

Center for the Study of Global Change

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Announcing:

The David E. Albright Memorial Scholarship

for deserving and dedicated International Studies students.

Honoring Dr. Albright's passion for international issues and legacy of mentoring students.

Details to be forthcoming.

Message from the Director

This has been a great year for the Global Center. We became part of the School of Global and International Studies (SGIS) in the College of Arts and Sciences, which more formally and strategically aligned us with the academic mission of Indiana University. The ongoing conversations regarding the intellectual foundation of SGIS and the International Studies Department have allowed us to share our grounded and empirical approach to Global Studies. Our **Framing the Global** Conference in September highlighted this approach and brought together scholars from the social sciences, humanities, area studies, and professional fields to analyze how global trends and generalities are made tangible and given meaning in our everyday lives, perceptions, practices, and material things. Both **PhD Minors, in Global Studies and Human Rights**, still administered by the Global Center but now part of the International Studies Department, promote this type of interdisciplinary, critical, practical, engaged, and grounded global research.

We continue to reach

out far beyond the walls of our campus with a number of innovative partnerships that are based on a philosophy of reciprocity, long-term sustainability, and high impact. Our productive relationship with **Ivy Tech Community College** is growing, and we continue to partner with **FMCCS**, our local school district foundation, to provide global grants to teachers. Our **Bridges** project provides critical language learning to youth in the community, and our **Muslim Voices** Twitter page now has over 50K followers from all over the world. Our annual **Institute for Curriculum and Campus Internationalization** is internationally known and rests on support from our colleagues across campus, as do many of our other programs. This year, we hosted the campus visit of Linda Woodhead for the **British Council** and organized an **AIEA** (Association of International Education Administrators) Regional Forum on global learning with IUPUI. We also provided 10 **FLAS Fellowships** to graduate and undergraduate students to study Arabic, Chinese, Portuguese, Russian, Somali, and Turkish. Lastly, we continue to support



curriculum internationalization in local (**MCCSC**) classrooms and schools across the state and nation.

There are numerous new projects on the horizon, including state-wide internationalization, re-framing global and area studies, and innovative collaborations to further educate and engage the world. In addition to all of our programming, the immediate reality for Spring 2014 will be writing our U.S. Department of Education (Title VI) National Resource Center grant proposal for another four years of funding. This is an important component of our funding, and we will likely be asking you for information to help create a stellar proposal.

In the meantime, the entire staff of the Global Center wishes you all the best as we look toward the New Year. We remain sincerely grateful for your ongoing involvement, insight, and support through all of our changes and continuities.

With best wishes, respect, and gratitude,
Hilary E. Kahn

Framing the Global: Entry Points for Research

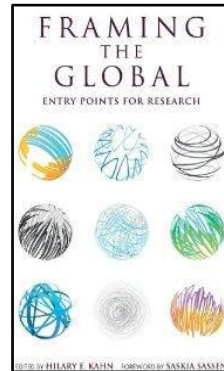
These extraordinary research projects capture foundational transformations that cannot be easily described in terms of the common categorization of global versus national [The volume can] be read as an experiment in expanding the analytic terrain for understanding and representing what we have come to name globalization.

From the Foreword of *Framing the Global: Entry Points for Research*, written by:

Saskia Sassen

Robert S. Lynd Professor, Sociology
Co-Chair, Committee on
Global Thought
Columbia University

The **Framing the Global** project, funded by the Andrew W. Mellon Foundation and in partnership with IU Press, is engaged in defining an intellectual space for the pursuit of global studies. It aims to investigate the complexity of global phenomena, generate new knowledge, challenge traditional approaches, and provide means to explore transnational linkages, as well as the entities being linked. In 2011, a working group of fifteen scholars from various disciplines and regions of the world began exploring approaches to studying 'the global' in relation to their individual research projects on an array of topics. The group has been meeting regularly through videoconference and occasionally in person for discussion among themselves, with visiting



For more information about the project:
framing.indiana.edu

Order book early from IU Press:

www.iupress.indiana.edu/product_info.php?cPath=1037_3130_7418&products_id=807220

scholars, and with the greater academic community. Some of the results of these discussions were presented at the Framing the Global conference in late September. ***Framing the Global: Entry Points for Research***, edited by Hilary E. Kahn and published by IU Press, will be released in Spring 2014 and is the product of this ongoing dialogue and global scholarship.

Like the Global Studies PhD Minor, which in many

ways inspired the questions being asked in this project, Framing the Global argues against narrow definitions of globalization and is thoughtfully defining empirical approaches for pursuing global scholarship, while at the same time recognizing how each researcher, discipline, and corner of the global necessitates its own unique framing. This concept of contextualized framings is what led to the entry points that have become the basis of the upcoming volume.

Indiana University and Ivy Tech Community College: Collaborating to Internationalize Curriculum

What makes a course internationalized?

<http://www.indiana.edu/~global/icab/resources.php>

IU and Ivy Tech Community College are involved in a unique partnership to support internationalization across Ivy Tech's state-wide curriculum. The partnership began with the **Internationalization Collaborative Across Bloomington (ICAB)** project, a four-year collaboration between IU and Ivy Tech Bloomington campuses, providing faculty development to internationalize teaching

and learning across a wide variety of disciplines and professional fields.

The three-year **Global Learning Across Indiana (GLAI)** project expands on ICAB to enhance global learning at all 30 Ivy Tech campuses. A state-wide global learning certificate and a program of Arabic language instruction are being designed, while 20 faculty per year internationalize dozens of courses. This will significantly contribute to Ivy

Tech's strategic plan to ensure that their graduates are globally competitive in today's interconnected workforce and world. GLAI's Project Directors are Drs. Rebecca Nickoli and Hilary Kahn and the Project Coordinator is Dr. Michelle Henderson. GLAI was recently featured in *BizVoice Magazine*:

www.bizvoicemagazine.com/media/archives/13septoct/Briefs.pdf

Curriculum and Campus Internationalization

Curriculum internationalization should be shared, defined, reinforced, and supported among all faculty, administrators, and staff who are responsible for fostering, encouraging, and implementing global learning and teaching on campuses. Collaborating with other IU area studies centers, the Global Center will offer the 4th annual four-day **Institute for Curriculum and Campus Internationalization (ICCI)** to relevant personnel of

Research 1 universities and Liberal Arts, minority-serving, and community colleges this **May 18-21, 2014**. In 2013, ICCI included 55 participants from 23 different institutions across the United States, Guam, and Mongolia.

Located in Bloomington, ICCI aims to facilitate the internationalization of participants' campuses, curricula, and/or courses in order to better prepare students to be effective scholars, practitioners, and citizens of the 21st century.

Participants choose one of two tracks to best meet their needs: course focus (teaching and learning) or campus focus (institutional strategies). An optional pre-institute workshop provides a general overview of internationalization in U.S. higher education. All participants are exposed to national leaders in the field; attend a global issues mini-conference; network at a cultural evening; and plan next steps with team members.

ICCI 2014 details:

www.indiana.edu/~global/icci



Supporting Less Commonly Taught Languages

While the Global Center recognizes the importance of exploring any world language, it places particular emphasis on Less Commonly Taught Languages or LCTLs.

Its LCTL initiatives focus on pedagogical training for language instructors. With IUB and community partners, **Bridges: Children, Languages, World** trains IU language students to teach local PreK-8 children Arabic, Chinese, Dari, Hausa, Mongolian, Russian,

Swahili, and/or Zulu in community settings. Based on the Bridges model, the IU School of Education, with Global Center support, provides courses toward a license addition for **K-6 World Language Teacher Certification** for pre- and in-service teachers (57 have applied in its first four years). The Summer 2013 **STARTALK** program trained 14 teachers from four states to teach Arabic, Chinese, and Turkish in community settings.

The Global Center's

August 2013 **Language Pedagogy, Assessment, and Technology Workshop for LCTL Instructors**, with campus partners, trained 46 IUB language instructors of 23 languages. Three interactive days involved model lessons, ACTFL national standards, communication modes, microteaching, performance assessment, IU Center for Language Technology and Instructional Enrichment workshops, and a panel discussion about instructor issues and problem-solving.

2014 FLAS competition now open:

www.indiana.edu/~global/funding/flas.php

PreK-12 and Community Outreach Projects

The Global Center engages in a wide variety of PreK-12 and community outreach projects, from hosting community discussions on current global topics to helping K-12 schools internationalize their curricula through grants for special programs and professional development workshops.

A highlight this fall was the roll out of a free online curriculum called **Deliberation for Global Perspectives in Teaching and Learning**. It includes downloadable lesson plans and ready-to-use handouts; teachers can also contribute their own best practices.

This curriculum challenges students to examine multiple

perspectives in deliberative dialogues to learn about significant, complex global topics, to shape their own personal views on these topics, and to plan relevant civic actions. In contrast to debate, this approach relies on building knowledge through the use of civil discourse, a critical life-long skill.

Check out the Deliberation project:

www.indiana.edu/~global/deliberation/

PhD Minor in Human Rights: Student Profile

KEEP CONNECTED ...

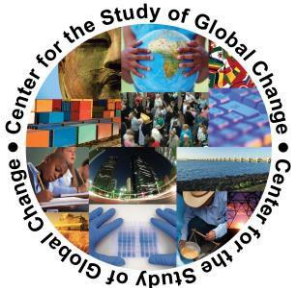
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Framing the Global Twitter:
<https://twitter.com/FramingGlobal>

The Many Faces of Human Trafficking Website:
www.indiana.edu/~traffick

Muslim Voices Twitter:
<https://twitter.com/muslimvoices>



Center for the Study of Global Change

Indiana University
201 N Indiana Avenue
Bloomington
IN 47408-4001, USA

Phone 812-856-5523
E-mail global@iu.edu



SCHOOL OF GLOBAL AND INTERNATIONAL STUDIES

INDIANA UNIVERSITY
College of Arts and Sciences

Originally from Pendleton, Indiana, Jessica taught elementary school for several years, then practiced law in New York and Michigan. After studying international human rights law at Oxford, she became interested in combining her professional interests to study the right to education. Jessica was happy to return to Indiana to enroll in IU's International and

Comparative Education PhD program and the human rights minor, a perfect fit for her current research interests. Hilary Kahn's seminar on global research, INTL I701: Multidisciplinary Seminar on Issues and Approaches in Global Studies, has also been very helpful in developing her research agenda.

Jessica hopes to teach at a Midwestern university,

focusing on the intersection of human rights, education, and business.



Jessica Ulm

The **Center for the Study of Global Change** examines *what is global*. To do so, it creates a supportive environment for cutting-edge approaches to global teaching, learning, and scholarship; promotes deeper analysis and critical understanding of global phenomena; contributes to the comprehensive internationalization of higher education; and integrates campus, community, regional, national, and international dialogues into its approaches and practices.

**Center for the Study of Global Change
An International Studies
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Title VI National Resource Center**

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Global Center Leadership Team:

Hilary Kahn, PhD, Director
Deborah Hutton, EdS, Assistant Director
Susan Garcia, MEd, Outreach Coordinator

with

Troy Byler
Edda Callahan
Cheryl Cottine
Vesna Dimitrieska
Bailey Foust

Michelle Henderson
Amy Horowitz
Stepanka Korytova
Martha Nyikos
Rosemary Pennington

Triet Pham
Deborah Piston-Hatlen
Pam Potter
Lei Wang