



MONTGOMERY COLLEGE  
GLOBAL HUMANITIES INSTITUTE

# *Celebrating Our Work*

**2015-2016**

**Individual Course and  
Learning Community  
Faculty Fellows Projects**

May 11, 2015

The Global Humanities Institute is a global education project of Montgomery College, funded in part through a challenge “Bridging Cultures” grant by the National Endowment for the Humanities. Our purpose is to support the systematic integration of other cultures and countries to the study of the humanities. Our work includes faculty training and support of teaching, cultural community engagement, research and scholarly work, and scholarly exchanges abroad as we travel to China, India, and el Salvador. We invite you to join us as we work to meet the imperative goal of preparing students for a global future.





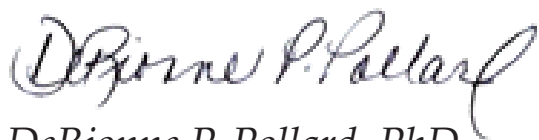
*Dear Faculty Fellows of the Global Humanities Institute:*

*Programs like the Global Humanities Institute provide wonderful opportunities for professional and personal growth. I am very pleased that each of you has chosen to be a part of this important work around global learning.*

*The role of global learning in higher education today is more dynamic than at any time before. We live in a world that requires us to understand the cultures, religions, and societies of other nations with which we interact on an increasingly regular basis. The benefits of such activity --including cultural and academic exchanges and the sharing of resources and aid across national borders—are, perhaps, uniquely apparent to scholars and teachers. Our students will likely have opportunities to join in such work, and we want them to be prepared. A strong working knowledge of the global humanities will equip them to step into a large number of global fields of study and professional activity in the future. You are helping to prepare future global citizens who will be poised to meet international challenges in ways that are thoughtful, analytical, and ethical.*

*Thank you for your work on behalf of our students. Cultivating a deep understanding of the global humanities will help us to meet our society's complex, changing needs today and in the future.*

*Be well,*



*DeRionne P. Pollard, PhD*

*President, Montgomery College*



Individual Course and Learning Community  
Faculty Fellows Projects, 2014 - 2015

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# *Celebrating Our Work*

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From Rita Kranidis

Director, Global Humanities Institute

*It is with much gratitude that I congratulate you, the third class of the Global Humanities Institute Faculty Fellows on a year's work well done. Over the past year, you have met on many occasions with your leaders, Marcia Bronstein and Greg Wahl, to devote quality time to thinking to how you teach and what you might do differently and better. You have had an education on globalization and on globalizing the curriculum pedagogy. You have been encouraged and tutored in finding ways to serve our students and our societies in the best ways possible.*

*In addition to your new learning, your work as fellows has required much self-examination both as professors and as individuals living in the world. I applaud your volunteering to undertake work that most find difficult to embrace: You have stepped outside your comfort zones to learn about the interconnectedness and insights that global humanities enable us to discover and to teach. The work you have done with us this year will benefit not only the students in your selected courses to revise but also every student in every course you will teach from this point onward. Your new awareness and abilities will enrich your conversations with colleagues, both formally and informally, consciously and unconsciously.*

*You are members of the Global Humanities Institute community, and you will remain so far beyond your time and work in the classroom. I will call on you to present at a conference, to lead a workshop, or to mentor a faculty member in your disciplines. You may be called upon to collaborate with colleagues who want to think about and research global humanities further, possibly to write and publish together. The challenge to continue to grow and to renew is a priority for all of us at the GHI. Our students deserve no less.*

Thank you.

# THE FACULTY FELLOWSHIP TEAM

The Global Humanities Institute is grateful for the talent and commitment of our colleagues whose contributions to the Faculty Fellowships have enabled us to deliver exemplary trainings:

## **Marcia Bronstein**

Instructor, Global Humanities Learning Communities

## **Greg Wahl**

Instructor, Global Humanities Individual Course Redesign

## **Carol Moore**

ELITE Instructional Designer Support

## **Maisha Duncan**

MC Libraries Faculty Fellowship Resources Support

## **Nancy Nyland**

MC Libraries Global Humanities Institute Program wide Resources Support

## **Shelley Jones**

Global Humanities Institute Workgroup Member and Service Learning Expert

## **Carol Annink**

ELITE Instructional Designer and Fellowship Presenter

## **Carla Naranjo**

Global Humanities Institute Former Fellow and Fellowship Presenter

# THREE YEARS OF GHI FELLOWS

## 2015–16 Fellows

### Course Redesign Fellows

**Joseph Couch**, English: ENGL 202 (Introduction to World Literature II) - "Subaltern Stories"

**Jean Freedman**, History and Political Science: WMST 101 (Introduction to Women's Studies) - "Women's Studies: A Global Perspective"

**Margaret Harris**, World Languages: FREN 101 (Elementary French I) - "Exploring Cajun Culture and Traditions in Louisiana"

**Vincent Intondi**, History: HIST 236 (African American History Since 1865) - "From Hieroglyphs to Hip-Hop: Searching for Afrocentrism in Poetry & Music throughout the Black Freedom Movement"

**Andrew Krieger**, Political Science: POLI 101 (Introduction to Political Science) - "American Politics and Government through the Eyes of the World"

**Patricia Ruppert**, Philosophy: PHIL 101 (Introduction to Philosophy) - "Sor Juana: Reason, Natural Law, Justice"

**Miriam Simon**, English: ENGL 101A (Introduction to College Writing) - "Don't Get Mad, Take Action"

Karl Smith, History: POLI 206 (Political Ideology) - "Building a Cultural Perspective: Understanding the Human Societies That Make Political Ideology Choices"

**M. Bess Vincent**, Sociology: SOCY 214 (Sociology of Family) - "Parenting From a Distance: Understanding Transnational Families"

### Learning Community Fellows

"Preserving the Blue Marble: Environmental Sustainability Through Chemistry and Writing"  
**Marianne Szlyk**, English; Craig Benson, Department of Chemistry

"Global Society and Chemistry: Changes and Consequences"  
**Nevart Tahmazian**, Chemistry; Dan Wilson, Sociology

## 2014–15 Fellows

### Course Redesign Fellows

**Diane Chapin**, English: ENGL 122 (Introduction to Mythology) - "Discovering Footprints of the Past"

**Christina Devlin**, English: ENGL 190 (Introduction to Literature) - "Creating a Wondrous Life: Introduction to Literature in a Global and Multicultural Context"

**Swift Stiles Dickison**, English: ENGL 102 (Critical Reading, Writing, and Research) - "Postcolonial Preponderances: Critical Reading, Writing, and Research in a Globalizing Context"

**Iloa Flores**, Anthropology: ANTH 201 (Introduction to Socio-Cultural Anthropology): -"Expressive Culture: Changing Value and Interpretation"

**Trienne Glover**, English: ENGL 102 - "Democracy: An Experiment at Governance"

**Jill Kronstadt**, English: ENGL 102 - "Changing the Conversation on Climate Change, via the Amazon Rainforest"

**Greg Malveaux**, English/Study Abroad: ENGL 227 (Survey of African American Literature) - "Themes of Social Injustice, Legalized Discrimination, Racial Profiling, and the Struggle for Civil Equality in African American Literary Works Heard Around the World"

**Benedict Ngala**, Sociology: SOCY 105 (Social Problems and Issues) - "Ethnic Conflict: The Case of Rwandan Genocide in 1994"



# THREE YEARS OF GHI FELLOWS

**Vidya Vijayasekharan**, Art History: ARTT 265 (Architectural History) - "World Architecture: Cross-Pollination Across Time"

**Michael Zito**, English: ENGL 102 - "Critical Reading, Writing, and Research for World Citizenship"

## Learning Community Fellows

"Deconstructing Islamophobia: Critical Reading and Writing the Hype and the Stereotype"  
**Cinder Cooper Barnes**, English; Hind Essayegh, Arabic

"Imagining Peace"  
**Tulin Levitas**, Philosophy; Efstathia Siegel, English

"Dangerous Drama: How Theatre Changes the World"  
**KenYatta Rogers**, Theater; Rachael Wilson, English

"Fight Like a Woman: Women Confronting Violence Across the Americas"  
**Leah Sneider**, English; Lucinda Grinnell, Women's Studies

## 2013–14 Fellows

### Course Redesign Fellows

**James Furgol**, History, HIST 202 (World History II)

**Kelly Rudin**, History, HIST 116, 117 (World History, from the Ancient World to AD 1500 / from AD 1500 to the Present)

**Robert Giron**, English/AELP, ENGL 190 (Introduction to Literature)

**Alonzo Smith**, History/Political Science, HIST 202 (World History II)

**Valerie Tanner**, World Languages - French, FREN 101, 102 (Elementary French I, II)

**Aida Martinovic-Zic**, Reading, ESL and Linguistics, AELW 930, 940 (American English Language III, IV) LING 200 (Introduction to Linguistics)

**Ian March**, English/Creative Writing, ENGL 101, 102 (Introduction to College Writing, Creative Reading, Writing, and Research)

**Takiko Mori-Saunders**, Sociology, SOCY 210 (Sociology of Aging)

**Carla Isabel Naranjo**, World Languages, SPAN 202, 215 (Intermediate Spanish II, Advanced Composition and Conversation)

**Joan Naake**, English, ENGL 201, 202 (Introduction to World Literature I, II)

## Learning Community Fellows

"Dimensions of Global Citizenship: Self and State in a Cosmopolitan Age"  
**Geoffrey Batchelder**, Philosophy; Marian Graham, International Relations

"Visions of Liberation: From Chattel Slavery to Emancipation"  
**Deborah Taylor**, English; Terence Johnson, American History

"A Right to Work in the World: Moving from Women and Gender Inequality to Empowerment"  
**Sahar Sattarzadeh**, Sociology; Tara Tetrault, Women's Studies

# Preserving the Blue Marble: Environmental Sustainability through Chemistry and Writing A Global Humanities – STEM Learning Community

## **CHEM 109: Chemistry and Society**

*Craig Benson*

*Department of Chemistry, Rockville*

## **ENGL 103: Critical Reading, Writing, and Research at Work**

*Marianne Szlyk*

*Department of English and Reading, Rockville*

Sustainability involves not only living in such a way that resources used are appropriate to those available but also helping to heal the damage that has already been done. In this Global Humanities-STEM learning community, we join Gen Ed courses CHEM 109 and ENGL 103 in order to learn about local, national, and global sustainability and ways to make it part of our daily lives and work.



### ***Essential Questions***

- **What responsibilities do individuals have to live sustainably?**
- **What barriers exist to creating a sustainable world?**
- **How can one effectively communicate complex ideas about the global environment to a wide variety of audiences, especially skeptical and uninformed audiences?**

### ***Learning Community Description***

Through this GHI-STEM learning community, students will look at sustainability from global, national, and local perspectives. Americans are the world's greatest consumers of energy. Indeed, it would take at least four times the available resources of the Earth to allow the current global population to enjoy the same lifestyle as the average American. Because of this, sustainability issues are of increasing concern, not only among young people but also in the workplace and the world.

Students will gain awareness and understanding of sustainability and renewable energy projects and determine how their individual actions can have an influence on other countries and regions. Students will establish how to reduce their own ecological footprints while strengthening awareness of the

interdependence of modern life. They will understand how environmental policy and technology interact in our interlinked world. Students will also enhance their technical reading, writing, and researching of complex, ongoing environmental issues.

### **Select Global Learning Outcomes**

- **Global Self-Awareness:** Students will analyze ways that individual actions towards sustainability in their personal lives and in the workplace impact people, resources, and systems locally and globally.
- **Understanding of Global Systems:** Students will analyze ways that governmental and corporate actions impact the environment locally and globally.
- **Personal and Social Responsibility:** Students will formulate individual solutions to the global challenge of climate change and sustainable development that use at least two disciplinary lenses (economic, historical, scientific, etc.).
- **Global Self-Awareness:** Students will evaluate complex solutions to the global challenge of climate change and sustainable development using multiple disciplinary lenses (economic, historical, scientific, etc.).

These Global Learning Outcomes reflect competencies outlined in the Association of American Colleges and Universities (AAC&U) Global Learning VALUE Rubric. "Global Learning VALUE Rubric." AAC&U. AAC&U, n.d. Web. 18 Apr. 2016.

### **Integrated Assignment**

Students will select a controversial topic of global consequence related to sustainability; this topic may be related to Montgomery College or the workplace. After thoroughly researching the issue, students will choose one side and defend that position. Students will be expected to use critical thinking and reasonable scientific analyses. They will perform an audience analysis and address their paper to a skeptical audience.



**Example:** There are no easy choices in generating electricity. Fossil fuels emit carbon dioxide which contributes to global climate change, and they are nonrenewable resources. Nuclear power generates waste that must be stored safely for thousands of years. Even solar power provides electricity inconsistently. For the integrated assignment, a student will argue for a method of providing power to a region, weighing pros and cons of the available methods.

Joseph Couch, Ph.D.  
Department of English and Reading

ENGL202: Intro to World Lit II  
Subaltern Stories Module



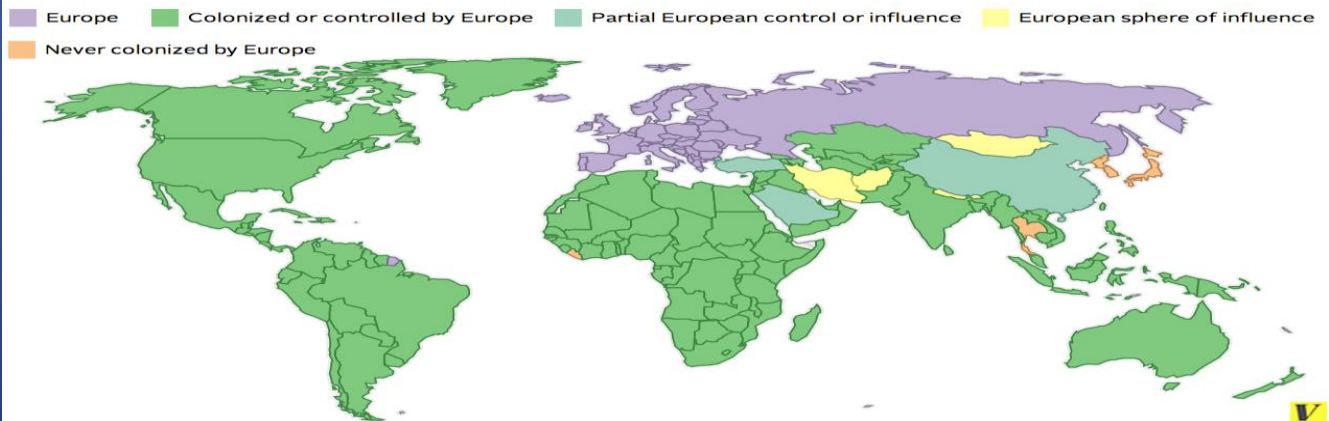
Source: Wikipedia Commons

**Subaltern:** One who is of a subordinate status to the dominant colonizer and the colonizer's homeland.

Reading literature of the postcolonial period from this global perspective can provide a transnational survey of subaltern stories that narrate globalization from below or counter to its marginalizing processes.

Subaltern stories provide a deeper understanding of multiple worldviews, cultural experiences, and power structures.

## Countries that have been under European control



Source: i.imgur.com

### Global Competencies

from the American Association of Colleges and Universities

- Perspective Taking
- Cultural Diversity
- Understanding Global Systems

## Global Student Learning Outcomes

Adapted from the Association of American Colleges & Universities Global Values Rubric

- Apply diverse perspectives to the complex roles of globalization and postcolonialism in relation to subaltern peoples in the face of multiple and even conflicting positions within the context of world literature
- Analyze multiple worldviews, experiences, and power structures while initiating meaningful interactions among Western and non-Western cultures to address postcolonialism and globalization in world literature
- Examine the historic and contemporary roles and differential effects of colonization and globalization on subaltern peoples as in the interpretation of literary and critical texts.



Source: [Wagingnonviolence.org](http://Wagingnonviolence.org)

### Capstone Assignment

A seven-page essay that synthesizes literature and postcolonialism from a global perspective:

**Primary Text:** Choose at least one literary work from the Subaltern Stories Unit

**Globalization Context:** Interpret the chosen literary work within the framework of globalization to answer one of the following:

- What is its definition of globalization?
- How does it portray the experience of globalization?
- How does it portray identity in globalization?

**Post-Colonial Issues:** Focus the literary text's global context within one of the following:

- Subaltern voice and difference
- Subaltern resistance and nationalism
- Subaltern ethnicity and hybridity

Dr. Jean Freedman, Women's Studies  
jean.freedman@montgomerycollege.edu  
Introduction to Women's Studies: A Global  
Perspective, WMST 101



**Big idea:** This class takes a global approach to women's studies. This approach assumes that women share certain commonalities because of their sex, but that women's lives and experiences differ because of the culture and time in which they live. This approach does not expect Western norms and values to be universal, nor does it excuse or condone the abuse of women in the name of culture.



**Global competencies (Adapted from the Association of American Colleges and Universities)**

- Have a deep, comparative knowledge of the world's people and problems.
- Understand the historical legacies that have created the dynamics and tensions of the world.
- See the world from multiple perspectives.
- Believe that their actions and ideas will influence the world in which they live.



## Globalized Student Learning Outcomes:

- Describe and analyze gender relationships both in the United States and globally and how these relationships intersect with other forms of power.
- Analyze political and historical reasons for gender inequality.
- Describe how women's movements throughout the world are challenging and changing established gender hierarchies.

## Selected Activities and Assignments:

1. "I am" class activity: As a class, students list different ways that people define themselves (race, religion etc.). Then each student chooses the attributes that define his or her personal identity.
2. "Women in the News" essay: Each student chooses a news article that pertains to women, writes a summary and personal response to this article, and then presents this information to the class.
3. Homework questions followed by class discussion: For homework, students write responses to questions that require them to think about assigned readings. During class, students discuss their responses in large and small groups.

## Capstone Assignment: Research Paper on a Women's Issue

Choose an issue that affects women because they are women. This issue could be a problem (such as breast cancer or domestic violence), an accomplishment (such as women in politics), or a more general topic (such as women in religion). Focus on a manifestation of this issue outside of the United States. Write a research paper of at least 5 pages in which you:

- Describe the issue and its place in the society in which it exists.
- Analyze the historical, social, and cultural forces that make this issue possible.
- Discuss how women and/or women's movements are dealing with this issue.
- Propose solutions or policies that will empower women with regard to this issue.

# ***Exploring Cajun Culture and Traditions in Louisiana***

## **French 101**

**Professor Margaret Harris**



**BIG IDEA:** As a module in Elementary French to emphasize the globality of francophone culture, we spotlight the francophone culture extant in an American state.

**GLOBAL COMPETENCIES** (adapted from AAC&U): Students will

Adapt and apply a deep understanding of multiple worldviews, experiences, and power structures while initiating meaningful interaction with other cultures to address significant global problems.

Synthesize other perspectives (such as cultural, disciplinary, and ethical) when investigating subjects within natural and human systems.

### **GLOBALIZED STUDENT LEARNING OUTCOMES:**

Upon completion of the course students will be able to

Describe some key aspects of the francophone culture of Louisiana including specific examples of music, dance, and food.

Compare and appraise the global link among francophone traditions in the French speaking world.





### **SELECTED ACTIVITIES AND ASSIGNMENTS:**

The class will divide into three groups: 1: the musicians, 2: the dancers, and 3: the cooks.

Groups will

1. Listen to several Zydeco songs and some New Orleans Jazz/blues and learn to distinguish these styles. Following these guidelines, compose a short poem or song in Cajun French.
2. Create a traditional dance group using either the swamp stomp or Texas two-step style and teach it to the class.
3. Plan and prepare a Cajun lunch using typical ingredients. Write out a cook book pamphlet giving the history and recipe for four specific dishes.

### **ACTIVE LEARNING STRATEGIES:**

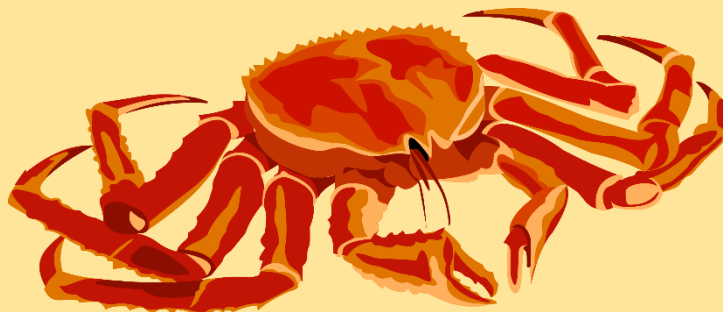
1. Plan Cajun style *fête* and invite guests to participate.
2. Teach the other students the rhythm, movements and tastes of Cajun traditional festivals. This will be done in active learning groups.
3. Create a *fête* for the class and for guests and demonstrate the music, dance, and cuisine that the students have created.

### **ASSESSMENT:**

Evaluate benefits of traditional cultural participation in a one-page paragraph.

### **RESOURCES:**

- YouTube examples of Cajun dancing
- Recipe from professor, recipe books from Louisiana,
- Various blues and zydeco records.



***Laissez les bons temps roulez!***

# FROM HIEROGLYPHS TO HIP-HOP: SEARCHING FOR AFROCENTRISM IN POETRY & MUSIC THROUGHOUT THE BLACK FREEDOM MOVEMENT

**\*Course: HIST 236 (African American History Since 1865)  
Professor: Vincent Intondi (History/Humanities)**

## The Big Idea

Through poetry and music of three periods (Harlem Renaissance, Black Arts Movement, and "Golden Era" of Hip-Hop), students will examine the influence of Afrocentrism and thus the historic connections between Africa and the African American community in the United States throughout the Black Freedom Movement.



## Global Competencies (Credit to: Association of American Colleges and Universities)

Knowledge of one's own culture & history

Empathy & the ability to see multiple perspectives

Knowledge of effective communication

Understanding of the diversity found in the world in terms of values, beliefs, ideas, & worldviews

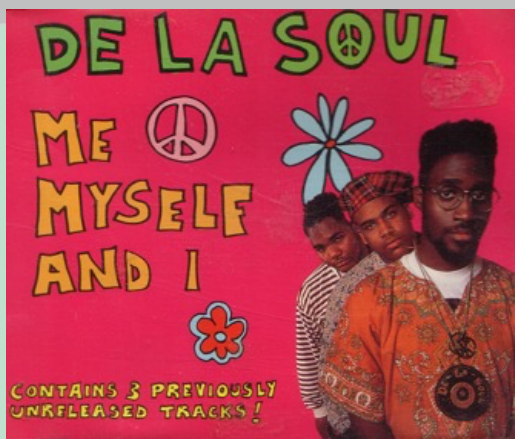
# FROM HIEROGLYPHS TO HIP-HOP: SEARCHING FOR AFROCENTRISM IN POETRY & MUSIC THROUGHOUT THE BLACK FREEDOM MOVEMENT

## Module Globalized Student Learning Outcomes

Define the term "Afrocentric"

Explain how a poem/song is an example of Afrocentrism

Discuss the connections between the African & African American community throughout the Black Freedom Movement



## Capstone Assignment

Choose one poem/song/artist from each period: 1)Harlem Renaissance 2)Black Arts Movement 3) "Golden Era" of Hip-Hop. Write a 5-pg. research paper comparing these works, focusing specifically on themes of Afrocentrism, illustrating the influence of Africa on African American music and poetry.

Source Material:  
<https://wuster338fall2011.files.wordpress.com/2011/10/african.jpg>  
[http://makingourliveseasier.org/wp-content/uploads/2014/01/2229936\\_oria.jpg](http://makingourliveseasier.org/wp-content/uploads/2014/01/2229936_oria.jpg)  
<http://revive-music.com/wp-content/uploads/TheLastPoets.jpeg>  
<https://www.flickr.com/photos/24364447@N05/17134314545>  
[https://en.wikipedia.org/wiki/Me\\_Myself\\_and\\_I\\_\(De\\_La\\_Soul\\_song\)](https://en.wikipedia.org/wiki/Me_Myself_and_I_(De_La_Soul_song))  
<https://bookishpublishers.wordpress.com/tag/black-arts-movement/>  
<http://kelandmeireviews.com/2015/03/13/throwback-track-x-clan-fire-earth-100-natural/>

# ANDREW KRIEGER

no.203.078

Political Science 101 – American Government

- Since 1776

## AMERICAN POLITICS AND GOVERNMENT THROUGH THE EYES OF THE WORLD



### Global Competencies:

Students will develop and refine their perspective-taking abilities by becoming familiar with the diverse points of view of individuals in other countries and cultures while defining their own value preferences on the same issues.

### Project Idea:

Students will read and analyze newspaper editorials and op-ed articles about American politics and government in the world press.

Students will sharpen their own global self-awareness by evaluating the potential global impact of their own and others' actions occurring inside their country.

Students will develop and examine more fully their own personal beliefs and decision-making in terms of issues which have relevance to the larger, global context.

# ANDREW KRIEGER

no.203.078

Political Science 101 – American Government

- Since 1776

## AMERICAN POLITICS AND GOVERNMENT THROUGH THE EYES OF THE WORLD

### Globalized Student Learning Outcomes

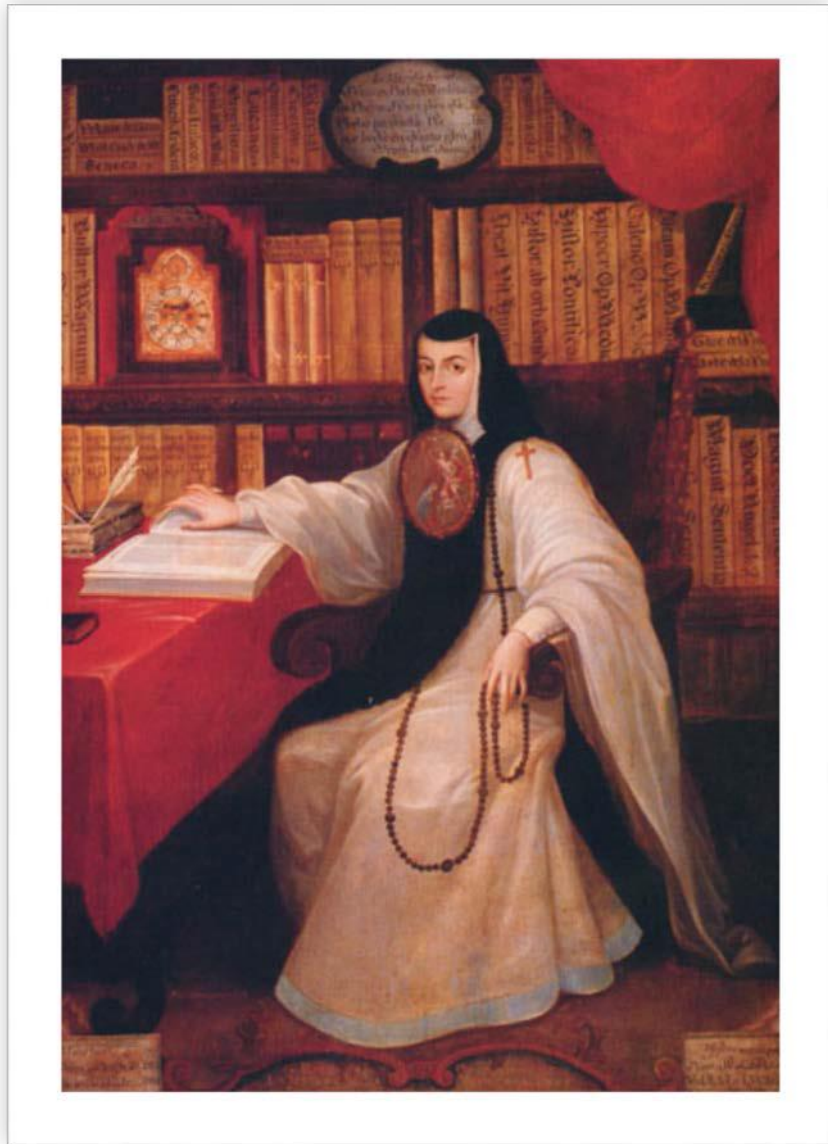
Students will acquire greater knowledge of views on American politics and government policies held by individuals from other countries around the world.

Students will be able to analyze and describe the arguments and positions of editorial writers and columnists found in the world press.

In particular, students will be able to describe U.S. foreign policy goals and objectives and how they are regarded by citizens in other countries.

### Assignments

1. Students will read, summarize and analyze two newspaper editorials or op-ed columns from news sources around the world (English language version) about American politics or government policies and produce both written and oral presentations on these newspaper articles.
2. Capstone assignment. Students will participate in a classroom discussion about campus programs concerning American politics and government in which they have taken part and consider the implications from the point of view of the populations of several other countries in the world.



## Intro to Philosophy ~ PHIL 101, Globalized

SOR JUANA ~ REASON, NATURAL LAW, JUSTICE

Patricia M. Ruppert | World Languages and Philosophy | Fall 2016



Rene Descartes (1596-1650) : I think, therefore....

**The Big Idea:** The Mexican/Indian philosopher Sor Juana began working shortly after Descartes ushered in the era of “modern philosophy.” Both philosophers worked under the distrustful eyes of the Inquisition. Descartes fared well, Sor Juana, less so. Sor Juana’s story subverted and globalized classical philosophical themes such as reason, natural law and justice.

### Global Competencies (adapted from AACU):

- Global Self-Awareness: Identify connections between personal decision-making and local/global issues.
- Cultural Diversity: Make connections between two cultures historically, acknowledging power structures and demonstrating respect for both.

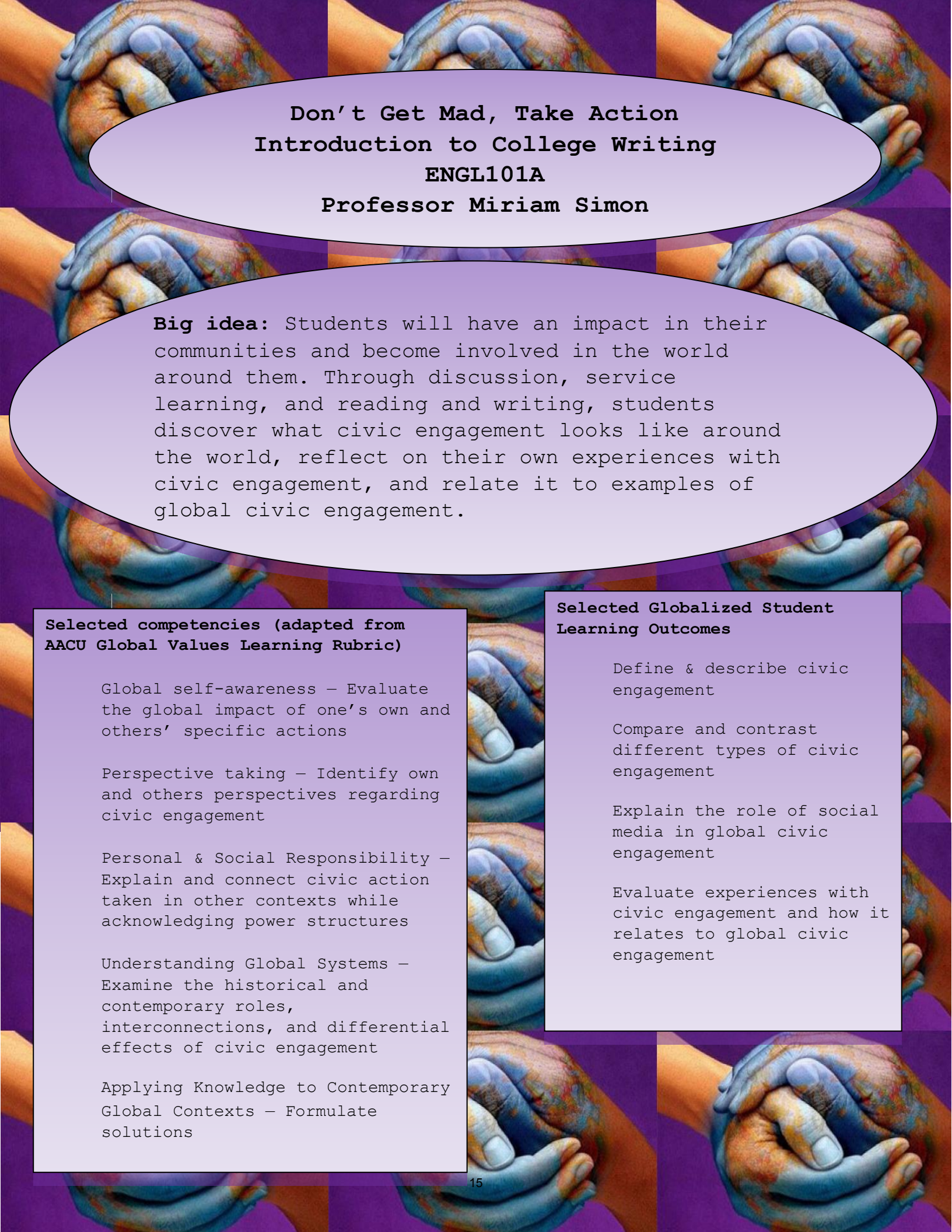
### Globalized Student Learning Outcomes:

- Compare and contrast Descartes’ story with that of Sor Juana’s.
- Apply the concepts of reason, natural law and justice to the life and writings of Sor Juana.
- Recognize contemporary examples of women working in areas of justice around the globe.

### Activities:

- Role play Descartes’ biography and Sor Juana’s biography.
- Blog about justice issues in students’ own lives and in the lives of Descartes and Sor Juana.

**Signature Assignment:** Research a contemporary woman in a non-Western setting who subverts classical philosophy of reason, natural law and justice. Reflect on the work of these women and their parallels with Sor Juana.



**Don't Get Mad, Take Action**  
**Introduction to College Writing**  
**ENGL101A**  
**Professor Miriam Simon**

**Big idea:** Students will have an impact in their communities and become involved in the world around them. Through discussion, service learning, and reading and writing, students discover what civic engagement looks like around the world, reflect on their own experiences with civic engagement, and relate it to examples of global civic engagement.

**Selected competencies (adapted from AACU Global Values Learning Rubric)**

Global self-awareness – Evaluate the global impact of one's own and others' specific actions

Perspective taking – Identify own and others perspectives regarding civic engagement

Personal & Social Responsibility – Explain and connect civic action taken in other contexts while acknowledging power structures

Understanding Global Systems – Examine the historical and contemporary roles, interconnections, and differential effects of civic engagement

Applying Knowledge to Contemporary Global Contexts – Formulate solutions

**Selected Globalized Student Learning Outcomes**

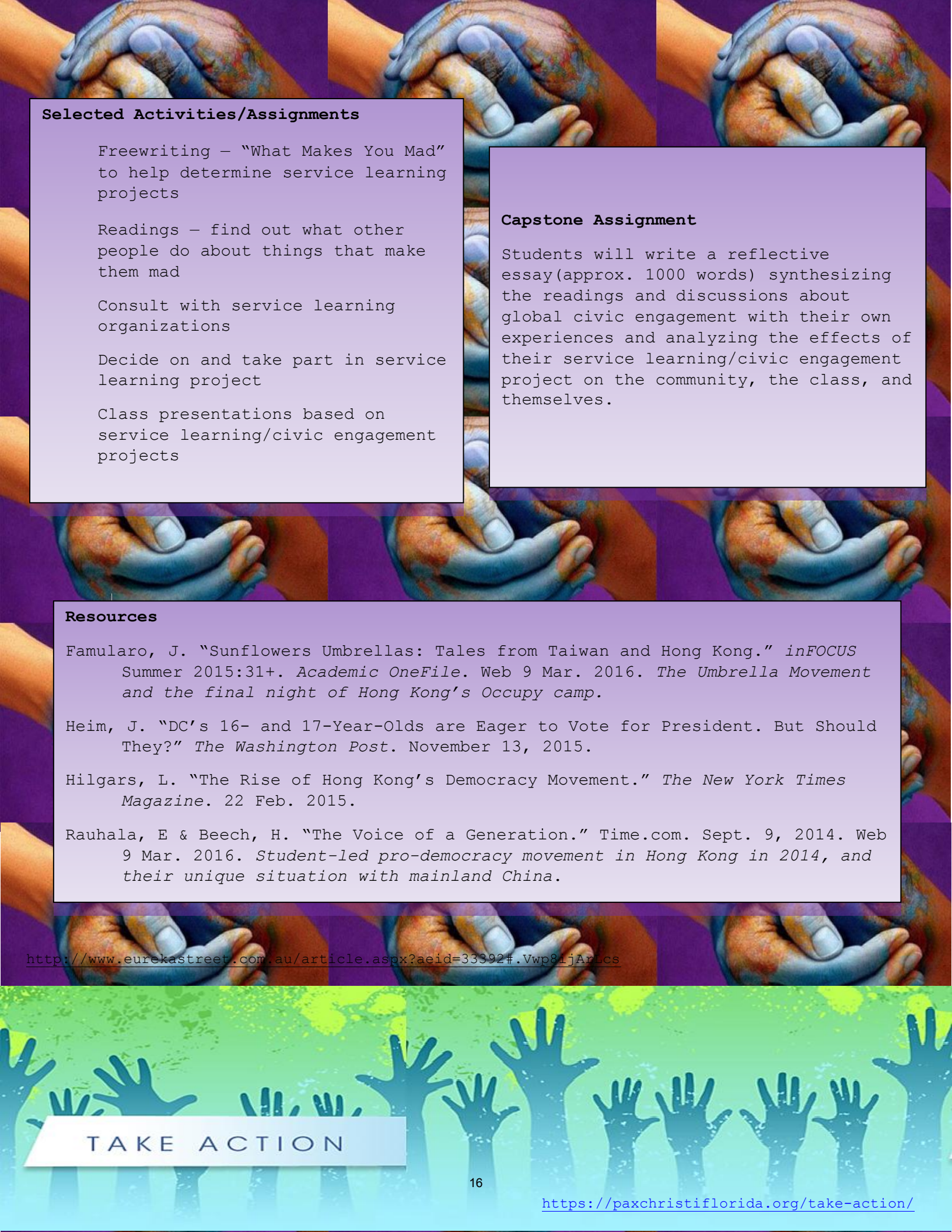
Define & describe civic engagement

Compare and contrast different types of civic engagement

Explain the role of social media in global civic engagement

Evaluate experiences with civic engagement and how it relates to global civic engagement





### Selected Activities/Assignments

Freewriting – “What Makes You Mad” to help determine service learning projects

Readings – find out what other people do about things that make them mad

Consult with service learning organizations

Decide on and take part in service learning project

Class presentations based on service learning/civic engagement projects

### Capstone Assignment

Students will write a reflective essay (approx. 1000 words) synthesizing the readings and discussions about global civic engagement with their own experiences and analyzing the effects of their service learning/civic engagement project on the community, the class, and themselves.

### Resources

Famularo, J. “Sunflowers Umbrellas: Tales from Taiwan and Hong Kong.” *inFOCUS* Summer 2015:31+. *Academic OneFile*. Web 9 Mar. 2016. *The Umbrella Movement and the final night of Hong Kong’s Occupy camp*.

Heim, J. “DC’s 16- and 17-Year-Olds are Eager to Vote for President. But Should They?” *The Washington Post*. November 13, 2015.

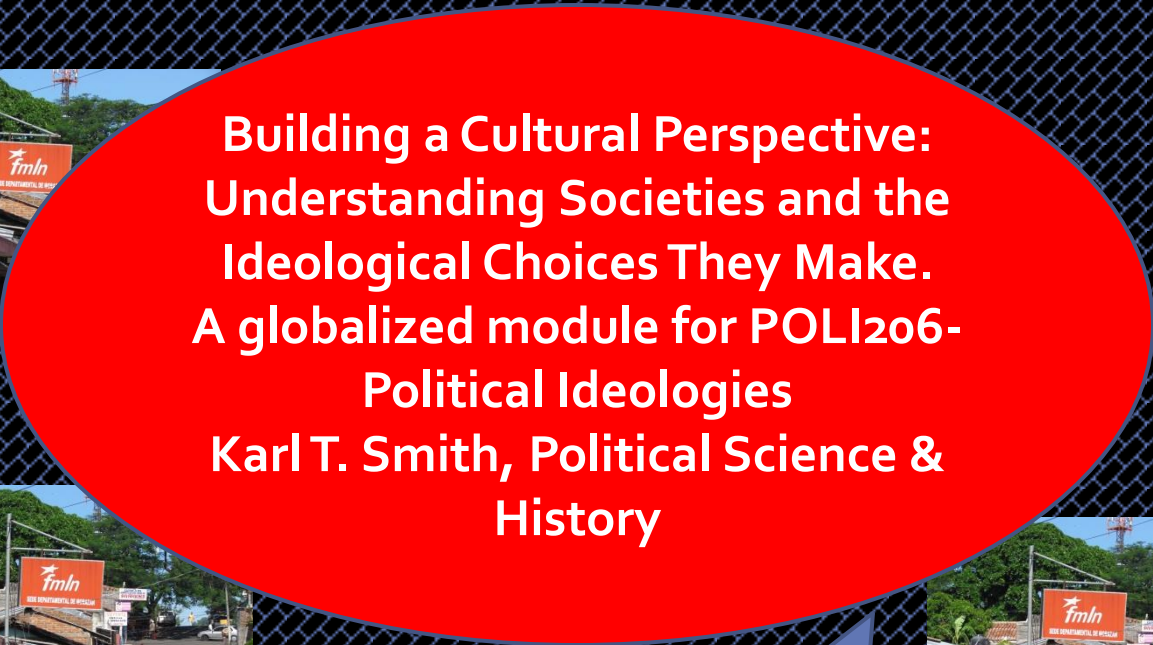
Hilgars, L. “The Rise of Hong Kong’s Democracy Movement.” *The New York Times Magazine*. 22 Feb. 2015.

Rauhala, E & Beech, H. “The Voice of a Generation.” *Time.com*. Sept. 9, 2014. Web 9 Mar. 2016. *Student-led pro-democracy movement in Hong Kong in 2014, and their unique situation with mainland China*.

<http://www.eurekastreet.com.au/article.aspx?aeid=33392#.Vwp81jArLcs>



TAKE ACTION



**Building a Cultural Perspective:  
Understanding Societies and the  
Ideological Choices They Make.**  
A globalized module for POL1206-  
Political Ideologies  
Karl T. Smith, Political Science &  
History



**Big Idea:**

The study of political ideology should develop in every student increased knowledge and comprehensive understanding of the variety of political systems that have been used and imagined throughout the world. It should also develop an awareness of the cultural contexts that shape the ideological choices people make.



**Selected global competencies**

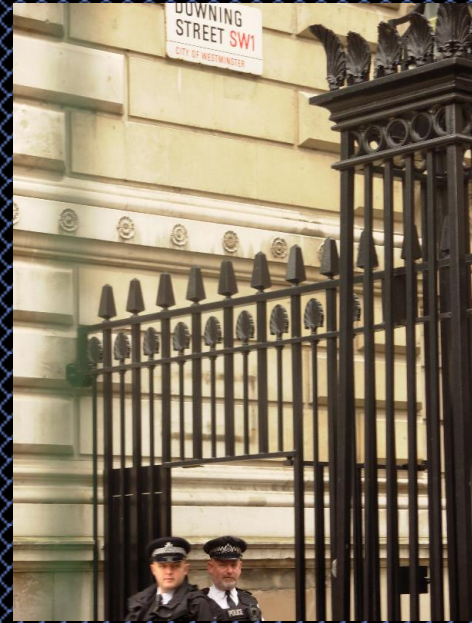
- Understanding of the diversity found in the world in terms of values, beliefs, ideas, and worldviews
- Sensitivity and respect for personal and cultural differences
- Knowledge of one's own culture and history

adapted from ACE Global Competencies

## Global Student Learning Selected

### Outcomes:

- Analyze the cultural background of contemporary nations
  - Advocate for informed and appropriate solutions to failed states and domestic political turmoil.



### Globalized assignments

Students will write a 3-5 page paper that explains and contextualizes the cultural background of a country they will be reporting on in a Final Presentation. Their presentation should integrate knowledge of key aspects of the culture(s) of that country.

### Resources

Islamic Center of Maryland  
Montgomery Sister Cities  
CIA Factbook  
Global Issues in Context Database  
Project Muse Database  
Photos by Karl Smith



# Global Society and Chemistry: Changes and Consequences

## A Global Humanities–STEM Learning Community

**Nevart Tahmazian**

**Department of Chemistry, Rockville**

**Dan Wilson**

**Department of Sociology, Anthropology,  
Criminal Justice, Rockville**

This GHI-STEM learning community of integrated Chemistry and Society (CHEM 109) and Introduction to Sociology (SOCY 100) explores chemistry within a social context. Chemistry and its applications have changed societies throughout the world. We examine these changes with an emphasis on social institutions (economics, politics, and science) and global environmental issues (food and food production, water and water pollution, and climate change).

It is crucial to educate students to think responsibly and globally. The practice and impacts of modern chemistry always occur within a particular social context; science never exists within a vacuum. Understanding the intricacies of chemistry within economic, political, and cultural contexts gives students the tools to gain a much broader and expansive understanding of the world they live in.



### Essential Questions the learning community explores:

- What is the relationship between environmental destruction and global poverty and inequality?
- What is the role of science and scientists in the politics of environmental problems?
- How are minority groups disproportionately impacted by environmental problems?
- What is the intersection of free markets, growth, and environmental issues? Are these concepts at odds with each other or can they work in harmony?
- What is the impact of media and politics on public perceptions of scientific knowledge and environmental problems?

## Integrative assignment:

### From Local to Global: Understanding Water Systems around the World



Working in small groups, students will investigate the main water pollutants of different regions of the globe and the challenges that have occurred as economic, political, and cultural institutions act to create or prevent water pollution. Each group will present Powerpoints and research summaries to the class for discussion and peer evaluation.

This assignment highlights the combined roles of the chemist and sociologist in producing effective policies and stable societies. Chemistry provides students with the necessary understanding of what water “is” and the chemicals that can make it harmful for living beings. Sociology teaches students the social mechanisms that create “dirty” water and the potential social barriers global communities face in fixing their water quality issues.

### Global Learning Outcomes of the learning community

- **Understanding Global Systems**: Students will analyze the impact of social practices and patterns on protecting the environment at local and global levels
- **Personal and Social Responsibility**: Students will describe the ethical and moral obligations of the science community in response to environmental issues.
- **Perspective Taking**: Students will discuss diverse perspectives on issues of global environmental inequality.
- **Global Self-Awareness**: Students will recommend individual actions that produce meaningful and positive environmental outcomes on local and global levels.

Source: “Global Learning VALUE Rubric.” AAC&U. AAC&U, n.d. Web. 18 Apr. 2016.

# Parenting From a Distance: Understanding Transnational Families

a global unit in SOCY214 Sociology of Family

created by

**M. Bess Vincent, Ph.D.**

Assistant Professor of Sociology

[Bess.Vincent@montgomerycollege.edu](mailto:Bess.Vincent@montgomerycollege.edu)

## Big Idea

Expose students to the research on transnational families (members straddle two countries by traveling between them and maintaining contact across borders), including trends, motives, impacts on family life, and public policy for both sending and receiving countries.



Image Credit: Patrick Bombaert, flickr

## Selected Competencies (adapted from the Association of American Colleges & Universities Global Values Rubric)

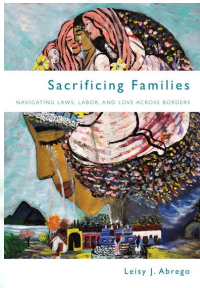
- move across boundaries and unfamiliar territory and see the world from multiple perspectives.
- sustain difficult conversations in the face of highly emotional and perhaps uncongenial differences.
- understand and perhaps redefine democratic principles and practices within a global context.

## Selected Global Student Learning Outcomes

- identify social forces that create and impact transnational families.
- compare patterns of marriage and family structure in nuclear families and transnational families.
- evaluate public policies related to family life and the impact for transnational families.

## Selected Readings

Image Credit: Angela Moody and Margoth Abrego, Stanford University Press



- Abrego, Leisy J. 2014. *Sacrificing Families: Navigating Laws, Labor, and Love Across Borders*. Stanford, CA: Stanford University Press. (All students read Chapter 1 of this book. Select Honors students read the entire book).
- Dreby, Joanna. 2011 [2009]. "Negotiating Work and Parenting Over the Life Course." Pp. 651-665 in *Shifting the Center: Understanding Contemporary Families*, 4th Edition. Edited by Susan J. Ferguson. New York: McGraw Hill.
- Parrenas, Rhacel Salazar. 2011 [2001]. "Mothering From a Distance: Emotions, Gender and Intergenerational Relations in Filipino Transnational Families." Pp. 291-301 in *Shifting the Center: Understanding Contemporary Families*, 4th Edition. Edited by Susan J. Ferguson. New York: McGraw Hill.

## Capstone Assignments

Students complete a reading reflection where they apply Doreen Massey's theory of power geometry of time-space compression to transnational life. In doing so, they must consider the costs and benefits of transnational family life for migrant fathers, migrant mothers, and children of a migrant parent or parents. They also consider the consequences of this family form for sending and receiving countries, especially for dependents.

In addition, select honors students help to facilitate a discussion on the topic of transnational families. They provide a 20-minute presentation on the Abrego book in more detail. Then they ask questions based on the reading reflection prompt above and student reflections on the topic.



# Programs Overview

## Global Partnerships

### Series

#### **Memorandum of Understanding with:**

- ◆ University of El Salvador;
- ◆ Xian University of Arts & Sciences, China;
- ◆ OP Jindall Global University, India

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## Courses and Curriculum

### Development

#### **Faculty Fellowships for Globalizing Courses:**

- Stand alone courses
- New Learning Communities

#### **New Courses:**

##### **GHUM101**

*Introduction to Global Humanities*

##### **GLHU 101**

*Teaching “Intro to Global Humanities” –Interdisciplinary Teaching Workshops*

#### **GHI Summer Offering:**

*The Global Humanities at Work Offered through WD& CE*

#### **Global Webinars Series:**

*Occasional academic conversations with partners abroad*

## Resources and Training

#### **MANGO Languages:**

*Lifetime License for ESL and language learning program in partnership with MC Libraries*

#### **Pre-travel Training**

##### **Curricula**

*For Global Sabbaticals and Seminars*

## College Events

#### **Humanities Days**

*(Oct 19-23)*

#### **S.T.E.A.M.**

*STEM/Humanities Collaborations, with support of SENCER*

#### **Presentations**

*By Faculty Fellows and Global Seminars Participant*

#### **Expert Speakers**

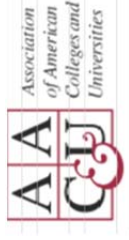
#### **Goals for Student Success**

Transfer scholarships, student internships, study abroad courses; service learning; tracking global awareness; fellowship course implementations data; new Gen Ed courses; collecting student engagement reflections and stories on global perspective



## GLOBAL LEARNING VALUE RUBRIC

for more information, please contact [value@aacu.org](mailto:value@aacu.org)



### Definition

Global learning is a critical analysis of and an engagement with complex, interdependent global systems and legacies (such as natural, physical, social, cultural, economic, and political) and their implications for people's lives and the earth's sustainability. Through global learning, students should 1) become informed, open-minded, and responsible people who are attentive to diversity across the spectrum of differences, 2) seek to understand how their actions affect both local and global communities, and 3) address the world's most pressing and enduring issues collaboratively and equitably.

### Framing Language

Effective and transformative global learning offers students meaningful opportunities to analyze and explore complex global challenges, collaborate respectfully with diverse others, apply learning to take responsible action in contemporary global contexts, and evaluate the goals, methods, and consequences of that action. Global learning should enhance students' sense of identity, community, ethics, and perspective-taking. Global learning is based on the principle that the world is a collection of interdependent yet inequitable systems and that higher education has a vital role in expanding knowledge of human and natural systems, privilege and stratification, and sustainability and development to foster individuals' ability to advance equity and justice at home and abroad. Global learning cannot be achieved in a single course or a single experience but is acquired cumulatively across students' entire college career through an institution's curricular and co-curricular programming. As this rubric is designed to assess global learning on a programmatic level across time, the benchmarks (levels 1-4) may not be directly applicable to a singular experience, course, or assignment. Depending on the context, there may be development within one level rather than growth from level to level.

**We encourage users of the Global Learning Rubric to also consult three other closely related VALUE Rubrics: Civic Engagement, Intercultural Knowledge and Competence, and Ethical Reasoning.**

### Glossary

*The definitions that follow were developed to clarify terms and concepts used in this rubric only.*

**Global Self-Awareness:** in the context of global learning, the continuum through which students develop a mature, integrated identity with a systemic understanding of the interrelationships among the self, local and global communities, and the natural and physical world.

**Perspective Taking:** the ability to engage and learn from perspectives and experiences different from one's own and to understand how one's place in the world both informs and limits one's knowledge. The goal is to develop the capacity to understand the interrelationships between multiple perspectives, such as personal, social, cultural, disciplinary, environmental, local, and global.

**Cultural Diversity:** the ability to recognize the origins and influences of one's own cultural heritage along with its limitations in providing all that one needs to know in the world. This includes the curiosity to learn respectfully about the cultural diversity of other people and on an individual level to traverse cultural boundaries to bridge differences and collaboratively reach common goals. On a systems level, the important skill of comparatively analyzing how cultures can be marked and assigned a place within power structures that determine hierarchies, inequalities, and opportunities and which can vary over time and place. This can include, but is not limited to, understanding race, ethnicity, gender, nationhood, religion, and class.

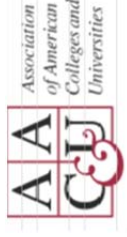
**Personal and Social Responsibility:** the ability to recognize one's responsibilities to society--locally, nationally, and globally--and to develop a perspective on ethical and power relations both across the globe and within individual societies. This requires developing competence in ethical and moral reasoning and action.

**Global Systems:** the complex and overlapping worldwide systems, including natural systems (those systems associated with the natural world including biological, chemical, and physical sciences) and human systems (those systems developed by humans such as cultural, economic, political, and built), which operate in observable patterns and often are affected by or are the result of human design or disruption. These systems influence how life is lived and what options are open to whom. Students need to understand how these systems 1) are influenced and/or constructed, 2) operate with differential consequences, 3) affect the human and natural world, and 4) can be altered.

**Knowledge Application:** in the context of global learning, the application of an integrated and systemic understanding of the interrelationships between contemporary and past challenges facing cultures, societies, and the natural world (i.e., contexts) on the local and global levels. An ability to apply knowledge and skills gained through higher learning to real-life problem-solving both alone and with others.

## GLOBAL LEARNING VALUE RUBRIC

for more information, please contact [value@aacu.org](mailto:value@aacu.org)



### Definition

Global learning is a critical analysis of and an engagement with complex, interdependent global systems and legacies (such as natural, physical, social, cultural, economic, and political) and their implications for people's lives and the earth's sustainability. Through global learning, students should 1) become informed, open-minded, and responsible people who are attentive to diversity across the spectrum of differences, 2) seek to understand how their actions affect both local and global communities, and 3) address the world's most pressing and enduring issues collaboratively and equitably.

*Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.*

|   | Capstone<br>4   | 3  | Milestones<br>2  | Benchmark<br>1  |
|---|---|--|--|---|
| <b>Global Self-Awareness</b>                              | Effectively addresses significant issues in the natural and human world based on articulating one's identity in a global context.   | Evaluates the global impact of one's own and others' specific local actions on the natural and human world.  | Analyzes ways that human actions influence the natural and human world.  | Identifies some connections between an individual's personal decision-making and certain local and global issues.   |
| <b>Perspective Taking</b>                                 | Evaluates and applies diverse perspectives to complex subjects within natural and human systems in the face of multiple and even conflicting positions (i.e. cultural, disciplinary, and ethical).  | Synthesizes other perspectives (such as cultural, disciplinary, and ethical) when investigating subjects within natural and human systems.   | Identifies and explains multiple perspectives (such as cultural, disciplinary, and ethical) when exploring subjects within natural and human systems.  | Identifies multiple perspectives while maintaining a value preference for own positioning (such as cultural, disciplinary, and ethical).  |
| <b>Cultural Diversity</b>                                 | Adapts and applies a deep understanding of multiple worldviews, experiences, and power structures while initiating meaningful interaction with other cultures to address significant global problems.   | Analyzes substantial connections between the worldviews, power structures, and experiences of multiple cultures historically or in contemporary contexts, incorporating respectful interactions with other cultures.                                     | Explains and connects two or more cultures historically or in contemporary contexts with some acknowledgement of power structures, demonstrating respectful interaction with varied cultures and worldviews. | Describes the experiences of others historically or in contemporary contexts primarily through one cultural perspective, demonstrating some openness to varied cultures and worldviews. |
| <b>Personal and Social Responsibility</b>                 | Takes informed and responsible action to address ethical, social, and environmental challenges in global systems and evaluates the local and broader consequences of individual and collective interventions.   | Analyzes the ethical, social, and environmental consequences of global systems and identifies a range of actions informed by one's sense of personal and civic responsibility.   | Explains the ethical, social, and environmental consequences of local and national decisions on global systems.  | Identifies basic ethical dimensions of some local or national decisions that have global impact.  |
| <b>Understanding Global Systems</b>                       | Uses deep knowledge of the historic and contemporary role and differential effects of human organizations and actions on global systems to develop and advocate for informed, appropriate action to solve complex problems in the human and natural worlds. | Analyzes major elements of global systems, including their historic and contemporary interconnections and the differential effects of human organizations and actions, to pose elementary solutions to complex problems in the human and natural worlds. | Examines the historical and contemporary roles, interconnections, and differential effects of human organizations and actions on global systems within the human and the natural worlds.                     | Identifies the basic role of some global and local institutions, ideas, and processes in the human and natural worlds.  |
| <b>Applying Knowledge to Contemporary Global Contexts</b> | Applies knowledge and skills to implement sophisticated, appropriate, and workable solutions to address complex global problems using interdisciplinary perspectives independently or with others.  | Plans and evaluates more complex solutions to global challenges that are appropriate to their contexts using multiple disciplinary perspectives (such as cultural, historical, and scientific).  | Formulates practical yet elementary solutions to global challenges that use at least two disciplinary perspectives (such as cultural, historical, and scientific).   | Defines global challenges in basic ways, including a limited number of perspectives and solutions.  |



To help us meet our grant's challenge, please contact the Montgomery College Foundation at (240) 567-7900 or go to [www.montgomerycollege.edu/onlinegiving](http://www.montgomerycollege.edu/onlinegiving).

For information about this event, our programs, and initiatives, contact Rita Kranidis, Director, Global Humanities Institute, [Rita.kranidis@montgomerycollege.edu](mailto:Rita.kranidis@montgomerycollege.edu) 240-567-1617 and visit our website, [www.montgomerycollege.edu/globalhumanities](http://www.montgomerycollege.edu/globalhumanities)