

CTL News

The Newsletter of the Center for Teaching & Learning

Visit 62 Park Street

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“Now that the Center is open and fully operating on a MWF, 8:00 a.m. to 4:30 p.m. schedule...”

On Tuesday, October 22, 2002, The Center for Teaching and Learning advisory board hosted an open house for faculty and administrative staff. The guests of



honor included the Facilities Operations and Information Technology staff members who are responsible for transforming 62 Park Street into a state of the art meeting and workshop facility for the faculty. We are deeply grateful for the time and care these individuals brought to their work throughout the summer and fall in order to create this functional and comfortable space.

In addition to providing a home for existing faculty development programs, the 62 Park Street facility now allows for greater creativity and flexibility in planning new opportunities to support the pedagogical work of the faculty. For example, instructional technology staff members now hold scheduled office hours at 62 Park. Faculty members are welcomed and encouraged to drop in during liaison hours to consult with instructional

technology professionals on the use of technology in teaching and learning.

In the main conference room, a variety of current periodicals and books on classroom teaching, the use of technology in the classroom, and trends in higher education are available for browsing and for borrowing. The main conference room is open to all faculty who are looking for a quiet space to read, grade or join their colleagues for casual conversation. Inside this newsletter is a black and white insert that has the schedules for the faculty technology liaisons and for the main conference room. Please post this on your bulletin board as a reminder.

Now that the Center is open and fully operating on a MWF, 8:00 a.m. to 4:30 p.m. schedule, the advisory board looks to its next challenge: exploring the emerging teaching needs of the St. Lawrence faculty. To this end, we hope to meet with many of you over the next few months to learn about your specific teaching and learning goals and to strategize about how best to meet them. In the meantime, the programs offered by the Center and the travel and other funding available through the CTL appear on the web site: <http://www.stlawu.edu/ctl/>. Please take a look and contact the CTL (5981) with any questions.

News and Events

Submit your suggestions or contributions to: web.stlawu.edu/ctl/news_form/form.htm



Workshop Reflections *Faculty Feedback on CTL Events*

Submit your suggestions or contributions to: web.stlawu.edu/ctl/news_form/form.htm

MAPFEST

On October 16th, over 30 faculty, staff and community members attended MapFest at the CTL. Carol Cady, GIS/Map Librarian demonstrated how to find and incorporate digital map images utilizing SLU and online resources. Steve Foulke and other



members of the GIS in the Humanities and Social Sciences Working Group displayed numerous map resources -- both digital and paper, and including examples of

teaching projects on campus -- demonstrating the flexibility and appropriateness of mapping across the disciplines.

MapFest is the first in a series of events planned by the GIS in the Humanities and Social Sciences Working Group. Guest lecturers from a range of humanities and social science disciplines will be invited to campus this spring, and TechFest (January, 2003) will feature a mapping component. Tentative plans are also in place for a more in-depth pedagogy-centered GIS training session in May -- stay tuned!

Workshop Reflections (Cont'd.) Faculty Feedback on CTL Events

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Teaching Insights

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Teaching After September 11 Helpful Web Sites

A search (through *Lycos*): “Teaching after September 11” resulted in 1,344,070 hits. Here are three web sites that may be good resources and starting points for those who want to explore some changes in being a teacher after the tragic event of September 11 last year.

- The Chronicle of Higher Education *Issues in Depth: The Terrorist Attacks and Academe* contains articles, discussions, and opinions within a number of topics such as the aftermath, student issues, teaching and academic freedom issues, and international education. Visit the following link for more information: http://chronicle.com/indepth/attacks/attacks_main.htm.
- *Social Science Research Council: After September 11: Perspectives From the Social Sciences* contains essays on globalization, fundamentalism, terrorism and democratic virtues, new world order, new war, recovery, and building peace that can be used as content for class assignments and discussions. This site provides teaching resources such as lesson plans, curriculum standards, and other web links.

Please visit the National Council for the Social Studies: Teachable Moments: www.ncss.org/resources/moments/.

- *Fight Hate and Promote Tolerance: September 11 and After* contains discussions of biases, terror, examples of social consequences of the attack, and provides links to other electronic resources. www.tolerance.org/teach/current/event.jsp?cid=262.

“Teaching In The Aftermath of 9/11” – A Report From a Shop Talk September 23, 2002

Twenty-two faculty and administrative staff in attendance at the first CTL function at 62 Park St., a Shop Talk entitled “Teaching In The Aftermath of 9/11”, interacted with four professors, Drs Ken Church (history), John Collins (global studies), Assis Malaquias (government), and Karl Schonberg (government). The panelists shared their experiences and insights into the content and pedagogy of their courses in relation to the events

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Teaching Insights (Cont'd.)

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and aftermath of the attack on the USA on September 11 last year.

Ken and John who co-taught a class “Why Do ‘They’ Hate ‘Us’?” in the spring 2002 semester found the students’ motivation to actively learn and vigorously engage in the course assignments unusually high. Topics included empire and resistance, terrorism, and international politics. This urge for sharing seemed to be fueled by intellectual curiosity, desperate need to understand, and emotional charge involved in people’s reactions to the tragic events.

Karl focused his comments on the use of “teachable moments” (e.g., the day of the attack, language of the media, unfolding US international policy) to help the students learn the conceptual underpinning of the course content as well as to facilitate their growth as people and citizens. Particularly challenging was the fact that because 9/11 set a precedent in human history, there really are no theories allowing a sound explanation of these tragic events. Thus, in a sense the situation took the “explanatory power” away from him as an instructor. Consequently, he invited students to construe their interpretations during every class meeting based on the experiential “data” from their life since the last class.

Assis drew some parallels between 9/11 and

major historical events of last century (e.g., the shifts in international structure of power at the end of the Cold War). He gave a number of examples to show how teaching concepts on world affairs (e.g., asymmetrical threat) became easier due to the students’ ongoing exposure to those issues via media and day-to-day casual conversations after 9/11. On the other hand, the need to explain the emerging complexity of the interrelationships among these concepts constituted one of the major challenges in his teaching.

All four panelists reported that the art of creating an atmosphere promoting an open yet respectful intellectual and emotional exchange was the most pedagogically challenging aspect of their teaching. Critical to the success of their classes was training and empowering students to sustain that conversation in a way that allowed for presenting multiple (often opposing) personal views, examining a number of theoretically sound perspectives, sorting out the dominant and alternative narratives on the events of 9/11, controlling emotions due to a high engagement with the course content, and becoming more reflexive and reflective as students and people.

During the open discussion, attendees offered different viewpoints and solutions to pedagogical problems. They discussed the difficulty of being “the actors of history in the making”. The events of 9/11 clearly challenged SLU faculty to make enor-



Pandora’s Box

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One of the areas that the Center for Teaching and Learning would like to address more comprehensively in its programming is diversity in the classroom. To accomplish this, a subcommittee with members Assis Malaquias (Government), Esther Oey (Education) and Ilia Casanova-Marengo (Modern Languages), is convening to work on various ways to work with the faculty. The subcommittee’s main objectives are to raise awareness of the diversity that students and faculty bring to the classroom, to increase sensitivity to the ways diversity enhances learning, and support actions that affirm and recognize diversity in our campus. We invite faculty to send their ideas for topics, workshop presenters, teaching strategies or skills they would like to learn to one of the members of the subcommittee.

In The Journals and On The Shelf

(Literature Around Pedagogy)

Teaching with Collateral

by John Collins & Ross Glover

Collateral Language: A User's Guide to America's New War offers a broad, interdisciplinary framework for understanding the effects of 9/11. When teaching about the event and its aftermath, I sometimes find it difficult to present a single explanatory perspective because no single perspective adequately explains the event. Using *Collateral Language* in the classroom helps significantly reduce this problem. Using language as the focal point, our book presents 14 different perspectives on terrorism broadly and the aftermath of 9/11 specifically.

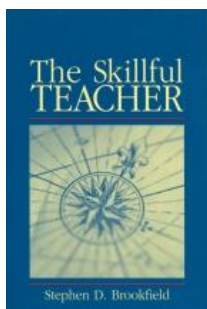
Organized around keywords including Anthrax, Evil, Freedom, Jihad, and Terrorism, each essay in this book approaches the war on terrorism from a different perspective. With language as the primary orientation of the book, we were able to pursue a broad range of different disciplinary perspectives presented in an approachable style and well suited for the undergraduate student. From philosophy to political economy, *Collateral Language* helps teach multiple perspectives surrounding the war on terrorism.

While the book deals specifically with the political rhetoric used in the aftermath of 9-11, it can be an effective learning tool more generally. For example, Danielle Egan's essay "Anthrax," among others, helps students understand racism in the United States and its relationship to global political decisions. The essays, "Evil," by Laura Rediehs, and "Justice," by Erin McCarthy, clearly show how philosophy and philosophical argumentation remains important in a highly pragmatic era. "Freedom," an essay by Andrew Van Alstyne, helps clarify the relationship between a global economic system and U.S. foreign policy. Natalia Singer's essay, "Vital Interests," offers an excellent example of how to incorporate real world events and their history into a creative, personal memoir. Each essay in *Collateral Language* offers a unique approach to understanding the world in general and 9/11 specifically. Due to its interdisciplinary nature, this book is indispensable for anyone interested in teaching students how to critically engage with current events, their place in the world, and/or the impact of history and language on geo-political relations.



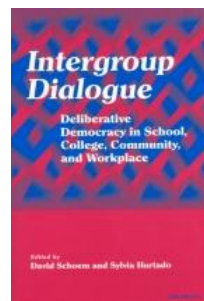
New Additions to the CTL Shelves

For more information on borrowing a book, please call the Center at x5981.



Brookfield (1990)

"Readable, innovative, and perceptive....The final chapters on the political realities and phenomenological truths of college teaching alone are worth the price of the book, especially for prospective, new or veteran college, adult or continuing education teachers." Choice



Schoem & Hurtado (2001)

"This collection offers much-needed practical models for effectively facing the issues of diversity. It is a welcome resource and supportive partner to the work we do with Teaching Tolerance." Morris Dees, Executive, Southern Poverty Law Center

**Advisory Board
Center for Teaching and Learning
2002-2003**

The Center for Teaching and Learning voluntary advisory board is comprised of faculty and staff members representing a variety of disciplines and participating based on their enthusiasm and interest in the Center's purpose and programming. This year's board members are listed below.

Patti Frazer Lock
Professor
Mathematics Department

Rita Goldberg
Professor Emeriti
Modern Languages Department

Tom Greene
Gaines Professor
Psychology Department

Bart Harloe
University Librarian

Steve Horwitz
Associate Dean of the First-Year
Professor, Economics Dept.

Assis Malaquias
Associate Professor
Government Department

Erin McCarthy
Assistant Professor
Philosophy Department

Esther Oey
Assistant Professor
Education Department

Artur Poczwardowski
Assistant Professor
Psychology Department

Liz Regosin
Assistant Professor
History Department

Sondra Smith
Director of Instructional Technology
Information Technology

Carine Ullom
Modern Languages Department
Instructional Technology

Kim Mooney
Associate Dean for Faculty Affairs
Director, Center for Teaching and Learning
Associate Professor, Psychology Dept.

Mission Statement

The St. Lawrence University Center for Teaching and Learning promotes improved student learning through facilitating excellence in teaching practices and supporting a wide range of faculty professional development activities. The Center aims to further the creativity, risk-taking, collaboration, and professional renewal among faculty members at all stages in their teaching careers. Specifically, the goals of the Center are to expose faculty to current knowledge and practice regarding teaching and learning; provide a forum for formal and informal exchanges of ideas and expertise; and stimulate, support, and reinforce pedagogies that optimize student learning.