Inaugural Faculty International Field Seminar to East Africa

In May, nine faculty representing a variety of departments and disciplines travelled to Uganda and Rwanda as part of the first Faculty International Field Seminar: “Teaching Africa Today.” The group travelled to Uganda and Rwanda to meet with faculty colleagues at Makerere University, Mbarara University of Science and Technology (MUST), and the National University of Rwanda. The program was designed to strengthen undergraduate education on the subject of East Africa, with particular attention to Uganda and Rwanda, and ultimately contribute towards the preparation of students for careers and citizenship in an increasingly interconnected world. Participating faculty have created curriculum projects for infusion in their classes this fall, acquired new competencies in cross-cultural communication, and gained the ability to mentor students based on their field experiences in East Africa. But why Africa, you might ask? Africa was chosen as the 2013-2016 region of focus for International Studies and Programs. The continent is so poorly understood in the United States that it is sometimes thought of as a country. Yet it is an increasingly important player in the global economy, which can be demonstrated by impressive.

continued on next page

Conversation Partners
Kelly Coronado, ESL and Linguistics

Authentic language practice, lively conversations about cultural comparisons, and new friendships were all positive outcomes of the second semester of the Conversation Partners program, run by the ESL Department. This semester, Harper students from many different backgrounds and programs volunteered to meet with a higher level ESL student for one hour each week.

The partners discussed a variety of topics such as holidays in different countries, different religions, world cuisines, cultural differences in family roles and relationships, fashion, politics, sports, and architecture. Many of the partners also compared school systems, and the Harper volunteers gave the ESL students advice on how to switch from the ESL classroom to a content course environment.

Here are some of the comments from the ESL students who participated:

“She always corrected me when I talked in a wrong way. Now I am not afraid to speak with native speakers.”

“She can explain how to prepare for future study. She really cares about our classes and wants to help us.”

“We met every Monday, Wednesday, and Friday, and every time was interesting.”

“You can learn about different cultures around the world, and you can learn about how other people think. They wanted to help us learn English.”

From the students’ comments, it is obvious that the program does a great job connecting Harper’s ESL students with English-speaking students in content courses. The Harper students became friends and mentors, and at the same time, they gained valuable international experience. The ESL students improved not only their English language ability, but they also increased their self-confidence so that hopefully the transition out of ESL will be easier and more exciting.

We hope to continue the Conversation Partner program in the fall and in future semesters. If you are interested in adding the conversation program to your class as a service-learning or volunteer element, please contact Kathleen Reynolds kreyold@harpercollege.edu or Kelly Coronado kcoronad@harpercollege.edu.
Where is your Home?
By Kim Cozzi, Interdisciplinary Programs

We have all been cultivated by society. We all live in the United States near Chicago. We all work at Harper College. It would seem that we all must be culturally similar, right?

Society plays a role in our cultivation and there are probably many things we have in common, but it is our past, our families and friends, and our futures that truly cultivate us as individuals. Last semester at a Global Gurus Hangout, a group of faculty and staff gathered around tables in the Academy for Teaching Excellence to discuss the nature of culture. One simple question was examined by acclaimed travel writer Pico Iyer during a TED Talk. He asked, “Where is home?”

I thought to myself,

My home, hmmm...
Duh, the United States of America.
I am an American, thus it is my home.
BUT my mom was not born here and she is part of my home.

My house, my condo, could be considered my home, but that would not be my answer.

As cliché as it is, “Home is where the heart is,” but my heart is ever-changing. Does that mean home changes?

That’s it!! My family is my home. I am home when I am with them. My culture says so...

No, my body is my temple and my home. I must take care of it.

Hmphf, I don’t know how to define my home.

I realize home signifies ideas, traditions, culture, loyalties, comfort, and so on. It is not one place or thing. It is an idea that has been cultivated by me through my past, my family and friends, and my future. It is ever-changing, as is how I define my culture. In order to understand myself, I must examine all the private and public parts of my home and culture to become a more culturally competent individual. In turn, I will become a better contributing citizen of the world.

So, I ask you, “Where is your home?”

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Inaugural International Field Seminar (continued from page 1)

economic growth rates attained by many countries since the turn of the century. Between 2001 and 2010 six of the world’s fastest growing economies were in Africa. According to The Economist, the continent surpassed Asia in average GDP growth between 2000 and 2005 (January 2011). This dramatic growth has been driven by a combination of free market reforms (starting in the late 1980s), increased political stability, the end of major Cold War era conflicts, and natural resource demand from China. The probability that our students will work for employers with direct or indirect business interests or connections to emerging markets (including Africa) is high.

Join us on Friday, August 22 at 10 am in Z 102 to hear about our experiences and learn how you might incorporate information about East Africa in your courses.

Harper Faculty Field Seminar Participants: Valerie Walker, James Gramlich, Mukila Maitha, Judi Nitsch, Richard Johnson, Patricia Hamlen, Bhasker Moorthy, Richard Middleton Kaplan, and Judy Kaplow with Mr. Festo Karwemera, “Muguruzi” (elder) and scholar of Bikiga traditional culture.
During the summer 2013, I presented an opportunity to increase proficiency in the Spanish language and to experience a Latino culture while living with a host family in Quito, Ecuador, the second-smallest country in South America.

While living with families, students spent three weeks in one-on-one Spanish immersion classes at a language academy in Quito, Ecuador. Each afternoon consisted of excursions in and around the Quito area including a visit to the Equator and its fabulous ethnographic museums. Most students also took salsa lessons after classes. Students were in tears when leaving their host families. To stay with a family is to truly become immersed in that culture. There is no classroom activity that can substitute for an experience where you speak the language, eat the food, and become part of a family in another country.

Students flew over the Andes with spectacular views of several volcanoes en route to Cuenca in the south of the country where classes were also held. Both Quito and Cuenca are among the best preserved colonial cities in Latin America. Students had one week of group lessons in Cuenca with excursions in historic colonial Cuenca and the surrounding towns of Chordeleg, Gualaceo and Sigsgig, where they witnessed the process of hand-weaving of clothes, hand-making Panama hats, growing of orchids. The archeological site Ingapirca, formerly inhabited by the Incas and the Cañaris, was also visited.

Each weekend students traveled to diverse locations within Ecuador, including Mindo where they visited the cloud forest, a butterfly sanctuary, an orchid nursery, enjoyed bird watching, and climbed the “Cascada del Nambillo,” a waterfall. In the lake region of Imbabura, students bartered in Otavalo, an open air indigenous market, for local handicrafts of alpaca, coconut, tagua, carved gourds, and ceramics. They tried regional foods such as “humitas” and “quimbolitos,” one savory and the other sweet (similar to corn bread), “sangre de hígado” (liver blood), “cuy” (guinea pig), and drank “colada morada” (a warm berry drink). They meandered through a forest to the Peguche Waterfall and saw the flights of the rescued birds of prey at Condor Park. They took a boat ride on Cuicocha Lagoon to see where its hot water bubbles to the surface from volcanic activity, visited the town of San Antonio de Ibarra to watch wood crafts being carved, and the town of Cotacachi to admire the wide variety of leather goods. Finally they participated in the Inti Raymi Sun Festival festivities, dancing in parades.

In Vilcabamba, known as the valley of longevity, there are no gas stations and little pollution because there are more horses than cars. Students went horseback riding in the mountains with views of the valley and visited a family living off the grid to learn about how to live green and sustainably. In Papallacta students unwound in thermal baths. En route from Quito, they learned about the varying topography which is rife with typical shepherds’ huts and herds of llamas and alpacas.

The highlight for all was a week-long excursion to the Oriente, Ecuador’s Amazon jungle. Native Quichua guides led us to indigenous villages where students interacted with the Quichua people, joining them in their celebrations and learning about their way of life. They tried native foods such as “yuca” and drank homemade “chicha” and “guayusa” tea. They went caving to see glyphs made by indigenous groups, constructed balsa rafts for communities in need and then floated down the Napo River on them. They participated in making chocolate from cacao beans, rafted down the Jatunacu River, visited a unique Amazonian zoo, and even danced with indigenous children at a beach bonfire.

Student Devin Morrice summed up the experience for all: “I can see how much better and faster I learned being part of the program and going abroad versus learning in a classroom. I learned twice as fast, if not more, compared to learning in a classroom.”
International Students at Harper College come from 32 different countries:

- Albania
- Austria
- Brazil
- Bulgaria
- China
- France
- Germany
- Hong Kong
- India
- Israel
- Japan
- Jordan
- Kenya
- Korea
- Kyrgyzstan
- Mexico
- Moldova
- Mongolia
- Nigeria
- Pakistan
- Philippines
- Poland
- Romania
- Russia
- Sweden
- Syria
- Taiwan
- Tanzania
- Thailand
- Ukraine
- Venezuela
- United Kingdom

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Harper College Welcomes International Students

Jill Izumikawa, Coordinator for International Student Services

Harper College is fortunate to open its doors to approximately 100 international students every year. Harper College’s district has many international residents who attend the college. However, this small group of students comes to the United States on a student visa. International students choose to come to Harper College for the academic and cultural experience. In addition to their studies, the international students engage with the Harper community in many ways:

- Dr. and Mrs. Ender invite the students to their home for a summer picnic every year. The students appreciate this opportunity to interact with the president and his wife while enjoying a traditional U.S. picnic.

![Image of international students](image1)

- Last year, the Harper faculty, through International Studies and Programs, hosted a welcome reception in the lobby of the Performing Arts Center. Several faculty members commented how much they enjoyed the one-on-one time to get to know this group of students. This year, faculty can greet international students on Tuesday, September 9th, 4:00 – 6:00pm, in the Lobby of the Performing Arts Center

![Image of faculty and students](image2)

- A small number of international students have been fortunate to find on-campus, student aide positions. Melinda Knobe in AEE hired an international student from South Korea. Melinda often comments how much she enjoys the mutual learning that accompanies their daily work.
Read Around the World Book Seminar: Year in Review and What’s New!
Patricia Hamlen, Anthropology

Come read with us! Read Around the World faculty book seminar has a long and successful history that began in fall of 2001 and continues to be sponsored by the Harper International Studies and Programs committee. The goal has been to come together in a relaxed environment of collegiality to read and discuss works of fiction and non-fiction that take place outside of the USA. The purpose of the seminar is to help us all see the world in a broader way by expanding our knowledge and understanding of the global world system we live in, by reading 4 book selections throughout the academic year. My goal as Chair of the seminar has been to invite specific faculty members who have personal knowledge, skills and insights into the books selected to act as session moderators.

Last fall, we began with the popular novel and film: The Best Exotic Marigold Hotel by Deborah Moggach moderated by Richard Middleton-Kaplan. This novel generated a lively discussion over the continuing stereotyping of Indian and Asian populations by traveling and expat Americans and Europeans. This was followed next by Beneath the Lion’s Gaze: A Novel by Maaza Mengiste. This touching story of civil war in Ethiopia is portrayed through the eyes of one family and how each member is affected in a very personal way. This selection was recommended and moderated by Richard Johnson.

Beginning in spring we took on the classic tale: The Sheltering Sky by Paul Bowles with the help of our moderator, Kurt Hemmer. Although not a favorite of many who attended, the novel did raise important questions regarding the power of culture to direct lives and create identities. Beautifully written, the discussion was so passionate and animated that it ran over the allotted 2 hours! Our final selection set in rural China was a memoir written by Yang Erche Namu and Christine Mathieu entitled: Leaving Mother Lake: A Girlhood at the Edge of the World. As I have used the indigenous Na of China to discuss alternative social patterns, I moderated this seminar. This coming of age story reveals the life of a young girl brought up in a society where biological brothers and sisters live in the same household for their entire lives. Women take lovers who are supported by their brothers. While their children look to their uncles as father figures. A short film documentary of the Na was also viewed.

It is with great pleasure that I introduce the line-up of book selections featured this term. We open with The Black Russian by Vladimir Alexandrov recommended by Mukila Maitha. Mukila has also agreed to moderate this selection that will be discussed on September 12th. This is the true story of the adventures of an African-American who seeks his fortune in Chicago, Brooklyn, London and later immigrating to Russia.

This will be followed by All Our Names by Dinaw Mengestu moderated by Richard Middleton-Kaplan that details the intersection of two worlds: Midwest American and East Africa. Mark your calendars for October 31st!

Book selections are currently pending for the Spring 2015 term. Please check the faculty development site for details and updates. PDU credit is also available.

All seminars meet on specific Fridays from 12 to 2 pm in the Academy for Teaching Excellence. The Harper bookstore continues to order a small allotment of the book selections for purchase throughout the year for the convenience of seminar participants.

Please consider joining us this fall as we begin another season exploring the world we live in as a member of Read around the World.

Study Abroad Scholarships

For a second year, International Studies and Programs has been awarded a Harper Educational Foundation Resource for Excellence Award. The funding is aimed at increasing the number of students, particularly from traditionally under-represented groups, participating in study abroad programs. Each applicant submits an application form and supporting documents as specified in the application package. The applications should be sent by the deadline to the International Studies and Programs Coordinator, Richard Johnson, in one digital copy by email and one hard copy. Applications received after the deadline will not be considered.

Eligibility:
- Full-time students, minimum 2.75 GPA.

Deadlines for submission:
- Fall & Winter term: March 15
- Spring & Summer term: October 15

For more information and applications, please visit our website: http://dept.harpercollege.edu/international/studyabroad/scholarships.html
Fall International Programs

We are offering a variety of programs this fall. Please consider joining us or sending your classes to one or more of these events. They have been designed with you and your classes in mind!

**African Lecture Series:**
Time: Wednesday, September 3 from 3:30 – 4:45 pm
Place: Z 129
Presenter: Patricia Hamlen, Anthropology
Audience: Harper faculty, students, staff, and community members
Abstract: This presentation hopes to provide some insights into this history of Mountain Gorilla Research and the on-going concerns over human contact with this endangered species. Along with a look at the “active conservation” approach used by Dian Fossey before her death, competing approaches have also been instrumental to the gorilla’s survival. Still controversy continues regarding how current funding is being allocated to preserve a national treasure not only for Rwanda but Uganda and the Congo as well. Join us as we track the Titus Group, learn more about one of closest animal relatives and what the future may hold for the “king of the rain forest.”

**Study Abroad Open House**
Time: Wednesday, September 10 from 5 to 7 pm in A 243
Description: Have you ever thought about studying abroad? Join us to hear about Harper's faculty-led short term study abroad programs for 2014-2015.

**Read Around the World Faculty Book Discussion Group**
Time: Friday, September 12 from 12 – 2 pm
Place: Academy for Teaching Excellence
Audience: Harper faculty and staff
Topic: The Black Russian by Vladimir Alexandrov
This is the incredible true life story of a young African-American man who seeks his fortune first in Chicago, Brooklyn and London later immigrating to Russia, a highly unusual move. This narrative highlights his adventures as the owner of famous restaurants and nightclubs only to fall victim to racism and his own extravagant living.
Moderated by Mukila Maitha, Geography

**African Lecture Series:**
Topic: “African-American poetry specifically related to the slave trade”
Time: Wednesday, October 1 from 3:30 – 4:45 pm
Place: A-243
Presenter: Andrew Wilson, English
Audience: Harper faculty, students, staff, and community members
Abstract: The North-American slave trade produced immeasurable human suffering, and that suffering is documented not only in history books but, as well, in some of the most important (and sometimes, oddly, the most beautiful) literature ever written – in America, or anywhere. We will have a look at a few examples of that literature, perhaps paying special attention to the poets Phillis Wheatley and Paul Laurence Dunbar, the autobiographer Frederick Douglass, and the amazing contemporary fiction writer Toni Morrison.

Continued on next page
The Harper College Inaugural Faculty International Seminar: Teaching Africa Today spent two intensive weeks in Uganda.

Mark your calendar to attend the Orientation Week Session that will share some of the group’s insights.

Friday, August 22nd
10:00am to 11:20pm
Building Z, Room 102

Peacebuilding Series: “Teaching Conflict, Trauma and Peace”
Workshop: Contemplative Practice and Peacebuilding
Friday, October 10 from 11:30 am to 12:45 pm
Place: Academy for Teaching Excellence
Audience: Harper faculty and staff (CEUs available)
Presenter: Pearl Ratunil, English
Abstract: What’s the relationship between inner peace and global peace? How can a calm mind confront violence and hatred with peacefulness and courage? In this workshop, participants will be introduced to mindfulness practices that can cultivate inner states of peace, a necessary foundation for meeting challenges both locally and internationally. The workshop will begin with a brief overview of recent scientific research of mindfulness. This will be followed with mindfulness instruction and participation, and then suggestions for including mindfulness in one’s workplace including the classroom.

Study Abroad Open House
Time: Tuesday, October 15 from 5 to 7 pm in A 243
Description: Have you ever thought about studying abroad? Join us to hear about Harper’s faculty-led short term study abroad programs for 2014-2015.

International Education Week: 10/27 – 31: Presentations by faculty who participated in inaugural Faculty International Field Seminar: “Teaching Africa Today.” Rooms TBD.
Audience: Harper faculty, students, staff, and community members

Human Rights Expo 2014
Time: Wednesday, October 29 from 9 am to 4 pm
Place: A building corridor and A 243
Audience: Harper faculty, students, staff, and community members
Description: Join us for an exciting programming joint venture between International Studies and Programs and the Human Services Program. The International Human Rights Expo will bring together in one place a variety of organizations involved in human rights issues, locally, nationally, and internationally. Learn about the significance of human rights struggles around the world and find opportunities to get involved safeguarding these important values. The International Human Rights Expo is also a great way to meet other people who want to learn about ways to change the world and gain the necessary tools to do so. We will be holding workshops and presentations through the morning and afternoon.

Read Around the World Faculty Book Discussion Group
Time: Friday, October 31 from 12 – 2 pm
Place: Academy for Teaching Excellence
Audience: Harper faculty and staff
Topic: All Our Names by Dinaw Mengestu
This timely novel intersects two worlds: Midwest America and East Africa. Young award-winning author Dinaw Mengestu was born in Ethiopia and grew up in the American Midwest. His focus has been to write about the cultural, spiritual, and social loss that comes with the act of migration. However, this story is told from the perspective of a lonely woman living in the Midwest. Through a secret and intimate relationship, she learns the story of her lover and his friendship with another young man he met in Uganda, both dreaming of a brighter future. Their lives and actions take them in different directions but their ultimate shared goal is to achieve a better life.
Moderated by Richard Middleton-Kaplan, English

The Harper College Inaugural Faculty International Seminar: Teaching Africa Today spent two intensive weeks in

UGANDA

RWANDA

Mark your calendar to attend the Orientation Week Session that will share some of the group’s insights.

Friday, August 22nd
10:00am to 11:20pm
Building Z, Room 102

Continued on the next page
Fall International Programs, continued

Global Gurus Hangout:
Topic: Peace-building by Women’s Collectives in Rwanda and Uganda
Time: Tuesday, November 4 from 3:30-4:45
Place: Academy for Teaching Excellence
Audience: Harper faculty and staff
Facilitators: Valerie Walker and Richard Middleton-Kaplan
Abstract: We preview our discussion with brief videos about collectives of women survivors actively working for post-genocide reconciliation and combating social injustice in Rwanda, and Betty Bigombe’s efforts to resolve Uganda’s civil war and to negotiate an end to violence with the LRA’s notorious Joseph Kony. We will also share photos and stories from our encounters with members of collectives during our recent field-based seminar. Our discussion will focus on how to introduce this topic to students, how to break through stereotypical views that ignore the role of women in peace-building, and why women’s local collectives may be more effective than national or international peace-building mechanisms. Lastly, we will look at how collective action promotes autonomy for the activists and for their societies, and then discuss how to encourage students to participate in collective action in their own communities.

Peacebuilding Series: “Teaching Conflict, Trauma and Peace”
Panel Discussion: “Life after War: Surviving and Thriving after Trauma”
Date: Tuesday, November 11, 2014
Time: 11:30 – 12:45 pm
Place: W-218
Audience: Harper faculty, students, staff, and community members
Abstract: How do we live after we have survived a war or other trauma? In this panel discussion members discuss with experts their lives after surviving political and global upheaval. How have survivors learned to recover and move on? What are the challenges? What helped? In this discussion we will pose these questions, and through supportive inquiry, seek to find the answers of how to live after war.

African Lecture Series:
Topic: “On the Nobel Prize Laureate Nadine Gordimer”
Time: Wednesday, November 19 from 3:30 – 4:45 pm
Place: Y-120
Presenter: Seema Kurup, English
Audience: Harper faculty, students, staff, and community members
Abstract: Born and raised in South Africa, Nadine Gordimer is the author of 14 novels and 11 short story collections. A key “white” South African member in the anti-apartheid struggle, Gordimer’s life’s work, her creative writing, remains the most widely-read testimony to the horrors of apartheid and tenuous race relations in South Africa. Both the apartheid and post-apartheid governments of South Africa have banned several of Gordimer’s books – a testament to her lifelong political engagement. Winner of the Booker Prize in 1974, Gordimer went on to receive the Nobel Prize in Literature in 1991 for her “magnificent epic writing” which has been of “very great benefit to humanity,” according to the Nobel Prize committee.
Develop Your World
Harper’s Fourth Annual International Education Summit

On Friday, March 7, 2014 the ISP and the International Student Office hosted approximately 50 faculty and staff from several local colleges and universities at its fourth annual International Education Summit. The theme of this year’s summit was technologization and internationalization. Professors Jon Rubin, Director, and John Fowler, Assistant Director, of the State University of New York Center for Collaborative Online International Learning (COIL) shared their international pedagogies and strategies for engaging students internationally and online. The summit also included a presentation by Dr. Timothy Newby from Purdue University. Dr. Newby added his strategies for engaging students in online teamwork, internationally.

2015 Summit Scheduled

In 2015, the fifth annual summit is entitled, Peacebuilding as a Framework for Comprehensive Internationalization. The keynote speaker is Dr. David J. Smith, editor of the recently published, Peacebuilding in Community Colleges: A Teaching Resource.

Study Abroad Classroom Visits for the Fall Semester

Kim Cozzi, Program Assistant, Office of Interdisciplinary Programs

In November 2013 The Chronicle of Higher Education reported, “The United States...[is the] world’s top destination for international students. A record 819,644 studied at American colleges in 2012-13, an increase of 7.2 percent, according to new data from the Institute of International Education’s annual Open Doors report. In stark contrast, only 1.4 percent of all American college students studied abroad in 2011-2012, according to the same article.

As society shifts to a more global perspective (like it or not), it’s important that our students are given a competitive edge. Knowing more than one language, and beyond that, being bi-cultural makes students more marketable in an economy where finding a job takes longer than it used to.

Harper College provides students with so many ways to learn about the world outside of our comfortable, four-walled-bedrooms through clubs and organizations, campus programming, guest speakers, World Language courses, and study abroad programs.

Okay, I will get off my sassy soap box (for now). Please feel free to contact me via kcozzi@harpercollege.edu to set up a ten-minute classroom visit to talk about study aboard. If you have any questions regarding International Studies and Programs, email internationaled@harpercollege.edu.

If you’re interested in the article from The Chronicle of Higher Education, the URL is below. Dream big. Dream global.

Article:
Harper College Faculty-Led Study Abroad Programs

Our faculty-led programs have grown exponentially over the past two years. Please help us continue to grow by promoting these programs among your students. We also have a variety of scholarship opportunities available (see “Scholarships” column on page 5). We would also appreciate it if you would consider contacting Kim Cozzi, Program Assistant, to arrange for a classroom visit: kcozzi@harpercollege.edu

BIO 150: Field Research in Costa Rica
Program dates: January 1 - 11, 2015
Instructor: Craig Stettner cstettne@harpercollege.edu
This is a 4-credit, lab-science, general education course that transfers as a 100-level biology course or general elective and may be used to meet specific needs such as cultural graduation requirements. In addition, it produces really unique material for letters of recommendation and resumes. Grades are based upon the student’s full participation in course activities and completion of an independent field project, including a written summary and a short presentation of the project at our one-and-only post-trip meeting. Other than the independent project, course activities include several guided tours (mostly on foot), rainforest restoration, volunteering at a wild animal rescue center, researching and presenting an animal at the wild animal rescue center, and attending several lectures. After spending the first night near the airport, we spend three nights in tropical seasonal forest lodges, one night with host families connected to the wild animal rescue center, and five nights at a field station in tropical rainforest.

SOC 205: Social Problems in Chicago and London
14-week late-start spring semester 2015 class, Travel from May 14 – 28, 2015
Instructor: James Gramlich jgramlic@harpercollege.edu
"Social Problems in Chicago and London" is a three-credit course organized around the study of social conditions or patterns of behavior that people believe warrant public concern and collective action to change—what are commonly referred to as social problems. The course focuses especially on the role of place and how social problems are constructed through a historical process and within an economic, political, and cultural context. In addition to the regular course content, students will study a specific social problem within a broad category of problems chosen collectively by the class and instructor. Upon completion of the local portion of the course, students and the instructor will travel to London for two weeks, where they will collect data and conduct observations relevant to the ways their topics operate in that context. A comparative analysis constitutes the final semester project. In addition to their own work, students will visit key sites in London and the surrounding area as well as attend lectures and presentations on the city and region overall.

The fundamental course objective is that students learn how sociology utilizes a scientific approach to the study of urban social problems. Secondary objectives are organized around students developing insights and understanding consistent with Harper’s Global Learning Outcomes, including knowledge of the culture and history of the local context as well as that of London, an understanding of the historical, political, and economic forces that have shaped their topic in the US and UK, a sensitivity to cultural differences and an ability to view the world from multiple perspectives, as well as an ability to access relevant information and conduct research, apply critical and comparative thinking skills, and critique their own values by comparing and contrasting them.

SPE 213 Acting II: Acting Shakespeare and London
14-week late-start spring semester 2015 class
Trip to London: Friday to Friday - March 20-27
Instructor: Kevin Long klong@harpercollege.edu
This course is an experience-based exploration of the life and work of William Shakespeare from historical, textual, critical and most importantly performance perspectives. Therefore, if you are enrolled in this class, it is required that you participate in our travel to London. In addition to lecture/discussion/performance-based work at Harper College, class experiences will include site visits, workshops, guest lectures and live performances at the Globe Theatre, The Royal Shakespeare Company, The National Theatre and the Theatre Royal Drury Lane, as well as other sites with Shakespearean connections, in London. Students will have an unforgettable experience that will develop theatre skills, advance knowledge of Shakespeare and his times, and deepen their appreciation and understanding of Shakespeare’s plays through active participation and performance. Prerequisite: SPE 212 with a grade of C or better or Instructor Approval.

Continued on the next page
Harper College Faculty-Led Study Abroad Programs, continued

ENG 102: Dublin and London
Early summer session course: MW (times TBD) May 18 – July 8, 2015, Travel from May 20 - 30, 2015
Co-instructors: Maggie McKinley mmckinle@harpercollege.edu and Steve Titus, stitus@harpercollege.edu
Students have two unique opportunities for study abroad in Ireland and London, England. The course will use an interdisciplinary approach within English 102 to enrich your cultural knowledge of these countries, their art, history and cultural landscape. After the trip, assignments will involve research and analysis of British and Irish texts. This cultural enrichment during the travels will occur through museum visits, theatrical attendance, and exploration of significant historical landmarks, amongst other experiences in the urban settings of Dublin, Ireland and London, England, and the pastoral landscapes of the Wicklow Mountains in Ireland.

ART 105: Seeing Italy: Then and Now
Program dates:  May 22 – May 29, 2015
Co-instructors:  Karen Patterson, kpatters@harpercollege.edu and Stephany Rimland, 847-925-6365
Experience art in one of the greatest artistic and cultural centers in the world. Move through history from the canals of Venice to the hillsides of Tuscany and the streets of Milan. Journey from the past splendors of the great Italian Renaissance to the most important international exhibition of the contemporary art world. Art 105 (Seeing Italy: Then and Now) introduces the visual arts with an emphasis on creating awareness of aesthetics, artistic concepts, media, theory and criticism. In addition, students will develop a critical understanding of art and build visual literacy. The short-term study abroad format will allow students to engage with art and architecture from the Byzantine and Renaissance periods to the present, with one day spent at the prestigious contemporary art festival, the Venice Biennale, and so much more!

HUM 101: The Future of the Past, Exploring the Sites of Greece and Turkey
Early summer session course with travel from June 8 – 21, 2015
Instructor: Keith Jensen kjensen@harpercollege.edu
For those looking for Humanities credit, Jensen’s study abroad tour is part of a HUM 101 (The Ancient Through the Medieval West), which surveys Western culture from its beginnings through the fourteenth century. Students will study the visual arts, literature, history, philosophy, and religion of those periods under the theme of archaeological preservation and conservation of our ancient past. Part of this will be covered through course readings, but we will also have the opportunity to explore actual monuments and artifacts through visits to museums here in Chicago and through the two-week study-abroad tour to Turkey and Greece.

HUM 115: Exploring Greece and Turkey
Program dates: June 8 – 21, 2015
Instructor: Therese Hart thart@harpercollege.edu
Students who have already taken HUM 101 or are interested in elective credit will have the opportunity to attend the study-abroad trip through Hart’s HUM 115. Students will travel abroad to the same locations in Turkey and Greece as Professor Jensen’s HUM 101 students, but her focus will center on the topic of “Ancient Archaeology and Ethics.” Her course addresses ethical, legal, personal, and practical concerns of the archaeological practices of German archaeologist Heinrich Schliemann, English archaeologist Sir Arthur Evans, and English Archaeologist Thomas Bruce, a.k.a. Lord Elgin.
Welcome back! I hope your summers were productive and restful. This has been a busy year for International Studies and Programs. ISP was honored to be featured for the first time in the 2013-14 Harper College Operational Plan under the category of “Diversity” with the goal of ensuring that “global education is being infused into curricula and the student experience. We are happy to report that we exceeded all of our goals. The International Studies and Programs Committee, which is now a full-fledged member of the Shared Governance committee system, has identified its next global region of focus for the academic years 2016-2019. We launched our first Faculty International Field Seminar with the outcome of designing 7 faculty curriculum infusion projects (read more in the article below). ISP conducted a complete revision of all study abroad guidelines for safety and legal clearance. We developed three new short-term Harper faculty-led study abroad programs for a total of 7 programs this year! ISP also held a number of workshops with faculty groups on the importance of global education, including our International Education Summit and Global Gurus Hangouts. Last spring, ISP gave presentations at two national conferences. Both presentations highlighted our innovative faculty development programs. At the national conference of the Association of International Education Administrators (AIEA) in Washington, D.C., ISP presented our Internationalization Plan as a model for strategic implementation of a global education agenda to a group of some 50 IE administrators at colleges and universities from all over the country. In February, we presented on our innovative faculty development workshops and programs at the annual meeting of Community Colleges for International Development (CCID) in Las Vegas.

We look forward to another successful year of programming with your support!

Rich Johnson

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**Coordinator’s Corner**

**About Harper’s International Studies and Programs Committee (ISPC)**

The ISPC is committed to educating students for leadership in an increasingly complex global society. The programs and services provided enrich faculty, staff, and the Harper College community. The committee serves as a resource to the College and surrounding communities to celebrate the many contributions of the world’s cultures and traditions, and will foster the continuing global education of its citizenry. The ISPC is a Harper College Shared Governance committee.

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**International Studies and Programs**

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