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

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- 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
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

ℹ️ Case Study #1: Ben
- Trailblazing is powerful

ℹ️ Case Study #2: Joshua
- Raw energy/passions to be channeled

ℹ️ Case Study #3: Eppiphanie
- Focus on Local
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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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