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CHAPTER ONE

Making the Global Familiar: Building an International Focus into the Honors Curriculum

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CULTURAL VISTAS

Increasingly, American colleges and universities are seeking to prepare their students not only for professional success but also for life in a world whose interconnectedness and, indeed, interdependency, will require them to live as global citizens. That the term “global citizen,” or one of its many synonyms, now appears in numerous institutional mission and values statements suggests the significance that institutions of higher education attach to cultivating individuals able to navigate the transnational and intercultural complexities of twenty-first-century economics, politics, and ethics.¹ Honors programs and colleges have enthusiastically adopted

a global education orientation along with the larger institutions that house them; a quick internet search for “global honors” returns thousands of results, which include global honors programs, specialized pathways, and seminars. Although the prevalence of such global honors options is growing, many honors programs and colleges are still grappling with the challenge of developing honors-level offerings suited to the internationalizing landscape of higher education. Happily, integrating aspects of global studies into an honors program or college curriculum need not come at a premium. While institutional mandates calling for increased emphasis on the world beyond the campus tend not to be accompanied by across-the-board increases in resources to aid in their implementation, honors programs and colleges can nevertheless reap the benefits of such mandates if they act strategically and in accordance with defined institutional objectives. This article first describes the context in which the University of Nevada, Reno Honors Program has embedded global studies into its curriculum and then provides curricular and co-curricular options that can be adapted and modified to fit the needs of any honors program or college to enhance or deepen students’ global awareness and engagement.

Global awareness is one of the five pillars of an honors education at the University of Nevada, Reno (UNR). Alongside building students’ critical thinking skills and capacity for original thought within their academic disciplines, developing their understanding of and appreciation for the wider world is central to the honors program’s mission. In this respect, the honors program supports the university-wide strategic goal of preparing students “to be informed global citizens” (UNR 7). Support for the emphasis on internationalization within the honors program comes, in turn, from the varied and unique resources for international study available at the university.

Consistent with the goal set out in its current strategic plan to increase participation in study abroad from eleven percent to fifteen percent of undergraduates by 2021 (UNR 7), the university offers access to several different study abroad pathways. First, the University Studies Abroad Consortium (USAC), which serves students worldwide, is headquartered at UNR. USAC operates fifty-one

signature and partnership programs in twenty-eight countries and, importantly, allows Nevada students to apply most or all of their financial aid and scholarships toward study abroad. USAC also co-sponsors a scholarship available only to honors students. Second, the Office of International Students & Scholars coordinates traditional exchanges between Nevada and twenty-four international universities in fourteen countries that allow students to study abroad while paying the same tuition they would if they were in residence at UNR. Third, the Office of Undergraduate Research sponsors the International Research Experience for Undergraduates program, which targets, in collaboration with USAC, students in STEM disciplines. In 2018, students accepted to the program will work with one of fifteen research mentors at one of five USAC-affiliated universities. Finally, students in selected majors may elect to enroll in one of several short-term, UNR faculty-led study abroad experiences coordinated by the university's Extended Studies program. Because credit earned via these study abroad experiences transfers directly to UNR, careful attention is given to academic advising surrounding study abroad so that students continue to make progress toward completing their degrees while away.

Although students in the university honors program study abroad at a higher rate than the non-honors students (approximately twenty percent of honors students choose to study abroad at least once during their undergraduate careers), not all honors students are able or desire to study abroad, even with so many options available to them.² As Indira Nair and Margaret Henning note, "it is [. . .] critical to guide understanding of global learning beyond study abroad because, although study abroad is one aspect of global learning, it is synonymous with global learning on many campuses" (v-vi). Recognizing that only a portion of honors students will seek out direct international experiences during their undergraduate careers, our mission compels us to provide all students, including those who remain on campus, with meaningful exposure to the world. In order to accomplish this, the honors program consistently promotes global engagement via academic coursework beginning in students' first semester of study.

EXPLORATIONS IN HONORS: GLOBAL PERSPECTIVES

In fall 2016, the honors First-Year Seminar (FYS) was updated so that it both aligns more closely with the university's core curriculum and acts more purposefully as a gateway course to international study, in the broadest sense of the term, for all honors students. Hans Schattle posits that “awareness, responsibility, participation, cross-cultural empathy, personal achievement, and international mobility” are essential components of global citizenship (1). Our re-imagined syllabus (see Appendix 1) for Explorations in Honors: Global Perspectives, the reconstituted FYS, seeks to activate students' understanding of these concepts and foster their development of an internationalized perspective from day one. Historically, the FYS has functioned largely as an extended orientation seminar incorporating forays into essay writing, presentations on nationally competitive scholarships and fellowships, a faculty interview project, the creation of a culminating ePortfolio, and a service-learning component. To varying extents, each of these components of the course allowed students to engage with international contexts: the essay could draw on any scholarly sources the students wished; many of the scholarships and fellowships presented support international study; conversations with faculty frequently resulted in discussions of their work around the world; the ePortfolio could be designed according to any theme; and service learning could involve work with international/immigrant populations. Parallel-ing course assignments, exposure to university-sponsored study abroad opportunities occurred via presentations by more advanced honors students who had studied abroad and an honors-only USAC reception for students each fall. Although many of the raw materials for international engagement were present, the design of the course left most of the important work of making connections between these disparate international elements to the students. As a result, those students who already took an interest in global issues tended to make the greatest gains in this domain.

The redesigned course, which is a “theme-oriented course” that fulfills “a general education requirement” and “includes academic

skills components such as critical thinking and expository writing,” conforms to the definition of an academic seminar proposed by Anton Vander Zee et al. (121), and in this class all students engage deeply with global issues. Ensuring that such deep engagement could take place was partly a question of explicitly emphasizing the international aspects of certain existing syllabus components. For example, in the past many students inquired about international research while conducting their faculty interviews out of their own personal interest, but others did not; requiring that a question about the global implications of the faculty member’s work be included in the interview, however, solves this problem. Similarly, while the international dimensions of many nationally competitive fellowships and scholarships are apparent, students still need to understand how even domestic awards like the Truman and Goldwater Scholarships relate to the wider world. Because students are required to provide information on the benefactor or namesake of the award they choose to present to the class as well as briefly profiling one or more past recipients, a little supplemental instruction offered to students who select such awards makes these connections easier to trace. For example, students researching the Goldwater Scholarship might be asked to consider how the goal of increasing the number of highly trained scientists within the United States fits in with the narrative of global scientific and technological advancement.

The same kind of coaching is necessary to ensure that all students meaningfully connect their service learning to broader global issues, which is an aspect of the FYS that had not previously been intentionally oriented to an international perspective. Indeed, some students in the class serve as tutors for the Northern Nevada Literacy Council, which is a nonprofit that offers High School Equivalency, English Language Learner, and citizenship classes to foreign-born adults, and that activity brings some students into direct contact with non-native speakers of English from all over the world and affords them ample opportunity to reflect upon the internationalization of their own community. Other students may need to do a bit more legwork in order to link their service with

various community partners to global issues. Those who choose to complete their service with an organization that refurbishes bicycles for discounted resale or promotes the adoption of environmentally conscious farming practices, for instance, might spend some time reflecting on the related global issues of affordable transportation and food security. In the redesigned course, encouragement for this kind of critical thinking and reflection is built into the syllabus and the end-of-semester service-learning reflection essay.

Indeed, shifting the focus of the FYS toward global contexts, the core objective under which the honors FYS is classified in the university's core curriculum, has facilitated the integration of service learning with the academic content of the course in general, a tall order in a seminar that brings together students with majors in a wide variety of disciplines. One reason why this change has had this positive effect is that students in the FYS self-select into one of roughly twenty placements with community partners that provide services ranging from support for basic community needs (e.g., food pantries) to more specialized work (e.g., museums, mobile immunization clinics). While we still encourage students to choose their placement based upon connections with their academic major(s) or minor(s), we are now able to be equally accepting of selections based purely on personal affinity. Prior to the redesign of the FYS, the connections that students traced between their service-learning activities and their major were, in some cases, rather tenuous. On the contrary, the approach through global issues rather than individual academic disciplines has reliably deepened students' reflection on their service.

Although the quality of reflection has improved markedly across community partners regardless of the specific service work, the honors program remains open to more immersive service experiences capable of engaging an entire incoming cohort in a project with a common goal. In fact, such a project contributed to the impetus toward internationalizing the FYS. During the fall 2016 semester, in response to the city of Reno's decision to accept fifty-three refugees from Syria and Iraq, the incoming honors cohort worked as a group across class sections to aid resettlement efforts.

All students were placed with the Northern Nevada International Center (NNIC) and participated in a variety of integrated resettlement activities (discussed in more detail in the section on NNIC partnerships below) that added up to nearly 2,000 service hours performed by 126 students. While the FYS was already designated as a service-learning course, the nature of the fall 2016 refugee assistance project necessitated the implementation of additional reflection and assessment elements including:

- a pre- and post-service-learning activity focused on attitudes toward community service;
- academic research on the worldwide refugee crisis, including specific units and oral and written presentations on the countries from which the refugees arriving in Reno hailed;
- a minimum of two interim written check-ins during the semester on each student by the NNIC or their community partners in refugee assistance;
- interviews with a minimum of two co-volunteers or NNIC staff using a rubric provided by the honors program; and
- a five-page critical reflection essay due at the end of the semester.

The success of this enriched service-learning project was a contributing factor in our decision to be more intentional in seizing existing opportunities for engagement with the international element in the FYS, which has, in turn, helped to realign the course with the university's global contexts core objective.

The most significant change to the course, however, has been the introduction of a common read focused on a global theme. Common read programs often follow one of two patterns: "Some programs conclude entirely at the end of orientation, or offer only a few final co-curricular events during the fall, while others partially or fully integrate the reading into the first year" (Ferguson). Nevada's common read program is a hybrid of these two models; the reading is fully integrated with the course, but the course runs only in the fall semester. Because the course calls for sustained

exploration of contemporary global issues from multiple perspectives, instructors enjoy considerable flexibility in selecting internationally oriented texts that fit their interests and expertise. This flexibility is consistent with the patterns that Vander Zee et al. identified among various honors FYs in that it “reflects an eagerness to challenge high-achieving students with a rigorous, tailored approach to the FYs” (135). In fall 2017, for example, common read texts guided students in exploring such themes as immigration, nationalism, and cross-cultural communication. While the themes and genres of the respective common read texts may vary, instructors must nevertheless carefully select texts that are manageable for students in terms of length and complexity. In light of the fact that students in their first semester of study are typically concurrently enrolled in at least one text-centric humanities course, even honors students can find the amount of reading associated with a full load of college courses challenging. For this reason, many instructors have preferred to select succinct, contemporary nonfiction texts, but others have successfully incorporated more canonical literary and philosophical works.

Individual instructors are likewise encouraged to integrate the common read into individual course meetings in unique ways. For example, students in sections of the course that read Valeria Luiselli’s *Tell Me How It Ends*, which chronicles the perfunctory yet critical interactions between child immigrants and the American legal system, enriched their experience of the text by contributing to current events sessions that drew on the rich journalistic discourse surrounding the proposed elimination of the DACA program. Similarly, students participating in the service-based Honors Bonner Leader Program, who were grouped together in a service-oriented section of the honors FYs, focused on readings that helped them to distinguish between productive service work in other countries and potentially harmful voluntourism.³

Some instructors also enhance their chosen texts with film screenings. These have included Wim Wenders’ *Land of Plenty* (2004), a road movie of sorts portraying the psychological aftermath of the September 11th attacks from the perspective of a Vietnam

veteran and his Christian-missionary niece, and Hans-Christian Schmid's *Distant Lights* (2003), which explores shifting perceptions of borders and immigrants brought about by European integration. In fall 2016, with the focus on refugee assistance, *The Golden Dream* (2013), *After Spring* (2016), and several short films recommended by the United Nations High Commissioner for Refugees office were also screened. These films and texts encourage students to examine shared lived experiences, economic and political interconnectedness, and global citizenship and link them to their own perspectives on these issues.

Finally, all sections of the honors FYS integrate articles from *The New York Times* into weekly assignments designed not only to build knowledge of global affairs generally, but also to support the development of students' understanding of global citizenship. The students select news and opinion articles that interest them personally and then make connections between the global and local implications of the news or opinion articles they have chosen. While articles need not be explicitly international in theme, by following news reports over the entirety of a semester and exploring the international dimensions of what may superficially appear to be domestic topics, students learn to trace intellectual connections between issues and across borders and disciplines in a manner that will serve them long after the FYS concludes.

Overall, intentionally internationalizing the honors FYS has increased the coherence of the course by providing students with an engaging and flexible framework within which its various elements may be understood while also distinguishing it from the extended orientation seminars offered in the disciplines. Reimagining existing elements of the course within the broad category of global contexts and incorporating additional academic content by way of a common read have increased students' learning in and enjoyment of the course even as it has allowed individual instructors to retain a high level of autonomy with regard to their respective sections of the course. Certainly, equipping students with the practical skills and information they need to be successful in the honors program and at the university remains an important

goal of the FYS, especially in light of the fact that not all majors offer discipline-specific first-year courses. We have found, however, that an internationalized FYS functions as an appealing vehicle for developing such skills while simultaneously providing a unifying theme for the various assignments and developing students' global awareness.

AREA STUDY:

PERSPECTIVES ON GLOBAL CITIZENSHIP

Over the years, many honors students have been inspired to study abroad by their work in the FYS. Although data on students who have taken the updated FYS are not yet sufficient to determine what effect the redesign has had on our students' desire to study abroad, we certainly hope that the redesigned course will encourage even more of them, as Thomas Bernhard suggests, to travel because seeing "another country is always good for people" (361). Indeed, while one of the aims in the FYS is to impress upon students the fact that they have many opportunities for international engagement that do not require them to leave our campus, there is no denying that studying abroad carries significant developmental advantages for those students who participate. According to Carrie A. Kortegast and M. Terral Boisfontaine, "upon completion of a study abroad experience, students report higher levels of emotional resilience, openness and flexibility, perceptual insight, and personal autonomy" (813). Moreover, in terms of global awareness, Joshua S. McKeown notes that students often return "from study abroad experiences more culturally pluralistic and more aware of U.S. culture than before" (45). Such development, however, does not occur automatically; as with any other experiential learning opportunity, study abroad is most impactful when paired with careful reflection. A major goal of Perspectives on Global Citizenship, which is an upper-division area study course, is, therefore, to provide a context within which students who have recently studied abroad can reflect upon and make meaning of their experiences. (See Appendix 2 for the syllabus.) The course is doubly important within the honors

curriculum because, although UNR honors students can study abroad via a variety of programs for university credit, the honors program is not equipped to offer stand-alone honors courses abroad. In addition to providing a framework for students' reflection, the study abroad reflection course allows their study abroad experience to generate honors credits.

Crucially, integrating such structured reflection into the honors curriculum provides students with learning opportunities that they might otherwise lack. For instance, although students who study abroad necessarily have experiences that are relevant to their academic progress, individual academic departments may take little interest in students' time away from campus beyond monitoring the transfer of credit, and they do not offer courses like the honors area study option. In the absence of opportunities for structured reflection, Kortegast and Boisfontaine observe that "students [rely] upon opportunities with their friends and family to negotiate the meaning of their study abroad experiences," but these exchanges "[provide] limited opportunities for in-depth reflection on their learning and development" (817). On the other hand, according to Patti H. Clayton and Sarah L. Ash, in-depth reflection is

associated with academic learning outcomes, including deeper understanding and better application of subject matter and increased complexity of problem and solution analysis [. . . and] openness to new ideas, problem-solving and critical thinking skills. Overall, [. . .] challenging reflection [helps] to push students to think in new ways and develop alternative explanations for experiences and observations. (140)

Because the honors program concerns itself with students' academic, professional, and personal development, it takes seriously its responsibility to guide their reflection along these lines and to assist them in making meaning of an experience that it explicitly encourages as a means to such development.

The elective study abroad reflection course requires students to complete a variety of reflection exercises designed to enhance the learning associated with their study abroad experiences before,

during, and after their travel. In combination, these exercises align neatly with the “three content areas for reflection” on study abroad experiences identified by Victor Savicki and Michele V. Price: “dealing with academics, dealing with cultural expectations, and dealing with affective issues of change and loss” (589). Students first meet individually with the instructor prior to studying abroad in order to discuss the content and format of the course; importantly, students are provided with the guidelines for composing a required weekly travel blog, which later features in their final area study projects. Although the honors program is often aware of students’ intentions to study abroad for semesters or years before the travel takes place, this meeting serves as a dedicated opportunity for pre-departure reflection on students’ host countries, the courses they will take, and their goals for the experience. Because many students are already considering how best to integrate study abroad experience into applications for competitive fellowships and scholarships, the instructor also offers guidance concerning relevant awards.

Further reflection takes place once students return to campus when they write an essay in response to selections from Philippe Labro’s memoir, *The Foreign Student*, which is an account of the year the French author spent attending Washington and Lee University in Virginia in the mid-1950s. Reading as well as writing about this text allows students to compare and contrast their experiences of higher education around the world with Labro’s. Even though the rhetorical strategy of comparing and contrasting is fairly basic, the students’ firsthand knowledge of American culture empowers them to write simultaneously from the insider and outsider perspectives. A follow-up essay based on a chapter from Rebecca Solnit’s *A Field Guide to Getting Lost* permits reflection on change and loss, as well as providing an opportunity to (re)negotiate feelings of spatial, psychological, and linguistic disorientation experienced while abroad. Because Solnit’s text is more philosophical than Labro’s and can support a more challenging rhetorical exercise, the assignment asks students to write an essay in which they either thoughtfully affirm or critically reject several of her many definitions of getting or being lost using specific examples drawn from their own time abroad.

Cultural expectations, although they are unavoidably implicated in the two essays, are also explored via the skills-oriented exercise of preparing an updated résumé, which prompts students to consider how they will represent their study abroad experience in professional contexts. At the end of the semester, students submit their final project. It may take the form of a bound booklet, scrapbook, or journal, but the project must incorporate all of the elements described above, including students' edited blog entries, complete with a foreword that effectively distills students' multiple reflections into a single, dense reflective text.

In addition to providing opportunities for structured reflection to enrolled students, the area study course is designed to serve all honors students. The primary way in which other honors students are involved with the course is through presentations. As mentioned above, pairs of area study students typically visit FYS classrooms to discuss their study abroad experiences with first-year honors students who, by virtue of their ongoing engagement with global contexts, are generally curious about international travel and eager to hear from their peers. Presenters share information about their host countries and describe how their experiences fit into their broader plans for continued academic, personal, and professional development. In addition to these brief presentations, area study students also organize a formal presentation series entitled Honors Students Discover the World (HSDTW) during International Education Week. This multi-day event incorporates some of the same elements (overviews of the host country/city, an account of how the presenters conceptualize study abroad within their program of study, etc.) but expands both the scope and reach of the presentations. Recognizing, as does American Council on Education-affiliated scholar Heather Ward, that “a cultural event can easily reinforce stereotypes” and that “it is [. . .] easier to go with what is most recognizable about a region or culture, rather than diving into the lesser known complexities, diversity, subcultures and tensions that may exist” (“Part Two” 12), we have designed presentation rubrics to ensure that students include content reflecting depth of engagement with their host countries and cultures. (See

Appendix 3.) Accordingly, while FYS presentations are approximately fifteen to twenty minutes in length, HSDTW presentations are generally thirty minutes or longer and allow for substantive interaction between presenter and audience. Since several students present during a given session, this format has the added benefit of ensuring that audience members learn about multiple host countries because area study students are responsible for keeping country duplication to a minimum. Presenters are also required to bring a dish to share with the audience, which, as anyone who regularly plans student events can attest, serves as attendance insurance. Importantly, the presentations are open to all honors students as well as the entire university community.

Notably, although one of the goals of the area study course is promoting study abroad among honors students, it is not primarily a mechanism for advertising international opportunities. We acknowledge that exposure to the social, emotional, and practical challenges that inevitably factor into any study abroad experience is equally as valuable as hearing about the successes that such experiences may foster. Moreover, with so many units on campus devoted to designing and administering study abroad programs, no pressing need exists for returning students to address the curricular or financial specifics of individual programs; that responsibility rests with academic advisors and professional staff in their respective university units. While students are certainly not discouraged from describing influential courses or field trips in their presentations, the lack of an expectation that they offer a play-by-play account of their programs allows them to focus instead on the developmental progress they made while abroad.

CO-CURRICULAR ENRICHMENT OPPORTUNITIES

In an informative monograph series from the American Council on Education concerning higher education and globalization opportunities beyond study abroad, Ward stresses among other things that “the co-curriculum is an important vehicle for delivering global and intercultural learning” (“Part Three” 9). By supporting this belief as well as the internationalization of the

honors curriculum, we are committed to offering co-curricular and experiential options for honors students to immerse themselves in global issues without leaving the local community. In all of these efforts, we are guided by the principle that study abroad experiences, while ultimately desirable for all, are often not realistic given the complex web of honors student priorities and commitments. Indeed, recent research suggests that, if proper attention is paid to the content of co-curricular activities, “internationalization-at-home efforts conducted by colleges and universities have higher rates of student participation and engagement than some of the more traditional and formal study abroad opportunities” and that they can develop student global competencies as much if not more than traditional study abroad experiences (Soria and Troisi 273).

This section presents three co-curricular options that serve both those honors students for whom study abroad is not a viable option and those who have returned from abroad and wish to continue to engage internationally minded students and faculty on campus: the Northern Nevada International Center, International Education Week, and the Congress-Bundestag Youth Exchange.

Northern Nevada International Center

Research institutes on campus that focus on global issues may sponsor co-curricular activities. Some campus groups might support international visitors, young leader events, faculty exchanges, and the like. Other organizations worth investigating might include local chapters of the World Affairs Councils of America, international Chambers of Commerce, state and local economic development agencies (if internationally focused), Rotary International, and Peace Corps and U.S. State Department alumni chapters. Although local organizations offer different programming based on mission, community size, and funding availability, they rarely decline partnerships if the focus is on student cultural diplomacy. Two examples of our local World Affairs Council partnerships follow.

Reno has a globally focused, UNR-affiliated organization that allows the community to enjoy a significant international relations footprint: the Northern Nevada International Center (NNIC),

which is an affiliate of the national World Affairs Councils of America and the U.S. State Department International Visitor Leadership Program. In its over thirty years of existence, the NNIC has offered UNR honors students and faculty numerous opportunities for international engagement, including guest speaker collaborations, student internships, and Fulbright faculty exchanges. Of particular note among these opportunities are Academic WorldQuest and ongoing refugee relocation assistance projects.

Since 2013, honors student ambassadors have partnered with the NNIC to facilitate an annual local Academic WorldQuest (AWQ) contest for high school students in northern Nevada and northern California. AWQ is a flagship program of the national network of World Affairs Councils, in which some three thousand students across the country participate in competitions hosted by local councils testing students' knowledge of international affairs, current events, human geography, world history, and culture. In format and effect, they are similar to the national We the People high school competitions: the winners of local council-organized contests are invited to represent their high school and region at the national competition held every April in Washington, D.C., which all local teams are invited to view via livestream at a central location hosted by the local World Affairs Council affiliate.

At UNR, honors students are involved in everything from initial school recruitment to fundraising and event planning to post-conference publicity. Indeed, once the idea to hold the contest took root with honors program administrators, 75 to 80% of the work to hold the annual contest has been performed by honors students, with the remaining percentages divided between honors administrators and NNIC staff. This partnership between the NNIC and the honors program is unusual and unusually beneficial; indeed, most local councils put on the contest without university or college participation. In recognition of the centrality of honors students to the effective facilitation of the local AWQ contest, we schedule the annual competition in late January or early February to coincide with the return of honors students to campus after winter break.

The UNR Honors Program has benefitted from the partnership in two main ways: 1) enhancement of internationally themed programming and leadership opportunities, and 2) increased recruitment of globally minded students to the honors program. By recruiting participants as well as planning and facilitating the local contest, honors students enrich the honors events calendar with an international event and, in return, they receive useful leadership and event-planning experience with an international focus. Students also become aware—or are reminded of—salient foreign policy issues and current events as they proofread and fact check the official questions sent from the national organization to ensure they are understandable and accurate and will elicit only one correct answer. Honors students who have participated in AWQ activities during the last several years also recently presented on their experience at the 2018 Western Regional Honors Conference. The panel discussion reflected critically on intentionality in global engagement while also introducing AWQ facilitation as a viable internationalization option to students and staff from other honors programs and colleges within the thirteen-state western region.

Additionally, AWQ recruitment events at local schools function simultaneously as UNR Honors Program recruitment events. The honors program is thus the portal through which many local high-achieving, internationally minded students first encounter UNR students, faculty, and resources. Particularly in local private or college-prep schools where the first higher education choice for many high-achieving students may be an out-of-state institution in a big city, stressing the international orientation of an honors education at UNR and demonstrating it through facilitation of the AWQ contest have been key recruitment and retention tools. Equally significant in terms of recruitment is the fact that UNR professors and the honors librarian are available to mentor and provide access to enrichment materials to the winning local team to aid preparation for the national competition; this contact has been another effective way of familiarizing potential honors students with UNR resources. Since 2013, sixteen former high school AWQ participants have

enrolled in the honors program, and many other participants have enrolled as non-honors students at UNR.

A second NNIC opportunity for co-curricular international engagement emerged in fall 2016 with the participation of honors students in refugee relocation assistance. Even before the city of Reno and the NNIC began receiving refugee families in September 2016, honors students were preparing rooms and apartments for the families. They welcomed arriving families at the Reno-Tahoe International Airport, and by the end of the semester, the first-year honors cohort along with the NNIC and its partner organizations were serving eleven families comprising fifty-three individuals.

Associated service activities formed the basis of the curricular service-learning experience and included, but were not limited to, staging apartments for move-in; transporting furniture and other durable goods from donors to refugee apartments; attending a town hall meeting sponsored by the NNIC and Reno's local newspaper, the *Reno Gazette-Journal* (including taking active part in Facebook discussions of the meeting in real time); attending monthly refugee coordination meetings; researching and creating youth summer programs for refugees; offering ELL tutoring; providing childcare for refugee children during times when parents were in school or at work; creating coloring books for the children; organizing a winter clothing drive and book drive; and establishing a fundraising committee to support NNIC efforts. We were especially impressed by the honors students' initiative, self-motivation, and internalization of their potential for citizen diplomacy near the end of the fall 2016 semester when a group of first-year honors students organized a Thanksgiving dinner for refugee families and an appreciation dinner the following month for some eighty community volunteers actively involved in refugee assistance. Students fundraised to pay for food, organized the venues, and cooked (with appropriate dietary considerations for the Muslims among the refugees).

NNIC-sponsored refugee assistance supported the honors program's mission to develop students' capacity for active, engaged citizenship beyond our initial internationalization goals. Although the majority of community members in Reno welcomed the

presence of refugees in their midst, a vocal minority were less positively inclined. As a result, some first-year students independently formed a publicity committee charged with writing articles advocating refugee resettlement in Reno and addressing myths about Syrian and Iraqi refugees and the vetting process for refugee relocation in the United States. Such contributions began on the official NNIC Facebook page with the live feed of the town hall meeting and continued on student-created Honors Refugee Project Twitter and Facebook pages. Over the course of the fall 2016 semester, five articles written by honors students were published in the UNR campus newspaper, the *Reno Gazette-Journal*, the official UNR online media relations portal *Nevada Today*, and community newsletters. Students' far-ranging, interdisciplinary activism continues into the present, albeit on a more limited basis, because Reno continues to receive small numbers of refugees.

International Education Week

Sponsored by the U.S. Department of State and the U.S. Department of Education and held annually, usually during the second full week of November, International Education Week (IEW) is another component of the UNR Honors Program's efforts to partner with other on-campus units to offer its students broad exposure to international education and encourage them to make global connections to future careers regardless of major. What can especially recommend IEW participation for honors programs and colleges is that the scope and breadth of potential activities are limited only by the creativity of the organizers. There is no activity template, minimum number of required events, or any sanctioning or reporting requirements, although this activity can make a valuable contribution to programs undergoing assessment. At Nevada universities and colleges, events reflect the diversity of student and faculty perspectives on each campus and include active participation by international students. At UNR, IEW has enjoyed a long tradition of being a collaboratively organized series of events affording the honors program the chance to partner with university allies active in international education and global learning such as the

University Studies Abroad Consortium, the Office of International Students & Scholars, the Intensive English Language Center, the NNIC, and the UNR International Activities Committee.

As mentioned above, the fall Honors Students Discover the World presentations by students enrolled in our study abroad reflection course are typically scheduled during IEW. In some years, the honors program schedules internationally focused topics in our regular faculty lecture series to coincide with IEW as well. Because first-year and senior honors students are required to attend several honors events to complete the FYS and honors thesis sequence, IEW consistently engages roughly half of the honors population each year. Other activities have included exhibitions in the main library featuring photographs taken by honors study abroad participants, honors student panel discussions on study abroad and international service-learning experiences, presentations on international current events by exchange students from the Congress-Bundestag Youth Exchange for Young Professionals (CBYX), honors-hosted foreign film nights, and—the year honors students were involved in refugee assistance—two fundraisers benefiting NNIC relief efforts. As these varied examples suggest, rarely is there any difficulty in recruiting honors students who have studied abroad to present during IEW, a fact that illustrates Ward’s assertion that “students who return from study abroad are often looking for ways to share their new perspectives and continue engaging with international cultures” (“Part Three” 8).

Congress-Bundestag Youth Exchange for Young Professionals

While the percentage of foreign students on college campuses varies by institution and region, Ward notes, “despite wide agreement on the value and educational potential of international students on campus, they are largely underutilized as a resource for global and intercultural learning” (“Part Two” 19). This can be particularly true in the honors context, perhaps because international degree-seeking students do not easily qualify for honors admission or because they may not see value in affiliating with honors

programs as they pursue their degrees. Hosting a limited-term exchange student sponsored by the Congress-Bundestag Youth Exchange for Young Professionals (CBYX) or a similar organization may be a viable alternative, which it has been for several years at UNR, to recruiting international honors students.

Founded in 1983 and co-funded by the U.S. Congress and German Parliament, CBYX sends seventy-five young German professionals to the U.S. for a yearlong study and internship experience annually. Seventy-five American young professionals are likewise selected to study and intern in Germany during the same time period. Following a rigorous selection process, participants live with host families, take classes at the local university or college, and intern in their chosen field while in residence in their host country. Crucially, because CBYX pays all tuition, fees, and transportation costs as well as providing host families with a modest stipend each month, there is no direct cost to the host university to participate. Host institution responsibilities include securing a local host family, matriculating and then registering the student in appropriate classes, offering academic advising as needed, assisting in the internship placement search, and acclimating the German student to American academic life. While the administrative responsibilities fall on honors staff, honors students are tasked with ensuring appropriate social and academic integration into university life. As such, each German CBYX student is invited to attend the honors incoming student retreat prior to the beginning of the fall semester to meet other first-year students. There the student is also introduced to American university life in the honors context by participating in the honors FYS. Active honors participation continues throughout the year and allows the exchange student to remain in active contact with local honors students during both semesters of the exchange and beyond.

Hosting a CBYX student has proven beneficial in several important ways. First, since the majority of honors students do not study abroad as undergraduates, sustained contact with an international student in honors classes and activities affords many a unique chance to interact with a citizen of a foreign country. Often,

the exchange student's knowledge of the U.S. can open valuable windows on the world to honors students during in-class discussions and at social events. Likewise, honors students practice citizen diplomacy as they assist the exchange student in navigating the campus, community, and traditional cultural expressions of American life, such as attending a local baseball game to open the fall semester. Many honors students have also volunteered over the years to assist exchange students in proofreading assignments and formatting papers. Such collaborations assist the exchange students in improving English proficiency in a scholarly setting and enhance honors students' own awareness of English grammar and syntax. Finally, several honors students have successfully applied to study in Germany with the CBYX program upon graduation; the presence of a German CBYX student provided an incalculable advantage in recruiting honors students to apply for this and other similarly competitive international fellowships and scholarships.

CONCLUSION

For the UNR Honors Program, expanding internationally focused offerings to enhance students' global awareness has become second nature. In addition to the options detailed above, the honors program conveys its commitment to internationalization in a number of subtler but still influential ways. Since the Office of Undergraduate Fellowships and Scholarships is housed in the honors program, both honors students and the general student population encounter the supportive mentoring with an international focus that the yearly Fulbright, Rhodes, Marshall, Mitchell, and Boren application cycles afford. Likewise, in some years, the annual faculty Great Presentations series showcases scholars on campus who have received Fulbright grants or who have conducted substantive international research. Such programming not only provides honors students with visible examples of potential international role models across disciplines, but also offers faculty members opportunities to present their research to a wider audience beyond their department or university unit. Further, the honors director or assistant director has traditionally served on the UNR International Activities Committee,

contributing ideas and leadership to facilitate interdisciplinary, campus-wide initiatives that expand and deepen global perspectives in both curricular and co-curricular contexts. Honors faculty, have also taught USAC courses abroad as visiting faculty although, as mentioned above, not stand-alone courses for honors credit.

Creative integration of opportunities for global awareness, whether via the honors curriculum or elective co-curricular options, ensures our students' exposure to the varied dimensions of global engagement regardless of whether a particular undergraduate ultimately studies abroad. Some future initiatives we are considering to further solidify the program's international orientation include the introduction of an optional global studies certificate that would be similar to a minor and dovetail with existing honors program requirements; completion of the certificate would be reflected on students' transcripts along with their other honors achievements. Over the long term, the certificate would provide a structure for the development of more stand-alone honors courses with an international focus and support students in integrating their knowledge of the world into their honors theses. While the honors program is dedicated to encouraging its students to study abroad and experience the world, practicing global awareness at home via the honors curriculum and co-curriculum has become an equally important part of its mission.

NOTES

¹Some examples include the mission statements of Chapman University, the University of Connecticut, Cornell University, Missouri State University, the University of Washington, Webster University, and Wittenberg University. The mission and values statements of numerous other institutions offer similar language. If such language does not appear in mission statements, it often features prominently in other areas of their websites (e.g., global programs or global studies initiatives).

²According to data gathered by UNR's Office of Institutional Analysis, among honors students who graduated between 2001

and 2018, an average of 15% studied abroad compared to only 8% of non-honors students who graduated with distinction over the same period. The average for honors students over the last ten years (2008–2018) is a more robust 18%.

³The Honors Bonner Leader Program is an access-oriented scholarship program that provides honors students with a financial award equivalent to Federal Work-Study in exchange for 140 hours of service learning each semester. With regard to recruitment and selection, priority is given to first-generation and underrepresented students as well as to students who demonstrate financial need.

[The UNR Honors Program became an honors college in July 2020.]

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APPENDIX 1**Syllabus for Explorations in Honors:
Global Perspectives****Course Description**

This seminar introduces students in the University Honors Program to the rewards and responsibilities associated with earning an undergraduate degree, with an emphasis on honors education. Focused on the intersections between local and global contexts, it allows for sustained exploration of contemporary global issues from multiple perspectives. The thematically based curriculum serves as a point of departure for both in-class and co-curricular activities. Students are expected to practice global awareness and citizenship by participating in service learning; reading, writing, and presenting about global issues; attending research-based lectures; and reflecting on the semester's experiences. Throughout, students refine their communication skills while establishing academic and civic credentials with an eye to international study, nationally competitive fellowships and scholarships, and postgraduate options including employment and graduate/professional school.

Student Learning Outcomes

By the end of this course, students will

- demonstrate responsibility outside the classroom and practice global awareness, citizenship, and diversity sensitivity.
- apply critical and creative thinking, writing, reading, and reflection skills to assignments.
- engage in leadership development and community service through 15 hours of community engagement.
- demonstrate increased knowledge of the student's field and develop the ability to conduct research or scholarship in the student's area of interest.
- demonstrate awareness of multiple perspectives to understanding real-world issues and topics.

Requirements and Grading

No unexcused absences will be permitted. Each unexcused absence will result in your final grade being reduced by one half letter grade per absence. No credit will be given for late assignments and no exceptions to this policy will be made.

N.B. Each assignment and its sub-components below must be completed and submitted to your instructor in order to receive a grade for the course. If any individual assignment is not completed, you will receive a grade of “F” for the course no matter how excellent your completed components may be.

1. *Global Learning Essay*: Write a 500-word essay that incorporates reflection on the text you read and responds to the prompt given by your instructor. In order to support your arguments, cite at least three (3) outside sources in addition to the text. Use MLA style and provide a “Works Cited” list. (10%)
2. *Faculty Interview*: Conduct a face-to-face faculty interview (30 minutes minimum) with a tenured or tenure-track professor in the department in which you plan to major and complete your honors thesis. You must include questions addressing how the faculty member’s research and teaching contribute to global learning. Write a two- to three-page essay about your interview with the professor. (10%)
3. *Fellowship Poster*: In groups assigned by your instructor, design, produce, and present a professional-quality poster on a major national/international fellowship from this list on the honors program website. (10%)
4. *Service Learning*: Complete and log a minimum of fifteen (15) hours of service at a local nonprofit (consult the list of placements available on GivePulse) and submit a final reflection paper relating your service to the global issues you studied in class. (20%)
5. *E-Portfolio*: Document this semester’s work, reflect on your progress, and prepare for the future. Design, present, and submit an electronic portfolio using PowerPoint. (25%)
6. *Three Reflection Papers*: Students must attend one Great Presentations lecture (GP) and two of the following—a career development event (CD), an international event (I), or an honors-sponsored event (H)—and write three one- to two-page reflection papers. (15%)
7. *New York Times*: Read a minimum of two (2) articles per week. Choose articles related to global issues, your major, or honors education. For any assignment that requires you to cite outside sources, at least one (1) source must be a *New York Times* article. (5%)
8. *Attendance and Participation*: Attendance at and active participation in each regular class session, and the two evening sessions below, are mandatory. A sign-in sheet will be present at each evening session. If your name and signature are not on the attendance sheet, no credit for that session can be given. (5%)

- i. Introduction to Honors and the E-Portfolio
- ii. Introduction to Service Learning

Suggested Readings

- Adichie, Chimamanda Ngozi. *We Should All Be Feminists*. Anchor Books, 2014.
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- Rilke, Rainer Maria. “Archaischer Torso Apollos.” *Sporkworld*, n.d., <<http://www.sporkworld.org/guestartists/picot/rilke.html>>
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APPENDIX 2

Syllabus for Area Study: Perspectives on Global Citizenship

Course Description

Critical reflection on students' just-concluded international experiences to develop and sustain multicultural awareness and integrate study abroad into their major and future career. Also introduces the honors community to cultural hallmarks experienced abroad, reinforcing the intentional culture of internationalism in the honors program.

Course Objectives

- Provide students an opportunity to reflect critically on time spent abroad—their initial reasons for study, their changed views both of their home country and the host country as time progresses, the relevance of their experiences to their domestic study, career choices, and future education;
- Develop and sustain multicultural awareness and appreciation of differences between and similarities among cultural groups encountered both at home and abroad;
- Introduce the honors community to specific cultural nuances (music, food, politics, dress, etc.) individual students experienced while abroad;
- Reinforce a positive, intentional culture of study abroad in the honors program community by informing incoming students and others of the benefits of studying abroad.

Student Learning Outcomes

By the end of this course, students will

- Demonstrate multicultural awareness through critical analysis of domestic and host-country culture as experienced;
- Refine oral presentation skills and persuasive speech composition via presentations to groups of honors students on individual experiences abroad;
- Refine high-level information literacy proficiency by creating and maintaining blogs reporting on their time abroad throughout their experience;
- Collaborate effectively on group work that combines cultural elements from a variety of countries;

- Integrate topical and experiential knowledge of foreign countries' cultures into domestic study at the university upon their return;
- Apply critical and creative thinking, writing, reading, and reflection skills to assignments.

Requirements

HON 410 students must:

- Attend all four class meetings as well as at least two honors events during the semester and complete all assignments as listed in the course schedule below;
- Present at *Honors Students Discover the World*;
- Participate in one additional international presentation or project (e.g., USAC, classes, etc.);
- Create a PowerPoint presentation and final project (travel journal) based on blog posts/updates submitted while abroad.

HON 410 students are entirely responsible for *Honors Students Discover the World* presentations.

- By the second class meeting of the semester, HON 410 students will have determined the date and time of the public presentation(s) and chosen a student coordinator.
- Each student must give a 20-minute PowerPoint presentation on his/her study abroad experience on a themed panel.
- Students must create a flyer to be used in publicizing the event(s).
- Each student is responsible for giving the student coordinator the following information for the flyer: name, title of PowerPoint presentation, food that s/he will bring.
- In addition to the PowerPoint, students should bring to the presentations their journals, scrapbooks, photos, items specific to the country, and/or other souvenirs.
- To show support for their classmates, HON 410 students are required to be present at all presentations. Excused absences must be approved at least one month in advance.

Requirements and Grading

In order to receive a grade, students must attend each class session and complete each assignment, including submission of a bound final project to the honors program at the end of the semester.

Suggested Readings

Labro, Philippe. *The Foreign Student*. Ballantine Books, 1988.

Solnit, Rebecca. "The Open Door." *A Field Guide to Getting Lost*, Viking, 2005, pp. 3–25.

Selected articles from *Foreign Affairs*, *Foreign Policy*, *International Affairs*, *International Security*, *Le Monde diplomatique* (English edition), *Orbis*, and *World Politics*.

APPENDIX 3

Rubric for Presentations in Area Study Course

Each presentation should last approximately 30 minutes and use PowerPoint or Prezi. Other electronic media may be used with prior permission of professor only. Give your presentation a title summing up your experience abroad, but resist the purely descriptive (“Germany, Fall 2015”) or clichéd (“My Journey of a Lifetime”). The overall presentation should be *reflective*, not descriptive, and incorporate aspects of the updates you sent the Honors Program while abroad as well as the Rebecca Solnit reflection essay. Your presentation should demonstrate why and how these are such important artifacts to your intellectual and social growth while abroad.

Presentations with content approximating a general travelogue (basic geographical or historical information, superficial “fun facts” about the country, or pictures mostly of beaches and castles) will not receive a passing grade. The rubric below with specific content points should be followed as far as possible.

Slide Content	Presentation Content
20-slide minimum	Length of presentation = 30 minutes
Slide with title of presentation (as above)	Factors leading to your choice of study abroad site
Slide introducing you, your hometown, your major(s), year in school	Expectations prior to departure of what country, people, studies would be like
Slide listing classes you took while abroad (internship(s) as well!)	Linguistic challenges faced abroad (whether you studied language prior or not)
Slide with country map, flag, other identifying symbols (if any)	Things you experienced abroad that were different from the USA
Slides depicting living situation (family/dorm, limit 3)	Things you experienced abroad that were similar to the USA
Slides depicting classes, internship (limit 3)	Things in your host country that were different from your initial expectations
Slides depicting host city landmarks, architecture, etc. (limit 4)	Things in your host country that were similar to your initial expectations

Slides depicting travel outside host city (limit 4)	Experiences of “getting lost” in the Solnit context (spatially, psychologically, etc.)
Slides depicting “getting lost” in Solnit terms (limit 4)	Whether your opinion of the USA, Reno, UNR, etc., has changed and, if so, how
Slides depicting your key cultural and academic activities while abroad	Specific examples of transformation in outlook as a result of study abroad (worldview, career/study plans, how you relate to friends or family back home)
Music from host country (pop songs, other) to support certain slides	Recommendations and tips for students considering your specific host site and/or study abroad in general