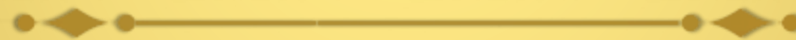


Global Citizenship, the Black Student, and Campus-Wide Strategies for Enhancing Global Participation



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WISE Conference
Wake Forest University
Winston-Salem, North Carolina

February 9, 2017

The Literature Says...



- ✧ The 2% of 2%
- ✧ Lack of interest
- ✧ Lack of financial resources

Happenings on Campus



- ✦ Poor marketing
- ✦ Poor faculty/staff mentoring and advising
- ✦ Study abroad advisors reflect majority of student body
- ✦ Disconnect between global and local
- ✦ Inconsistent, Incomprehensive global education plan on universities

What Is A Global Citizen?



My Definition: One who is cognizant of his/her **role and impact in the local and global contexts**; possesses a keen and sincere understanding and curiosity of **the individual threads making up the interwoven human and environmental landscapes**; is sensitive to the contemporary **global human experience and environmental condition**; incorporates these ideals into his or her **choices and constitution**; **and encourages others** to do the same.

Melbourne, 2014

Global Citizenship

1. Social Responsibility
2. Global Competence
3. Global Civic Engagement



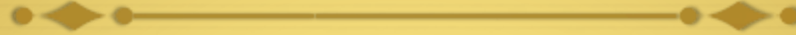
Three Tenets



- ✦ Social Responsibility—perceived interdependence, concern for society/environment
- ✦ Global Competence—actively seeking knowledge, works well with others.
- ✦ Global Civic Engagement—volunteerism, political activism, service, advocacy

(Morais & Ogden, 2009)

Global Citizenship



- ✦ More than just traveling and filling up passport
- ✦ Moral responsibility, focus on human rights advocacy
- ✦ Understanding who one is, to whom one is connected, and who and what depends on him and his choices



Themes

- ✦ Varying Levels of Interest
- ✦ Levels of Knowledge
- ✦ Black Community and Self
- ✦ Focus on Local
- ✦ Trailblazing



Themes



✧ Varying Levels of Interest

- ✧ High interest and strong drive
- ✧ High interest, but little guidance/mentorship
- ✧ Low interest and strong drive (cultivateable)
- ✧ Low interest and no drive (fear, quotidian challenges)

✧ Levels of Knowledge

- ✧ High level of knowledge, high drive
- ✧ Low level of knowledge, high drive (cultivateable)
- ✧ Interconnectivity—few felt connected → apathy, non-urgency

Themes, Cont'd



- ✧ Black Community and Self
 - ✧ Negative talk in community regarding travel
 - ✧ Bring back what has been learned while away
 - ✧ Strong identity to Black community OR globe (rarely and)
 - ✧ Everyday challenges = difficult to think globally

Themes, Cont'd



✧ Focus on Local

- ✧ Start locally with global activities
- ✧ Create global campus experiences

✧ Trailblazing

- ✧ Most underestimated, powerful, and transformative
- ✧ “Someone who looks like me”
- ✧ Effective mentorship and advising
- ✧ Trailblazing and trailblazers

Turn-and-Talk



- ✦ Benjamin: Kicked out of high school at 15, Pre-Pharmacy student, Single mom household, doesn't see importance of study abroad, passionate about Black people in/from urban demographic, well-known on host campus.
- ✦ Joshua: Music Performance major, well-known on host campus with both Black and White students, two-parent household, some access to financial support for study abroad, not against study abroad but also not prioritizing it, highly driven undergraduate student.
- ✦ Epphiphanie: Pre-Med student, Single mom household, somewhat well-known, driven for successful future, no access to financial support from family, very curious about study abroad and open, but can't figure out how to fit it into schedule.

Case Studies

- ✦ Case Study #1: Ben
 - ✦ Trailblazing is powerful
- ✦ Case Study #2: Joshua
 - ✦ Raw energy/passions to be channeled
- ✦ Case Study #3: Eppiphanie
 - ✦ Focus on Local



What Is A Global Citizen?

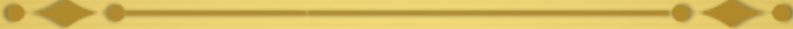


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Pre-Departure: Campus Internationalization

- ✦ Campus-wide and community collaborations
- ✦ Improve marketing and “selling” of global education
- ✦ Teaching instructors how to incorporate “big picture”
- ✦ Make meaningful connections of content in classes
- ✦ Create opportunities for dialogue and sharing
- ✦ Start local with global civic experiences
- ✦ Mandate internationally focused courses

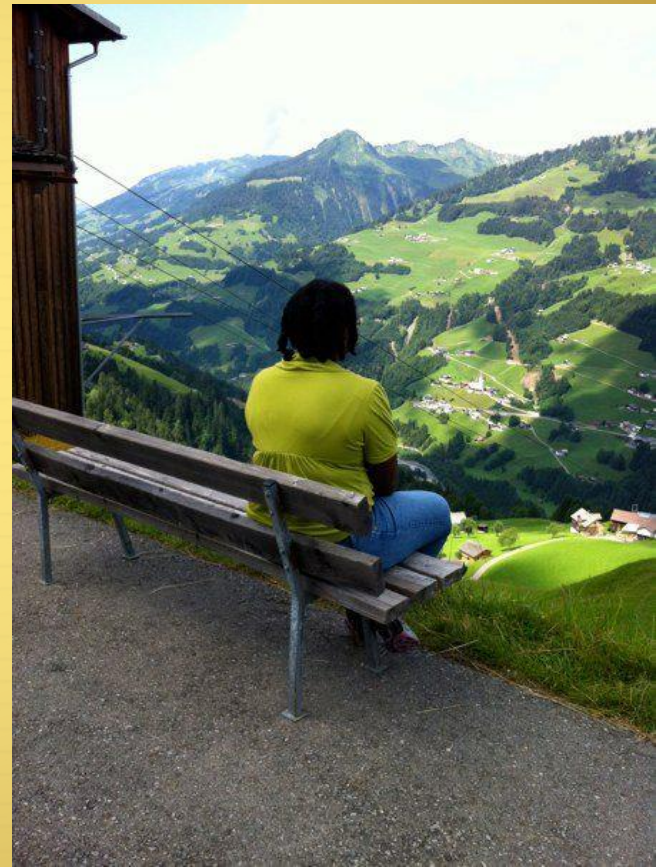
Whilst Abroad



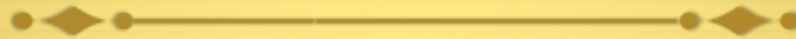
- ✦ Plan programs with holistic student development in mind
 - ✦ Inquiry-based, struggle, personal goal attainment
- ✦ Structure opportunities to communicate/dialogue with natives
 - ✦ Representatives of varying perspectives and socio-economic backgrounds.
- ✦ Incorporate tenets of global citizenship into pedagogy and course objectives

Return: Where the Real Work Begins

- ✦ Develop significant global serving and connecting opportunities in one's local neighborhood
- ✦ Share and advocate for global learning
- ✦ Encapsulate class learning with global inquiry



Questions, Comments, and Insight



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