

Discussion Guide

Episode 11: Mitzi Carter on Perspective Consciousness and Cultural Discomfort

About Global Learning

Global learning is the process of diverse people collaboratively analyzing and addressing complex problems that transcend borders (Landorf & Doscher, 2015). Among many student learning outcomes, global learning develops:

- **Global Awareness:** Knowledge of the interrelatedness of local, global, international, and intercultural issues, trends, and systems
- **Global Perspective:** Ability to conduct a multi-perspective analysis of local, global, international, and intercultural problems
- **Global Engagement:** Willingness to engage in local, global, international, and intercultural problem solving

About this Episode

Dr. Mitzi Carter is a Cultural Anthropologist who teaches courses in Anthropology, East Asian Studies, and the African and Africa Diaspora. In global learning courses like the “Anthropology of Race and Ethnicity” and “World Ethnographies,” Mitzi and her students study borderlands—how different people can talk about the same place differently, how cultural forms interact, even interactions among diverse influences on one’s own identity. On this episode, Mitzi shares her own experience with cultural discomfort as she grew up trying to make sense of her combined African American and Japanese ancestry. Mitzi’s research interests focus on the militarized racialized spaces along the fence lines. She Okinawans and US military service members has published several articles on ethnographic borderland spaces in Okinawa and how make sense of these contested, transnational, and methodology and mixed-race Okinawans and is

currently working on a book based on her doctoral research.

Suggested Learning Outcomes

Upon reflection, listeners to this episode will be able to:

- Define “perspective consciousness”
- Enumerate multiple meanings of “borders”
- Describe methods for helping students resolve cultural discomfort

Discussion Questions

- What is “perspective consciousness?”
- How does Carter use perspective consciousness to promote global learning?
- What kinds of “borders” can be explored through the process of global learning?
- What makes the guest speakers Carter invites to her courses so effective in promoting global learning?
- How does Carter help students resolve discomfort they may feel due to global learning readings, discussions, or assignments?
- In what ways do Carter’s global learning courses impact people and communities beyond the classroom?
- What is the role of the professional developer in global learning course design?
- How does Carter determine what content she will cover in courses such as “Introduction to Anthropology?”

Suggested Activities

- Challenge listeners to reflect on their own experiences developing perspective consciousness—growing up, in school, in their profession. How have these impacted their learning and productivity? How do students today cope with identity struggles and challenges?
- Have listeners either complete a “Why-Why-Why” chain with a group of peers or colleagues or use it in a course they teach. Describe how the tool facilitated global learning. If not, how could the experience be revised to support the process?
- Ask listeners to think about something about themselves that they might share with students in order to help them develop perspective consciousness or resolve cultural discomfort.

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About the Podcast

“Making Global Learning Universal” is a collection of conversations about engaging diverse perspectives, collaboration, and complex problem solving in higher education—on campus, online, in local communities, and abroad. Episodes are posted seasonally. Guests are from a wide variety of institutions, geographies, and areas of teaching, research, and practice. All episodes are accompanied by show notes, transcripts, and discussion guides to enhance global learning professional development, leadership, and teacher preparation.

The podcast is hosted by [Stephanie Doscher](#), Director of Global Learning Initiatives at Florida International University and co-author of *Making Global Learning Universal: Promoting Inclusion and Success for All*.

The “Making Global Learning Universal” podcast is produced through a partnership between Florida International University’s Office of Global Learning Initiatives, Media Technology Services, and Disability Resource Center.

Episodes, show notes, transcripts, and discussion guides are available at <http://globallelearningpodcast.fiu.edu>.

You may subscribe to the “Making Global Learning Universal” [RSS feed](#) or access the podcast via iTunes, Spotify, or [Stitcher](#). “Making Global Learning Universal” is also listed on [MERLOT](#).

Listener recommendations

“Making Global Learning Universal” is always looking for new guests to join the show and interesting topics to cover. [Email us](#) to make a suggestion!

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