**Global Engagement in on-campus teaching at Gustavus Adolphus College**

Over 50% of Gustavus students study abroad during their time as students at the college, but about the remaining 40-55% of each class? How do we fulfill our promise to provide those students with a global education? The NWEST (soon to be GLOBL) requirement is one way, but on-campus courses are also connecting students with the world in innovative and creative ways.

Do you want to know which of your colleagues are working with our sister city in Mexico? Want to know who is involved in community outreach? Who are faculty members that cover ancient China and Mesopotamia in a course? Want to know who is using exercises that relate to Japan or Haiti in the classroom? How do profs use online foreign newspapers to teach? How about course content on the Caribbean, global food production, or music of the Sami people of Scandinavia? These are just some of the ways Gustavus faculty are engaging with the wider world in our classrooms. This document is organized by department, but should also be searched for places or topics.

**Biology**

Cindy Johnson’s Conservation Biology (BIO 245) course uses examples of endangered species around the world and includes study of international policies such as CITES (Convention on International Trade of Endangered Species) to familiarize students with the global aspects of conservation. Cindy’s FTS course on environmental justice draws from examples from Brazil, Nigeria and India to explore issues related to the rubber trade, oil production, and forestry. In courses on organisms (BIO 102) and plants (BIO 377) Cindy teaches about international organisms (from Australia and Namibia) and unusual plants from outside the US (students present research on this topic). Her spring and fall landscape courses (ENV 101,103) focus on Minnesota weather, but sometimes include international issues related to human ethno diversity. Cindy has also taught a J-term in Tanzania related to culture in addition to flora and fauna.

In Pamela Kittleson’s course Ecology, Evolution and Behavior (BIO 202) students study the role of development and land use in fragmenting habitats and “why this problematic for the numerical and genetic diversity of a wide range of non-human species with emphasis on larger species.” This course also covers global resource consumption and population growth and threats to biodiversity. In BIO 370 Pamela goes into greater depth on these issues including studying global fisheries and other major ecological issues such as “African wild dog population sustainability, global biogeochemistry, patterns in global biodiversity and its benefits, etc.” In a course on Plant Physiology (BIO 378 ) students do research on the social, political, and economic issues related to genetically modified crops. This includes researching the impact of GMOs on people from other nations. As part of the project students take on a role representing, for example, industry or people outside the U.S. to delve into the questions related to this issue. They also study the impact of pollution (increased CO2, acid rain and heavy metals) on plants systems. Pamela says an important element of Biology courses is to “build awareness of many organisms other than humans . . . which is another way of thinking globally.”

**Classics**

Professors in the Classics department teach the Three Crowns course Historical Perspectives I, an ancient civilizations course, which includes coverage of China, Mesopotamia, and Buddhism along with Greece, Rome, and Medieval Europe. Introductory Latin courses taught by Matt Panciera show Latin’s connections to the Spanish, French, Italian, and English languages.

In Greek courses Sean Easton covers the ancient Persian context when students are studying Greek texts, for example, about Persian kings Cyrus the Younger and Cyrus the Great. Similarly to Matt, in HP I Sean teaches the context of ancient China while assigning texts in translation such as “Confucius, Sima Qian’s 2nd century BCE history of the Chin and Han dynasties, sources on women’s social roles (e.g. Ban Zhao, ca. 1st CE, etc.).” In a Peace Studies course Sean also teaches about Gandhi’s activism in South Africa and India and assigns Frantz Fanon’ s *Wretched of the Earth.*

**Communication Studies**

Beatriz Torres offers a course on the Ethnography of Communication (COM 247). This course offers students an opportunity to learn about other cultures including communities within the United States. Case studies in this course include conflict in rural Bangladesh, a “polyethnic community” in Chicago, Navajo education practices, and Latino culture in Chicago, among others. Beatriz has had her class Skype with a scholar from Indonesia who researches inter-ethnic and inter-religious conflict. In her FTS on health and healing students read a book about Hmong Americans and their experiences with Western medicine. The students also do projects on specific immigrant or ethnic groups and their ideas about health and healing, experiences with major health care challenges, and interactions with the American health care system. In Interpersonal Communication (COM 117) and Small Group Communication (COM 237) courses, Beatriz also uses readings on cross-cultural communication and Skype to explore diverse types of communication dynamics (among Asian-Americans and Comanche for example) and in India and Bangladesh.

**English**

In So Young Park’s course Film Adaptation (ENG 101)students study how films are adapted across languages and cultures. To do this they learn about the concept of “transtextuality”—“how ideas are translated across cultures and media historically associated with specific cultures.” While some of the films are chosen from American cinema, about half are drawn from Korea, Japan, and Hong Kong. Students analyze how a Japanese film was translated and adapted into a Korean television series and the implications for understanding media and consumption in those two countries. So also uses a Hong Kong film “Infernal Affairs” about organized crime and the police which was re-made in the U.S. as “The Departed” about the Boston police and the Irish mob to explore how these cultural contexts shape understandings about crime.

**Geography**

In World Regional Geography (GEG 102) students study the international economy of food production and distribution (including the role of trade agreement such as NAFTA) and do studies of local supermarkets to ascertain where our fruits and vegetables are grown. In this course students also follow international current events through newspapers and take positions related to these readings. In Anna Versluis’ upper level course on Nature and Society (GEG 25) students take stock of their own collection of electronic devices and investigate the origins of the materials needed to make them and their production at overseas locations. Students also read global population studies that convey various points of view and relate these ideas to specific nation-states around the world. They learn about environmental ideas coming from Spain, Japan, Cree Indians, and Switzerland and consider how these concepts could be applied to the St. Peter area. They also study Native American writings on environmental ethics. Students in this course do comparative studies on the long-term causes of earthquakes including analyzing Peru, Japan and Haiti.

**Geology**

Laura Triplett of the Geology Department offers the course Global Climate Change (GEO237). This course teaches students how the “solid earth, oceans, atmosphere and biosphere are interconnected as part of Earth's climate system.” In this course students analyze temperature data and carbon emissions around the world to consider how the warming climate is impacting different regions of the world differently. They study the way ancient humans’ agriculture also likely contributed to climate change. Students also study possible solutions to the problems caused by climate change.

**History**

The History department has recently revised the major to require students to take at least one course that focuses on global connections. Such courses include World History (HIS 105), but also Modern European Imperialism (HIS 201), Atlantic Slavery and Freedom (HIS 202) and Environmental History (HIS 104). In addition to the global requirement for majors, the history department faculty is well-rounded in its coverage of the globe. Eric Carlson’s courses on European history, European Jews (HIS 344), Modern Germany (HIS 225), and Medieval Christianity (HIS 220) all engage students on topics outside of the United States. Greg Kaster recently developed a new course on Atlantic Slavery and freedom that concerns West Africa and the Caribbean as well as the U.S. Kate Keller teaches courses on European and African history. Her course on world history use the history of commodities (salt, sugar, spices, silk, opium, rubber, oil, etc) to explore ways world regions have been connected through trade and cultural exchange in the past. Glenn Kranking’s repertoire includes Scandinavia and Russia. David Obermiller teaches courses on Japan, China, and Asia generally. Visiting professor Sam Vong situates U.S. history within a global context. Kate Wittenstein’s course on Queer History (Special Topics) uses readings related to the history of early modern Japan, 19th and 20th c.South Africa, the early Modern Netherlands, and Nazi Germany. Her Women in the U.S. (HIS 231) course draws on connections to suffragists in Great Britain and her Civil Rights course includes comparisons to South Africa and Northern Ireland.

**Modern Languages**

Students in Spanish language, culture, and literature courses are involved in an ongoing exchange with St Peter’s sister city Pelatlan, Mexico in a variety of ways. Students and faculty have traveled there on spring break trips. Students and teachers from Petatlan have come to St Peter and spent time with Gustavus students. In addition to travel, students use e-mail, letters, Facebook, and Skype to communicate with their counterparts in Petatlan. Students in Ana Adams and Carlos Mejía's Spanish courses are writing text for large decorative banners about St Peter to be given as gifts to the Petatlan community.

Spanish professors have also found ways to get students involved with the local Spanish-speaking community. Angelique Dwyer has helped use programs called “Language buddies” and “Language Amiguitos” (for children) to help GAC students create connections with families. Through these connections student meet with families or children to talk, tutor, translate, and forge friendships while developing Spanish language skills.

In introductory level Spanish courses instructors use culture-based content from Spanish-speaking countries as a window into language learning. In Nancy Hanway’s Social Justice in Latin America students chose topics related to social justice in Latin America to research and created campaigns to combat these problems. For an example see a student’s project on Chagas disease. <https://www.youtube.com/watch?v=CWCSfiQ0wy4&feature=player_embedded> In Ana Adams’ Crossing the Border (SPA 250)students learn about the experiences of an immigrant from Mexico to California by reading the memoir of Francisco Jimenez and studying the broader context of immigration issues through debates. In a 300 level Spanish course From Local to Global: The Faces of Spain (SPA 321) Ana’s students learn about different elements of Spanish culture including national, regional, and global forces. They study issues related to economy, society (gypsies, youth, immigration, women, food), and popular culture (tv, movies, and music). In this course student read online versions of Spanish newspapers, choose a topic, present it to their peers, and facilitate a discussion.

**Music**

Greg Aune, conductor of the Gustavus choir chooses pieces of music for performance which expose students to a global perspective. For example, students recently performed "Biegga Louthe", by Jan Sanström which is inspired by folk music of the Sami people of north Scandinavia. Students will perform this music at the American Choral Directors Association regional convention, which has a theme of “global diversity.” Choir students, whether learning to perform Stravinsky, Mozart, Bach, or other music are always exposed to the cultural and historical context from which such music emerged. Finally, students in the choir travel internationally. This year they will perform in Great Britain and Paris.

**Political Science**

Mimi Gerstbauer’s international relations course, naturally, teach global engagement on a daily basis. She has also generated specific projects in her course Politics of Developing Nations (POL 250) that allow her students to connect global issues with the local community. In 2006 her students did experiential research in small groups on issues that connected Southern Minnesota to developing nations. She asked her students to work in the style of “investigative reporters” on issues of their choice (one example suggested was the relationship between U.S. tax dollars and violence in Colombia). In 2008 her students developed lessons on genocide to teach in the St. Peter school system in partnership with the high school and the national organization “Kids Voting USA.” In 2013 her students did experiential research projects specifically related to global food and agriculture issues and Southern Minnesota.

**Physics**

Physics professor Steve Mellema has been instrumental in developing the Malaysia semester away program. Chuck Niederitter is working with Australian University of Wollongong to develop research collaboration and to help identify courses for students planning to study abroad in Australia.

**Sociology-Anthropology**

All elements of Patric Giesler’s courses focus on non-Western cultures. Furthermore, the department brings scholars, authors, and cultural performers to expose students to non-Western cultures and anthropological scholarship. Some of these included topics related to the Balkans and Yugoslavia, Puerto Rico and independence, Somali refugees in Kenya, Women's co-ops in Tanzania, music and dance in Iran, and a Hopi Indian from a reservation in New Mexico. They have also hosted the following performers: a Saami Yoik singer from Northern Sweden, a Yoruba talking drum drummers and singers from West Africa, a Nepali Hindu trance dancer, a Hmong harp player , and Dagara drum and xylophone players (Gustavus’ own Paschal Kyoore accompanied by his son).

Suzanne Wilson’s course on globalization exposes students to theories of globalization as well political, economic, and cultural aspects of this contemporary phenomenon. Topics include “global crime, gender, mass media, social movements, indigenous groups, human rights, and the environment.” Suzanne teaches on a variety of specific topics through readings and lectures including McDonald’s in East Asia, tourism in the Caribbean, Amazon rainforests, sex tourism in Thailand, Latino migrants to the Midwest, drugs in Colombia and Mexico, and refugees from Southeast Asia to the U.S.