



PennState
College of the Liberal Arts

Center for Global Studies

The Center for Global Studies

Annual Report 2016-2017



Letter from the Director



We have had a fantastic seventh year here at the Center for Global Studies! As we continue in our second cycle of the Title VI grant for the National Resource Center at Penn State and the Foreign Languages and Area Studies (FLAS) fellowships grant, we have remained focused on enhancing global perspectives at PSU, K-12 settings, and the local 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 Emily Hicks, our graduate assistant.

In year seven, we continued working to connect the various units at Penn State that engage in global studies teaching, research, and outreach. Our goal is to enhance and support the various university initiatives aimed at improving Penn State's visibility as a leader in global studies. One key area of our support focuses on enhancing global studies research. We support a wide variety of activities, supporting speakers, symposia, and conferences. In addition we provide awards, grants, and presentation opportunities to outstanding global studies research projects conducted by undergraduates, graduates, and faculty.

As you'll see in the following pages, year seven has been a very active year! This year, we supported/organized a total of 103 events. We facilitated, hosted, and co-sponsored 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, provided special programming in K-12 school districts, and funded a variety of research initiatives. We also supported a range of events that included academic lectures, symposia, and conferences.

Our plans for year eight have us continuing and further developing these projects, while also working on the draft of our next grant application for the Title VI National Resource Center grant competition. We want 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 four-year cycle.

Best,

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

Sophia A. McClennen

Sophia A. McClennen
Director

Sarah Lyall-Combs
Associate Director

Caroline Eckhardt
FLAS Coordinator

Elena Galinova
FLAS Administration

Mary Price
Administrative Support Assistant

Emily Hicks
Graduate Assistant

Parker Anderson
Intern, Fall 2016

Emily Bickle
Intern, Fall 2016

Rana Mohamed
Intern, Fall 2016 and Spring 2017

Toluwanimi Segun
Intern, Spring 2017

Renee Arnold
Intern, Spring 2017

Overview..... 3

- National Resource Centers
- The Center for Global Studies
- National Resource Center Goals
- FLAS Goals

Budget..... 5

- 2016-2017 NRC Budget Overview
- 2017-2018 NRC Budget Projections
- 2016-2017 FLAS Budget Overview

Global Studies at Penn State..... 7

- Connecting to Penn State
- Core Themes Lectures
- The Center for Global Studies Brown Bag Lecture Series
- Global Career Training
- Undergraduate Career Training
- Funding Efforts
- Languages

Centre County Outreach Network..... 22

- Outreach Programming

Research Initiatives..... 28

- Research Aims
- Presenting Global Studies Across Penn State

Collaborations..... 30

- At Penn State and In State College
- With Other National Resource Centers
- With Dubois Campus
- Internationally

Future Plans..... 33

- Developing Curricular Materials for K-12
- Workshops for Teachers
- Undergraduate Global Engagement
- Graduate Global Engagement
- Faculty Engagement
- Foreign Language Support
- Co-sponsorship of Lecture Series
- Collaboration with Other Title VI Centers

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. 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 National Resource Center (NRC) grant and a Foreign Language and Area Studies (FLAS) grant. Together these awards totaled just over **\$2 million**, and would 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 at Penn State

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

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 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 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 K-12 teachers and pre-service teachers studying in the College of Education on the teaching of a) selected LCTLs and the regions where they are spoken and b) global issues related to our core themes.
9. Collaborate with Penn State's Title VI LRC 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.

FLAS 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: Arabic, Chinese, Hindi, Japanese, Korean, Portuguese, and Russian.
3. Provide opportunities for intensive language study for students with financial need.

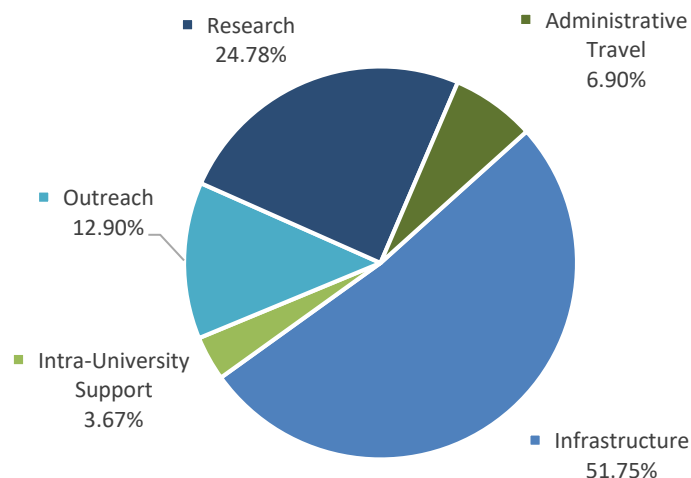
In order to meet these goals, the Center for Global Studies has retained its comprehensive agenda for its seventh year (2016-2017). Our primary goals included the expansion of funding for research and university-wide programming to support faculty and student work in global studies, increased outreach at the K-12 and community level, and the building of new partnerships along the way.

We are pleased to report in the following pages the progress that has been 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

2016-2017 Budget Overview

NRC Budget Expenses 8.2016-8.2017



Infrastructure (\$81,923)

- Funded salaries (plus fringe) of associate director and administrative assistant
- Supported Center's graduate assistant (salary plus fringe)

Intra-University Support (\$5,809)

- Purchased books and DVDs for outreach
- Contributed to instruction of less commonly taught languages
- Provided four undergraduate internships

Outreach (\$20,415)

- Facilitated **40** outreach events, including:
 - K-12 pedagogy workshops
 - cultural and language education events at PSU
 - *World Stories Alive!*
 - professional development workshop for PSU faculty and staff (including Commonwealth campuses)
 - global careers informational sessions for PSU students
- Funded curriculum development
- Materials and publicity for Center Outreach

Research (\$39,232)

- Facilitated or co-sponsored **63** campus-wide and community events, including public talks, lectures, and symposia
- Funded international travel for faculty for research and institutional linkages
- Managed the CGS Brown Bag lecture series
- Sponsored two campus-wide lecture series (Comparative Literature and School of International Affairs)

Administrative Travel (\$10,921)

- Funded Associate Director's travel to professional development workshop in Indiana
- Funded directors' travels to India for meetings with faculty and administrators to develop research collaboration and institutional linkages
- Travel for outreach to local schools

TOTAL = \$158,300

The above direct costs total (\$158,300) plus \$12,664 of indirect costs, formed our **actual Title VI expenditures** total of \$170,964 during 2016-17.

The NRC project continued to receive generous funding from **the College of the Liberal Arts** in the amount of approximately \$101,508 towards the cost-share of the administrative staff, grant in aid for a graduate assistant, an undergraduate thesis award, and discretionary projects. **The School of International Affairs** contributed \$20,000 towards a course release for the Center's Director while the **University Office of Global Programs** continued its annual contribution of \$10,000 towards our programming needs. Looking ahead to year 4, support will hold steady from all sources.

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

2017-2018 Budget Projections

In Year 4, we will have an estimated \$183,024 in NRC carryover in addition to the base amount of \$200,000 to facilitate programming and research. The large carryover is due in part to the late start of the grant and the shifting of certain initiatives from one academic year to the next. We intend to apply for a no-cost extension towards the end of Year 4 in order to complete our various projects.

2016-2017 FLAS Budget Overview

In order to meet our FLAS goals, the Center for Global Studies awarded a total of \$383,663 to Penn State undergraduates and graduates across disciplines for the study of critical languages. Seven graduate and eight undergraduate fellowships were awarded a total of \$279,000 for the 2016-2017 academic year while 16 fellowships were awarded for summer 2017 (total \$104,663) (see pp. 16-19).

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 seventh year of operation, we continued to further expand our outreach to include:



- **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**, facilitates communications among the directors of all National Resource Centers focused on international studies.
- **The CGS Outreach listserv**, with over 550 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 online at the CGS web site.
- **The Center for Global Studies Facebook page, Instagram and Twitter presence** allows 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 Twitter followers and over 500 likes on Facebook.
- **The CGS Flickr account** presents over 350 photographs of our year seven events, including World Stories Alive, Graduate Research in Global Studies Brown Bag Talks, and Professional Development workshops for preservice teachers and special speakers like Vijay Prashad and Kim Barker.



The CGS actively continues to publicize through local media outlets most notably via the *Daily Collegian*, *Penn State News* (above), and the *Centre Daily Times*.

**Reporter, author Kim Barker
shares lessons from life in
Afghanistan and Pakistan**

November 11, 2016

During the 2016-2017 academic year, the Center supported, co-sponsored and co-organized a total of 103 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 of operations. Included in this list of events are the CGS brown bag series, the Comparative Literature luncheon series, the School of International Affairs colloquium 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

"Western Bombs, Eastern Societies: The Destruction of Nations and Responsibility to Protect (R2P)"

In Fall 2016, the Center for Global Studies hosted renowned journalist and scholar Dr. Vijay Prashad of Trinity College for a lecture, "Western Bombs, Eastern Societies: The Destruction of Nations and Responsibility to Protect" about the U.N. Mandate "Responsibility to Protect" (R2P). R2P provides a means for sovereign states to interfere in the affairs of other nations in cases of severe atrocities and human rights violations. Prashad argued that, though R2P may seem well-intentioned, it has actually caused more harm than good. He asserted that R2P has been used inappropriately in many situations by the West to justify actions motivated by political gain, as opposed to a concern for human rights. Prashad's lecture asked thought-provoking questions about two of the CGS's core themes of social justice and ethical leadership. He challenged the Western-centric view of the political landscape and encouraged the audience to seek justice. **The lecture was attended by 87 people**, and was followed by a Q & A.



Faculty from a variety of disciplines were excited by Prashad's visit, and offered credit for students attending from the College of Communications, the School of International Affairs, and the department of Political Science, Religious Studies, and Comparative Literature. The Center was honored to be able to provide several opportunities for faculty and staff to dialogue with Prashad outside of his lecture. Prior to the lecture, CGS Interns Parker Anderson and Emily Bickle interviewed Prashad about his most recently published book, *The Death of the Nation and the Future of the Arab Revolution*. Prashad also participated in a meet and greet where he met with students from a variety of academic departments.

Prashad's visit was co-sponsored by the Department of Asian Studies, the Department of Comparative Literature, the Weiss Chair of the Humanities, the Department of History, the School of International Affairs, and the Rock Ethics Institute.

Video of Prashad's interview and lecture are available on the CGS YouTube page, and together have garnered more than **3,000 views**.

"The UN in Crisis: Priorities for the Next Secretary-General"

In Fall 2016, the Center for Global Studies hosted Ian Johnstone, Professor of International Law at the Fletcher School of Law and Diplomacy and former member of the UN's Executive Office of the Secretary General. Johnstone's lecture, "The UN in crisis: priorities for the next Secretary-General" focused on the current challenges facing the world and what he believes should be the priorities of the next Secretary-General, António Guterres. After presenting an overview of the UN's current challenges, Johnstone shared four priorities that he believes Guterres should focus on: fixing peace operations, preventing future problems, sustainability, and asserting leadership on cutting edge global issues. Attendees left Johnstone's lecture with an excellent overview not only of the role of the Secretary General of the UN, but of the challenges which are particularly salient in foreign policy discourse today. His lecture concluded with a Q & A. **There were 65 attendees at this event.** Credit for attending was offered to students in the Department of Political Science and the School of International Affairs.



CGS collaborated significantly with the School of International Affairs for this event. Through this partnership, faculty and students from the school were able to connect his lecture to their research and curriculum. Johnstone visited Dr. Sophia McClennen's "Global Cultures and Leadership" course and was interviewed by SIA students Alice Greider and Bradley Morabito who also hold leadership positions with Penn State's Model UN. Finally, Johnstone was met with faculty from SIA, the Law School, and the Department of History. Johnstone's visit was co-sponsored by the Rock Ethics Institute and the Department of Political Science.

A video recording of Johnstone's lecture and interview is available on the CGS YouTube page.



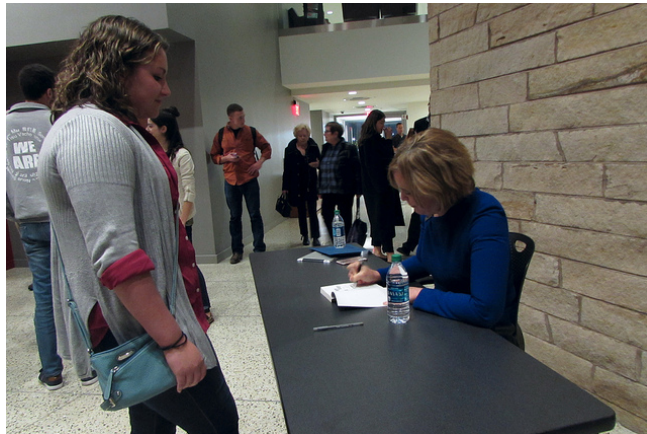
"The Taliban Shuffle: Lessons from Afghanistan for Foreign Policy"

In Fall 2016, the Center for Global Studies hosted journalist Kim Barker, author of *The Taliban Shuffle*, to discuss the lessons that she had learned from her experiences as a war reporter in the Middle East for the Chicago Tribune. Her lecture provided thought-provoking insights on issues relating to international affairs, gender, journalism, and effective cross-cultural interaction.





Students from the College of Communications, Department of Political Science, Department of Religious Studies, and the School of International Affairs received credit for attending the lecture. Prior to the lecture, CGS Intern Rana Mohamed interviewed her regarding the events discussed in *The Taliban Shuffle*, and the process of turning the book into the film *Whiskey Tango Foxtrot*. After the event, a reception was held in Katz Atrium, where attendees had the opportunity to talk with Barker and receive a signed copy of her book, *The Taliban Shuffle*. Barker ended her visit at Penn State by meeting with faculty from the Department of Comparative Literature, the School of International Affairs, and the College of Communications. This event was co-sponsored by the Department of Political Science and the Department of Women's, Gender, and Sexuality Studies.

115 people attended this event.



Film Screening of Michael Moore's "Where to Invade Next?"

 **The Center for Global Studies**
presents
Michael Moore's "most dangerous comedy yet"
Where to Invade Next followed by a discussion



Thursday, March 23, 2017
The State Theatre
7:00 – 9:30 p.m.

Discussion will be moderated by **Sophia McClennen**
(Center for Global Studies and School of International Affairs)
and **Peter Buckland** (Penn State's Sustainability Institute)

This event is free and open to the public

Academy Award-winning director Michael Moore returns with what may be his most provocative and hilarious film yet: Moore tells the Pentagon to "stand down" — he will do the invading for America from now on.

Written, produced, and directed by Michael Moore *Where to Invade Next* is an expansive, rib-tickling, and subversive comedy in which Moore, playing the role of "invader," visits a host of nations to learn how the U.S. could improve its own prospects. The creator of *Fahrenheit 9/11* and *Bowling for Columbine* is back with this hilarious and eye-opening call to arms. Turns out the solutions to America's most entrenched problems already exist in the world—they're just waiting to be co-opted.

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In Spring 2017, the Center for Global Studies hosted a public film screening of Michael Moore's documentary, *Where to Invade Next*, for students, faculty, and the local community. The film follows Moore's journey through Europe, "invading" to "steal" all of their good ideas. Moore considered various cultural issues such as attitudes towards education, working hours, and gender equality. He also examined differences in government and considered policies and actions such as decriminalizing drug use, improving the prison system, and making college tuition free.

Following the screening, CGS Director Sophia McClennen moderated a discussion about the film with Peter Buckland, Academic Programs Fellow with Penn State's Sustainability Institute.

There were 81 attendees at this event.

The Center for Global Studies Brown Bag Lecture Series

In the fall and spring of the 2016-2017 year, the Center ran a series of presentations by Penn State students and faculty, featuring globally-focused research across disciplinary fields, as part of the Brown Bag Lecture Series. In the fall, the series was launched by Dr. Lior Sternfeld of Penn State.

97 people attended this series.

Participants

Dr. Lior Sternfeld, History and Jewish Studies
“Fifty Shades of Zionism: Iranian Jews and Israel”

Ryan Holroyd, History and Asian Studies
“Currents of Silver and Silk in Asia’s Stormy Seas: A Re-Mapping of the Evolution of Maritime Trade in the Western Pacific, 1673 – 1690”

Grant Berry, Spanish, Italian, and Portuguese
“Phonetic Alignment in English as a lingua franca: Effects of Style, Proficiency, and Native Language Influence”

Carla Mello Lage, College of Information Sciences and Technology
“An Algebra to Support Information Exchange Between Organizations with Different Rhythms”

Molly Appel, Comparative Literature and Latin American Studies
“The New ‘Word Order:’ A Global Case Study of Nuyorican Literary Pedagogy”

Dr. Judith Sierra-Rivera, Spanish, Italian and Portuguese, Latina/o Studies
“Francisco Goldman and the Political Imagination of Borderlands”

Shakil Rabbi, English
“Negotiating Neoliberal Expectations in STEM Literacy Practices: Cultivating Strategic Capacities and Recognizing Contradictions”

Dr. Alex Fattal, Film-Video and Media Studies
“Toward a Surrealist Visual Anthropology: Images and Reflections on ‘Dreams from the Concrete Mountain’”



Global Career Training

In the current reporting period, the CGS sponsored and co-sponsored numerous events offering preparation for global careers. One of those events, a workshop series for students interested in federal employment, is highlighted below.

Partnership for Public Service: Federal Employment Workshop Series

In Fall 2016, the Center for Global studies co-sponsored a series of three workshops for students interested in federal employment. The series was facilitated by Emily McConnell, alumna of the College of Liberal Arts at Penn State University and Program Manager at the Partnership for Public Service. McConnell serves as a recruiter for federal agencies, focusing on internships and entry-level talent. Her workshops discussed the benefits and opportunities found in federal employment, how to create a federal resume, and how to navigate USAJOBS, the primary portal used by the federal government to post jobs and accept job applications

Through this workshop series, students were encouraged to pursue federal service across the globe, and were given necessary preparation to start the federal job application process. In addition to the Center for Global Studies, this workshop series was co-sponsored by the College of the Liberal Arts, Schreyer Honors College, and the School of International Affairs. **82 people attended this series.**

Other events aimed at preparing students for global careers included:

- A lecture by Ian Urbina on “From Ocean Outlaws and Glue Workers to Fracking and Clean Coal: Perspectives on Communicating Science from NY Times Investigative Reporting and Narrative Story Telling”
- A presentation by two former U.S. ambassadors on their experience in foreign service and their perspective on the Benghazi attacks
- The annual conference of the PA High School Model United Nations
- Information sessions on the FLAS fellowship, which provides funding for students to learn less commonly taught languages vital to national security (Arabic, Hindi, Chinese, etc.)
- A semester-long multidisciplinary colloquia series hosted by the School of International Affairs which discussed concepts related to foreign affairs, national security, diplomacy, economic development, and global health
- A lecture on “Why South Asia and Why Hindi?” by Dr. Gabriela Ilieva (New York University)

The poster is titled "WORKSHOP SERIES" with the subtitle "INTERESTED IN FEDERAL EMPLOYMENT?". It specifies the date as "THURSDAY, SEPTEMBER 22, 2016" and the location as "103 Bank of America Career Services Building". The main title of the series is "PARTNERSHIP FOR PUBLIC SERVICE" with the tagline "EFFECTIVE GOVERNMENT FOR THE AMERICAN PEOPLE".

Three sessions are listed:

- Federal Government Hiring** (1:00 – 2:30 p.m.): Focuses on the benefits and opportunities of federal employment, the General Schedule (GS) system, and how to navigate the security clearance process.
- How to Create a Master Federal Resume** (2:45 – 3:45 p.m.): Discusses how to create a master resume for federal jobs, covering the structure and content of a federal resume.
- How to Navigate USAJOBS** (4:00 – 5:30 p.m.): Provides a step-by-step guide to navigating the USAJOBS portal, from creating a profile to applying for jobs.

The facilitator is Emily McConnell, a member of the Partnership for Public Service's Education and Outreach Team, who earned degrees in Economics and International Politics. She has extensive experience with USAID and has worked on various projects including Emergency Relief, Program Assistance, and American Manager. She is currently a Program Manager at the Partnership for Public Service.

The poster is sponsored by the College of the Liberal Arts, Center for Global Studies, Schreyer Honors College, and the School of International Affairs.

Undergraduate Career Training

This year, the CGS mentored and provided guidance to five undergraduates through its internship program; one of these students interned with the Center for two consecutive semesters. These internships have provided valuable, widely-applicable job experience for students interested in international studies. Students engaged in a variety of tasks from presenting about global issues in K-12 classrooms 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 *World Stories Alive!*, and conducted videotaped interviews with visiting speakers. These videos are publicly viewable on the CGS' YouTube channel.



Featured Intern...

Toluwanimi Segun
CGS Intern Spring 2017
Class of 2018
International Politics



During the semester . . . there were two especially memorable experiences for me. One was teaching at Bellefonte High with my friend Nnaemeka Amadi. We taught the kids about Nigeria using humor and virtual reality, and the response was very positive. I was very impressed with the way the kids were being taught about other cultures from early on, and the intelligence of the questions they asked. The other was the opportunity to interview legendary Kenyan author Ngugi Wa Thiong'o. We spoke about language suppression, his fight against it, and some of the trends

contemporary African literature. It was really great to be in the presence of someone with such a vibrant life experience and widespread impact, one that I'm very grateful for.

My CGS Story: Rana Mohamed

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.



The year I spent at the Center for Global Studies gave me confidence in my future career plans. Prior to this internship, I could not pinpoint a solid career path based on my dual majors of Global and International Studies (GLIS) and International Politics. These majors are broad and could result in a career in the government, a non-government organization or lead to graduate school, law school and who knows what else. I was in a discouraging fog because I did not know how to turn my studies into a practical career. However, after a year of working at the Center for Global Studies I view my majors in a new light because of the inspiring people I had the honor of working with and meeting.

Two of the most inspiring people, I met were Vijay Prashad and Kim Barker, who spoke at the Center's sponsored events and gave a fresh perspective to my academic career. Two weeks prior to Prashad's lecture, I was assigned to read a chapter of his book, *The Darker Nations*, in my globalization class. This chapter sparked my interest in the Third World and its political and social challenges and advancements. I was immediately filled with questions and having the opportunity to speak with Prashad provided me with new insight which translated to adding a Middle Eastern Studies minor.

The second person that affected my career plans and professional development was Kim Barker. Earlier that semester, I was instructed with reading Barker's Book, *The Taliban Shuffle*, creating a poster for public advertisement, writing up a press release, and establishing questions for an interview that I would conduct. Besides the book reading part, I have never done any of the latter. Luckily, the staff at the Center were able to provide me with resources, examples, suggestions, and support as I entered a new realm of writing. The most challenging, but rewarding part was interviewing Kim Barker. I have never conducted an interview before, especially not with someone who interviews people in their day to day job. However, this experience increased my confidence, professionalism, time-management, quick-thinking abilities, and ability to synthesize her responses. At the end of the interview, Barker commended my interview skills: ability to create an open and welcoming environment, go with the flow of the interview, and demonstrate a level of professionalism required of journalists. This has by far been the greatest experience of my college career.

What started out as a simple desire to acquire an internship turned into an experience of a lifetime filled with lessons on patience, teamwork, interviewing, photography, design, writing and computer skills. These new skills will allow me to present a new level of expertise in future internships and careers. Another added bonus to this internship was the World Stories Alive series where I had the opportunity to work with children and explore new languages and cultures. This will be extremely useful as I study abroad this summer in Amman, Jordan.

Interning at the Center for Global Studies has expanded my global knowledge and awareness through first-hand experience in a professional setting.

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 study through the FLAS fellowship, and to 11 scholars to support their research in the field of global studies.

Undergraduate Academic Year 2016-2017 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.

Susan Amidon

Chinese

3rd year Chinese

Celeste Belknap

Music, Russian

3rd year Russian

Phelim Giblin

International Politics, History

3rd year Arabic, Jordan

Daniel Keifer

History, Russian

4th year Russian

Nolan McCormick

Biobehavioral Health, Japanese

3rd year Japanese, Japan

Natalia Nigay

Aerospace Engineering, Russian

4th year Russian

Marina San Miguel

Engineering, Russian

3rd year Russian

Kayla Zoschg

Letters, Arts, and Sciences – Linguistics

3rd year Arabic

Graduate Academic Year 2016-2017 FLAS Fellows

Irenae Aigbedion

Comparative Literature

3rd year Portuguese

Jennifer Gibbs
International Affairs
3rd year Arabic

Eden Kincaid
Geography
4th year Hindi

Nathan Lawrence
International Affairs
3rd year Arabic

Tiffany Louk
International Affairs
1st year Chinese, China

Kendra McDuffie
Comparative Literature
4th year Japanese

Benjamin Schloss
Psychology
4th year Chinese

Undergraduate Summer 2017 FLAS Fellows

Maria Alletto
Political Science, Russian
3rd year Russian, Russia

Celeste Belknap
Music Performance, Russian
4th year Russian, Russia

Grace Benner
Linguistics, MA TESL
5th year Korean, Korea

Kylie Doran
Anthropology, Russian
4th year Russian, Russia

Alexander Goncalves
Philosophy
2nd year Portuguese, Brazil

Elijah Kelsey
Linguistics, Russian
3rd year Russian, Russia

Emily Kohlman
Media Studies, Russian
4th year Russian, Middlebury School of Russian

Daniel Kozar
Environmental Systems Engineering
2nd year Arabic

Ross Michael
Supply Chain and Info Systems
2nd year Arabic, Morocco

Azniv Nalbandian
Women's Studies, Russian
3rd year Russian, Russia

Logan Paiste
Classics and Ancient Mediterranean Studies, Jewish Studies, Chinese
4th year Chinese, Middlebury Chinese School

Featured FLAS Recipient...

Grace Benner
Linguistics, MA TESL
5th year Korean, Korea



The FLAS Fellowship has provided me with invaluable opportunities to study advanced Korean language, gain important cultural understanding, and explore how I might merge my Korean language skills and my field of study for a career in language education. Although I am currently studying Teaching English as a Second Language (TESL) at Penn State, I am also very interested in teaching Korean to other people like myself, who learn the language non-natively. The options for Korean language study at Penn State are expanding, but there was not a class that fit my level. Finding opportunities for language immersion was also important to me. Supported by FLAS . . . I have learned not only the finer linguistic components of the Korean language, but also the cultural ones, which are just as important, but harder to access without sufficient interactions within the target language community.

Graduate Summer 2017 FLAS Fellows

Samantha Billing
History
1st year Yucatec, Maya, Mexico

Sara Davis
Spanish and Portuguese
2nd year Portuguese, Brazil

Katrina Ihrer
International Affairs, Law
3rd year Arabic

Eden Kinkaid
Geography
5th year Hindi, India

Aubrey Waddick
Political Science, Asian Studies
3rd year Chinese, China

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.

Aviva Doery
International Politics and Global and International Studies
The Lives of Lesbian Women in Berlin Before and Beyond the Rise of the Nazis: 1933-1945

Susan Nahvi
International Politics and French Language and Culture
The World's Women: Country Performance on the Gender Millennium Development Goals

Megan Cichocki
Economics and International Politics
Territorial Control and Group Goals: Why violent non-state actors are lethal

Marlana Bosley
International Relations and Mandarin Chinese
Female Chinese Communist Leaders and the Question of Gender Equality

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.

Andres Amerikaner
Comparative Literature
Market Realism: Latin American Literary Markets after the Boom

Grant Berry
Spanish, Italian, and Portuguese
Cognitive Control, Variation, and Sound Change

Shakil Rabbi

English

Translingual Socialization in the Disciplines: A Case Study of Mediation and Disposition Shaping Academic Literacy Practices of International Graduate Students

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.

Bin Chen

History

The Modern Spirit of Religious Academies: A Comparative Studies of Three Religious Schools in the Twentieth Century China

Johann Le Guelte

French and Francophone Studies

Uncovering the Colonial Lens: Creation and Subversion of the French Visual Empire

Xiaoran He

History and Asian Studies

Experiencing Deluges in Twentieth-Century China's Northeast: Hydraulic Modernity, State-Building, and the Making of Local Memory

Dr. Ran Zwigenberg

Asian Studies, History, and Jewish Studies

Nuclear Minds: Cold War Psychological Science and Hiroshima

Featured Research...

Johann Le Guelte

Ph.D. Candidate, French and Francophone Studies



Thanks to the CGS Career Development Award, I am able to conduct dissertation research in Paris and Aix-en-Provence (France). I am spending four days in Paris to consult documents at the National Library and then a week in Aix-en-Provence at the ANOM (the French colonial archives). Having just conducted research in Senegal, this award is immensely helpful because it helps me defray the cost of archival research in France. This research trip has proven to be very fruitful . . . I have been meeting and interviewing people whose knowledge of the interwar photographic landscape in Senegal has helped me refine my analysis. For example, I was able to talk to direct descendants of a few interwar Senegalese photographers who were excited by my project and open to future collaboration. None of this would have been possible without the support of CGS and I am very thankful for this award.

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 – Chinese, Hindi, and Arabic – 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 offered Hindi 001 for the first time as a part of the University’s Summer Language Institute during summer 2017. Seven high school students took this course.
- The CGS funded an Arabic independent study course, ARAB 496 – Media Arabic – in Spring 2017.
- The CGS has also been working with the Arabic language program for the development of an Arabic major. This goal is still in development as CGS works with Arabic faculty and staff.
- 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 research linkages with institutions in India.

Providing Resources for Language Education

- FLAS funding, which is authorized under Title VI of the Higher Education Act and administered by the U.S. Department of Education, assists undergraduate and graduate students in achieving competency in selected foreign languages and conducting research in related international and area studies. During our third cycle, the CGS awarded a total of \$383,663 to undergraduates and graduate students across disciplines (see pages 16-19 for the 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 co-sponsored a professional development workshop on “Chinese Program and Curriculum Design” organized by Penn State’s Title VI Language Resource Center, the Center for Advanced Language Proficiency Education and Research (CALPER).
- Penn State was selected to host a Fulbright Foreign Language Teaching Assistant (FLTA) to assist with Arabic-language instruction during the 2017-18 academic year. The presence of an FLTA in Arabic assists us in staffing during the academic year. This selection marks the fourth time that the University will host an Arabic FLTA.

Centre County Outreach Network

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 **21** outreach events, including professional development workshops for educators; the *World Stories Alive!* series at Schlow Library; and multicultural programming in local schools. For the first time, CGS specifically partnered with the College of Education and designed its workshops especially for their field experience course for junior students, CI 495 C.

Fall K-12 Outreach Workshop: “How Do We Talk to Others? Ethics and Diversity”

On Friday, September 16, 2016 CGS Director Dr. Sophia McClennen gave a presentation followed by an interactive workshop to a group of **66 pre-service teachers and educators**. Dr. McClennen discussed how prevalent bias and stereotypes are in our society, and provided background on the psychological and cultural reasons for those biases.

Her presentation then shifted to discussing some of the challenges of teaching global topics in the classroom and showed how some of those challenges can be overcome through using a problem-based learning approach. Following Dr. McClennen’s presentation, the participants were split into groups organized by their teaching discipline, to come up with a lesson that followed the problem based learning approach that enabled students to discuss cross-cultural barriers.

According to a pre-and post-workshop assessment administered to the workshop participants:

- 100% of the participants felt that the topics discussed were important for their students to learn about.
- 62% of the participants had a better understanding of the topic of ethics and diversity after the workshop than before.
- 87% of the participants rated the overall quality of the workshop as good, very good, or excellent.

The preservice teachers left the workshop with specific ideas on how to specifically incorporate discussions about cultural biases into their classroom; from busting myths about gender inequality in STEM to creating activities to develop empathy in History. One pre-service teacher noted: “As teachers we are preparing our students to be citizens of the world more and more as global interactions increase. The ability to eliminate bias and interact with others of a different culture is vitally important.”

A video recording of the workshop is available on the CGS YouTube page. Sample problem-based lesson plans that could be adapted to classrooms of all age levels can be found on the CGS website.



Spring K-12 Outreach Workshop: “Teaching the Middle East”

On Friday February 10, 2017, the Center for Global Studies hosted a Pre-Service Teacher’s Workshop on “Teaching in the Middle East” which aimed to equip its **24 attendees** with tools to effectively facilitate instruction on terrorism and the Middle East.



The sessions presented an introduction to the phenomenon of terrorism, the context where it occurs, its causes and consequences, and on how to not only teach topics related to terrorism and the Middle East in English and Social Studies classrooms, but also how to engage students in meaningful conversations about current affairs. Dr. Scott Metzger, Associate Professor of Social Studies Education described the potential impact of the session as follows, “Teachers work with students who come from different kinds of families with different cultural backgrounds, beliefs, and values, and thus it is essential that teachers learn how to frame socio-political phenomena from multiple perspectives. . . this session could be very helpful in getting the preservice teachers to understand “terrorist” as a rhetorical label (i.e., one side’s terrorist is the other side’s “freedom fighter”), and whether domestic acts of mass violence in the U.S. should or should not be labeled “terrorism” is a political debate and not just as academic question.”

According to a post-workshop assessment administered to the participants, after the workshop:

- 100% of participants said the topics discussed were important for students to learn
- 91% of participants said they had a better understanding of the topics after the workshop than before
- 73% of participants rated the workshop as, “Excellent,” or, “Very good”

The workshop went beyond simply helping participants learn about the Middle East; it helped them to become more globally conscious educators in general. One College of Education student summarized the impact of the workshop this way; “I think that educators needs to keep an open mind when discussing global topics and be willing to sit back and learn from others. We need to take the lead on listening to others and then model that behavior for our students.”

Resources and curriculum for teaching the Middle East can be found on the CGS website.



Workshop Presentations

Dr. James Piazza
“What is Terrorism?”

Christine Morris
“Why did the Middle East become so Destabilized During the 20th Century?”

Emily Hicks
“Teaching the Middle East: Engaging with Volatile Issues in English and Social Studies Classrooms”

Bridging Cultures Initiative

The Bridging Cultures Initiative is a summer program at the University of Illinois designed to promote multicultural education, cross-cultural collaboration, and teacher professional development. Nine American secondary school teachers were selected to join international educators from the Global Institute for Secondary Educators to discuss educational policy and pedagogy in their various teaching contexts, develop curriculum together, and learn new teaching approaches. The program was an initiative of the Illinois-Northwestern African Studies Consortium, and was co-sponsored by Penn State's Center for Global Studies and the University of Washington Center for West European Studies.

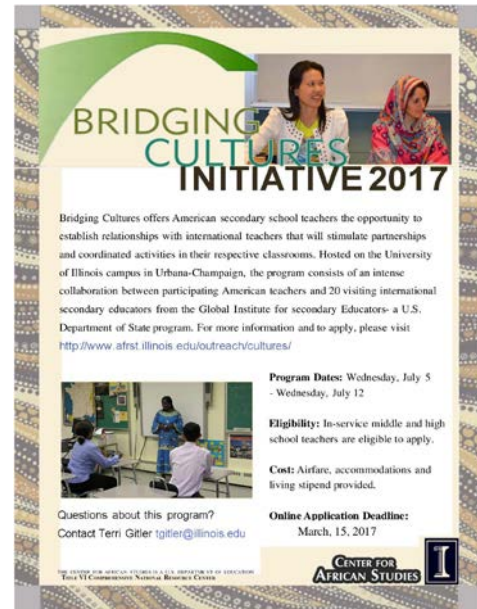
One participant described the workshop as, "One of the best professional development experiences I have had in my 20+ years of teaching. Unlike a shorter workshop or conference, this program allowed for sustained interaction with a large and diverse group of expert colleagues. Their caliber was truly impressive, and it was so great to have such diversity of geographical and cultural representation." The teachers left the workshop with many ideas for how to incorporate global topics in their curriculum such as starting a global book club, doing a pen pal exchange with students from a school overseas, or creating new courses. Many teachers also said they were going to present on their experience at Bridging Cultures to their schools or departments.

Christine Morris, a World Cultures Teacher at **Bellefonte Area High School** with whom the CGS has collaborated, was one of the participants in the Bridging Cultures Initiative. She described the impact of the conference as follows: "This opportunity has awakened in me a desire to become a global ambassador to strengthen cultural awareness for my students and develop course curricula that illustrates to my students that although we have different beliefs, we are truly one world."

Chinese Program and Curriculum Design

Penn State's Title VI Language Resource Center, the Center for the Advancement of Language Proficiency (CALPER), hosted its annual summer workshop series at University Park from June 19-24, 2017. The Center for Global Studies co-sponsored their workshop, "Chinese Program and Curriculum Design" led by Jie Zhang (University of Oklahoma). This workshop focused on issues surrounding building programs such as student recruiting, curriculum design, and course sequencing. Zhang utilized case studies to allow participants to see issues facing Chinese programs of varying scopes and sizes. The workshop closed with a discussion on how to help students become global citizens.

There were 13 attendees at this workshop.



Collaboration with Bellefonte High School

This year, CGS collaborated with Bellefonte High School Social Studies teacher Christine Morris to enhance her World Cultures and AP European History curriculum through bringing international guest speakers to her classes. The CGS was able to coordinate five such visits. An additional classroom presentation was conducted by Emily Hicks, CGS Graduate Assistant, who adapted Dr. Sophia McClennen's "Teaching the Globe" workshop presentation for a high school audience. Designed as preparation for a unit on the Middle East and for subsequent international visitors, the lesson focused on the psychological reasons for cultural biases, and ended the class with brief discussion on empathy.

At the end of the school year, Ms. Morris explained the impact of these visits on her students saying that, "The World Cultures curriculum asks us to analyze similarities and differences between cultural regions throughout world history from 1450-present. The guest speaker series provided an overview of different cultural regions, specifically country profiles in addition to providing an opportunity to learn about specific cultures. My students were excited about the presentations and said that this was one of the highlights of the course . . . For a small town in central Pennsylvania, my students began to think about people who live outside our region in an unbiased manner."

Each classroom presentation reached 75 students.

Creating Instructional Resources

The Center for Global Studies has sponsored the creation of instructional resources for K-12 students on global and multicultural issues. These resources have been created in conjunction with our K-12 professional development workshops and special events. Below is a listing of the curricular materials created by the Center for Global Studies this year, all of which are available on the CGS website. In addition to these, all recordings and PowerPoints from the professional development workshops are available on the website.

Emily Hicks, M.A. Candidate, Applied Linguistics, Penn State University
Discovering the Globe

Christine Morris, Social Studies Teacher, Bellefonte High School
Human Rights Unit

Matt Mignogna, M.Ed. Candidate, Learning and Performance Systems, Penn State University
After Coal: Currently in Development

Outreach to Mount Nittany Middle School



CGS Intern Emily Bickle had the opportunity to present a lesson on global citizenship to two classes of sixth grade students at Mount Nittany Middle School. During the course of the session, Emily connected her simulation exercise to the challenges facing the world today regarding hunger and malnutrition. Emily reflected on her time in the classroom saying, “This experience gave me the hope that children are capable and ready to be global citizens. They can be aware of the world around them. They simply need encouragement and access to do so. In my career,

I hope to work with people around the world and possibly for a non-profit. I think teaching this lesson and hearing what the future of our country thinks, helped put in perspective the ability we all have to help the world. These students opened my eyes to the possibility of teaching one day. I am thankful to have had this opportunity to teach two different classes. I hope in some way, I encouraged them to have an appreciation for the world and the people living in it.”

PHUNC IV: Unaccustomed Earth



The Center for Global Studies co-sponsored this year’s PA High School Model UN Conference: Unaccustomed Earth. **240 high school students and 10 advisors** from local school districts’ Model UN chapters came to State College to engage in simulations. Students had the opportunity to discuss and debate approaches to various world problems past, present, and future. Students also had the opportunity to hear a keynote address from Dr. Eduardo Mendieta, acting director of Rock Ethics Institute at Penn State. PHUNC organizers summarized

the impact of the conference this way: “[O]ur world is facing many unprecedented challenges facing national sovereignty, deterritorialization, the pervasiveness of war, and the health of our environment itself. [PHUNC] will prompt delegates to recognize that old methods cannot keep producing fresh and lasting solutions. Just as plants do not flourish in worn-out soil, international approaches to today’s problems must come from unaccustomed roots.”

World Stories Alive! Tales in Many Tongues



In collaboration with the Schlow Centre Region Library, CGS organized its sixth annual multilingual story hour, ***World Stories Alive! Tales in Many Tongues***. 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 three months (January - April), children were exposed to nine different languages: Korean, Spanish, Chinese, Farsi, Arabic, Igbo, Turkish, Hindi, and German.



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 world-scope 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).



This year, CGS co-sponsored the session with Global Connections and Bilingualism Matters at Penn State. Additionally, students from WLED 400, a course in Penn State's ESL certificate program, and Early Childhood Education students from the Department of Curriculum and Instruction volunteered during events for extra credit and to fulfill course requirements. We invited students from various elementary schools, preschool programs, and community organizations to take part in the series.

This year, World Stories Alive reached **353 community members**.

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.

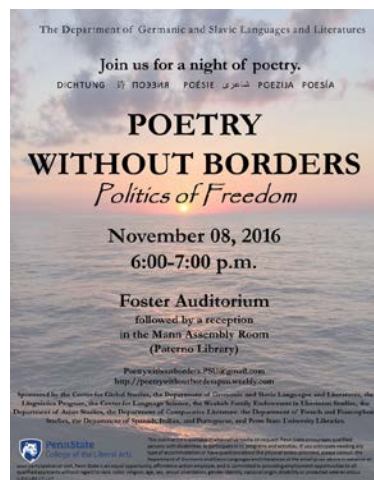
Presenting Global Studies Across Penn State

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



The Center for Global Studies co-sponsored The Institute for the Arts and Humanities 2016 Film Festival: "Climate Change and Climate Justice." Films relating to the connection between climate change and justice were shown for free at the State Theatre on Saturday, September 24, 2016. Following one of the films, *Sleep Dealer*, attendees were invited to a Q & A with director of the film, Alex Rivera. The event was sponsored by **The Institute for the Arts and Humanities** and co-sponsored by **The Sustainability Institute**, **The State Theatre**, and the **Interinstitutional Center for Indigenous Knowledge**.

306 people attended this event.



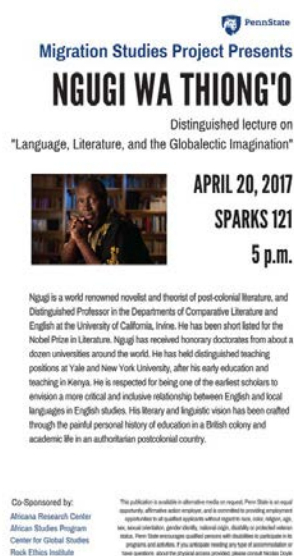
“Poetry Without Borders: Politics of Freedom” is an annual poetry reading of works in world languages other than English that reflected on current political and social events. Students, faculty, and staff presented poems in a variety of languages such as German, Russian, and Vietnamese. Co-sponsors of the event were the **Department of German and Slavic Languages and Literatures**, the **School of Languages and Literatures**, the **Department of Comparative Literature**, the **Center for Language Science**, the **Woskob Family Endowment in Ukrainian Studies**, and the **Penn State University Libraries**.

100 people attended the event.



A free film screening of the documentary “After Coal” was offered on November 29, 2016 at the State Theater in downtown State College. “After Coal” discussed people in Eastern Kentucky and South Wales who are transitioning away from dependence on fossil fuels in their local communities. Following the screening, Seamus McGraw, author of *Betting a Farm on a Drought*, Elyzabeth Engle, Ph.D. candidate in Rural Sociology; and Randy Francisco, of Sierra Club’s Beyond Coal campaign; let a panel discussion of the film. Co-sponsors of the event included **Penn State’s Sustainability Institute**, **Sierra Club Moshannon**, and **Rock Ethics Institute**.

150 people attended the event.



Ngugi Wa Thiong'o, novelist and Distinguished Professor of English and Comparative Literature at the University of California, Irvine, presented a lecture, “Language, Literature, and the Globalectic Imagination” at Penn State on April 20, 2017. His lecture discussed issues surrounding language policy, multilingualism, and globalization. The Center for Global Studies collaborated with the **Migration Studies Project**, **Africana Research Center**, **African Studies Program**, and **Rock Ethics Institute**. After the lecture, CGS Intern Toluwanimi Segun interviewed Wa Thiong'o about his writings and work at the University of California, Irvine.

120 people attended this event.

The lecture and interview are both currently available on the CGS website.

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 2016-2017 year:

... at Penn State and in State College

African Studies Program • Africana Research Center • Bilingualism Matters at Penn State • Bellefonte High School • Center for Advanced Language Proficiency Education and Research • Center for American Literary Studies • Center for Democratic Deliberation • Center for Online Innovation in Learning • Center for Solutions to Weather and Climate Risk • College of Communications • College of the Liberal Arts • College of Education • Consortium for Educational Resources on Islamic Studies (CERIS) • Department of Asian Studies • Department of Comparative Literature • Department of Curriculum and Instruction • Department of English • The Department of Film-Video and Media Studies • Department of French and Francophone Studies • Department of German and Slavic Languages and Literatures • Department of History • Department of Political Science • Department of Spanish, Italian, and Portuguese • Department of Women's, Gender, and Sexuality Studies • Global Connections • Hillel Penn State • Humanities Institute • Institutes of Energy and the Environment • Interinstitutional Center for Indigenous Knowledge • Journal of Law and International Affairs • Latin American Studies Program • LGBTQA Student Resource Center • Midwest Institute for International/Intercultural Education • Migration Studies Project • Mount Nittany Middle School • Office of Finance and Business • Office of International Programs, College of Agricultural Sciences • Partnership for Public Service • Paterno Fellows Program • Penn State Law • Penn State Law Review • Penn State Outreach & Online Education Diversity Council • Penn State University Libraries • Pennsylvania High School United Nations • PSU Iranian Students' Association • Rock Ethics Institute • Sankritilaya • Schlow Centre Regional Library • School of Global Languages, Literatures, and Cultures • School of International Affairs • Schreyer Honors College • Shambhavi's International School of Kathak (SISK) • Sierra Club Moshannon Group • Spring Creek Watershed Commission • State College Borough • State College High School • Sustainability Communications Initiative • The American Comparative Literature Association • The Arthur W. Page Center • The Center for Language Science • The Center for Marine Science and Technology • The Foundation for Law and International Affairs • The Office of Educational Equity/CORED • The Office of Vice President and Research • The Penn State International Arbitration Group • The Penn State Research and Career Development Network for Law & International Affairs • The State Theatre • The Sustainability Institute • The University Office of Global Programs • The Woskob Family Endowment in Ukrainian Studies • Unitarian Universalist Fellowship of Centre County • University Park Allocation Committee • Weiss Chair of the Humanities • World in Conversation

...with other National Resource Centers

The state of Pennsylvania is now served by two international National Resource Centers: 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. We have a productive collaboration with GSC Director Dr. Michael Goodhart including the formation of an undergraduate research symposium. Currently, we are working with the GSC to re-organize the symposium to better engage students who are interested in global studies.



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.



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 Illinois (Russian-EE & Eurasian Studies, EU Center, Latin American and Caribbean Studies), University of Washington (Southeast Asia Center, Center for West European Studies), University of Wisconsin (Institute for Regional and International Studies), Georgetown

University (Middle East and North African Center), University of Pennsylvania (Middle East Center), University of Kansas (East Asia Studies), University of Pittsburgh (Russian & East European Studies), and the American Institute for Indonesian 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 “Human Migrations, Global Networks, and Leadership” at Kalamazoo Valley Community College (Michigan). Fifteen community college educators attended the week-long workshop. According to the post-workshop survey given to attendees:

- 100% of attendees rated the overall content of the workshop as excellent
- 100% of attendees increased their understanding of issues relating to “Human Migrations”
- 93% of attendees gained ideas/information they could incorporate into future teaching

Participants described the workshop as “One of the very best workshops with knowledgeable presenters”, a “great networking opportunity”, and an “excellent opportunity to share ideas.”

15 educators attended this event.

... with Dubois Campus

In our proposal, the CGS identified four Penn State Commonwealth campuses – DuBois, Fayette, Hazleton, and Mont Alto – that meet the U.S. Department of Education’s definition of community colleges. Our work focused primarily on the DuBois campus, specifically on collaborating with Dr. Robert Loeb, professor of Biology and Forestry, to develop an embedded course for students at Dubois. Dr. Loeb worked closely with a faculty mentor, Dr. Deborah Gill, Associate Professor of Spanish, who was also the faculty leader for Global Programs at the Dubois campus. This collaboration led to the development of an INTAG 297 (Culture and Natural Resources Conservation) course involving travel to Dublin, Ireland that was approved by the Global Programs Committee of the University College. This course which was scheduled to be offered in March 2017, was cancelled due to low enrollment; it will however be offered again in the future.

... 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. To that end, the Center's Director Sophia McClennen and Associate Director Sarah Lyall-Combs met with faculty from research centers at two Indian universities: the Centre for Culture, Media and Governance at Jamia Millia Islamia University and the Indian Institute of Mass Communications at Jawaharlal Nehru University. Additionally, they met with the Managing Director of India's National Film Development Cooperation. Our plan was to advance conversations on partnerships between Penn State and these universities and organizations with the hope of developing research collaborations, and enhancing student, faculty, and research exchanges. We specifically hope to bring two scholars met in India; Dr. Sunetra Sen Narayan, Indian Institute of Mass Communication, and Dr. Shalini Narayanan, Independent Communications Consultant, to Penn State in the fall.



(L-R): Dr. Shalini Narayanan, Independent Communications Consultant; Dr. Sunetra Sen Narayan, Indian Institute of Mass Communication; Dr. Sophia McClennen; Sarah Lyall-Combs

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 grant the CGS Impact Award to attendees of our pedagogical workshops and in-service presentations (see p. 25) who go on to design curricular materials based on the ideas discussed.

The Center for Global Studies has two specific curricular projects in mind for 2017-2018. In the fall of 2016, we hosted a film screening and panel discussion of *After Coal*, a documentary on the fossil fuel crisis. We are currently working with a member of the Department of Education to create sustainability curriculum to go along with the film. We also hope to continue to partner with Christine Morris and other World Cultures teachers to augment their curriculum with international guest speakers and additional programming.

Workshops for Teachers

The Center will host a K-12 teacher's workshop in the fall and spring, continuing our partnership with College of Education course CI 495 C. We will be meeting as a team in mid-June 2017 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. 19).

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. 19-20). 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.

The CGS continued administration of the Fulbright-Hays Doctoral Dissertation Research Abroad Fellowship. Two candidates in the Liberal Arts submitted applications as part of the institutional application. Kelsey Brain (Geography and Women's Studies) requested funding to conduct research on the development impacts of amenity migration by examining how these impacts are experienced across race, class, and gender while Megan McDonie (History) requested support for her multi-disciplinary project on the role of the environment in the dynamics of conquest and colonization. The awards will be made by September 30, 2017.

We plan to continue the Brown Bag Lecture Series as a venue for graduate students and early career faculty whose work addresses global issues to present their research. Furthermore, we look forward to expanding research support to graduate students and all 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.

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 South Asian languages (with an emphasis on 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. Next year, thanks to NRC funding, the CGS and the Department of Comparative Literature at Penn State will collaborate to host an Arabic Foreign Language Teaching Assistant.

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 lecture series as resources on our web page.

Collaboration with Other National Resource 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. We are currently in the process of re-organizing the symposium, and hope to relaunch the symposium next fall in Pittsburgh.

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).



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