GLOBAL CURRENTS
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The Center for International Education’s mission is ambitious, encompassing activities ranging from the internationalization of UWM-based teaching and research to the expansion of internationally-oriented learning opportunities for communities both on-campus and beyond. For the past seven years, while CIE has improved and expanded overseas study and internship options, services to international students and scholars, and public and teacher education programs, we have pursued a campus-wide teaching and research agenda focusing largely on Global Studies. In April, these efforts yielded a gratifying result: the formal approval of the four remaining tracks of the BA in Global Studies.

This would not have been possible without the involvement of faculty and academic staff across UWM, who conceptualized the degree, informed and guided the process, and focused their teaching and research on critical globalization issues. Many, but by no means all, of these individuals are featured in this issue of Global Currents. They have contributed pieces or presented at campus programs and conferences on their research, are among those teaching Global Studies courses this fall, or have received course development awards to enhance existing or create new international courses. They have undertaken research (or, in one case, engaged in a peace building mission), and integrated their cutting edge work into their UWM teaching. For these partners and the many others who have been integral to the development, approval and implementation of the Global Studies degree, we offer our profound thanks.

While we continue to focus on globalization as the centerpiece of our teaching and research efforts, we have recently turned our attention to ensuring that Global Studies opportunities are available to all UWM students. We are indebted to Professor Portia Cobb for agreeing to chair CIE’s Access Task Force as we strive to increase student access to study abroad. The lessons we learn from the Task Force will better enable us to cast a wide net in attracting underrepresented students to CIE’s many academic, co-curricular and public programs as well.

While international studies programs nationwide have failed to make strong inroads into developing diverse clienteles, UWM provides a unique context which will enable us to succeed. The array of international curricular options, the many on-campus lectures and public programs, the vitality of its interdisciplinary scholarly dialogue, and the institutional commitment to international learning support the Task Force’s work. One critical component is missing, however: an adequate number of study abroad scholarships to support students from underrepresented groups. I therefore ask you to consider the value that we realize on our campus and in our community when diverse students have had life-transforming overseas educational experiences, or the opportunity to focus their international studies without the pressure of balancing full-time work with academics. As you read this issue, think about the many ways that UWM students are able to learn about the world beyond our borders — through the presence of international students, internationally-focused undergraduate programs and research, and transformative overseas experiences. Please contact us to learn more about how you can support these efforts.

Cover photo: “In Youth There is Joy” — A squatter camp, poverty and dysfunction; but in the youth there is faith, joy, and love. Photo taken by Jacques du Plessis, UWM Faculty, School of Information Studies, in Ganteng, South Africa. 2006 International Travel Photo Contest submission.
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International Cultural Policy
By: Sandra Braman, Professor of Communication

When Immanuel Wallerstein argued in 1990 that “culture is the battleground of the world system,” he implicitly issued a challenge: Those who are concerned about political power and the law need to attend to cultural developments, and those engaged in the production of culture and in its analysis must think about the political and legal consequences of their actions. Cultural policy as a discipline in its own right has emerged at the conjunction of these two questions, and because culture exists only as manifestations of distinction from the “other,” it is a discipline that is inherently international. New professional associations, scholarly journals, public service websites, and graduate programs are appearing everywhere.

From July 7-16 of 2006 a “triathlon” of conferences dealing with international cultural policy was held in Vienna, Austria, back to back, bringing together almost 1,000 scholars and practitioners from around the world. The Association of Cultural Economics International (ACEI) focuses on economic aspects of the arts and culture (conference program can be found at http://www.fokus.or.at/html_acei/files/acei_web.pdf). The Society of Theory, Policy, and the Arts (STP&A) emphasizes social theory as an underpinning for cultural policy (conference program can be found at http://www.fokus.or.at/html_stpa/files/Stpa%20Programme%20Web.pdf). And the International Conference on Cultural Policy Research (ICCPR) provides a venue for presentation of research from the social sciences and humanities on arts and culture (conference program can be found at http://www.iccpr2006.com/download/iccpprogram.pdf).

Though from a personal standpoint the series of events was arduous — like some other participants, I presented papers at all three conferences — as a whole the series of events was dynamic, stimulating, and informative. Several overarching themes and other features of these meetings are worth highlighting.

Cultural policy is all about politics. Whether the subject of the conversation was film, or national heritage tourism sites, or what to do about artworks moved from one country to another in time of war, it is the fact of political disagreement that makes the subject matter issues of policy and research interest. The first two of the three meetings were held in the art school that rejected Adolf Hitler’s application, causing the turn to politics that resulted in some of the most effective mass media cultural content ever produced. (One conference participant noted that the Nazi swastika was itself an image from the floor of the main hall of this art school turned at a 90 degree angle.) What a fine art museum sees as an extremely valuable aesthetic object, those in another culture see as key to both ritual practices and national identity. Some societies justify software piracy as a means of finally gaining the capacity to distribute their own content around the world rather than perpetually remaining in the position of the passive culture receiver. And a closing panel on cultural diversity became explosive when one artist on the panel claimed that a meaningful discussion on the topic could not be held in a city that has still not invited back members of cultures that had been expelled within living memory.

The leading edge of theoretical and empirical work on cultural policy is driven by the formation of the European Union. Since the early 1990s, the movement of ever-more types of policy-making from the national to the European level has provided a fascinating and globally important laboratory for policy-making experimentation. Cultural policy issues are particularly problematic, for there are many areas of European law in which exceptions to the rule are provided for national efforts to protect what they define as their heritage. There is free movement for skilled and unskilled workers throughout the European Union, for example, but curators of art museums may find they cannot apply for work in another country because of heritage concerns. The result is an explosion of attention to inter-state and inter-ethnic group negotiations over a wide range of issues involving cultural policy.

Transition states are also particularly active in the area of research and theory-building in the area of cultural policy.
Another area in which a great deal of activity is taking place around international cultural policy issues are what are collectively referred to as the “transition states” of the former Soviet Union. These new nation-states are articulating their identities for the first time within the contemporary world-system, and they are doing so after a long period in which traditional cultural practices of diverse ethnic groups were repressed. While European states such as France and Germany have very long histories and well-established government practices and programs dealing with culture, these countries are in essence working with a clean slate. Countries such as Turkey in Southern and Eastern Europe can be considered transition countries in a different sense as they develop policies intended to demonstrate their appropriateness for inclusion in the European Union or respond to needs raised by recent entry into the Union.

Ironically, quantitative indicators are still favored in the study of the effects of cultural policy. Though by definition it would seem that the most important sources of value in cultural artifacts and processes can only be assessed qualitatively, policy-makers always prefer the use of quantitative — and preferably economic — indicators. A high proportion of papers delivered across all three conferences were focused on questions like the extent to which specific cultural policies contributed to economic development and on the impact of such policies on particular economic sectors or particular segments of the population.

Cultural policy is being developed and implemented at every level of the social structure. The relatively new “issue area” of cultural policy appeared first at the level of national governments, but laws and regulations are now being put in place at every level of government from municipal ordinances through international treaties. Interactions among policies put in place at different levels are therefore themselves increasingly the subject of critical research. There is also a growing amount of borrowing across national boundaries; a city in one country, that is, may well borrow ideas about cultural policy from a city in another country rather than finding a model closer to home.

The cultural policy conversation is often siloed off from other policy analysis. Perhaps because it is a fairly new field, much of the work presented crippled itself by treating only work specifically directed at cultural policy as pertinent literature. There is a much larger world of political and cultural theory that could valuably be applied. Presumably as the field matures the intellectual lenses will take in a broader view.

The field is undergoing great growth. Unlike many conferences, these international cultural policy meetings were characterized by a pyramid in terms of numbers of attendees at different levels of the professional ladder and age. There are some superb scholars who are full professors aged 50 and above, but new assistant professors and graduate students were abundantly evident. (Leading graduate programs in this area in the U.S. include those at Princeton University, Vanderbilt University, and Ohio State University.) This is clearly an area in which options for graduate students, faculty, and researchers are expanding. Foundation support for research and teaching in this area is also on the rise.

“The relatively new ‘issue area’ of cultural policy appeared first at the level of national governments, but laws and regulations are now being put in place at every level of government from municipal ordinances through international treaties.”

— Sandra Braman, Professor of Communication
In February 2005, I had the opportunity to visit Rabia Balkhi Women’s Hospital in Kabul, Afghanistan with the Center for International Health*. Six of us (three nurses, a hospital administrator, and two physicians) made this trip for the purpose of evaluating care given at the hospital in preparation for the development of an OB/GYN residency program. Former Wisconsin Governor Tommy Thompson initiated funding for this study and the start of the residency program during his tenure as Secretary of Health and Human Services after learning first hand of the high rates of maternal and infant mortality in Kabul. Afghanistan is considered to have the highest maternal and infant death rates in the world. One out of every four children does not live to the age of five years. The Center for International Health, as a subcontracted entity to the International Medical Corp (the granted agency for this project), was funded due to its international medical expertise and experience. This initial visit was to assess the capability of the hospital system to support such a residency program.

In summary, we found a hospital system run by the Ministry of Health which served the women unable to afford private community-based physician or midwifery services. The hospital recorded 30 to 40 births a day with a total annual delivery rate of over 16,000. We identified strengths such as a dedicated hospital director, a Minister of Health committed to improving the health care outcomes of women and infants, excellent curricula for the education of physicians and midwives in the country, and newly restarted institutions for Medical and Nursing education. We further noted numerous consultants who had provided evaluation visits in the past as well as consultant obstetricians and nurse midwives who were currently working at the hospital to facilitate change.

However, we identified numerous concerns and barriers to the provision of safe and competent care. It was not unusual for the hospital to experience a thirty percent absentee rate on a daily basis. Hospital employees are paid whether or not they appear for work. Job descriptions were lacking with no reasonable performance evaluations of staff to ensure safe care. Standards of care were non-existent. Physicians demonstrated reluctance to provide optimal clinical experiences for residents due to fears of competition and replacement. Midwives employed at the hospital had been trained 20 years prior and had received no continuing education due to the occupations by Russia and the Taliban. Their education had included nine years of basic education with three years of midwifery training. They were found to have minimal critical thinking skills. Patient histories...
and vital sign screening and monitoring were not done. There was no working blood pressure apparatus in the labor, delivery or postpartum areas. Infection control practices, although strongly encouraged, were totally lacking. This nurse observed vaginal exams completed on two different women while the examiner wore the same pair of gloves. There was no soap or running water in any of the normal labor, delivery, and postpartum caregiving areas. Latrines frequently overflowed onto the common floors near the entrance of the hospital. Care provided by the midwives was lacking in compassion or sensitivity to the needs and concerns of patients and their families. Families were not allowed entry into the hospital unless they were willing to pay the woman who monitored the entrance. Physicians and midwives frequently required that patients pay them in order to receive service. There were six beds in the labor room, frequently occupied by two or three women simultaneously due to insufficient space. Consequently, women often walked about the hospital during their labor experiences. There were no provisions for privacy in any of the caregiving areas. While equipment and supplies were lacking in the clinical environment, the hospital basement was found to have a stockpile of these items. However, these were not allowed out of the basement due to fears of theft which was common.

A study completed by the Center for Disease Control found that the majority of women who seek care at Rabia Balkhi Hospital are at high risk, as are their newborn infants. Such risk is only exaggerated by the practices at the hospital. As an example, women who appear to the Labor & Delivery triage area with pre-eclampsia are often sent home, only to return at a later time in shock or in extremis. Infants are delivered into maternal fluids collected in a black trash bag placed at the mother’s perineum prior to birth. Due to the lack of heat in the hospital, (the delivery room temperature was about 50 degrees during our visit in winter) the infants are at great risk of hypothermia. They are placed on a wet, soiled pad following the tie off of the umbilical cord, increasing the risk of hypothermia and infection. Discharge commonly occurs within one and one-half hours following birth due to the need for women to return home to their families. Many women receive no monitoring of their vital signs following delivery.

My conversations with the midwives identified possible burn-out or post traumatic stress. They continually shared stories of times during Taliban occupation when patients died due to the lack of oxygen or the refusal of physicians to come to the hospital during the night due to fears of the Taliban, and the resultant feelings of helplessness they experienced. They described their feelings of significance during that time since they, alone, were the providers of care. The current system appeared to ignore or, at least, reduce their “status” since this was now claimed again by physicians. Their work shifts consisted of an 8am to 2pm shift and a 2pm to 8am (the following morning) shift. Consequently, they either worked for six hours or 18 hours a shift. It was not unusual for one midwife to be present for the later 18-hour shift to deliver all infants.

Newborns as they are placed in a bassinet in the Nursery.

A baby dressed in its cultural manner following delivery.
Childbearing in Kabul, Afghanistan
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Certainly, we found that systems change will be necessary to truly improve the care provided to patients at Rabia Balkhi, especially in order to support the presence of an OB/GYN residency. It will be necessary to attend to the psychological and emotional needs of the midwives as well as to address the deficiencies in the caregiving system and environment. The U.S. Military has already repaired the plumbing and heating systems and has been a consistent support to the hospital. The patients are lovely and extremely responsive to tender care and concern for their needs. They are deserving of so much more attention and competence in care, particularly in a culture which does not consistently honor and value women and their place in society. It would be a privilege to return to Kabul in the future, and to assist in the work of change!

* The Center for International Health, based in Milwaukee, works to empower physicians, nurses and other health-related professionals by developing health issue approaches that are sensitive to the host countries’ capabilities and culture.

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Roving Norway
By: Donna L. Pasternak

Donna Pasternak, Assistant Professor of Curriculum and Instruction and Director of the Secondary English Education program at UWM, served as a Fulbright Lower Secondary Roving Scholar in Norway in 2005-2006. She visited schools and teacher conferences throughout Norway, consulting on the teaching of English and American culture to Norwegian students.

Receiving a Fulbright Roving Scholar Grant in American Studies for ungdomsskolen, or lower secondary school, offered me the unique opportunity to instruct lessons in English to Norwegian teachers and their eighth to tenth grade students. Through this experience, I realized that the most important personal qualities to have included flexibility, a whimsical temperament and a love of adventure and irony. The stories I share here illustrate the amazing teaching, learning, and travel experiences I had in Norway.
Before 7:45am on a Thursday in early December, I met my host teacher Benedicte at the wharf in Bodo, a city located above the Arctic Circle, to take the fast boat 30 kilometers out to a school located on the largest of a 365 island community. Stan Shulfer, a systems analyst from UWM’s Information and Media Technologies department, anticipated a unique experience and decided to join me on this trip, figuring at the very least he could sit around the teachers’ lounge until I finished working. As Benedicte said she would, she easily found us since we were the only strangers on the boat. I learned that Benedicte, a first-year teacher, commuted daily from the mainland to teach her five lower secondary students at a school that consisted of 15 students from kindergarten to tenth grade, a school tiny even by Norwegian standards. Taking a little less than an hour, the fast boat arrived at the island just shy of the start of school at 9:00. We would return to the mainland at the conclusion of school, around 3:00, because on Thursdays there was an additional boat. Normally, Benedicte did not return to Bodo until a boat arrived at 5:00 p.m.

Before I taught the students, the Rektor (principal) Nelly thought I should experience some facets of Norwegian life as it occurred. To our delight, she arranged for Benedicte, four students, Stan and I to take the postal boat and deliver the mail to the inhabitants of the other islands. After sitting and chatting with the five teachers over coffee and homemade lefse, we boarded the mail boat and cruised to the first mail drop. Here Trond,* one of the boys, jumped ashore and ran about a quarter mile up to the only occupied house on the island. While we waited, with Benedicte’s help, the other students told me about the lonely, older woman residing on the island and how she insisted on sharing coffee and cake with whoever delivered her mail. Giggling over how no one could leave the house without being fed, the mail carrier dialed a number on his cell and barked something in Norwegian. Benedicte turned to me and said, “Trond is just finishing his coffee and cake now and will be down shortly!” Sliding down the frozen path, Trond hit the boat in flight, grabbing the dock lines as we pulled away. Standing aft, we braved the wind and drenched water spouts, some of which I believe were induced by the captain and his speeding boat, eventually delivering all the mail.

Upon returning to the school, Nelly asked if I would meet quickly with the other students because having an American educator at their school was a special event for them. Completely unsure of the level of English customary in a kindergarten or elementary classroom, I nervously agreed and walked into the room boldly exclaiming, “Hi! How are you all doing today?” Panicking with the deafening silence and painfully confused faces that turned to me, I leaned down to the first child, extended my right hand, patted my chest and said, “Hello. My name is Donna.” I will be grateful to this six-year-old forever for rescuing me. Grasping my hand, she firmly stated in English, “Hello. My name is Therese,” as the child sitting next to her and those thereafter extended their hands, waiting for me to shake them. I learned that this type of introduction was a skill usually mastered in a more advanced grade. Just as I learned the last child’s name and returned his hand, it was as if someone hit a switch and pandemonium erupted as all the children rose from their seats, swirling about the room, pointing and saying, “Chair!” “Eyes!” “Desk!” “Pencil!” They tugged at my wrist telling me, “I can count to six. One, two, three, four, five, six.” I was dragged out to the fish tank in the hallway and had children showing me “Fish!” Others pulled me back into the classroom with “I can count to seven!” Nelly asked them to sing a song to me in English, restoring order immediately. Joining in and applauding their performance, each waved and said “bye” as I made my way to the elementary classroom.

After learning from my interactions with the kindergarteners, I immediately outstretched my hand and introduced myself to each

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student in the elementary classroom. Each child, in turn, clearly told me his or her name and, uneasily, which grade s/he was in and a little about their parents’ occupations and their number of siblings. Their knowledge of English surprised me. When I told other Norwegian English teachers about this experience, they too were impressed with the number of English words and simple sentences already learned by the kindergarten and elementary students. Many told me, “I would be happy if my eighth graders came into ungdomsskolen with those skills.”

I worked with the lower secondary students until the afternoon boat arrived, reading some poems and watching some music videos that explored how Americans felt about the U.S. Benedicte had informed me earlier that some students were disengaged with English because as future workers in the fishing industry, they did not recognize a need for it. She was later surprised when one student, said to be the least engaged and least fluent, pounded the table, stood up, grabbed a dictionary and started flipping its pages with determination when I asked the group about word choices made by the singer/song writer. Stopping at a page, the student returned to the table, pointed to a word and announced, “Boldly! He says this boldly!” This outburst reaffirmed for me that when a topic generates authentic opportunities to discuss relevant issues, students find the language to get their ideas understood.

While I worked, Nelly invited Stan to stroll the island with her. Before they left though, he unexpectedly met all the kindergarteners since they poked their heads into the teachers’ lounge hoping to snag a piece of lefse while their teachers were occupied elsewhere. When we met at the boat, Stan was bursting with excitement and said, “The most amazing thing happened! They all put out their hands, touched their chests and told me their names!” I could not stop smiling as he told me how he introduced himself and how they all repeated his name, waving him goodbye as he walked off with Nelly, providing me a rare glimpse of learning applied to other situations.

Of course, I should not compliment my teaching skills too much. English penetrates all levels of Norwegian life. When discussing American popular culture with other ungdomsskolen students, they identify English on TV, on the radio, in advertisements in the shops and billboards, on the menus at the restaurants, in their libraries, and on their clothing. When I approached students in Oslo city schools with the prospect of cyber conferencing or participating in asynchronous emailing with students their age from Milwaukee, they did not shy away from the challenge. Proud to learn they would study the same reading material as their peers in the United States, the students told their teacher it was great to “talk” to someone their age from another country. The Norwegian English teacher, Eirik, felt that “even the emails that moved to correspondence focused on personal hellos and I like this and that… [were] still good value for language and communication practice.” The American teacher Brad mentioned, “I had a number of students who were communicating regularly outside of class. I thought that was pretty amazing.”
In sharing their classrooms with me, many of the hundreds of teachers and their students with whom I worked in Norway invited me to places to which I never anticipated going. I hiked to a remote cabin on the island of Svalbard, 600 kilometers north of the mainland, after school one evening with a teacher who carried a loaded rifle to frighten off any polar bears that might wander onto our path. I reconnected with a group of students I had taught days earlier when I wound up on the same bus as them as it crisscrossed their kommune, a place about the size of a county, taking me from another school. I led a discussion of contemporary American short stories about race, class and war at a dinner party comprised of Indian and Sri Lankan immigrants to Norway and learned about the Norwegian immigrant experience first hand. I snowmobiled over a glacier in a whiteout, 120 kilometers through an area with no roads, white knuckling the accelerator and brake the entire way. I rode a horse-drawn sleigh while fresh snow fell as a teacher’s family pointed out the beauty of their community. In chatting with teachers in their lounges, homes and restaurants, I was able to compare adventures and analyze politics, taking away experiences of life and learning in Norway.

* Student names have been changed.

**New Publications**

Rethinking Global Security: Media, Popular Culture and the “War on Terror” brings together 10 path-breaking essays that explore the ways that our notions of fear, insecurity, and danger are fostered by intermediary sources such as television, radio, film, satellite imaging, and the Internet. The contributors, who represent a wide variety of disciplines, including communications, art history, media studies, women’s studies, and literature, show how both fictional and fact-based threats to global security have helped to create and sustain a culture that is deeply distrustful of images, stories, reports, and policy decisions. Topics range from the Patriot Act, to the censorship of media personalities such as Howard Stern, to the role that Buffy the Vampire Slayer and other television programming play as an interpretative frame for current events.

The book, published by Rutgers University Press, is part of the New Directions in International Studies Series and is based on papers presented at the 2003 Center for International Education conference. Rethinking Global Security is edited by ANDREW MARTIN, Associate Professor and Chair of the English Department at UWM and PATRICE PETRO, Professor of Film and Senior Director of the Center for International Education (CIE). UWM contributors include: ROBERT RICIGLiano, Director of CIE’s Institute of World Affairs; MIKE ALLEN, Professor of Communication; and MARCUS BULLOCK, Professor of English.

A Rethinking Global Security Book Reception will be hosted by Harry Schwartz Bookshop (4093 North Oakland Avenue in Shorewood) and the Center for International Education. UWM contributors and editors will be present to discuss their essays, answer questions and sign copies of the book. This event is free and open to the public. Date and time will be announced. For updated information, contact Sara Tully at swtully@uwm.edu or 414-229-3767.
SPOTLIGHT ON GLOBAL STUDIES FACULTY

Global Studies Teaching

Following formal approval of four new tracks within the Global Studies program, enrollments are rising and course offerings continue to increase to meet the demand of approximately 130 declared and intended majors. The Center for International Education would like to thank the following faculty members who are teaching courses within the Global Studies degree program for the first time this fall 2006.

LAURA ANDERKO, Associate Dean and Associate Professor of Nursing, is teaching Global 471: Strategies for Realizing Security in Global Contexts. Professor Anderko earned a Ph.D. in Public Health from the University of Illinois at Chicago. Her research interests include cancer epidemiology, translational research/practice-based research networks, environmental health with a focus on children, and nursing centers and the reduction of health disparities. Professor Anderko was recently selected as a member of the Environmental Protection Agency’s (EPA) Children’s Health Protection Advisory Committee which provides advice, information and recommendations to assist EPA in developing regulations, guidance and policies to address children’s health. She was also selected as a faculty champion by the National Environmental Education Training Foundation (NEETF) where she will focus on training health professionals to recognize environmentally related health conditions in children and to integrate environmental health content into health-professional curriculum.

Global 471 is the second core course in the sequence required of students in the Bachelor of Arts in Global Studies — Global Security Track. The course synthesizes historical, cultural, environmental, economic, and political considerations to provide an overview of factors influencing security for the world. It is built on real world illustrations through case studies and practical tools for handling complex situations. Through this course, students will: become aware of the implications for global security posed by fundamental changes in the world’s dominant political and economic institutions; understand the roles of states, organizations of states, and non-governmental organization within prevailing frameworks of international security; and become familiar with the current and future challenges to global security and connect broader analyses of these challenges to specific case studies.

KAL APPLBAUM, Associate Professor of Anthropology, is teaching Global 311: Contexts for Global Management. Professor Applbaum received his Ph.D. from Harvard University. His teaching and research interests include urban anthropology, Japanese culture and society, anthropological perspectives on commerce and exchange and comparative religion. Professor Applbaum is currently working on two research projects. The first concerns the adoption of new anti-depressants in Japan and its effect on the practice of psychiatry and mental health care. His research analyzes this trend simultaneously in relation to Japanese society and as a case study of globalization in pharmaceuticals. The second research project addresses the implications for the widespread privatization of public works and the use of commercial means to further public goals — the blurring of lines between for-profit and nonprofit sectors.

Global 311, one of the three required upper division Global Management courses, will consider how contemporary commerce and business management is both affected by new forms of cross-border, cross-cultural interactions—in what has come to be characterized as the era of globalization—and in turn how it acts...
as one of the key engines of these new forms. The course will begin with an analysis of what globalization means in relation to capitalism and the nation state. Second, students will consider new information systems and their relation to global networks that have become the substrate for global expansion of firms and markets. Students will also examine case studies of firms to see how their organizational and strategic activities negotiate the perceived new environment for management. The readings will range across a number of key industries and parts of the world.

**TRACEY HEATHERINGTON**, Assistant Professor of Anthropology, is teaching Global 201: Economics and the Environment. Dr. Heatherington earned a Ph.D. in Social Anthropology at Harvard University, and was a faculty member at the Queen’s University Belfast and the University of Western Ontario before joining UWM’s Department of Anthropology in 2004. Her research in rural Italy has focused on questions related to biodiversity conservation, culture, and environmental racism. She is particularly interested in processes of Europeanization, the global dimensions of cultural politics, and forms of post-national citizenship associated with environmentalism. She is currently collaborating on interdisciplinary research related to sustainable development in Eastern Europe. She teaches lectures and seminars related to environmental issues, development studies, political ecology, the anthropology of science and technology, and applied anthropology.

**Global 201** approaches themes of economics and the environment as inherently embedded in broader issues of governance and society in the contemporary world. Beginning with a retrospective look at ideas about “the limits of growth” and “sustainable development,” it explores key concepts, institutions and debates associated with efforts to manage environmental resources at the national and global levels. Most importantly, it considers what these efforts mean in human terms, as we face the challenges associated with global warming, urban growth, energy security, and international development today.

**PETER PAIK**, Assistant Professor of Comparative Literature, is teaching Global 371: Rethinking Global Security. Professor Paik earned a Ph.D. in Comparative Literature from Cornell University. His current research and teaching interests include science fiction, anime, political philosophy, world cinema, theology, literature, and film. He is currently at work on a manuscript titled “From Utopia to Apocalypse,” which deals with the imagination of political upheaval in the science fiction narratives of Alan Moore, Hayao Miyazaki, and Jang Joon-Hwan.

**Global 371** examines the basic issues associated with the concept of international security as it relates to an interconnected and interdependent world. It focuses on issues such as military conflict, economic instability, the spread of diseases such as SARS and AIDS, the destruction of the environment, and the vulnerability of computer networks. One of three upper division courses in the Global Security track, Global 371 aims: (1) to prompt critical reflection on basic concepts of security and an awareness of the changes it has undergone in the world today; (2) to develop frameworks for analyzing content from diverse forms of media with regard to the issues of security; and (3) to develop a comparative, historical, and global perspective on security issues.
**Faculty Grants Awarded to Develop Global Studies Courses**

Seventeen faculty members from various departments were awarded grants to develop new or enhance the international content of existing courses within their departments.

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<td>A. Aneesh</td>
<td>Sociology</td>
<td>New course</td>
<td>Intellectual Property in the Global Information Economy</td>
</tr>
<tr>
<td>Gilberto Blasini</td>
<td>Film Studies/English</td>
<td>Enhancement</td>
<td>Cinema and Genre: Global Road Movies</td>
</tr>
<tr>
<td>Erica Bornstein</td>
<td>Anthropology</td>
<td>New course</td>
<td>The Global Politics of Human Rights</td>
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<tr>
<td>Sandra Braman</td>
<td>Communication</td>
<td>Enhancement</td>
<td>Human Communication and Technology</td>
</tr>
<tr>
<td>Elizabeth Buchanan</td>
<td>School of Information Studies</td>
<td>New course</td>
<td>Cross-cultural Approaches to and Global Issues in Internet Research Ethics</td>
</tr>
<tr>
<td>Rachel Buff</td>
<td>History/Comparative Ethnic Studies</td>
<td>Enhancement</td>
<td>Transnational Migrations: Asian, Arab and Euro-American and Latino Identities</td>
</tr>
<tr>
<td>Simone Conceicao</td>
<td>Administrative Leadership</td>
<td>Enhancement</td>
<td>Distance Education for Adults</td>
</tr>
<tr>
<td>Thomas Hubka</td>
<td>Architecture</td>
<td>Enhancement</td>
<td>Polish Wooden Synagogue: A Museum and Memorial to Polish Jewry</td>
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<tr>
<td>Linda McCarthy</td>
<td>Geography</td>
<td>Enhancement</td>
<td>The World: Peoples and Regions</td>
</tr>
<tr>
<td>Bernard Perley</td>
<td>Anthropology</td>
<td>New course</td>
<td>System Failure: Globalization and Language Extinction</td>
</tr>
<tr>
<td>Jennifer Smith</td>
<td>Political Science</td>
<td>Enhancement</td>
<td>Western European Politics – Using the Internet to Enhance Students’ Direct Access to International Media</td>
</tr>
<tr>
<td>Regina Smith</td>
<td>Administrative Leadership</td>
<td>New course</td>
<td>International Adult Education</td>
</tr>
<tr>
<td>Nancy Walczyk</td>
<td>Center for Celtic Studies</td>
<td>New course</td>
<td>Breton Immersion: Folk Culture in a Global Context</td>
</tr>
<tr>
<td>Jennifer Watson</td>
<td>Foreign Languages and Linguistics</td>
<td>New Global Studies Think Tank taught in German</td>
<td>Negotiating Ideologies</td>
</tr>
<tr>
<td>Dennis Wei</td>
<td>Geography</td>
<td>New course</td>
<td>Geography Seminar on China</td>
</tr>
<tr>
<td>Jian Xu</td>
<td>French, Italian and Comparative Literature</td>
<td>New course</td>
<td>Transnational Asian Cinema: Popular Film/Narrative Pleasure</td>
</tr>
</tbody>
</table>
UWM’s Academic Program and Curriculum Committee approved the curricula for four new Global Studies degree tracks in April, rewarding six years of collaborative planning and course development undertaken by faculty members across UWM. As of fall 2006, Global Cities, Global Classrooms, Global Communications, and Global Security have joined Global Management as sub-plans for Global Studies majors.

“Global Studies” was originally conceived by the former deans of Business and Letters and Science as an international management degree, combining undergraduate business education with foreign language and cultural competency. One million dollars in State funding was earmarked to support new Global Studies faculty lines, and the UW System Board of Regents approved an entitlement to plan the degree. Seven years later, what began as an L&S and SBA partnership has grown into a formal, joint-degree program shared by five schools and colleges.

The Global Studies collaborative planning process began in 1999, when the Center for International Education (then called the Center for International Studies) organized the first of a series of campus-wide faculty meetings to chart a plan for a broader Global Studies degree. “Our goal was to ensure this interdisciplinary degree would be both innovative and sustainable. We planned to build the program on UWM’s strengths and faculty members’ particular interests,” noted CIE Senior Director and Global Studies faculty coordinator, Patrice Petro. These meetings, conducted over six years, resulted in the BA in Global Studies’ current design: a unifying, core curriculum composed of three lower division courses, foreign language, study abroad and overseas internship requirements, supplemented by upper division courses required for each of the five pre-professional tracks.

Two Title VI grants from the U.S. Department of Education enabled CIE to provide course development funding to individuals and multidisciplinary teams of faculty members while also holding annual conferences and scholarly meetings supporting UWM research and teaching on globalization themes. Through these peer-reviewed competitions as well as subsequent professional meetings, UWM’s Global Studies program has received an enthusiastic response among international educators.

The BA in Global Studies has been accepting majors since Fall 2003, with the approval of its core curriculum and its first track, Global Management. Approximately 130 declared and intended majors are currently enrolled.

The Center for International Education would like to extend its thanks to the numerous faculty and staff members who have been instrumental in supporting Global Studies development and implementation. Particular acknowledgements are due to:

Connie Jo, Assistant Dean, College of Letters and Science
T.J. Jeske, Director of Graduate and Undergraduate Student Services, School of Business
Dawn Koerten, Academic Affairs Coordinator, School of Business
Members of the Global Studies Advisory Committee
Learning from the Celtic Tiger
Adapted from John Schmid’s series of reports, Milwaukee Journal Sentinel

“Our return to Wisconsin brought us all a renewed sense of the challenge we face from fast-developing world economies. But it also gave us a renewed desire to build that common vision and renewed urgency to get on with the work to grow Wisconsin.”

— Chancellor Carlos Santiago, Mayor Tom Barrett, and Governor Jim Doyle quoted in a joint article from the Milwaukee Journal Sentinel

During his visit to Ireland last January, Chancellor Carlos Santiago focused on learning more about Ireland’s economic success and how this is linked to the country’s university system and educated workforce. Governor Jim Doyle, Mayor Tom Barrett, and Chancellor Santiago traveled to Ireland to study how the nation has transformed itself into a vibrant, globalized, economic giant. Chancellor Santiago, in particular, wanted to explore how Ireland finances higher education and how their universities integrate with the private sector.

During the delegation’s trip, they discovered that Ireland has invested heavily in its universities, which have produced thousands of engineers, software programmers, and scientists who have been instrumental in luring more than 580 U.S. firms there. The percentage of Irish graduates with physics and chemistry degrees is double the U.S. percentage, according to the latest Organization for Economic Cooperation and Development figures. Ireland also outstripped the U.S. in life science and general engineering graduates by the same measure.

As part of Ireland’s national strategy, the universities have closely aligned their curricula with private-sector growth industries, ensuring that research and coursework are designed to support national economic objectives. Plans to emulate Ireland’s success are part of a broader UWM strategy under Chancellor Santiago.

In order to continue discussions started in Ireland, representatives from the Galway-Mayo Institute of Technology (Institút Teicneolaíochta na Gaillimhe-Maigh Eo) visited UWM last May. Galway Director Marion Coy and Head of the School of the Humanities John Tunney met with the Chancellor and the academic deans of the College of Letters and Science, College of Health Sciences and the School of Information Studies to discuss ways to enhance mutual collaboration including faculty exchanges between the two institutions.

Co-director of UWM’s Center for Celtic Studies John Gleeson, Irish President Mary McAleese, and UWM Chancellor Carlos Santiago.
CIE Access Task Force Searches for Ways to Increase Student Diversity in Study Abroad

Even though the total number of UWM students participating in study abroad programs continues to rise each year, the number of students of color studying abroad has decreased since 2000. In an effort to increase accessibility to study abroad, the Center for International Education is working together with representatives from various departments on campus to find ways to make overseas study more appealing and available to students of all backgrounds.

The CIE Access Task Force was formed during the spring of 2006. Its members include:

- **PORTIA COBB**, Task Force Chair; Associate Professor, Film
- **ABERA GELAN**, Assistant Professor, Africology
- **ANTHONY LEMELLE**, Associate Vice Chancellor for Academic Affairs
- **LINDA HUANG**, Director of Multicultural Student Center
- **KRISTIN RUGGIERO**, Director, Center for Latin American and Caribbean Studies
- **YOMARIE TEJADA**, Advisor, Talent Search Program
- **AHMED MBALIA**, Lecturer, Africology
- **ERIK ALCARAZ**, Student
- **SOLOMON GRAHAM**, Student
- **PATRICE PETRO**, Senior Director, Center for International Education
- **SARA TULLY**, Administrative Director, CIE
- **TERENCE MILLER**, Director of Overseas Programs and Partnerships, CIE
- **VICTORIA SERRANO RUIZ**, Study Abroad Coordinator, CIE

The Task Force held its first meeting last May to analyze present study abroad participant numbers and to brainstorm new strategies to increase enrollment for students of color. The U.S. Senate’s designation of 2006 as the Year of Study Abroad highlights the need to expand study abroad opportunities, particularly for groups who have had limited access in the past.

In general, UWM has experienced somewhat higher than national average participation among African American students, who are usually drawn to short-term UWM programs in countries such as Ghana and Senegal. UWM experienced lower than national average participation among Hispanic and Asian-American students.

The committee analyzed various factors which inhibit students from studying abroad including: opposition from parents; limited marketing tactics; financial costs; and limited program offerings in countries which often attract heritage seeking students. Faculty members often play a key role in serving as campus ambassadors to attract students of color to study abroad programs, and the task force hopes to garner more support from UWM faculty across the disciplines. Gaining this support, however, can be challenging since some often question the value of overseas academic experiences.

Members of the Task Force also defined their mission, which is consistent with UWM’s institutional focus on improving access to top quality educational experiences for all students.
GLOBAL STUDIES INITIATIVES ACROSS CAMPUS AND ABROAD

CIE Access Task Force
continued from previous page

The CIE Access Task Force complements UWM’s Access to Success initiative which began in the fall of 2005. Access to Success is the University’s plan to address student access, increase enrollments of diverse and high-achieving students, and increase student success at UWM. The plan builds on the momentum of the Black and Gold Commission and blends the diversity action initiatives of the Milwaukee Initiative Phase 2 with additional retention initiatives recommended by the Enrollment Management Steering Committee. The result is a comprehensive blueprint that addresses enrollment management, achievement, retention, and diversity through a continuum starting with recruitment and culminating in graduation. (Access to Success, UWM Report, Sept. 2005)

UWM Students of Color Abroad

U.S. Students Abroad
(Open Doors Report, Institute of International Education)
K-12 Educators Learn How to Connect Education and Immigration in the Classroom

The Center for International Education’s Institute of World Affairs sponsored the 13th annual Global Studies Summer Institute (GSSI), *Education and Immigration: Global to Local Connections in Teaching and Learning*, drawing 20 teachers from Wisconsin elementary, middle, and high schools last July. GSSI provided K-12 educators with information and resources for teaching students about contemporary international issues and their practical application in the classroom. The three-day program featured informative presentations by speakers from various sectors including: the International Institute of Wisconsin, the World Health Organization, and the International Rescue Committee. The following speakers from UWM also participated:

- Professor **BOB BECK**, Political Science and Global Studies
- Professor **A. ANEESH**, Sociology
- Professor **JAVIER TAPIA**, Educational Policy and Community Studies
- Professor **DANIEL SHERMAN**, History and Director of the Center for 21st Century Studies
- **ROB RICIGLIANO**, Director, Institute of World Affairs
- **JULIE KLINE**, Outreach Coordinator, Center for Latin American and Caribbean Studies

Immigrant families have a large presence in Wisconsin’s classrooms, with school districts throughout the state serving English Language Learner students. This group speaks over 90 languages and come from countries across the globe. In this year’s Global Studies Summer Institute, participants discussed the socio-economic and political factors that motivate people to leave their countries, and the impacts their departures have on their countries of origin as well as the countries who receive them. Through presentations, discussion, and participation of local immigrants and refugees, participating educators learned how to best serve foreign-born students in Wisconsin and explored how teaching about migration can provide an avenue for student learning about a range of global issues.
Américas Book Award for Children’s and Young Adult Literature

Cinnamon Girl: Letters Found Inside a Cereal Box, by Juan Felipe Herrera, was selected to receive the 2005 Américas Book Award for Children’s and Young Adult Literature. The Américas Award is given in recognition of U.S. works of fiction, poetry, folklore, or selected non-fiction (from picture books to works for young adults) published in the previous year in English or Spanish that authentically and engagingly portray Latin America, the Caribbean, or Latinos in the United States. By combining both and linking the Americas, the award reaches beyond geographic borders, as well as multicultural-international boundaries, focusing instead upon cultural heritages within the hemisphere. The award is sponsored by the national Consortium of Latin American Studies Programs (CLASP).

The award winners and commended titles are selected for their 1) distinctive literary quality; 2) cultural contextuali-

2005 Américas Award Winner
Cinnamon Girl: Letters Found Inside a Cereal Box
This is the story of thirteen-year-old Yolanda, “Canelita” (Cinnamon Girl) as her Uncle DJ names her. It is September 2001. Uncle DJ was trapped when the towers fell, and he now lies in a hospital bed, full of tubes. Her uncle has been Canelita’s lifeline, through countless letters they wrote back and forth, precious letters she keeps stuffed inside a cereal box. Cinnamon Girl is a coming of age story, poignantly and lyrically told through letters, diary entries and poems that aptly describe the joys and sorrows of Canelita’s life, her struggle to belong and to find the strength to make the right decisions in the face of unbearable tragedy, with the love and support of her Puerto Rican family.

Américas Award Honorable Mentions
A Season for Mangoes
Sareen is attending her first sit-up, a Jamaican tradition that celebrates the life of a loved one who has died. She has many memories of her Nana especially related to Nana’s last mango season that she wants to share, but is very nervous. Once she faces her fear, she realizes that what she best remembers is the joy of Nana’s life. This tender story and beautiful illustrations demonstrate the special way that Jamaicans celebrate the life of departed loved ones.

The Tequila Worm
Viola Canales takes us on a wonderful voyage filled with rough and calm waters as she describes the life of a young Mexican-American woman. Sofia is caught between two worlds — one filled with the old traditions and folktales from Mexico — the other offering her an opportunity to excel and join a community of more privileged children at an elite boarding school. Watching Sofia merge these two worlds is a humorous and loving tale of a young woman coming of age.

Américas Award Commended Titles
Julio’s Magic
Lucha Libre: The Man in the Silver Mask
Red Hot Salsa: Bilingual Poems on Being Young and Latino in the United States
Red Ridin’ Hood and Other Cuentos
Roberto Clemente: Pride of the Pittsburgh Pirates
Sawdust Carpets/Alfombras de Aserrín

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Working with the Political Parties in Iraq
By: Robert Ricigliano, Director, Institute of World Affairs

During the last two weeks of March 2006, my colleague David Seibel, President of Insight Partners consulting firm, and I went to Baghdad to work with newly elected members of the Iraqi Parliament and other political party leaders from the Sunni, Shiite, and Secular coalitions along with the Turkoman and Assyrian political parties. (We were scheduled to work with representatives from the Kurdish political coalition, but, due to logistical problems, they were unable to come to Baghdad during our stay there.) We were invited to Iraq and hosted by the National Democratic Institute (NDI), based in Washington D.C., which is part of the National Endowment for Democracy. NDI works around the world supporting the development of democratic institutions and has been working in Iraq for about two and a half years helping to set up and train political parties, build governmental capacity, and run elections. Several political parties in Iraq asked NDI for assistance in negotiation training, which led NDI to ask us for help.

At the time of the training sessions, the new government had been elected, but there was a three month stalemate over who would serve in the key posts of Prime Minister, Minister of Defense, and Minister of Interior. The country was also struggling with surging sectarian violence and strong insurgent elements. Given the logistical difficulties of working in a highly insecure environment, we did not have a lot of time to work with each group, and each group was going to be preoccupied with critical life and death decisions. We decided to start with one-day sessions with each political bloc so we could establish relations with them, work with each group on a pressing current issue they face, and introduce some core concepts essential to improving relations among adversarial groups. The concepts and analysis focused on how parties can find negotiation outcomes that avoid creating a “win-lose” contest and, instead, satisfy the interests of all parties.

The one-day sessions were followed by a two-day workshop for participants from the Sunni, Shiite, and Secular political coalitions. Kurdish representatives were unable to attend due to several days of flight cancellations. The two-day session complemented the one-day sessions by focusing on another key ingredient in producing “win-win” negotiation outcomes — the ability to build a working relationship based on trust and good communication. Most of the session was dedicated to helping participants jointly develop ways to improve working relationships among the political coalitions. The session started with an exercise that graphically demonstrates that with a good, trusting, working relationship parties can get much better substantive outcomes, while a competitive relationship greatly limits their ability to satisfy their own interests. During the rest of the session, the question “How can the political caucuses improve their working relationship?” was addressed with a tool for problem solving.

The result was a proposal, developed by a diverse group of Iraqis, for the development of a “relationship management mechanism.” The Mechanism would be comprised of representatives of the political parties and would have three basic functions:

- **Crisis Management** (establishing a “hot line” and rumor control)
- **Confidence Building** (devising ways to increase trust among the factions)
- **Negotiation Support** (joint policy development and a transitional plan to deal with priority issues over the next 3-5 years)

Despite cutbacks from the Bush Administration in funding for democracy support work, NDI is trying to help the Iraqis implement this plan as they work to establish Iraq’s first permanent, democratically elected government.
Institute of World Affairs Building Virtual Commons for Global Community

For over four decades, UWM’s Institute of World Affairs (IWA) has helped the greater Milwaukee community stay informed about and engaged with critical global issues. A new IWA initiative provides access to IWA resources to a much wider audience.

Like other world affairs councils around the country, IWA’s primary vehicle to achieve its outreach mission has traditionally been face-to-face programs, with a speaker addressing a live audience. While this approach continues to serve IWA’s core audience, new technologies have made it possible to reach out to people unable to attend a live program. This year, IWA used its popular Great Decisions lecture series to pilot an alternative model of program delivery. Each installment of the eight-part series was webcast in real time to a number of campuses and community groups throughout the state. Participants could log on and watch the Milwaukee-based program live over the Internet, and email questions to the speaker. The programs were also archived and made available to those choosing to participate in the series asynchronously.

Based on the positive response to the pilot program, IWA is creating a new Global Commons website (www.globalcommons.org). The site is designed to replicate the traditional face-to-face experience in virtual form. It will be a place for people to meet, talk about world events, share opinions, get video, text, and other resources, and generally increase their level of involvement with global issues.

IWA planners think the new site has the potential to greatly expand the reach of the Institute, which serves as the world affairs council for the State of Wisconsin. IWA Assistant Director Doug Savage observed, “In the past, our programs were mainly a resource for those whose schedule and location allowed them to come to events on campus. Global Commons frees us from the constraints of place and time.”

The site is modeled on a real-world public space. It will include a virtual library where users can find video and digital resources, a forum area where contributors can post pieces on current events and engage in online discussions, and meeting space where IWA members, community organizations, schools, and other groups can host private discussions. There will also be an area that features tools to help users translate awareness of global issues into action, such as a searchable list of elected officials and tips on contacting the media.

The digital approach has already yielded some unexpected results. Following a Milwaukee presentation by a Brazilian journalist, the webcast was shared with about 150 members of a popular Brazil-oriented list-serve. A lively online discussion followed between members in the US and Brazil. IWA’s Savage notes, “Obviously, the Brazilians couldn’t be part of the face-to-face program, but the technology provides a forum insensitive to geography. It’s hard to imagine a better way to promote global awareness than to provide the opportunity to interact with people in other parts of the world.”

For more information on the Institute of World Affairs and the Global Commons website, call 414-229-3757.
International Travel Photo Contest Winners Selected

Numerous students, faculty members and alumni participated in the Center for International Education’s first International Travel Photo Contest last spring, sharing captivating photos from countries they have visited or studied in, including Mongolia, Russia, Ghana, Mexico, Greece, China, Finland, and Indonesia. All contest photos can be viewed on CIE’s website: http://www.uwm.edu/Dept/CIE/AP/PhotoContest.shtml.

All photos were displayed in the Union concourse last May, and the following winners were chosen:

1st Place
Marna Brauner • PSOA Faculty
“School Children” taken in Shanghai, China
“Cages” also taken in Shanghai, China
Prizes: $100 and $100 gift certificate to 2010 Frame Garage, Milwaukee

2nd Place
Brian Thompson • Global Studies Student
“Great Wall Graffiti” taken at the Great Wall of China
Prize: $50 and subscription to Condé Nast

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Prize: $50 and subscription to Condé Nast
Honorable Mention
Brian Thompson • Global Studies Student
“Reindeer Sleigh Ride on the Artic Circle”
taken in Rovaniemi, Finland
Prize: $25

3rd Place
Jacques du Plessis • SOIS Faculty
“The House at the Top” taken in
Mamelodi, South Africa
Prize: $50

International Travel Photo Calendar
Purchase your copy of CIE’s 1st International Travel Photo Contest Calendar with photos from around the world depicting global culture. All proceeds will go towards study abroad scholarships.

Price: $10
To purchase: Contact Andrea Joseph, aherbert@uwm.edu or 414-229-6925.
Honorable Mention
Jing Zhang • JMC Faculty
“Adidas versus Lining” – two storefronts facing each other taken in Beijing, China
Prize: $25

Honorable Mention
Kim Omachinski • Communication Graduate Student
“Aburi Gardens” taken in Ghana
Prize: $25
The Center for International Education and the Global Student Alliance invite students, faculty, staff, and alumni to participate in the second annual International Travel Photo Contest. All photographs must portray the theme “Global Culture.” An exhibition of all photos will be displayed in late spring 2007.

Deadline: All entries must be received by March 1, 2007 at the address below. Prizes will be awarded and winners will be notified by April 1, 2007.

Center for International Education
International Travel Photo Contest
Garland Hall 138
2441 E Hartford Ave
Milwaukee, WI 53201

Submit your photos for the 2nd Annual International Travel Photo Context

Rules: All prints must be 8 x 10 inches. Prints will not be returned. Entries limited to 3 photos per applicant. Winners, when notified, must be willing to loan original negatives or digital files for possible future exhibition. On the back of each print, clearly include the following: your name, telephone number, email address, title of photo, and where it was taken. All entries will become the property of the Center for International Education, with appropriate acknowledgement of the photographers. Entries may be used for CIE publications and websites. They will remain with CIE and may be displayed in public areas.

For more information, please contact Andrea Joseph at aherbert@uwm.edu or 414-229-6925.
School of Information Studies, Graduate School and Center for International Education Foster International Interdisciplinary Research

Faculty members from a range of disciplines have been gathering together to discuss research interests and to build scholarly collaborations and cross-campus networks with assistance from the School of Information Studies, the Graduate School and the Center for International Education. The international interdisciplinary research initiatives began last fall with an ICT4: Development in Africa workshop which was open to researchers interested in the Africa region. This workshop was followed by an International Interdisciplinary Information Technology workshop last February which held breakout sessions on cyber-ethics and policy, economic development and information communications technology (ICT), global health, and indigenous knowledge. The sessions allowed faculty members with similar research interests to meet and discuss possible collaborative projects and funding opportunities.

Additional sessions have developed, leading to an interest group focusing on global warming as well as a workshop centering on the challenges and opportunities of the digital age in China. This workshop, to be held September 26-28th, will bring together several scholars from China, UWM, and other organizations with interests in international digital libraries, associated information policy issues, and educational exchange opportunities in the information professions. The goal of this small-scale workshop will be to identify research tracks for which Chinese and American funding may be pursued to support collaborative projects between the two countries. The workshop sessions will be used for short presentations on efforts and needs by selected participants. Planning sessions will be arranged to allow participants to strategize about collaborative opportunities. The immediate outcomes of the workshop include identification of common research interests, potential research topics, collaboration opportunities, and commitments by interested parties to pursue funding opportunities to carry out the research.

Members of the UWM community who are interested in attending any workshop sessions should contact Dietmar Wolfram (dwolfram@uwm.edu) or Jin Zhang (jzhang@uwm.edu) at the School of Information Studies for more information.

For additional information about other international interdisciplinary research initiatives, please visit the International Interdisciplinary Research Forum website: http://www.iirforum.uwm.edu
Faculty Grants/Awards

MARGO ANDERSON, History, was awarded a CIE Faculty Travel grant which supported her attendance and presentation, “Gender, Statistics and Economic Citizenship,” at the 14th International Economic History Congress in August.

ERICA BORNSTEIN, Anthropology, was awarded a grant from the School of American Research in Santa Fe, New Mexico. In 2006-07, she will be a Social Science Research Council/School of American Research Resident Scholar which will allow her to complete work for her book on humanitarianism in India.

SANDRA BRAMAN, Communication, was awarded a CIE Faculty Travel grant to attend an “Internationalizing Media Studies” conference at the University of Westminster, England in September 2006 where she will serve as a speaker on the topic of Media Law and Policy in the Global Studies Curriculum.

HEIDI BRUSH, Journalism and Mass Communication, was awarded a CIE Faculty Travel grant to attend a “Future in the Present” conference in Leicester, UK in April 2006 where she gave a presentation entitled “Craft-work and Fabriculture: Gender, Technology and Autonomism.”

ROBERT BURLAGE, Health Sciences, was awarded a CIE Faculty Travel grant which supported attendance at an Environmental Sustainability conference in Romania in May 2006. He presented “Bioresponder for the detection of mercury in soil, water and fish tissue.”

AVIK CHAKRABARTI, Economics, was awarded a CIE Faculty Travel grant to present on “Factor Price Equalization beyond a Cubic World” at the Annual Meeting of the Canadian Economic Association in Montreal, Canada in May 2006.

GEORGE CLARK, English, was awarded a CIE Faculty Travel grant to support travel to conduct research and work on his novel Tree of Diamond in August at Le Chateau de Lavigny International Writers’ Residence in Switzerland.

DYANNA CZECK, Geosciences, was awarded $181,681 in 2005 for the NSF Tectonics Program: “Collaborative Research: Quantifying the dependence of microstructures and rheology on finite strain for naturally deformed rocks.” (Lead PI Czeck, UW–Milwaukee $114,318; Co-PI Basil Tikoff, UW-Madison $67,363) Czeck was also awarded a UWM Research Growth Initiative grant for “Linking Quantitative Values of Strain and Fabrics in Naturally Deformed Rocks” $87,519. This research is based on fieldwork conducted in Canada and Scotland.

JACQUES DU PLESSIS, School of Information Studies, was awarded a CIE Faculty Travel grant to present “Knowledge Management Within the Framework of Informing Science” at a Knowledge Acquisition and Management conference in Poland last May.

TIMOTHY EHLINGER, Biological Sciences, was awarded a CIE Faculty Travel grant to present “The use of biological indicators for the evaluation of anthropogenic stressor-response relationships in watersheds” at an Integrated Management of Wastes and Sustainable Development conference in Romania last May.

JORGE GONZALEZ, Business Administration, was awarded a CIE Faculty Travel grant to present “Facet and Global Job Satisfaction and Intention to Quit: The Moderating Effects of National Culture and Economic Factors” at an Academy of International Business conference in Beijing, China in June.

IAN HARRIS, Educational Policy and Community Studies, was awarded a CIE Faculty Travel grant to present on a Global Studies Directory of Peace Programs at an International Peace Research Association conference last June in Calgary, Canada.

THOMAS HUBKA, Architecture, was awarded a CIE Faculty Travel grant for travel to Poland to seek cooperation with Polish architecture and history faculty to add an international component to his architectural design studio — Polish Wooden Synagogue: A Museum and Memorial to Polish Jewry.

RAYMOND ISAACS, Architecture, was awarded a CIE Faculty Travel grant which supported attendance at two conferences in Romania last May to present on inter-institutional collaboration in design-based environmental remediation.

GREGORY IVERSON, Foreign Languages and Linguistics, was awarded a CIE Faculty Travel grant which supported attendance at the 15th Biennial Meeting of the International Circle of Korean Linguistics last July in Guadalajara, Mexico. He presented “Laryngeal Realism in Loanword Adaptation.”

JONATHAN KAHL, Mathematical Sciences, was awarded a CIE Faculty Travel grant to conduct collaborative research with...
colleagues at the Atmospheric Sciences Center at the National Autonomous University of Mexico.

**MAURICE KILWEIN GUEVARA**, *English*, was awarded a CIE Faculty Travel grant for travel to Quito and Guayaquil, Ecuador to conduct research for several of his literary works at the National Library and the Historical Archives.

**JOYCE KIRK**, *Africology*, was awarded a CIE Faculty Travel grant to travel to conduct research on African traditional doctors in Cape Town, South Africa.

**JOSEPHA LANTERS**, *English*, was awarded a CIE Faculty Travel grant to present “Intertextuality in Eilis Ni Dhuibhne’s Summer Pudding” at the International Association for the Study of Irish Literatures conference in Sydney and Perth, Australia.

**TAE-SEOP LIM**, *Communication*, was awarded a CIE Faculty Travel grant to present “Cultural Differences in College Students’ Evaluation of One Year Age Differences between the U.S. and Korea” at the Annual Convention of the International Communication Association in June.

**SANDRA TORO MARTELL**, *Educational Psychology*, was awarded a CIE Faculty Travel grant to present “The Psychology of Race and Ethnicity and Informal Learning in the US: Understanding Fostering of Cultural Awareness in Ethnically-Specific Institutions and Other Sites” at the Oxford Round Table at the University of Oxford, England in August.

**AIMS MCGUINESS**, *History*, was awarded a CIE Faculty Travel grant to conduct research into popular and scholarly representations of the California Gold Rush in contemporary Panama.

**JON MCKENZIE**, *English*, was awarded a CIE Faculty Travel grant to present “Human Rights and Global Performativity” at a PSI #12 Performing Rights conference last June at Queen Mary, University of London.

**MICHAEL MUEHLENBEIN**, *Anthropology*, was awarded a CIE Faculty Travel grant to continue research and monitor the risks of disease transmission potential between people and wildlife in and around the Lower Kinabatangan Wildlife Sanctuary of Malaysia.

**SAMAR MUKHOPADHYAY**, *Business Administration*, was awarded a CIE Faculty Travel grant to present “Optimal Return Policy for eBusiness” at a Technology Management for the Global Future conference in Istanbul, Turkey last July.

**LILIAN NG**, *Business Administration*, was awarded a CIE Faculty Travel grant to present “Home Bias in Foreign Investment Decisions” at the China International Conference in Finance in Shanghai, China.

**KATHRYN OLSON**, *Communication*, was awarded a CIE Faculty Travel grant to present “Rhetorical Leadership in Framing a Supportive Climate for Educational Reforms Assisting Children with Disabilities” at the Oxford Round Table conference in England. She will also present “Rhetorical Leadership in Critiquing the Political Performance of Hierarchy” at the 3rd Annual Manchester Workshops in Political Theory at Manchester Metropolitan University in September.

**JEFFREY OXFORD**, *Spanish and Portuguese*, was awarded a CIE Faculty Travel grant to present “Infl uencias naturalistas y goticas en Los amigos del crimen perfecto de Andres Trapiello” at the 88th Annual Conference of the American Association of Spanish and Portuguese last June in Madrid and Salamanca, Spain.

**RACQUEL OXFORD**, *Curriculum and Instruction*, was awarded a CIE Faculty Travel grant to present “Engagement for Better Preparation: Teachers for a New Era” at the 88th Annual Conference of the American Association of Spanish and Portuguese in Madrid and Salamanca, Spain.

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**Faculty Travel Awards**

Full-time UWM tenured or tenure-track faculty are eligible to apply for CIE international travel awards. Awards are limited to support: research; formal participation, performance or exhibition at an international professional meeting; curriculum development; or travel to plan, develop or strengthen exchange programs.

**Fall deadlines are:**
- December 1, 2006 – for travel between January 1 and March 31, 2007
- March 1, 2007 – for travel between April 1 and June 30, 2007

**Faculty Grants/Awards continued**

**DONNA PASTERNAK,** *Curriculum and Instruction,* was named a Roving Scholar in American Studies by the J. William Fulbright Foreign Scholarship Board for August 2005-May 2006. She visited schools and teacher conferences throughout Norway, consulting on the teaching of English and American culture to Norwegian students.

**RICHARD PRIEM,** *Business,* was awarded a CIE Faculty Travel grant to present “Within Team Boundaries and Trust: Why Teams Fracture under Pressure” at the European Group on Organization Studies 22nd Annual Colloquium.

**GABRIEL REI-DOVAL** and **ISABEL MÉNDEZ-SANTALLA,** *Spanish and Portuguese,* were awarded a CIE Faculty Travel grant which supported travel to Galicia, Spain to conduct a site visit to begin developing a summer 2007 study abroad program focusing on Galician culture.

**MARK SRITE,** *Business Administration,* was awarded a CIE Faculty Travel grant to present “Impact of Indian Software Developers’ Exposure to U.S. Culture on Information System Skills and Job Satisfaction” at the Institute for Operations Research and Management Science conference in Hong Kong in June.

**YING WANG,** *Art History,* was awarded a CIE Faculty Travel grant which supported travel to Beijing, China to conduct field work on salt production in China for her book *Salt and Art of Yanzhou,* 1700-1800.

**JAMES WASLEY,** *Architecture,* was awarded a CIE Faculty Travel grant to present “Inter-institutional collaboration in design-based environmental remediation” at two conferences in Romania last May.

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**Publications**


**ABBAS HAMDANI,** *History,* had his editorial “No peace with ‘new Middle East’ policy” published in the Milwaukee Journal Sentinel on July 30, 2006.


**MAURICE KILWEIN GUEVARA, English,** has new literary prose or verse forthcoming in *Sentence* (“The other word for thesaurus”), *TriQuarterly* (“Cholula” and “Soup for an Oligarch”), *Ploughshares* (“Cage”), and *Southern California Anthology* (“Sometimes I listen to a song six times” and “West of Eliza Furnace”).

**MARCOS MAMALKIS, Economics,** published “Chile” in *The Handbook of Latin American Studies*, Pg.190-200, No. 61, Social Sciences, University of Texas Press, 2006.


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**Presentations**

**MARGO ANDERSON, History,** delivered a paper at the European Social Science History Conference in Amsterdam on “Race and Ethnic Classification and the McCarran Walter Act.” In August she delivered a paper at the 14th International Economic History Congress in Helsinki, Finland on “Gender, Statistics and Economic Citizenship.”


**KEITH BENDER, Economics,** gave lectures at the following institutions: University of Giessen, Germany: Comparing Labor Market and Retirement Institutions in the U.S. and Germany, May 22- June 30, 2006; University of Potsdam, Germany: Public Retirement Insurance Programs: Labour Market Impacts and Future Prospects, July 10-14; University of Aberdeen, Scotland: Visiting Professor, Aug 2006-July 2007 (Sabbatical leave from UWM — primary research will be on U.S.-European comparisons of dimensions of well-being of retirees and the public policy issues that impact well-being).

continued on next page
**Presentations continued**


**YEA-FEN CHEN, Foreign Languages and Linguistics**, presented at the following conferences: “An Interdisciplinary Short-Term Study-Abroad Program in China,” Conference on Chinese Language Education: Theories and Practice in the Study Abroad Context (CCLE), Beijing, China, July 2006; “Calligraphy, Contemporary Art, and the Chinese Language Instruction,” the Fifth International Conference on East Asian Calligraphy Education, Yasuda Women’s University, Hiroshima, Japan, July 2006; “Is It Worth It? A Critical Review of Distance Learning Courses via Interactive TV” the 4th Technology and Chinese Language Teaching in the 21st Century Conference at University of Southern California, LA, CA, May 2006; “Colloquium: Growing LCTL Program, K-12,” the 9th NCOLCTL Conference, Madison, WI, April 2006. She also conducted an AP Chinese Summer Institute at Northwestern University, Evanston, IL in July and will conduct another at the Rensselaerville Institute Conference Center, Rensselaerville, NY in August.


**TIMOTHY EHLINGER, Biological Sciences**, gave the following presentations in Romania in May: “Integrating Ecological Concepts and Theory into the Design, Implementation, and Adaptive Management of Watershed Restoration Projects, Case Studies from Wisconsin, USA” at Ovidius University Constanta and University of Bucharest.; “The Use Of Biological Monitoring To Identify Anthropogenic Induced Stressor — Response Relationships In Watersheds” at the Ecolinks Conference in Constanta; “Incorporating Universities in Private-Public Partnerships for Sustainable Development” at the Conference on Sustainability in Tulcea.

**LOREN GALVAO, Nursing**, presented “He won’t use condoms: HIV-infected women’s struggles in serodiscordant primary partnerships” with Patricia Stevens at the XVI International AIDS Conference in Toronto, Canada, in August 2006.

**VICTOR GREENE, History**, was invited last May to give lectures at Warsaw, Lodz, and Jagiellonian Universities in Poland and Karl Franzens University in Austria.


**IAN HARRIS, Educational Policy and Community Studies**, presented a workshop on “Teaching Peace Strategies” at the World Peace Forum in Vancouver, Canada in June, and a paper on “Peace Studies at the Beginning of the Twenty-First Century” at the International Peace Research Association Conference in Calgary, Canada in July.

**JOHN HEYWOOD, Economics**, spent three weeks at the Lancaster University Management School in the United Kingdom in June as part of the School’s Distinguished Visiting Professor Program. He gave both a departmental seminar on performance pay and job satisfaction and an open public lecture on the determinants of retaining scientists in the scientific workforce. In addition to meeting with faculty and students, he continued joint research with colleagues in Lancaster’s economics department.

**JOSEPHA LANTERS, English**, presented “‘Cobwebs on Your Walls’: The State of the Debate about Globalisation and Irish Drama,” at the conference of the International Association for the Study of Irish Literatures held in Prague, Czech Republic, in July and published the paper in Global Ireland: Irish Literature for the New Millennium, ed. Ondrej Pilny and Clare Wallace (Prague: Litteraria Pragensia, 2005), 33-44.
TOMAS LIPINSKI, Information Studies, will lecture and visit during sabbatical this fall at the Faculty of Law, University College, Cork, Ireland and at the Interdisciplinary Centre for Law and ICT, Catholic University of Leuven, Belgium on the topics of Internet and Information Law and Policy. He was also recently named to the roster of Fulbright Senior Specialists.

MARY K. MADSEN, Health Sciences, attended the Fourth International Conference on Health Care Systems held in Bratislava, Slovakia in July and presented a paper on the Consortia for Future Leadership co-authored by RANDALL LAMBRECHT. An abstract of the paper was published in the Journal of Health Management and Public Health (vol. 10).


REBECCA NEUMANN, Economics, visited the University of Aberdeen, Scotland, in March 2006 and presented a paper titled “Explaining the trend and the diversity in the evolution of the stock market” (co-authored with NILOY BOSE) in their Economics Seminar Series. She was also a guest lecturer in one of their undergraduate macroeconomics classes.


CHRIS PAPADOPOULOS, Civil Engineering and Mechanics, participated in the panel discussion on “Peace Engineering” at the 15th Annual Meeting of the Association for Practical and Professional Ethics, Jacksonville, FL, March 2006. He and student Andrew Hable are preparing a related paper entitled “Can Engineers Engineer Peace?: A Comparison of Current Emphases in Engineering with Emerging Needs,” which will be submitted to the Journal of Science and Engineering Ethics in the fall.

DONNA PASTERNAK, Curriculum and Instruction, gave the following presentations: “Making it” in the military: Sex and combat in the experiential texts of the Vietnam war” at the 6th Annual Expanding Horizons Conference at University of Oslo, Norway in September, 2005; “Moving from reader response to cultural and historical analysis: Using authentic texts to teach American Studies” at the 30th Annual Conference of the American Studies Association of Norway Preconference seminar for teachers in Oslo, Norway in October 2005; “Centering teachers in writing communities: Using reflective practice to consider the personal and cultural contexts that affect learning” at the 2006 Nordic Network Conference in Helsinki, Finland in March 2006.
CIE Welcomes New International Scholars Arriving this Fall

SHANA PONELIS, South Africa
Research Scholar, Information Studies

VICTOR ANGEL BUSTOS, Argentina
Short Term Scholar, Chemistry

HELGE HOEHN, Germany
Research Scholar, Engineering and Applied Science

YUN QI, China
Research Scholar, Physics

NANCY ATEF MOHAMED EL-GENDY, Egypt
Research Scholar, English

SUSANA MARIA DE SOUSA SILVA NEVES, Portugal
Research Scholar, Biological Sciences

YUNGAO WU, China
Research Scholar, Engineering and Applied Science

SALVATORE CAPASSO, Italy
Professor, Economics

PAWEL ZYLINSKI, Poland
Research Scholar, Engineering and Applied Science

JIAN HUANG, China
Research Scholar, Biological Sciences

WEIWEN ZHANG, China
Research Scholar, Engineering and Applied Science

IAIN COURT, Australia
Research Scholar, Theatre and Dance

ARMADO BRISENO ALONSO, Mexico
Research Scholar, Education

DORA CHAPA KRUEGER, Mexico
Research Scholar, Education

MARIA MAGANA ARIAS, Mexico
Research Scholar, Education

BERNARDO ROBLES RIVERA, Mexico
Research Scholar, Education

ALEJANDRO ZEPEDA CUEVAS, Mexico
Research Scholar, Education

MARIA ARMAS BRIZ, Mexico
Research Scholar, Education

KAMAL JANGHORBAN, Iran
Research Scholar, Engineering and Applied Science

The Center for Cultural Diversity and Global Health hosted international scholars from around the world in 2005-06, including DR. CHUNGAM KIM from Keimyung University, South Korea; Leticia Casique and Ana Maria Vera Ramirez from the University of Guanajuato, Celaya campus, Mexico; MRS. A.R. SINGH, from the Tehmi Grant School of Nursing, in Pune, India; MR. CHOOSAK YUENNEN, from Boromarajonani Nursing College, Chiang Mai, Thailand; BEI-WEN WU, YUAN HUIYUN, and HUANG RONG from Shanghai Second Medical University, now part of Jiao Tong University School of Medicine, China; and Barbara Stilwell from the World Health Organization in Geneva, Switzerland. Currently in residence at the UWM College of Nursing is MS. SUNAE LEE from Kangwon National University in South Korea. The visitors met with UWM faculty and staff, the College of Nursing’s community nursing centers, and gave guest presentations for faculty, staff, and students.
International Scholar Feature

Olivier Leupin
Visiting Scientist from Switzerland, Department of Geosciences

When did you arrive in Milwaukee? How long will you be here?
I came in June and will be here for one year.

Tell me about your schooling and past professional positions.
I attended the University of Bern in Switzerland, then received my Ph.D. from the Swiss Institute for Aquatic Sciences at the Swiss Federal Institute of Technology (ETH, or Eidgenössische Technische Hochschule). Here I completed research on arsenic removal and affordable water treatments for households. I also visited Bangladesh periodically to conduct research.

Most recently, I became the project leader for a book called Who Owns the Water (Lars Muller Publishers, currently in press) which features different authors and artists. It’s about the phenomenon of water and points out the risk of unlimited privatization of water and records how dependence on water is exploited.

Why did you choose to come to UWM?
Tim Grundl, UWM Professor of Geosciences, traveled to the Swiss Institute for Aquatic Sciences, and we met and realized we had similar research interests. I was later awarded a grant through the Swiss National Science Foundation to conduct research here at UWM with Tim.

What is the focus of your research?
Geographic information system-based modeling of geogenic, or natural, contaminants. Water contaminated with arsenic, for example, is a large problem in countries such as China, South Africa, New Zealand and South America. I’m trying to build a model to forecast the probability of selenium deficiency and excess in water. Selenium is a mineral that is good for you, but only in small amounts.

What are your impressions of UWM and Milwaukee?
The people are very open and kind here. I enjoy the beer, brats and festivals! Using English everyday is difficult though. I’m used to using English only when talking about scientific terms, so it is hard to talk about regular things. But it is great to be a part of another culture.

What are your plans after you leave UWM?
I will probably return to Switzerland. This fall though, I will travel to Utah for a few months to conduct research at the U.S. Geological Survey.
Scholarship Program Draws Saudi Students to Study in the U.S.

In efforts to improve relations between Saudi Arabia and the U.S., the Saudi government sponsored a new scholarship program which has led to a dramatic increase in the number of Saudi student enrollments at U.S. universities and colleges. The program is the result of an April 2005 agreement between President Bush and then-Crown Prince Abdullah (who became King three months later), who issued a statement that included a pledge to “increase the number of young Saudi students who travel and study in the United States.” The program is managed by the Saudi Embassy’s Cultural and Educational Mission in Washington D.C.

Approximately 25,000 scholarships are expected to be distributed over a five-year period. This program mainly applies to undergraduate students, unlike previous Saudi-government scholarship programs, and is available for studying medicine, nursing, pharmacy, engineering, computer science, basic sciences, law, accounting, and e-commerce. Saudis who already have admission to a U.S. university are eligible for the program. Most students are awarded five-year scholarships, including one year of intensive English-language studies, and receive a $1,200 monthly stipend for living expenses.

Many universities around the U.S. were initially overwhelmed by the large influx of applications from Saudi students, but were ultimately reassured that the increased enrollment added to the decreasing number of international students on various campuses following September 11. “The Intensive English Program at UWM struggled after 9/11,” said Kevin Beisser, Senior International Student Specialist of UWM’s Intensive English Program. “Post 9/11, we had fewer students enrolled overall than our current Saudi student enrollment. The Saudi scholarship program really helped to revive us.”

To stay abreast of policies and procedures surrounding the scholarship program, Center for International Education International Admissions Specialist Katja Maertens-Wilsing participated in an embassy tour last February which included a visit to the Saudi Embassy’s Cultural and Educational Mission. In addition to learning about the history and purpose of the scholarship program, she also gained an understanding of the student application process as well as cultural issues pertaining to Saudi students.

Numerous Saudi students have been drawn to UWM because of the University’s unique conditional admission policy for undergraduate academic admission contingent upon English language proficiency. Before beginning courses in their intended majors, UWM’s international students must pass one semester of the highest level of intensive English language or receive a sufficient score on the TOEFL exam, both of which have proven to be difficult for many students. Passing the highest level of an intensive
English language course after only one semester of study can be almost impossible for some who arrive in the U.S. with few or no English language skills. Students are allowed six months to one year to complete their semester of English studies and can apply for an additional six months of study, which may or may not allow enough time to reach the expected language proficiency. Those who do not complete their English language studies in the designated time period are often unable to continue on to their degree program and generally return home.

Hussain al-Nemer, a first year Saudi student planning to study biomedical engineering at MSOE, is currently in the Intensive English Language Program at UWM. He took four months of Intensive English Language classes, three of which were in Ireland, prior to arriving in the U.S. He was made aware of the scholarship program from various friends who have studied or are now studying in Indiana. Hussain has had a positive experience in Milwaukee thus far, and enjoys the relaxed class atmosphere here.

Qasem al-Shayeb, a first year Saudi student looking to study computer science at UWM, chose to come to Milwaukee through advice given to him by a teacher in Saudi Arabia. He also has cousins from his home country who have studied in the U.S. on this scholarship program and spoke highly of academic opportunities in the states.

For the 2005-2006 academic year, UWM’s Intensive English Program received 79 students from Saudi Arabia, 43 of whom were conditionally admitted to the University and the remainder of whom are graduate students or others who will attend the Milwaukee School of Engineering or Marquette University. UWM has 59 continuing Saudi students for the 2006-2007 academic year and will welcome 30 new students this fall.

Saudi Arabia currently ranks as the number one country from which UWM receives Intensive English Language students, compared to 2004 when Korea and Japan topped the list and only one Saudi student was enrolled in UWM’s program. “We now need to recruit more non-Saudi students to balance out the enrollment,” said Beisser, who will be recruiting students in South America this fall.

**International Student Essay Contest**

Share your experiences as an international student at UWM and have your winning article featured in the next issue of Global Currents!

*For:* International degree-seeking students and international exchange students

*What to submit:* A 500 word article focusing on “My Journey to Milwaukee” or “Life at UWM through the Eyes of an International Student” and 2-3 photos of yourself engaged in life at UWM or in Milwaukee. Articles are subject to editing.

*Deadline:* December 1, 2006. Email articles and photos to aherbert@uwm.edu

*For more information:* Contact Andrea Joseph at aherbert@uwm.edu or 414-229-6925
Outstanding Student Achievements in Asian Studies

- STEVEN ARROWOOD and NICK VAN EYCK were awarded one-year scholarships by the Republic of China Ministry of Education to study Mandarin Chinese in Taiwan. They will be in Taiwan from this fall until Summer 2007.
- CHRIS WEIL and JOHANN HAUSER-ULRICH participated in the 5th International Conference on East Asian Calligraphy Education at the Yasuda Women’s University in Hiroshima, Japan.
- TIMOTHY MENTKOWSKI was awarded the Excellence in Foreign Language Study Award by the Wisconsin Association of Foreign Language Teachers.
- NOEL POUNTAIN won 2nd Place in the 2nd Midwestern College Student Chinese Speech Contest at Northwestern University.

2006 FLAS Fellowship Recipients

The Center for Latin American and Caribbean Studies (CLACS) offers Summer Foreign Language and Area Studies (FLAS) Fellowships for UWM students pursuing a Latin American/Caribbean area studies specialization in their graduate program. The fellowship promotes training in less commonly taught languages through participation in programs of intensive foreign language instruction offered in the U.S. or abroad. These portable fellowships include tuition and a $2,500 stipend for study in an approved intensive language program. FLAS Fellowships are funded by the U.S. Department of Education.

The Summer 2006 FLAS recipients include:

- MATTHEW DALSTROM (Ph.D. candidate, Anthropology) studied Level I Yucatec Maya through the University of North Carolina-Chapel Hill program in July, spending two weeks in Chapel Hill and four weeks in Yucatán, Mexico.
- RAMONA TENORIO (Ph.D. candidate, Anthropology) studied elementary Mixtec at the Universidad Autónoma Benito Juarez Oaxaca through the San Diego State University program last July in Mexico.

Coming Soon: Major in Jewish Studies

Effective Spring 2007, students at UWM will have a new option for undergraduate study: Jewish Studies. The Center for Jewish Studies will offer the major, which will consist of two tracks: Hebrew Studies and Modern Jewish Studies. Modern Jewish Studies is an interdisciplinary major with particular emphasis on modern Jewish history and culture.

“We are creating an attractive, exciting slate of courses,” said Chava Frankfort-Nachmias, Ph.D., director of UWM’s Center for Jewish Studies and Associate Professor of Sociology. “As with any field, there are always new thinkers and new ideas emerging, and creating this major is an opportunity to bring some of the best to Milwaukee.” This 30 credit major includes required and elective courses such as “Jewish Culture in America: History, Literature and Film” and “Jewish and Ethnic Narratives and Identities in Media.” Additional courses are being developed by new faculty recently hired to develop the major. Students can meet their language prerequisites in one of a variety languages, including Spanish, German, French, or Hebrew.

For more information on the Modern Jewish Studies track, contact 414-229-6121 or cjsuwm@uwm.edu.

For more information on the Hebrew Studies track, visit www.uwm.edu/Dept/FLL/hebrew.html
For me, participating in a semester long exchange program in Colima, Mexico was more than a flight, a tourist destination, and a great time. Through the semester I found myself questioning my own perceptions and ultimately realized subtle but poignant changes in myself. The impact of this learning process began as I stepped off the plane in Colima. I was ready to open myself to a learning experience that I would take back with me. My first perceptions of Colima were mostly influenced by the warmth and humility of the people I met while there. Besides learning more about the language, traditions, and perspectives of the Mexican people, I came to understand their feelings, principles, and way of life. I understood Mexico to be a culturally rich and diverse country with much to discover.

Mexico is linguistically rich, with idioms and dialects which vary from one region to the next. The country’s cultural diversity mirrors the linguistic differences. Colima is the third smallest state in Mexico, hugged by Jalisco to the north and Michoacán to the south. As a small state, much of its culture has been adopted from the two surrounding states. Those states, Jalisco and Michoacán, have uniquely distinct traditions, and a blending of both made Colima even richer in culture. This richness is not only observed in the culture but also in the economy of the region. Colima is currently facing an amazing economic explosion. Multinational firms are penetrating the market with very successful results. I had the opportunity to observe the acceptance by Colima residents of these multinational enterprises.

Opportunities to work are abundant in the state of Colima. The trick is to be aware of the unique social etiquette that exists in all businesses. One needs to establish a relationship prior to conducting any type of business. I completed my business internship at the biggest and busiest hotel in Colima, Hotel Maria Isabel, where I had the opportunity to work on several projects while interning for 10 weeks. I spent time in the areas of reception, human resources, restaurant operations, and ultimately learned a great deal about the basic concepts of hotel management and restaurant operations.

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My objective was to do an internship which would link Global Studies with Global Management. There is no doubt that the internship fulfilled my expectations. The internship offered me the opportunity to analyze how business is conducted differently outside of the United States. Some of the things that stood out to me were the strong relationships and harmony among the employees. They had a fascination for the job they performed, were enthusiastic to do their best and were excited to work as part of a team. However, Mexico is a country where social class levels are very apparent, and discrepancies between line workers and management were obvious.

Studying abroad is a vital part of today’s education because we live in a world where the borders dividing our countries are becoming more transparent. Studying abroad opens your senses to experiences that cannot be simulated just by reading a book or watching films. There is a world filled with wonders like language, culture, and diversity waiting for curious minds to go and discover.

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**CIE Looking for Student Contributors**

Students with recent overseas academic experiences are welcome to submit essays and photos for upcoming *Global Currents* issues. Please contact aherbert@uwm.edu for more information.

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**Apply to Blog Abroad with UWM**

**Share your overseas experience with others while you are studying abroad and earn $200!**

If selected, your journal entries and photos will be posted on the Center for International Education’s Overseas Programs and Partnerships (OPP) website so other students can learn about aspects of your program and what it is like to study abroad. You will be representing your program as a student ambassador through this project.

**For:** Students participating in a study abroad program during the Spring 2007 semester.

**Guidelines:**

1. You must be a UWM student and preference will be given to students on UWM programs.
2. Submit at least eight journal entries (one every two weeks) from abroad about any of the following topics:
   - Homestay experience
   - Academics
   - Local Culture
   - Internship/volunteer/service learning experiences
   - Cultural excursions
   - Current events in your host country
3. Submit at least one picture with every journal entry

Entries are subject to editing (if needed) by OPP staff before publishing.

If you are interested in this opportunity, please submit the following:

- Your name
- Study abroad program
- Email address
- Telephone number
- Sample journal entry (a half-page to one page typed) summarizing your preparations and expectations for study abroad
- Sample travel-appropriate photo submitted digitally to demonstrate your ability to email photos

Submit the required information to Gail Gilbert, ggilbert@uwm.edu, by December 1, 2006. You will be notified by phone or email if selected.

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Refrain from submitting entries about:

- Drinking
- Parties
- Illegal activities
When I told people I was going to spend a year teaching English at the Université de la Sorbonne Nouvelle in Paris, France, I often heard that I would have a great time and rarely have to work because of the constant strikes (les grèves). Having made it from October to February without so much as a hint of striking, I was beginning to feel rather deprived of this cultural experience, but I soon found myself experiencing the French grève in all its glory.

Toward the end of February, the French government had imposed a new labor contract for those under the age of 26 called the Contrat Première Embauche, or CPE. Among other things, the CPE gave employers the power to fire employees without justification during the first two years of their employment. Until then it had been very difficult to fire employees, meaning that the French workforce was made up of people who felt secure enough in their jobs to not put much effort into them. While the possibility of getting fired could have changed this blasé attitude, it would also have led to job instability in a market of very high unemployment. For this reason, students strongly opposed the CPE and decided that the best way to express their opposition was to abstain from classes at universities across France, including the school I attended, Paris III. The grévistes (actively striking students) barricaded the doors to the schools with tables, boxes, and their bodies, letting in only teachers and other employees. This meant that I could enter the building but that my students could not, so classes could not be held.

For the first few weeks there was little activity of any kind other than students having picnics and playing guitars in front of school buildings. The first police action took place early the morning of Saturday, March 11th when police forcibly removed students who had been staging a sit-in at the Sorbonne. This initial use of force was followed by several weeks of nightly student-police clashes, often resulting in smashed storefronts and tear-gassed students.

After a few weeks, and with what seemed like no end in sight, other teachers and I began to wonder how or if we would be able to teach the large amount of remaining schoolwork during the rest of the school year. Because of the way the school calendar was arranged, there was no way for classes to continue beyond their May 20th end date, which meant that the only thing to be done was to teach less material and revise exams to fit these new curricula. Then, just as we began our spring break, the government caved to the striking students and abandoned the CPE altogether. On Monday, April 24th, six weeks after it all began, the students came back to class basking in the glory of their victory and were suddenly unconcerned with the rest of their academic year.

In the end, students received credit for classes and graduated as planned, suffering through nothing harsher than a Saturday class or two. From my view as an American, this extreme social mobilization and its lack of consequences borders on irresponsible, but to the French it is just another chapter in the history of the grève.

“The grévistes (actively striking students) barricaded the doors to the schools with tables, boxes, and their bodies, letting in only teachers and other employees. This meant that I could enter the building but that my students could not, so classes could not be held.”

— Gaelan Varn, Graduate student who taught English in France
Global Student Alliance (GSA), sponsored by UWM’s Center for International Education, is a student organization devoted to breaking down barriers to cross-cultural communication, bringing U.S. and international students together for the benefit of the campus and community, and helping international students adjust to life in Milwaukee. GSA promotes dialogue and global mindedness by coordinating a series of programs and special events on campus.

Culture Café welcomes various presenters to talk about a specific country or culture. It is a great time for students to come together, taste traditional ethnic foods, and enjoy friendly and stimulating discussion. Culture Café will be held on the following Wednesdays in Garland Hall 104 from 2:00-3:30 pm: Sept. 20; Oct. 4, 18; Nov. 1, 15, 29 and Dec. 13.

The Peer Mentoring Program is a great learning opportunity and experience for any globally-minded individual. This program pairs a U.S. student with an international student to help in the process of getting acquainted with UWM, U.S. culture, and life in Milwaukee. Peer Mentoring helps international students with their transition to life at UWM and Milwaukee and facilitates a powerful learning opportunity for U.S. students, a chance to positively contribute to the global student community. It also offers the opportunity for students interested in foreign languages to practice with native speakers.

As a part of its community outreach activities, GSA also recruits speakers to help educate youth about the importance of cultivating global perspectives. The Global Small Speakers Bureau broadens international awareness and promotes international education in local K-12 classrooms. International and returned study abroad students share their experiences which inspire younger students to reach beyond their borders and pursue a lifetime of global experiences.

Display from Culture Café Paraguay.
The Global Student Alliance will be hosting the fourth annual International Bazaar at UWM. GSA will bring together a variety of cultural displays, demonstrations, and performances in celebration of International Education Week.

This is an open house event that will be held on Thursday, November 16, 2006 in the Wisconsin Room, located on the 2nd floor of the Union. Come for food, music, and dance; stay for great discussion, connections, and learning opportunities.

Some additional activities GSA is exploring for the 2006-2007 academic year include:

- International Martial Arts Day
- Battle of the Bands: International Music
- International Fashion and Dance
- International Film Screenings
- International Pub Crawl
- UN Day: October 24, 2006
- International Day of Peace: September 21, 2006
- International Education Week: November 13-17, 2006
- Language Coffee Hour

LAURA HETLAND has recently joined Global Student Alliance as a Coordinator and is excited to expand the organization’s activities while she finishes her degree at UWM. Laura is a senior majoring in Global Studies with a Global Security focus and is also pursuing a Peace Studies Certificate. She recently returned from a semester abroad at the University of Queensland in Brisbane, Australia. After graduation, Laura hopes to spend a year abroad in France teaching conversational English and is also interested in serving in the Peace Corp in Africa or India with the HIV/AIDS awareness program.

For more information about helping out with or attending Global Student Alliance events, please contact Laura Hetland at lhetland@uwm.edu.
Welcome New CIE Staff

**GAIL GILBERT** was hired as a Study Abroad Coordinator in CIE’s Overseas Programs and Partnerships office in the spring of 2006. She joined CIE in the fall of 2004 as a Peer Advisor. Gail graduated from UWM last December as the first Global Studies/Global Management graduate. As a student, she studied abroad and completed an internship in Seville, Spain.

**THOMAS MAGUIRE** was appointed CIE’s new Research Coordinator in September 2006. He previously worked for the Huda Satellite Channel in Cairo after a year in Egypt as a Fulbright scholar. Tom also served as a Research Assistant at the American Institutes for Research in Washington, DC. He is currently completing his dissertation on Islamic Media Studies at the University of Texas. He received an MA in Media and Communication Studies from Goldsmiths College of the University of London and a BA in humanistic philosophy from the University of Pennsylvania.

**NICOLE PALASZ** joined CIE’s Institute of World Affairs last February as the new K-16 Outreach Coordinator. She is responsible for developing programs for educators and students to increase global education in classrooms in Wisconsin and across the U.S. Prior to joining the Institute of World Affairs, Nicole was a Project Associate at the Center for Victims of Torture, a rehabilitation center for torture survivors in Minnesota. She holds a Masters Degree in international affairs from the Fletcher School of Law and Diplomacy at Tufts University.

**JUANELL WINTERS** recently joined CIE in June as a Financial Specialist. Prior to joining CIE, Juanell worked as a Member Service Representative and IRA Specialist at a credit union. She attended UWM and Concordia University and plans to complete her degree in accounting with a minor in Criminal Justice in the near future.
UPCOMING PROGRAMS

GLOBALocal Dialogues 2006: Exploring your place in the world

A panel presentation from the region kicks off the Institute of World Affairs’ GLOBALocal Dialogues 2006 focusing on global – local connections in the Middle East. Three interactive discussion-based programs follow in a new program format: moderated small and large group discussions focusing on global issues, their local impact and what we can do about them.

SEPTEMBER 12 – The Middle East: Dispelling Myths and Perceptions
Marwan Kraidy, Professor of Intercultural Communication, American University
Steven Clemons, Director, American Strategy Program, New America Foundation
Mordecai Lee, Professor of Governmental Affairs, UWM

SEPTEMBER 26 – The Iraqi Dilemma: What should we as Americans do?
Robert Ricigliano, Director, Institute of World Affairs

OCTOBER 3 – The Global Oil Crunch and the Middle East: How should we cope?
Bill Holland, Midwest Regional Field Director, Apollo Alliance

OCTOBER 10 – The Abrahamic Faiths: What are the challenges and opportunities for finding common ground?
Marcus White, Executive Director, Interfaith Council of Greater Milwaukee

ALL GLOBALocal programs:
Location: UWM Student Union Ballroom-East, 2200 E. Kenwood Blvd.
Time: Registration 6:30 pm; Program 7:00 - 8:30 p.m.
Admission: $8 General Public; $4 IWA Basic Members and UWM Community; FREE for IWA Premium Members and Students.
Register: Online at www.iwa.uwm.edu or by phone at 414-229-3220.
UPCOMING PROGRAMS

SEPTEMBER – NOVEMBER – Spanish Conversation Table
5:00-6:00pm, Cunningham G75
Practice your Spanish at this informal weekly gathering, which is geared toward nursing students, but all are welcome. For all levels. Facilitated by Ms. Sarah Nunn, UWM College of Nursing. The Spanish Table will meet on Tuesdays on the following dates: 9/19, 9/26, 10/3, 10/10, 10/17, 10/24, 10/31, 11/7, and 11/14. Learn to interact effectively with Spanish-speaking patients. Don’t miss this great opportunity! Free and open to the public. For more information, contact Sarah Nunn at sam137qt@yahoo.com

SEPTEMBER 20 – Center for International Education’s Fall Welcome Reception
3:00-5:00pm, UWM Golda Meir Library Conference Center, 4th Floor
Join CIE in welcoming new international students and scholars and returned study abroad students to campus, celebrate the final approval of the BA in Global Studies program, and hear an update on CIE’s recent activities and plans for the coming year. Chancellor Carlos Santiago will present opening remarks. Refreshments will be served. No RSVP necessary.
For more information, contact Andrea Joseph at aherbert@uwm.edu or 414-229-6925.

SEPTEMBER 21 – Center for Cultural Diversity and Global Health Brown Bag Lunch Series: “Muslim Women in Health Care”
11:30am – 12:30pm, Cunningham G75
Presentation by Professor Mary K. Madsen, UWM College of Health Sciences, and Lila Ali, UWM School of Business Administration.
For more information, contact Anne Banda at banda@uwm.edu or 414-229-3995.

OCTOBER 4 - Documentary screening: “i”
Location, time TBA
The feature documentary “i” portrays the collapse of government and economy of Argentina in late 2001 through the eyes of grassroots documentarians.
Cosponsored by CLACS and CIE. For more information, contact jkline@uwm.edu

OCTOBER 5 – Distinguished Lecture Series – Capital Punishment: What Should Wisconsin Do?
7:30pm, Union Wisconsin Room
Barry Scheck, attorney and co-founder of the Innocence Project, continues his campaign for reform of the criminal justice system. Scheck and the Innocence Project are working on a larger scale to effectively address the recurring institutional problems that contribute to the conviction of the innocent. He will speak about his work in light of the upcoming November 2006 referendum to bring the death penalty back to Wisconsin after more than 150 years.
Sponsored by UWM Union Programming, UWM Union Sociocultural Programming, the American Civil Liberties Union and the Peace Studies Certificate Program.
Ticket information: Advance tickets available at UWM Bookstore: $8 students; $10 UWM faculty, staff and alumni; $12 general public. Tickets at door: $10 students; $12 UWM faculty, staff and alumni; $14 general public. Purchase tickets by calling 414-229-4201 or 1-800-662-5668 or online at www.aux.uwm.edu/bookstoretickets

OCTOBER 6 – UWM’s Academic Adventurers: Abbas Ourmazd, Physics Department
3pm, American Geographical Society Library, 3rd Floor, east wing
Professor Ourmazd will present “Wanderlust: Source of Wisdom or Cause of Madness?”

OCTOBER 16 – Careers Across the Map: NATO
11am -12pm, Curtin Hall 175
This presentation series allows students and others to become more knowledgeable about various international career fields. Tania Price, Lieutenant Commander Royal Navy (UK) and NATO Briefing Team Officer, will provide an overview of NATO’s mission and its new strategy for managing peace and dealing with crises. She will also discuss her personal experience working for over 30 years within this organization. For more information, email Tracy Buss at tbuss@uwm.edu.

OCTOBER 18 – Global Studies Colloquium – Going Abroad and Returning Home: The Experiences of International Assignees
12:30pm -1:30pm, Garland 104
Professor of Business Margaret Shaffer will discuss her research on the experiences of expatriates and repatriates. She will address questions such as: How do they adapt to their new jobs, their new relationships, and their new cultural environment? How do their efforts to adapt affect their job performance and their career development? An understanding of these issues will help firms capitalize on the experiences and expertise of their international assignees.
Sponsored by CIE.
For more information contact tbuss@uwm.edu
OCTOBER 18 – Center for Cultural Diversity and Global Health Brown Bag Lunch Series: “Community Environmental Health: EPA Role and Programs”
11:00am – 12:30pm, Cunningham G40
Presentation by Edward Master, Pesticides and Toxics Branch, Region 5, Environmental Protection Agency. Cosponsored by the Office of Continuing Education and Outreach Programs and the College of Nursing.
For more information, contact Anne Banda at banda@uwm.edu or 414-229-3995.

OCTOBER 19-29 – Milwaukee International Film Festival
Please visit http://www.milwaukeefilmfest.org for a complete listing of films, times and locations.
Contact: Milwaukee International Film Festival, 414-225-9740

OCTOBER 24 – United Nations Day
9am – 3pm, UWM Union Concourse
Photo display in Union concourse. Sponsored by Global Student Alliance and the Stanley Foundation.
For more information, contact Andrea Joseph at aherbert@uwm.edu or 414-229-6925.

OCTOBER 30 - Guest Speaker: Eddie Daniels, South African Activist and Author
Time/Place: TBA
For more information please contact Anita Alkhas at alkhas@uwm.edu.
Sponsored by the Department of French, Italian and Comparative Literature and the Peace Studies Program.

NOVEMBER 10 – UWM’s Academic Adventurers: Professor Dick Blau, Film Department
3pm, American Geographical Society Library, 3rd Floor, east wing
Professor Blau will present “The Goat Dance of Skyros.”

NOVEMBER 14 – Center for Cultural Diversity and Global Health Brown Bag Lunch Series: “Culturally-Sensitive Health Care for Transgender Patients”
12:00 Noon – 1:00pm, Cunningham G75
Presentation by Dr. Sarah Morgan, UWM College of Nursing.
Cosponsored by the LGBT Resource Center.
For more information, contact Anne Banda at banda@uwm.edu or 414-229-3995.

FEBRUARY 16 – UWM’s Academic Adventurers: Professor Anne Hansen, History Department
3pm, American Geographical Society Library, 3rd Floor, east wing
Title to be announced

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Please see our website at www.iwa.uwm.edu for more details. Discounted membership is available to the UWM community and area educators.
The Center for International Education (CIE) has been designated a U.S. Department of Education Title VI National Resource Center for Global Studies. 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.