

# The Third Annual Internationalization Summit



Friday, April 15, 2016  
University of Denver  
Denver, Colorado

The Office of Internationalization at the University of Denver thanks  
the following sponsors:

The Estlow International Center for Journalism and New Media, The Morton  
Margolin Distinguished Lectureship Fund, DULCCES, the Department of Media,  
Film and Journalism Studies and Morgridge College of Education

A special thank you to the Office of Special Programs and Sodexo for their support in  
organizing this event.

## Lunchtime Keynote Presentation

The University of Denver's Department of Media, Film and Journalism Studies is partnering with the summit to bring this year's keynote speaker to campus.

The Edward W. & Charlotte A. Estlow Center's [Anvil of Freedom Award](#) for outstanding journalism and democracy will be presented in honor of keynote speaker and 2016 Morton Margolin Distinguished Journalism Lecturer [Lourdes Garcia-Navarro](#), South America correspondent for National Public Radio. Garcia-Navarro will present "Parallel Lives: Stories from an Interconnected World."

---

## Summit Sessions and Workshops

Friday, April 15<sup>th</sup>, 2016 – Ruffatto Hall and the Driscoll Ballroom

### **Interest group acronyms:**

CI = Campus Internationalization

ECDH = Engaging Cultural Diversity at Home

IE = International Education

RES = International Research

TCP = Teaching, Curriculum and Pedagogy

Rooms: Commons (106), Boardroom (105), 122, 202, 204, 302, 304, 305

**8:00 am**                    **Registration/Breakfast**

Ruffatto Commons  
(106)

**8:15-8:45 am**            **Opening Remarks**

Ruffatto Commons    **Presenter:**  
(106)                    Luc Beaudoin; Associate Provost for Internationalization; University of Denver

**8:55-9:45 am**            **Morning Session 1**

Ruffatto Hall            *CI – Combating Islamophobic Stereotypes of International Muslim Students through*  
122                        *Intergroup Dialogue*

**Presenters:**  
Meseret Hailu; Graduate Student; University of Denver; Higher Education  
Lauren Collins; Staff; University of Denver; Daniels College of Business  
Alisha Stanton; Graduate Student; University of Denver; Higher Education

The marginalization of Muslim students in higher education is a major issue in U.S. institutions. Studies show that Muslim students are highly misjudged and that Islamophobia in the U.S. has significantly shaped public perceptions (Callaway, 2010). As a result, Muslim students have lower levels of college persistence (Cole & Ahmadi, 2010; Callaway, 2010). Moreover, international students who identify as Muslims continue to enroll in institutions of higher education at increasing rates. If colleges value diversity and inclusion, they need to realize the impact of this group of students and make efforts to transform their culture to be inclusive towards them, since they live at the intersection of many marginalized identities. Utilizing an intergroup dialogue approach is one way that faculty, staff, and administrators can contribute to cultural transformation at institutions of higher education. Creating these spaces for dialogue can nurture meaningful conversations that both challenge and respect diverse belief systems.

Ruffatto Hall            *TCP - Big Data Analytics in Hospitality*  
202

**Presenter:**  
Karen Xie; Faculty; University of Denver; Fritz Knoebel School of Hospitality Management; Daniels College of Business

Hospitality businesses are now in a data-rich environment. Millions of travelers today use digital devices in the course of their travel journeys: dreaming about, planning, booking,

experiencing, and reflecting on their trip, creating an “electronic trail” that lends itself to modelling and analysis which can ultimately lead to a better understanding of consumers. This session discusses how to convert the data into customer insights that can inform business decision. It also discusses how data-driven curriculum and experiential learning is implemented in undergraduate courses at the University of Denver.

Ruffatto Hall  
204

***RES - Using a Psychoeducational Intervention to Communicate Science, Increase Environmental Consciousness and Decrease Consumption in the United States and China***

**Presenters:**

Sarah Bexell; Faculty; University of Denver; Graduate School of Social Work

Andreas Rechkemmer; Faculty; University of Denver; Graduate School of Social Work

Jess Sparks; Graduate Student; University of Denver; Graduate School of Social Work

Zhou Jin; Visiting Scholar (Sichuan University); University of Denver; Graduate School of Social Work

James Herbert Williams; Faculty; University of Denver; Graduate School of Social Work

This session will share our cross-cultural research utilizing a psychoeducational intervention delivered through qualitative research designed to raise individual’s awareness of their relationship to nature, and the effects of their consumption on natural environments with the intent that it could lead to a decrease in overconsumption and trigger behavioral changes towards more sustainable lifestyles. This study examines individual relationships to nature and consumption habits within two of the most powerful nations shaping global consumer habits, the U.S. and China. The objective of this research is to develop a psychoeducational intervention for 18-24 year olds to communicate science, increase environmental consciousness and connection, and decrease consumption of unnecessary and/or unsustainable goods in participants. Lastly, we will discuss the collaborative relationship between the Graduate School of Social Work, Sichuan University and the Chengdu Research Base of Giant Panda Breeding, China. This relationship includes student internships in Chengdu, faculty exchanges, collaborative research development, and collaborative teaching.

Ruffatto Hall  
302

***TCP - Designing Authentic Global Curriculum: Our Experience in Bhopal, India***

**Presenters:**

Emily Matuszewicz; Faculty; Metropolitan State University of Denver; Health Professions, Integrative Health Care Program

Carol Jensen; Faculty; Metropolitan State University of Denver; Integrative Health Care Program; Health Professions

Erik Montoya; Undergraduate Student; Metropolitan State University of Denver; Integrative Health Care; Health Professions

Kendra Kleidon; Undergraduate Student; Metropolitan State University Metropolitan State University of Denver; Integrative Health Care; Health Professions

In January 2016, fourteen students and two Metropolitan State University of Denver professors traveled to Bhopal, India, the site of the 1984 Union Carbide environmental disaster. This industrial accident killed over 3,800 people and left thousands with debilitating health issues. The Sambhavna Clinic offers free integrative health care to survivors in the slum where the worst damage occurred. Students stayed on the clinic grounds, engaged in multiple service-learning projects, studied clinic operations and medical practices, and joined community healthcare volunteers. This presentation provides an opportunity to learn the value of co-creating study abroad experiences with students that promotes meaningful relationships both within the peer group and with the relevant global communities. Learn about the development of innovative curriculum, working with a diverse student population, and pioneering a relationship with a clinic in a challenging setting and preparing students to enter a difficult environment with adequate knowledge and an attitude of receptivity.

Ruffatto Hall  
305

***ECDH - Building Community in Directed Independent Language Study***

**Presenters:**

Adrienne Gonzales; Staff, University of Denver; Center for World Languages, Office of Internationalization

Ethel Swarley; Faculty; University of Denver; English Language Center, Office of Internationalization

Moana Luri De Almeida; Graduate Student; University of Denver; Communication Studies; Divisions of Arts, Humanities & Social Sciences

This session will discuss the growing trend of self-directed and individualized language learning programs and how they provide students with opportunities to study Less Commonly Taught Languages to further personal, academic, and professional interests. Presenters will describe the Directed Independent Language Study program at DU, and discuss ways in which students connect with their Target language and culture, engage with community (local and remote), and maintain motivation and accountability throughout their course of study.

Ruffatto Hall  
Mountain View  
(401)

***CI - Comparing Student Affairs Systems: How Can Comparative International Education Help us to Better Serve our Students?***

**Presenter:**

Ryan Smith; Staff; University of Denver, Campus Life

Comparative analysis can help us to shed light upon our own culture, systems, and institutions. Higher education systems in the United States are very unique to the rest of the world, especially in terms of their scope and complexity. Because of this complexity, in part, American institutions have developed structures and systems to help students navigate colleges and universities, providing support, opportunities for engagement, advising, and even complicated systems through which policies are adjudicated. Comparing analysis, then, helps us to not only understand our own systems, but can also help us to understand the context from which international students arrive - and to which our study abroad students go. As we strive to become a global institution, this understanding can help us to best maintain structures that support our students both in and outside of the classroom.

Sturm College of  
Law 170

***IE – Ten Points of Light: An International Debate on Human Rights - Privacy protections to prevent human interference vs. data interference***

Special Session (please note the location)

**Presenter:**

Patricia Martin; Attorney-at-Law

**Panelists:**

Christina Demetriades; Radio Host; “Emerging Voices” MYCY Cyprus

Dina Kapardis; Alumni; University of Central Lancashire in the UK and Cyprus; UNICEF in Italy

Rossella Sala; Graduate Student; University of Central Lancashire in the UK and Cyprus; the ONE Campaign; UNICEF in Italy

Aristoteles Constantinides; Faculty, University of Cyprus, International Law and Human Rights

Anna Plevri; Faculty, University of Nicosia, Domestic Violence and the Law in the EU

Athanasia Hadjigeorgiou; Faculty, University of Central Lancashire in the UK and Cyprus, International Human Rights Law

Maria Gavrilna; Clinician and owner; Dr. Maria Gavrilna Clinic, Cyprus; Internal Medicine and Gynecology

Katrina Andreou; Alumni; University of Hertfordshire; British Psychology Center

Laura Cogoy; GOAP; Center Against Violence and the Committee for the Civil Rights of Prostitutes

How does your nation define abuse? Ten transnational, multidisciplinary legal scholars, and professionals will explore tensions in their nation over the power struggle for equal human

rights protections compared with recent protections to prevent unwanted data invasion. MYCY Radio Production Studio will broadcast this discussion live from the U.N. Buffer Zone in the last divided capital city in the world, Nicosia Cyprus.

**10:00-10:50 am Morning Session 2**

Ruffatto Hall  
122

***CI - Transforming Black American Scholars into Global Citizens: Black students' dispositions regarding global citizenship and how to overcome challenges.***

**Presenter:**

Jenaya Perdue; Faculty; Metropolitan State University of Denver; Communication

Increasing the African American presence in the study abroad realm is a current trend of conversation within international education practitioner circles across the United States. In prior research, scholars pointed to lack of financial resources and interest as the culprit for dismal participation rates. The presenter in this session will be presenting her research which argues that Black American university students' deep-rooted disconnection to the world-at-large which is undergirded by limited feeling and disposition regarding global citizenship is the cause of miniscule participation in internationalization initiatives at universities. She will share her dissertational research on Black students and their disposition of global citizenship which she divided into 5 themes: Varying Levels of Interest, Levels of Knowledge, Black Community, and Self, Focus on Local, and Trailblazing. Following her findings, she will share three case studies of students from her university who were highlighted in her qualitative research.

Ruffatto Hall  
202

***RES - Environmental Literacy in a Major Metropolitan and Key Conservation Area in China***

**Presenters:**

Sarah Bexell; Faculty; University of Denver; Graduate School of Social Work

Phillip Tedeschi; Faculty; University of Denver; Graduate School of Social Work

Daniel Brisson; Faculty; University of Denver; Graduate School of Social Work

Caroline Chaney; Graduate Student; University of Denver; Graduate School of Social Work

Valerie Meros; Graduate Student; University of Denver; Graduate School of Social Work

L'Jean Moody; Graduate Student; University of Denver; Graduate School of Social Work

We will share our investigation into the level of environmental literacy and willingness to protect the natural environment in Chinese youth ages 4 to 21 (K-16) and adults in the mega-city of Chengdu, Sichuan Province, China (population 14,170,000; 2013 census). The

research also investigates the source of this environmental literacy and propensity to take action. This research is collaborative between the Chengdu Research Base of Giant Panda Breeding and Institute for Human-Animal Connection. Results will inform the Chengdu Education Bureau, Chengdu Retired Teacher Society, schools and Chinese Association of Zoological Gardens. The Chengdu Research Base of Giant Panda Breeding is a nationally recognized environmental education site and results will inform future programming. In this session we will also share the collaborative work between the Graduate School of Social Work and the Chengdu Research Base of Giant Panda Breeding for increased environmental awareness and health.

Ruffatto Hall  
204

***TCP - An Unreasonable Partnership That's Changing the World***

**Presenters:**

Abigail Schneider; Faculty; Regis University; College of Business and Economics

Charlee Riggio; Undergraduate Student; Regis University; College of Business and Economics

Estefania Ayala; Undergraduate Student; Regis University; College of Business and Economics

Cat George; Director of Community at Unreasonable Group

Brittany Lane; Global Editor; UNREASONABLE.is

This panel is about transforming the college classroom into a global discussion and hub for international experiential learning. Through a partnership with the Unreasonable Institute, an international accelerator for social enterprises, Regis University students are creating marketing projects to help organizations bring change to all corners of the globe. Whether eradicating extreme poverty in India or improving access to clean drinking water in Mexico, students are applying their marketing knowledge and skills to help ventures that, in turn, provide a global education that one can't get out of a textbook. In this panel, the professor spearheading the collaboration, the members of the Unreasonable Group driving the partnership, and the students creating the impactful projects that are helping to change the world will discuss their partnership, highlight the students' projects, and engage participants in a discussion around collaborations that can transform college classrooms into agents of social and environmental impact.

Ruffatto Hall  
302

***IE - Students' Lessons Learned Abroad for Applicability at Home***

**Presenters:**

Karen Bensen; Faculty; University of Denver; Graduate School of Social Work

Jason St. Mary; Graduate Student; University of Denver; Graduate School of Social Work

**Panelists:**

Dana Underwood; Graduate Student; University of Denver; Graduate School of Social Work and Josef Korbel School for International Studies

Rachel Craddolph; Graduate Student; University of Denver, Josef Korbel School for International Studies

Jolynda Peterson; Graduate Student; University of Denver; Graduate School of Social Work

Graduate students choose to have an international experience while pursuing their graduate degrees for a variety of reasons. Some regret not having done so as undergraduates, and upon graduation many do not have the opportunity to travel and have an international experience due to professional constraints. Other students intend to work internationally and therefore need some practical experience abroad for their resume. Students interested in international courses recognize the potential for personal and professional transformation associated with intensive global experiences. We know that personal transformation will forever change the professional trajectory in a positive way. As international educators, it is our hope that regardless of the student's intention, these international experiences will impact and influence the trajectory of our students. Several graduate level students in social work or a related field will share their intentions for pursuing an international experience and detail the life-changing impression it has left on their pursuit of knowledge.

Ruffatto Hall  
305

***TCP - How can we internationalize the Curriculum beyond the usual suspects?***

**Presenters:**

Casey Dinger; Graduate Student; University of Minnesota; Organizational Leadership, Policy and Development

Doug Allen; Faculty; University of Denver; Management; Daniels College of Business

Internationalizing the curriculum is one of the cornerstones in developing international and intercultural perspectives among students in higher education. However, these goals are often addressed only through a handful of courses in a limited range of academic disciplines such as communications, social work, business, international studies and education. Rarely are these goals addressed in STEM fields, for example, and it is frequently expected that such

goals do not have a place in those curricula. This presentation aims to offer specific strategies for internationalizing individual courses as well as curricula, regardless of the academic discipline.

Ruffatto Hall  
Mountain View  
(401)

***ECDH - More Than International: Engaging international students in complex ways***

**Presenters:**

Joy Pan; Graduate student; University of Denver; International and Intercultural Communication

Kaley Anderson; Graduate student; University of Denver; International and Intercultural Communication

Jennifer Bohn; Graduate student; University of Denver; International and Intercultural Communication

Xiaoyi Zhu; Graduate student; University of Denver; International and Intercultural Communication

What input do you seek from an international student? Do you ask about her experience as a millennial? Her experience as a female? Or just her experience as a foreigner? An international student is often engaged as either (1) needing help from domestic students to navigate US culture, or (2) as a cultural resource to help domestic students better understand her home country. In both cases, she is essentialized. Her multiple identities are overlooked and she is viewed simply as “the international student.” How can we, as campus leaders, engage her intersecting identities? This interactive workshop will introduce participants to intersectionality and comprehensive internationalization (CI). Case studies will illustrate specific examples of international students’ experiences at DU. Participants will receive general tips for integrating CI into their campus leadership roles and brainstorm ways to use CI in their own departments, classrooms, and organizations.

**11:05-11:55 am Morning Session 3**

Ruffatto Hall  
122

***TCP - Decolonizing Methods in the Classroom. A report from Vina del Mar, Chile.***

**Presenters:**

Barb Stuart; Faculty; University of Denver; Management; Daniels School of Business

Ali Higgins; Undergraduate Student; University of Denver; International Studies & Spanish

Through mindful decisions to build community within a classroom, the course “Disaster Capitalism” attempts to approach pedagogy from a decolonized lens, employing indigenous

research project tactics (Smith, 2012, p.147-149). This pedagogy encourages ‘storytelling.’ Students are peer-teaching, which de-centers the professor as the lone valuable. Students complete reflective essays, connecting the text and personal narratives. The equalizing of ‘teacher’ and ‘student’ voices disrupts colonial expectations of rigid, mutually-exclusive role *Storytelling in Post-Conflict Bosnias* in the academic setting; under colonial terms, certain voices are validated while others are systematically ignored or undervalued when the classroom divides its participants into roles. Many proponents of encouraging ‘sub-altern’ voices “have questioned the degree to which academics and other ‘experts’ in the West really want engagement with people elsewhere, an engagement which requires a decentering of themselves as experts” (Sharp, 2011, p.112). In many cases, the stagnant dynamic prevails in which “academics seek the experience, but not the wisdom, of the other” (Sharp, 2011, p.112).

Ruffatto Hall  
202

***CI - Visualizing Faculty International Activity***

**Presenters:**

Ben Siebrase; Staff; University of Denver; Institutional Research and Analysis  
Casey Dinger; Staff; University of Denver; Institutional Research and Analysis

This session will present the context and processes within and with which a faculty international experience data visualization was developed. Consideration will also be given to the potential collection and use of unconventional or seldom used information in order to quantify faculty international activities.

Ruffatto Hall  
204

***ECDH - School-Based Mental Health Interventions for Anxiety in China and the United States***

**Presenters:**

Aleksandra Matysek; Graduate Student; University of Denver;  
Child, Family, and School Psychology  
Sarah Laffin; Graduate Student; University of Denver; Child, Family, and School  
Psychology  
Gloria Miller; Faculty; University of Denver; Child, Family, and School Psychology

Educational outcomes of children and their families are especially dependent on school-based mental health. The field of school psychology is growing rapidly across the world and

requires international awareness of effective school-based services. This presentation will focus on the importance of understanding global approaches to school mental health practices and the implication an international practicum exchange has on work with diverse populations in our U.S. school systems. Two returning students in addition to one faculty member from DU will discuss outcomes of a comparative analysis of school-based mental health approaches for adolescent anxiety as well as program expectations and outcomes for those interested in participating or structuring similar cross-cultural supervised graduate field experiences.

Ruffatto Hall  
302

***ECDH - Flow and Contra-Flow: A New Way to Discuss Globalization***

**Presenter:**

Andrew Repp; Graduate Student; University of Denver; International and Intercultural Communication

Globalization has often been discussed in terms of "flows" and "contra-flows." We discuss moving past these terms to focus on a globalization theory that is human-centered.

Ruffatto Hall  
305

***TCP - Internationalization: Language, Culture, & Access to Academic Discourse***

**Presenter:** Candace Maher; Faculty; University of Denver; English Language Center; Office of Internationalization

Knight and de Wit (1995) outline four approaches to internationalization. In the workshop, the competency approach frames promoting access to academic discourse. The focus of the session is examining strategies of discursive access by those of varied linguistic and cultural backgrounds. Discover how developing new knowledge, skills, and attitudes in faculty, staff, and students can improve participation in academic discourse. Learn education-related activities in various contexts that contribute to linguistically and culturally-diverse campus conversations. Knight and de Wit (1995) identify two main strategies in the internationalization process: academic programs and organizational objectives. The workshop addresses academic programs engaging faculty, staff, and students. Learn workable ways to include speakers of other languages and cultures. Also discussed is identifying 1) your and others' knowledge, skills, and attitudes, and 2) strategies to increase

access to academic discourse.

Ruffatto Hall  
Mountain View  
(401)

Open

**12:10-1:30 pm**      **Keynote Address/Lunch**

Driscoll Ballroom      *Parallel Lives: Stories from an Interconnected World*

**Presenter:**

Lourdes Garcia-Navarro; National Public Radio International Correspondent; South America

Garcia-Navarro will be honored with The Estlow Center's Anvil of Freedom Award for outstanding journalism and democracy, and recognized as the 2016 Morton Margolin Distinguished Lecturer.

*\*This keynote is also streaming live in Ruffatto Commons for those not pre-registered for lunch.\**

**1:45-2:35pm**      **Afternoon Session 1**

Ruffatto Hall  
122

*RES - Understanding Mentorship for Women in Ethiopian Higher Education*

**Presenter:**

Meseret Hailu; Graduate Student, University of Denver, Higher Education

Important policies have informed the current gender climate in Ethiopian higher education, including the Education and Training Policy (1994) and the Higher Education Proclamation No. 650, established 2009 (Molla & Gale, 2015). These affirmative action initiatives have been largely ineffectual, however, because they oftentimes ignore the intersection of marginalized gender, class, and ethnic identities (Molla & Cuthbert, 2014). For instance, formal education in Ethiopia privileges students from urban centers like Addis Ababa, Dire Dawa, and Mekele (Negash, 1996). Additionally, southern peripheral peoples have been historically marginalized in Ethiopian society (Aalen, 2014). Consequently, women from rural, southern areas tend to be more jolted by male hostility on campus because—unlike their peers from urban centers—rural women students are disconnected from their cultural norms (Molla & Cuthbert, 2014). Uniquely designed mentorship programs are a potential

alternative to these ineffectual policies.

Ruffatto Hall  
202

***ECDH - Youth Workers' Perceptions in US Public Housing and South African Township Communities***

**Presenter:**

Jason St. Mary; Graduate Student; University of Denver; Graduate School of Social Work

Youth residing within impoverished communities encounter a myriad of risks, such as increased exposure to violence, poverty, disease, unemployment, and crime. Youth workers providing support to young individuals within these marginalized communities are at the forefront of this peripheral experience. This research is based in the theoretical context of positive youth development (PYD), under a postcolonial lens. Respondents vary in professional practice, ranging from first-year interns to executive directors, with experience ranging from 1-25 years (M = 12). The total sample size is 16 (n= 16), 9 are female (56%), and 11 are South African (69%). Findings from this study resulted in several predominant themes, including defining youth success, systemic poverty, controlling mechanisms and dependency, and the absence of youth voice. The outcomes of this research may provide support for social work students, as well as current practitioners, in more fully understanding the constructs associated with life in oppressed communities.

Ruffatto Hall  
302

***IE - Against a colonizing gaze: intercultural learning and ethics of internationalization***

**Presenters:**

M. Dores Cruz; Faculty; University of Denver; Anthropology; Divisions of Arts, Humanities, and Social Sciences

Carly Lunden; Alumni; University of Denver; Cultural Anthropology

This session addresses how internationalization experiences cannot be tourism, but, at the same time, have to go beyond traditional, simplistic, humanitarian goals. Experiential learning abroad, especially in countries classified with the label of “developing” or “Third world,” too often falls into the traps of colonial humanitarianism and imaginary, with pictures of white students from affluent universities helping the poor, miserably-looking black/brown children. These types of abroad experiences need to be carefully re-thought and constructed to stress intercultural learning, away from images of “suffering” and “need.” We will present data on the project in Manjacaze (Southern Mozambique) that

aims to build in students' ethical perspectives, research agendas and a critical understanding of aid policies.

Ruffatto Hall  
305

***TCP – Cultivating Global Perspectives through Audiovisual Narratives: Digital Storytelling in Post-Conflict Bosnia.***

**Presenters:**

Ann Petrla; Faculty; University of Denver; Graduate School of Social Work

Ethan Crawford; Staff; University of Denver; Media Film and Journalism Studies and Emerging Digital Practices; Divisions of Arts, Humanities, and Social Sciences

Candace Garza; Graduate Student; University of Denver; Korbel School of International Studies

Arista Ely; Graduate Student, University of Denver, Korbel School of International Studies

Sladjana Todorovic; Graduate Student; University of Denver; Graduate School of Social work

This session will be jointly presented by faculty, staff, and students who have been involved in the DU Bosnia program and participated in the process of creating digital stories. It is our hope that, after being exposed to this technique of synthesizing information, conference participants will consider using a similar assignment as the capstone for international experiences. Students will share their own digital stories and will discuss the process they went through to synthesize complex international, cross-cultural experiences into a powerful message through digital storytelling. This type of assignment is personal, creative and difficult which forces students to struggle with their experience and their message, ultimately creating a story that illustrates the impact of their international experience. Join this session to learn more about this program, and to share experiences of using digital storytelling as a tool to learn and reflect across borders while bringing international perspectives back home.

Ruffatto Hall  
Mountain View  
(401)

***ECDH - Syrian Refugees: The Scapegoats of the Western World***

**Presenters:**

Mason Seymore; Undergraduate Student; University of Denver; Anthropology

Sierra Wagner; Undergraduate Student; University of Denver; Anthropology

(Double-Length  
Session)

**Panelists:**

Obeid Kaifo; Undergraduate Student; University of Colorado Denver; Biology and Psychology

Nader Hashemi; Faculty; University of Denver; International Studies; Center for Middle

## East Studies

The Syrian Conflict has become a worldwide crisis affecting the social and political organization of Western society. With over two and a half million individuals displaced by the conflict, many have inadvertently become targets of Islamophobia, predominantly within Western nations. To remedy the largest humanitarian crisis since World War II, many of the world's leading political figures have promised to relocate displaced individuals despite attacks in Paris and San Bernardino. This session will explore the political implications of the Syrian refugee crisis and discuss the experiences of recent Syrian refugees in the United States. To best explore this topic, this session will include a presentation outlining the political situation in Syria, an open panel with prominent community and faculty members, and an open discussion on how the conflict has affected the discrimination of Muslim Americans and the radicalization of American politics.

Ruffatto Hall  
Board Room  
(105)

(Double-Length  
Session)

### ***IE - Let's Study Abroad! Power, Privilege and Paradigm Shifts***

#### **Presenters:**

Denise Cope; Staff; University of Denver; Office of International Education; Office of Internationalization

Armond Towns; Faculty; University of Denver; Communication Studies; Divisions of Arts, Humanities, & Social Studies

Raisa Alvarado; Graduate Student; University of Denver; Communications Studies

Jaime Guzman; Graduate Student; University of Denver; Communications Studies

The University of Denver (DU) is one of the top schools in the United States for study abroad percentages. This amazing statistic demonstrates both a strength and weakness of our campus. In this session, we will examine how power structures shape (often invisibly) the issues facing international education at DU. From how Ebola affects study abroad to where DU & U.S. students study abroad to how crisis management is handled abroad, all of these scenarios point to the elephant in the room: Power, privilege and paradigm shifts. This workshop will be interactive and rich in dialogue. Participants should expect to bring their whole selves to the workshop: head, heart, body, and spirit.

Ruffatto Commons

### ***ECDH***

#### **Presenter:**

Lourdes Garcia-Navarro; National Public Radio International Correspondent covering South America

The DU community is invited to engage with our keynote speaker. Learn about Garcia-Navarro's award-winning media experience and participate in a Q&A discussion.

This session is sponsored by DULCCES.

**2:50-3:40 pm**

**Afternoon Session 2**

Ruffatto  
122

***IE - The Humanitarian Assistance Applied Research Group (HAARG): A DU-based Research Group with a Global Reach***

**Presenters:**

Courtney Welton-Mitchell; Faculty; University of Denver; Josef Korbel School of International Studies

Michelle Munsey; Graduate Student; University of Denver; Josef Korbel School of International Studies

Joanna Beletic; Graduate Student; University of Denver; Josef Korbel School of International Studies

Sarah Allison; Graduate Student; University of Denver; Josef Korbel School of International Studies

Mary Kohrman; Graduate Student; University of Denver; Josef Korbel School of International Studies

Amber Prainito; Graduate Student; University of Denver; Josef Korbel School of International Studies

Through the humanitarian assistance applied research group (HAARG), an initiative of the JKSI Humanitarian Assistance Program, students gain hands-on experience while providing necessary services to humanitarian organizations. Although students work from their university-base, projects span the globe and include Africa, Asia, the Middle East, and the Americas. Project sectors have included disaster preparedness and response, violence mitigation, global health, refugee livelihoods, emergency education, human rights, humanitarian logistics, and humanitarian information systems. HAARG researchers provide support for needs assessment, program evaluation, and applied research projects. To date, HAARG has worked with over 20 humanitarian organizations including UN agencies such as UNHCR and UN Women, International non-governmental organizations such as International Rescue Committee (IRC) and International Medical Corps (IMC), and local community-based organizations. This panel session will provide an introduction to the HAARG model and highlight the work of current Korbel students involved with the group.

***CI - Internationalization and Gay Identity***

**Presenters:**

Luc Beaudoin; Faculty; University of Denver; Office of Internationalization  
M. Dores Cruz; Faculty; University of Denver; Anthropology; Divisions of Arts, Humanities, and Social Sciences

How much is the premise of internationalization an Anglo-Saxon, top-down, neocolonial enterprise? What are the assumptions that are made, and to what degree should they be challenged? Questions of gay rights around the globe can help to take apart our ideas of internationalization and its link to global and local concerns. Russia and the West are one example, as are the debates about the presence or absence of homosexuality in Africa, often closely linked to discussion of human rights and the repressive attacks by some African leaders, which have generated some interesting studies on traditions of non-normative sexualities in the continent. However, such discussions are mostly framed by western gendered and queer-based analytical tools, despite the fact that it is paramount to have in mind non-western theoretical frameworks if we are to avoid a top-down, even neo-colonial, view of internationalization.

***CI - Bringing Culture Home: Influencing Home Institution Internationalization from On-site Cultural Curriculum through Re-entry***

**Presenters:**

Kathleen (Kat) Horn; Staff; University of Denver; Office of International Education; office of Internationalization  
Heidi Bohn; CISabroad

As international educators, we all agree that quality, robust on-site cultural curriculum is an essential program component. In fact, the Forum on Education Abroad sets forth that very tenet: Curriculum supports the program's stated goals and leverages the unique learning opportunities offered by the host context. By introducing a robust on-site curriculum in a supportive, reflective environment participants can begin to gain cross-cultural competencies. If we do our job well, students return from their international experience with broadened minds, flexible attitudes, language and communication skills, passion, compassion, and numerous tangible and intangible shifts in their overall perspective of themselves and the world. We also know (and research shows) that re-entry programming opportunities allows participants to integrate and continue to explore their experience abroad and new self in their "home" context. This session aims to explore using re-entry

programming opportunities to continue participant integration while simultaneously contributing to increased internationalization on campus.

Ruffatto Hall  
302

***IE - Assets or Agents?: Using the CECE Model to Construct a More Inclusive Campus Climate in Career Development for International Graduate Students***

**Presenters:**

Moana de Almeida; Graduate Student; University of Denver; Communication Studies  
Xiaoyi Zhu; Graduate Student; University of Denver; International and Intercultural Communication

Lauren Collins; Staff; University of Denver, Daniels College of Business

The session will provide some important information about specific difficulties that international graduate students face when trying to develop professionally in the U.S. The presenters used the CECE Model as a basis to imagine a campus environment where all students have equal opportunities to succeed. The recommendations are intended to provide concrete tools on how to assist these subjects, especially people of color from Third World countries, to balance academic requirements with career futurities. The focus is not on the students' individual responsibilities to find jobs, but rather on what the academic institution can do to internationalize and become more inclusive of particular bodies who have different stakes in succeeding, such as maintaining a U.S. Visa while meeting financial needs.

Join the University of Denver community at



Friday, April 15<sup>th</sup>, 2016

4:00 pm to 7:00 pm

The Driscoll Student Center