DE-CENTERING THE ACADEMY IN INTERNATIONAL SERVICE-LEARNING:
TOWARD COMMUNITY-TO-COMMUNITY ENGAGEMENT

DR. MICHAEL S. JORDAN
Director, Center for Global and Intercultural Study
University of Michigan

NICK TOBIER
Professor, Penny W. Stamps School of Art & Design
Edward R. Ginsburg Senior Counsel to the Provost on Civic Engagement
University of Michigan

BRAD HAMMOND (CHAIR)
Engaged Learning & Japan Partnerships Coordinator
Center for Japanese Studies
University of Michigan
GIEU at University of Michigan

• Global Intercultural Experience for Undergraduates
  • Launched summer 2002
  • Allowed students to work with UM faculty on research and service learning abroad
  • Credit was granted for on-campus classwork prior to and following field placement
  • Originally billed as internships, students were paid for time spent on site
Problems with the model

• Projects were conceived entirely by faculty
• Projects designed to fit academic summer term
• No guarantee of continuity from year to year
• No ongoing assessment or community input
• Students (and sometimes faculty) lacked knowledge or skills required for project
GIEU 2.0

• “Permanent” sites for ongoing collaboration
  • Continuity from community’s standpoint
  • Allows UM to more accurately market and more conscientiously recruit students for given projects

• On-site partners to maintain year-round communication with communities
  • Community input at every step, from conceptualization of project to design and ongoing assessment
Preparing the students

• Combatting entrenched dichotomies: Here / There, Us / Them, Problems / Solvers
  • Teach them to be learners rather than doers
  • Stress cultural humility
• Frame project realistically in terms of student roles, timeline, impact
Bringing it back

• Students – having worked in conjunction with community organizations in the US on analog projects before their on site experience – return to communicate what they have learned abroad, sharing their new perspectives and the insights that they have gained with US-based partners.

• The two organizations are directly connected as well, in the hope that they can collaborate.
JUKE ‘N’ GRILL
APPLY

To honor Detroit’s designation as a UNESCO City of Design, the Detroit Creative Corridor Center (DC3) will transition from hosting the weeklong Detroit Design Festival to recognizing September as Detroit’s Month of Design! The deadline to apply is April 16th. Here are eight ways to get involved:
2 + 3 WHEEL CITY
DE-CENTERING THE ACADEMY IN INTERNATIONAL SERVICE-LEARNING TOWARD COMMUNITY-TO-COMMUNITY ENGAGEMENT

Brad Hammond
Engaged Learning & Japan Partnerships Coordinator
Center for Japanese Studies, University of Michigan
ISHINOMAKI CITY
Downtown Ishinomaki cir. 1983

- Ishinomaki Industrial Port (1967)
- Deep sea fishing port construction


- Suburban flight
- Industrial hollowing-out
- Big box retailers emerge

March 11, 2011
Earthquake & Tsunami

- Ishinomaki Industrial Port (1967)
- Deep sea fishing port construction

- Suburban flight
- Industrial hollowing-out
- Big box retailers emerge

March 11, 2011
Earthquake & Tsunami

Downtown Ishinomaki cir. 1960s
Downtown Ishinomaki cir. 2014
Downtown Ishinomaki cir. 2014
Causes of Population Loss

**Detroit**
- Housing discrimination drives white flight to suburbs
- Lower wages and taxes drive corporations to relocate to suburbs, other states, abroad
- 2008 foreclosure crisis (25% population loss between 2000 and 2010)

**Ishinomiaki**
- Universities and knowledge-intensive industries attract people to major urban centers
- National population decline (death rate > birth rate)
- 2011 tsunami kills nearly 5,000; decimates coastal industry and floods inner city

**Loss of manufacturing jobs to technological change**

**Loss of service jobs to competition from suburban “big box” retailers**

**Loss of residents to suburban housing (via highway system)**
Community-based responses
GIEU Program Structure

Jan-May
ANN ARBOR + DETROIT
Pre-Departure Course
3 credits

May 9th - Jun 2nd
ISHINOMAKI
Study Abroad

Sept-Nov
DETROIT
Post-Return Project
1 credit
VISION

An experiential program via which:

(a) U-M students learn by engaging with community-based initiatives in both cities

(b) Community partners in Detroit and Ishinomaki learn by engaging with each other
International Service-Learning

COLLABORATION
Share authority and resources to enhance each other’s capacities

RECIPROCITY
Take turns learning and teaching each other

DIVERSITY
See each other’s differences as assets, and employ those assets in the service-learning endeavor

INTERNATIONAL COMMUNITY PARTNER

STUDENTS
INTERNATIONAL COMMUNITY PARTNER

COLLABORATION
Share authority and resources to enhance each other’s capacities

RECIPROCITY
Take turns learning and teaching each other

DIVERSITY
See each other’s differences as assets, and employ those assets in the service-learning endeavor

DOMESTIC COMMUNITY PARTNER
Example: Brightmoor Bento Project (2017)
Phase 0: Plan with Ishinomaki + Detroit Partners
Phase 1: Launch in Detroit
Phase 2: Prototype in Ishinomaki
Phase 3: Finalize/Implement in Detroit
Tama’s Story
Ishinomaki

Servando’s Story
Detroit

Leo’s Story
Detroit

Ryuta’s Story
Ishinomaki

Nick’s Story
Detroit

Haraka, Hina, and Yuna’s Stories

Haraka

My name is Haraka. I’m 16 years old and attended West Ishinomaki High School. My family consists of my mother, father, and little sister. My favorite food to eat is sushi, and I like reading comics, listening to music, and playing table tennis. In school, my favorite subjects are English and history.

When I want to grow up, I want to be a nurse. I have an illness where my body is not able to grow tall. A lot of people in the duration of my life have helped me because of this, and I want to do my part in giving back by being a nurse. To be a nurse, I want to stay in Ishinomaki and go to a vocational school here.

Another reason I would like to stay is because I think the food in Ishinomaki is delicious, and I love the nature surrounding and engulfed in the city. I am interested in a lot of the events that happen in Ishinomaki as well— mainly the summer festivals that are geared towards reintroducing Vitality. People are invited from overseas to these festivals for brainstorming and an exchange of ideas. People work to take lessons from overseas to incorporate into the festivals they do here. I like to study and observe the effects of these festivals on the well being of Ishinomaki, my city.

HUMANS OF ISHINOTROIT
EAGLE VISION
COLLABORATION
Share authority and resources to enhance each other’s capacities

RECIPROCITY
Take turns learning and teaching each other

DIVERSITY
See each other’s differences as assets, and employ those assets in the service-learning endeavor
INTERNATIONAL COMMUNITY PARTNER

STUDENTS

DOMESTIC COMMUNITY PARTNER
Generates spin-off projects/collaborations that last beyond U-M involvement
Brightmoor Makers Summer Program
DIY Wooden Zoo Workshop
Ishinomaki Lab in Detroit Exhibition
日本語は外国語に、外国語は日本語に自動的に翻訳される。

こんにちは！

こんにちは！

Hello!

Hello!

※現在31言語に対応

クライアントが指定している言語に変換され送信されます。
Phase 0: Plan with Ishinomaki + Detroit Partners
Thank you!

**bradlyh** 2017/12/12 - 10:40:41
Would you like to make a shirt for free at our facility

**takayuki** 2017/12/12 - 10:40:41
作りたい！

**unkown** 2017/12/12 - 10:40:41
How are you?

**unkown** 2017/12/12 - 10:40:41
hello

**unkown** 2017/12/12 - 10:40:41
but we just met

**unkown** 2017/12/12 - 10:40:41
何をしたいですか
A direct transnational conversation with one other, not just with U-M

We were able to integrate what we had learned in terms of furniture design and construction from Ishinomaki Lab into our own line of specialty furniture via the Brightmoor Makers. We have used the basics from their design to construct benches and stools for the Brightmoor Makers Space building.

The collaborative program allowed the [Detroit Hispanic Development Corporation’s] students to be exposed to outside of their spheres of influence. It allowed them to ask...how does the Ishinomaki team think and act the same/different than we do?

It was meaningful for [Machizukuri Manbo’s] personnel to take part in this project [with the Brightmoor Maker Space], because engaging with people from different backgrounds widens our perspective.
Bart Eddy
Lead Instructor, Brightmoor Makers
@ Ishinomaki Lab – 2017
Keiji Ashizawa (CEO, Ishinomaki Lab) @ Ishinomaki Lab in Detroit Exhibition – 2017
DISCUSSION