



2023

## The International Classroom

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### Recommended Citation

Below, Amy (2023) "The International Classroom," *csuglobalaction*: Vol. 1, Article 2.

DOI: [<https://doi.org/10.55671/2837-0643.1000>]

Available at: <https://digitalcommons.humboldt.edu/csuglobalaction/vol1/iss1/2>

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## Introduction to *csuglobalaction*

From its beginning, the mission of the CSU has not only been the training of teachers but the teaching of its students as the youth of the state of California destined for leadership in the state and beyond. For the CSU, teaching has meant a drive for “access and quality” where “the primary focus of the faculty is on students” and while scholarship and research are important, applied research and research that includes students as partners have been foundational characteristics. In this regard, the CSU has been leading the way building a “sound and productive system of comprehensive universities” and as such, the CSU has been “visited and studied by educational leaders from every continent and a multitude of nations” (*Gerth, xiii*). However, while this section will showcase the teaching across the campuses and therefore draw attention to our domestic classrooms, it will also highlight the programming that the CSU has developed as part of its international reach through opportunities to study in other countries and cultures.

In 2023 we mark the 60th anniversary of CSU International Programs and remember those efforts of Lew Oliver at Chico who began taking groups on guided tours of Italy as early as the 1950s. The Master Plan did not mention the subject of study abroad or the CSU’s international aspirations, but it was not long after that international programming began to take shape particularly under the stewardship of Glenn Dumke, who was appointed chancellor in April of 1962. First, there was a program to France during the academic year 1962- 63. The newly established Chancellor’s Office commissioned a study of international education in that same year, which led to a plan for the “development of a unified state college program” in this area (*Gerth, 270*).

In 1963 a number of trustees visited 11 countries (at their own expense) with an introduction to all the relevant ambassadors from Governor Pat Brown. By the start of the 1963-64 academic year, programs began in 5 countries: France, Germany, Spain, Sweden, and Taiwan. Another report was commissioned in 1966, reported out by 1967 and its generally positive tone set International Programs on its way to becoming a permanent feature of CSU life.

It was not all smooth sailing however as the next Governor Brown (Jerry - elected in 1974) immediately decided to delete all funding for international programs in 1975. Only by sheer dint of determination and skilled lobbying was the still young program saved. Happily, it not only survived, but continued to thrive in the coming years such that, by the 1980s, the CSU was firmly ensconced in the international arena.

In 1997 a task force on globalization was created as the system once again began to consider its role in the international space. This time the effort resulted in the creation of an “Office of Global Education” in the Chancellor’s Office. However, it is interesting to note that Donald Gerth believed that, while the CSU had masterfully evolved as an “important social invention” that it still needed more work on how to address change not only in California, but in the world. He goes so far as to suggest that while the CSU is, and remains the largest system of higher education in the US (and one of the largest in the world) it has “not been international as a whole beyond International Programs...The CSU is a citizen of the global higher education community, a major citizen”, however, he goes on “Exercising the responsibilities of that citizenship is an agenda yet to be developed” (*Gerth, 284*).

The goal therefore of this section of *csuglobal* is threefold. First, this section is intended to address a perceived gap in the scholarly world for a publication focused on pedagogy and specifically geared to the internationalization of the classrooms and the campuses of the CSU. Second, this will be a useful place to discuss the collective knowledge/best practice/evolving issues around our students going abroad (and those coming from abroad to our campuses) in terms of how they fare and what we can do better. Finally, and to go that extra mile, the journal seeks to be a place where we can discuss the role of California in that global space and how the CSU’s leadership can and should be stronger at the intersection of the local and the global. We aim to act in the world not only as separate campuses, but to better unify that strength for the good of our students and an increasingly global California.

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In keeping with this mission, this section of the journal will be led by an administrator and a faculty member. Cari Vanderkar (Cal Poly San Luis Obispo) and Amy Below (East Bay) bring their own powerful voices, but the combination of their experience, expertise and roles in the system could not be better suited to reaching across the staff/faculty boundaries to address the teaching/curricular issues that lie at the very core of the CSU. To that combination, we have also added an Ad Hoc editor Maria Ortuoste (East Bay) who will help support students seeking to publish and engage with the journal – not only in this specific section but across every area of the journal.

More specifically for this issue, Vanderkar and Below offer a strategic overview of the questions that can and should be addressed as part of California's international role going forward as well as laying out the changing challenges of the classroom. If there was ever any doubt that such a section can and should be part of a global CSU, that is instantly put to rest as the themes and questions raised by their colleagues across the other sections are echoed in the practical questions they raise. As an institution that prides itself on the teaching and the practical – we know that the magic happens in the classroom. So it is that we hope this section will provide an opportunity for new collaborations, exciting innovations, and a place for dialogue on the role of the CSU in the development and guidance of California's future global citizens.

*Dr. Alison R. Holmes, Managing Editor*

## The International Classroom

Reading, Writing, 'Rithmetic, and Internationalization. Studying different countries, cultures, and languages has always been a part of higher education, but was primarily discipline-specific and, thus, was the focus of study for some students and not others. Over the last thirty years, however, colleges and universities worldwide have been pushing for the internationalization of their campuses and student experiences with a goal of expanding opportunities to all their students. This trend of the internationalization of higher education (IHE) is the “intentional process of integrating an international, intercultural or global dimension into the purpose, functions and delivery of post-secondary education, in order to enhance the quality of education and research for all students and staff and to make a meaningful contribution to society” (de Wit and Hunter 2015, 29). Strategies can include study abroad, accepting international students, providing international programming on campus, and incorporating international topics in classroom curriculum. As this range of options suggests, there is no universal definition of IHE or consensus on what it entails. It has been applied in a variety of ways on a variety of campuses by a variety of people. Regardless of specific strategy, IHE efforts have been lauded by many as beneficial for student growth and career preparation, though many acknowledge the potential pitfalls and unintended consequences of ill-conceived or poorly-implemented efforts (de Wit 2019; Jibeen and Khan 2015; Guimaraes et al. 2019).

A slightly newer concept, and one that falls under the umbrella of IHE and for which there is similarly no definitional consensus, is the Internationalization of the Curriculum (IoC) (Stein 2021). A slightly more targeted concept yet still broad in scope, IoC focuses on internationalizing “the content of the curriculum as well as the teaching and learning process and support services of a program of study” (Leask 2009, 209) by encompassing both formal and informal curriculum and emphasizing what is being taught in classrooms and other educational spaces and how it is being taught. IoC can include university or college-wide curricula matters such as what degrees are offered (i.e., majors, minors, certificates) and what co-curricular activities and programs are offered (i.e., campus-wide initiatives, programming, and events) though it can also include departmental considerations such as what subfields (or

concentrations/tracks) are offered within a major, what courses are offered and/or required to earn a degree, or what faculty expertise is preferred in faculty hiring. IoC on an individual course basis can include the topics covered, authors and texts used, in-class activities, or guest speakers for example. Under IoC, all of the aforementioned would be considered for how well they expose students to globalized perspectives, cultures, and experiences and the impact they have on student development and preparation.

While already a focus on many campuses, IoC gained additional momentum during the COVID-19 pandemic when mobility-based forms of internationalization became unavailable (Beneitone 2022) and thus placed greater emphasis on ways to globalize education without the need to travel. This has meant the popularization of Internationalization at Home (IaH). Building on IoC, Beelen and Jones defined IaH as the “purposeful integration of international and intercultural dimensions into the formal and informal curriculum for all students within domestic learning environments” (Beelen and Jones 2015, 69). The emphasis here is on efforts at home institutions, classrooms, and communities. On the one hand, it takes advantage of the local-global nexus and opportunities that surround us on a daily basis. On the other, it calls for creating new opportunities (or highlighting seemingly invisible ones) for ourselves and our students.

Already a popular concept due to the restrictive nature of international travel (and thereby limiting it to students with more resources, be they time, money, and/or social capital), IaH is a “more equitable approach” than many traditional forms with its “goal of producing inclusive internationalized university experiences that benefit all students” (Almeida, Robson, and Morosini 2019, 201). IaH, then attempts to address issues of equity and access, long-standing concerns with more traditional applications of internationalization. As such, higher education does not need to rely on study abroad or international student exchanges to carry the burden of internationalization. IaH calls “in” educators (faculty, staff, and administrators) to think of different methods and create more opportunities. It calls on classroom educators to be creative with their syllabi, assignments, and activities in order to bring the global into local spaces.

One concern with IoC, and thus IaH, is the lack of attention commonly paid to the “hidden curriculum.” If more and more educators are called upon to provide globalized opportunities, we all need to be aware of what we are teaching and what we are not teaching, but our students are learning. According to Leask, the hidden curriculum is “incidental lessons that are learned about power and authority, what and whose knowledge is valued and what and whose knowledge is not valued, from such things as which textbook and references are used and the way that in-class and out-of-class activities are organized” (2009, 207). In other words, all our pedagogical decisions affect what our students learn about their and other countries and cultures and about how they see themselves in the world. This hidden curriculum can have both positive and negative consequences, depending on the message we are sending, intended or otherwise.

The “hidden curriculum” is just one consideration that necessitates consistent and thoughtful assessment of our IHE efforts’ effectiveness and impact on student learning and development. To that aim, a number of campuses and educational systems have adopted their own versions of the Association of American Colleges and Universities’ (AAC&U’s) Global Learning Value Rubric.<sup>1</sup> The rubric criteria include global self-awareness, perspective taking, cultural diversity, personal and social responsibility, understanding global systems, and applying knowledge to contemporary global contexts. The rubric is intended for programmatic-level assessment, but could easily be adapted to department, course, or even assignment-level assessment. The intent is to help us reflect on not just what our students are learning, but ideally also on what we are offering them, for us to consider not just content but delivery.

### *Internationalizing the CSU*

The California State University (CSU) system has been a long-time participant in the IHE (inclusive of IoC and IaH). The system and individual campuses have offered many opportunities for students to gain valuable experience and knowledge of the world around them. In this spirit,

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<sup>1</sup> AAC&U also offers Civic Engagement, Intercultural Knowledge and Competence, and Ethical Reasoning Value rubrics.

in 2008, the Academic Senate of the California State University's (ASCSU) unanimously passed AS-2818, "Support of International Experiences and Global Perspectives in CSU Education." The resolution acknowledged that internationalization experiences "enhance the value and quality of the baccalaureate and graduate programs and enable the CSU to educate people who are better prepared professionally and personally for work and life in a globalized society."

The last paragraph of the rationale behind the resolution stated that:

Both the system and the individual campuses have roles to play in enhancing international awareness and experience. While recognizing the primary role that campuses play in international education, working together collaboratively can bring benefits to the campus as well as the whole. In general, the system can play an important role funding, facilitating, information gathering, and collaboration, while the campuses carry out international activities, develop programs, provide services and encourage research.

**csuglobal**, and this section specifically, speaks to the efforts that faculty, staff, administrators, and students are making to provide such valuable, accessible, equitable, and memorable learning experiences for our students. As such, **csuglobalaction** hopes to be a welcoming space for those in the CSU to share advances and success in our classrooms and with our students, to discuss challenges and opportunities, and to invite collaborations.

#### *CA as Content: The International Actor*

One logical and accessible way to introduce students to global processes and different cultures is by focusing on California as an international actor. As the world's fifth largest economy, with a landmass larger than many countries, and over 800 miles of coastline home to vibrant international ports, there are ample opportunities to incorporate discussion of California's place in the international system into disciplines from economics to ecology and from ethnic studies to engineering. Home to major industry hubs like entertainment in Los Angeles, high tech in the Bay Area, and agriculture in the Central Valley, a California case study can help connect students to how people approach collaborations and problem-solving around the world.

As such, we welcome submissions from those who have successful courses, assignments, and activities that incorporate (or center) California as a key international actor. How has the state provided your students with meaningful opportunities to learn about different countries and cultures? Have you incorporated novel course materials, unique to the Californian experience, that connect with your learners? Have you designed an activity around California's role in a particular industry or professional field that demonstrates larger global forces and processes? As a political scientist and international relations scholar/educator, the topics I teach have always made it easy to contribute to IHE (inclusive of IoC and IaH). Course texts, assignments, and conversations lend themselves easily to thinking about countries, institutions, processes, and experiences around the world. I will admit, however, that I did not previously give much attention to the role California plays in this same international system. The primary exception was in my climate politics course. In the international climate change regime, California has adopted an outsized role, at least compared to other U.S. states or even small to midsized countries. The state has become an international actor in its own right. Discussing California helps grab students' attention as it may be more accessible and relatable to them and allows us to compare and contrast the role of different international actors, their capabilities, and their impacts. I have actually proposed two new courses on climate change because it was too difficult to fit everything into one semester. One course is subtitled "Global Governance," the other "The US, CA, and the Bay." Our state will figure prominently in both and be a unifying thread between the approaches.

- Do you have a similar experience? A better one? Have you been able to incorporate California's international role into a course that was more of a challenge? How have students responded?

#### *CA as Opportunity: The International Classroom*

The fact that we teach in California also means that we have a wealth of opportunity on our campuses and inside our own classrooms. Our student body and instructional faculty are diverse, cosmopolitan, and have lived experiences that enrich each other's' experiences. Many



of our students have close familial ties to other countries or have a country of origin other than the United States. In turn, many of our students speak languages other than English and for some English is a second or even third language. Even if these students have never left the country or the state, their communities and families provide a wealth of opportunity for sharing experiences, narratives, and reflections. And as secondary education becomes more accessible to more students and the overall demographic of the state shifts, our student demographic will continue to diversify and be enriched.

Given the unique population of our CSU campuses, we welcome submissions from educators willing to share their approaches, techniques, and perspectives on how to design course and co-curricular material uniquely suited to our student bodies. Have you successfully introduced reflection activities that speak to our students' global intersectionalities or cross-cultural realities? Have you struggled with or were you able to overcome cultural and/or linguistic divides in your classroom? Have students raved about a text or activity that forced them to reconsider their preconceived notions of their own or another culture or people?

Under my political scientist hat is my comparativist political scientist hat. Within that subdiscipline, I have always enjoyed teaching a Latin American Politics course. When I started teaching it at CSU East Bay (after teaching for a decade in another state university system), the way I taught the class shifted. Now the majority of my students at our Hispanic Serving Institution identify as Latinx. It has been a wonderful mix of students who immigrated from the region in their youth, who are first- or second-generation students, and those whose families have been in (what is now considered) the United States for generations. Our class discussions have been enriched by contributions of their own lived experiences and observations, those of their parents or grandparents, or extended family members. I share my own experiences in the region, but as a white woman, these anecdotes and observations are limited by my positionality and privilege. Student contributions, be they insightful questions, meaningful answers, or emotional memories, enhance the learning experience for everyone. More now than before, my students are the teachers. They are peer-educators.

- Do you have greater successes incorporating student voices into your classrooms and programming? Have you co-created activities with your students? How have you invited your students to become co-educators?

Because IHE and IoC are broad concepts, we also welcome contributions from a wide range of approaches, from system and campus-wide initiatives to the selection of specific course materials. Consider your experiences in the following:

- **Universities:** institutional learning outcomes, general education requirements, majors/minor/certificate offerings, the creation of international programs or institutes on campus, faculty/staff collaborations, grant proposals, and other campus-wide initiatives
- **Courses of Study (majors/departments):** program learning outcomes, major requirements, study abroad offerings, co-curricular activities
- **Syllabi:** student learning outcomes, course topics, texts/materials, authors, assignments
- **Classroom:** modality, in-class activities, guest speakers, technological opportunities, experiential learning, high impact practices
- **Educators:** teaching philosophies, positionality, reflexivity, transparency

We hope this space provides a meeting place for committed educators and their students to share ideas and practices, reflect, plan, and collaborate. We hope it is a platform for applauding our successes, an outlet for expressing our concerns, and an opportunity to challenge ourselves to be imaginative, intentional, and inclusive in how we educate ourselves and our students about global California.

**Amy Below**

## Notes

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