



PennState
College of the Liberal Arts



The Center for Global Studies

Annual Report 2014-2015



Letter from the Director



What an exciting year at the Center for Global Studies! In September 2014, we were awarded two new federal grants – the Title VI National Resource Center grant and Foreign Language and Area Studies (FLAS) fellowships – which will bring the University over \$2 million over the next four years from the U.S. Department of Education. The CGS's NRC award is one of only seven awards supporting centers with a focus on international studies. It marks the second time Penn State has received the Title VI NRC award and the first time it has received FLAS funding. The Title VI awards highlight national recognition of the center's active engagement with research, education, and outreach in global studies. During our grant-writing period, I received invaluable assistance from Center staff most notably, our Associate Director Sarah Lyall-Combs and Graduate Assistant Molly Appel. In order to effectively administer the FLAS fellowships, our staff support grew to include administrators Caroline Eckhardt and Elena Galinova.

In year five we worked collaboratively with the Sustainability Institute, World in Conversation, and the Rock Ethics Institute to create programs around our core themes of sustainability, social justice, and ethical leadership. Similarly, we worked with select less commonly taught language programs to enhance course offerings at the University Park campus and to develop co-curricular programming to encourage the study of those languages. We facilitated or co-sponsored 89 events campus- and community-wide. Our activities included academic lectures, conferences, career training sessions, and the newly-developed undergraduate research symposium conducted jointly with the University of Pittsburgh.

Our year six plans have us continuing and further developing these projects. Our goal continues to be to support initiatives aimed at improving Penn State's visibility as a leader in global studies. We would like to thank all of those members of the CGS community (both on campus and off) who have helped our center reach its goals. Our work depends on collaboration across colleges, units, research areas, and members of the community and our success depends on our ability to form these alliances. With your help, we look forward to another successful year.

Best,

A handwritten signature in black ink, appearing to read 'Sophia A. McClennen'.

Sophia A. McClennen

Faculty and Staff

Sophia A. McClennen
Director

Sarah Lyall-Combs
Associate Director

Caroline Eckhardt
FLAS Coordinator

Elena Galinova
FLAS Administration

Jon Jobe
Administrative Support Assistant

Merve Tabur
Graduate Assistant

Alanna Kaiser
Intern, 2014–2015

Benjamin Meck
Intern, 2014–2015

Megan Romania
Intern, Fall 2014

Leah Bader
Intern, Spring 2015

Bridget Greco
Intern, Spring 2015



CGS Interns (L-R): *Megan Romania,
Ben Meck, and Alanna Kaiser*

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Overview

National Resource Centers

Established and funded by the Department of Education, the National Resource Center program provides to institutions of higher education resources that are intended to support:

- *teaching modern foreign languages, especially the less and least commonly taught languages;*
- *disciplinary instruction to provide a thorough understanding of areas where these languages are used;*
- *internationalizing professional programs, including language study;*
- *center-related research and dissemination;*
- *curricular and instructional materials for K-16 educators.*

In August 2010, Penn State was awarded **one of eleven** highly competitive National Resource Center (NRC) grants from the U.S. Department of Education. The grant initially awarded the University **\$832,188**, over a four-year funding cycle to support the creation and operations of the first internationally-focused NRC on Penn State's campus. However, due to a series of federal budget cuts starting in our second year of operation, our final award was **\$536,609**.

In 2014, Penn State was awarded another Title VI NRC grant and, for the first time in its history, the Foreign Language and Area Studies (FLAS) grant. Together these awards totaled just over \$2 million, and will be used to continue Penn State's goal of becoming a global university by supporting multicultural and foreign language education in the university and local community.

On October 20, 2014, news about the Center for Global Studies' award of the Title VI NRC and FLAS grant was published by Penn State News. See excerpts below.

PENN STATE | NEWS

Center for Global Studies receives grants of over \$2 million for global programs

"... This award marks the second time Penn State has received the Title VI NRC award and highlights national recognition of the center's active engagement with research, education, and outreach in global studies. The CGS's NRC award is only one of seven awards supporting centers with a focus on international studies."

"... During the next four years, the CGS will work collaboratively with Penn State's Sustainability Institute, World in Conversation, and the Rock Ethics Institute to create programs around its three core themes (sustainability, social justice, and ethical leadership) and to allow for sustained and engaged dialogues. An additional theme - global intersections - will promote activities that bring the three main themes into productive, critical conversation, emphasizing the need to consider these issues with the benefit of scholarly insights from a variety of disciplines."

The Center for Global Studies at Penn State

The grant application submitted by founding Director **Sophia McClennen** and Associate Director **Sarah Lyall-Combs** outlined goals that highlighted the existing international initiatives at Penn State and looked toward expanding the University's commitment to global studies.

National Resource Center Goals

Our primary goals include the expansion of funding for research and university-wide programming to support faculty and student work in global studies, increased outreach at the K-12 and community level, and the building of new partnerships along the way. More specifically, we aim to:

1. enhance collaboration between the many academic units engaged in global studies;
2. enhance library resources for LCTL and area studies instruction;
3. support undergraduate and graduate student training in global studies;
4. increase the number and level of lesser commonly taught languages (Arabic, Chinese, and Hindi) being taught at Penn State and help support language instruction and acquisition;
5. host workshops on U.S. government service as they relate to our LCTLs and the regions where those LCTLs are spoken;
6. promote cross-disciplinary colloquia that will incorporate research, teaching, and outreach across four major themes relevant to global issues;
7. collaborate with the University Office of Global Programs on University initiative to globalize the curriculum at Commonwealth campuses with particular attention to Dubois, Fayette, Hazleton, and Mont Alto;
8. host workshops for local K-12 teachers and pre-service teachers in the College of Education on the teaching of our selected LCTLs and the regions where they are spoken and global issues related to our core themes;
9. collaborate with Penn State's Title VI Language Resource Center (CALPER) to host annual Summer Institutes on LCTL instruction and assessment;
10. support travel for LCTL instructors to meetings dedicated to LCTL language instruction;
11. provide outreach programming to the Penn State and local community;
12. increase global connections between Penn State and international universities by supporting Penn State faculty travel, hosting international visiting scholars, and supporting other forms of collaboration to and from Penn State.

Foreign Language and Area Studies Goals

FLAS Fellowships are authorized under Title VI of the Higher Education Act and are administered by the U.S. Department of Education. The goal of these fellowships is to:

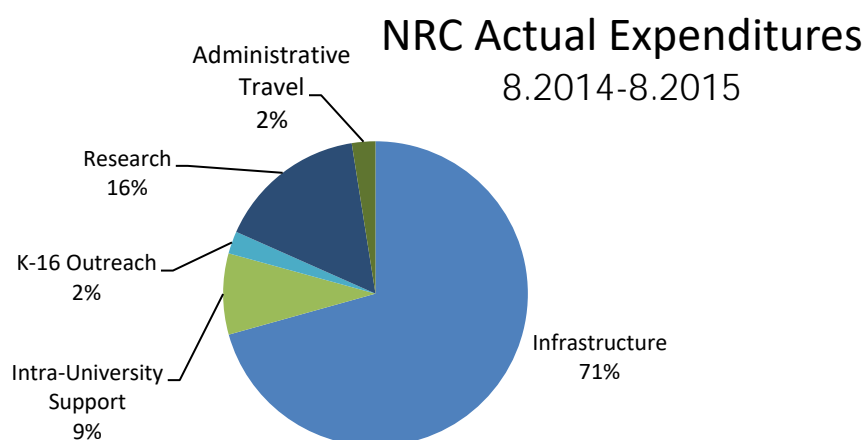
1. assist undergraduate and graduate students in achieving competency in selected foreign languages and conducting research in related international and area studies;
2. promote the study of the following less commonly taught languages primarily Arabic, Chinese, Hindi, Japanese, Korean, Portuguese, and Russian at Penn State;
3. provide opportunities for intensive language study for students with financial need.

We are pleased to report the progress that has been made in all of these areas in the following pages, and look forward to continuing our plans in the coming years with the approval and support of our Executive and Advisory Boards.

Budget

2014-2015 NRC Budget Overview

The CGS entered its first cycle (2010-14) no-cost extension period in fall 2014. Coupled with the fact that NRC second cycle funds were disbursed late, we will have significant carryover in 2015-16. These funds will be used to achieve Year 5 goals – to the extent possible – in Year 6.



Infrastructure (\$74,928)

- Funded salaries of associate director and administrative assistant
- Supported Center's graduate assistant
- Purchased supplies used for center operations
- Facilitated the daily operations of the center (including 8% in indirect costs)

Intra-University Support (\$9,122)

- Contributed to course instruction of Turkish
- Provided PSU libraries \$8,000 towards the purchase of materials in selected LCTLs, area studies, and core themes of sustainability, ethical leadership, and social justice

K-16 Outreach (\$2,526)

- Facilitated 17 outreach events, including:
 - Cultural and language education events in K-12 schools;
 - *World Stories Alive!*;
 - after-school educational programs;
 - film festival;
 - Consortium for Educational Resources on Islamic Studies (CERIS) events;
 - global careers informational sessions;
 - professional development conference on international education; and
- undergraduate research symposium in conjunction with the international NRC at the University of Pittsburgh.

**Research
(\$16,809)**

- Facilitated or co-sponsored **72** campus-wide and community events, including public talks, lectures, and symposia
- Sponsored two campus-wide lecture series (Comparative Literature and School of International Affairs)
- \$8,000 towards international travel for faculty for research and development of international partnerships

**Administrative Travel
(\$2,650)**

- Funded directors' travel to Title VI technical assistance workshop

TOTAL EXPENDITURES = \$106,035

The NRC project continued to receive generous funding from the College of the Liberal Arts in the amount of approximately \$80,308 towards the cost-share of the administrative staff, grant in aid for a graduate assistant, an undergraduate thesis award, and discretionary projects. The University Office of Global Programs augmented its annual contribution from \$5,000 to \$10,000 towards our programming needs. Looking ahead to Year 6, support will hold steady from both sources.

The Center continues to reevaluate programming and seek grant and co-sponsorship opportunities in order to effectively continue the core NRC mission.

2015-2016 NRC Budget Projections

In Year 6, we will have an estimated \$130,397 in NRC carryover in addition to the base amount of \$200,000 to facilitate programming and research.

2014-2015 FLAS Budget Overview

Due to the late award notification, we were not able to hold a FLAS competition for the academic year awards; these funds will therefore be carried forward. However, a total of \$67,782 was awarded to six undergraduates and four graduate students from various disciplines for the study of critical languages during summer 2015 (see p. 18).

Global Studies at Penn State

Connecting to Penn State

One of the primary actions of the Center for Global Studies was creating both a physical and digital presence that connects it to Penn State, State College, and the global studies community. During our third year of operation, we expanded our outreach:



- **The CGS listserv**, now with over 550 subscribers, allows us to disseminate information throughout the university on events, funding, and research opportunities associated with the Center.
- **The Title VI Directors listserv** was set up through the CGS in order to facilitate communications among the directors of all National Resource Centers focused on international studies.
- **The CGS Outreach listserv**, with over 500 subscribers, informs teachers and the broader State College community about our pedagogy workshops and community events.
- **The Center for Global Studies website**, developed and hosted by the College of the Liberal Arts, was designed to provide a comprehensive and centralized view of Center activities.
- **The Global Studies blog** is maintained by our undergraduate interns. The interns provide news on CGS events, conduct interviews, as well as offer personal reflections on their internship in relation to their studies and potential career paths. Visitors to the blog are able to leave their own comments on the interns' posts.
- **The Center for Global Studies newsletter**, developed by the Center's undergraduate interns with input from managing supervisors, provides concise information on recent and upcoming events, as well as news on the Center's activities. The newsletter is distributed via the CGS listserv and is available on-line at the CGS web site.
- **The Center for Global Studies Facebook page and Twitter presence** has allowed us to tap into the social-media stream, serving as an accessible hub of information, announcements, and photos associated with the Center. We have over 200 subscribers on these social media outlets.
- **The CGS Flickr account** presents photographs of our Year 5 events, including World Stories Alive, Graduate Research in Global Studies Brown Bag Talks, and K-8 after school clubs.
- The CGS actively continues to publicize through local media outlets – most notably via the *Daily Collegian*, *Penn State Live* (below), and the *Centre Daily Times* – and community calendars.

PENN STATE NEWS

Home Research Academics Impact Campus Life Athletics Administration Arts and Entertainment



Center for Global Studies
launches brown bag lectures
January 23, 2013

Fina Corrojo De Andres, a doctoral student in the department of Spanish, Latin and Portuguese, gave the first lecture Jan. 21.

Image courtesy

During the 2014-15 academic year, the Center supported, co-sponsored and co-organized a total of 89 events, which represents a significant growth in the Center's presence on and off campus, if measured against the 46 events and activities during its first year. Included in this list of events were the Comparative Literature Luncheon Series and the School of International Affairs Colloquia Series, which brought to University Park some of the foremost U.S. and international scholars and practitioners in their fields.

Core Themes Lectures

"Contemporary Afghan Politics"



Penn State graduate and current program implementation coordinator with the Swedish Committee for Afghanistan (SCA), Fawad Sultani, delivered a lecture on state building and contemporary Afghan politics as part of the School of International Affairs' three-credit spring colloquium course (INTAF 590).

Sultani provided an extensive overview of how the SCA helps to teach and empower the Afghan people to help themselves and continue the development of their own country. He explained how the goals of the organization include community empowerment and development interventions from a rights-based approach, which in turn leads to state building and nation building.

The lecture attracted **47 attendees**.

"Trash Ecologies: The Transnational Mise-En-Scène of Garbage"

Sean Grattan, visiting assistant professor of women, gender and sexuality studies at Gettysburg College delivered a talk on the global movements of garbage and the deliberate avoidance of the problem – the concerted effort made to ignore, forget, or refuse to acknowledge its existence – as well as its effects on the environment.

14 people attended this event.



The Center for Global Studies Brown Bag Lecture Series

The Center developed a series of ten presentations by Penn State junior faculty and students, featuring research across disciplinary fields, as part of the Brown Bag Lecture Series. Eight of the ten presenters received travel awards from the CGS to conduct international research.

147 people attended this series.

Participants

Kendra Taylor, Education Policy Studies

“Peace Education as a Tool to Address Youth Violence and Delinquency in Morocco”

Dr. Ryan Lamare, School of Labor and Employment Relations

“The Strategic Underpinnings of Conflict Management in Large Corporations: Evidence from U.S. and U.K.”

Dr. Boliang Zhu, Political Science

“The Political Economy of Inward Foreign Direct Investment in Developing Countries”

Pablo E. Requena, Language Science and Spanish Linguistics

“Child awareness of subtle probabilities in adult language use: Evidence from Spanish DO pronouns”

Micah Donohue, Comparative Literature

“Edgar Allan Poe, 1845, and the “Invention” of American World Literature”

Ana Cortejoso De Andres, Spanish, Italian and Portuguese

“Sexual and Artistic Transgressions: Pedro Almodóvar and Pedro Lemebel’s Fictional Writing and the Hispanic Literary Market”

Juliane Schicker, Germanic and Slavic Languages and Literatures

“Sounds of Resistance: Kurt Masur and the Leipzig Gewandhaus vs. ‘actually existing Socialism’ between 1970 and 1989”

Courtney Rong Fu, History and Asian Studies

“Conservatism, Orthodoxy and Intellectual Change: the Qingyuan School of Learning in Early Modern China”

Dr. Hoda El Shakry, Comparative, Arabic and African Literatures

“Islam and the Literary Imaginary in Twentieth Century North Africa”

Darwin Tsen, Comparative Literature and Asian Studies

“Under Institutional Eyes: The Search for Collectivity in the Postsocialist Transpacific Novel”



"Peace Education as a Tool to Address Youth Violence and Delinquency in Morocco"



Kendra Taylor, doctoral candidate in Penn State's Department of Education Policy Studies, launched the brown bag series with a talk about peace education in varying sociopolitical contexts and the evaluation of such programs. She talked about peace education projects she has worked on in Morocco and Sri Lanka along with an exploration of trends within peace education such as conflict resolution education, restorative justice programs, and intergroup contact experiences.

"Islam and the Literary Imaginary in Twentieth Century North Africa"



Hoda El Shakry, assistant professor of Comparative, Arabic and African literatures presented a talk on her current book-length research project, which explores the influence of Islamic thought and philosophy on the literary milieu of the Maghreb region. Her work examines how twentieth century Arabophone and Francophone textual materials – novels, poetry, plays, as well as literary and cultural periodicals – engage with the Qur'an, the apostolic tradition of Hadith, in addition to central debates in Islamic exegesis, jurisprudence, and philosophy. She argued that explicating this confluence between theological and literary discourses exposes the shared formal as well as ethical concerns of both traditions. Moreover, the imperial context of her inquiry situated this investigation within the broader transnational questions of decolonization, post-colonialism, nation-state building, and globalization.

Global Career Training

In the current reporting period, the CGS co-sponsored numerous events offering preparation for global careers. Below are highlights of two of those events.

“The United Nations: An Overview of its Work, its Agencies, and the Hiring Process”

In fall 2014, Penn State alumnus and current United Nations Public Information Assistant Said Maalouf, gave a talk on the composition of the U.N., its history, and structure as the headquarters of international diplomacy worldwide. He also addressed current issues faced by the organization and its role in achieving development and peace. The talk concluded with an explanation of the hiring process, career opportunities, and the importance of language training within this process.

71 people university-wide attended the event.



“Application Strategies: Careers in the Federal Bureau of Investigation (FBI)”

In March 2015, the CGS partnered with the **Penn State Justice Association** to host Agent Chris Reite of the FBI’s State College branch. Addressing an audience comprised exclusively of university students, Agent Reite talked about his experience in the field. He also elaborated on the multiple opportunities available within the agency, provided tips for potential applicants, and highlighted those qualities that are sought in potential candidates including the importance of knowing critical languages.

38 students attended this presentation.



Other events aimed at preparing students for global careers included:

- a lecture on preparing for the future by being able to accurately predict changes caused by technology advancement;
- a session on non-governmental organization development work for students interested in careers in these areas;
- a discussion of development work in developing countries; and
- information sessions on the FLAS and the Fulbright-Hays Doctoral Dissertation Research Abroad fellowships to support less commonly taught language study and related area studies.

Undergraduate Career Training

During AY 2014-2015, the CGS mentored and provided professional guidance to five undergraduates through our internship program; two students interned with us for the entire academic year. Our interns engaged in a variety of tasks. They led after-school global studies clubs at a local K-8; conceptualized, organized, and led an event that intersected with their field(s) of study and the mission of the CGS; blogged about their experience; wrote press releases and articles for newsletters; conducted research; assisted with federal grant reporting; assisted with grant writing; developed K-12 resources; and coordinated and managed outreach programs such as the *World Stories Alive!* series at Schlow Centre Region public library.

Additionally, there was greater emphasis this year on expanding our impact beyond the sponsorship of events. For example, when the CGS offered travel funding to bring Sean Peoples, executive producer of the short film *Broken Landscape: Confronting India's Water-Energy Choke Point* to State College for the Thaw Film Festival, we continued our engagement by having interns interview Peoples for a YouTube video. We also expanded our engagement with the School of International Affairs spring colloquia series by posting colloquia links as resources on our web site and having an intern in a related major interview select speakers about their career paths.

Finally, the CGS also provided undergraduates the opportunity to present their research in a professional forum (details on p. 15).



Recorded Video Interviews

- **Interview with Sean Peoples**

Interns Leah Bader (Anthropology) and Alanna Kaiser (Community, Environment, and Development) interviewed Sean Peoples about the environmental and health aspects of “rat hole mining” and his experiences while making the short documentary *Broken Landscape*.

- **Interview with Greg Kruczek and Colonel Jacob Graham**

Intern Ben Meck (Information Sciences and Technology) interviewed Penn State alumnus Greg Kruczek and Professor of

Practice Colonel Jacob Graham about their groundbreaking research. Kruczek also talked about his education and the importance of language development and area studies.

- **Interview with Peter Van Buren**

Intern Ben Meck interviewed author and retired U.S. Foreign Service Officer (ret.) Peter Van Buren about his career with the State Department and his published books.

My CGS Story: Leah Bader

Below is a piece written by one of this year's CGS interns highlighting his accomplishments as an intern and the many ways his internship benefited him and prepared him for life after graduation.



“My name is Leah Bader and I'm currently a sophomore, soon to be junior, here at Penn State. I am pursuing a major in Anthropology and two minors – Global Health and Humanitarian Engineering & Social Entrepreneurship. I knew that my summers would be consumed by summer jobs and research trips abroad till graduation, so when the opportunity to participate in an internship program with multiple cultural perspectives during the semester popped up, I was more than willing to try it out.

When our internship director, Sarah Lyall-Combs, first informed me that I had gotten this internship and would be working for the Center for Global Studies this semester, I was excited, but terrified. I was excited to see what I would be doing and how all of the various disciplines and cultural activities I could experience while working here would relate to my field of study and how relevant and relatable this internship would be to my future goals overall. I was terrified because this was my first internship experience and I had no idea what was expected of me going in. I wasn't sure what tasks I would be doing, so I wasn't even a hundred percent confident I was qualified to do them. With this in mind, Sarah made it easy for me. She eased me into the position with a light workload in the beginning to ensure I got a handle on things and I had countless other resources with experience (including fellow interns) that I could rely on.

So what did I actually do this semester? Well, I learned how to write and compile a good newsletter – something I struggled with in the beginning, because I always felt like I wasn't writing enough or I didn't have a topic to write about. I blogged about my experience as an intern and I created countless flyers for various lecture series. I felt much more comfortable with the latter as I had at least some experience with poster design in the past. The biggest series the Center for Global Studies put on this semester, at least in terms of work for the interns, was the *World Stories Alive!* story time series.

World Stories Alive! features stories, poems/songs, and a culturally-relevant craft activity in different languages and from different parts of the world on Saturday mornings at the Schlow Library. Our jobs, as interns, was to coordinate with the various speakers that were lined up and to create a handout for kids and their parents that consisted of the poem/song lyrics and other phrases in both the native language, transliterated, and English, so that they were able to follow along. We were also in charge of preparing the craft activity – sometimes this meant we only had to supply the materials for the craft, but other times this meant researching and brainstorming ideas on our own when we worked with an unimaginative speaker. While I'm not one of those people that thoroughly enjoys working with children, I did enjoy experiencing the various languages and helping out when the crafting activities called for it.

In addition to all the lecture series, newsletters, and press releases, I had several other opportunities that allowed me to fine tune my professional skills. In February I, along with one of my fellow interns, was able to interview Sean Peoples, the director of *Broken Landscape: India's Water- Energy Choke Point*, about the various environmental and health hazards that result from the current method of unregulated rat-hole coal mining in Northern India. He was able to shed some light on these issues and map out what he believes to be the next steps toward progress and regulation in the industry.



I also had the chance to present a research paper I wrote with two other students at the inaugural Global Studies Undergraduate Research Symposium held at the University of Pittsburgh this April. During this conference my fellow student investigators and I were able to present out literature review, research, and our findings on the water savings ability of greenhouses being utilized in resource-constrained settings. We presented to fellow students, from both Pittsburgh and Penn State, and various professors and discussion facilitators, while being able to sit in on other students' research presentations as well. All in all, the conference was a great chance to practice our professionalism and public speaking skills, while participating in lively discussion and receiving constructive criticism about our project.

I am not done being an intern here at the Center for Global Studies. I will continue my role next semester and hope that whoever the new interns are, they are as easy to work with as were the current interns. Ben Meck sort of took on the role of head intern this semester, making sure we all coordinated our schedules and covered for one another when we had to cancel or were indisposed. Ben became the 'dad' of the group, reminding us all to turn in our newsletter pieces or just adding some downright corny, 'dad' humor to our conversations. Ben will not be returning next semester, because he is graduating this May and I wish him the best. Bridget Greco, our social media intern, is also graduating and will be sorely missed. Unlike the rest of us, Bridget is actually able to navigate social media and knows not only how to post updates and events, but also how to make the posts look interesting. I'm hoping that Sarah will designate another intern, the social media intern next semester, because I will be lost without Bridget. Finally, Alanna will not be returning as an intern next semester either. While she is not graduating like the other two, she has a full course load and busy schedule and is unable to make the time commitment. While I did not work with Alanna as much as I did with Bridget and Ben, she was knowledgeable about the inner workings of the Center and was very helpful in the beginning whenever I was confused or unsure of a task.

This leaves only me. I will be the only intern returning next semester and I am again excited, but terrified, not only to see what Sarah has in store for me in the fall, but to meet my new, fellow coworkers. I'm sure the upcoming fall will hold many surprises, just as this spring did, and I'm excited to see what lecture series and other events the Center will be sponsoring and what the new semester holds in store for me as an intern at the Center for Global Studies."

2015 Penn State-Pittsburgh Undergraduate Symposium

Penn State's Center for Global Studies together with the University of Pittsburgh's Global Studies Center hosted the first Global Studies Undergraduate Research Symposium on April 13, 2015 in Pittsburgh.

The symposium was designed first and foremost to explore undergraduate research on the complex array of social forces that characterize an increasingly interconnected world and second, to provide networking opportunities for students and faculty. The symposium included a keynote lecture by Dr. Michael Goodhart (associate professor of Political Science and interim director of the Global Studies Center, Pittsburgh).

Topics examined by the six Penn State students included the benefits of affordable greenhouse technologies, the global debates surrounding nuclear energy, the prevalence and implications of diabetes within the Haitian population, and a comparative study on reading education methods for students with autism in the U.S. and U.K. (more information p. 16).

The symposium will run annually during the grant period (2014-2018) and will be held at University Park next spring.



Penn State Participants

Leah Bader, sophomore, Anthropology
Nolan O'Connor, sophomore, Engineering
Sara Warnquist, freshman, Agriculture
“Benefits of Utilizing Affordable Greenhouse Technology as an Agricultural Method in Resource-Constraint Settings”

Stacy Lynn Weikel, sophomore (Berks),
Nuclear Engineering
“Nuclear Engineering – The Global Debates of Several Issues”

Rhoda K. Moise, senior, Biobehavioral Health
“Focus Group Interviews among Haitian Diabetics”

Emily Hyman, senior, Childhood and Early Adolescent Education
“Reading Education for Students with Autism: A Comparative Study between the United Kingdom and the United States”



Featured Presenter...



Rhoda Moise

Senior, Biobehavioral Health

*Doctoral candidate in Prevention Science and Community Health
at the University of Miami (FL) starting in fall 2016*

“I had the distinct pleasure of traveling to The University of Pittsburgh to present my honors thesis at the Pitt/PSU Global Studies Research Symposium. I must thank the Center for Global Studies at Penn State for this opportunity to further progress my career development. This experience highlighted ‘Global Eyes: Critical Perspectives of an Interconnected World.’”

Funding Efforts

In order to recognize and advance the excellent research and pedagogical initiatives undertaken by Penn State faculty and students, the Center for Global Studies awarded funds to two junior faculty for the Career Development Award and to eight undergraduate and graduate students to support their research in the field of global studies. Through the FLAS fellowship program, the Center for Global Studies plans to award funds to scholars for foreign language study. No funds were awarded for the 2014-15 academic year due to the late award notification. However, ten summer FLAS awards were made.

Undergraduate Summer 2015 FLAS Fellows

Katie Bowser
International Business, Altoona
2nd year Arabic, Jordan

Emily Kohlman
Journalism, International Politics
2nd year Russian, Russia

Joseph Nakpil
Comparative Literature, Russian
4th year Russian, Russia

Julia Higson
Anthropology
3rd year Japanese, Japan

Stuart McLaughlin
Spanish
2nd year Russian, Russia

Justin Smith
English, Russian
4th year Russian, Russia

Graduate Summer 2015 FLAS Fellows

Natalie Cake
International Affairs
2nd year Arabic

Sarah Eissler
Rural Sociology
1st year Portuguese, Brazil

Joseph DiVirgilio
International Affairs
2nd year Arabic, Jordan

Benjamin Schloss
Psychology
2nd year Chinese, China

The Center for Global Studies Undergraduate Thesis Award

Kelly Diaz

Comparative Literature/Global Studies

Argentina's Dirty War and Human Rights Literatures

Brooke Durham

History

"What society refused you, books gave you" Self-identification and French Education in the Written Works of Mouloud Feraoun, Yasmina Khadra, Mariama Ba and Ken Bugel

The Center for Global Studies Dissertation Fellowships

Offered in conjunction with the College of the Liberal Arts' Departmental Dissertation Release Awards, these awards are for Liberal Arts graduate students who are working in the field of global studies in their dissertations.

Darwin Tsen

Comparative Literature/Asian Studies

Under Institutional Eyes: The Search for Collectivity in the Postsocialist Transpacific Novel

Courtney Rong Fu

History/Asian Studies

Conservatism, Orthodoxy and Intellectual Change: the Qingyuan School Learning in Early Modern China

The Center for Global Studies Career Development Award

Kwok Leong Tang

History/Asian Studies

Cultural Unity and Political Legitimacy in Local and Transnational Contexts: The Temple of Culture in Early Modern China and Vietnam

Lauren J. Brooks

Germanic and Slavic Languages and Literatures

Kafka's Humor: German Reception and (Un)translatability into the American Idiom

Ryan Holroyd

History/Asian Studies

The Global Trade in Chinese Silks from the Opening of the Oceans to the Canton System, 1684-1757

Shan Jan Sarah Liu

Political Science and Women's Studies

Gendering Immigration: A Comparative Study of the Media Discourse Surrounding Immigration and Its Impact on Citizens' Opinion Towards Immigrants

Dr. Helen Liu

School of Labor and Employment Relations/Asian Studies

More Than a Temporary Challenge: The Characteristics and Outcomes of Contingent Work in China

Dr. Judith Sierra-Rivera

Spanish, Italian, and Portuguese

Affective Intellectuals: Spaces of catastrophe and Emotive Discourses in Latin America



Career Development Awardees (L-R): Ryan Holroyd, Kwok-Leong Tang, Sarah Liu, and Dr. Helen Liu.

Not pictured are Dr. Judith Sierra Rivera and Lauren Brooks.

Languages

The Center for Global Studies and the School of Languages and Literatures have been working cooperatively to increase capacity in three less commonly taught languages – Arabic, Chinese, and Hindi – and to support the University’s goal of promoting diversity in the range of languages and cultures studied.

Increasing Course Offerings at Penn State

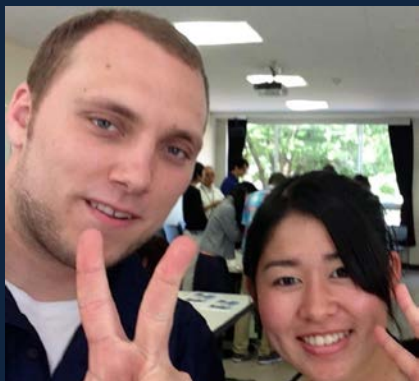
The Center allocated \$14,000 towards new course development in the Arabic, Chinese, and Hindi programs at Penn State. These funds will be used starting in Year 6.

Providing Resources for Language Education

- The CGS began administration of the Foreign Language and Area Studies (FLAS) funding which is authorized under Title VI of the Higher Education Act and administered by the U.S. Department of Education. These fellowships assist undergraduate and graduate students in achieving competency in select foreign languages and conducting research in related international and area studies. We awarded a total of \$67,782 to ten undergraduates and graduate students across disciplines for the summer of Arabic, Japanese, Russian, Portuguese, and Chinese (see pages 16-18 for complete list of awardees).
- The Center funded air travel for five undergraduate students (\$2,000 total) for a two-week embedded trip to Ibaraki University in Mito, Japan (JAPNS 496B, spring 2015). Students attended lectures, visited various classes at the university, and took educational field trips (to local businesses, for example). The trip ended with two full days in Tokyo, mainly free time for the students to explore the city. Students also participated in a 3-day homestay with a local family.
- The Center contributed \$8,000 towards the purchase of lending materials related to Arabic, Chinese, and Hindi language and area studies for circulation through the Penn State University Libraries.

Featured Study Abroad Participant...

Kirk Synnestvedt
Senior, History



“This was by far the most influential and useful trip of my college career. While Japanese language courses prepared me to engage with the culture, the trip itself taught me nuances about Japan that cannot be learned from within the walls of a classroom in Central Pennsylvania. My language skills, both spoken and written, improved vastly during my homestay and adventures in Tokyo. I gained the invaluable skill of living abroad and forcing myself to adapt to a new country. This skill alone will enhance my resume as I apply for the Japan Exchange and Teaching (JET) Programme and foreign service positions.”

Centre County Outreach

Outreach Programming

The CGS has worked intensely to establish close connections with local K-12 schools and organizations in order to develop and support the enhancement of global studies in their curricula and community-wide. We facilitated **17** outreach events, including the *World Stories Alive!* series at Schlow Library; and after-school programming at the Young Scholars of Central Pennsylvania Charter School. Additionally, this year, the CGS invited guest speaker Dr. Pete Forster (College of Information Sciences and Technology) to lead a discussion in two 9th grade World History classes at State College High School on the topic of terrorism and specifically the crisis in the Middle East. His presentation provided students with a solid foundation on the subject that allowed them to explore and share current events on a new and more meaningful level. Similarly, community members Jamal Amanova and Zeynep Balik talked to 9th grade students at State High about their religious beliefs, daily life in the U.S., issues of Muslim stereotyping and discrimination, and current events. The former talk impacted 51 students, the latter 85.

World Stories Alive! Tales in Many Tongues



The CGS organized its fourth annual multilingual story hour, *World Stories Alive! Tales in Many Tongues*, at the downtown Schlow Centre Region Library. During each Saturday morning session, children ages 3-8 and their families listened to a story and a children's song in the foreign language with English explanations; learned greeting words in the target language; and were guided through an arts and crafts project related to the culture of the language. Over the course of four months (January - May), children were exposed to nine different languages: Turkish, Romanian, French, Arabic, Chinese, Spanish, Japanese, German, and Hindi.

The series continued to receive much attention locally, as it is the only story time program conducted in a language other than English with the express purpose of cultivating an interest and excitement for language learning and cultural exploration within the Centre region community. It provided a forum for native speakers of other languages to share and hear their language and stories in a mainstream venue; broadened the worldview of English-speaking children and their families; and promoted relationships among a diverse community of students, families, and professionals (and equally among the international, university, and local communities).

World Stories Alive! Tales in Many Tongues reached a total of 279 community members.

Events at Young Scholars of Central Pennsylvania Charter School



The Young Scholars of Central Pennsylvania Charter School has as one of its core aims promoting global studies – particularly through intensive language study – and fostering cultural understanding in its K-8 students. The CGS ran several after-school global studies programs, called “clubs,” on a weekly basis throughout the school year. This year, two interns, Megan Romania (senior, Philosophy and Community, Environment and Development) and Alanna Kaiser (sophomore, Community, Environment and Development) chose to

lead after-school clubs that incorporated global themes.

Megan Romania led three clubs: Reading; Arts and Crafts; and World Games. The Reading club offered the most flexibility to incorporate a global theme. With her first graders, she chose to touch on mythology and folklore throughout the semester. Arts and Crafts with fourth graders focused on crafts from around the world and throughout time. For instance, one of the crafts involved creating the well-known tragedy mask. World Games with second graders and kindergarteners provided students the chance to participate in their own version of the Olympic Games.

Alanna Kaiser taught two clubs – Nature and International Foods. In her Nature club, Alanna taught her first and second grade students about ecology, biology, and global environmental issues that included topics such as endangered animals and how environmental issues like deforestation in the Amazon affect the world at large. She chose a hands-on approach for the club, which included crafts, scavenger hunts, and other activities. The International Food club focused on nutrition and food from around the world as well as the cultures that the food comes from. She made food with her several times throughout the semester, and discussed how culture influences food.

Research Initiatives

Research Aims

Our 2014-18 cycle has been framed by the concept of *crossing boundaries, building bridges*.

The CGS has aimed to cross academic and geographic boundaries as well as institutional ones to create innovative and meaningful knowledge of the global world. This means that each of our strategic initiatives has aimed to cross the boundaries that frame global studies while focusing on building lasting and meaningful educational experiences and research outcomes that can have measurable impact.

To do this the CGS has focused on **three core themes** that tie directly to strategic university initiatives and that promise to build on existing institutional support and ongoing commitments. Concentrating on the themes of *sustainability*, *social justice*, and *ethical leadership*, the CGS has aimed to ensure that these topics are considered within a global context and with the cross-disciplinary insights of global studies research. These cross-disciplinary teaching, outreach, and research areas have allowed for sustained and engaged dialogues on issues of vital importance to understanding key global issues facing all regions across the world. Real academic advancement on these themes requires that they "cross boundaries and build bridges" and take into account the way that these ideas are interconnected and interdependent. Thus, our **fourth theme, *global intersections***, has promoted activities that bring our three main themes into productive, critical conversation, emphasizing the need to consider these issues with the benefit of scholarly insights from a range of different disciplines.

Collaborations

...at Penn State and in State College

The research agenda of the Center for Global Studies includes extensive support for lectures, symposia, and workshops designed and implemented by faculty associated with our research teams. Through this broad, decentralized approach, the Center for Global Studies designed, organized, sponsored, and collaborated on **72 events that served the Penn State community this past year.**

The Center's work would be impossible without strategic and mutually beneficial collaboration. We look forward to continued cooperation with all of the departments, colleges, offices, organizations, and K-12 schools that have worked with us during the 2014-2015 year:

Africana Research Center • Borough of State College • Center for Global Workers' Rights • College of Agricultural Sciences • College of Communications • College of Earth and Mineral Sciences • College of Education • College of Engineering • College of Information Science and Technology • College of the Liberal Arts • Consortium for Educational Resources on Islamic Studies • Department of African Studies • Department of Asian Studies • Department of Comparative Literature • Department of Education Policy Studies • Department of Film/Video and Media Studies • Department of Food Science • Department of Forestry Resources • Department of Geography • Department of Geosciences • Department of Germanic and Slavic Languages and Literatures • Department of Political Science • Department of Spanish, Italian, and Portuguese • Department of Women's Studies • Federal Bureau of Investigation • Institute for the Arts and the Humanities • Inter-institutional Consortium for Indigenous Knowledge • Penn State Humanitarian Engineering and Social Entrepreneurship and Engineering Program • Penn State Student Affairs • Penn State's Sustainability Institute • Penn State University Libraries • Rock Ethics Institute • Schlow Centre Region Library • School of International Affairs • School of Labor and Employment Relations • Schreyer Honors College • State College High School • University of Pittsburgh's Global Studies Center • University Office of Global Programs • World in Conversation • Young Scholars of Central Pennsylvania

...with other National Resource Centers

The state of Pennsylvania is now served by two National Resource Centers devoted to global studies: the Center for Global Studies at Penn State and the Global Studies Center (GSC) at the University of Pittsburgh. We are working with our colleagues at the GSC in order to build outreach and programming collaborations where possible. Similarly, we continue to collaborate with The Consortium for Educational Resources on Islamic Studies (CERIS), based at the University of Pittsburgh, supporting and sponsoring its events and programming.

...internationally

During our first year of operation, CGS facilitated the creation of a memorandum of understanding signed between Penn State and Bielefeld University (Germany). This partnership continues to be active and has led to opportunities for PSU faculty to conduct research, teach graduate courses, and lecture at symposia and conferences in Germany.

Currently, the Center for Global Studies is in the process of identifying universities and other institutions in South Asia for collaboration on research and teaching.

Future Plans

Developing Curricular Material for K-12

One of the primary goals of the Center for Global Studies is the creation of materials that will be widely available to support the teaching of global studies. With this in mind, we will continue to work with the Penn State faculty, graduate students, the College of Education, and area K-12 teachers to develop curricular materials relating to our core themes and area studies.

Workshops for Teachers

The Center for Global Studies will plan a K-12 teacher workshop on the topic of teaching sustainability. This workshop will provide Act 48 professional development hours for teachers. We will design curriculum on sustainability and provide opportunities for participating teachers to develop their own curricular projects.

Undergraduate Global Engagement

The Center is committed to providing career-guidance support to undergraduate students at Penn State and will continue to offer undergraduate internships and co-sponsor career training workshops.

Through a partnership with the University of Pittsburgh, we have created a joint symposium that provides undergraduates not only the opportunity to present and receive critical feedback on their research but also to network with professionals in their field(s) of study. The first symposium was held in spring in Pittsburgh. We drew six student participants from Penn State for the day-long event. The feedback, received through anonymous surveys was overwhelmingly positive. Next spring, the symposium will move to University Park.

Finally, the Center will continue to recognize outstanding undergraduate work in global studies through its annual Thesis Award (see p. 15).

Graduate Global Engagement

In order to continue forming a network of students connected to our Center and to continue supporting graduate research in global studies, the Center will again offer dissertation fellowships for students who have received their dissertation release from the College of the Liberal Arts (see p. 11). The CGS will augment the Department Dissertation Release Award by providing a grant to support research-related activities for the semester in which the student has received the dissertation release. During this period, these students will be officially linked to the Center.

We plan to continue the brown bag lecture series as a venue for graduate students whose work addresses global issues to present their research. Furthermore, we look forward to expanding research support to graduate students and junior faculty.

Faculty Engagement

Faculty engagement is instrumental to the Center's research and programming missions as well as curricular initiatives. To that end, the CGS will continue to facilitate scholarly lectures, conferences, and symposia; support early career faculty research; and create faculty teaching, research, and collaboration opportunities with international universities. The CGS will invite speakers Alastair

Renfrew (Durham University) and Michael J. Gaw (US Securities and Exchange Commission) among others to present scholarly lectures next year.

Language Education

The CGS will work with the Arabic, Chinese, and Hindi language programs to enhance course offerings and develop programming to encourage the study of those languages. In addition to the trailer language courses and two year-long film series for Arabic and Hindi languages, we have been working actively with the Chinese program instructors to provide an Oral Proficiency Interview (OPI) workshop led by American Council on the Teaching of Foreign Languages (ACTFL) for the purpose equipping teachers with essential knowledge and skills to evaluate students' oral proficiency level based on the ACTFL Proficiency Guidelines. Upon completion of the workshop, instructors will have the choice to pursue becoming an official OPI tester through different phases of requirement from ACTFL. Most importantly however, the training will enable instructors to rethink their curriculum design and align their pedagogical practices with more proficiency-based guidelines.

The CGS will award FLAS funding, which directly supports students, in the form of fellowships to enable undergraduate and graduate students to achieve competency in select less commonly taught languages and conduct research in related international and area studies. FLAS-eligible languages currently offered by Penn State include Arabic, Chinese, Hindi, Japanese, Korean, Portuguese, and Russian.

Lecture Co-sponsorship

The CGS will continue to co-sponsor the year-long Comparative Literature lecture series along with the School of International Affairs (SIA) spring colloquia series. We will continue to post video links to both lecture series as resources on our web page.

Outreach to Commonwealth Campuses

We will continue to collaborate with the University Office of Global Programs and Commonwealth campuses to organize workshops and conferences on internationalizing the curriculum and to identify new curricular initiatives that relate to the University's strategic plan.