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The image on this issue’s cover was taken by Joe Sacco, co-coordinator of UWM’s Global Student Alliance. Joe spent a year teaching English in Japan prior to coming to UWM. Like many travelers, he sought to capture his experience in images that would both inform and remind him and others of the remarkable variety of traditions and perspectives that we encounter when we travel abroad. In recognition of the tremendous value of documenting, framing, and remembering our experiential and intellectual journeys, the Center for International Education (CIE) and the Global Student Alliance invite members of the campus community and alumni to participate in the first annual International Travel Photo Contest (p. 31).

The Center for International Education takes very seriously its role in challenging members of the UWM and Milwaukee communities to traverse their comfort zones and explore the world beyond boundaries and routines. This issue features many images and articles that reflect UWM administrators’, faculty members’ and students’ research and learning experiences abroad: the Chancellor’s Mission to China, research on virtual migration and social justice philanthropy, a Fulbright Scholar’s experience in Germany, study abroad accounts from Russia and Brazil. It also highlights several interdisciplinary teaching and research initiatives – at varying stages of development – which represent another means of challenging us to think outside habitual modes of scholarship and learning. With the Bachelors Degree in Global Studies ready for full implementation, CIE continues its efforts to foster campus-wide dialogue through ongoing programs (the CIE Annual conference), as well as through support for new initiatives, such as the innovative efforts described in the articles on the School of Information Studies and the International Consortium for Sustainable Development.

Both overseas and on campus, opportunities to expand our international understanding abound. Technology challenges educators to assess their pedagogical strategies at the same time that it provides tremendous opportunities for faculty and students alike to connect with international partners and resources. Articles on technology in global learning highlight a few of the ways in which UWM is engaging in dialogue and actively applying new technologies in teaching. Moreover, UWM’s international students and scholars contribute a diversity of perspectives both within and beyond the classroom; yet the university faces its own challenge in expanding this tremendous campus asset, as identified in an update on international student recruitment efforts.

A vital international research and teaching agenda requires not only overseas study and research opportunities, but innovative on-campus programs which provide formal and informal forums for international learning. The key to success is not the programs, but rather the people – the informed and engaged faculty and students who comprise our learning community. CIE focuses its efforts on providing opportunities for students, faculty, and the larger community to expand their international understanding. As always, Global Currents seeks to highlight both these opportunities and the work and achievements of our campus colleagues.

Cover photo: Maiko and Geisha perform the traditional “Miyako Odori” (Dance of the Capital), at the Gion Kobu Kaburenjo Theatre during the Spring Cherry Blossom Festival in Japan’s ancient capital, Kyoto.
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A silent transformation in the global organization of work is upon us. With high-speed data-communication links, workers based in one part of the world are increasingly able to work at locations far beyond their immediate horizon. Other stories of globalization and migration have commonly centered around the body, narrating how laboring bodies move from the developing to developed nations, and how the integration of transnational labor—both documented and undocumented—take place and struggle along national borders. Indeed, over the years the border has only grown in significance. In the decade after 1993 the U.S. Border Patrol doubled in size and tripled its budget; for migrants as well, the border has become costlier, in terms of increased coyote fees and also in lives—between 1994 and 2001, the bodies of more than 2,700 failed migrants were regularly recovered on both sides of the border between the United States and Mexico. The border has not lost its significance, of course. But there is a development in migration that negotiates national borders differently. In my forthcoming book I contrast the account of embodied migration with the fast-growing but little researched virtual migration that does not require workers to move in physical space.

This story unfurls an emerging paradigm of transnational labor that allows workers in India to connect to corporations and consumers in the United States with high-speed satellite and cable links, performing a range of work activities through globally accessible data servers. Work activities may include software research and development, engineering and design, animation, geographic information systems, processing of insurance claims, accounting, data entry, transcription, translation, and customer services such as technical support. Features of this labor integration may include a continuous monitoring of work by the client in the United States, who can perform quality checks and communicate with Indian workers as if they were on site. Since the United States and India have an average time-zone difference of twelve hours, the client may enjoy, for a number of tasks, virtually round-the-clock office hours: when America closes its offices, India gets ready to start its day. Thus paradoxically, the new space of transnational work has reversed its relationship with
the worker’s body. Rather than move the body across enormous distances, new mechanisms allow it to stay put while moving vast quantities of data at the speed of light.

In an increasingly integrated global economy, therefore, a different kind of labor migration is taking place. I call it virtual migration. The concept of virtual migration underscores that a programmer based in India and working for a local firm can directly provide services in the United States, that a call center employee in Delhi—who sits in front of a computer screen wearing a headset—may sell a miniature rotisserie to a Californian. Many software development strategies rely on transnational software platforms that integrate groups scattered around the globe.

How is this transnational virtual space constituted? What modes of power and governance make it possible for this space to become the organizing space of transnational labor? Programming code appears to be the key organizing principle behind this emerging space, which in itself is neither national nor international. Instead it is symptomatic of a new kind of power, what I call algocracy—rule of the algorithm, or rule of the code, which perhaps constitutes the key difference between the current and previous rounds of global integration. As code increasingly forms an ever-present horizon of diverse work ranging from controlling heavy machines to typing this document, it is no mere accident that programming and coding are intrinsic to the emerging transnational labor regime, which is ordered and integrated through different relations of power and governance. Even call centers that may at first sight seem free from programming do not predate developments in software, for they are dependent on data servers and computer screens to carry out their work. This was why they were housed in software firms earlier in the 1990s, representing only one component of their business.

Focusing on offshore online work between India and the United States, I understand that work is globally organized around three kinds of integration: (1) spatial integration, or the decoupling of work performance and work site; (2) temporal integration, or the real-time unification of different time zones; and (3) algocratic integration, or the role of code in connecting globally dispersed labor through data servers. The three integrations highlight vital features of globalization programs, imagining and implementing a different organization and networking of capital, labor, and corporations in the electronic space of programming languages.

My research may bring to light only a small part of global transformations; but I feel fortunate to be associated with the program such as Global Studies at the Center for International Education, which, with its luminous gathering of faculty, is an important source of education about the changing world.

A. Aneesh will present “Data Double: representing the unknown in global communication” at CIE’s Annual Spring Conference entitled “Constant Capture: Visibility, Civil Liberties, and Global Security” which will take place on April 21-22 at the Hefter Center. For additional conference information, please see the back inside cover of this bulletin.
On Charity
By: Erica Bornstein

Erica Bornstein, Assistant Professor of Anthropology, came to UWM in 2005. She was previously a Fellow at the Society for the Humanities at Cornell University and a Lecturer in the Department of Cultural and Social Anthropology at Stanford University. Her research interests include: philanthropy, charity and humanitarianism, non-governmental organizations, human rights, political anthropology, anthropology of religion, economic anthropology, ethnographic methods, southern Africa, and India. Her book “The Spirit of Development: Protestant NGOs, Morality, and Economics in Zimbabwe” has recently been published by Stanford University Press.

The idea of giving harbors opposing pulls. Following Marcel Mauss, one may think of giving as a form of social exchange where every gift demands a return. Giving may also be conceived as a pure gift, as in dān in India, which is a form that does not necessitate a return—at least in this life. While the first kind of gift reinforces social cohesion, dān requires the cessation of social relationships. With the absence of social desire, it is its religious form: a gift where the only desire is to be free from desire, free from cycles of life and social obligation.

In 2004-2005 I conducted research in New Delhi, India on giving in religious and secular settings. While there are many forms of giving in Delhi, one type is what I call “social justice philanthropy,” an example of which is the Ford Foundation’s program on philanthropy. This form extends an activist agenda of upliftment, empowerment, and strengthening civil society. Secular by definition and disinterested, this form of philanthropy does not support specific religions or groups. It addresses a generic (and global) humanity that aims to be all encompassing and democratic. This form of philanthropy speaks out against abuses of power and finance, and strives to empower the weak, downtrodden, women, children, low castes, and the poor. Social justice philanthropy defines its categories of assistance through need and utilizes a language of self-help. It defines itself against the term charity. Issues that concern this type of philanthropy are accountability and credibility. Here there is an expectation of a this-worldly social return, of transformative results. In social justice philanthropy, giving is a crusade against corruption, a war, a moral battle. Institutions are funded that help NGOs to be more “accountable” and provide guidelines for governance.

In contrast to this focus on tracking, accountability, and this-worldly receipts is the Hindu idea of dān. Dān is a gift without a receipt, at least in this lifetime. If we can talk about accountability with dān it is in terms of spiritual accountability. In many ways dān is like philanthropy—and philanthropy in its ideal sense is perhaps modelled on dān. Dān is a disinterested gift, a gift without expectation of return. In the Bhagavad-Gītā it is a gift that is offered through desireless action. The quote below comes from a commentary upon the Gītā that was given to me by an informant during an interview—“There should be no motive in charity and there should be no aim, direct or indirect. Let those, to whom you give, be such, that they cannot make any return to you. Just as, when shouting towards the sky, there is no reply, or nothing can be seen at the back of a mirror, or a ball when thrown on the water does not rebound in one’s hand, or just as a wild bull is fed on grass, or an ungrateful person returns no obligation, charity should be without any idea of return. This is the supreme notion of charity.”

Philanthropy that demands accountability is not dān. It is not charity in the ideal Hindu form. In order to seek liberation in this world, one must leave it and renounce the world, live apart. The renouncer, sanyāsin, is a beggar, a wanderer, with no belongings and no familial attachments. This individual-outside-the-world lives in contrast to the man-in-the-world who is not an individual but one-in-relation to other people, castes, and past lives. What, readers might ask, does the subject of dān in India have to do with international charity? Why is giving without a return so important in religious contexts, and even ideally in secular ones—yet almost impossible to achieve? I suggest that ideas of accountability, transparency, and governance in the language of secular philanthropy are necessary precisely because it is a
religious act transformed into a secular context. Without the guarantee of the sacred, dán is transformed into a gift. Hence giving involves a basic contradiction. On the one hand, it should be without the desire to know results, yet in charity receipts are required (for returns in terms of tax savings and for trust), quite like personal gifts where obligations are known and maintained for future reciprocity. When charity becomes secular, salvational assumptions fade and hover; they do not disappear. Perhaps they are reconstituted as universal ethics and human rights.

The pure gift, as in dán, is socially significant precisely because it promises to keep its opposite, the gift/person that is self-interested, economic, calculating, instrumental, and anticipates a return, at bay. The free gift, as a discursive category, maintains social order. Its very existence affirms the moral imperative of “doing good.” The causes (or, sins) that charity attempts to appease—such as violence, injustice, poverty, and disaster—represent the chaotic threats to social order to which philanthropy responds.

SOIS Dean Reaching Across Borders to Develop Information Technology Agenda

In order to further strengthen the university’s current interdisciplinary research agendas, specifically in the field of Information Technology, Dr. Johannes Britz, Dean of the School of Information Studies (SOIS), hopes to develop new exchange partnerships and research initiatives across UWM and around the world.

Dr. Britz, a native of South Africa, came to UWM in 2001 as a visiting professor and had been serving as Interim Associate Dean of SOIS. Prior to arriving to UWM, he held positions as a faculty member in the School of Information Technology at the University of Pretoria in South Africa and as a visiting professor in Denmark and the Netherlands.

A large component of his vision for SOIS focuses on an Information Technology in Africa agenda which stems from Dr. Britz’s research on Africa. In his publication, “Africa as a Knowledge Society: a reality check,” Britz analyzes the current initiatives that are undertaken in Africa to put the continent on the road towards a knowledge society. He believes that the success of these initiatives is based on other investments in human capital, effective stopping of brain draining as well as the development and maintenance of a physical infrastructure.

In order to connect the UWM community to these initiatives Dr. Britz, in coordination with the Graduate School, the Center for International Education and the University of Pretoria, organized an ICT 4: Development in Africa interdisciplinary workshop last October which was open to researchers interested in the Africa region. The workshop focused on the role that information and communication technologies are playing in the development of Africa. In addition to giving campus researchers the opportunity to learn about foundations and donors that fund research in Africa, the workshop also gave faculty the opportunity to meet with others on campus who share similar research interests and to explore possible research collaborations. A research group focusing on health informatics in Namibia has developed from the workshop, as well as an International Interdisciplinary Information Technology workshop in early February.

To facilitate international research as well as faculty and student exchanges, Dr. Britz is working to build partnerships with Pretoria continued on next page
Information Technology Agenda
continued from previous page

University in South Africa, the University of Amsterdam and with universities in Taiwan, China, Mongolia and Egypt. SOIS has also been working with the Center for International Education (CIE) to introduce students to various issues in information studies overseas. Last winter, Dr. Britz led a UWinteriM study abroad program to South Africa titled “AIDS Informatics” with Assistant Professor Jacques du Plessis. Professor Catherine Johnson led UWM’s first summer program to Mongolia last June to teach students about the nature and extent of the digital divide. This summer, Assistant Professor Woosub Jeong will lead an International Librarianship program to South Korea in which students will attend the 68th International Federation of Library Associations and Institutions conference and learn how international cooperation among libraries around the world is conducted.

Dr. Britz also hopes to work more closely with CIE to form connections between SOIS’s Bachelor of Science in Information Resources degree and the new Global Studies degree, specifically the Global Communications track. In addition, he would like to see the School build connections with other interrelated disciplines such as Communication, Computer Science, Journalism and Mass Communication and the School of Business Administration’s Management Information Systems major.

German Encounters
By: Rebecca Neumann

Rebecca Neumann, Assistant Professor of Economics, was awarded a Fulbright Senior Specialists Grant to visit the Center for Europeanization and Globalization of the Economy (CeGE) at Georg-August University in Göttingen, Germany from June 1 - July 15, 2005. Neumann taught two classes in international finance, a Masters lecture and a PhD seminar, and participated in research activities at the CeGE.

My Fulbright award took me to the university town of Göttingen, known as the city of science for all of its Nobel Prize winners. I was brought in by the Center for the Europeanization and Globalization of the Economy (CeGE) to teach two classes in international economics, a Masters level lecture and a PhD seminar. I had taught a class in Germany two years before in the town of Giessen, so I had a pretty good idea of what to expect in terms of German cultural norms and the types of students I might encounter. I was pleased to find that the Germans, and Germany, was much as I remembered with ample amounts of great beer, friendly individuals, and students with a very outward looking view of the world. What I was unprepared for was the amount of care/attention shown by the PhD students in the department I was visiting. They included me in many of their activities beyond the classroom, including German lunches in the student union, visits to local restaurants, viewings of German soccer matches, and treks to the swimming pool.

The most unique experience I had was a weekend trip arranged by one of the PhD students, Sascha Wolff, to a number of sights in the former East Germany, and a visit to his parent’s home in Mühlhausen. In my previous trips to Germany, I had never made it to the eastern side. Sascha took me first to Wartburg castle at Eisenach, a world-heritage site famous in part for the room where Martin Luther translated the Bible into German. We then went on to Mühlhausen, in the state of Thüringen, to Sascha’s parents’ house, where I was welcomed graciously for the weekend. The Wolff family invited me into their lives, giving me a peek into their everyday activities and sharing their thoughts on German integration and reunification. Even though we had to limit ourselves to simple sentences (and a few translations by Sascha), we had a great time laughing and talking about similarities and
differences between the U.S. and Germany. The Wolff family also introduced me to the culinary delight of Thüringer bratwurst, easily the best bratwurst I have ever tasted (and that’s saying something given that I live in Milwaukee, Wisconsin, which is known for its beer and brats!).

That evening, we talked a great deal about the fall of the Berlin wall (in 1989) and the ways that reunification of the east and west has progressed. While I had talked with other Germans about issues of reunification, this was the first time I had heard a first-hand account of having the border closed almost overnight in 1961, suddenly being cut off from family on the other side. While many say reunification has a ways to go, it was evident how much the former east and west have already come together. This was especially apparent in the students who now travel freely to study in the west (although I did notice that students were quick to point out that they came from the east).

The most poignant memory I have of that evening was a comment from Sascha’s father. We were discussing our plans for the next day to visit the town of Weimar and the nearby concentration camp of Buchenwald. The mood turned solemn and Sascha’s father apologized on behalf of the German people for the atrocities of Hitler and the Nazis. Suddenly it became not just history and a topic learned in school, but an emotion still living raw in people’s hearts. That same solemnity carried over to our actual visit to Buchenwald, where I had a chance to see the lessons through German eyes, not just as an American tourist.

This same feeling was with me throughout much of my Fulbright visit. Visiting ancient castles and historic churches can give a flavor for a place. But it is the people that make the place what it is, and the Fulbright allowed me the chance to connect with a wide variety of Germans. Besides my visit to the state of Thüringen, I also had a chance to see Berlin through German eyes. Konar Mutafoglu, a former exchange student at my home university in Milwaukee, originally had much to do with planning my Fulbright visit but had subsequently moved from Göttingen to Berlin. Besides giving me a German’s view of Berlin, Konar also offered a look into the immigration issues facing Germany. Konar is of Turkish descent, with both of his parents having emigrated from Turkey (one of the largest suppliers of immigrants to Germany). We talked economics, immigration policy, water rights issues, rebuilding and urban renewal, gay rights and acceptance while viewing the Christopher Street Day parade, and east-west issues, all while visiting the major sights in Berlin. It was a unique view into this city of contradictions, where construction and rebuilding are ubiquitous, but the lessons of the past (including both the juxtaposition of Nazi Germany and the subsequent Soviet control of East Berlin) are remembered and lived daily.

I could describe many more such encounters, such as visiting with my students over beer after class or discussing language difficulties (in particular learning different tenses) in broken English/German with the Economics Department secretary. I was reminded once again that it is the encounters with the people that ultimately matter. The visit to a particular monument/historical site or the sharing of a German meal or beverage can provide a context but it is the conversations and sharing of ideas that leads to true friendship and understanding across the cultures. My visit to Germany this time was ripe with these conversations and discussion that went far beyond tourism to touch on daily life and the hopes/fears/dreams that we all share.
Biological Sciences Professor Building International Consortium for Sustainable Development

Associate Professor Tim Ehlinger, from the Department of Biological Sciences and Conservation and Environmental Sciences Program, is working with faculty from across UWM to build an interdisciplinary education and research collaboration between institutes in Romania and Wisconsin. The Consortium, coordinated by UWM and Ovidius University-Constanta in Romania, will conduct research, offer training courses and internships, and develop enabling techniques and technologies within the context of the project that addresses environmental problems in both the Danube River/Black Sea Watersheds and North American Great Lakes. This Consortium will involve universities, research institutes, management authorities and agencies and governmental bodies from Romania and the U.S. Because of the complex nature of development problems, Professor Ehlinger is currently working with faculty and scientists from Anthropology, Architecture, Business, Health Sciences, Nursing, Physics, Geosciences and the Great Lakes Water Institute to develop timely multidisciplinary research collaborations.

The primary goal of the project is to develop and enhance the human capacity and technological infrastructure and expertise for sustainable development in the Romanian water and environmental sectors. A research and research-training program will establish parallel projects in the U.S. and Romania dealing with common problems. Professor Ehlinger, who is serving as the Project Director, hopes to receive funding for the project through grants from organizations such as the National Science Foundation, the National Institutes of Health, NATO, and USAID.

The Consortium also hopes to develop and offer an immersion summer semester program in Sustainable Development for Romanian and U.S. students and researchers that will utilize the spectrum and combined strengths of the Consortium partners. The curriculum will cover multidisciplinary issues and integrate natural science, environmental engineering, social-economic and political-policy dimensions. The program is expected to run in summer of 2006.
Update on the Expansion of the Global Studies Degree Program

The proposal to launch the complete Global Studies undergraduate program is making its way through the last phase of the campus approval process. The proposal in question expands the Global Studies degree so that all five tracks will be available to undergraduate students as of Fall 2006.

While the Global Management track has already been up and running since Fall 2003, the degree has long been envisioned to include the additional tracks outlined in the proposal: Global Cities, Global Classrooms, Global Communications, and Global Security. The various tracks are tied together by a common core of Global Studies requirements, and the specific requirements for each track vary according to the respective emphasis.

The proposal was unanimously approved at both the Full Faculty meetings of the College of Letters and Science, on December 15th of last year, and the School of Business Administration, on November 18th. The proposal was also approved unanimously at the December 9th Full Faculty meeting of the School of Information Studies, which is the professional-school partner for the Global Communications track. Because relevant elements of the proposal were already reviewed and approved in past years by the School of Education (partner for the Global Classrooms track) and the School of Architecture and Urban Planning (partner for the Global Cities track), this means that CIE has completed all but one step in the approval process.

That final step will be the Academic Program & Curriculum Committee, the campus-wide faculty governance body, to which CIE will be sending the Global Studies proposal during the Spring semester. Final passage of the Global Studies proposal would mean that CIE could provide advising for students in the four new tracks and, most critically, would allow all interested students to declare their majors as Global Studies (currently, only Global Management track students can declare as majors in the program).

The completed proposal represents six years of planning and discussions across five different schools and colleges at UWM. The five tracks and the overall Global Studies curriculum reflect input from across the campus, received in open meetings and via e-mail communication from faculty members from multiple disciplines and professional schools.
Trade and Education Mission to China

"The phenomenal growth of the Chinese economy dramatically demonstrates the close link in the global knowledge-based economy between investment in higher education and economic success. The economic impact of this investment is huge."

— Chancellor Santiago

Chancellor CARLOS SANTIAGO, Provost RITA CHENG, Dean SALLY LUNDEEN from the College of Nursing, Dean V. KANTI PRASAD from the School of Business Administration, and CIE Overseas Programs and Partnerships Director TERENCE MILLER accompanied Mayor TOM BARRETT on a three-city, nine-day trade and education mission to China from October 14-22. The goals of the mission, which was the first visit to China for a Milwaukee mayor, included: building business relationships, connecting Milwaukee with China’s fast-growing economy, increasing demand for Milwaukee products, positioning Milwaukee to attract Chinese investment, and reaffirming existing educational partnerships.

In order to sustain the academic delivery of an executive MBA program that UWM has been operating with Motorola in Beijing since January, Chancellor Santiago signed a memorandum of understanding with Tom Sun, Corporate Vice President of Motorola, Inc. The program, geared toward Motorola employees and suppliers, is designed to train skilled managers for further success and achievement in the business world. UWM’s program is the first overseas business degree of its kind offered by a UW institution. “We believe that continuation and expansion of this collaboration will serve the students and other stakeholders of both UW-Milwaukee and Motorola University and will further strengthen the growing ties between Wisconsin and China,” said Kanti Prasad.

In Shanghai, UWM representatives visited Shanghai Second Medical University (SSMU) which is establishing a nursing degree program with assistance from UWM’s College of Nursing, Marquette University’s College of Nursing and the Milwaukee-based Center for International Health which is housed at the Medical College of Wisconsin. The meetings held during the Mayor’s mission...
continued close discussion about collaboration among all four institutions toward the first nursing baccalaureate program at SSM U. The meeting also unveiled a new, exciting development where the Milwaukee partners learned that SSM U is undergoing a wholesale merger with Shanghai Jiao Tong University, one of China’s most respected schools comparable to the Massachusetts Institute of Technology. The effort to formalize a partnership between the Shanghai medical university and the three Milwaukee institutions is being coordinated by the Center for International Health. Follow up meetings to further discuss SSM U’s nursing degree as well as other future collaborations were held in early January when Shen Xiao Ming, M.D., President of the Jiao Tong University School of Medicine and Vice Chancellor of the University, and Zou Xiao Ning, Jiao Tong University Director of Foreign Affairs, visited Milwaukee.

In accordance with UWM’s objective to affirm itself as a premier public research university, additional collaboration with Chinese institutions will take place in order to strengthen the economic and educational ties between southeastern Wisconsin and China.

“The phenomenal growth of the Chinese economy dramatically demonstrates the close link in the global knowledge-based economy between investment in higher education and economic success. The economic impact of this investment is huge.” Chancellor Santiago said.

“We believe that continuation and expansion of this collaboration will serve the students and other stakeholders of both UW–Milwaukee and Motorola University and will further strengthen the growing ties between Wisconsin and China.”

— V. Kanti Prasad, Dean of the School of Business Administration
The UWM School of Business Administration launched the University of Wisconsin System’s first overseas business degree program this past January, as 29 students entered the School’s Executive MBA program in Beijing. The program is being offered in partnership with Motorola Inc. and its corporate education arm, Motorola University.

Since UWM offered Wisconsin’s first Executive MBA program, said V. KANTI PRASAD, Dean of the School of Business Administration, it is fitting that the School lead the way in overseas MBA programs.

“We are truly excited to continue to be on the leading edge of management education,” Prasad stated.

Motorola’s Tom Sun said that Motorola chose UWM based on the Business School’s reputation as a leader in management education, its high quality faculty, and its customer-oriented mindset. Sun serves as Corporate Vice President of Motorola, Inc. and General Manager of Motorola University, Asia Pacific.

“We are pleased to have the UWM Business School as a partner who shares our vision for executive development and for bringing real value to Motorola and our customers,” said Sun.

The goal of the Executive MBA program in Beijing is to inspire and train already-skilled managers by broadening their experiences, challenging perceptions, and ultimately leading them to even greater success and achievement in the business world, according to JANICE S. MILLER, Associate Dean for Academic Affairs.

As China rapidly becomes a major force in the world economy, she added, there is great need for American-style MBA programs.

The UWM Executive MBA in Beijing has a hybrid delivery of in-person and online instruction. Each month, a UWM business professor visits Motorola University’s Beijing facility for hands-on classroom instruction. In addition, a web-based platform allows instructors to utilize online assignments and discussions before and after each classroom delivery. All instruction is conducted in English.
In mid-2006, the entire Beijing class will travel to Milwaukee to complete their coursework on the UWM campus and celebrate their graduation.

Miller, who was also the first UWM faculty member to teach in the program, said that the students in the China Executive MBA program are highly motivated. “It’s clear that they bring significant managerial experience to the table,” she said, “and that really adds to the richness of the experience in this kind of cohort setting.”

The students who comprise the class are primarily mid- to upper-level managers and executives from Motorola’s China operations, Motorola customer and supplier organizations, and Chinese government officials. Their functional areas of expertise include finance, marketing, sales, information technology, and operations, much the same as the Milwaukee program, Miller said.

“I have had all of my education in China,” said Zhihong Mei, Director of the Economic Development Bureau of the Tianjin Economic-Technical Development Area, “but in my career, I deal mostly with western companies. That is my motivation for the program.”

“Although we are a very diverse group, we are all united in our desire to learn and are proud to be in this ‘founding group’,” added Mark Duval, Director of Strategy & Operations for Motorola China. “The program has been fantastic.”

FIPSE Brazil Program Offers Rewarding Opportunities

The first year of a FIPSE-funded, cross-country university student exchange program between two U.S. institutions and two Brazilian universities allowed students from both countries to gain practical knowledge and skills in the field of psychology, health and rehabilitation. Through the efforts of MARY K. MADSEN, Professor and Chair of the Department of Health Care Administration, UWM was awarded a FIPSE grant to enhance rehabilitation programs in the United States and Brazil with partner universities including the University of Maryland-College Park, Universidade Federal Fluminense, and Universidade de São Paolo.

ANNE KLIMPKE, UWM’s first student to participate in the exchange program, recently finished the fall semester at Universidade Federal Fluminense. UWM also hosted three students last semester from the Universidade de São Paolo: LINN USSAMI, ANDREA CEMBRANELLI and PAULA BRAGA. All three exchange students completed an internship at the Milwaukee Center for Independence, a community-based agency serving children, adults and families with physical and mental disabilities. Linn, Andrea, and Paula gained concrete experience through their work with the center’s elderly and Alzheimer’s patients, the children’s unit and patients with cognitive disabilities.

“The internship was my favorite part of being at UWM,” Andrea said. “I gained a better overall understanding of how the healthcare system here works and gained practical experience at the same time.”
Center for International Education Works with Faculty to Create New Summer Programs Abroad

The Overseas Programs and Partnerships unit of the Center for International Education (CIE) fosters cross-cultural competencies for University of Wisconsin-Milwaukee students by providing international academic and experiential programs. CIE is offering 27 exciting Summer study abroad and exchange programs, 21 of which are led by UWM faculty members. Students have the opportunity to earn 3-7 credits. New programs developed this year include:

**International Librarianship in South Korea**

This course, led by Assistant Professor WOOSEOB JEONG from the School of Information Studies, provides a hands-on learning experience on international librarianship from the view of South Korean professionals. Students will study Korea’s contribution to the areas of printing, archiving, organizing, and preserving materials in history by a series of lectures by Korean experts, ranging from government officials and practitioners to library and information science professors. Students will also participate in the 68th International Federation of Library Associations and Institutions conference held in Korea and learn how libraries forge effective international collaborations.

**Ethiopian History and Cultures**

Led by Lecturer AHMED MBALIA from the Department of Africology, this summer course will highlight the major aspects of the history and culture of Ethiopia. The program will include the study of archaeological issues pertaining to origins of humanity as well as introductory Amharic, the national language of Ethiopia. The course will also address Ethiopia’s role as an anthropological site for origins of humanity, the historical significance of major religious monuments. A series of guest lecturers by faculty from the University of Addis Ababa, located in Ethiopia’s capital, will also take place.

Students in a calligraphy class during the Summer 2005 China Art and Language program.
Sustainable Cities: Vancouver and Milwaukee
Assistant Professor of Geography CHRIS DE SOUSA will lead this course which will offer students the opportunity to explore the evolution of our urban environmental crisis and the emergence of a sustainable city. Students will begin the program in Milwaukee then travel to Vancouver, where field visits are interspersed with lectures. Field-based activities will take place at a number of public, private, and nonprofit institutions where students will learn about the range of policy, program and management initiatives being developed and implemented in Vancouver.

20th Century Berlin: Portrait of a Great Metropolis
This course, led by Associate Professor of German GARRY DAVIS, deals with the history, politics, culture, architecture and literature that shape and have shaped Berlin. Class sessions include discussion of a number of required readings about the city and also serve to elucidate the sights and activities that students are experiencing in Berlin and place them in their correct historical context. Excursions include tours of museum collections, opera and theatre performances, visits to East German sites such as the former Stasi headquarters and a trip to Viadrina University in Frankfurt/Oder.

Angela Orlowski and Ashley Towey pose near the Colosseum during the Summer 2005 Rome program.

Additional Summer 2006 programs include:

- Art and Chinese Language in China
- Social Welfare and Criminal Justice in Bristol, England
- Business and Economics in Paris, France
- French Culture and Civilization in Paris, France
- Architecture in Paris, France
- Graduate Business in Giessen, Germany
- Irish Language and Celtic Studies in Ireland
- Historic Preservation in San Gemini, Italy
- Art History and Studio Art in Florence, Italy
- Italian Culture and Civilization in Rome, Italy
- Spanish Language and Service Learning in Oaxaca, Mexico
- Art in Peru
- Polish Language and Culture in Lublin, Poland
- Environmental Conservation in Romania
- Cultural Traditions in Senegal
- Spanish Language and Culture in Madrid
- United Nations Seminar in New York
- Historic Preservation in Japan
- German Language and Various Seminars at International Summer Universities in Germany (5 locations)

Application deadline: March 1, 2006

- Sustainable Development Internship in Fulda, Germany
- Korean Cultural Studies at Ajou University, Korea
- Summer Exchange program at Tec de Monterrey, Mexico

Application deadline for Summer and Fall Study Abroad programs is March 15, 2006 except where noted.

Please visit http://www.uwm.edu/Dpt/CIE/OP/programs.shtml for more details or stop by the Overseas Programs and Partnership office in Pearse Hall, room 166.
Boston Expert Discusses Technology’s Role in International Education

Dr. Steve M. Cohen, a Boston-based expert on instructional technology, was invited by the Center for International Education to the University of Wisconsin-Milwaukee campus on October 11 and 12, 2005. During his visit, Dr. Cohen spoke on a variety of international education topics to a succession of UWM campus and community audiences.

A cognitive psychologist, Cohen focuses on assessing media and technology-based learning environments. Until July of 2005, Dr. Cohen served as the Senior Learning Technologist at Tufts University. Dr. Cohen is currently the director of assessment for the design and use of large-scale digital library projects underway at the BBC, Michigan State University, Northwestern University and Glasgow Caledonian University.

On October 11, Dr. Cohen was a featured speaker at the campus research workshop on “ICT4 Development in Africa.” Organized and initiated by UWM’s School of Information Studies and the University of Pretoria’s School of Information Technology (South Africa), the workshop reflected a close collaboration with Dr. Abbas Ourmazd, UWM’s Vice Chancellor for Research and Dean of the Graduate School. At the day-long event, Cohen discussed one of the most ambitious programs upon which he had worked at Tufts University, utilizing technology for cross-cultural education. The program connects Tufts courses in Public Health with comparable courses in Africa, and Tufts courses in U.S. History with comparable courses at Japanese universities.

Cohen delivered a “Brown Bag” talk the following day on “Digital Libraries.” Attended primarily by Golda Meir Library staff and other campus library experts, Cohen’s presentation addressed student learning on research “sources,” including assessing quality, assessing reliability, assessing bias, and appropriately using evidence. Dr. Cohen also highlighted the importance of “situated learning” for such “sources” instruction. He then outlined the work being done now at Michigan State’s “Media Matrix,” a digital library, to advance student learning on both copyright and sources/citation.

On Wednesday afternoon, October 12, Cohen spoke to a UWM and local community audience on “Using Technology to Enhance Global Teaching and Learning.” His presentation was digitally videotaped for subsequent viewing. Here, Cohen began by characterizing the “Curricular Co-development” process. CCD typically involves a course module shared across two higher education institutions located in different parts of the globe. During this module, students draw upon shared learning resources—articles and other materials from each participating school—and discuss the materials online with each other.

Cohen advocated the creation of an “International Big 10” of international curricular co-developers, an institution that would manifest sustained commitment and foster predictability among the partner schools. Cohen’s proposed “Big 10” would move beyond the typically ad hoc approaches now taken to such international curricular sharing. A common set of collaborative tools would be necessary as would a means for faculty curricular co-developers to find each other across international campuses. One common, non-profit “teaching/technology” unit would support the tech needs of the “International Big 10” schools in their curricular co-development effort. Ultimately, a new kind of degree might be developed—in which students who had participated in eight or so of these CCD courses would be explicitly credited with a “BA”—“with International Perspectives” designation.
Institute of World Affairs Develops Online Global Studies Think Tank Course

The Institute of World Affairs (IWA) has been very engaged in Global Studies Think Tank course development. Class syllabi and face-to-face discussion based courses have integrated timely IWA programs focusing on current global issues and foreign affairs. In Spring 2006, the course will further utilize IWA digital resources by launching an on-line version. The course will remain discussion based and constructivist in format, but will take advantage of IWA’s flexible modes of program delivery.

For example, IWA’s Great Decisions lecture series takes place on Tuesdays January 24 – March 14, 2006. Renowned guest speakers will present on topics such as Iran, Turkey, Global Health, and Energy and these topics are integrated into the Global Studies Think Tank weekly course work. Students will be able to view the program in real time at the UWM Student Union, or alternatively from their home computer. Students may also choose to view the program by logging on to a URL to access the archived event at a time more convenient for them. In addition, all of the speakers will be interviewed on IWA’s International Focus airing Sunday’s on Milwaukee Public Television Channel 36 at 5:00 p.m. and many are interviewed on Wisconsin Public Radio (WPR). These media outlets present additional options for students to either synchronously view the material or, for example, access the archived interview on WPR later.

Post program, small group discussions on-line create a forum for students to critically analyze speaker comments and texts as well as share opinions and experiences. This format may be particularly appealing to students whose schedules do not normally allow them to participate in Global Studies face-to-face evening courses. The on-line format may be attractive to students who are hesitant to participate in a face-to-face discussion based course.
Assistant Professor JACQUES DU PLESSIS is hoping to promote the study of less commonly taught languages at UWM by means of the Internet. With his innovative Learn Afrikaans Online website (www.afrikaans.us) which has been up and running since March 2005, he has created an open learning web environment where UWM and the rest of the world can learn the Afrikaans language. Upon completion, this self-teaching, comprehensive, multimedia site will allow learners to reach an intermediate level of the language. Professor du Plessis’ native language is Afrikaans, and he has over 15 years of experience teaching the language at Brigham Young University where he taught prior to arriving at UWM in 2002.

Du Plessis, whose teaching expertise previously focused on language acquisition, has developed two textbooks for the learning of Afrikaans—The Afrikaans Learner’s ABC and The Plug-in System: Afrikaans. His second book adopted a non-traditional format, in that it was divided into sections of linguistic functions, not by chapters beginning with basic vocabulary leading to advanced grammar functions. “I wanted to give instructors more freedom and flexibility in teaching to reflect their own style,” he said.

Even though Professor du Plessis redirected his career path by accepting a tenure-track faculty position in the School of Information Studies at UWM, he did not want the years of time and effort put toward building valuable language resources to be wasted. With a Ph.D. in Instructional Technology, he decided to develop a comprehensive website to build on the linguistic objectives of the textbook. He wanted to utilize the new capabilities of the Internet to bring information to individuals, especially those without the funds to purchase expensive textbooks, interested in learning a less commonly taught language.

Learn Afrikaans Online allows learners to study and practice the language through four basic areas: pronunciation, vocabulary, grammar, and culture. The website also includes culminating holistic activities which are stored under the “Contextuary” heading. Du Plessis incorporates various approaches and activities to learning Afrikaans including: listening to Afrikaans music by several popular artists, including pieces by his mother, an accomplished opera singer in South Africa; viewing short story and poetry text and listening to readings simultaneously; a discussion forum with other learners around the world; and a Learner’s Network which allows speakers with high Afrikaans proficiency levels to serve as mentors to beginning learners.

Just as Jacques receives comments and feedback from website visitors, he can also offer useful recommendations to help learners improve their Afrikaans skills. For example, if students are struggling with pronunciation, they can record themselves and upload the recording on the course website. Jacques then listens and critiques the recording with a companion audio recording. In the
future, he hopes to make the site more efficient and self-sustaining by creating an archive of common questions and answers that students face when learning the language which future users can use as a reference.

Presently, Professor du Plessis’s site has over 500 self-enrolled users from all over the world. Each day, approximately five people register on the site and about 85 visitors per day utilize it for study purposes. His visitor tracking statistics change daily, but generally, the largest percentage of learners comes from the United States, followed by the United Kingdom, South Africa, Australia and Canada. Professor du Plessis has found that learners decide to learn Afrikaans for a number of reasons including: they are preparing to work in South Africa or Namibia; they are dating someone who speaks Afrikaans and want to be able to improve their communication; and European visitors historically have close ties to South Africa which has fostered an interest in learning Afrikaans.

With additional funding he hopes to receive from the U.S. Department of Education Title VI International Research and Studies grant program, Professor du Plessis would like to build upon his website to add in features that would enhance learners’ capabilities to learn online. Du Plessis would like to make advancements such as allowing learners to keep track of their progress; redesigning some sections to better reflect the Web-based learning environment; recruiting students from South African high schools and universities to volunteer as pen pals and language learning support staff; and adding more original material from South African performers such as comedians to offer users a glimpse of South African popular culture. Live sessions, Internet messaging and telephony are among some of his other innovative initiatives. “I can give you things here that you can’t get in a traditional classroom,” du Plessis said. “For optimal results, I believe that both the foreign language teacher and the Internet need each other. They are both great in their own right.”

As development of the site continues, Jacques hopes to focus on both K-12 and university students as the target audience. “This site could be a prime site for elementary and high school students to learn about other cultures,” he said. He also hopes to generate a unique learning opportunity for college students studying linguistics, some of whom are required to learn a language on their own. He is working to create a “challenge exam” which would test for proficiency levels and possibly award UWM credit.

As this project matures, Professor du Plessis plans to work with the Center for International Education and the School of Education to develop similar websites for studying other less commonly taught languages. Lao or Hmong will most likely be the next target languages.
Faculty Grants/Awards

ERIC BROWNE, Political Science, spent a year as a Fulbright distinguished chair holder in Hungary. He taught undergraduate and graduate courses at the University of Pecs, where he was co-principal investigator in a research project at the Institute for Family Medicine, and also taught at Central European University.

BRUCE FETTER, History, was installed as president of the International Commission of Historical Demography at its 14th General Assembly, held last July during the 20th International Congress of Historical Sciences at the University of New South Wales in Sydney, Australia.

SUNWOONG KIM, Economics, was selected for the Fulbright New Century Scholars Program, “Higher Education in the 21st Century: Global Challenges and National Response.”

MARC LEVINE, History, received a 2005 Ordre des francophones d’Amérique award from the Conseil supérieur de la langue française of Québec. The award recognizes the commitment of those who work toward the preservation and development of the language and culture of French America.

MARY LOUISE BULEY-MEISSNER, English, was a Visiting Professor in American Studies at Giessen University in Giessen, Germany during the summer of 2005.

STEVE MCKAY, Sociology, received the Ford Foundation Diversity Postdoctoral Fellowship in the amount of $40,000 to conduct research at the Center for Comparative Immigration Studies at the University of California-San Diego on the American colonial construction and contemporary reproduction of the Filipino niche in merchant shipping. His project is titled “Racial Formation in the Global Labor Market.”

REBECCA NEUMANN, Economics, was granted a Fulbright Senior Specialists Award in Economics to teach and conduct research at the Center for Globalization and Europeanization of the Economy (CeGE) at Georg-August University, Göttingen, Germany, in summer 2005. Neumann also presented a paper titled “Explaining the Trend and the Diversity in the Evolution of the Stock Market” (co-authored with Niloy Bose) in the CeGE’s Research Colloquium. The grant was awarded by the J. William Fulbright Foreign Scholarship Board, the Bureau of Education and Cultural Affairs of the Department of State, and the Council for International Exchange of Scholars.

MARK D. SCHWARTZ, Geography, has been elected Vice President of the International Society of Biometeorology.

Faculty Travel Awards

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

Spring deadlines are:
March 1, 2006—for travel between April 1 and June 30, 2006
June 1, 2006—for travel between July 1 and September 30, 2006

Publications


PATRICK BELLEGARDE-SMITH, Africology, published two books, Haiti: The Breached Citadel and Fragments of Bone Neo-African Religions in a New World, which is also published in Spanish and soon will be published in Portuguese.


LORENA TERANDO, French, Italian and Comparative Literature, translated the following work from Spanish: My Life as a Colombian Revolutionary: Reflections of a Former Guerrilla by Marí Eugenia Vásquez. Temple University Press, Jan. 2005.
Presentations

KEITH BENDER, Economics, was a guest speaker at the 4th Workshop on Pensions in International Organisations sponsored by the Joint Pensions Administration Section of the Organisation for Economic Co-Operation and Development. Bender presented a talk entitled, “What Makes Retirees Happy?” at the workshop which was held at the International Monetary Fund Headquarters in Washington D.C. from October 19-21, 2005.


YEA-FEN CHEN, Foreign Languages and Linguistics, gave the following presentations in 2005: “Maximizing Study Abroad Experiences,” CLTA Annual Meeting, Baltimore, MD (November); “Building Up Learners’ Communicative Competence,” WAFLT Annual Conference, Appleton, WI (November); “Integrating the National Foreign Language Standards and the Task Based Language Instruction,” Summer Conference on Chinese Language Instruction sponsored by Southern California Council of Chinese Schools, Orange County, CA (July); “Foreign Language Learning Strategy Training on Circumlocution,” the International Symposium on Operatinal Strategies and Pedagogy for Chinese Language Programs in The 21st Century, Taipei (June); “Utilizing the Internet in the Task-Based Chinese Language Instruction,” the 4th International Conference for Internet Chinese Education, Taipei (June); “Meeting the Standards in an Engaging Chinese Calligraphy Course,” the NCOLCTL Conference, Madison, WI (May).


ANN GREER, Sociology, presented on the following topics during 2005: “Scientific Management Redux: Will Managers Bring Science to Medicine?” at the 37th World Congress of the International Institute of Sociology, in Stockholm, Sweden from July 5-9; “The Struggle to Adapt: The Transformation of Nonprofit Hospitals in the United States from service to competition,” at The 17th Annual Meeting on Socio-Economics at Central European University, Corvinus University of Budapest and Hungarian Academy of Sciences in Budapest from June 30-July 2.

ABBAS HAMDANI, History, presented “The Bohra Reform Movement” at the 12th World Bohra Conference in Surat, India, on Feb. 4-6, 2005. He also performed umra (a minor pilgrimage) at Mecca Feb. 19-25. He also presented a paper on “The Islamic View of Other Religions” at the International Conference on Islam at UW-Madison on April 29. With members of the Institute for National Strategic Studies, National Defense University, and other Iranian scholars, he participated in a seminar on “Iran After the Presidential Election: Continuity or Change?” at the Woodrow Wilson Center in Washington, D.C., on July 7.

JOHN HEYWOOD, Economics, was a visiting professor at the University of Hanover, Germany. He taught a Comparative Labor Markets class and participated in research investigating the causes of high unemployment among older German workers.

JOHN KAHL, Mathematical Sciences, gave the following presentations at the International Workshop on the Influences of Air Quality on the Mayan Heritage Sites in Mesoamerica, in Cancun/Merida, Mexico, October 16-22, 2005: “Meteorology of Southeastern Mexico;” “Meteorological Aspects of Acid Rain;” and “Trajectory Modeling applications to the Mayan Zone.” Kahl also presented a 6-hour short course on “Meteorology and Air Pollution” at the University of Nuevo Leon in Monterrey, Mexico, October 14-15, 2005.

HAIG KHATCHADOURIAN, Philosophy, presented “Democracy and the Globalization of Human Rights” at the 22nd International Congress of Philosophy of Law and Social Philosophy in May in Granada, Spain. He also presented “The Status of East Jerusalem” at the Institute of Philosophy at the University of Leipzig in Germany in October of 2005.
MAURICIO KILWEIN GUEVARA, English, presented a talk on the perilous state of indigenous languages in the Americas and the role of globalization for a symposium entitled “Who Counts in the Americas?” at the Center for Women’s Intercultural Leadership at Saint Mary’s College (Notre Dame, Indiana).

JOSÉ LANTERS, English, presented “Beyond this World: The Irish Travellers and Myth” at the American Conference for Irish Studies national conference at the University of Notre Dame and “Cobwebs on Your Walls: Resistance to the Global in Irish Drama” at the International Association for the Study of Irish Literature meeting at Charles University, Prague.

MARKOS MAMALAKIS, Economics, was a guest on the BBC Radio 4 “Four Corners” discussion program on May 2. He, Jared Bernstein (Economic Policy Institute, Washington, D.C.), and Gosta Esping-Andersen (University of Pompeu Fabra, Barcelona) discussed, with presenter Gavin Esler, social mobility in the U.K., the U.S., and the developing countries, in particular Latin America and Chile.

ISMAEL MARQUEZ, Spanish and Portuguese, was invited to lecture and participate in a roundtable discussion at the San Marcos National University of Peru Letters and Graduate School in Lima.


DONALD PIENKOS, Political Science, presented three lectures in Poland regarding United States-Poland relations. He delivered his Warsaw lectures in Polish and his Krakow lecture at Jagiellonian University in English.

BELLE ROSE RAGINS, Business Administration, gave the invited keynote plenary address, “Where Do We Go From Here and How Do We Get There? Designing Effective Research on Mentoring Relationships” at the 11th Annual European Mentoring and Coaching Conference held Nov. 17-19 in Brussels, Belgium. She gave an invited talk, “Understanding Disclosure of Invisible Stigmas,” Nov. 15 at the University of Copenhagen, and an invited presentation, “Disclosure Disconnects: A Theoretical Model of the Disclosure of Invisible Stigmas Across Life Domains” at a University of Illinois Institute of Labor and Industrial Relations Brownbag on December 10.

The Challenges of International Student Recruitment

The number of international students who enrolled at U.S. colleges and universities fell slightly for the second consecutive year in 2004. Graduate schools were hit hardest, with international enrollments dropping for the first time in nearly 10 years. According to the Institute of International Education's (IIE) Open Doors report, an annual summary of international academic mobility, foreign student enrollment declined by 1.3% last year. Undergraduate numbers fell by 2.9% and graduate numbers dropped by 3.6%. However, the 2004/2005 academic year's total of 565,039 of international students in the U.S. indicates a leveling off of enrollments after 2003's decline of 2.4%. While some campuses reported significant increases in enrollment and others reported declines, the Center for International Education's International Student and Scholar Services (ISSS) office reported a decrease in applications while UWM enrollments remained steady.

Despite UWM's decline in international student applications, JENNIFER GRUENEWALD, CIE's Director of International Student and Scholar Services, thinks the enrollment numbers have remained stable largely due to ISSS's increased response rate to student queries and improved follow up on students during the application process. Small tasks such as e-mailing students to remind them which application pieces are missing often have positive long-term effects for student enrollment.

ISSS generally utilizes the same definition of an international student as IIE which includes "anyone who is enrolled in courses at institutions of higher education in the United States who is not a U.S. citizen, a permanent resident, or a refugee." Approximately 800 international students (including ESL students), or 3% of the overall student population, are enrolled at UWM for the 2005-2006 academic year. Compared with other universities in the "Urban 13," UWM's peer institutions, UWM ranks second lowest in international student enrollment.

The slight overall decline in international student enrollment in U.S. colleges and universities has been attributed to several factors, including: real and perceived difficulties in obtaining student visas (especially in scientific and technical fields); rising U.S. tuition costs; vigorous recruitment efforts by other English-speaking nations; the increased ability of sending countries to provide a quality education at home; and the perceptions that it is more difficult for international students to come to the U.S. and that they are unwelcome here (Chronicle of Higher Education Vol. 52, Issue 13, Pg. A1). For example, China has put more money into its graduate programs in recent years, making the idea of studying at home more appealing to Chinese students. In India, a thriving economy has led many recent college graduates to enter the workforce instead of graduate school. Other English-speaking nations have been highlighting the advantages of completing a degree in countries other than the U.S. Australia and Canada emphasize that tuition and cost of living rates there are significantly less expensive than in the U.S. Britain and New Zealand note that certain types of degrees can be earned in shorter time periods than they would be at American institutions. Canada and Britain also have more lenient work regulations for students and recent graduates than the U.S.

UWM's main challenges in recruiting international students include a lack of institutional funding, the lack of financial aid or scholarships for undergraduates and UWM's struggle for name recognition in a sea of other competitive research universities. Despite these challenges, UWM has made large strides in recent years by creatively collaborating with other institutions. For example, UWM is one of the founding members of StudyWisconsin, a consortium of Wisconsin universities and colleges, technical schools and ESL programs promoting Wisconsin as a destination for higher education. Members of StudyWisconsin face difficult budgetary environments and believe that their collaborative efforts will attract more international students to the state.

Meeting with the ISSS Advisory Board, composed of faculty members from various disciplines and staff from the Department of Enrollment Services and the Department of Recruitment and Outreach, has also been helpful to discuss and call attention to important international student enrollment issues. In addition, Gruenewald believes in focusing on customer service to build positive relations with students during their time on campus. "An international student recommending UWM to family or friends depends on their UWM experience including their relationship with our office," she said.
International Students at UWM

- There is a total of 730 degree-seeking international students at UWM. In addition, 91 international students are enrolled in ESL.
- UWM's international population represents nearly 90 countries.
- There are 162 undergraduate and 568 graduate students.
- There are 35 exchange students.
- UWM's College of Letters and Science enrolls more than one third of international students followed closely by the College of Engineering and Applied Sciences and the School of Business Administration.

The following is a breakdown of UWM's international students by region:

- 38% come from East Asia region
- 26.6% come from the South and Southeast Asia region.
- 16% come from Europe and the Central Asia region.
- 7% come from the Middle East and the North Africa region.
- 5% come from Latin America.
- 4% come from North America.
- 3% come from the Sub-Saharan Africa region.
- 0.4% come from the Australia and New Zealand region.

International Scholars and Employees

- There are 69 visiting scholars and 69 international employees on campus representing 32 countries.

Gruenewald also hopes to develop an alumni network which would be a collaborative effort between ISSS and UWM’s alumni office. The two offices would work together to contact UWM alumni overseas to promote the university, host receptions and assist UWM faculty and staff to facilitate a greater connection between UWM and its international alumni. ISSS is also working to develop an Ambassador program for graduating students and to encourage faculty to promote UWM through their research, teaching and collaboration overseas.

Many more campus-wide efforts must be undertaken to increase international student enrollment to a minimum of 5% of the UWM student body by 2009 as proposed by UWM's Enrollment Management Steering Committee. Despite the lack of institutional funds dedicated to international student recruitment initiatives, ISSS continues to strive to attract more international students to UWM and to meet the needs of current international students.
Pakistani Student Broadens Her Horizons at UWM

Interview with SHAIROZ ALWANI, an international student from Pakistan, who is completing her Bachelor’s degree in Nursing at UWM.

Where are you from?
I’m from Karachi, Pakistan, a large city in the south.

What are you studying here?
I am taking courses in Nursing to complete my Bachelor’s degree which I will finish in one more year. Then I hope to get my Master’s degree in Nursing here with a focus on Clinical Nurse Specialization.

When did you arrive at UWM? What were you doing prior to coming here?
I arrived at UWM in mid-January. While I was still living in Pakistan, I completed my Associate’s degree in Nursing at the Aga Khan University Hospital. After that, I worked as a registered nurse for 3 years in the medical surgical telemetry unit at the same hospital. I took care of patients in the oncology, neuromedicine and neurosurgery units. I also worked for one year in the hospital’s emergency room.

Why did you choose to study at UWM?
I have always dreamed of doing my Bachelor’s in Nursing in the States.

I had relatives living in Wisconsin and since I was worried about culture shock and leaving Pakistan by myself, I thought it wouldn’t be as scary if I went to a city where I already knew a few people. I chose UWM because I was ambitious to do my studies with foreign students and UWM seemed like a prestigious school. Then I applied and was accepted!

Have you studied abroad or traveled outside of Pakistan before?
I went to Sri Lanka for 5 days to take nursing exams, but that is the only time I had been outside of Pakistan. I grew up in an extended family back home and was not alone much, so my parents were kind of anxious when they found out I would be traveling by myself to the U.S. But now, I live on my own and feel more independent which has built up my confidence.

What do you like most about UWM and life in the United States?
I like everything about UWM! The people here are very helpful and it’s easy to make friends with the students. I like the multidimensional teaching strategies and methods that the professors use here. I also like how students are very independent here. In Pakistan, children live with their parents until they are married, unlike here where they go and live their life on their own when they are 18. I think it’s impressive that students here study and work at the same time and are able to balance both.

Are you involved in other activities on campus?
I’m a student employee in the International Student and Scholar Services office. I’ve only been working there for a little more than 1 month, but I have already learned so much about visa issues, the immigration process, international student requirements and facilities for international students. It’s very different from nursing, but I still like it a lot.

What do you hope to do after you finish at UWM?
I will probably return to Pakistan when I finish here. But, I’m going back home this summer to get married so I also might be moving to Virginia with my husband.
Study Abroad Enrollment Gains Momentum, Funding for Students Expected to Increase

As the number of Americans studying overseas continues to increase in record numbers, the value of study abroad is gaining national recognition. In order to make studying abroad more financially accessible to a wider group of students, the Commission on the Abraham Lincoln Study Abroad Fellowship Program is asking Congress and President Bush to create a new fellowship program to increase the number of American undergraduates studying abroad a decade from now to one million a year.

The number of students who study abroad for academic credit has grown rapidly in recent decades, increasing by 9.6% in 2003-2004, building on the previous year’s 8.5% increase. UWM’s study abroad increase of 31% in 2003-2004 from the previous year surpasses the national average. UWM sent 637 students abroad during the 2003-2004 academic year and another 664 overseas in 2004-2005. According to the Institute of International Education’s Open Doors annual report for 2003-2004 (the latest academic year for which figures are available), 191,321 U.S. students studied overseas. Even though study abroad enrollment has been steadily increasing over the years, the 9.6% national increase reported for 2003-2004 is the latest evidence of how valuable a study abroad experience is in the post 9/11 world where knowledge of other countries and cultures is critical.

The Commission on the Abraham Lincoln Study Abroad Fellowship Program, a 17-member bipartisan group appointed last year by Congress and the President, is calling for the government to begin the new program this year with an annual budget of $50 million. According to the commission’s proposal, 88% of the money would be designated for student fellowships distributed at a national competition. A student could receive up to a maximum of $5,000, but the average grant would be $1,750. The commission stated that priority will go to students willing to study in less traditional destinations of the world that are important to U.S. interests, such as the Middle East, where only 1,050 undergraduates studied in 2003-2004. Also...
Student Tales from Abroad

By Brian Thompson, Senior in Global Management

Having prior experience working in English-language camps in Russia, I was hired three years ago to organize a summer camp for a Lutheran church near Detroit in conjunction with a Lutheran church near St. Petersburg, Russia. Going on our fourth year now, this has been a successful arrangement as the Russian church has the campground facilities and relationships with the local orphanages, while the American church provides funds and manpower through its youth group.

Many of the children in these orphanages have living parents, but have been sent away as the parents deal with personal problems, primarily alcohol and drug abuse. In the state-sponsored orphanages, the children receive care, shelter, food and education until they complete high school. At that point, they receive assistance from the state to attend a technical college before having to support themselves.

In this environment, the church seeks to supplement the state care by providing spiritual and additional physical support. Specifically at the camps, the children receive attention from the American participants which they are starved of at the orphanage. At the end of the day, the Americans are exhausted, especially when working with the younger children! They’ve been pushing, pulling, yelling at, and crawling all over us the entire day. Anytime we sit down, two children pounce on our laps, two give us hugs from each side, while two more are pulling our arms trying to get us to play with them! Of course, it’s not all chaos; we have a full schedule of standard camp activities: stories, songs, presentations, crafts, excursions, games, snacks, and etc.

After leaving the orphanage, many Russian orphans go on to live fulfilling, productive lives. Unfortunately, however, many more will end up homeless, in prostitution, in jail, and/or abusing alcohol and drugs. Realizing this, we continue with the camps, hoping the knowledge that someone cares and will always love them influences their lives to a positive end.

CIE Looking for Student Contributors

Students with recent overseas academic experiences are welcome to submit essays and photos for upcoming Global Currents issues. Please contact Research and Publications Coordinator Robin Leephaibul (leephaib@cie.uwm.edu) for more information.
Brazil, a land of so much beauty and wonder. I have been here in Niteroi, a suburb of Rio de Janeiro for the past four months, and I still wake up every morning knowing I am going to notice something new that day. It does not seem like four months have already passed and that I will be back in Wisconsin in about two weeks. This is my second time to Brasil and definitely not my last. I have been able to do so much during my time here, including visiting an elementary school, attending university classes, figuring out the public transportation system (which was a lot easier than I had first expected), and so much more. I am so glad that I have had this experience and would recommend it to just about anyone. There of course have been some challenging moments like my first week of classes all in Portuguese, and trying to figure out how to pay my bills. However, walking out of my apartment building and being able to have a beautiful view of the beach definitely helped with those hard days. I feel good being able to say that I will come away from this experience with a much better understanding of Portuguese, Rio de Janeiro, Brasil, and myself. At this point in time I have finished all of my work for my classes and have decided to travel around Brasil for my last two weeks, and will arrive back in Wisconsin on Christmas Day. Since my first trip to Brasil about six years ago I have been dreaming of an experience just like this, and I have not been disappointed. I wish that I could explain more about this place, but I feel that the only way to really understand it is to visit it yourself. Thank you UWM for this great experience that has affected me so deeply. If you have any questions feel free to write me at klimpke@uwm.edu

By Anne Klimpke, Senior in International Studies, who participated in the FIPSE Brazil Exchange Program at Universidade Federal Fluminense, Fall 2005

International Travel Photo Contest

The Center for International Education and the Global Student Alliance invite students, faculty, staff and alumni to enter our first annual International Travel Photo Contest. All photographs must portray the theme “Global Culture.” An exhibition of all photos will be displayed later this semester. All winning entries will become the property of the Center for International Education, with appropriate acknowledgement of the photographers.

DEADLINE: All entries must be received by April 1, 2006 at the address below. Winners will be notified by April 15, 2006.

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

RULES: Prints may be no smaller than 8 x 10 inches and no larger than 8.5 x 11 inches. Prints will not be returned. Winners, when notified, must be willing to loan original negatives or digital files for possible future exhibition. On the back of each print, clearly include the following: your name, telephone number, e-mail address, title of photo, where it was taken and caption of no more than one sentence. Winning entries will become the property of CIE and may be used for CIE publications and websites. They will remain with CIE and may be displayed in public areas.

For more information, please contact Andrea Joseph at 414-229-6925 or aherbert@uwm.edu.

Anne visiting Pão de Açúcar.
Global Student Alliance Wraps Up Fall Semester and Plans for Spring Activities

This fall, the Global Student Alliance (GSA), a student organization sponsored by the Center for International Education, coordinated numerous programs and activities devoted to breaking down barriers to cross-cultural communication and bringing U.S. and international students together.

GSA hosted UWM’s Third Annual International Bazaar. The Bazaar was a gathering of international student groups, departments and performers from UWM and around the Milwaukee area. Eighteen student groups and departments participated by decorating booths, providing information and free ethnic food to students and visitors on campus. Performances were given by the Latin American rock group Mort, the UWM Kung Fu Club’s Chinese Lion Dancers, and the UWM Poi Club, whose performance fused ancient Polynesian fire dancing with modern club culture. Student displays included traditional and non-traditional cultural items, ethnic clothing, music and documentary videos. GSA received a lot of positive feedback from visitors, as well as support for continuing international events on campus in the future.

As a part of their community outreach efforts, Devansh Chowdhary, a UWM Electrical Engineering Graduate student and Nicole Taylor, GSA Coordinator, visited two classrooms at New Berlin Center Elementary School. During this Small Speakers Bureau, they gave an engaging presentation of India focusing on the Hindi language, history, religion (Hinduism, Islam, Buddhism, & Sikhism), cultures and customs. Presenters conducted a wide-variety of interactive activities with the students such as teaching students basic Hindi vocabulary, giving them an opportunity to speak Hindi with their peers and distributing stimulating worksheets allowing students to apply their new knowledge of India.

GSA also continued 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 week features free food, coffee,
games, and a brief informal presentation about the featured culture. This fall, GSA held talks on Cambodia, Thailand, China, Ghana, and Senegal, with guest speakers including both students and faculty from the UWM community. This spring, Culture Café will be held on Thursdays in Garland Hall 104 from 2:00-3:30 pm. The first meeting will be on February 9th and subsequent meetings will be held every other week through April 27th.

Culture Café Dates for Spring 2006

Time: 2-3:30pm Location: Garland Hall 104
February 9th and 23rd
March 9th and 30th
April 13th

Looking ahead, in addition to the Peer Mentoring Program and Small Speakers Bureau, GSA is working together with the African Student Association and the Women’s Resource Center to hold a symposium on women’s issues in Africa, in honor of International Women’s Day 2006. The symposium will feature guest speaker TIJUANA A. JAMES-TRAORE, MSW, President of the Global Health and Enterprise Group, Inc. Ms. James-Traore’s talk is entitled “Healthy Women Make a Healthy World” and will focus on the importance of women’s health in creating a healthy society. The event is free and will take place on March 8, 2006 from 7-9pm. Location TBA.

For questions about GSA activities and events please contact Nicole Taylor or Joe Sacco:
Phone: 229-2531
E-mail: excite@uwm.edu
GSA office: Garland Hall, room 107
DAAD Funding Creates New Opportunities for Students

New study abroad and internship options in Germany ideal for Global Studies students have recently taken shape due to funding received from DAAD, the German Academic Exchange Service. In order to increase student mobility between U.S. and German universities, UWM entered into a joint project with the International Winter University (IWU) in Kassel, Germany and Cranbrook Art Academy to create a program in the fields of Environmental Engineering, Renewable Energy Sources, Video Art and German language. The IWU Kassel program is one of 10 new programs to have been singled out in a highly selective competition among Germany’s top universities.

Students will also be able to take advantage of a new internship in the field of Sustainable Development that has been developed by Hessen Global, a joint project of the Hessen universities in Germany and a component of the Hessen/Wisconsin exchange program which UWM coordinates. Global Studies students with intermediate German language skills can fulfill their 3 credit overseas internship requirement through this opportunity in Fulda. The application deadline for this internship is March 1, 2006.

Study Abroad Gains Momentum

continuing from page 29

during this time frame, 61% of U.S. students studied abroad in Europe, with 46% of the total going to Western European countries. The 2003-2004 academic year also saw increased U.S. study abroad interest in destinations throughout the developing world in locations such as South Africa, Egypt and Morocco.

The 2005 Open Doors report shows that U.S. students are continuing to study overseas in larger numbers but for shorter time frames, with a continual decline in popularity of semester and year-long programs. Only 6% of students who studied abroad did so for a full academic year while 38% studied abroad for a semester. 56% of students chose summer, January term and other short-term programs. However, UWM’s statistics are starting to reflect student preference for long-term programs. In 2003-2004, 77% of UWM students chose short-term programs while 23% chose semester or year-long programs. In 2004-2005, 73% studied abroad on short-term programs while 27% did so on long-term programs. The Center for International Education’s three main study abroad programs to Chile, London and Paris saw a strong increase of 110% for the 2005-2006 academic year from the previous year.

“I think UWM’s Global Studies degree, its study abroad requirement, and the demand for a globalized economy is producing an interest in semester-long study abroad.” said Terence Miller, Director of CIE’s Overseas Programs and Partnerships office.
Welcome New CIE Staff

**SHARON CHETNEY** recently joined CIE as a Study Abroad Coordinator in the Overseas Programs and Partnerships office. She will be taking over some of the duties of Kim Mitchell, who left CIE last August. Sharon received her B.A. in Spanish from the University of Wisconsin-Eau Claire and her M.Ed. from Carroll College. Her international experience includes studying abroad at Tec M onterrey in Mexico. Prior to arriving at CIE, Sharon worked at Carroll College in academic affairs and study abroad.

**LAUREN ESCOBALES** joined UWM last October as an International Student Advisor in the International Student and Scholar Services unit of CIE. She advises international students, scholars and UWM community regarding federal non-immigrant regulations as well as cross-cultural adjustment issues. Lauren is also responsible for University compliance with federal regulations through student and scholar data management via SEVIS. She received her B.A. in Education from the University of Illinois at Urbana-Champaign and also studied abroad at the Université Laval in Quebec. She earned her M.Ed. in Adult and Higher Education with a concentration in Student Personnel Services at the University of Oklahoma at Norman. Prior to arriving at CIE, Lauren was an International Student Advisor at the University of Oklahoma at Norman and the University of Illinois at Chicago.

**GAIL GILBERT** joined CIE in the fall of 2004 as a Peer Advisor in the Overseas Programs and Partnerships unit of CIE. She recently took the position of a Program Assistant/LTE in January. Gail graduated from UWM last December as the first Global Studies/Global Management graduate. As a student, she studied abroad and completed an internship at a travel agency in Seville, Spain.

**VICTORIA SERRANO-RUIZ** recently joined CIE in January as a Study Abroad Coordinator in the Overseas Programs and Partnerships office. Vikki received her B.S in Criminal Justice with a minor in Spanish from UWM and her Master's degree in Management from Cardinal Stritch University. Her international experience includes studying abroad at the University of Valladolid in Spain and at the Morelos campus of Tec de Monterrey in Mexico. Prior to arriving at CIE, Vikki was the Travel Study Director in the College of Extended Studies at San Diego State University.

**KATE VALERIUS** joined CIE as an LTE/Program Assistant in the Overseas Programs and Partnerships unit in September 2005. Kate is a proud UWM alumna, having received her BFA in Music & Theatre. Her professional career includes positions as an Executive Secretary and Office Manager. A resident of Whitefish Bay, Kate is also a freelance professional vocalist.
Institute of World Affairs - Great Decision Series 2006

Great Decisions is a national program focusing on eight of the most important, current foreign policy problems and international issues. The Great Decisions briefing book, published annually by the Foreign Policy Association of New York, contains analytical essays covering each topic and provides background for individual discussion groups and the lecture programs. For Wisconsin Great Decisions:

Read: Milwaukee Journal Sentinel Crossroads Section, Sundays, January 22 – March 12, 2006
Listen: Wisconsin Public Radio, Conversations with Ben Merens, 3pm (see www.wpr.org for program schedule)
Watch: WMVT-TV, Channel 36, “International Focus,” 5pm Sundays
Visit: www.iwa.uwm.edu

Admission Fees
- Eight-Lecture Series General Public Fee: $70 (includes Great Decisions Book, $15 value)
- Basic Institute Members Series Fee: $35 (Also includes Great Decisions book)
- Individual Programs: $8 General Public, $4 IWA Basic Members and UWM Faculty/Staff
- Students and UWA Premium Members Free!

To register: visit www.iwa.uwm.edu or call 414-229-3220

Location:
UWM Student Union, Union Ballroom
2200 E. Kenwood Blvd.

Time: Registration, 6:30pm
Program, 7-8:30pm

More info:
For admission fees, discussion groups or registration information, visit www.iwa.uwm.edu or call 414-229-3220

Series partners include American Civil Liberties Union, Brady Center for Latin American and Caribbean Studies, Foreign Policy Association, Midwest Airlines, Milwaukee Journal Sentinel, UBS Bank, UWM Union, and Ideas 90.7 WHAD

FEBRUARY 7 - Torture and the War on Terror
Senior Representative, American Civil Liberties Union

FEBRUARY 14 - Iran
Dr. Homera Moshir-Zadeh, Assistant Professor, International Relations, University of Tehran

FEBRUARY 21 - Global Health
Mr. Mark Anderson, President, Center for International Health

FEBRUARY 28 - UN Peacebuilding
Ambassador Augustine Mahiga, Co-Chair, United Nations Peacebuilding Commission and Permanent Mission of the United Republic of Tanzania

MARCH 7 - Energy
Mr. Christopher Flavin, President, The Worldwatch Institute

MARCH 14 - China and India
Dr. Mark Frazier, Henry Luce Assistant Professor in Political Economy, Lawrence University
FEBRUARY 3 - UWM’s Academic Adventurers: Aims M McGuinness
3pm, American Geographical Society Library, 3rd Floor, east wing
Aims M McGuinness, Dept. of History, will present “A Mystery in the Archives: Researching the History of U.S. Imperialism in Panama.”

FEBRUARY 3 - Niall Hartnett Photography Exhibit
7pm, Irish Cultural Heritage Center, 2133 W. Wisconsin Ave., Milwaukee, WI
Niall Hartnett, 34, is an Irish-born photographer and writer who lives in Monticello, Indiana. He is the son of acclaimed poet, Michael Hartnett. His forthcoming book, Notes from His Contemporaries, will be published in the summer of 2006. The book serves as a tribute to his father and includes memoirs, anecdotes, poems and interviews with his father’s contemporaries including Seamus Heaney, Nuala Ni Dhomhnail, and our own James Liddy. For his book, Niall photographed a plethora of poets. In fact, most noted Irish poets of the last 30 years are included. Using a combination of high digital and old tech medium format film, Hartnett has produced a unique record of the Irish literary world. The exhibition will be the venue for a program of readings and visiting poets in February and March as part of our annual Liddy Chair celebration.

FEBRUARY 24 and 25 - Sean Nós Weekend 2006
This exciting event starts off with a concert on Friday evening featuring Máirín Ó Céide, Aine Meenaghan, Liam Ó M aoíla (The Hothouse Flowers), Virginia Stevens Blankenhorn and Julie Henigan, Jimmy Crowley, Brian Hart, Míra Smíley among others. Song Workshops follow early morning coffee and scones on Saturday morning (9-10:15am and 10:45am-12pm). Then participants and performers have a chance to munch and mingle over lunch.

On Saturday afternoon, to commemorate the 100th anniversary of Douglas Hyde’s visit to Milwaukee (Douglas Hyde was the first president of Ireland and a founder of Conradh na Gaeilge), the Center for Celtic Studies at UWM will be unveiling a plaque in “The Cudahy Bar” in the Pabst Theater. Hyde came to Milwaukee to successfully raise funds for Irish language activities back in Ireland. His collection of the Irish language love songs and religious songs of Connaught made a vital and lasting contribution to the Gaelic revival. At this event, one or two of those songs will be sung. Professor Seosamh Watson, Emeritus Chair of Celtic Studies at the National University of Ireland and Gaelic activist, will give the first “Hyde Memorial Lecture” (2pm). This special event will be followed by a wine and cheese reception. A singing session will start at 7:30pm at “The County Clare” pub. Be ready to share a song or two!

Registration
A special weekend rate of $35 will cover admission to the concert, Saturday morning workshops with boxed lunch, the Pabst reception, and evening song session.

Admission to concert on Friday night $10
Advanced registration is required. Please make checks payable to the Center for Celtic Studies.

The address is:
Center for Celtic Studies, University of Wisconsin-Milwaukee
Holton Hall 290, P.O. Box 413, Milwaukee, WI 53212

For further information please contact the Center for Celtic Studies at (414) 229-6520 or visit our website at www.uwm.edu/Dept/celtic.

FEBRUARY - MAY (4TH THURSDAYS) - Miramar Latin Music Series
8-10pm, 2844 N. Oakland Ave.
Admission $7. Sponsored by the Miramar Theatre, with assistance from Alterra Coffee Roasters and CLACS. Visit http://www.latinmuscmlwaukee.com/ for more information.

MARCH 1 - St. David’s Day Event
6:30pm, Hefter Center, 3271 N. Lake Drive
This year we will be celebrating St. David’s Day, the Welsh National Holiday, with a special event at the Hefter Center. There will be a reception with Welsh delicacies at 6:30pm followed by a presentation by Henry Jones Dwayne, editor of Cambria magazine, Grand Marshall of the St. David’s Day parade in the Welsh capital Cardiff and noted Welsh scholar and historian. This will be followed by a short concert of Welsh folk songs by Welsh tenor Geraint Wilkes. For more information call the Center for Celtic Studies at (414) 299-6520.

MARCH 6, MARCH 7, MARCH 9 - Brazilian Carnaval
7pm, 2200 E. Kenwood Blvd.
Featuring mask making, samba lessons and a live performance by Chicago Samba. Check www.aux.uwm.edu/Union/events/concerts/index.html for details. Sponsored by Union Programming with support from CLACS.

MARCH 14 - Speaker Angela Bourke from Ireland
7pm, Hefter Center, 3271 N. Lake Drive
Angela Bourke is a Senior Lecturer in Irish at the University College in Dublin, National University of Ireland. She has been a visiting professor at Harvard University, the University of Minnesota and Notre Dame, and writes, lectures, and broadcasts regularly on Irish oral tradition and literature. An expert in Irish folklore, she is the author of a short-story collection, By Salt Water, and The Burning of Bridget Cleary, an acclaimed study of the impact of the folk tradition on a people who are experiencing the onset of modernity in Ireland. She is also the author of a critically praised biography of the enigmatic Maeve Brennan, the Irish-born New Yorker journalist. This event will take place at the Hefter Center on Tuesday, March 14 with a reception at 6:30pm and Angela’s presentation at 7pm. Don’t miss this opportunity to meet and hear a brilliant contemporary Irish author and scholar. Sponsored by the Center for Celtic Studies.

APRIL 3 - Film Screening of “Peacekeepers”
7pm, Union Theatre
The UWM Peace Studies Program and the Global Student Alliance are sponsoring a screening of “Peacekeepers,” a Canadian documentary about the investigation into the activities of the UN peacekeeping forces in the African Congo. For more info: http://www.oneworld.cz/ow/2005/en/pop.php?id=7794
Faculty research initiatives from six universities in the U.S., Canada and Mexico will be presented at a Conflict Resolution in the Americas Spring Conference sponsored by the Center for Latin American and Caribbean Studies, the Institute of World Affairs and the Center for International Education. The conference stems from a 3-year grant awarded by the U.S. Department of Education under the Fund for the Improvement of Post-secondary Education (FIPSE) North American Mobility Program to the North American Conflict Resolution Program: A Cross-Cultural, Interdisciplinary Experiment in Peace-building. The Department of Education awarded funds to UWM, the University of Louisville, University of Colima, University of San Luis Potosí, University of Montréal and the University of Manitoba to establish a student exchange program focused on conflict resolution.

There will be five broad, thematically based sessions on the following topics: Indigenous and Ethnic Minority Rights; Drugs, Crime, and Terrorism; Environment and Health; Trade, Economics, and Migration; and a final panel that will synthesize both the commonalities and divergences discussed within the four previous panels. The organizers envision that each panel will represent three different approaches or viewpoints on the theme while keeping within the conference title of resolution of conflict. Organizers hope that this will result in a vibrant discussion about which strategies work, which ones do not, and what the future looks like for conflict resolution in the Americas.

**Participants include:**
- **Virginia M. Bouvier**, Program Officer, Jennings Randolph Fellowship Program, U.S. Institute of Peace. Her specialties are human rights, ethnic conflict, and women and politics in Bolivia, Chile, and Colombia.
- **Sean Byrne**, Director, Arthur V. Mauro Program for Peace and Justice. His specialty is conflict intervention in Bosnia and Northern Ireland.
- **Pablo Politzer**, Assistant Professor and Canada Research Chair in Latin American Politics, University of Calgary, and co-founder and co-director of the Armed Groups Project. His specialty is non-state armed groups and their compliance with humanitarian and human rights.
- **Adam Isacson**, Director, Demilitarization of Latin America Program, Center for International Policy. His specialty is demilitarization in Central America and Colombia.
- **Jessica Senehi**, Associate Director, Mauro Program for Peace and Justice, University of Manitoba. Her specialty is the role of storytelling in conflict and peace-building.

For additional information, contact Kris Ruggiero by e-mail at ruggiero@uwm.edu or phone (414) 229-4457.
This April, the Center for International Education will host its 7th international scholarly conference devoted to cross-disciplinary dialogue about globalization, technology, media and representation. “Constant Capture: Visibility, Civil Liberties, and Global Security” is being organized by LANE HALL, JON MCKENZIE and PATRICE PETRO and will take place at the Hefter Conference Center on April 21-22, 2006.

The conference will investigate the role of visual media and imaging technologies in two interrelated areas: the policies and practices of global security and the struggle for civil liberties around the world. Bringing together security experts, scholars, writers, artists, and activists, it will provide a forum for interdisciplinary and cross-cultural dialogue addressing the following questions: How have visual media and imaging technologies been deployed for security purposes in both national and global contexts and how have they been used to promote individual and social freedom? Are global security and civil liberty opposed? complementary? incommensurable? Do policies relating to global security hinder or facilitate the emergence of a global civil society? What role might media and technology play in imagining, visualizing, dramatizing, and enacting such a global civil society? Is such a global society even desirable? Shouldn’t local struggles unfold at the local level or are they embedded in wider struggles? In an ambiguous age of globalization, should we keep such struggles local or, conversely, network them together?

This year’s conference follows upon six successive international conferences at CIE devoted to exploring new approaches to international studies and globalization. Human rights in the context of globalization was the focus of the 2000 conference; in 2001, conference organizers turned to issues of architecture and urbanism in a conference on global cities. In 2002, this dialogue continued by exploring new and emergent forms of media and technology; the following year, a conference focused on Rethinking Global Security, in which participants examined how the idea of security was being redefined post-9/11. In 2004, CIE turned its attention to questions of exile, migration and diaspora; in 2005, the conference examined the emergence of global governance in cyberspace. In addition to drawing large audiences, all of these conferences were invigorating, rigorous, and thoroughly cross-disciplinary, with speakers in attendance from a broad range of academic disciplines as well as related professional fields.

All of the conferences, moreover, have had an afterlife through their publication in CIE’s book series “New Directions in International Studies,” sponsored by Rutgers University Press. More information about the conferences can be found at http://www.uwm.edu/Dept/CIE/AP/AP-conf.shtml

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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.