

“TEACHING GLOBAL SOCIAL JUSTICE  
AT THE GLOBAL HUMANITIES  
INSTITUTE”

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*"How should we treat others?"*

## **BACKGROUND**

The GHI was created in 2012 with a “Bridging Cultures” grant from the National Endowment for the Humanities.

### **Our charge:**

To bring global perspectives, content knowledge, and awareness to our campuses and to our Humanities courses.

To prepare our students for global citizenship through academic and co-curricular programs

To support global self-awareness on the part of faculty and their students

**For one year, a core group of 8 faculty and staff met to deliberate:**

1. What does it mean to be a global citizen?
2. What does it mean today? What might it mean in the future?
3. How can we create a pedagogy that will help us learn and teach others how to teach global citizenship?
4. We needed mentors!!!



## **OUR MENTOR**

The Association of American Colleges and Universities became our mentor institution.

Their material was a perfect fit for us:

AACU Value Rubrics

And LEAP, their work on best practices in teaching

[Also, ACE's Global Competencies and Learning Outcomes]

## **The AACU Global Learning Value Rubric states:**

“Global Learning is a critical analysis of and an engagement with complex, interdependent global systems and legacies [such as natural, physical, social, cultural, economic and political] and their implications for people’s lives and the earth’s sustainability.”

“Through global learning, students will

- 1) Become informed, open-minded, and responsible people who are attentive to diversity across the spectrum of differences
- 2) Seek to understand how their actions affect both local and global communities
- 3) Address the world’s most pressing and enduring issues collaboratively and equitably.”

## Addressing “Personal and Social Responsibility”—

The student “takes informed and responsible action to address ethical, social, and environmental challenges in global systems and evaluates the local and broader consequences of individual and collective interventions.”

**In other words,**

1. The student educated in global humanities will accept the responsibility of interviewing to make the world a better place.
2. Education in the global humanities already has a built-in investment in promoting social justice.
3. A global education will ultimately yield a fully engaged student and citizen.
4. A global citizen is an informed and responsive individual who sees beyond the here and now, the “us” and them.”



## **How Can We Teach All this?**

**We pose essential questions:**

What is globalization?

How can we understand our place in it?

What are some examples of globalization's impact?

Where are we?

What is happening?

What is our role in all this?

What should be our role in all this?

**We ourselves must all research carefully, learn fully, and think critically.**

A global humanities education must begin teach how to:

“Analyze major elements of global systems, including their historic and contemporary interconnections and the differential effects of human organizations and actions, to pose elementary solutions to complex problems in the human and natural worlds.”

The scope of the work is always enormous.

Telling the story and condition of humanity accurately is always our challenge.

**We discover and critically analyze various texts:**

Art

Literature

Music

Film

Non-fiction prose

History

## **How can we get people to care?**

We teach “Perspective Taking,” which is the ability of students to “Evaluate and apply diverse perspectives to complex subjects within natural and human systems in the face of multiple and even conflicting positions [it, cultural, disciplinary, and ethical].”

This may be called an “intelligent empathy” that is inclusive of the personal but also encompasses the collective.

## **What does it look like to teach all this?**

### **The Example of El Salvador:**

**El Salvador**— generations of civil war yield ongoing poverty, devastation, trauma, mass exodus of Salvadorans, connections to our neighborhoods, the gang crisis, and to the perceptions of Salvadorans as immigrants and national policies affecting immigration from Central America.

*We teach history of the Salvadoran war; we examine the politics and economics of the war; we look at public art depicting the war; we read poetry and other literature about the war; we research our own involvement in the war. We show images of present-day El Salvador; we re-think, with an open mind, what we thought we knew about El Salvador.*

***We ask, “What is my part in this? What is my duty?”***

*We must read the UN’s “Truth Commission” report and the investigation by the US Congress into the war in 1993, that implicates the United States in the Salvadoran war.*

*The story must always bring us back home...*

# MURALS IN EL SALVADOR



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**Some Other Examples:  
Kolkata, India**



www.alamy.com - CP7TTP

## Athens, Greece



Our interest in the lives of our fellow humans lead to exploration, knowledge, and more questions.

We become engaged.

In the process, we already care...

"How Should we treat others?"

"There are no others."