.

### Global Studies Initiative Faculty Report: Interdisciplinary Collaborations

Faculty Name: Jenny Gleason

Courses Taught (course name(s), section number): PSY 207 251W

#### **Please answer the following questions to complete this report:**

1. Please describe an assignment or class material covered in your course that teaches students about global issues or, better yet, teaches them about the areas of the world covered in this initiative: the European Union, Eastern Europe, Russia, Eurasia, East Asia, Southeast Asia, and the Pacific. You can attach the assignment rubric, instructions, and/or syllabus or course schedule to this report if you wish. If you have no current materials or assignments dealing with global issues, describe an idea you have for a new assignment or course material you wish to adopt.
  - a. Please see instructions for these assignments, copied at the end of this report.

2. Parkland College faculty have developed six general learning outcomes to help students acquire essential skills, knowledge, and values that will serve them in their future careers. The Global Awareness and Ethical Reasoning outcome states that *students will demonstrate an understanding of global issues, gender and sexual orientation, multicultural perspectives, and/or the role of ethical core values in making personal, social, academic, and professional decisions.* Please reflect on how the assignment or materials you described in the previous question contributes to this learning outcome or could be modified to better fit this outcome.
  - a. According to student survey responses, the assignments described in the previous question improve students' understanding of global issues. During the first semester in which these assignments were implemented, students responded to the question, "On a scale of 1-5, with 1 being "not at all" and 5 being "a lot", how much has this assignment encouraged you to think from a global perspective in the future?"
    - i. On the Unit One assignment, about 65% of students responded with a 4 or 5.
    - ii. On the Unit Two assignment, about 65% of students responded with a 4 or 5.
    - iii. On the Unit Three assignment, about 78% of students responded with a 4 or 5.
    - iv. On the Unit Four assignment, about 50% of students responded with a 4 or 5.
3. How do you think learning about global issues and other areas of the world benefits your students in your field of study or discipline?
  - a. Psychology has long had a problem with ethnocentrism. Most of the "founding fathers" of psychology were old white men with of European descent. In order to balance our the study of human behavior, it is imperative that other perspectives be considered and incorporated into our research and teaching.
4. Do you believe your course could benefit from more interdisciplinary collaborations on global issues participating, for instance, in some of the collaborative teaching initiatives presented by your group in your joint report? Explain your answer.
  - a. Yes, I do think that collaboration could improve my course. I was especially interested in the suggestion to pair students up across classes to learn from each other.

***Thank you very much for participating in the Global Studies Initiative and completing this report!***

## **Global Studies Initiative PSY 207 Assignments**

For each assignment, the students take a pre-assignment quiz to gauge their familiarity with the topic; read an article about the topic; and do a write-up about the topic. Below, I'm including the writing prompts- including article links- for each assignment.

### **Unit One: Chs. 1-3, Prenatal through Birth**

#### **Topic: Immigrant Children**

Now, re-revisit the "Cultural Influences" sidebar on Pg. 28 of the text and look at the "Additional Materials" folder below. Read the Atlantic article titled, "[The Myth of Immigrants' Educational Attainment](#)". You can also check out the "[Key Facts About Immigrant Children](#)" fact sheet and the "[Immigrant Children](#)" link for more general information on immigrant kids in the U.S.

After reviewing these materials, please share your response to the following:

1. Which fact(s) about immigrant kids was most surprising to you? Why? Or, if you weren't surprised, why not?
  - a. Before this assignment, where had you gotten information about immigrant kids? Was that information reliable?
2. What do you make of the "immigrant paradox"? Based on what you've read, do you think that immigrant kids are high-achieving because of cultural values or because of previous SES? Feel free to share personal and/or anecdotal evidence to support your answer.

### **Unit Two: Chs. 4-6, Infancy & Toddlerhood**

#### **Topic: Infant Sleeping Arrangements**

Now that you've taken the quiz, re-revisit the "Cultural Influences" sidebar on Pg. 115 of the text and read the research article titled, "[Infant sleeping arrangements and cultural values among contemporary Japanese mothers](#)". You can also check out the [American Academy of Pediatrics recommendations for safe infant sleep](#).

After reviewing these materials, please share your response to the following:

1. Which fact(s) about infant sleeping arrangements was most surprising to you? Why? Or, if you weren't surprised, why not?
  - a. Before this assignment, where had you gotten information about infant sleeping arrangements? Was that information reliable?
2. What do you make of the apparent conflict between Japanese mothers' attitudes and behaviors? Based on what you've read, what do you think is the best practice for infant sleeping arrangements? Feel free to share personal and/or anecdotal evidence to support your answer.

### **Unit Three: Chs. 7-10, Early & Middle Childhood**

#### **Topic: Violence Against Children**

Now that you've taken the quiz, re-revisit the "Cultural Influences" sidebar on Pg. 349 of the text and read the research article titled, "[Cumulative Effects of Exposure to Violence on Posttraumatic Stress in Palestinian and Israeli Youth](#)". You can also check out the World Health Organization "[Violence Against Children](#)" fact sheet.

After reviewing these materials, please share your response to the following:

1. Which fact(s) about violence against children and its effects was most surprising to you? Why? Or, if you weren't surprised, why not?
  - a. Before this assignment, where had you gotten information about violence against children? Was that information reliable?
2. Based on what you've read, what sort of interventions do you think should be implemented for youth exposed to violence? Feel free to share personal and/or anecdotal evidence to support your answer.

### **Unit Four: Chs. 11 & 12, Adolescence**

#### **Topic: Ethnic Minority Youth**

(Note: I had an additional resource for this assignment, but the information was removed and I'm seeking a replacement.)

Now that you've taken the quiz, re-revisit the "Cultural Influences" sidebar on Pg. 403 of the text and read the research article titled, "[How international transracial adoptees and immigrants cope with discrimination? The moderating role of ethnic identity in the relation between perceived discrimination and psychological well-being](#)". (\*Note: you will have to sign in with your Parkland One credentials to access the article!).

After reviewing these materials, please share your response to the following:

1. Which fact(s) about ethnic identity development was most surprising to you? Why? Or, if you weren't surprised, why not?
  - a. Before this assignment, where had you gotten information about ethnic identity development? Was that information reliable?
2. What do you think of the "adoption paradox", that transracial adoptees tend to fare better than other immigrants on measures of discrimination?
3. Based on what you've read, what do you think is the best way to develop ethnic identity and self-esteem in ethnic minority youth? Feel free to share personal and/or anecdotal evidence to support your answer.