

NATIONAL RESOURCE CENTERS (NRC) PROGRAM
AND
FOREIGN LANGUAGE AND AREA STUDIES (FLAS) FELLOWSHIP PROGRAM

CFDA 84.015A & 84.015B



INTERNATIONAL EDUCATION PROGRAMS SERVICE
US DEPARTMENT OF EDUCATION
WASHINGTON DC 20006-8521

The following abstracts reflect a variety of area and international studies projects, language training, and outreach activities to be conducted by NRC and/or FLAS grantee institutions during the FY 03-05 project period. The abstracts were included in the grant applications submitted in November 2002 and subsequently recommended for FLAS grant awards announced in March 2003 and NRC grant awards announced in May 2003.

To learn more about grantees' activities, please contact the grantees directly.

To learn more about how to apply for a National Resource Center grant or Foreign Language and Area Studies Fellowship grant, please contact the US Department of Education's

International Education Programs Service (IEPS) at:
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Duke University Center for International Studies Abstract

Over the last five years, the Duke University Center for International Studies (DUCIS) has been important for developing innovative and interdisciplinary programs in international studies. This proposal utilizes fully the currently available resources and the commitment to international and area studies that Duke has made. The proposal involves:

- Serving as a critical *location* for classes, research and discussions that cut across traditional area and disciplinary boundaries;
- Developing a *new master's program* in Comparative International and Area Studies in collaboration with the Comparative Area Studies undergraduate major.
- Deepening DUCIS's *thematic and outreach programs* in the fields of international human rights, international security, and cultural studies.
- Collaborating with the Slavic and East European Language Resource Center to expand student and faculty access to *less commonly taught languages*.

In developing a plan for a Comprehensive International Studies NRC, DUCIS has built on Duke's great resources and strengths in international studies:

- Location in the John Hope Franklin Center for Interdisciplinary and International Studies, a 33,000 square foot facility with 82 faculty and staff, 65 offices, six classrooms, conference room, gallery, space and leading edge information technology.
- 148 core international faculty teaching 230 non-language courses in 2001-2002 with 50% or more international content with total enrollment of 6,440.
- Instruction in 20 modern language courses, twelve of these at their third year or higher, supported by state-of-the-art language training facilities.
- A major research library with over 2.6 million volumes and 10,000 serials directly related to international and area studies.

DUCIS's research and training agenda demonstrates a continuing focus on crossing regional and disciplinary boundaries. From its Ford Foundation-funded *Oceans Connect* project to its expanded initiative in international security studies and human rights, DUCIS has sought out forums that encourage faculty and students to remain open to one another through the complexities of interdisciplinary dialogue.

George Washington University

ABSTRACT

Teaching international studies since 1898, with degree programs from BA to Ph.D, the George Washington University builds linkages abroad and bridges at home: linkages between scholars and students, connections between institutions, and bridges to the general public. Already international, GW seeks to put its expertise to the service of students and citizens alike. It seeks to build on what is already a solid foundation, to intensify the relationships it has already established, to expand and deepen them, and to develop new ones.

In the current proposal we look to expand our capacities to provide expertise on the Islamic world. We are seeking support for a new tenure-track line in Arabic, subsidies to teach elementary Farsi and advanced Hindi, and support to employ heritage or native speakers in new summer language institutes. We are also seeking to create new courses in public health in the Islamic world, and courses that focus on the problems of education in that area. Beyond this obvious necessity of improving understanding of a region of increasing importance to Americans, we seek to expand our already considerable offerings in various areas of international studies. The flagship here is the Elliott School of International Affairs, which plans to offer six new sophomore seminars on various global issues over the next three years. These endeavors are supported by –quite literally—an award-winning faculty, with noted strengths in law and the social sciences. For example, the political science department was rated 11th in the country by the American Political Science Association and the international business department was rated 15th in undergraduate teaching by *US News and World Report*. Economics and history enjoy similar reputations. These disciplines are strongly supported by highly regarded language departments offering instruction in 16 modern languages (including Hindi, Czech and Korean). As a matter of policy, the University encourages and facilitates study abroad.

GW is very proud of its outreach activities. The Elliott School alone holds an average of five public events a week, the University has hosted a number of important academic conferences, and we are especially proud of our outreach to K-12 teachers. GW's highly reputed "Governance and Citizens in the Global Age" program brings together academics, teachers and state officials in an intense dialog about the implications of globalization. Outreach to teachers is done through this, as well as projects LINKS and Close-Up. Outreach to K-12 language teachers is further enhanced by GW's membership in the National Capital Language Resource Center. We are seeking to build on these programs and add new ones: we are, for example, looking to provide over-night lodging so teachers from post-secondary institutions within driving distance can attend University seminars and events on international subjects. We are also working with the NCLRC to create a website for K-12 teachers of Arabic. Internationally we are seeking to intensify our relations with prestigious foreign institutions of higher learning and to develop new international partnerships.

Finally, we are seeking to create an inter-school Institute of International Studies. The purpose of the IIS would be to identify synergies across already existing programs in international studies as well as to coordinate their activities. It would provide physical and intellectual proximity to programs that are now disparate, and would seek to encourage new efforts at interdisciplinary research and teaching. Finally, it would provide a centralized nexus for scholarly exchange.

Indiana University

ABSTRACT

Revolutionary change is occurring on a global scale and the need for critical analysis has never been greater. The Center for the Study of Global Change is dedicated to innovative thinking about international issues that cut across world areas and disciplines. Global awareness and skills should no longer be considered an elective component of a university's mission, but essential in preparing students, faculty, and the public for their future in a rapidly changing world. For its part, the Center promotes the comprehensive internationalization of pre-collegiate, undergraduate and graduate teaching, research across academic and professional disciplines, and service in support of state and national needs through an extensive outreach program.

The Center is contributing to a significant transformation of international studies curriculum at IU. Our UG International Studies Minor and our Global Education Minor for Education Majors (**invitational and absolute priorities**) were approved in 1998 and 2002. Our international concentration for School of Journalism students and the College of Arts and Sciences' new Major in International Studies are on schedule for approval in 2003. During 2003-2006, the Center will focus on graduate education, with the development of a Global Masters in Public Administration with IU's School for Public and Environmental Affairs and the Dutch Open University and add a global education option to the School of Education's M.Ed. (**absolute and invitational priorities**). We have used Title VI funds for curriculum design and revision of international courses on campus and on the WWW and we will continue to do so, particularly in underrepresented disciplines. We have awarded a majority of our 21 academic year and 15 summer FLAS fellowships (2000-2003) to students studying the less commonly taught languages including Arabic, Georgian, Hungarian, Korean, Mongolian, Polish, Portuguese, Romanian, Serbian, and Yiddish (**FLAS priority 1**).

Generous support from IU and the NRC and FLAS fellowship programs has enabled us to forge numerous, creative partnerships, extend the intellectual reach of the Center and leverage our resources. Ongoing examples include a multi-nation Global Aging Initiative (with IU's Center on Aging); annual International Studies Summer Institutes for Teachers (with IU's eight Area Studies Programs and CIBER) (**absolute and invitational priorities 3 and 5**); and an Institute on International Agriculture and Global Food Security (with the FFA and Purdue University's School of Agriculture). New initiatives for 2003-2006 include a series of multidisciplinary colloquia: on the Muslim World, on the role of academics in the reconstruction of failed states, and a program to promote global environmental literacy among undergraduates. We will also co-organize several international conferences: on the intersection of human rights and global aging, global change from the perspective of comparative literature, and the interrelationship of language, ethnicity, and conflict.

Community and national outreach are an integral part of Center programming and a number of new activities will be added during 2003-2006, including serving in an advisory capacity to the Indiana Department of Education's revision of K-12 Social Studies curriculum and participating in Capital Forum on America's Future, a multi-state initiative to engage the public and state government in a discussion of international issues.

With Title VI funding, we have made innovative use of interactive video technology to link IU with institutions around the U.S. and 20 countries in Europe, Africa, Middle East, Latin America, and Asia in a Global Interactive Academic NeTwork (GIANT). Over the next three years, we will take GIANT to a new level of global academic interactivity, by developing synchronous, multi-site, global colloquia, while continuing GIANT's role in teacher training, curriculum development and outreach (**absolute and invitational priorities**).

Michigan State University
ABSTRACT

Michigan State University (MSU) has a distinguished tradition of leadership in research, teaching and outreach in international development dating back more than 50 years. Over 1,000 faculty and academic staff are involved internationally in areas such as democratization, education, environmental change, food security, gender studies, human and animal health, small enterprise development, sustainable agriculture, and trade.

The **Center for Advanced Study of International Development (CASID)** and the **Women and International Development Program (WID)** are centers of excellence in the generation, exchange and dissemination of knowledge on international development. The two units have more than 225 core and consulting faculty, and collaborate in course, curricular and outreach efforts. CASID&WID undertake joint initiatives with MSU's five area studies centers and five other thematic institutes. As a National Resource Center, MSU uniquely serves the federal government, non-governmental organizations (NGOs), academics, students, development practitioners, teachers and the citizens of the state, nation and the world. MSU's 14 academic colleges offer Bachelors, Masters and doctoral degrees in an array of fields related to international development. MSU regularly offers 13 foreign languages and a growing number of less commonly taught languages (LCTLs) representing all world regions. MSU Libraries are adding to extensive holdings in international development.

As a comprehensive center for graduate and undergraduate instruction, research and outreach, MSU seeks Title VI support to continue its national leadership in conceptualizing and acting on key transformations in international development. After 9/11, the many dimensions of *globalization* are more manifest, as are the related social movements. The divide between rich and poor, and mounting *conflict*, call for new and more *inclusive paradigms* of development assistance. Gender, race, ethnicity, religion and other *identities* must be central to these analyses. Increasingly, international development and globalization processes raise ethical questions which must be addressed in research and practice. The shift to collaborative research and *participatory development* require greater expertise in *less commonly taught languages* and cultures. Title VI support will strengthen our capacity to reach new constituencies and to respond to these challenges. For the FY2003-2005 grant period, CASID&WID will:

- Expand MSU's national leadership in Less Commonly Taught Languages by coordinating enhanced offerings of LCTLs in U.S. higher education
- Strengthen the development, gender, environmental justice and teacher education curricula and expand inter-disciplinary course offerings
- Amplify MSU's comprehensive study abroad programming with on-campus pre-departure and post-return courses in cross-cultural learning, gender and development
- Enhance MSU faculty development and collaboration through the Global Area and Thematic Initiative, including teaching, research and outreach programming in MSU's professional schools
- Enrich programs of K-12 teacher training, post-secondary faculty development and community and professional outreach
- Enlarge MSU's print and digital library resources in development and gender studies

University of Florida & Florida International University
ABSTRACT

The **Transnational and Global Studies Center (TGSC)** within the International Center of the **University of Florida (Gainesville)** and the **Center for Transnational and Comparative Studies (TCS)** of **Florida International University (Miami)** harness the significant resources at both institutions to address the challenge of creating and enhancing teaching capacity and research in international studies. Through the **Florida Network for Global Studies (FNGS)**, outreach to the wider education, business, and media communities regarding the challenges of globalization is enhanced; as partners with UF and FIU, the University of South Florida (Tampa) and the University of Central Florida (Orlando) make the FNGS a powerful engine for improving international education throughout the country's fourth most populous state.

The University of Florida, with approximately 47,000 students and 4,000 faculty members, is the fourth largest university in the United States and the "flagship" research institution in the State of Florida System. Located in one of this country's most culturally diverse and internationally-linked communities, Florida International University is among the youngest and most rapidly growing institutions of higher education, with 34,000 students and 1,100 faculty members. UF's TGSC and FIU's TCS were created in response to the increasing salience of recent economic, political, social and technological transformations usually referred to as "globalization." This concept connotes a relative decline in the influence of states and territory-bound concepts and a commensurate rise in the importance and number of supranational actors such as the World Trade Organization and non-state actors such as transnational corporations, non-governmental organizations, and terrorist groups. The complexity and interconnectedness of such phenomena and the problems they represent require holistic and interdisciplinary analyses that transcend the customary academic departments and colleges. TGSC and TCS are catalytic partners for conceptualizing and implementing new curriculum, research, and outreach around the themes of **Global Governance and Human Security; Identity, Diaspora and Culture Studies; and Science, Technology and Communication.** Under the auspices of this grant, the FNGS will be expanded further to other universities in the State of Florida System and to selected community colleges and secondary schools, employing the latest technology in web-based, virtual connectivity and distance learning.

UF and FIU are major centers of international studies excellence. They already collaborate in a Title VI National Resource Center Consortium in Latin American Studies, and have individual Title VI Centers for International Business Education and Research. UF also hosts an African Studies National Resource Center. They have received Fund for the Improvement of Postsecondary Education support for numerous programs including International Leadership for Educational Technology, Intercultural Studies, and European Union (EU)/US Consortia for Cooperation in Higher Education and Vocational Education, International Business Management and the Latin American Business Environment. UF received Undergraduate International Studies and Foreign Language Program (UISFLP) funding to establish an undergraduate European Union Studies Certificate. FIU likewise received support from the EU to co-host an EU Center and UISFLP funding for its Asian Globalization and Latin America program. Recognizing the increasing relevance of globalization in today's world, both universities are committed to the further expansion of international programs and to the maintenance of quality programs in the field.

University of Illinois at Urbana-Champaign (UIUC) NRC for Global Studies
ABSTRACT

The University of Illinois at Urbana-Champaign, cited among the top six of state-supported research institutions,¹ seeks designation as a National Research Center (NRC) for Global Studies. A UIUC NRC for Global Studies is the next logical step in internationalizing the campus, detailed in this proposal and reflected in the work of approximately one-third of UIUC's 2,000 faculty.

Two all-campus committees recommended (a) increased instructional support for languages and culture, notably LCTLs; (b) enhanced resources for five UIUC Clusters of Excellence in global studies; and (c) the creation of a Center for Global Studies (CGS). The CGS will coordinate this expansion; deepen and accelerate the globalization of UIUC's international programs; and enlarge global studies in future planning by building on this solid base.

In implementing these recommendations, which enjoy the support of central campus leadership and of a core of over 60 faculty over 29 units (See Table 5), CGS will broaden UIUC's language instruction in LCTLs, especially in standard and colloquial Arabic; develop new undergraduate and graduate courses; initiate new degree programs; and organize conferences, workshops, lectures, and outreach activities in global studies.

The CGS will work closely with five Clusters of Excellence (see Table 1):

- The College of Education will develop new courses and initiate a new MEd. in Global Studies (Budget, Section 1.1)
- The humanities will build on the success of its interactive learning Crossing Borders program and develop new undergraduate and graduate courses in humanities and globalization (Budget, Section 1.2)
- The social/policy sciences will also develop new undergraduate and graduate courses and together with the humanities core faculty lay the groundwork for a Master's in Global Studies (Budget, Section 1.3)
- The highly successful Program in Arms Control, Disarmament and International Security (ACDIS) will initiative advanced interdisciplinary seminars on homeland, regional, and global security within an expanded program in technology and security (Budget, Section 1.4)
- The Institute of Communications and the Graduate School of Library and Information Science, top programs in their fields, will develop a global network of experts in communications and the media to advise governments and NGOs and a new course in global information systems (Budget, Section 1.5)

These Clusters of Excellence will be extended by Cross-Cluster activities and support, including the expanded professional and material resources of UIUC's Library — rated among the top five in the country — and world-class innovative computer, informational and communications technologies (the first web browser was created at UIUC), highlighted by the NSF's National Center for Supercomputing Applications (NCSA) at UIUC.

University of Iowa

STRENGTHENING IOWA'S INSTRUCTIONAL CAPACITY AND DEGREE PROGRAMS

International Programs at the University of Iowa has built up 16 research, instructional and outreach programs that are anchored, physically and intellectually, in the National Resource Center. The Center depends on 323 faculty members who are appointed in 67 teaching units based in 12 colleges and offer 431 international courses (not including basic language courses, cross-listings, and pre-19th-century courses). Affiliated faculty are provided excellent support services, seed grants and travel funds to initiate new projects, and the administrative environment is congenial to try new ideas and instructional technologies and to make curricular innovations. Center programs are supported by a staff of 40 full-time professionals who administer accounting, clerical, media relations, outreach, cross-cultural programming, instructional and research programs, and who assist UI and foreign students and visitors.

In FY04-06 the Center will add capacity by augmenting four new degree programs in international studies—BA, MA and PhD — which are all marked by solid language training. It will also enlarge its curricular offerings by 25 courses, and will initiate two less-commonly taught languages—Arabic, Kannada—while strengthening Swahili by course offerings at the advanced level. Foreign visitors will teach new courses on subjects closely related to the LCTL languages and new curriculum, and individualized language training via web technology and cultural consultants will be provided to students and faculty before, during and after study or research abroad, leading to advanced proficiency. Two new field methods courses will serve graduate students, and the Library's collections will be increased with materials that support new areas of instruction. Staff in the National Resource Center will grow by one position in language acquisition, and outreach efforts emphasizing Arabic language and Muslim societies will be aimed at selected teachers and academically exceptional high school students.

Hitherto, the gold standard of success in international studies was to add specialized faculty, but the sheer complexity of the global environment challenges the Center to increase its curricular range and effectiveness without greatly increasing personnel. During FY04-06 a turn to carefully recruited visitors from linked institutions in Asia, Africa and the Caribbean will be a resource for new courses, cultural expertise and advanced language instruction, and will establish valuable contacts for study abroad and research. In the same period, a new model of faculty development—the second-area training seminar—will rotate groups of faculty and students through foreign areas, and these will subsequently offer new cross-area courses. This method has been tested extensively and found to be highly effective in igniting faculty and student interest in cross-area approaches to international studies.

We believe that three elements in this proposal will become national models for comprehensive IS centers: 1) the introduction of new degree programs with shifting content and flexible structures that respond to student choices made in the context of changing global conditions; 2) a LCTL Lab providing personalized and intensive training for students, faculty, and staff before, during, and after field experiences, thereby facilitating rapid progression toward advanced language skills; 3) an efficient form of faculty development (Second Area training seminars) that results in the acquisition of new area skills and knowledge via partnered travel and reciprocal instruction leading to new courses.

University of Minnesota

Abstract

The Institute for Global Studies at the University of Minnesota seeks designation as a Comprehensive National Resource Center in International Studies and requests funding designed to enhance our capacities in international studies at the undergraduate, graduate, and professional school levels. Building on our rapidly growing international studies strengths and our nationally recognized strengths in foreign language instruction, the Institute requests funding for the following:

Enhancing International Studies “Extra-National Challenges to the Nation-State”

Conferences, workshops, colloquia, and fora on these themes:

- Science, Human Rights, and Ethics
- Diasporas and Migrations
- Globalizing Discourses

Curriculum Projects

- Development of Bio-ethics and Social Sciences course
- Development of Cultures of Medicine course
- Development of African diasporas course
- Development of Islamic concentration and course for Global Studies
- Development of World Migration History course
- Development of gateway Global Studies course
- Development of Graduate minor in Global Studies
- Development of “Turkey: Between Two Worlds” course to complement language initiatives
- Development of “Asian Diasporas” course to complement language initiatives
- Team teach Diasporas and Migration course

Language Projects

- Turkish Language Instruction
- Hmong Language Instruction
- FLIP/FLAC Funding
- Summer Term Course in Africa
- Summer Term Course in Brazil
- CARLA/LCTL training scholarships

Library Projects

- Development of targeted international studies collections

Outreach Projects

- K-14 Summer Institutes, “Comparative Genocides,” “Population and Migration,” “Teaching about Bio-ethics,” “Diasporas”
- Projects on Arts and Globalism
- Short term Course: “A Human Rights Culture: Bridging Classroom, Curriculum and Community.”
- Teacher Resource Library
- Support faculty and student presentations in Minnesota schools

Faculty Initiatives

- Faculty Initiatives Fund to seed new projects

FLAS Fellowships

- 8 Academic Year Fellowships
- 5 Summer Fellowships

The University of North Carolina at Chapel Hill

Established in 1993 as a pan-university center, the University Center for International Studies (UCIS) brings leadership and innovation to the goal of broadening the university's international presence and global perspective. UCIS develops interdisciplinary initiatives in international education, research, and public service, with special emphasis on two programmatic themes: *Development and Human Rights* and *Globalism and Regionalism*. While our basic operating budget comes from the Office of the Provost, most of our programs are funded through external grants — nearly \$13 million to date — from such sources as Ford, Freeman, MacArthur, Mellon, National Science Foundation, Z. Smith Reynolds, Rockefeller, US Agency for International Development and the US Department of Education. Of special note is that UCIS is one of only seven Rotary Centers for International Studies in the world.

Through our work of developing interdisciplinary programs, promoting research, strengthening the curriculum, administering grants, and handling foreign delegations, UCIS is the unit most identified with the university's international effort. UCIS has therefore been at the forefront in such matters as the creation of an Associate Provost for International Affairs and the construction of a new \$20 million building to house all of the university's international programs.

UCIS supports and is supported by the university's great international strengths:

- 413 faculty whose research, teaching and service is internationally-oriented; 91 of these faculty in 24 disciplines constitute UCIS' core faculty
- 652 non-language courses that contain 100% international and comparative content
- 31 foreign languages, including 27 less commonly taught languages
- 109 formal linkages with institutions in 47 countries spanning 42 disciplines
- \$3 million spent annually by the library on international studies

We also have a vigorous outreach program that primarily focuses on teacher training, but also works actively with Historically Black Colleges and Universities, businesses, media, and the general public.

With requested Title VI funding, UCIS will integrate international studies further into the **structure** of the university by:

- strengthening language and non-language instruction, especially on Islam, the Middle East and Africa
- expanding the languages and courses in the *Languages Across the Curriculum (LAC)* program
- developing international content in 19 new courses
- establishing new study abroad opportunities
- using distance education technology to share knowledge with foreign institutions
- building library holdings and promoting its Middle East films collection as a national resource
- providing outreach and professional development with regional and national impact
- deepening the internationalization of seven professional schools
- seeding the institutionalization of the *International Business Summer Institute*, the *Global Health Center*, the *Nursing Study Abroad Program*, and the *North Carolina Consortium for the Study of Human Rights*

University of Wisconsin-Madison
The Global Studies Program
A National Resource Center for International Studies

Abstract

New fractures in the global system require new resolve and commitment to international education. They also require innovative strategies for satisfying national demand for well-trained professionals to lead the country's political, economic, and cultural engagement with the world. The Global Studies Program (GSP) of the University of Wisconsin-Madison is positioned to provide this leadership in the Wisconsin tradition of internationalism, advanced training, public service, and outreach to the state and nation.

Advancing a vision of GSP developed around the organizing theme of *citizenship and global security*, our action plan will strengthen international studies capacity at Wisconsin in the period, 2003-06, allowing us to engage with multiple constituencies. Specifically, we will:

- introduce two undergraduate courses on citizenship and global security that build in exciting overseas learning components
- develop cross-regional seminar series in our multidisciplinary research circles for graduate students on topics related to citizenship and security
- continue internationalizing the professional schools with new thematic courses in the School of Education (*Globalization and Anti-Globalization: The Changing Nature of Citizenship*) and the School of Medicine (*Global Security and Public Health*)
- develop an *International Careers Web Site* to provide undergraduate and graduate students with internship and job information for private and public sector positions
- build a new library collection of audio-visual materials from anti-globalization groups and movements around the world
- enhance high school student interest in college study of strategic, less commonly taught languages through *World Languages Day* and the *High School Arabic Institute*
- conduct K-12 teacher training workshops on themes of globalization and identity, religion in global society, and democracy in a global economy
- host a national conference on *Heritage Speakers in the Language Classroom*
- train professional school students in foreign languages
- increase the supply of students training in advanced levels of Arabic, Persian, and Turkish

Founded in 1991 as a center for the study of peace, security, and international cooperation, GSP is the cross-regional, international partner of Wisconsin's seven Title VI-funded area studies centers, all housed administratively in the International Institute. Our action plan is a Wisconsin design to illuminate and help the nation address contemporary global challenges. It benefits the Madison campus, and universities, colleges, teachers, businesses, and the public in the state, region, and nation. It establishes a set of activities and achievable benchmarks for integrating global learning among all of these constituencies.

University of Wisconsin-Milwaukee (UWM)
CENTER FOR INTERNATIONAL EDUCATION (CIE)

DESCRIPTION. In recognition of its longstanding and innovative work in the field of international education, the University of Wisconsin-Milwaukee has been designated the UW System's "International Gateway" for rethinking undergraduate education, focusing on relating disciplinary studies to transnational trends and their impact on all aspects of human life. Rather than confine international studies to programs in the social sciences, the humanities, or even in the professional schools, UWM and its newly-integrated office, the Center for International Education (CIE), have been dedicated to pursuing a more comprehensive approach to internationalizing curricula, student learning, and faculty research. This cross-college, interdisciplinary strategy is best understood as *Global Studies Across the Curriculum*, and is the center piece of UWM's application for designation as an Undergraduate National Resource Center for Global Studies.

MISSION. CIE serves faculty and students from across the Milwaukee and UW System campuses, within the humanities, social sciences and professional fields, by supporting the development and offering of interdisciplinary global studies curricula, faculty research, and co-curricular activities. CIE serves the greater public, media, government, and business with outreach programs that improve public understanding of the issues relating to globalization. As UWM's coordination point for international education programs and services, CIE employs a comprehensive approach, ensuring that the on-campus curriculum is complemented by degree-relevant overseas academic and internship opportunities and co-curricular programs; fostering inter-institutional partnership development benefiting UWM students and faculty; linking international and US students through programs designed to encourage cross-cultural learning; and maximizing public access to UWM's and the UW System's international resources.

PROPOSED ACTIVITIES. CIE proposes to engage in a series of activities designed to:

- strengthen faculty expertise with support for Global Studies research, professional development and faculty hiring;
- strengthen foreign language teaching and access to LCTL instruction through pedagogy training, collaborative course development, and expansion of instruction in Wolof, Lao and Hmong;
- expand collaboration in Global Studies and LCTL course sharing among UW System colleges and universities;
- develop and offer six new courses on Global Security and Global Communication;
- assist K-16 teachers in incorporating Global Studies subjects into teaching; and
- improve public understanding of globalization issues through an array of outreach programs and establishment of a web-based calendar of Global Studies events in Wisconsin.

UNDERGRADUATE DEGREE & CERTIFICATE PROGRAMS.

- Bachelor's degree in Global Studies, with tracks in
 - Global Cities
 - Global Classrooms
 - Global Communication
 - Global Management
 - Global Security
- International Studies Major and Minor
- Minors in Business French, German & Spanish
- Certificate in International Business
- 11 thematic & regional studies option

FACULTY. 79 faculty formally affiliated with Global Studies; 209 tenured or tenure track faculty engaged in international studies research and teaching, including 34 foreign language and 175 non-language faculty from 16 Letters & Science and 8 Professional disciplines

DISCIPLINES. 472 non-language international courses offered in 22 Letters & Science and 8 Professional disciplines; particular strength in Economics, Geography, Global Studies, History, Political Science, Architecture, and Business.

LANGUAGES. Arabic, Chinese, French, Gaelic, German, Hebrew, Hindi, Hmong, Italian, Japanese, Korean, Lao, Ojibwe, Polish, Portuguese, Russian, Spanish, Swahili, Swedish, Wolof

LIBRARY. Over 897,313 print and over 1.1 million non-print materials supporting global and international studies; special collections include *American Geographical Society* collection of over 1 million maps

ENHANCEMENT ACTIVITIES. CIE programs that contribute to a community of faculty and students engaged in Global Studies, including:

- Global Studies Faculty Colloquium & Faculty Forum
- Lunchtime Travelers Programs
- Distinguished lecturers and lecture series
- Book series and occasional papers
- International careers programs
- Housing, social and community programs linking US and international students
- Newsletters and e-mail listservs
- Technology-based Global Studies teaching resources
- Overseas programs, study tours and internships
- Academic and career advising
- Visiting scholars

GLOBAL STUDIES OUTREACH. To K-12 and postsecondary educators and students, business, media, and the general public:

- International Studies Resource Network
- Global Studies Summer Institute
- Professional development workshops for educators
- Internet resource guides & learning objects websites
- Model UN and Project ExCITE, bringing international students to local K-12 classrooms
- Newsletters, publications, and listservs
- Heritage community programs
- Conferences and mini-conferences
- Lecture series and film festivals