

## **ADVANCED COURSES IN GLOBAL PLURALISM**

### **Indigenous People in Comparative Perspective**, University of Arizona

Dr. David E. Wilkins uses a comparative perspective in this course to examine the consequences of European expansion (from 1400s forward) for indigenous nations around the world. Case studies include: selected indigenous peoples of Mexico, Central & South America, Canada & the Arctic, New Zealand & Australia, as well as the Saami from Northern Europe and the Ainu from Japan.

### **The Making of Ethnic America**, University of Houston

Taught by Professor Steven Mintz, this course examines the interaction of diverse ethnic and religious communities in the U.S. over a period of four centuries. Using a multicultural approach to American history and culture, this course explores the historical experience of America's ethnic groups prior to their arrival in this country; it examines when and why these groups came to the United States, their relations with other ethnic groups, and their contributions to American culture.

## **Pluralism and Social Justice**

### **Education for Global Peace**, University of Maryland, College Park

This course is designed to provide a forum for students to explore issues of global peace and educational measures in promoting peace. The course first emphasizes the development of an understanding on urgent peace issues facing the humanity. Then the class will study and reflect on the roots of violence, critically analyzing inequality and injustices in the world based on racism, sexism, and other factors. We explore ways for quelling violence and building peace broadly. We will examine how education can be transformed to bring true peace to the world; we will look at curriculum changes and collaboration of school and society, and finally, we will stress the importance of teaching for love in education.

### **Developing a Global Perspective/Intercultural Education**, Florida International University

This course is designed to provide students with the knowledge, skills and tools needed to be effective secondary teachers of global and comparative education, and responsible citizens of the US and the world. Students will understand the commonalities, differences, and connections between global and comparative education, and the meaning and significance of globalization in both fields.

### **Globalization and Diversity**, Michigan State University

The purpose of this course is to create a multi-disciplinary immersion in organizational behavior and human resource management practice and theory related to managing multiculturalism, diversity, and globalization in employing organizations. Globalization and Diversity responds to recent demographic and global changes and anticipates future cultural shifts in the workplace by framing diversity and globalization as a process and a resource to be leveraged rather than as a problem to be solved.

## **World Cultural Studies**

### **Traveling Cultures-Asian Diaspora**, National University of Singapore

The processes of globalization has clearly transformed the world that we live in, bringing us the promises, the rewards, and the effects of easy travel, flexible mobility, and a sense of transnationality. The traditional postcolonial analysis of these global transformational forces is to identify their links to the hegemony of late capitalism and Western cultural imperialism. This module seeks to both augment and question this argument by focusing instead on Asian diasporic identities in an attempt to problematize the subject/object cultural relation that has transfixed this traditional analysis.

### **Long Night's Journey into Day**

Long Night's Journey into Day provides a dramatic inside look at one of the most innovative and ambitious attempts at dialogue and healing in human history South Africa's Truth and Reconciliation Commission. The film documents South Africa's quest for restorative justice as it follows four dramatically different cases that come before the commission over the course of two and a half years. Long Night's Journey into Day will inspire American viewers to reexamine their own approach to racism and social injustice. A study guide, for teachers and facilitators, accompanies this film.

### **PIER: Programs in International Educational Resources of the Yale Center for International and Area Studies**, Yale University

PIER, the Programs in International Educational Resources of the Yale Center for International and Area Studies, provides programs and services designed to broaden understanding of global, international, and world regional issues. The web site contains information about global education and has useful information for developing multicultural lesson plans. The site includes such resources as: summer institutes for educators, curriculum consultation and development, online lesson plans, professional development workshops, PIER Resource Library, review and evaluation of educational materials, field study abroad opportunities, a list of on-line resources for educators, and school partnerships & collaborations.

### **UW Worldwide**, University of Washington

UW Worldwide is a new way of structuring university education that is being devised by the International Faculty Council in order to strengthen all aspects of UW programs through a more effective internationalization of research/education/service. Currently, UW Worldwide is conducting a four-year program called Scientific, Engineering and Social Challenges to the Environment in Washington State and Sichuan Province, a pilot interdisciplinary project that combines international collaboration with student research experience, service learning, and travel, as part of the University of Washington - Sichuan University Joint Project on Higher Education Reform.

### **Comparative Race Relations: a History of Race Relations in South Africa, Brazil, & the U.S.**, Rowan University

This course offers a comparative examination of the development of multi-racial societies in Brazil, South Africa, and the United States and the impact of race on the political, social, and economic cultures of the

respective countries. It was offered as a multicultural/global studies elective, a history elective, and as an elective in the African American Studies and International Studies programs. Facilitated by Gary Hunter, Department of History, "Comparative Race Relations" was designed as a multicultural/global studies course as one of the few courses at Rowan University employing the methodologies of comparative history and sociological theory to explore the social, economic, political, and cultural development of three different societies.

### **Service Learning and Field Placement**

#### **Community, Politics and Service**, Hobart College

Taught by Richard Guarasci, this course requires students to be fully engaged in a term-long community service project, working with the biographies of people within the community as well as being involved in writing autobiographically about the effect of that service on their own lives, their perspectives on democracy, and their understanding of democratic citizenship.

### **Humanities**

#### **Community Projects in the Arts and Humanities**, University of Michigan

This Fall Term 2000 course at the University of Michigan is taught by David Scobey, Associate Professor of Architecture and Director of the Arts of Citizenship Program at the University of Michigan. Students will work in teams with community partners in Ann Arbor and Detroit to create history exhibits, community-based drama, radio documentaries, websites, curricula, and other cultural resources. The seminar is designed to be interdisciplinary and to include undergraduates of all levels. No previous expertise is required, only an interest in using the arts and humanities to enrich public life.

#### **Theory and Politics of Multiculturalism**, University of Northern Florida

Taught by Professor of Philosophy Bert Koegler this seminar is offered as an upper division interdisciplinary honors course. During this seminar students are introduced to the philosophical and political debates surrounding multiculturalism. By discussing ethical, social, and political issues concerning multiculturalism, students address questions of identity, power, and privilege.

#### **Law, Society, Difference**, San Francisco State University

This upper-division course taught at by Anita Silvers, was designed to fit into a sequence of philosophy courses on law and social philosophy. It brings together students with somewhat different interests in disability: students with disabilities, students whose family members are disabled or aging noticeably, students who have family histories pre-disposing them to disability, students who are majoring in fields concerned with disability, students headed for law school, and others.

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Questions, comments, and suggested resources should be directed to [diversityweb@aacu.org](mailto:diversityweb@aacu.org).