

14th Annual Teaching & Learning Symposium

Keynote:

TEACHING IN GLOBAL CLASSROOMS

Dr. Ben Gardner, University of Washington Bothell

Dr. Divya McMillin, University of Washington Tacoma

Global Studies Pedagogy: Relational teaching, relational thinking

Ben Gardner

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University of Washington Bothell

Problem Posing Method – engaged learning activities to develop research/critical thinking

- > Getting students to develop questions from insights
- > Drawing on student experiences and building community in class
- > Connecting your field to pressing questions
- > Decentering the Professor as only expert
- > Focus on knowledge production

Commodity Chain Introductions

- Form a group of 4
- Identify something you have with you that is valuable to you
- Briefly share the item with your group
- Pick one item between you to work with for this activity – don't overthink it!

Commodity Chain Introductions

- > What does it cost (approximate)?
- > Where was your commodity produced?
- > Where do the raw materials come from?
- > Who makes it? What forms of labor? Expertise required? How is it transported?
- > How is it marketed? Who markets it?
- > Who sells it? Who profits from its sale?
- > Is it a global commodity?

Commodity Chain Introductions

> Divide your group in half. Each pair pick a different lens of analysis.

- The corporation
- The state
- The factory
- The individual/body

How does your commodity chain look different through this lens?



Pair/Share/Square

- > Return to your group of four and briefly describe your commodity through your lens
- > What was similar and different about how you described and understood commodity chains?
- > Insights? Questions? Muddiest Point?

Haiku

hai·ku ('hī,koō/) noun - a Japanese poem of seventeen syllables, in three lines of five, seven, and five, traditionally evoking images of the natural world.

Together with your lens partner, write a haiku that captures your work and discussion.

- > 5 syllables
- > 7 syllables
- > 5 syllables

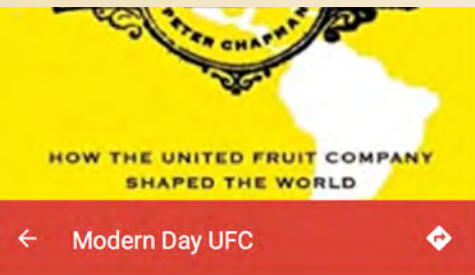


Share your Haiku

- > Go to **PolEv.com/bengardner**
- > With your small group write one haiku together (5,7,5 syllables)
- > Separate your 3 lines with commas
- > Example: Looking at my shoes,
thinking about the hands of, the one
who made them.

Student Commodity Chain Map

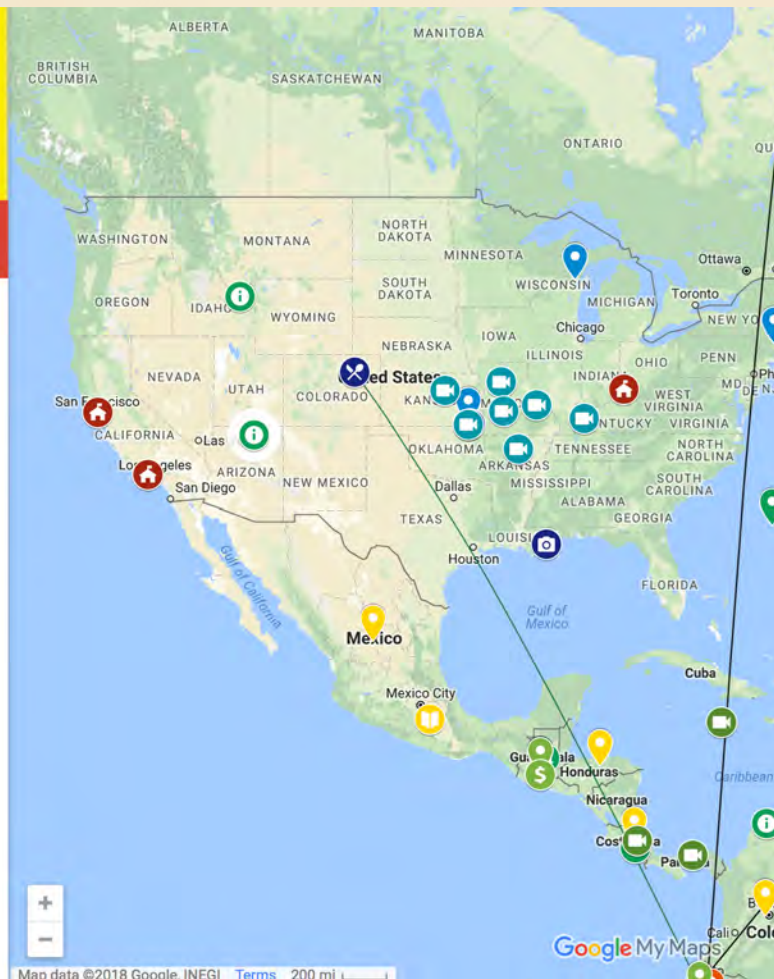
BISGST 303 – *History and Globalization*



Modern Day UFC

name
Modern Day UFC

description
The business concept and methods developed by the United Fruit Company are still reproduced and used today. They are frequently accused of bribing government officials in exchange for preferential treatment, exploiting its workers, paying little taxes to the governments of the countries where it operated, and of course monopolizing other countries. Latin American workers have an ill view of the company and are often encouraged to strike. "One of the company's primary tactics for maintaining market dominance was to control the distribution of banana lands"



Banana Commodity Ch... 🔍 ☰

^

This map tracks the commodity of bananas, introducing the global producers, with a focus on the commodity from Ecuador and Guatemala. Bananas are an important commodity to understand because they provide a clear example of the mass production of a product and its introduction to Western society through integration and representation methods that have made it the common place item that it is considered to be today. This map can be used to teach either yourself about the commodity yourself, or to teach others.

This map was produced at UW Bothell, Winter Quarter 2018 for BISGST 303 with professor Ben Gardner.

Map producers: Francine Jordan, Chanelle Geveshausen, Kiana Reeves, Amelia Payne, Amina Saracevic

248 views

[SHARE](#)



Bananas

United Fruit Co

OR
WATCH OUT
FOR THE
TOP BANANA

AVILA



Continue
Summer Pleasures in
JAMAICA

best reached by one of the perfectly equipped "Admirals," the Twin Screw U. S. Mail Steamships of the

United Fruit Company

They afford the most delightful ocean trip of the winter months. Within 24 hours after leaving, you are in the warm airs of the Gulf Stream. Hotel accommodations in Jamaica satisfy every desire.

Weekly Sailings from Boston and Philadelphia:	Steamers "Brookline" and "Barnstable" weekly from Baltimore:
Round Trip - - \$75.00	Round Trip - - \$60.00
One Way - - 40.00	One Way - - 35.00

RATES INCLUDE MEALS AND STATEROOM BERTH

"*A Happy Month in Jamaica*" is a fascinating booklet we send on request. Address

F. S. JOPP, General Passenger Agent, UNITED FRUIT CO.
Long Wharf, Boston
OR DIVISION PASSENGER AGENTS
104 E. Pratt St., Baltimore 5 N. Wharves, Philadelphia
321 St. Charles St., New Orleans

Reproduction of a Discourse

← Reproduction of Discourse

name
Reproduction of Discourse

description
The Banana industry has created a common knowledge of bananas, from teaching americans how to eat and use bananas throughout their life, to the Australian banana commercial, enforcing ideas of bananas being helpful and beneficial to your everyday life. However, there has become a common discourse of bananas coming from a generalized region of the "Equator" and then just simply appear in your kitchen for you to take to work. The entire process has become oversimplified and generalized to the general public, discounting the work and effort put into the production and trade of this commodity.



Assessing student learning outcomes

Student reflection essay - shared with permission of Amelia Payne, Global Studies Major, IAS, UW Bothell.

“The commodity and trade of bananas is oversimplified... One specific issue I [discussed] was the idea that the banana comes from this ambiguous region identified as ‘the equator.’ ... The banana was marketed to Americans and the rest of the West as a product of a generalized land.”

Community-Engaged Global Learning

Divya McMillin, PhD

Professor, Global Media Studies, SIAS

Executive Director, Institute for Global Engagement & Global
Honors Program

University of Washington Tacoma





GLOBAL APPROACH
*Evidence-based
changed practice*

The Global Framework recognizes:

- Interdependency
- Interconnectedness

It interrogates the relationship between the universal and particular

It problematizes dichotomies

GLOBALITY refers to the conditions of globalization, often considered the product of the processes of globalization which render a “universal” state.

GLOBALISM is a belief in a borderless world. In our current political climate, also seen to be anti-American, or anti-national.

Differentiating Global and International

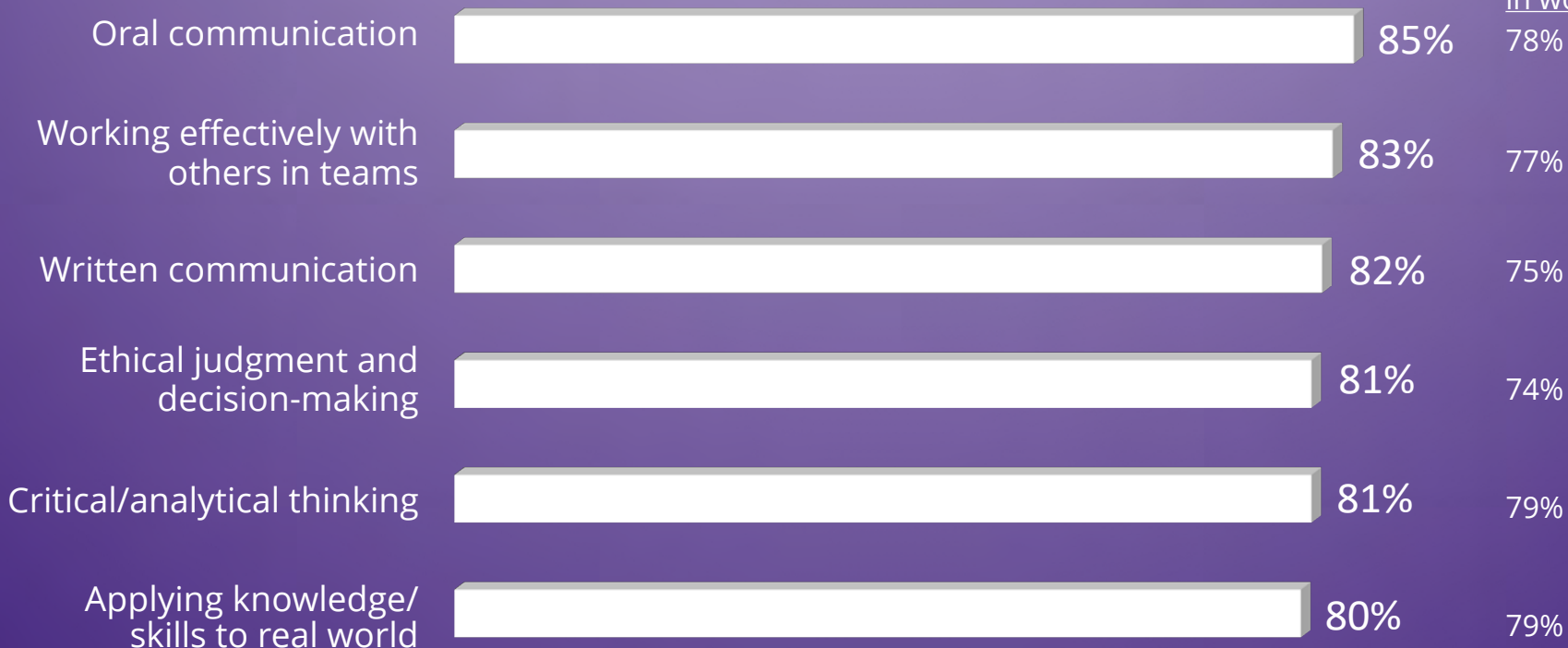
- > The *international* framework includes the principles, models, and methods that distinguish one nation and its culture from another, while *global* is a quest to work on shared problems, issues, and interests.
- > The global framework that prioritizes global education and engagement is a significant shift from the Cold War framework of international relations and area studies.

- *AAC&U 2017 Models of Global Learning*

Learning Outcomes that at Least Four in Five Employers Rate as Very Important

Proportions of employers rating each skill/knowledge area as very important for recent college graduates to have*

Students:
very important
for success
in workplace*

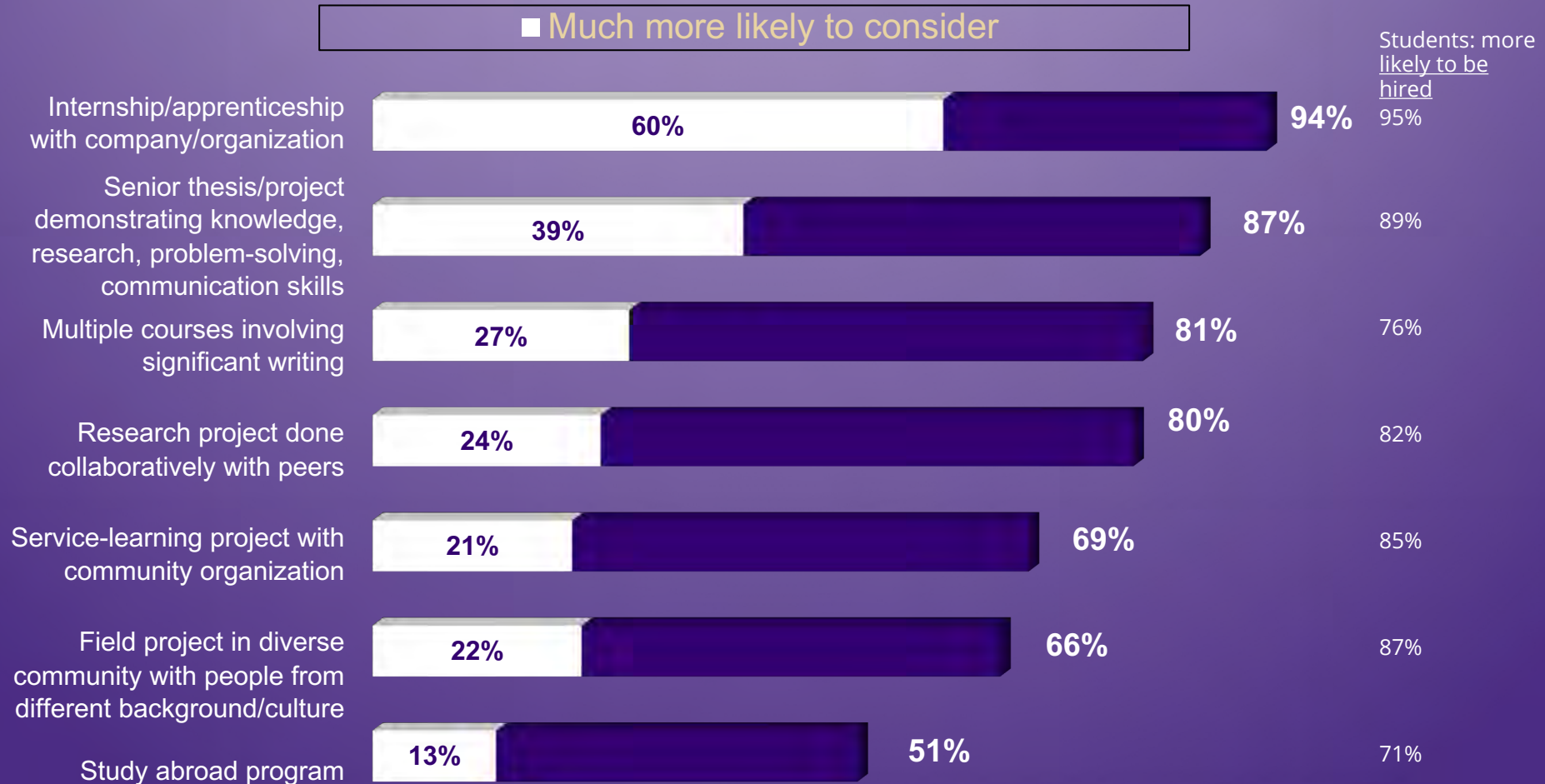


*8, 9, 10 ratings on zero-to-10 scale, 10 = very important

--Key findings from survey among 400 employers and 613 college students conducted in November and December 2014 for The Association of American Colleges and Universities by Hart Research Associates

Employers say they are more likely to consider hiring recent college graduates who have completed an applied learning or project-based learning experience.

How much more likely is your company to consider hiring recent college graduates if they have had this experience?



Global Honors Program [2004]



AAC&U Value Learning Rubric: Global Self-Awareness, Perspective Taking, Cultural Diversity, Personal and Social Responsibility, Global Systems, Knowledge Application

UWT-Global Honors Learning Outcomes

Students graduating with Global Honors will:

- **Demonstrate ability to produce collaborative solutions for global challenges**
- **Demonstrate understanding of global interdependencies in economic, political, social, and cultural systems**
- **Demonstrate understanding of processes of globalization**
- **Demonstrate proficiency in researching, synthesizing, and presenting global topics**
- **Demonstrate understanding and appreciation of interdisciplinary perspectives.**
- **Demonstrate enhanced skills in research, critical thinking, writing, working cooperatively, and oral communication**

Rey Chow (1998, *Ethics After Idealism*):

- “...we need to continue to train our students to read—not to find out about the author’s original intent, but to ask: under what circumstances would such an argument, no matter how preposterous, make sense?” (p. 6).
- Our intervention is to move beyond understanding conditions to producing solutions for global challenges.

Institute for Global Engagement [2014]: “Imagine a Solution!”

- Mission is to create the conditions for ethical global engagement that produce solutions through interdisciplinary thinking, collaborative practice, and deep community engagement.
- Action then, is to rethink course design and pedagogy!



1. Shifting from “representation” to conditions



TCOM 430: Global Networks, Local Identities.

Under what conditions does an Indian version of the *Newlywed Game* sustain top ratings for over a decade in a patriarchal society?

Fieldwork in Bengaluru, India, Summer 1999

TGH 300: Reorienting the Global.

Under what conditions is sweat shop labor desirable to its workers?

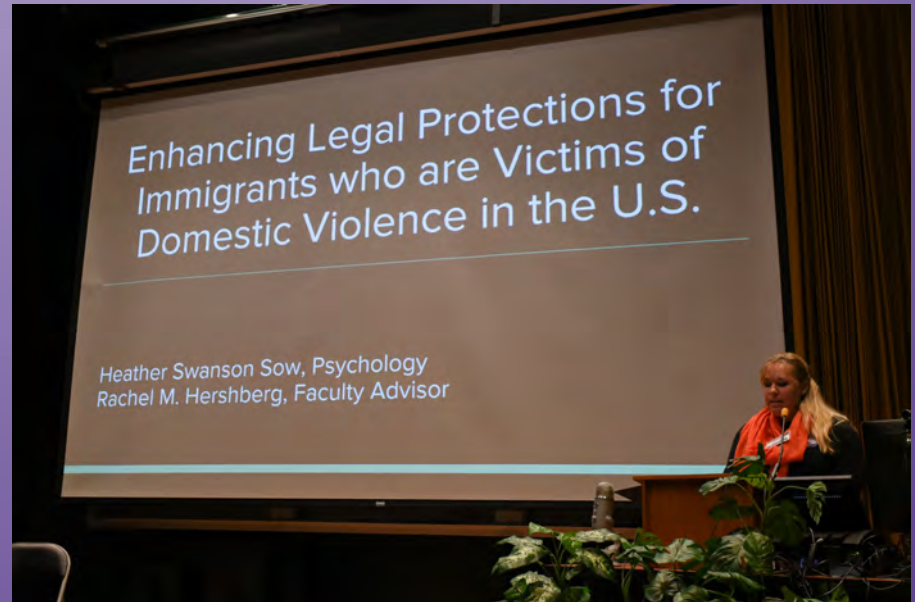
Fieldwork in Bengaluru, India, Summer 2001



2. Shifting from description to intervention

Directed Research Program: Funded year-long research

Community Driven Development (CDD) in response to Natural Disasters --Ryan Brockman and Ganita Musa, GH '15



--Heather Swanson, GH '17

"I simply cannot advocate enough for the Global Honors program. Being in a classroom with students and faculty from all across the spectrum offered at UWT was one of the most important qualities. It not only made me get outside of my comfort zone, it helped me to see many different perspectives I would not otherwise have had access to. GH prepares students for more educational opportunities on a scale that is just simply not possible through more traditional means." - Levi Reinwald '17

3. Learning from solution drivers

Governance and Leadership in the Global City
[Mayor Marilyn Strickland]



4. Problem-solving for our global port city

Economic Impact of the Northwest Seaport Alliance
[John Wolfe, CEO of Port of Tacoma and NSA]



5. Experiencing interdependencies through Site Visits and “Global City As Text”

Fall 2017:

- a. Urban Waters
- b. Chinese Reconciliation Park



Kevin Solis (Center for Urban Waters, 10.24.17):

“I found the site visit to be relevant to the topics/issues explored in the TGH 303 course. The experience was academically enriching as well as thought provoking when presented in the context of collaborative community engagement.”

6. Thinking Collaboratively: Shared Futures Ideathons



7. Expanding our learning community through Global Classroom

Spring 2017: Understanding Global Health



7. Global Classroom

Interdisciplinary, high stakes conversations

"Global Honors is about recognizing that the modern world is fundamentally interconnected - that goods, peoples, and ideas travel the world with ease, and for good or ill we need to understand the implications and consequences of this." - Proteus Morrill '17

Demand and Desire:

Understanding Global Trade

Who are the key players in global trade? How do we understand the impact of trade on communities? What role do consumers play in the global landscape? Join our expert speakers in an interactive round table discussion on issues that affect us all.

Speakers

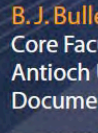
Emelie Peine, PhD

Associate Professor, International Political Economy
University of Puget Sound



John Wolfe

CEO, The Northwest Seaport Alliance



B. J. Bullert, PhD

Core Faculty, Communication
Antioch University Seattle
Documentary Filmmaker



Mark A. Chinen, JD

Professor, Law
Seattle University School of Law

Moderator

Divya McMillin, PhD

Executive Director, Institute for Global Engagement & Global Honors Program
Professor, Global Media Studies, University of Washington Tacoma



GLOBAL CLASSROOM

An **Interactive** Speaker Series

February 8, 2018

5:30 - 7:00pm

Jane Russell Commons, UW Tacoma
1900 Commerce St, Tacoma, WA

For more information and to register, please visit this [link](#).



8. Going elsewhere—can't beat travel as education!



Assessment:

1. Entry and exit surveys and interviews on values and outcomes



"The Global Honors program made my education at UWT. The program set a high bar to reach, but with community of fellow GH peers behind me I knew I could meet the standards. The program not only gave me critical thinking skills but also allowed me to use those skills in other classes and experiential learning outside of the classroom." - **Haley Anderson '17**

"[Global Honors] was all about becoming a better global citizen, being more cognizant about global issues, and learning to think beyond these 'borders' that exist when addressing problems or making decisions." - **Kaja Sanders '17**

2. Directed Research and Student Engagement Programs

- a. Student Engagement surveys (participation averages four events per student over the course of a year)
- b. Student participation in governance (Student Leadership Council, Representative GH Faculty Council, IGE Community Advisory Board)

3. Life Beyond

- a. Graduate placement
- b. Alumni involvement and periodic surveys



Q&A

Dr. Ben Gardner

Dr. Divya McMillin



Thank you!

Poster Session 2 Begins Now!
3:45-4:30