IN THIS ISSUE:

— Game Theory and the Kyoto Treaty
— Peace-Building in Afghanistan
— Wisconsin K-12 Teachers Travel to Morocco
— International Travel Photo Contest 2007 Winners
The Center for International Education (CIE) is proud to welcome UWM students, faculty, and staff to the 2007-2008 academic year. We look forward to furthering our support of international research, teaching, learning, and outreach at the university.

This issue of Global Currents offers an excellent representation of our work at CIE and the wide range of international talent and expertise at UWM. In this issue’s “Research” section, we are pleased to include contributions from students and scholars in diverse fields. Matthew McGinty, assistant professor of Economics, provides an insightful synopsis of his research on international environmental agreements such as the Kyoto Treaty. Drawing from the discipline of game theory, Professor McGinty offers a compelling vision of how academics can effectively contribute to global civil society. Lane Hall, professor of English and an accomplished artist, offers a fascinating article on technology, art, translation, and the necessarily global context in which we live. His contribution is an important reminder that global education stretches to all fields, and is not limited by any single set of social or political issues. Also included in this issue are articles by two graduate students in Anthropology, Matthew Dalstrom and Ramona Tenorio. Both performed fieldwork in Mexico and received financial support through the Center for Latin American and Caribbean Studies at UWM. It is exciting to witness such promising and relevant research emerging from our graduate programs. Concluding the research section is an interview with Robert Ricigliano, Director of CIE’s Institute of World Affairs. Ricigliano, a specialist in peace building and conflict resolution, recently traveled to Afghanistan to provide training for several governmental and non-governmental actors working there. He provides an insider view of development and reconstruction in the war torn country.

The “Profiles” section of this issue showcases several individuals who define international education at UWM. Featured are Kourosh Ravvaz and Leyla Sanati, a married couple from Iran who are both graduate students at UWM; Kelly Ottman of the Lubar School of Business, a pioneer in online teaching; and Laura Ubbelohde, a recent graduate from the university’s Global Studies undergraduate degree program.

As a special feature in this issue, we are also delighted to present the winners of the second annual CIE travel photo contest. This is a great opportunity for members of the UWM community to share their international experiences.

The “CIE News” section highlights international achievements and activities across campus. With outreach as a major priority of both CIE and UWM, we are particularly proud to showcase the many activities that have benefited our wider community. Recent endeavors in this regard include the Kennan Forum, the flagship event of CIE’s Institute of World Affairs, and the Education, Culture, and Multilingualism in Morocco program for K-12 teachers, funded by a Fulbright-Hays Group Projects Abroad grant.

Please consult the “Events” section for details on CIE’s upcoming programs. We welcome and appreciate your participation.

Patrice Petro
Professor of English and Film Studies
Director, Center for International Education

Cover image: Mountains outside Kabul, Afghanistan. Photo by Robert Ricigliano.
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Agreeing to Abate: Improving on Kyoto

By Matthew McGinty

MATTHEW McGINTY is an assistant professor of Economics at UWM. He specializes in game theory and its application to international environmental agreements. Professor McGinty received his Ph.D. in economics from the University of California-Santa Cruz. He teaches undergraduate and graduate courses in economics at UWM.

The Kyoto Treaty
Concern about the levels of greenhouse emissions due to human activity has increased dramatically in recent years. In response, the United Nations and national governments have negotiated the Kyoto Treaty on greenhouse gas (GHG) abatement. The Kyoto Treaty entered into force February 16, 2005, having reached the benchmark participation levels of 55 nations accounting for at least 55% of the required abatement (www.unfccc.org). However, both participation and the levels of abatement are short of that needed to adequately address the issue of global warming. Key nations, such as the United States, China, India and Brazil have yet to ratify the treaty, or are not subject to binding GHG abatement levels.

Role of Economics
Economics is a social science whose primary focus is society's well-being. Participation in International Environmental Agreements (IEAs), such as the Kyoto Treaty, is voluntary. Each nation needs to find participation to be in its best interest, given the behavior of other nations. Economists use the tools of game theory to analyze this type of strategic interaction. The solution concept is called a Nash Equilibrium, due to John Nash (1950) who was portrayed in the movie A Beautiful Mind. A Nash Equilibrium is when everyone is simultaneously choosing a best response to each other's actions. In the context of IEAs, the action is the level of abatement undertaken in each nation. However, the fact that greenhouse gas abatement is a global problem leads to pessimistic predictions according to economic theory.

The benefits of GHG abatement are shared by all nations, while the costs are borne entirely by the nation abating. Economists refer to this type of abatement as a global public good, meaning that no one can be excluded from enjoying the benefits, and one person's enjoyment does not diminish the amount available for others to enjoy. Global public goods suffer from the free-rider problem, where nations can free-ride on the benefits provided by others. In 1994, Scott Barrett found that the Nash Equilibrium in this situation is far less abatement than socially optimal.

The challenge is to design an IEA that substantially overcomes the free-rider problem. GHG tend to mix uniformly in the upper atmosphere making the terrestrial location of abatement irrelevant. Fortunately, nations differ in both the benefits from GHG abatement as well as the costs of reducing emissions. Exploiting these differences is the key to improving the design of IEAs. Nations such as China that use a relatively high proportion of coal can abate by switching to fuel sources...
that have lower GHG emissions. Nations such as Japan that use a relatively clean mix of fuels will find it more expensive to abate. Nations that receive a relatively large share of the benefits have a greater incentive to pay for abatement.

**Abatement Requirements and Pollution Permits**

With asymmetry, abatement and participation in an IEA can be increased by using a zero-sum system of transfers among nations. The Kyoto Treaty implements these transfers through a system of tradable pollution permits. Under this system, GHG abatement will occur at the cheapest location. Tradable pollution permits work in the following way. A nation is responsible for a certain amount of abatement under the IEA. That nation will undertake abatement until it becomes cheaper to buy a pollution permit from another nation. In order for the other nation to sell the pollution permit, it must abate more than its requirement. The price of a pollution permit will adjust until demand and supply of pollution permits are equated. The global abatement by signatories to an IEA is the sum of the abatement requirements. Thus, the permit price depends on both the signatories and the total abatement under the IEA. Ultimately, the pollution permit revenue is a transfer between nations. With transfers, a nation may find participation and sale of pollution permits to be in its interest, when it otherwise would not. Nations that purchase pollution permits meet their abatement requirements at a lower cost then they would with strictly domestic abatement. The required abatements for all nations under the IEA then determine whether a nation finds IEA participation to be in its best interest in the Nash Equilibrium.

The design of Kyoto Treaty has been criticized by many (McKibbon and Wilcoxen, among others) for two main faults. First, the abatement levels (a minimum of 5.5% of 1990 emissions levels) were chosen arbitrarily. Second, only the “Annex B” nations (primarily the European Union, United States, Canada and Japan) are required to reduce emissions. See [http://unfccc.int/kyoto_protocol/background/items/3145.php](http://unfccc.int/kyoto_protocol/background/items/3145.php) for a complete list of abatement requirements. The rationale for these requirements is twofold. First, the “polluter pays principle” dictates that the rich nations are primarily responsible for the current stock of GHGs and therefore they should pay for abatement. Second, the “ability to pay principle” states that these nations are most able to pay for costly abatement, which would place an undue burden on the developing world. These arguments are backwards, or present looking at best. Clearly the United States has presently decided not to participate in the agreement. Is it possible to improve the design of Kyoto to increase participation and total abatement?

**How to design a better agreement**

A better design would recognize the constraint of voluntary participation and set the abatement requirements accordingly. For example, China will soon pass the United States as the largest emitter of GHG, but China is not required to reduce GHG emissions under Kyoto. The issue is global, and therefore the solution needs to be global. Recent research has shown that quite a substantial portion of the free-rider problem can be overcome with a properly designed agreement. The proper system of transfers implemented through appropriate abatement requirements and permit trading can vastly improve participation and abatement in the Nash Equilibrium. The goal of Kyoto is an excellent one. However, its implementation has been poorly executed. The level of global abatement can be improved and a better distribution of abatement requirements can increase participation. Pollution permit revenue can decrease existing global inequality. However, an agreement on GHG abatement need not be the primary vehicle for reducing inequality. Linking the two issues can lead to a weak and ineffective agreement where most nations are not required to abate, and those that are choose not to participate.
**LANE HALL** is a multi-media artist who currently teaches digital art and culture within the Department of English at UWM, where he is a full professor. His research involves visualization of natural science, as well as the relationship between image and text. His site-specific artwork often focuses upon animal subjects that occupy ambivalent places in culture: insects, reptiles, micro-life and vermin. These installations have been exhibited at the Brooklyn Museum, the Milwaukee Art Museum, the Block Museum at Northwestern University, Carnegie Mellon’s Miller Gallery and the California Academy of Sciences in San Francisco. He is a co-editor of a forthcoming publication for CIE’s 2006 Constant Capture conference, and will be co-hosting CIE’s upcoming conference, World Making: Art and Politics in Global Media.

Lost in Translation
By Lane Hall

As an artist and teacher working within the contemporary mediascape, I find it almost impossible to not engage a planetary position. Forgive the double negative, but it implies an obverse response to the question posed by this profile: “in what ways is your research a response to global issues?” The use of any media is an exercise in the potentiality of “world forming.” Networked media intrinsically loosen traditional temporal and geographical models. Form and content intermingle, resulting in hybridity, rapidity and multiplicity projected over and through the membranes of geopolitical borders. As content creators, we are able to engage multi-nodal discussion fields with other authors, as well as with readers, viewers, link-affiliates, voyageurs, consumers, teachers and scholars. The isolated studio artist is a quaint Romantic meme. A necessarily updated model is relational, ecological, interconnected. That it is borderless is self-evident.

In many ways I fear that contemporary artists, fractally reflecting received traditions of the European avant-garde, unwittingly act as frontline foot soldiers in the viral dissemination of Western post-consumer capitalist paradigms. (The proliferation of a globe-trotting cadre of experimental avant-gardists in what has become known as the “Guggenheim Effect” suggests this unintended consequence might indeed be the case… Soften ’em up with harmless high culture, which is more and more derived from advertising pop sources, so that corporate interests can easily slide in with products and pitches, which are more and more derived from high culture pop sources. A beautifully symmetrical and reciprocal, if not recursive, loop!)

However, I can’t think of an alternative that is viable. Art practice can be solipsistic in an endless internal spiral of self-expression, but it can also be wonderfully robust, discursive, self-critical and systems-critical. As a quasi-discipline that is rooted in ontological questions of its own “is-ness,” art circumscribes an arena defined by questions and uncertainty. An arena based upon such interrogative principles seems entirely appropriate for the convergences implicit in the global. The “world forming” aspect of any creative modeling is always an act of faith and hope. This is what fundamentally interests me in engaging the unsettled discipline of art within a contemporary context.

My own work recently has been an investigation of literary and scientific narrative. How do we know what we think we know? One project, “Memory Palaces,” is both a book and installation (Woodland Pattern, summer 2007) that is a convergence of Homer, Joyce and Google, along with decades of personal journal entries plumbed with the intention of telling stories about memory and forgetting. This project interconnects cognitive theory and historically derived memory models. Senility, narcotics, psychotropic drugs and the spirit-world are invoked as meditations upon oblivion, while the act of writing is posed as a means of fixing memory to imperfect maps.
We quiver between poles of meaning and nonsense, global reach and local life. The practice of art, or any “creativist endeavor,” offers a good perch for call and response, teaching and learning, question and song.

This work relies upon aleatory processing specific to internet search engines. This continues my interest in the displacement of single authorship, expressed for decades through collaboration and spontaneous response to materials. These “boundary-loosening” relationships are the core of the protean nature of internet information. Like a virtual magpie, I search for nuggets of food and shiny objects to bring back to my nest. Google itself, while not completely without border, certainly masks borders and renders many types of membranes irrelevant. Participatory sites that encourage viewer-submitted narratives and images have also become important generative images of story and structure for these ongoing projects. Chat rooms, search-word associations, spam text, anonymous remailers, concatenated emails and web-translators blend and mix various individual and cultural voices into an oddly leveled field of information, offering decidedly unreliable information, allowing radical fringe and real scholarship to co-exist in nearly the same intellectual space. Such networked spaces allow quirky but informed enthusiasts to participate in flimsy-bordered yet international dialogic chambers, an infinite data-driven cabinet of curiosity, our collectively invented residing architecture housing the Library of Babel.

Lately, the internet processing of automatic translators especially fascinates me, and I have been working with the decay implicit in machine translation. One such recent project is “Metamorphosis: A Serial
UWM’s Center for Latin American and Caribbean Studies: Supporting Graduate Student Research

The Center for Latin American and Caribbean Studies (CLACS) at the University of Wisconsin–Milwaukee develops, supports and promotes teaching, research, and outreach about Latin America and the Caribbean. Services and resources are available to UWM faculty, staff, and students; K-12 teachers and post-secondary educators; professional groups; and the community. CLACS seeks to promote informed, culturally sensitive perspectives for Wisconsin, the upper Midwest and the United States. Established in 1965, CLACS is designated a National Resource Center for Language and Area Studies by the U.S. Department of Education, jointly with the Latin American, Caribbean and Iberian Studies Program at UW-Madison.

Global Currents is pleased to feature articles by two UWM graduate students who received research support from CLACS.

MATTHEW DALSTROM is a Ph.D. student in the Anthropology Department. His article examines the burgeoning phenomenon of medical tourism in Mexico.

RAMONA TENORIO, also a Ph.D. student in Anthropology, discusses traditional healthcare in Oaxaca, Mexico. Along with KRISTIN RUGGIERO, Director of CLACS, we congratulate Matthew and Ramona on their academic achievements and appreciate their contribution to international research at UWM.

Beyond Leisure: Medical Tourism Between the United States and Mexico

On June 27, 2006, the Senate Special Committee on Aging discussed some of the causes leading to the growing trend of globalized medical tourism. Broadly speaking, medical tourism consists of traveling abroad for the purposes of receiving medical care. This includes but is not limited to organ transplantation, heart surgery, dental work, and cosmetic surgery. As the number of uninsured Americans surpasses 45 million, and those with temporary coverage exceed 80 million, medical debt leading to bankruptcy is at an all time high. For this growing group of Americans, fiscal constraints have forced them to look outside the country for care. No longer are American tourists visiting other countries for pleasure, they are looking for viable alternatives for obtaining medical care.

While the news tends to focus on tourist destinations on the other side of the globe, medical tourism occurs daily between Mexico and the United States. Currently, thousands of Americans cross the border annually for pharmaceuticals and to receive a variety of procedures ranging from dental work to plastic surgery. Patients who visit Mexico do not need doctors’ referrals to see specialists or prescriptions to get pharmaceuticals. All one needs to do is find a doctor or pharmacy that they like and make an appointment.

While there is a disparity between the quality of care in Mexico (as there is in the U.S.), discerning travelers can find “modern,” clean facilities with well-trained doctors, some even from the United States, for a fraction of the cost. In heavily-traveled areas, the staff often speaks English, which makes it even easier for patients.

Medical tourism, especially to Mexico, might seem like a distant phenomenon, but its influence reaches all the way up to Milwaukee. For example, on September 18, 2002, El Rey, a local grocery store chain, was raided by 60 Milwaukee police officers for selling illegal Mexican pharmaceuticals. These drugs were acquired legally south of the border and sold to Milwaukee residents at a fraction of the cost. While El Rey represents business ventures south of the border, it reflects a trend where people are traveling to Mexico in order to stock up on pharmaceuticals they might need in the future.
My research interest on this topic focuses on individuals who travel to Merida, Mexico for medical care. Merida, the capital of Yucatan, is a moderately large city with a population close to one million. While I was studying in Merida last summer one of the first things that struck me was the sheer number of dentist offices in the vicinity. Traditionally, Merida has enjoyed a developed medical infrastructure making it an important destination for inhabitants of the peninsula. In more recent times though, the medical system has been utilized by the large English-speaking community living in the area and medical tourists.

Tourists visit the area for a wide range of treatments ranging from dental work and plastic surgery to more complicated procedures. The former are by far the most commonly cited reasons, but they do not exclude the importance of the latter. The historical and natural beauty of the city also encourages tourists to combine leisure activities with their medical treatment. These package vacations include airfare, hotel rooms, excursions to the beach or Mayan ruins, and the surgery. In some cases, the clinic will even arrange for patients to be picked up at the airport, which furthers the idea of the all-inclusive vacation.

According to a physician in the area, medical tourism is an outgrowth of Americans retiring there. As the population around the city grew, family members and friends would visit, and while they were there, they had minor dental work and surgeries performed. As word spread in the U.S., the practice continued to grow. Now, some dentists in the area help tourists find hotels, tour guides, and in some cases, even flights. Advertising marked a distinctive shift in this practice, where local health care providers began to use patient testimonials instead of familial relations to attract customers. Through targeting people in the United States who cannot afford treatment, doctors in the area purposely created a market for international health care. Although there are no statistics tracking the practice, many local accounts claim that the market has grown considerably in the past ten years.

One way to track the growth of medical tourism in the area is to explore how it has been promoted. Eight years ago, Yucatan Today, a local tourism magazine, began to advertise dentists' offices. Yucatan Today is a moderately large publication in the Yucatan Peninsula with a monthly distribution of approximately 15,000 issues. In addition, their website gets about 8,000 hits per month. In almost every tourist location that I visited during my trip, I saw copies of this magazine, making it a staple for tourists.

As I spoke with the staff, they told me that advertisements marketed to foreigners began when a local dentist approached the magazine. Over time, more dentists, hospitals, doctors and plastic surgeons followed suit, creating an even larger network of care providers for those who travel to Merida. These networks of people (healthcare providers, marketers, and patients) are pivotal in shaping and cultivating the practice of medicine in Merida — by directing the development of new healthcare services and influencing patient decisions and awareness.

As the Senate discusses the growth of medical tourism, people continue to travel abroad to Merida and elsewhere. While my field site is just one location that people visit, it can contribute to the literature surrounding globalized medicine and illuminate some of the concerns and applications that medical tourism may provide. Current discussions of this topic tend to be very narrow, focusing on whether the practice is safe and effective. My focus is on larger issues such as why people go abroad for health care, the impact of medical tourism on foreign communities, and how medical information is transmitted across borders. By examining the practice as a complicated flow of ideas, money, patients, and medicine, this project will explore the conditions, both historical and contemporary, which have shaped the healthcare landscape in Merida. By situating Merida within an historical context, it will then be possible to examine how both national and international agendas influence and direct health policy.
Throughout Mexico, women’s reproductive healthcare has traditionally been in the hands of skilled lay midwives. However, beginning in the 1980s, the Mexican government campaigned for a Westernized medical model. This juxtaposition has posited Westernized obstetrics as the clear voice of truth, and disregarded other voices of knowledge as inferior. This not only resulted in the marginalization of midwives by questioning their authoritative knowledge of reproductive care, but it has also resulted in the treatment of reproductive females as inanimate objects, subject to the controls and management of health professionals.

The polarization between midwives and the medical community in Mexico stem first and foremost from the perception that Westernized medicine is better suited to treat the “illness” of pregnancy. Secondly, midwives are most often women, who are situated against the backdrop of male-dominated, Western medicine. Thirdly, the word “midwifery” is inherently preceded by the word “traditional,” which unabashedly denotes “primitive” in many people’s minds. Lastly, many midwives in Mexico often include herbal and/or spiritual components in their practice. All of these factors point to the struggle midwives face in establishing themselves as authoritative providers of reproductive health.

Midwives have held very important roles throughout Mexico’s history. Not only do they treat mothers before, during, and after parturition, but they also attend to the newborns as well. In many of the indigenous cultures, midwives perform duties that far exceed the Western model of obstetric and pediatric care. They have been known to perform ear-piercing, give the name of the child, and even discover the child’s nahual, or animal companion, in certain cultures.

In Mexico during the late 18th and early 19th centuries, midwives were even called to give expert testimony in criminal cases such as rape, incest, premarital sex, and prostitution. While the vast majority of these women were illiterate, they bravely serviced their communities through the court systems, until they were replaced by male medical doctors who asserted authority over them through the ideological positing of the superiority of science.

During the 1980s, a movement was led in Mexico to certify midwives. The initial intention of many certification advocates was to standardize midwifery services in the hopes of legitimizing midwives within the Western medical model. However, these benevolent motives only created a hierarchical birthing system where medical doctors were on top, nurses in the middle, and midwives on the bottom. Many midwives signed up for certification courses eager to learn new methods that they could incorporate into their practice. However, they encountered a hegemonic system that was foreign to them. Where once these
women had been the sole birth attendants in private home settings, they now were barred from delivering babies in the clinic.

During this same period, women were increasingly encouraged to give birth in medical clinics and not in their homes with the assistance of a midwife. Yet, for many women in rural regions of Mexico, medical care was not accessible. For these women, local midwives were, and still are, their only support system. As late as the mid 1990s, the majority of Oaxaca's rural population depended on midwives, with estimates as high as 90 percent.

During my initial fieldwork (in 2005) on the medicinal plant use of midwives in Oaxaca, Mexico, two other associates and I had the privilege of visiting the home of a midwife from the small village of Chiltepec, about 45 minutes from the metropolitan city of Tuxtepec. She shared some of her life stories as a midwife, which echoed much of what has already been written here. Her life story not only impacted me as a woman, but also redirected my research in a dramatic way.

When I first became interested in the medicinal plants of Mexico, I had just entered the Ph.D. program in the Department of Anthropology at UWM with the hopes of doing ethnobotanical research. Coming from a plant science background in biogeography, I initially saw the midwife as a vehicle for extracting plant data. However, I soon learned that plant science is uniquely different from ethnobotany because the latter assumes a connection to humans, and to local knowledge.

After meeting my midwife contact in Chiltepec, I began to realize the immense responsibility I had to these women. My research began to shift its focus from plant data acquisition, to ethnographic work on midwifery in Mexico. While I maintain an interest in the way these women use plants as part of their midwifery practice, I also began to see that the plants themselves were not as critical as the brave women who use them. Additionally, I became more acutely aware of the dilemma that I would have in documenting any plants used by these midwives. Any local plant knowledge documented could be exposed to piracy.

For many decades, as part of a neocolonialist practice, local plant knowledge, especially in the southern hemisphere, has been extracted by pharmaceutical companies, manufactured and sold for million dollar profits without any compensatory action to the communities where the knowledge originated. As of late, many international organizations and indigenous groups have lobbied for protections against this biopiracy. In 1992, the UN Convention on Biological Diversity (CBC) was established and began to influence the way in which corporations and scientists view cultural knowledge and biological resources. Since then, many researchers have strived to compensate their informants, and protect the biological and cultural knowledge of the communities they work with.

Yet what does it really mean to be an intellectual ally, or protector, of local knowledge? For some researchers it has meant establishing agreements with local communities to return a percent on any profit made from their knowledge. What it will mean for me — as I set out to conduct this ethnographic research on midwives in Oaxaca and Veracruz, Mexico — still remains unclear. As I head to the field in the coming year, I intend to respectfully represent the midwives in my ethnographic writings, and remain vigilant to the protection of their plant and cultural knowledge.

For many decades, local plant knowledge has been extracted by pharmaceutical companies, manufactured and sold for million dollar profits without any compensatory action to the communities where the knowledge originated.
Interview with Robert Ricigliano, Director of the Institute of World Affairs

ROBERT RICIGLIANO, Director of the Institute of World Affairs at UWM, recently traveled to Kabul, Afghanistan to conduct negotiation and communication trainings for international development organizations, government officials, and other parties working to rebuild the country. Robert Ricigliano is also director of the undergraduate certificate program in Peace Studies at UWM. For students interested in learning more about this inspiring work, please visit the Center for International Education in Garland Hall.

What was the goal of your recent trip to Afghanistan?

The purpose of the trip was to do a series of negotiation and communication trainings. One of the trainings was for 20 field staff from Mercy Corps (MC – an international relief and development organization based in Portland, WA). MC is perhaps the longest tenured such group in Afghanistan, having been there for over 20 years and all through the Taliban years. They are one of only a few organizations still operating in the south of Afghanistan (Helmand and Kandahar provinces). They run a series of reconstruction programs designed to fight poverty, rebuild livelihoods, promote animal health, and restore the environment. They also fund a very successful micro-enterprise loan program. MC has 350 staff, mostly Afghani, in Afghanistan. Negotiation and communication is seen by MC as a core skill set for its workers because they have to deal with conflict all the time when implementing their programs. There are conflicts within communities (e.g. not being able to agree on where they should base a program or who should benefit from a particular program, inability to set priorities for rebuilding and developing a village, etc.). There are conflicts between MC and the communities over implementation of projects (e.g. a community wants a bridge, while MC has funding for reforestation). Moreover, MC uses a “community mobilization” model where they work to get the community to articulate their needs, set priorities, and take an ongoing role in the project. This takes a lot of negotiation and communication skills.

We also did a training for 22 government officials. The group included officials based in Kabul and around Afghanistan as well as three District Governors (not Provincial). The officials come from various ministries that deal with reconstruction (like the Ministry of Rural Reconstruction and Development – MRRD) and the Ministry for Kuchi Affairs (Kuchi are the nomadic herders who live throughout the country). These officials face many of the same challenges as the aid workers though they are often more in the role of a third party. MRRD runs a program called the National Solidarity Program which is designed to facilitate reconstruction at the village level and has been started in thousands of villages. Like the community mobilization model, it tries to facilitate villages organizing and being actively involved in the development process so that it has a stronger sense of ownership of it.

Lastly, we did a train-the-trainer workshop for four MC staff between the MC workshop and the government workshop. The trainees went through the first workshop and worked as trainers in the second workshop. The goal is for MC to develop its own internal capacity to do the negotiation and communication training.

How do the various players in Afghanistan interact?

This is a big question. Though there is technically a federal structure, most meaningful interaction seems to happen at the village level. So, there are interactions between the federal government and the provincial governments, the provincial and district governments, and the district governments and local villages. In a village, there are several actors. There are individual families and clans (groups of families), a “malik” or traditional leader, a mullah, and a shura (council of elders). In addition to deciding certain issues, the shura is the main dispute resolution body and arbiter of community interests. There may also be powerful “commanders” or warlords in the area (though many of these commanders have become district governors or joined the government or army/police in some capacity).

Practically, things seem very decentralized, with power really residing in the district governors, shuras, maliks, and mullahs.
Kabul has some influence but I think it would be hard for them to enforce something that is really unpopular.

Then of course, there are the armed players — mostly the international forces (ISAF), the Taliban, various militias, and to some extent the army and police.

My feeling is that people on the ground, Afghans, want their lives to improve. They are not (or very few are) pro-Taliban. Aid workers (and I think others) tend to be very practical. If the Taliban is in control in an area, they will work with them, to the extent they need to, to get their reconstruction/development work done. The sense I got from people is that they are looking for ways to cope with the conflict, but are not dominated or stopped by it, except in those areas where insecurity is so high that they cannot work.

Has the international community gained popular support in Afghanistan? Why or why not?
The answer is yes and no. There is a race going on, between the Afghan Government, the International Community, and the international aid organizations on one hand, and the Taliban and the drug traffickers on the other. The issues are the extent to which they can build effective government bodies, fight corruption, foster security, and improve people’s lives. To the extent that the international community is seen as having a role in fostering these goals, they gain credibility. To the extent they cannot, or are shown to be ineffective (by the Taliban, for instance), they lose credibility. Moreover, the incidents of ISAF forces bombing and killing innocent civilians and children is probably the most single destructive factor affecting the credibility of the international community. And, while the Taliban does not have much popular support, they do not have to show that they are better at governing or improving people’s lives, just that the international community and Afghan government are not good at it.

How does the almost incessant warfare of the past 30 years impact the process of development, reconstruction, and peace-building?
This is probably a dissertation, but it has an obvious and significant impact. Basically the years of war have destroyed traditional governmental structures and set the economy and other essential institutions back decades. It contributes to the difficulty

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RESEARCH

Ricigliano Interview
(continued from page 11)

of effective government rule and incents people to turn to local structures and strong men.

How does the drug economy impact development and reconstruction? How do the various players view/address this problem?
There are programs to work with farmers and help them switch to growing legal crops from illegal ones. The advantage of legal crops is that they allow for development up the value chain from growing to processing to marketing. Illegal crops usually do not provide this benefit.

How do the international organizations work to respect Afghan culture while fulfilling their missions?
As mentioned above, the chief way to respect culture is to work with the communities to be involved in the development process and take ownership of projects. They work with local authorities (shuras, etc.). They also look to make projects consistent with cultural and religious principles. One organization uses religious councils to provide input into their programs and to work with the community.

Lost in Translation
(continued from page 5)

Translation.” In this text-based piece, I have taken the first sentence of the Kafka short story and translated back-and-forth between languages multiple times. As with the children’s game of “Telephone” in which a whispered message gradually increases (to our delight) the ratio of noise to signal, the use of algorithmic translators creates wildly strange, but oddly logical, textual relationships. As an example of this process, I selected the following series out of a long and tedious line of translations, though did not allow myself to change anything other than obvious spelling mistakes.

Metamorphosis: A Serial Translation

One morning, as Gregor Samsa was waking up from anxious dreams, he discovered that in bed he had been changed into a monstrous verminous bug.
One morning, since Gregor Samsa anxious of the daydreams, discovered it that in the bed, he changed in a verminous monstrous insect.
When the eye has awakened from the dream which Gregor Samsa worries, one morning, that him discovered on that of the bed which changes to the verminous insect which either the way is not.
In compliance with Samsa from the dream which it worries, that with Gregor where it is happening one morning, the harmful insect where he is monstrous from the bed discovered that it wears out with the same insect.
Following Samsa of the dream that taken, equal the insect is learning and, Gregor, in whom this one morning happens has of the enormous lowest surface, you have this, the harmful insect without the lid.
It has and it goes, this one morning enormous, the contest which is a head of a family low-end surface Gregor where it happens without after Samsa, if in the harmful insect the tube printed style of writing from the insect which it boils, end flaw the match and the dream which is it learned this is.
It has and it goes, this a morning enormous, the contest that head of one is one surface Gregor of the bottom extremity of the family in which it happens without after Samsa, if in the injurious bug the tube printed the style of writing from the bug that bubbles, defect of the extremity the match and the dream that is it has learned that this is.
It is a great morning, a match is at the bottom surface of a strange thing that has happened outside the home after Samsa. If tube worms injured in Indian writing from the worm, bubble limb defects of the competition is that it is a dream, it is learned.
As for that after Samsa outside the house splendid morning, there is a strange thing on the lowest surface of strange, it happened, it is. If as for that defect of the bubble limb of the tube earthworm competition, which is hurt with the Indian from the earthworm, which is dream writing, it is erudition.
For many international students at UWM, the ordinary challenges of study are compounded by living so far from loved ones, in some cases, even spouses and children. For KOUROSH RAVVAZ and his wife, LEYLA SANATI — both currently enrolled at UWM — life is a bit easier.

After completing his M.D. and M.A. in Public Health from the University of Tehran, Kourosh was admitted to UWM in spring 2006, where he is pursuing a Ph.D. in Medical Informatics. UWM is unique in offering a degree in this innovative discipline, which is only available at a few universities in Australia, the United Kingdom, Canada, and the United States. As a multidisciplinary field, medical informatics combines information technology and health sciences.

Leyla received her M.A. in Architecture from Shahid Beheshti University in Iran. She came to Milwaukee in January 2007, and was later admitted to the Ph.D. program in Architecture at UWM. Her major research interests include sustainable architecture and the use of natural resources in construction.

Despite the current political tensions between the United States and Iran, Kourosh and Leyla faced no opposition from their families when they decided to pursue graduate degrees overseas. In fact, the American university system is highly respected in Iran. Many Iranians who were educated in the United States now contribute to the intellectual and scientific culture of their native land. Moreover, with over two million Iranian Americans living in the United States, the cultural connections between the two nations are quite substantial.

Kourosh and Leyla have both found Americans quite welcoming, particularly within the academic community of UWM. They both enjoy teaching others about Persian history and civilization, in the hopes that knowledge and understanding will improve relations between the American and Iranian peoples.
Kelly Ottman: Pioneer in Online Teaching

KELLY OTTMAN, full-time lecturer of Organizational Leadership within UWM’s Lubar School of Business, is a campus pioneer in online education. Dr. Ottman originally developed online course formats out of necessity when she suffered from pregnancy complications and could not teach onsite in the classroom. In the past decade, she has developed online education programs at both UWM and Marquette University. Now all of her courses, including large lecture courses, have a significant online component and some are taught completely online.

In her eighth year at UWM, Professor Ottman teaches courses in leadership, team development, and organizational behavior. With 13 years of experience in industry, and executive experience in the healthcare field, she is a great benefit to the Lubar School’s Executive MBA (EMBA) program.

The spring 2006 issue of Global Currents featured an article about the Motorola-China EMBA program. This innovative program allows Chinese executives to earn their UWM degree through distance education. In the past, UWM faculty traveled to China to offer long weekend-format courses for the Chinese cohort group.

Professor Ottman has taken the program a step further in offering an online leadership class, and developing opportunities for interaction and collaboration between EMBA students in Milwaukee and those from the Motorola program. Employing UWM’s Desire-2-Learn (D2L) courseware, one of Professor Ottman’s teaching modules required online discussion on the topic of leadership and gender difference. Due to cultural unfamiliarity, students were often unable to determine the gender of their foreign interlocutors, creating a uniquely challenging and enriching opportunity for dialogue.

Students remarked that online discussions allowed for more composed thoughts and freer dialogue than what they often encountered in a live classroom. The online text format also helped to reduce the language barrier and student inhibitions.

Professor Ottman used these experiences as a source of academic research on group dynamics, but also sees them as a valuable opportunity for education with a global perspective. The possibilities for exchange and interaction that arise from such a program are almost unparalleled in importance, given the frantic pace and central importance of globalization in the business world.

The Lubar School of Business at UWM is continuing its relationship with Motorola in Asia, contributing to the company’s Talent Rotation Program (TRP), an executive training program that draws participants from across the region. The TRP program creates even broader opportunities for intercultural exchange, with students representing many of the diverse ethnic and religious communities of Asia. Professor Ottman also helped coordinate an exchange between the TRP group and EMBA students at UWM. This proved to be an eye-opening experience for everyone involved.

For those interested in exploring the possibilities of online education, Professor Ottman can be reached at kottman@uwm.edu.
Global Studies Graduate: Laura Ubbelohde

Among the first students to graduate from the Global Studies undergraduate degree program, **LAURA UBBELOHDE** is a leader among her peers. Her diverse academic, extracurricular, and personal accomplishments are a testament to the potential of a UWM education.

In addition to pursuing the Global Studies track in Global Management, Laura also double majored in German Culture and Philology. As required by the Global Studies degree program, Laura completed a study abroad and internship abroad program while enrolled at UWM. However, even before arriving at the University, she was a seasoned traveler.

Laura participated in an exchange program while still in high school, leaving Sheboygan Falls High School to study in Kaiserslautern, Germany. After graduating from high school, she received a scholarship from the Congress Bundestag Exchange program and spent the following year in Germany pursuing study and internship opportunities. The latter included placements at the City Hall and Waste/Recycling Center of Neckarbischofsheim. During this time, Laura stayed with the city’s mayor and his family.

In 2004, Laura received a scholarship from the Free University of Berlin for two months of summer study. She again returned to Germany in 2006 through the Hessen-Wisconsin Exchange and studied at the University of Applied Sciences in Frankfurt. During this time, Laura also held an internship at the Frankfurt Chamber of Commerce and Industry, where she worked in events management for the World Cup and other major international programs.

As a crowning honor for her achievements in Germany, she was selected by the German Academic Exchange Service in New York as a Young Ambassador, a recognition shared by only a few students across the United States.

Laura hopes to work in the U.S. Foreign Service after pursuing a masters degree in international business. She currently works at the Kohler Company in Sheboygan, Wisconsin.

The Center for International Education congratulates Laura on her impressive achievements.

Laura (second from left) and Friends at the World Cup – Germany 2006.
Numerous students, faculty members and alumni participated in the Center for International Education’s 2nd International Travel Photo Contest last spring, sharing captivating photos from around the world. All photos will be displayed in the Union Concourse during International Education week, November 12-16.

**First Place**
Meredith W. Watts  
Professor Emeritus Political Science  
“Back Bay: Mumbai”  
taken in Bombay, India

**Second Place**
Brennan Reddin  
Study Abroad Alumnus  
“Orange”  
taken in Akasaka, Tokyo, Japan

**Third Place**
Jordan Bierma  
Peck School of the Arts Student  
“Heavy Load”  
taken in Haidwar, India
HONORABLE MENTION
Katie Mosack • Assistant Professor in Psychology
“Daily Commute” taken in Haarlem, Netherlands

HONORABLE MENTION
Margaret Frasier • Assistant Professor in Geological Sciences
“Chengdu Market” taken in Chengdu, Sichuan Province, China

HONORABLE MENTION
Kaori Suzuki • International Studies Graduate
“Tiger Dancers” taken in Hachinohe, Aomori, Japan

HONORABLE MENTION
Brian Thompson • Global Studies Graduate
“No littering: Fine 100 Roubles” taken in Nizhny Novgorod, Russia

HONORABLE MENTION
Meredith W. Watts • Professor Emeritus, Political Science
[left] “Singh Corner” taken in Pune, India
[above] “Downtown Mumbai” taken in Bombay, India
Institute of World Affairs’ Kennan Forum Tackles Israeli-Palestinian Conflict

This year’s Kennan Forum, Israelis and Palestinians: Finding a Way Forward, addressed one of the crucial political conflicts of our era. Several public events, including lectures by Israeli and Palestinian diplomats, preceded the May 8th forum at the Pabst Theater. Broadcast on Wisconsin Public Radio and moderated by Ben Merens, the program reached communities across the state. On May 8th, high school students from around the state met at UWM for a pre-forum event, and later convened at the Pabst Theater. Global Currents is honored to have Janel Anderson of Lodi High School, one of the high school teachers involved with the Kennan Forum, as a guest writer for this issue. Since outreach is the primary goal of this banner event, organized and sponsored by CIE’s Institute of World Affairs, we are pleased to showcase a teacher’s perspective.

Learning Beyond the Classroom: My Experience at the 2007 Kennan Forum

By Janel Anderson

Like most high school teachers, there are days when trying to inspire enthusiasm among my teenage students can feel like drawing blood from a stone. For this reason, teachers like me are always on the lookout for opportunities to provide students with learning experiences that will bring the subjects we teach to life. While they are rare, these chances can be the difference between students learning material just to pass the test, and students learning material because it has personal meaning and purpose. One such opportunity that came across my desk this spring was the Kennan Forum.

The Kennan Forum is an annual event sponsored by the Institute of World Affairs (IWA) at UW–Milwaukee. Each year, the program focuses on a global theme and invites notable, international speakers and experts to participate in a public forum at the Pabst Theater. Teachers from around Wisconsin are invited to bring students to Milwaukee for the day. This year’s forum was entitled “Israelis and Palestinians: Finding a Way Forward.” As a teacher of international studies, I jumped at the chance to offer my students the opportunity to participate in this interactive discussion.

Initially, I had mixed expectations concerning the level of engagement among my students, particularly due to the complexity of issues involved in the Israeli-Palestinian conflict. Nevertheless, I was determined to bring them to Milwaukee, in the hope that they might better understand this critical global problem.

Before departure, participating schools were provided with a copy of the film “Promises” and asked to screen it for their students. This documentary film chronicles the lives of several Israeli and Palestinian children and explores the culture of conflict and violence that is part of daily life in Israel and the Occupied Territories. I found that students were moved by the drama of these children’s stories, and the film proved to be great preparation for the Kennan Forum.

Upon arrival at UWM, we joined young people from several schools around the state. In an interactive session led by IWA staff members Nicole Palasz and Doug Savage, students used a computer-based simulation to address the real issues that decision
makers face every day in Israel and Palestine. Using an educational software program called “PeaceMaker” (www.peacemakergame.com), students were offered true-to-life scenarios and then asked to consider not only the military objectives of each side, but the political, economic and human impacts of their decisions. The software offered students outcomes based on their choices and students discussed their successes or failures. This game, and the group discussion that followed, provided students with new perspectives on a crisis that many of them had only learned about superficially before this event. They seemed to take a personal interest in the success and failure of their choices during the game, and were then able to translate their experiences into thoughtful contributions to the follow-up discussion.

Later in the day, students gathered at the Pabst Theater and joined the Forum audience. The speakers were Amos N. Guiora, a professor of law and director of the Institute for Global Security, Law, and Policy at the Case Western Reserve University School of Law, and Nadia Hijab, senior fellow and co-director of the Institute for Palestine Studies in Washington, D.C. These two distinguished and passionate speakers ensured a lively discussion, but it was the participation of audience members that really drew my students in. As the debate became tense, I noticed my students shifting forward in their seats, reacting audibly both in agreement and dissent at statements made during the Forum. As you might imagine, it was exhilarating for me to see this level of passion and interest in my students. Nevertheless, I became slightly concerned when the student sitting next to me leaned over and asked for a pen. As I handed it to her, I feared that she would begin doodling on her program or scribbling a note to the person next to her. However, I was thrilled to see that she was jotting down a question that she wished to ask the speakers. As the forum concluded and we began exiting the theater, I overheard students continuing the conversation and debate. In fact, on the bus ride home, the discussion became so heated that I had to ask my students to take a break!

The Kennan Forum gave my students a new, more personal connection to the issues of Israel and Palestine. Over the course of the day, I saw them transform, from passive, seemingly disinterested teenagers into thoughtful, informed citizens of the world. The Kennan Forum turned out to be a huge success for me, as well as my students. The knowledge and passion of the presenters and organizers was passed on to my students, and was effectively translated into vibrant classroom discussion and learning. It is rare to find a program that is enjoyable and educational for students, but the Kennan Forum easily achieved both aims.

**Scholarships and Grants Help Fund Study Abroad Students**

The following UWM students received sizeable scholarships for study abroad:

JESSICA OCHALEK received both the Gilman and Freeman Asia scholarships to study in Beijing, China; MUOMAN YANG received a JASSO scholarship to study at Seijo University in Tokyo, Japan; NICOLE DIESING received a DAAD grant and an Honors College scholarship to study in Frankfurt, Germany; BETH BRINKMAN received a DAAD grant to study in Giessen, Germany; PAM PENZA received a teaching assistantship and Graduate School Fellowship to teach and study in Paris, France; SHANNON MOLTER received an Honors College scholarship for study in Cortona, Italy. In addition, just over $100,000 was awarded to 73 students who received the Wisconsin Study Abroad Grant for summer and fall 2007.
New Courses in Spanish for Health Professionals
By M. Estrella Sotomayor, Senior Lecturer, Department of Spanish and Portuguese

Given the increasing growth of Hispanic populations in the United States, and more specifically, in the state of Wisconsin, several professional schools and colleges, such as the College of Nursing, the College of Health Sciences, the Center for International Education, the Institute on Race and Ethnicity, and the Center for Latin American and Caribbean Studies at UW–Milwaukee, are collaborating with the Department of Spanish and Portuguese to create a series of courses that focus on the health sciences. According to the latest census, the Latino population in the state of Wisconsin increased by 107% in the 10 year period between 1990 and 2000. Given these numbers, it is imperative that universities in urban areas, such as UW–Milwaukee, prepare future health care providers with the necessary Spanish language skills and cultural sensitivity to offer the services needed by this ethnic group.

During the spring semester of 2007, the College of Nursing and the Department of Spanish and Portuguese administered a survey at UWM and several high schools in the Milwaukee area. The purpose of the survey was to gain a sense of the students’ interest in courses in Spanish with a focus on health care. The results showed a large number of participants interested in taking such courses. Of the 1,194 people surveyed, 46% indicated they would be interested in taking Spanish for Health Professionals courses. Significantly, 65% of the high school students expressed interest.

Based on the specific results of the survey, starting in the fall semester of 2007, the Department of Spanish and Portuguese will begin offering courses with a focus on the health sciences. The first course, Spanish for Health Professionals I, will be offered on Mondays and Wednesdays from 9:30 to 10:45 am. The second course, Health Issues in the Hispanic World, will be offered during the spring semester of 2008. This course will be followed by Spanish for Health Professionals II. Students in the health sciences, nursing, pre-med, and those interested in translation and interpretation will develop a strong background in medical terminology needed to provide the appropriate care to those in need. In addition, these courses will have a strong focus on cultural differences relevant to the treatment of Hispanic populations in the United States.

These courses are also open to professionals in the community who are interested in honing their language skills and want to improve their language proficiency in Spanish. Students are required to have an intermediate level of proficiency or the equivalent of five semesters of college Spanish. Audits are welcome. For more information you can contact M. ESTRELLA SOTOMAYOR (414-229-2828/mes4@uwm.edu) or ANNE BANDA (414-229-3995/ banda@uwm.edu).
New Online Global Studies Journal Launched

May 2006 marked the launch of a new global studies journal, Global-e (www.global-ejournal.org). The journal is jointly sponsored by: the Center for International Education at the University of Wisconsin–Milwaukee; the Global Studies program at the University of Wisconsin-Madison; the Center for Global Studies at the University of Illinois at Urbana-Champaign; and the Center for Global Initiatives at the University of North Carolina, Chapel Hill.

This online journal features short-form articles (roughly 1000 words) on a variety of topics and welcomes viewer comments. With this innovative “blog” style, unique among academic journals, Global-e promises to offer current, cutting-edge perspectives on the emerging field of global studies. According to the Global-e précis, “commentaries will focus on public issues, theoretical debates, methodological challenges, and curricular concerns.” The journal also aims to build connections among university programs in global studies.

In line with the journal’s mission, the inaugural issue of Global-e showcased a diverse range of articles. It included:


“Global Migration in Global Society” by Niklaus Steiner.

“Interdisciplinary Prospects in Global Studies” by Iva Bozovic.

New issues of Global-e are due out on a quarterly basis.

Wisconsin High Schools Model United Nations

Over 600 high school students from across Wisconsin participated in the 2007 Wisconsin High School Model United Nations (WHSMUN) program in March, representing nearly 100 countries. Over the course of the two-day program, they discussed some of the most critical issues facing the UN, including terrorism, preventative diplomacy, nuclear weapons and the crisis in Darfur. A highlight of this year’s event was a greeting during the opening ceremonies by Gillian Sorensen, senior advisor at the United Nations Foundations, who addressed the students via the internet from her office in New York. Ms. Sorensen previously served as Assistant Secretary-General for External Relations on appointment by Secretary-General Kofi Annan and Special Adviser for Public Policy during Secretary-General Boutros Boutros-Ghali’s tenure.
CIE Receives Fulbright-Hays Group Projects Abroad Grant

By Thomas E.R. Maguire

In July 2007, the Center for International Education led a group of Wisconsin educators on a month-long program in Morocco to study multilingualism, education, and culture. Funded by a Fulbright-Hays Group Projects Abroad grant, the program provided a unique opportunity for K-12 teachers to pursue international travel and study. Faculty leader Hamid Ouali, assistant professor of Linguistics at UWM, led the program with assistance from Thomas Maguire, Research Coordinator at CIE. The program is administered by the U.S. Department of Education.

Participants hailed from around the state of Wisconsin, and represented a variety of disciplines including foreign language, special education, social studies, and art. The program included a UWM graduate course on multilingualism and education in Morocco, intensive Arabic classes, and multiple cultural enrichment lectures and excursions.

Participants stayed with Moroccan host families, many of whom spoke no English at all. The home stay experience allowed for intensive interaction and immersion within the rhythms of daily life in Morocco. Valerie Viers, an academic librarian at Ripon College, commented that “The bond we formed with our Moroccan host family is something I’ll always remember. They were so generous and eager to share their country and culture with us.”

This program represents a major effort to promote global education throughout the state of Wisconsin. It also meets the vital need of establishing greater mutual understanding between America and the Muslim world. Lynn Zetzman, program participant and art teacher at Xavier High School in Appleton, remarked, “As a teacher, I have a responsibility outside of the teaching of my discipline to model global citizenship in the best sense of that term. The UW-
Milwaukee Morocco program provided a quality experience that will help enable me in that goal. I found the administrative underpinning such that all flowed smoothly, the academic program both challenging and rewarding, and the Moroccan/Islamic culture to be warm, hospitable, and charming. Thanks to UW–Milwaukee for providing this opportunity for educators.”

Through meetings with professors, students, and graduates of the École Normale Supérieure, a prestigious teacher training school in Rabat, program participants gained important professional contacts for future projects and exchanges. Through UWM’s D2L online courseware, program participants and their Moroccan colleagues will continue their communication and collaboration.

Participants enjoyed the transformative experience of studying abroad, and plan to maximize its impact within their schools and communities at home. UW-Madison graduate student, Aaliyah Baker, commented, “though interestingly different, Morocco was…fascinating! I learned so much about language and became so immersed in Moroccan culture during my study abroad that I experienced a bit of culture shock upon my return home! I am eternally grateful for this humbling experience. Hamdulallah.”

This program would not have been possible without the indispensable support of CIE’s overseas partners: America-Mideast Educational and Training Services (AMIDEAST), Professor Mohamed Ezhoura of Muhammad V University, Professor Imane Nejjar of the École Normale Supérieure, and Mohamed Baghdadi, director of the Arabic Language Institute of Fez.

* “All praise belongs to God”
CIE Offers Wide Selection of UWinteriM Study Abroad Programs

The African Presence in Brazil
Faculty Director: BRYAN KENNEDY, Spanish & Portuguese

This 3-credit course will closely examine the history of Brazilian slavery and the evolution of Afro-Brazilian culture. Brazil was the first European colony in the western hemisphere to receive African slaves (1538) and was the last nation in the west to free its slaves (1888). Currently, as many as 70% of all Brazilians have at least some African ancestry, making it the largest “black” country outside of Africa, and second only to Nigeria in black population in the world. Because of its significant African ancestry, Brazil enjoys an incredible richness of African religion, clothing, music, dance, food, and society. Our short-term study abroad experience will examine these aspects of Afro-Brazilian culture as we visit the cities of Rio de Janeiro, Salvador and Ilhéus.

India - Architecture
January 1-19, 2008
Faculty Director: MANU SOBTI, Architecture

This 3-credit course will provide students with first-hand exposure to rapid globalization and its dramatic impact on the making (and un-making) of the physical and cultural environments. With its rapidly expanding cities, India embodies conflict, contestation, adjustment, and reconciliation between the past and present. Architecturally, these battles happen in the forms of buildings, spaces, and places. It is this recognition of a multi-layered cultural phenomenon, which is seen as most instructive for students beginning to identify a design language of their own.

This program is open to architecture students and other students interested in the broader issues of globalization and urban planning in the developing world.

Community Health Care in Malawi
January 6-20, 2008
Faculty Director: LUCY MKANDAWIRE-VALHMU, Nursing

This unique program, sponsored by the College of Nursing, will give participants a first-hand look at the way communities are dealing with health and wellness concerns in this southern African nation. Students will visit hospitals, clinics, social service organizations, and the University of Malawi to learn how practitioners, community activists and others are working for better health care for Malawians. Most of the visits will be in and around Blantyre, the commercial capital of the country. Trips will include visiting a family that hosts orphans, experiencing a traditional Malawian wedding, an extended trip into the rural areas around Lake Malawi, and an overnight stay in a wildlife preserve. You will be part of an extended Malawian family on this trip and will have a chance to experience the beauty of southern Africa! Priority will be given to nursing students, but all students interested in community and public health are encouraged to apply. Participants may earn 3 undergraduate or graduate credits in Nursing.

Norway – Education
January 2-19, 2008 (Jan. 5-16 in Norway)
Faculty Director: DONNA PASTERNAK, Education

Using schools as a focal point, this interdisciplinary course examines the intersections of political, economic, historical, sociological, cultural, and legal forces that shape the educational systems in Norway and the United States. Participants in this course will visit public and private urban, suburban and rural schools in Oslo, Norway. We will observe lower and upper secondary classes in American Studies and English as a Second Language. We will talk with teachers and students, administrators, and public officials, such as ministers of education. Guest lectures will provide insight into preparing Norwegian teachers to teach American Studies in Norway. Participants will gain cross-cultural and international perspectives on educational issues that affect both Norway and the United States. Additionally, we will visit cultural, historical and geographic sites in south central Norway that may influence curriculum and context knowledge. Participants may earn 3 undergraduate or graduate credits in Education.

Panama – Tropical Ecology
Spring Break – March 15-23, 2008
(Part of the spring semester-long course BioSci 475)
Faculty Director: STEFAN SCHNITZER, Biological Sciences

As part of the spring semester course BioSci 475, we will travel during Spring Break to a variety of tropical forest types within the Republic of Panama to gain an appreciation for the basic patterns
and processes of tropical forests and the mechanisms believed to be responsible for them. This tropical ecology course will allow students to gain a comprehensive understanding of the common patterns found in tropical forests, the theories proposed to explain these patterns and some insight into whether these theories are supported by empirical data. Interested students must have completed BioSci 310 (General Ecology) and must obtain instructor approval.

**Paris – Theatre**

January 1-20, 2008
Faculty Directors: SANDRA STRAWN and DENNIS MANLEY, Theatre

The opportunity to explore a city that has been instrumental in the creation of many rituals, traditions, theatrical performances, myths and legends will challenge students to form new perspectives on all aspects of theatre from current to centuries-old traditions. The program has a performance emphasis and will also explore the architecture of Paris and the visual and decorative arts as they relate to scenic design, stage properties, and costuming, in addition to exploring the Parisian performance/theatre venue. The course will be based primarily in Paris, France with several off-site research trips to Versailles and Chartres. Daily discussions will center on the experiences students discover as they explore Paris. Participants may earn 3 credits in Theatre and the program fulfills the fine arts requirement for theatre, dance, art, and architecture students.

**Chinese Culture & Language in Taiwan**

January 3-20, 2008
Faculty Directors: YEA-FEN CHEN, Foreign Languages & Linguistics, and WILLIAM ANDERSEN, Visual Art

This study tour is set in Taipei, Taiwan, a place that consciously preserves many ancient Chinese traditions and ceremonies while also distinguishing itself as a modern and bustling city. During this 16-day visit to Taiwan, participants will have numerous and varied opportunities to meet with and learn from Taiwanese people. Throughout the course of their study, students will learn and practice Mandarin Chinese, be paired with a local student, and learn about Chinese culture from local masters. Visits with Taiwanese families will reinforce what students have learned and will deepen their understanding of and appreciation for the mix of ancient Chinese and modern Taiwanese traditions and festivals. Participants may earn 3 undergraduate credits in Chinese culture and language.

**Repeated programs:**

**Ecology in Costa Rica**

January 3-17, 2008
(Jan. 4-14 in Costa Rica)
Faculty Director: MICHAEL PAUERS, Conservation & Environmental Science

**Germany – Engineering**

January 1-20, 2008
Faculty Director: ROBERT BALMER, College of Engineering and Applied Science

**Ghana – Africology**

January 5-20, 2008
Faculty Director: AHMED MBALIA, Africology

**Business in London and Ireland**

January 5-18, 2008
Faculty Director: EDWARD LEVITAS, Lubar School of Business

**South Africa: International Information Literacy**

January 2-19, 2008
Faculty Directors: JACQUES DU PLESSIS and JOHANNES BRITZ, School of Information Studies
Global Student Alliance Anticipates an Active 2007-08 Academic Year

The Global Student Alliance (GSA), sponsored by UWM’s Center for International Education, is a student organization devoted to promoting cross-cultural communication, bringing U.S. and international students together for the benefit of the campus and community, and helping international students adjust and integrate into life in Milwaukee. GSA promotes dialogue, cultural awareness, and global mindedness by coordinating a series of programs and special events on campus.

This fall, the Global Student Alliance will host UWM’s Fifth Annual International Bazaar, in celebration of International Education Week. The Bazaar will be a gathering of international student groups, departments and performers from UWM and the surrounding Milwaukee area. Various student groups and departments will participate by decorating booths, providing information, interactive experiences, and free ethnic food to students and visitors on campus.

The Global Student Alliance will also continue its tradition of hosting bi-weekly Culture Cafés. 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. Each meeting includes FREE food, coffee, games, and a brief informal presentation about the featured culture. Last year, Culture Café included talks on Israel, Latvia, Nigeria, Ukraine, Sri Lanka, Ireland, South Africa, and Australia. Guest speakers included students, UWM faculty, and Milwaukee community members. This fall, Culture Café will be held on Thursdays in Garland Hall 104 from 2-3 pm. The first meeting will be on Sept. 20 and subsequent meetings will be held every other week through Nov. 29.

Culture Café dates for Fall 2007:
- September 20, 2-3 pm
- October 4, 2-3 pm
- October 18, 2-3 pm
- November 1, 2-3 pm
- November 15, 2-3 pm
- November 29, 2-3 pm

Among the many coming events is the GSA International Student Welcome Picnic on Sept. 7. It will take place outside Garland Hall in the courtyard from 11 am-2 pm. For more information, contact a GSA Coordinator.

Potential GSA activities for the 2007-08 academic year include:
- International Talent Show
- International Martial Arts Day
- International Film Screenings

The GSA has almost 500 students on its mailing list and looks forward to expanding and becoming even more recognized on the UWM campus during the year. The organization will be encouraging more active membership, and hopes to establish a core group of dedicated students. Join the GSA in planning more events to celebrate the diversity of Milwaukee.

For questions about GSA activities and events:
Please contact AJ Piwarun
Phone: (414) 229-2518
Email: apiwarun@uwm.edu
GSA office: Garland Hall, Room 107a
In late July, educators from Wisconsin and Illinois participated in the 2007 Global Studies Summer Institute (GSSI), a three-day professional development program for K-12 educators focused on contemporary global issues and their practical applications for the classroom. This year’s GSSI theme was global conflict and peacebuilding. The institute featured speakers with wide-ranging experience in international peace negotiations, post-conflict healing and reconstruction, and biodiversity protection in the midst of war. Through the course of this interactive program, educators simulated peace negotiations, identified key drivers of conflict, and explored the multi-dimensional impacts of war, as well as the challenges and opportunities for sustainable peacebuilding. Participants also spent a full day discussing approaches for elementary and secondary schools to incorporate themes of global conflict and peacebuilding into their curricula.

Among the program’s speakers were ROB RICIGLIANO, Director of the Institute of World Affairs; Steve Smith, former political affairs officer with the United Nations Observer Mission to Congo (MONUC); Dr. Gay Reinartz, Director, Bonobo and Congo Biodiversity Initiative, Zoological Society of Milwaukee; and Dr. AARON BUSEH, UW–Milwaukee School of Nursing, an expert on the public health impacts of civil conflict.

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

If you are interested in sponsoring a particular program, activity or event, or you wish to provide funding for a current or new scholarship or research project in international education at UWM, please feel free to contact Carol Edquist, CIE’s Business Manager, at 414-229-2513 or cje@uwm.edu. All donations are tax deductible.

Your generosity in supporting such programs will help to strengthen international education at UWM in the years to come, to underscore the quality of International Studies and Global Studies at UWM, and to recognize the best of our best in a manner that will assist them significantly in their intellectual and professional development!
A city struggling with the side effects of fast-paced development, Beijing is an opportune spot for a Global Studies — Security track student to study. But in order to truly understand the society as a whole, it is necessary to fully integrate oneself into life abroad. On this note, it pays to have an internship. I would love to have spent my Tuesday and Thursday mornings at the baozi house rubbing my sleepy eyes. Instead I found myself waking up at the crack of dawn, jogging to Peking University’s east gate to catch a bus, a train and another bus. I would finally arrive at my stop at 8:50 and scramble to the tiny hutong office that hosted the foreign affairs section of the China Youth Development Foundation. When I arrived, my bosses would already be at their desks, clad in parkas and sipping hot tea. They greeted me with the usual “Zao’an” and would get down to the business of a non-profit. CYDF was formed in 1989 under the supervision of the Chinese Communist Youth League/the All-China Youth Federation. In addition to sending over a million impoverished Chinese children back to school, it has also created room in Chinese society for non-profit and non-governmental organizations to work side-by-side with the government, in accordance with political policy. CYDF has succeeded in forming one of China’s oldest and most stable non-profit organizations and has also grown exponentially throughout the years.

Despite my imperfect Chinese, I managed to grasp the intricacies of a stable, functioning and growing NGO in a recently opened country through my internship at CYDF. I answered emails, communicated with potential donors abroad, and wrote brochures and speeches. I took in the whirlwind of information buzzing around me. In fact, I referenced much of what I learned at my internship in my final course papers. I could have taken those two days a week as study days but I fell in love with rhythms of daily life in Beijing. Everyday, after lunch, our company played hackey-sack and ping-pong. Had I not taken up this opportunity, I would still have had the time of my life going to school and making lasting friendships. However, I found my experience to be invaluable and consider it the highlight of my semester abroad. As a result of interning at CYDF, I not only will have my foot in the door at non-profits when I graduate, but I will also have excellent letters of recommendation to take with me to grad school and future job interviews, and an experience beyond that of many other students.

Fortunately, as students of UW–Milwaukee, we can take advantage of the resources offered by the Center for International Education, as well as the international internships offered by our new Milwaukee branch of AIESEC, based at UWM. So when you’re debating whether or not to pursue an internship while you’re abroad, I cannot stress enough how much it will add to your experience.

For information on the student-run organization AIESEC, please email tbuss@uwm.edu.
International Honors Reception Recognizes Student Achievement

On Friday May 4, 2007, the Center for International Education hosted an International Honors Reception to recognize recipients of the J. Martin and Roberta Klotsche Scholarship, the Victor Vega Scholarship, and inductees of Phi Beta Kappa.

The J. Martin and Roberta Klotsche Scholarship was established by UWM's first Chancellor, J. Martin Klotsche, in recognition of the vital importance of interdisciplinary, international studies. The Klotsche Fund provides merit scholarships for outstanding students participating in the International Studies major and the Global Studies degree program.

In recognition of the Klotsche family, the reception included remarks from Chancellor CARLOS SANTIAGO and Dr. PATRICE PETRO, Director of the Center for International Education. Joining them was Allan J. Klotsche Jr., President of Brady Asia Pacific and a dedicated supporter of UWM and its mission of global education. Each student recipient offered heartfelt remarks in appreciation of the Klotsche family and their dedication to the International Studies and Global Studies programs.

The 2007-08 Recipients of the Klotsche Scholarship each received an award of $2000 to be used toward tuition expenses or study abroad programs. The recipients are:

Izmira Aitch – Global Studies: Global Management
Naomi Golke – International Studies: Regional Specialization-Asia
Renat Kirpichev – Global Studies: Global Management

The Victor Vega Educational Fund provides scholarships to non-immigrant international students from Central and South America on the basis of financial need and academic achievement.

The 2006-07 Recipients of the Victor Vega Scholarship are:

Gabriel Neves Coelho, Brazil – Graduate student in Music: Performance
Angelica Mercedes Rodriguez-Pedraza, Colombia – Graduate student in Economics

The reception also honored the Phi Beta Kappa inductees from the International and Global Studies programs.

Phi Beta Kappa is considered the most prestigious American college honor society and membership is one of the highest honors that can be conferred on undergraduate liberal arts and science students. At UWM, election to membership as a senior requires a minimum GPA of 3.6.

The Phi Beta Kappa Inductees for 2007 are:
Izmira Aitch – Global Studies: Global Management
Angela Andrew – International Studies: Regional Specialization-Latin America

Many special guests attended the reception, including former UWM Chancellor John Schroeder, a long time friend and colleague of Chancellor Klotsche. The award recipients were joined by their families and friends, members of the Klotsche Awards Committee, and current and retired faculty members and staff in International and Global Studies.
Great Decisions Enters New Era with Digital Delivery

Great Decisions also featured a print media component. The Institute partnered with the Milwaukee Journal Sentinel, which ran related pieces written by IWA staff and speakers in its Sunday Crossroads section each week.

The audience was expanded through the use of digital delivery, which has opened the program to people who would not typically attend the talks at UWM. Participants from around the state took part via a live webcast and archived versions of the program. This virtual audience included students in both high school and university-level classes, and a variety of community groups from as far away as Wausau.

Web-based delivery allows the Institute to disseminate its programming without the barriers of time and place. Groups interested in participating in Great Decisions were simply given access to a password-protected website where they could view both the live and archived lectures.

While the new technology is not meant to replace a traditional live format, it represents an important evolution of the Institute’s mission as Wisconsin’s only world affairs council. As IWA Assistant Director DOUGLAS SAVAGE explains, “We’re here to serve the entire state, but in practice, that often meant the metro Milwaukee area. Now we are positioned to be a resource throughout Wisconsin and beyond.”

In addition to Great Decisions, the Institute is now offering web-based delivery of most of its programming, including a fall lecture series and its annual flagship event, the George F. Kennan Forum on International Issues.

Beginning in fall of 2007, IWA programs will be available to individuals on the Institute’s new Global Commons website, which will feature a variety of audio, video and text resources. For more information, contact the Institute of World Affairs at 414-229-3220.
Faculty Grants Awarded to Enhance the International Context of Existing Courses

Six faculty members from various departments were awarded grants to enhance the international content of required courses within their departments.

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Department</th>
<th>Course</th>
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<tbody>
<tr>
<td>AMIT BHATNAGAR</td>
<td>Lubar School of Business</td>
<td>Principles of Marketing</td>
</tr>
<tr>
<td>TIMOTHY EHLINGER</td>
<td>Biological Sciences</td>
<td>Conservation and Environmental Sciences Senior Seminar</td>
</tr>
<tr>
<td>MANU SOBTI</td>
<td>Architecture</td>
<td>Signature Buildings in Geopolitical Context</td>
</tr>
<tr>
<td>M. ESTRELLA SOTOMAYOR</td>
<td>Spanish &amp; Portuguese</td>
<td>Health Issues in the Hispanic World</td>
</tr>
<tr>
<td>MARK SRITE</td>
<td>Lubar School of Business</td>
<td>Global Information Systems Management</td>
</tr>
<tr>
<td>GREGORY THOMPSON</td>
<td>Architecture</td>
<td>Architecture Structures and Construction</td>
</tr>
</tbody>
</table>

Global Studies Teaching

MATTHEW McGINTY, Assistant Professor of Economics, is teaching Global 201: Economics and the Environment. Professor McGinty’s research involves international economics and the environment, industrial organization, and behavioral economics. He has published work on the design of international environmental agreements, such as the Kyoto Treaty on greenhouse gas emissions, and merger incentives. Additional research topics include pollution taxes in free-trade areas, and the use of government subsidies to promote the diffusion of environmentally-friendly technologies. Recently his work has been published in journals such as: Oxford Economic Papers, Economic Inquiry, Southern Economic Journal, and Economics Bulletin.

Global 201: Economics and the Environment 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 “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.

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Global Studies Teaching
(continued from page 31)

**PETER SANDS.** Associate Professor of English, is teaching Global 202: Globalization and Technology. Professor Sands’ current research focuses on law and utopianism in literature, film, and emerging media. He teaches graduate and undergraduate courses in computers and composition, rhetoric, American literature, Science Fiction/Utopia, and writing, and has published articles in *Utopian Studies*, *Kairos, Works and Days*, and elsewhere, as well as being co-editor of *Electronic Collaboration in the Humanities* (Erlbaum, 2003). Dr. Sands is founding editor of *H-Utopia*, part of the Humanities and Social Sciences Online network.

Global 202: Globalization and Information Technology examines the cultural, social and political shifts brought about by the development of global media and communication technologies. The primary focus is on contemporary culture and current issues in the globalization of media, but the historical forces at work within these powerful global forces are also considered.

**SALI LI.** Assistant Professor, Lubar School of Business, is teaching Global 411: Cross-Cultural Management. Professor Li’s current primary research interests include globalization strategies, resource-based strategy, international diversification strategies in the post-September 11th era, Chinese entrepreneurship, and the role of ethnic communities in innovation and knowledge transfer.

Global 411: Cross-Cultural Management provides students with an appreciation of the ways in which business cultures differ around the world and an understanding of the role of culture in international management and negotiations. Students will explore the concept of culture in depth, paying attention to the characteristics and levels of culture and its impact in business and management practice. Students will be exposed to theoretical frameworks for understanding how culture impacts themselves and others. Students will be able to interact with people from other cultures in business and management situations, including being part of a culturally diverse organization or an organization that does business globally. The course allows students to develop core competencies in the areas of cross-cultural communication, negotiation, leadership and human resource management.

**ERICA BORNSTEIN.** Assistant Professor of Anthropology, is teaching Global 447: The Global Politics of Human Rights. Professor Bornstein’s research interests include philanthropy, charity, humanitarianism, non-governmental organizations, political anthropology, and the anthropology of religion. Her first book, *The Spirit of Development: Protestant NGOs, Morality, and Economics in Zimbabwe* (Stanford University Press, 2005) focused on transnational Christian non-governmental organizations. During the 2006-07 academic year she was a Social Science Research Council Resident Scholar at the School for Advanced Research, where she was writing an ethnographic monograph entitled *The Orphan: A Cultural Account in New Delhi*, on philanthropy, humanitarianism, and orphans in India. She has published articles in *American Ethnologist*, *Political and Legal Anthropology Review* (PoLAR), and *The Journal of Religion in Africa*. Bornstein is currently co-editing two volumes: India Giving (with Jacob Copeman, *Contributions to Indian Sociology*), and *Between Politics and Ethics: The Anthropology of Global Humanitarianism* (with Peter Redfield, School for Advanced Research Press).

Global 447: The Global Politics of Human Rights addresses the theoretical and historical background of human rights discourse as well as efforts to protect human rights in particular social settings. The class begins with a theoretical overview of the limitations of cultural relativism and the problem of defining “the individual” and “universal humanity” and continues by focusing on particular case studies that emphasize efforts to achieve social justice in specific cultural and historical circumstances around the
world. Students will study the relationship of colonialism to discussions of rights, as well as post-colonial interpretations of global children’s rights, rights to economic security, rights to health and social justice, women’s rights in international law, indigenous people’s rights, and rights against cruelty. They will also explore the work of global advocates for rights, including non-governmental institutions, that have been set up to facilitate rights protection. Students will learn the difference between human rights in theory and practice, helping them to understand the complexities of contemporary human rights activism.

**TAE-SEOP LIM**, Professor of Communication, is teaching Global 451: Access, Security, and Intercultural Contexts in Global Communications. Professor Lim received his Ph.D. from Michigan State University, and taught at UW-Madison, CU-Boulder, and Kwangwoon University in Seoul, South Korea before joining UWM’s Department of Communication in 2003. He has studied the relationship between language, communication, and culture in both North American and East Asian cultures. He recently has been working on a theory, known as cognitive relativity, which will offer an alternative perspective to well-known Western theories such as individualism-collectivism and high/low-context. In the classroom, Professor Lim always tries to introduce different and often contradictory perspectives originating from widely different cultures.

**Global 451: Access, Security and Intercultural Contexts in Global Communications** deals with fundamental issues in intercultural communication, communication technologies, and information systems in the present day. To become a competent global communicator, students need to be equipped with the expertise to deal with these crucial cultural, social, and technological topics. The purpose of this course is to help students acquire an integrated knowledge base related to culture, communication, and technology. The course will examine the social, cultural, political and economic factors that affect access to and use of information in local and global contexts.

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**United Nations Student Association Chartered at UWM**

By Heather Baker

In August 2006, Wisconsin’s first Student Alliance of the United Nations Association of the United States of America was chartered at UWM. The UNA-USA is a not-for-profit membership organization dedicated to building understanding of and support for the ideals and vital work of the United Nations among the American people. Its educational and humanitarian campaigns, including teaching students in urban schools, clearing minefields, and providing school-based support for children living in HIV/AIDS-affected communities in Africa, allow people to make a global impact at the local level. In addition, its policy and advocacy programs stress the importance of nations working together and the need for United States leadership in the United Nations. The association is affiliated with the World Federation of United Nations Associations.

The Student Alliance chapters of the UNA-USA seek to engage students by creating a nationwide network of motivated individuals, student advocacy groups, international affairs clubs, and Model UN teams who stand poised to collectively sound their voices and make their opinions heard amongst their peers, in their communities, and across the nation.

On individual K-12 and college campuses, Student Alliance Advisers mobilize others who want to be involved with the work of the United Nations. Participating groups conduct a wide range of activities that promote this work. Student Alliance participants have opportunities to coordinate programs in their local community, network with UN dignitaries through UNA-USA’s programs, including UNA-USA’s Members Day at the UN, the National Forum on the United Nations, and even participate in UN meetings.
Vietnam, shaped like a dragon’s tail, lies south of China and east of Laos. Legend has it that the tail splashed the water and created a multitude of islands, the famous Ha Long Bay. Ha Long Bay was the first stop for a delegation of business, education, and arts professionals from southeastern Wisconsin traveling to Hanoi, Vietnam for one week on a business and cultural familiarization mission. Delegates had the opportunity to explore options for viable and productive relationships between Vietnam and Wisconsin.

Meetings and site visits for the delegation of 18 included universities, museums, businesses, securities and trade commissions, government offices, chambers of commerce, a hospital, and theatre administrators. A visit to Bat Trang, a 500-year-old ceramic village approximately ten kilometers east of Hanoi, was a highlight of the trip. Village artisans shared their work and discussed opportunities for marketing their products in the U.S. The group also had the opportunity to attend a water puppet show. Water puppetry originated in rice fields to entertain children and depicts daily village life. Today, more than 1000 years later, rural farm life in the rice fields is portrayed and the performers of the water puppet theater stand in chest deep water behind a screen to maneuver the puppets standing 2-3 feet tall.

Vietnam recently joined the World Trade Organization and many business people feel that Vietnam’s economy is on the verge of a great expansion. Vietnam President Triet visited the U.S. in June 2007, the first Head of State visit to the U.S. since the end of the Vietnam-American war. President Triet encouraged the U.S. government to support Vietnam’s efforts to develop higher education in Vietnam and encourage educational exchange in bringing the two countries closer together.

Over 60% of the population in Vietnam is under the age of 30 and demand for education is strong. In 2006 nearly 1.7 million students applied to take the university entrance examination to study at one of Vietnam’s 311 post-secondary institutions of higher education. The current educational system of Vietnam is unable to meet the demand. The Vietnamese government forecasts that the percentage of university students will increase 5% per year until 2011. U.S. institutions of higher education would be well advised to begin exploring possibilities for collaboration with institutions of higher education in Vietnam.
Welcome New CIE Staff

The Center for International Education is pleased to announce the appointment of Dr. DAVID E. ENGBERG as Director of Overseas Programs and Partnerships. In his previous position as Director of Training and Special Programs for the Office of International Programs at Montana State University, Dave was responsible for overseeing all aspects of short-term, faculty-led study abroad courses and training programs for international visitors. He oversaw the development of new programs in China, Costa Rica, England, France, Ireland, Italy, the Marshall Islands, Norway, Russia and Turkey. He also coordinated all aspects of educational training program operations and has overseen 10 training programs since 2004 with budgets totaling over $1.7 million.

Dave received his Ph.D. in Higher Education Administration from Boston College, with a dissertation focusing on the experiences of three universities in developing interdisciplinary international studies programs. He received his MA (Anthropology) and BA (German, Geography) from the University of Nebraska, Lincoln.

HEIDI VRANKIN MATERA joined CIE as an International Admissions Advisor in August 2007. She holds a MA in International Education and Intercultural Relations from The School for International Training. Heidi previously worked at Cardinal Stritch University in the International Programs Office. Before coming to UWM, she served as the Assistant Director and primary international student advisor in the Office of Intercultural Relations at Lake Forest College in Illinois.

RACHEL MCGRAW joined CIE as a Study Abroad Coordinator in April 2007. She received her MA in Comparative Ethnic Conflict (Politics) from Queen’s University Belfast in Northern Ireland in September 2004. That summer she was fortunate to participate in a symposium in Cyprus on Mediation and Conflict Resolution in the Middle East. Rachel previously worked in Washington, D.C. for the Senate Health, Education, Labor and Pensions Committee. Before coming to UWM, she worked for 88Nine Radio Milwaukee. Rachel received her BA in Political Science from Wellesley College.
# New International Scholars at UWM

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<thead>
<tr>
<th>Name</th>
<th>Country of Citizenship</th>
<th>Academic Department</th>
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<tbody>
<tr>
<td>MOHAMED SHARKAWY</td>
<td>Egypt</td>
<td>Health Sciences</td>
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<tr>
<td>GELI WANG</td>
<td>China</td>
<td>Mathematics</td>
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<tr>
<td>LIFANG ZOU</td>
<td>China</td>
<td>Biological Sciences</td>
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<tr>
<td>MOHAMMAD JAFAR M ARIF</td>
<td>Saudi Arabia</td>
<td>Information Studies</td>
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<tr>
<td>JIANHUA ZHANG</td>
<td>China</td>
<td>Mechanical Engineering</td>
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<tr>
<td>JIYAN LIU</td>
<td>China</td>
<td>Mechanical Engineering</td>
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<tr>
<td>YANG YU</td>
<td>China</td>
<td>Industrial and Manufacturing Engineering</td>
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<tr>
<td>KANG LI</td>
<td>China</td>
<td>Industrial and Manufacturing Engineering</td>
</tr>
<tr>
<td>BEATE DAMM</td>
<td>Germany</td>
<td>French, Italian &amp; Comparative Literature</td>
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<tr>
<td>JI HYE SONG</td>
<td>Korea</td>
<td>Information Studies</td>
</tr>
<tr>
<td>KRISTINA LUNDBACK</td>
<td>Sweden</td>
<td>Foreign Languages &amp; Linguistics</td>
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<tr>
<td>HYUN WOO LEE</td>
<td>Korea</td>
<td>Communication</td>
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<tr>
<td>YUAN YU</td>
<td>China</td>
<td>Information Studies</td>
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<tr>
<td>TAO TANG</td>
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<tr>
<td>SONG CHEN</td>
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<tr>
<td>LU AN</td>
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<td>Information Studies</td>
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<tr>
<td>YONGJUN WANG</td>
<td>China</td>
<td>Biological Sciences</td>
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<tr>
<td>BO XU</td>
<td>China</td>
<td>Psychology</td>
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<td>JUN MO</td>
<td>China</td>
<td>Chemistry</td>
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<td>YAN LI</td>
<td>China</td>
<td>Biological Sciences</td>
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<tr>
<td>RUOCHAN XIA</td>
<td>China</td>
<td>Biological Sciences</td>
</tr>
<tr>
<td>GUOQUAN ZANG</td>
<td>China</td>
<td>Information Studies</td>
</tr>
<tr>
<td>TAEKWAN LEE</td>
<td>Korea</td>
<td>Psychology</td>
</tr>
</tbody>
</table>
Faculty Grants/Awards

RYO AMANO, Mechanical Engineering, was awarded a CIE Faculty Travel Grant to present “Computations of Flows over a Turbine Blade” at the 2nd European Conference for Aero-Space Sciences in Brussels, Belgium.

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.

GILBERTO BLASINI, English/Film Studies, was awarded a CIE Faculty Travel Grant to present “How Guantanamera (1995) and Miel para Oshun (2001) Refigure Cuba’s Real and Imaginary Landscapes” at the 27th International Congress of the Latin American Studies Association in Montreal, Canada.

MARY LOUISE BULEY-MEISSNER, English, was awarded a CIE Faculty Travel Grant which supported travel to various cities in China to conduct field research into developing individualized, culturally illuminating narratives of ordinary people's lives in China over the past 25 years.

MARTHA CARLIN, History, was awarded a CIE Faculty Travel Grant which supported travel to the United Kingdom to conduct research on a book dealing with daily life in medieval England.

SIMONE CONCEIÇÃO, Administrative Leadership, was awarded a CIE Faculty Travel Grant to present “Online Course on Children’s Literature Focused on Latin American/ Latino Cultural Heritage: Student Experience and Implications for Practice” at the Ed-Media Conference in Vancouver, Canada.

AUDREY DENTITH, Administrative Leadership, was awarded a CIE Faculty Travel Grant which supported travel to Canada to research the development of a new international course on women’s leadership.

KAREN GUNDERMAN, Visual Art, was awarded a CIE Faculty Travel Grant which supported travel to various cities in China to conduct research for a proposed ceramics workshop and to establish relationships with institutions in China.

MARC HAINES, Management Information Systems, was awarded a CIE Faculty Travel Grant which supported travel to Seoul and Daegu, South Korea to conduct a site visit to strengthen relationships with current institutional partners.

UK HEO, Political Science, was awarded a CIE Faculty Travel Grant to present “The US-South Korea Alliance: Implications of the Transition of the War-Time Operational Control” at the 22nd Annual Conference of the Council on ROK-US Security Studies in Seoul, South Korea.

JENNIFER SUZANNE HRUSKA, Mathematical Sciences, was awarded a CIE Faculty Travel Grant to present “Axiom A Polynomial Skew Products of C2” at the First Joint International Meeting between the American Mathematical Society and the Polish Mathematical Society in Warsaw, Poland.

JEAN HUDSON, Anthropology, was awarded a CIE Faculty Travel Grant which supported travel to Peru to research a newly proposed course, “Peru Past & Present: Archaeology, Art, and Literature.”

RENEE MEYERS, Communication, was awarded a CIE Faculty Travel Grant to present “Widening Participation: An American Perspective” at the University of Bedfordshire’s Education Symposium in Bedford, England. While at the University of Bedfordshire she also conducted research on teaching and learning practices in the United Kingdom.

PAUL PRIESTER, Educational Psychology, was awarded a CIE Faculty Travel Grant to present “Resonance in Medicine’s Annual Meeting in Berlin, Germany.

BELLE ROSE RAGINS, Management, was awarded a CIE Faculty Travel Grant to present “A comparison of IASB and FASB constituent views on expensing stock options” at the European Accounting Association’s Conference in Lisbon, Portugal.

GEORGIA SAEMANN, Accounting, was awarded a CIE Faculty Travel Grant to present “A comparison of IASB and FASB constituent views on expensing stock options” at the European Accounting Association’s Conference in Lisbon, Portugal.

ROBERT SCHWARTZ, Philosophy, was awarded a CIE Faculty Travel Grant to present “The Illusion of Visual Illusions” at the Dubrovnik Conference of Philosophy in Dubrovnik, Croatia.

MARC TASMAN, Journalism and Mass Communication, was awarded a CIE Faculty Travel Grant to present “Performance of Anti-Semitism as Jewish Activist Art” at a conference entitled, the Legacy of the Holocaust: The World Before, The World After, in Krakow, Poland.

LEI (LESLIE) YING, Electrical Engineering and Computer Science, was awarded a CIE Faculty Travel Grant to give three presentations at the International Society of Magnetic Resonance in Medicine’s Annual Meeting in Berlin, Germany.
Publications


CESAR FERREIRA, Spanish and Portuguese, edited Edgardo Rivera Martinez: Nuevas Lecturas (Fondo Editorial de la Universidad Nacional se San Marcos, 2006).


LINDSEY HENRY, Geosciences, is in the process of publishing, with J.L. Isbell and C.O. Limarino, “Carboniferous Glicigenic Deposits of the Protoprecordiller of West Central Argentina” in The Late Paleozoic Gondwanan Ice Age: GSA Special Memoir.


RICHARD MARCUS, Finance, has been accepted to publish with Kiyoung Chang and Yong-Cheoul Kim “The Ownership Structure of Korean Firms after an Initial Public Offering” in Global Business and Finance Review, Vol. 12. Forthcoming, Fall 2007.

ANNA MANSSON MCGINTY, Geography, published Becoming Muslim. Western Women’s Conversions to Islam (Palgrave Macmillan, 2006).


RAQUEL OX Ford, Curriculum and Instruction, published “Teaching Ayala: A Thematic, Standards-Based Approach” in Hispania, 89, 4, 814-822.

Presentations

ROBERT BECK, Center for International Education, was a discussant in the presentation “Treaties in Political Science: Traditional and Novel Approaches,” at the ISA conference. He was also a panelist at the conference for the presentation “What is the International Legal Framework for Aggression?”

RACHEL BUFF, History, presented “Undocumented Persons, Engaged Denizens: Illegal Immigrants as Residents and Students” at the annual Fromkin Memorial Lecture at the UWM Golda Meir Library.

DYANNA CZECK, Geosciences, presented with colleague C.J. Ormand, “Rheological Information from Naturally Folded Quartzite and Phyllite Layers” at the Geological Society Arthur Holmes Meeting: Continental Tectonics and Mountain Building in Ullapool, Scotland.


CAROL HIRSCHEMUL, Physics, presented “Frontiers in Infrared Microspectroscopy” at the Canadian Light Source, Saskatoon.

MORDECAI LEE, Governmental Affairs, presented his monograph “E-Reporting: Strengthening Democratic Accountability” at the 2007 11th Annual Symposium of the Performance and Planning Exchange in Ottawa, Canada.


Renee Meyes, Communication, presented “Widening Participation in Higher Education: An American Perspective” at the University of Bedfordshire in Luton, U.K.

JAMES R. JR. MOYES, Psychology, presented “Modulation of Neuronal Membrane Excitability: Implications for Learning and Aging,” at the Winter Conference on Neural Plasticity in Barbados.

RAQUEL OXFORD, Curriculum and Instruction, presented the paper “Engagement for Better Preparation: Teachers for a New Era,” at the 88th Annual Conference of the American Association of Teachers of Spanish and Portuguese in Salamanca, Spain.

GABRIEL REI-DOVAL GREL, Spanish and Portuguese, was elected vice president of the International Association of Galician Studies for 2006-09 at a meeting in Salvador de Bahia, Brazil.

EHSANOLA SOOFI, Production and Operations Management, presented with Nader Ebrahimi “Static and Dynamic Measures of Information” at the Department of Statistics, University of Isfahan, Iran.

SUSAN SZMANIA, Communication, spoke about the use of victim-offender mediation in criminal justice systems to an audience of attorneys, judges, and law students at the Universidad Autonoma del Noreste in Satillo, Mexico.

CHING-HONG YANG, Biological Sciences, spoke and was chair of the genomes and proteomes section at the International Conference on Plant Pathogenic Bacteria and the International Erwinia Workshop in Edinburgh, Scotland.
Institute of World Affairs (IWA) Fall Events

VENEZUELAN AMBASSADOR
BERNARDO ALVAREZ HERRERA
Wednesday, September 12, 2007
7-8:30 pm, Location TBA

IWA GLOBALocal Fall Series

Tuesday, September 18
2007 Carol Edler Baumann Lecture
The Cost of Conflict and the Value of Peacebuilding
Sir Roger Carrick KCMG 1VO, Chairman, Strategy International Ltd;
former British Ambassador to Indonesia, High Commissioner to Australia
UWM Student Union Ballroom, 2200 E. Kenwood Blvd.

Tuesday, October 16
Building a Durable Peace in Congo
Ambassador Andre Kapanga, Office of the President, Democratic Republic of the Congo
UWM Student Union Wisconsin Room, 2200 E. Kenwood Blvd.

Tuesday, October 23
Pursuing Peace and Justice in Darfur
John Prendergast, Co-Chair of ENOUGH – a project to end genocide and crimes against humanity
Golda Meir Library Conference Center, 2311 E. Hartford Ave.

All Programs:
Time: 6 pm Registration
6:30-7:45 pm Presentation / Question & Answer
8-8:45 pm Discussion Group (optional)

Admission: $8 General Public, $4 IWA Basic Members and UWM Community
FREE for IWA Premium Members and Students

In Partnership with:
**Dialogues with Diplomats**

Monday, October 8

**Willy C. Gaa**, Ambassador to the Republic of the Philippines to the United States of America

Italian Community Center, 631 E. Chicago St., Milwaukee, WI

Public $50 – Open Seating
Institute of World Affairs Members and Community Partners: $40 – Open Seating
Table of Eight: $320 – Preferred Seating

RSVP by October 1, 2007 to reserve your place.
Online: [www.iwa.uwm.edu](http://www.iwa.uwm.edu)
Phone: 414-229-3220

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**Global Student Alliance Events:**

**SEPTEMBER**

**Welcome Picnic**
Friday 7 (time TBA, Garland/Curtin courtyard)

**Culture Café**
Thursday 20 (2-3 pm, Garland, Room 104)

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**OCTOBER**

**Culture Café**
Thursday 4 (2-3 pm, Garland, Room 104)

**Culture Café**
Thursday 18 (2-3 pm, Garland, Room 104)

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**NOVEMBER**

**Culture Café**
Thursday 1 (2-3 pm, Garland, Room 104)

**International Education Week** (Nov. 12-16)
International Bazaar (day of week TBA)

**Culture Café**
Thursday 15 (2-3 pm, Garland, Room 104)

**Culture Café**
Thursday 29 (2-3 pm, Garland, Room 104)

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**6th Annual International Children’s Literature and Young Adult Literature Celebration**

UW–Milwaukee Campus, Milwaukee, WI
November 17, 2007

This is a Wisconsin International Outreach Consortium (WIOC) event. UWM’s Center for International Education and the Center for Latin American and Caribbean Studies are both members of the consortium.

For more information call (414) 229-3312 or e-mail Nicole Palasz, K-16 Outreach Coordinator, Center for International Education, UW–Milwaukee.

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**Center for International Education’s Fall Welcome Reception**

October 5, 3:30-5 pm, UWM Golda Meir Library Conference Center, 4th floor

Join CIE as we welcome new international students and scholars and returned study abroad students to campus, and hear an update on CIE’s recent activities and plans for the coming year. Refreshments will be served. No RSVP necessary.

For more information, contact Tracy Buss at tbuss@uwm.edu or 414-229-5381.

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**International Student and Scholar Services Events Fall 2007**

**New International Student Orientation**
Heftor Center, 3271 N. Lake Dr., Milwaukee, WI 53211
August 24, August 29 & September 14, 2007, 1-5 pm

**International Student Day for UWM Men’s Soccer**
UWM vs. Gonzaga University, UWM Soccer Field
September 16, 2007, 2:30 pm

**International Student Graduation Gathering**
Garland Hall 138
December 12, 2007, 3 pm
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.