

Spring 2025

# PASSEPARTOUT

*Office of International Education Newsletter*

*Passepartout* is an occasional newsletter of the Office of International Education (OIE) at Harper College. Named after Phileas Fogg's valet Jean Passepartout in Jules Verne's novel *Around the World in Eighty Days*, our newsletter is your passport to the world of international education at the college.

## International Fun Facts

### MOROCCO



Marrakesh

The Kingdom of Morocco is the most westerly of the North African countries known as the Maghreb (Arabic word meaning "the west"). It has Atlantic and Mediterranean coastlines, a rugged mountain interior and a history of independence not shared by its neighbors. Morocco was a French protectorate between 1912 and 1956. Since independence, Morocco has remained relatively stable and wields significant influence in both Africa and the Arab world. Its culture is a blend of Arab, Berber, European and African influences.

### AUSTRALIA

More than 80% of the animals in Australia are unique to Australia. The animals are some of the most interesting in the world, from koalas to cuddly marsupials to a huge variety of birds. The Southern Cassowary can jump feet-first 1.5 meters (nearly 5 feet) off the ground and can sprint up to a speed of 50 km/h (a little over 30 mph) through dense forest. They're also very good swimmers, with the ability to cross wide rivers and swim in the sea!



Southern Cassowary

## GLOBAL REGION OF FOCUS (GRF) UPDATES

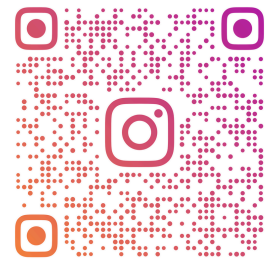
**Global Region of Focus:** Middle East and North Africa/Southwest Asia and North Africa

The new GRF will begin in fall 2025 and run through spring 2029. The first year will include the faculty development GEC seminar (fall and spring) with faculty travel to the region in summer 2026. Details to follow. OIE will launch programming this spring with a couple of grant-funded presentations: Dr. Ken Cuno, emeritus professor of history at UIUC, will give a "Palestine 101" presentation and Dr. Angela Williams, associate director of the Center for South Asian and Middle Eastern Studies at UIUC, will give a presentation on North African women in hip-hop. Keep your eyes peeled for more information: we are in the process of figuring out dates and whether these presentations will be in-person or online.





# OIE IN PICTURES



HARPER\_OIE

In an exciting collaboration, OIE, the German Club and Student Engagement hosted Harper's Oktoberfest. It was a day of celebration and education.



A sample of your many global allies on campus, prepping for Hullabaloo



This October we celebrated International Education Week, with events educating and celebrating our global community: Speed Language Exchange and Global Scholars Project Presentations



Dr. Proctor (Harper's President) helping us to promote the Acting/London Study Abroad





**Save the Date: 16th Annual International Education Summit:  
Friday, April 11, 2025**



In partnership with ICISP (Illinois Consortium for International Studies and Programs) and Harper Grows!, a collective of gardeners and garden advocates who seek to create gardens and produce fresh locally-grown produce to alleviate food insecurity in the Harper community, the Office of International Education is pleased to announce the theme of the 16th Annual International Education Summit: **Building Sustainable Communities through Global Perspectives**.

What do we mean by a “sustainable community through global perspectives”?

We are referring to a collective of globally-minded individuals that actively works towards meeting the needs of its members while protecting the environment and promoting social equity at the same time. In its actions, such a collective takes into account best practices from diverse regions around the world, addresses issues of inequality on a global scale and fosters collaboration across borders to find creative and sustainable solutions to some of the world’s most entrenched challenges.

Our keynote for this year’s Summit is *Dr. Melissa Whatley*, Assistant Professor of Higher Education in William and Mary’s School of Education. Dr. Whatley will explore the intersection of sustainability, globally-inclusive practices in higher ed, and technology.

Our conference tracks this year are **Student and Scholar Services and Management; Curriculum and Pedagogy; Campus Green Initiatives; and Mobility and Exchange**. Please identify which of these tracks your proposal most closely fits under. Presentations can cover a variety of topics that fit within this theme and tracks, including environmental sustainability (e.g., from campus initiatives to study abroad), social equity (e.g., in study abroad or resources allocated to international student services, international collaborations in their many shapes and sizes (i.e., virtual exchange-type opportunities), to list only a few.

If any of this sounds interesting to you, please save the date Friday, April 11, 2025. More information will follow in early 2025 with instructions for getting CEUs and registering. In the meantime, if you would like to submit a proposal for our Summit, please use the following link: [International Education Summit 2024-2025 Proposal Submission - Formstack](#). The deadline for proposals is **Friday, February 21, 2025**.

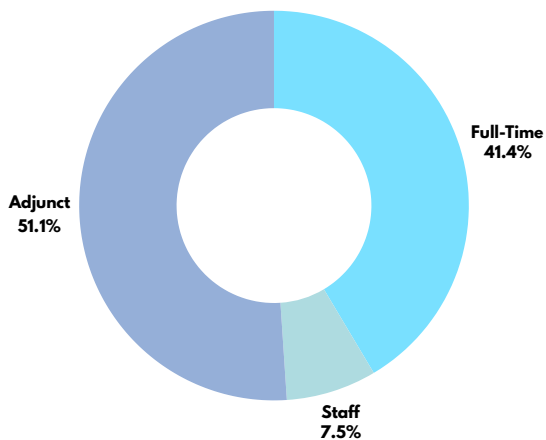
# What's New in International Education @ Harper?

## New OIE Strategic Plan 2025-2030 and results of the 2024 Internationalization Survey

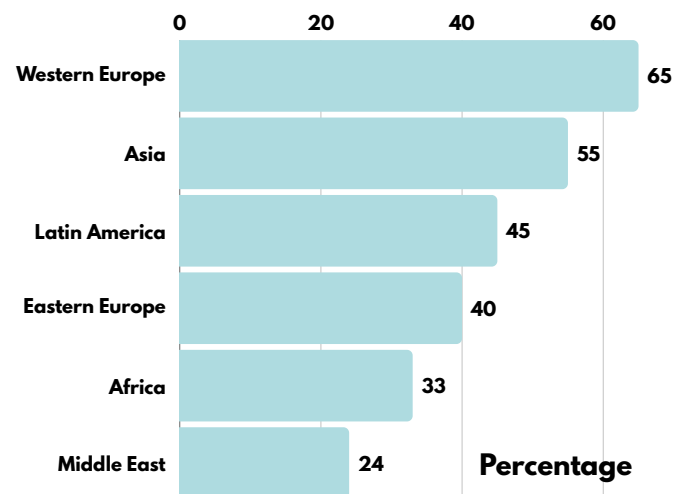
As our strategic plan for 2020-2025 (Global Vision 2025) sunsets, we are in the process of collecting data and input for our next strategic plan, 2025-2030. We have invited you to be a part of this process by completing our 2024 Internationalization Survey—thank you to the 239 intrepid folks who filled it out for us!

Here are a few summary points from the survey:

**Participants = 239 (originally 826 invitations to participate = 29% participation)**



### Regions of Interest



**Have professional contacts outside the U.S.**



**Were born outside of the U.S.; and**



**Have a working knowledge of a language other than English**



**Have spent leisure time outside of the U.S**



92.2%: “Global learning is an important element of the educational process.”

70.2%: “It is important to me to incorporate international content into the courses I teach or other work I do with students.” [Interestingly, 207% are Neutral.]

89.3%: “An understanding of global issues is important for success in the workforce.”

83.6%: Agree or Strongly Agree that “A working knowledge of a foreign language improves a graduate's job prospects.”

90.4%: “Global learning helps prepare students to become responsible global citizens.”



**Agree or Strongly Agree**





# *What's New in International Education @ Harper?*

## **New OIE Strategic Plan 2025-2030 and results of the 2024 Internationalization Survey (cont.)**



**Agree or  
Strongly Agree**

83.6%: “Our students would benefit from more study abroad and/or international opportunities.”

66.2%: “More campus resources should be allocated to global education projects.”  
(26.8% are Neutral)

34.8%: “Our students are provided sufficient opportunities to increase their knowledge of other cultures through activities outside the classroom.” (48.3% are Neutral)

90.9%: “The presence of international students on our campus enriches the learning experience for American students.”

87.2%: “Creating links between U.S. multicultural perspectives and global learning is important for a well-rounded education.”

With these data in mind, the OIE is wondering how to

- increase / incentivize participation in survey next time (esp among non-faculty);
- leverage our overseas professional contacts;
- increase professional memberships among colleagues;
- increase attendance at Harper international events; and
- facilitate involvement in globally-focused initiatives.

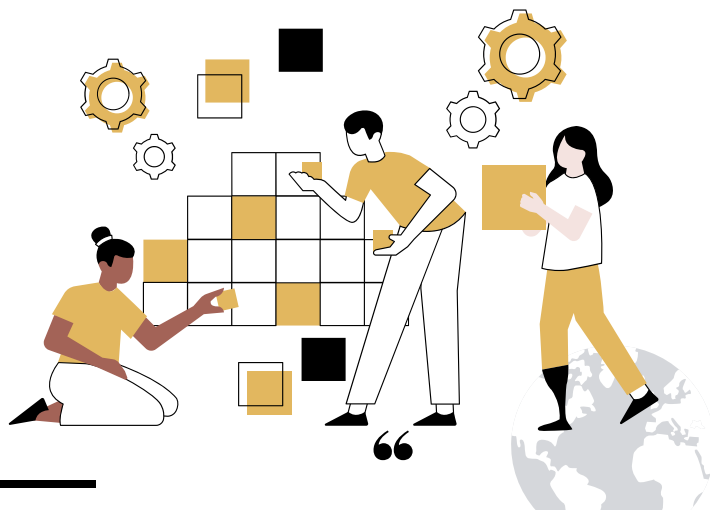
In the coming weeks, we will be following up with those of you who indicated that you wouldn't mind having us contact you directly.

## **Strategic Internationalization Dialogue Sessions**

Following on our Internationalization Survey this fall, we will be holding 3 Strategic Internationalization Dialogue Sessions in the spring semester. During these sessions, we will share and discuss the trends and themes that came out of the Survey. Your input will be invaluable in helping shape the vision for our next strategic plan (2025-2030)! The dates and times of these sessions are as follows:

- Tuesday, February 11th from 2 to 3 pm, Z-123
- Wednesday, February 26th from 2 to 3 pm, Z-131
- Monday, March 17th from 9:30 to 10:30 am, Z-123

**Please reserve your spot today.**



# *What's New in International Education @ Harper?*

## **Study Abroad Information Session**



On February 4, at 6pm, in L323, we will host a info session focused on the German Study Abroad. This is a faculty-led program taking students to Munich for 4 weeks. Prof. Kim Jaeger is leading this program and she will be supported by advisor Anita Vaughan.

[Link with more information.](#)

## **Classroom visits**

If you want to request a classroom visit, so we can share with your students about Study Abroad, Global Scholars, and other global opportunities, email Angelica (arackow@harpercollege.edu) or Rich Johnson (rjohnson@harpercollege.edu)

## **Study Abroad Proposals for Spring and Summer 2026**

For all 2026 faculty-led study abroad programs, the proposal submission deadline is **Friday, March 14, 2025**. If you are interested in offering a program next academic year but don't know where to start, contact OIE!

## **Hello from Spain**

On February 20th, OIE's team will welcome Harper alum Evan Kindle. He is the Director of Communication and Student Outreach at the International College of Seville, Spain. ICS is dedicated to providing an immersive and transformative educational experience through comprehensive study abroad programs. Currently, our students can apply to ICS Summer and Semester programs through our consortium, but we want to explore even more ways we can collaborate.

While classes at the College are focused on language and culture, they also have partnerships with local higher education institutions focused on History, Communications, Journalism, Advertising, Marketing, Management, Tourism & Public Relations.

Would you like to brainstorm ways to collaborate?

Join us for a cafecito that day.

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# *What's New in International Education @ Harper?*

## **Virtual Exchange Training & Opportunities**

Have you ever thought about bringing the world into your classrooms? Well, now you can, with Virtual Exchange! VE leverages existing technologies to create classroom-to-classroom programs that connect students located in different geographical locations to develop subject expertise and experience through interactive engagement and collaborative learning.

It involves team-teaching across two or more cultures using online communication tools and can take a number of different forms, including single or multiple meetings between students, faculty, professionals, and even community members in synchronous or asynchronous settings.

Check out our [Virtual Exchange webpage](#), and of course, let me know if you want to learn more. [add stuff about AMPEI speed dating and workshops?]

## **Get involved with a Virtual Exchange Research Project**

Dr. Melissa Whatley, Assistant Professor in the School of Education at William & Mary, has written a grant to analyze the impact of virtual international exchange programs at Harper on student outcomes, namely global perspective-taking, cultural humility, and a series of academic outcomes, including degree completion, GPA, transfer to a four-year institution, and the percentage of college-level credits passed. Student participants will be enrolled in Harper classes for the fall 2025 and spring 2026 semesters (possible disciplines include English, ESL/LNG, nursing, world languages, business, culinary arts, biology, sociology, and geography). She is seeking about 10 classes with an approximate total of 600 students. Each term, five classes will include virtual exchange while the other five will continue with business as usual. All students enrolled in a participating class are eligible and will be invited to participate in the study.

If you are interested in participating in this project, please complete the following form: <https://forms.office.com/r/Bd7A6ZL089>

## **Global Education Community of Practice**

If you're interested in joining a vibrant group of folks from all across campus interested in exploring and promoting tools, resources, partnerships, and pedagogical approaches that incorporate international and intercultural perspectives in our curricula, drop me a line and I'll get you hooked up. We meet every 2-3 weeks for an hour online. Dates for this semester are as follows: Feb 21, Mar 14, Apr 4, and Apr 25 at 11 am.



Global Education CoP

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# *What's New in International Education @ Harper?*

## **Meet our Fulbright Humphrey Fellow: Prof. Jean-Paul Ibambe**

This semester, we will be hosting a Fulbright Humphrey Fellow on our campus from April 7 through 11th. Jean-Paul Ibambe is a Rwandan human rights activist and lawyer specializing in media laws, freedom of expression, and human rights. With over 15 years of experience in journalism, media regulation, law practice, and human rights promotion, he defends journalists in legal battles through litigation and constitutional petitions. A founding member of H-I LEX Partners, a law firm established in Kigali, he has also served as a Legal Advisor at the Rwanda Media Commission. Ibambe is currently with The Legal Aid Forum, a Rwandan NGO, and he advocates for the decriminalization of defamation and responsible freedom of expression. He is a member of the Rwanda Bar Association and the East African Law Society. As a Hubert H. Humphrey Fellow at Arizona State University, he is working on a project to create a Freedom of Expression Institute of Rwanda, focusing on legal representation for journalists, research and advocacy, and law reforms.



If you would like to schedule a visit to your class by Prof. Ibambe, please complete this form:

<https://forms.office.com/r/Zw00S8A>

Qi4

## **OIE and friends “out and about” this semester**

“Cultural Conversations: Bridging Borders Online.” Roundtable discussion in the Faculty Forum at the annual conference of the Community Colleges for International Development (CCID), Washington, D.C., February 14, 2025.

“Ain’t Too Proud to Share: Empowering Students to Narrate Their Study Abroad Experiences for Greater Engagement.” Presentation by Angelica Rackow (Harper College) and Evan Kindle (International College of Seville) with Richard Johnson (Harper College) at the annual conference of the Community Colleges for International Development (CCID), Washington, D.C., February 15, 2025.

“Bringing the World to Campus: The Consul General Project.” Poster presentation by Liman Lei (Harper College Student Trustee) at the annual conference of the Community Colleges for International Development (CCID), Washington, D.C., February 15, 2025.

“100,000 Strong in the Americas, Building higher education partnerships across the Americas.” Presentation by Penelope Kim (100,000 Strong in the Americas), Maggie Hug (U.S. Department of State), and Richard Johnson (Harper College) at the annual conference of the Community Colleges for International Development (CCID), Washington, D.C., February 16, 2025.

“Beyond 2%: Increasing Community College Participation in Education Abroad.” Presentation by Rori DiFiore (American Councils for International Education), Karen Miller (Johnson County Community College), Sarah Lemeli (Oakland Community College), and Richard Johnson (Harper College) at the annual conference of the Forum on Education Abroad Toronto, Canada, March 20, 2025.



# OUR GLOBAL HARPER



## Marie Farber-Lapidus (Business Faculty)

I was born in Leningrad, now St. Petersburg, Russia when it was the Soviet Union. My immediate family are Jewish refugees and, after a few months process, came to the US in 1980. None of this Ellis Island stuff... straight to Chicago. (If someone wants more details, buy me a coffee). Started in Roger's Park, moved to Skokie where I grew up. Went to college to U of I in Urbana and did a year long study abroad in Paris, because all good Russian girls speak French. I started off in corporate, got my MBA on the corporate dime, and

ended up doing software implementations and training. Got a job in CE at Oakton through Skokie Life newspaper to teach part time all the MS Office products....then my yoga instructor got me the job at Oakton to teach part time in the business department the same day I got laid off ( that means fired) from my corporate job....15 years later, no corporate job, candy store that I opened with a friend closed, 3 part time gigs at Oakton, Triton and CoD. I was applying everywhere for a full time job, Harper was the one who hired me and 10 years later I am telling you my story.

**And what motivated you to apply for a position here, particularly considering your international background?** I didn't consider my international background but it was my entrepreneurial experience that got me the job. In retrospect, it was the refugee experience that made me understand students and their struggles. It was raising 1st gen children that made me understand that aspect of a student's life.

**Tell us about your teaching experience in different cultural contexts and how it has shaped your pedagogical approach.**

Loaded question written by an English prof.

**Have you had to bridge any cultural gaps between your background and the student body (or faculty colleagues) here?**

Everyday. I have spent my life here assimilating to the American culture and never quite fitting in. I have finally, at Harper, become less secretive about my background. But it has been a challenge because my background is not visually obvious. Most people do not hear my accent. My background is assumed unless I share. This is one of the times I am sharing...maybe this will explain why I am the way I am, the Eastern European meme, to my colleagues and students.

**What is your teaching philosophy and how have cultural background and experiences shaped it?**

My background is always with me. I may not even notice the impact, but it is there. Having moved countries, leaving everything behind, and at the time knowing it is forever with no return, make you open to just about anything. I want students to understand the world they live in, within my discipline of business. Being here and not having that cultural understanding of how things work, I want to share that with them, in the business sense. I still find myself sometimes struggling in figuring out the American way. I want to help them navigate that and know that they are not alone, and also to be open to anything.

**How do you incorporate global perspectives into your classes and engage students in discussions about international issues?**

I have been teaching Global Business for several years now, and that is where the true global perspectives come out. I like to share with them international stories, typically Ted Talks, to give them a non- Western perspective. My favorite to share in every class, not just in Global Business, is Actually, the world isn't flat - Pankaj Ghemawat where he points out how we are not as globalized as we think and even though this talk is 11 years old, it is true to this day. This gives the perspective that there is still a lot to learn and to do to get to the “we are global citizens” world.

**Have you taught students from different cultural backgrounds before? If so, how did you address potential language barriers or cultural misunderstandings in the classroom?**

As we know at Harper, we teach students from all walks of life. The only way to address any language or cultural issues is to talk about them. I expect students who have language barriers to work even harder. That is the struggle of the immigrant, but with that, comes all the benefit of being bilingual ( or more) and exposed to a different way of thinking. It pays off in the end.

**What have you found to be the most difficult about transitioning to a new culture and/or academic environment, either as a student or a teaching professional?**

Being bullied and made fun of. Language skills do not measure intelligence.

Having my background be assumed based on the color of my skin, my name and my language skills. Just because I don't look, talk or have a name like an immigrant, doesn't mean I am not.

**If you experienced “culture shock” in those experiences, how did you manage the “shock”? Are there any suggestions you have for our colleagues and/or students who might be experiencing similar cultural dissonance?**

Accept that your life experiences will come in handy some day. You may feel weird now.... and that will never go away. Accept it as part of being you. You will never fit in here or back in the culture you started. But you can start your own culture and luckily in the US, you can choose your own tribe.

**How have you infused international/intercultural/global perspectives in your classes? And how are you getting involved with campus internationalization efforts?**

I have been a bad international colleague, until now. I did 3 virtual exchanges with our Business Clubs and Iraqi students through the IREX Global Solutions program. I have incorporated cultural competence modules into classes that I learned about through a grant opportunity that OIE provided information on. I presented at CCID with IREX, but most of the time, I did this all alone.

I have been focused, until now, on Entrepreneurship education at Harper. Since that is no longer my focus, I have now taken a deep dive into our international opportunities. I am looking at creating study abroad programs for the business students and broadening my horizons as a faculty as well. I am part of the Global Engagement Committee and I plan to not “hide” my background, no matter how difficult it is to tell people who I am, in our current global environment.





# OUR GLOBAL HARPER



## Farrukh Raza (Economics Faculty)

I was born and raised in Pakistan in a minority Shia Muslim community, where education, reasoning, and logic were highly emphasized due to challenges in securing jobs without connections. After completing an MBA, I worked for two years with Halcrow Group, a British consultant group. During this time, I earned an M.Phil in Engineering Management on a scholarship, and took Cost-Benefit Analysis course that sparked my interest in Economics. Encouraged by professor of economics pursuing graduate studies in the U.S., I moved to pursue a master's and later a Ph.D. in



Economics from Kansas State University. I then held visiting positions at the University of Southern Mississippi, Akron University, and the University of Wisconsin-Whitewater. Seeking a tenure-track role, I applied to Harper, was interviewed, and accepted a position here

**And what motivated you to apply for a position here, particularly considering your international background?** Living in small towns in Kansas, Mississippi, and Wisconsin made me appreciate the value of diversity and inclusivity. I wanted to be in a city that embraces people of different identities. When I saw the position at Harper College, I eagerly applied, as I was already familiar with the rich diversity of Chicago and Harper College.

**Tell us about your teaching experience in different cultural contexts and how it has shaped your pedagogical approach.**

As an international and first-generation student, I have faced many challenges, such as not understanding the purpose of office hours and how to use them. This experience made me realize how information gaps can impact learning outcomes. As a teacher, I prioritize connecting with students through the lens of their identities, which shape their learning needs. I make a conscious effort to understand student challenges and incorporate inclusive practices into my teaching. For instance, research shows that minority groups, including women and Black students, are less likely to participate in class discussions. I actively ensure that these groups feel engaged and included in classroom conversations.

**Have you had to bridge any cultural gaps between your background and the student body (or faculty colleagues) here?**

Yes, I have had to bridge cultural gaps between my background and the student body, as well as with faculty colleagues. Coming from a different cultural context, I understand that certain behaviors or practices may be unfamiliar to others. For example, in my culture, students often stand up as a sign of respect when a professor enters the room. When this occurred in one of my classes, I noticed some students were surprised but didn't ask about it. I used the moment as an opportunity to open a discussion about cultural practices, allowing the student to share their perspective while helping the class appreciate diverse traditions. Similarly, with colleagues, I've found that sharing my experiences and being open to fosters mutual understanding and enriches collaboration. Bridging these gaps has helped create a more inclusive and supportive environment.

**What is your teaching philosophy and how have cultural background and experiences shaped it?**  
My teaching philosophy centers on fostering student success, not only by helping them understand economic concepts but also by encouraging them to apply these concepts in diverse contexts to make informed decisions. For example, I emphasize how the notion of rationality in decision-making can vary across societal dynamics. Growing up in a remote, rural town in Pakistan, I witnessed how an agrarian lifestyle shaped decision-making differently, often emphasizing a culture of giving. Additionally, my interactions with people from diverse regions, such as East Asia, the Middle East, Latin America, and Africa, taught me how cultural backgrounds influence experiences and thought processes. These experiences have deeply shaped my teaching approach, leading me to prioritize cultural awareness and inclusivity when introducing students to new ideas.

**How do you incorporate global perspectives into your classes and engage students in discussions about international issues?**

I incorporate global perspectives into my classes by fostering discussions about international issues and connecting them to the concepts we explore in class. These discussions help students critically analyze global challenges and expose them to diverse viewpoints. This approach not only broadens their understanding but also encourages them to think about the interconnectedness of global events and their relevance to the subject matter.

**Have you taught students from different cultural backgrounds before? If so, how did you address potential language barriers or cultural misunderstandings in the classroom?**

Yes, I have taught students from diverse cultural backgrounds. I strive to create an inclusive and supportive environment by sharing my own experiences, including challenges with language barriers, which helps students connect with me on a personal level. I explicitly acknowledge cultural differences in class and encourage discussions about how certain actions or concepts may hold different meanings in various cultures. By fostering a platform where students can openly share their cultural perspectives and experiences, I help them feel comfortable, build connections with one another, and enrich the overall learning experience.

**What have you found to be the most difficult about transitioning to a new culture and/or academic environment, either as a student or a teaching professional?**

The most challenging aspect of transitioning to a new culture or academic environment, whether as a student or a teaching professional, has been the lack of support and mentorship. Having mentorship and support is crucial, particularly when they understand and value your ideas and cultural background. It is essential to be reminded that diversity is a strength, and that your unique background can contribute to success, especially in the USA. Early in my career, I struggled with this transition due to the absence of such support. However, during my Ph.D. studies, I found a mentor who provided invaluable guidance and support, which played a significant role in my success.

**If you experienced “culture shock” in those experiences, how did you manage the “shock”? Are there any suggestions you have for our colleagues and/or students who might be experiencing similar cultural dissonance?**

One of the shocks I experienced was the individualistic nature of society, where people can seem self-centered. Over time, I realized that not all of American society operates this way, and it takes effort to connect with like-minded people through causes that matter to you. My suggestion to students or colleagues would be to join platforms that promote causes you care about, as this can help you build meaningful, long-lasting relationships.



**How have you infused international/intercultural/global perspectives in your classes? And how are you getting involved with campus internationalization efforts?**

In my classes, I pair international students or those from diverse backgrounds to share their perspectives on an issue within their cultural context. They learn from each other, and we discuss how cultural perspectives can shape our views on the same topic. For example, I had students from different backgrounds discuss how adulthood is perceived in various cultures. American students learned that, unlike the common belief in the U.S. that turning 18 means leaving home and becoming independent, in other cultures, adulthood often involves taking on responsibilities, such as caring for parents. In such cultures, multi-generational households are the norm. This exercise helps broaden students' understanding of different viewpoints.

**How are you getting involved with campus internationalization efforts?**

As a member of the Global Engagement Committee and the Faculty Development focus group, where we discuss and design initiatives to promote internationalization on campus. I have participated in events organized by the Office of International Education (OIE) and have been involved in the DREAM program, which focuses on mentoring minority faculty and providing career development opportunities. Additionally, I would actively contribute to the study abroad program by helping identify countries and programs that offer valuable experiences for students.

## **Professional Exchange with UNACH**

Prof. Marjorie Allen (ESL/LNG) has been chosen as the inaugural visiting scholar for our professional exchange with the Universidad Autónoma de Chiapas. Marjorie will travel to Tuxtla Gutierrez over spring break to work with her partner Julia Hernandez of the Facultad de Lenguas at UNACH. She will visit classes, participate in faculty development workshops, and meet colleagues and administrators at UNACH. Prof. Hernandez will visit Harper College during the summer session to deepen their collaboration. This professional exchange program is part of our Memorandum of Understanding with UNACH. As part of the agreement, both faculty agree to participate in virtual exchange for the coming academic year.

## **Possible Partnership with Universidad Autónoma de Guerrero (UAGro)**

OIE has held preliminary conversations with colleagues in the Facultad de Contaduría y Administración (Faculty of Accounting and Administration) to establish virtual exchange between faculty in business administration and accounting. Director Citlalli Arroyo Rosas, Mr. Jose Bentancourt, and Dr. Joserrith Elizabeth Gutierrez met with Richard Johnson to discuss possible collaborations, including student and faculty exchange, virtual interactions, language immersion programs, and future 2+2 opportunities for our students. If you are interested in learning more about these possibilities and/or virtual exchange, please contact Rich ([rjohnson@harpercollege.edu](mailto:rjohnson@harpercollege.edu)).



# Ukraine Film Festival

HARPER COLLEGE COMMUNICATION ARTS DEPARTMENT PRESENTS



## HARPER COLLEGE THREE FROM UKRAINE EXPLORING UKRAINE THROUGH FILM

**STOP-ZEMLIA**  
СТОП-ЗЕМЛЯ  
UKRAINIAN WITH ENGLISH SUBTITLES

APRIL 25 · 6:30PM  
THE FILM LAB, E109

**MAVKA: THE FOREST SONG**  
МАВКА. ЛІСОВА ПІСНЯ  
IN ENGLISH

MAY 2 · 6:30PM  
PERFORMING ARTS CENTER  
PRESENTED IN CONJUNCTION WITH STUDENT ENGAGEMENT

**MY THOUGHTS ARE SILENT**  
МОЇ ДУМКИ ТИХІ  
UKRAINIAN WITH ENGLISH SUBTITLES

MAY 9 · 6:30PM  
THE FILM LAB, E109

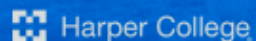
## HARPER COLLEGE THREE FROM UKRAINE EXPLORING UKRAINE THROUGH FILM

**STOP-ZEMLIA** (UKRAINIAN: СТОП-ЗЕМЛЯ) IS A 2021 ROMANTIC, TEENAGE COMING-OF-AGE DRAMA WHERE THE DEPICTED EVENTS ARE FICTION BUT PORTRAYED AS IMPROVISATIONS. DIRECTED AND WRITTEN BY KATERYNA GORNOSTAI, THE FILM HAS WON 23 FILM FESTIVAL AWARDS, INCLUDING THE TOP AWARD AND THE NATIONAL COMPETITION PRIZE AT THE 12TH ODESA INTERNATIONAL FILM FESTIVAL. ON MARCH 9, 2022, THE FILM WAS AWARDED THE TARAS SHEVCHENKO NATIONAL PRIZE OF UKRAINE.

**MAVKA: THE FOREST SONG** (UKRAINIAN: МАВКА. ЛІСОВА ПІСНЯ, ROMANIZED: MAVKA. LISOVA PISNIA) IS A 2023 UKRAINIAN 3D-ANIMATED FANTASY FILM BASED ON LESYA UKRAINKA'S PLAY, *THE FOREST SONG*. DIRECTED BY OLEKSANDRA RUBAN AND OLEH MALAMUZH, THE FILM IS SET IN TWO WORLDS, ONE ENCHANTED AND ONE HUMAN, AND PORTRAYS CHARACTERS FROM SLAVIC AND UKRAINIAN FOLK MYTHOLOGY. THE FILM IS A LOVE STORY BETWEEN AN ENCHANTED FOREST DWELLER (MAVKA) AND A HUMAN (LUKAS), AND THEIR BATTLE WITH THE VILLAIN KYLINA, WHO DESIRES TO OWN A MAGICAL FOREST WELLSPRING.

**MY THOUGHTS ARE SILENT** (UKRAINIAN: МОЇ ДУМКИ ТИХІ, ROMANIZED: MOI DUMKY TYKHI) IS A UKRAINIAN COMEDY-DRAMA BY DIRECTOR ANTONIO LUKICH AND IS RANKED THE 20TH GREATEST FILM IN THE HISTORY OF UKRAINIAN CINEMA BY THE NATIONAL OLEKSANDR DOVZHENKO FILM CENTRE IN KYIV. IN THE FILM, VADYM, A 25 YEAR OLD SOUND ENGINEER, IS HIRED BY A CANADIAN COMPANY TO RECORD THE SOUNDS OF NATIVE UKRAINIAN ANIMALS IN TRANSCARPATHIA, A JOB THAT COULD LEAD HIM TO GETTING OUT OF UKRAINE AND MOVING TO CANADA. JOINED ON THE TRIP BY HIS MOTHER, CHALLENGES ARISE IN HIS PROFESSIONAL AND PERSONAL LIFE. *MY THOUGHTS ARE SILENT* IS SCREENED COURTESY OF DIRECTOR ANTONIO LUKICH.

HARPER COLLEGE IS COMMITTED TO THE POLICY THAT ALL PERSONS SHALL HAVE EQUAL ACCESS TO ITS PROGRAMS, FACILITIES, AND EMPLOYMENT WITHOUT REGARD TO RACE, COLOR, CREED, RELIGION, NATIONAL ORIGIN, SEX, AGE, MARITAL STATUS, DISABILITY, PUBLIC ASSISTANCE STATUS, VETERAN STATUS OR SEXUAL ORIENTATION. INDIVIDUALS WITH DISABILITIES WHO WOULD LIKE TO REQUEST AN ACCOMMODATION OR WHO HAVE QUESTIONS ABOUT PHYSICAL ACCESS MAY EMAIL [REG@HARPERCOLLEGE.EDU](mailto:REG@HARPERCOLLEGE.EDU) OR CALL 847/350.0000 AT LEAST TWO WEEKS IN ADVANCE OF THE EVENT DATE.



## Grants Monies Available

*Are you thinking of infusing any of your classes with global curriculum? If so, let us know!*

We still have grant monies available from our grantors: the Midwest Institute for Intercultural/International Education (MIIE), the South Asia Center at the University of Washington, the Center for Global Studies (CGS) and the Center for South Asian and Middle Eastern Studies (CSAMES) at University of Illinois—Urbana Champaign. MIIE monies are dedicated to fund faculty curriculum infusion, library purchases, and/or campus programming related to South Asia. All other monies are available to fund any global education projects. If you have any projects that need funding, please contact [nternationaled@harpercollege.edu](mailto:nternationaled@harpercollege.edu)

# GLOBAL EDUCATION RESOURCES

**Are you looking for resources, seminars, or workshops in international education?  
Check out the Professional Development list on our [webpage](#)**

## Global Teaching Certificate GEC

In the near future, we hope to offer a series of interdisciplinary professional development workshops on global education curriculum infusion through the Academy. Faculty participating in 3 of the sessions would earn a Global Education Teaching micro-credential. If you are interested in this program either as an instructor or a participant, please let us know.

## Stevens Initiative

Created in 2015, the Initiative is committed to helping expand the virtual exchange field through three pillars of work: investing in promising programs, sharing knowledge and resources, and advocating for virtual exchange adoption. The Stevens Initiative is sponsored by the U.S. Department of State, with funding provided by the U.S. Government, and is administered by the Aspen Institute.

Vision: Give every young person the knowledge, skills, and experiences they need to prosper in an increasingly interconnected world.

### What is Virtual Exchange?

#### Connected Classrooms:

This program supports higher education institutions in Morocco, the United Arab Emirates, and the United States to build their capacity and prepare faculty to implement meaningful virtual exchange experiences for students. Successful, proven models of virtual exchange are integrated into institutions by linking classrooms in different countries and cultural settings.

## SOLIYA Connect

Through a web-conferencing application, students speak face-to-face in groups of 8-10 global peers, with no more than two students from a physical classroom assigned to the same online group so as to ensure a deeply multilateral learning experience. Each group is led by facilitators trained to sustain dialogue and support an environment where students can comfortably explore perspectives, uncover biases, and arrive at a better understanding of cultures, with the goal of developing the global competence essential to thrive in an interconnected world. Check out the [SOLIYA website](#)

## Keep in Touch with OIE

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[Office of International Education  
Webpage](#)

[Worlding US blog](#)

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# GLOBAL EDUCATION RESOURCES

## Fulbright-Hays Group Projects Abroad

### Short-Term Curriculum Development

A curriculum development team, composed of several faculty members or teachers or administrators, may spend four to six weeks in a foreign country or region acquiring resources materials for curriculum development in modern foreign language or area studies programs. Resource materials may include artifacts, documents, books, educational films, museum reproductions, recordings, and other instructional materials. The project shall provide a systemic use and dissemination of the acquired materials

## Fulbright Foreign Language Teaching Assistant (FLTA) Grant

The Fulbright Foreign Language Teaching Assistant Program (FLTA) is sponsored by the United States Department of State's Bureau of Educational and Cultural Affairs (ECA). As part of the Fulbright Foreign Students Program, the Fulbright FLTA Program is designed to develop Americans' knowledge of foreign cultures and languages by supporting teaching assistantships in over 30 languages at hundreds of U.S. institutions of higher education. The program offers educators from over 50 countries the opportunity to develop their professional skills and gain first-hand knowledge of the U.S., its culture, and its people.

[Link for more information](#)

## EDU-Africa Customized Virtual Exchange

Compared to traditional study abroad, Virtual Exchange boasts a low health and safety risk, is environmentally responsible, and is cost-effective. In a world that is increasingly dominated by technology, students enrolled in these programs will learn first-hand to navigate cultural norms, language barriers, time zones, and content on online platforms- integral skills in the ever-changing 21st century. Most importantly, it enables us to continue to foster global collaboration and connectivity between Africans and the world.

[EDU-Africa Virtual Exchange](#)

*The Office of International Education at Harper College believes that global education is central to the mission of the college because it enhances student engagement, builds skills in problem-solving, critical thinking, recognizing bias, and tolerating ambiguity, develops student agency, and promotes career readiness. We believe that developing global perspectives among our students is a responsibility that we all share as educators. It is not the exclusive domain of any single department or program. We embrace the responsibility to help our students develop an understanding of the world as a single interdependent system comprised of many interacting parts.*

**If you would like to get involved with our programs and/or have suggestions for *Passepartout*, please contact [internationaled@harpercollege.edu](mailto:internationaled@harpercollege.edu)**