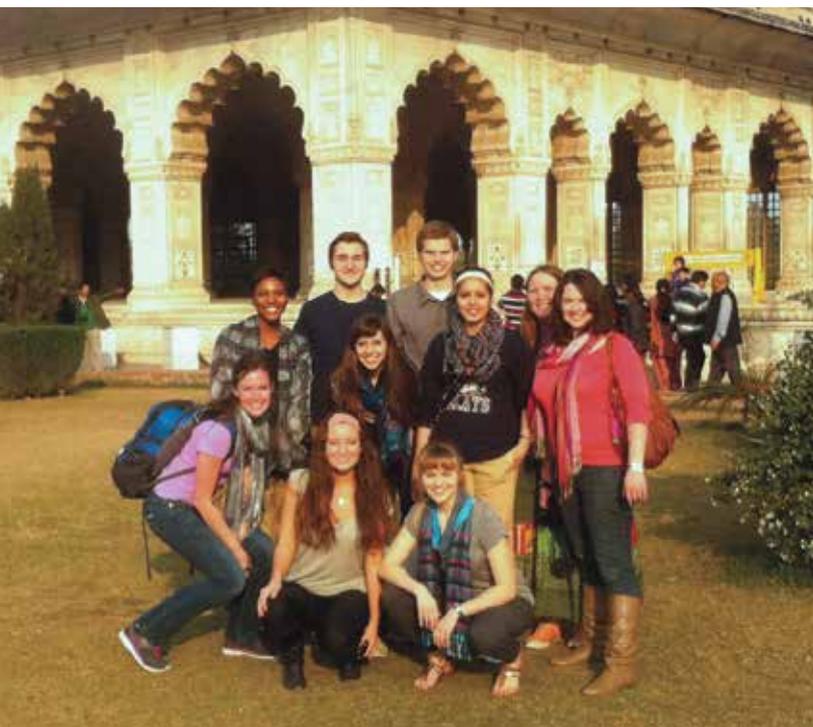


College of Arts & Sciences

AS THE WORLD TURNS

This summer fans across the globe came together to celebrate the phenomenon that is the World Cup. Even the United States was thoroughly caught up in the frenzy—at least until we were eliminated. Being part of a global event was fun while it lasted, and it served as a reminder that in everyday life, not just in sporting events, we need to participate fully as global citizens. At Drake University we are striving to create citizens who are consistently, not occasionally, engaged in the world.

Like the rest of the University, we in the College of Arts and Sciences have adopted various strategies in our effort to foster engaged global citizens. On the one hand, we provide opportunities for our students to visit destinations around the globe, encouraging long- and short-term international experiences that provide direct contact with other languages, other cultures, other ways of living and doing. On the other hand, we are internationalizing the curriculum, infusing our courses—and not just those that are, by definition, “international”—with multiple perspectives. The more our students understand that knowledge is interconnected and interdependent, the better able they will be to engage with and contribute to the world of the 21st century.



Students visit Old Delhi's Red Fort—home to Mughal emperors for nearly 200 years—as part of the 2014 January Term course, India on the Eve of Independence.

FAR AND AWAY

It is ironic. As our Office of Admission will no doubt confirm, prospective students spend years carefully determining that our distinctive learning environment is right for them and that Drake is the place they want to be. And yet almost from the moment they arrive, we are encouraging them to go away, whether for a summer internship, a three-week intensive travel seminar, or a transformational semester abroad. This past year, for instance, 133 A&S students spent all or part of the academic year studying in 28 different countries including Brazil, Japan, Israel, Cameroon, Italy, and New Zealand.

Even more students took advantage of our J-Term (a three-week session between semesters in January) travel seminars in 2014. These seminars, limited to 20 students and typically team-taught, are designed to integrate topic and locale. For instance, the International Environmental Seminar, led by David Courard-Hauri, associate professor of environmental science and policy, took students to Ecuador and the Galapagos Islands. For Islam in the 21st Century, students traveled with Mahmoud Hamad, associate professor of politics, to Egypt and Turkey. And to study Risky Business: European Roots of Actuarial Science, Deborah Kent, assistant professor of mathematics, led a group of students to London, where in the 18th century the insurance industry was born. Just mentioning the titles and the places, however, does not communicate the full scope of what the students study, encounter, and experience. To begin to do that, I'd like to focus on two trips in more detail.

SOUTH OF THE BORDER

Contemporary Urban Mexico, designed by Darcie Vandegrift, associate professor of sociology, and Eduardo García-Villada, assistant professor of Spanish, drew from staff and facility resources of a new partnership with Tecnológico de Monterrey, Guadalajara campus (ITESM). Drake students learned about everyday life in contemporary Mexico through hands-on interactions in flea markets, the chamber of commerce, community social movements, the U.S. Consulate, Sunday Catholic Mass, an upscale shopping mall, and an elementary school, as well as engagement with students and experts from ITESM.

The class met with journalist and television commentator Eduardo González, an expert on migrant lives and culture. The students toured two shrines dedicated to the Death Saint, a popular religion in Mexico that recognizes the realities of migration and drug violence. Student participant Carly Kinzler comments, “It’s amazing how much one’s perspective can change from a three-week trip.”



For alumni and friends of the Drake University College of Arts & Sciences

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As news reached the U.S. this summer about child migrants traveling through Mexico by train, Vandegrift thought back to the conditions witnessed on field site visits to the tracks and receiving centers where these children pass: “The train is referred to as ‘La Bestia,’ the beast. These journeys claim hundreds of migrant lives each year.”

Six months after it ended, the class is still discussing the lessons learned during the course through an active Facebook page. Kinzler adds, “I understand the importance of being an ambassador for a neighboring country, because people know so little about life in Mexico.” Kinzler published her project on non-governmental organizations and democratic development in the spring 2014 issue of the *Drake University Social Science Journal*. All students created individualized research projects on topics such as the new middle class, women’s gender roles, and definitions of health and wellness. Three students completed additional certification in cultural competency in Spanish.

A PASSAGE TO INDIA

Those of you familiar with the novels of Salman Rushdie (one of our previous Bucksbaum lecturers) will especially appreciate this next seminar. Elizabeth Robertson, associate professor of English, and Tim Knepper, associate professor of philosophy and the Ron Troyer Research Fellow for 2014–2015, created their course, *Developing Democracy: Critical Political, Social, and Religious Issues: India on the Eve of Independence, 1945–1947*, to introduce students to the richness and complexity of Indian political and social history in the period leading up to independence. They also examined the vital role diverse religious beliefs and practices played in the establishment of India and Pakistan.

The course featured the *Reacting to the Past* pedagogy developed at Barnard College, a pedagogy that engages students in elaborate role-playing as they recreate the debates, factions, and divisions of a society at a moment of crisis. For instance, a “game” might reenact the trial of Galileo, the Declaration of Independence, or, in this case, the end of British colonialism and the partition of India and Pakistan. Thus, even as they traveled in New Delhi, Shimla, and Amritsar—visiting temples and historical sites important to the establishment of independence in India—students were researching their roles as Jawaharlal Nehru, as Mohammad Ali Jinnah, as a Sikh leader, as Mohandas Gandhi adherents.

They met around the conference table to engage in often fierce and passionate debates about whether India could or should remain one country or about how democracy could guarantee freedom of religion if religious practices differed and clashed.

This reacting game has been taught on campus and has always been intense and absorbing for students. But it was all the more powerful for students to actually be on-site in India to see Shimla and the Viceregal Lodge where the actual conferences were held; to see the very bullet holes in walls of the Jallianwala Bagh in Amritsar, the site of the 1919 Amritsar Massacre; to visit Hindu temples and Islamic mosques and the Sikh Golden Temple filled with devout worshippers. The presence of these shrines and the multitudes of present-day Indians who live and worship in them brought the struggles of the past deeply and vividly to the students’ consciousness. In short, history wasn’t history, the dead hand of the past, anymore; it was lived reality, with very present and determinative meaning for millions of people including, now, the Drake students who became “midnight’s children.”

WORLD CUP

Finally, as evidence that our efforts to internationalize our students’ experiences does, in fact, produce engaged global citizens, let me close by mentioning our three recent graduates, all veterans of Drake travel seminars, all recipients of Fulbright Scholarships for 2014–2015 to assist their service to the global community. Nora Sullivan, AS’14, received an award to teach English in Bulgaria. Nicole O’Connor, ED’14, received an award to teach English in Malaysia. And Erin Hassanzadeh, AS’14, JO’14, received an award to teach English in South Korea. The Fulbright Scholarship is one of the most competitive postgraduate international exchange programs in the nation. Historically, Drake University has been one of the top institutional producers of Fulbright Scholars, with 25 in the past decade—of which 20 were humanities and social science majors. Our goals are to foster intercultural engagement, to develop global talent, and to enhance our visibility and connections around the world. I think we scored.