

BOROUGH OF MANHATTAN COMMUNITY COLLEGE
City University of New York

GLOBAL PEDAGOGY HANDBOOK

INTERNATIONAL EDUCATION INITIATIVE

2007

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PREFACE

One of the goals of the International Education Initiative (IEI) is to help faculty bring a global perspective to the classes they teach. Toward that end, we seek to compile a periodically revised, college-wide handbook of pedagogical best practices currently used by instructors to bring such a global perspective to course offerings. While recognizing the rich diversity of our students and proclaiming their personal, professional, and educational need to come to an understanding of themselves as global citizens are steps in the right direction, we believe in an approach that matches theoretical ends with practical means. This handbook is the result of our attempt to do just that.

In it you will find descriptions of assignments, lessons, and projects—from a wide variety of departments and courses—designed to nurture a global awareness among students that will be a significant measure of their personal and educational growth. We hope to demonstrate that bringing a global perspective to the courses we teach need not thoroughly disrupt the structure, content, and methods we currently employ but, on the contrary, can be as simple as following the directions on the documents contained herein.

It is also our hope to provoke discussion on the subject of global pedagogy. This handbook is very much a work in progress, and we will continue to revise it periodically as new entries are submitted. If you are interested in making a contribution, feel free to contact one of the departmental liaisons listed on the front page.

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Department of Business Management

Best Practices for Teaching with a Global Perspective

COURSE INFORMATION: BUS 104: Introduction to Business/Carmen Leonor

Martínez-López

Introduction to business/BUS 104 is an introductory course that is a part of the curriculum requirements for the Associate in Arts (A.A.) degree in Business Administration and for the Associate in Applied Science (A.A.S.) degree in business management. According to the textbook that I follow for my class, the course is divided in seven parts: the environment of business, the trends in business today, management and organization, human resources, marketing, information for business strategy and decision making, and, finally, finance and investment (Pride, Hughes and Kapoor, 2005).

STUDENT LEARNING OUTCOMES:

- To select and to be familiar with a foreign country for the purpose of conducting research in each one of the seven parts into which the course is divided.
- To identify the most important partners in export and import and to identify if the country is a member of an international economic community.
- To identify an alien corporation from a foreign country that is operating in the United States and one corporation from the United States that is operating in the foreign country.

- To identify the mission statement of an alien corporation from a foreign country that is operating in the United States and one corporation from the United States that is operating in the foreign country.
- To identify if the foreign country is a member of the International Organization for Standardization, International Labor Organization, International Accounting Standards Board (IASB) and the number of work hours a week.
- To identify one advertisement on the Internet from a company from the foreign country.
- To identify the name of the national currency of the foreign country.
- To identify an alien bank from the foreign country that is operating in the United States.
- To identify one bank from the United States that is operating in the foreign country.

DESCRIPTION OF UNITS, LESSONS, PROJECTS, AND/OR ASSIGNMENTS:

The process that I follow to develop the international portion in the BUS104 course is as follows. First, each student selects a foreign country from any continent and conducts research that follows the theoretical issues that the student learns from each of the seven parts of which the course consists (Pride, Hughes and Kapoor, 2005). The methodology that I follow is that, for each assignment, the student writes a report. I divide the class into groups of five students. I have different groups for each class because my goal is that, at the end of the semester, all of my students should know about all the foreign countries that students in the class researched. In these teams, each student presents an oral report to the group, and, finally, we have a general discussion, for which a member of each group presents general information about the foreign countries that their team researched.

In each part of the BUS104, I address an international component as follows. First, in the environment of business, the students research the most important export and import partners of the country they have selected. The students also identify if the country is a member of an international economic community. Second, in terms of the trends in business today, the students identify an alien corporation from the country they have selected that is operating in the United States, and the student identifies one corporation from the United States that is operating in the foreign country. Third, in terms of management and organization, the students identify the mission statement of an alien corporation from their countries that is operating in the United States, and they also identify one corporation from the United States that is operating in their selected country. Also, the students identify if their country is a member of the International Organization for Standardization that certifies the world quality standard of the company. Fourth, in human resources, the students identify if their country is a member of the International Labor Organization and the number of work hours a week. Fifth, in marketing, the students identify one advertisement on the Internet from a company from their country. Sixth, in information for business strategy and decision making, the students identify if their country is a member of the International Accounting Standards Board (IASB). Finally, in finance and investment, the students identify the name of the national currency of their country, an alien bank from their country that is operating in the United States, and one bank from the United States that is operating in their selected country.

ASSESSMENT:

At the beginning of the semester, students may be given a survey assessing their knowledge in the nine student learning outcomes listed above. They may be assessed one point for each correct answer. At the end of the semester, instructors may then reassess students' point totals based on work performed all semester long or perhaps based on a student-produced portfolio demonstrating competency in each of the nine learning outcomes. Instructors may also repeat the survey at the end of the semester in order to assess learning.

RESOURCES:

Book: Pride, William M., Hughes, Robert J., and Kapoor, Jack R. (2005). Business. New York: Houghton Mifflin Company.

Magazines and Journals: Business Week, Fortune, the Economist and Harvard Business Review.

Websites: The CIA website, the TradeStats Express website, and the U.S. Commercial Services websites offer foreign country information.

<http://www.cia.gov/cia/publications/factbook/geos/ch.html>; <http://tse.export.gov>;

<http://www.buyusa.gov/home/>

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Department of Business Management

Best Practices for Teaching with a Global Perspective

COURSE INFORMATION: FNB 300: Investment/Jeff (Seungmo) Hong, Ph.D.

This course aims to study the problems involved in investing in a dynamic economy, the principles that can be applied to issues pertaining to both personal and institutional investment, and to apply theories of investment to the current investing climate.

STUDENT LEARNING OUTCOMES:

Upon completion of this course, the student will have developed the capability to

- Read and properly interpret global economic data, graphs, geopolitical and socio-cultural issues relevant to making investment decisions
- Read and properly interpret financial data and ratios of firms and industries of diverse economies relevant to making investment decisions
- Perform intermediate mathematical and statistical calculations used in financial decision-making and investing
- Compare risk and return in a broader globally diversified portfolio context when choosing alternative investment instruments
- Use the computer S/W packages to perform the above procedures for valuation and analysis purposes
- Think logically and globally about investment problems

DESCRIPTION OF UNITS, LESSONS, PROJECTS, AND/OR ASSIGNMENTS:

In this course students are first introduced to the security selection criteria based on statistical return and risk relations; to security valuation models along with various asset-pricing models to find correct cost of capital to be applied to the valuation model; and then to the portfolio construction criteria based, *inter alia*, on unsystematic risk reduction and minimum variance technique.

Students are then required to construct a globally diversified portfolio, which makes it an integral and essential part of this course to research global economic and financial issues, and to form global perspectives on financial decision-making.

Through this project, students train to become a country specialist / regional expert by understanding the relative position of these economies *vis-à-vis* the U.S. economy, the background and particularities of these individual economies, their prominent industries, and the socioeconomic and geopolitical environments that surround them.

The students will gather information from a variety of both on & off-line sources such as [The World Fact Book](#), [Penn World Table](#), [U.N. Statistics Division](#), [Bank of International Settlements](#), [World Bank](#), [IMF](#), [International Financial Statistics](#), [Central Banks of the World](#), [Pacific Exchange Rate Service](#), [Federal Reserve Economic Data](#), [US Census Bureau Foreign Trade Statistics](#), [US Department of Commerce](#), [US Department of Treasury](#), etc., and hence will also be exposed to a rich sources of socioeconomic and financial data.

ASSESSMENT:

For course assessment, students are required to construct a globally diversified portfolio, which makes it an integral and essential part of this course to research global economic and financial issues, and to form global perspectives on financial decision-making.

Towards the end of the course, students were provided with a Global Understanding Assessment Survey with questions to evaluate the global perspective they developed with respect to stereotypes, economy, history, culture, politics, etc. This survey follows.

1. Did you have stereotypes about particular countries, peoples, and cultures?
 1. Very much 2. A little 3. N/A 4. Hardly 5. Not at all
2. Have your stereotypical images about those countries changed?
 1. Very much 2. A little 3. N/A 4. Hardly 5. Not at all
3. Has your understanding about the particular country's economy changed?
 1. Very much 2. A little 3. N/A 4. Hardly 5. Not at all
4. If your answer to the above question is "Yes", how has it changed?
 1. For the better 2. N/A 3. For the worse
5. Has your understanding about the particular country's history changed?
 1. Very much 2. A little 3. N/A 4. Hardly 5. Not at all
6. If your answer to the above question is "Yes", how has it changed?
 1. For the better 2. N/A 3. For the worse
7. Has your understanding about the particular country's culture changed?
 1. Very much 2. A little 3. N/A 4. Hardly 5. Not at all
8. If your answer to the above question is "Yes", how has it changed?
 1. For the better 2. N/A 3. For the worse
9. Has your understanding about the particular country's political system changed?
 1. Very much 2. A little 3. N/A 4. Hardly 5. Not at all
10. If your answer to the above question is "Yes", how has it changed?
 1. For the better b. N/A c. For the worse

RESOURCES:

- [Annual Reports Online](http://www.zpub.com/sf/ar/arl-arl-www.html) (<http://www.zpub.com/sf/ar/arl-arl-www.html>)
- [Bank of International Settlements](http://www.bis.org/) (<http://www.bis.org/>)
- [Businessweek](http://www.businessweek.com/) (<http://www.businessweek.com/>)
- [Central Banks of the World](http://members.tripod.com/~Ronald_U_Mendoza/centralbanks.html) (http://members.tripod.com/~Ronald_U_Mendoza/centralbanks.html)
- [Economist](http://economist.com/) (<http://economist.com/>)
- [Federal Reserve Economic Data](http://research.stlouisfed.org/fred2/) (<http://research.stlouisfed.org/fred2/>)
- [International Financial Statistics](http://www.imf.org/external/pubs/cat/longres.cfm?sk=18330.0) (<http://www.imf.org/external/pubs/cat/longres.cfm?sk=18330.0>)
- [International Monetary Fund](http://www.imf.org/) (<http://www.imf.org/>)
- [Pacific Exchange Rate Service](http://fx.sauder.ubc.ca/) (<http://fx.sauder.ubc.ca/>)
- [Penn World Table](http://pwt.econ.upenn.edu/php_site/pwt_index.php) (http://pwt.econ.upenn.edu/php_site/pwt_index.php)
- [US Census Bureau Foreign Trade Statistics](http://www.census.gov/foreign-trade/www/) (<http://www.census.gov/foreign-trade/www/>)
- [US Department of Commerce](http://www.commerce.gov/) (<http://www.commerce.gov/>)
- [US Department of Treasury](http://www.ustreas.gov/) (<http://www.ustreas.gov/>)

- [U.N. Statistics Division](http://unstats.un.org/unsd/), (<http://unstats.un.org/unsd/>)
- [World Bank](http://www.worldbank.org/) (<http://www.worldbank.org/>)
- [The World Fact Book](http://www.odci.gov/cia/publications/factbook/) (<http://www.odci.gov/cia/publications/factbook/>)

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Department of Business Management

Best Practices for Teaching with a Global Perspective

COURSE INFORMATION: MAR 100: Introduction to Marketing/Mahatapa Palit

Marketing 100 is the first course in marketing that students take in the Business Administration program and also in the Business Management program. This course intends to provide a basic understanding of what marketing is and how it is used in our business environment. The fundamental principle of marketing as a way to provide stakeholder value and create long-term relationships with stakeholders is discussed.

STUDENT LEARNING OUTCOMES:

- To reflect on the impact of culture on marketing
- To link their prior study of consumer behavior to an understanding of how to communicate with audiences in international markets
- To understand the differences between a global marketing strategy and a multi-domestic strategy in reaching international markets

DESCRIPTION OF UNITS, LESSONS, PROJECTS, AND/OR ASSIGNMENTS:

In this assignment, which is a part of the lesson on serving global markets, students are asked to view two ads – one from India and one from Croatia. The ads reflect two different types of strategies to reach international markets and can be viewed on the BMCC server (URLs provided in the resource section).

After viewing the ads, students have to answer a few short questions about them. The questionnaire given to the students is appended.

Advertising of Cell Phones

Name _____

Please review the two ads that are linked to blackboard. Kindly give your feedback on the ads.

Ad A – Indian Ad

What struck you most about this ad with respect to the culture that they are targeting?

What was the main theme of this ad? Describe briefly what you understand of the story line.

According to you, who is the target audience? Please describe demographic and psychographic (lifestyle) profile of this target audience based on Chapter 5 on Consumer Behavior.

Please indicate based on this scale to what extent the ad reveals a globalization or a multi-domestic strategy?

Global Marketing	1	2	3	4	5	6	7	Multi-domestic
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What are the benefits of following this strategy?

What are the limitations of following this strategy?

Would this ad do well for the mainstream audience in the United States? Why? Why not?

Ad B – Croatian Ad – Fun-One

What struck you most about this ad with respect to the culture that they are targeting?

What was the main theme of this ad? Describe briefly what you understand of the story line.

According to you, who is the target audience? Please describe demographic and psychographic (lifestyle) profile of this target audience based on Chapter 5 on Consumer Behavior.

Please indicate based on this scale to what extent the ad reveals a globalization or a multi-domestic strategy?

Global Marketing 1 2 3 4 5 6 7 Multi-domestic

What are the benefits of following this strategy?

What are the limitations of following this strategy?

Would this ad do well for the mainstream audience in the United States? Why? Why not?

What aspects of consumer behavior are important to understand when entering international markets?

ASSESSMENT:

Students were introduced to course material and class discussions on how to serve global markets. A descriptive rubric was created to measure the extent to which students demonstrated this learning based on the feedback that they gave on viewing the two ads.

Learning outcomes	3	2	1	0
Impact of culture on marketing (A1 & B1)	Comment on differences or similarities in culture portrayed in relation to US markets	General comments on culture	Comments unrelated to culture	No Comments
Differences between global and multi-domestic marketing (A4, A5, A6 & B4, B5, B6)	Correct identification of marketing strategy (A4/B4); Describes three benefits and three limitations each strategy	Correct identification of marketing strategy(A4/B4); able to elaborate on at least one benefit and limitation of each strategy	Correct identification of marketing strategy(A4/B4); unable to elaborate on at least one benefit or limitation of strategy;	Incorrect identification of marketing strategy (A4/B4)
Understanding Consumer Behavior in International Markets (A7 & B7)	Answers on A7 & B7 discusses how consumer behavior can vary in international markets for many target markets but may be same for some target markets	Answers on A7 & B7 discusses why the ad may or may not do well with US audience from a marketing perspective but answers are not connected with consumer behavior	Answers on A7 & B7 do not provide a marketing rationale for why or why not the ads will connect with audiences in the US	No comments on A7 and B7

RESOURCES

Link to the Croatian ad: rtsp://orson.bmcc.cuny.edu:8080/mpalit_croatia.rm

Link to the Indian ad: rtsp://orson.bmcc.cuny.edu:8080/mpalit_hindi.rm

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Department of Business Management

Best Practices for Teaching with a Global Perspective

COURSE INFORMATION: TTA 301: World Markets/Sandra Blake-Neis

This course is designed to analyze the environment within which international travel, tourism, and commerce take place. The major purpose of this course is to study the markets of the world in order to develop marketing strategies and methods for travel and tourism. The uniqueness among countries and peoples are presented in this context. Some of the specific topics covered are map study, international marketing, marketing research, logistics, and economic profiles of countries.

STUDENT LEARNING OUTCOMES:

- Learn about the world and why people travel to specific destinations.
- Be able to advise, recommend and arrange international destinations.
- Advise on passports, visa, and other entry requirements (inoculation, etc.) They will be able to advise on proper attire, cultural details, food, and water.
- Recommend tourist attractions, cultural events, restaurants, and lodgings. Give directions using local street maps for shopping and touring.
- Use the US Department of State and Homeland Security web sites for the latest information on safety and security for global destinations, as well as economic and political information.

DESCRIPTION OF UNITS, LESSONS, PROJECTS, AND/OR ASSIGNMENTS:

The Travel and Tourism Project Report includes choosing an international destination and includes the following information: background profile of destination, travel advisory, security warnings, maps, weather information, history, infrastructure, accommodations, major attractions, and an oral presentation of the destination using video, brochures, posters, language, music and dance, and local foods.

Choose an international destination and include the following information:

U.S. DEPARTMENT OF STATE

Travel advisory
Security warnings
Visa/immigration information (forms, photos)
Passport information/fees
Background profile of destination
Two (2) current event articles (include photocopies)
Introduction and conclusion statements (two pages each)

GEOGRAPHY

Weather/climate
Maps: world, country, city, and street locations

HISTORY

Culture
Religion
Economy
Education system
Flag (colors)
Food (color)
Money (currency)
Music, dance, art
Clothing (proper attire)

INFRASTRUCTURE

Transportation system: roads, highways, and railroads
 Bus, taxicabs, and car rentals (fares)
 Airports and airlines (fares)
 Drive on left/right, and road Signs
 Communication systems (phone, cell, TV, cable, etc.)

ACCOMMODATIONS

Hotels, inns, bed and breakfast, hostels, motels, and pensions (prices)
 Restaurants (menu and prices)
 Accessibility (disabled persons)

MAJOR ATTRACTIONS

Recreation (beaches, sports, etc.)
 Entertainment (clubs, plays, shows, parades, carnivals, etc.)
 Shopping (stores, hours, prices, souvenirs, etc.)
 Monuments, museums, and parks (accessibility)

SHOW & TELL (ORAL REPORT)

Brochures and posters
 Videotapes, music, and photographs
 Costumes, dress, and dance
 Souvenirs and ethnic foods
 Languages

REFERENCE

Bibliography
 Internet addresses
 Textbook and newspapers (current events)
 Magazines, brochures
 Journal articles
 Travel and tourism case studies

FORMAT

Cover Page (name country and logo/flag)
 Folder with flaps
 Table of contents
 Typed (double spaced)
 Oral report (5 minutes)

ASSESSMENT:

Based on the stated objectives, at the beginning of the class the professor conducts interviews with each of the students to assess their familiarity and background on the stated objectives. Then to assist them with understanding the course objectives and enhance the learning outcomes organize field trips both locally and internationally so to provide them with real world experience. The final part of assessment for this class includes student projects analyzing a particular tourist destination and providing/describing all relevant information for people planning to visit and explore this destination.

RESOURCES:

Mancini, Marc. *Selling Destinations: Geography for the Travel Professional*. New York: Delmar Learning, 2004.

Read the current text: NY Times Sunday Travel Section, and participate in field trips, i.e. a tour of Harlem and other historical and cultural sites throughout the city.

Research international destinations using the

Case studies in travel and tourism Management.

Journal articles on travel and tourism Internet and CUNY Databases.

www.travel.state.gov (U.S. State Government)

www.dhs.gov (U.S. Homeland Security)

EDUCATION SYSTEM COMPUTER RESERVATION SYSTEMS:

SABRE is American Airlines' reservation system, which consists of flight, hotel, car, and tour availability and reservations.

Software package and book.

Advertising of Cell Phones

Name _____

Please review the two ads that are linked to blackboard. Kindly give your feedback on the ads.

Ad A – Indian Ad

What struck you most about this ad with respect to the culture that they are targeting?

What was the main theme of this ad? Describe briefly what you understand of the story line.

According to you, who is the target audience? Please describe demographic and psychographic (lifestyle) profile of this target audience based on Chapter 5 on Consumer Behavior.

Please indicate based on this scale to what extent the ad reveals a globalization or a multi-domestic strategy?

Global Marketing	1	2	3	4	5	6	7	Multi-
domestic								

What are the benefits of following this strategy?

What are the limitations of following this strategy?

Would this ad do well for the mainstream audience in the United States? Why? Why not?

Ad B – Croatian Ad – Fun-One

What struck you most about this ad with respect to the culture that they are targeting?

What was the main theme of this ad? Describe briefly what you understand of the story line.

According to you, who is the target audience? Please describe demographic and psychographic (lifestyle) profile of this target audience based on Chapter 5 on Consumer Behavior.

Please indicate based on this scale to what extent the ad reveals a globalization or a multi-domestic strategy?

Global Marketing 1 2 3 4 5 6 7 Multi-domestic

What are the benefits of following this strategy?

What are the limitations of following this strategy?

Would this ad do well for the mainstream audience in the United States? Why? Why not?

What aspects of consumer behavior are important to understand when entering international markets?

ASSESSMENT:

Students were introduced to course material and class discussions on how to serve global markets. A descriptive rubric was created to measure the extent to which students demonstrated this learning based on the feedback that they gave on viewing the two ads.

Learning outcomes	3	2	1	0
Impact of culture on marketing (A1 & B1)	Comment on differences or similarities in culture portrayed in relation to US markets	General comments on culture	Comments unrelated to culture	No Comments
Differences between global and multi-domestic marketing (A4, A5, A6 & B4, B5, B6)	Correct identification of marketing strategy (A4/B4); Describes three benefits and three limitations each strategy	Correct identification of marketing strategy(A4/B4); able to elaborate on at least one benefit and limitation of each strategy	Correct identification of marketing strategy(A4/B4); unable to elaborate on at least one benefit or limitation of strategy;	Incorrect identification of marketing strategy (A4/B4)
Understanding Consumer Behavior in International Markets (A7 & B7)	Answers on A7 & B7 discusses how consumer behavior can vary in international markets for many target markets but may be same for some target markets	Answers on A7 & B7 discusses why the ad may or may not do well with US audience from a marketing perspective but answers are not connected with consumer behavior	Answers on A7 & B7 do not provide a marketing rationale for why or why not the ads will connect with audiences in the US	No comments on A7 and B7

RESOURCES

Link to the Croatian ad: rtsp://orson.bmcc.cuny.edu:8080/mpalit_croatia.rm

Link to the Indian ad: rtsp://orson.bmcc.cuny.edu:8080/mpalit_hindi.rm

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Center for Ethnic Studies

Best Practices for Teaching with a Global Perspective

COURSE DESCRIPTION: AFN 102: African American Art/Horace Brockington

This course explores seminal issues in the arts of the African Diaspora, with a concentration on African American visual traditions in the Americas and abroad. This course considers historic and contemporary issues, both in the context of formal art history and recent post-colonial thought and critical theory. The focus of the course is an examination of the cultural, political, and social history of African Americans in the relationship to and development of cultural artifacts: sculpture, painting, performance art, recent photography and video.

STUDENT LEARNING OUTCOMES:

- Understand African art as a means of interpreting the visual and social needs of African American art
- Explore the contextual relationship of Black Aesthetics across national and geographic borders
- Train students to explore and interact with factual and visual data in order to effectively formulate constructive analysis
- Train students to understand various ways historians write and answer the past.

DESCRIPTION OF UNITS, LESSONS, PROJECTS, AND/OR ASSIGNMENTS:

African art has been historically removed from the canons of arts and humanities. Since the 1920s, however, African American artists have looked to what has been characterized as

“primitive” forms to address their concerns regarding self-representation and to articulate their cultural linkages to Africa. In the following lesson plan, students are asked to consider varied aspects of traditional African art. Understanding of myriad elements and functions of African aesthetics is important to the exploration of the development of African American art.

Students will study the specific form of African art, namely sculpture; mask; headdresses; doors; architectural elements; ritual objects; and decorative ornaments, such as textiles jewelry, beading, and hair and personal ornamentation. Students are especially encouraged to explore the diversity of traditional African creative expressions in geographic terms. Moreover, since African art can be understood by its materials, means, and functions within a given society, students will be asked to consider the moral, religious, social, and political significance of artifacts under review. Finally, students will consider aesthetic concerns, such as luminosity; self-composure; youthfulness; resemblance to a human being; clarity of form and detail; complexity of composition; balance and symmetry; and smoothness of finish, as they review various forms of African art.

1. 30 Minutes—Students will be presented with a series of images of African art from several important cultures: Yoruba, Benin, Ashanti, Dogon, Congo, Kuba, Cameroon Bambara, Dan, Fang, and Senufo. Students will be asked to provide their own reactions to these works.
2. 10 Minutes—Students will be presented with maps to pinpoint a geographic overview of Africa, highlighting key places from which major traditional African Art emerged. Traditional African art can be broken down into three major regional classifications: (1) West—Dogon, Bambara, Mossi, Bobo; (2) West Atlantic Coast—Guinea Coast, Guinea, Sierra Leone, Liberia, Cote d’Ivoire, Ghana, Togo, Benin, and Nigeria; (3) Central and

South—Gabon, Republic of the Congo, DRC, Tanzania, Massai of Kenya, and Zulu of South Africa.

3. 20 Minutes—Student will be guided to the Metropolitan Museum of Art website, especially the African art section of *Timeline of Art History*. Students are asked to read related texts and descriptions of work presented on the site. Students will be assigned to write a brief discussion on one of the related topics on the site, such as “Portraiture and Leadership,” “Living Rulers,” “Benin Own: Gold in Courtly Art.” Students will also consult John Picton’s overview of “Art/artifact and the Aesthetic Field.”
4. 47 Minutes—Film: *African Art*. A Discussion and Q&A will be held after screening.
5. Means of Evaluation: Students will be required to visit the African Collection of the Metropolitan Museum of Art, or the African Collection of the Brooklyn Museum of Art, or the Museum of African Art in Queens. They will be instructed to select two works from the collection and write a brief essay on the works following specific criteria as outlined in class discussion.

ASSESSMENT:

Before this unit, students may be given a survey measuring their competency in each of the learning outcomes described above. This survey may be repeated after the unit, or instructors may opt to have students develop a portfolio demonstrating their work and growth throughout each stage of the assignment.

RESOURCES:

African Art, written and directed by Aminatta Forna (Homevision 1996).

John Picton, "Art/artifact and the Aesthetic Field," *The Art and Archaeology of Africa*

<http://www.glaadh.ac.uk/documents/j_picton_course_ba.htm>

Time Line of Art History: African Art <www.metmuseum.org/toah/hi/st_african_art.htm>

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Center for Ethnic Studies

Best Practices for Teaching with a Global Perspective

COURSE INFORMATION: AFN 124: African American History, 1865-Present/Yuichiro

Onishi

This course surveys African American history from 1865 to the present. Students will turn to the dynamics of the Black freedom struggle, especially myriad methods of survival, resistance, and renewal found in Black America's social, cultural, economic, and political life. Through readings, written assignments, lectures, films, and discussions, students are expected to deepen their understandings of the rich and complex Black experience in the United States.

STUDENT LEARNING OUTCOMES:

- Explain the global dimensions of racism during the World War II period
- Analyze the historical significance of the Black American struggle for “Double V”
- Explore the formation of Black internationalism
- Derive deeper meanings from texts to formulate a focused argument
- Synthesize multiple texts (both visual and written) through analysis
- Communicate thoughts and perspectives of peers and historical actors, as well as unexpected connections and relationships in writing, group work, and discussion

DESCRIPTION OF UNITS, LESSONS, PROJECTS, AND/OR ASSIGNMENTS:

Commonly held understanding about World War II is that it was a “good war” or that it was a contest between democracy and fascism. For Black Americans, however, World War II

represented something more. The racial dynamics surrounding this war unleashed social, cultural, and political forces that affected and challenged every aspect of how Blacks lived and imagined, including their global political outlook. During this period, Black Americans connected their struggle against white supremacy at home with America's fight against fascism abroad and articulated their global visions of Black freedom.

Specifically, students are asked to study the politics surrounding the March on Washington Movement (MOWM), especially the global visions of Black freedom that it produced. The organizers and participants of the MOWM, most notably A. Philip Randolph, criticized the hypocrisy of American democracy, questioning why Blacks should die and man the guns for democracy in a fight against fascism when they did not even have it at home. In 1941, they pressured President Franklin D. Roosevelt (FDR) by telling him that they would organize a massive march on Washington involving 100,000 demonstrators to demand the desegregation of U.S. armed forces and defense industries. To avoid embarrassment, FDR conceded and issued Executive Order 8802. This Order banned racial discrimination in defense industries (but not the Jim Crow policies in the military).

In an in-class activity, students will work in small groups, analyze a set of primary documents, and present their interpretations of the mood within the MOWM during the World War II period. Students are expected to understand how Black Americans discussed the local and global dimensions of racism and synthesized the struggle for Black equality at home and the global fight against fascism.

1. 15 Minutes—Solicit volunteers to read two documents: A. Philip Randolph's "Why Should We March?" and Langston Hughes's poem, "Jim Crow's Last Stand." As they read, students will consider why World War II helped generate the radical vision of

“Double V,” especially the internationalist, anti-fascist, and anti-colonial sentiments among Black people.

2. 10 Minutes—Students will respond to the following question in writing: How did Randolph and Hughes communicate the global visions of Black freedom?
3. 20 Minutes—Students will work in groups to grapple with the central question under consideration. In particular, they are asked to use one of the cartoon images found in a handout to develop the group’s argument and analysis. As a group, students are required to write and submit a short report at the end of the class.
4. 25 Minutes—Groups will share their analyses with the class.
5. The critical insights generated through this in-class exercise will serve as a basis for one of the final exam questions.

ASSESSMENT:

In addition to any A-F grade given for the completion of this group assignment, students may be assessed 1-6 scores, one point for each student learning outcome met. The effectiveness of the assignment could be evaluated from semester to semester.

RESOURCES:

- Langston Hughes, “Jim Crow’s Last Stand,” in *The Collected Poems of Langston Hughes* (New York: Vintage Books, 1994), 299.
- A. Philip Randolph, “Why Should We March?” in *Let Nobody Turn Us Around: Voices of Resistance, Reform, and Renewal*, ed. Manning Marable and Leith Mullings (Lanham: Rowman & Littlefield Publishers, Inc., 2000), 336-338.
- For cartoon images, see Penny M. Von Eschen, *Race Against Empire: Black Americans and Anticolonialism, 1937-1957* (Ithaca: Cornell University Press, 1997), 22-43.

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Department of Developmental Skills

Best Practices for Teaching with a Global Perspective

COURSE INFORMATION: CRT 100: Critical Thinking/Sharona A. Levy

Critical Thinking presents reasoning and problem solving techniques. It begins with a description of the thinking process and proceeds to examine areas such as identifying and defining problems, understanding the roles of evidence, interpretation, and perception in reasoning, distinguishing between belief and knowledge, understanding the role of language, techniques for organizing information, and methods for building and analyzing arguments.

STUDENT LEARNING OUTCOMES:

- Interest in reading about international current events
- Ability to identify countries of the world and their locations
- Technological awareness (Internet literacy)
- Awareness of global issues
- Understanding of the dynamics of interactivity between government, business, and education
- Understanding of different political and economic systems while acknowledging economic interdependence
- Awareness of history
- Realization that challenges facing our world cannot always be solved by the same kind of thinking and actions that created them

- Knowledge of at least one non-Western culture
- Recognition that one's own culture, religion, and values are not universally shared
- Reading on a regular basis from newspapers and magazines covering international issues

DESCRIPTION OF UNITS, LESSONS, PROJECTS, AND/OR ASSIGNMENTS:

Title: How Bias Influences a Source

Assignment: Below is an article from *The People's Daily*, the official newspaper of the People's Republic of China. It appeared on September 12, 2001, and is the first official Chinese report on the September 11 attack on the World Trade Center.

1) Describe what makes this a biased account. Be specific. Refer to the "What is Bias?" handout. What do you think is the cause behind its being biased? Look at the four different ways in which sources show themselves to be biased and explain which of them apply in this case. What does this tell us about the source and the concerns of those the source represents?

If you have trouble applying what we have learned and discussed about *bias*, thinking about the following questions may help you: What is missing from this account? What is being emphasized? If this were your only source for the events of September 11, would you understand what happened that day? What would be clear and what would be unclear? What does the article seem most concerned about?

Follow-up activity:

2) Think about our media and the stories we read and see concerning events in other countries. In what way or ways are our accounts biased?

Take an event in another country and compare our version to that of the native press. Ideally, you should compare an American source to an English-language version of a local paper, or in the native language if you understand that language. If you absolutely can't find a foreign version in a language you understand, you can use another report from an English-language foreign newspaper. (You can try a website from a newspaper or television station in England, Ireland, India, South Africa, Jamaica, Australia, Canada, Kenya, etc.)

1) What is the event both sources are covering? Do they each devote equal space to the event or situation?

2) Using the same questions for your event/situation as we did for the *People's Daily* article on the 9/11 attack on the World Trade Center:

Describe what makes the American source biased. Be specific. Refer to the "What is Bias?" handout. What do you think is the cause behind its being biased? Look at the four different ways in which sources show themselves to be biased and explain which apply in this case. What does this tell us about the source and the concerns of those the source represents?

ASSESSMENT:

Students may be given a survey before this assignment in which their competency in each of the above student learning outcomes is assessed. This survey may be repeated after the assignment is completed, or instructors may determine a student's progress from the competencies met in the assignment itself.

RESOURCES:

“14 Chinese Institutions in WTC, Fate of 30 Chinese Unknown,” People's Daily Online.

12 September 2001.

(http://english.peopledaily.com.cn/english/200109/12/eng20010912_80023.html)

Levy, Sharona. “What Is Bias?” (See below).

What Is Bias?

Bias (one-sidedness) can be found in most sources but to varying degrees and for different reasons. When a source is biased it usually means that it favors one side or gives one particular view of an event. We need to be aware of bias and take it into account in our weighing evidence, drawing conclusions and making evaluations.

It must be emphasized that a biased source can be immensely useful. Don't immediately assume that a biased source is false and of no use because you could be cutting yourself off from some important evidence. What you do about bias depends on how and why a source is biased.

Bias can have several causes:

- **Intentional Bias**

One of the most obvious forms of bias to recognize is where the source has been deliberately distorted or falsified. This could be achieved through telling lies, missing out important facts or using extreme language.

- **Limited Access to Information**

A source may be based on only part of the evidence available on a topic, or may be produced before the full nature of a subject has become clear. This could result in a rather one-sided account.

- **Purpose behind a Source**

People do not often create records for the benefit of the future. They produce them for other reasons. These reasons can cause the source to be biased.

- **Beliefs or Feelings of the Producer of the Source**

People sometimes report things in a way which is not totally accurate, not because they are deliberately lying, but because their beliefs or feelings blind them to a reasoned and objective view. This can often be caused by prejudice against or towards a particular race, nation, or group in society, or towards or against a particular position.

How do you notice bias in a source?

In general you should look for four things:

- **Language:** the use of certain words and phrases can often reveal a person's bias. For example, when talking about a strike, someone might say: "As a result of the dispute, 8000 men are idle." On the subject of the Suffragettes, *The London Times* said in 1913 "that persons who wantonly destroy property and endanger lives must be either desperately wicked or entirely unbalanced."

- **Point of view:** in writing, audio, or visual media, there is always a point of view being offered. You are "witnessing" the event or issue from a particular perspective. In visual media, the producer of the source can focus on only part of the event or scene. For example, during a demonstration, a photographer or camera operator (or editor) can decide to use either images of any altercations or choose to use images of the peaceful aspects of the protest. This is also true of written and audio records.

- **Balance in the selection of facts:** if you have a basic knowledge of the topic, you can look for facts that have been omitted. By leaving out some details and highlighting others, a source can influence the reader or listener in a particular direction.

- **Background:** we all have different views (social, political, religious, moral, etc.), and what we see (and say) is influenced by them. Knowledge of the views behind a source will help in the identification of bias.

Bias in sources can often be spotted by asking the following questions:

Language

Does the choice of words or images make things sound/look good or bad without directly saying so?

Point of View

Does the point of view support one side or present a limited view?

Selection of Facts

Are certain facts, on one side of the argument, used or left out?

Background

Has the person creating the source any reason to be one-sided?

Remember, a biased source does not need to display all these characteristics.

Bias in a *written* source can often be spotted by asking the following questions:

- ← Is the writer seeking to please or to influence a particular group of people?
- ← Are all possible viewpoints fairly covered in the source?
- ← Is the writer using words and phrases that have positive or negative connotations rather than being “merely” descriptive?

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Department of Developmental Skills

Best Practices for Teaching with a Global Perspective

COURSE INFORMATION: ESL 095: Intensive Writing/Karla Odenwald

ESL 095 is a writing course for English as a Second Language Students who have scored a 5 or 6 on the CUNY/ACT Writing Test. Work is done on all aspects of writing – brainstorming and outlining, sentence structure, developing solid paragraphs and complete essays. The emphasis is on persuasive essays, though other types can be reviewed as well. Students are given readings from different sources, and engage in debates and other types of oral presentations in preparation for writing exercises.

STUDENT LEARNING OUTCOMES:

- to learn about a non-Western culture
- to read material covering international issues on a website
- to reflect on human rights issues
- to focus on quality of life issues in the world community

DESCRIPTION OF UNITS, LESSONS, PROJECTS, AND/OR ASSIGNMENTS:

1. Students go to the world bank website at www.worldbank.org/education/
2. Then they click: **Regions and Countries**
Sub-Saharan Africa

They should read the section labeled **Recent Developments** in order to get a feel for what is currently going on in the education arena of Sub-Saharan Africa.

3. Then they should click **African Virtual University**
4. Students explore the African Virtual university Website to get a good sense of it. They look at the school's mission statement, which programs are offered, which facilities are offered to students, and any other information they find interesting.
5. Next, students get into groups of four or five, and discuss their impressions of the African Virtual University. They should make a list of the advantages and disadvantages of the virtual university for African youths.
6. Finally, each student writes a persuasive essay in which he or she argues either for or against the African Virtual University as a viable option for African youths who want to get a higher education.

ASSESSMENT:

As a follow-up activity for assessment the next day students will get into small groups of about four or five and prepare a ten minute presentation in two parts. During the first five minutes they should speak briefly about some of the economic, political, and social issues important in Sub-Saharan Africa today. Some key issues that should come up are access to education for young men and women, as well as the uses of technology for educational purposes. The second part consists of their introducing a fictional person from Sub-Saharan Africa – a young man or woman who wishes to get a college degree, and giving some background about this person's life and particular situation. This exercise will elucidate whether our students have had the opportunity to internalize issues of real importance to young people in a culture very different from their own.

RESOURCES:

World Bank website: www.worldbank.org

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Department of Developmental Skills

Best Practices for Teaching with a Global Perspective

COURSE INFORMATION: ESL 095: Intensive Writing/Cynthia Wiseman

ESL 095 is a writing course for English as a Second Language Students who have scored a 5 or 6 on the CUNY/ACT Writing Test. Work is done on all aspects of writing – brainstorming and outlining, sentence structure, developing solid paragraphs, and complete essays. The emphasis is on persuasive essays, though other types can be reviewed as well. Students are given readings from different sources, and engage in debates and other types of oral presentations as a preparation for writing exercises.

STUDENT LEARNING OUTCOMES:

- To develop an interest in reading about international/national current events
- To develop technological awareness (internet literacy)
- To develop an awareness of global issues
- To develop an understanding of the dynamics of interactivity between government, business, and education
- To read on a regular basis newspapers and magazines covering international issues

DESCRIPTION OF UNITS, LESSONS, PROJECTS, AND/OR ASSIGNMENTS:

Students create their own Weblog (Blog) on a provider site, such as www.xanga.com. Students name their blogs with an appropriate name, keeping in mind that they will use the blogs for reporting (summarizing) current international events and for expressing their opinions about issues raised in the articles that they read.

Although students are encouraged to read the newspapers/magazines in class on a daily basis, for this lesson, they are required to read a newspaper article on an event or situation in another country and to post an entry on their blogs about the article at least once a week.

Postings include responses to articles of the students' own choice and also articles focusing on global issues, as assigned by the teacher. In the posting students are required to cite the title of article as well as to cite the source, i.e., the name of newspaper or magazine; to summarize the article (main idea and/or main points); and then to express and to defend an opinion about the points expressed in the article. This assignment is designed to teach the students summarizing skills and argumentative reasoning in preparation for the ACT, which they are required to pass.

The teacher creates a blogring according to the instructions provided by the host provider (e.g., www.xanga.com) and instructs the students to subscribe to the blogring. Students then have access to the blogs of classmates and are instructed to read each other's blogs for the week and post comments in response to the postings. This part of the assignment is designed to encourage public dialogue and hopefully to increase the writer's awareness of audience.

ASSESSMENT:

Students will receive a self-assessment of global competencies that this activity may encourage. The self-assessment will be administered at the beginning, middle, and end of the term.

Competency	Never	Hardly ever	Sometimes	Often	Always
1. I am interested in international current events.					
2. I read about international current events.					
3. I am able to identify countries of the world and their locations.					
4. I am able to communicate with people who speak other languages.					
5. I am a good listener.					
6. I am aware of global issues.					
7. I can make a difference in the world.					
8. I understand the interdependence of government, business, and education.					
9. I understand different political and economic systems.					
10. I realize that we need to find new ways of thinking to solve world problems.					
11. I read the newspaper on a regular basis.					
12. I can work on culturally diverse teams.					
13. I know something about the United Nations or other international organizations.					
14. I want to be a responsible global citizen.					

RESOURCES:

The New York Times

USA Today

Xanga host provider: www.xanga.com

(Students may also use other print media, as well as BMCC's computer lab facilities)

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Department of English

Best Practices for Teaching with a Global Perspective

COURSE INFORMATION: ENG 095: Intensive Writing/Steven J. Belluscio

English 095 is an upper-level intensive developmental writing course for students scoring 5 or 6 on the CUNY/ACT Writing Test. Students are instructed in the basic components of effective writing, including word selection, punctuation, spelling, grammar, sentence structure, and paragraph development. Students are given frequent in-class writing exercises that focus on argumentation, narrative, and description as modes of developing ideas.

STUDENT LEARNING OUTCOMES:

- To reflect upon the experience of immigration.
- To think critically about approaches to language acquisition.
- To compose an argumentative essay requiring students to decide between two approaches to language acquisition.
- To use secondary material correctly.

DESCRIPTION OF UNITS, LESSONS, PROJECTS, AND/OR ASSIGNMENTS:

In this assignment, students are asked to respond to the following CUNY/ACT Practice Exam question:

Your college wants to develop a program to help recent immigrants learn English. The college curriculum committee will meet to make a decision. This committee has been given two proposals. One proposal is to hire teachers for a bilingual education program in which students are taught in both their native language and English. The other proposal is to create an English immersion program, which is taught entirely in English. Write a letter to the college curriculum committee in which you argue for a bilingual education program or an English-immersion program, explaining how your choice will best help recent immigrants and society as a whole. Do not quote or plagiarize the secondary materials: use your own words. Begin your letter, “Dear Curriculum Committee:”

1. As preparation, students are asked to read two short essays on language acquisition and English education, one of which favors bilingual education (“What Is Bilingual Education?”) and one of which favors strict English immersion (“Why is Official English Necessary?”).
2. Next, students are asked to freewrite for at least ten sentences about how they felt and what they did in any situation they recall in which they felt like they needed to learn a new language—a situation I ask students to interpret broadly. Students, who are immigrants, if they wish, may write about the beginning of their lives in the United States (or other countries). However, students may also write about *any* situation in which they did not understand the language or terminology being used—a Liberal Arts Major might freewrite about an experience with engineering students. The point is *we have all had this experience no matter who we are.*

Recalling such experiences can form a good basis for answering the above question. If time allows, students may be asked to tell their stories to others in groups and discuss them.

3. Next, students are asked to list supporting claims in favor of both English immersion and bilingual education and select the approach they most prefer, perhaps based upon their own experience in the situation. Again, if time allows, students may be asked to discuss their opinions with other students.

4. At this point, instructors may insert any other prewriting exercises they customarily use in class. Students eventually are expected to write an essay response to the above question that properly uses the secondary sources provided.

ASSESSMENT:

Before this unit, students would be given a survey assessing their competency in each of the student learning outcomes above. Students might be given one point for each learning outcome they already have experience in. Students could be given the same survey after the unit, or their essays may be scored on the same criteria. In either event, individual progress may be monitored within the space of one semester, and collective progress may be monitored over the course of several semesters.

RESOURCES:

“What Is Bilingual Education?” *National Association for Bilingual Education*. 2005.

<<http://www.nabe.org/education/index.html>>.

“Why Is Official English Necessary?” *U.S. English, Inc.* 2005. <[http://www.us-](http://www.us-english.org/inc/official/about/why.asp)

[english.org/inc/official/about/why.asp](http://www.us-english.org/inc/official/about/why.asp)>.

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Department of English

Best Practices for Teaching with a Global Perspective

COURSE INFORMATION: ENG 095: Intensive Writing/Maria C. de Vasconcelos,

Ph.D.

English 095 is an upper-level intensive developmental writing course for students scoring 5 or 6 on the CUNY/ACT Writing Test. Students are instructed in the basic components of effective writing, including word selection, punctuation, spelling, grammar, sentence structure, and paragraph development. Students are given frequent in class writing exercises that focus on argumentation, narrative and description as modes of developing ideas.

STUDENT LEARNING OUTCOMES:

1. To reflect about themselves and their stories—their narratives of place and time; to acknowledge and respect their differences.
2. To compose narratives, argumentative letters, essays and poems based on their new awareness of themselves and the Other and use recently acquired information.
3. To think critically about themselves, the Other, and the world while also thinking critically about approaches to development of language and writing skills; to learn illustration and development of ideas; revision processes.
4. To learn basic research skills; spontaneous, self-elected research; guided research; dealing with issues of identity, race, class, gender, ethnicity and empathy.
5. To use secondary material accurately.

6. To engage students with materials and the world while they are having pleasure in learning during the semester.
7. To develop students' life long desire to know what is happening not only in their surroundings but all over the world as well.

DESCRIPTION OF UNITS, LESSONS, PROJECTS, AND/OR ASSIGNMENTS

Topic: "Who Am I?"/"Who is the Other?"

At the beginning of each semester at BMCC, many professors from various disciplines ask students to write a paragraph or essay answering the question, "Who Am I?" Generally students offer resistance to completing this assignment. However, I was made aware through their critical paragraphs evaluating this kind of exercise that students finish by loving this form of expression. Students' real or fictitious simple introductory biographies become creative and analytical exercises that facilitate students' processes of learning and their embracing of the Other and the world.

On the very first day of classes, in all my enhanced computer courses, I greet students and briefly explain the nature, function and objectives of the course. After my brief explanations, students are asked to join two or three fellow students next to them (The number of students depends on the size of the classroom) so that they can introduce themselves. Each student takes notes about a fellow student's life, does free-writing or writes a paragraph(s) dealing with this information, and, after the allocated time for this exercise, introduces their fellow students in his/her group to the entire class. In addition to everything each student would like to say succinctly in his/her free-writing or paragraph(s), I ask them to tell the class about: their ethnicity; country of origin; period of time they have been in the USA; the languages they speak and write; the language they speak at home; previous English courses; their passion (or not) for

language(s) and literature(s); the books, articles, etc. they are reading at the time; any particular event/events they feel has/have contributed to what they perceive as the most important elements of their “self”/“selves”; and also of their vision of life and the world. After revisiting the notion of paragraph, students have to revise their "pieces" and present this organized information to the class by reading the revised paragraph(s) they have just written in class.

In the next class, I invite students to research the web on a few notions of the “self” (different types of approaches to the self-psychological, sociological, linguistic, gender oriented, etc.). Afterward, they are asked to read aloud any pertinent information that they became interested in or they did not know about, etc. They write again a few paragraphs on the information they just learned and share their paragraphs in the same small groups. In each group, they decide which paragraph(s) will be read aloud to the entire class. A rationale for their choice has to be presented as well. The notion of an academic essay is covered in class. For the next class, I ask students to write the first draft of a brief essay on "Who Am I?"

After each student hands in the essay, I make suggestions. The nature of the essay, I explain, does not have to be entirely true to their lives. The essays can integrate elements of fiction and different modes of writing--narrative, meditative, satirical, etc. (These genres are briefly explained). They can also write a poem on the topic. After students receive back their essays, poems, etc., they will revise them and hand them in.

The next exercise is to write at least a paragraph telling us about the value they perceive in writing such materials on the topics of oneself or the self.

The next assignment is for each student to research on the place of birth of the fellow student each interviewed on the very first day of class. Afterward, each student has to write an essay about the location, form of government, social life, economy, etc., of that particular

country. Our multicultural classrooms are perfect for this exercise.

Students present aloud their work to the class. Next, they choose a particular aspect of their research that they would like to know more about, after which they write another essay. Moreover, for the next classes, each student has to choose a particular, important cultural element of the fellow student's country and write an essay on it. They can select any item from crafts to cuisine. I read these essays or persuasive letters, and after revisions, they present them to the class. Furthermore, I ask them to conduct research on any classic or traditional music of that particular place (the music of the place of the Other) and write an essay about it as well as an essay on their favorite music. Revisions of the work continue. Each student presents aloud this work and illustrates his/her selections with real music from CDs, tapes, etc. We listen to Western classic music, the Chinese opera, and African music, for example. Students can also show how to dance specific rhythms if they know them or ask help from the audience. It is a great, liberating moment in the class. I also present this work. Generally I present on Medieval, Baroque music, the Portuguese fado and the Mozambican marrabenta.

My goal of asking this kind of work from students is to enlarge their academic skills and perceptions, and if possible to motivate them to write in verse or prose their autobiographies in the future as well for them to cherish a lifetime of learning, discovery and pleasure. At the end of each semester, I use their work and its different stages to create ACT exam questions. Generally, I ask them to comment and critique their initial work. Last year their results moved me; students showed highly critical thinking skills, creative skills and maturity. They become very aware that the private and public stories of the Other in the classroom are similar and, at the same time, very different from each of them. In this simple manner, we all in the class, imaginatively visited places in Africa, Asia, the Caribbean, Europe, etc. They were free trips that highlighted

awareness of oneself and the Other. If all they have learned and loved could be transformed into activism--still a greater gain. Students say, I would continue writing about myself, and it is going to be interesting to compare who I am today and who I will be in a couple of months, years, etc. They fell in love with the story of the self and the Other. They make international friendships and expect to visit the country of the Other. And definitely their writing skills have improved greatly.

ASSESSMENT:

I believe that student learning occurs across various pedagogical occasions and opportunities. I have used a few assessment methods which seem an effective way to evaluate students' general process of learning and the constitutive global elements of the course. Students always keep their entire body of work from the very beginning to the end of the course. This way they can see (experience, acknowledge, absorb) where they start their developmental writing (free-writing activities, paragraphs, persuasive letters, essays, etc), and their own progress. The materials kept by the students function as a special student portfolio. This portfolio reflects clearly their progressively profound learning, and the different stages of their learning. Students can notice their own difficulties, for example, their initial problems in sentence structure or their fluency in writing at later stages. Moreover, their development of ideas, or critical thinking patterns or creative endeavors is documented. The portfolio is a direct evidence of learning. It is self-explanatory.

In addition to the portfolios, meta-thinking paragraphs or essays show students reflecting on their processes of learning and the development of several skills throughout the semester. They draw conclusions about their learning styles, their skills and set of beliefs. Furthermore, the grades received throughout the semester and the final grades also indirect are evidence of their

learning process. The fact that students pass the final exam proves that students were able to retain basic information and the expected needed skills as well.

As to the global component of the course, students' projects, term papers, oral presentations on "the other" (the fellow students' place of birth-geography, history, politics, economy, social and cultural elements), ethnicity, various aspects of their culture, interests, beliefs, etc. are revealed. In this process, students had to research, to compare and contrast sites, information and make selections. Students become much more aware of the other, themselves and the world. The world oxymoronically appears as a rougher place as well as a more familiar and embracing one. Students know the other fellow students by name and country of origin, their families' ethnicity and certain systems of beliefs. These are revealed in their work when alluding to various cuisines, festivals, music, etc. And finally, there is humor when they make themselves available to visit the country of the other fellow students. Students also form close relationships with the topics at hand. Critical and creative thinking and other competencies lie behind their new choices.

RESOURCES:

BMCC students' reflective paragraphs in all my courses.

de Vasconcelos, Maria. Presentation on "Who Am I? Again?" at Innovations 2003.

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Department of English

Best Practices for Teaching with a Global Perspective

COURSE INFORMATION: ENG 095: Intensive Writing/Jane J. Young

English 095 is an upper-level intensive developmental writing course for students scoring 5 or 6 on the CUNY/ACT Writing Test. Students are instructed in the basic components of effective writing, including word selection, punctuation, spelling, grammar, sentence structure, and paragraph development. Students are given frequent in-class writing exercises that focus on argumentation, narrative, and description as modes of developing ideas.

STUDENT LEARNING OUTCOMES:

- To reflect upon the definition of culture
- To identify specific elements of their own culture (or cultures, if they are mixed)
- To reflect on the importance of their own cultural identity in their lives
- To be able to write a descriptive essay about various aspects of their cultural identity, by using specific details

DESCRIPTION OF UNITS, LESSONS, PROJECTS, AND/OR ASSIGNMENTS:

Borough of Manhattan Community College

The City University of New York

Writing Assignment

Webster's Dictionary defines the word "culture" as, among other things, "the concepts, habits, skills, arts, instruments, institutions, etc. of a given people in a given period." In more down-to-earth terms, our "culture" is our food, music, art, sports, entertainment, education, customs and rituals, holidays, religion, attitudes and behaviors, rules, clothes and adornment, child rearing practices, weddings, funerals, social and sexual roles and ways of relating to each other, ways of moving and talking, clothes, language, history, and areas of achievement. Each of us comes from different "cultures" – our country or group of origin (some of us come from two or more groups of origin) and the country we all are living in – America.

Each of us has a history of cultures. Some of us were born in the United States, but our parents came from elsewhere; some of us have parents and grandparents who've lived in the United States for many generations, and some of us came from other countries and have lived in the United States for a relatively short time. Many of us now have dual identities: we are American and we are something else – African-American, Caribbean-American, Irish-American, Dominican-American, Mexican-American, etc. And sometimes we have triple identities – we're a mixture of Dominican and Puerto-Rican and American, for example.

Choose at least five of the items mentioned under "culture" above (food, music, art, sports, entertainment, education, customs and rituals, holidays, religion, attitudes and behaviors, clothes and adornments, rules, child rearing practices, weddings, funerals, social and sexual roles and

ways of relating to each other, ways of moving and talking, clothes, language, history, areas of achievement) and describe your own cultural identity – which can be mixed. You can embrace roti or curry goat and hamburger/ketchup at the same time. What elements of the cultures you were brought up with have been (and remain) an influence in your life? If you think of yourself as American, and as no other, describe what it means to you to be an “American” culturally, in at least five of the areas mentioned. In other words, what exactly IS your American culture?

Structuring Your Essay

In your first paragraph, as near as you can, describe your cultural background, in terms of your family and where they and you have lived. In your second, third, fourth, and fifth paragraphs, using specific details, describe some aspects of your own cultural identity. Make your description come alive for us. In your last paragraph, discuss the importance to you of your cultural heritage and how much you think it influences and will continue to influence your life. Would you feel comfortable sharing your life with a person of another cultural heritage, and if so, why or why not?

ASSESSMENT:

Before this assignment, students may be given a survey to determine their competency in each of the learning outcomes listed above. The survey may be repeated after the assignment, or instructors may measure growth through the competencies demonstrated in the assignment itself.

RESOURCES:

Essays on cultural identity, including “The Good Daughter,” by Carolyn Hwang; “In This Arranged Marriage, Love Came Later,” by Shoba Narayan; “Don’t Call Me a Hot Tamale,” by Judith Ortiz Cofer.

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Department of English

Best Practices for Teaching with a Global Perspective

COURSE INFORMATION: ENG 101: Composition I/Rolando Jorif

English 101 is the first college-level writing course. Readings are used to stimulate critical thinking and to provide students with models for effective writing. Students become acquainted with the process of writing, from pre-writing activities to producing a final, proofread draft. Grammar and syntax are discussed as needed. At the end of the course, students take a departmental exam that requires them to compose, draft, and edit a thesis-centered essay of at least 500 words.

STUDENT LEARNING OUTCOMES:

- To examine patterns and some of the consequences of American anti-immigrant discrimination in the late twentieth-century
- To study the personal narrative in American immigrant literature
- To teach how historical records and research of current events can support critical writing
- To enable students to compose an argumentative essay based on the author's thesis.

DESCRIPTION OF UNITS, LESSONS, PROJECTS, AND/OR ASSIGNMENTS:

On their own, students will read the personal essay "Fraternity," by Garrett Hongo. Then, they will analyze the essay for its argument that, in the United States, race is the fear of fraternity. They should relate Hongo's experience to their own immigrant histories. The students that are not immigrants should refer to the legends of immigration that shape the national experience of

immigration. Once the class appreciates the author's point of view, the students will choose to agree or disagree with it. They will then write a brief three-paragraph paper on their position. Subsequently, the students will research the history of Japanese-Americans. They will focus on the years that include World War II and the rest of the twentieth-century. Some students should research recent events in France, Spain, and Britain, as well as the ongoing American controversy on immigration. To further expand the discussion, immigration in nations like Dubai, Malaysia, and Nigeria deserves study. Groups of students will make presentations of their research. Finally, the class will write a five paragraph argumentative essay that analyzes Hongo's argument in light of the current international patterns of immigration that affect the audience that Hongo addresses in his essay.

ASSESSMENT:

The students will write an extensive critical paper on Hongo's personal essay "Fraternity." The paper should have a thesis that considers the previous and ongoing Japanese American history that the poet has embedded in the text. In this way, the students learn to include a cultural, historical, and global point of view in their analysis of literature. The assessment of what the students have learned should be discernable in the assigned critical essay.

RESOURCES:

"Fraternity," by Garrett Hongo, in Across Cultures, sixth edition, edited by Sheena Gillespie and Robert Becker (New York: Pearson and Longman, 2005. 360-365).

The students will also research Google for pertinent web sites on Japanese-Americans. I also suggest Channel Thirteen's website (wnet.org). There, students should research Asians in America, U.S. history, New York history, and global immigration patterns.

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Department of English

Best Practices for Teaching with a Global Perspective

COURSE INFORMATION: ENG 101: Composition I/Caroline Pari

This is a basic college-level course, similar to "freshman English" at other community and four-year colleges. Students learn to use their experience and ideas as subject matter for essays and to analyze topics in depth. They also become acquainted with the process of writing, from pre-writing activities to producing a final, proofread draft. The purpose of, audience for, and structure of the essay are explored through readings chosen to stimulate ideas for writing and to demonstrate varied style. Grammar and syntax are discussed as needed. At the end of this course, students take a departmental essay examination that requires them to compose, draft and edit a thesis-centered essay of at least 500 words.

STUDENT LEARNING OUTCOMES:

- To compose brief, written responses to academic essays
- To read critically
- To prepare for a 500-750 word essay about language and cultural identity
- To prepare for the Departmental Final Exam

DESCRIPTION OF UNITS, LESSONS, PROJECTS, AND/OR ASSIGNMENTS:

This in-class activities act as an introduction to a unit devoted to the topic of language and cultural identity. Students are assigned several articles to read including Amy Tan's "Mother Tongue" and Richard Rodriguez's "Aria: A Memoir of a Bilingual Childhood." Before discussing these texts, students share their own experiences with the languages they speak.

1. Students write a brief, informal response to the following task written on the board:
Describe the language(s) you speak, including the different ways of speaking English. Tell when and why you speak each one and provide examples of it (at home, school, work, with friends or with authorities). Students write for about ten minutes. Since it is an informal piece and will be read aloud, it is not collected or graded.
2. Then, while sitting in a large circle, students share their responses aloud to the whole class and discuss the various ways they use language. They tell stories and give vivid examples. We may hear about someone's use of Jamaican patois, or an immigrant's use of his/her mother tongue, or about code-switching. Students differentiate between "regular" English or "proper" English, and clearly demonstrate an understanding of audience. They realize that they use many "Englishes." It is important to see how students come up with their own words and terms to describe their use of language. Students are encouraged to take notes while a student speaks. This in-class discussion usually lasts about 20 or 30 minutes. It serves two purposes: to help understand the readings and to prepare them for an essay.
3. With their own experience with language as a starting point, students can approach the academic essays with a clearer understanding of the authors' main points. For example, Amy Tan discusses the way she speaks many "Englishes" in "Mother Tongue." Richard Rodriguez distinguishes between "private" and "public" languages in his story of how he gained a public identity in his assimilation process that also involved the loss of his private language (Spanish). Students now have their own examples to help them engage with the readings. These readings are discussed at the following class meeting.

4. After about two or three days devoted to discussing the assigned essays, students then compose a draft at home on the topic of “Language and Cultural Identity.” In this essay, students are asked to build on the in-class activity by bringing together a description of the languages they speak in greater detail with a deeper analysis of these languages and with references to the assigned readings. Students may analyze the political, economic, and social dimensions of their languages. For example, one Polish immigrant student describes how he was forced to learn Russian despite his country’s vehement opposition to communism and to Russia’s occupation of his country. Others describe the economic advantages of knowing English or “proper” English.
5. Recently, the topic of language acquisition has appeared on the English Department’s Final Exam for English 101; so, this in-class activity and the essay assignment can help prepare students for the exam as well.

ASSESSMENT:

As indicated in the description of this lesson, there are three opportunities to gauge how well students understand the global content of this lesson. First, students use the initial, informal writing assignment and discussion to help them understand the assigned texts. Students will refer to the examples of other students during the discussion of the texts. Second, students compose a 2-3 page essay which explores their use of language, including dialects. Here they also have an opportunity to demonstrate their understanding of the global content by providing a larger contextualization of the use of language. The essay is part of a portfolio of their written work that is submitted before the semester ends. Finally, students may show such understanding in the essay they write for the final exam.

RESOURCES:

Rodriguez, Richard. "Aria: Memoir of a Bilingual Childhood." *The Hunger for Memory:*

The Education of Richard Rodriguez: An Autobiography. Boston: Bantam, 1982.

9-41.

Tan, Amy. "Mother Tongue." *Patterns for College Writing*. Eds. L. Kirszner

and S. Mandell. 9th ed. New York: Bedford/ St. Martin's. pp. 462-469

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Department of English

Best Practices for Teaching with a Global Perspective

COURSE INFORMATION: ENG 101: Composition I:/Roger Sedarat

English 101 is the first college-level writing course. Readings are used to stimulate critical thinking and to provide students with models for effective writing. Students become acquainted with the process of writing, from pre-writing activities to producing a final, proof-read draft. Grammar and syntax are addressed as needed. At the end of the course, students take a departmental exam that requires them to compose, draft, and edit a thesis-centered essay of at least 500 words.

STUDENT LEARNING OUTCOMES:

- To analyze the rhetorical structure and argument of an important text.
- To extend this analysis to one's subjective position in late capitalist America.
- To understand the extent to which students literally embody a "world market."

DESCRIPTION OF UNITS, LESSONS, PROJECTS, AND/OR ASSIGNMENTS:

- 1) As preparation, students read Karl Marx's *The Manifesto of the Communist Party* for homework.
- 2) Next, students review assigned paragraphs for basic comprehension, making brief presentations on rhetorical style and meaning.

- 3) After a clear understanding of the text, they begin to relate Marx's idea of a "world market" to their own experiences as consumers by inventorying the nations where their clothes were made (looking at the tags on shoes, shirts, etc).
- 4) This assignment extends to their homework, requiring them to research the origins of certain brands and articles of clothing on the Internet.
- 5) During the following class, before submitting for credit an itemized list of clothing that references locations of manufacture, they collectively share their results. The professor writes each country upon the board, essentially recreating the effects of the "world market" that Marx describes.

ASSESSMENT:

In small groups, students first demonstrate a basic comprehension of the excerpt from *The Manifesto of the Communist Party*, closely reading and discussing Marx's main idea. One reporter from each group submits a hand-written summary of what Marx means by "a world market" as well as a brief analysis of the excerpted paragraph in terms of style (i.e. topic sentence, development, etc.). This counts toward the participation grade of each student in the group. Additionally, students submit their written homework that demonstrates their research into the origin of their clothing and accessories worn on the previous class day. This too counts toward the participation grade. Finally, students write a clearly written and well-developed paragraph with a topic sentence that briefly summarizes what Marx means by "a world market," using their written homework as an extended example. This paragraph receives a letter grade from A-F—based on content as well as style (grammar, spelling, organization, etc.)—that counts toward the students' in class written work (10% of the final course grade).

RESOURCES:

The Manifesto of the Communist Party by Karl Marx, excerpted in *Juxtapositions: Ideas for College Writers*, ed. by Marlene Clark (New York: Pearson Longman, 2005. 137-156).

Students will read themselves as “living texts,” itemizing the clothes worn to class and finding the tags that specify the country in which their clothes were manufactured.

Students will also research Google to help them locate the nations where their clothes were manufactured.

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Department of English

Best Practices for Teaching with a Global Perspective

COURSE INFORMATION: ENG 353: Women's Literature/Page Delano

In this upper-level English class we explore texts by women, looking at women in literature (drama, short stories, novels, memoirs, poetry), through the lens of feminist literary and social criticism, and often from an historical perspective. We write brief but deep "reading papers" about the readings, view two films to compare them to the texts from which they are derived, and in the last four weeks of the class, cross boundaries of literary and film criticism, memoirs, autobiographical theory and history, to reach a more complex international perspective on women's literature.

STUDENT LEARNING OUTCOMES:

- introduce students to some of the significant issues in women's studies/gender studies from an American and international perspective
- give them a broad taste of women's literature, not just in the U.S. but internationally.
- prepare them to continue reading on their own, as well as to train them to see women's issues, as we broadly define them during the semester
- to see themselves as writing their own lives
- as Wordsworth writes, "to see into the life of things," that is, to become sharper readers and critical writers both for college and as global citizens

DESCRIPTION OF UNITS, LESSONS, PROJECTS, AND/OR ASSIGNMENTS:

The final segment of my recent Women's Literature class was a full-blown film, literature, and history configuration. We had recently read *Pride and Prejudice*, supplemented with selections from the Olivier/Garson and the A&E films and a section of *Reading Lolita in Teheran*. Following this, we joined Nigerian author Buchi Emecheta's *Joys of Motherhood* with essays about African women's quest for independence. Students loved the novel, and felt great despair about the difficulties of motherhood and women's lot in Nigeria. The readings about Kenya and Zimbabwe added a rich additional perspective to our foray into culture, gender, and politics in Africa.

Now it was time to move to even broader ground – so I joined *Outwitting the Gestapo* (1984, trans. 1993), a memoir by Lucie Aubrac, a prominent member of the French Resistance, with a film adaptation of the memoir, titled quite simply *Lucie Aubrac* (dir. Claude Berri, 1997), which took startling liberties with the memoir. Linked to these texts was an essay criticizing the masculinist adaptation, along with my lecture on occupied France, gender and the French Resistance, and critical writings on autobiography. I stressed that we faced additional issues: a work in translation, and the problems of historical memory and political appropriation (including recent razor-sharp disputes in France over the accuracy of the Aubracs' account of their deeds).

Two lively and rich classes developed, made richer by the contributions of my diverse students who chose college on Friday evenings, including an adult Frenchwoman who offered more accurate translations of the film, and young women who as babies had been deposited with relatives when their mothers migrated to the U.S. to work (this issue emerged in deliberations on a pregnant woman's involvement in the dangerous Resistance). The process – aided by a dramatic feminist memoir and a grabbing film — engendered a sophisticated understanding of

the ties between world literature, feminist theory, history, and social practice. Furthermore, this process invokes a dynamic way of teaching issues, texts, and practices with greater depth, wider context, and with more demands on students to think outside the frames of disciplines and into the world.

Assignments included extensive reading, seeing the film, rigorous class discussion, and a final essay based either on Emecheta's novel or the Lucie Aubrac readings and film.

ASSESSMENT:

My assessment of the extent to which my students grasp my global and inter-disciplinary projects on African women in conjunction with teaching Buchi Emecheta's *Joys of Motherhood*, and on Lucie Aubrac through film, memoir and critical essays, can come in four ways. One way is through their essays on these topics. Students have the option to write about one or the other topic, and I get a sense of how well they have been able to integrate the different 'texts' in reading their essays. The results are, not surprisingly, uneven. Some have, for example, taken well to the essays assessing African women's independence, and use these to help in their reading of Emecheta's novel. A second way is through their classroom conversations, and final oral presentations about what they have learned in the class. Thirdly –and this might be an alternative to the second “assessment”—a student can create an on-line project which examines and goes more deeply into these matters. For example, a student might create a brief bibliography addressing these issues, offer links to primary materials, and the like. This is particularly useful, in my view, for stimulating exploration that lives beyond the semester. And fourthly, something I envision for the future, students can develop interviews with people who might have some connection to these matters. It might involve finding women who have been

involved in political movements, and interviewing them with questions triggered by some of the pertinent issues that came up in our discussions, such as what do activists (legal or illegal) do about their children? Or it might involve engaging in discussions with women raised in African communities, pursuing some questions more deeply, and reporting on these conversations.

RESOURCES:

On African women, 20th century

Buchi Emecehta, *The Joys of Motherhood*, 1979, Braziller Press.

Elizabeth Schmidt, "Patriarchy, Capitalism and the Colonial State in Zimbabwe," *ed.*

Barbara Laslett et al. *Rethinking the Political, Gender, Resistance and the State*, Univ. Chicago Press. 1995.

Patricia Stamp, "Burying Otieno: The Politics of Gender and Ethnicity in Kenya,"

Rethinking the Political.

On *Lucie Aubrac*

Lucie Aubrac, *Outwitting the Gestapo*. Univ. Nebraska Press, 1993. Trans. from the

French *Ils Partiront dan L'Ivresse*.

Claude Berri, director, *Lucie Aubrac*, 1997.

Graeme Hayes, "Resistancialism Revisited: Masculinity and National Identity in Claude

Berri's *Lucie Aubrac*," *Studies in French Cinema*, 2001, Vol. 1 Issue 2, p108, 10p

(1997)

Other readings:

Mary Chamberlain, "The Global Self, Narratives of Caribbean Migrant Women."

Feminism and Autobiography: Texts, Theories, Methods, ed. Tess Cosslett et al., Routledge, 2000.

Temma Kaplan, "Female Consciousness and Collective Action: the Case of Barcelona, 1910-1918. *In Rethinking the Political*.

Excerpt from Alexandra Kollontai, *The New Woman*, 1920

>http://www.mtholyoke.edu/courses/rschwart/hist151s05/women/kollantai_excerpts.htm <

Excerpt from Etta Shiber, *Paris Underground*, 1943 (memoir of American woman in the Resistance, jailed by the Gestapo)

Excerpt from Gertrude Stein, *Wars I Have Seen*, 1945. (about Stein's meeting American soldiers when France was liberated)

Penny Summerfield, "Daughters Reconstruct their Parents: Mothers, Fathers and Wartime Mobilisation." *Reconstructing Women's Wartime Lives: Discourse and Subjectivity in Oral Histories of the Second World War*. New York: St. Martin's, 1998

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Department of English

Best Practices for Teaching with a Global Perspective

COURSE INFORMATION: ENG 353: Women in Literature/Cheryl Fish

English 353 “Women in Literature” is an upper level English course. Students read a selection of literature in both national and international context. The readings convey the history of women as writers and thinkers, and how women have been represented in literary studies, based on gender stereotypes, and the challenges to those stereotypes and limitations. Assignments include short and long writing projects, analytical responses, oral presentation, small group work, dialogue, etc.

STUDENT LEARNING OUTCOMES:

- To understand the ways women have contributed to the development of literature and the history of ideas in both national and global contexts
- Analytically to interpret complex ideas in the reading and to learn historical and varied cultural expectations for women.
- To see the tradition of writing by women as building upon the works of others that came before, and to see the way women challenged limited gender roles through the use of literature
- To read and respond to various genres (poetry, fiction, non fiction) by women from diverse races, classes, and nations

DESCRIPTION OF UNITS, LESSONS, PROJECTS, AND/OR ASSIGNMENTS:

The focus of my lesson here is on an essay “The Deportation of Barbie from Iran,” by Farzaneh Milani. It shows how dolls have been seen as an important bearer of symbolic meaning about culture and gender. The Western Barbie is assumed by some in Iran to represent Western materialism and sexual objectification of women, and is therefore necessary to resist and even ban from the stores. The class had earlier read a poem by American writer Marge Piercy, “Barbie Doll,” which illustrated how a young girl who did not have a Barbie figure or face was judged and chided by her peers and grew up feeling ugly and inadequate despite the fact that “she was healthy, tested intelligent/possessed strong arms and back.” Thus, students see one example of how a doll can stand in for rigid gender expectations about beauty, and how they caused the persona in the poem to “cut off her nose and legs and offer them up.” Reading this poem with the essay on Barbie in Iran opened up the issue in greater depth, to see how the meaning of Barbie was fluid, and had strong cultural connotations. We also looked at photos of the dolls that young Muslim girls were given in lieu of Barbie—they were dressed more modestly and were thought to give a more adequate message about the expectations for girls in that country. Moreover, Milani’s essay illustrates the limits of thinking in binaries, and the danger in seeing the “other” as personifying “the pollution of native and authentic culture” (259). She shows how the strategy of vilifying Barbie has been used to accentuate veiling in Iran, which in turn became “essential to the articulation of manhood” (261). In both readings, we see how the female body and its representations become the battleground for a society to project doubts about change, role models, gender expectations, and relations between the sexes. Reading across culture becomes a crucial means to have a dialogue about potential misunderstandings, stereotypes, growing

mistrust between East and West and what's at stake in the cultural iconography of childhood toys.

ASSESSMENT:

Students are asked to write short "informal reaction" papers illustrating that they understood the main concepts of the lesson. They have to pick out quotes from the reading about literature in international contexts, and make comments to show what they learned, and to ask questions if they have any. They are asked to highlight what was most surprising, interesting, or troubling about the reading they do. I collect the papers and assess them with comments and a grade on a scale of 1 to 5.

RESOURCES:

Milani, Farzaneh. "The Deportation of Barbie from Iran," Iris, 1999. Reprinted in Reading Women's Lives, compiled by Cheryl J. Fish, Pearson Publishing, 2005. 253-262.

Piercy, Marge. "Barbie Doll," from Circles on the Water: Selected Poems of Marge Piercy. New York: Alfred A. Knopf, 1982. Reprinted in Reading Women's Lives, 3-5.

Valinejad, Afshen. "Iran Debuts Islamic Barbie," Associated Press, Oct. 21, 1996.
"Iran's Answer to Barbie." March 6, 2002.

<www.cbsnews.com/stories/2002/03/06/world/main503125.shtml>

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Department of English

Best Practices for Teaching with a Global Perspective

COURSE INFORMATION: ENG 392: World Literature II/ Page Delano

World Literature II (1700 to the present) is an upper-level literature class that begins at the cusp of the modern era, including a play by Shakespeare, working from the early modern period to literature of the twentieth century, with a global perspective. The students read a very broad selection of literature that covers the major literary movements of the modern period, with an emphasis on the Enlightenment (and the Age of Discovery), Romanticism and Revolution, Modernism, and a sweeping history of the novel.

STUDENT LEARNING OUTCOMES:

During the semester, students have been introduced to literature in a broad global context, as we cross boundaries between literature, history, and anthropology, for example. As I note in my syllabus, the goals of the class are:

- to understand a few important texts *well*.
- to get a solid sense of modern literature – its historical scope, its cultural influences, its global reaches.
- to develop your reading skills and abilities to write about literature.
- to become more familiar with the range of electronic resources linked to world literature—whether full texts, critical writing, or supplemental material that expands context and historical connections.

- to come out of this class with independence and curiosity about reading more about literature from many parts of the world.

DESCRIPTION OF UNITS, LESSONS, PROJECTS, AND/OR ASSIGNMENTS:

The module which I call Travel and Discovery lies between our study of *Hamlet* and our reading Alexander Pope's "The Rape of the Lock" and Jonathan Swift's *Gulliver's Travels*, Book IV. To anticipate both Pope and Swift, and the "Age of Discovery," I note in my lecture Swift's observation that to put breakfast on an English woman's table, one had to travel three times around the world. With this reference, I suggest the growing dependency of European society on its colonial exploration and conquests.

Module 4 is also a little bit of an escape from world literature as my students might think of it, for in this module we read two narratives of exploration, and an array of articles by anthropologists about the history of food.

This is a fair amount of reading; indeed, I ask the students to skim the travel accounts, and then to pick one of the anthropological studies to look at in some detail. In addition, I point them to web links that address the role of slavery in creating British wealth, the New York Public Library's historical display of maps, and the like.

The writing assignment has taken place on Blackboard's Discussion Board. I ask the students to comment on Drake or Raleigh's account, noting ways in which each explorer defends the English over the Spanish, and ways in which they describe and treat the native peoples. Then I ask them to discuss their responses to one of the articles on the history of food, and comment on the relation between explorers such as Drake and Raleigh, and the vast expansion of trade in such commodities, and the growing dependency of Europe on these productions. Finally, I

expect them to consider the human costs involved in the European “age of discovery.” The discussions have been lively, thoughtful; students have challenged fellow students, and inspired each other to read and think more critically.

ASSESSMENT:

To assess how well students have grasped the material about early stages of colonialism, about its links to cultural production, how much they are sparked into taking some “ownership” of these ideas, and feeling comfortable pursuing these matters independently—and hopefully long after the course ends—I can consider four areas. One—how well do the students actually link their understanding of the commodities exploited and traded in this period to the next section, on *Rape of the Lock* and *Gulliver's Travels*? I expect them to be able to see more clearly the actual “things” involved in these texts, and how important they have become in influencing economic and cultural changes. This is, of course, a tall order, but there are some glimmerings showing through in classroom discussions. Secondly—I can assume that students now have a stronger capability of actually mapping world cultures. I can expect them to create a visual/on-line project that brings together images from this period, websites with interesting discussions of colonialism, of other travel narratives, of the role of the slave trade in British wealth (hence the wealth of the Bennet family in *Pride and Prejudice*—all in all, a kind of electronic annotated bibliography that extends this lesson in their own terms. Thirdly—and this is related to the previous assessment—I can expect students from the Caribbean, for example, to further explore their backgrounds through the lens of this new information. A student might retell a story she heard from her family in Guyana that is tied to the history of colonialism. Such explorations can take place in Blackboard's discussion board or in classroom presentations. Fourthly—I can

consider writing assignments, whether in short reading papers (2-3 pgs, low-stakes writing) or more formal essays, that aim to combine some aspects of this project with their reading of the literature that follows.

RESOURCES:

Primary sources:

Sir Francis Drake. *A selection from Drake's exploration of Panama, where he fights the*

Spanish, and is supported by Cimaroons, or escaped slaves, c. 1572. This is a link to excerpts from Sir Francis Drake's accounts of travel to the New World:

<http://www.bartleby.com/33/1003.html>

Sir Walter Raleigh *The DISCOVERY of the large, rich, and beautiful EMPIRE of GUIANA;*

with a Relation of the great and golden CITY of MANOA, which the Spaniards call EL DORADO, and the PROVINCES of EMERIA, AROMAIA, AMAPAIA, and other

Countries, with their rivers, adjoining. Performed in the year 1595 – This is an excerpt

from Sir Walter Raleigh's accounts of travel to the Orinoco River in Guyana in "The

Discoveries of Guiana," 1590 *looking for water access to El Dorado* --. It is taken from

Bartleby.com -- an excellent site that includes vast numbers of texts in the public domain.

Secondary Sources:

"Case Histories: Ways in Which Foods Have Emerged, Migrated, and Been Assimilated." This

study includes: "Transforming Corn into Maize," Betty Fussell; "How the Potato

Changed the History of the World," William McNeill; "Sweet Polychrest," Sidney Mintz,

in *Social Research*, Vol 66, No 1, Spring 1999.

Comment: This is a fascinating article by three anthropologists about one more fascinating connection between Europe and the Americas it was exploring and colonizing. Once-exotic foods (like sugar) from the Americas become "democratized" as production and consumption expands. It fits into our discussion the cultural effects of colonial expansion.

Sidney Mintz and Christine du Bois, "The Anthropology of Food and Eating," *Annual Review of Anthropology*, 2002. 31:99–119. First published online as a Review in Advance on May 10, 2002. This is one more article on the cultural meanings of food. It is more academic than Norton's article, and looks at "meanings" and issues of food in more recent years. You might think of the film *Super-Size Me*, and the critique of McDonalds--*Fast Food Nation* as another discussion of American food identity!

Mary Norton, "A Conquest of Chocolate," *OAH Magazine of History*, April 2004

This is an article about chocolate: how European explorers, European eaters, and native peoples of the Americas encountered each other over chocolate.

Note: these texts are all available through the CUNY electronic library resources.

Extra links such as:

Liverpool and the Slave Trade

<http://www.liverpoolmuseums.org.uk/maritime/slavery/liverpool.asp>

Maps at the New York Public Library

<http://www.nypl.org/research/calendar/exhib/hssl/hsslexhibdesc.cfm?id=384>

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Department of Mathematics

Best Practices for Teaching with a Global Perspective

COURSE INFORMATION: MAT 056: Intermediate Algebra and

Trigonometry/Nkechi Agwu

This course is the second algebra course offered at the college. It is open to students who have completed elementary algebra or its equivalent. It includes such topics as factoring, solutions of linear and quadratic equations, trigonometric relationships, exponents, logarithms, and graphs of quadratic equations. Prerequisite: MAT 051 or MAT 012, if needed

STUDENT LEARNING OUTCOMES:

Students will learn:

- The concept of square root and its global perspective, which is reflected in the
- evolutionary history of the square root symbol.
- How to use a method of computing upper and lower bounds to approximate square roots and solve quadratic equations.

DESCRIPTION OF UNITS, LESSONS, PROJECTS, AND/OR ASSIGNMENTS:

Definition of square root:

Let x and N be real numbers, with $N \geq 0$. Then x is the square root of N , if and only if the square of x is N . Symbolically $x = \pm \sqrt{N} \rightarrow X^2 = N$. The principal square root of N is \sqrt{N} (the positive square root of N). If $N < 0$, then \sqrt{N} is an imaginary number. For example, $\sqrt{-16} = \sqrt{16i} = \pm 4i$ or $(\pm 4i)^2 = -16$

Examples:

- (1) Find the square root of 9. Answer: $\sqrt{9} = \pm 3$
- (2) Find the principal square root of 9. Answer: $\sqrt{9} = 3$
- (3) Find the square root of -9. Answer: $\sqrt{-9} = \pm 3i$

Evolutionary history of the square root symbol:

The evolutionary history of the square root symbol provides a global perspective to the concept of square root. The history indicates that the square root symbol whose origin can be traced back to the ancient Egyptian civilization (3000B.C. – 400 A.D.) in Africa showed up later in the 15th century mathematical traditions of Europe in France and Germany, undergoing various evolutionary forms transitioning to the symbol that we use in today's modern society.

- (1) In ancient Egypt, scribe A'homose copied from earlier work (1450 B.C.E.) into the Rhind Papyrus the symbol “ $\sqrt{\quad}$ ” for the square root. The ancient civilization of Egypt had a rich mathematical tradition that evolved with the development of agriculture along the Nile Valley and with the monumental architecture of the pyramids or royal tombs of the Pharaohs and the great temples of Luxor and Karnak. The Rhind Papyrus (a principal source of the mathematical traditions of the ancient Egyptians) is a 18 feet long and 13 inches wide papyri. It was sold to Scotsman A.H. Rhind (1833-1863) at Luxor in 1858 and that is how it got its name.
- (2) In France, Nicolas Chuquet (d.1487) used “ R^26 ” for the square root of 6.
- (3) In Germany, Michael Stifel (ca.1487-1567) developed the symbol “ $\sqrt{\quad}$ ” and afterwards “ $\sqrt{\quad}$ ”.
- (4) In France, François Viète (1540-1603) used “ $\sqrt{\quad}$ ”, while his follower Franz van Schooten adopted the radical sign “ $\sqrt{\quad}$ ” in 1646. Also, in the 16th century, Rene Descartes (a Frenchman) used the symbol “ $\sqrt{\quad}$ ” to indicate the meaning of “square root”. This is the symbol that we use in today's modern society.

A method of computing upper and lower bounds to approximate the square root of a number:

In ancient times, our ancestors did not have a calculator, so they used approximate methods to calculate the value of the square root of a number. Given below is one of the methods used by the ancient Egyptians. It involves computing upper and lower bounds.

Step 1

Determine the number of the digits in the integer part of the square root. This will involve upper and lower bounds for the integer part that are powers of 10. For example, for 10^n where n is a whole number, there is a number x for which $1 \leq x < 100$. Observe that $1 \leq \sqrt{x} < 10$. The square root of x will only have one digit left to the decimal point.

Step 2

Select the number of decimal places of interest. Then write the square root as $A.BCD\dots$, where A is the integer part and $.BCD\dots$ is the decimal part.

Step 3 and subsequent steps Proceeding step by step using upper and lower bounds as explained below. Determine the square root to the given number of decimal places.

Example 1: Find the solution of the quadratic equation $X^2 = 1000$.

Solution: To answer the question, we need to find the square root of 1000 to the second decimal place.

Step 1

Since $10^2 < 1000 < 100^2$ then, $10 < \sqrt{1000} < 100$.

The square root of 1000 has 2 digits number left to the decimal point, so it has the form as $AB.CD$.

Step 2

Find out the first digit number A .

$10^2 = 100$, $20^2 = 400$, $30^2 = 900$, $40^2 = 1600, \dots$

900 is too small for 1000, and 1600 is too big for 1000, so we can easily tell the square root of 1000 lies between 30 and 40, and the first digit in its integer is 3, written as $3B.CD$

Step 3

Find out the second digit B .

$30^2 = 900$, $31^2 = 961$, $32^2 = 1024, \dots$

961 is too small for 1000, and 1024 is too big for 1000, so we can tell the square root of 1000 is between 31 and 32, and the second digit must be 1, written as 31.CD...

Step 4

Find out the first decimal number C.

$31.1^2 = 967.21$, $31.2^2 = 973.44$, $31.3^2 = 979.69$, $31.4^2 = 985.96$, $31.5^2 = 992.25$, $31.6^2 = 998.56$,
 $31.7^2 = 1004.89, \dots$

You will see that $998.56 < 1000 < 1004.89$, so the square root of 1000 lies between 31.6 and 31.7.

The first decimal number is 6, the value is written as 31.6D...

Step 5

Find out the second decimal number D.

$31.61^2 = 999.1921$, $31.62^2 = 999.8244$, $31.63^2 = 1000.4569, \dots$

The square root of 1000 lies between 31.62 and 31.63, the second decimal number D is 2, written as 31.62...

Now, we've found out the square root of 1000 to the second decimal places, so the solution is $x = 31.62\dots$ to the 2nd decimal place. This is fairly accurate, but it is terribly slow and inconvenient, since it requires a huge amount of calculation. Also errors may occur due to the miscalculation.

Exercises:

Find an approximate solution for the given quadratic equations to the given decimal places. Use the square root method involving upper & lower bounds.

1. Solve the quadratic equation $x^2 - 1570 = 0$, remain accuracy to 2nd decimal place.
2. Solve x for $x^2 - 442 = 0$, remain accuracy to the 1st decimal place.
3. Solve x for $x^2 - 8 = 0$, remain accuracy to the 3rd decimal place.
4. Solve x for $x^2 - 56.32 = 0$, remain accuracy to the 2nd decimal place.
5. Solve x for $x^2 - 1.72 = 0$, remain accuracy to the 3rd decimal place.

Answers: (1) 39.62 (2) 21.0 (3) 2.828 (4) 7.5 (5) 1.311

ASSESSMENT:

This project was given to students enrolled in BMCC's Spring 2007 MAT 056-112 and MAT 056-142 classes as a reinforcement activity on concepts related to roots and as an enrichment activity to help them understand basic concepts in calculus and discrete mathematics of increasing, non-increasing, decreasing and non-decreasing sequences, upper and lower bounds, greatest lower bound and least upper bound, the notion of a limit and basic concepts in graph theory. To assess global learning outcomes, students were given a short assignment to draw a graph matching square root symbols to contributors to the evolution of this symbol and to the time period of the contribution. They were provided with a check list of three columns of entries, viz., column 1 – square root symbols, column 2 – contributors to the evolution of the symbol, column 3 – timeframe of contribution. Samples of student graphs were displayed on the board and used to frame the discussion on some basic graph theory concepts. To assess mathematical understanding of the numerical approximation procedure for computation of square roots, students were assigned to work in groups on exercises 1-2 in the exercise section and individually on exercises 3-5. Some sequences of upper and lower bounds that students used to construct their square root approximations were displayed on the board and discussed. In general, a review of students work using these methods of assessment indicated that students had met the desired learning outcomes.

RESOURCES:

- (1) Agwu, N., *History of Solving Quadratic and Polynomial Equations*, unpublished paper, 2000.
- (2) Agwu, N., Frey, P., Greer, T. and Taylor, G., *Polynomial Module*, Washington D.C.: Mathematical Association of America Institute in the History of Mathematics and its Uses in Teaching (MAA-IHMT) Historical Modules Project, 2001.

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Department of Modern Languages

Best Practices for Teaching with a Global Perspective

COURSE INFORMATION: ITL 200: Italian III/Maria Enrico

Italian 200 is a third semester Italian language and literature course that includes a review of grammar and of composition. Modern prose is read, discussed, and analyzed.

STUDENT LEARNING OUTCOMES:

- To continue the study of grammatical fundamentals.
- To further develop aural/oral proficiency.
- To further develop skills in reading, composition and conversation.
- To understand authentic material in the target language within its cultural context.

DESCRIPTION OF UNITS, LESSONS, PROJECTS, AND/OR ASSIGNMENTS:

The first step is to stress effective oral communication in the foreign language classroom. This is not an easy task. Students are often reluctant to talk – even in their native language – unless they are interested in the topic. One way to encourage meaningful dialogue is to use international current events in a stimulating and hopefully non-confrontational way. It is a mechanism not only to get the students to talk in the target language, but also to generate interest in multi-cultural and world issues.

In this assignment students are asked to compare America's constitution with Italy's and look at election coverage in Italy and political slogans for candidates and their platforms. Students are encouraged to go to the library and use the Internet for their research. In addition,

the official Italian embassy website for the US and its links to on-line versions of Italian newspapers and the various political parties must be consulted and reference.

Next, students are asked to complete following tasks:

- write a short essay in Italian highlighting significant differences between the American Constitution and the Italian Constitution;
- make an oral presentation on the differences among the major political parties in Italy;
- invent their own political slogans for the major Italian political candidates;
- engage in a debate with their classmates on the political differences between Italy and the US.

ASSESSMENT:

Before beginning the assignment students will write a brief summary in Italian of what they perceive as being the most important elements of the American Constitution and of the major American political parties. They will also write a short summary, again in Italian, of what, if anything, they know about Italy's Constitution and political system.

After completing the required research and assignments (comparison essay and oral presentations) students will revisit their pre-assignment summaries and revise them to incorporate newly acquired information. Students will receive an overall grade based on the accuracy, relevance and completeness of the facts in their final comparison presentations.

RESOURCES:

COSTITUZIONE DELLA REPUBBLICA ITALIANA: www.giurcost.org/fonti/cost_ital.html

EMBASSY OF ITALY IN THE U.S.: www.italyemb.org

GOVERNO ITALIANO: <http://www.governo.it/Governo/Costituzione/principi.html>

THE U.S. CONSTITUTION ONLINE: www.usconstitution.net

U.S HOUSE OF REPRESENTATIVES: www.house.gov/house/Educate.shtml

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Department of Modern Languages

Best Practices for Teaching with a Global Perspective

COURSE INFORMATION: SPN 101/Alister Ramírez Márquez

This course is for students who have had no previous background in Spanish. Grammar is taught inductively and simple texts are read. Speaking, reading, and writing are emphasized.

STUDENT LEARNING OUTCOMES:

- To develop reading and comprehension skills.
- To learn about Latin American geography.
- To learn about some endangered species in the Galápagos Islands, Ecuador
- To use adjectives in context while forming complete sentences.
- To learn and practice new vocabulary from chapter 3 of the textbook.¹
- To develop speaking skills through class discussions.

DESCRIPTION OF UNITS, LESSONS, PROJECTS, AND/OR ASSIGNMENTS:

The point of this lesson is three-fold:

1. To practice and contextualize the grammar learned in chapter 3 of the textbook, which includes memorization of descriptive adjectives, agreement of noun and adjective, and the conjugation of verbs ending in “-er” and “-ir” as well as the use of “tener” and “venir.”

¹ Blanco, José, et al. *Panorama*, 2nd. ed. Boston: Vista Higher Learning, 2006.

2. to add to the global element already present in the textbook (pp 90-91) by exploring a little further into the location of, the geography of Ecuador, and the meaning and impact of the nature reserves in this country for the rest of the world.
3. to practice pronunciation, reading-comprehension, and experimentation with the target language.

In order to achieve the learning goals listed above, students are asked to read out loud the paragraphs and information that the textbook presents about Ecuador on pages 90-91. Students are then asked to translate the information they just read, and finally, they are asked to form groups of 2-3 to answer, using full sentences, the questions at the end of the reading.

To complement the textbook reading, and to make students aware of global issues, I link the teaching of language to the topic of endangered species and the efforts that are being made in Ecuador to protect them. As a class, we visit some websites² that offer more details about the three-sentence paragraph in the textbook dealing with *Las Islas Galápagos* (Galápagos Islands). The sites offer pictures, basic headlines, and explanations about the different species, etc. Students are to describe orally the images that appear on the screen. They are also asked basic questions about those images. Both exercises encourage the use of verbs ending in “-er”, “-ir,” the verbs “tener” and “venir,” the use and memorization of basic descriptive adjectives, while keeping in mind noun-adjective agreement. These exercises are also meant to encourage oral communication skills.

² Fundación Charles Darwin: www.darwinfoundation.org and American Museum Of Natural History: <http://www.amnh.org/>

Because this is an elementary-level course, we also engage in a very basic discussion about Charles Darwin, his trip to South America, his theories of evolution, and how some species like penguins survive in this tropical environment.

To encourage written communication skills — while applying what they have learned until then — students are asked to review the list of descriptive adjectives on page 92 in their textbook and to use at least five adjectives to describe their favorite animal that appears on the websites.

In all three activities, students are motivated, and those who are normally reluctant to participate orally, to take a risk and become part of a class in which we connect giant turtles, endangered species, the learning of Spanish, and global issues.

Students are given the website addresses listed below for further research of *Las Islas Galápagos* during their lab hour.

ASSESSMENT:

This unit will be evaluated according to two rubrics: (1) the students' ability to understand conversations by native speakers in the target language about what they learned; and (2) the students' ability to write about the knowledge they acquired through the study of Ecuador's ecosystems. The oral assessment will consist of the Professor reading a dialogue, and the students will have to write full sentence answers to three questions about the dialogue. This will account for 20% of the assessment. The second part of the evaluative experience, which constitutes 60%, will be comprised of written answers to questions. An example of a question would be to have students describe a picture of an animal in terms of what it is not. For example, the students would have to use vocabulary such as "The giraffe does not have wings. This would

test noun adjective agreement as well as the verbs they studied. The third part of the assessment will be a five to seven sentence paragraph. Students will be familiar with the topic, and this accounts for the remaining 20%.

RESOURCES:

AMERICAN MUSEUM OF NATURAL HISTORY: <http://www.amnh.org/>

FUNDACIÓN CHARLES DARWIN: www.darwinfoundation.org

SPANISH VOCABULARY GUIDE: www.languageguide.org/espanol

TEXTBOOK: Blanco, José, et al. *Panorama*, 2nd. ed. Boston: Vista Higher Learning, 2006.

VISTA HIGHER LEARNING: www.vistahigherlearning.com

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Department of Modern Languages

Best Practices for Teaching with a Global Perspective

COURSE INFORMATION: SPN 200: Spanish III/Eda Henao

This is a third-semester Spanish course, mostly populated by native speakers of Spanish. Study in this course includes a review of grammar and of comprehension of Spanish in written and oral forms. For this purpose, students read short literary pieces of Ibero-American literatures. Self-expression through oral and written reports is emphasized.

STUDENT LEARNING OUTCOMES:

After having done this project, students should be able to:

- Know the location of all Spanish-speaking countries in a map
- Identify all countries in North, Central and South America
- Know basic facts about all Spanish-speaking countries
- Understand that there are different “dialects” within standard Spanish depending on the country in question
- Do research on a topic, summarize, select information, and present it following standard conventions of accentuation, punctuation, capitalization, tenses, adjective/noun, subject/verb agreement
- Identify some of the problems and current events in some Spanish-speaking countries
- Have a more in depth knowledge of basic facts about a specific Spanish-speaking country
- Use Microsoft Publisher

DESCRIPTION OF UNITS, LESSONS, PROJECTS, AND/OR ASSIGNMENTS:

This LAB project entails three parts:

1. For a few weeks, during their lab hour, students are asked to do web-searches of different Spanish speaking countries. They are asked to find their geographical location, tell which countries are in close proximity to them, find out the name of their capital, currency, and other basic details on each country. Students visit the following websites:
 - a. <http://destinia.com/guide/el-mundo/america-del-sur/1-30008/main/es>
 - b. http://go.hrw.com/atlas/span_hm/samerica.htm
 - c. <http://lanic.utexas.edu/index.html>

2. Students are then, asked to read Spanish newspapers online from different countries. They are given the web addresses of newspapers online, which they can access on the following site: <http://www.prensaescrita.com/>. They are asked to read several articles and to select an article of their interest. Then, they must summarize the article (for reading-comprehension purposes and to contextualize grammar learned in the classroom). Lastly, they write their reaction/opinion/suggestions about the article.

3. As a class project, students are asked to choose a country of their choice and develop (using Microsoft Publisher) either a tourist pamphlet of a specific country of their choice or a mini-magazine where they feature a particular artistic sample of a country (their music, painters, writers, etc.) This is done following a modified “webquest” format.
 - **CITY OF MESA LIBRARY ON THE WEB**
<http://www.mesalibrary.org/espanol/enlaces/pais.htm>
 - **ORGANIZACIÓN DE LOS ESTADOS AMERICANOS**
<http://www.oas.org/main/spanish/>
 - **THE CIA WORLDFACT BOOK**
<http://www.cia.gov/cia/publications/factbook/index.html>

ASSESSMENT:

The basic assessment method for this laboratory project as it relates to its global component will be done using pre and post surveys. At the beginning, and again at the end of the semester, students will be given a survey asking them general information about Spanish-speaking countries. By using this assessment tool, it will be possible to measure student learning of the topics listed below after having completed all laboratory assignments for the course. They will be asked to provide:

1. As many names of Spanish-speaking countries as they know.
2. The names of the capitals of those countries
3. Information relating to their location and the names of neighboring countries
4. Basic information about those countries relating to culture, ethnicity, music, food, currency, something important or outstanding they may know about these countries.

Assessment of the final laboratory project—vis-à-vis the effectiveness of the writing and the extent of the information and computer literacy observed—will be achieved by means of a rubric. Students will receive an overall grade for their final product based on appropriate summary, appropriate selection of material, the relevancy and accuracy of their web research, the final brochure or cultural magazine done in the suggested computer program available at the Language Laboratory, and their imaginative efforts when putting this project together.

	25 points	10 points	5 points
COVER	It has an attractive title. It has a good design, color, and it is creative.	It has some color; there is not a lot of imagination or creativity in the title or design.	It has no graphics, it is not attractive, and the title does not show creativity.
INFORMATION	It has accurate and correct information, properly summarized, and the information is relevant to a tourist.	Although it has information, it is not very clear and it is not properly summarized. The information really is not of much interest to a tourist.	It has little or no information. The information is not correct and/or is not well summarized.
CONCLUSION	Good concluding summary. It leaves the reader well-informed and with desire to visit the country in order to enjoy the places and attractions and to learn more about the country and its culture.	It does not raise much curiosity on the reader. There is only partial summary. The reader is not left with a desire to visit the country.	It has no summary; it shows no effort to be attractive or interesting. Concluding summary may be too short.
TOTAL QUALITY	It shows creativity as well as the time and effort put into the project. It is a good quality brochure, informative and it contains correct and relevant information.	It shows some creativity, but it shows lack of effort and time investment.	The project lacks quality. It shows no creativity, nor investment of time and effort.

RESOURCES:

THE CIA WORLDFACT BOOK: <http://www.cia.gov/cia/publications/factbook/index.html>

CITY OF MESA LIBRARY ON THE WEB:

<http://www.mesalibrary.org/espanol/enlaces/pais.htm>

DESTINIA: <http://destinia.com/guide/el-mundo/america-del-sur/1-30008/main/es>

HOLT, REINHART, AND WINSTON ATLAS MUNDIAL:

http://go.hrw.com/atlas/span_htm/samerica.htm

LATIN AMERICAN NETWORK INFORMATION CENTER:

<http://lanic.utexas.edu/index.html>

ORGANIZACIÓN DE LOS ESTADOS AMERICANOS: <http://www.oas.org/main/spanish/>

PRENSA ESCRITA: <http://www.prensaescrita.com/>

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Department of Music and Art

Best Practices for Teaching with a Global Perspective

COURSE INFORMATION: MUS 410-40: Chorus I-IV/Eugenia Oi Yan Yau

This course is designed to expose the student to choral literature from the 18th century to the present day. Emphasis will be placed on exposing the student to as many diverse cultural experiences as possible, as well as the various techniques of producing a good, vibrant choral sound.

STUDENT LEARNING OUTCOMES:

- Students will explore a variety of standard, contemporary and global choral literatures and their cultures.
- Students will be involved in performances on campus, including students' recitals, college ceremonies and college functions.

DESCRIPTION OF UNITS, LESSONS, PROJECTS, AND/OR ASSIGNMENTS:

Each semester, students will be exposed to 7-10 choral pieces of diverse cultures depending on the racial make-up of the classes. This semester, for instance, choral students are learning some folk songs from China, Israel, Cuba, and USSR, along with a few standard Western classics and show tunes, some in the genres of rock and rap.

Typical projects and assignments will be:

1. *Select* students who are natives or can speak fluently the language(s) of the songs.

2. *Assign* some of them to teach the proper pronunciations of the lyrics, to explain the literal meanings of the words, and to provide the cultural backgrounds of the songs. Most global song literature, nowadays, comes with a pronunciation guide as well as brief background of the song. However, this information may not be always correct and authentic, especially in terms of translation and pronunciation. Native students usually enjoy teaching the class the “proper” way of reading and interpreting their own languages.
3. *Encourage* all students to listen to the soundtracks of the selected pieces on-line. Some sound tracks come with a video clip of the actual performance. Much global music is accompanied with optional percussive instruments and dance patterns. By listening and watching the performance excerpts, students sometimes can imitate some good portions of the instrumental and dance parts.
4. *Assign* all students to attend a choral concert off campus and to write a report. This concert has to be Western classical in nature with some global music items. Students are required to share with their classmates one of their favorite global and standard classic pieces they heard from the concert. They have verbally to describe the song and its background (which they can usually gather from the concert program), and also give reasons why they liked it.

ASSESSMENT:

At the first class, students will be asked to answer a survey regarding their general experiences and knowledge in global choral music. Then, by the end of semester, they will have to do the same survey again with comments on what and how they have learned in the class. All these surveys will be collected and assessed with comments and a grade on scale of 1 to 10 , and/or

“unsatisfied” to “extremely satisfied.” However, the highlight of these assessment tools is a live performance of the choral repertoire they have learned. This performance will be done one to two weeks prior to the final examinations. All performances will be recorded (both audio and video) for further reference. If time allows, students will be scheduled to view these recordings for commenting/assessing their own performances during finals.

RESOURCES:

www.choralnet.com, www.chorusamerica.org, www.van.org provide useful information for both choral directors and students regarding rehearsal techniques, employment, concert calendars, public domain material, as well as free soundtracks of the performances.

www.jwpepper.com sells a wide range of choral music. Many of the performance soundtracks can be heard for free on-line.

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Department of Nursing

Best Practices for Teaching with a Global Perspective

COURSE INFORMATION: NUR 112: Nursing Process I/Professors J. Eng, L. Greene, M.

Jean-Louis, and A. Lavelle

Nursing Process Level I is an introduction to the bio-psycho-social, cultural and spiritual factors that influence the nursing care of clients who need basic maintenance, restorative health, and disease prevention. The nursing process is used to present concepts and principals of nursing when administering care to clients locally and internationally.

STUDENT LEARNING OUTCOMES:

Unit X: Introduction to Care of Clients with Oxygen and Circulation Problems

Provider of Care – Level I Outcome Criteria

At the end of the semester the student will demonstrate critical thinking utilizing the nursing process in providing basic nursing care to clients with common health problems in the acute and long term care setting and community based settings, demonstrating beginning knowledge of legal and ethical standards of practice.

The student will:

1. Identify the effects of cigarette smoking on the respiratory and circulatory system.
2. Discuss the relationship between physiological, psychological and emotional smoking needs.
3. Outline the effects of smoke on the environment.

4. Students will discuss enhanced awareness of smoking as a global issue.
5. Students will compare and contrast the benefits of global smoking cessation.

DESCRIPTION OF UNITS, LESSONS, PROJECTS AND/OR ASSIGNMENTS:

Group Presentations:

Students will be divided into four groups. Each group will be given different items outlined in learning outcomes. They will do research on the web, compile their research as a group, make a presentation in class and do a group paper. Students will

- Describe subjective and objective client data that supports the patient's need for smoking.
- Students will discuss pathological changes on the respiratory and circulatory system of smoker's.
- Include support resources available nationally and internationally regarding the effects of smoking and smoking cessation and support groups.
- Identify biological, sociological and spiritual needs of individuals affected by smoking and will identify appropriate resources and referrals to meet those needs.

ASSESSMENT:

Before this unit, students will be given a survey assessing their competency within each of the student learning outcomes above, scoring one point for each competency demonstrated. The instructor may repeat the survey after this unit or use the projects themselves to reassess students' scores.

RESOURCES:

Craig, S. (1999). "Torches of Freedom": Themes of Women's Liberation in American Cigarette Advertising. Denton, Texas.

http://www.icn.ch/PR04_05.htm (2006) World Health Professions celebrate the adoption of an anti-tobacco treaty.

<http://www.nosmokingday.org.uk/smokers/healthbenefits.htm> (2006) The Health Benefits site outlines the positive aspects of stopping smoking.

http://www.icn.cu/matters_tobacco_print_htm Nursing matters/Nurses for Tobacco-Free Life Fact Sheet.

http://www.tobacco.org/History/Tobacco_History.html (2006)

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Department of Nursing

Best Practices for Teaching with a Global Perspective

COURSE INFORMATION: NUR 211: Nursing Process II/Josephine Britanico, Elora Orcajada, and Brenda Wyatt

Nursing Process Level II is composed of a seven week Psychiatric Mental Health

Nursing component in which the roles of the nurse as provider of care, manager of care, communicator and member within the discipline of nursing are integrated throughout the course with emphasis from a global perspective. Students are introduced to basic mental health concepts, interventions in crisis and family violence, severe mental health disorders, suicide, and substance use disorders, highlighting treatment for individuals and families from culturally diverse backgrounds within the community. Emphasis is also placed on the appropriate use of therapeutic communication during the nurse-client relationship.

STUDENT LEARNING OUTCOMES:

The student will:

1. Spend two hours out of one clinical day on the alcohol detoxification unit during the mental-health clinical rotation and complete a psychosocial assessment of assigned client.
2. Identify similarities in global psychosocial issues related to alcoholism from assigned readings.
3. Identify international resources used in the care of persons with alcoholism.

4. During clinical conferences discuss alcoholism as an unhealthy lifestyle caused by increased stress.
5. Develop an individualized plan of care for clients recovering from alcoholism based on a priority global psychosocial issue to be submitted the following week.
6. Maintain cultural sensitivity as a global citizen when caring for and/or interacting with alcoholics.

DESCRIPTIONS OF UNITS, LESSONS, PROJECTS, AND/ OR ASSIGNMENTS:

Student will interview a patient on the inpatient detoxification unit at the assigned clinical site. During the process of interviewing assigned client, the student will discuss with the client his/her prior lifestyle and identify stressors/contributing factors to excessive alcohol intake. Following the interview the student will complete the Psychosocial Cultural Assessment of the Patient Profile Database that is currently used by all nursing students in the clinical area when performing an assessment of assigned clients. Student will analyze data based on Maslow's hierarchy of needs and identify four (4) psychosocial problems in the following areas: (1) Psychological and emotional health, (2) interpersonal relationships, (3) social issues, and (4) role strain. Following the clinical experience on the detoxification unit, students will then read selected materials from assigned resources about global issues on alcoholism and how alcohol has impacted people around the globe in the problem areas listed above. Additionally students will identify philosophy and mission of treatment programs that provide care for inpatients and outpatients in other countries. With the above data in mind, students will then choose the priority global problem area and develop an appropriate plan of care for the alcoholic client that was interviewed in the clinical area.

ASSESSMENT:

Learning from best practice plan can be validated in that student will:

1. Hand in a typed written report of their attendance at a specific community resource (open AA Meeting) describing their responses as an observer at the meeting that contributed to his/her personal and professional growth.
2. Submit a nursing care plan that includes specific resources and activities in planning and implementing nursing care.
3. Maintains cultural sensitivity in the clinical area during interactions with persons who abuse alcohol.

BOROUGH OF MANHATTAN COMMUNITY COLLEGE**NURSING DEPARTMENT****PSYCHIATRIC MENTAL HEALTH NURSING COMMUNITY ASSIGNMENT****ALCOHOLICS ANONYMOUS REACTION REPORT**

You are responsible for attending an OPEN meeting of Alcoholics Anonymous. You will call Alcoholics Anonymous Intergroup phone number (found in phone books) or dial 311 to find a meeting. You may ask for a “No Smoking Open Meeting” if you prefer. Do not take notes during the meeting. It is up to you to decide whether or not you wish to identify yourself at the meeting. Since you are going in the role of nursing student, you are held to the American Nurses Association Code of Ethics, which includes confidentiality issues related to people you see there. You will write a reaction to this meeting and hand in the paper in to your clinical professor on or before the fourth clinical day. Your clinical profession will give you the specific date.

Include all of the following in your reaction report:

- 1. Date, place and time of the meeting.**
- 2. General description of the group and ethnic make up.**
- 3. How was the meeting conducted?**
- 4. Your observations of the group's reactions to**
 - a) the speaker(s)**
 - b) each other**
 - c) you.**
- 5. Your reactions, feelings and thoughts about the meeting, Alcoholics Anonymous (AA) principles and how AA helps the alcoholic.**
- 6. As a nurse, how might you use your experience at an AA meeting to assist future clients or community members?**
- 7. Describe what you personally found useful and what you personally learned from this experience.**

RESOURCES:

1. Alcoholism Addiction and Mental Health: Addiction Treatment Information & Support. Retrieved April 21, 2006 from the World Wide Web at <http://www.soberrecovery.com/links/treatmentcenters.html>.
2. *Book Three: Healing Alcoholism*. Retrieved February 7, 2006 from the World Wide Web at <http://www.claudesteiner.com/hea3.htm>.
3. International Nurses Anonymous. History and Purpose. Retrieved February 14, 2006 from the World Wide Web at <http://www.intnursesanon.org/aboutINA.htm>.
4. New River Cove Treatment Center. Retrieved April 21, 2006 from the World Wide Web at http://www.newrivercove.com/about_nrc.htm.

5. Wilsnack, S., and Wilsnack, R. *International Gender and Alcohol Research: Recent Findings and Future Directions*. National Institute on Alcohol and Alcoholism. Retrieved April 21, 2006 from the World Wide Web at <http://pubs.niaaa.nih.gov/publications/arh26-4/245-250.htm>.
6. World Health Organization Department of Mental Health and Substance Abuse (2004) *Global Status Report on Alcohol 2004*.

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Department of Nursing

Best Practices for Teaching with a Global Perspective

COURSE INFORMATION: NUR 313: Nursing Process III/Dorothy Grasso

Nursing Process Level III is an upper-level nursing course that is composed of a seven-week component in Nursing Care of Children and a seven-week component in Basic Medical-Surgical Nursing Care. Major emphasis is placed upon common recurring health problems. Psychosocial nursing techniques are emphasized as they relate to the care of the client with selected health problems. The topics covered during the course are cardiovascular function, respiratory function, endocrine function and health promotion and maintenance of children. The course has a clinical component in which the students have a clinical experience in a hospital or community setting once a week. Students are given reading assignments. They need to develop a plan of care for assigned patients. There is a practicum for the testing of identified clinical skills. The students work with a Human Patient Simulator to develop skills.

STUDENT LEARNING OUTCOMES:

- Utilize the Nursing Process as a basis for providing critical, reflective decision-making in providing care to patients with Tuberculosis (TB) in acute, long-term and community based settings integrating knowledge of legal, ethical and global standards of care.
- Demonstrate a beginning leadership role by managing patient care responsibilities based on global information.
- Plan safe and effective care for the TB patient, utilizing global resources.

- Provide globally appropriate healthcare by establishing effective therapeutic communication techniques in preventing TB and promoting health.
- Utilize resources and participate in activities, which foster professional growth and critical thinking by exhibiting awareness of the implications of his/her involvement as a member of the nursing profession and the global community.

DESCRIPTION OF UNITS, LESSONS, PROJECTS, AND/OR ASSIGNMENTS:

Clinical:

- Assign pertinent journal readings to the clinical group that encompasses tuberculosis on a global level. The emphasis of this assignment is the transmission of tuberculosis. Each student will be expected to do 5 minute presentations, reporting their findings from the reading to the rest of the clinical group at pre-conference before the clinical day starts. The clinical instructor will then guide the group in formulating a synopsis of the readings and how this information can be utilized in the clinical area.
- In the clinical area, the clinical instructor will review the written hospital policy on the management of the tuberculosis patient, with an emphasis on the transmission of tuberculosis.
- Students' assignments should include caring for the patient with tuberculosis, if possible. At this time, the clinical instructor will guide the student in the appropriate measures that need to be taken in order to prevent transmission of tuberculosis. Patient and/or family teaching should be done at this time.

- During post-conference, at the end of the clinical day, the clinical instructor will guide a small group discussion that incorporates the journal readings, the pre-conference synopsis, the hospital policy and patient care. At this time the instructor can answer questions and/or concerns about the assigned care plan on the tuberculosis patient with a global perspective.
- The students should independently formulate a global nursing care plan, utilizing all of the information gathered, for any patient with TB that demonstrates an understanding of the scientific principles in relation to the transmission of TB.
- The care plans will be reviewed by the clinical instructor and then returned to the students. These care plans can then be discussed at the next pre-conference in the clinical area.

ASSESSMENT:

- The student will participate in a post-conference group discussion about the patient with a diagnosis of tuberculosis.
- The student will formulate a tuberculosis teaching plan and then teach the patient and/or family about the transmission of tuberculosis.
- The student will independently formulate a nursing care plan, incorporating the global effects of tuberculosis in one of the four problems required on the care plan.

RESOURCES:

Bhattacharya, Shaoni. "1/3 Of Global Population Infected With TB."

Rense.com. 2006. <http://rense.com/general57/htm>.

"Controlling Tuberculosis Globally" *Centers for Disease Control and Prevention*.

2006. < <http://www.cdc.gov/programs/global.htm> >

"Global Epidemiology of Paediatric Tuberculosis." *The National Institutes of*

Health. 2006. < <http://www.ncbi.nih.gov/PubMed&list.gov> >

"Tuberculosis Among Persons Who Frequently Cross the U.S.-Mexico Border."

Centers for Disease Control and Prevention. 2006.

<<http://www.cdc.gov/programs/global08.htm>>

"Tuberculosis: A Global Emergency." *The National Foundation of Infectious*

Diseases. 2006. <http://www.nfid.org/factsheets/tb.html>

"Tuberculosis: Infection and Transmission." *World Health Organization*. 2006.

<http://www.who.int/mediacentre/factsheets/index.html>.

"Tuberculosis: Monitoring Progress Towards the Millennium Development

Goals." *World Health Organization*. 2006.

http://www.who.int/tb/publications/global_report/2005/methods.html

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Department of Nursing

Best Practices for Teaching with a Global Perspective

COURSE INFORMATION: NUR 411: Nursing Process IV/Professors A. Sligh-

Smith, and M. White

This course is composed of a semester of medical-surgical nursing. It is a continuation of medical-surgical nursing introduced in NUR 313. There is emphasis on selected medical-surgical problems, and students receive supervision of more advanced medical-surgical nursing skills in the hospital lab.

Prerequisites: NUR 313 and all previous prerequisites

Corequisite: NUR 415

STUDENT LEARNING OUTCOMES:

The student will:

- Understand prevalence and pandemic effects of HIV/AIDS
- Identify local and global resources that service HIV /AIDS victims
- Be able to educate HIV/AIDS individuals on primary prevention
- Understand varying health care practices of HIV/AIDS in different countries
- Understand constraints in caring for individuals with HIV/AIDS

DESCRIPTIONS OF UNITS, LESSONS, PROJECTS, AND/ OR ASSIGNMENTS:

In the clinical groups during the first two weeks, students will be assigned patient with a diagnosis of HIV/AIDS. In pre-conference, student will be expected to discuss the prevalence of HIV/AIDS, available support/resources, and the need for cultural sensitivity when caring for AIDS/HIV victims national and international. After completing care of assigned patients with HIV/AIDS, in post conference, student will share views, difficulties, and feeling in regards to caring for patient. In the written assignment, the nursing care plan, students will be required to do a teaching plan on an identified need of an HIV/AIDS victim that is national or international.

ASSESSMENT:

In the NCP students will:

- Include support resources available nationally and internationally for HIV/AIDS patients.
- Identify biological, psychological, sociological and/or spiritual needs of HIV/AIDS patients.
- Demonstrate the need for cultural sensitivity.

Sample student projects could be scored 0-3 based on each of the above criteria. Progress in student learning could be tracked over time in this course.

RESOURCES:

AIDS.ORG: Educating-Raising HIV Awareness-Building Community.2004.

www.aids.org.

National Institute of Health (NIH). 2001. <http://www.nih.gov>.

UNAIDS Joint United Nations Programme on HIV/AIDS Uniting the World against

AIDS. 2005. <http://www.unaids.org>.

World Health Organization Facts and Figures: Facts about HIV/AIDS in South-East Asia

Region. 2005. <http://www.whosea.org>.

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Department of Science

Best Practices for Teaching with a Global Perspective

COURSE INFORMATION: BIO 110: General Biology/Lalitha Jayant

Biology 110 is an introductory level biology course for non-Science majors. This course presents an overview of many important topics in the field of Biology. It traces life from the structure and function of a single cell to the development of multi-cellular organisms. It covers Evolution, Cell, Energy relationships (photosynthesis and respiration), Cell division, Inheritance, Molecular Genetics, Biotechnology and Organ System. It includes a hands-on-laboratory experience correlated with the lecture content.

STUDENT LEARNING OUTCOMES:

- ◆ To develop an understanding of the cellular process of photosynthesis.
- ◆ To understand the importance of plants and photosynthesis for sustenance of life and the maintenance of ecological balance on earth.
- ◆ To be able to relate how simple metabolic activities occurring inside a cell can help prevent pollution and global warming.
- ◆ To think critically and make educated decisions about the impact of biological processes in day to day life.

DESCRIPTION OF UNITS, LESSONS, PROJECTS AND ASSIGNMENTS:

In this assignment students are asked to apply their knowledge of photosynthesis to respond to a situation that is occurring more and more in urban cities.

Assignment: Your town is planning to build a new luxury apartment building that can accommodate 40-50 families. The township has also decided that a nearby park, which was lush with trees and greenery, will be cleared to achieve this project. All the residents are concerned, and so are you. As a scientist you also understand that removing this tree-filled area from your neighborhood can have drastic consequences. You decide to write a letter to the mayor and your neighbors are willing to sign your petition.

Draft a letter to the Mayor of New York city. Begin your letter as “Dear Mr. Mayor.” Your letter should validate your argument scientifically by briefly describing the process of photosynthesis in your letter and emphasizing the importance of this process. Relate how the life of all living beings on earth is tied to this process. Explain how removing trees can lead to increased pollution, green house effect, and global warming. Your letter should very clearly highlight that the park is a must in a crowded neighborhood like yours.

1. Before beginning the letter students are advised to read the chapter on Photosynthesis from Campbell and Reece. They are also advised to visit the websites listed in the resources.

2. The letter should at least be a page long and emphasize and highlight the following points

- The flow of energy from the sun to plants and from plants to other living organisms has to be clearly described. It should be emphasized that photosynthesis is the only source of energy for all living organisms.
- The letter should discuss the importance of oxygen in sustenance of life and show how photosynthesis is the only process that can replenish oxygen in the earth’s atmosphere
- Another key concept that needs to be included is the removal of CO₂ from the atmosphere. Students should discuss how CO₂ from industrial and metabolic waste is removed by plants and the atmosphere is purified. Photosynthesis, thus acts like a natural

air filter removing CO₂ and providing O₂. They should also discuss the consequences of accumulation of CO₂ in the earth's atmosphere (e.g., green house effect and global warming).

- The concepts of autotrophism and heterotrophism should be discussed. The letter should explain how photosynthesis is the basic process for food production, and how all living organisms are dependent on plants or plant eating animals for their food requirement.
 - Plants are very essential for maintaining the ecological balance on earth and provide habitats for millions of species.
 - Students can also add any other valid or relevant reasons that they think will add to their argument
4. Each person will be given a chance to read his/her letter to the class.

ASSESSMENT:

Students will complete the following survey after finishing the global warming assignment.

1. Did you know about global warming before? Yes No
2. Did you know about photosynthesis before? Yes No
3. Did you know about green house gases before? Yes No
4. Did you know that global warming and photosynthesis were related Yes No
5. Was this assignment helpful in understanding the concept of global warming
Somewhat agree Agree Totally disagree
6. Did this assignment help you in understanding the relationship between global warming and photosynthesis?
Somewhat agree Agree Totally disagree

7. How will you rate this assignment in terms of usefulness in understanding the concept?

Somewhat agree Agree Totally disagree

8. What are your suggestions for improving the assignment?

RESOURCES:

Campbell, Neil A. and Jane B. Reece. *Biology*. Seventh edition. Menlo Park, CA:

Benjamin Cummings, 2005

EPA. *EPA Global Warming Site*. <http://www.epa.gov/globalwarming>

<http://www.ecology.com>

Melvin Calvin-Nobel Lecture.

<http://nobelprize.org/chemistry/laureates/1961/calvin-lecture.pdf>

“Photosynthesis.” <http://biology.clc.uc.edu/courses/bio104/photosyn.html>

Vermaas, Wim. “An Introduction to Photosynthesis and Its Applications.”

<http://photoscience.la.asu.edu/photosyn/education/pfotointro.html>

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Department of Science

Best Practices for Teaching with a Global Perspective

COURSE INFORMATION: BIO 425: Anatomy and Physiology I/Professor Herz

This is the first of a two-semester course exploring the human body as an integrated, functional complex of systems. Terminology, structure, and function of each organ-system, with emphasis on their interrelationships, are explained. The following are required of students in the health services technologies that are available to all other students for elective credit.

STUDENT LEARNING OUTCOMES:

- To understand how change in skin color, from dark to lighter, is influenced by human migration out of Africa.
- To understand how the amount of UV radiation in a geographic region influences the synthesis of Vitamin D, melanin and the amount of folate in the body.
- To appreciate how Vitamin D, melanin and folate influence reproductive success and the survival of the species.

DESCRIPTION OF UNITS, LESSONS, PROJECTS, AND/OR ASSIGNMENTS:

Students are asked to read “Skin Deep,” an article from *Scientific American*. It is used as part of a homework assignment during the portion of the course where we study skin as part of the Integumentary System.

For Homework, the students answer the following questions.

1. The evolution of skin color is influenced by reproductive factors (survival of the species). Name three factors that influenced skin color, and for each, state its role in survival. (50 %)
2. (A) How do migrations of dark-skinned people to regions where there is less sun affect their health?
(B) How do migrations of light-skinned people to regions where there is more sun, affect their health? (30 %)
3. What are two effects of UV rays on our bodies? (10 %)
4. How does Vitamin D aid our bodies by increasing calcium levels? (10 %)

ASSESSMENT:

Students may be given a survey before this assignment to measure their competency in each of the student learning outcomes listed above. The survey may be repeated after the assignment, or instructors may measure growth in the completed assignment itself.

RESOURCES:

Jablonski, Nina G. and George Chaplin. “Skin Deep.” *Scientific American* (October 2002): 75-81.

Textbook.

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Department of Social Science

Best Practices for Teaching with a Global Perspective

COURSE INFORMATION: PHI 100: Introduction to Philosophy/Prof.

Matthew C. Ally

Before describing the specific practice in question, it should be noted that the thematic structure and specific content of the course is itself a global teaching practice. As indicated explicitly in the course description provided in the syllabus, I teach introductory philosophy intentionally and explicitly from a global perspective. Students are informed at the outset that the idea that philosophy is somehow a privileged domain of the Western intellectual heritage is quite simply false. Moreover, at the dawn of the 21st century, the continued prominence of this idea in many quarters of the academy is positively pernicious. Early sessions are meant to help students to see the issues philosophers address as *human* issues, rather than Western issues, and this theme is consistently reinforced throughout the semester. Of course, this is not to say that the “big questions” bear no cultural fingerprints when and where they are asked. They most definitely do. Thus students are also encouraged to recognize the ways in which major philosophical (i.e. human) issues are necessarily couched in terms of particular communities, and that this inevitably flavors the ways in which specific questions and answers are framed. I negotiate this tension by using the “thematic structure of the Western philosophical tradition” as a way of organizing basic philosophical issues and questions (with explicit acknowledgement that this is only one possible coherent ordering of them), and assigning texts from across the globe to provide students with specific exposure to the many different ways of addressing the issues and answering the questions. The syllabus currently includes required readings from Viet Nam,

China, India, West Africa, South America, and Iran, as well as a selection of representative Euro-American texts. Every unit includes at least one “world text.” The following practice is one of the many ways this global theme gets fleshed out during the semester.

STUDENT LEARNING OUTCOMES:

- Students will understand the significance of regional perspective in the creation of a global perspective or ‘planetary’ perspective
- Students will have an opportunity to think about and discuss questions like: Who maps the world? Where do they come from? Why do they map it the way they do? Would others from other parts of the world map it differently?
- Students will become sensitized to the problem and inevitability of representation, bias, and distortion in the constitution of knowledge

DESCRIPTION OF UNITS, LESSONS, PROJECTS, AND/OR ASSIGNMENTS:

Use of global maps and comparison of projections in the transition from the metaphysics unit to the epistemology unit

At about the fifth week in the semester, the class moves from metaphysics (the problem of *reality*) to epistemology (the problem of *knowledge*). As an aid to this transition, I bring three world maps to class: a Mercator projection, a Peters projection, and an “upside-down” map (the names of countries, seas, continents, etc., are printed right-side up and the land masses are printed upside-down). Discussion of the differences between these maps feeds inevitably into questions of representation, accuracy, and distortion in our knowledge of the world. These issues, in turn, feed neatly into questions about regional bias, global and local perspective, and more political questions about just who is mapping for whom and to what end. (In most sections,

I am fortunate to have at least one student from the southern hemisphere who is able to convey their personal appreciation for and/or questions about the “upside-down” map.) Students are almost uniformly unsettled by the “upside-down” map (and somewhat less so by the Peters projection, which displays the relative sizes of continents more accurately than the Mercator, though it elongates them and flattens the North and South Polar Regions). While the primary purpose of the exercise is to help students move toward thinking about epistemological issues, I make sure it becomes an occasion for students to reflect explicitly and openly on the meaning of a global or “planetary” perspective. In the future, I plan to add a physical map and a poster-sized photograph of earth.

Means of Evaluation:

Small group discussion and/or a short free-write on the topic. In either case, students are required to bring the issue of ‘local’ and ‘global’ perspective explicitly into their reflections.

ASSESSMENT:

Students will be given a survey before this assignment to measure their competency in each of the student learning outcomes listed above. This survey may be repeated after the assignment is concluded, or instructors may measure change through the assignment itself. If the instructor chooses small group discussions instead of freewrites, then he or she may meet with each group and conduct an informal interview that may also measure growth in the intended competencies.

RESOURCES:

Excellent online sources for cartographic information and purchase of a variety of projections:

www.bfi.org

www.diversophy.com/guelke.html

www.geosphere.com

www.oxfordcarto.com

www.odt.org/hdp

www.seeingmaps.com

BOROUGH OF MANHATTAN COMMUNITY COLLEGE
City University of New York

Department of Social Science

Best Practices for Teaching with a Global Perspective

COURSE INFORMATION: SOC 100: Introduction to Sociology (Writing Intensive)/Jack Estes

Sociology 100 is an introductory course in the Social Science Department, one of several that students choose from in order to fulfill their social science requirements. Since this particular class is part of the Writing Across the Curriculum program, students are expected to write ten response papers of 250 words each in which they utilize terms and concepts from sociology in responding to some current sociological phenomenon; in addition, they are to write four formal papers of two to four pages each on topics assigned by the professor. Finally, they do frequent in-class “low-stakes” writings as a way of clearing their heads in regards to a particular topic.

STUDENT LEARNING OUTCOMES:

- To reflect upon the varieties of cultural preference.
- To recognize the cultural differences among classmates.
- To identify the relationship between what we eat and who we are.
- To discover the sociological values inherent in our everyday lives.

DESCRIPTION OF UNITS, LESSONS, PROJECTS, AND/OR ASSIGNMENTS:

While we are discussing the unit on culture and socialization, students are asked to relate their own lives to the saying, “You are what you eat.” They are asked to freewrite about a particular food that they eat in their families that they consider to be a part of their culture. They are to look for something that they may have been raised on which most of their friends don’t usually eat. In fact, their friends may find this food to be very strange. The students are asked to explain what this particular food means to them and how it may in fact help *define* who they are.

1. As preparation, we review short excerpts in class from two essays, one called “So Much Depends on Dinner,” by Margaret Visser; the other, “The Young, the Rich, and the Famous: Individualism as an American Cultural Value,” by Poranee Natadecha-Sponsel. Each of these depicts the relationship between eating and culture. They illustrate ways in which something we take for granted can be used to show a great deal about who we are and what we value. (These excerpts are available to the students on Blackboard.)
2. Students are then asked to freewrite for fifteen minutes on the topic described above (i.e., food and culture). They are encouraged to not only try to explain what this food is, but also to try to explain the ways in which it is prepared and eaten. An instructor might give an example of a McDonald’s double cheeseburger as being quintessentially American – e.g., depicting the value of eating on the run, of looking at eating as though it’s necessary but not really worth taking time for, of focusing on the individualism (“Have it YOUR way”) inherent in American culture, and of contributing to the rising levels of obesity within American culture)—hoping that they will find something from their *own* culture which might be as iconic.
3. Next, students are asked to share these papers with the entire class by reading them aloud. (Or the instructor may collect the papers and read them – selectively and anonymously – to the class.) This leads to a discussion of the choices students make and the ways in which these foods help to identify a student’s culture. Ideally, it helps students appreciate the differences among them and may in fact introduce them to some new foods. It should also help students to recognize the ways in which various cultures are “represented” by the foods associated with that culture. Finally, it should help students to understand the concept of “culture.” It should help clarify that cultural differences can be expressed through the most common of artifacts.
4. Students may be expected to develop their freewrite into either a 250-word response paper or a formal essay in which they go beyond the freewrite description of the food and actually examine more thoughtfully the association of that food with their own culture.

5. Finally, an important component of this exercise is for students to post their papers on Blackboard so that other students may read and respond to them. Ideally at this point, some students may develop an interest in trying this food or may even share recipes for the foods they are describing.

Means of Evaluation:

Depending on how much time is spent on this exercise, students may be evaluated rather generally on the basis of their doing the freewrite successfully (i.e., either a pass or fail grade). If they are asked to do other work—the formal paper, the writing on Blackboard, the responses to the writings on Blackboard—students may be evaluated further. In this exercise, evaluation is usually quite generous, the student being rewarded for *doing* the work more than for *how well* he or she constructs the writing.

ASSESSMENT:

A class project such as this is difficult to assess in terms of its effectiveness. One way would be to examine the interaction on Blackboard, to see whether or not the students are actively responding to one another's writings. If the project goes well, a fairly large number of students will respond. (That's vague, I know.) If they consider this to be more busy-work, they probably won't do anything beyond what they're required to do. It is hard to quantify the results. In most such assignments, however, I find only two or three students will respond beyond the requirement; I suppose, then, that any number beyond three would be a positive assessment. How might one assess the amount of cultural understanding that takes place? That can be done by asking students to write about what they learned from their classmates: Can they identify a food from another culture? Can they describe the cultural practice?

RESOURCES:

“The Young, the Rich, and the Famous: Individualism as an American Cultural Value,” by Poranee Natadecha-Sponsel. In Lisa McIntyre’s *The Practical Skeptic: Readings in Sociology*, 2nd ed., pp. 77-83. NY: McGraw-Hill, 2002.

From “Much Depends on Dinner” (1986), by Margaret Visser. In Lisa J. McIntyre’s *The Practical Skeptic: Core Concepts in Sociology*, 2nd ed., p. 108. NY: McGraw-Hill, 2002.

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Department of Speech, Communications, and Theater

Best Practices for Teaching with a Global Perspective

COURSE INFORMATION: SPE 100 and SPE 102: Fundamentals of

Speech/Eva Kolbusz

SPE 100 (and 102 for speakers of English as a second language) is a required course for graduation for all BMCC students in all majors. The goal of this course is to develop effective skills in speech communication. The students examine how to generate topics, organize ideas, master elements of audience psychology, and practice techniques of speech presentation in a public forum.

STUDENT LEARNING OUTCOMES:

- Learn about other countries, their cultures, and value systems.
- Develop a better understanding of people abroad and their concerns.
- Communicate effectively in the English language.
- Master non-verbal communication.
- Perform library research.
- Organize material.
- Speak extemporaneously.
- Use audio and video aid.
- Control stage fright.

- Participate as effective listeners.
- Evaluate personal work and work of others.
- Work cooperatively in small groups.

DESCRIPTION OF UNITS, LESSONS, PROJECTS, AND/OR ASSIGNMENTS:

In the course of the semester, students are required to generate and deliver six presentations: four short ones (two- to three-minute long) and two larger ones (an informative speech and a persuasive speech, each five to ten minutes long). For one of the four short speeches (2-3 minutes), students have an option to speak on topics related to the countries of their origin and their cultures. Students may also opt for a topic related to their native countries and cultures when they prepare for the first of the two larger projects in the course—the informative speech (5-10 minutes). These assignments are standard across the whole department, and — intentionally — students are not limited as to the choice of their topics or sources. The choice of a specific, narrowed-down topic, as well as the sources, is up to each student. Some of the topics most frequently selected by the students, as reported by the faculty members teaching SPE 100 and 102, are the following:

- Description of the country.
- Description of the flag and the meaning of its symbolic elements.
- Landmarks.
- History.
- Economics.
- Politics (government, election process, policies, relationship with the US, inequalities, genocides, activists, conflicts with neighboring countries).

- Art and literature (artists, poets, writers).
- Religion.
- Education.
- Holidays.
- Family.
- Childhood.
- Life in a city and in the country.
- Customs (festivals, celebrations, rituals, weddings).
- Food.
- Sports and activities.
- Shared values.
- Entertainment (film, television, popular music).
- Misconceptions about one's country or culture.

ASSESSMENT:

Students may be given a survey assessing their competency in each of the learning outcomes listed above. The survey may be repeated after the speech, or instructors may assess growth through the content of the speech itself.

RESOURCES:

For the students: Since the requirements for the assignments described above focus mainly on the students' ability to generate and then execute a coherent informative presentation, students are not asked to consult any specific sources. Instead, they are asked to rely on the types of

sources they were instructed on during the library-and-research presentation delivered by the BMCC library professors. Students are asked to select their sources from among the catalogue, databases, and reference materials (provided to them by the BMCC the library) as well as through direct research (i.e. interview, e-mail or letter communication with a source).

For the faculty:

Cohen, Marlene C., Susan L. Richardson, and Tony D. Hawkins. *Multicultural Activities for the Public Speaking Classroom*. New York: Houghton Mifflin, 1997.

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Department of Teacher Education

Best Practices for Teaching with a Global Perspective

COURSE INFORMATION: ECE 102: Introduction to Early Childhood Education/

Takiema Bunche-Smith

This is an introductory course for prospective and current assistant teachers and child care workers in the field of early childhood education. This course identifies the philosophy, practices, and resources in the field of Early Childhood Education. It surveys the historical background, basic theories and philosophies, child-appropriate activities and methodologies to carry out those activities. It also provides discussions on current issues in the teaching profession. A comprehensive session is offered on professional responsibilities around child abuse. The course consists of discussions, “hands-on” experiences, video sessions and visits to early childhood education centers.

STUDENT LEARNING OUTCOMES:

1. To acquire an initial understanding of the basic theories, history of care and education of infants through eight-year-olds.
2. To become familiar with various early childhood settings and the models on which they are based.
3. To learn about the practical aspects of designing and planning appropriate early childhood settings (staffing, utilization of space, supplies and equipment).
4. To have an opportunity to explore career options in the field.

5. To begin acquiring analytical skills that will eventually enable them to critique field-related literature.
6. To refine writing skills through revision of written work.
7. To begin to develop the self-awareness and professionalism that is a key element of working with children and families.
8. To understand and appreciate the various cultures, identities and contexts that impact children, families, educators, and the teaching and learning processes.
9. To explore the impact of people and cultures from around the world on urban teaching experiences.

DESCRIPTION OF UNITS, LESSONS, PROJECTS, AND/OR ASSIGNMENTS:

In the chapter of the text that looks at the teacher's role, students are asked to consider the concept of self-awareness in relation to teachers and teaching. After a guided reading and discussion of the concepts laid forth in an excerpt of the book Anti-bias Curriculum: Tools for Empowering Young Children (Derman-Sparks, 1989), which include racism, sexism, handicappism and heterosexism (homophobia), students are allowed to peruse other related texts and the discussion expands to include classism, language and religious bias. Students are then asked to respond in writing to the following:

“Write down your thoughts about what it means to have an anti-bias approach to teaching. Consider the following questions: What attitudes do I have towards children and families who are different than me? What attitudes do I have towards children and families who are similar to me? How can I learn more about people and identities that I

don't know a lot about? What questions do I have about the anti-bias approach? How can I create a classroom where every child and family feels safe, comfortable and respected?"

Afterwards, students are invited to share some of their thoughts and questions about these issues with the whole group. Finally, students are able to choose "anti-bias issues" as their research topic for the research paper and presentation at the end of the semester. For those who choose this topic, they are encouraged to look at peer reviewed journal articles, texts and websites that relate to anti-bias issues, both within the U.S. and across the world.

ASSESSMENT:

There are two levels to the assessment of this classroom activity. The first question that is asked by the professor is "Has there been some form of consciousness-raising in relation to these various multicultural and global issues and the students awareness?" As the professor reads over the free writing that the students have done after reading and discussing the topic, she specifically looks for students' words to indicate that there has been a shift in their thinking about issues of race, class, gender, sexuality, language and culture. This free writing then becomes a springboard for future in-class discussions and activities relating to this topic. Another way that this concept is assessed is that students take a quiz that focuses on this particular chapter where one of the questions that they are required to answer is "Why is important that teachers teach from a multicultural perspective?" Lastly, for the students who choose to study anti-bias issues as their research topic, their papers are expected to indicate an understanding of how these issues are borne out in a U.S. cultural context—and that a different cultural context might yield different experiences with bias. Some students choose, as one of

their references, a journal article that discusses anti-bias issues in countries other than the United States. Students are encouraged to revise their research papers if this content is not present.

SELECTED RESOURCES:

Adams, M., Bell, L.A., Griffin, P. (1997). Teaching for Diversity and Social Justice. New York: Routledge.

Comer, J. (1992). Raising black children. New York: Plume.

Derman-Sparks, L. (1989). Anti-bias Curriculum: Tools for Empowering Young Children. Washington, D.C., National Association for Education of Young Children.

Paley, V. G. (1989) White Teacher. Massachusetts: Harvard University Press.

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Department of Teacher Education

Best Practices for Teaching with a Global Perspective

COURSE INFORMATION: ECE 201: The Exceptional Child/Leslie Craig

This course identifies the various developmentally challenged or handicapping conditions of young children with special needs, including emotional, intellectual, physical, visual, hearing, orthopedic, speech and language, and other health impairments. In addition, techniques and strategies for mainstreaming these children within the early childhood educational environment are included in the curriculum.

STUDENT LEARNING OUTCOMES:

Students will be able to:

- offer students an ecological framework with which to view the special needs child
- identify communication disorders among early childhood children and intervention strategies
- identify hearing, health, physical and visual impairments among early childhood children and intervention strategies
- identify characteristics of the learning disabled, mildly or moderately retarded mildly and severely disabled children and intervention strategies
- identify the characteristics of gifted and talented learners
- survey federal and state law as they relate to the education of children with special needs
- present an advocacy perspective that will empower students to advocate for children with special needs, now and when they eventually become teachers.

- understand socio-cultural factors that impact family's perception of disabilities and specific cultural coping strategies

DESCRIPTION OF UNITS, LESSONS, PROJECTS, AND/OR ASSIGNMENTS:

Families and Cultures: In this assignment, students are asked to identify themselves according to a cultural mosaic. They are given "tiles" (really index cards) with the categories: gender, nationality, environment, profession, and age cohort. They identify themselves by labeling and decorating the tiles according to their personal category. Students combine the tiles to create a personal mosaic. Students compare and contrast their mosaic with other students. Students also create maps that describe the personal and social support systems within their mosaic. Students then compare their mosaic to the attached cultural characteristics (care is taken in explaining that these are general categories). Students relate their own cultural experiences to case studies of children with disabilities. Possible maps of support are created for the child with disabilities and the family. By understanding their own cultural interconnectedness first, students are able to relate to people of other cultures. In this course the emphasis is on how different cultures relate to disability.

ASSESSMENT:

For this assignment, assessment consists of student interviews, student verbal reports, a written journal, and questions on the midterm exam. After students have completed their mosaics, the instructor asks students to explain the significance of the tiles they have chosen and the significance of the format they have used to put the tiles together. Students need to be able to clearly articulate how their cultural mosaic influences their thoughts and actions. After reading

about and discussing case studies of children and families with special needs, the instructor asks students to explain how they approach cultural competency. Students need to clearly articulate how they can use the model of cultural mosaics and the model of family support maps to understand the culture of others. After the interview, students present a verbal report to the whole class. The interview process helps the students prepare for the report. Five to seven sentences is an adequate response. Students also complete a written journal assignment at home to further measure their understanding of cultural competency and cultural reciprocity. The specific journal assignment is included here:

Parents and Families as Partners: For the following questions, focus on the special needs of families with exceptional children. How can we learn to understand and value children's families and cultures? How do we create respectful reciprocal relationships? How can we involve families in their children's learning?

The interviews, verbal reports and journals allow the instructor and the students to gauge the students' understanding of the concepts of cultural competency. Feedback is provided to guide the students toward deep understanding. Instruction is informed by the students' responses. Thus the interviews, reports and journals are formative assessment of the students' knowledge of the concept of cultural competency. Questions on the mid term serve as summative assessment.

RESOURCES:

Chao, G. T. and Moon, H. (2005) "The Cultural Mosaic: A Metatheory for

Understanding the Complexity of Culture." Journal of Applied Psychology. 90(6): 1128-1140.

Gordon, Ann Miles & Browne, Kathryn Williams. (2004). Beginnings and Beyond. 6th edition. Albany, NY: Delmar.

Hunt, N. and Marshall, K. (2002). Exceptional Children & Youth. 4th Edition. New York: Houghton Mifflin.

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Department of Teacher Education

Best Practices for Teaching with a Global Perspective

COURSE INFORMATION: ECE 204: Infant Care Curriculum and Program

Planning I/Rachel Theilheimer

An intensive course in the methods and materials of infant (birth-18 months) care, including theory, curriculum construction and planning, infant's emotional, cognitive, social and physical development, the role of parents, infants' temperament, schedules and routines, infant observation and recording.

STUDENT LEARNING OUTCOMES:

Students will:

1. Take a global perspective and understand that different childrearing practices across national borders are not a matter of right and wrong.
2. Appreciate the relationships between the infant and the significant others in the infant's life when the family's culture differs from the caregiver.
3. Consider how to listen to family members who do not share their views as a result of different cultural orientations and experiences.

DESCRIPTION OF UNITS, LESSONS, PROJECTS, AND/OR ASSIGNMENTS: Culture and Caregiving:

Taking a Survey: Different cultures have different attitudes about dependence and interdependence, expectations of young children, interactions with adults and other children, and verbal and nonverbal expression. As you work with infants, you will encounter people from across the world who have similar and different views. To practice listening to people who do not agree with your position on childrearing, I have posted the following survey on blackboard. Please answer the following questions quickly as either true or false. Your answers will remain anonymous.

1. Don't hold a child all the time or you will spoil her.
2. You should try to get even a very young child to participate in dressing herself by asking her to put their arms in a sleeve.
3. You should feed a nine-month-old child because he can't really feed himself.
4. Pick up a baby when he cries
5. Even very young babies need to learn that they can't have everything they want.
6. Children know when they are ready to use the toilet, and it is unwise to rush them into using it before then.
7. You should let a one-year-old child a feed himself, even though it can get pretty messy.
8. Children can be toilet trained from the time they are born.
9. Children are never too young to learn to listen.
10. Let a child cry for a while to give her time to comfort herself.
11. A 16-month-old child cannot put on her own shoes.
12. You should feed a 14-month-old child, because otherwise she won't get enough to eat.

13. Cuddle children, so that they grow up to be loving and lovable adults.
14. If a child wants a toy and drops it, pick it up for him, even though you know he is just going to drop it again.
15. It's reasonable to expect children to start using the toilet when they are 15 months old.
16. Babies should be held to have human contact as much of the time as possible.

Go to the Blackboard section called Course Documents and find the folder for this week: [Infant Toddler Ed - Communicating across Cultures](#). Click on that folder and then on the survey.

Follow the directions to take the survey. To mark a question true or false, click your mouse on the dot next to your answer.

Viewing the Survey Results - Please turn to the main screen where I will project the results of the survey.

Elaborating on Your Point of View - Go to the Discussion Board section of bb. Click where it says [Discussing the Survey on Culture and Caregiving](#). Click on [Add a new thread](#). Choose one of the true-false questions about which the members of our class do not agree. In the Subject box, type the subject of that question (feeding, dressing, cuddling, etc.) In the large box, present your position on that question. Please give details and examples that fully explain your point of view. When you have finished writing, and click submit.

Reading what other people wrote -- Now, read all the postings. New ones will probably appear. Read them, too. Pick three postings that express points of view that you **do not** agree with.

Discussing your Perspective with a Partner - Find one of the three people whose postings you chose. You must choose someone who does not agree with your position on one of the survey questions. Sit together and discuss your points of view. Please listen to each other carefully to try to understand what the other person is saying. Be prepared to answer these questions:

1. What helped you to understand a point of view that you do not share?
2. What do you know now about what can shape someone's point of view?
3. What did you learn about global perspectives from reading the discussion board postings and listening to and talking to this person?

Group Discussion -- What helps people to understand opposing points of view?

ASSESSMENT:

Students will answer three questions in writing at the end of the activity (please note that these questions are already in the activity description as guiding questions for the closing discussion).

The questions are:

4. What helped you to understand a point of view that you do not share?
5. What do you know now about what can shape someone's point of view?
6. What did you learn about global perspectives from reading the discussion board postings and listening to and talking to this person?

The success of the activity and the extent of the students' learning can be assessed by the degree to which they

- Articulate what helped them to understand a view that differs from their own;
- See the reasons for another person's position; and
- State what they have learned about global perspectives.

RESOURCES:

Gonzales-Mena, Janet (2005). *Diversity in Early Care and Education*. 4th Edition. Mountain View, CA: McGraw-Hill.

Gonzales-Mena, Janet & Widmeyer Eyer, Dianne. (2004) *Infants, Toddlers & Caregivers*. 6th Edition. Mountain View, CA: McGraw-Hill

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Department of Teacher Education

Best Practices for Teaching with a Global Perspective

COURSE INFORMATION: EDU 201: Observing Children and Their

Development/Ahmed Zaman

This course deals with the study of the physical, cognitive, linguistic and socio-emotional aspects of child's growth and development within the context of their family, culture and environment. Topics include: children's thinking, nature of intelligence, language development, gender identity, attachment, and other psychosocial attributes (typical and atypical) and their implications for development and learning. An integration of the above aspects will be emphasized within the context of race, class, and culture to understand how children learn in school. There will be structured and integrated observation guidelines.

STUDENT LEARNING OUTCOMES:

- To analyze the role of immediate settings, such as family, community, and school as well as the impact of larger social contexts of development (i.e., race, class, and culture), on learning.
- To understand the biological and environmental influence on gender identification that affect development and learning.
- To observe children in a variety of stages and settings and apply understanding of the cognitive, psychosocial and physical patterns of development to those observed.
- To understand the various strategies and techniques of observation in different settings.

DESCRIPTION OF UNITS, LESSONS, PROJECTS, AND/OR ASSIGNMENTS:

Educating for and About Diversity: This course will help develop a series of awareness of ones own culture, awareness of racial orientation, sexism, poverty, awareness of individual differences, awareness of other cultures, and awareness of diversity. Students may develop positive approach to education through exploring issue-oriented, culture-specific developmental trends and concerns.

Developing In-depth Knowledge About the World: Readings will familiarize students with pivotal writings on child development, as well as the social, cultural, and economic issues which become pertinent as children grow and learn in different contexts. Classroom observation will allow students to document and experience the applied/operational principles of a multicultural classroom.

ASSESSMENT:

Students taking this course are required to read a number of articles that enable them to understand the broader issue of culture and child development. As a part of their requirement in the course, they are to write about their own views and discuss issues related to such questions:

1. Define culture. Are there variations within a culture?
2. What is cultural identity? What cultural traits make you distinct from another culture?
List and explain.
3. What is the difference between low-context and high-context culture? Explain with examples.
4. At what age, a child can understand his or her own culture? Explain with examples.

5. Does culture influence behavior? How? Elaborate with examples from your own experience.

Students' ability to answer these questions thoroughly and intelligently can serve as an important assessment tool. Responses to the above questions can be scored 0-3 and monitored over time.

RESOURCES:

Bagwell, C.L., Newcomb, A.F., & Bukowski, W.M. (1998). Preadolescent friendship and peer rejection as predictors of adult adjustment. Child Development, 69, 140-153.

Dunn, J., Slomkowski, C., & Beardsall, L. (1994). Sibling relationships from the preschool period through middle childhood and early adolescence. Developmental Psychology, 30, 315-324.

Elder, G.H. (1998). The life course as developmental theory. Child Development, 69, 1-12.

Lerner, R. M. (1996). Relative plasticity, integration, temporality, and diversity in human development: A developmental contextual perspective about theory, process, and method. Developmental Psychology, 32, 781-786.

McDevitt, Teresa M., & Ormrod, Jeanne E. (2004). Child Development and Education. (Second Edition) New York: Merrill / Prentice Hall.

Moely, B.E., Hart, S.S., Leal, L., Santulli, K.A., Rao, N., Johnson, T., & Hamilton, L.B. (1992). The teacher's role in facilitating memory and study strategy development in the elementary school classroom. Child Development, 63, 653-672.

Pettit, G.S., Bates, J.E., & Dodge, K.A. (1997). Supportive parenting, ecological context, and children's adjustment: A seven-year longitudinal study. Child Development, 68, 908-923.

Plomin, R., Fulker, D.W., Corley, R., & DeFries, J.C. (1997). Nature, nurture, and cognitive development from 1 to 16 years: A parent-offspring study. Psychological Science, 8, 442-447.

Plomin, R. (1989). Environment and genes: Determinants of behavior. American Psychologist, 44, 105-111.

Reynolds, A.J., & Temple, J.A. (1998). Extended early childhood intervention and school achievement: Age thirteen findings from the Chicago Longitudinal Study. Child Development, 69, 231-246.

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Department of Teacher Education

Best Practices for Teaching with a Global Perspective

COURSE INFORMATION: EDU 202: Urban Schools in Diverse American Society/

Yolanda (Jolie) Medina

This course provides an overview of the social context of schooling in the diverse American society. It focuses on the historical, philosophical, social, and political foundations of education, especially in urban and diverse settings. Topics discussed will include the notion of schooling, education, what is worth knowing, bilingual education, multicultural education, tracking, funding, school reform, and issues of inequalities such as race, gender, gender identity, social class, and disability among others.

The primary focus of this course will be the idea that education is a “mirror” of society, one that reflects the larger culture in which we teach and live. As a community of teachers we will look critically (question) at the values, beliefs, structures, and assumptions that form our contemporary world and how these relate to the school and classroom in which we teach. Central to our work will be the exploration of the kind of teacher each of us is committed to become and the kind of world we can (and must) create to be that teacher.

STUDENT LEARNING OUTCOMES:

- Articulate historical and philosophical perspectives on the development of schooling in the United States including an understanding of its development in the socio-cultural context of society.

- Demonstrate their understanding of cultural, socio-economic, and linguistic variations among populations.
- Begin to ask critical questions about the relationship between schooling and societies.

DESCRIPTION OF UNITS, LESSONS, PROJECTS, AND/OR ASSIGNMENTS:

1. Fieldwork: Students are required to complete 15 hours of fieldwork throughout the semester. A calendar of the school board meetings and the Education Committee meetings is distributed to help students arrange their schedule.
2. Reflective Journals: During the semester, this course discusses different issues related to education. Students are to write a journal entry after each class session. This journal should reflect their understanding of the reading assignments for that class, class discussions, and videos, with a thoughtful combination of their opinion.
3. Educational Philosophy: This final paper will bring together an entire semester of the class' reflections, personal journal entries, fieldwork observations, personal experiences and readings from the textbook The Institution of Education, edited by Shapiro, S. Students are to write a 7-10 page essay in which they describe their philosophy of education. They are to describe the kind of teacher they are committed to become and the kind of world they can (and must) create to be that teacher. Students will support this philosophy with at least 7 references from the semester's assigned readings, with a combination of their personal experience, fieldwork, and class discussions.

ASSESSMENT:

Students are expected to write a 7-10 page essay in which they describe their philosophy of education. This paper needs to be supported with at least 7 references from the semester's assigned readings—APA style with a reference page—with a thoughtful combination of students' personal and fieldwork experiences as well as class discussions.

In this paper students must demonstrate three important elements which reveal the initial development of a reflective practitioner. First, a critical understanding of how culture affects classroom practices for teachers and students. Second, students must make obvious how the semester's assigned readings in critical theory relate to their personal experiences. Finally, students must demonstrate an initial understanding of how Multicultural Education can function in diverse settings as a tool to meet all students' academic needs. Sample papers may be scored 0-3 based on their ability to fulfill these three requirements, and progress may be tracked over time.

RESOURCES:

Greene, M. (1995). Releasing the Imagination. Chapter 2, p. 17-30, San Francisco: Jossey-Bass.

Kozol, J. (1992). Savage Inequalities. Chapter 3. Pp. 83-131. New York: Harper Perennial.

Macewan, A. (1997). Does money make a difference? Pp. 24-26. In Karp, S., Lowe, R., Miller, B, et al (Eds.) Funding for Social Justice: Money, Equity, and the Future of Public Education. WI: A Rethinking Schools Pub.

Moskowitz, E. (2005). From the Mouths of Babes: New York City Public School Kids Speak out. New York City Council.

Nieto, S. (2000). Affirming Diversity. The Social Political Context of Multicultural Education. Chapter 6: Linguistic diversity in multicultural classrooms. Pp. 189-206. New York: Longman.

Shapiro, H. S., Harden, S. B. and Pennell, A. (2003). The Institution of Education. (Fourth Edition). MA: Pearson Custom Publishing.

Sleeter, C. (1998). On race and education. In Shapiro, H. and Harden, S. (Eds.) The Institution of Education. (Third Edition). MA: Pearson Custom Publishing.