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On behalf of the Center for International Education (CIE), I am pleased to welcome back faculty, students, and staff for the spring 2010 semester. This issue of Global Currents provides a wealth of information on upcoming events and features an array of best practices in international research and teaching on our campus.

Among our most important and exciting events for this coming spring semester is the CIE annual scholarly conference, which will take place this year on April 23-24 at UWM’s beautiful Hefter Center. This year’s two-day event is devoted to the theme of “Law and Disciplinarity: Thinking beyond Borders.” Organized by Professor Robert Beck, it explores the way in which legal borders have been contested in the 21st century. For instance, we are currently experiencing the technology-accelerated flows of people, capital, and information. At the same time, scholars across a range of disciplines (including anthropology, critical theory, communication, ethics, economics, history, information sciences, media studies, sociology, political science, and law) have crossed their own disciplinary borders to engage in meaningful dialogue about “law” in a dramatically changing global context. What are the nature and implications of these two shifting legal borders? What does the future hold for them? And what role do new technologies play in this evolving story? These are the questions to be explored by our conference, to which we have invited researchers and practitioners from diverse fields, including a host of distinguished scholars from the UWM community, along with a roster of luminaries from around the world.

This year’s conference follows upon nine successive international conferences at the Center devoted to exploring new approaches to international studies and globalization. All of our conferences are free and open to faculty, staff, and students and are also thoroughly cross-disciplinary in design, with speakers in attendance from a broad range of academic disciplines as well as related professional fields. All of our conferences, moreover, have had an afterlife through their publication in our Center’s book series (“New Directions in International Studies,” under my general editorship and sponsored by Rutgers University Press).

In addition to the Center’s upcoming conference, this issue of Global Currents highlights the many other significant contributions to international research by UWM faculty members and students. This issue’s Research section features the work of Christine Scott Thomson, adjunct professor and researcher in the School of Architecture and Urban Planning. Following up on her fascinating presentation at CIE’s 2009 “Sustaining Cities” conference, Professor Thomson describes her collaborative work with Graz University in Austria as a perfect example of how the global and the local connect at UWM. Our Research section also includes an inspiring article by Anita Alkhas, Associate Professor of French in the College of Letters and Science, which reminds us that faculty life is often enriched by ongoing professional development that can lead to uncharted areas of teaching and research. Finally, we are proud to feature the first contribution by an undergraduate student to our Research section. Katie Larson received a CIE Overseas Research Grant to study activism and women in Jordan. Her original contribution is a testament both to the quality of our undergraduate students and to UWM’s institutional commitment to supporting and sustaining undergraduate research.

Language instruction is a cornerstone of international education, and UWM is fortunate to have Dr. Mingyu Sun as Director of the university’s Language Research Center. This issue of Global Currents includes a profile of Dr. Sun and her cutting-edge work in language teaching and research. Study abroad is likewise critical to all schools and disciplines at UWM. Jon Kahl, Professor of Atmospheric Sciences at UWM, brings an international perspective to his work that has culminated in a recent UW-Milwaukee study abroad trip to Mexico. Rooted in his personal and professional networks in Mexico, Professor Kahl and his students examined the impact of acid rain on the archaeological heritage and treasures of Mexico. With an interdisciplinary outlook, his students gained concrete research skills along with a broader understanding of art, architecture, and environmental challenges in contemporary Mexico. Professor Kahl’s study abroad program is described in the CIE World section.

CIE is currently sponsoring a Middle Eastern and North African Studies speaker series that will continue through spring 2011. With this year’s Great Decisions lecture series, the upcoming academic conference, and popular K-12 programs such as Model UN, we are working hard to meet our outreach commitments to the campus as well as the wider community.

In closing, I would like to extend my sincere congratulations to this year’s international photo contest winners and honorees. We include their work as a special feature in this issue of Global Currents.

Cover image by Anna Johnson - “No Hurry Mate” - taken in the Bay of Islands, New Zealand
The physical landscapes of small cities throughout the world are being reordered by the powerful forces of globalization resulting in ecologically compromised places that undermine community. CHRISTINE SCOTT THOMSON, adjunct professor and researcher in the School of Architecture and Urban Planning, has been developing a design method to foster renewal and revitalization of small communities with her Responsive Urbanism project. With a focus on sustainable development in small communities, this project unites the periurban communities of Mukwonago, Wisconsin and Radstadt, Austria in a cross-cultural investigation. The design method of Responsive Urbanism draws universities, community organizations, local governments, and architecture firms into a unique and fruitful partnership to address ways to capture the benefits of development decisions.

The transregional character of this project highlights the manner in which increasingly pervasive global forces engage with the unique history, geography, and social structure of localities. On the peripheries of major urban centers, both communities face mounting environmental pressures as a result of development that fails to support ecological function or enhance the public realm. Yet, the communities also differ in many important ways that demand distinct responses to common challenges.

Founded in 1830, Mukwonago is a relatively early settlement in southeastern Wisconsin. Its physical infrastructure reflects a history of development in line with its origin in pre-Civil War America. The downtown has few contiguous commercial facades and is primarily composed of separate commercial and residential structures grouped around a crossroad. Contemporary Mukwonago is rapidly expanding in the environmentally unique Kettle Moraine region. Radstadt is an Alpine Valley whose charter dates back to 1298. The city reflects a more compact organization with the unique history, geography, and social structure of localities. On the peripheries of major urban centers, both communities face mounting environmental pressures as a result of development that fails to support ecological function or enhance the public realm. Yet, the communities also differ in many important ways that demand distinct responses to common challenges.

Through the translocal focus of the project, students are able to explore the ways in which diverse and dynamic contrasts in legal and political structures interact with global forces. Design culture in Austria is characterized by its top down design culture in Austria is characterized by its top down approach whereas in the United States community focused planning tends to be more individualized and focused on community participation. These tendencies are addressed through the student design concepts and generate unique proposals that meld universalizing trends of global commerce and information transfer with the significance of the local socio-political context.

Students are challenged to meet the requirements of sustainability that include responsiveness to the environment, the economy, and social equity in the framework of a development proposal for the heart of each community. These design proposals aim to reverse the negative effects of globalization – currently reordering the physical and social fabric of small communities – by establishing a systemic focus, a collaborative working process, and developing multi-scale design proposals that focus on the intersection of ecology and urbanism. These efforts are harnessing the increasing complexity, intensity, and global span of networks to foster local sustainable development in all its dimensions.

The Responsive Urbanism project was comprised of two design studios offered simultaneously - one at University of Wisconsin-Milwaukee (UWM) in Milwaukee, WI and a combined lecture/studio at the Technical University of Graz (TUG) in Graz, Austria. Students are challenged to work within the real limitations and unique structures of Mukwonago and Radstadt for their projects. Each year, students take part in a rigorous program of research and analysis, community design events and international design collaboration, as well as conceptual design development. The first year focused on downtown revitalization through a mixed-use catalyst project in Mukwonago and urban strategies for renewal in Radstadt. The second year examined revitalization of each community through the lens of landscape and ecological urbanism. By combining academic objectives with a focused practical component, students position themselves at the crucial intersection of theory and political-economic context.

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What’s Another Language?

By Anita Alkhass

ANITA ALKHASS, Associate Professor of French at UWM, received her PhD in French from Michigan State University. Her research interests include French and francophone culture and literature, and language pedagogy. She is currently working with other faculty on developing an introductory Arabic course for French and Spanish speakers. Anita is also one of the core faculty members for UWM’s Undergraduate International Studies and Foreign Language grant from the U.S. Department of Education.

Last summer, along with several of my UWM colleagues in languages, I began to study Arabic. Our objective was to brainstorm ideas for a new course we are developing: “Beginning Arabic for Students of French and Spanish.” The idea for the course came to me as I reflected on strategies to support the less-commonly taught languages that would also highlight the benefits of learning any language, thereby avoiding the zero-sum game of pitting one language against the other. Students in other countries regularly study more than one foreign language as the rewards of multilingualism become increasingly clear to policy makers and educators. Thinking about these differences, we hope to encourage our students to tackle a third language by showing them how to apply effectively the hard-earned skills they acquired studying their second language. As a teacher of French and a longtime learner of Spanish, I thought of Arabic as a natural choice for students of these languages, given the many historical, socio-cultural, economic and linguistic ties among the francophone, hispanophone and Arab worlds. Little did I realize, however, the extent to which studying Arabic would affect me personally.

To be honest, I never thought I would take up yet another language. After all, my plate is full. In addition to French and Spanish, I have studied Russian, German, Latin, and Farsi, both formally and informally, each one to varying degrees of frustration…er…success. Yes, it’s true, language learners come to the realization that there is no such thing as mastering a language, not even our first language. We can only strive to get better - better at self-expression, better at navigating the many complexities a language offers, better at appreciating its many pleasures. Part of the joy of language study is the very fact that there is always more to learn. And you cannot predict how it may affect other experiences in your life. Somehow I never thought that studying Arabic would rekindle my interest in my Assyrian roots. Recalling that I was not the first in my family to study Arabic, I decided to find out more about my paternal grandfather who, so I had been told, knew many languages in addition to Arabic. Having died before I was born, he is the only one of my grandparents that I never had the privilege of knowing. I discovered that he was educated by French Lazarist missionaries in the northwest of Iran. It turns out that “many languages” was an understatement: he was proficient in Classical Syriac, Latin, Farsi, Arabic, French, English, Turkish, Armenian, and possibly Hebrew. Uh oh, I am really behind. I guess I’d better go hit the books - or at least put that DVD back!

As it turned out, Arabic wasn’t exactly a new language to me. Sure, I expected to recognize a few words from my knowledge of French, Spanish and Farsi, and, of course, the latter, I was already somewhat familiar with the alphabet. I had no idea, however, that I would be able to discern the meaning of so many words. Although I was born in Iran and spent most of my school-age years there, I attended an English-language school where my American-born mother taught. Somehow, she never progressed beyond a rudimentary grasp of Farsi and so we spoke primarily English at home. Like many heritage speakers, I have always been ashamed of the many gaps in my knowledge of the language, especially my lack of a sophisticated vocabulary for expressing myself. My lifelong commitment to language learning and teaching has in part been an attempt to make up for this early sense of insufficiency. It was therefore very gratifying to have proof of knowing a broader range of vocabulary in Farsi than I had given myself credit for.

An even bigger surprise was in store for me, however. Every once in a while, I would find myself recognizing words that weren’t used in any of the languages I have studied. I quickly realized that they were from my father’s native language Assyrian (technically, for linguists, Assyrian Neo-Aramaic). The Assyrians are a Christian minority in Iran and it is a language I have been exposed to but have never attempted to speak (much to my chagrin, not to mention that of my father’s family). Even though I knew that Assyrian, like Arabic, was in the Semitic language family, I did not suspect they had as many words in common and I certainly didn’t think I had acquired any vocabulary through my limited exposure to Assyrian.

I was thrilled. Yet I was also bitterly disappointed. Why had it never before occurred to me to study Arabic? I kicked myself for not having started Arabic when I was younger and could have progressed more quickly. I thought wistfully about how it could have improved my Farsi and perhaps even enabled me to undertake the study of Assyrian, a secret dream of mine. As it happens, I had the perfect opportunity to study Arabic when I was an undergraduate at the University of Pennsylvania, a school with a strong Arabic program. I even did my work-study there in the Middle East Center, of all places. Yet no one suggested I take Arabic. Instead I decided to add Russian to my languages, a choice that was partly dictated by fashion - it was the up and coming less-commonly taught language at the time - and partly fueled by my love for the Russian novels I had read in translation as a teenager. Upon more sober reflection, I realized that I would not want to have sacrificed the study of Russian (and its many rewards, not the least of which was the thrill of finally reading a Russian literary work in the original). Nor would I want to have given up any of the other languages; each one has enriched my life in different ways. I therefore set aside my regrets to focus on the rewards that studying Arabic can provide me now.

Let me say, though, that I don’t expect to make a lot of progress in Arabic. To take the pressure off myself, since studying Arabic is competing with so many other endeavors in my life, I prefer to say that I am now dabbling in it. And so far it’s both fun and exhilarating. It has already come in handy on a number of occasions: I was able to understand some of the Arabic in the film “The Battle of Algiers” that I watched again recently with my students; sometimes, such as at Bradford Beach this summer or in the Curtin Hall elevator, I am able to eavesdrop on conversations in Arabic to see how much I can pick up; and I have a better understanding of the Arabic phrases in a francophone novel I’m using in a course next semester. It has also been an important reminder of what it feels like to start a language, thereby allowing me to empathize more effectively with my students. Yet another reward for me is feeling excited and hopeful about improving my Farsi.

I often tell my students that language study transcends itself - you cannot predict how it may affect other experiences in your life. Somehow I never thought that studying Arabic would rekindle my interest in my Assyrian roots. Recalling that I was not the first in my family to study Arabic, I decided to find out more about my paternal grandfather who, so I had been told, knew many languages in addition to Arabic. Having died before I was born, he is the only one of my grandparents that I never had the privilege of knowing. I discovered that he was educated by French Lazarist missionaries in the northwest of Iran. It turns out that “many languages” was an understatement: he was proficient in Classical Syriac, Latin, Farsi, Arabic, French, English, Turkish, Armenian, and possibly Hebrew. Uh oh, I am really behind. I guess I’d better go hit the books - or at least put that DVD back!
The Center for International Education will hold its annual international academic conference on April 23-24, 2010. This year’s topic is “Law and Disciplinarity: Thinking Beyond Borders.” The conference will feature a roster of renowned international scholars and an interdisciplinary cohort of UWM faculty.

The “Law and Disciplinarity” conference builds on CIE’s tradition of interdisciplinary research on issues of pressing social significance. In the twenty-first century, traditional legal borders – geographic and intellectual – have been increasingly contested. Many observers have questioned whether the long-held conception of sovereign state boundary remains salient in a world of technology-accelerated trans-boundary flows of people, capital, and information. Meanwhile, in unprecedented ways, scholars with training in anthropology, critical theory, communication, ethics, economics, history, information sciences, media studies, sociology, political science, and law have begun crossing disciplinary borders to use each other’s tools and to engage in meaningful and sustained dialogue about “law” in its dramatically changing global context. What are the nature and implications of these two shifting legal borders? What does the future hold for them? And what role do new technologies play in this evolving story? These are some of the questions that we will examine.

This year’s conference follows upon nine successive international conferences at the Center devoted to exploring new approaches to international studies and globalization. In 2000, we made human rights in the context of globalization the focus of our conference; in 2001, we turned to issues of architecture and urbanism in a conference on global cities. In 2002, we continued this dialogue by exploring new and emergent forms of media and technology; the following year, we organized a conference on “Rethinking Global Security,” in which participants examined how the idea of security was being redefined post-9/11. In 2004, we turned our attention to questions of exile, migration and diaspora; in 2005, we explored “World Making” in relation to art and politics in global media, and in 2006 we discussed various approaches to “Sustaining Cities.” In addition to drawing large audiences, all of these conferences were invigorating, rigorous, and thoroughly cross-disciplinary, with speakers in attendance from a broad range of academic as well as related professional fields. All of these conferences, moreover, have had an afterlife through their publication in our Center’s book series (“New Directions in International Studies,” under the general editorship of Professor Patrice Petro and sponsored by Rutgers University Press).

List of participants

**Pat Aufderheide**  
Director, Center for Social Media; School of Communication, American University

**Erica Bornstein**  
Department of Anthropology, University of Wisconsin – Milwaukee

**Sandra Braman**  
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**Elizabeth Buchanan**  
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**Kennan Ferguson**  
Department of Political Science, University of Wisconsin – Milwaukee

**Douglas Howland**  
Department of History, University of Wisconsin – Milwaukee

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School of Oriental and African Studies, University of London  
Visiting Scholar, New York University Institute for Public Knowledge; Visiting Professor of Law, Fordham University Law School

**Jan Klabbers**  
Director, Center of Global Peace and Conflict Studies; University of California, Irvine

**Cecelia Lynch**  
Director, Center for Global Peace and Conflict Studies; University of California, Irvine

**Michael Zimmer**  
School of Information Studies, University of Wisconsin – Milwaukee

**Boaventura de Sousa Santos**  
Department of Sociology; University of Coimbra, School of Economics; Distinguished Scholar of the Institute for Legal Studies at the University of Wisconsin Law School

**Monroe E. Price**  
Director, Center for Global Communications Studies, Annenberg School for Communication; University of Pennsylvania

**Peter Sands**  
Department of English, University of Wisconsin – Milwaukee

**Nathaniel Stern**  
Peck School of the Arts, University of Wisconsin – Milwaukee

**Friedrich Kratochwil**  
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School of Information Studies, University of Wisconsin – Milwaukee
KATIE R. LARSON is a senior at UW-Milwaukee majoring in Sociology with a focus in Middle Eastern and North African Studies. Having a passion for the Arabic Language, Katie completed an Arabic Immersion program at Yarmouk University in Irbid, Jordan. Following her six weeks of language study she moved to Amman, Jordan where she based her independent research on “The Current Challenges Facing Jordanian Women.” Her research was supported by a generous grant from the Center for International Education in cooperation with the Office of Undergraduate Research.

I traveled to Jordan last summer for two and a half months to study Arabic at Yarmouk University in Irbid and then carried out independent research through the aide of an Overseas Undergraduate Research (OUR) grant from UW-Milwaukee. The research project that I conducted was on the current challenges facing Jordanian women. My interest in the Middle East was created through my study of sociology, Arabic language, and Middle Eastern and North African studies courses. I became specifically interested in Jordan through a personal relationship with a friend who is a native of the country. I was intrigued by his personal stories of growing up in Jordan. My intrigue grew through research of the region and its culture, customs, history, and conflicts. I chose to research women specifically in order to understand the progression and development of women’s rights and learn first hand about the lives of Jordanian women. Through my studies of Arabic literature by women writers, and broader coursework in Middle Eastern studies, I became more conscious of the existing propaganda and stereotypes of Middle Eastern women in American media. I became determined to facilitate a more realistic portrayal of Middle Eastern women’s lives and rights by living and doing research in Jordan.

When I arrived in Amman, Jordan I first traveled to Irbid where I completed an Arabic Immersion Program. Irbid is composed of approximately 500,000 people, however it has a rural feeling. Yarmouk University is located in one of the busiest areas with surrounding shops and cafes. The majority of people know little English, which presented an ideal situation for Arabic immersion. I had purposely chosen a program in a smaller, more conservative or modest city in order to get the full experience. My friend’s family and people within the community were incredibly hospitable and generous, and I was invited to stay with a few of them for a short time. The amount of excitement and care they expressed is something I appreciate and will never forget. My time spent in Irbid with the Jordanian people was full of delicious Arabic food, tea, and conversation. They took the time to show me the seemingly endless desert mountains, the green oasis of Ajloun, and the ruins of Petra. I also visited Wadi Musa, which flows into the Dead Sea, the desert of Wadi Rum, and many other historical areas unique to Jordan.

As my program in Irbid came to a close, I made preparations to move to Amman and rented a studio in order to carry out my research. I lived near the German Embassy in a quiet neighborhood a few miles away from the center of Amman. My research on the challenges facing Jordanian women focused on the status of women’s education, economic participation, and violence. I began my research by attempting to locate the leading organizations in women’s rights. This proved to be a difficult task in the beginning. Simply searching the internet was of no avail as I discovered that much of Jordan does not have addresses or street names, but P.O. boxes. I eventually did find correct contact information for a semi-governmental organization, The Jordanian National Commission for Women (JNCW). It was the perfect organization with which to start my research, as it collects data from NGOs throughout Jordan and represents women’s issues in the public sector. My first interview was held with Asmaa Al-Tajm, Deputy Director of General Strategic Planning Consultant Dr. Mona Mutaman of the JNCW. My interview with her was conducted mainly in English to ensure my full comprehension, however we spoke afterwards in Arabic about my time in Jordan thus far. She was able to give me official statistics between genders in regards to the different areas I was researching as well as contact information for other NGOs. With her help and others I was able to interview Social Officer Juliana Turjan from The Jordanian National Commission for Women, International Relation Development Manager Huda Shasha from The Jordan River Foundation, and Transportation and Documentation Coordinator Maha Abdel Majed Ghatbasket from the Noor Al-Hussein Foundation, Legal Consultant Madaline Madulk from the Noor Al-Hussein Foundation, Executive Manager Mukarram Al-Ali from the Jordanian Women’s Union, and Technical Coordinator Lubna Zoubi from UNFEM. All of my interviews included detailed questions about women’s economic participation, healthcare, education, and violence. It also included specific questions for the organizations about what services, projects, and strategies they implement to better women’s lives and the community.

The education of women is a focal point for those fighting for women’s rights in Jordan. Within the formal education system, the enrollment numbers for women in bachelor programs has fluctuated. There is a continuous increase in the enrollment of women in Masters and PhD programs as of 2004. This is partly due to the changing ideals of society but also the need for a second income within families. With more focus on the education of women, the illiteracy rate of women has significantly dropped from 85.4% in 1960 to 11.6% in 2007. Those that remain illiterate, and wish to learn but not at a formal institution, have the option of participating in literacy programs provided by local NGOs or other educational centers.

With the improvements made in education, there remain social and economic barriers for women to overcome. Some factors that inhibit a woman’s ability to obtain an education are early marriage, children, institutional fees, transportation, educational priority given to the male of the household, and removal from an educational program at the father’s request. Despite the difficulties of obtaining an education after marriage and children, there have been an increasing number of women who continue to study or return to obtain a higher education later in life. The increase in the number of women receiving a higher education has made a large impact on the economic participation of women. It has equipped women with the necessary tools to compete with men in the labor force and has given them an opportunity to sustain themselves independent of marriage. Today, according to the Jordan River Foundation, women make up approximately 13% of the labor force. The majority occupations women hold are within the education and healthcare sectors for the following reasons: it allows some women to work from home, gives them the ability to control hours, and provides a general convenience of scheduling. Stereotypical roles and job positions for women in the work place have changed as well. Women have begun to work in factories, as well as in technical and political jobs. Though men continue to dominate the labor force, in particular the political arena, there has been a small yet continuous increase in the amount of women in parliament. According to The Jordanian National Commission for Women there are currently five female ministers, 241 in municipalities, and ten judges.

The increase of economic participation as well as factors such as the current economic crisis and education has made an impact on the fertility rate in Jordan since 1979. According to a study done in 2004 by the Department of Statistics, the average size of a private household was 5.4 persons. In another study done in 2007 the number of children per female was close to half of what the average was in 1979.

Despite the progression of women in economics there continues to be many factors that inhibit women to reach their full potential. Some of these factors are based on cultural stereotypes of women and families, legislation, the lack of childcare services, lack of transportation, and religious barriers. The main concern (Continued on next page)
among the middle class is to balance work and home life.

Violence is another primary problem for women and children that the organizations address. The different forms of violence included physical violence, psychological violence, sexual violence, and some violence during pregnancy. The majority of the women sought help from families and relatives versus doctors and social institutions. Violence is difficult to manage and even more difficult to combat. I was fortunate to attend the launching of the first Arabic manual for training doctors in managing victims of violence by the Noor Al-Hussein Foundation founded by Her Majesty Queen Noor. In Jordanian society, violence is a taboo subject to discuss. Many women choose not to talk about or report incidents because of embarrassment, social stigmas, and fear. For these reasons, organizations strive to make services accessible and confidential through family protection and health centers. Typically, documents are kept with the organizations, and unless women decide to take legal action, it remains unreported to authorities. A specific type of violence that has been a concern in Jordan is that of “honor” crime. It is important to note that this crime is not specific to Jordan but occurs throughout the Middle East as well as Southern and Central America and the United States. It has become highlighted in Jordan partially due to journalists, such as Rana Husseini, who have spoken out about this crime and brought it to public attention. This crime is gender specific because women carry the family’s honor or reputation in society. If there is suspicion of immorality, incidents of domestic violence, proven adultery, prostitution, financial disputes, or theft, the woman is at risk of being a victim of “honor” crime. Through some specific legislation, the sentence of the murderer could be reduced to three months from seven years. Recently, however, the legislation regarding laws and sentencing for this type of crime has changed. “Honor” killings are now considered to be equal to any other murders. The population of Jordan continually fluctuates from natural growth and the high rate of refugee waves. There are not exact statistics on the number of refugees living in Jordan though it is estimated by the UNHCR that there may be as many as 500,413 individuals. Women of all different nationalities are offered the same services or specialized services for certain needs through many of the organizations. On its own, the Jordanian Women’s Union has worked with women of fourteen different nationalities. The women I interviewed have an incredible amount of diligence in the pursuit of gaining equality and upholding their human rights. Though focused on the empowerment of women, the underlying goal is the progression of society as a whole. In the last twenty-five years, Jordanian women have taken significant strides towards gender equality and in doing so have strengthened their role in society. More women are pursuing higher education and becoming part of the growing number of women in the labor force. These opportunities have opened doors for women to take job positions in new fields and sustain themselves independent of marriage. The fight for equal rights is far from over. Organizations continue to raise awareness throughout the country with increasingly higher goals. By the persistent activism of such individuals and groups that I have encountered through my research, the equality of women in Jordanian society is something that is ever more prevalent.

Giving to the Center for International Education

The mission of the Center for International Education is to foster international education at UWM. The Center offers a wealth of international, global, and area studies programs, activities, and resources for educators, students, and the public. CIE is committed to promoting and sustaining exciting international education initiatives across the UWM campus, Wisconsin, and the nation.

If you are interested in sponsoring a particular program, activity, or event, or you wish to provide funding for a current or new scholarship or research project in international education at UWM, please feel free to contact Sara Tully, CIE’s Administrative Director, at 414-229-3767 or swtully@uwm.edu. All donations are tax deductible.

Your generosity in supporting such programs will help to strengthen international education at UWM in the years to come, to underscore the quality of International Studies and Global Studies at UWM, and to recognize the best of our best in a manner that will assist them significantly in their intellectual and professional development!
Mingyu Sun Takes Language Instruction to New Level

Language instruction is among the fundamental pillars of international education. UWM prioritizes language instruction for all students through college and major-specific requirements, the English as a Second Language (ESL) program, immersion weekends, and study abroad options to all corners of the globe. However, one of the strongest and most promising investments in language instruction at UWM is the Language Resource Center, a comprehensive teaching and learning support resource under the dynamic leadership of Dr. Mingyu Sun.

Dr. Sun earned her Ph.D. in Computational Linguistics at Michigan State University. As a graduate assistant at the university's learning center, Dr. Sun developed a passion for applied language learning that has been the focus of her career ever since. After working to expand the Language and Culture Learning center at the University of Illinois at Chicago, Mingyu Sun came to the University of Wisconsin–Milwaukee in 2008.

Effective language instruction in today's classroom depends on a conscious and careful integration of technology. Mingyu has dedicated herself to making UWM's Language Resource Center a cutting edge unit that will support language teaching and research across the university. Working closely with language faculty, the LRC supplements, expands, and strengthens existing instructional materials with a variety of innovative tools.

As part of UWM's Access to Success initiative, a campus-wide effort to support student achievement, the LRC opened a state-of-the-art faculty development lab in April 2009. Staffed by graduate assistants, the lab provides faculty a range of pedagogical, research, and assessment tools that are fully integrated with course materials and UWM's D2L courseware. The lab adds rich multimedia content to the instructional process. For instance, with video cameras and recording software, instructors have demonstrated proper writing techniques for Arabic script. This application is ideal for teaching any languages with an unfamiliar alphabet or symbolic system.

Mingyu's approach to the optimization of technology is supported by broader initiatives in program and infrastructure development at the LRC. In order to support long-term instructional improvements, Mingyu is developing a database of resources for teaching and learning that will assist in documenting and disseminating best practices in the field. Mingyu has also secured grant funding to ensure the acquisition and operation of relevant learning technologies.

The LRC's innovative approach to learning has met with strong support from UWM language faculty. Mingyu has offered workshops to help committed faculty members in the effective use of language learning technologies. Multimedia programs such as Wimba Voice Tools and unique screen-capture applications can be fully integrated into D2L course sites, providing students with a seamless learning experience.

In fall 2009, 460 students enrolled in seven different languages used the Wimba Voice Tools (650 in spring 2009) and more than 352 student class projects/presentations were recorded and made available online by the Language Resource Center.

Mingyu's vision for the center extends beyond campus. With online communication tools such as Skype, language learners at UWM are now able to join with overseas partners for language exchanges and conversation practice. Language learning at UWM has reached a new level due to Mingyu's global outlook and expertise.
Numerous students, faculty members and alumni participated in the Center for International Education’s 4th International Travel Photo Contest last fall, sharing captivating photos from around the world. All photos will be displayed in the Union Concourse during the Study Abroad Fair on February 4th.

**FIRST PLACE**
Brynn Unger
Student, Film
“Fisherman”
taken in Masindi, Uganda
www.fullofearth.etsy.com

**SECOND PLACE**
Spencer Chumbley
UWM Alumnus, Economics
“Sleepy Security”
taken in Dili, Timor-Leste

**THIRD PLACE**
Mary Fuller
UWM Alumnus, Lubar School of Business
“Plaza de Armas”
taken in Cusco, Peru

**HONORABLE MENTION**
Anna Johnson
Staff, Student Accessibility Center
“Fallen”
taken in Waitakiri, New Zealand

**HONORABLE MENTION**
Tia Moon
Student, Global Studies
“Fish Market”
taken in Bagamogo, Tanzania

**HONORABLE MENTION**
Valeria Aronica
Student, Italian
“Rainbow on a Cloudy Day”
taken in Venice, Italy

**HONORABLE MENTION**
Patricia Layde
“Girl on Bench”
taken in Patmares, Costa Rica
Contemporary Dance Choreographic Methods and Classical Indian Dance: Something Borrowed, Something Blue

By Janet Lilly, Professor of Dance

I received a 2008-2009 Fulbright Lecturer Award to teach Modern and Post-Modern choreographic methods to students of classical Indian dance forms at Indian institutions. My Fulbright affiliate institution was the University of Pune (UOP) Lalit Kala Kendra Dance, Music and Theatre program. I was in residence at Lalit Kala Kendra from January 12th to April 23rd teaching dance technique and composition workshops.

In my choreographic research, I am interested in how artists understand choreographic traditions as informed by past and present cultures. The training of a contemporary western dancer/choreographer should include an understanding of historical precedents and an array of choreographic methodologies. For a post-modern choreographer the tradition is to re-consider and re-interpret earlier solutions to define contemporary choreographic visions. My professional history as a performer for self-proclaimed "second generation Post-Modernists" Bill T. Jones and Arnie Zane, sets me firmly in the camp of employing exploratory composition forms that embraces practices, such as decoupling music and dancing, as well as a long-standing commitment to conceptual freedom. In my Fulbright proposal, I challenged myself to question my embedded assumptions about choreographic craft by teaching dance composition in a setting very different from UWM. In addition, I hoped to make connections to dancers in Indian universities and professional companies that would have continued impact on my choreographic research and provide future study opportunities for UWM Peck School of the Arts students.

My Fulbright proposal identified my target population as classically trained Indian dancers, however I also sought out contemporary dance artists interested in incorporating innovative choreographic methods into traditional and contemporary choreography. In addition to my affiliation at Lalit Kala Kendra, I taught extended residencies at the Maharaja Sayajirao University of Baroda, Rabindra Bharati University-Kolkata and the Attakkalari Center for Movement Arts in Bangalore. I led interactive workshops with a variety of students and audiences in other disciplines at the aforementioned institutions and also at Jawaharlal Nehru University-New Delhi and the American Center in Mumbai. With one exception, Attakkalari in Bangalore, the dancers had limited exposure to Western practical and choreographic dance techniques. In my workshops I offered students an interactive understanding of these topics and introduced historical and theoretical concepts.

The Lalit Kala Kendra at the University of Pune is unique to Indian institutions in the practice of Gurukul pedagogical methods. In this method, students study the Indian traditional dance forms of Bharatnatyam and Kathak with a guru on and off-campus. Early on in the choreographic workshops it became apparent that my ideas about the essential components of choreography were very different from those of my students. I came from a tradition of questioning biases and historical and cultural assumptions of compositional structure, but I soon discovered that many of the choices I make when choreographing are readily answered by long standing traditions in classical Indian dance, such as the Natya Shastra (an ancient treatise that serves as a guideline for Dance and Theatre). This realization led me to question what was embedded and embodied in my American Modern and Post-Modern choreography traditions?

A specific event that stands out as an example of the amazing potential of the young dance artists of India took place with my Lalit Kala Kendra students. During one session the tiny Sadhana Hall was not large enough to accommodate fourteen active choreographer/dancers. To alleviate the space crunch we spilled out into the hallways and courtyard where I divided the group into duets and each dancer made a solo for their partner based on two highly contrasting movement phrases. The other requirements were that the dance be one minute long and feel "complete." I was floored by the students' varied choreographic responses that looked nothing like the classical vernacular they usually worked in. Each choreographer developed a distinct movement language that demonstrated their choreographic intent and left me excited to imagine future choreographies of all of the emerging choreographers that I worked with in India.

Since returning to Milwaukee in May, I continued to pursue an arts study abroad program with the UWM Center for International Education and several Indian institutions. To this end, I met with administration and international education staff at the Maharaja Sayajirao University in Baroda, the University of Pune and the Attakkalari Centre for Movement Arts in Bangalore. On an artistic research level I maintain working relationships with choreographic artists in Bangalore, Baroda, Delhi, Kolkata and Pune. Lastly, I would encourage UWM faculty from all disciplines to pursue Fulbright opportunities. I ventured into the fray on my own, but the UWM Center for International Education offers a variety of support services for faculty interested in international research and teaching opportunities. For myself, I would love to see more UWM faculty "internationalized."
New Certificate Program in Hmong Studies

The Hmong Diaspora Studies Certificate Program provides undergraduate students with multidisciplinary perspectives on and knowledge of Hmong history, culture and contemporary life. Without a nation state of their own, Hmong people live as minorities throughout the world. Outside the U.S., the majority of the Hmong world population is located in southern China; areas of settlement also included other parts of Asia, Europe, Oceania, and North and South America. The life experiences of Hmong people differ significantly depending on the social, cultural, economic, and political conditions of specific locations. Consistent with UWM’s commitment to preparing students to become well-informed global citizens, the Hmong Diaspora Studies Program enables students to compare and contrast the experiences of people of Hmong ethnicity throughout the world.


The Certificate Program in Hmong Diaspora Studies is administered by a committee composed of faculty and staff members appointed by the Dean of the College and Letters and Science and a student member appointed by the Hmong Student Association. It collaborates with the Comparative Ethnic Studies Program, Cultures and Communities Program and the Foreign Language and Literature department. It also works closely with the Southeast Asian American Student Services office. To learn more about the program, visit www.uwm.edu/letsci/hmong/certificate.

New Major in Latin American, Caribbean, and U.S. Latino Studies

This major combines the study of U.S. Latino history and culture with that of Latin America and the Caribbean. The curriculum is designed to impart foundational knowledge of both areas and the linkages among the countries of Latin America and the Caribbean and the Latino populations in the U.S. that originated in those countries. The major recognizes the increasing importance of the Latino/a population in the U.S. as well as the increasingly global nature of the world in which we live.

A unique feature of the major is the inclusion of integrative studies courses, which examine the connectedness and diversity of U.S. Latinos, Latin American, and Caribbean peoples and issues; analyze the emerging themes from multiple perspectives using innovative approaches; and apply this knowledge and understanding to work and life experiences.

Students will be able to choose courses from five clusters that focus on art and literature; empires and colonies; immigration and transnational identities; sustainable environments; and transnational communication. The courses come from the College of Letters and Science, as well as from the professional schools and colleges at UWM. Hands-on, in-field research experiences will be available through a senior research project that is an original, creative, self-motivated experience, and through service learning, local and international internships, and study abroad opportunities. This major responds to the need for a workforce that can operate in the world’s interwoven societies and marketplaces, with knowledge of both the U.S. and other countries. Graduates from the major will be uniquely qualified to compete successfully for positions in education, health and human services, journalism, law, and public policy at national and international organizations; state and federal government agencies; and corporations and private organizations.

CIE Welcomes New Staff

KAREN MANIKOWSKI joined CIE as the Interim Advisor for Global Studies, International Studies and the certificate programs while Andrea Joseph is on leave. Karen previously worked within CIE in the Study Abroad Office. She has just completed an internship with the YMCA in Dakar, Senegal in pursuit of her MA in Global Public Health. Before coming to UWM, she taught English as a second language in The Peoples Republic of China. Karen received her BA in Foreign Studies and Communication from the University of Minnesota Duluth and a Graduate Certificate in Public Health from UW-Milwaukee.
When Professor of Atmospheric Sciences Jon Kahl and his family were planning a vacation to Latin America in 2001, they yearned for an opportunity to practice their Spanish while taking in the sights. They decided on Mexico City, the sprawling megalopolis and national capital of our neighbor nation to the south. As an atmospheric scientist, Kahl was interested to visit the air pollution research center at the National Autonomous University of Mexico (UNAM) during their trip. Building on the foundation of his initial encounter in 2001, Jon returned to Mexico for a semester-long Fulbright at UNAM in 2003 to conduct extensive research in the area. The relationships that he established during those trips have endured, leading recently to an innovative UWinterM study abroad program at UWM.

Professor Kahl’s study abroad course examines the relationships between meteorology, air pollution, and cultural artifacts. Limestone structure from the pre-Hispanic and colonial era are particularly vulnerable to acid rain. While the rate of erosion is relatively small, many of the richest architectural features are relief sculptures and paintings, both of which are at risk of significant acid rain erosion. Moving between various archaeological sites and modern research centers, students gain a comprehensive understanding of the problem and apply their learning to potential responses and solutions.

The course emphasizes student research, and several participants received funding through Office of Undergraduate Research (OUR) grants. Students participate in a pre-travel lab training to prepare them for data collection on site. At various locations in Mexico – Mexico City, Papantla, Veracruz, and Campeche – students collect rain samples to determine levels of acidity and the corresponding threat to ancient architecture. Upon return, they conduct a meteorological analysis of their samples to identify the probable upwind emissions sources that polluted the rain.

Professor’s Kahl’s Air Pollution and Ancient Cultures program is a model for interdisciplinary, engaged learning at UWM. The course brings together diverse fields, such as art history and atmospheric sciences, into a coherent program with real world applications. Moreover, the program illustrates how international education is a rich and valued component of every academic field.

Air Pollution and Ancient Culture

Collecting precipitation samples in Veracruz
CIE Partners with World Affairs Seminar for High School Students

CIE’s Institute of World Affairs (IWA) is proud to coordinate the academic program for the World Affairs Seminar (WAS), a unique week-long summer program for high school students. Since its founding in 1977, the World Affairs Seminar has brought together thousands of students from around the world to explore global issues and build lifelong friendships. Each year, WAS tackles a different contemporary global challenge.

In 2009, IWA was invited to organize the curricular activities for the World Affairs Seminar. Nearly 300 students from 20 different countries gathered at Carroll University in Waukesha to discuss world hunger and the global food crisis. The academic program provides an opportunity for students to hear from renowned experts, discuss and simulate key issues, build new skills, and generate action plans at the local and global level. Students at the 2009 seminar heard many perspectives on the causes and consequences of hunger, from representatives of business, government, and non-governmental organizations. Speakers included journalists Peter Menzel and Faith D’Aluisio, World Bank representative Ludovic Subran, and urban farmer Will Allen. Students also engaged in numerous interactive sessions, debating the costs and benefits of industrialized agriculture, exploring ethical dilemmas around unequal access to food, and developing comprehensive public policy strategies to address food insecurity.

IWA is currently preparing for the next World Affairs Seminar, which will be held from June 26-July 2, 2010. This year’s program will focus on “The Global Freshwater Challenge.” Participants will examine cutting-edge topics in the areas of globalization, climate change, emerging water technologies, water privatization, global security, and human rights. With Milwaukee’s recent designation as one of fourteen United Nations Global Compact Cities for its freshwater management efforts, the 2010 seminar will also highlight innovative local initiatives.

For more information about the World Affairs Seminar, please visit www.worldaffairsseminar.org.

International Education Week

International Education Week is a national event to promote global learning and international perspectives through every level of the American educational system. Sponsored by the U.S. Department of State and the U.S. Department of Education, International Education Week unites universities across the country for a week of academic and outreach programs.

At UWM, this year’s international education week featured a diverse array of activities and events. The International Bazaar on November 17 showcased the cultural richness of the UWM campus. Other events included a Careers Across the Map program on teaching English abroad, an information session for faculty Fulbright grants, Korea Day, and an International Book Club discussion. The CIE Open House on November 19 brought together UWM’s diverse community, showing the impact of international education on all corners of the university.
AUSTRIA: Upper Austria Program of Social Welfare and Criminal Justice
Faculty Leaders: SUSAN ROSE and STAN STOJKOVIC, Helen Bader School of Social Welfare
July 3 – July 18, 2010
The program consists of a combination of lectures by Upper Austria University of Applied Sciences School of Social Work faculty, contact with professionals in social work and criminal justice, and service site visits. Students may study in the areas of social work and/or criminal justice. Special emphasis will be on substance abuse, family counseling, child welfare, prisons, and policing, especially as these relate to issues of international immigration. Within each of these broad areas, students will choose to focus on a particular topic in order to compare an aspect of the Austrian system to a comparable concept in the US. All students will hear lectures on European social policy, issues of immigration and crime, historical background on the Nazi era, and responses to family violence and substance abuse. Students are required to attend all lectures, site visits, and write a paper reflecting their work. Students will earn 6 undergraduate or graduate credits in Social Work or Criminal Justice.

BRASIL - Popular Dances & Music in the Northeast of Brazil
Academic Director: Associate Professor SIMONE FERRO, Peck School of the Arts - Dance
June 3 – 7, 2010 (Milwaukee)
June 8 – 27, 2010 (Brazil)
This course is designed to give students an opportunity to explore interdisciplinary and foundational learning in the area of popular music and dance in interaction with and explorations of Brazilian culture. This includes all aspects of dance: music, historical and social contents, production, critical theories of performance; and religious background.

The program also includes day trip on a schooner.

CHINA - China and the New World Economy
Academic Directors: MARGARET SHAFFER and TJ JESKE, Lubar School of Business
Saturday, May 1st – 9 a.m.-noon at UWM Wednesday, June 2nd – 5:30-8 p.m. at UWM
June 11 (departure) – 27, 2010 (China)
Explore Chinese culture and history, and experience China’s growing business environment this summer on this exciting study tour through Beijing, Hong Kong, Shanghai, and Xi’an! Dynamic lectures and discussions, corporate visits, and tours of historical landmarks will give you unique insights into one of the world’s most rapidly growing economies. This study abroad opportunity includes corporate meetings with executives at the China operations of Milwaukee businesses and an “insider’s tour” of one of China’s high tech business parks. Cultural excursions include visits to the Great Wall, the Forbidden City and the Terra Cotta Warriors. A program highlight will be the World Expo in Shanghai. Pre-travel sessions will be held to orient students to the opportunities and challenges of doing business in China.

COSTA RICA - Intensive Spanish for Social Work Practice
Academic Director: SHARON KEIGHER, Professor of Social Work, Helen Bader School of Social Welfare
June 19 – July 10, 2010
The Helen Bader School of Social Welfare at UWM aims to grow Wisconsin’s pool of culturally competent social workers by expanding opportunities for students to learn Spanish. Immersing oneself in a Spanish-speaking country is an excellent way to acquire basic language knowledge, improve your fluency and gain cultural awareness. This 3-week on-site Spanish immersion course will facilitate your acquisition of basic, practical skills in Spanish, appreciation for Latino/a culture and knowledge of Central American social policy. Forty hours of personalized Spanish instruction, 20 hours of lectures, cultural activities and agency visits, and a major service-learning project will motivate you to continue Spanish study after your return home.

ENGLAND - U.S. – U.K. Comparative Public Policy
Academic Directors: SUSAN ROSE and TOM LEBEL, Helen Bader School of Social Welfare/ Criminal Justice
July 1 – July 15, 2010
UWM and The Helen Bader School of Social Welfare have been coordinating this 2-week study abroad course for the past 14 years. UWM students join the counterpart U.S. – U.K. Comparative Public Policy in Bristol, England. The program consists of a combination of lectures by English faculty from the University of Bristol and professionals in social work and criminal justice, site visits, and assignment to a U.K research advisor for individual academic advising. Students may study in the areas of child welfare, criminal justice, health policy, aging, and family violence. The course examines comparative US and UK approaches to child protection, juvenile justice, and social services in both theory and practice. Students will analyze and evaluate strategies for preventative and community-based services through interdisciplinary dialogue and a combination of classroom lectures and site visits. Students will earn 6 undergraduate or graduate credits in Social Work or Criminal Justice.

ETHIOPIA - Cradle of Civilization
Academic Director: AHMED MBALIA, Department of Africology
May 26 – June 16, 2010
This exciting and unique course is designed for students with interests in Africology, Anthropology, Archaeology and the cultural, political and economic issues facing one of Africa’s most ancient civilizations. The course provides an unparalleled visit to and study of Ethiopia, considered to be the political capital of Africa. Providing an alternative learning opportunity to study the fascinating area of East Africa, students will visit the country where anthropologists believe that humans first emerged on earth. Participants will explore the rich, ancient and fascinating history of a country that dates back to the time of the Egyptian pharaohs, witness the diversity and contrast from the ancient to the modern and interact with the Ethiopian people in order to gain a greater understanding of their economic, sociocultural and political viewpoints on the world. Don’t miss this amazing opportunity!

ITALY – Santa Reparata International School of Art
Academic Directors: ALLISON B. COOKE, Peck School of the Arts
July 5 – August 6, 2010
Take advantage of the opportunity to experience Florence to its fullest while earning academic credit in the place where the Renaissance reinvented a whole culture. Students will take courses at the Santa Reparata International School of Art (SRISA). Courses will be offered in art history, studio art, fashion design, Italian culture and beginning Italian language. Students attend SRISA’s summer session III; additional information can be found on the school’s website: www.santarparata.org.

The program’s faculty director, Allison B. Cooke, will be teaching one of the studio art courses offered during the program. The class is titled Painting with Egg Tempera: Renaissance Techniques for the Contemporary Artist.

MEXICO – Health, Culture, and Wellness
Academic Directors: ELIZABETH RICE and ERIC OLIVE, School of Nursing
August 1-12, 2010
This 3-credit (undergraduate or graduate) program will introduce students to the health care system in Mexico and provide them with an opportunity to experience, first-hand, a variety of Mexican health care settings. To understand and appreciate Mexican culture and its impact on health beliefs and practices, students will take Spanish language classes. These will be small group classes and students will be placed into the appropriate level based on an assessment of verbal proficiency upon their arrival at the language school. Students will spend seven days in the town of San Miguel de Allende and four days in the city of Guanajuato.

PERU – Peru Past and Present: Art and Culture
Academic Directors: CHRISTOPHER DAVIS-BENAVIDES and KAREN GUNDERMAN, Peck School of the Arts
May 26 – June 19, 2010
(Dates are in-country; participants should allow appropriate time for travel, in addition, 2 mandatory pre-departure meetings take place on April 16 and May 20.)

Peru Past & Present: Art and Culture will introduce students to the complex faces of Peruvian culture and society. Travel and study will take place in three geographically distinct regions of Peru: Lima, the capital located in the coastal desert; Cuzco, the Andean center of pre-Columbian Inca civilization; and the Tambopata region in the Amazon basin. The course will explore

Study Abroad & Passport Fair
Union Concourse • Thursday, February 4, 2010 9:00am-2:00pm
Attend the fair to:
• Meet and speak with staff from the CIE study abroad office
• Speak with faculty members directing UWM study abroad programs
• Learn about a wide-range of study abroad opportunities

• Chat with international exchange university students about their home universities
• Get financial advising from UWM financial aid officers
• Attend the Passport Fair and process passport paperwork with the U.S. Postal Service
• Learn more about program itineraries and syllabi

9:00am-2:00pm
interdisciplinary issues in Peru’s history, art, and culture. These issues will be examined through an introduction to its art and architecture; an introduction to the cultural and ethnic groups that make up Peruvian society; and the geographic, economic and political issues that have shaped Peru as an emerging democracy in the Andean region. The course will also examine cultural and environmental pressures caused by new roads allowing increased tourism and access from Cusco to the more remote parts of the country. Issues surrounding eco-tourism vs. more invasive tourism, deforestation, and the political movements arising from these changes will be considered.

**Other Study Abroad Summer Programs:**

**CANADA – Sustainable Cities - Vancouver**
Academic Director: CHRIS DE SOUSA, Department of Urban Planning and Geography
June 19 – July 17, 2010

**FRANCE – Immersion in European Business in Paris**
Academic Directors: JANICE BLANKENBURG and HOWARD SPEARMAN, Lauder School of Business
May 22-June 3, 2010 (Mandatory pre-departure meeting on April 3 in Milwaukee)

**ICELAND – Glacial and Volcanic Geology of Iceland: Geosciences 558**
Academic Directors: TOM HOOVER and BARRY CAMERON, Department of Geosciences
August 7-21, 2010 (includes a spring semester 2010 course)

**IRELAND – Oldeas Gael Irish Language and Culture**
Academic Director: JOHN GLEESON, Celtic Studies
July 3-31, 2010

**ITALY – University of Georgia Studies Abroad Program in Cortona**
June 5 – August 10, 2010

**JAPAN – McKendry Lubar School of Business**
June 14 – July 15, 2010

**RUSSIA – Saratov (Russian Language)**
June 12–July 27, 2010

**UNITED KINGDOM – Herstmonceux Castle: Image Bank – Digital Photography as a Way of Seeing**
Academic Director: MARINA BRAUNER, Department of Visual Art, Peck School of the Arts
June 14 – July 15, 2010 (dates are in-country; participants should allow appropriate time for travel)

**UNITED NATIONS**
Academic Directors: SHALE HOROWITZ and TIMOTHY LYNCH, Department of Political Science
May 30 – June 26, 2010 (Mandatory pre-departure meetings May 27-28)
Middle Eastern and North African Studies Speaker Series

February 24, 2010 • 3pm
Philip Naylor, Marquette University, Department of History.
Algeria and France: An Enduring Decolonization

February 26, 2010 • 3pm
Asifa Quraishi, University of Wisconsin-Madison, School of Law.
What’s Shari’a and Why Does it Matter for Feminism?

March 12, 2010 • 3pm
David Morgan, University of Wisconsin-Madison, Department of History.
Iran’s Mongol Experience

April 8, 2010 • 3pm
Mary Layoun, University of Wisconsin-Madison, Department of Comparative Literature.
‘Comparing the Incomparable’: Thinking about Gender, Language, and Silence in the Middle East

April 16, 2010 • 3pm
Persis Berlekamp, University of Chicago, Department of Art History.
Astrological Images and Talismanic Symbioses in Early Modern Islamic Courts

May 5, 2010 • 3pm
Guity Nashat, University of Illinois at Chicago, Department of History.
Education and the Empowerment of Women in the Modern Middle East

Locations TBA. For more information, contact Thomas Maguire at maguire@uwm.edu; (414) 229-3042.
The Center for International Education (CIE) fosters new areas of scholarly inquiry into internationalism and globalization by strengthening the connections between research, teaching and outreach programs on the UWM campus. CIE is deeply engaged in on-campus and overseas curriculum development, research conferences and scholarly publication, public programming, and professional development for teachers. CIE is home to Wisconsin’s only World Affairs Council, the Institute of World Affairs, which provides high quality public programs featuring international experts. Because the insights and perspectives offered by students and scholars from other countries greatly enhance our campus, CIE also provides advising services for international admissions and immigration.