

Courier

PROVOKING THOUGHT AND ENCOURAGING DIALOGUE ABOUT THE WORLD



The
Stanley
Foundation

NUMBER 71 | Summer 2011



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GOING GLOBAL



The World Up Close. The Earth Awareness Portable Classroom (pictured here and on the cover) is one initiative of the Stanley Foundation's global education programming. From the interior the earth can be seen in its entirety. Continents are viewed in their true relationship to one another on the earth, not distorted as flat map projections show them. (Photos by Amy Bakke)

Global Citizenship

Promoting Global Citizenship Key to Foundation's Purpose

Activities enhance understanding of the world's systems and peoples

A child in the United States is born into a family and, for a time, that family (and its home) is the child's world. As the child grows, that world widens to a neighborhood. At some point, the child begins to understand that the area where he or she lives is just part of a larger town or city. When the child attends school, learning about one's state and country is part of the curriculum. Learning about the countries that make up the world is taught, too, though in a "hit

and miss" fashion that leaves students knowing just a few facts about a handful of countries.

Children identify with their families and their neighborhoods. They know they are citizens of their schools, towns, and states. And most of them are also proud of living in the United States *because they are here*. Most of them have traveled to at least a few other locales within their state. Many have lived in or visited other

states. But the idea of also being a citizen of the world is difficult to grasp for some *because they've never been outside the United States*. At the heart of global citizenship is membership in the world community. Can people feel part of that world community if they have never lived in, or traveled to, a country other than their own?

Global citizenship is a tricky thing to define. The first vision that may come to mind is that of a world traveler who feels at home in more than one country or culture. But that would leave most of us out. A comprehensive definition, on the other hand, would fill a book. Great thinkers have compiled lists of what a global citizen should know, and other experts come along and add to or modify the list. Could any one person measure up to all these criteria?

In its simplest interpretation, global citizenship means social participation in local versions of global problems or local efforts to alleviate global problems. The foundation's founder, C. Maxwell Stanley, said that global citizenship "is some combination of beliefs, attitudes, and convictions concerning the policies and leadership of national governments regarding the management of global problems." He also said that a global citizen "would be both tolerably knowledgeable and positively concerned about global issues.... One would understand the harmful impact of poorly managed global problems upon the security and economic well-being of one's own country and would have firm convictions about desirable national policy and leadership initiatives to deal with global issues." That is a definition that *could* include all seven billion of us.

Promoting Global Citizenship

At the Stanley Foundation, our mission statement includes a call to global citizenship. We not only work with high-level policymakers, most of whom are working to resolve problems within that world community, but we also offer programming and resources to interested adults who consider themselves global citizens and, yes, even to children who are just curious to learn about what life is like for a peer in another part of the world.

A fourth-grade teacher who is introducing students to South America might check out Culture Kits on Argentina, Peru, and Brazil from the Stanley Foundation. Culture Kit materials were collected by teachers or others in the community who traveled to specific countries and were provided stipends to purchase items that illustrate everyday living. A local high school science instructor teaching aquaculture might be given a current curriculum unit to incorporate the effects of fish production on the environment, especially fragile ecosystems around the globe. These are just two examples of how relatively small expenditures can provide teachers with global education resources.

The foundation has a variety of informative resources available at no charge to interested global citizens. Now Showing event-in-a-box toolkits each feature a DVD on an important foreign policy topic plus guides and materials that walk facilitators through the planning of an event (see page 11). The foundation's monthly e-newsletter, *think.*, provides articles that motivate today's global citizen. These resources, as well as engaging the foundation online through our YouTube channel, Facebook page, or following us on Twitter, are ways to learn more about important issues in our world without leaving one's own community.

Earth Balloon

In 1995, the foundation acquired a "portable classroom" for the purpose of providing basic world geography education to elementary school children. It is a hand-painted scale model of the earth, 22 feet in diameter. Entering a gymnasium and seeing the balloon excites children and reminds them of how beautiful the planet really is. A class of about 30 students can fit inside the inflatable structure, entering through a zipper placed at the International Date Line. Frequent observations from students include:

- North America is really close to the top of the balloon (north)
- Much of Africa is green
- The Pacific Ocean covers about one-third of the balloon

Experiencing the planet from a totally new perspective (inside out) can leave a meaningful visual imprint of proportion, location, and water/land relationships. Nearly 38,000 people have participated in Earth Balloon presentations conducted by foundation staff.

Though the Stanley Foundation holds meetings and conferences around the world, and its work might be better known in Washington, DC, than in its home of Muscatine, Iowa, the foundation also places importance on contributing to its local community. That is why this

issue of *Courier* is devoted to activities conducted locally through its Community Partnerships programming. The foundation conducts activities in Muscatine that it sponsors nowhere else. We share this information in hopes that it might inspire readers to also *Think Globally, Act Locally*.

—Jill Goldesberry,
Program Officer for Community Partnerships, The Stanley Foundation





Real Life Classroom. Joshua Hanna, science teacher at Muscatine High School, gets up close with nature on the Galápagos Islands. International study trips allow teachers to gain new perspectives that enrich their lives as well as the lives of the students they teach.

Teachers Need the Chance to Travel

Explorer Awards provide annual opportunity for Muscatine teachers to discover the world

The Catherine Miller Explorer Awards provide an expense-paid international study tour to a country of the recipient's choosing. The awards are given only to full-time K-12 teachers in Muscatine, Iowa, and the travel must be taken during summer months. The Stanley Foundation bestows one or two awards each year. They are so named in honor of a well-known Muscatine woman who was a teacher, activist, and world traveler. Since 2005, 12 teachers have received this opportunity for professional development.

The following is an interview conducted by Keith Porter of the Stanley Foundation with Joshua Hanna, a 2009 recipient of the award. Mr. Hanna teaches science at Muscatine High School.

Josh Hanna: I was born and raised in Davenport, Iowa, on the river. I attended Davenport North High School, graduated, and went to the University of Northern Iowa. At Northern Iowa, I knew from the beginning that I was going to be a science teacher.

This is my third year in Muscatine High School. I teach intensive biology, general biology, and G² biology. G² is our new, project-based, trans-disciplinary program. I work with tenth graders for the most part.

Q: So tell my why you applied for this award.

Hanna: I do a lot of state conferences and national conferences, and I had been fortunate to be exposed to a lot of material regarding evolution and education. It's not

really been an issue in our own state to have people bring up this idea of “does evolution belong in the curriculum or not,” but at the national level it gets a lot of attention.

So when I get asked at the age of 27 if I could go anywhere in the world, where would I want to go, it was kind of a no-brainer. It was the 200th birthday of Darwin. It was the 150th anniversary of *On the Origin of Species*. It was the 50th anniversary of the Darwin Research Center being established in the Galápagos Islands, and here I was about to be the same age Darwin was when he was on the islands. So my entry essay kind of wrote itself.

Q: Can you give us a quick summary of the trip?

Hanna: It was approximately two weeks. We flew into Quito, Ecuador, which is in the middle of Ecuador, and it is just surrounded by volcanoes. We had a local expert and geologist with us on our trip. He was so full of information. The first two days here we visited Cotopaxi, which is like the premier volcano of our side of the world. Then we headed off to the Galápagos where we island hopped. We just made our way from one island to the next, talking about how different plant life or animal life had adapted for each island, which was really cool.

The trip I chose was for educators, and so I was on a trip with a bunch of teachers, which just made it even better. I mean, just the jokes, and the experiences, and the universality of the whole situation was really cool.

Q: How did the trip affect your professional development?

Hanna: I think teachers need the chance to travel. To try to find real-world relevant situations that I can bring back into my own classroom is so important, so vital. I had already seen a lot of these images, I mean, it’s in every single textbook. But now, instead of me using a textbook to show examples, I get to use my own pictures, my own video, my own footage.

Also, the research topic for my master’s thesis involves barriers that Iowa high school teachers face when teaching biology in the classroom, and now it’s filled with some pretty good information, some good stuff that I can’t wait to share with the rest of the Iowa teacher community.

So I think that’ll be good, and it would’ve never happened had I not been to the Galápagos, had I not had that experience, had I not actually been there. To take it one step further, this last year I threw my name and an essay into another competition for the Darwin Day Awards put on by the National Evolutionary Synthesis



Joshua Hanna brings his Galápagos Islands travel experience into the classroom as he uses a sea urchin to explore the evolutionary development of organisms over time with his students.

Center. I applied to have them come to Muscatine and talk to some of the students for Darwin Day.

When I found out that I received that award, we decided to beef it up a little and use the G² program and some of the things we have going on here at the high school.

Q: What would you say to teachers who maybe aren’t sure about applying for international programs or just aren’t sure about the value overall of travel abroad?

Hanna: We have one way of seeing things. We have this lens, this Muscatine, Iowa, lens that we use to view the world. To find ways to get students to expand that, just to be more culturally aware of what’s going on around them, that’s really hard to do. Things are different. Things are different from five years ago, and so to have this technology and this ability to meet and talk to people around the world, well, we have to start making those connections ourselves, and we have to role model that for our students.

courier	No. 71, Summer 2011 ISSN 1044-5900	Vlad Sambaiev PRESIDENT
	<i>Courier</i> is published quarterly by the Stanley Foundation and mailed without charge to interested readers within the United States. The views expressed here are not necessarily those of the foundation.	Keith Porter EDITOR
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A Cultural Exchange

Annual conference brings together exchange students and their Iowa counterparts

"It's probably the only time when I'll get to spend the weekend with people my age who live all around the world."

"I guess you always know about the injustice going on, but it's nice to talk about it and get motivated to change something."

Exchange students from many countries, and their Iowa counterparts, who are attending high schools across the state, come together for a weekend to learn about one another's cultures, hear an inspiring keynote address, discuss global issues, and practice leadership skills. The Iowa Student Global Leadership Conference (ISGLC) is held annually in Des Moines, Iowa, under the auspices of the Iowa Council for International Understanding and cosponsored by the Stanley Foundation. Participants are challenged to go beyond their comfort zones by taking part in skits, becoming acquainted with others in a short period of time, and contributing as team members during a trade simulation.

ISGLC requires many volunteers, an immense amount of coordination, and a rather hefty budget. But it is worth it. Exchange students often say it is the highlight of their academic

year in Iowa. Iowa students confide that it has prompted them to think about applying to an exchange program themselves. For nearly all who attend, this glimpse of the "global village" challenges their assumptions about cultural norms and makes them more aware of both differences and similarities among the world's peoples. Students often learn that the way they see their own country is not the way people from outside the country view it.

Very few people ever get to travel to each country in the world to meet people from that region. But each of us can avail ourselves of the opportunity to meet international visitors who are within our own cities or states. Involvement in ISGLC can give young people the confidence to pursue such opportunities and the desire to learn more about the world.

—Jill Goldesberry



Making Connections. Exchange students work on a trade simulation, just one of the interactive activities at this program. "Although people are from different places and speak different languages, we still all have things that can bring us together." (Photo by Kelly Chamberlain)

Students Focus on Human Rights

In small places, close to home

Middle school students in Iowa are offered the opportunity to focus on human rights during the annual International Day conference held in Iowa City each fall. The Stanley Foundation, the University of Iowa's College of Education, and other entities within the university have cosponsored this educational program since 1997. A tremendous group of presenters from the local community and the University of Iowa volunteer to make this event happen.

The theme for each year is taken from a different article of the Universal Declaration of Human Rights (UDHR). For example, Article 27 is about the right to freely participate in the cultural life of the community, enjoy the arts, and share in scientific advancement. From this article, the planning committee established the theme: Human Rights in Art and Culture. One of the highlights of that year was a ballet performance of "Sadako and the Thousand Cranes" by a troupe of teenage dancers. By a show of hands, most youth in the audience had never witnessed a ballet, so they were able to experience an art form new to them. Ballerinas were peers of those in the audience, and much appreciation was shown for their talents.

Teachers who bring their students to this event year after year do so because of the quality of the session presenters. Some of the presenters are college professors, and they really do enjoy interacting with a younger age group. Others represent community agencies or organizations directly related to the year's chosen theme. For example, an AmeriCorp VISTA volunteer used magazines to facilitate a session where students addressed the question:

What is important to know, and why? The theme that year was The Human Right to Know, in relation to UDHR Article 19.

What the sponsors of International Day have found is that middle school students are very interested in learning more about human rights. They do not think that human rights issues are addressed in their school curricula. Teachers tell us that human rights issues are taught, though are often not "labeled" as such; therefore, students never make the connection.

In 1958, on the tenth anniversary of the UDHR, Eleanor Roosevelt delivered an address at the United Nations in which she talked about universal human rights beginning "in small places, close to home." For educators this is a call to teach about human rights to everyone in every place. Although human rights are universal, inalienable, and indivisible, students still need to be taught their value. International Day is a venue where participants can both learn about and celebrate human rights.

—Jill Goldsberry



Human Right to Well-Being. Actors from Combined Efforts Theatre entertain during International Day 2010. The troupe includes players with and without special needs. (Photo by Robert H. Butler)

Scenes captured as brief moments of life unfolding reveal how I view humanity. We may have different skin color, eat different food, speak different languages, or worship different Gods, but we are far more alike than we are different.

—Dean Jacobs



Photo by Dean Jacobs

Lessons Learned From World Travel

Common humanity unites people more than the issues that divide

The Stanley Foundation often provides presenters for youth activities. Finding speakers who can share their knowledge and experience with young people in an inspiring way is not an easy exercise. However, there are those who are simply excellent at delivering a powerful message in a passionate, yet accessible, way. Dean Jacobs is a world traveler who has presented at both the Iowa Student Global Leadership Conference (page 6) and International Day (page 7).

On an island in the middle of the Nile River near Khartoum, Sudan, I watched an elderly man dressed in a long white robe and scull cap walk along a dirt road hand in hand with a young girl. Touched by the intimacy expressed between the two, I photographed a moment of love between father and daughter.

Four weeks later on a side street in a village near Amsterdam, Holland, I witnessed a similar scene. A grandfather dressed in a gray jacket and trousers was walking down a cobblestone street hand in hand with his young granddaughter.

These two scenes captured as brief moments of life unfolding reveal how I view humanity. We may have different skin color, eat different food, speak different languages, or worship different Gods, but we are far more alike than we are different.

If you want to find what's wrong in the world, you can find it. All you have to do is turn on the evening news. But if you want to find what's right in the world, you can find that too—you might just have to look a little harder.

It never made a news headline during the many times I was invited into people's homes so they could meet someone from the United States for the very first time. Or all the times someone took me by the hand to make sure I found the right bus or hotel or place to eat.

Because of what we hear and read from our mainstream media, it is easy to forget about the goodness of humanity and the magnificence of the natural beauty of places in the world.

Four years of exploring in over 50 countries has taught me a different lesson. The goodness of humans and the beauty of nature far outweigh the darkness.

I traveled to appreciate the Seven Wonders of the World, and I returned home with important observations about humanity. Kindness, dignity, and respect, for example, are universally practiced everywhere.

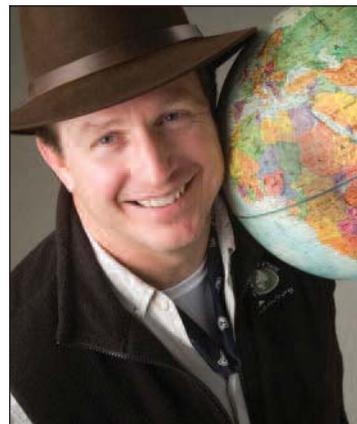
As I continue my journeys, I am committed to sharing my experiences so students can be exposed to issues of culture, history, and the natural wonders of the world.

For many reasons, not everyone is capable of world exploration. For me, it is a privilege and presents the opportunity to be of service.

All of my experiences with new and different cultures have been rich with opportunities to grow, learn, and expand my horizons. Each encounter with a father and daughter or a grandfather and granddaughter offers a chance to look into the larger picture of humanity and the world.

My presentations focus on the goodness of humanity and the awe of nature. I offer students the opportunity to see these qualities in others and themselves, leaving them hungry and receptive to learn more.

I present new perspectives of our world. Because of the authenticity of my experiences, students are encouraged to not be reluctant to voice their own dreams to some day travel to different parts of the world.



I hope the knowledge students take away from my presentations leaves them with many choices and decisions on how to make their world a better place to live.

All this gives me hope for a bright and better future.

—Dean Jacobs
www.deanjacobs.org

Youth Programs Aim to Build Local-Global Connections

Hands-on activities central to fun learning experiences

Learning is more powerful when people are actively participating in the experience. That is why the Stanley Foundation's youth programs are built around *doing*. Adult staff members are not there to "watch" the children, but to participate in everything that students do. Learning activities are designed for *fun*. Participants get to visit places in the community where they have never been, and local-global connections are made whenever possible. For example, a tour of the local food pantry can lead to a discussion about world hunger, which can lead to a volunteer project where students package nutrient-rich meals that will be sent to school children in a drought-ridden region of the world.

Over the past 30 years, the foundation has offered a variety of youth programs, for students from elementary to college age. All of the programs have one theme in common: we impact the world, and the world impacts us. Students today, who have grown up in the "global age," take this principle as a given. But helping youth to develop multiple perspectives related to those impacts is the challenge. Games and simulations where participants take on roles and make decisions based on the interests of their characters are utilized. Spending time with guests who are from other countries increases cross-cultural understanding like nothing else can. Another activity for developing multiple perspectives is to have students research a local issue and then interview various stakeholders, or conduct a "man on the street" poll. Youth are encouraged to consider the views of others, and to back up their personal views with factual information.

Nine years ago, a boy in Muscatine named Taylor Wettach began participating in the foundation's summer youth programs. That young man is now a student at the Georgetown University School of Foreign Service. It might be a bit of a stretch to say there is direct correlation between these two facts, but it is realistic to assume that his global perspective was enhanced by a program that sought to identify connections between his hometown and other parts of the world. When working with children, we can never be completely sure about "what is taught, and what is caught." But we do know that the cumulative effect of a global education leads, at the very least, to young citizens who understand that the course of



Taylor Wettach
in 2003

"The Stanley Foundation's summer youth program was instrumental in giving me the kind of global perspective that can be otherwise lacking in public education at the middle school or junior high level. We experienced the culture of members of our community from countries such as China, Italy, and the Philippines; saw where local history fits into national and global history through museum visits; and connected with a diverse body of student participants.

I developed friendships that have lasted throughout my schooling, an appreciation for globalism that has inspired visits to Japan and Kosovo, and a passion for bettering the world that has led me to study international politics.

I am grateful for the opportunities that the foundation has provided me to expand my views and my actions beyond my home town."

—Taylor Wettach
Summer Intern 2011, The Stanley Foundation



Wettach and others sing with residents of a displaced persons camp near Gjakova, Kosovo, in July 2008. (Photo by Kristin McHugh-Johnston)

study they choose, the lifestyles they lead, and the work that they do really does matter. There are myriad ways to make a positive contribution to solving global problems. One of them may even be to join the Foreign Service.

Young people are naturally curious. They want to learn about the conditions of both their planet and the 7 billion people living on it. They have energy and hope, arguably prerequisites for a better future.

Offering programs that promote global citizenship is not just a nice thing to do, it is an important component of their education. In a world that encourages them to think and act like adults, we honor their experiences and allow them to be who they are right now. In a society that is caught up in preparing them for the next test, we hope (in some small way) to prepare them for their lives.

—Jill Goldesberry

Stanley Foundation Resource Available

Before the Killing Begins

The Politics of Mass Violence

The phrase *never again* has been used for decades as a symbol of international resolve to never allow an abomination like the Holocaust to happen again. All nations seem to recognize an obligation to stop future genocides and mass atrocities, even if it means violating the near-sacred sovereignty of another country. That resolve has been tested many times, and too often it has failed.

Since the Holocaust we have seen mass killings take place the world over. In some cases the slow, deliberate killing of innocent people may have only captured the news media's attention on occasion, leaving us with the impression that mass killings only happen in the context of war. What might have seemed like isolated incidents are symbolic of a larger epidemic.

Mass violence is a political tool used by those with power for their own strategic objectives. It is not an unpreventable and unmanageable explosion of existing tensions. Ethnic and other social divisions can be manipulated by the powerful, but genocide and mass atrocities don't occur spontaneously. And that means they can be prevented.

Now Showing *Before the Killing Begins: The Politics of Mass Violence* considers how early preventive strategies by governments and the international community should build much-needed capacities within countries, and make it harder for leaders to resort to violence. It aims to encourage discussion of how future efforts might better protect populations under threat, giving new meaning to *never again*.



With event planner and moderator guides chock-full of helpful tips and resources, the toolkit has everything needed to put together a successful event. Discussion guides are provided to facilitate group discussion on the issues raised in the video. It also includes materials that provide further background on the discussion topics.

Sign up now to receive your FREE toolkit. Call Linda Hardin at 563-264-1500 or order online at www.stanleyfoundation.org/nowshowing.



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Author Alexandra Fuller

Global Citizenship International Women Authors Series Offers Unique Perspectives

The International Women Authors Series is a yearly event that provides an opportunity for women in the Quad Cities (Illinois and Iowa) to hear from a distinguished woman author and to network with one another. The event is an activity of The Women’s Connection of the Quad Cities and is sponsored by the Stanley Foundation. This partnership grew from a desire of The Women’s Connection to hold an event with a woman author,

and the foundation’s similar desire to offer one with an international author.

The works of the chosen author for a given year are promoted to area book clubs, members of which often attend the event as a group. Attendance has been around 300 for recent years. The series began in 2007 with author Anchee Min (*Red Azalea*, *The Last Empress*).

The following consecutive years presented: Firoozeh Dumas (*Funny in Farzi*, *Laughing Without an Accent*); Alexandra Fuller (*Don’t Let’s Go to the Dogs Tonight: An African Childhood*, *Scribbling the Cat: Travels with an African Soldier*); and Bharati Mukherjee (*The Middleman and Other Stories*, *Desirable Daughters*).

Since this is an audience of readers, books are the attraction. Most event attendees have read one or more of the speaker’s books, and they are excited to hear from the author. Authors are selected according to works they have published that appeal to a wide range of women. We invite authors who have some notable success, and who are currently residing within the United States—an author who spent her childhood, or has lived for extended periods of time, in the country of her birth. For the foundation, bringing an international perspective to a community event is just another way to expand our education efforts.

Mariane Pearl, author of *A Mighty Heart*, will keynote the 2011 event on November 10.

