

Parkland College

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Global Studies Initiatives in Social Sciences  
2019 - 2020

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Spring 2020

### **Final Report AY 2019-2020: Initiative for the Development of Global and International Studies in Social Science Courses at Parkland College**

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**“Development of Global and International Studies in Social Science Courses with Community College Faculty at Parkland College”**

**PROJECT REPORT**

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

**Academic Year 2019-2020**

**Summary:** This report describes how social science faculty at Parkland College trained in online teaching strategies and technology available at the college, in order to improve the global studies sections and material taught in their individual courses. With the pivot to online learning and remote pedagogies catalyzed by the COVID-19 pandemic, participating faculty prepared to implement these strategies in their courses for Fall 2020. The course materials and assignments workshopped emphasized the European Union, Eastern Europe, Eurasia, Russia, East Asia and the Pacific. In addition, three faculty piloted supervising Honors projects from Parkland students in their courses that researched some of these world areas and illustrated the importance of understanding global connections. The student Honors projects, as well as faculty reports on online training and its implementation in individual courses, have been uploaded to Parkland’s open access repository—SPARK. These documents join a growing collection of teaching resources of interest to community college faculty, students, and scholars on globalization education. Lastly, Parkland Library’s LibGuide on faculty reference materials acquired through this project in previous years was updated and there are plans to expand this guide with materials for classroom instruction.

## **Project Description**

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 introduced to qualitative and quantitative research methods, as well as to different bodies of theory 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 and fulfill general education requirements.

Parkland social science instructors, full-time and part-time, have been working on improving student identification and critical engagement with global issues in order to further their academic course work and careers beyond the community college. Social Sciences was awarded Title VI funds from the Center for Global Studies (CGS), the European Union Center (EUC), the Russian, East European, and Eurasian Center (REEEC), and the Center for East Asian and Pacific Studies (CEAPS) at the University of Illinois at Urbana-Champaign. The funding was approved for the 2018–2022 cycle to train faculty in instructional design and modify their teaching to incorporate current scholarship on global issues, as well as purchase materials and organize symposia on these topics. This report details the objectives set and executed for this second year of the project; Academic Year 2019–2020.

## **Project Goals**

The proposed goals of this four-year project, are as follows:

1. 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, East Asia and the Pacific.
2. Provide social science faculty with instructional design tools and aid them with the implementation of new course materials in the classroom.
3. Encourage Parkland College students to work on Honors projects for social science courses with a focus on global issues on the European Union, Russia, Eastern Europe and Eurasia, East Asia and the Pacific.
4. Provide a forum for Midwest community college faculty in the social sciences to use the teaching material developed with CGS grant funds to contribute to their own course redesign and encourage education on global studies issues by these faculty in their home institutions.

## **Yearly Report: Covid-19 and Online Teaching**

Academic Year 2019–2020 focused on Goals 3 and 4 of this proposal. However, given the disruption of the Spring semester by the Covid-19 pandemic that necessitated the migration of all campus courses online, some Honors students requested to postpone their projects to the following Fall. Of the original 10 Honors papers proposed, only 4 were completed this Spring. In addition, the symposium of Illinois community college planned for the end of the Spring Semester did not take place.

Faculty at Parkland, like their counterparts across the nation, were asked to move their courses to online remote instruction. Many had little or no experience with this teaching model. As colleges move to continue with remote learning in the fall given the projected length of the Corona virus crisis, our

educators saw the need to train in online pedagogies and instructional technologies. These circumstances resulted in a modification to the original proposal to shift the funds for this year to meet a need and provide stipends for Parkland’s faculty to train in online teaching tools and methods.

Parkland’s Center for Excellence in Teaching and Learning ran a four-week professional development course titled EDU 914: “Best Practices in Online Teaching and Learning” from May 25 to June 26, 2020. Eight part-time faculty in Social Sciences who teach global issues from the world areas of the centers that fund this project were chosen to take this class. They were asked to apply the practices learned to the online classes they will teach in the Fall semester of 2020 and reflect on how they would teach global issues in this new format. Following is a list of the instructors who participated in this professional development experience, with the classes to which they will apply their newly acquired training, portion of their course curriculum that they will focus to develop, and projected number of students in their course.

<b>Faculty Name</b>	<b>Online Class, Fall 2020</b>	<b>Area Focus</b>	<b>Projected Enrollment</b>
Lauren Anaya	Introduction to Anthropology; ANT 101	Global Studies.	25
Emily Barnum	Human Sexuality; PSY 107	Global Studies.	25
Dale Gardner	International Relations; POS 202	European Union.	25
Dorie Geissler	Introduction to Sociology, SOC 101	Global Studies.	25
Barbara Ann Kaidy	Introduction to Psychology; PSY 101	East Asia	25
Cristina Prestin-Beard	Sociology of Deviant Behavior; SOC 202	European Union.	25
Erika Rosenberger	Human Growth and Development; PSY 209	East Asia.	25
Jacob Skousen	Introduction to Archaeology; ANT 200	European Union.	25

The online learning strategies adopted by the eight participating faculty are varied in scope. Lauren Anaya, in Introduction to Anthropology, chose to increase student-to-student interaction in order to foster a sense of community within her class. She will do this by adapting an interviewing exercise on cross-cultural interactions so that the students practice interviewing techniques with each other. Another community building activity involves pairing up students to present discussion summaries to the rest of the class. Emily Barnum in Human Sexuality chose to create a space in her course’s Learning Management System (LMS, named “Cobra” at Parkland) to provide supplementary materials to her textbook which could include material on current events that connect social justice and global studies to course concepts. Her students explore how trauma, allocation and availability of resources, and cultural traditions affect people psychologically. Dorie Geissler, in Introduction to Sociology, has instituted a “Getting Started” module that students are required to complete before the remainder of the course content opens to them. This is to ensure that all receive a proper orientation on class expectations and resources. Her entire course revolves around the concept of the sociological imagination—how the time and place of your birth influence your life history. This is how her students discover how their personal experiences are entwined in global processes. Dale Gardner in his Introduction to International Relations course, which compares democratic systems across the globe with that of the United States, will prepare a number of short introductory videos for each content unit. The use of brief video instructional recordings is something that other faculty also indicated as an

innovation in their course citing how seeing and hearing the instructor reduces the anonymity and sense of isolation of the online environment.

Expanding students' horizons by internationalizing class content and activities is an approach employed by all the faculty who participated in this year's initiative. Barbara Ann Kaidy who teaches Introduction to Psychology indicated how she emphasizes the origins of her discipline in Eastern belief systems, and how she has tied this historical context to the plight of Chinese international students and the trauma of culture shock. Cristina Prestin-Beard who teaches Sociology of Deviant Behavior will thread case studies from South Africa, India, Thailand, Australia, and England when she teaches students about mass incarceration and the causes of deviant behavior in the United States. Comparing our own society to how others are dealing with the same issue helps reveal how our own social structures are constructed. A similar comparison will take place in Erika Rosenberger's "Human Growth and Development" course (PSY 209) where students discuss Japanese school lunches and compare them to their own experiences with cafeteria food in the US. Erika will increase the number of cultural activities in her syllabus as well as her own participation responding to student discussion posts online. This last will help students feel that their instructor is present, as in a campus classroom. Lastly, Benjamin Jacob Skousen will give students the choice to substitute written reading responses with a choice of audio and visual media, as well as powerpoint presentations, and will assign archaeological documentaries from sites in Europe and Asia as prompts. He hopes these activities will emphasize the importance of archaeology in current global issues in his Introduction to Archaeology course.

The full reports presented by each of the eight faculty who modified their online courses to continue infusing global issues into their courses, as well as material from the areas of the world represented by the centers funding this initiative, have been uploaded to Parkland's Scholarly Repository, SPARK, at the following link: [https://spark.parkland.edu/global\\_studies\\_2020/](https://spark.parkland.edu/global_studies_2020/)

### **Student Honors Projects**

Parkland's Honors Program is well established and produces an average of 40 faculty-supervised projects every academic year. Our initial proposal had recruited 6 faculty who have previously participated in this initiative and redesigned their courses, and asked them to each supervise up to two projects with honors students in their classes specifically targeting global issues with a focus on the world areas of this proposal. The students were required to write a report that is published in SPARK with those of all other Honors students, which can be found here: <https://spark.parkland.edu/ah/>. Supervising faculty wrote a précis of the honors project and a brief explanation of how this work reflects or builds on their course material on global studies, including the world areas targeted in this proposal. Due to the pandemic and the pivot online mid-semester, only 3 of the original 6 faculty were able to conclude a total of four Honors Projects linked to global studies. The reports of these four faculty can be found here: [https://spark.parkland.edu/global\\_studies\\_2020/](https://spark.parkland.edu/global_studies_2020/).

The four Honors Papers submitted included three projects in History and one in Sociology. Two of the history projects were for "History of the United States: 1877 to Present" (HIS 105), in which one Honors Project researched social and cultural differences between fashion in the United States and Europe during World War II and focused on how the United States connected to the globe through trade and the media at the time. The second honors paper for this same course focused on the

involvement of the United States in the Vietnam War from the perspective of a veteran. The student researched colonial Vietnam, the Cold War, and how the United States was drawn into the Vietnam War. The global connections between the United States, Vietnam, Southeast Asia, and Eurasia were examined to explain how the war was perceived and conducted domestically.

In History of Western Civilization II (HIS 102) the student honors paper examined the similarities of the xenophobia displayed by Benito Mussolini in the rise of fascism in the 1920s, and the role xenophobia is playing in two very current phenomena in Europe: Brexit and the spread of the coronavirus. The student analyzed how xenophobia is a global issue and, sadly, a prism through which many still aim their political views. The student in Introduction to Sociology (SOC 101) wished to explore food around the globe and how this cultural expression builds a sense of community. For this last honors project, the student prepared food representative of Brazil, Nigeria, France, The Phillipines, and Australia, shared it with her family, and reflected on the construction of cultural identity. The success of helping individual students further engage with global issues and area studies scholarship in this handful of supervised papers encourages us to continue with this portion of the project in the next academic year.

### **Parkland Library LibGuide on Global Studies**

The Parkland College library staff put together a LibGuide on Global Studies featuring a small collection of reference works purchased with Title VI funds in previous years. This LibGuide was updated this past Spring semester to reflect more recent purchases. It was also revised so that the works were categorized in tabs that reflect how these books are used by social sciences faculty. Moving forward, faculty would like to create a new tab in this guide where shorter pieces used as course materials that students read are featured. The LibGuide is housed in the Parkland College Library website and can be found at the following link: <https://library.parkland.edu/c.php?g=752112&p=5466067>

### **The Year's Project Results**

Despite the difficulties created by the pandemic and the move online, the training faculty received this summer resulted in numerous pedagogical strategies that will strengthen community and promote the exchange of ideas that lead to active learning and student success. These strategies will be implemented in social sciences courses that will continue to encourage students to engage with global issues and increase their knowledge of cultures and societies other than their own. In addition, the Honors Projects supervised in topics that examined area studies and global issues evidence that directly mentoring students can be a successful path to increase the internationalization of Parkland College. Lastly, the updated LibGuide is a valuable one-stop resource where faculty and students can quickly search for library resources on global connections.

We look forward to further collaborating with faculty and students in the following academic year as we enter the last stage of this four-year project. We will continue our work to advance international initiatives and promote global studies at Parkland College and in other community colleges in the Midwest, including the promotion of skills and techniques in online pedagogy.