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### Global Studies Initiative Faculty Report: Interdisciplinary Collaborations

Amy F. Penne

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**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:** Dr. Amy F. Penne

**Courses Taught** (course name(s), section number): Humanities 101, 102, and 121

Western Civ (early), Western Civ (Renaissance to present), and Women in Arts and Culture

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**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.

I will be using this Encyclopaedia Britannica YouTube video (while also explaining the colonial origin of the NAME ‘Encyclopaedia Britannica’) to open the unit:

<https://www.youtube.com/watch?v=v3D8f57vrN8>

This video provides a helpful visual timeline of the history of women’s universal suffrage from New Zealand’s initial enfranchising of women’s rights in 1873 to the more recent voting rights for women (2011) in Saudi Arabia. This timeline assignment will include viewing the video, researching more background on certain areas of the world, and a quiz over the materials that students uncover. In an effort to always be fully accessible, I typically give students a fair amount of choice on each quiz in terms of what secondary area they may want to study. For example: I will ask students some fact-based questions about the assigned video and any other assigned reading material, but I always have students pick a particular area from the week’s materials to study in more depth in order to round out their knowledge base and engagement with socio-cultural materials. I will ask each student to choose a

country (other than the US or the UK) to find out more, beyond just the date each country granted suffrage to women. They will also need to find out if indigenous women (if applicable) and/or women of color were granted the right to vote at the same time and to compare how different countries approached voting rights for all women. My quizzes are always designed for the specific semester and they are always mini-essay questions so that students must look up information, cite it, and then evaluate the research they did. It's very labor-intensive to grade up to 120 of these a week, but it promotes much deeper learning and engagement than a traditional multiple-choice quiz (at least in this area of study).

Quiz/Discussion Questions will include:

- A. Explore what the video demonstrates in the global timeline for women's suffrage. In particular, explore what you think may be some of the cultural implications of suffrage coming to certain areas of the globe when it did. New Zealand was first—why might that have been the case? Do some extra research to help explain your answer. Cite all of your sources using MLA citation formatting.
- B. Choose one country you are particularly interested in (outside of the US, UK, and Canada). When did your chosen country first grant full voting rights to women? Did it also include women of color and/or indigenous women at the same time? What were the immediate effects of women's suffrage in the country you're choosing to explore?
- C. What questions does the timeline raise for you? What do you need to spend more time exploring in order to have a fuller understanding of women's suffrage worldwide?

(See attached rubric for how this assignment would be evaluated).

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.

In my HUM 121 course (Women in Arts and Culture), I teach a robust unit on the history of women's suffrage as a foundational moment for women in the arts and culture. I have primarily focused on the UK and the US in this unit but I will now be expanding on that to teach more of a global timeline instead of focusing on some of the key figures in the movement in the UK and US.

I rely heavily on open educational resources for my courses in order to keep costs down for students and because one of the stated Gen Ed objectives for the course is that students will demonstrate their 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. Part of my job as a facilitator of learning is to help students engage with

and evaluate open resources (articles on the web, YouTube videos, and other freely available tools). I model this by using open educational resources and evaluating the information throughout the course.

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?

Given that my classes are Humanities classes, that's a pretty clear given. The whole point of general education course requirements in the first and second years of college is to expand the foundational knowledge and, when possible, the cultural experiences for all students so that they are better-equipped to live and work and grow in a multicultural global society. As the global economy relies more and more heavily on what's loosely termed a "knowledge" economy or a highly-skilled technological economy, the global networking and connections we can create at this point of a student's development are important for them as high-functioning global citizens.

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.

Yes. But all courses in Humanities and Social Sciences are greatly improved by interdisciplinary and/or collaborative teaching efforts. While I did not choose to do a specific "team" teaching approach for this assignment, I always find it beneficial to discuss assignments with colleagues. Colleagues ask great questions and that is tremendously helpful. At some point, it might be nice to connect this unit to another unit in a colleague's course, but the logistics of that at this time on this campus make a more formal "learning community" in accessible. That's a choice on the part of our own college and priorities. Scheduling commuter students and students in wildly different life circumstances into similar courses with similar schedules has proved difficult, if not impossible, in the past. A residential university is a much better fit for learning community models of education—something like Allen Hall at the U of I is a great example of that. The success of cohort-based models of interdisciplinary teaching work best when students live together and have shared spaces for study and conversation.

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