



PennState
College of the Liberal Arts



The Center for Global Studies

Annual Report 2015-2016

Letter from the Director



Our sixth year at the Center for Global Studies has been both productive and rewarding! After learning that we were awarded a second Title VI grant for the National Resource Center and our first grant ever for the Foreign Language and Area Studies (FLAS) fellowships at Penn State, we focused our energy on implementing our varied initiatives and programming to enhance global perspectives at PSU and in the community through national and international partnerships. I received great assistance in building our activities from Sarah Lyall-Combs, our associate director; Caroline Eckhardt, our FLAS coordinator; Elena Galinova, our FLAS administrator; Mary Price, our administrative support; and Loredana Abreu, our graduate assistant.

In year six we continued to connect with the various units at Penn State that engage in global studies teaching, research, and outreach with the goal of enhancing and supporting initiatives aimed at improving the University's visibility as a leader in global studies. One key area of our support focused on enhancing global studies research through awards, grants, and presentation opportunities to undergraduates, graduates, and faculty. Additionally, FLAS Fellowships assisted undergraduate and graduate students in achieving competency in select foreign languages and conducting research in related international and area studies.

As you'll see in the pages that follow, we have been extremely active this past year. In our sixth year we supported/ organized a total of 132 events across campus and in the community, enhanced and initiated programs in less commonly taught languages, offered career development sessions, provided teacher training and other workshops, and funded a variety of research initiatives. We also supported a range of events that included academic lectures, symposia, and conferences.

In year seven we plan to further develop these projects while building ongoing institutional support for the center. We would like to thank all of those members of the CGS community (both on campus and off) who have helped us reach our 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

Mary Price
Administrative Support Assistant

Loredana Abreu
Graduate Assistant

Bridget Adduce
Intern, 2015-2016

Leah Bader
Intern, Spring & Fall 2015

Richard Devery
Intern, Fall 2015

Kayla DeStefano
Intern, Spring 2016

Lauren Kokoskie
Intern, Spring 2016

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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 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. This grant awarded the University **\$536,609** over a four-year funding cycle to support the creation and operations of the first internationally-focused NRC on Penn State's campus.

In 2014, Penn State was awarded another Title VI NRC grant in addition to its first Foreign Language and Area Studies (FLAS) grant. Together these awards total 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' 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

The grant application submitted by 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 in the pages that follow the progress that we have made in all of these areas, and look forward to continuing our plans in the coming years with the approval and support of our Executive and Advisory Boards.

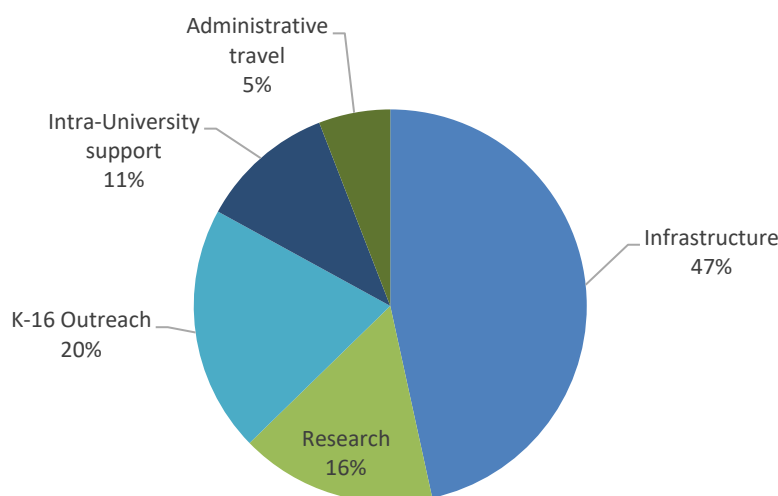
Budget

CGS 2015-2016 NRC Budget Overview

As the NRC funds for AY 2014-15 were disbursed late, we were unable to fully expend them that same year. Our carryover balance which was significant was used to achieve Year 1 goals – to the extent possible – during the current cycle.

NRC Budget Allocations

8.2015-8.2016



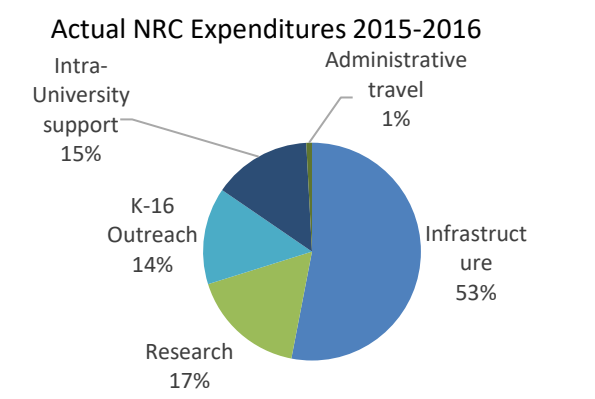
The allocations within the broader categories are designated for the following purposes:

Infrastructure (\$153,872)	<ul style="list-style-type: none">▪ Funds the salaries and fringe of associate director and administrative assistant▪ Supports the Center's graduate assistant▪ Enables the purchase of supplies used for center operations▪ Facilitates the daily operations of the center (8% indirect costs)
Intra-University Support (\$36,806)	<ul style="list-style-type: none">▪ Funds the development and instruction of new courses in three less commonly taught languages (Arabic, Chinese, and Hindi)▪ Provides PSU libraries with \$8,500 for the purchase of materials in selected LCTLs and core themes of sustainability, ethical leadership, and social justice▪ Provides funding for the professional development of the Hindi instructors
K-16 Outreach (\$66,964)	<ul style="list-style-type: none">▪ Funds outreach events, including:<ul style="list-style-type: none">○ K-12 teacher training workshops;○ cultural and language education events for Penn State and K-12 students;○ <i>World Stories Alive</i>;○ K-8 after-school educational programs;○ global careers informational sessions;○ summer institute workshop for language teachers (all levels);

	<ul style="list-style-type: none"> ○ professional development for select Commonwealth campus faculty and staff; ○ undergraduate research symposium in conjunction with the international NRC at the University of Pittsburgh; and ○ summer workshop on “Global Competition, Cooperation, & Conflict” for community college educators. <ul style="list-style-type: none"> ▪ Funds K-12 curriculum development
Research (\$53,305)	<ul style="list-style-type: none"> ▪ Funds campus-wide and community events, including public talks, lectures, symposia, and two campus-wide lecture series (Comparative Literature and International Affairs) ▪ Supports international travel for PSU faculty to develop research and institutional linkages
Administrative Travel (\$19,450)	<ul style="list-style-type: none"> ▪ Fund directors’ travel to professional development meetings ▪ Funds directors’ travels to India for meetings with faculty and administrators to develop research collaboration, and institutional linkages for PSU faculty.

TOTAL = \$330,397

The Center began Year 2 with an NRC surplus of \$130,397 which when added to the baseline amount of \$200,000 provided us with above total. Our direct costs total of 163,339 plus \$13,067 in indirect costs, formed our **actual Title VI NRC expenditures** total of \$176,406 during 2015-16.



The NRC project continued to receive generous funding from the College of the Liberal Arts 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 also contributed \$10,000 towards our programming needs. Looking ahead to year 3, 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.

Budget

CGS 2016-2017 Budget Projections

In Year 3, we will have an estimated \$153,991 in NRC carryover in addition to the base amount of \$200,000 to facilitate programming and research.

CGS 2015-2016 FLAS Budget Overview

In order to meet our FLAS goals, the Center for Global Studies awarded a total of \$386,714 to Penn State undergraduates and graduates across disciplines for the study of critical languages. Seven graduate and ten undergraduate fellowships were awarded a total of \$289,693 for the 2015-2016 academic year while 11 undergraduate and three graduate fellowships were awarded for summer 2016 (total \$97,021) (see pp. 18-21).

Global Studies at Penn State

Connecting to Penn State

The Center for Global Studies maintains both a physical and digital presence that connects it to Penn State, State College, and the global studies community. During our second 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, provides 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 website.
- **The Center for Global Studies Facebook, Instagram 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 150 Twitter followers and 470 likes on Facebook.
- **The CGS Flickr account** added 189 photographs from select 2015-16 events, including our faculty and graduate research brown bag talks, the Teaching Sustainability K-16 educators' workshop, and lectures by guests Michael Gaw (U.S. Securities and Exchange Commission), Rafi Nadiri (Afghan Independent Bar Association), Alastair Renfrew (Durham University), and Prajit Dutta (Columbia University).
- CGS actively publicizes through local media outlets – most notably via the *Daily Collegian*, *Penn State News* (below), and the *Centre Daily Times* – and community calendars.



During the 2015-2016 academic year, the Center supported, co-sponsored and co-organized a total of 130 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 are the CGS brown bag series, the School of International Affairs spring colloquia series, the Comparative Literature luncheon series, and our Core Theme lecture series, which brought to University Park some of the foremost U.S. and international scholars and practitioners in their fields.

Core Themes Lectures

"Law and Human Rights in Afghanistan: The Status of Women and Girls"

In fall 2015, the CGS hosted an event to promote the discussion of international law, human rights, and the work of the Afghan Independent Bar Association (AIBA) which advocates and raises awareness for women's rights in Afghanistan. Rafi Nadiri, manager of AIBA, talked about his organization's agenda for progress which calls for increased public awareness through education; an amendment of the civil code; the addition of new laws; advocacy for the basic rights of all people; and the training and assignment of defense attorneys for all defendants. AIBA is comprised of over 1,000 female defense attorneys, several of which are stationed in Afghanistan.

In the history of Afghanistan, many women across the country share similar stories of being convicted and brutally punished of "moral crimes." Due to deep-rooted cultural traditions, women were seen as property in their family, and were denied basic human rights. However, in the course of a few short years AIBA has made tremendous progress in advocating for these women and has worked to create new laws in their defense. They have succeeded not only in amending the constitution to eliminate discrimination against women and children, but also in providing defense attorneys to thousands of defendants in need of a fair trial.

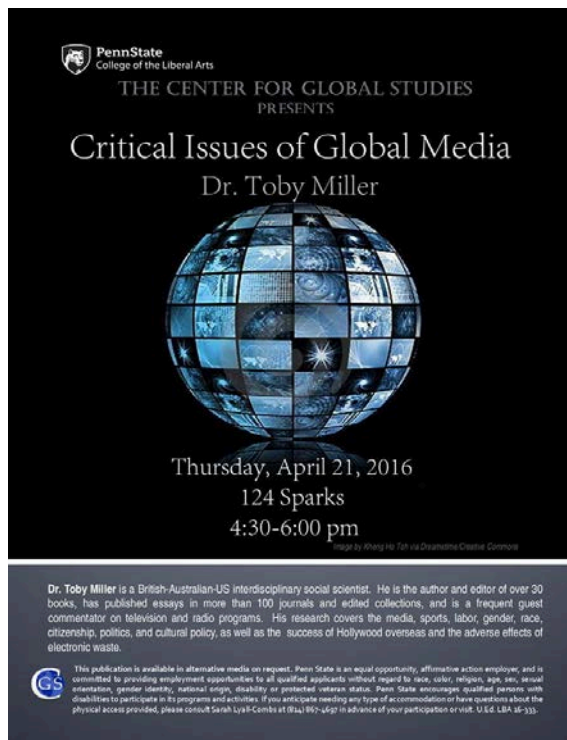
The event which ended with an open question and answer session **drew 109 attendees.**



"Critical Issues of Global Media"

In spring 2016, the Center for Global Studies hosted Toby Miller, a British-Australian-U.S. interdisciplinary social scientist, at Penn State. He delivered a lecture titled "Critical Issues of Global Media" during which he discussed how the prevailing media credo, in domains that matter both a lot (popular, capitalist, and state discourse and action) and a little (communication, cultural, and media studies), is in upheaval. He explained how the rapidly changing technologies are influencing cultural values and how we rarely consider the implications of video games, TV, and online shopping on the environmental, child labor, and gender issues.

He challenged his audience to consider how the endless iterations offered by digital reproduction and the immediate exchanges promised by the Internet have turned the world on its head. For as technology changes, tradition is irrelevant and "new" technologies are suddenly obsolete.



In light of these concerns, Miller stressed the importance of responsible consumption and an awareness of the implicit values that are behind the programs and gadgets we have come to value so highly.

Miller's lecture **drew 47 attendees** and was discussed most notably in COMM 410: International Mass Communication. Students were most taken by Miller's discussion of digital labor, and how it is made invisible. They discussed different types of digital labor, from self-branding and managing personal profiles online to entrepreneurial logic and "content moderators" who ensure that offensive materials do not appear in news feeds. While some students maintained that the latter was simply the new economy to which one needed to adapt, others were outraged at the realization that digital labor and its entrepreneurial logics are inherently exploitative. The lively in-class discussion overlapped with the class reading for the day, two chapters from Alice Marwick's *Status Update*.

Featured Quote...



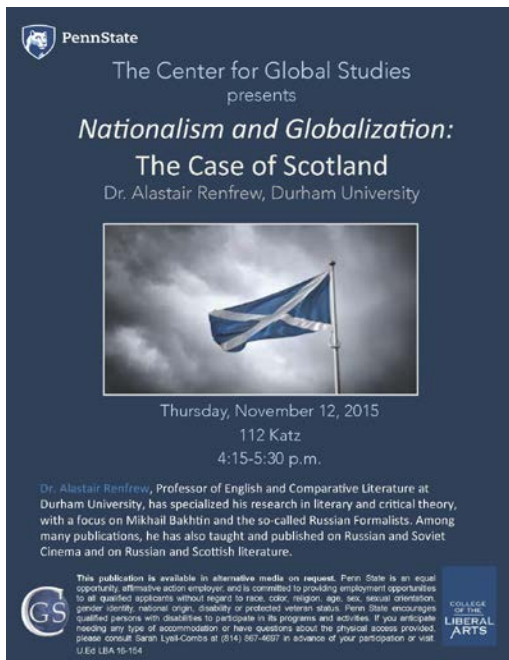
Dr. Toby Miller
Professor Emeritus, University of California, Riverside

"It's really important, when we as consumers and citizens use these gadgets, or rely on some software jiggery pokery that's been done by somebody else, to think about the somebody else, and not just the person we write a check to."


"Nationalism and Globalism: The Case of Scotland"

In fall 2015, CGS hosted Alastair Renfrew, professor of English and Comparative Literature at Durham University. Renfrew's lecture argued that the contemporaneous emergence of 'bourgeois' nationalism and a world market in the second part of the nineteenth century was far from coincidental and, moreover, that this overlooked and misunderstood convergence provided a model for contemporary responses to globalization. Contrary to the twin assumptions that transnational political problems necessarily require transnational solutions and that the nation state is becoming increasingly irrelevant, Renfrew believed that civic nationalism has never been more important as a basis for political organization. He offered contemporary Scotland as an exemplary case, demonstrating how a politics driven by the apparently limited terms of 'national self-determination' might become a model for broader political resistance – the assumptions of our precarious 'New World Order'.

There were 62 attendees at this event.



PennState
The Center for Global Studies
presents
Nationalism and Globalization:
The Case of Scotland
Dr. Alastair Renfrew, Durham University



Thursday, November 12, 2015
112 Katz
4:15-5:30 p.m.

Dr. Alastair Renfrew, Professor of English and Comparative Literature at Durham University, has specialized his research in literary and critical theory, with a focus on Mikhail Bakhtin and the so-called Russian Formalists. Among many publications, he has also taught and published on Russian and Soviet Cinema and on Russian and Scottish literature.

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CGS **COLLEGE OF THE LIBERAL ARTS**



The Center for Global Studies Brown Bag Lecture Series

The CGS developed a series of nine presentations by faculty and students, featuring global studies research across disciplinary fields, as part of its Brown Bag Lecture Series.

Six of the nine presenters received funding from the Center to support their research. **103 people attended this series.**

Participants

Shan Jan Sarah Liu, Political Science and Women's, Gender, and Sexuality Studies

"Chinese Migrant Brides in Taiwan: The Role of Gender and Class in Imagined, Attainable, and Undesired Citizenship"

Dr. Marianne Nadeu, Spanish, Italian, and Portuguese

"Phonetic and phonological variation in vowel production in Ibero-Romance"

Allyson Krupar, Adult Education and Comparative International Education

"How does NGO training empower women learners in diverse Somali Diaspora?"

Hsin-fang Wu, History

"The Commemorations of Xu Guangqi in 1933"

Kwok-leong Tang, History and Asian Studies

"Why did a Christian worship Confucius? Li Zhizao (d.1630) and his Pangong Li Yue Shu"

Loredana Abreu, School of Labor & Employment Relations

"What can U.S. companies do to get the most out of their expats in hardship locations?"

Dr. Helen Liu, Labor Studies and Employment Relations

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

Dr. Cara Judea Alhadeff, University of California, Santa Cruz

"Decolonizing Our Wombs: Gender Justice and Petro-PharmaCulture"

Lauren Brooks, Germanic and Slavic Languages and Literatures

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



Global Career Training

In the current reporting period, the CGS organized and co-sponsored numerous events offering preparation for global careers. Below is a highlight of one of those events.

On October 12, the CGS hosted a lecture by Michael Gaw (U.S. Securities and Exchange Commission) titled “How to Become (and Remain) Gainfully Employed: A Career Talk for Unconventional Students.” During the lecture, Gaw talked about his career path and trajectory, the challenges he faced, and how he was ultimately able to combine his interests of government, finance and foreign affairs into a career with the federal government. A question and answer session followed the talk.

28 people attended the event.

Other events aimed at preparing students for global careers included:

- a workshop on “Making the Most of Fall Career Days for Graduate and International Students” which coincided with Fall Career Days at Penn State;
- a workshop for U.S. citizens on preparing State Department and Intelligence Community applications;
- a workshop on careers in government;
- a lecture on “The Art of Business and the Business on Art” by Dr. Prajit Dutta (Columbia University);
- two international careers panel discussions for students interested in working abroad and in the global careers in the U.S.;
- a lecture by Dr. Lee Ann De Reus (Penn State) on “Daring to Make a Difference: Finding Your Voice for Global Change”;
- an “International Career Exploration Panel” which focused on what employers look for in successful candidates and how to market oneself when applying to jobs and internships;
- information sessions on the FLAS and the Fulbright-Hays Doctoral Dissertation Research Abroad fellowships to financially support language and area studies; and
- a session on “Marketing Your International Experience” for students who have studied or worked abroad.



 Penn State
The Center for Global Studies
presents

Daring to Make a Difference: Finding Your Voice for Global Change


November 17, 2015
6:30 – 8:00 p.m.
111 Chambers

Join the Penn State mother-daughter duo of Dr. Lee Ann De Reus, a scholar-activist, and her daughter Arianna, a senior in Community, Environment and Development, as they draw on their years of working in Africa for this inspiring presentation about how students can create sustainable, meaningful change globally or in their own backyards.

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 COLLEGE OF THE LIBERAL ARTS

Undergraduate Career Training

This year, the CGS mentored and provided professional guidance to five undergraduates through its internship program; two of these students interned with the Center for two consecutive semesters. Students engaged in a variety of tasks from leading an after-school global studies club at a local K-8 school to conceptualizing, organizing, and leading an event that intersected with their field(s) of study and the mission of the CGS. Interns also blogged about their experience, wrote press releases and articles, conducted research, assisted with federal grant reporting, assisted with grant writing, coordinated and managed outreach programs such as the *World Stories Alive!*, and conducted videotaped interviews with visiting speakers. These videos are publicly viewable on the CGS' YouTube channel.

Furthermore, the CGS provides valuable professional training for undergraduates through its joint symposium with the University of Pittsburgh (detailed on the next page).



Featured Intern...



Alanna Kaiser
CGS Intern 2014-2015
Class of 2017

Community, Environment, and Development

“I am not the typical CGS intern. My major, Community, Environment, and Development, is not inherently global . . . However, my passion lies in global environmental issues, and my specialization within my major is international development. I was initially attracted to the internship at CGS because I thought it would give me opportunities to explore international, human and environment interactions, and would also expose me to other relevant global issues that may lie outside my field. After a full academic year with CGS, I can say that my time spent as an intern has given me these things and more.”

2016 Penn State-Pittsburgh Undergraduate Symposium

Through a partnership with the University of Pittsburgh, the CGS created a joint symposium that provides undergraduates the opportunity to present and receive critical feedback on their research and to network with professionals in their field(s) of study. This year's symposium took place on April 11, 2016 at Penn State's University Park campus. Student papers and presentations focused on diverse themes such as development, economy, gender, health, social justice, and migration and understanding.

Professor Khanjan Mehta, director of the Humanitarian Engineering and Social Entrepreneurship (HESE) Program, and Dr. Sophia McClennen, director of the Center for Global Studies, delivered the keynote address and closing remarks respectively.

A total of 30 students presented at this year's venue
(14 from Penn State, 16 from Pittsburgh).

Penn State Participants

Nathan Arnett and Aya Bseiso

"An Analytical Framework for Selecting Desalination Technologies Appropriate for Use in Low Resource Settings"

Shweta Sen and Gabrielle Gundermann

"Developing a Low-Cost Manufacturing Method to Stamp Assays"

Leah Bader and Sara Warnquist

"Product Perceptions and Consumer Preferences"

Spencer McCullough

"mBody Health: Technology to Increase Education around Disability"

Nathan Arnett, Amanda Winkler, and Alice Vergani

"Urinalysis Test Strips for the Screening of Diabetes in Sub-Saharan Africa"

Nolan O'Connor and Haley Henderson

"Quantifying and maximizing greenhouse water savings"

Elyse Mark

"Framing a Crisis: Xinhua's Portrayal of the 2009 Urumqi Riots to the International Community"

Dhruv Rao

"Nutrition Deficiencies in the Developing World: An Evaluation of Nutrient Delivery Methods to Mothers and Their Children"

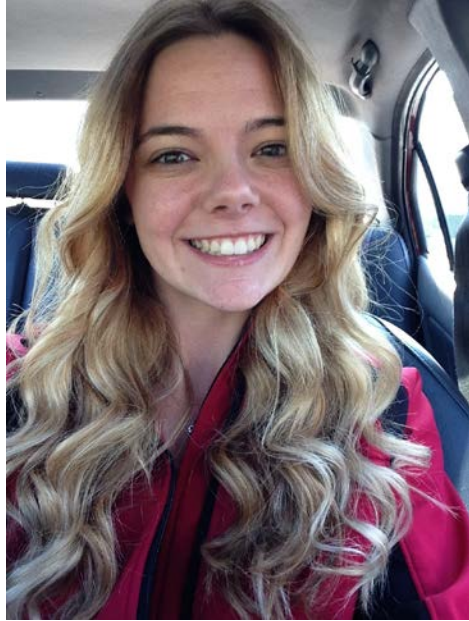
Phoebe Canagarajah

"Perceptions and Management of Diabetes in Senegalese Diabetics and Their Family Caregivers"



My CGS Story: Bridget Adduce

Below is a piece written by one of this year's CGS interns highlighting the many ways her internship benefited her and prepared her for life after graduation.



“My name is Bridget Adduce and I’m a graduating senior, class of 2016. Most people are surprised to hear that I’m majoring in Mandarin Chinese with a double minor in Spanish and Linguistics. In fact, when you go to your advisor and tell them you need an internship related to Chinese that isn’t related to teaching English...well they sort of just wish you the best of luck. That’s why I was so relieved when I found the Center for Global Studies.

While I may not walk into the office and speak Chinese every day, I get to learn from and interact with different cultures on a daily basis. You’d be surprised how often Chinese comes in handy in this type of environment! The Center is dedicated to facilitating global communication. If you’re ever wondering who’s inviting all of the international scholars to talk about their research at Penn State or who’s behind the foreign film series you see in Chambers and Foster Auditorium all the time – it’s us!

One of the reasons I study languages is because I’m very passionate about learning from other cultures and The Center for Global Studies shares this passion. Through the course of one short year, this internship has given me countless opportunities to expand on my passion and share it with the Penn State community. One of the ways I’ve done this is through *World Stories Alive (WSA)*. *WSA* is an international story series at Schlow Library where a speaker reads to children in a different language every week. The kids learn basic vocabulary, a song in the target language, and even get to complete a cultural-themed craft at the end. I think what continues to amaze me most is the number of local parents who are interested in expanding their children’s horizons. It’s a great experience to see the same kids showing up from one week to the next because it shows their interest in learning about a world outside of their own, and I love being someone who has helped make that happen.

Another one of my favorite series has always been the Brown Bag Series. Every Wednesday we invite graduate students, professors, visiting speakers, etc. to present their current research to a room full of peers over lunch. CGS always provides Cove cookies and coffee, and occasionally a talented speaker like our very own graduate assistant, Loredana, will bring their own specially prepared snack.

What I like more than the food however, is the slightly less formal setting in which the globally related topics are presented. I love the open discussion at the end where everyone is welcome to ask questions and give their own feedback on the research. Each person is treated as an equal at the Brown Bag Series and it’s a productive way for students to get involved in the research that is taking place around them at Penn State. For me, it was honestly one of the most useful ways to learn more about modern Chinese culture because many of our speakers were international Chinese graduate students.

Of course, I've also gained a lot of technical skills while working behind the scenes. Weekly tasks at the Center have taught me how to write a professional press release for upcoming events, how to compile a newsletter on a deadline, how to correspond with and often interview visiting scholars, and everyone's favorite: how to create and hang up loads and loads of flyers. (Publicity is key!)

In addition to the internship, I received a FLAS fellowship from the Center as a fourth year student majoring in Chinese. This has been exponential in aiding me throughout the past academic year not only financially, but also academically. I've always had a passion for learning different languages, and Chinese is the number one most spoken language in the world today, so it was never a hard decision for me to study the language and culture.

Because of this award, I was able to continue my final year of language courses, including the area studies course "Traditional Chinese Literature," without having to stress about my financial burden. Without having to work so many hours at my part time job as a waitress, I was able to maintain my grades in each of these difficult courses and focus on finding a job post-graduation. As a result, I successfully obtained a position as a project coordinator for the world's largest translating company, Transperfect. The FLAS fellowship has helped me accomplish every goal that I set for myself and I encourage every student to continue to get involved and explore the invaluable opportunities that the Center has to offer.

As my internship slowly comes to an end, I can honestly say I'm sad to have to go. Our advisor, Sarah Lyall-Combs, is the person who taught me the majority of these skills. She has sat patiently with every intern as we went through multiple drafts of newsletters, and tried desperately (and failed) many times to coordinate all of our schedules, but she also taught us how to do all of these things on our own. For the first time in my college career, I don't feel afraid of the "real world" that all seniors talk about and dread because I've had the wonderful opportunity to learn the necessary skills to succeed.

I want to thank the Center for Global Studies for giving me the confidence I need to start the next journey of my career. I especially would like to thank Mary Price, who has given genuine support to all of us as we cope with the daily struggle of being a college student. To Lauren, Kayla, and Loredana, I wish you all the best of luck as you continue to work towards your dream careers. I'm looking forward to seeing how my fellow strong, independent female interns move on to make a difference. Whatever my future holds, I can only hope that it treats me as well as the Center for Global Studies treated me this past year."



Last photo with Team CGS

Back row (L-R): me, Loredana Abreu, Kayla De Stefano
Front row (L-R): Sarah Lyall-Combs, Sophia McClennen, Mary Price

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 31 students for foreign language and area studies through the FLAS fellowship and four scholars to support their research in the field of global studies.

Undergraduate Academic Year 2015-2016 FLAS Fellows

FLAS Fellowships are authorized under Title VI of the Higher Education Act and are administered by the U.S. Department of Education. They assist undergraduate and graduate students in achieving competency in selected foreign languages and conducting research in related international and area studies.

Bridget Adduce

Chinese

4th year Chinese

Gena Aiello

Japanese

3rd year Japanese, Japan

Bolanle Ajibola

Psychology

4th year Chinese, Taiwan

Grace Benner

Letters, Arts, and Sciences

4th year Korean, Korea

Michaela Dietrich

Asian Studies, Chinese

3rd year Chinese

Felix Huitian

International Politics, History, Italian

2nd year Portuguese, Brazil

Erika Kraus

Community, Environment, and Development

2nd year Arabic, Morocco

Nolan McCormick

Biobehavioral Health, Theater

2nd year Japanese

Stuart McLaughlin

Spanish

3rd year Russian

Andrew Wade

Asian Studies, Chinese

4th year Chinese, China

Graduate Academic Year 2015-2016 FLAS Fellowships

Kayla Johnson

Higher Education, Comparative and International Education

1st year Chinese

Joseph Levitan
Educational Leadership, Comparative and International Education

1st year Portuguese

Daniel Mengisteab
International Affairs

2nd year Arabic

Kathryn Moore
International Affairs

2nd year Arabic

Benjamin Schloss
Psychology

3rd year Chinese

Leslie Sotomayor
Art Education, Women's Studies

1st year Arabic

Rebekah Zwanzig
Comparative Literature

3rd year Arabic

Featured FLAS Recipient...



Sarah Eissler
Ph.D Candidate, Rural Sociology

1st year Portuguese, Brazil

In the summer of 2015, I secured a FLAS grant to study Portuguese in Brazil for two and a half months. . . I understand the grave importance of being multi-lingual: it opens access to new bodies of literature, more ways of thinking, and the ability to directly converse with individuals from across the world. As much can get lost in translation – particularly when collecting data via interviews and focus groups, this is a critical component of conducting any international work. . . I am currently working with an international agriculture research group (CIAT) on my PhD dissertation, and the ability to speak Portuguese (as well as French and Spanish) has bolstered my capacity here in the group. The experience in Brazil also intimately introduced me to another culture and way of living in a way that simply reading about the culture online would never be able to do.

Undergraduate Summer 2016 FLAS Fellows

Katie Bowser
International Business, Altoona
3rd year Arabic, Jordan

Brenna Fisher
Sociology, Criminology
3rd year Russian, Russia

Katrina Hartman
Russian
4th year Russian, Ukraine

Jonathan Lui
English, Comparative Literature
2nd year Chinese, China

Valerie Osipov
Public Relations
4th year Russian, Russia

Brian Zdancewicz
Linguistics, Russian
4th year Russian, Russia

Kylie Doran
Anthropology, Russian
3rd year Russian, Russia

Phelim Giblin
History, International Politics
2nd year Arabic, Jordan

Vance Holtenrichs
German, Russian
3rd year Russian, Russia

Stuart McLaughlin
Spanish
5th year Russian, Kazakhstan

Robert Vorhees
Political Science
4th year Russian, Russia

Graduate Summer 2016 FLAS Fellows

Samantha Billing

History

1st year Miskito, Nicaragua

Jennifer Gibbs
International Affairs
2nd year Arabic

Lubna Safi

Comparative Literature

5th year Arabic

The Center for Global Studies Undergraduate Thesis Award

These awards are intended not only to recognize the excellent work of students who combine studies in the Liberal Arts with a concern for global issues, but also to encourage these students in continuing their contributions to the field of global studies.

Megan Biek

International Politics, minors in Middle Eastern and Global Studies

Transparency, Accessibility, and the Completeness of Amnesty International Human Rights Records

Elyse Mark

English and Chinese, minors in German and International Business

Framing a Crisis: Xinhua's Portrayal of the 2009 Urumqi riots to the International Community

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.

Molly Appel

Comparative Literature

That The World May Learn: The Pedagogical Mediations of Human Rights Literature in the Americas

The Center for Global Studies Career Development Award

These awards support the international research and travel of ABD Ph.D. candidates in the Liberal Arts and tenure-track early career faculty at University Park.

Hyouun-A Joo

German and Slavic Languages and Literatures

Clausal architecture and agreement in natural L2 German acquisition by Korean speakers

Dr. Julie Kleinman
French and Francophone Studies and African Studies

*The New Politics of Belonging:
Deportation and Return Migration at the Crossroads of International Development in Mali*

Dr. Lior Betzael Sternfeld

History

Integrated After All: Iranian Jews in the 20th Century

Global Studies K-16 Teaching Fellows

Offered to K-12 teachers in the Centre Region and/or Penn State faculty at the Commonwealth campuses in Dubois, Fayette, Hazelton, and/or Mont Alto who have shown substantial commitment to incorporating global studies into the school or classroom.

Beth Buglio

Downington Area School District

High School Japanese

Elizabeth Troxell

Penns Valley Area School District

High School Social Studies

Featured Teaching Fellow...

Beth Buglio

Downington High School

Japanese



“The Japanese language program at Downingtown East and Downingtown West High Schools has benefitted from the work I did with Center on Global Studies on approaches to sustainability in Japan. I learned about Japan’s urgent action to reduce energy consumption after the March 11, 2011 Fukushima nuclear power plant disaster. I also found English and Japanese language recycling directions and information about net-zero energy houses. These authentic resources and background material will be useful in a new Japanese IV course that Downingtown will add in 2017-2018.

With the grant from CGS, I was able to bring motivating materials to our Japanese I, II, and III classes last year. Japanese elementary school map puzzles, a Japanese geography picture book, and a travel board game enriched our Japanese III unit on geography. The Japanese I and II students enjoyed reading *hiragana* in a ghost-themed board game. Next year, Japanese IV will learn language related to life events and careers in a unit that features playing the Japanese edition of “The Game of LIFE.” We also added kimono accessories for plays and festival days. Thank you, CGS! CGSの皆様、どうもうありがとうございました。”

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 CGS funded three new courses to enhance the Arabic, Chinese and Hindi programs at Penn State: Arabic 497, *Modern Arabic Literature*, Chinese 496C, *Chinese Way of Living*, and Hindi 110, *Fourth Semester Hindi* thanks to Title VI funding.
- The CGS continues to support the growth of the Arabic language program through funding and programming. We supported Chinese and Hindi instruction with the goals of increasing course offerings, funding professional development activities for Hindi instructors, hosting cultural events and career opportunities panels, and developing linkages with institutions in India with the goal of establishing research linkages.

Providing Resources for Language Education

- The CGS continues to administer 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. During our first cycle, the CGS awarded total of \$206,557 to undergraduates and graduate students across disciplines (see pages 16-18 for complete list of awardees).
- The CGS supported select languages with additional programming. Our Arabic and South Asian Film Series, for example, attracted not only language students, but also those largely from Comparative Literature and Asian Studies.
- The CGS contributed \$8,500 towards the purchase of lending materials related to core themes (sustainability, ethical leadership, and social justice) as well as languages (Arabic, Chinese, and Hindi) and area studies for circulation through the Penn State University Libraries
- We provided Oral Proficiency Interview (OPI) assessment training for teachers in Penn State's Chinese Language Program. Nine instructors including all seven from the Chinese Program, one graduate instructor, and one potential high school instructor completed the program. All participants agreed that the workshop was not only about learning OPI techniques; rather, through the learning of OPI structure and its content, they will be able to apply those principles to improve their teaching and enhance student learning (three Penn State instructors have since applied to become certified testers).
- We supported conference travel to three less commonly taught language conferences for both Hindi instructors as mandated by the NRC. NRC and FLAS funding have helped the Hindi program grow in terms of student interest and course offerings.



Centre County Outreach

Outreach Programming

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. It facilitated **16** outreach events, including four K-16 professional development workshops; the *World Stories Alive!* series at Schlow Library; and after-school programming at the Young Scholars of Central PA Charter School. The CGS also continued its Impact Award grants to Centre County teachers.

Lesson Planet: Teaching Sustainability

On February 12, 2016, the CGS hosted a teacher's workshop on teaching sustainability designed to equip its 27 attendees (18 College of Education pre-service teachers, six graduate students, and three faculty members) with tools to effectively facilitate curriculum related to environmental sustainability.

CGS Director Dr. Sophia McClennen provided opening remarks and moderated the workshop. Dr. Richard Alley (Evan Pugh Professor of Geosciences) provided key background information about sustainability energy systems and their relationship to employment, access to energy, and climate change. He then led a discussion and exploration of the major issues with the workshop attendees. Dr. Peter Buckland (Academic Programs Fellow with Penn State's Sustainability Institute) presented on his experience teaching climate change in the classroom and the strategy he developed for his students to learn and explore the topic through Oxford style debate.

According to a post-workshop assessment administered to the College of Education pre-service teachers:

- 81% felt that the topic of sustainability was important for their students to learn about;
- 88% had a better understanding of the topic of teaching sustainability after the workshop;
- 52% rated the overall quality of the workshop as excellent-very good; and
- 47% rated the overall quality of the workshop good.

One student commented that the workshop “gave great insights into the scope of the effects of climate change and how to engage students with alternative assignments.”

Resources available at the CGS website as an outcome of the workshop include video recordings of the workshop sessions; presentation PowerPoints; curricular materials (*Climate Change Argumentation* and *Energy Crises*) developed by College of Education doctoral candidate Carmen Vanderhoof; and a resource page with links to additional information.



Workshop Presentations

Dr. Richard Alley

Powering Sustainability: The Good News on Energy, the Environment, and our Future

Dr. Peter Buckland

Resolved: Climate Change is Not a Crisis

American Council on the Teaching of Foreign Languages (ACTFL) Oral Proficiency Interview (OPI) Assessment Workshop

With the funding support from the Center for Global Studies and the Department of Asian Studies, the Chinese Program was able to hold an in-house professional training on Oral Proficiency Interview (OPI) assessment from March 7-10, 2016. Nine instructors attended the four-day workshop, including all the seven from the Chinese Program, one graduate instructor, and an instructor who planned to teach in the local high school starting in fall 2016.

The workshop, conducted by Dr. Theresa Jen (University of Pennsylvania), included an overview of OPI, an introduction of its major and sub levels, listening and rating practice, interview structure and elicitation techniques, effective question types, the use of role play, level checks and probes, as well as a discussion of its application in classroom teaching. During the last two days of workshop, participants interviewed a volunteer student from Penn State's Chinese Program to apply what they had learned.

Based on the collected ACTFL workshop evaluations, all the participants strongly agreed that the goals of the workshop had met their expectation. The workshop also influenced participants to adjust their language courses by:

- applying OPI knowledge to modify the course objective and using teaching practices to help students with different backgrounds maximize their learning and performance;
- incorporating OPI into teaching; and
- designing in-class activities and after-class assignments based on OPI tasks.

All participants agreed that the workshop was not only about learning OPI techniques; rather, through the learning of OPI structure and its content, they will be able to apply those principles to improve their teaching and enhance student learning. Three Penn State instructors have since applied to become certified testers.

Teaching Chinese With Authentic Cultural Texts and Materials

Penn State's Title VI Language Resource Center, the Center for the Advancement of Language Proficiency (CALPER), hosted its annual summer workshops at University Park on June 13-18. The June 18th workshop, which introduced participants to the various ways of using authentic cultural texts and audio/video materials in Chinese language classrooms, was co-sponsored by the CGS. Following the ACTFL guidelines, presenter Allison Lai (Lecturer in Chinese, University of Scranton) discussed the selection and sequencing of authentic cultural materials for students at different proficiency levels. Ms. Lai then illustrated how to use authentic materials to design interactive reading and listening comprehension tasks and create speaking and writing activities.

The nine participants had the opportunity to examine some useful resources to find authentic materials for teaching Chinese. They also brought in their own learner-centered activities that incorporate authentic cultural materials to share with others. The workshop ended with a swap-shop session that allowed participants to share these activities with each other.



German Day 2016

The Department of Germanic and Slavic Languages and Literatures hosted **540 middle school and high school students** at their annual German Day event held on March 31, 2016. Students participated in language activities, including a poster and movie competition, a spelling bee, poetry recitation and a German trivia game. Students also had the opportunity to practice their German (and earn prizes), learn more about studying German at Penn State, visit a German language class, and get a tour of campus. The event was co-sponsored by the Center for Language Science, the Program in Linguistics, the Center for Global Studies, and AFS-USA.

WORLD STORIES ALIVE



Experience songs, stories, and art in 10 languages!
Recommended for children ages 3-8 and their families.
Fun for speakers of all languages, including English!
No registration necessary.

January 23 Spanish	February 27 Hindi	April 2 Chinese	April 30 Kazakh
January 30 Korean	March 19 Arabic	April 9 Japanese	
February 6 Turkish	March 26 Romanian	April 23 Italian	

World Stories Alive is a collaborative project brought to you by
 Schlow Centre Region Library and The Center for Global Studies at Penn State.

**MOST SATURDAYS AT 11AM,
 JANUARY THROUGH APRIL**



World Stories Alive! Tales in Many Tongues

In collaboration with the Schlow Centre Region Library, the CGS organized its fifth annual multilingual story hour, *World Stories Alive! Tales in Many Tongues*, at the downtown library. During the Saturday morning session, children ages 3-8 and their families listened to a story and a children's song or poem in the selected foreign language along with explanations in English; 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 - April), children were exposed to nine different languages: Korean, Turkish, Hindi, Arabic, Romanian, Chinese, Japanese, Italian, and Kazakh. The initial session, Spanish, was cancelled due to inclement weather and could not be rescheduled.

This series attracted 138 attendees.

Young Scholars of Central Pennsylvania Charter School After School Club

One of the missions of the Young Scholars of Central Pennsylvania Charter School is to promote global studies – particularly through language study – and foster cultural understanding in its K-8 students.

In spring 2016, CGS offered an after-school club on Chinese Folklore and Mythology led by CGS intern Kayla De Stefano. The club met once a week to read and learn about various well-known Chinese tales from different dynasties. Besides reading together, students watched videos, made culturally-relevant crafts, and role-played scenes from their favorite stories. Chinese vocabulary lessons about folklore were also included.



Creating Instructional Resources

On February 12, the CGS hosted “Lesson Planet: Teaching Sustainability” teacher’s workshop. This workshop, in addition to providing Act 48 hours, allowed teachers to develop lesson plans which are currently available online at the CGS website. The Center also compiled their own collection of resources on teaching sustainability. Below is a listing of the curricular materials associated with this workshop, all of which including session PowerPoints and video presentations are available on the CGS website:

Elizabeth Troxell, Penns Valley Area School District
Water Sustainability Lesson

Beth Buglio, Downingtown Area High School
Japan: Sustainability and Home Lifestyle

Carmen Vanderhoof, College of Education, Penn State University

- *Climate Change Argumentation*
- *Energy Crises Unit*

Center for Global Studies
Teaching Sustainability: Resources for Educators

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.

Presenting Global Studies Across Penn State

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 **121 events that served the Penn State community this past year.**

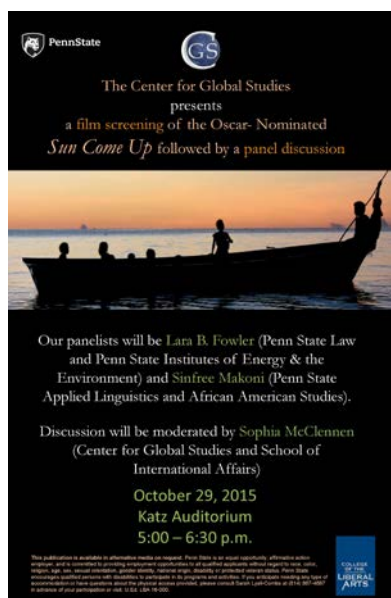


Free screenings of the climate change documentary "This Changes Everything" were offered on February 3 and 4 at the State Theatre in downtown State College. Co-sponsors of the event included **Penn State's Sustainability Institute**, the **Center for Global Studies**, **Sierra Club Moshannon**, **Rock Ethics Institute**, and the **Center for Democratic Deliberation**. Faculty from various departments university-wide participated in a panel discussion following each screening.

Over 400 people attended the events.

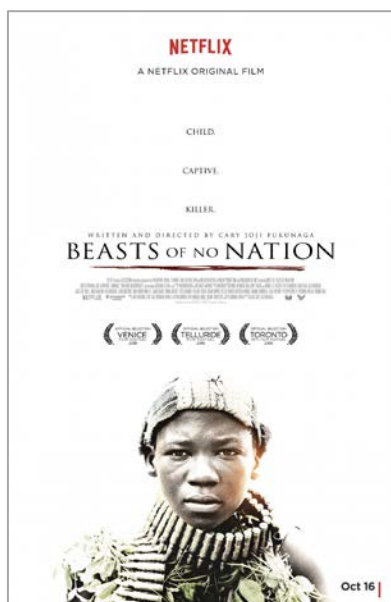


The CGS collaborated with **The Institute for Information Policy (IIP) at Penn State** and the **Centre for Law, Justice & Journalism at City University London** to host its first international workshop focusing on “Freedom of Information in Crisis Zones” at City University London in late May. The two-day, by-invitation experts workshop focused on topics such as government policies, risk and crisis communications, journalism and social responsibility. Papers presented at the workshop will be considered for publication in the *Journal of Information Policy*, also published by the IIP.



“Sun Come Up” is an Academy Award nominated film that shows the human face of climate change. The **Center for Global Studies** hosted a free screening of the film followed by a panel discussion. Penn State faculty Lara Fowler (Law and Penn State Institutes of Energy and the Environment) and Sinfree Makoni (Applied Linguistics and African Studies) along with visiting professor Richard Mbih (African Studies) led the discussion, which was moderated by CGS Director Sophia McClennen.

80 people attended the event.



In collaboration with the **College of Communications** and the **School of International Affairs**, the CGS hosted a free public screening of the critically acclaimed Netflix film “Beasts of No Nation,” followed by a question-and-answer session with producer Riva Marker who earned her film-video degree from Penn State in 2000.

156 people attended the event.

Collaborations

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 2015-2016 year:

...at Penn State and in State College

Africana Research Center ▪ African Feminist Initiative ▪ Center for Advanced Language Proficiency and Research (CALPER) ▪ Center for African Studies ▪ Center for American Literary Studies ▪ Center for Democratic Deliberation ▪ Center for Global Workers' Rights ▪ Center for Language Science ▪ Center for Public Diplomacy ▪ College of Agriculture ▪ College of Communications ▪ College Democrats ▪ College of Earth and Mineral Sciences ▪ College of Education ▪ College of Health and Human Development ▪ The College of the Liberal Arts ▪ Consortium for Educational Resources on Islamic Studies (CERIS) ▪ Department of African Studies ▪ Department of Anthropology ▪ Department of Applied Linguistics ▪ Department of Asian Studies ▪ Department of Comparative Literature ▪ Department of English ▪ Department of Film and Media Studies ▪ Department of French and Francophone Studies ▪ Department of Geography ▪ Department of Geosciences ▪ Department of Germanic and Slavic Languages and Literatures ▪ Department of History ▪ Department of Spanish, Italian, and Portuguese ▪ Department of Women's, Gender, and Sexuality Studies ▪ Downingtown Area High School ▪ Food Decisions Research Laboratory at Penn State ▪ Fossil Free PSU ▪ Institute for Information Policy (IIP) at Penn State ▪ Institute for the Arts and Humanities ▪ Jewish Studies Program ▪ Midwest Institute for International/Intercultural Education (MIIE) ▪ Paterno Fellows Program ▪ Penn State Career Services ▪ Penn State Dubois ▪ Penn State Institutes of Energy and the Environment ▪ Penn State Law ▪ Penn State Libraries ▪ Penn State's Sustainability Institute ▪ Penn State United Nations Campus Advocates ▪ Penns Valley Area School District ▪ Pennsylvania Council for International Education (PaCIE) ▪ PSU Student Affairs ▪ Rock Ethics Institute ▪ Schlow Centre Region Library ▪ Schreyer Honors College ▪ School of Global Languages, Literatures, and Cultures ▪ School of Hospitality Management ▪ School of International Affairs ▪ School of Labor and Employment Relations ▪ Sierra Club Moshannon Group ▪ Social Thought Program ▪ Society for Indian Music and Arts ▪ Student Society for Indigenous Knowledge ▪ Trafika Europe ▪ Triota (honor society) ▪ The State Theatre ▪ The U.S. Army War College ▪ The University Office of Global Programs ▪ University of Pittsburgh's Global Studies Center ▪ UN Campus Advocates ▪ World in Conversation ▪ Young Scholars of Central Pennsylvania

...with other National Resource Centers

The state of Pennsylvania is 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. Both centers continue to collaborate on a joint research symposium most recently on April 11, 2016 at the University Park campus. The symposium included a keynote lecture, student presentations, and networking opportunities (see p. 15).





We continue to collaborate with The Consortium for Educational Resources on Islamic Studies (CERIS), based at the University of Pittsburgh, by supporting and sponsoring its events and programming.

Finally, the CGS partnered with Title VI Centers at the University of Michigan (Centers of East Asia, Latin America Studies, Middle East & N. Africa, South Asia, and Southeast Asia Studies), Michigan State University (African Studies, Asian Studies, CASID), University of Washington (West European Studies, Global Studies); University of Illinois (Russian-EE & Eurasian Studies, EU Center); University of Wisconsin (Global Studies), University of Pennsylvania (Middle East Center), University of Kansas (East Asia Studies), and the University of Pittsburgh (Russian & East European Studies) via the Midwest Institute for International/Intercultural Education (MIIE) – a self-funded consortium of two-year colleges located in the Midwest region – to offer a summer workshop on “Global Competition, Cooperation, & Conflict” at Kalamazoo Valley Community College (Michigan). Sixteen community college educators from Michigan, Missouri, Ohio, and Wisconsin attended the week-long workshop.

...internationally

During our first year of operation, the Center for Global Studies 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, lecture at a symposium on global culture, and participate and lecture at conferences in Germany.

The CGS continues to **create linkages with non-U.S. universities** that can enhance our commitment to global studies and benefit Penn State graduate students, researchers, and faculty. Currently, the Center for Global Studies is working with College of Communications Professor Dr. Krishna Jayakar to identify universities and institutions in India for collaboration on research and teaching. As previously mentioned, we collaborated with Dr. Jayakar’s Institute for Information Policy (IIP) at Penn State to host an international workshop on the “Freedom of Information in Crisis Zones” at the City University in London. The two-day, by-invitation experts workshop focused on topics such as government policies, risk and crisis communications, journalism and social responsibility. Papers presented at the workshop will be considered for publication in the Journal of Information Policy, also published by the IIP.



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 design curricular materials based on workshops that we hold and film presentations that have broader K-12 application.

The Center for Global Studies has two specific curricular projects in mind for 2016-2017. In fall 2016, we will host a film screening and panel discussion of *After Coal*, a documentary on the fossil fuel crisis. Along with this event, we will partner with the College of Education to create a sustainability curriculum to accompany the film. We have also recently received a request to connect international guest speakers with a World Cultures course at Bellefonte high school. As a prequel to the guest speaker series, we will present a lesson on empathy adapted from Dr. Sophia McClennen's 2011 workshop session "Discovering the Globe" to those high school students.

Workshops for Teachers

The Center will host a K-12 teacher's workshop in the fall and invite speakers to present to a university-community-wide audience. We will be meeting as a team in mid-June 2016 to discuss specific programming.

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 to co-sponsor career training.

Additionally, the Center will continue to recognize outstanding undergraduate work in global studies through its annual Thesis Award (see p. 20).

Graduate Global Engagement

In order to continue forming a network of students connected to our Center and continue supporting graduate research, the Center will again offer Dissertation Fellowships for students who have received the College of Liberal Arts Dissertation Release and whose dissertation pertains to the field of global studies (see p. 20). 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 junior faculty and graduate students whose work addresses global issues to present their research. Furthermore, we look forward to expanding research support to graduate students in the Liberal Arts and junior faculty university-wide.

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.

Foreign Language Support

The CGS will continue to 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 language courses and two year-long film series for Arabic and Hindi, we have been working actively with the Hindi instructors to provide speakers that can talk about the role of less commonly taught languages in the global marketplace. Additionally, as a direct result of FLAS funding, the Hindi program will be offering an independent study course in fall 2016.

Co-sponsorship of Lecture Series

The CGS will continue to co-sponsor two lecture series: the year-long Comparative Literature lectures which draw presenters from across the Humanities and the semester-long International Affairs colloquium series which surveys some major transnational social problems confronting the world such as: climate change; communicable diseases; conflict and arms proliferation; access to education; financial instability; governance and corruption; malnutrition and hunger; migration; sanitation and access to clean water; and subsidies and trade barriers. Both lecture series will again be open to the public and we will continue to post video links to both series as resources on our web page.

Collaboration with Other Title VI Centers

The CGS will continue to offer support to CALPER, Penn State's Title VI Language Resource Center, for its annual summer workshop for language educators specifically, the session for Chinese language teachers.

Similarly, our partnership with the University of Pittsburgh's Global Studies Center, will continue not only through our work on the joint undergraduate research symposium but also, through co-sponsorship of CERIS events.

Finally, we will continue to partner with other Title VI NRCs via the Midwest Institute for International/Intercultural Education to offer a summer workshop for community college educators hosted at Kalamazoo Valley Community College (Michigan).