2019 Fellowship to Enhance Global Understanding Program

*Relationships among Place, Space, Education, Development, and Diverse Identities*

The goal of this program is to explore relationships among place (specifically Paris, France and potentially a second site), public spaces, education in and out of school, various kinds of development, and diverse aspects of identity such as immigration status, religion, race, age, gender, and linguistic, physical, and cognitive abilities. France is a particularly interesting site for exploring these relationships as many people from other religions, races, and cultures have immigrated to the outskirts of Paris.

This international program is designed to provide an intensive blend of academic and cultural experiences over a two-week, immersion experience. For over a week in Paris, participants will engage in walking tours of the city center and the banlieus, “lunch and learn” guest speaker sessions, visits to a university and cultural sites, and discussions of readings and colleagues’ research in order to learn about the French education system, the Black history and immigrant history of Paris, the influence of Islam on the country and its schools, and the ways public spaces (dis)invite different kinds of recreational participation from different kinds of people. We will spend a few days at a French secondary school for immigrant and refugee students of color, interacting with students in English classrooms to learn about their experiences and share ours, and visiting other kinds of classrooms and school spaces based on participants’ interests. There is potential that we will spend the last several days of the program at a second site.

Prior to travel, we will meet several times to learn about research and theory on religion and education, diverse identities, public space, and psychosocial, emotional, and cognitive development. During travel and after, participants will share learning and experiences with a broader audience. While offering an opportunity to understand these issues in the context of France, this program also provides an opportunity for participants to reflect on how their own cultural background and worldviews influence how they make sense of the world. We encourage individuals with an openness and readiness to try new experiences and to learn in new cultural settings to apply.

The specific goals of the study are for students to:
1. Learn about the educational system in France and how it shapes and is shaped by students’ religious, racial, cultural, gender, and physical identities
2. Learn about the history of immigration in France and its relationship to religion, race, culture, and public spaces (including schools)
3. Explore how public space, the educational system, and immigration policy affect people’s emotional, psychosocial, physical, and educational development
4. Increase self-awareness of participants’ world views, assumptions, and cultural competence

Faculty Leaders:
Alyssa Hadley Dunn, Department of Teacher Education
Jennifer VanDerHeide, Department of Teacher Education