

Notes from Globalizing the Curriculum session at LPC Flex Day, Sept. 2016:

Please review PowerPoint available on Staff Development website for larger context.

Participants were asked the following:

- **When you hear a phrase like “globalizing the curriculum” or “internationalizing the curriculum,” what does it mean to you? What would the benefit be to students?**
 - *Building Cultural Competency and Global Mindset with Classroom Climate:*
 - We shouldn’t assume that English is the student’s first language or that American university culture is their first academic context—expectations of the student-teacher relationship might be different, for example
 - When speaking, think carefully about use of pronouns like “we”—who is included in your concept of “we” in that moment (Americans? White Americans? Women?) and who is not?
 - Be intentional about inclusivity—one example came from a teacher who greets students or begins class in a different language to show how language has power to intimidate and exclude but can be opportunity for learning and extending one’s comfort zone
 - Use a diverse list of names when providing examples or having students solve problems
 - *Building Cultural Competency and Global Mindset with Curriculum:*
 - We need to learn more about our own perspective and how it informs our approach to curriculum, pedagogy, etc.
 - Be careful of stereotyping, whether students or cultural/racial groups featured in class texts
 - When venturing into globally-oriented subject matter where students do not have much experience or knowledge, provide background information, both to build their schema and to avoid generalizations in classroom discussion and writing
 - Build students’ critical thinking skills around perceiving exclusivity and stereotyping (An example of a recent Geico commercial was given: <https://www.youtube.com/watch?v=-lmw0d6S6jU>)
 - Represent to and connect to students’ life experience in the curriculum
- **What are some good examples of how we are working to provide students with these tools, either individually or as a college? What more could we do, individually and as a college, to more consistently provide students with these tools across the curriculum?**
 - *On campus:*
 - President’s Speaker Series has brought diverse set of performers and artists from all over the world.
 - Student spaces: We now have Tutorial Center, International Students’ Center, and ASLPC meeting rooms, but we don’t have a space for Honors

Students or Puente Students, for example. How can we provide more space for affinity groups and/or groups with this global focus?

- *In Classroom:*
 - We could do more to capitalize on “teachable moments” in classroom and share those moments with other teachers. For example, when cultural differences in perspective come up, how can we capitalize on them but also find commonality within them? How can we respect the privacy of the classroom community in that moment but also share out so that other instructors and students can learn from these experiences?
 - How can we balance a desire to honor students’ names and learn to pronounce them with some students’ desire to use an “American” name? How can we help students learn each other’s names and learn this same sensitivity?
 - One instructor has students choose 5 “buddies,” none of whom can be a friend or acquaintance, to check with if homework is missed, if notes are needed due to an absence, etc. Could also assign groups that are diverse.
- *In Curriculum:*
 - We have a number of courses with a global focus, whether WMST 2, Global Perspectives of Women, SOC 5, Global Change, ENG 41, Modern World Literature, or BUSN 20, International Business. We have courses in disciplines that are entirely global in nature, like Anthropology, Geography, and “hard” sciences like biology and chemistry. However, we rarely share our values around helping students develop a global mindset or cultural competency. We do not currently offer learning communities other than through Puente.
 - How can we market these courses better if it is needed? How can we make sure they are offered on a regular basis? How can we do more to help students apply curriculum outside of the classroom, whether through education abroad, field trips, or internships?
 - We have an International Studies major, but it is outdated and separated into concentration areas where the only overlapping courses are anthropology and economics. How can we create a major, keep it updated, and help students feel like they are entering a vibrant intellectual community instead of just racking up courses towards a degree?
 - Some Honors students do globally-focused projects and contracts, but we could additionally form a General Studies course for them to collaborate and learn from each other. Sometimes these courses have themes at other colleges.
 - To build a teaching and learning community around exploring these issues, we might apply for a Stanford EPIC grant to do some curriculum innovation. Please consult <https://sgs.stanford.edu/programs-centers/community-engagement/community-college-engagement/2015-16-epic-projects> for examples of projects from CSM and Foothill. For now

only DeAnza has been added, but LPC could apply to join EPIC Fellowship Program.

- Please contact Katie Eagan if you are interested in applying for the Stanford grant or generally joining an inquiry community devoted to strengthening LPC's competency in offering a globalized education! We must do more if we are going to live up to the mission, values, Educational Master Plan, and ISLO's excerpted below:
- **Values Statement:**
 - Las Positas College strives to be California's premier Community College, setting the standard through opportunities for developing knowledge, skills, values, and abilities that foster engaged and contributing members of the society.
- **Educational Master Plan:**
 - Monitor and respond to the changing educational needs of an increasingly diverse student population and an increasingly global workforce
 - Support existing programs or develop new programs to meet the needs of an increasingly diverse student population
 - Provide students with opportunities, both in and outside the classroom, to become informed, ethical, and engaged participants in their increasingly diverse communities, nation and world
- **Selected ISLO's (Core Competencies (these will be revisited and perhaps revised at future town meetings if you would like to participate):**
 - 4.4 Communities (local to global)**
 - a. Assume personal responsibility for being informed, ethical and active citizens of their community, the nation, and the world
 - b. Act with an informed awareness of contemporary issues and their historical contexts
 - c. Exercise civic responsibility
 - d. Are cognizant of balancing human needs with the limitations of world resources
 - e. Recognize the impact of human activity (political, economic, social, technological) on local and global environments
 - 4.5 Diversity**
 - a. Recognize the commonality of human experiences across cultures
 - b. Recognize the human tendency to gravitate towards people and customs that are familiar
 - c. Recognize the influence of cultural perspectives on human thought and behavior
 - d. Accept the rights of others to have different cultural beliefs and behaviors
 - e. Work with diverse people including those with different physical abilities, linguistic, cultural, religious, lifestyle, national, and political backgrounds.