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Teaching Aide Reflection

Global Citizenship

When working with Dr. Corley in his HIST 180 class, I noticed the students had various backgrounds and ages. There was very little ethnic diversity with all except one being white, but the students’ backgrounds were what set them apart. In this class, there was an exchange student from Australia, one middle-aged military veteran, an immigrant from Mexico with newly awarded citizenship, and various students at the beginning or end of their respective degree program. This class in particular allowed me a greater understanding of what motivated each student through their arguments and reflections.

One student that encouraged me to expand my consideration of global relations and patterns of history, was a student how was recently awarded citizenship in the US from Mexico. In the role-playing game I was most involved in, the class spent a session arguing whether or not foreign born residents of Athens should be given citizenship. He had recently gone through a similar situation and had to present an argument about the issue while portraying a character in 400 BC. This specific student could personally relate to his character from thousands or years ago. The patterns of history and global relations can be studied and used as a basis for understanding of current relations. Being able to observe the student in class and read his writing further cemented my belief that the use of the past can be an effective tool to analyze dilemmas from the past *and* present.