



## Online Master's Degree in Global Education

*Contains excerpts from an article by Craig Chamberlain, News Bureau, University of Illinois at Urbana-Champaign, from 4/4/05.*

All education is global. At least that's the perspective of a new online master's degree program at the University of Illinois at Urbana-Champaign.

The new Global Studies in Education program (GSE), near the end of its first semester, aims to give educators resources and skills for teaching in an age of "global interconnectivity," says education professor Fazal Rizvi, the program's director.

Rizvi, whose family heritage is Iranian, was born and raised in India, educated in England, and spent most of his academic career in Australia. He has been studying global issues related to education for more than a decade.

He came to the College of Education at Illinois to develop its global studies curriculum at a time when there has been a growing campus emphasis on international studies and study abroad. Making it all the more apropos and timely was his arrival at Illinois exactly three weeks prior to the September 11, 2001, terrorist attacks. In the aftermath of those attacks, "we were hearing from everyone in Washington, D.C., and elsewhere that Americans need to know more about the world," Rizvi said, "but there wasn't all that much attention being paid to teachers' professional development."

Rizvi thinks the GSE program is the first to do that in a comprehensive way, bringing together a number of diverse elements, ranging from curriculum and policy to technology and cultural issues.

And the response of teachers signing up for the first cohort of 19 students seems to demonstrate a need, according to Nicole Lamers, the graduate student who coordinates the program. Almost all the potential spots were quickly filled with little advance notice, she said. "For most of them, it's the same thing: It's something that they've been looking for and haven't been able to find." But this program is entirely online.

The GSE program is operated through an online course delivery system called Moodle, which allows professors and students to interact rather fluidly. The general curriculum works as follows: each Wednesday the professor (for the first cohort that



Fazal Rizvi (left), Global Studies in Education Online Director, and Nicole Lamers, Program Coordinator

means Curriculum and Instruction professor Brenda Trofanenko) gives a 20 to 30 minute lecture to which the students listen online through Moodle. The students may interrupt the professor or ask questions using their instant messaging software, and Moodle allows the professor to respond orally to the entire class. After the lecture, students typically have an online chat amongst themselves (it can last for hours), which helps the reinforce the material. Just as importantly, the online lecture and follow-on chat give students the sense that they are part of a group learning process and allow them to become familiar with each other and exchange ideas and experiences.

Most of the cohort, which will stay together throughout the program, are mid-career teachers who have spent time abroad or with ethnically diverse populations. "I think it's those kinds of experiences that bring people to a program like this," Lamers said. One group member is a California teacher with a class composed almost entirely of Mexican or Mexican-American students. Another is a local teacher who was raised in Algeria by American missionary parents. Two of the students are taking the class while teaching abroad, one in Bahrain and one in Japan. The student in Bahrain has

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**Edward Kolodziej,**  
Director of CGS

## Message from the Director

Dear Readers,

Thanks to central campus support, the active and imaginative contributions of accomplished faculty, the sustaining assistance of nine colleges and their deans, the leadership of multiple disciplinary and professional units, and a most talented student body—the Center for Global Studies is alive and well—and growing.

Dedicated to globalizing the research, teaching, and outreach missions of the campus, CGS can cite these University of Illinois accomplishments:

- the creation of a fully on-line Master's Degree in Global Studies in Education, the first of its kind in the nation;
- 17 new courses at all levels of instruction across 13 units and 5 colleges, reaching upwards of 2000 students;
- the prompting of several new doctoral subfields impacting on global studies;
- the development of undergraduate certificates in global studies in commerce and international relations;
- support for multiple conferences that, combined, elicited over 500 papers, yielding both edited volumes, multiple journal articles, and special journal editions;
- the dissemination of Illinois's global studies programs and projects through the CGS website, with over 5000 hits a month;
- the successful completion of the first *Prisms of Globalization* all-campus seminars, a perennial from now on, designed to bring the expertise of prominent faculty in diverse fields of global studies to the campus and community.

The CGS staff and Advisory Committee, composed of distinguished faculty from across the University of Illinois's colleges, are presently involved in planning for the renewal of the National Resource Center status of CGS and its Title VI grant from the Department of Education in the cycle of competition scheduled for this fall.

With continued campus support, I am confident that CGS will remain at the forefront of global studies research and maintain its high level of productivity in the future. CGS is especially interested in your ideas and contributions to this exciting program.

Ed Kolodziej, Director

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# Transnational Art Bridges Cultural Divide



“Traffic,” by Mona Hatoum (2002). Suitcases, plastic, metal, and human hair. 19”x25”x26.5”

Contains excerpts and photos from an article by Melissa Mitchell, News Bureau, University of Illinois at Urbana-Champaign, from 1/14/04.

Throughout history, various cultures have been lumped together into the broad categories ‘East’ and ‘West’ in order to distinguish an ‘us’ from a ‘them,’ according to art historian and CGS associate David O’Brien. This habit continues today, he says, “but at the expense of cross-cultural understanding and despite the fact that the lives of many people now cross the East/West divide.”

To bridge the cultural gap, O’Brien, Associate Professor of Art History, and David Prochaska, Professor of History, curated an exhibition at the Krannert Art Museum entitled *Beyond East and West: Seven Transnational Artists* and organized the conference “Beyond East and West: Transnational Art Today.”

The exhibition displayed new work by seven important contemporary artists—Jananne Al-Ani, Ghada Amer, Mona Hatoum, Y.Z. Kami, Walid Raad, Michael Rovner, and Shahzia Sikander. It was designed to dissolve cultural boundaries and improve global understanding between cultures.

All of the artists represented in the exhibition were born in the region stretching from Egypt to Pakistan and have lived and worked in the United States or Europe. Their work reflects a familiarity with diverse forms of artistic expression and is shaped by what O’Brien calls “competing cultural allegiances.”

In an essay included in the catalogue accompanying the exhibition, O’Brien says he chose to display these artists as a group because they address “various experiences of travel, exile, diaspora, alienation and integration, feelings of longing and belonging, memories of places and people, encounters with divergent views of sexuality and gender alternate political understandings of the world, and cultural practice that both divide and unite us.”

The sister conference brought together four artists featured in the exhibition and a number

of leading scholars from across the globe. Okwui Enwezor, a Visiting Professor of Art History at Illinois and Professor of Art History at Pittsburgh, was the keynote speaker. Among the outside scholars in attendance were Timothy Brennan (Minnesota), Fred Bohrer (Hood College), Holly Edwards (Williams), and Keya Ganguly (Minnesota). Some of the questions addressed at the conference were: How does the history of relations between Europe, the United States, and the region from Pakistan to Egypt inform the work of these artists? How does their art interrogate dominant political, religious, social, and cultural beliefs both in their homelands and in Europe and the United States? Who are these new cosmopolitan artists addressing? How has the contrasting experience of women in the various societies under consideration informed new transnational artistic expressions?

The exhibition and the conference were great successes: the Krannert show was seen by at least 10,000 visitors, and has since traveled to Louisiana State University, Dartmouth University, and Williams College. Most talks drew audiences between 50 and 100, and approximately 300 people came to at least one event.

“The art in this show addresses various experiences... understandings ...and cultural practices that both unite and divide us.”

## The First International Congress of Qualitative Inquiry

This May 5-7, **Professor of Communications Norman Denzin** and the Institute of Communications Research will host the *First International Congress and Institute on Qualitative Inquiry and Critical Cultural Studies* to be held at the University of Illinois, Urbana-Champaign (<http://www.qi2005.org>). The Congress follows last summer’s *2004 Crossroads in Cultural Studies Conference*, also organized by Denzin, which drew more than 700 participants from 42 countries and produced over 400 papers.

The *First Congress* will host over 800 guests from more than 37 countries, and by last count 170 panels have been organized around approximately 700 papers.

What distinguishes this Congress from other international discussions on qualitative research is its critical stance towards attacks on qualitative methods and its focus on the most cutting edge advances in qualitative and interdisciplinary methods (i.e., indigenous studies, African-American studies).

Keynote speakers are Linda Tuhiwai Smith from the University of Auckland, New Zealand, and Jan Morse from the University of Alberta Canada.

# The International Business Immersion Program



**Hamish Gow, Director of the International Business Immersion Programs.**

*Contains excerpts from an article by Debra Levey Larson in ACES Afield, University of Illinois at Urbana-Champaign, 2005.*

This spring 22 University of Illinois students must stay in class an extra three weeks before they finish the semester. No, this is not punishment. For these students, the extra class time is actually a business immersion trip to Brazil with Professor Hamish Gow and Rachel Kopay (Department of Agricultural and Consumer Economics) as part of the International Business Immersion Program (IBIP).

In 2001, the College of Agriculture, Consumer and Environmental Sciences, the College of Business, in conjunction with ADM Company, the Dutch Firm Rabobank, and Cargill, Inc., piloted the IBIP to study the firm, chain, and industry dynamics of global agri-food business. This program has since enabled almost 200 students to gain first-hand experience with the cultural, economic, political, and operational issues confronting international firms operating in the agribusiness sector. "We analyze an entire international marketing channel from raw materials through to end consumer, exploring the complex linkages and relationships between buyers, suppliers and their institutional and physical environments globally and locally," says Gow. "By examining the complex decisions that managers and senior business executives face in producing, manufacturing, and delivering the food we eat every day, participants gain a greater understanding of the way the 'real world' works."

The Brazil program is the newest of the IBIPs. Past programs have also been to Europe and New Zealand, and each course is tailored to face the critical issues confronting business executives in each destination. For example, in summer 2004, the European module took 40 undergraduates to Belgium, the Netherlands, and

France to study the firm, industry, and marketing responses to the recent food security problems in that region including foot and mouth disease, mad cow disease, and genetically modified organisms. Over spring break 2005, 10 graduate students and one undergraduate traveled to New Zealand to learn about wool and textile production. The Brazil program focuses on the complex interaction between international agribusiness, poverty, and the environment along the soybean channel.

The trip overseas is the showpiece of a semester long seminar in global business with a very sensible curriculum: the agriculture and food industries are used as live case studies for the students. During the semester students visit Illinois farms, biotechnology firms, and agricultural processors, and have guest lectures from industry professionals and campus specialists to get a more practical grasp of the entire food chain operation in the United States. During the semester, students pair up to conduct in-depth research projects of specific social, cultural, environmental, economic, or political relevance to the Brazilian business environment in preparation for the trip. Then the real learning begins.

The students, using their knowledge of the US processes as a point of reference, will spend the three weeks learning about the particular processes and problems facing Brazilian and foreign farmers, processors, and firms. By examining the entire food channel directionally (that is, starting at the top and working down), students have a learning experience unmatched in any classroom. Indeed, practicality is the watchword for Gow and Kopay. IBIP is designed give students the experience necessary to foster global business networks, improve their international understanding, and thus enhance future international agribusiness transaction.

After returning from Brazil last year, Sandi Preston, a junior in the College of Communications majoring in advertising and sociology, said, "I gained knowledge of products and processes I've never considered, although each is somehow part of my daily life. On the coffee farms, I learned the rather complex process of producing high-quality coffee, never before realizing how much work went into such a common beverage." Preston went on to say that getting an opportunity to converse with a couple of young workers was most gratifying. "It made the whole experience more real, knowing that this was not just a one-day tour for them, but the means of their survival."

Ultimately, Gow and Kopay see IBIP as a logistical and partnership framework that they hope to develop on a global scale. The aim is for Illinois professors (and eventually their counterparts abroad) to be able to apply IBIP to any region or issue confronting global business.

Three extra weeks in class doesn't sound so bad, does it?

## To Learn More about IBIP...

...visit the website at <http://www.ibip.uiuc.edu>

The IBIP website has more on the regional modules of IBIP, application information, and a course syllabus for the Brazil 2005 IBIP.



IBIP Students at Cosan sugarcane processing plant in Piracicaba, Brazil, 2004.

## SCOLA in the Classroom

Interested in globalizing your classroom? Use SCOLA. You may be familiar with the TV channel SCOLA. This non-profit organization disseminates international news and cultural information in many languages via satellite, cable TV, and the internet. Four SCOLA channels provide 24-hour programming from a wide variety of languages and cultures. SCOLA's stated mission is "to help people of the world learn more about one another, their cultures, their languages and their ideologies."

SCOLA also puts out great educational resources called **Insta-Class Files**, great resources for teachers to raise awareness of current international events and support language instruction. Each file includes a transcript of the TV broadcast in the vernacular and an English translation. Transcripts are supplemented by a list of vocabulary words, discussion topics, and quizzes. Broadcast schedules, audio files and web documents are available for Insta-Class Files at <http://www.scola.org>.

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parents' homeland. With the intent of making contacts for future visits and clinics, I visited Georgetown Public Hospital, the capital's main public hospital, Lusignan Primary Health Care Center, a small village health center serving the workers of Guysuco Corporation (Guyana's sugar cane industry), and HOPE Children's Home, a home for abused, abandoned, and neglected children in Emmore, Guyana. I talked with the administrators at these hospitals about the challenges they face in providing care to their constituents. I also made preliminary inquiries into a medical

clerkship I hope to arrange at Georgetown Public Hospital during my fourth year of medical school.

Traveling through both countries was an incredible educational experience. It opened my eyes to a variety of public health concerns and human rights issues. I encourage all Illinois students to broaden their horizons and spend some time in a different part of the world. You will gain an experience and an understanding that is unrivaled by any formal education and that will benefit you for years to come.

*Online-Master's continued from front page*

to be up at 5 am one day each week to participate in the lecture and discussion online.

Diversity within the group is "absolutely central to the program," Rizvi said. That means diversity in experience, family background, subjects they teach, where they teach, etc. He hopes future classes also will include teachers from other countries. "We're hoping that students will teach each other much more than we'll teach them," he said.

Lamers said many teachers in the program are motivated by a desire to explain to colleagues why a global perspective is important for teaching in local schools. "They feel it's important," she said. "There's this thing that we (as a society) don't really understand, this thing called globalization, that's happening to us," Lamers said, and it needs to be incorporated into schools. Accordingly, Rizvi said, the aim of the program is not to prescribe course content, but to give teachers ideas and resources for exploring

the relevance of global interconnections and for finding ways to "globalize" their own curricula. "We are interested, if you like, in incremental change within the thinking of teachers and schools who believe that there is something new that's happening out there, but don't know yet exactly what that is."

For teachers, students, and those interested in global studies education, the GSE website (<http://gse.ed.uiuc.edu>) provides several useful open access resources. There is a glossary of Key GSE Concepts common throughout the literature the program and global studies education in general. There are also research and teaching resources that anyone can use for global education study, teaching ideas, and research.

The Global Studies in Education program was developed with funding from the Center for Global Studies, the Illinois International High School Initiative, and several Area-Centers at the University of Illinois at Urbana-Champaign including the Center for African Studies, and the Russian and East European Center.

## Interested in a FLAS?

The unique aspect of the Global Studies FLAS is that graduate and professional students can now learn a language and culture relevant to their projected professional work, yet not necessarily be expected to teach that language or be engaged in area studies.

Students from all fields are invited to apply for CGS FLAS Fellowships, although those studying an international area within their discipline and to those studying Less Commonly Taught Languages have a competitive advantage.

For application information visit [http://www.cgs.uiuc.edu/resources/FLAS\\_fellowships](http://www.cgs.uiuc.edu/resources/FLAS_fellowships)



**Christina Khan, CGS  
FLAS Fellow.**

## Congratulations to CGS FLAS Fellows!

Congratulations to the graduate and professional students who received CGS Foreign Language and Area Studies Fellowships for 2005 and 2006! Title VI Grants from the US Dept. of Education allow CGS to award FLAS Fellowships to graduate and professional students of exceptional promise who plan to enter the professional world in fields with a global dimension.

The objective of the CGS FLAS program is to provide graduate and professional students with the skills they need to deal effectively with global issues in their future roles in business, health, education, government, non-governmental organizations, intergovernmental organizations, and other professions.

CGS typically awards six academic year fellowships and four summer awards.

Each Summer 2005 FLAS Fellow receives a \$4,000 stipend, plus tuition and fees.

- **Maria Boerngen**, Agricultural and Consumer Economics, to study Japanese.
- **Kwodwo Gyase**, African Studies, to study Twi.
- **Chen Li**, Linguistics, to study Arabic.
- **Rashelle Roos**, Art & Design, to study Turkish.

Each Academic Year 2005-06 FLAS Fellow receives a \$14,000 stipend plus tuition and fees.

- **Kwodwo Gyase**, African Studies, to study Bamana.
- **Lane Harris**, History, to study Chinese.
- **Erica Hill**, African Studies, to study Swahili.
- **Eliza Johannes**, Educational Policy Studies, to study Kishwahili.
- **Chen Li**, Linguistics, to study Arabic.
- **Mary Allison Witt**, Educational Policy Studies, to study Japanese.

## FLAS Spotlight on Christina Khan

*By Christina Khan, MD/PhD Candidate, College of Medicine & Dept of Community Health, who was a Summer 2004 and AY 2004-05 CGS FLAS Fellow.*

With the support of a Foreign Languages and Area Studies Fellowships (FLAS) from the Center for Global Studies, I participated in a customized Portuguese/Medicine program in Brazil in summer 2004. The SALUD program combines language learning and travel with medical experience in a foreign country. I studied in three different locations in Brazil: Rio de Janeiro, Maceio, and Salvador. The opportunity to experience three different regions and to study both medicine and Portuguese through the FLAS fellowship was wonderful.

The medical portion of the program

was in Maceio and included lectures on tropical diseases and medical terminology, and two weeks of clinical experience at the state referral hospital for tropical disease. I saw rare cases that I had previously only read about, and was introduced to local public health concerns. The program was an excellent introduction to tropical diseases prevalent in Brazil and in many other parts of Latin America. My Portuguese classes were taught in different places: language-learning centers in Rio, Maceio, and Salvador. Overall, my studies in Brazil were an amazing experience that I will undoubtedly build upon my future career as a public health physician in Latin America.

While in the South America, I joined my family for a short trip to Guyana, my

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## The Life of Kids around the World: 2005 International Summer Institute

K-12 Teachers are invited to attend this five day intensive institute which will provide ideas on how to integrate global and regional issues into the curriculum through the lens of children from around the world. Teachers will also have the opportunity to develop and share curricular materials.

- Bring the World to Your Classroom: How to set-up web-based teleconferencing.
- Library Information Resources to Support the Curriculum.
- International Student Roundtables.

**This institute is approved for 30 CPDUs for Illinois teachers and 3.0 University of Illinois CEUs for non-Illinois teachers.**

**Registration** is only \$100 and includes housing and most meals.

For more information about the program and registration, please visit the ISI website at <http://www.cgs.uiuc.edu/isi> or contact CGS by phone at (217) 265-7518, or by email at [global-studies@uiuc.edu](mailto:global-studies@uiuc.edu)

*All applications are due at CGS by May 28, 2005.*

Session topics will include:

- Teaching about the Middle East: Challenges and Possibilities.
- Portraits of Schooling in Apartheid Africa.
- South Asian High School Students: Their Lives and Education.
- Science Education and Kids' Lives in Korea.
- Tales for Youth in Eastern Europe & Russia.
- Language and Schooling for Latin Americans.



**June 27-July 1 at Univ. of Illinois**

## Global Studies in Higher Education Conference

The Center for Global Studies will be hosting **Global Studies in Higher Education: A Conference on Research, Curricular, & Collaborative Opportunities** on the University of Illinois campus from June 19-22, 2005.

The conference will be multi-disciplinary and multi-professional, and will seek to accomplish at least five goals:

1. Identify and evaluate the range of prevailing and contested empirical and normative notions of globalization.
2. Share information of graduate and undergraduate programs in global studies, and evaluate prevailing curricula.
3. Discuss promotion of scholarship in global studies, including cross-disciplinary and -professional collaboration, and elicit more funding from private and public sources.
4. Develop networks across cooperating institutions with global studies programs.
5. Identify information resources and specific data sets to support global studies research and funding.

Featured speakers will include Rhobina Bhatt (Global Studies, Cal State Monterey Bay), Ed Kolodziej (Director of CGS, University of Illinois), Minkah Makalani (History, Rutgers University), John McNeill (History, Georgetown University), Patrice Petro (English and Film Studies, and Director of Center for International Education, University of Wisconsin-Milwaukee), Brian Rosenblum (Associate Librarian, University of Michigan), Charles Stewart (Associate Provost for International Affairs, University of Illinois), Terry Weech (Library and Information Science, University of Illinois).

For more information contact Steve Witt, Associate Director of CGS, by email at [swwitt@uiuc.edu](mailto:swwitt@uiuc.edu), by phone at (217) 265-7518, or visit our website at <http://www.cgs.uiuc.edu>.



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## CGS Upcoming and Summer Events

- May 10: CAS/Millercomm Lecture—Seymour Hersh, *The Chain of Command: From 9/11 to Abu Ghraib*, 5pm, at Foellinger Auditorium, University of Illinois.
- May 13-15: National Conference for Media Reform, in St. Louis, MO.
- June 16-17: *Covering the World of Business: New Opportunities for Journalists and Journalism Professors*, at the University of Illinois.
- June 19-22: *Global Studies in Higher Education: A Conference on Research, Curricular, & Collaborative Opportunities*, at the University of Illinois. **(see box on page 7)**
- June 22: *Global Studies Satellite Conference for Librarians and Information Specialists*, at the University of Illinois.
- June 27-July 1: *International Summer Institute, "The Life of Kids Around the World,"* at the University of Illinois. **(see box on page 7)**
- July 1-4: *Summer Institute for International Agriculture and Global Food Security*, at Indiana University in Bloomington, IN.

**For the latest information and events, please visit our website at <http://www.cgs.uiuc.edu>**

## Center for Global Studies Newsletter

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This is the inaugural edition of the CGS Newsletter. CGS will continue publication biannually and we welcome your comments and suggestions. To be added to our mailing list, please contact CGS at the address below.

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