

AAC&U Global Curricular Transformation

Integrative Studies at Otterbein: Reinvigorating a Signature Program for a Global Century

In the new Otterbein Integrative Studies (IS) program, slated to begin in fall 2011 when the college makes the switch from a quarter to a semester calendar, students will still explore questions of human nature—particularly in a first-year writing requirement called an Identity Project—but the overall integrative studies core will be focused on making connections between the disciplines and the wider world. After a first-year seminar that will introduce students to the concept of integrative learning, they will take one IS course in each of four areas during the sophomore and/or junior years: Interconnections (social sciences/history); Reflection and Responsibility (religion, philosophy, and service learning); Natural Foundations (sciences); and Creativity and Culture (arts and writing). Each of these IS courses will focus on teaching students to think globally and beyond disciplinary boundaries.

Crossroads in the Study of the Americas (CISA), the Five Colleges

Established by the [Five Colleges, Inc.](#), CISA is a curricular and co-curricular project that crosses disciplinary and national boundaries to examine contemporary issues of culture and citizenship. In this interview, CISA Director Robbie Schwartzwald describes the process through which the idea for Crossroads in the Study of the Americas center evolved, as well as the goals and expectations he and his colleagues have for the center. Members of the Five College Consortium are Amherst College, Hampshire College, Mount Holyoke College, Smith College, and the University of Massachusetts at Amherst.

Cultural Encounters, St. Lawrence University's Intercultural and Area Studies Program

St. Lawrence's Cultural Encounters Program is designed both to provide an academic context for the experiences of studying, working, and living among people from different cultures, both in off-campus programs during college and after college; and to offer the option of a challenging, thematically-integrated, alternative method of meeting various course requirements. Cultural Encounters consists of these general components: Core courses; Foreign language study; Science and mathematics requirements; at least one semester on a St. Lawrence international program; a senior seminar. All courses within the Cultural Encounters Program follow curricular guidelines defining the three levels of study: Conceiving the World and Cultural Encounters, in which students gain an understanding of their own and other cultures, and a Program Seminar, which provides a forum for students to reflect on and integrate their study abroad experiences with the coursework they have done over the preceding three years.

Global Health, Citizenship, and Competence

University of Utrecht in the Netherlands offers nursing students the opportunity to collaborate with other nursing students and teachers from different countries. The course has two parallel tracks. The theme of the first track is Strategic and Clinical Nursing Leadership and the theme of the second track is Pediatric Oncology. The programme consists of: lectures, workshops, excursions to healthcare institutes and presentations of fellow students. Students are expected to complete some preparation in advance and bring the information with them to participate actively in this summer school.

Global Studies Major, St. Lawrence University

The goal of St. Lawrence University's Global Studies Major is to teach students to analyze comparatively

the impact of global processes on specific phenomena connected with, across and between geographical areas. The program integrates student research into a major that is firmly based in a set of core courses and is custom-designed to suit each student's research interests. Information about the program is available on SLU's [International & Intercultural Studies](#) web site.

Honors 343: Contemporary Japan, Lynchburg College

This course is designed to provide students with a broad understanding of the nature of present day Japan. The emphasis is on the cultural, sociological, political, and economic dimensions of life in Japan. Four primary areas will be covered in the course: history and geography of the country with emphasis on the roles that these have played in shaping the current environment; issues linked to living patterns such as career choices, the role of religion in society, the role of women, and family and group dynamics; business and economic aspects of Japan, emphasizing the post World War II period of rapid development and Japan's current and future role in the global economy; and the nature of the political structure and processes and how these have shaped contemporary Japan. Throughout each of these sections emphasis will be on how political, economic, and sociological forces have influenced contemporary Japanese society, and how these forces are likely to affect the future shape of the nation.

Going Global in the Sciences at Emory University

Emory University offers semester-length and summer courses abroad in the sciences. Summer science courses include Chemistry Studies Program in Siena, Italy, Ecology and Evolutionary Biology Program in Queensland, Australia, Interdisciplinary Global Health Program in Cape Town, South Africa, and Neuroscience and Behavioral Biology Program in Paris, France. Semester courses are offered directly through colleges and universities in these locations and others; e.g., Bogacizi University, Turkey, and University of the Virgin Islands. Emory University has also established partnerships with the Organization for Tropical Studies through Duke University in Costa Rica, the School for Field Studies in Mexico and Kenya, and the School for International Training in Panama, Mekong Delta, and Tanzania.

Sex, Health, and AIDS, the University of Arizona

Team taught by Professor Susan Craddock and Dr. Sally Stevens, this course explores HIV and AIDS from a variety of perspectives, including its biology and pathology, its impact on communication and sexual practices among college students, the social and economic causes of HIV/AIDS in the United States and elsewhere in the world, and the politics of medical research and health care funding. The course attempts to challenge commonly held perceptions about the origins, causes, and social constructions of AIDS; to examine the reasons why people might not change behaviors that put them at a health risk; and to tackle the difficulties of policy formation and community action.

Link to AACU website: <http://www.aacu.org/resources/globallearning/curriculumtransformation.cfm>

Other resources listed here are taken from Lewin, R., Ed. (2009). *The handbook of practice and research in study abroad: Higher education and the quest for global citizenship*. New York: Routledge.