

U.S. Department of Education
Washington, D.C. 20202-5335

**APPLICATION FOR GRANT
UNDER THE**

IFLE Fiscal Year (FY) 2014 National Resource Centers

CFDA # 84.015A and 84.015B

PR/Award # P015A140168 P015B140168

Univ of Wisconsin System/Regents



Proposal to: **US Department of Education**
International Education Programs Service
Washington, D.C. 20202-5331

for: **Undergraduate National Resource Center for Global Studies**
Undergraduate FLAS Fellowships

under: **CFDA 84.015A:** National Resource Centers
CFDA 84.015B: Foreign Language and Area Studies
(FLAS) Fellowships

for the period: **FY 2014-2017**
August 15, 2014-August 14, 2018

Submitted by: Patrice Petro, Principal Investigator
Vice Provost for International Education
Center for International Education
University of Wisconsin-Milwaukee
PO Box 413, Garland 102
Milwaukee, WI 53201
phone: 414-229-4253
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e-mail: ppetro@uwm.edu

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): _____ * Other (Specify): _____
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* 3. Date Received: _____	4. Applicant Identifier: _____
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5a. Federal Entity Identifier: _____	5b. Federal Award Identifier: _____
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State Use Only:

6. Date Received by State: _____	7. State Application Identifier: _____
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8. APPLICANT INFORMATION:

*** a. Legal Name:** Board of Regents of the University of Wisconsin System for UW-Milwaukee

* b. Employer/Taxpayer Identification Number (EIN/TIN): <u>39-1805963</u>	* c. Organizational DUNS: <u>627906399</u>
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d. Address:

*** Street1:** Office of Sponsored Programs
Street2: PO Box 340
*** City:** Milwaukee
County/Parish: Milwaukee
*** State:** WI: Wisconsin
Province: _____
*** Country:** USA: UNITED STATES
*** Zip / Postal Code:** 53201-0340

e. Organizational Unit:

Department Name: <u>Center for International Education</u>	Division Name: <u>Academic Affairs</u>
--	--

f. Name and contact information of person to be contacted on matters involving this application:

Prefix: _____ *** First Name:** Thomas
Middle Name: R.
*** Last Name:** Marcussen
Suffix: _____

Title: Director, Office of Sponsored Programs

Organizational Affiliation:

*** Telephone Number:** 414-229-4859 **Fax Number:** 414-229-5000

*** Email:** marcusse@uwm.edu

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.015A & 84.015B

CFDA Title:

National Resource Centers and Foreign Language and Area Studies Fellowships

*** 12. Funding Opportunity Number:**

ED-GRANTS-053014-001 & ED-GRANTS-053014-002

* Title:

Office of Postsecondary Education (OPE): National Resource Centers Program CFDA Number 84.015A; and Office of Postsecondary Education (OPE): Foreign Language and Area Studies (FLAS) Fellowships Program CFDA Number 84.015B

13. Competition Identification Number:

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

*** 15. Descriptive Title of Applicant's Project:**

Undergraduate National Resource Center for Global Studies and Undergraduate FLAS Fellowships

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="\$433,151"/>
* b. Applicant	<input type="text"/>
* c. State	<input type="text"/>
* d. Local	<input type="text"/>
* e. Other	<input type="text"/>
* f. Program Income	<input type="text"/>
* g. TOTAL	<input type="text" value="\$433,151"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- a. This application was made available to the State under the Executive Order 12372 Process for review on
- b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes No

If "Yes", provide explanation and attach

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:
Middle Name:
* Last Name:
Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative:

* Date Signed:

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
Dr.	Patrice		Petro	

Address:

Street1:	UWM Center for International Education
Street2:	PO Box 413, Garland Hall 102
City:	Milwaukee
County:	Milwaukee
State:	WI: Wisconsin
Zip Code:	53201
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
414-229-4253	414-229-3626

Email Address:
ppetrom@uwm.edu

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

Yes No Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed project Period?

Yes No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

<input type="text"/>	Add Attachment	Delete Attachment	View Attachment
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**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 04/30/2014

Name of Institution/Organization

Board of Regents of Univ. of Wisconsin System for UW-Milwaukee

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	51,600	52,224	52,873	53,548		210,245
2. Fringe Benefits	3,960	4,054	4,151	4,252		16,417
3. Travel	33,500	36,000	32,500	30,500		132,500
4. Equipment						
5. Supplies	16,000	16,000	16,000	16,000		64,000
6. Contractual						
7. Construction						
8. Other	115,450	110,950	111,950	105,450		443,800
9. Total Direct Costs (lines 1-8)	220,510	219,228	217,474	209,750		866,962
10. Indirect Costs*	17,641	17,538	17,398	16,780		69,357
11. Training Stipends	195,000	195,000	195,000	195,000		780,000
12. Total Costs (lines 9-11)	433,151	431,766	429,872	421,530		1,716,319

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/10/2012 To: Until Amended

Approving Federal agency: ED Other (please specify): DHHS

The Indirect Cost Rate is 48.5 %.

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 8.0 %.

Name of Institution/Organization

NOT APPLICABLE

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)

UWM Center for International Education • Undergraduate NRC and FLAS Fellowships Budget (FY14-17)

	2014/15 FY14	2015/16 FY15	2016/17 FY16	2017/18 FY17
Page Direct Costs				
1. PERSONNEL				
NRC/FLAS Administration				
	15,600	16,224	16,873	17,548
Administrative Assistant 50% LTE position to support grant activities coordination, data management, and evaluation 1040 hours/year at \$15/hour (anticipate annual increase of 4%) Fringes: FY14: 2340; FY15: 2433.6; FY16: 2530.95; FY17: 2632.2				
Student Workers				
p.17 p.32	12,000	12,000	12,000	12,000
Undergraduate Projects in Digital LCTL Teaching Materials Development and Research student hourly assistance for faculty-supervised less commonly taught language materials digitization and instructional materials development and research projects, under direction of language faculty and the LRC 1000 hours/year at \$12/hour Fringes: FY14: 540; FY15: 540; FY16: 540; FY17: 540				
p.30	12,000	12,000	12,000	12,000
K-12 Outreach Assistant hourly assistance of School of Education undergraduates to support K-12 teacher professional development and student programs 1000 hours/year at \$12/hour Fringes: FY14: 540; FY15: 540; FY16: 540; FY17: 540				
	12,000	12,000	12,000	12,000
CIE Student Assistant student hourly assistance for grant activities 1000 hours/year at \$12/hour Fringes: FY14: 420; FY15: 360; FY16: 360; FY17: 360				
Subtotal/Personnel:				
	51,600	52,224	52,873	53,548
2. FRINGE BENEFITS				
	2,340	2,434	2,531	2,632
LTE (Limited Term Employee) @ 15%				
	1,620	1,620	1,620	1,620
Student Workers @ 4.5%				
Subtotal/Fringe Benefits:				
	3,960	4,054	4,151	4,252
3. TRAVEL				
Domestic Travel				
Professional Development				
p.31	16,000	16,000	16,000	16,000
Proficiency Assessment and Pedagogy Training for UWM LCTL Faculty/Lecturers* (AP) travel/lodging/per diem for 8 LCTL instructors per year to attend Title VI LRC and ACTFL foreign language pedagogy workshops for professional development @ \$2000/person				
p.46	3,000	3,000	3,000	3,000
Program Dissemination for CIE faculty and staff to attend and present on Global Studies program and NRC activities at regional and national conferences; travel/lodging/per diem for 2 meetings/year @ \$1500/meeting				
	2,000			2,000
NRC/FLAS Project Directors' Meetings for CIE personnel to attend and network with Title VI center personnel and US/ED program staff				
Overseas Travel				
Curriculum Development				
p.30	6,000	6,000	6,000	6,000
School of Education - Study Abroad and Teaching Internship Development* (AP, CP) new study abroad and classroom teaching placements for pre-service teachers developed in collaboration with overseas partner institutions, to support new Global Educator Certificate program travel/lodging/per diem for 2 development trips per year at \$3000 per trip				
p.32	3,500			
Lake Baikal/Russia Research Program Site Development new overseas research program and partnerships supporting Global Sustainability, Environmental and Freshwater Sciences, and Russian language students and faculty partial cost of travel/lodging/per diem for faculty leader				
p.23		1,000	1,000	
Community Health Clinical Training in Cuba new 3-week clinical rotation for undergraduate Nursing students, building on the Spanish for Health Professionals Certificate being launched in 2014. Students complete the rotation at Milwaukee's 16th Street Community Health Center, which serves the local Spanish-speaking population. partial cost of travel/lodging/per diem for faculty leader				
p.32	3,000	3,000	3,000	
Physical Therapy Training and Partnerships in Malawi* (IP) new study abroad course for PT students to coincide with Nursing course in Malawi, will introduce students to rural care and unique needs of those with limited access to healthcare; development of new partnership with Malawi College of Medicine and Malawian Physiotherapy Program, to support learning experiences for UWM students in Nursing, Health Sciences, Sustainable Peacebuilding, and Global Studies. partial cost of travel/lodging/per diem for faculty leader				
p.33		7,000	3,500	3,500
Education Abroad in US/ED Priority World Areas* (IP) for faculty development of overseas study, research, and internship programs and institutional partnerships in South Africa, India, and Vietnam 4 program development awards at \$3500/award travel/lodging/per diem				
Subtotal/Travel:				
	33,500	36,000	32,500	30,500

UWM Center for International Education - Undergraduate NRC and FLAS Fellowships Budget (FY14-17)

Page	Direct Costs	2014/15 FY14	2015/16 FY15	2016/17 FY16	2017/18 FY17
p.32	Global Health Competency Sets Development for UWM Flex Degree <i>UWM's innovative Flex Degree allows students who have already completed some college to finish their bachelors' degrees through online work with faculty who test their abilities in different competency sets.</i> <i>1 curriculum development award at \$3500/award</i> <i>materials, travel/per diem, professional services</i>	3,500			
p.32	5-year BA/Masters Curriculum, Course Development <i>articulate curricula between BA in Global Studies and related Masters degree programs, to expedite motivated undergraduates' completion of advanced degrees; requires curricular planning and targeted U/G course development in related fields:</i> <i>i. BA in Global Studies (Global Communications) / MA in Languages (Translation)</i> <i>ii. BA in Global Studies (Global Management) / Master of Business Administration</i> <i>iii. BA in Global Studies (Global Sustainability) / Master of Sustainable Peacebuilding</i> <i>iv. BA in Global Studies (Global Health - new) / Master of Public Health</i> <i>8 course development awards at \$3500/award</i> <i>materials, travel/per diem, professional services</i>	7,000	7,000	7,000	7,000
Professional Development					
p.31	Global/Diversity Symposia <i>two-day conferences supporting cross-disciplinary dialogue about diversity in a global world; to explore local/global connections and differences related to challenges and opportunities facing multicultural societies around the world</i> <i>space/equipment rental, materials, publicity, travel/per diem, professional services</i>	8,000	8,000	8,000	8,000
p.31	UWM Workshops on K-16 Language Teaching Methodologies* (AP, CP) <i>pedagogy workshops for regional pre-service and in-service language teachers, with special sessions focusing on LCTL instruction, coordinated by UWM's Language Resource Center and featuring speakers from Title VI Language Resource Centers and ACTFL. Provides professional development to K-12, community college, and UWM language faculty and Education students.</i> <i>equipment rental, materials, publicity, travel/per diem, professional services</i>	8,000	8,000	8,000	8,000
p.31 p.48	Curriculum Development Workshops and Webinars for Technical College Faculty* (AP, CP) <i>to share best practices and incorporate global content across disciplines and trades through an annual two-day face-to-face workshop and quarterly webinars; in partnership with Milwaukee Area Technical College, Waukesha County Technical College</i> <i>materials, printing, supplies, professional services</i>	4,000	4,000	4,000	4,000
p.32 p.48	Global Studies Fellows' Community College Colloquia* (CP) <i>to support faculty professional development at and UWM Global Studies faculty collaborations with Wisconsin Technical Colleges and the 13 two-year UW-Colleges campuses.</i> <i>materials, travel, per diem</i>	1,250	1,250	1,250	1,250
p.19 p.32 p.48	American Geographical Society Library - Scholar Access Fellowships for MSI Faculty* (CP) <i>to increase access to the American Geographical Society collection at UWM and strengthen collaborations with Global Studies faculty. Three travel awards lasting up to four weeks per year will be awarded via national competition to scholars focusing on themes of Globalization in their research; preference will be given to scholars from Minority Serving Institutions and a proactive publicity campaign will be undertaken to encourage MSI faculty; stipends of \$375/week (maximum \$1500) defray travel/lodging/per diem costs for three fellows/year</i>	4,500	4,500	4,500	4,500
p.30	WIOC Collaborative Outreach Programs* (AP, CP) <i>co-sponsor with the Wisconsin International Outreach Consortium of NRCs at UWM and UW-Madison programs for key outreach audiences, including Children's Literature Conference and professional development workshops for K-12 teachers and librarians; Community/Technical College Faculty Workshops; WIOC Presentations at regional and national conferences; Middle and high school workshops</i>	2,500	2,500	2,500	2,500
K-12 Student Programs					
p.27 p.30	IWA Program Access Awards for Disadvantaged School Districts <i>to defray cost of substitute teachers and buses to enable groups of students from low-income urban and rural school districts to participate in IWA outreach programs such as Model UN, Kennan Academy</i>	5,000	5,000	5,000	5,000
p.27 p.30	Global-to-Local Integrated Service Learning Initiative* (AP) <i>to support Milwaukee youth-directed service learning projects addressing global challenges, in partnership with MPS teachers; includes:</i> <i>i. Teacher professional development on use of service learning pedagogies to incorporate global content in the classroom</i> <i>ii. Curriculum development for global-to-local classroom service learning projects that engage students in deeper learning and investigation of global challenges impacting communities around the world</i> <i>iii. Youth-led project development and implementation to address global challenges at the local and/or international level</i> <i>materials, printing, supplies, facilities, professional services</i>	4,000	4,000	4,000	4,000
p.30	Workshops on Diversity and Inclusion in Europe for Grades 7, 8, 9 <i>offer workshop for middle grades on issues connecting Europe and SE Wisconsin, including immigration, xenophobia, religious diversity, and related topics; with UW-Madison Center for European Studies</i> <i>materials, travel, per diem</i>		1,500		1,500

Section 427 of GEPA

The Center for International Education addresses the requirements of Section 427 of US/ED's General Education Provisions Act (GEPA) in detail in two sections of the proposal narrative:

- Under Selection Criterion 6 (Staff Resources), regarding the hiring of faculty and administrators;
- Under Selection Criterion 8 (Impact & Evaluation), in the context of equal access for students and outreach program participants.
- Under Selection Criterion 10 (Competitive Priorities), in the context of proposed K-16 partnerships.

CIE will maintain diversity in its oversight arrangements and project planning committees, and all faculty and administrators involved in hiring and in planning CIE activities will be informed of the need to ensure equitable access to and participation in CIE programs. In conjunction with all of its activities, CIE will take special care to ensure that programs, funding opportunities, and position vacancies are widely advertised. CIE will market these opportunities directly to members of traditionally-underrepresented groups and to organizations whose memberships include racial and ethnic minorities, women, people with disabilities, and the elderly.

The proposed NRC activities are designed to expand participation in CIE activities by students from groups that are traditionally underrepresented in international education programs – one of three primary project goals. A few examples of how CIE will achieve this goal: CIE partners with the Milwaukee Public Schools (MPS) and Milwaukee Area Technical College (MATC), whose students are primarily from minority and low-income backgrounds, and with UWM's diversity office, Global Inclusion & Engagement (GIE). CIE provides educator professional development programs, curricular materials, interactive learning programs for K-12 students. K-12 student programs emphasize making connections between students' lives and the global issues under discussion, as a deliberate learning strategy. To support participation in CIE outreach programs by teachers and students at disadvantaged schools, CIE provides program access funds to cover busses/transportation and substitute teacher costs. It will partner with MATC to plan and implement new curricular pathways between MATC and UWM's Global and International Studies undergraduate programs, and provide regular forums for faculty professional development as well as course development funding to support this effort. At UWM, CIE and GIE will plan and offer Global/Diversity Dialogues, a new co-curricular program series engaging UWM students of diverse international and domestic backgrounds in cross-cultural sharing and learning about diversity-related issues in the US and abroad.

These are only a few examples of ways in which CIE works to expand participation in its programs. More detailed information is contained in the proposal narrative, as noted above.

**APPLICATION WORLD REGION OR THEMATIC FOCUS
FY 2014-2017**

Africa	<input type="checkbox"/>
Canada	<input type="checkbox"/>
East Asia	<input type="checkbox"/>
International	<input type="checkbox" value="XXXX"/>
Latin America & Caribbean	<input type="checkbox"/>
Middle East	<input type="checkbox"/>
Pacific Islands	<input type="checkbox"/>
Russia / Eastern Europe / Eurasia	<input type="checkbox"/>
South Asia	<input type="checkbox"/>
Southeast Asia	<input type="checkbox"/>
Western Europe / Europe	<input type="checkbox"/>
Other (specify) _____	<input type="checkbox"/>

APPLICATION TYPE

Comprehensive NRC and FLAS	<input type="checkbox"/>
Undergraduate NRC and FLAS	<input type="checkbox" value="XXXX"/>
Comprehensive NRC only	<input type="checkbox"/>
Undergraduate NRC only	<input type="checkbox"/>
FLAS only	<input type="checkbox"/>

FLAS-ELIGIBLE LANGUAGES
Performance-Based Instruction
FY 2014 – 2017

- A FLAS-Eligible language marked “Y” means that the language is currently available and students can apply for fellowships. Languages marked “Y” should be substantiated by the course list and the faculty biographical information.
- You may request FLAS eligibility for additional languages at any time during the 4-year grant cycle by submitting the justification, course description, and the instructor’s CV.

Language	Eligible Now? Y/N
Arabic	Y
Chinese	Y
Japanese	Y
Korean	Y
Polish	Y
Portuguese	Y
Russian	Y
Vietnamese	Y

Information to Meet §602(e) Statutory Requirements

Sec. 602 (e) of the Title VI of the Higher Education Act of 1965, as amended states that applicant institutions desiring a grant under this section shall include the information below in their applications for funding. You may use this page or your own format to present this information. The supplemental information page(s) do not count against the project narrative page limitations. If the application is being submitted on behalf of a consortium, include responses for the lead institution and for the consortium partner(s).

- 1.) An explanation of how the activities funded by the grant will reflect diverse perspectives and a wide range of views and generate debate on world regions and international affairs; *and*

The Center for International Education actively seeks to ensure that a wide range of views are represented in all of its teaching, research and outreach activities. CIE uses a variety of administrative practices that ensure the involvement of individuals from diverse backgrounds, as well as program planning strategies that ensure inclusion of varying perspectives on central issues. The resulting programs encourage critical thinking and lively debate among students, scholars, and other participants – a source of dynamism that is largely responsible for the continuously expanding participation in Global Studies at UWM.

Following are several strategies CIE regularly employs and will continue to use in managing NRC and FLAS activities:

- **“Open Door” Policy:** In planning new academic programs, CIE advertises planning meetings on campus-wide faculty listservs and welcomes participation from all interested faculty and staff. Proactive efforts to ensure diverse participation include asking department chairs and deans to encourage their faculty to attend, and sending invitations to faculty members with research interests relating to the specific theme.
- **Multidisciplinary Course Development and Curriculum Oversight:** Course development takes place in multidisciplinary teams of faculty in order to ensure representation of diverse disciplinary and regional perspectives within core Global Studies courses. Global Studies oversight arrangements, which include developing and assessing progress toward learning goals, also help to foster a balanced representation of diverse perspectives in the undergraduate curriculum.
- **Confidential Course Evaluations:** Students enrolled in Global Studies courses are asked to complete confidential course evaluations which explicitly ask them to evaluate the extent to which materials and instruction were balanced and represented a diversity of perspectives. Results are shared with the Global Studies faculty coordinator and, to date, have not required follow-up with the instructor.
- **Non-partisan Programming Policy:** CIE’s Institute of World Affairs maintains a strict policy of offering non-partisan and politically balanced programming, a necessity given its close partnerships with respected media organizations including the Milwaukee Journal-Sentinel, Milwaukee Public Television, and Wisconsin Public Radio.
- **Debate and Panel Formats:** For outreach programs such as the Kennan Lectures and International Focus television program, CIE regularly employs debate formats, with two speakers representing diverging views on an issue. Other programs, including CIE’s annual conference and subject area portions of teacher training workshops, employ panels of speakers who bring a range of professional and scholarly experiences, expertise and perspectives to the discussion.
- **Peer Review Model:** In awarding funds to support course development, travel, and undergraduate overseas research, CIE issues campus-wide requests for proposals and employs diverse, multidisciplinary selection committees. CIE adheres to published deadlines and review standards in order to ensure fairness, and advises selection committees of its interest in making awards to recipients from diverse fields and backgrounds.

2.) A description of how the applicant will encourage government service in areas of national need, as identified by the U.S. Department of Education, as well as in areas of need in the education, business, and nonprofit sectors.

CIE encourages students to explore a wide array of career options in fields for which international expertise is needed, including areas of national need in the education, business, government and non-profit sectors. It does this with programs, courses and internships that enable students to learn about a variety of career paths, and will continue these efforts throughout the grant period. CIE offers:

- a “**Careers Across the Map**” speaker series. The State Department’s Chicago-based Diplomat in Residence is a regular guest for this series, along with professionals in fields including global health, TESL and translation, international development, and business;
- an “**Introduction to International Careers**” course offered each spring, providing further opportunities for students to hear about diverse careers. Speakers have included a US Army officer and an FBI agent who will discuss homeland security careers;
- Global Studies (required) overseas **internships**. Students have interned with AMIDEAST in Tunisia, CNN’s Beijing bureau, the American Information Center in Saratov, Russia, and the UN Habitat Program/Cities without Slums in Dar Es Salaam;
- **career advising**. CIE collaborates with UWM’s Career Development Center, School of Engineering career advising office and Lubar School of Business Career Center, and is UWM’s “go-to” office for international career advising; CIE online careers resources include a campus subscription to www.goinglobal.com, regularly emailed announcements of federal job and internship opportunities, and individualized career advising to students and alumni. These efforts provide information about careers at a full range of government and NGO employers;
- advising on domestic and overseas **graduate studies options**. Global Studies graduates have consequently gone on to professional degree programs in the UK, Germany, and Costa Rica, among other countries;
- information and assistance in preparing applications for **Boren Scholarships**, the government’s overseas fellowship program whose recipients commit to future service in fields supporting national security.

Proposed activities will also encourage student service in areas of national need, through development of **Global Health** curricula and **Global Educator** programs to train future teachers to teach for global competence; and through a focus on strengthening participation of traditionally underrepresented students in the Global Studies program, which has an explicit focus on preparation for careers in **Global Communications, Management, Security, Sustainability, and Urban Development**.

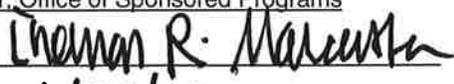
Applicant Institution(s) and Authorized Representative: The applicant assures that grant activities will be conducted in compliance with the statutory requirements provided in section 602(e) of the HEA, as amended.

Name of Applicant Institution and Center: University of Wisconsin-Milwaukee Center for International Education

Name/Title of Authorized Representative (Printed): Thomas R. Marcussen

Title: Director, Office of Sponsored Programs

Telephone: 414-229-4537

Signature: 

E-mail: marcusse@uwm.edu

Date: 6/25/14

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

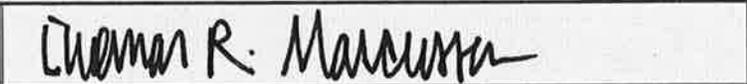
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As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL 	TITLE Director, Office of Sponsored Programs
APPLICANT ORGANIZATION University of Wisconsin-Milwaukee	DATE SUBMITTED 6/25/14

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION	
Board of Regents of the University of Wisconsin System for UW-Milwaukee	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input type="text"/>	* First Name: <input type="text" value="Thomas"/> Middle Name: <input type="text" value="R."/>
* Last Name: <input type="text" value="Marcussen"/> Suffix: <input type="text"/>	* Title: <input type="text" value="Director, Sponsored Programs"/>
* SIGNATURE: <input type="text" value="Thomas R. Marcussen"/>	* DATE: <input type="text" value="6/25/14"/>

UWM Center for International Education
 Proposal for Undergraduate NRC for Global Studies and Undergraduate FLAS Fellowships Grants

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University of Wisconsin-Milwaukee Center for International Education

Abstract

The University of Wisconsin-Milwaukee (UWM) is at the forefront of national efforts to expand interdisciplinary, campus-wide learning on globalization issues. The BA in Global Studies is a joint degree with five tracks linking liberal arts and professional disciplines and developing cross-cultural competencies through substantial language and overseas study. It represents an innovative, integrated approach to training specialists for careers in Global Communications, Management, Security, Sustainability, and Urban Development – its curricular tracks. As the driving force for an array of teaching, research and outreach activities that engage students and faculty across UWM as well as K-16 and public audiences, **Global Studies** is the centerpiece of UWM's application for **Undergraduate National Resource Center** and **FLAS Fellowships** grants.

Global Studies is unique for its successes in serving underserved students. UWM is an urban research university with a deep, historical commitment to provide access to underrepresented and disadvantaged students and to combat the effects of Milwaukee's poverty and segregation. UWM enrolls more Wisconsin students, more students from targeted US minority backgrounds, and more Pell Grant recipients than any other Wisconsin institution. These features inform the Center for International Education's (CIE's) approach: addressing gaps in the global education of low-income and minority K-12 students while providing a seamless path to interdisciplinary undergraduate learning opportunities that help overcome barriers to degree completion and career advancement.

CIE's track record with Global Studies is exemplified by its students' exceptional retention and graduation rates, graduate studies, and career placements. CIE is uniquely suited to meet national needs for global expertise while also strengthening access to international learning in an age in which global competence is critical for all students' success.

CIE proposes a series of interconnected initiatives to expand underrepresented students' participation in meaningful study of languages and global issues. Together with partners including Global Inclusion & Engagement (UWM's diversity office), the UWM School of Education, Milwaukee Public Schools (MPS), the Wisconsin Department of Public Instruction, and Milwaukee Area Technical College (MATC), CIE will strengthen K-16 global education while expanding national capacity in Global Studies and less commonly taught languages (LCTLs) by developing and implementing:

- Global/Diversity co-curricular, scholarly, and outreach programs;
- a Global Studies BA track in Global Health, and courses and overseas practica supporting undergraduate health studies in multiple UWM professional studies programs;
- four 5-year BA/Masters programs facilitating Global Studies majors' completion of graduate degrees in related professional fields;
- a Global Educator Certificate K-12 teacher preparation program aligned with Wisconsin's new Global Education Achievement Certificate for high school students;
- a Certificate in Pedagogy of Technology & Language for language teachers;
- a revised Russian teaching certification and model high school Russian curriculum;
- faculty-directed LCTL materials development and research project opportunities for undergraduates;
- expanded K-16 professional development and K-12 student programs;
- curricular pathways facilitating MATC students' transfer into UWM Global Studies;
- professional development and scholarly programs fostering collaborations with community colleges and Minority Serving Institutions; and
- targeted allocations of FLAS fellowships to students in priority LCTLs who demonstrate financial need and whose career aspirations align with national needs.

ACRONYM GUIDE

ACTFL	American Council on the Teaching of Foreign Languages
AGSL	American Geographical Society Library
AOC	Academic Opportunity Center
BA	Bachelor of Arts degree
CIE	Center for International Education
CIPD	Center for Instructional and Professional Development
CLACS	Center for Latin American and Caribbean Studies
CV	Curriculum Vitae (Appendix)
DPI	Wisconsin Department of Public Instruction
Fac.	faculty
FLAS	Foreign Language and Area Studies Fellowships
ILR	US Government Interagency Language Roundtable
IS	International Studies
IWA	Institute of World Affairs, CIE's outreach team
K-12	kindergarten through 12 th grade – elementary and secondary school
K-16	kindergarten through college – elementary, secondary, and postsecondary
Lec.	lecturer
L&S	College of Letters and Science –humanities, social sciences, natural sciences
LCTL	less commonly taught language
LRC	Language Resource Center
MATC	Milwaukee Area Technical College
MPS	Milwaukee Public Schools
NRC	National Resource Center
OPI	Oral Proficiency Interview – ACTFL assessment instrument
S&E	supplies and expenses
Sem.	semester
TA	teaching assistant
U-	University of
UG	undergraduate
UK	United Kingdom
UN	United Nations
US/ED	US Department of Education
UW	University of Wisconsin
UWM	University of Wisconsin-Milwaukee
WIOC	Wisconsin International Outreach Consortium

NARRATIVE

students are non-traditional, working to support themselves and families while attending college.

UWM is an urban research university with a deep, historical commitment to provide access to underrepresented and disadvantaged students. This mission is unique among Wisconsin colleges and universities. It positions UWM to address gaps in the global education of the state's low-income and minority K-12 students while providing a seamless path to postsecondary opportunities that help overcome persistent barriers to advancement in today's job market. It informs the work of the **Center for International Education (CIE)** and has since its founding.

CIE helps even the playing field for Wisconsin's disadvantaged K-12 and college students by introducing them to international studies and careers and helping them forge their paths in the world beyond their neighborhoods. With campus and community partners, CIE offers K-12 student programs as well as pre-service and in-service educator support that neither school districts nor the WI Department of Public Instruction can provide. Through academic and co-curricular programs on global issues, CIE provides learning opportunities and personalized advising that help students connect with the world beyond Milwaukee. There is much work to be done. Funding as an **Undergraduate National Resource Center for Global Studies**, with **FLAS Fellowships**, will strengthen and expand CIE's efforts to close the global competency gap between better- and less-well-resourced K-16 educational institutions and their students.

1. COMMITMENT TO THE SUBJECT AREA: The core belief that global competence is best served by meaningful international learning grounded in interdisciplinary study of contemporary world languages, cultures, and issues informs UWM's approach to international studies. An international education must enable students to learn by making direct connections between global and local problems, between their own experiences and those of people in other parts of the world. UWM boasts a unique environment for global learning. In contrast to institutions where diversity and international offices are working toward separate goals, CIE and Global

Inclusion & Engagement (UWM's diversity office) work in concert to foster transformative cross-cultural learning experiences grounded in the curriculum as well as student life.

Historically, UWM international programs have focused on meeting state and local needs for applied international expertise. UWM's *International Studies Major* was the first such program in Wisconsin. Since 1957 it has prepared Wisconsin students for advanced studies and careers in international relations, development, languages, and cultures. The *Institute of World Affairs (IWA)*, now within CIE, was founded in 1960 to provide community outreach; it remains Wisconsin's only World Affairs Council. In 1999 the State Legislature charged UWM to develop an ambitious degree program integrating the study of globalization with professional studies, language learning, and overseas study and internships; the resulting *BA in Global Studies* offers students a clear connection between their academic and career goals. Since 2009 a *Global Studies Minor* allows students in any major to include overseas, language, and globalization studies in their academic plans. Global Studies now drives a dynamic, integrated teaching, research, and outreach agenda that unites students and scholars across UWM in dialogue on globalization. While Global Studies' focus is international, it fosters a greater understanding of the US' – and our students' – place in an increasingly interconnected world.

Housed in Academic Affairs, CIE is UWM's central office for international programs, including Global and International Studies and also overseas study, research and internships, institutional partnerships, curriculum and faculty development, co-curricular and outreach programs, and international student services. CIE's structure ensures that Global Studies is integrally connected to UWM study abroad, partnerships development, faculty development, co-curricular and outreach activities. Its position within the university ensures CIE's engagement with initiatives fostering student access, inclusion, and success. Under faculty oversight, 14 “probationary” (tenure track) or “indefinite” (tenured) staff and a graduate assistant coordinate

on-campus and overseas academic, research, and outreach programs. Two more staff manage UWM’s 169 *linkages* (including 55 active undergraduate mobility agreements) with universities in 46 countries. Four staff offer business, personnel, and IT support for CIE’s program teams.

UWM’s commitment to international education access is underscored by its ongoing support for the K-12 and public *outreach activities* of IWA, CIE’s outreach office. Four full-time staff and a faculty director create and offer programs that enable off-campus communities and partners to benefit from UWM’s international education resources. IWA’s funding has been maintained despite repeated State budget cuts that have deeply impacted UWM.

For *CIE’s NRC-related operations*, UWM provides \$1.508m annually as shown in **Table 1**. The serious commitment demonstrated by this funding level is better understood in the context of UWM’s overall budget. UWM receives far less State support (\$3900 per student compared to \$8200) than Wisconsin’s other doctoral university, UW-Madison; and its extramural funding pales in comparison. UWM’s investment in Global Studies academic, research, and outreach initiatives represents a concerted, sustained effort to build global competency for the campus and the community.

Table 1: UWM Support for Global and International Studies Activities (2013/14)	
Activity	Spent
CIE NRC-Related Expenses:	
Academic/Research Programs	\$371,248
Outreach (IWA)	\$245,266
Study Abroad	\$500,684
Partnerships/Linkages Abroad	\$116,436
Business/Personnel/IT Support	\$274,955
UG Scholarships/Fellowships	\$175,000
15 Global Studies Faculty Lines	\$1,201,792
Library Resources (est.)	\$950,000
TOTAL:	\$3,585,381

Fifteen *faculty lines* in Letters & Science (L&S), Business, and the Arts carry formal Global Studies obligations. Many more faculty from every school voluntarily affiliate with Global Studies, teaching its core as well as related courses in their home departments and participating in scholarly conferences and colloquia, K-12 and public programs: 122 participated in the BA degree’s development, alone. UWM lacks the infrastructure provided by area studies centers and institutes at better-funded universities, and so Global Studies provides an important, engaging intellectual home for UWM’s internationally-focused scholars.

UWM Libraries staff work with CIE to ensure that the collections supporting Global Studies are comprehensive. Global Studies faculty identify purchasing priorities, and the staffs work together to ensure that needs are met, whether through the Libraries' budget or through CIE's.

Together with Financial Aid, Global Inclusion and Engagement, and the Office of Undergraduate Research, CIE provides *international studies scholarships* to about 175 undergraduates each year. This includes \$100k in need-based Study Abroad Grants; \$40k in Study Abroad Diversity Scholarships for first-generation college students, students from targeted US minorities, and students with disabilities; Undergraduate Overseas Research support of \$30k; a \$1000 Global Studies Overseas Internship Award; and \$4000 in merit-based Klotsche Scholarships to Global Studies and IS majors. Scholarships are critically important to UWM students. The opportunity presented by FLAS Fellowships to forego working while focusing on languages and international coursework, at UWM and abroad, will be a gift to students, an investment in their futures and in national global competence.

2. CURRICULUM DESIGN: CIE coordinates two majors, two minors, and four certificates offering UWM undergraduates a variety of options to focus their international learning. Global Studies is the most expansive and popular and, as the focus of CIE's teaching, research and outreach efforts, is the centerpiece of this proposal. With 223 majors and five tracks in which students focus their studies (**Table 2**), the **BA in Global Studies** offers a blend of academic and experiential training that has proven deeply relevant to UWM students' learning and career goals. Conferred by Letters & Science, Architecture & Urban Planning, Business, and Information Studies, the BA combines the strengths of liberal arts and professional studies with opportunities to develop competencies for understanding global trends, processes and impacts.

The degree's success is a lesson in not underestimating UWM students. When the BA was developed, many were skeptical that Global Studies could require extensive language study,

overseas study and internships and still attract students from among UWM’s student population. Global Studies subsequently made its mark as UWM’s largest, fastest-growing interdepartmental program – spurring its recent addition of new tracks in Sustainability and Urban Development.

Table 2: BA in Global Studies	
Track and Upper Division Core Course Emphases:	
Global Communications:	<i>explores relevance of language and culture in understanding innovations in and applications of IT, technology’s impact in today’s world, and technical competencies relevant to various careers</i>
Global Health (proposed for NRC development):	<i>will explore intersections between science, public policy, and practice in understanding challenges of poverty, disease prevention, and healthcare delivery systems</i>
Global Management:	<i>focuses on globalization’s impact on business contexts and practices, implications for private and public sectors, globalization’s role in economic development</i>
Global Security:	<i>examines conditions shaping political, economic, environmental, and human security; explores health, environment, human rights, peacebuilding, social movements, migration, race, gender, ethnicity</i>
Global Sustainability [new]:	<i>with a basis in international conservation and environmental studies, explores the intersections between science, management, and policy in systems approaches to sustainable development</i>
Global Urban Development [new]:	<i>explores global dimensions and local variations of urbanism, urbanization, architecture, history and economy of cities, causes and implications of urban growth, planning, development</i>

All Global Studies students complete *core requirements* outlined in **Table 3**. Coursework exploring various dimensions of globalization, eight semesters of language, a semester abroad, and an overseas internship enable students to develop intellectual competencies and a knowledge base that serve as a strong foundation for graduate studies or entry-level jobs in the student’s chosen field. While completing professional studies for their tracks, students take three courses on globalization and its impact on society and government, economics and the environment, and technology. A World Regions course examines regional implications of transnational trends.

Majors then take three advanced interdisciplinary courses within their tracks, noted in the

Course List. Students gain area expertise through eight semesters of language study, electives, overseas study and internships, and research projects. Graduates have generally met standard prerequisites for admission to graduate programs in their track’s related field.

Table 3: Curriculum Overview	
Core Requirements	Cr
Lower Division Core Courses:	
Global 101: People & Politics	3
Global 201: Economics & the Environment	3
Global 202: Globalization & Technology	3
World Regions Course	3
Upper Division Core Courses: special for each track	6
Professional Studies Courses (vary by track)	
Language Courses (8 semesters – # credits vary)	
Study Abroad – 1 semester	12
Overseas Internship – 160 hours, acad. supervision	3
Capstone Seminar: specialized for each track	3

Each core “Global” course was designed with specific cross-disciplinary learning goals and integrated assessment strategies to which faculty align and teach their syllabi, using their own approaches and subject expertise. This commitment to learning outcomes assessment is an essential feature of the degree and is addressed in **Section 9**.

The *language requirement* is designed as a semester rather than a proficiency requirement to promote multilingualism and the study of less commonly taught languages, several of which UWM does not offer through Semester 8. Over 45% of majors study LCTLs, and about 20% study two languages – one they studied previously and continue with, and a second they begin at UWM. The semester of study abroad helps these students attain higher proficiency levels in their second languages than might have been the case if they had stayed in Milwaukee.

Global Studies’ mandatory overseas study and internships are essential academic experiences contributing to attainment of the degree’s cross-cultural competency goals, and are high impact practices proven to promote student retention. Students typically complete both the semester abroad and internship in a country in which the language they have studied is spoken; of the 148 graduates to date, only 21 completed internships in English-speaking countries. The internship requires 160 work hours in a field related to the student’s track. Students plan their internships with a CIE advisor, identifying their own learning goals and placements, which they secure on their own. While abroad, they enroll in a three-credit online internship course through which they share their experiences with one another and complete self-reflective assignments assessing their experiences against their goals. **Table 4** provides examples of recent students’ internships.

For most Global Studies students, studying abroad is their first overseas experience, and a life changing one. A 2009 graduate, a student of color from Milwaukee now working as a US Tax Specialist for Euroclear Bank in Brussels, claims: “*My degree in Global Management provided the foundation to pursue my dreams through international internships and study*

abroad. The experiences and knowledge I gained through this unique program have given me the necessary tools to seek an international career abroad.”

Track	Employer	Project
Communications	US-European Media Hub, US Dept. of State, Belgium	Analyzed European media commentary on US politics; monitored trends and constructed social media strategic plans
Management	Beijing LGBT Center, China	Planned, promoted, and managed fundraising events for community-based social services and advocacy organization
Security	WiLDAF-Togo	Intake counseling of women in crisis with NGO working to end HIV/AIDS and sex trafficking in Africa
Sustainability	Eden Eco-resorts/Eco-Farms, Costa Rica	Designing sustainable greenhouses and aquaponic systems, and community education on sustainable living practices
Urban Development	Sustainable Harvest International, Belize	Interviewed local farmers in support of community education about sustainable and organic farming practices

A **Global Studies Minor** (52 enrolled) encourages students from every UWM major to engage in international learning. It is flexible to reach students from fields where curricula are heavily proscribed. It requires at least four semesters of language, two Global Studies lower division core courses, two upper division Global content electives, and 3 credits of study abroad.

The **International Studies (IS) Major/Minor** has 141 students, over 30% of whom study less commonly taught languages. **Table 5** provides an overview of IS and the area studies certificate programs CIE supports. Further internationally-focused majors, minors, and certificates are offered by other UWM departments. Area studies programs provide opportunities for Global and International Studies students to achieve greater depth of regional expertise.

Program	Tracks/Emphases	Requirements
International Studies Major and Minor	Int'l Politics & World Affairs Int'l Economics & Development World Languages & Cultures	Min. 14 cr. Language; micro-, macro-economics; political science; history; geography; statistics/data analysis; 36 cr. in track courses; IS Senior Seminar
Asian Studies Certificate	General Asian Studies Asian Studies/Language Focus	Min. 12 cr. Language; core course; 15 cr. electives
French & Francophone Studies Certificate	French and Francophone history, politics, culture	Min. 9 cr. Advanced Language; 3 cr. humanities; 6 cr. social sciences; 6 cr. Europe-centered courses; 6 cr. non-Europe Francophone courses
Middle East & N. African Studies Certificate	MENA languages, history, culture	Min. 8 cr. Language; Islamic civilization; 12 cr. electives
Russian & East European Studies Certificate	General REES REES/Language Focus	Min. 4 sem. Language; 9 or 19 cr. REES electives

Academic and career advising is an essential piece of these programs’ – and their students’ –

success. The programs' advisory committees and faculty coordinators are aided by two full-time CIE academic advisors who guide students to the programs that best meet their needs, explain requirements and assist with course selection. They share academic, co-curricular, and funding opportunities via listservs, Facebook and LinkedIn, help students apply for study abroad and scholarships and develop their resumes and cover letters for internships, and coordinate visits and panel talks related to graduate studies, for which the faculty are the primary advisors. Careers programming is essential and expansive because many UWM students have no prior experience with international career paths. CIE advisors offer an International Careers course incorporating aptitude inventories and discussions with professionals in a variety of fields, a *Careers Across the Map* speaker series, and an annual resume-writing *Careers Bootcamp*.

CIE offers on average 60 semester-long and 49 short-term *study abroad programs* in 34 countries to 600 students annually –triple the enrollment at CIE's founding in 2000. CIE also coordinates a travel awards program for undergraduates to conduct faculty-supervised research projects overseas, with 77 participants since 2008. UWM undergraduates can study, intern, and conduct research in China, Ghana, Jordan, India, Korea, Peru, and Thailand, among other sites.

Three study abroad advisors facilitate site selection, registration, and credit transfer -- one specifically for non-UWM programs, so students have access to a full range of options to meet their individual needs. CIE's in-house advising and *policy of facilitating access* to other institutions' programs are helpful to Global Studies students, given their academic requirements.

Cost is a significant concern for UWM students. Financial aid is portable, and students apply theirs toward study abroad. CIE develops Financial Aid budgets tailored to each program so that students receive the maximum aid allowable. UWM does not charge tuition for study abroad credits, and CIE offers many low-cost exchanges. CIE also helps Financial Aid administer \$100k per year in need-based scholarships, administers \$40,000 in Diversity Scholarships for study

abroad with Global Inclusion & Engagement, and helps students locate and apply for external funding. Each year UWM students receive NSEP Boren Awards for studies in critical world areas and Gilman Scholarships for Pell Grant recipients. UWM students' success has led to a working relationship in which CIE staff members often serve on Gilman review committees.

3. NON-LANGUAGE PROGRAM: UWM offers internationally-focused, degree-relevant on-campus and overseas courses in each of its schools and colleges, as well as unique interdisciplinary courses that anchor the Global Studies curriculum and connect faculty across campus. Many of these courses are offered online or evenings, to accommodate non-traditional students.

The **Course List** reflects the *diversity and depth* of international studies teaching, with 623 unique, non-language courses offered by faculty, staff and TAs in 43 disciplines between 2012/13 and 2014/15. Courses that support globalization/transnational studies are **shaded BLUE**. Descriptions are provided for those whose international content is not clear from the title, and for all core Global Studies courses. Of the non-language courses, more than half are fully focused on international themes, and another third have a primarily (50% or greater) international focus.

Within **Letters & Science**, transnational themes of *migration, culture, and diaspora; global economy; international organization; language and intercultural communication; media and society; power and identity; and cultural diversity* are most evident in offerings in Africology, Anthropology, Communication, Comparative Literature, Economics, Geography, History, Journalism, Political Science, and Sociology as well as in Women's and Ethnic Studies. Food Studies courses are offered across the curriculum as part of a new Certificate that grew out of a CIE conference. *Multicultural studies* courses focus on migrations and diasporic communities in the US; while not explicitly Global Studies courses, they help UWM's ethnic minority students better understand and connect with their communities' international origins while helping ethnic majority students appreciate the international dimensions of US society. They foster and

encourage global learning, and their faculty contribute to UWM's globalization initiatives.

Transnational themes are also prevalent in courses offered by UWM's *professional schools*. *Architecture* examines the contemporary and historical influences of culture, population shifts, and natural resources on built environments. It maintains active overseas study sites that ensure virtually all majors complete a studio course abroad. *Information Studies* courses address issues of access, property, local context, and resource disparities in a world marked by a global information divide. *Business* teaches about globalization across its curriculum, as the business world's context and management strategies respond to the realities of the global marketplace. Each of these schools co-sponsors the Global Studies degree, through which its students also enroll in international courses offered by Global Studies and in L&S departments.

Cross-campus collaboration in a new Global Health Certificate, coordinated through *Nursing*, has yielded courses in health-related fields. UWM will build on this momentum with a new Global Studies/Global Health track proposed for development with NRC support. Plans to further strengthen both on-campus and overseas offerings in Health and Education, and to build curricular pathways fostering Global Studies students' matriculation into related professional Masters programs, are described in **Section 8: Program Planning and Budget**.

Through its *interdisciplinary* "Global" curricular area code, Global Studies offers lower level courses covering theories and concepts of globalization and specialized upper division courses relating to the themes of its five tracks: Communications, Management, Security, Sustainability, and Urban Development. Located on the first three pages of the **Course List**, these courses were developed by teams of faculty to incorporate perspectives from across disciplines within each course. Global 101, 201, and 202 address globalization as it relates to individual and societal impacts, politics, political organization, and international relations; the economy and the environment; and technology, communications, and media. Courses such as *311: Contexts for*

Global Management, 321: Global City in History, 351: Language, Media, and Social Practice in Global Communications, 361: Environment and Sustainability, and 371: Rethinking Global Security are gateways to advanced studies within each track, taken through further “Global” and departmental courses. Capstone seminars promote integration of students’ learning experiences through research projects addressing future trends in each track’s field.

“Global” electives serve students across disciplines, such as *362: Globalization and Language Extinction, 446: The Reconfiguring Global Order, and 448: Intellectual Property in the Global Information Economy*. A new course (499) surveys research methods and considerations specific to interdisciplinary international research. Global Studies provides the opportunity for stellar faculty to offer courses aligned with their globalization research interests.

Interdisciplinary international courses are offered across a range of departments and programs beyond Global Studies, and through International Studies, which draws heavily on departmental offerings. International Studies’ Senior Seminar (Intlst 550) features transnational topics such as *Law and Society, Youth and Revolution, and Rethinking Surveillance Culture*. *Intlst 260: Introduction to International Careers* serves both International and Global Studies students’ need for a clear understanding of pathways to international careers.

As reflected in **the CVs, at least 239 faculty and lecturers** currently teach and conduct research on international topics in a wide range of non-language disciplines, and 91 are engaged fully in internationally-focused work. Of those, 15 have Global Studies appointments and many more are active participants in Global Studies’ teaching, research, and outreach programs.

All “Global” courses are taught by faculty, but students may take TA-taught courses in other departments. UWM’s Center for Instructional and Professional Development works with faculty to develop and implement assessment plans and provide **training for instructors**, with programs on the scholarship of teaching and learning, seminars and brown bag sessions on pedagogy

issues, an annual Orientation & Training Conference mandatory for all new TAs, and two one-credit graduate courses for TAs, *Introduction to Academic Life* and *College Teaching: Theory & Practice*. UWM's award-winning Learning Technology Center offers further training to ensure optimal use of instructional technologies and best practices in online teaching. Individual departments require courses on practical and theoretical aspects of teaching.

4. LANGUAGE INSTRUCTION: UWM offers Wisconsin students and residents exceptional language study opportunities. Its number of programs, number offered through advanced levels, opportunities to major in less commonly taught languages (LCTLs), and diverse language course array is second in Wisconsin only to UW-Madison's, whose selective admissions policies limit access to only very high achieving Wisconsin residents. UWM's open admissions ensure that all high school graduates wishing to study languages may do so, as degree-seeking or as non-degree

students. Of *18 languages* UWM offers, eight provide a full eight semesters of sequenced language acquisition, as well as advanced literature and culture courses. Fifteen may be studied through the advanced level via study abroad programs that are initiated, monitored, and evaluated by the faculty as part of their programs' curricula, such as those established under partnerships with e.g. AMIDEAST, the Mandarin Training Center, Eurocentres Language Schools.

Table 6: UWM Language Programs: # Semesters; # Faculty/Lecturers/TAs; Major/Minor/Certificate offered; 2012/13 Enrollments						
Language	sem	fac	lec	TA	M/m/c	Enroll
Afrikaans	2	1				11
Arabic	8+	2	1	5	m/c	287
Chinese	8+	1**	2	5	M/m/c	231
French	8+	7	2	14	M/m/c	1312
Gaelic	4+		2		c	173
German	8+	3	4	9	M/m/c	579
Greek	4		2			33
Hebrew	4+	1	1		c	208
Hmong	2+		1		c	62
Italian	8+	2	4	1	M/m	738
Japanese	8+	1	6	1	M/m	416
Korean	4+	1	2	1	c	75
Polish	4+	1			c	11**
Portuguese	6+	1	3	1	m/c	157
Russian	8+	2	2		M/m/c	200
Spanish	8+	6	17	30	M/m/c	3387
Swedish	4+		2		c	70
Vietnamese*	2	1			c	*
TOTAL		30	51	67		11,663
+ = additional semesters as independent study or study abroad M = Major; m = minor; c = part of area studies certificate * = new in Fall 2014 ** = Professor left 2013/14; now preparing for search ** = No 1 st /2 nd sems. in 2012/13; enroll. typically around 50						

Language study and acquisition is further supported by a deep array of Linguistics and Translation courses. These offerings meet the needs of most UWM undergraduates, and include vital and growing LCTL programs, including Arabic, Chinese, Japanese, Portuguese, and Russian. Arabic is an example of UWM's approach to building language programs. It has more than doubled in size and course offerings since Prof. Hamid Ouali was hired in 2006 with CIE seed money. With a grant secured by CIE, Dr. Ouali and the Middle East/North African Studies faculty undertook an integrated curriculum, co-curriculum, and study abroad development effort, supported through teacher training programs and outreach to K-12 schools. UWM Arabic enrollments now rival leading Midwest programs. CIE assists by supporting course development, pedagogy training, teaching materials creation, and study abroad development.

The language programs offer a third of all internationally-focused courses available at UWM. More information on specific language courses and enrollments are in the **Course List**.

Recurring state budget cuts and pressure to maximize enrollments have limited UWM's ability to offer on-campus courses taught in *languages outside of the language departments*. Instead, language faculty offer advanced language courses on a range of interdisciplinary subjects, such as *Russian 311: Contemporary Russian Language* courses on *New Russian Media*, *Russian in the Workplace*, and *Russian Milwaukee*, and *German 415: German Civilization* courses on *Current Issues in Germany* and *Vergangenheitsbewaeltigung* (Germany's historical legacy and efforts to come to terms with its past). *Portuguese 360: Brazilian Culture* is a sixth-semester language course that addresses varying culture topics, such as cinema or music. French, Italian, and Spanish offer courses on food and culture. In *German 204: German in Your Field and Beyond*, the focus is on language acquisition through study of subjects in the enrolled students' major fields of study. French, Italian, and Portuguese offer *Intensive Weekend Immersion* courses that focus on contemporary issues. Chinese, French, German, Japanese,

Russian, and Spanish offer language courses for professional purposes, including a new two-semester sequence of *Spanish for Health Professionals*. These explore overseas workplace practices and contribute to UWM's Minors in Business French, Spanish, and German. Offering these courses through the language programs rather than through disciplinary departments ensures higher enrollments among students across majors while still providing the opportunity for students to earn credit in their majors for related courses.

Many opportunities for students to apply their languages to non-language learning are offered through UWM's overseas curriculum. Both winter and summer programs enable undergraduates to study non-language subjects in a second language and include e.g. the *China Studies Institute* in Beijing; the *International Summer University* in Marburg, Germany; the *Summer School of Polish Language & Culture* in Lublin, Poland; the *Oideas Gael* language, history and culture program in Gleann Cholm Cille, Ireland; *Language, Culture and Business in Galicia*; and the Madrid-based *A Survey of Spain*. Global Studies students take several courses in a second language during their semesters abroad, complete internships in the language, and, upon returning home, further apply and expand their skills with advanced research using materials from the regions in which they studied. Capstone seminars encourage this, as they provide an opportunity to integrate students' experiences in the degree.

Language courses are taught or overseen by **30 faculty and 51 lecturers (Table 6)** in Foreign Languages & Literatures; French, Italian & Comparative Literature; Spanish & Portuguese; and Linguistics. Class enrollments are capped and new sections are opened to meet student demand. Faculty and staff in Arabic (Ouali), Chinese (Wang), French (Alkhas, Kuiper), German (Davis), Korean (Song), Japanese (Suga-Borgmann), Russian (Peschio), Portuguese (Vasconcelos, Reidoval), Spanish (Suarez-Felipe, Wheatley), and Vietnamese (Trinh) either studied second language acquisition or linguistics or have had training in *performance-based assessment*

methodologies. Several are ACTFL-certified Oral Proficiency Interview testers, and some have developed proficiency-based curricula and exams for their programs. Others use their pedagogy expertise to develop new instructional materials and textbooks. Such activities keep these faculty, who coordinate instruction in their programs, actively engaged with current scholarship on teaching methods. They are supported by the *Language Resource Center (LRC)*, which provides training and consultation on sound teaching practice, technologies, and resources under the direction of second language acquisition/instructional technology specialist Dr. Mingyu Sun.

Graduate programs in Language & Literature, Linguistics, and Translation ensure a supply of native speakers who support undergraduate instruction while completing advanced studies in language acquisition. *New TAs* enroll in a course on performance-based instruction as well as a seminar on second language acquisition and lessons for pedagogy led by Prof. Anthony Ciccone, a French professor and OPI-certified Director of CIPD, and Linguistics Prof. Fred Eckman. The LRC provides a TA training program on teaching language with technology that encompasses workshops, course material and curriculum development, and conference presentations – the basis for UWM’s plans to develop a *Certificate in Pedagogy of Technology & Language* with NRC support. The programs supplement this instruction with training specific to their languages.

Languages are taught with a *focus on proficiency in* the four basic skills (reading, writing, speaking, listening) and also on increasing awareness and understanding of culture. Cooperative, inductive, active learning is encouraged through group and pair activities in which students “discover” rather than “memorize” vocabulary, grammar, and information about target cultures. Language

Table 7: Language Program Performance Expectations		
Level	Learning outcome (Listening, Speaking, Reading, Writing)	Assessment methods (examples)
Sem. 1	Novice Mid	interview, exam, essay, video project, skit presentation, speech project
Sem. 2	Novice High	
Sem. 3	Intermediate Low	portfolio, writing journal, exam, essay/rewrite, video project, presentation
Sem. 4	Intermediate Mid	
Sem. 5	Intermediate High	
Sem. 6	Intermediate High	
Sem. 7	Adv. Low (LS); Inter. High (RW)	
Sem. 8	Advanced Low*	
* Japanese expects Adv. Low (LS); Inter. High (RW) in Sem. 8		

input derives primarily from authentic sources in a variety of media, and language production is facilitated by creating real-life situations requiring students to negotiate meaning. Student proficiency is evaluated holistically at several points (e.g. after two years; at the end of the major). Productive and receptive skills are specifically evaluated in each course through proficiency-oriented achievement testing. Language programs target their performance expectations for each semester of instruction to the ACTFL scale (**Table 7**).

The *Language Resource Center* ensures teaching conforms with best practices. It is home to five specialized language labs supporting ESL testing, video production, audio recording, distance learning, and faculty development, two general labs equipped with Smart Boards, and five Smart Language Classrooms. The LRC creates learning activities and assessment tools for classroom use, provides a wealth of resources for student practice, and produces supplemental materials that expand on texts, such as digital audio and video materials. Undergraduate students play a vital role in the LRC's development of digital instructional resources. Supervised by language faculty and Dr. Sun, students have undertaken 16 language research and development projects since 2009 yielding, for example, the FEB-Web Fundamental Digital Library of Russian literature and folklore hosted by the Gorky Institute of World Literature and the Russian Ministry of Communication, digital resources on Dialectical Variation in the Arab World, an Online Hebrew Vocabulary Pronunciation Tutorial, an Interactive Multimedia Spanish Exercise Bank, and research on Expanding L2 Knowledge and Increasing Accuracy through Japanese Collocations and E-learning Strategies for Vocabulary and Grammar Acquisition. LRC-produced materials are housed on language-specific websites, readily available to students, and integrated into the language programs' curricula. The LRC offers exceptional learning experiences they will expand with *NRC support for student salary and a dedicated undergraduate research lab*.

Further opportunities for language practice are offered through a co-curricular *Language*

Partners Program that pairs learners with native speakers to foster colloquial language acquisition, as well as faculty-led *Language Roundtables* that provide speaking practice.

UWM's *language requirements* are seat time rather than explicit proficiency requirements. All undergraduates complete at least two semesters, while Letters & Science requires four. Beyond the four semesters, L&S students also choose from 3 more semesters of language at the intermediate level or above; 3 courses with international content; or a combination of language and international courses. The Global Studies BA requires eight semesters of language study.

5. STRENGTH OF LIBRARY: UWM library resources are more than sufficient to support undergraduate international studies teaching and research. As part of the UW System, students have access to one of the nation's largest library collections, with over seven million printed volumes, 55,000 serial titles, and millions of resources in various formats. The UWM Libraries holds 5.3 million catalogued items and is the second largest research library in Wisconsin. Materials relevant to international studies exceed one million items in English and other languages, as well as nearly 500 multimedia titles. Strengths include collections in diplomacy and foreign affairs, international organization, economics, development studies, and social and cultural change, as well as those focusing on Europe, Latin America, and Asia. International Digital Collections include over 100,000 photographic images, maps, and books drawn from the American Geographical Society Library, the Archives, and Special Collections. Over 50 bibliographic databases support Global Studies, with materials covering diverse subjects such as business, architecture, city planning, geography, geology and ecology, political, social and economic issues, and engineering and technology.

Unique to UWM is the American Geographical Society Library (AGSL), one of the premier collections of its kind in the world and a frequent CIE partner, hosting visiting delegations and offering scholarly programs for the campus community. AGSL itself contains over 1.28 million

items, including maps, atlases, books, periodicals, photographic images, and digital data files. AGSL boasts a wide range of rare resources supporting international studies instruction, research, and outreach. Its scope is worldwide with coverage from the 15th century to the present, and its resources have been used to produce an ongoing series of digital collections, including an award-winning website on Afghanistan, a comprehensive site on world transportation, sites featuring unique photographic documentation of such places as Tibet, the Republic of Georgia, Korea, and World War II Poland, and a series on cities of the world. Recent acquisitions have greatly enhanced resources for such places as China, Latin America, Southeast Asia, and the Arctic. The AGSL hosts visiting scholars from across the US and around the world. With this proposal, CIE seeks to make this national resource more widely accessible by funding digital library projects of value to the community interested in global and international issues and by offering *AGSL Fellowships to scholars from Minority Serving Institutions* who wish to use the AGSL in their research on these issues. The Fellowships will further strengthen the collaboration between CIE and the Libraries, and broaden Global Studies' collaborations with MSI faculty.

In 2012/13, UWM expended more than \$900,000 for internationally-focused resources in all formats. About \$5,000 was used to directly support requests for Global Studies materials. Over the past decade, over \$1,000,000 has been provided for staff and technical support for a special project to create access to all AGSL resources. During the past year, salaries for staff throughout the UWM Libraries who directly support international studies is estimated at \$300,000.

Materials not located at the UWM Libraries are available through cooperative arrangements providing online delivery and interlibrary loan options, with access to the libraries of local and regional universities, the UW System, and libraries worldwide. These arrangements provide reciprocal access to UWM collections to students and faculty across the US.

As a public institution, the UWM Libraries serves the general public, including K-12

students and teachers. The Libraries provide research assistance to those who visit, welcoming them to tours, workshops, and other public events. A Multicultural Services Librarian provides targeted services to off-campus groups. The Friends of the Libraries offers free access benefits to its members. CIE also sponsors library memberships for visiting international studies scholars.

6. STAFF RESOURCES: Qualifications of Faculty and Staff: CIE is headed by Vice Provost for International Education **Patrice Petro**. An acclaimed film studies scholar and two-term past president of the Society for Cinema and Media Studies, Professor Petro is Faculty Coordinator for Global Studies and Principal Investigator for the NRC/FLAS proposal. She is deeply involved in developing, planning, and administering CIE's academic, research, and outreach programs while continuing to teach, supervise, and advise Global Studies students. Her commitment to interdisciplinarity guides CIE and informs its Global Studies Fellows program, scholarly conferences, colloquia, and book series. As chair of UWM's International Council and the Internationalization Subcommittee of UWM's Strategic Planning process and with a reporting line to the Provost, her responsibilities give CIE regular access to deans, department chairs, and faculty, and ensure Global Studies' visibility and ability to engage faculty, administrators, and students across UWM. Professor **Kristin Ruggiero**, who directs the Center for Latin American & Caribbean Studies (CLACS), is CIE's Associate Director. A specialist in Argentine legal history, Dr. Ruggiero has planned, developed, and taught Global Studies courses. Her involvement fosters collaboration between CLACS and CIE. Associate Professor of Anthropology **Erica Bornstein** specializes in and teaches courses on global humanitarianism while advising students as Faculty Coordinator of International Studies. Associate Director for Languages **Jenny Watson**, Associate Dean for the Humanities and Associate Professor of German and Scandinavian Studies, provides access to and coordination with both the L&S Dean's office and the language programs. Associate Professor of Sociology and Global Studies

core faculty member **A. Aneesh** will assume the Institute of World Affairs' directorship in August. His research on globalization of technology and communications, business practices, and citizenship has been integral to Global Studies teaching, scholarly, and outreach activities. These faculty administrators are fully committed to internationally-focused teaching, research, and outreach. More information about their qualifications is contained in **the CVs**.

CIE's faculty members are supported by staff who coordinate the Center's diverse programs. Those central to NRC/FLAS activities include Executive Director **Sara West Tully**, a former Title VI NRC/FLAS program officer who oversees academic and research program coordination, partnerships development, and grant implementation. Her understanding of comprehensive internationalization strategies gained by working with centers across the US informs CIE's approach. **Tracy Buss**, Assistant Director for Academic and Research Programs, supervises CIE's two full-time academic advisors and coordinates program assessment. Previously a Global Studies advisor, she developed CIE's careers program array and supports Global Studies' continuous development. **Doug Savage**, Assistant Director of IWA, is a founding member of the statewide council that developed Wisconsin's Global Education Achievement Certificate for high school students. His collaboration with the State Department of Public Instruction informs CIE's K-12 outreach efforts. **Mark Eckman**, Director of Overseas Programs, oversees all UWM education abroad efforts, from faculty development through implementation. More information about the staff supporting NRC activities is contained in **Sections 1 and 2** and in **the CVs**.

Professional development opportunities provide important support for international studies efforts. For staff, CIE funds conference travel and skills courses; release time to participate in overseas seminars or to engage in campus or professional association service activities; and tuition reimbursement. CIE helps faculty develop grant proposals, plan and staff their conferences, and provides opportunities to conduct, present and publish their research. Since

2001 CIE has made 307 *overseas research travel grants* totaling \$116,300 and 159 *course development awards* totaling \$300,600. Funds are awarded by faculty committees using peer review. Since 2010 the *Global Studies Fellows* program provides course release and research funds for five faculty from diverse fields who meet monthly and participate in *Colloquia* to share their work tied to a common transnational topic. Fellows help plan and participate in the *CIE annual conferences*, tied to the Fellows program's theme and offered each year since 2000. Recent topics have included *Exile, Migration, Diaspora; Global Networks; Peacebuilding; After Capitalism; and Translation*. CIE scholarly events regularly feature UWM faculty. Conference papers form the basis for volumes in CIE's *New Directions in International Studies book series* with Rutgers University Press, which also includes monographs. Further publication opportunities include *Intersections*, CIE's magazine featuring UWM faculty members' research.

Such support has engaged the 282 UWM faculty included in **the CVs**: 222 devote at least 50% and 94 of these devote 100% of their time to *researching, teaching, supervising, and advising* students on international topics. Fourteen of CIE's 27 staff and all of its appointed faculty are fully focused on CIE's NRC-related functions supporting international studies.

While CIE faculty and staff will play important roles in coordinating Title VI efforts, all proposed activities address priorities that CIE shares with its campus and community partners. Several other faculty and staff from various UWM schools, colleges, the Libraries, and the diversity office will play lead roles for NRC-supported projects, as cited in **Table 8** (below).

In keeping with UWM's strong tradition of shared governance, UWM faculty and staff comprise the *oversight committees* that are integrally involved in guiding CIE's work, from the campus-level International Council and Overseas Programs & Partnerships Advisory Committees, to executive committees for each academic program, to ad hoc planning groups that provide guidance and assistance for curricular and outreach projects. IWA's Advisory Board

includes faculty, teachers, and community members to ensure that its outreach programs build on UWM's strengths and respond to the needs of their audiences. The Global Studies Advisory Committee has 30 members representing every college and the library and includes faculty from the languages, humanities, social sciences, sciences, and professional fields.

NRC Project Leaders	Projects
Dr. Joan Prince, Vice Chancellor, Global Inclusion & Engagement	Global/Diversity
Dr. Anne Dressel, Director, Center for Global Health Equity, College of Nursing	Global Health
Dr. Mingyu Sun, Director, Language Resource Center, College of Letters & Science	Language Development
Dr. Barbara Bales, Chair, Curriculum & Instruction, School of Education	Global Education
Dr. Jeffrey Hawkins, Social Sciences Coordinator, School of Education	Global Education
Dr. Simone Conceicao, Chair, International Committee, School of Education	Global Education
Dr. Joseph Peschio, Associate Professor of Slavics, College of Letters & Science	K-16 Russian
Dr. A. Aneesh, Director, Institute of World Affairs, CIE	K-12 Outreach
Dr. Patrice Petro, Faculty Coordinator, Global Studies	2-year Colleges
Dr. Marcy Bidney, Curator, American Geographical Society Library, UWM Libraries	AGSL Fellowships
Dr. Terry Batson, Director, Center for Urban Initiatives and Research	Program Evaluation

UWM's chronic underfunding means that collaborative approaches are essential to how it operates. CIE coordinates its efforts with myriad offices and committees that represent campus interests. The Language Resource Center and the Foreign Languages Advisory Group of language faculty/staff are chief stakeholders in the activities designed to strengthen K-16 language instruction. Global Inclusion & Engagement is a central and important partner in efforts to strengthen cross-cultural dialogue and student learning about global diversity issues, and will continue to guide efforts to engage more underrepresented students in global learning. The Center for Global Health Equity plays a key role in strengthening Global Health offerings. A Global Education Coordinating Committee of Education and other participating faculty will work with CIE to plan and implement the Global Educator Certificate and supporting programs.

UWM uses *non-discriminatory screening and recruitment practices* designed to ensure objective evaluation and equitable treatment of candidates for employment. Applications are evaluated against a rubric, and interviews encompass uniform schedules and questions. CIE actively seeks to increase diversity among its staff and Global Studies faculty applicant pools.

Strategies include using national and international job registries; diversity employment listservs; journal ads; personal contacts with known professionals from underrepresented groups; department minority recruitment committees; and vacancy announcements sent to newsletters and professional organizations geared to women and minorities and to HBCU and HSI international departments. Efforts to successfully hire have included offers with competitive salaries, course load reductions, moving expenses, travel funds, reduced and alternative work schedules, and support for research. Core faculty and staff associated with the Global Studies program come from a variety of backgrounds and demonstrate this commitment to diversity.

7. OUTREACH: Sharing the benefit of UWM’s resources with K-16 and public audiences is central to CIE’s mission, to UWM’s identity as an access institution, and to this NRC proposal. Through the **Institute of World Affairs**, CIE offers a full range of programs for *K-16 educators and students, business, media, and public* audiences. **Table 9** provides examples of these, which involve over 2500 participants in 20-25 programs each year, ranging from individual public

Activity	Audience	Focus
Prof'l. devel. workshops	K-12 teachers	global education pedagogies and curriculum development
Educator network events	K-12 teachers	mini professional development and networking opportunities
Curricular consultations	K-12 teachers	sharing and packaging thematic K-12 lessons and activities for the unique needs of individual educators and schools
Wisconsin Model UN	9-12 students, teachers	state-wide high school Model UN simulation w/ global issues workshops and accompanying pedagogy training for teachers
Global Action Through Engagement – G.A.T.E.	9-12 students	residential global leadership institute for high school students
Thematic workshops	9-12 students, teachers	interactive global issues workshops w/curricular resources for educators
Wisconsin Global Youth Summit	9-12 students, teachers	State-wide global education and world language summit offered with WI Dept. of Public Instruction
Global Studies Colloquia	postsecondary	research dissemination
Scholarly Conferences	postsecondary	research dissemination, professional development
<i>New Directions</i> book series	postsecondary	research dissemination
MJS Editors briefings	media	published analysis, live briefings for WI’s largest daily newspaper
Public Radio interviews	media	world affairs analysis and background for local NPR affiliate
Int’l Business Roundtables	business	CIE-affiliated experts brief global business practitioners
MWTA Careers Forum	business	international careers fair for Milwaukee World Trade Association
Fireside Forum Series	public	live series connecting local and global aspects of a single issue
Kennan Lecture Series	public	analysis of foreign policy issues from leading global specialists
International Focus	public	weekly Milwaukee Public Television show produced by IWA

lectures to multi-day teacher workshops to a summer residential leadership institute for high school students. Collaborations with public radio and television and with the *Milwaukee Journal-Sentinel*, Wisconsin's largest circulating newspaper, provide media access to guest speakers and UWM faculty specializing in international issues. CIE staff serve on the board and organize an annual international careers fair for Milwaukee's World Trade Association and roundtable discussions of international business topics for local employers. IWA reaches audiences beyond Wisconsin by using technology to broaden access, engaging in national dissemination, and drawing participants from around the country and the world. A dedicated *YouTube* channel viewed in over 180 countries features hundreds of episodes of IWA's weekly public television program, *International Focus*. IWA staff repurpose program tapings as multimedia materials that are redistributed to teachers and community educators via their website. CIE's *New Directions in International Studies* book series has 17 published volumes exploring transnationalism's impact on the field. *UWM faculty* from diverse fields including the languages, Africology, Business, Sociology and Biology provide the expertise on which these varied programs are grounded. Yet the main focus of CIE's outreach – and its most important work – lies in Wisconsin and especially in Milwaukee, where there is so much to be done.

The heart of IWA's outreach is really its work with Wisconsin *K-12 teachers and students*, supporting teachers' efforts to incorporate international studies into their course plans and fostering students' engagement in active international learning through programs that draw connections between global and local issues and emphasize youth voice and leadership. The Wisconsin Department of Public Instruction recently approved a Global Education Achievement Certificate for high school students. This unfunded mandate boosts demand for IWA's work, as teachers benefit from both professional development and student programs that support students'

attainment of the new Certificate.

IWA supports Wisconsin's global educators by providing professional development programs and networking events, speaker visits to local schools, and customized global issues workshops for middle and high school students. Workshops feature presentations and interactive activities led by practitioners and university experts as well as teacher- and student-led sessions providing practical knowledge and curricular materials. Recent topics have included *Food, Sustainability and Globalization*; *Understanding the Arab Spring*; and *Francophone North Africa*, a workshop for French teachers in the target language. IWA also organizes informal educator programs around campus and community films, lectures and discussions. These offer teachers opportunities to network and access teaching materials on a wide range of topics and world regions, from the rights of women and girls around the world to the history of Hmong refugee migration. Participants from Milwaukee's international communities help facilitate cross-cultural encounters and build community connections.

In K-12 student programs, IWA employs UWM student facilitators from a wide range of disciplines and focuses discussions on youth as agents of social change. These programs, such as Model UN that involves 700 high school students and teachers from across the state, emphasize developing global competencies through cross-cultural activities, role-playing simulations, and critical analyses of case studies. Teacher training workshops on pedagogies and curriculum development for global education are an integrated feature. Through these programs, IWA brings together teachers and students from diverse ethnic, racial, and socioeconomic backgrounds, from urban Milwaukee and small town and rural Wisconsin, with a focus on the inclusion of underserved youth. The intentionality brought to this is important, given Wisconsin's segregation. It means that IWA programs engage students in cross-cultural learning and encounters with difference on multiple levels – through global issues, and in their group

interactions – a recipe for meaningful learning outcomes. To this end, CIE provides *IWA program access grants* to defray disadvantaged schools' costs of participation, including transportation and substitute teaching costs. CIE will expand this program with NRC support.

Global-to-Local Service Learning (GLSL), for which NRC funding is also requested, is an integrated, high impact program. It provides professional development for teachers, with pedagogical training and curriculum development support for global service learning, as well as youth-led projects focusing on global challenges impacting communities around the world, such as human trafficking, poverty, youth violence, discrimination, food security, and environmental challenges. GLSL targets Citizenship classes, which 1/3 of all MPS students currently fail. In partnership with the MPS Service Learning Coordinator and teachers, GLSL fosters student engagement in citizenship learning by connecting world topics to the students' daily experiences. Students gain awareness that the challenges they face in their schools, homes, and neighborhoods are shared worldwide, as are the solutions. GLSL involves a summer teacher workshop, October kick-off event, then ongoing meetings and learning activities overseen by the teachers and supported by IWA staff throughout the course of the school year. IWA piloted the program in 2013/14 with 200 students at three MPS schools; GLSL will expand to ten schools in 2014/15. In the coming year one group of past participants will develop and implement a workshop on Human Trafficking for MPS middle school students. The program's impact has been felt beyond MPS; students' awareness campaigns were featured at Alverno College's Forum on Human Trafficking as well as the Boys' and Girls' Clubs of Greater Milwaukee's Save the Girls event. In a January 2014 email to IWA staff, MPS Service Learning Coordinator Sarah Kubetz summarized her appreciation for IWA's efforts: "*Some days I have to pinch myself to believe this connection actually is real! Here's to us, and the schools, and a globally great 2014.*"

CIE's *postsecondary* outreach efforts have primarily focused on furthering Global Studies

research and expanding access to UWM programs, resources, and *faculty expertise*, for instance through AGSL Fellowships supporting scholars' research in UWM's American Geographical Society Library, CIE annual conferences, colloquia, and publications, as well as individual CIE personnel's international studies consulting work. With NRC funds, CIE will build on its ties to faculty at local community colleges with a *Global Studies curricular articulation and course development* initiative with the Milwaukee Area Technical College (MATC), supported by annual workshops, quarterly webinars, and traveling Global Studies colloquia for state community college faculty. This project builds on longstanding relationships between the institutions, as 30% of UWM students entered UWM as transfers. These activities are described in greater detail in **Sections 8 and 11**.

To maximize the programs' reach, cost-effectiveness and quality, CIE collaborates with local community, government, and educational institutions, such as the Milwaukee Metropolitan Association of Commerce, the Wisconsin Department of Public Instruction, and the Wisconsin International Outreach Consortium of centers at UWM and UW-Madison. Programs are developed with the guidance of a *faculty* director and in consultation with faculty subject area experts who ensure their academic integrity, identify contributors, and serve as speakers.

8. PROGRAM PLANNING AND BUDGET: CIE's *NRC Development Plan* is summarized in **Table 10**; letters of support are in **Appendix A**. CIE will strengthen and expand UWM's Global Studies curriculum while addressing global education access disparities by improving Wisconsin's K-16 pipeline for international learning. The *integrated activities* comprise a comprehensive plan to strengthen UWM's and its partners' capacity to train globally-competent students, with a particular emphasis on students who are traditionally underrepresented in international studies programs. They involve rethinking and expanding existing programs and offerings to improve their breadth, depth, and impact. They involve providing undergraduates

Table 10: CIE NRC Program Development Plan

GOAL 1: EXPAND REACH OF POSTSECONDARY GLOBAL STUDIES TEACHING AND RESEARCH					
GOAL 2: ENGAGE MORE UNDERREPRESENTED UNDERGRADUATES IN INTERNATIONAL STUDIES					
GOAL 3: INCREASE GLOBAL COMPETENCE OF K-12 EDUCATORS AND EDUCATION STUDENTS					
ACTIVITY (GOAL #)	YEARS				PARTNERS
	1	2	3	4	
Global Health Programs (1, 2) Global Studies (Global Health) track planning, approval, course development BSN@Home UW System collaborative online Nursing course development competency sets for UWM Flex Degree overseas UG practica development: Malawi/Physical Therapy, Cuba/Nursing Global Studies (Health)/Public Health 5-year BA/MS program articulation	X	X			GS faculty, Advisory Comm. Ctr for Global Health Equity Nursing, Health Sciences Public Health, UW campuses CIE Acad. Programs staff CIE Study Abroad staff
Language Programs (1, 3) LCTL and FLAC course development; sociocultural programs LCTL instructor proficiency assessment and pedagogy training travel support Workshops on K-16 language teaching methods for WI language teachers LRC LCTL materials development/research projects by undergraduates	X	X	X	X	Language Resource Center Language faculty/staff/TAs K-16 language teachers Education, Language students
Education Abroad (1, 2) Study, research, internships, and partnerships: South Africa, India, and Vietnam Training webinar: responses to Racism/Bigotry Abroad – research/development Training webinar/hotline: pilot at UWM Training webinar/hotline model: national dissemination	X	X	X	X	UWM faculty CIE Study Abroad staff NAFAA colleagues
5-Yr BA/Masters Curricula for Global Studies (1,2) Global Communications/MA Translation course development Global Management/MBA course development Global Sustainability/MS Sustainable Peacebuilding Global Health/M.Public Health	X	X	X	X	GS faculty, Advisory Comm. Translation faculty Business faculty Public Health CIE Acad. Programs staff
Global/Diversity Initiative (1, 2) Annual 2-day scholarly symposia Co-curricular program series to engage domestic and international students	X	X	X	X	UWM faculty Multicultural offices CIE Int'l Student Svcs. Staff
Curriculum Articulation and Development with Community Colleges (1,2) Pathways for MATC students to matriculate into Global and Int'l Studies degree programs – planning, implementation MATC global/international studies course development Two-day curriculum development workshops for tech college faculty Quarterly curriculum development webinars for tech college faculty Global Studies Fellows Colloquia at WI technical colleges and UW-Colleges	X	X	X	X	MATC faculty UWM faculty Community Colleges faculty Global Studies Fellows CIE Acad. Programs staff CIE IWA staff Ctr for L.Am./Carib. Studies
AGSL Fellowships for Minority Serving Institutions' Faculty (1,2) Four weeks' study at the AGSL, collaboration with Global Studies faculty	X	X	X	X	UWM Libraries MSI faculty, GS faculty
Global Educator Certificate Program in School of Education (1,2,3) Global Studies Fellowship for Education Faculty Point Person GE Certificate planning, approval GE Certificate course development/enhancement Study abroad partnerships and teaching internship placements development CIE/IWA professional development workshops for pre- & in-service teachers Teacher Mentor Program planning, implementation Global Educator Internship Program for Education undergraduates w/ CIE/IWA	X	X	X	X	School of Education faculty Global Education Coordinating Committee WI Dept. of Public Instruction CIE IWA staff CIE Acad. Programs staff IWA, SOE teacher networks
K-16 Russian Language Teaching Innovation Initiative (2,3) UWM Russian teacher certification program curricular revision/update Model high school curriculum development Pilot/assess model curriculum in MPS, with UWM student teachers Online/weekend immersion Russian 101 and 102 course development Research/language study site development in Lake Baikal, Russia	X	X	X	X	Russian language faculty School of Education faculty Education/Russian students Milwaukee Public Schools CIE IWA, Acad. Progs. staff
Certificate in Pedagogy of Technology & Language (3) PTL Certificate curriculum planning, approval; course development program launch, course offerings		X	X	X	Education, Language faculty Language Resource Center CIE Acad. Programs staff
IWA Programs for K-12 Underrepresented Students (2,3) Global-to-Local Service Learning for Milwaukee youth Workshops on Global Diversity and Inclusion for Grades 7-9 IWA Program Access Awards for Disadvantaged School Districts	X	X	X	X	Milwaukee Public Schools Rural WI school districts School of Education students UW Ctr for Euro.Studies

with practical learning experiences -- for example, by engaging them with IWA's K-12 outreach and the LRC's materials development work. They foster learning about global challenges that connect to local issues, as a proven strategy to reach more underrepresented students. Virtually every area of activity incorporates a plan for benefiting educators and students beyond UWM, including those at Wisconsin and particularly Milwaukee Public Schools (MPS), Milwaukee Area Technical College (MATC) and the Wisconsin Technical Colleges, the UW System including its two-year UW Colleges, and faculty at Minority-Serving Institutions. Efforts to serve Wisconsin's underserved populations are central to this proposal, because these are UWM's students.

CIE will work with UWM's School of Education to create a ***Global Educator Certificate Program*** that will prepare tomorrow's teachers through on-campus courses, overseas study and student teaching internships; through opportunities to develop curricula and facilitate K-12 outreach programs in a ***Global Educator Internship*** with IWA; and through IWA's ***professional development workshops*** for teachers. In-service teachers involved with IWA's K-12 programs will form the basis for a ***Global Educator Mentor Network*** for domestic student teaching. UWM trains 60% of Wisconsin's public school teachers in the course of their careers, and so these activities' potential impact on Wisconsin K-12 education is immense.

Expanding IWA's middle and high school student programs will help to further close the global competence gap. ***IWA program access awards*** will enable more students from low-income urban and rural districts to participate in IWA outreach programs by covering the costs of substitute teachers and buses. CIE will expand ***Global-to-Local Service Learning***, which empowers Milwaukee youth to identify and direct projects addressing global challenges and provides teacher professional development on service learning pedagogies and curriculum development. As part of the ***Wisconsin International Outreach Consortium***, CIE will continue

to collaborate with state NRCs to offer a range of programs for educators, such as the annual Children's Literature Conference and professional development programs for K-12 teachers and librarians. Two *Workshops on Global Diversity and Inclusion*, organized with the UW-Madison Center for European Studies, will help students in grades 7-9 connect common issues in their communities and abroad, such as xenophobia and religious diversity.

To reach more underrepresented UWM students, CIE will collaborate with UWM's diversity office, Global Inclusion and Engagement, in creating a *Global/Diversity Dialogues* program series engaging UWM's domestic and international students in discussions of global diversity issues. An annual *Global/Diversity Symposium* will foster cross-disciplinary faculty dialogue on these issues while welcoming campus and Milwaukee community participation.

CIE will also support efforts to strengthen language instruction at K-12 and postsecondary institutions, including UWM. Language and Education faculty will develop a *Certificate in Pedagogy of Technology & Language* to support classroom applications of technology in language teaching. A *K-16 Russian Language Teaching Innovation Initiative* will revise UWM's Russian teacher certification curriculum and develop, pilot, and assess what will be Wisconsin's first high school Russian curriculum. To make intensive Russian study possible for working students while expanding access statewide, faculty will develop *online/blended first and second semester Russian courses* that incorporate weekend immersion experiences for face-to-face speaking practice. *Professional development travel* will strengthen LCTL faculty's use of current pedagogies and assessment methods, as will LRC *Workshops on K-16 language teaching and assessment methods* for Wisconsin K-12 and postsecondary language teachers.

To further encourage global learning among underserved students, CIE and the Milwaukee Area Technical College will plan and develop *curricular pathways for matriculation of MATC students* into the Global and International Studies programs, with new courses at MATC. Annual

two-day *curriculum development workshops and quarterly webinars* planned in partnership with MATC and Milwaukee's Alverno College and offered more broadly to Wisconsin two-year colleges will also support the MATC pathway program. Global Studies Fellows will share their scholarship and deepen these collaborations with *annual colloquia* at Wisconsin community colleges and Minority Serving Institutions such as Alverno, and by working with the MSI faculty who are resident at UWM as recipients of *American Geographical Society Fellowships*.

Digitization of AGSL materials will further expand open online access to this unique collection.

UWM's new Flex Degree allows adult and returning students who have already completed some college to finish their bachelors' degrees through online work with faculty who test their abilities in core competencies. The NRC will fund development of *Global Health competency sets* as part of an effort to strengthen Global Health studies at UWM and encourage enrollment in a proposed new *Global Studies/Global Health track* as well as the Global Health Certificate and the BSN@Home online Nursing program that UWM offers jointly with five UW campuses. The NRC will fund *Global Health course development* and *internships in Malawi and Cuba* for Physical Therapy and Nursing students. Four new *Five-Year BA/Masters pathways* will expedite and promote both undergraduate retention and completion of advanced degrees in professional fields related to Global Studies. New courses will support BA/Masters programs in Global Communications/Translation; Global Management/Business Administration; Global Sustainability/Sustainable Peacebuilding; and Global Health/Public Health. *Library acquisitions* will support newly-developed courses in these and language fields.

New courses in *intermediate and advanced LCTLs* and *languages across the curriculum* will help more students attain higher levels of language proficiency, as will opportunities to practice language in co-curricular *sociocultural programs*. An expansion of faculty- and LRC-directed *undergraduate digital LCTL teaching materials development and research* within the

setting of a new *undergraduate language research lab* in the LRC will provide more students with this invaluable learning experience, and may encourage more prospective language teachers to pursue the proposed Certificate in Pedagogy of Technology & Language.

CIE will support faculty travel to develop a *Russian language study and interdisciplinary research site on Lake Baikal*, as well as new undergraduate *study, research, and internship programs in South Africa, India, and Vietnam* – all countries in which, despite many faculty connections, there are currently no UWM-sponsored academic year study programs. To address a gap in national resources supporting study abroad advising for underrepresented students, and to encourage more UWM students to study abroad, CIE will develop *a training webinar for study abroad staff* on preparing students to manage encounters with racism and other forms of discrimination while studying abroad. In the final two years of the grant, CIE will pilot the strategies using an *email/skype hotline* to support its overseas students, then disseminate its findings nationally to study abroad professionals. This project is inspired by the experience of a Global Studies student, whose host family declined to house her based on the color of her skin.

CIE's program *development plan* (Table 10, above) provides an overview of these activities, when they will take place during the grant period, and the personnel who will carry them out. CIE maximizes its reach and *cost-effectiveness* by leveraging support and cooperating with partners, enabling it to conduct more activities with greater impact and at less cost while enhancing the range and quality of programs. Its structure facilitates comprehensive approaches that are both cost-effective and impactful: e.g., partnerships with local media enable CIE to attract high profile speakers with the promise of media exposure; speakers' time is maximized, with a full schedule of classroom visits, public lectures, television interviews, and press conferences. For activities such as study abroad development and the Global/Diversity Dialogues, CIE leverages its study abroad and international student services staff, affiliated

faculty, and partners in UWM diversity and advising offices. UWM provides extensive in-kind and S&E support for CIE's work, from full faculty and staff salaries, to summer salaries for faculty with CIE appointments, to course load reductions and S&E funding for Global Studies Fellows, to an operating budget that enables IWA to offer its programs at no cost to teachers, students, and the public. This institutional support enables CIE to use grant funds for programs, rather than operations, as evidenced by a closer look at the **NRC Budget**.

Strategic investments in Global Studies resources – faculty, curricula, library collections, future teachers, students – are important to *long-term strengthening* of undergraduate teaching and outreach programs. For UWM, improving Wisconsin K-16 access to those resources is a key strategy for improving outcomes. NRC funds will strengthen UWM's international studies infrastructure through new Global Health, language, and overseas curricula, as well as courses and certificate programs to prepare K-12 global educators. The many activities supporting faculty development – at UWM and at partnering schools and colleges, through teacher preparation and professional development programs, scholarly exchanges, research and curriculum development opportunities – are direct investments in global education resources. IWA's K-12 student programs contribute to long-term strengthening by helping to build student awareness and demand for international studies in college. Working with partners such as MPS and MATC provides faculty and staff with professional development while building programs that reach more people. Seventy percent of personnel funds requested will enable students to work on global learning projects rather than in jobs disconnected from their studies. All travel funded by the NRC is tied to program-building, and evaluation costs are investments in quality.

9. IMPACT AND EVALUATION: Global Studies' *impact on UWM* has been profound. It provides a place for faculty across UWM to engage in academic and public education efforts; to

seek and receive funding and staff support; to present and publish their research; and to be part of an ambitious university-wide effort to strengthen international learning opportunities for UWM’s unique student body. It provides students with integrated advising on internationally-focused on-campus and overseas academic opportunities, internships and careers while aligning efforts with other UWM offices to promote student success. It supports a dynamic campus life marked by internationally-focused co-curricular, scholarly, and public programs and cultural events. Global Studies’ institutional importance is all the greater because UWM lacks the strong area studies center infrastructure often found at better-funded flagship research universities, and its students often lack direct experience with individuals who have international careers.

Examples of Global Studies’ institutional impacts are cited in **Table 11**.

CIE’s investments in UWM’s infrastructure have yielded greater numbers of UWM students engaging in meaningful international learning. Not only has Global Studies grown rapidly

Table 11: Global Studies Program Impact Data Snapshot	
Activity	
Global Studies Majors/Minors	223 Majors/52 Minors
Global Studies Graduates	148
“Global” area code course enrollments	15,651 credit hours
New Courses Developed/Offered	84 on-campus/15 overseas
\$\$ to faculty for course development	\$300,600
Undergraduate overseas research awards	77 students
CIE conference presentations	82 UWM faculty
CIE book series – articles and monographs	37 UWM faculty
CIE outreach programs (2013/14)	3885 participants
CIE scholarly programs (2013/14)	418 participants
CIE co-sponsored programs (2013/14)	1385 participants

to its current *enrollment* of 275, but International Studies enrollment (at 141) has also increased by 70% as a result of the expanded options and individualized advising that helps students find their best fit. Study abroad enrollments have tripled and program offerings have expanded from 30 in 13 countries to 109 in 34 countries since Global Studies’ 2003 founding. Global Studies’ impact can also be measured by enrollments noted in the **Course List**. In 2012/13, 448 students enrolled in just the three lower-division core Global Studies courses, Global 101, 201 and 202 – courses designed to meet general education requirements to reach many students across UWM.

CIE’s outreach reaches *local, regional, and national audiences* with lectures, professional

development programs, film series, conferences, television and radio broadcasts, publications and internet-based resources that improve understanding of contemporary global issues. In particular, CIE's K-12 outreach

programs aim to redress disparities in Wisconsin teachers and students' access to global education resources – a regional problem of national importance, given the socio-economic divisions in the state. As CIE's work continues to yield success, its primary national contribution may be in the replicable model it provides for campus/community global education partnerships. More detail about these activities is provided in **Sections 7 and 8**.

	UWM	Global St.	Int'l St.
1-year retention (Fall 2007 entry)	62%	100%	100%
6-yr graduation (Fall 2007 entry)	42%	100%	100%
% graduates - targeted minorities	14%	19%	15%

While these numbers underscore CIE's role as a dynamic source of international learning, they provide only a partial picture. The true measure of Global Studies' impact lies in the difference that it's making in students' lives. Its success is measured by its students' retention and graduation rates (**Table 12**), and their *graduate studies and careers* in fields that utilize their international skill sets (**Table 13**). All students entering UWM as Global Studies majors in 2007 had graduated by 2013, compared to UWM's overall six-year undergraduate graduation rate of 42%. Students from targeted US minority backgrounds comprise 19% of the 148 Global Studies degree recipients thus far, compared to 14% of bachelors recipients campus-wide. Global Studies' comparative success lies in its use of high-impact practices, from study abroad to individualized advising. With NRC and FLAS support, CIE will build on this success through

activities intended to further expand under-represented students' enrollment in Global Studies. Faculty and staff provide extensive advising regarding graduate studies options and career paths related to Global Studies fields. They stress the importance of continuing studies if students hope to achieve their career goals. A careers

Post-Graduation Employment	% Grads
1. Graduate Studies in Int'l Fields	44%
2. Employed – using int'l skills	31%
3. Employed – not using int'l skills	25%
4. Unemployed	N/A

activities intended to further expand under-represented students' enrollment in Global Studies.

Faculty and staff provide extensive advising

regarding graduate studies options and career paths related to Global Studies fields. They stress the importance of continuing studies if students hope to achieve their career goals. A careers

course, speaker series featuring alumni and other professionals, and Careers Bootcamp help students translate their studies into career options. Since Global Studies is a relatively new program, CIE's graduate placement data, obtained through surveys and alumni contacts maintained through Global Studies' FaceBook and LinkedIn pages, is comprehensive. Most students either matriculate into internationally-focused graduate programs or obtain jobs in which they use their international studies knowledge -- many in areas of national need, including education, business, and non-profit sectors as well as national and human security fields.

Table 14: Sample Global Studies Alumni Activities as of June 2014

Year	Track	Study/Employment
2008	Communications	Oral English Instructor, Zhengzhou University, China
2009	Communications	Translating and Interpreting Consultant, Sin Fronteras LLC, Appleton, WI
2011	Communications	MA in Int'l Relations & Diplomacy, American Graduate School, Paris, France
2011	Communications	Development Coordinator, Centro para los Adolescentes, SanMiguel deAllende Mexico
2011	Communications	Digital Media Producer, Global Power Components, Milwaukee
2008	Management	International Sales Coordinator/Account Manager, SPSI, Milwaukee
2009	Management	US Tax Specialist, Euroclear Bank, Brussels, Belgium*
2010	Management	International Logistics Specialist, Trek Bicycle, Milwaukee
2010	Management	International Data Technician, Rockwell Automation, Milwaukee*
2012	Management	Sales Support Specialist, Brand State, Belgrade, Serbia
2013	Management	Global Public Affairs Specialist, Johnson Controls, Milwaukee
2008	Security	MSc in Health Economics, University of York, UK
2008	Security	Senior Producer, Edelman Digital, Barcelona, Spain*
2011	Security	JD/MA in Security Studies (National Security Law & Policy), Georgetown University
2012	Security	Program Analyst, US Embassy, Mexico City, US Department of State
2012	Security	Program Analyst, National Defense University, Virginia
2012	Security	Intelligence Analyst, (Undisclosed US Govt. Agency), Washington, DC

**Student from US targeted minority background*

In spring 2014, 75% of Global Studies graduates were either pursuing graduate studies in international fields or employed in positions related to their degrees. All alumni pursuing graduate studies were either enrolled in explicitly international degree programs (including some overseas) or indicated that their focus is international. A 2011 Security graduate and student of color received a fellowship to complete her Master of Public Policy at UC-Berkeley and is now an Advanced Policy Analyst for Institute for the Future (California) focusing on education, energy, environment, technology, and water security. A 2011 Management graduate, also a

student of color, took a less direct path, first as a Research Intern working on securities fraud in Chinese companies at Peking University Law School, then as a college and career counselor for the Minnesota Internship Center, before beginning her Master of Public Administration program at U-Minnesota. Of her most valuable Global Studies experience, she cites: “*Global internships have helped me to develop the ability to work adeptly in an integrated manner with individuals of diverse backgrounds and cultures.*”

These outcomes are all the more impressive considering UWM’s student population is quite different from that at most institutions with NRC and FLAS support. By these indices, Global Studies provides a remarkable national example of what can be achieved with interdisciplinary international studies at an urban research university with a distinctive access mission.

Access to Success is a central tenet of UWM’s mission. It is understood as providing *equal access* to quality education with proactive approaches to recruit and retain underrepresented students. UWM serves more undergraduates from targeted US minority backgrounds than any other Wisconsin postsecondary institution – including institutions designated as *Minority-Serving Institutions* by US/ED – and many non-traditional, older and returning students with jobs and families. More details about

UWM’s unique student population is in the **Introduction** to this proposal. UWM’s relative racial diversity compared to other UW institutions is illustrated in **Table 15**.

Table 15. Racial Diversity Relative to UW System 2013/14 UG Enrollment of Targeted Minority Students			
Institution	Enrolled	Minority	%
UW-Parkside	4,489	1,070	23.8
UW-Milwaukee	23,004	5,032	21.9
UW-Madison	30,972	3,826	12.4
UW-Colleges (2-yr)	14,058	1,613	11.5
UW-Green Bay	6,444	556	8.6
UW-Eau Claire*	10,388	649	6.3
UW-La Crosse*	9,684	615	6.4
UW-Superior*	2,522	193	7.7
*designated Title III- and Title V-eligible by US/ED			

Many UWM courses are offered online or in blended formats to foster access for students who work or have childcare responsibilities; the Learning Technology Center is a recognized national leader in online pedagogies. UWM offers extensive student support services, including a campus childcare center, specialized

advising for students of different racial and ethnic backgrounds, a Student Accessibility Center which aids students with physical challenges, LGBTQ and Women's Resource Centers, Writing and Tutoring centers, and an Office of Adult & Returning Students. Multicultural and diversity programs and services encompass a large network of centers (e.g. Black Cultural Center, SE Asian-American Student Services) and programs of central advising offices within UWM schools and colleges. The Academic Opportunity Center (AOC) guides students with insufficient academic preparation through foundational coursework into regular college classes; it enables promising students from underfunded school systems to obtain a college education. Many Global Studies students originally entered UWM through AOC. CIE collaborates with each of these offices to ensure students' needs are met.

UWM's particular brand of diversity sets it apart from most NRC institutions and underscores the importance of CIE's Global Studies efforts. CIE serves many students who face economic and social barriers to higher education. These students particularly benefit from the world-expanding experience offered by international studies. Efforts to assist them stem from a longstanding, unwavering commitment to removing barriers to international learning. For example, CIE's approach to study abroad employs low cost programs and cost-containment strategies, working with Financial Aid to ensure aid portability, encouraging and supporting faculty to develop programs in fields, locations, or topics likely to attract underrepresented students, such as international sign languages or comparative service learning in Milwaukee and Mexico. CIE's *Access Task Force* of 2001-2004 provided critical guidance for CIE's continuing efforts to increase underrepresented student participation in study abroad.

CIE advisors help non-traditional students complete their extensive program requirements amidst the pressures of family life and full-time employment. They work with the Student Accessibility Center, Panther Academic Support Services, and Norris Health Services to help

students with disabilities succeed, and to facilitate solutions enabling students to overcome obstacles in completing their language or study abroad requirements. Two examples: one student who is hearing impaired completed his language requirement focusing on international sign languages; another continued her Chinese studies at a partnering program in Beijing that worked closely with CIE advisors to accommodate her needs. CIE staff help students identify scholarship opportunities and strategies to finance overseas study and internships. Each year several UWM Pell grant recipients receive Gilman Scholarships to support their study abroad, attesting to the work of CIE-affiliated faculty and staff and their commitment to empowering disadvantaged students. Consequently, students who enroll in UWM's international programs, both on campus and overseas, represent the range of diversity reflected in UWM's undergraduate student body.

Yet these successes are not enough. Wisconsin's unique circumstances – high levels of segregation along socio-economic and racial/ethnic lines exacerbated by an intensely polarized political environment – warrant an exceptional effort to overcome the disparities in access to global learning. CIE is proposing a comprehensive plan of integrated initiatives that, with the help of its campus and community partners, will markedly expand traditionally underrepresented students' participation in meaningful learning of languages and global issues. CIE's track record with Global Studies demonstrates that it is uniquely suited to meet this pressing need.

Evaluation: With Title VI funds, CIE aims to expand the reach of Global Studies teaching and research, increase the global competence of K-16 educators, foster international learning for traditionally underrepresented students, and ultimately prepare students for career and graduate studies placements in fields corresponding with national needs. It will measure its success against distinct objectives which support these goals and encompass student enrollment growth, program enrollment and course array expansion, and cascading impacts of programs.

CIE's Evaluation Plan builds on UWM's existing culture of assessment. Within CIE,

Assistant Director Tracy Buss devotes half of her time to planning and implementing evaluation activities with the guidance and aid of campus assessment experts, CIE faculty and senior staff, and advisors. CIE staff maintain current knowledge of assessment theories and practices and have presented on Global Studies evaluation activities at national assessment conferences. CIE regularly records and analyzes a variety of impact data, such as alumni placements, outreach program attendance, enrollment and graduation figures, and longitudinal surveys of study abroad and outreach program participants. It also assesses Global Studies students' attainment of learning outcomes. The NRC will provide the opportunity to be more strategic in collecting and analyzing outcomes data. It gives impetus for improving the scientific rigor that underscores each instrument and data analysis, and innovating where appropriate.

CIE's unique administrative structure enables it to design, coordinate, and manage a *comprehensive evaluation plan* designed to (a) achieve measurable alignment between the grant's overarching goals, performance measures and funded activities, (b) yield a range of qualitative and quantitative data to address both national and institutional needs, and (c) incorporate external, professional evaluation expertise into every level of grant activity planning and implementation. A campus evaluation committee will provide ongoing oversight. With CIE personnel serving ex officio, the committee will be led by an *independent project evaluator*, **Terry Batson** from the Center for Urban Initiatives & Research (CUIR), an evaluation expert who will provide *third party objectivity* and knowledge about campus assessment and accreditation concerns. CUIR will ensure the integrity of the overall evaluation design and coordinate data collection, management, and analysis. CUIR's participation will enhance consistency, objectivity, and richness of data for all grant activities, yielding scientifically valid quantitative data that will measure direct and cascading impacts of grant activities. CUIR has performed a similar role for UWM's Center for Latin American and Caribbean Studies, a recent

Table 16: EVALUATION PLAN		
Performance Measures	Supporting Activities	Data/ Indicators
GOAL 1: EXPAND REACH OF POSTSECONDARY GLOBAL STUDIES TEACHING AND RESEARCH		
Enroll 10 students in new Global Health Certificate and in Global Studies/Health Track in year 3. Increase enrollment by 20% in year 4 and annually thereafter	<ul style="list-style-type: none"> ▪ Create three courses that support Global Studies/Health track, Global Health Certificate, BSN@Home UW collaboration ▪ Develop overseas practica in Cuba and Malawi for undergraduate nursing and physical therapy students 	# students enrolled/ participating
Provide professional development to 100+ K-16 language instructors and pre-service teachers by end of grant period	<ul style="list-style-type: none"> ▪ Organize and offer LCTL pedagogy workshops ▪ Revise/re-launch UWM Russian teaching certification curriculum ▪ Develop, pilot, and evaluate high school Russian curriculum, revise UWM Russian teaching certification curriculum 	# attendees/ enrollees; Participant surveys
Enroll at least 15 students in four new 5-year BA/Masters programs: Global Communications/MA Translation, Global Management/MBA, Global Sustainability/Master of Sustainable Peacebuilding, and Global Health/MPH	<ul style="list-style-type: none"> ▪ Create eight new U/G courses that can double-count in the curricula for these programs ▪ Disseminate information to campus advising staff ▪ Market programs to students via high school counselors and teachers, directly and through recruitment and outreach staff 	# new courses developed; # high school contacts reached
GOAL 2: ENGAGE MORE UNDERREPRESENTED UNDERGRADUATES IN INT'L STUDIES		
Increase by 25% annual enrollment in study abroad programs to US/ED priority world areas by end of grant period	<ul style="list-style-type: none"> ▪ Develop new education abroad programs and partnerships supporting students' studies in Malawi, South Africa, India, and Vietnam 	# students enrolled, demographic representation
Increase by 25% number of under-represented students in study abroad by end of grant period	<ul style="list-style-type: none"> ▪ Develop and offer training webinar to address "responses to racism and bigotry" during education abroad, available to UWM staff and national audience of study abroad advisors and other international education professionals ▪ Create email/Skype support "hotline" staffed by trainees to support students encountering racism/bigotry while abroad 	# under-represented students who study abroad; Survey of hotline users
Increase by 50% number of underrepresented students enrolled in Global and International Studies Majors and Minors by end of grant period; increase proportion of targeted minority students graduates by at least 5% (to 25% for Global, 20% for International Studies) by 2020	<ul style="list-style-type: none"> ▪ With Office of Global Inclusion and Engagement, offer co-curricular Global/Diversity Dialogues for UWM students ▪ Develop pathways for MATC students to matriculate into UWM Global Studies and International Studies programs, with curriculum articulation, new MATC course development, and curriculum development workshops and webinars ▪ Develop Global-to-Local Service learning for Milwaukee youth ▪ Expand IWA program access funding for disadvantaged schools 	# under-represented students enrolled; Survey to indicate impact of pathway
GOAL 3: INCREASE GLOBAL COMPETENCE OF K-12 EDUCATORS AND EDUCATION STUDENTS		
Enroll 10 UWM School of Education (SOE) students in Global Educator Certificate Program (to be created) by end of grant period	<ul style="list-style-type: none"> ▪ Assist SOE in developing degree-relevant overseas study and overseas teaching placements ▪ Support development/redesign of 3 UWM courses ▪ Create teacher/mentor program for SOE students 	# participants; Course offering frequency
Involve 200 current and future teachers in professional development for global competence by end of grant period	<ul style="list-style-type: none"> ▪ Expand IWA professional development offerings and participation by in-service teachers and Education students 	# participants; Surveys

NRC grantee. CIE's specific NRC grant goals, performance measures, activities, and assessment instruments are detailed in **Table 16: Evaluation Plan**. Timing of activities is noted in **Table 10**.

The campus evaluation committee will meet each semester to review and revise CIE's current student, alumni, and outreach program participant survey instruments to strengthen their ability to generate comprehensive quantitative outcomes data on outreach impacts and graduate studies and career placements of Global Studies alumni: e.g, annual surveys of K-16 teacher

program participants will be used to collect information on depth of impact (applications of new curricula or new approaches to teaching as a result of program participation) and numbers/types of institutions and populations impacted by program participants; the surveys will supplement attendance and program satisfaction data collected with evaluations administered at the events. Open-ended questions will result in qualitative data as well as opportunities to identify patterns in outcomes, leading to further improvements in assessment instruments and processes.

Assessment plans for the Global Health and Global Educator Certificate activities will draw from CIE's experience with the campus-driven assessment requirements for the Global Studies BA degree. Assessment for Global Studies mirrors the structure of the degree, with clear, interrelated learning outcomes for the core courses, overseas study and internship components, and each of the five Global Studies tracks. (Language proficiency assessment is managed by the language programs, as described in **Section 4**.) The core course faculty and CIE advising staff use diverse measures to assess student learning in the degree, including embedded essay questions, semi-structured interviews, intercultural competence surveys, and personalized evaluation of (post-internship) resumes. CIE assesses the program's long-term impacts by tracking alumni academic and career activities, and will continue to improve its survey instruments and data yields as described above. CIE has met the administrative challenges of the Global Studies program's cross-departmental structure and unique curricular model, and is prepared to do the same using a sensitive and nuanced approach for some of the unique new activities, such as the *Responses to Racism/Bigotry in Education Abroad* webinar training.

Student learning outcomes assessment for languages is the one area of NRC activity that falls outside of CIE's purview. CIE's evaluation plan encompasses measures that assess language program strength based on growth in enrollments, expansion of resources for language pedagogy (including proficiency assessment) training, and instructors' applications of that training.

CIE will administer undergraduate FLAS awards in languages whose faculty actively use four-skills, proficiency-based assessment of student learning. NRC funding for faculty development will support the consistent application of good teaching practices. In addition to the learning outcomes assessment that takes place in the classroom, UWM faculty will administer the government's required FLAS pre- and post-program language proficiency assessment, and will supplement this test with additional skills-oriented assessments as determined necessary by each language program upon reviewing the instrument. FLAS fellows will complete mandated pre- and post-program self-assessments of language skills and surveys regarding their placements and use of language/international training every two years for eight years after graduation. The federal survey instrument will be administered in tandem with CIE's alumni data survey, to capture complete information regarding long-term program impacts. CIE will also require FLAS fellows to assess their actual versus anticipated learning outcomes (noted in their applications) at the end of the fellowship period, as an additional source of data for evaluating FLAS experiences. CIE will assess the administration of the FLAS awards by analyzing data on applications submitted and awards made against both the FLAS selection procedures described in this proposal and the federal priorities for the making of awards (a) in priority LCTLs; and (b) to students who demonstrate financial need.

Use of recent evaluations: CIE's rigorous use of survey instruments for the evaluation of courses, study abroad programs, and alumni placements facilitates the ongoing improvement of programs. Study abroad surveys are used by advising staff to improve pre-departure orientation programs and to guide new program development; they are an impetus for the *Responses to Racism/Bigotry in Education Abroad* project proposed as part of this grant. Alumni data tracking enables CIE to recruit career event speakers and collect data on longer-term impacts; alumni surveys have led to an expansion of career programs and advising services, including the annual

Careers Bootcamp resume workshop. Outreach surveys have led to new models of content delivery and innovative participatory frameworks for public events, and have guided IWA's focused work on K-12 service learning. External evaluations have also provided critical feedback used to improve programs. For example, a 2012 external evaluation of Arabic and Middle East/North African Studies recommended adding an Arabic-to-English track to the study options for students in the MA in Translation; this track is now offered along with six other tracks.

The activities proposed for NRC and FLAS funding will strengthen Global Studies' already impressive track record in meeting *national needs* by producing an *improved supply* of Global Studies specialists from diverse backgrounds that are often underrepresented in Title VI-funded programs, including many for whom undergraduate admission to a highly competitive university was simply never an option. They leave UWM with advanced language skills, often in LCTLs; integrative cross-cultural competencies developed through coursework and overseas experiential learning; and professional expertise relating Global Communications, Management, Security, Sustainability, and Urban Development – fields that support national economic, political, and human security interests. The *graduate studies and career placement* data encompassed in **Tables 13 & 14** illustrates their success: 110 of the 148 graduates to date are enrolled in graduate programs or employed in fields in which they're applying the skills gained through their Global Studies. Fifteen Global Studies graduates are members of *Phi Beta Kappa* Honors Society.

Global Studies students also contribute to *national capacity in less commonly taught languages*. Of current majors, 45% study LCTLs, and 35% study languages identified as US/ED priorities, including Arabic, Chinese, Hebrew, Japanese, Korean, Polish, Portuguese, Russian, Thai, and Vietnamese. With UWM's mainly Wisconsin-born, non-traditional student body, these statistics underscore CIE's success in promoting LCTL study. Proposed NRC activities and the targeted allocation of FLAS to US/ED priority languages will further expand these programs,

providing more undergraduates with opportunities to attain advanced competency, and more instructors with meaningful professional development support.

Global Studies' contributions to the field are not limited to its student outcomes. CIE expands *public understanding* with outreach programs in formats that reach large audiences and almost always focus on contemporary political, economic, and human security issues, whether in the context of training teachers to teach about them, working directly with students, or engaging business, media, or public audiences in dialogue. Its K-12 programs are particularly impactful because of the underserved audiences they engage. CIE undertakes *national dissemination* of program models and outcomes, teaching resources, and faculty scholarships through conference presentations, web-based delivery, and publications such as the *New Directions* book series. These outcomes will be amplified through the integrated activities proposed for NRC funding.

As detailed below, CIE will award all *FLAS fellowships* to undergraduates studying US/ED-priority languages who are planning to use their language and international studies in career fields supporting economic, political and human security in the government, business, education, and non-profit sectors. By targeting students in diverse fields, FLAS will support a range of national needs. Global Studies students' history of placing into internationally-focused graduate programs and employment in areas of national need is detailed in **Tables 13 & 14** (above).

10. FLAS SELECTION: CIE will award FLAS to meritorious undergraduates in a wide range of majors who are engaged in international studies in combination with the *US/ED priority languages: Arabic, Chinese, Japanese, Korean, Polish, Portuguese, Russian, or Vietnamese*. The FLAS application will consist of a cover form, personal statement, transcript, two letters of recommendation (one from a language instructor), and a FAFSA form filed with Financial Aid. A student proposing to study on another institution's program must provide a brochure or website. Students identify their learning goals for the award period, intended courses, and how

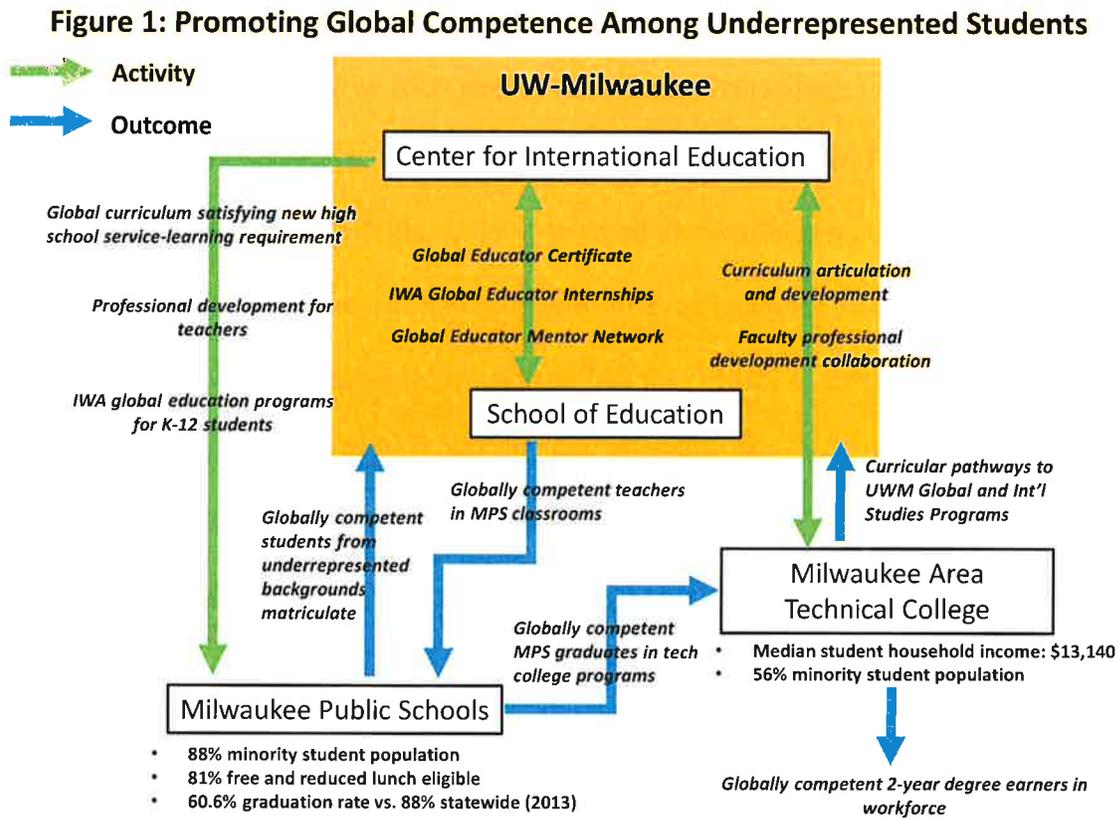
the studies will contribute to their academic and career goals. CIE will use these learning plans in its program evaluation, requiring fellows to assess their attainment of their learning goals in a reflection essay at the end of the award period. All awards will be made to undergraduates planning to use their language and international studies in career fields supporting economic, political and human security in the government, business, education, or non-profit sectors.

To elicit a strong pool of applicants from diverse majors, CIE will work with language faculty and the advisors in UWM's schools and Multicultural and Diversity Programs and Services offices. Application guidelines will be posted online and distributed *each fall* through these units' listservs. CIE will conduct FLAS information sessions and LCTL class visits. CIE will query the campus database to identify all undergraduates who enrolled in LCTL courses during the current and immediate past semesters and will issue targeted invitations to apply. Applications will be due in CIE by March 1 for the subsequent summer and academic year.

The multidisciplinary faculty selection committee will include at least two language faculty. The committee will evaluate each application for strength of academic record, relationship of study plans to academic and career goals, and recommendation letters. *Preference will be given to students who demonstrate financial need* consistent with the FLAS competitive priority; a Financial Aid officer will serve on the selection committee and advise regarding candidates that qualify for the preference. Students will be notified of the outcome by April 1 to be able to finalize their study plans before study abroad confirmation deadlines and fall course registration. UWM's Veterans Affairs office will also be notified, and CIE will work with Financial Aid to ensure that FLAS funds are not used to supplant other scholarships to which students are entitled. Any unexpended institutional payment dollars will be used to fund additional fellowships.

CIE is confident that FLAS awards will be made to strong candidates who demonstrate financial need: 78% of UWM students rely on financial aid, and over 9,000 receive Pell Grants.

11. PRIORITIES: Meaningful collaborations aligned with US/ED priorities will help CIE expand the reach of its programs, engage more underrepresented undergraduates, and increase the global competence of K-12 educators and education students. **Figure 1** demonstrates the logic behind these interrelated activities, also described in Section 9.



CIE will build a significant and sustained partnership with *Milwaukee Area Technical College* that articulates *curricular pathways for MATC students to enroll in Global Studies and International Studies* programs and will require ongoing collaboration to support the student pipeline. This partnership engages MATC and UWM faculty in *collaborative planning and course development*, provides ongoing *professional development* through annual workshops and quarterly webinars, and strengthens faculty collaborations through *colloquia with the Global Studies Fellows*. It makes sense for both MATC and UWM, as 1/4 of MATC students ultimately continue on in bachelor's programs, and transfer students – 20% from MATC -- comprise about

1/3 of UWM's undergraduate population. This partnership meets both the letter and the intent the priority, and will help CIE engage more underrepresented students in Global Studies.

This initiative's impact will be felt by other Wisconsin community colleges. The curriculum development workshops and webinars, developed with faculty at MATC and Alverno College (an MSI), will be targeted to all interested community college faculty and will seek participation of *Wisconsin Technical Colleges and the two-year UW Colleges*. Through traveling scholarly colloquia, Global Studies Fellows will initiate discussions about further collaborations with faculty at community colleges and Minority-Serving Institutions. The MATC pathway will provide a model that may be replicated at other institutions. To expand collaborations with MSIs nationally, NRC funds will support twelve *AGSL Fellowships for MSI faculty* to conduct research at UWM's renowned American Geographical Society Library. The fellows will be included in CIE scholarly activities, including faculty meetings, colloquia and conferences. Together, these activities will broaden access to UWM's Global Studies resources while laying the groundwork for ongoing collaborations.

Planning is underway with *UWM's School of Education* to create a new *Global Educator Certificate* as part of UWM's teacher preparation program. The NRC will support development of on-campus and overseas courses and student teacher placements, an IWA internship program supporting future teachers' work with IWA K-12 programs, and the expansion of IWA and Language Resource Center professional development programs for pre-/in-service teachers. The NRC will also support efforts to strengthen language teacher preparation and credentialing with a new *Certificate in Pedagogy of Technology & Language* and a revision of UWM's *Russian Teaching Certificate*. While Milwaukee has a large heritage speaking community, no schools currently offer Russian due to an inability to locate qualified teachers. UWM language faculty will also develop a model high school Russian curriculum and oversee its piloting and

assessment by Education students at the Milwaukee School of Languages, an MPS high school.

All *FLAS awards* will support undergraduates studying languages from US/ED's list of priority LCTLs (Arabic, Chinese, Japanese, Korean, Polish, Portuguese, Russian, Vietnamese). Students who demonstrate financial need in accordance with US/ED's priority will be given preference. CIE will work closely with the language programs and Financial Aid to implement these priorities, in accordance with the more detailed **FLAS Selection Procedures** (Section 10). CIE anticipates no difficulty securing applications from highly qualified candidates who meet these priorities, given the strengths of its language programs and financial need of its students.

Conclusion: UWM does not have the institutional resources of a flagship university; yet it has invested heavily in creating a world-class Global Studies program for its students, its faculty, and its community. This institutional commitment reflects an understanding that regardless of whether or not students ultimately pursue an internationally-focused career, the emerging global environment in which they will live can either offer exciting possibilities or significant barriers to success. The critical factor is in large part their level of understanding of how the global system works and the skills it demands. In 21st century America, global competence is necessary knowledge for all citizens. Students from well-resourced schools have opportunities to develop this understanding as part of their K-12 experience, building a clear pathway through higher education and professional life. Wisconsin's underrepresented students deserve that chance as well. With Title VI support, CIE will build upon existing partnerships and programs to provide a replicable, sustainable set of opportunities that puts global competence within the reach of all students, while providing exceptional advanced training for those who choose to specialize in the global dimensions of needed professional fields. In so doing, we not only create greater equity, but also promote national security by more deeply engaging students with enormous untapped potential, allowing them to contribute more fully to our society.

APPENDIX A: Letters of Support



School of Education

Office of the Dean

June 19th, 2014

Dr. Stephanie McKissic, Program Officer
National Resource Centers/FLAS Fellowships Programs
U.S. Department of Education
International and Foreign Language Education
National Resource Centers
1990 K Street, N.W., Suite 6083
Washington, DC 20006

Enderis Hall
P.O. Box 413
Milwaukee, WI
53201-0413
414 229-4181 phone
414 229-6548 fax
www4.uwm.edu/soe

Dear Dr. McKissic,

We are pleased to support the Center for International Education's (CIE) proposal to the Title VI National Resource Centers and Foreign Language and Area Studies Fellowships programs.

The University of Wisconsin - Milwaukee School of Education strives to provide leadership and inspiration for learning and human development in urban communities. The School is known for excellence in teaching, learning, and research and for our diversity in programs, students and faculty.

Founded in 1885 as the Milwaukee Normal School to prepare classroom teachers, the School has grown so that today we prepare teachers, adult educators, administrators, community leaders, researchers, counselors, sign language interpreters, and trainers for the business community. In 2011, we enrolled 2,639 students, with 575 students working on their initial teacher preparation and 742 pursuing graduate programs. Our 22,000 graduates serving education at local, state, and national levels are making a positive contribution to the learning, growth, and change of individuals and communities. We would very much appreciate the opportunity to assist our students in developing skills for the global world in which they will be working. This grant proposal allows the School of Education to integrate international urban experiences into our educator preparation programs.

School of Education faculty, staff, and administrators have a long history of collaborating with and serving on CIE committees and advisory bodies, including the UWM International Council, the Overseas Programs and Partnerships Advisory Committee, the Global Studies Advisory Committee, and Institute of World Affairs (IWA) program planning committees. We also work closely with UWM language faculty in training and supporting the professional development of Wisconsin language teachers. These interactions have established relationships that we look forward to expanding in conjunction with the NRC grant, as we undertake a larger effort to strengthen international training for Education students and in-service teachers under a collaborative program development initiative.

We welcome the opportunity to partner with CIE in bringing together UWM faculty, staff, and programs with common interests in K-12 global education. As the university's international office, CIE is well positioned to support this discussion, and has demonstrated its sincerity with its plans to align the Institute of World Affairs' longstanding educator professional development and student programs with our own efforts to prepare teachers for today's classrooms.

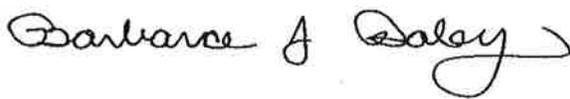
We envision a comprehensive Global Educator Certificate program supported by new and enhanced courses, degree-related study abroad, and overseas practical teaching experiences. Through the Institute of World Affairs, we anticipate a host of opportunities to support these students' learning through professional development workshops, internships engaging them in curriculum and materials development projects and K-12 student program facilitation, and student teaching placements with a network of Wisconsin teachers who are active in IWA programs. Initial planning discussions for this project took place this past year, and we look forward to continuing them when the fall semester begins.

This partnership is timely. It coincides with the recent approval by the Wisconsin Department of Public Instruction (DPI) of a new Global Education Achievement Certificate for high school students, which can inform our curriculum planning efforts. The IWA staff's involvement in developing the student certificate, and Dr. Gerhard Fischer's agreement to advise us on this effort, will enable us to fully align UWM's program with the State's standards.

Title VI funding will also provide invaluable support for prospective language teachers' preparation, with an expansion of the language pedagogy and materials development training currently available through UWM's Language Resource Center, and through the revision of the Russian Teaching Certification program and development of a new Certificate in Pedagogy of Technology and Language. Our current and former students will gain an invaluable professional development opportunity through the LRC Workshops, which will be open to K-16 language educators and pre-service language teachers across Wisconsin. A concurrent expansion of language faculty-supervised digital teaching materials development and research projects within the context of a new LRC-based undergraduate language research lab will provide exceptional learning opportunities for our Language Education undergraduates.

As home to Wisconsin's largest teacher preparation program, UWM is poised to make a significant difference in the global competence of its K-12 educators. Title VI support will enable us to move forward.

Sincerely,



Dr. Barbara J. Daley
Interim Dean



Dr. Hope Longwell-Grice
Associate Dean of Academic Affairs



Dr. Barbara Bales
Department Chair, Curriculum and Instruction

June 6, 2014

Dr. Stephanie McKissic, Program Officer
National Resource Centers/FLAS Fellowships Programs
U.S. Department of Education
International and Foreign Language Education
National Resource Centers
1990 K Street, N.W., Suite 6083
Washington, DC 20006

Dear Dr. McKissic,

I am writing in support of the University of Wisconsin-Milwaukee (UWM) Center for International Education's application for Title VI funding as a National Resource Center for International Studies. UWM is the UW System's only urban campus, located in Wisconsin's largest city. The Center has played an integral role in advancing the UWM's access mission for students from underrepresented backgrounds. For more than a decade, the Center for International Education's outreach arm, the Institute of World Affairs (IWA), has worked closely with the Wisconsin Department of Public Instruction (DPI) on a variety of initiatives designed to engage K-12 educators and students in global education curricula. I can attest to the quality of their work, and their close alignment with DPI's global education initiatives.

One recent example is a statewide Global Youth Summit which IWA co-hosted with DPI. The summit brought high school students from around the state together to reflect on their role within global society. Attendees included students from diverse backgrounds, from small rural communities to large urban districts. The focus was on helping participants understand that whatever their situation, they are part of a larger system that impacts their lives.

IWA's Assistant Director, Doug Savage, is a founding member of the Statewide International Education Council, which was instrumental in developing an innovative Global Education Achievement Certificate for high school students. This new certificate formally recognizes graduating seniors who have demonstrated global competency through academic and co-curricular activities. I am pleased to learn that IWA is focusing its efforts on strengthening professional and curriculum development support to assist Wisconsin teachers in more widely implementing the Global Education Achievement Certificate at their schools. Among other activities, their strategy entails working with their School of Education to develop a global teacher preparation program, as well. As UWM's School of Education prepares 60% of Wisconsin's public school teachers, this plan promises to have a significant impact on classrooms across the state. I look forward to seeing it develop and will be pleased to support this effort in an advisory capacity, knowing that their goal is to ensure the program's alignment with DPI standards.

In an extremely challenging resource environment, UWM's Center for International Education, through the Institute of World Affairs, has consistently provided high-quality global education resources and programming to educators and students who would otherwise not have access to this content. Through a holistic approach that serves a wide audience including pre-service and classroom teachers, students at the K-12, technical college and university levels, and the community groups that support them, they consistently deliver programming that is well-articulated across the educational spectrum. I am confident that should they be funded under the Title VI National Resource Centers program, they would use the support in innovative, effective and impactful ways. I am pleased to support their application without reservation.

Sincerely,

A handwritten signature in black ink that reads "Gerhard Fischer". The signature is written in a cursive style with a large initial "G" and a long, sweeping underline.

Gerhard Fischer, PhD
Consultant for International and World Language Education



June 13, 2014

Stephanie McKissic, Program Officer
National Resource Centers/FLAS Fellowships Programs
U.S. Department of Education
International and Foreign Language Education
National Resource Centers
1990 K Street, N.W., Suite 6083
Washington, DC 20006

Dear Dr. McKissic,

I am writing on behalf of the Milwaukee Area Technical College (MATC) to express support for the University of Wisconsin-Milwaukee (UWM) Center for International Education's (CIE) application for Title VI funding as a National Resource Center for International Studies. UWM plays an important role in our community providing access for students from underrepresented backgrounds. Similarly, at MATC, we pride ourselves on serving students who face economic and other challenges, yet remain in school. Many of our students are the first members of their families to go to college.

If the Center for International Education's proposal is successful, we look forward to collaborating on a number of initiatives to allow our students to gain global competence. We will engage in a thorough curricular articulation planning process designed to develop pathways between MATC and UWM in global education. This will include critical course development support for MATC faculty. This kind of articulation is important, as 26% of MATC's Liberal Arts and Sciences students go onto four-year degrees, a number that continues to grow.

We will also work with CIE to provide faculty at both institutions with opportunities to meaningfully interact and to share best practices. One area of emphasis will be world language pedagogy and proficiency assessment.

We believe the missions of our two institutions are highly complementary. By partnering in this way, we are confident that we can forge a seamless system of support to provide vital global competence to both students entering the workforce after two years at MATC and those choosing to continue their education. The activities anticipated in the CIE proposal will greatly leverage our resources and promote student success and faculty professional development in both institutions. I look forward to it being fully funded.

Sincerely,

Sadique Isahaku, Ph.D.

Associate Dean

School of Liberal Arts & Sciences

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Mequon Campus
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Mequon, WI 53092-1199

Oak Creek Campus
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West Allis Campus
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APPENDIX B: Course List

University of Wisconsin-Milwaukee Courses Supporting Global and International Studies
 (% int'l content noted; descriptions provided for "Global" core and courses whose titles aren't clearly international)

Department	Course #	Course Title	% Int'l	Subtitle/Course Description	Credits	Instructor(s)	Term(s)	12/13	13/14	14/15
JOINT DEGREES										
GLOBAL STUDIES										
<i>Course numbers marked with * indicate BA in Global Studies core courses</i>										
GLOBAL STUDIES	101*	Introduction to Global Studies I: People and Politics	100%	Fundamental aspects of globalization; how transnational economic, political, and cultural phenomena affect contemporary societies	3	Beck, Song, Redd, McGuinness, Horowitz, Mirosa, Heo, Malaby, Mkandawire-Vahmu	Fall Spring	110 126	97 69	X X
GLOBAL STUDIES	192	First-Year Seminar: Global Connections Living and Learning Community residential hall program	100%	Variable Topic Core course for Global Studies	3	Jones, Mkandawire-Vahmu, McGuinness	Fall	11	45	X
GLOBAL STUDIES	201*	Introduction to Global Studies II: Economics and the Environment	100%	Concepts, patterns and processes that connect economic and environmental systems across borders	3	Johnson, VanPelt, Yoon	Fall Spring	67 39	31 29	X X
GLOBAL STUDIES	202*	Introduction to Global Studies III: Globalization and Technology	100%	Impact of global information technologies on contemporary societies and related political, cultural, economic shifts	3	Martin, Aneesh, Sands	Fall Winter Spring Summer	58 9 28 10	40 12 28 14	X X X X
GLOBAL STUDIES	299	Ad Hoc: First-Semester Afrikaans	100%	language acquisition course taught online	4	Du Plessis	Fall	7		
GLOBAL STUDIES	299	Ad-Hoc: Second-Semester Afrikaans	100%	language acquisition course taught online	3	Du Plessis	Spring	4		
GLOBAL STUDIES	311*	Contexts for Global Management	100%	How globalization and international contexts can impact the success or failure of business decisions; management in a global context	3	Appbaum, Aneesh	Fall	22		X
GLOBAL STUDIES	321*	Global City in History	100%	Key issues in history of the global city from Mesopotamia to the age of globalization; changing role of urban centers; global dimensions of Milwaukee's history.	3	McGuinness	Spring			X
GLOBAL STUDIES	351*	Language, Media, and Social Practice in Global Communications	100%	Impact of global communications on languages and cultures; implications of globalization for technologically mediated forms of communication and related social practices	3	Song, Martin	Fall	18	25	X
GLOBAL STUDIES	361*	Environment and Sustainability	100%	Different answers to "what is sustainability?" given by ecological and social thinkers.	3	Mirosa	Fall			X
GLOBAL STUDIES	362	System Failure: Globalization and Language Extinction	100%	Role of globalization in the projected extinction of a large number of the world's languages within the next century.	3	Perley	Fall			X
GLOBAL STUDIES	371*	Rethinking Global Security	100%	Considers international security beyond military conflict, to include ramifications of economic trade, public health, environment, and information	3	Paik, Howland, Heo	Fall Spring	19 21	7	X
GLOBAL STUDIES	442*	Humanitarianism in the Global Perspective (jointly taught w/ANTHRO 442)	100%	Studies global humanitarianism through specific case studies (e.g. Ethnography of Genocide, Islamic NGOs). Themes include politics of representation, intervention, war, genocide, trauma, child soldiers, and human trafficking.	3	Bornstein	Spring		14	X
GLOBAL STUDIES	446	The Reconfiguring Global Order	100%	Contemporary and past global forces re-configuring our world systems and economic and political orders.	3	Sommers	Summer		7	X
GLOBAL STUDIES	447*	Global Politics of Human Rights	100%	Historical and theoretical context of human rights discourse; anthropology of human rights; case studies of efforts to protect human rights in particular social settings	3	Bornstein	Fall			X

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University of Wisconsin-Milwaukee Courses Supporting Global and International Studies

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GLOBAL STUDIES	448	Intellectual Property in the Global Information Economy	100%	Emerging conflicts between intellectual property laws and new information technologies; all aspects - copyright, patent, trademarks - in global contexts of biotechnology, software, print, digital media, and music industries	3	Braman, Aneesh	Fall		3	
GLOBAL STUDIES	421*	Social Justice in the Global City	100%	How and why globalization leaves different imprints on cities; how cities in turn constantly restructure the form of the global economy.	3	Staff	Spring			X
GLOBAL STUDIES	451*	Access, Security, and Intercultural Contexts in Global Communications	100%	Information equity and access in a globalized context, including issues of security, intercultural communication, and current uses of communication technologies	3	Lim, Poneis	Fall	22	8	X
GLOBAL STUDIES	461*	The Politics and Policy of Sustainability (jointly taught w/CES 461 and FRSHWTR 461)	100%	Principles of environmental policy, governance, and management for global sustainability	3	Ehlinger, Kehl, Williams	Fall		1	X
GLOBAL STUDIES	471*	Strategies for Realizing Security in Global Contexts	100%	Present-day strategies of those working to create or effect greater security in a global context (e.g. Rebuilding Failed States, Health and Security, International Law)	3	Ricigliano, Mirosa	Fall	20	7	X
GLOBAL STUDIES	489*	Internship in Global Studies, Upper Division	100%	Overseas internship accompanied by on-line course; Brazil, Ecuador, Kenya, Thailand, Taiwan, Vietnam, Jordan, South Africa, South Korea	1-6	Datey, Wolf	Fall Spring Summer	7 5 16	6 13 9	X X X
GLOBAL STUDIES	497	Study Abroad (Most Majors' overseas enrollments appear under professional, language, and elective disciplines)	100%	Globalization courses cross-listed with other UWM departments: Maternal and Infant Health in Morocco, Women's Rights and Family in Islam, the Making & Unmaking of the Indian City	1-12	Amster, Sobti	Fall Winter Spring Summer	1 2 3 4	1 2 X X	X X X X
GLOBAL STUDIES	499	Topic: Research Methods in Global Contexts	100%	Survey of research methods and considerations specific to conduct of interdisciplinary international research	3	Braman	Fall			X
GLOBAL STUDIES	500*	Global Urban Development Capstone: Future Trends	100%	Global Urban Development track capstone.	3	McCarthy, Sobti	Spring			X
GLOBAL STUDIES	541*	Cross-Cultural Management (jointly taught w/BUSADM 541)	100%	Business cultures around the world; the impact of cultural differences in international management and negotiations.	3	Li, Ehrhardt, Shaifer	Fall Spring	8 4	6 1	X X
GLOBAL STUDIES	551*	Global Communications Capstone: Future Trends	100%	Global Communications track capstone. Communication challenges that constitute & complicate global experiences; ways to respond in a manner that demonstrates competence as global communicators.	3	Tasman, Malaby, Braman	Spring	15	10	X
GLOBAL STUDIES	561*	Sustainable Peacebuilding and Social Change	100%	Global Sustainability track capstone. Analytical framework for understanding the key social dynamics that affect sustainable social change. (Sustainability Capstone)	3	Ricigliano	Fall		8	X
GLOBAL STUDIES	571*	Global Security Capstone: Future Trends	100%	Global Security track capstone. Examination of justice and power broadly defined as they pertain to emerging trends & efforts to address anticipated problems	3	Perley, Heatherington	Spring	15	11	X

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GLOBAL STUDIES	699	Independent Study	100%	Independent study with Global Studies affiliated faculty, mainly students completing capstone in semester when it is not offered (due to study abroad conflicts)	1-3	Martin, Khatchadourian, Petro	Fall Spring Summer	2 1 1	1	X X X
COLLEGE OF LETTERS AND SCIENCE (L&S)										
LANGUAGES										
ARABIC	101	First Semester Arabic	100%		5	Labanieh, Hindi, Al Lababidi, Al Bukhari	Fall	52	46	X
ARABIC	102	Second Semester Arabic	100%		5	Hindi, Al Lababidi	Spring	32	27	X
ARABIC	111	Cultures and Civilizations of the Muslim Middle East	100%		3	Al Bukhari, Labanieh	Fall Spring	55 59	48 57	X X
ARABIC	201	Third Semester Arabic	100%		5	Al Lababidi, Oulhaj	Fall	18	12	X
ARABIC	202	Fourth Semester Arabic	100%		5	Oulhaj, Lababidi	Spring	32	7	X
ARABIC	301	Fifth Semester Arabic	100%		3	Labanieh	Fall	13	7	X
ARABIC	302	Sixth Semester Arabic	100%		3	Labanieh	Spring	4	6	X
ARABIC	404	Intro to Translation: Arabic to English	100%		3	Seymour-Jorn	Fall		3	
ARABIC	499	Advanced Arabic to English Translation	100%		3	Seymour-Jorn	Spring		1	
ARABIC	297/ 497	Study Abroad: Egypt and Morocco	100%	Arabic language courses including Egyptian Arabic taken in Cairo; Moroccan Arabic language and culture in Rabat	1-12	Staff, Amster	Fall Spring Summer	1 3 18	3 x 6	X X X
CELTIC STUDIES	103	First Semester Gaelic	100%		3	Gleeson, Ni Chiartha	Fall	35	28	X
CELTIC STUDIES	104	Second Semester Gaelic	100%		3	Gleeson	Spring	22	20	X
CELTIC STUDIES	133	Celtic Crossings: History and Cultures of the Celtic World	100%		3	Walczyk, Ni Chiartha	Fall	38	43	X
CELTIC STUDIES	199	Independent Study	100%		1-3	Staff	Spring		1	
CELTIC STUDIES	203	Third Semester Gaelic	100%		3	Ni Chiartha	Fall	10	8	X
CELTIC STUDIES	204	Fourth Semester Gaelic	100%		3	Ni Chiartha	Spring	6	6	X
CELTIC STUDIES	250	Selected Topics in Celtic Studies: Irish Folk Beliefs & Religious Practice	100%		3	Gleeson	Spring	17	11	
CELTIC STUDIES	285	Modern Irish Language and Literature in Translation	100%		3	Staff	Spring			X
CELTIC STUDIES	297/497	Study Abroad: Ireland, Spain, and Germany	100%	courses in Celtic language, history and culture taken in Colmille, Ireland; Spain, and Frankfurt, Germany	1-12	Gleeson, Staff	Spring Summer	3 17	X X	X X
CELTIC STUDIES	350	Advanced Topics in Celtic Studies: Celts in America	100%	100% roots of migration and ethnic identity	3	Crain	Fall	16		
CELTIC STUDIES	350	Advanced Topics in Celtic Studies: Irish Revolutions: Past & Present	100%		3	Sutton	Spring	13		X
CELTIC STUDIES	350	Advanced Topics in Celtic Studies: The Archaeology of Ireland	100%		3	Hamlin	Spring	15	14	X
CELTIC STUDIES	699	Independent Study	100%		1-3	Gleeson, Hamlin, Sutton	Fall	1	1	X
CHINESE	101	First Semester Chinese	100%		5	Olson, Chen, Chiang, Gill, Mar	Fall	59	44	X
CHINESE	102	Second Semester Chinese	100%		5	Chen, Olson, Lin	Spring	46	29	X
CHINESE	150	Contemporary Chinese Society & Culture	100%		3	Sun, Olson	Spring	15	26	X
CHINESE	201	Third Semester Chinese	100%		5	Chiang, Lin, Wang	Fall	29	21	X
CHINESE	202	Fourth Semester Chinese	100%		5	Wang	Spring	19	14	X
CHINESE	299	Ad Hoc: An Introduction to Hanzi	100%		1-6	Gill	Fall		13	X
CHINESE	301	Fifth Semester Chinese	100%		3	Mar, Lin, Zhai	Fall	7	10	X
CHINESE	302	Sixth Semester Chinese	100%		3	Chiang, Mar	Spring	6	8	X

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CHINESE	320	Contemporary Chinese Societies through Film	100%		3	Wang	Spring	14		X
CHINESE	401	Seventh Semester Chinese	100%		3	Wang	Fall	8	3	X
CHINESE	402	Eighth Semester Chinese	100%		3	Wang	Spring	10	7	X
CHINESE	441	Business Chinese	100%		3	Chen, Lin	Fall Spring	6		X
CHINESE	489	Internship in Chinese, Upper Division	100%		1-6	Wang, Chen	Fall Spring	1	1	X
CHINESE	297/ 497	Study Abroad: China and Taiwan	100%	courses in Chinese language and culture taken in Beijing, Guilin, and Taipei	6	Chen, Staff	Fall Spring Summer	6 3 2	3 1 4	X X X
FOREIGN LANGUAGES/LITERATURE	103	First Semester of an Uncommonly-Taught Language: Vietnamese	100%	100% new language program introduced 2014/15	3	Thu Anh Than	Fall			X
FOREIGN LANGUAGES/LITERATURE	104	Second Semester of an Uncommonly-Taught Language: Vietnamese	100%	100% new language program introduced 2014/15	3	Thu Anh Than	Spring			X
FOREIGN LANGUAGES/LITERATURE	192	First Year Seminar: What's So Funny?	100%	Irish, British, French, Hispanic and South African comedy	3	Ciccone	Fall	29	19	X
FOREIGN LANGUAGES/LITERATURE	216	Survey of Civilization: Intercultural Rhetoric	100%	Study of culturally distinctive linguistic conventions and communicative patterns in written or oral discourse over various regions	3	Song	Fall		5	X
FOREIGN LANGUAGES/LITERATURE	216	Survey of Civilization: Introduction to Vietnamese Culture	100%		3	Thu Anh Than	Fall Spring		1	X
FOREIGN LANGUAGES/LITERATURE	216	Survey of Civilization: Korean Culture, Language and Society	100%		3	Song	Spring			X
FOREIGN LANGUAGES/LITERATURE	216	Survey of Civilization: Language, Culture & Politeness	100%	Major theoretical perspectives and socio-cultural aspects of politeness speech acts, patterns and types of politeness expressions in global contexts	3	Song	Fall Spring	10		X
FOREIGN LANGUAGES/LITERATURE	240	Vampires: From Slavic Village to Hollywood	75%	Historical survey of western vampire lore from discovery in eastern Europe in the 1700's through British literary vampire literature to Hollywood Dracula films	3	Murphy-lee	Fall Spring	99 100	54 41	X X
FOREIGN LANGUAGES/LITERATURE	499	Special Topics in Foreign Languages and Literatures	100%	Topic: Capstone Seminar in Japanese Language & Culture	1-6	Jones	Spring	5		X
FOREIGN LANGUAGES/LITERATURE	699	Advanced Independent Study	100%	Independent study for advanced Chinese language students	1-3	Wang, Chen	Fall Spring	2	2	X X
FRENCH	103	First Semester French	100%		4	Farrell Whitworth, Semrad, Boukettaya, Anderson, Engelhardt, Machado, Bostelmann, Sanogo, Pugacheva, Gillis,	Fall Spring	176 136	202 132	X X
FRENCH	104	Second Semester French	100%		4	Anderson, Farrell Whitworth, Anderson, Engelhardt	Fall Spring	138 144	122 144	X X

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FRENCH	110	French for Travelers	100%	Conversational French for travelers. For students with no knowledge of French as well as for those with a basic foundation	1-2	Gillis, Kenfack	Fall Spring	11 16	16 11	X X
FRENCH	113	Intensive French I	100%		4	Sanogo	Summer	28	26	
FRENCH	114	Intensive French II	100%		4	Kenfack	Summer	36	28	
FRENCH	145	Views of France: Learning French Culture through Cuisine	100%		3	Anderson, Sullivan, Machado, Bosteilmann, Callahan.	Fall Spring Summer Fall	170 118 186 18	178 186 27	X X X X
FRENCH	197/297/ 397/ 497	Study Abroad: France and England	100%	courses in French language, literature, culture, history and film taken in Birmingham and Paris	1-12	Staff	Winter Spring Summer	3 7 2	3 7 3	X X X
FRENCH	203	Third Semester French	100%		3	Villanneva, Kenfack, Alkhas, Ben Chagra, Sullivan, Sanogo	Fall Spring	67 40	59 42	X X
FRENCH	204	Fourth Semester French	100%		3	Passfield, Eyraud, Kenfack, Farrell Whitworth	Fall Spring	23 54	32 27	X X
FRENCH	210	French Immersion: Intermediate	100%	Concentrated, structured practice of spoken French; contemporary topics; small-group setting with native speakers, simulates immersion experience. Build vocabulary, improve communication skills with a focus on specific regions	1-2	Kenfack, Callahan, Ben Chagra	Spring	4	9	X
FRENCH	303	Conversation and Composition: Intermediate Level	100%	Four skills approach to learning advanced French, emphasizes everyday language/culture	3	Callahan, Anderson	Fall Spring	24 20	29 16	X X
FRENCH	324	Contemporary French Language and Culture	100%	Language acquisition course focuses on contemporary French culture through the use of authentic materials	3	Callahan, Farrell Whitworth	Fall Spring	13 13	12 13	X X
FRENCH	325	Intensive Grammar and Usage	100%	Grammatical structures; levels of styles; written accuracy and proficiency	3	Alkhas	Fall Spring	15 13	20 15	X X
FRENCH	332	Approaches to Poetry and Fiction	100%	Rules and concepts involved in reading and understanding poetry and prose. Practice in developing skills by literary analysis	3	Cordova, Russell	Spring	16	14	X
FRENCH	357	Literature of the French-Speaking World in Translation: Memory & African Women	100%		3	Cordova	Fall	14	X	
FRENCH	361	French for International Business Communication: Writing Focus	100%	Advanced language course emphasizes business/professional communication in French-speaking countries. Preparation for Paris Chamber of Commerce's International Business Exam	3	Bullot	Fall	8	X	
FRENCH	392	Phonetics	100%	Theory of French sounds; phonetic transcription; practice in pronunciation in class and in language laboratory	3	Callahan	Fall	16	16	X
FRENCH	401	French for Reading Knowledge	100%		3	Ney, Callahan, Alkhas	Fall Spring	6 3	8 5	X X
FRENCH	410	French Immersion: Advanced	100%	Concentrated, structured practice of spoken French; contemporary topics; small-group setting with native speakers simulates immersion experience. Weekend, interim, or short-term summer modules.	1-2	Callahan, Sullivan, Bullot	Fall	12	11	X

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FRENCH	426	Growing Up French	100%	French civilization from the point of view of the French child, with emphasis on materials familiar to French children and adolescents	3	Bullot	Spring		11	
FRENCH	427	Advanced Written Expression	100%	Development of writing proficiency in a variety of genres; emphasis on usage, syntax, and authentic French expression	3	Ney, Dalembert	Fall Spring	12 7		
FRENCH	428	Castles, Cathedrals and Common People: The Foundations of French Culture	100%		3	Bolduc	Spring		18	X
FRENCH	429	Royalty, Reason and the Revolution: The Golden Age of French Culture	100%		3	Bolduc	Spring	11		
FRENCH	430	Reaction and Innovation: French Culture of the Nineteenth and Twentieth Centuries	100%		3	Russell	Fall		19	
FRENCH	431	Seminar in Literature of the Francophone World: History in Literature: Haiti	100%		3	Dalembert	Spring	7	X	X
FRENCH	433/733	Seminar in French Literature: Love, Marriage, and Friendship	100%		3	Russell	Spring		7	
FRENCH	450	Institutions and Culture of Contemporary France	100%		3	Alkhas	Fall	19		
FRENCH	451	Cinema of the French Speaking World	100%		3	Mileham	Spring	12		X
FRENCH	489	Internship in French	100%		1-6	Alkhas, Kuiper	Fall Spring Summer	2 1 2	3 1 X	X
FRENCH	510	Seminar on Masterpieces of Literature Written in French	100%		3	Cordova	Fall	7	5	X
FRENCH	699	Advanced Independent Reading	100%		1-3	Alkhas, Kuiper, Bolduc, Cordova, Russel	Spring		1	
GERMAN	101	First Semester German	100%		4	Mansfield, Edwardson, Rambur, Scher, Wichert	Fall Spring	63 41	55 48	X X
GERMAN	102	Second Semester German	100%		4	Riddle, Schenkoske,	Fall Spring	32 35	33 40	X X
GERMAN	111	German Life and Civilization I	100%		3	Rambur	Fall	59	24	X
GERMAN	112	German Life and Civilization II	100%		3	Tieszen, Vyleta	Spring	38	24	X
GERMAN	115	Seminar on Scandinavian Culture: Sexuality in Scandinavia: Myth	100%		3	Lundback	Fall			X
GERMAN	115	Seminar on Scandinavian Culture: Norse Mythology	100%		3	Lundback	Spring	16	31	
GERMAN	115	Seminar on Scandinavian Culture: Naked Emperors & Ugly Duckling	100%		3	Lundback	Spring	13		
GERMAN	145	Views of Germany: Beer, Bread and Brats	100%		3	Merten-Brugger	Spring		25	X
GERMAN	199	Independent Study	100%		1-3	Lundback, Watson	Fall Spring	1 2	1 1	X X
GERMAN	203	Third Semester German	100%		3	Eaton, Mansfield, Wichert	Fall Spring	33 25	26 20	X X
GERMAN	204	German in Your Field and Beyond	100%	4th semester language acquisition course focusing on grammar structures, vocabulary development through reading, writing, and speaking about subjects in students' fields of study and on contemporary issues	3	Riddle, Merten-Brugger, Schenkoske	Fall Spring	22 16	23 13	X X
GERMAN	215	Reading German for Research	100%	Basic grammatical principles and linguistic structures, augmented by individually-supervised readings in the student's field of specialization	3	Lundback	Spring		3	
GERMAN	297/497	Study Abroad: Germany	100%	German language, history, and cultural studies courses taken in Hessen and Viadrina, Germany	3	Staff	Fall Summer	5 18	2 X	X X
GERMAN	331	Intermediate German Grammar and Usage	100%	5th semester language acquisition course	3	Merten-Brugger	Fall Spring	19 13	16 17	X X

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GERMAN	332	Intermediate Conversation and Composition	100%	6th semester language acquisition course	3	Merten-Brugger	Fall Spring	15 16	12 14	X X
GERMAN	333	Analysis of German Texts	100%	advanced reading and conversational skills development	3	Schwertfeger, Guenther	Fall	11	20	X
GERMAN	334	Introduction to German Literature and Culture	100%	Vocabulary, writing, reading, and oral German skills needed for the global world.	3	Schwertfeger, Watson	Spring	18	15	X
GERMAN	360	German for the Global World	100%		3	Vyleta	Fall	8		
GERMAN	415	Topics in German Civilization: Current Issues in Germany	100%	Equips students with vocabulary and knowledge to understand current and historical issues in Germany	3	Watson	Fall	13	13	X
GERMAN	415	Topics in German Civilization: Vergangenheitsbewaeltigung	100%	Germany's cultural legacy and efforts to come to terms with its past	3	Vyleta	Spring	10		
GERMAN	454	German Literature: Realism, Naturalism, and the Turn of the Century	100%		3	Schwertfeger	Spring	8		
GERMAN	460	German Literature from 1965 to the Present	100%		3	Schwertfeger	Fall	11		X
GERMAN	488	Topics in German Philology: Reading Older German Handwriting/Texts	100%		3	Davis	Spring	13		X
GERMAN	643	Seminar on Genre Studies	100%		3	Watson	Fall	7		
GERMAN	671	Seminar on Phonetics	100%	Phonetics and phonemics, English-German contrasts and pronunciation difficulties; phonetic transcription; pronunciation drills	3	Davis	Fall	9		X
GERMAN	672	German for Professional Purposes	100%	Language and structures of Germany's professional world. Historical, political, legal, economic, social and cultural forces shaping Germany today	3	Davis	Spring	9		
GERMAN	681	Seminar on the History and Structure of German	100%		3	Davis	Fall	14		
GERMAN	699	Independent Reading	100%		1-3	Vyleta, Davis, Lundback	Fall Spring	1 2	2 2	X X
GREEK	103	First Semester Greek	100%		4	Wesolowski, Porter	Fall	10		X
GREEK	104	Second Semester Greek	100%		4	Wesolowski	Spring	6		
GREEK	199	Independent Study	100%		1-3	Porter	Fall	2		X
GREEK	205	Third Semester Greek	100%		4	Mulroy	Fall	9		
GREEK	306	Readings in Ancient Greek Literature: Homer: Iliad	100%		4	Porter	Spring	7	4	X
GREEK	501	Readings in Classical Greek Prose: Selections from Attic Orators	100%	Extensive reading in a major author, or in related authors, of ancient Greek prose; e.g., Herodotus, Thucydides, Plato, the Attic Orators, Aristotle, Lucian	3	Porter	Fall	4		
GREEK	699	Directed Reading	100%		1-3	Mulroy, Calkins	Fall	1	1	X
HEBREW STUDIES	100	Introduction to Judaism	75%	Laws, beliefs, rituals, and holidays of the Jewish religion and people; development of Judaism	3	Margolis	Fall Spring	11 18	16 20	X X
HEBREW STUDIES	101	First Semester Hebrew	100%		4	Ben-yitschak	Fall	9	12	X
HEBREW STUDIES	102	Second Semester Hebrew	100%		4	Ben-yitschak	Spring	5	7	X
HEBREW STUDIES	105	Introduction to Biblical Hebrew I	100%		4	Mazor	Fall	3		
HEBREW STUDIES	201	Third Semester Hebrew	100%		3	Ben-yitschak	Fall	11	3	X
HEBREW STUDIES	202	Fourth Semester Hebrew	100%		3	Ben-yitschak	Spring	7	4	X
HEBREW STUDIES	230	Bible Stories	100%	Central stories of the Hebrew Bible and their literary, aesthetic, social, moral meanings	3	Mazor	Fall	16	18	X X
HEBREW STUDIES	231	Introduction to Old Testament Hebrew Bible	100%	History of ancient Israel. Emphasis on reading biblical texts as ancient religious literature	3	Brusin	Spring	15	13	X X
HEBREW STUDIES	238	Topics in Hebrew/Jewish Literature, Art and Culture	100%	Topic: Conflict and Frustration	3	Mazor	Fall	21	13	X X

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HEBREW STUDIES	238	Topics in Hebrew/Jewish Literature, Art and Culture	100%	Topic: Judaism/Christianity/Islam - 1 God	3	Crain	Fall	23		
HEBREW STUDIES	238	Topics in Hebrew/Jewish Literature, Art and Culture	100%	Topic: From Bible to Popular Movies	3	Mazor	Spring	7		
HEBREW STUDIES	238	Topics in Hebrew/Jewish Literature, Art and Culture	100%	Topic: The Joy of Modern Hebrew Film	3	Mazor	Spring	13		
HEBREW STUDIES	254	Studies in Hebrew Culture: Introduction to Jewish Ethics	75%		3	Margolis	Fall	13	X	X
HEBREW STUDIES	261	Representing the Holocaust in Words and Images	100%		3	Baum	Fall	22	14	X
							Spring	30	27	X
HEBREW STUDIES	274	Ancient Egyptian Civilization	100%	Culture of ancient Egypt; Egyptian/Hebrew contacts; social, political, and religious condition	3	Precourt	Spring	31		X
HEBREW STUDIES	297/497	Study Abroad: Israel	100%	Hebrew courses taken abroad	1-12		Fall	2		X
HEBREW STUDIES	321	The Holocaust and the Politics of Memory	100%		3	Baum	Fall	13		
HEBREW STUDIES	368	Jewish and Christian Responses to the Holocaust	100%		3	Baum	Spring	6		
HEBREW STUDIES	699	Advanced Independent Study	100%		1-3	Baum, Margolis	Fall	1	X	
							Spring	1	X	
							Summer	1	X	
HMONG STUDIES	107	First-Semester Hmong Literacy	100%	Language acquisition course for Hmong heritage learners	3	Thao	Fall	22	24	X
HMONG STUDIES	108	Second-Semester Hmong Literacy	100%	Language acquisition course for Hmong heritage learners	3	Thao	Spring	17	6	X
HMONG STUDIES	265	Hmong Americans: History, Culture, and Contemporary Life	50%	Hmong American history, effects of Vietnam War on Hmong culture, history of immigration to US	3	Lo, Vang, Soukhaphon	Fall	13	16	X
							Spring	10	22	X
HMONG STUDIES	699	Advanced Independent Study	50%		1-3	Vang	Fall	2		X
ITALIAN	103	First Semester Italian	100%		4	Ferrentino, Soldati, laquinta	Fall	117	116	X
ITALIAN	104	Second Semester Italian	100%		4	Ferrentino, Soldati, laquinta	Spring	94	95	X
ITALIAN	145	Views of Italy: Italians and the Mafia	75%		3	Milli Konewko, Celi, laquinta,	Fall	157	160	X
							Spring	152	157	X
ITALIAN	199	Independent Study	100%		1-3	Pickering-lazzi	Spring	1		
ITALIAN	203	Third Semester Italian	100%		3	Ferrentino, laquinta,	Fall	43	40	X
ITALIAN	204	Fourth Semester Italian	100%		3	Ferrentino, laquinta	Spring	24	21	X
ITALIAN	242	Topics in Italian American Studies: Dream or Nightmare?	25%	Interdisciplinary study of Italian American immigration, ethnicity, history, and traditions	3	Milli Konewko	Spring	18	16	X
ITALIAN	245	Italian Fictions: Italian Folklore in Fiction & Film	100%		3	Milli Konewko	Fall	25		X
ITALIAN	256	Introduction to Italian Food Studies: A Cultural History	100%		3	Milli Konewko	Spring	12		X
ITALIAN	258	Contemporary Italian Society and Culture	100%		3	Milli Konewko	Fall	30	24	X
							Spring	24		X
ITALIAN	297/497	Study Abroad: Italy	100%	Italian language and culture courses taken abroad	1-12		Fall	4	3	X
							Winter	1	X	
							Spring	3	X	
							Summer	4	5	
ITALIAN	310	Italian Immersion Weekend	100%	Concentrated, structured practice of spoken Italian on varied contemporary topics; small-group setting with native speakers, simulating immersion experience. Improve communication skills, build vocabulary	1	Celi, Soldati	Spring	15	16	X
ITALIAN	311	Advanced Conversation and Composition: Contemporary Italian Usage	100%	Development of advanced speaking, writing, and reading skills. Films and readings emphasize twentieth century Italy	3	Pickering-lazzi	Fall	16		X

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University of Wisconsin-Milwaukee Courses Supporting Global and International Studies

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ITALIAN	312	Contemporary Italian Language and Culture	100%	Advanced language acquisition course focused on refinement of advanced conversation and composition skills through study of Italian readings, film, world wide web	3	Pickering-lazzi	Spring	20		
ITALIAN	313	Translation: Italian-English, English-Italian	100%	Contrastive study of literary and non-literary Italian problems of translation	3	Carlotta Generali	Spring	9		
ITALIAN	321	Introduction to Italian Literature	100%	Advanced speaking and writing skills developed through reading works by major Italian authors.	3	Pickering-lazzi	Fall	14		
ITALIAN	322	Introduction to the Literary Text	100%	Interdisciplinary approaches to major works of literature and film. Development of critical reading, speaking, and writing skills	3	Pickering-lazzi	Spring	15		
ITALIAN	333	Dante's Divine Comedy in Translation	100%		3	Bolduc	Fall	8		
ITALIAN	357	Topics in Italian Culture in Translation: Mafia Movies	25%		3	Pickering-lazzi	Fall	13		X
ITALIAN	456	Topics in Italian Food Studies: Contemporary Arts of Italian Foods	100%		3	Pickering-lazzi	Spring	16		
ITALIAN	457	Topics in Italian Literature and Culture in Translation: Italy thru Italian Short Story	100%		3	Pickering-lazzi	Spring	12		
JAPANESE	101	First Semester Japanese	100%		5	Takeuchi, Takahashi, Borgmann, Seo	Fall	80	97	X
JAPANESE	102	Second Semester Japanese	100%		5	Takeuchi, Seo, Borgmann, Kawamura	Spring	44	70	X
JAPANESE	110	Japanese Popular Culture	100%		3	Jones	Spring	32		
JAPANESE	200	Japanese Culture and Its Effect on Language	100%		3	Borgmann	Spring	21		
JAPANESE	201	Third Semester Japanese	100%		5	Lackey, Seo	Fall	44	31	X
JAPANESE	202	Fourth Semester Japanese	100%		5	Lackey, Seo	Spring	34	28	X
JAPANESE	220	Introduction to Japanese Food Studies	100%		3	Takahashi	Spring	21	20	X
JAPANESE	297	Study Abroad: Japan	100%		1-12	Staff	Fall	15	1	X
JAPANESE	301	Fifth Semester Japanese	100%				Spring	23	2	
JAPANESE	302	Sixth Semester Japanese	100%		3	Wert	Summer	1		X
JAPANESE	310	Enhanced Knowledge & Skills for the Japanese Language Proficiency Test	100%		3	Wert	Fall	30	23	X
JAPANESE	330	Japanese Language and Culture	100%		3	Lackey, Wert, Borgmann	Spring	18	20	X
JAPANESE	331	Reading Japanese Short Stories	100%		3	Wert	Fall	12		X
JAPANESE	361	Translating Japanese Media	100%		3	Borgmann	Spring	12		
JAPANESE	401	Seventh Semester Japanese	100%		3	Lackey	Spring	10	19	X
JAPANESE	402	Eighth Semester Japanese	100%		3	Jones	Fall	12		
JAPANESE	416	Introduction to Translation: Japanese to English	100%		3	Lackey	Fall	13	13	X
JAPANESE	441	Business Japanese I	100%		3	Lackey	Spring	12	5	X
JAPANESE	500	Research and Writing in Japanese	100%	Capstone course for Japanese major. Students conduct research in Japanese and produce a thesis and presentation based on that research	3	Jones	Fall	8	3	X
JAPANESE	699	Advanced Independent Study	100%		3	Borgmann	Fall	11	4	X
KOREAN	101	First Semester Korean	100%		1-6	Jones	Spring	8		
KOREAN	102	Second Semester Korean	100%		1-3	Jones	Fall	1		
					5	Lee, Yi, Heilmann, Park	Spring	34	39	X
					5	Lee, Park	Fall	18	20	X

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KOREAN	201	Third Semester Korean	100%		5	Lee	Fall	10	12	X
KOREAN	202	Fourth Semester Korean	100%		5	Lee	Spring	6	8	X
KOREAN	216	Survey of Civilization: Korean Culture, Language and Society	100%		3	Song	Spring			X
KOREAN	297/497	Study Abroad: Korea	100%	courses in Korean language and culture taken at Ajou and Keimyung Universities	2	Staff	Fall	4	3	
KOREAN	699	Advanced Independent Study	100%		1-3	Lee	Spring	2		X
LINGUISTICS	100	The Diversity of Human Language	100%	Survey course on the nature and diversity of human language. Topics include language and society, dialects, language and culture, language acquisition, and language typology	3	Algeaday, Bonfatti, Barry, Zafr, Pattillo, Kellogg, Eckman, Garcia, Pucci	Fall	542	433	X
LINGUISTICS	200	Aspects of Language: Hallyu	100%	Language impacts of sudden global increase in interest in South Korean culture since late 1990's	3	Yi	Winter	9	9	X
LINGUISTICS	200	Aspects of Language: The Korean Wave	100%		3	Yi	Spring	26	6	
LINGUISTICS	200	Aspects of Language: Introduction to Vietnamese Culture	100%		3	Than	Fall		11	
LINGUISTICS	210	Power of Words	75%	Dynamic role of language in interpersonal relations, social attitudes and behavior. Topics include: patterns of culture and language, language as identification, prejudice, politics, and advertisement.	3	Kellogg, Pucci, Garcia, Lerdpaisaiwong, Pattillo, Zafr, Ikizoglu, Bonfatti, Sabbioni, Algady, Davis, Park	Fall	448	340	X
LINGUISTICS	297/497	Study Abroad: Korea, Peru, Germany, UK	100%	Linguistics and LCTL courses taken abroad	3	Davis, Staff	Winter	10	6	
LINGUISTICS	410	Literacy, Grammar, and Methodologies in ESL Education	25%	Language acquisition and grammatical problems in language/dialect variation	3	Pucci	Spring	382	270	X
LINGUISTICS	420	Introduction to Second Language Acquisition	25%	Principles and methods of describing and comparing the structure of two or more languages with emphasis on the implications of this comparison for language learning	3	Eckman	Spring	20	24	X
LINGUISTICS	430	Language and Society	75%	Language as social interaction, speech styles, social dialects; effects on language change	3	Pucci	Spring	29	26	X
LINGUISTICS	464	Word and Sentence Structure	25%	Word and sentence formation in languages. Analysis and argumentation using data from various languages.	3	Fleisher, Trinh	Fall	31	29	X
LINGUISTICS	468	Language in its Various Forms	100%	Analysis and description of various language types. Language change, development, dialectology, and typology.	3	Park	Spring	18	20	X
LINGUISTICS	470	Historical/Comparative Linguistics	50%	Language change; internal reconstruction and comparative method; generative approaches to historical change	3	Davis	Spring	20		
LINGUISTICS	520	Advanced Second Language Acquisition	50%	Readings, discussions, and analyses of current issues in second-language acquisition theory.	3	Eckman	Fall	9	9	X
LINGUISTICS	564	Advanced Syntax	25%	Evaluation and justification of competing solutions and models of grammar	3	Fleisher	Spring	6		
LINGUISTICS	570	Issues in Bilingualism	75%	Bilingual competence, community, and second general linguistic standpoints	3	Pucci	Fall	18	18	X
POLISH	101	First Semester Polish	100%		4	Mikos	Fall	22	22	X
POLISH	102	Second Semester Polish	100%		4	Mikos	Spring	16	16	X
POLISH	201	Third Semester Polish	100%		3	Mikos	Fall	4		X

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POLISH	202	Fourth Semester Polish	100%		3	Mikos	Spring	7		
POLISH	297/ 497	Study Abroad: Poland	100%	100% Polish language courses taken in Poland	1-12	Mikos	Fall Summer		1	X
PORTUGUESE	103	First Semester Portuguese	100%		4	Vasconcelos, Freire	Fall	44	50	X
PORTUGUESE	104	Second Semester Portuguese	100%		4	Vasconcelos, Freire	Spring	26	22	X
PORTUGUESE	110	Accelerated Portuguese I	100%		3	Lopez, Freire	Spring	9	21	X
PORTUGUESE	203	Third Semester Portuguese	100%		3	Nash, Vasconcelos	Fall	15	14	X
PORTUGUESE	204	Fourth Semester Portuguese	100%		3	Vasconcelos	Spring	10	9	X
PORTUGUESE	225	Understanding Brazil: Race, Class, and Gender	100%		3	Muniz	Spring	12		X
PORTUGUESE	225	Understanding Brazil: Immigration and National Identity in the Brazilian Melting-Pot	100%		3	Freire	Spring		20	X
PORTUGUESE	297/497	Study Abroad: Brazil	100%	100% Portuguese language courses taken in Brazil	6	Vasconcelos	Fall	1	2	X
PORTUGUESE	299	Ad Hoc: Portuguese Immersion Experience	100%	Three-day program to expose students at the intermediate and advanced levels to the Portuguese language in a near-immersion context; explores Lusophone cultures through music, film and food	1	Muniz, Vasconcelos, Freire	Fall	5	8	X
PORTUGUESE	310	Advanced Composition and Conversation.	100%	Designed to develop students' oral and writing skills	3	Vasconcelos	Fall	9	8	X
PORTUGUESE	360	Brazilian Culture: Portuguese and Brazilian Cinema	100%	Advanced language course continues four skill development through study of film representations	3	Vasconcelos	Fall		28	X
PORTUGUESE	360	Brazilian Culture: Music of Brazil and Other Portuguese-speaking Countries	100%	Advanced language course continues four skill development through study of 20th and 21st-centuries' Portuguese speaking countries' music	3	Vasconcelos	Spring	26		
PORTUGUESE	457	Survey of Luso-Brazilian Literature	100%		3	Vasconcelos	Spring		13	
PORTUGUESE	489	Internship in Portuguese, Upper Division	100%		1-6	Vasconcelos	Fall		1	X
PORTUGUESE	699	Independent Study	100%		1-3	Vasconcelos	Fall Spring		1	2
RUSSIAN	101	First Semester Russian	100%		5	Murphy-lee, Familiant, Levantovskaya	Fall	43	41	X
RUSSIAN	102	Second Semester Russian	100%		5	Murphy-lee, Familiant	Spring	31	29	X
RUSSIAN	201	Third Semester Russian	100%		4	Familiant	Fall	11	17	X
RUSSIAN	202	Fourth Semester Russian	100%		4	Familiant	Spring	8	8	X
RUSSIAN	245	Russian Life and Culture	100%		3	Peschio	Fall Spring	25	24	13
RUSSIAN	310	Advanced Russian Reading and Conversation: Russian Milwaukee	100%	Four skills language acquisition course explores prominent Russians who contributed to various spheres of American society	3	Familiant	Fall	12		
RUSSIAN	310	Advanced Russian Reading and Conversation: Russian Cinema	100%	Four skills language acquisition course explores history of the Soviet and Russian cinematography and works with language material from movies of different genres	3	Familiant	Fall		10	X
RUSSIAN	311	Contemporary Russian Language: New Russian Media	100%	Four skills language acquisition course with goal to attain ACTFL "Advanced-Low" proficiency	3	Familiant	Spring			X
RUSSIAN	311	Contemporary Russian Language: Russian in the Workplace	100%	Four skills language acquisition course with goal to attain ACTFL "Advanced-Low" proficiency	3	Familiant	Spring	9		

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RUSSIAN	311	Contemporary Russian Language: Russian Milwaukee	100%	Four skills language acquisition course with goal to attain ACTFL "Advanced-Low" proficiency	3	Familiant	Spring	10	X	X
RUSSIAN	350	Dostoyevsky and Tolstoy in Translation: Major Works	100%		3	Peschio	Spring	18		
RUSSIAN	391	Russian Literature and Culture in Translation: Russian and Slavic Folklore	100%		3	Murphy-lee	Spring	9		
RUSSIAN	391	Russian Literature and Culture in Translation: Short Story Masterpieces	100%		3	Peschio	Spring	10		
RUSSIAN	391	Russian Literature and Culture in Translation: Dr. Zhivago and War and Peace	100%		3	Peschio	Fall	12		
RUSSIAN	391	Russian Literature and Culture in Translation: Brave New Russia	100%		3	Levantovskaya	Fall	12		
RUSSIAN	497	Study Abroad: Russia	100%	courses in Russian language and culture taken in Saratov, Russia	1-12	Staff	Summer	3	1	X
RUSSIAN	699	Supervised Individual Reading	100%		1-6	Peschio	Fall	1	X	
SCANDINAVIAN STUDIES	101	First Semester Swedish	100%		3	Lundback	Spring	3	X	X
SCANDINAVIAN STUDIES	102	Second Semester Swedish	100%		3	Lundback	Fall	12	11	X
SCANDINAVIAN STUDIES	192	First Year Seminar: Trolls, Gnomes & Goblins	100%		3	Lundback	Spring	13	10	X
SCANDINAVIAN STUDIES	199	Independent Study	100%		3	Lundback	Fall	35	30	X
SCANDINAVIAN STUDIES	203	Third Semester Swedish	100%		1-3	Lundback	Fall	4	X	
SCANDINAVIAN STUDIES	331	Intermediate Swedish Grammar and Writing	100%		3	Lundback	Spring	3	X	X
SCANDINAVIAN STUDIES	297/497	Study Abroad: Sweden	100%	Fourth semester language acquisition course courses in Swedish language and culture taken in Sweden	3	Leonhardt-Lupa	Spring	7		X
SPANISH	103	First Semester Spanish	100%		1-12	Lundback	Summer	6		
SPANISH	104	Second Semester Spanish	100%		4	Staff	Fall	606	552	X
SPANISH	203	Third Semester Spanish	100%		4	Staff	Spring	394	308	X
SPANISH	204	Fourth Semester Spanish	100%		4	Staff	Summer	62	82	
SPANISH	225	Understanding the Hispanic World: Food and Culture: Beyond Tacos and Paella	75%		3	Suarez-Felipe	Fall	16	20	X
SPANISH	297/497	Study Abroad: Spain, Chile, Peru	100%	courses in language, business language, Spanish for Health Professionals, Communication translation, archaeology, history, culture, arts taken abroad	1-12	Rei-Doval, Staff	Spring	103	99	X
SPANISH	308	Advanced Writing and Reading	100%	Fifth semester language acquisition course	3	Friedman, Budzinski, Suarez-Felipe, Solarte Gonzalez, Garcia Oliveros	Summer	119	105	X

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SPANISH	315	Spanish Immersion Experience		Four skills development focus for advanced Spanish students, with particular emphasis on increasing 100% conversational skills and vocabulary through exploration of contemporary issues in immersion environment	1	Suarez-Felipe, Rei-Doval	Fall Spring	7 11	10 9	X X
SPANISH	318	Advanced Speaking and Listening	100%	Sixth semester language acquisition course	3	Mendez-Santalla, Sigala-Diaz, Zeise, Maddux	Fall Spring	70 80	75 62	X X
SPANISH	319	Advanced Speaking and Listening for Heritage Speakers	100%	Literacy approach to language learning for heritage learners	3	Zeise, Suarez-Felipe	Fall Spring	16 15	19 11	X X
SPANISH	332	Business and Legal Spanish I	100%	Acquisition of intermediate conversational and written skills in medical terminology in Spanish through a communicative approach. For health care students.	3	Mendez-Santalla	Fall	15	26	X
SPANISH	338	Spanish for Health Professionals I	100%	Acquisition of intermediate conversational and written skills in medical terminology in Spanish through a communicative approach. For health care students.	3	Mendez-Santalla	Fall		17	X
SPANISH	341	Introduction to Hispanic Linguistics	100%		3	Maddux, Rei-Doval,	Fall	51	43	X
SPANISH	348	Introduction to Translation: English to Spanish	100%		3	Wheatley	Spring	41	36	X
SPANISH	350	Introduction to Literary Analysis	100%		3	Zeise	Fall	16		
SPANISH	371	Introduction to Latino Literature in English	25%		3	Ferreira, Melgarejo-Acosta, Ginsbach	Fall Spring	29 45	43 42	X X
SPANISH	373	Topics in Latino Literature in English: Regional Identities	25%	US Latino writers and their literary works as they relate to the experiences of the Mexican, Caribbean and Central American diasporas in the US	3	Bird-Soto	Fall	22		
SPANISH	391	Social and Historical Issues in the Hispanic World: Mapping the Hispanic cities	100%		3	Olen	Fall	19		
SPANISH	391	Social and Historical Issues in the Hispanic World: Spain: Transition: Franco - Almodovar	100%		3	Losada-Montero	Spring	24		X
SPANISH	391	Social and Historical Issues in the Hispanic World: Spain: All You Need to Know	100%		3	I Mendez-Santalla	Fall	16		
SPANISH	441	History and Dialects of the Spanish Language	100%		3	Losada-Montero	Fall	21		
SPANISH	442	Business and Legal Spanish II	100%		3	Rei-Doval	Spring	6		
SPANISH	444	Spanish Syntax and Morphology	100%		3	Mendez-Santalla	Spring	9	15	X
SPANISH	461	Topics in Hispanic Culture: Modernismo y Vanguardismo	100%	Formation of and challenges to myths and images of ethnic social groups within Latin American society	3	Wheatley	Fall	17		X
SPANISH	461	Topics in Hispanic Culture: Race and Identity in L.A.	25%		3	Melgarejo-Acosta, Olen	Fall	15		
SPANISH	470	Survey of Hispanic Literature and Civilization	100%		3	Olen, Ginsbach	Fall	13		
SPANISH	472	Survey of Spanish-American Literature and Civilization	100%		3	Bird-Soto, Ginsbach, McCaw	Fall Spring	19 16	10 20	X X
SPANISH	474	Survey of Spanish Literature and Civilization	100%		3	McCaw	Fall	23	18	X
SPANISH	489	Internship in Spanish, Upper Division	100%		3	Bird-Soto, Ferreira	Spring	11	18	X
SPANISH	506	Seminar on Spanish Literature: Race/Religion El Cid to Cervantes	100%		3	Oxford, Losada-Montero	Fall Spring	21 16	12 20	X X
SPANISH	506	Seminar on Spanish Literature: The Detective Novel of Spain	100%		1-3	Jordan, Oxford	Fall Spring Summer		1	
SPANISH	506	Seminar on Spanish Literature: Poetry from Garcilaso to Lorca	100%		3	McCaw	Fall	19		X
SPANISH	506	Seminar on Spanish Literature: The Detective Novel of Spain	100%		3	Oxford	Spring	14		
SPANISH	506	Seminar on Spanish Literature: Poetry from Garcilaso to Lorca	100%		3	McCaw	Spring	3		X

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SPANISH	507	Seminar in Spanish-American Literature: Latin American Short Story	100%		3	Ferreira	Fall	22		
SPANISH	507	Seminar in Spanish-American Literature: Novel Tradition and Innovation	100%		3	Ferreira	Fall		12	X
SPANISH	507	Seminar in Spanish-American Literature: The Latin American Essay	100%		3	Bird-Soto	Spring	21		
SPANISH	508	Seminar in Hispanic Literature: Contact Zones: Latin American and U.S. Latino Literature	50%		3	Bird-Soto	Fall		12	X
SPANISH	545	Seminar in Hispanic Linguistics: Sociolinguistics of Multilingual Spain	100%		3	Rei-Doval	Fall	10		X
SPANISH	572	Seminar on Cervantes: The World of Don Quijote	100%		3	McCaw	Fall		7	X
SPANISH	575	Seminar in 18th & 19th Century Spanish-American Literature & Civilization: Historia de la Poesia Hispano	100%		3	Melgarejo-Acosta	Spring	14		X
SPANISH	595	Spanish for Reading Knowledge	100%		3	Bird-Soto	Summer	7		
TRANSLATION & INTERPRETING	411	Ethics and Procedures in Interpreting	100%	Fundamentals of providing spoken language interpreting services in various settings	3	Leone	Fall	2		
TRANSLATION & INTERPRETING	416	Introduction to Translation: Japanese to English	100%	Basic skills for translating texts from Japanese to English	3	Jones	Fall	2		
TRANSLATION & INTERPRETING	430	Internship in Translation	100%	On-the-job experience for students with a background in translation	3	Scholz	Fall	1		
TRANSLATION & INTERPRETING	530	Business and Professional Aspects of Translation	25%	Practical knowledge needed to succeed as free-lance or in-house translators	3	Scholz	Fall	18		X
NON-LANGUAGE DEPARTMENTS										
AFRICOLOGY	111	Introduction to African-American History to 1865	50%	African and African-American history to the Reconstruction period	3	Nchinda, Scott	Fall	51	79	X
AFRICOLOGY	205	Poetry of African, African American and Caribbean Writers	75%	Themes of African Diaspora in poetry	3	Jones, Anika Yetunde	Fall	26		X
AFRICOLOGY	215	Introduction to Black Social and Cultural Traditions	50%	Compares and contrasts traditions in the African Diaspora	3	Aborampah, Osei-Mensah; Wilson, Anika	Fall	34	22	X
AFRICOLOGY	220	Introduction to Statistics in Africology	75%	Data from North & South America, Africa, and the Caribbean analyzed	3	Mensah, Okey Peter; Thomas, Cami; Chatterjee, Debipriya	Spring	32	29	X
AFRICOLOGY	232	Survey of African Societies and Cultures	100%	Continuities and changes in the social and cultural lives of the peoples of Black Africa	3	Aborampah, Osei-Mensah; Wilson, Anika	Fall	20		X
AFRICOLOGY	235	African Americans & South Africa	50%	Ideological, economic, religious, cultural, educational and political ties between African Americans and black South Africans	3	Kirk, Joyce	Fall	10		X
AFRICOLOGY	297/ 497	Study Abroad: Ghana	100%	Faculty-led course exploring culture and traditions of Ghana and globalization's impact on Africa	3	Osei-Mensah, Nchinda	Winter	4	5	
AFRICOLOGY	325	Political Economy of Africa/China Relations	100%	Historical and emerging relationships between the African continent and China	3	Sommers	Fall	5		X
AFRICOLOGY	329	Economic Growth and Sustainable Development in Africa	100%		3	Kopkin, Chatterjee	Fall	13	8	X
AFRICOLOGY	344	Political Movements and Organizations in the Afroworld	50%	Analysis of 20th C. leadership, ideology, and the structure of black political movements and organizations in the African diaspora	3	Mbalia	Spring	18		X
AFRICOLOGY	352	Extended Families in Black Societies	50%	Cross-national/cross-cultural analysis of structures and functions of extended families in the African diaspora	3	Aborampah	Fall			X
AFRICOLOGY	451	Rites of Passage in Black Societies	75%	Rites of passage in different societies throughout Africa and the African Diaspora	3	Fields, Kirk	Fall	20	8	X
AMERICAN INDIAN STUDIES	225	The Aztec Empire (jointly taught w/ANTHRO 225)	100%		3	Sherman	Spring	11	6	X

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University of Wisconsin-Milwaukee Courses Supporting Global and International Studies

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AMERICAN INDIAN STUDIES	311	The World of the Ancient Maya	100%		3	Vilamil	Fall	3	9	X
ANTHROPOLOGY	102	Introduction to Anthropology: Culture & Society		Human behavior in different cultural contexts; 25% cultural variability; societies of the present and recent past; dynamics of culture change	3	Wood, Ireland Hamlin, Malone, Heatherington, Dicks, Bornstein	Fall Spring Summer	341 276 33	253 276 39	X X X
ANTHROPOLOGY	104	Lifeways in Different Cultures: Survey of World Societies	100%		3	Hamlin, Samuelson, Schullenburg, Forster	Fall Spring Winter	285 236 35	232 154 11	X X X
ANTHROPOLOGY	150	Multicultural America	25%	Comparative study of US ethnic and racial identities through popular culture	3	Tenorio, Hassman	Fall Spring	34 64	64 59	X X
ANTHROPOLOGY	156	Food and Culture	50%	Intersections between food and culture, using international case studies	3	Jordt	Fall Spring	53	65	X
ANTHROPOLOGY	225	The Aztec Empire (jointly taught w/AMINDST 225)	100%		3	Sherman	Spring	15	22	X
ANTHROPOLOGY	229	Madness and Culture		Madness as a recognized universal in human experience; variation in how it is expressed, classified, treated over time and across cultures	3	Appelbaum	Spring	19		
ANTHROPOLOGY	297/497	Study Abroad: Japan, New Zealand, Brazil, Canterbury, Peru, South Africa	100%	anthropology courses taken abroad	1-12	Hudson, Staff	Fall Spring Summer	4 1 12	8	X X X
ANTHROPOLOGY	301	Human Evolution and Variation		Examines human development in context of culture, language, population variations, climate change, and other international and transnational phenomena.	3	Campbell, Barone, Freire, Charles	Fall Spring	180 156	172 136	X X
ANTHROPOLOGY	304	Violence and Warfare in Prehistory		Origin and maintenance of violence and warfare in prehistory; how archaeological inquiry is affected by current politics, ethics, and morality	3	Jeske	Fall	25	22	
ANTHROPOLOGY	305	The Celtic World	100%		3	Arnold	Fall	46		
ANTHROPOLOGY	306	European Archaeology	100%		3	Arnold	Fall	25	25	X
ANTHROPOLOGY	307	World Archaeology: Foundations of Civilization	100%		3	Arnold, Hudson	Spring	40	47	X
ANTHROPOLOGY	309	Archaeology of Central and South America	100%		3	Hudson	Fall	25	25	X
ANTHROPOLOGY	311	World of the Ancient Maya	100%		3	Vilamil	Fall	45	40	X
ANTHROPOLOGY	325	Japanese Culture and Society	100%		3	Appelbaum	Fall	37	44	X
ANTHROPOLOGY	326	People and Cultures of South Asia	100%		3	Bornstein	Fall	33		
ANTHROPOLOGY	355	Globalization, Culture and Environment		Anthropological approaches to examining the concept of environmental justice as a crucial component of global security	3	Heatherington	Fall	34		
ANTHROPOLOGY	361	Applications in Linguistic Anthropology	100%	Designed to give students applied skills in cross-linguistic studies	3	Perley, Roth	Fall Spring	36	66	X
ANTHROPOLOGY	381	Honors Seminar: Extinctions	50%	How both the problem of biodiversity loss and approaches to conservation are embedded in political economic systems and transnational discourses	3	Heatherington	Spring	13	12	X
ANTHROPOLOGY	420/641	Seminar in Anthropology: Power and Ideology in Archaeology	25%	Social inequality and power in pre-state and state societies; agency, resistance, factionalism, and gender ideologies; heterarchy; and how ideologies can become materialized in material culture	3	Sherman	Fall	12		

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ANTHROPOLOGY	421	Cities in the Ancient World	100%	Comparative study of medical systems; cultural	3	Vilamil	Spring	9		
ANTHROPOLOGY	440	Medical Anthropology	25%	meaning of illness and the healing process; social origins of disease	3	Brodwin	Fall	34		X
ANTHROPOLOGY	441	Nature, Knowledge, and Technoscience in Anthropological Perspective	50%	Science in society; knowledge construction with respect to culture and indigenous traditions, race, class and gender	3	Heatherington	Fall	17		X
ANTHROPOLOGY	442	Humanitarianism in Global Perspective (jointly taught w/GLOBAL 442)	100%		3	Bornstein	Spring	17		X
ANTHROPOLOGY	447*	Global Politics of Human Rights (jointly taught w/GLOBAL 447)	100%		3	Bornstein	Fall			X
ANTHROPOLOGY	448	Cultural and Human Ecology	50%	Relationships of human societies to natural environments; w/ int'l case studies	3	Hudson	Spring	18		X
ANTHROPOLOGY	449	Economic Anthropology	50%	Resource use and allocation, production, distribution, and their relationship to kinship, politics, and other aspects of culture, taught by Global Studies faculty	3	Appelbaum	Fall	17		X
ANTHROPOLOGY	450	Political Anthropology	50%	Political organization: authority, responsibility, accountability, and power in societies at different levels of social complexity and in different ecological contexts	3	Ingrid Jordt	Fall	11		X
ANTHROPOLOGY	501	Archaeology of Death		Archaeological study of mortuary behavior and osteology to understand cultural variability in social organization, disease, nutrition, and violence	3	Jeske	Fall	20		
ANTHROPOLOGY	543	Cross-Cultural Study of Religion	100%	Various approaches to the study of religion; religions of selected non-Western societies	3	Appelbaum	Fall	22	17	X
ANTHROPOLOGY	560	Introduction to Research Methods in Anthropology	25%	Explores colonial/non-Western contexts in which ethnography arises	3	Brodwin	Fall	27	35	X
ANTHROPOLOGY	561	Techniques and Problems in Ethnography	50%	Techniques using fieldwork sources addressing cultures and peoples from Africa to the Pacific	3	Malaby, Dicks	Spring	10	7	X
ANTHROPOLOGY	641	Seminar in Anthropology: Ethnoarchaeology	75%	Material culture and archaeological interpretation; awareness of past human cultures and human cultural diversity	3	Hudson	Fall	5		
ANTHROPOLOGY	641	Seminar in Anthropology: Villages & Households: Archaeological Perspectives	75%	Archaeological expressions of village life, including changes in internal organization over time. Comparative approach uses examples from multiple world regions	3	Hudson	Spring	5		
ANTHROPOLOGY	641	Seminar in Anthropology: The Anthropology of Tourism	100%	Includes cultural and natural heritage sites and museums, ethnic tourism, beach tourism, and adventure and eco-tourism	3	Wood	Fall	7		
ART HISTORY	101	Ancient and Medieval Art and Architecture	100%		3	Jacobs, Counts, Seifert, Schulrud, Murrell, King, Bernath, Rothmann	Fall Spring Summer	474 308 35	422 260 45	X X X
ART HISTORY	102	Renaissance to Modern Art and Architecture	75%		3	Aschenbrenner, King, Bernath, Rothmann, Tiffany, Rhyner, Wilcox, Jacobs, Seifert, Schulrud	Fall Spring Summer	358 348 21	282 378 17	X X X

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ART HISTORY	103	History of Architecture		Major styles and architects, and their relation to 75% society, technology, and environment; includes international movements and case studies	3	Hubbard	Fall Spring	60		X
ART HISTORY	104	African, New World and Oceanic Art and Architecture	75%		3	Hubbard, Stone	Spring Summer	33 24	55	
ART HISTORY	105	Asian Art and Architecture	100%		3	Wang	Fall	41	65	X
ART HISTORY	205	History of Film I: Development of Art	50%	Aesthetic advances from silent to color and sound films. Contributions of various nationalities and artists	3	Morrissey, Gorfinkel, Sellin	Fall	138	100	X
ART HISTORY	206	History of Film II: Development of an Art	50%	Surveys the development of cinema internationally (1945-present)	3	Gorfinkel, Shurtz	Spring	84	60	X
ART HISTORY	220	The Beginning of Medieval Art	100%	Functions and meanings of major art forms in the art 100% of Asia, including India, China, Japan, and Southeast Asia	3	Leson	Fall	15	29	X
ART HISTORY	237	Northern Renaissance Art	100%		3	Aschenbrenner	Fall	47	X	X
ART HISTORY	241	Introduction to Baroque Art	100%		3	Murrell	Fall		38	X
ART HISTORY	251	Introduction to the Art and Architecture of Latin America	100%		3	Negri	Spring	11		
ART HISTORY	261	Modern Art	75%	Survey of characteristics and developments of modern art movements; includes international movements and case studies	3	Murrell	Spring	72	62	X
ART HISTORY	270	Pre-Columbian Art, Myth, and Legacy	100%		3	Stone	Fall	24	X	X
ART HISTORY	297/497	Study Abroad: Italy, Mexico, Spain, UK, Women Directors	100%		3	Staff	Fall Winter Spring Summer	2 2 8 15	X 1 X 15	X X X X
ART HISTORY	307	Women Directors	50%	Technique, style, and themes of major global film artists. Biographical, cultural, artistic influences, taught by a Global Studies Fellow	3	Gorfinkel	Spring	11		
ART HISTORY	308	Film Styles: History of Animation	25%	A stylistic analysis of film of major filmmakers made 25% within the structures of particular genres. Includes various foreign films.	3	Szczepaniak-Gillece	Fall	39		
ART HISTORY	312	Minoan and Mycenaean Art and Archaeology	100%		3	Counts	Spring	50		
ART HISTORY	313	Greek Art and Archaeology	100%		3	Counts	Spring		65	X
ART HISTORY	315	Art and Archaeology of Ancient Egypt	100%		3	Boor	Fall		86	X
ART HISTORY	316	Roman Art and Archaeology	100%		3	Counts	Fall	43		
ART HISTORY	324	Art and Architecture of Byzantium	100%		3	Leson	Fall	49		
ART HISTORY	333	High Renaissance Art in Italy	100%		3	Tiffany	Fall	64		
ART HISTORY	341	17th Century-Holland, Flanders	100%		3	Snow	Spring	55		
ART HISTORY	351	English Art: 1550-1850	100%		3	Bendiner	Spring	43		
ART HISTORY	357	19th-Century Painting in Europe	100%		3	Murrell	Fall	44		
ART HISTORY	363	Modern Sculpture: 1880-1945	75%	Development of the Expressionist, Cubist, Futurist, 75% Dada, Surrealist, and Constructivist movements against the twentieth century historical and intellectual background	3	Bendiner	Summer	21		
ART HISTORY	369	Post-1970s Art	75%	Legacies of Minimalism and Conceptual Art on global contemporary art movements	3	Johung	Fall Spring	60	72	X

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ART HISTORY	371	African Art	100%		3	Ulrich, Stone	Fall			X
ART HISTORY	381	Honors Seminar: Heaven on Earth: Origins of the French Gothic	100%		3	Leson	Fall		10	X
ART HISTORY	382	Chinese Art and Architecture	100%		3	Wang	Spring	26		
ART HISTORY	386	Art, Ritual, & Ethnicity: China	100%		3	Wang	Fall		30	X
ART HISTORY	426	French Gothic Art and Architecture C.1130-C.1300	100%		3	Leson	Spring	41		
ART HISTORY	484	European Art, 1890-1910	100%		3	Bendiner	Fall		63	X
ART HISTORY	472	History and Theory of New Media Art	50%	Evolution of global technologies and international artists' uses of these as media for artistic creation/expression.	3	Johung	Fall Spring			X 35
ART HISTORY	474	Maya Art	100%		3	Stone	Fall	12		
ART HISTORY	480	Chinese Painting	100%		3	Wang	Fall	20		
ATMOSPHERIC SCIENCES	330	Air-Pollution Meteorology	25%	Pollutant sources and sinks, fundamental pollutant chemistry, monitoring techniques, regional and global-scale pollution problems.	3	Kahl	Fall		13	X
ATMOSPHERIC SCIENCES	480	The General Circulation and Climate Dynamics	25%	Historical overview that considers a range of climate variables and effects including global warming	3	Kravtsov	Spring	4		
ATMOSPHERIC SCIENCES	297/ 497	Study Abroad: Mexico	100%	faculty-led course on air pollution and its impact on cultural monuments in Mexico	3	Kahl	Winter	4	X	X
BIOLOGICAL SCIENCES	103	Topics in Modern Biology: Discovering DNA: Our Society and Health	25%	Addresses global implications of GE food and the ethical implications of DNA technology	3	Dey	Fall		72	
BIOLOGICAL SCIENCES	103	Topics in Modern Biology: Invasive Species in our Environment	25%	Analyzes invasive species as a significant problem worldwide.	3	Bott	Fall Spring Summer	77 56 18	23 50 21	X
BIOLOGICAL SCIENCES	103	Topics in Modern Biology: Mysteries of Modern Marine Biology	25%	Human influences in marine environments including resource exploitation, marine pollution and global climate change.	3	Berges	Fall		64	
BIOLOGICAL SCIENCES	475	Tropical Biology: Tropical Ecology in Panama	100%	Ecology and biogeography of various types of tropical forests, including field trip to Panama	3	Rodriguezs Ronderros	Spring	11		
BIOLOGICAL SCIENCES	497	Study Abroad: England	50%	Courses in molecular biology and organisms; taught in Sheffield, England	5	Staff	Spring			
BIOLOGICAL SCIENCES	505	Conservation Biology	50%	Conservation of biological diversity, using examples from around the world	3	Karron	Fall	59	55	
BIOLOGICAL SCIENCES	297/ 497	Study Abroad: Australia	50%	Courses in biological systems, anatomy and neuroscience taken in Gold Coast, Australia	4	Staff	Fall Spring	2 2		
CHEMISTRY	106	Chemistry in the World Around Us	25%	How chemistry affects our everyday lives, including global contexts	3	Allen	Fall Spring	120 126	78 80	
CLASSICS	201	Introduction to Greek Life and Literature	100%		3	Calkins	Fall	102	65	X
CLASSICS	202	Introduction to Roman Life and Literature	100%		3	Cova	Fall Spring	63 37	67 54	X X
CLASSICS	301	Life and Literature of Classical Athens: Herodotus and Dramatists	100%		3	Mulroy, Calkins	Fall	26	30	X
CLASSICS	302	War and Politics in Ancient Greece	100%		3	Calkins	Spring	22	21	X
CLASSICS	303	The Life and Literature of the Roman Empire	100%		3	Precourt	Spring	15	19	X
CLASSICS	304	The Graeco Roman World	100%		3	Tieszen	Fall Spring	17 16	18 34	X X
CLASSICS	390	Egyptian Mythology	100%		3	Precourt	Fall Spring Summer	33 34 13	49 25 19	X X X

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COMMUNICATION	350	Intercultural Communication	75%		3	England, Omori, Kim, Lim	Fall Winter Spring Summer	76 20 66 24	63 11 62 25	X X X X
COMMUNICATION	402	Gender and Communication	50%	Relationships between gender, communication, and culture; how gender is represented, reproduced, targeted, and examined within a variety of cultural and institutional contexts	3	Beerman, Harris, Stache	Fall Spring	44 49	44 44	X X
COMMUNICATION	413	Rhetoric and the Internet	75%	Inernet's sociopolitical and cultural meanings, influence on rhetoric and public discourse. War on Terror, China's censorship of Google, Immigrant communication with home countries, tweeting the Arab Spring	3	Jordan	Spring Summer	21	12	
COMMUNICATION	450	Cross-Cultural Communication	75%		3	Lim, Dilbeck, England	Fall Winter Spring Summer	70 7 65 25	58 9 65 25	X X X X
COMMUNICATION	497	Study Abroad: Spain, Chile, Japan,	100%	Communication courses taken abroad	3-5	Staff	Fall Spring	3 2	3 X	X X
COMMUNICATION	520	Negotiation Skills Workshop	50%	Building effectiveness in various contexts; uses international case studies	3	Lipo Zovic	Fall Spring Summer	22 57 20	16 18 20	X X X
COMMUNICATION	675	Communication in International Mediation and Peacebuilding	100%		3	Ricigliano	Spring	25	21	
COMPARATIVE LITERATURE	133	Contemporary Imagination in Literature and the Arts	100%	World literatures and their relations to other arts, and to cultural and social currents	3	Fountain, Momcilovic	Fall Spring	82 45	32 64	X X
COMPARATIVE LITERATURE	135	Experiencing Literature in the 21st Century: Magical Realism and the Fantastic in Literature and Film	100%	Spanish and Latin American literature and film, taught by a Latin Americanist	3	Pitt	Fall	33	58	
COMPARATIVE LITERATURE	135	Experiencing Literature in the 21st Century: The International Graphic Novel	100%	Graphic novel from its "roots" in Japanese manga of the 1940s to its global reiterations	3	Momcilovic	Summer	19		
COMPARATIVE LITERATURE	135	Experiencing Literature in the 21st Century: Vampires, Zombies, & Mummies	75%	The "undead" in literature and cinema: ancient Egyptian mummy "spells," British/French Egyptology stories, Haitian voodoo and American zombie narratives, East European vampire lore, and Japanese ghost stories.	3	Momcilovic	Summer	23		
COMPARATIVE LITERATURE	135	Experiencing Literature in the 21st Century: Youth Culture in the Middle East	100%		3	Seymour-Jorn, Gomaa	Spring	38	22	
COMPARATIVE LITERATURE	207	World Literature in Translation	100%		3	Momcilovic, Russell	Fall	16	18	X
COMPARATIVE LITERATURE	208	World Literature in Translation	100%		3	Momcilovic, Pitt	Fall Spring		28 13	X X
COMPARATIVE LITERATURE	230	Literature and Society: Victims Perpetrators & Bystanders	100%	Historical texts and literature on the Holocaust	3	Baum	Fall	37		
COMPARATIVE LITERATURE	230	Literature and Society: Narratives of Imprisonment & Exile	75%	Literature of imprisonment around the world	3	Russell	Spring	24		
COMPARATIVE LITERATURE	230	Literature and Society: Eastern European Novel: The 'Other' Europe	100%		3	Momcilovic	Spring		16	X
COMPARATIVE LITERATURE	231	Literature and Religion: Famous Trials in Literature, Art, and Film	75%	World famous trials in Literature, Film and Art covering the cultural and societal importance of these representations	3	Michael Fountain	Fall	34		

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COMPARATIVE LITERATURE	231	Literature and Religion: The Qur'an as Literature	100%		3	Seymour-Jorn	Spring	7		
COMPARATIVE LITERATURE	232	Literature and Politics: Women and War in Latin America and the Caribbean	100%		3	Pitt	Fall	12	X	
COMPARATIVE LITERATURE	233	Literature and Film: Body & Desire from Hollywood to Bollywood	75%		3	Xu	Fall	22	X	
COMPARATIVE LITERATURE	233	Literature and Film: The Gangster Film in the East and West	50%		3	Xu	Spring	21	21	X
COMPARATIVE LITERATURE	309	Great Works of Modern Literature: The Truth of Others	100%	Modern literature that is often mediated by a 100% narrative encounter with otherness. A range of influential works from around the world	Xu		Spring	15	20	
COMPARATIVE LITERATURE	309	Great Works of Modern Literature: Holocaust in European Literature	100%		3	Momcilovic	Fall	25		
COMPARATIVE LITERATURE	350	Topics in Comparative Literature	75%	Comparative literature across periods, genres and 75% regions: e.g. Border Crossing and Migration in Literature and Film	3	Williams, Pitt, Seymour-Jorn	Fall Spring			
COMPARATIVE LITERATURE	360	Seminar in Literature and Cultural Experience	75%		3		Spring	11		
COMPARATIVE LITERATURE	362	Transnational Asian Cinemas: New Chinese Cinema	100%		3	Xu	Fall	10	13	X
COMPARATIVE LITERATURE	461	Film Fiction Interaction: The New South Korean Cinema	100%		3	Paik	Spring	15		
COMPARATIVE LITERATURE	461	Film Fiction Interaction: Global Food Narratives	100%		3	Momcilovic	Fall	19		
COMPARATIVE LITERATURE	699	Advanced Independent Reading		Literature and philosophy about love and morality - 75% historical trajectory from ancient Greece and India to modern France, Ireland, Iran and the US	1-3	Momcilovic	Spring	1		
COMPARATIVE LITERATURE	699	Advanced Independent Reading	75%	Family dynamics in European literature about the Holocaust & modern Scandinavian drama	1-3	Momcilovic	Fall	3		
COMPARATIVE LITERATURE	699	Advanced Independent Reading	100%	Cinematic adaptations of literature, with focus on foreign films	1-3	Pitt	Summer	1		
CONSERVATION & ENVIRONMENTAL SCIENCES	210*	Environmental Dynamics		Relations between human populations and resource depletion, pollution and ecosystem disturbance, search for solutions; int'l examples	3	Ehlinger, Jackson, Ghosh Roy, McGuire, Mitrayani, Phillips	Fall Spring	334 364	362 418	X X
CONSERVATION & ENVIRONMENTAL SCIENCES	461	The Politics and Policy of Sustainability (jointly taught w/GLOBAL 461 and FRSHWTR 461)	100%	Environmental policy, governance, and management for global sustainability	3	Ehinger	Fall	20	X	
CONSERVATION & ENVIRONMENTAL SCIENCES	471	Principles of Natural Resource Management	50%	Intersections of science, policy and practice fostering environmental sustainability, with international case studies	3	O'Reilly, Fredlund, Ehlinger	Fall Spring	30 42	41 33	X X
CONSERVATION & ENVIRONMENTAL SCIENCES	490	Senior Seminar: Conservation and Environmental Science	75%	Local and global conservation issues; global climate change, energy supply, and sustainable solutions to environmental problems	1	Latch, Dunn, O'Reilly, Phillips, Hoebel, Whittingham	Fall Spring	29 43	25 42	X X
CONSERVATION & ENVIRONMENTAL SCIENCES	497	Study Abroad	100%	Faculty-led overseas research on sustainable development in the Danube Delta	3-6	Ehlinger	Fall	1	4	
CONSERVATION & ENVIRONMENTAL SCIENCES	571	Practical Approaches: Sustainable Future	50%	Emphasis on practical solutions to assess and develop alternative sustainable human agroecological models	3	Phillips	Fall Spring	19	20	X X

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ECONOMICS	100	Introductory Economics	50%	A one semester survey of current national and international economic problems	3	Staff	Fall Spring	639 244	317 189	X X
ECONOMICS	103	Principles of Microeconomics	25%	Economic reasoning; price determination, specialization, and efficiency. International trade, antitrust, environmental protection, highway congestion applications	3	Staff	Fall Spring Summer	1310 1121 89	1078 1059 98	X X X
ECONOMICS	104	Principles of Macroeconomics	50%	National income, interrelationship of sectors; determination of national income and productivity; relationship between national income, inflation, money, interest rates; US/global economies interaction	3	Staff	Fall Spring Summer	1073 1214 63	921 911 65	X X X
ECONOMICS	193	First Year Seminar: Growth and Development of China, Japan and Korea	100%		3	Kim	Fall	18	12	X
ECONOMICS	301	Intermediate Microeconomics	25%	Economic reasoning, price determination, specialization and efficiency in relation to international trade	3	McGinty, Yukhov, Kim	Fall Spring Summer	80 79 22	99 75 21	X X X
ECONOMICS	302	Intermediate Macroeconomics	50%	Analysis of aggregates in national and global economies	3	Vesely, Lei, Neumann Marfatia, Kishor	Fall Spring Summer	71 83 14	72 55 14	X X X
ECONOMICS	325*	Money and Banking	75%	Domestic and international monetary theory and policy. Risk insurances, regulations, deregulation, foreign investment	3	Fletcher, Motavalizadeh Ardakani, Milani Neumann	Fall Spring	62 49	61 62	X X
ECONOMICS	328	Environmental Economics	50%	Policies regulating pollution, endangered species, natural resources; int'l case studies	3	Grant, Ullman, Sahabehtabrizy	Fall Spring	41 25	37 31	X X
ECONOMICS	351	Introduction to International Economic Relations	100%							
ECONOMICS	353	Economic Development	75%	Determinants of growth, modernization, poverty, and inequality in developing countries.	3	Hosny, Mohtadi, Faridtavana	Fall Spring Summer	71 49 30	57 45 45	X X X
ECONOMICS	404	Economic Applications of Game Theory	50%	multi-party decision problems of firms, governments and countries	3	Lei	Fall Spring	14 27	24 15	X X
ECONOMICS	447	Labor Economics	25%	Influence of international trade on domestic labor markets	3	Heywood,	Spring	22	20	X
ECONOMICS	454	International Trade	100%							
ECONOMICS	455	International Finance	100%							
ECONOMICS	497	Study Abroad: England, France, Japan, and Spain	100%	Courses in economics taken abroad	3	Staff	Fall Spring	17 17	20 17	X X
ENGLISH	192	First-Year Seminar:Hmong American Life Stories	25%	Historical and cultural background linking experiences of Hmong in Laos with Hmong in the US	3	Buley-Meissner	Fall	20	20	X
ENGLISH	192	First-Year Seminar: Southeast Asian American Life Stories	25%	Historical and cultural background relevant to Cambodian American, Hmong American, Laotian American and Vietnamese American experience as represented in literature and life stories by authors with those heritages	3	Buley-Meissner	Fall	20	20	X

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University of Wisconsin-Milwaukee Courses Supporting Global and International Studies
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Department	Course #	Course Title	% Int'l	Subtitle/Course Description	Credits	Instructor(s)	Term(s)	12/13	13/14	14/15
ENGLISH	210	International English	100%	Expansion and transformation of English language through globalization	3	Ambrose	Fall Spring	27 22	29 30	X X
ENGLISH	247	Literature and Human Experience: Literature and Democratic Society	75%	Values, struggles and limitations of democratic societies in various forms; the US and Norway in the 19th century, to the Caribbean, South Africa and Japan in the 20th	3	Erwin	Spring	9		
ENGLISH	277	Introduction to Ethnic Minority Literature:	25%	Experiences of migration and diaspora in US ethnic minority literature	3	Grayson, Hazard, Buley-Meissner	Fall Spring	18 25	33	
ENGLISH	278	Introduction to World Literatures Written in English: Literature from the Middle East	100%		3	Gomaa	Spring	8		
ENGLISH	280	Introduction to Asian-American Literature: Asian American Women Writers	25%	Historical and cultural background relevant to understanding the literary achievements of women writers with Chinese American, Hmong American, Japanese American and Vietnamese American heritages	3	Buley-Meissner	Spring	13		X
ENGLISH	290	Introduction to Film Studies	25%	Analysis of formal, thematic, and generic components of narrative, documentary, and avant garde filmmaking emphasizing international film, history and theory	3	Martin, Oren, Wooten, Finch	Fall Spring	24 58	40 13	X X
ENGLISH	301	Survey of English Literature: Beginnings to 1500	100%		3	Fischer	Fall	35	32	X
ENGLISH	302	Survey of English Literature: 1500-1660	100%		3	Netzloff	Spring	31	35	X
ENGLISH	304	Survey of English Literature: 1798-1900	100%		3	Banerjee	Fall Spring	35 30	29	X
ENGLISH	305	Survey of English Literature: 1900 to the Present	100%		3	Kincaid	Fall Spring	34	35	X
ENGLISH	306	Survey of Irish Literature	100%		3	Lanterns	Fall Spring	36 26	36 27	X X
ENGLISH	316	World Cinema: French New Wave Cinema	100%		3	Williams	Fall	27	26	
ENGLISH	316	World Cinema: Latin American Cinema	100%		3	Blasini	Fall	19		
ENGLISH	316	World Cinema: Latina and Latin American Woman Directors	100%		3	Blasini	Fall			X
ENGLISH	380	Media and Society: Cinematic Cities	100%	Relationship between cinema, as cultural art form, and city, as form of social organization; Vietnam, India, Germany and other locales	3	Martin	Spring	25	12	
ENGLISH	381	World Literatures Written in English: African Fiction	100%		3	Clark	Fall	25		
ENGLISH	381	World Literatures Written in English: Postcolonial Short Fiction	100%		3	Clark	Spring Summer Winterim	26 16	23	X
ENGLISH	390	Classical Film Criticism and Theory	25%	int'l history of film and media theory taught by Global Studies faculty	3	Williams	Fall			
ENGLISH	404	Language, Power, and Identity	25%	Use of language varieties to construct identity and maintain power relations within a society. Language variation, multilingualism, language and ethnicity	3	Mayes	Fall	31	18	
ENGLISH	431	Topics in Advanced Writing: Global Business Communication	100%		3	Khatchadourian	Spring	16		X
ENGLISH	465	Women Writers: Women Writers in a Global Context	75%		3	Banerjee	Spring	17		
ENGLISH	497	Study Abroad: China, England, Germany, Spain, and the United Kingdom	100%	Courses in literature, drama, and theatre taken abroad	1-12	Staff	Fall Spring	2 13	10	X X
ENGLISH	501	Studies in Literature, 1500-1660	100%		3	Netzloff	Fall	32		X
ENGLISH	517	Studies in African-American Literature: Mythic Spaces in African Epics and African American Fiction and Film	25%		3	Grayson	Spring	24	22	X

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ENGLISH	523	Studies in U. S. Latino/a Literature: Contemporary Literature of the Political Imagination	25%	How writers influence and are influenced by the pressing socio-political issues and legacies that their communities face. Effects of U.S. foreign policy and globalization.	3	Cardenas	Spring	31		
ENGLISH	565	Introduction to Adult/University Level TESOL	25%	Overview of approaches to teaching English as a second language (ESL) to adult/university-level learners	3	Pucci	Fall Spring	5	2	X
ENGLISH	569	Internship in Teaching ESL to Adults	25%	Practical field experience in language teaching to adult/university-level ESL learners	3	Pucci	Spring	1		
ENGLISH	624	Seminar in Modern Literature: Modernism and the City	50%	Comparative urban development, cities across the globe; urban poverty, decline of rural traditions, migration, suburbanization, consumer culture, globalization, gentrification	3	Kincaid	Spring	16	X	
ENGLISH	685	Honors Seminar: African Fiction	100%		3	Clark	Spring	15		
ENGLISH	685	Honors Seminar: Spirituality and Identity in Modern America	50%	Historical and cultural background relevant to religious and spiritual identities of Americans who are Buddhist, Christian, Hindu, Jewish, Muslim and Sikh	3	Buley-Meissner	Fall Spring	13		X
ENGLISH	685	Honors Seminar: Asian American Women Writers	25%	Historical and cultural background for understanding the literary achievements of women writers of Asian American heritages	3	Buley-Meissner	Fall	14		
ETHNIC STUDIES, COMPARATIVE	101	Making of American Cultures: Africans, Europeans, and Indian Nations	25%	Origins and development of racial and ethnic identities with specific attention to Wisconsin; African-American, American Indian, Latino, Euro-American identities	3	Buff, Hall, Smith, Carter, Ciccone, Rath	Fall	364	208	X
ETHNIC STUDIES, COMPARATIVE	102	Transnational Migrations	100%	Modern and contemporary social and cultural processes of migration and identity	3	Bruce, Lo	Spring	146	64	X
ETHNIC STUDIES, COMPARATIVE	192	Freshman Seminar: Identity and Transformation	100%	Personal, social and cultural identity in the 21st century and the effects of globalization	3	Petty	Fall	16	15	X
ETHNIC STUDIES, COMPARATIVE	250	Selected Topics in Ethnic Studies: Villainy, Sex and Blood Bursts	75%	How media (e.g., newspapers, television, film, etc.) work to create a multitude of identity schemas, in historical perspective	3	Bruce	Spring	15		X
ETHNIC STUDIES, COMPARATIVE	255	Migration and Gender: Starbucks, Sex Trafficking, and Nannies	75%		3	Petty	Fall Spring	25	22	X
ETHNIC STUDIES, COMPARATIVE	265	Hmong Americans: History, Culture and Contemporary Life	25%	Historical and cultural underpinnings of Hmong migration to the US	3	Vang, Lo Soukhaphon	Fall Spring Summer	11	13	X
ETHNIC STUDIES, COMPARATIVE	275	Queer Migrations	25%	How gender, race, and sexuality shape the migration processes; how concerns about sexuality shape US immigration and citizenship policy; how mass migrations transform diverse queer communities	3	Mariano	Fall Winter Spring	27	23	X
ETHNIC STUDIES, COMPARATIVE	297	Study Abroad	100%	Ethnic Studies courses taken abroad	1-12	Staff	Winter	2		X
ETHNIC STUDIES, COMPARATIVE	375	Global Violence, Disease and Death	100%	Development schemas, health policies, and the role of international organizations in global incidents of suffering, violence, and death	3	Lo, Tenorio	Fall Spring	18	19	X
ETHNIC STUDIES, COMPARATIVE	497	Study Abroad: Laos, Thailand, Vietnam	100%	Faculty-led course on history and culture of Laos, Thailand, and Vietnam	1-12	Vang	Winter	8	5	X
ETHNIC STUDIES, COMPARATIVE	699	Advanced Independent Work	50%			Buff	Fall	1		X

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FILM STUDIES	205	History of Film I: Development of an Art		Aesthetic advances from silent to color and sound 50% films. Contributions of various nationalities and artists	3	Gorfinkel, Morrissey, Sellin	Fall	2	35	X
FILM STUDIES	206	History of Film II: Development of an Art	50%	History of film from 1895 to 1945, with consideration of cultural, social, political, technological and economic determinants that allowed film across the world to evolve	3	Gorfinkel	Spring	1	16	X
FILM STUDIES	290	Introduction to Film Studies	50%	Analysis of film making in world cinemas	3	Martin, Oren, McCourt	Fall Spring Summer	1 13 11	44 13 8	X X X
FILM STUDIES	497	Study Abroad: Korea, England, and Spain	100%	courses in film and society; taught in Suwo, Sunderland, and Seville	3	Staff	Spring	1		
FILM STUDIES	590	Capstone Research Seminar—Contemporary Film Theory	25%	Contemporary theories and criticism of world cinema	3	Blasini, Williams	Spring	7	6	X
FILM STUDIES	669	Screening Sexuality—Queer Cinema	75%	How political and cultural manifestations known as "queerness" find articulation in cinema and media practices across the world; special emphasis on Latin America	3	Blasini	Fall	8		
FOOD STUDIES	101	Introduction to Food Studies	75%	Ways in which food affects health; health "crazes," systems of food distribution and economics; ethical and environmental issues; food as a symbol for social distinction.	3	Kuiper, Callahan, Anderson, Russell	Fall Spring	25 0	26 22	X X
GEOGRAPHY	110*	The World: Peoples and Regions (Global Studies World Regions Course option)	100%		3	Day, Viel, Song, Culver, Padilla, Day, Sziarto, Yoon, McCarthy	Fall Spring Summer	461 294 60	392 291 57	X X X
GEOGRAPHY	114	Geography of Race in the United States	25%	Segregation, assimilation, belonging, and exclusion facing African-American, white, Asian, Latino, Native American and others	3	Sorenson, Hashimoto, Xu, Schroeder, Bonds Kenny	Fall Spring	219 38	192 34	X X
GEOGRAPHY	125	Introduction To Environmental Geography	25%	Environmental problems, understanding earth's systems in our daily encounter with them.	3	Donnelly, Nauth, Kuit, Sorenson, Holifield	Fall Spring Summer	252 184 39	180 211 47	X X X
GEOGRAPHY	140	Our Urban Environment: Introduction to Urban Geography	75%	Socio-economic and demographic characteristics of urban populations in the US, Europe, "newly industrializing" and "less developed" countries	3	McCarthy	Fall	48	20	
GEOGRAPHY	213	Geography of Asia	100%		3	Yoon	Spring	32		
GEOGRAPHY	225	The Language of Maps	25%	Map making, conventions, distortions, use and significance in society	3	Day	Spring	11	9	X
GEOGRAPHY	231	Geography of Islam	100%		3	Mansson McGinty	Fall Spring			X X
GEOGRAPHY	297/497	Study Abroad: Peru, Canada	100%	Faculty-led courses on Cartography and Map Vancouver, Canada	3	De Sousa, Staff	Fall Spring		2 1	
GEOGRAPHY	304	Human Impact on Environment	50%	Human effects on land and resources; historical background of human concern for impacts on environments	3	Donnelly	Spring	46	38	X
GEOGRAPHY	309	Nationalities and Nations of the World	100%		3	Sziarto	Fall	53	37	X
GEOGRAPHY	310	General Climatology	25%	Global patterns of climate and the processes that shape them	3	Debiasse, Schwartz	Fall	27	12	X
GEOGRAPHY	315	Introductory Economic Geography	100%	World distribution of economic activities	3	Yoon	Fall	18		
GEOGRAPHY	330	Europe: East and West	100%		3	McCarthy	Spring	40	26	X

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GEOGRAPHY	350	Conservation of Natural Resources		Environmental ethics; consequences of resource development, strategies to resolve environmental conflicts	3	Xu, Fredlund	Fall Spring Summer	73 61 27	60 59	X X
GEOGRAPHY	400	Population Geography	50%	Population processes and policies; fertility, mortality, migration; population growth; urbanization and megacities; refugees; medical and health geographies	3	Sziarto	Spring	15	12	X
GEOGRAPHY	443	Cities of the World: Comparative Urban Geography	50%	Case studies of modern environmental problems. History of human concern over adverse environmental impacts	3	Kenny	Spring	31	22	X
GEOGRAPHY	464	Environmental Problems	50%	Special aspects and interactions relevant to human activities in urban environments; examines various cities around the world	3	Hollifield	Fall	46	33	X
GEOGRAPHY	520	Physical Geography of the City	50%	50% activities in urban environments; examines various cities around the world	3	Choi	Spring	20		
GEOGRAPHY	540*	Globalization and the City (Global Urban Development Track Capstone Seminar option)	100%	Spatial aspects of globalization and their impact on the city; emergence of global cities, impacts on urban development, and global era urban strategies	3	McCarthy	Fall	21	12	X
GEOGRAPHY	564	Urban Environmental Change and Social Justice	50%	Social justice dimensions of urban environmental change	3	Hollifield	Spring	26	22	X
GEOGRAPHY	654	Tropical Field Course	100%	Study of geographic field problems and techniques in the tropics. Classroom preparations, field projects and field trip to tropical research site	3	Day	Spring	7	7	X
GEOSCIENCES	106	The Earth Environment	25%	The Earth and its environment; emphasis on the interrelationships of humans with the Earth's processes and responses.	3	Seegers, Graziano	Fall Spring Summer	149 135 29	72 132 25	X X
GEOSCIENCES	297	Study Abroad: Peru	100%	100% courses in geology taken abroad	4	Staff	Fall	1		
GEOSCIENCES	435	History of Geologic Thought	25%	Observations, field practice and theory development of the discourse; historical European origins	3	Harris	Fall		25	
GEOSCIENCES	463	Physical Hydrogeology	25%	Groundwater resources/transport, aquifer properties, and well hydraulics. Addresses global issues of ground water and freshwater supply to communities, using int'l examples	3	Han	Fall	23	44	X
HISTORY	101	Western Civilization: Ancient World to 1500	100%		3	Beall	Fall Spring		62	X
HISTORY	102	Western Civilization: 1500 to Present	100%		3	Lartz II, Manaro, Pease	Fall	108	170	
HISTORY	131	World History to 1500	100%		3	Wiesner-Hanks, Larson	Fall	174		
HISTORY	132*	World History Since 1500 (Global Studies World Regions Course option)	100%		3	Filippello, Colagiovanni, Mueller, McGuinness	Winter Spring Summer	17 296 29	18 264 34	X X
HISTORY	141	Family & Sex Roles in the Past	75%	Compares sex roles, family structures and family dynamics across time and place; Eastern societies, Early Modern Europe, etc.	3	Glicklich, Hudson, Kim-Paik	Fall Spring	35 71	126	X
HISTORY	150	Multicultural America	25%	U.S. ethnic and racial identities with attention to African-, Asian-, Hispanic-, and Native-American experiences.	3	Smith, Hernandez, Buff, Alinder	Fall Winter Spring Summer		60 31 70 X	X X X
HISTORY	175	East Asian Civilization to 1600	100%		3	Howland	Fall Spring	30 29	32 21	X
HISTORY	180	Latin American Society and Culture	100%		3	Ruggiero	Spring	23	31	X

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HISTORY	201	The Ancient World: The Near East and Greece	100%		3	Beall	Fall	28	36	X
HISTORY	202	The Ancient World: The Roman Republic and Empire	100%		3	Galvao-Sobrinho	Spring Summer	65 28	76 35	X
HISTORY	203	The History of Medieval Europe: The Early Middle Ages	100%		3	Carlin, Bonikowske, Moebius	Fall	174	138	X
HISTORY	204	The History of Medieval Europe: The High Middle Ages	100%		3	Carlin, Bonikowske	Spring	118	138	X
HISTORY	210	The Twentieth Century: A Global History	100%		3	Minehan	Fall Spring	31	25	X
HISTORY	236	Britain Since 1688: Rise and Decline of a Great Power	100%		3	Glicklich	Fall	20		
HISTORY	242	Women and Gender in Europe: 1750 to the Present	100%		3	Eichner	Spring	27	20	
HISTORY	248	The First World War	100%		3	Minehan, Drake, Perez, Steffan	Fall	246	194	X
HISTORY	249	The Second World War in Europe	100%		3	Minehan, Manaro, Perez,	Spring	288	176	X
HISTORY	267	The History of Latinos in the United States	25%	History and culture of US Latinos; Mexican American, Puerto Rican, and Cuban experiences	3	Rodriguez	Fall Summer	38	22	X
HISTORY	269	Asian Americans in Historical Perspective	25%	History of Asians in the US; experiences of immigration, discrimination, and assimilation	3	Rodriguez, Hernandez	Fall	30	32	X
HISTORY	280	Islamic Civilization: The Formative Period, ca. 500-1258	100%		3	Amster	Spring	32	34	
HISTORY	282	Modern Middle East in the 19th and 20th Centuries	100%		3	Amster	Fall	32	41	
HISTORY	284	Buddhism Across Asia	100%		3	Divalerio	Fall	39	36	X
HISTORY	287	The Vietnam War	50%	A political, social, and cultural history of the Vietnamese and American dimensions	3	Langill, Miller, Lartz II, Vang	Fall Spring Summer	200 137 19	196 164 35	X X X
HISTORY	290	Topics in Global History: Ethnicity in the Media: US/Latin America/Caribbean	50%		3	Galvan	Spring	8		
HISTORY	297/497	Study Abroad: Egypt, Japan, England, Australia, China, Peru, Spain, Laos, Italy, and Thailand	100%	courses in history taken abroad; faculty-led courses on Maternal and Infant Health in Morocco, Women's Rights and Family in Islam	1-12	Vang, Staff	Fall Winter Spring Summer	5 12 16 1.1	4 4 X 3	X X X X
HISTORY	303	A History of Greek Civilization: The Greek City-State	100%		3	Beall	Spring	29		
HISTORY	307	A History of Rome: The Republic	100%		3	Galvao-Sobrinho	Fall	44	40	
HISTORY	308	History of Rome: The Empire	100%		3	Galvao-Sobrinho	Spring			X
HISTORY	330	The Papacy in History	100%		3	Pease	Spring	50		
HISTORY	341	Imperial Russia: From Despotism to the Bolshevik Revolution	100%		3	Evans	Fall	42		X
HISTORY	343	The Soviet Union: From Lenin to Gorbachev	100%		3	Evans	Spring	38		X
HISTORY	358	The Jews of Modern Europe: History and Culture	100%		3	Berkowitz	Spring	28	22	X
HISTORY	363	Germany: Hitler and the Nazi Dictatorship	100%		3	Chu, Rivas	Fall Spring	72		X
HISTORY	364	The Holocaust: Anti-Semitism and the Fate of Jewish People in Europe, 1933-1945	100%		3	Plinik, Silverman	Fall	72		X
HISTORY	370	Topics in the History of Religious Thought: Judaism in the Ancient World	100%		3	Beall	Fall	24		
HISTORY	370	Topics in the History of Religious Thought: Tibetan Buddhism	100%		3	Divalerio	Spring	35	20	
HISTORY	370	Topics in the History of Religious Thought: Paganism in the Ancient World	100%		3	Beall	Spring	32		
HISTORY	370	Topics in the History of Religious Thought: Early Christianity	100%		3	Beall	Spring	19		

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HISTORY	371	Topics in European History: England, 1200-1250	100%		3	Carlin	Fall Spring	32	25	X
HISTORY	371	Topics in European History: Rome in the Age of Constantine	100%		3	Galvao-Sobrinho	Fall	41	34	X
HISTORY	371	Topics in European History: European Foundations of Modern World	100%		3	Miller	Fall	25		
HISTORY	371	Topics in European History: Fascism and Civil War in Southern Europe	100%		3	Minehan	Spring	25	22	X
HISTORY	371	Topics in European History: Mod. Britain-Imp Power/Society	100%		3	Glicklich	Spring	12		
HISTORY	371	Topics in European History: Christianity in Early Eng/Ire	100%		3	Beall	Spring	21		
HISTORY	371	Topics in European History: Socialism: History of an Idea	100%		3	Miller	Spring	20		
HISTORY	371	Topics in European History: Britain: Anticolonialism/Dissnt	100%		3	Glicklich	Spring	9		
HISTORY	372	Topics in Global History: Latino, Latin American and Caribbean Cities	75%		3	Martin	Fall	37	25	
HISTORY	372	Topics in Global History: The Korean War	100%		3	Kim-Paik	Fall	17		
HISTORY	372	Topics in Global History: Revolution in the Americas, 1750-Present	75%		3	McGuinness	Spring	29		X
HISTORY	372	Topics in Global History: History of Media: Latin Americans and Latinos	50%		3	Galvan	Spring	19		
HISTORY	372	Topics in Global History: Health/Healing: Early Modern Atlantic World	100%		3	Paugh	Spring	34		X
HISTORY	373	Topics in Gender and History: Family, Gender, and Religion in the Ancient World	100%		3	Milco	Fall	18		X
HISTORY	375	Contemporary European History, 1945 to the Present	100%		3	Minehan	Fall	38	34	X
HISTORY	376	Ancient China, Early-220 A.D.	100%		3	Howland	Spring	34		
HISTORY	379	Introduction to Jewish History	100%		3	Plinik, Silverman	Fall	25	17	X
HISTORY	385	Political Islam to Zionism: Middle Eastern Intellectual History, 1789-1990	100%		3	Amster	Fall	41	26	
HISTORY	386	Africa: The Age of Empires to 1880	100%		3	Filippello	Fall	40		
HISTORY	392	History of Southern Africa	100%		3	Filippello	Spring	39		
HISTORY	393	History of Mexico	100%		3	Lopez	Fall	21	24	
HISTORY	395	History of Japan Since 1600	100%		3	Howland	Fall			X
HISTORY	398	Honors Seminar: Medicine and Healing in Ancient Greece and Rome	100%		3	Galvao-Sobrinho	Spring	16	12	X
HISTORY	399	The Age of Revolution: Radical Ideology and Practice, 1642-1815	50%	French, English, and American Revolutions and how ideas were turned into action and policy	3	Singer	Fall	15	16	
HISTORY	400	Topics in Latin American and Caribbean History: Cuba, Past & Future	100%		3	McGuinness, Ruggiero	Fall	43	20	
HISTORY	401	Topics in Middle Eastern History: Women in Islamic History	100%		3	Amster	Spring	25	16	
HISTORY	434	The US as a World Power in the 20th Century	75%		3	Langill	Fall	46	39	X
HISTORY	436	Immigrant America Since 1880	25%	Conflict between the ideas of cultural diversity and assimilation, stressing the differing reception and settlement of white and non-white immigrants	3	Langill	Spring	39	32	X
HISTORY	489	Internship in History, Upper Division	50%		1-6	Smith	Summer	1	1	
HISTORY	594	Methods and Theory in the Historical Study of Religion: Women, War and Religion in Early Medieval Europe	100%		3	Beall	Spring	15	13	X
HISTORY	600	Seminar in History: Modern Cities: Rise vs Fall	50%		3	Levine	Spring		13	
HISTORY	600	Seminar in History: The Role of Food in History	100%	Food and eating and their relation to agriculture, commerce, famine, war, religion, ritual, taboo, medical theory, diet, hospitality, power, manners, technology, tastes, fashion, myth, memory	3	Carlin	Spring		9	X

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HISTORY	600	Seminar in History: Religion and Politics in Modern History	50%	Interaction of religion and politics from the later 18th century to the present	3	Pease	Spring	12		X
HISTORY	600	Seminar in History: Anti-Socialist Politics and World Wars	50%		3	Minehan	Fall		19	
HISTORY	600	Seminar in History: Writing Post-Colonial/African Histories	50%		3	Filippello	Spring	16		X
HISTORY	600	Seminar in History: Immigrants & Popular Culture	25%		3	Buff	Fall		13	
HISTORY	600	Seminar in History: Pan-Africanism/Anticolonialism	75%		3	Filippello	Fall	6		
HISTORY	600	Seminar in History: Pagans & Christians in the Middle Ages	100%		3	Beall	Fall	12		
HISTORY	200	Honors Seminar: The Shaping of the Modern Mind The Idea of the Nation in Modern European History	100%		3	Singer	Spring	13		X
HONORS	200	Honors Seminar: The Shaping of the Modern Mind; Nineteenth Century European Social and Political Thought	100%		3	Singer	Fall		13	
HONORS	200	Honors Seminar: The Shaping of the Modern Mind: Bandits!	50%	Paradox of "social banditry" –when members of the public view outlaws as avengers, fighters of justice, and liberators: Europe and Mexico	3	Singer	Fall	15	14	
HONORS	200	Honors Seminar: The Shaping of the Modern Mind: Boundaries of the Human	25%	Meanings of humanity, and the non-human through fictional works from around the world	3	Southward	Fall	15		
HONORS	200	Honors Seminar: The Shaping of the Modern Mind: The Imperial Idea in Modern European History	100%	Imperialism in the modern era; how people in expansionist countries and colonized territories perceived the imperial idea	3	Singer	Spring		14	
HONORS	200	Honors Seminar: The Shaping of the Modern Mind: Revenge Plots	25%	Revenge theme from Greek drama to modern world cinema, focusing on the questions about justice, forgiveness, and resentment	3	Southward	Spring		28	
HONORS	200	Honors Seminar: The Shaping of the Modern Mind: Turmoil, Tragedy, and Triumph: Europeans in the Twentieth Century	100%		3	Singer	Spring		29	
HONORS	200	Honors Seminar: The Shaping of the Modern Mind: The Idea of Progress in Modern European History	100%		3	Singer	Spring		14	
HONORS	200	Honors Seminar: The Shaping of the Modern Mind: The End of Nature	25%	Environmental writing and film addressing the end of nature, global climate change and environmental injustice	3	Emmet	Fall		27	
HONORS	200	Honors Seminar: The Shaping of the Modern Mind: The Black Atlantic	25%	Ambiguous nature of the modern era from the perspective of the Black Atlantic, from slave narrative to the contemporary dub poetry	3	Mukherji	Fall		8	
HONORS	200	Honors Seminar: The Shaping of the Modern Mind: Portraits of the Past: History, Memory and the Arts	75%	Artistic representations of major world events of the twentieth century in film and literature	3	Mukherji	Spring		14	
HONORS	200	Honors Seminar: The Shaping of the Modern Mind: Freudian Slips	75%	Historical, cultural and intellectual context of Freud's theories	3	Equitz	Spring	14	16	X
HONORS	200	Honors Seminar: The Shaping of the Modern Mind: The Last "Good" War?: Ideology and Brutality on the Eastern Front of WWII	100%		3	Equitz	Fall		15	X
HONORS	200	Honors Seminar: The Shaping of the Modern Mind: Is God Dead?: Modern Intellectual Challenges to Religious Belief	25%	Modernist critique of religion: Pragmatism, Freudianism, Marxism, Existentialism, Christian traditions in the Middle East and Europe	3	Equitz	Fall	31	30	X
HONORS	200	Honors Seminar: The Shaping of the Modern Mind: The Mechanical and the Mystical: From Technology to Magic	25%	How technology is considered magical or otherworldly. Case studies and writings from Japan and Europe	3	Szczepaniak-Gillece	Spring		14	X
HONORS	200	Honors Seminar: The Shaping of the Modern Mind: Boundaries of the Human	25%	Global perspectives on humanistic themes, including translations	3	Southward	Fall		15	
HONORS	200	Honors Seminar: The Shaping of the Modern Mind: Vengeful Vixens and Veiled Virgins	25%	Representations of Muslim and Asian women in U.S. media culture and in global contexts to consider how they shape the modern mind	3	Moller	Fall	15	15	X

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University of Wisconsin-Milwaukee Courses Supporting Global and International Studies

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Department	Course #	Course Title	% Int'l	Subtitle/Course Description	Credits	Instructor(s)	Term(s)	12/13	13/14	14/15
HONORS	200	Honors Seminar: The Shaping of the Modern Mind: Revenge Plots	25%	Analyzes the psychology of revenge through local and foreign films and literature	3	Southward	Spring			13
HONORS	350	Honors Seminar in Humanities: Building the Modern Metropolis: Architecture and Urbanism in Victorian London	100%	Migration through the lens of globalization. Addresses economic policies set by wealthy nations	3	Krause	Spring	13		
HONORS	351	University Honors Seminar in the Social Sciences: "Who Goes There?"	100%	Addresses economic policies set by wealthy nations and resulting discontent, slave-labor conditions of labor forces, international human trafficking and sex industry	3	Petty	Fall	16	13	X
HONORS	351	Transatlantic Revolutions: Resistance, Rebellion, and Social Conflict, 1700-1850	50%	Challenges faced by popular classes during the changes brought on by globalizing capitalism and the development of mass politics	3	Singer	Fall	15		
HONORS	352	Honors Seminar in the Natural Sciences: Climate Change: Past, Present, and Future	50%	How climate science has progressed and why most scientists agree that human activities are significantly altering Earth's climate; conceptual study of Earth's climate machine	3	Fredlund	Spring	14		
HONORS	497	Study Abroad: UK	100%	Faculty-led course on Global Tourism in Transition	1-9	Schuster	Summer	1		
INTERNATIONAL STUDIES	260	Introduction to International Careers	100%	Introduction to a wide variety of international studies career options; utilizes aptitude assessment and discussions with professionals from relevant fields	2	Datey, Wolf	Spring	19	14	X
INTERNATIONAL STUDIES	450	Internship in International Studies	100%	Internship offering practical experience to IS Majors. Examples: US Dept of State; Office of Public Diplomacy, Belgium; Milwaukee Justice Center; Milwaukee World Trade Association	2-6	Datey, Wolf	Fall Spring Summer	1 1 1		X X
INTERNATIONAL STUDIES	550	Senior Seminar in International Studies:	100%	Capstone seminar required of IS Majors and Minors; offered each semester	3	Bornstein, Petro, Seymour-Jorn	Fall Spring			X X
INTERNATIONAL STUDIES	550	Senior Seminar in International Studies: Rethinking Surveillance Culture	100%	Study of past & present surveillance practices and technologies to understand the rapidly increasing ways in which information is collected, stored, transmitted, and used as a means of influencing and managing people and populations	3	Petro	Fall	15		
INTERNATIONAL STUDIES	550	Senior Seminar in International Studies: Youth and Revolution	100%	History of the contemporary Arab Middle East by focusing upon the Arab Spring and the role that young people played in this revolutionary period	3	Seymour-Jorn	Spring	24		
INTERNATIONAL STUDIES	550	Senior Seminar in International Studies: Law and Society	100%	Social and moral order, governance, resistance to the state and norms, legal institutions, and transnational rights movements	3	Bornstein	Fall	18		
INTERNATIONAL STUDIES	550	Senior Seminar in International Studies: Affect, Art, & Politics	100%	Affect theory and its articulation, activation, mediation and utilities of manipulation in international art and politics	3	Stern	Spring	23		
INTERNATIONAL STUDIES	550	Senior Seminar in International Studies: Global Youth Language & Culture	100%	How language and communication styles among young people are influenced by global phenomena, including electronic media and popular culture	3	Tieszen	Fall			X
INTERNATIONAL STUDIES	497	Study Abroad	100%	International Studies courses taken abroad	1-12	Staff	Fall	1		
JEWISH STUDIES	101	Jewish Culture in America: History, Literature, Film	25%	Cross-disciplinary study of modern Jewish culture in America in 19th and 20th centuries	3	Baum	Fall Spring Summer	28 17 12		X X

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University of Wisconsin-Milwaukee Courses Supporting Global and International Studies
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JEWISH STUDIES	247	Topics in Jewish Literature, Art, and Culture: Antisemitism through the Ages	75%		3	Crain	Fall	16		
JEWISH STUDIES	247	Topics in Jewish Literature, Art, and Culture: Contemp American Literature by Russian Jews	25%		3	Levantovskaya	Spring		5	X
JEWISH STUDIES	247	Topics in Jewish Literature, Art, and Culture: Yiddish Culture From Europe to America	50%		3	Berkowitz	Spring			X
JEWISH STUDIES	261	Representing the Holocaust in Words and Images	100%	Holocaust literature and film	3	Baum	Fall Spring Summer	21 30 7	21 28	X X
JEWISH STUDIES	268/368	Jewish and Christian Responses to the Holocaust	100%	Answers to theological questions raised by the Holocaust, such as "Where was God?" Focus on interfaith dialogue and understanding	3	Baum	Fall Spring		12	X
JEWISH STUDIES	299	Ad-Hoc: Jewish Celebration of Freedom	50%		1-6	Ben-yitschak	Spring	9		
JEWISH STUDIES	299	Ad-Hoc: Russian Jews in America	50%		1	Levantovskaya	Spring	14		
JEWISH STUDIES	299	Ad-Hoc: Israel: Culture, Food, History, Language	100%		1	Ben-yitschak	Spring	6	6	X
JEWISH STUDIES	328	The Arab-Israeli Conflict	100%		3	Crain, Brusin	Fall Spring	10 3	7	X
JEWISH STUDIES	358	The Jews of Modern Europe: History and Culture	100%		3	Berkowitz, Silverman	Spring	2	2	X
JEWISH STUDIES	379	Introduction to Jewish History	100%		3	Berkowitz, Silverman	Fall	8	5	X
JEWISH STUDIES	421	Intro To Yiddish Literature: Yiddish Drama & Film	100%		3	Berkowitz	Fall	5		
JEWISH STUDIES	699	Advanced Independent Study	50%		1-3	Baum, Crain	Fall Spring Summer	3 2 1	2	X X
JOURNALISM, AND ADVERTISING, AND MEDIA STUDIES	101	Introduction to Mass Media	50%	Evolution of global mass media from printing press to internet.	3	Levine, Kohlmann, Schwarz, Peckham, Carmody, Stratton, Perleberg, Glimis, Connor, Newman	Fall Spring Summer		324 458 420	X
JOURNALISM, AND ADVERTISING, AND MEDIA STUDIES	111	Gender and the Media	50%	How gender representations in popular media inform and construct understandings of the world; gender in popular culture, including new media; critical analysis of representations	3	Stache	Spring	87		
JOURNALISM, AND ADVERTISING, AND MEDIA STUDIES	113	Internet Culture	50%	Social, cultural and historical dimensions of the internet and rise of global internet community and social movements	3	Tasman	Fall Spring Summer	85 163 22	174 172 25	X X
JOURNALISM, AND ADVERTISING, AND MEDIA STUDIES	226	Religion, Media and Culture	75%	Role of mass media in shaping understanding and experience of religion and in negotiating interaction world religion to negotiations of global climate change, resource scarcity, and economic turmoil	3	Backes	Spring	36		
JOURNALISM, AND ADVERTISING, AND MEDIA STUDIES	262	Principles of Media Studies	25%	Worldwide media industries and production practices, Media as a societal institution in which helps make sense of the world	3	Newman, Schowalter	Fall Spring	26 22	25 20	X X
JOURNALISM, AND ADVERTISING, AND MEDIA STUDIES	360	History of Mass Media	75%	Globalization's impact on evolution of mass media	3	Smith	Fall Spring Summer	76 86 19	78 72	X X
JOURNALISM, AND ADVERTISING, AND MEDIA STUDIES	361	Media Ethics	50%	Application of ethical principles to controversies in journalism, advertising, public relations, new technologies, including their application to coverage of world events	3	Allen, Gallun	Fall Winter Spring Summer	66 61 27	70 30	X

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University of Wisconsin-Milwaukee Courses Supporting Global and International Studies

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JOURNALISM, ADVERTISING, AND MEDIA STUDIES	450	Race and Ethnicity in the Media	50%	Media content and forms as they apply to coverage of world events	3	Rostankowski, Supriya	Fall Winter Spring	24	19	X
JOURNALISM, ADVERTISING, AND MEDIA STUDIES	562	Media Studies and Culture	25%	Roles that media have played in shaping social structures and the dynamics of cultural identity	3	Schwalter, Popp	Fall	16	29	X
ADVERTISING, AND MEDIA STUDIES	620	Seminar in Global Media	100%		3	Schwalter	Fall		14	X
JOURNALISM, ADVERTISING, AND MEDIA STUDIES	660	Seminar in Contemporary Issues in Media Studies: Climate Change, Energy, Media	25%	Climate change controversy; utilizes source on alternative approach to resources and social organization by aboriginals in Malaysia	3	Backes	Fall	13		X
JOURNALISM, ADVERTISING, AND MEDIA STUDIES	661	Seminar in Media Communication and Society: War News, Entertainment, and Persuasion	25%	Investigate how wars test cultural values and analyzes power media studies concepts such as agenda setting, framing, myth, news management, press freedom in international conflicts.	3	J. Smith	Fall Spring	17 15	15 13	X X
JOURNALISM, ADVERTISING, AND MEDIA STUDIES	661	Seminar in Media Communication and Society: Climate Change, Energy, and Media	25%	Examines research on climate change and global warming in order to understand the attacks on climate science	3	Backes	Spring	15		
L&S-NATURAL SCIENCE	497	Study Abroad: Mexico	100%	Faculty-led course on environmental impacts of atmosphere in Mexico	1-12	Kahl	Winter	2	3	X
LATIN AMERICAN AND CARIBBEAN STUDIES	101	Introduction to Latin American and Caribbean Studies	100%		3	Lopez	Fall Spring	20 15	21	X
LATIN AMERICAN AND CARIBBEAN STUDIES/ LATINO STUDIES	200	Special Topics in Latin American, Caribbean, and U.S. Latino Studies: Puerto Rican History & Migration	50%		3	Acevedo	Spring	10		
LATINO STUDIES	101	Introduction to Latino Studies	25%	Experience of Latinos in the U.S., including relationship between Latinos and social institutions	3	Figuroa	Fall Spring	72 49	58 44	X X
LATINO STUDIES	388	Latino Politics (jointly taught w/POLI SCI 388)	25%	Contemporary Latino politics in the U.S.; demographic analysis; Chicano movement, immigration policies, public opinion, voting behavior, representation	3	Shah	Spring	5		
LATINO STUDIES	423	Latino Immigration and Incorporation: Puerto Rican Diaspora and Settlement	50%	Processes and experiences of Puerto Ricans who have migrated to the United States since the 19th century to the present	3	Velez	Spring	17		
LATINO STUDIES	698	Independent Latin American, Caribbean, and U.S. Latino Integrated Studies	50%		1-3	Velez	Fall		1	X
PEACE STUDIES	201	Introduction to Conflict Resolution and Peace	100%	Violent and peaceful strategies of conflict resolution; viability of various plans for permanent world peace	3	Napatalung, Cole, Herrman, Salek, Gross, Werner	Fall Spring	98 92	72 83	X X
PEACE STUDIES	489	Internship in Peace Studies, Upper Division	50%		1-6	Ricigliano	Fall Spring	2 1	2	X
PEACE STUDIES	699	Advanced Independent Study	50%		1-6	Ricigliano	Spring	1		X
PHILOSOPHY	204	Introduction to Asian Religions	100%		3	Grandits, Mahlik	Fall Spring	61 134	43 94	X X
PHILOSOPHY	207	Religion and Science	25%	Conflict between science and religion - international case histories	3	Atherton	Summer Fall	22	28	

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PHILOSOPHY	243	Moral Problems: Immigration and Citizenship	50%	Moral issues of immigration and citizenship; rights and obligations, concept of "citizen of the world," 50% nation's obligations to those who wish to immigrate; race, racism, and discrimination in immigration and citizenship policies	1	Silverstein	Fall	28		
PHILOSOPHY	243	Moral Problems: Global Poverty and Moral Responsibility	100%	Moral issues regarding our relationship to the less fortunate and to victims of discrimination; distribution of responsibilities in a world swamped in suffering, population problem, gender inequalities across the world, and rights of individuals in the global community	1	Boehm	Fall	25		
PHILOSOPHY	250	Philosophy of Religion	25%	Philosophical reasoning and central questions concerning religious doctrine and faith across traditions	3	Bristow, Blaschko, Mondadori	Fall Spring	44 38	58	X
PHILOSOPHY	337	Environmental Ethics	50%	Theories and practical applications of environmental ethics. Responsibilities to nature/future generations; 50% moral value/status of environment/organisms; philosophical issues concerning environmental studies and ecology	3	Silverstein	Fall	20	25	X
PHILOSOPHY	432	History of Modern Philosophy	50%	Evolution of thought in historical context from Descartes through Kant	3	Atherton	Spring	36	23	X
PHILOSOPHY	433	Nineteenth Century Philosophers	50%	19th century philosophies and their influence on its social, literary and religious movements	3	Bristow	Fall	15		
PHILOSOPHY	685	Senior Capstone Research Seminar: International Justice	100%	Critical introduction to recent attempts to develop a theoretical approach to international justice	3	Neufeld	Spring	9		
PHILOSOPHY	297/497	Study Abroad: England, France, and Australia	100%	courses taken in philosophy of religion, art, and 100% literature in Canterbury, Sheffield, Paris, and Newcastle	1-12	Staff	Fall Spring	1 4		
PHYSICS	381	Honors Seminar: Energy and the Environment	25%	Connects basic physical concepts regarding energy and the environment to the study of global issues related to electricity, thermodynamics, nuclear power, etc.	3	Hirschmugl	Fall	10		
POLITICAL SCIENCE	106*	Politics of the World's Nations (Global Studies World Regions Course option)	100%	Political issues facing governments of industrialized and developing nations, democratic and authoritarian, considering similarities and differences among nations	3	Horowitz, Muniz, Saleh	Fall Spring	198 162	91 82	X X
POLITICAL SCIENCE	175	Introduction to International Relations	100%		3	Tyburski, Heo, Redd	Fall Winter Spring Summer	57 9 57 18	94 9 68 23	X X X X
POLITICAL SCIENCE	244	Asian International Relations	100%		3	Heo	Spring	37	17	X
POLITICAL SCIENCE	255	Great Issues of Politics	75%	Controversies focusing on issues of scope of government and extent of individual freedom. Totalitarianism, individual rights, and freedom in a global context	3	Meckstroth, Yu	Fall Spring	31 29	50 13	X X
POLITICAL SCIENCE	301	British Politics	100%		3	Persky	Fall	26	12	X
POLITICAL SCIENCE	310	Politics of the Soviet Union and its Successor States	100%		3	Pienkos	Fall Spring	69	33	X X
POLITICAL SCIENCE	312	The Politics of Authoritarian Regimes	100%		3	Reuter	Fall	23	23	X

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POLITICAL SCIENCE	316	International Law	100%		3	Beck	Fall Spring	67	63	58
POLITICAL SCIENCE	320	Politics of Developing Countries	100%		3	Muniz	Fall Spring		23	23
POLITICAL SCIENCE	325	Latin American Politics	100%		3	Sugiyama	Fall		26	26
POLITICAL SCIENCE	328	The Arab-Israeli Conflict	100%		3	Crain, Brusin	Fall Spring	18	25	21
POLITICAL SCIENCE	330	The Politics of International Economic Relations	100%		3	Horowitz, Tyburski	Fall	42		38
POLITICAL SCIENCE	334	German Politics and the New Europe	100%		3	Smith	Spring	43		
POLITICAL SCIENCE	335	Comparative Political Systems	100%		3	Armstrong	Spring Summer	24	18	86
POLITICAL SCIENCE	337	International Organizations and the United Nations	100%		3	Horowitz	Fall Summer	58	42	42
POLITICAL SCIENCE	338	Seminar in International Relations: Contemporary Problems-International Relations Focus UN	100%		3	Horowitz	Summer	19	22	
POLITICAL SCIENCE	339	European Integration	100%		3	Smith	Summer	22	21	21
POLITICAL SCIENCE	340	Politics of Nuclear Weapons	100%		3	Redd	Fall	35		
POLITICAL SCIENCE	341	Politics and Markets in Pacific-Rim Countries	100%		3	Redd	Fall Summer	41	20	25
POLITICAL SCIENCE	343	Asian International Relations	100%		3	Choi	Fall		7	7
POLITICAL SCIENCE	346	U.S.-Latin American Relations	100%		3	Heo	Spring	37	17	17
POLITICAL SCIENCE	359	Problems of American Foreign Policy	100%		3	Sugiyama	Fall			X
POLITICAL SCIENCE	361	History of International Political Thought	100%		3	Horowitz	Fall Spring	27	39	27
POLITICAL SCIENCE	365	Theories and Methods in International Politics	100%		3	Horowitz	Fall	40	39	X
POLITICAL SCIENCE	370	International Conflict	100%		3	Horowitz	Fall Spring	30	6	6
POLITICAL SCIENCE	371	Nationalism and Ethnic Conflict	100%		3	Horowitz, Heo	Fall	25	62	X
POLITICAL SCIENCE	372	Poverty and Politics: U.S. and Comparative Perspectives	75%		3	Horowitz	Winter	29	19	X
POLITICAL SCIENCE	381	The Development of Western Political Thought	100%		3	Sugiyama	Fall Summer	21		X
POLITICAL SCIENCE	382	Modern Political Thought	75%	The intellectual, conceptual development of the state-system	3	Meckstroth	Spring	20		X
POLITICAL SCIENCE	388	Latino Politics (Jointly taught w/LATINO STUDIES 388)	25%	Contemporary Latino politics in the U.S.; demographic analysis; Chicano movement, immigration policies, public opinion, voting behavior, representation	3	Shah	Spring	7		
POLITICAL SCIENCE	423	Conduct of American Foreign Affairs	75%		3	Redd	Winter Spring Summer	4	7	7
POLITICAL SCIENCE	297/ 497	Study Abroad: Australia, Egypt, England, Germany and Japan	100%	courses in int'l relations, peace and conflict, foreign policy, and politics; taught in Newcastle, Cairo, Birmingham, Marburg, and Nagoya	3	Staff	Fall Spring	6	2	2
POLITICAL SCIENCE	499	Ad Hoc: Politics of Poverty	100%	The causes as well as the social and political consequences of poverty worldwide	1-6	Sugiyama	Spring	10		
POLITICAL SCIENCE	500	Capstone Course in Political Science	50%	Fundamental political science problems; directed research project tailored to each student's special interests	3	Shah, Heo	Fall Spring	30	32	32
RELIGIOUS STUDIES	101	Introduction to World Religions	100%		3	Williams	Fall	45	40	40

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RELIGIOUS STUDIES	350	Advanced Topics in Religious Studies: Sainthood	100%	Cross-cultural, comparative religious perspectives of sainthood	3	Divalerio	Spring	8	10	X
RELIGIOUS STUDIES	350	Advanced Topics in Religious Studies: Sikhism	100%	Introduction to Sikh religion and South Asian religious history	3	Bains	Spring	6		
RELIGIOUS STUDIES	350	Advanced Topics in Religious Studies: Martyrdom-Antiquity to Present	100%	Historical martyrdom in terms of political, religious, military, and justice dynamics; motivations, definitions, symptom of conflict	3	Milico	Spring	16	16	X
RELIGIOUS STUDIES	497	Study Abroad: Morocco	100%	Faculty-led courses on Maternal and Infant Health in Morocco, Women's Rights and Family in Islam	1-12	Amster	Summer	2	1	
SOCIOLOGY	235	Social Change in the Global Economy	100%		3	Caldwell, Mark Anthony	Fall Spring	33 47	45 34	
SOCIOLOGY	250	Sex and Gender	25%	Sexual inequality, changing work and family roles in industrialized societies	3	Oliker, Costello	Fall Spring Summer	107	31	36
SOCIOLOGY	297	Study Abroad: Sweden, England, Australia, and Japan	100%	courses in culture, society, health service and media; 100% taught in Malardalen, Birmingham, Gold Coast, and Tokyo	4	Staff	Fall Spring	2 5		
SOCIOLOGY	323	Perspectives on Latino Communities	25%		3	Velez	Spring	30	37	X
SOCIOLOGY	324	Comparative Race Relations	25%	Race relations in historical and cross-cultural perspective	3	McDonald	Fall Spring	36	45	X
SOCIOLOGY	325	Social Change	25%	Class, race and gender conflict as engines of social change in the US, incorporating global dynamics of WWI/WWII, the Cold War, US economic imperialism, the Vietnam War and the nature of the global capitalism	3	Mantyh	Fall	34	36	X
SOCIOLOGY	327	The Social Organization of Technology: A Comparative Perspective	75%	How various technological advances have shaped language, lifestyles, and realities. How technology has influenced increased rates of global communication and our interpretations of the world	3	Wolover	Fall	32	40	X
SOCIOLOGY	376	Modern Sociological Theory	50%	Major paradigms, using international examples; taught by Global Studies faculty	3	Aneesh, Bharadwaj	Fall Winter Spring Summer	29 31	32 63	X
SOCIOLOGY	423	Latino Immigration and Incorporation	75%		3	Velez	Fall Spring	14	15	X
SOCIOLOGY	450	Environmental Sociology	75%	Interaction between humans, their artifacts, and the natural environment, using international case studies, taught by Global Studies faculty	3	Mirosa	Fall Spring	36	33	X
SOCIOLOGY	472	Population and Society	75%	How population phenomena are intertwined with social issues such as poverty and inequality, family, labor market, globalization, urbanization, and social policy	3	Shin	Spring	30	14	X
SOCIOLOGY	476	Sociology of International Public Health	100%	Social, economic, and political factors that influence inequality in health at the global level	3	Shin	Fall	36	36	X
SOCIOLOGY	495	Seminar in Sociology: International Public Health	100%	Social, economic, and political factors that influence inequality in health at the global level	3	Shin	Fall	26		X

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University of Wisconsin-Milwaukee Courses Supporting Global and International Studies

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SOCIOLOGY	497	Study Abroad: Japan, Jordan, Germany, UK	100%	courses in Sociology taken abroad; faculty-led course on Global Tourism in Transition	1-12	Schuster, Staff	Fall Spring Summer	2 4 1	3	X
URBAN STUDIES	150	Multicultural America	25%	U.S. ethnic and racial identities, with attention to 25% African-, Asian-, Hispanic-, and Native-American experiences	3	Harris	Fall Winter Summer	22 16 17	20 25	X
URBAN STUDIES	250	Exploring the Urban Environment	25%	The nature of the city, the processes that effect change, and the future of global cities	3	Rieber, Smith, Romain, Witz	Fall Spring	81 68	57 35	12 X
URBAN STUDIES	360	Perspectives on Urban Scene: Olympic Cities & Urban Development	75%	Olympics as vehicle to understand the modern metropolis, how spectacles and spaces express local conditions while being influenced by global economic, political, and cultural forces	3	Papakis	Fall	19		
URBAN STUDIES	360	Perspectives on the Urban Scene: Urban Food Geographies	100%	Topic of food emphasizing issues of scale, inequality, and neoliberal globalization and their respective impacts on food transport and access	3	Cadenas	Fall	18	25	
URBAN STUDIES	360	Perspectives on the Urban Scene: Urban Agriculture, Food Justice and Environmental Sustainability	100%	Urban agriculture at the local, national, and global scales. Addresses Global, Neoliberal capitalism and food inequality and insecurity.	3	Cadenas	Spring	16	15	X
URBAN STUDIES	360	Perspectives on the Urban Scene: Urban Activism and Social Media	50%	Social change in urban society with a focus on advocacy and activism in social media; utilizes international examples like the Arab Spring	3	Lang	Spring	8		
URBAN STUDIES	497	Study Abroad	100%	Faculty-led courses on Maternal and Infant Health in Morocco, Women's Rights and Family in Islam	1-12	Amster	Winter	2	6	
WOMEN'S STUDIES	200	Introduction to Women's Studies: A Social Science Perspective	50%	Feminist theories and women's experiences in societies around the world	3	Voltz, Huang, Robinson, Grensavitch, Yahne	Fall Spring	78 42	54 60	X X
WOMEN'S STUDIES	201	Introduction to Women's Studies: A Humanities Perspective	50%	Situations of women around the world, gender-related issues including work, economics, politics, family, education, media, violence, health, sexuality, and culture	3	Gerhart, Witz, Eichner, O'Brien, Martin, Gomaa, Robinson, Westlund	Fall Spring Summer	81 73 19	96 78 26	X X
WOMEN'S STUDIES	297/497	Study Abroad: Morocco	100%	Faculty-led courses on Maternal and Infant Health in Morocco, Women's Rights and Family in Islam	1-12	Amster	Summer	3		
WOMEN'S STUDIES	303	Feminist Activism and Movements	75%	Feminist activism, social and political movements in a global and historical context	3	Eichner, Kader	Fall Spring	12 17		X
WOMEN'S STUDIES	401	Global Feminisms	100%	Women and gender in international perspective. Pitfalls of "universal sisterhood," contextualizing feminism, sharing feminist concerns across geographical and national boundaries, relationship between gender and imperialism/colonialism.	3	Mansson McGinty, Gomaa	Fall	23	26	X
WOMEN'S STUDIES	410	Feminist Theory	50%	Addresses multi-cultural, marxist, socialist, French, and global feminists theories.	3	Huang	Fall	28	21	X
WOMEN'S STUDIES	500	Advanced Social Science Seminar in Women's Studies: Gender in Global Asia	100%		3	Huang	Fall	8		
WOMEN'S STUDIES	501	Gender and Imperialism: Historical Perspectives	100%		3	Eichner	Fall	13		X
PROFESSIONAL SCHOOLS										
SCHOOL OF ARCHITECTURE AND URBAN PLANNING										

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University of Wisconsin-Milwaukee Courses Supporting Global and International Studies
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Department	Course #	Course Title	% Int'l	Subtitle/Course Description	Credits	Instructor(s)	Term(s)	12/13	13/14	14/15
ARCHITECTURE	300	Architectural History and Theory	75%	International architectural history and its theoretical base. Classical architecture to the present	3	Krause, Wait, Benhaddou, Keogh	Fall	217	148	X
ARCHITECTURE	302	Architecture and Human Behavior	75%	International behavioral, social and cultural factors and their implications for the design and planning of the built environment	3	Mojtahedi, Wait, Proffitt, Sayadi, Kong, Sen, Anderson, Savadi	Fall Spring	20 117	126	X
ARCHITECTURE	340	Urban Design	25%	Urban design in global contexts	3	Witzling	Fall	7		
ARCHITECTURE	390/790	Special Topics: Sustainable Architecture for the 21st Century	50%	Historical underpinnings and current state of sustainability movement, and forces shaping the future of sustainability around the world	3	Thomson	Spring	27		
ARCHITECTURE	390/790	Special Topics – Architecture and Film: The Mass Ornament	75%	Authorship and spectatorship through the lens of architecture's filmic manifestations. German, French, and other European films and filmmakers.	3	Benyamin	Spring	13	15	X
ARCHITECTURE	390/ 790	Special Topics: Ethics, Ecology and Design	50%	Economic consequences, psycho-social import, cultural significance and ecological implications of spatial organization decisions, includes international case studies	3	Unaka	Spring	17		
ARCHITECTURE	390/ 790	Special Topics: Cities of Asia	100%		3	Chopra, Sen	Fall	1	X	
ARCHITECTURE	497	Study Abroad: France, India, Italy, Japan, and Germany	100%	variable topic architecture course focusing on history, design, artifacts, and sustainability; taught in Paris, France; Japan; India; Italy; and Germany	6	Talbott, Keane, Jarosz, Sobti	Fall Winter Summer	34 2 51	X 2 24	X X X
ARCHITECTURE	510	Survey of Structural Analysis and Design	100%	Historical and comparative overview of Asian, European, and South American building methodologies	3	Lo Ricco, Utzinger	Fall Spring Summer	28 17 11	27 18 14	X X X
ARCHITECTURE	531	Historic Concepts of Architecture	100%	International concepts and theories of architecture and urban design before the modern movement; includes typological, formal, technological and philosophical analysis	3	Krause	Spring	8		
ARCHITECTURE	533	Topics in Architectural Theory: Signature Buildings in Geopolitical Context	75%		3	Sobti	Fall	17		
ARCHITECTURE	533	Topics in Architectural Theory: Signature Buildings in the Islamic World	100%		3	Sobti	Spring	6		
ARCHITECTURE	533	Topics in Architectural Theory: Global Urbanities and Signature Buildings	100%	How signature buildings by star architects have embellished urban contexts through history, in the globalizing medieval bazaar, and in the pre-modern and modern eras. Descriptions and interdisciplinary analysis of selected buildings conceived across time and space in every continent and culture	3	Sobti	Fall	8		
ARCHITECTURE	560	Introduction to Historic Preservation	25%	Philosophical and conceptual foundations of preservation, includes international theories and examples as basis for decision-making on preservation issues	3	Jarosz	Fall	23	26	X
ARCHITECTURE	797	Study Abroad	100%		3-12	Sobti, Talbott, Keane, Jarosz	Fall Winter Summer	18 5 31	X X 28	X X X
URBAN PLANNING	315	Great Cities of the World: Their Growth and Guided Urbanization.	100%	Planning and development programs of large cities and their approaches to growth, change, and decay, with a view to future solutions.	3	Kilmer II	Spring	39	32	X

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URBAN PLANNING	350	Social Justice, Urban Planning and the New Multicultural America	25%	Historical, sociological, economic and political relationships that impact urban communities. Community and social justice issues from a planning perspective	3	Harris	Fall Spring	14 20	20 18	X X
URBAN PLANNING	497	Study Abroad	100%	Urban planning courses taken abroad	3-12	Martin	Fall Winter	2 1		
URBAN PLANNING	797	Study Abroad	100%	Urban planning courses taken abroad	3-12	Martin	Winter	8	7	
PECK SCHOOL OF THE ARTS										
ART and DESIGN	124	Design Survey	50%	20th century design movements - international context	3	Slauon	Fall Spring	1 110	300 70	X X
ART and DESIGN	297/ 497	Study Abroad: England, Italy, and Peru	100%	courses in design, fashion, painting, printmaking, photography, jewelry, drawing, history, and culture; taught in Florence, Cortona, Sunderland, and Lima	1-12	Brauner, Cooke, Davis-Benavides, Gunderman, Meuninck Ganger	Fall Spring Summer	1 1 22	1 2 22	1 1 X
DANCE	103	Introduction to Iyengar Yoga	100%	Cultural underpinnings and practice of yoga	2-3	Melchior, Goulet, Radloff, Hansen,	Fall Winter Spring Summer	580 12 493 52	528 17 498 45	X X X X
DANCE	122	African Dance & Diaspora Technique	100%	Philosophical and applied foundations of African-American dance. Role of dance as expression of socio-cultural experience. Emphasis on movement.	2-3	Turner, World Heil, Pinder-Fearan, Bronson	Fall Spring Summer Winter	185 189 12 11	146 189 9 11	X X X X
DANCE	123	African Dance & Diaspora Technique II	100%	A continuation of Dance 122	2-3	Bronson, World Heil	Fall Spring	11 15	10 12	X X
DANCE	222	African Dance & Diaspora Technique III	100%	A continuation of Dance 123	2-3	Bronson, World Heil	Fall Spring	5 4	3 2	X X
DANCE	223	African Dance & Diaspora Technique IV	100%	A continuation of Dance 222	2-3	Bronson, World Heil	Fall Spring	1 1	2 3	X X
DANCE	313	History of Dance in the African Diaspora	100%	Dance traditions of Africa and the Diaspora	3	Bronson	Fall	16		
DANCE	314	Contemporary Dance History	25%	Developments in modern dance with emphasis on comparative philosophies	3	Loewen	Spring	15	24	X
DANCE	320	Rituals and Cultures	50%	Sources, dimensions, and elements of ritual. Creating ritual components through storytelling, singing/chanting, movement/gestures, wearing/carrying special clothing/objects.	2-3	Bronson	Spring	15	8	X
DANCE	322	African Dance & Diaspora Technique V	100%	A continuation of Dance 223	2-3	World Heil	Fall Spring		2 3	X X
DANCE	370	World Movement Traditions	100%	Dance and movement traditions of world cultures: Tai-Chi, Ballroom Dance, Salsa/Merengue, Indian Classical and Falmenco, Irish Dance History and Practice	2-3	Bronson, World Heil, Sperl, Ryan, Baskaran, Wood	Fall Spring	109 102	96 110	X X
DANCE	441	History of African Dance Theory I	100%	Aesthetics and movement sensibilities throughout the African Diaspora.	3	Bronson	Fall Spring	1 1	1 3	X X
DANCE	497	Study Abroad: Brazil	100%	faculty-led course: Popular Dances and Music in Sao Paulo, Salvador, and Sao Luis, Brazil	3	Linhares Ferro	Fall Spring	2	2	

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DANCE	522	African Dance & Diaspora Technique VI	100%	100% A continuation of Dance 322	2-3	World Heil	Fall Spring		2 2	X X
DANCE	541	History of African Dance Theory II	100%	Further study in the aesthetics and movement sensibilities throughout the African Diaspora	3	Bronson	Spring	1	2	X
FILM, VIDEO, ANIM, & NEW GENRES	150	Multicultural America	25%	Cross-cultural study of U.S. ethnic and racial identities with attention to African-, Asian-, Hispanic- and Native American experiences	3	Urnali, Cobb	Fall Spring	57 63	65 71	X X
MUSIC	211	General History of Western Music I	100%		6	Brauner, Smith, Brellenthin	Fall	84	74	X
MUSIC	212	General History of Western Music II	100%		3	Noonan, Smith	Spring	198	56	X
MUSIC	246	German Diction in Singing	100%		1	Errante	Spring	14		
MUSIC	247	French Diction in Singing	100%		1	Ollmann	Fall	8		X
MUSIC	307	General History of Western Music III	75%		3	Kuhn, Ruppenthal	Fall	108	76	X
MUSIC	310	Introduction to World Musics	100%		3	Ollmann, Rodger	Fall	38	19	X
MUSIC	297/497	Study Abroad: England and Australia	100%	courses in music history, culture and styles; taught in East Sussex and Newcastle	1-12	Staff	Fall Spring	15 9	1	
THEATRE	321	The Theatre: Beginnings Through Realism	100%	Development of theatre art and practice, performance, and scripts, from classical antiquity through the 19th century	3	Mello	Fall Spring	43 23	23	X X
THEATRE	322	The Theatre: Modern & Contemporary Period	75%	Development of theatre art and practice, performance, and scripts from 1900 to present	3	Mello	Fall Spring	13 38	24	X X
THEATRE	324	Theatre in the Americas: Latin American, Caribbean, and Latina/o Theatre	75%	Survey of Latin American, Caribbean, and U.S. Latina/o theatre and performance. History and cultures of the Americas that shape these productions	3	Lopez Rios	Fall	5		X
THEATRE	325	History of Costume	75%	Costume and fashion from Egyptians to present	3	Rehberg	Spring	21		
THEATRE	497	Study Abroad: England	100%	British and European Theatre in East Sussex, England	1-12	Staff	Fall	2		
LUBAR SCHOOL OF BUSINESS										
BUSINESS ADMINISTRATION	295/467	Management Seminar: Conducting Business in China	100%		1-3	Klotchse	Spring	22		
BUSINESS ADMINISTRATION	298	Study Abroad: Business Topics	100%	Faculty-led courses: Germany & Switzerland, Economies of Europe; Immersion in European Business; IndoChina's Emerging Markets	3	Bhatnagar, Kasum, Shaffer	Winter Summer	3		X
BUSINESS ADMINISTRATION	456	International Financial Management	100%		3	Kim, Xiao, Bacalao, Ng	Fall Spring Summer	138 105 35	131 139 16	X X X
BUSINESS ADMINISTRATION	465	International Marketing	100%		3	Bhatnagar, Blankenburg, Jalali, France, Pflughoeft, Barrett	Fall Winter Spring Summer	179 27 214 49	229 13 186 50	X X X X
BUSINESS ADMINISTRATION	467	Marketing Seminar: International Retailing	100%		3	Gibler	Spring	43		X
BUSINESS ADMINISTRATION	468	Internet Marketing	75%	Business uses of the internet, E-Marketing principles, tools, and strategies in a global marketing context	3	Jalali	Fall Spring	43 45	50 54	X X
BUSINESS ADMINISTRATION	473	Business Logistics Management	75%	Managing flow of materials, market demand, prices, availability, and other transnational concerns	3	Hirsch	Fall	39		
BUSINESS ADMINISTRATION	495	Special Topics in Business: Global Innovation Management	100%		3	Nambisan	Fall	15		

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BUSINESS ADMINISTRATION	495	Special Topics in Business: Technological Innovation & Corporate Entrepreneurship	50%	Development and commercialization of technological innovation, including corporate entrepreneurship in a global context	3	Nambisan	Fall	21		
BUSINESS ADMINISTRATION	495	Special Topics in Business: Environmental Policy	50%	Business choices' and economic development impacts on the environment; and how such impacts can be measured, environmental impact indicators for biodiversity, pollution, and climate change	3	Haas	Spring	3		
BUSINESS ADMINISTRATION	495	Special Topics in Business: Negotiation Skills: Theory to Practice	50%	Simulation-based workshop on improving student's understanding of the negotiation process; building communicative effectiveness as a negotiator in various business, personal, and global contexts	3	Lipo Zovic	Fall	9	24	X
BUSINESS ADMINISTRATION	496*	International Business (Global Management Track Capstone Seminar)	100%	Strategic factors specific to the conduct of business in international markets; focuses on integration of marketing, finance, production, and other management functions into international business, cultural, social, and political environments	3	Li, Brachman, Resch, Laughland, Dimitrova	Fall Winter Spring Summer	179 26 155 29	166 25 176 22	X X X X
BUSINESS ADMINISTRATION	297/ 497	Study Abroad: England, Australia, Mexico, China, France, Sweden, Germany, and Spain	100%	Business courses taken abroad	1-12	Staff	Fall Spring	14 20	14 X	X X
BUSINESS ADMINISTRATION	498	Study Abroad in Germany, Switzerland, Hong Kong	100%	faculty-led courses: Economies of Central Europe, Immersion in European Business, Indochina's Emerging Markets	3	Kasum, Bhatnagar, Shaffer	Winter Summer	16 16	17 35	X X
BUSINESS ADMINISTRATION	535*	Global Information Systems Management	100%	Management issues surrounding the effective deployment of information systems in different regions of the world	3	Srite, Zahedi	Fall Spring Summer	35 40 12	57 42 26	X X X
BUSINESS ADMINISTRATION	541*	Cross-Cultural Management (Global Management Track required course)	100%	Business cultures around the world; the impact of cultural differences in international management and negotiations	3	Li, Ehrhardt	Fall Spring	34 33	31 37	X X
BUSINESS ADMINISTRATION	551	International Investments	100%		3	Renouard	Spring	35	72	X
SCHOOL OF EDUCATION										
ADMINISTRATIVE LEADERSHIP	691	Leadership Ethics: Multicultural Organizations	25%	Ethics and leadership in multicultural organizations reflecting international diversity	3	Akdere, Mesut	Fall Spring		14 15	X X
CURRICULUM & INSTRUCTION	240	Field Experience with Dual Language Learners	75%	Focused on language acquisition and development, including children who are emerging bilinguals, or dual language learners	2	Weissert	Fall		42	X
CURRICULUM & INSTRUCTION	313	Teaching Economics in the Social Studies Curriculum	50%	Approaches to teaching k-12 economics, based in latest research and teaching practices; macroeconomics, economics in World History, economics in World Geography	2	Hunt	Fall Spring	28	16 21	X X
CURRICULUM & INSTRUCTION	437	Student Teaching in World Language - Minor	75%		2-12	Joseph	Fall		1	X
CURRICULUM & INSTRUCTION	438	Student Teaching in World Language - Early Childhood-Adolescence	75%		2-12	Antrop-Gonzalez, Joseph	Fall Spring	9 3	7 11	X X
CURRICULUM & INSTRUCTION	442	Student Teaching in Bilingual Education	75%		2-12	Antrop-Gonzalez, Joseph	Fall Spring	1 3	7 3	X X

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CURRICULUM & INSTRUCTION	443	Student Teaching in English as a Second Language: Minor	50%		2-12	Antrop-Gonzalez, Joseph	Fall Spring	11 11	16 14	X X
CURRICULUM & INSTRUCTION	444	Student Teaching in ESL- Early Childhood-Adolescence	50%		2-12	Antrop-Gonzalez, Joseph	Fall Spring	9 14	2 4	X X
CURRICULUM & INSTRUCTION	445	Seminar in Language Education	75%	Provides student teachers support to reflect on their program portfolio	3	May	Fall Spring	13 14	10 11	X X
CURRICULUM & INSTRUCTION	501	Language Acquisition for Children of Diverse Backgrounds	75%	Theories of language acquisition and development for children of diverse backgrounds, and teaching methods for developing literacy and biliteracy. Methods of sheltered language instruction	3	Evans, Sedivy	Fall Spring	74 85	X X	
CURRICULUM & INSTRUCTION	503	Assessment Issues in Language Education	75%	Strategies and approaches to assessing first and second language learning	3	Sedivy, Castellon	Spring Summer	22 9	24 9	X X
CURRICULUM & INSTRUCTION	508	Language & Urban Schooling	75%	Major issues in both first and second language acquisition, and relevant implications for urban schools	3	Joseph, Castellon, Evans	Fall Spring	82 79	X	
CURRICULUM & INSTRUCTION	541	Principles and Methods of Teaching ESL	50%	Techniques of introducing ESL at the K-12 level. Teaching of basic language skills, especially listening comprehension and speaking	3	Rivas	Fall Spring	20 21	22 18	X X
CURRICULUM & INSTRUCTION	542	History and Politics of Second Language Education	25%	History, politics, legal and social contexts of language education in the United States today	3	Antrop-Gonzalez	Fall Summer	26 21	24 21	X X
CURRICULUM & INSTRUCTION	543	Developing Biliteracy	50%	Practical application of theory and research on language development in a bilingual setting; development of primary language skills	3	Kusche, Peters	Fall Spring	25 25	37 37	X X
CURRICULUM & INSTRUCTION	546	Language, Content, and Comprehensible Input	75%	Theories and methods for delivering content to second language learners. Models of sheltered and learning strategies instruction explored	3	Joseph, Avila	Fall Summer	25 20	23 10	X X
CURRICULUM & INSTRUCTION	550	Using Children's Literature to Explore Latin American and Latino Cultural Heritage	50%	Using children's books that explore Latin American/Latino cultural heritage	3	Oxford	Summer	15		
CURRICULUM & INSTRUCTION	637	World Language Methods and Materials	100%	Principles and practical instructional techniques to prepare teachers with experiences and background to teach world languages	3	Oxford	Fall	16	10	X
CURRICULUM & INSTRUCTION	639	Critical Issues and Methods in World Language Education	75%	Advanced preparation for teachers of world K-12 languages	3	Joseph	Spring	13	6	X
CURRICULUM & INSTRUCTION	655	Applied Linguistics for Teachers	75%	Linguistic principles applied to language-based activities in the classroom and which can be useful in solving language-learning problems	3	Catellon, Antrop-Gonzalez, Avila	Fall Summer	23 21	15 16	X X
EDUC POLICY/ COMMUNITY STUDIES	212	Educational Issues in Spanish Speaking Communities	25%	Overview of educational issues in the Spanish-speaking communities in the US and how these issues affect the total society	3	Tapia	Spring	11	10	X
EDUC POLICY/ COMMUNITY STUDIES	375	Cultural Foundations of Education	25%	Cultural influences of diasporic communities as they affect education in the US	3	Johnson, Troiano, Farmer-Hinton, Tapia, Brosio, Johnson, Miner, McDowell	Fall Winter Spring Summer	171 13 120 25	139 14 134 28	X X X X
EDUC POLICY/ COMMUNITY STUDIES	460	Chicano Experience	25%	Issues shaping the Chicano experience in U.S. by focusing on immigration, the Barrio, Repatriation, Zoot Suit, Chicano-police riots, etc.	3	Tapia	Fall	20	20	X

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EDUC POLICY/ COMMUNITY STUDIES	520	Peace Education	50%	Prepares students to teach about peace, nonviolence, and conflict resolution through case studies from US and abroad	3	Kailin	Fall	22	7	X
EDUC POLICY/ COMMUNITY STUDIES	560	Education & Hispanics	25%	Examination of the educational experiences of Hispanics in schools in the USA	3	Tapia	Fall Spring	8		X
EDUC POLICY/ COMMUNITY STUDIES	698	Fieldwork in International Education	100%	Fieldwork in intercultural settings appropriate for cultural research, analysis and study	1-6	Schutz	Spring	2		X
SCHOOL OF FRESHWATER SCIENCE										
FRESHWATER SCIENCES	461*	Politics and Policy of Sustainability (jointly taught w/GLOBAL 461 and CES 461)	100%	Environmental policy, governance, and management for global sustainability	3	Ehlinger	Fall		8	
FRESHWATER SCIENCES	502	Aquatic Ecosystem Dynamics	25%	Dynamic processes in inland waters concentrating especially on African lakes, how various lake properties interact and change in space and time. Large lakes and interaction with human populations	3	Bootsma	Fall	18	25	X
FRESHWATER SCIENCES	506	Environmental Health of Freshwater Ecosystems	25%	Influences of human-induced environmental change on the health of freshwater ecosystems and humans who interact with these systems	3	McIellan	Spring	14	25	X
FRESHWATER SCIENCES	510	Economics, Policy, and Management of Water	25%	Impact of economics, policy, and management decisions on freshwater resources	3	Berardo, Kehl	Spring	20	16	X
FRESHWATER SCIENCES	611	Environmental Change and Freshwater Ecosystem Health	25%	Holistic approach to impacts of global climate change on freshwater ecosystems from population to molecular levels	3	Staff	Spring			X
FRESHWATER SCIENCES	650	Topics in Freshwater Sciences: International Economic Development and Natural Resource Policy	100%	Integrates knowledge of economic development with the international political economy of natural resources, with a focus on water, food, and energy security	3	Kehl	Fall Spring		5	X
FRESHWATER SCIENCES	650	Topics in Freshwater Sciences: Foundations of Public Policy and Applications to the Study of Freshwater Topics	25%	Concepts, models, and theoretical frameworks to explain policy-making process; addresses global climate change and policy-making in international contexts	3	Berardo	Spring		6	
COLLEGE OF ENGINEERING AND APPLIED SCIENCE										
CIVIL ENGINEERING	150	Builders for Civilization and Environment	25%	Role of civil engineering in society through case studies. Water and society, bridges, building and transportation	3	Staff	Spring			X
CIVIL ENGINEERING	413	Environmental Engineering	25%	International examples of water pollution and control, hazardous substances and risk assessment, water and wastewater treatment, air pollution and emission control practices	3	Jacobson, Karls	Fall Spring	23 32	39 36	X X
CIVIL ENGINEERING	492	Environmental Impact Assessment	25%	Impacts of large projects on quality of environment with emphasis on physical and community impacts, includes international case studies	3	Voigt	Fall Spring	28		22 X
COMPUTER SCIENCE	395	Social, Professional, and Ethical Issues	25%	Key issues that arise in context of professional computing. Information ethics, access, and divide	3	Bonilla, Bockhorst	Fall Spring	29 41	38 40	X X
ENGINEERING AND APPLIED SCIENCE	297/497	Study Abroad in Germany, New Zealand, England, Taiwan	100%	Engineering courses completed in Giessen, Auckland, Sheffield, Taiwan	3	Balmer, Yu, Petering	Fall Winter Summer	2 12 9	2 11 X	X X X

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COLLEGE OF HEALTH SCIENCES										
BIOMEDICAL SCIENCES	539	Public Health Microbiology	25%	Addres infectious diseases and their distribution and impact on human health around the world	2	Hassan	Fall	6	X	X
COMMUNICATION SCIENCES & DISORDERS	245	Client Diversity in Health Sciences: An Interdisciplinary Perspective (jointly taught w/HEALTHCAREADM 245 and THERAREC 245)	25%	Interdisciplinary instruction on effective service delivery in the health sciences to culturally diverse individuals and families. Emphasis on complexity of an individual's cultural identity	3	Heilmann	Spring	122	21	X
HEALTH CARE ADMINISTRATION	245	Client Diversity in Health Sciences: An Interdisciplinary Perspective (jointly taught w/COMMSCIDIS 245 and THERAREC 245)	25%	Interdisciplinary instruction on effective service delivery in the health sciences to culturally diverse individuals and families. Emphasis on complexity of an individual's cultural identity	3	Heilmann, Ndon, Nambisan, Levandowski, Thomas, Stalewski	Spring	9	76	X
HEALTH CARE ADMINISTRATION	502	Health Care Delivery Systems: National and International Perspectives	50%	An analysis of health delivery systems in US and abroad	3	Trinh	Spring	38	43	X
SPORT AND RECREATION	293	Martial Arts	25%	Cultural underpinnings and practice of various martial arts incl. T'ai Chi Ch'uan; Shaolin Kung Fu; Brazilian Jiu Jitsu; Capoeira; Qigong; Mixed Martial Arts; Kobudo	1-2	Bartylla, Laughingheart, Nicklel, Klipp, Meyers, Bowden, Ottow, Potter	Fall Spring Summer	109 117 5	129 96 7	X X X
THERAPEUTIC RECREATION	103	Introduction to Leisure	25%	Historical, philosophical, sociological, developmental, and cultural aspects of leisure	3	Thomas, Kohl, Nutter	Fall	271	271	X
SCHOOL OF INFORMATION STUDIES										
INFORMATION STUDIES	110	Introduction to Information Science and Technology	50%	Institutions and technologies for organizing, storing, and retrieving information and their cultural, social, and political impacts. Information policy and ethics, access and digital divide	3	Zimmer, Kozak, Hansen, Proferes III, Hoffmann, Walker, Wolfram, DuPlessis	Fall Spring Summer	147 122 23	168 154 25	X X X
INFORMATION STUDIES	120	Information Technology Ethics	75%	Current ethical issues in information and technology use, information poverty and access disparities	3	Hoffman, Renzi, Zimmer	Fall Spring	62 58	63 86	X X
INFORMATION STUDIES	250	Internet Communications and Information Transfer	75%	Global communications technologies as they relate to information services and transfer	3	Jones, Gardner	Fall Spring Summer	27 25 18	18 25 25	X X X
INFORMATION STUDIES	310	Human Factors in Information Seeking and Use	25%	Human information needs, seeking, and processing, including human factors in design, development, and evaluation of information services	3	Babu, Joo, Schoeller	Fall Spring Summer	57 65 23	55 27 23	X X X
INFORMATION STUDIES	325	Information Security I	50%	Issues and practices related to protection of information and other digital assets	3	Gardner	Fall		X	X
INFORMATION STUDIES	430	Multimedia Application Development	25%	Multimedia and their applications in information services, including image representation and processing and multimedia information delivery, considered in international contexts	3	DuPlessis, Gardner	Fall Spring	11 33	35 25	X X
INFORMATION STUDIES	465	Legal Aspects of Information Products and Services	50%	Legal environments surrounding development and use of information products and services, including intellectual property and issues specific to internet and other digital mediums	3	Lipinski, Kozak, Nadine	Fall Spring	27 23	14 24	X X
INFORMATION STUDIES	497	Study Abroad: Australia, Scotland	100%	Information Studies courses taken abroad	1-12	Anderson, Engseth	Summer	9	5	X
INFORMATION STUDIES	603	History of Books and Printing	25%	History the book from its origins in the Middle East to its present in contemporary society	3	Yela	Fall Spring	12 11	10 11	X X

BLUE shading denotes courses that explore contemporary globalization/transnational phenomena. Study Abroad enrollments for Spring/Summer 2014 are incomplete, posted following students' return to UWM in fall.

University of Wisconsin-Milwaukee Courses Supporting Global and International Studies

(% int'l content noted; descriptions provided for "Global" core and courses whose titles aren't clearly international)

Department	Course #	Course Title	% Int'l	Subtitle/Course Description	Credits	Instructor(s)	Term(s)	12/13	13/14	14/15
INFORMATION STUDIES	622	Information Marketing	50%	International case studies in information brokering and repackaging	3	Ponellis	Summer	22	26	X
INFORMATION STUDIES	660	Information Policy	100%	Global information policies and privacy, intellectual freedom and property	3	Peekhaus, Lipinski	Fall Spring	4		X
INFORMATION STUDIES	675	Information Technology and Organizations	75%	Relationship between global IT culture and organizations, and work, cultures, subcultures	3	Haigh	Fall	12		X
INFORMATION STUDIES	691	Special Topics in Information Science: Infopreneurship	75%	Global information careers that support economic development; impact of political, economic, technological, legal, regulatory, environmental and social issues including diversity on entrepreneurship	3	Ponellis	Fall	16	7	X
COLLEGE OF NURSING										
NURSING	101	Cultural Diversity in Healthcare	25%	Cultural diversity's implications for sensitivity and respect in health promotion and human relations	3	Morgan, Mkwandawire-Valhmu	Fall Winter Spring	330 26 308	311 21 295	X X X
NURSING	110	Introduction to Global Health	100%	Overview of the broad field of global health, using the U.N. Millennium Development Goals as a guiding framework	3	Dressel	Fall	38	22	X
NURSING	297/ 497	Study Abroad in Kenya, Thailand	100%	Faculty-led courses: Community Health in Kenya; Community Health in Malawi; Exploring Health of Women & Children in Thailand	1-12	Kako, Snethen, Mkwandawire-Valhmu	Fall Winter	1 19	20	
NURSING	380	Honors Seminar: Negotiating Difference: Race & Culture in Contemporary Health Care	25%	Explores race and culture in relation to attitudes toward, access to, and treatment within health care delivery systems	3	Morgan	Fall	16	14	X
NURSING	475	Global Health: Ethics and Human Rights	100%	Ethics and human rights issues related to disparities in financial, educational, technological, environmental, and political resources available to support healthy populations across the globe	3	Dressel	Fall			X
NURSING	620	Global Food Security and Systems	100%	In-depth investigation of global food systems and their impact on food security and development	3	Staff	Spring			X
UWS COLLABORATIVE NURSING PROG	365	Current Topics of Nursing: Cross-Cultural Nursing	50%	Enhances insight and understanding of the impact of culture on health, illness, and wellness within various communities. Analyzes and synthesize information to develop culturally congruent healthcare	1-6	Forbes	Fall Spring Summer	10 4 7	9 10 5	X X X
UWS COLLABORATIVE NURSING PROG	365	Current Topics of Nursing: Global Health Ethics and Human Rights	100%	Explores the ethical and human rights dimensions of global health, and address many controversial issues; poor budget allocations, effects of trade agreements on health	1-6	Schoneman, Dressel	Spring Summer	30 30	5 10	X X
HELEN BADER SCHOOL OF SOCIAL WELFARE										
CRIMINAL JUSTICE	297	Study Abroad	100%	Criminal Justice courses taken abroad.	1-12	LeBel	Summer	1	2	X
CRIMINAL JUSTICE	410	Comparative Criminal Justice	50%	Comparative study of criminal justice in selected countries. Emphasizes cultural influences on the principles and operation of criminal justice systems	3	Bokas	Spring	25		
CRIMINAL JUSTICE	497	Study Abroad	100%	variable topics in social work; public policy, criminal justice, and field work; taught in Costa Rica; Bristol, England; and Austria	1-6	LeBel	Summer	2	4	

BLUE shading denotes courses that explore contemporary globalization/transnational phenomena.

Study Abroad enrollments for Spring/Summer 2014 are incomplete, posted following students' return to UW-M in fall.

University of Wisconsin-Milwaukee Courses Supporting Global and International Studies

(% int'l content noted; descriptions provided for "Global" core and courses whose titles aren't clearly international)

Department	Course #	Course Title	% Int'l	Subtitle/Course Description	Credits	Instructor(s)	Term(s)	12/13	13/14	14/15
SOCIAL WORK	206	Introduction to Social Welfare Policy	25%	Historical study of social welfare policy internationally comparing the top 9 to 15 industrialized countries	3	Pate, Canady	Fall	91	82	X
SOCIAL WORK	297/ 497	Study Abroad: Austria, Costa Rica, South Africa, UK	100%	Faculty-led courses on Intensive Spanish for Social Work in Costa Rica; Social Work & Criminal Justice in Austria, England, South Africa	1-6	Rose, LeBel	Winter Summer	23	7 25	X X
JOSEPH J. ZILBER SCHOOL OF PUBLIC HEALTH (Graduate-level programs only)										
PUBLIC HEALTH	101	Introduction to Public Health	50%	History, science, and principles, issues of and 50% approaches to the field and practice of public health; considers transnational health phenomena	3	Bartholomew, Ahrenhoerster, Gass	Fall Spring	64 21	70 47	X X

BLUE shading denotes courses that explore contemporary globalization/transnational phenomena. Study Abroad enrollments for Spring/Summer 2014 are incomplete, posted following students' return to UWM in fall.

APPENDIX C: Curriculum Vitae (CVs)

Guide to Curriculum Vitae

CIE Faculty and Staff

Aneesh..... 2	Palasz..... 5	West Tully.....6
Bornstein..... 2	Petro..... 1	Wolf, C.....6
Buss..... 4	Ruggiero.....3	Wolf, D.....7
Datey..... 4	Savage.....6	
Eckman..... 5	Watson.....3	

Other NRC Project Leaders

Bales..... 8	Dressel..... 9	Prince..... 11
Batson..... 8	Familiant..... 10	Sun..... 12
Bidney..... 8	Hawkins..... 10	Terando..... 12
Conceicao..... 9	Peschio..... 11	

Core Global Studies Faculty

Aneesh (Sociology)..... 2	McCarthy (Geog.)..... 79	Shaffer (Business)..... 105
Bornstein (Anthro.)..... 2	McGuiness (History)..... 80	Sommers (Africo.)..... 110
Braman (Comm.).....28	Mirosa (Sociology)..... 83	Song (FLL)..... 110
Johnson (History).....64	Petro (Film Studies)..... 1	Srite (Business)..... 111
Lim (Comm.).....75	Redd (Political Sci.)..... 96	Stern (Visual Arts)..... 112
Malaby (Anthro.).....76	Ricigliano (Comm.)..... 98	

College of Letters and Science

Africology

Armah (GS).....16
Barganier.....20
Bellegarde-Smith (GS) 22
Mbalia.....78
Sommers (GS)..... 110
Wilson.....125
Winkler..... 126

Anthropology

Applbaum (GS).....15
Arnold (GS).....17
Bornstein (GS)..... 2
Brodwin (GS).....30
Campbell.....34
Heatherington (GS).....57
Hudson.....61
Jordt (GS).....65
Malaby (GS).....76
Perley (GS).....91
Sherman..... 105
Turner..... 118
Villamil..... 122
Wood (GS)..... 127

Art History

Counts (GS)..... 40
Leson..... 73
Tiffany.....117
Wang (GS).....122

Biological Sciences

Ehlinger (GS)..... 45
Hoebel..... 58
Rodriguez Sevilla..... 98
Schnitzer.....102
Whittingham.....124

Communication

Allen (GS)..... 14
Braman (GS)..... 28
Burrell..... 32
Kim..... 68
Lim (GS)..... 75
Ricigliano (GS)..... 98

Conservation and Environmental Science

Phillips (GS)..... 92

Economics

Arora (GS)..... 17
Bahmani-Oskooee (GS)19
Bose..... 27
Chakrabarti..... 35
Galvao..... 50
Heywood (GS)..... 58
Kim (GS)..... 69
McGinty (GS)..... 80
Mohtadi.....84
Murshid (GS).....86
Neumann (GS).....87
Vesely (GS)..... 121

English

Banerjee (GS)..... 19
Blasini (GS)..... 24
Buley-Meissner (GS)...31
Bullock (GS)..... 32
Cardenas.....34
Clark..... 38
Graham (GS)..... 53
Hall (GS)..... 56
Khatchadourian (GS)...67
Kilwein-Guevara..... 67
Kincaid (GS)..... 70

(GS) = Global Studies Affiliate

English (cont.)

Lanters (GS)	72
Martin (GS)	77
Netzloff	86
Oren (GS)	87
Petro	1
Sands (GS)	101
Sangari (GS)	101
Van Pelt (GS)	119
Walczyk	128

Film Studies

Blasini (GS)	24
Bullock (GS)	32
Martin (GS)	77
Petro	1

Foreign Languages and Literature

Berkowitz (GS)	23
Borgmann (GS)	27
Ciccione	37
Cova	40
Familiant	10
Jones (GS)	63
Lackey	72
Lundback (GS)	75
Mazor (GS)	78
Mikos (GS)	82
Ouali (GS)	88
Peschio (GS)	10
Schwertfeger (GS)	103
Song (GS)	110
Suo	113
Takahashi	114
Tieszen (GS)	116
Trinh	117
Wang	123

French, Italian, and Comparative Literature

Alkhas (GS)	13
Bolduc (GS)	25
Cordova (GS)	39
Kuiper (GS)	71
Milli-Konewko (GS)	83
Paik (GS)	89
Pickering-Iazzi (GS)	92
Pitt (GS)	93
Russell	100
Seymour-Jorn (GS)	103
Verdier (GS)	121
Whitworth	124

Xu (GS)	127
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Geography

Bonds	25
Choi (GS)	36
Day (GS)	42
Ghose (GS)	52
Kenny (GS)	68
Mansson McGinty (GS)	76
McCarthy (GS)	79
Schwartz (GS)	102
Sziarto	114
Yoon (GS)	128

Geosciences

Cameron	33
Czeck	41
Dornbos	43
Harris	56
Hooyer	59
Isbell	62
McHenry	81

History

Amster (GS)	15
Beall	20
Buff (GS)	31
Carlin	35
Chu (GS)	37
DiValerio	43
Eichner (GS)	46
Evans (GS)	47
Fetter (GS)	49
Filippello	49
Galvao-Sobrinho (GS)	51
Howland (GS)	60
Johnson	64
Kim (GS)	68
Levine (GS)	73
McGuinness (GS)	80
Paugh	90
Pease (GS)	90
Ruggiero	3
Silverman (GS)	106
Smith	107
Vang (GS)	119
Wiesner-Hanks (GS)	125

Journalism/Mass Communication

Levine (GS)	74
Pritchard (GS)	95
Tasman (GS)	115

Linguistics

Davis	41
Eckman (GS)	45
Iverson (GS)	62
Pucci (GS)	95

Mathematical Sciences

Kahl (GS)	65
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Philosophy

Atherton	18
Bagnoli (GS)	18
Husi (GS)	61
Liston (GS)	79
Sensat	103
Tierney	116

Political Science

Armstrong	16
Beck (GS)	21
Borges Sugiyama (GS)	26
Ferguson (GS)	47
Heo (GS)	57
Horowitz (GS)	59
Pienkos (GS)	93
Redd (GS)	96
Reuter	97
Smith	107

Public Administration

Chikoto	36
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Sociology

Aneesh (GS)	14
Jordan (GS)	64
Mirosa (GS)	83
Shin	106
Velez	120

Spanish and Portuguese

Bird-Soto	24
Ferreira (GS)	48
Giersbach Rascon	52
McCaw	79
Rei-Doval	97
Sotomayor (GS)	111
Suarez-Felipe (GS)	113
Vasconcelos (GS)	120
Wheatley (GS)	123

Women's Studies

Huang (GS)	60
Mansson McGinty (GS)	76

(GS) = Global Studies Affiliate

School of Architecture and Urban Planning

Benyamin	22	Krause (GS)	71	Thomson (GS)	115
Greenstreet	54	Sen (GS)	103	Unaka.....	118
Hanlon (GS)	56	Snyder (GS)	109		
Keane	66	Sobti (GS)	109		

School of Education

Akdere	13	Drame (GS).....	44	Swaminathan	113
Bales	8	Hawkins	10	Tapia (GS)	114
Conceicao (GS)	39	Pasternak (GS)	89		

College of Engineering and Applied Science

Boyland	28	Petering (GS)	91
Munson (GS)	85	Rohatgi (GS)	99

School of Freshwater Sciences

Bootsma (GS)	26	Harris	57	Kehl (GS)	66
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College of Health Sciences

King	70	Meyer	81
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Helen Bader School of Social Welfare

McNeely (GS)	88	Rose	99	Stojkovic (GS).....	112
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Joseph J. Zilber School of Public Health

Bartholomew (GS).....	20	Etzel	46	Weinhardt.....	123
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School of Information Studies

Aman (GS)	14	Ponelis (GS)	94	Zimmer.....	129
Britz (GS)	29	Wolfram (GS)	126		
Du Plessis (GS)	44	Zhang (GS)	129		

College of Nursing

Buseh (GS)	33	Galvao (GS)	51	Snethen (GS).....	108
Coenen (GS)	39	Mkandawire-Valhmu (GS)			
Dressel (GS).....	9	84		

Peck School of the Arts

Brauner	29	Ferro (GS)	48	Hall (GS)	55
Bronson	30	Gillespie (GS).....	53	Izquierdo.....	63
Cobb	38	Greene (GS)	54	Stern (GS).....	112
Davis-Benavides (GS) ..	42	Gunderman (GS)	55	Zinck.....	129

Sheldon B. Lubar School of Business

Bhatnagar.....	23	Kim (GS)	69	Marcus (GS)	77
France.....	50	Levitas (GS)	74	Miller (GS)	82

(GS) = Global Studies Affiliate

Mone.....85	Shaffer (GS)105	Srite (GS) 111
Ng (GS)87	Singh (GS).....107	Zahedi (GS) 128
Prasad94	Smunt.....108	

Other UWM Academic Units

Office of Undergraduate Research	School of Continuing Education	American Geographical Society Library
Rothfels (GS) 100	Rai (GS) 96	Bidney9

(GS) = Global Studies Affiliate

Petro, Patrice, (*Principal Investigator*) Vice Provost, Center for International Education; Professor, English/FilmStudies

Education: PhD (Film Studies/Communication), 1986, University of Iowa

Professional Responsibilities: Supported by program directors, oversees all major international academic, research, outreach, and service functions with 27 professional staff and an annual budget of ca. \$4.5 million. Responsible for academic programs and research initiatives, overseas study and inter-institutional agreements, international student admissions, international student and scholar immigration services, K-16 and public outreach programs, the Institute of World Affairs, and campus co-curricular programming. Establishes and maintains community partnerships; oversees development and administration of BA in Global Studies, International Studies Major and Minor; Editor, *New Directions in International Studies* book series, Rutgers University Press.

Foreign Languages: Spanish (3); German (3)

Field Experience: Mexico, Canada, England, Australia, Germany, France, Netherlands

Subjects Taught: Film and media history and theory, World cinema, regional cinema, transnationalism, Feminist theory, Global Studies

Administrative Experience: UWM's senior international officer since 1999. Coordinator of the interdisciplinary Film Studies Program, 1987-92; Coordinator of Modern Studies, the interdisciplinary concentration of the Humanities PhD, UWM (1992-93); Coordinator of the Graduate Program in English (Literary Studies, Rhetoric, Composition, Professional Writing, Creative Writing, Linguistics, Modern Studies), UWM (1994-99); Treasurer, Society for Cinema Studies (2002-2005); President-Elect, Society for Cinema and Media Studies (2005-2007); President, 2007-2011). Member of the Council of Administrative Officers, American Council of Learned Societies.

Publications:

After Capitalism (co-edited with Kennan Ferguson) (Rutgers University Press, in progress).

Teaching Film (co-edited with Lucy Fischer) (2012), MLA Options for Teaching Series.

World Making: Art and Politics in Global Media (co-edited with A. Aneesh and Lane Hall) (2011), Rutgers University Press.

Idols of Modernity: Movie Stars of the 1920s. (2010) Rutgers University Press

Rethinking Global Security: Media, Popular Culture, and the War on Terror (co-edited with Andrew Martin) (2006) Rutgers University Press.

Transmissions: Technology, Media, Globalization (co-edited with Tasha Oren) (2004), Rutgers University Press.

Global Cities: Cinema, Architecture, and Urbanism in a Digital Age (co-edited with Linda Krause) (2003), Rutgers University Press.

Truth Claims: Representation and Human Rights, (co-edited with Mark Bradley) (2002), Rutgers University Press.

Aftershocks of the New: Feminism and Film History (2002), Rutgers University Press.

"Nazi Cinema at the Intersection of the Classical and the Popular," *New German Critique*, 74 (Spring-Summer 1998), 41-55. Reprinted in German translation in *FilmGeschichte*, ed. Hans Helmut Prinzler (Stiftung Deutsche Kinemathek, 1999). Included as chapter seven in *Aftershocks of the New* (2001).

Fugitive Images: From Photography to Video (ed.) (1995), Indiana University Press.

Joyless Streets: Women and Melodramatic Representation in Weimar Germany (1989), Princeton University Press.

Percentage of Time Devoted to International/Area/Global Studies: 100%

Other International Distinctions: Series Editor, "New Directions in International Studies," sponsored by Rutgers University Press (2000-present); Faculty coordinator, Global Studies Program (2000-present); Chair, UWM Task Force on Internationalization (2008-2009); Chair, UWM International Council; Chair, Internationalization Thematic Team, UWM Strategic Planning (2013-present); Society for Cinema and Media Studies Distinguished Service Award (2014)

Aneesh, A., Interim Director, CIE Institute of World Affairs, and Associate Professor, Sociology, College of Letters and Science (Global Studies Core Faculty)

Education: PhD, 2001, Rutgers University

Foreign Languages: Hindi (5); Sanskrit (2); Urdu (3)

Field Experience: India

Percentage of Time Dedicated to Global/International Studies: 100%

Courses Taught: Globalization and Technology (Global 202), Modern Sociological Theory, Contexts for Global Management (Global 311), Language, Media and Social Practice (Global 351), Intellectual Property in the Global Information Economy (Global 448), Access, Security & Intercultural Contexts (Global 451), Sociology of Culture, Globalization, Inequality, and Citizen Welfare

Current Research/Teaching Specialization: Social theory, Economic sociology, International migration, Information technologies, Labor, Globalization, Ethnographic methods, Intellectual property, Sociology of science and technology, Classic and contemporary sociological theory, Citizenship

Sample Publications:

"Virtual Migration: the Programming of Globalization." Duke University Press: 2006.

"Global Labor: Algoratic Modes of Organization." *Sociological Theory*, 27(4). 2009.

"Neutral Accent: Global Language, Labor and Life." Duke University Press: Duke. 2014 (forthcoming).

"Beyond Globalization: Making New Worlds in Media, Art, and Social Practices," Rutgers University Press. 2011. Co-editors: Patrice Petro, and Lane Hall.

"Negotiating Globalization: Men and Women of India's Call Centers." *Journal of Social Issues*, 68 (3). 2012.

Distinctions: Fellow, Jawaharlal Nehru Institute for Advanced Studies, India 2012-13; Global Studies Research Fellow, UWM, 2010-11; Frequent Interviewee: Milwaukee Public Radio and Public Television, WBAI 99.5 New York, and Gary Null Radio Show; Chair, Publications Committee on Global and Transnational Sociology, American Sociological Association, 2009-12; Member, Global Studies Advisory Committee; Member, Ethnic Studies Advisory Committee, 2006-09

Bornstein, Erica, Associate Professor, Anthropology, College of Letters and Science (Global Studies Affiliate)

Education: PhD, 2001, University of California -Irvine

Foreign Languages: Hindi (3); Spanish (4); Shona (3); French (3)

Field Experience: India, Zimbabwe

Percentage of Time Dedicated to Global/International Studies: 100%

Courses Taught: Peoples and Cultures of South Asia, Anthropological Theory, The Global Politics of Human Rights (Global 447), Strategies for Realizing Security (Global 471), Humanitarianism in Global Perspective (Global 442), Law and Society, Introduction to Anthropology: Culture and Society, Lifeways in Different Cultures: A Survey of World Societies, Religious Giving in Anthropological Perspective

Current Research/Teaching Specialization: Non-governmental organizations and human rights, Economic anthropology, Ethnographic methods, Southern Africa, India, Political anthropology, Anthropology of religion, Philanthropy, Charity and humanitarianism, State regulation of the voluntary sector

Sample Publications:

"The Spirit of Development: Protestant NGOs, Morality, and Economics in Zimbabwe." Palo Alto, CA: Stanford University Press (paperback edition), 2005.

"Disquieting Gifts: Humanitarianism in New Delhi." Ethnographic monograph, Stanford Studies in Human Rights Series, Stanford University Press. 2012.

"Forces of Compassion: Humanitarianism Between Ethics and Politics." (co-edited with Peter Redfield), School for Advanced Research Advanced Seminar Series. Santa Fe, NM: School for Advanced Research Press. 2011.

"The Impulse of Philanthropy." *Cultural Anthropology*, 24(4). 622-651. November, 2009.

"Religious Giving Outside the Law in New Delhi" In Michael Barnett and Janice Stein (Eds), *Sacred Aid* Oxford University Press, 2012.

"A Modest Map of the Aid World." *Human Rights Forum, Anthropology News*, 22-23. January 2009. Co-author: Peter Redfield.

Distinctions: Fellow, Jawaharlal Nehru Institute of Advanced Study, India, 2012-13; Global Studies Research Fellow, 2011-12; Univ. of Iowa International Major Projects Award, 2011; Undergraduate Overseas Research Advisory Committee, 2009-present; Faculty Coordinator, International Studies Program, 2012-present; CIE Institute of World Affairs Advisory Board, 2009-present

Ruggiero, Kristin, Director, Center for Latin American and Caribbean Studies, and Professor, History, College of Letters and Science (Global Studies Affiliate)

Education: PhD, 1979, Indiana University

Foreign Languages: Portuguese (1); French (1); Italian (4); Spanish (4)

Field Experience: Mexico, Cuba, Puerto Rico, Korea, Uganda, Canada, Ecuador, Argentina, Italy, Spain

Percentage of Time Dedicated to Global/International Studies: 100%

Courses Taught: Historical Roots of Contemporary Issues, History of Mexico, Latin American Society and Culture, Study Abroad: Mexico and Cuba, Globalization in Latin America, Cuba under Castro, The Sixties in Latin America: From Che Guevara to John Lennon, Perceptions of the Body in Latin American History, Gender and Society in Latin America, Argentine History

Current Research/Teaching Specialization: Latin American society and culture, History of Mexico, History of Cuba, Argentine legal history

Sample Publications:

"Modernity in the Flesh: Medicine, Law and Society in Turn of the Century Argentina." Stanford: Stanford UP, 2004.

"The Jewish Diaspora in Latin America and the Caribbean: Fragments of Memory." Editor, Sussex Academic Press, 2005.

"The Devil and Modernity in Late Nineteenth-Century Buenos Aires." *The Americas: A Quarterly Review of Inter-American Cultural History*, 59(2). 221-33. October 2002.

"Private Justice and Honor in the Italian Community in Late Nineteenth-Century Buenos Aires." *Crime, histoire, & sociétés/Crime, History & Societies*, 13(2). 55-68. 2009.

Distinctions: James R. Scobie Memorial Award for Preliminary Ph.D. Research Committee (Conference on Latin American History), Chair, 2008-09; Member, Fulbright Review Committee, 2009-Present; Institute for Global Studies, UWM, 2000 (grant for study tour to Thailand and Mexico); Associate Director, Center for International Education; Member, B.A. in Global Studies Advisory Committee, 2000-Present; Member, Department of Spanish and Portuguese Search and Screen committees

Watson, Jennifer, Associate Professor, Foreign Languages and Literature--German and Swedish, College of Letters and Science (Global Studies Affiliate)

Education: PhD, 1997, University of Illinois U-C

Foreign Languages: Swedish (4); Danish (2); Norwegian (2); French (1); German (5)

Field Experience: Sweden, Germany, Austria

Percentage of Time Dedicated to Global/International Studies: 100%

Courses Taught: Introduction to German Literature, Critical and Interpretative Reading, German Composition and Conversation, Introduction to German Texts, German for International Business Communication, Modern Day Germany, Growing Up German, Post-War German Literature: 1945-65, German Literature from 1965 to the present, Vikings and Violence, Scandinavian literature and culture, Swedish

Current Research/Teaching Specialization: Turn-of-the century German and Scandinavian Literature, German-Swedish literary relations, Literary relationship between Sweden and Nazi Germany, German current events

Sample Publications:

"Swedish Novelist Selma Lagerlöf, 1859-1940, and Germany at the Turn of the Century." New York: Edwin Mellen Press, 2004.

"German Milwaukee." Chicago, IL: Arcadia Press, 2009.

"Selma Lagerlöf in Nazi Germany. Not Banned and Not Forgotten." In Helena Forsas-Scott, Lisbeth Stenberg and Bjarne Thorup (Eds.), Thomsen. *Remapping Lagerlöf. Performance, Intermodality and European Transmissions*. London University Press. May 2014.

"Introduction." *Short Novels by Selma Lagerlöf*. Madison, WI: University of Wisconsin Press, 2011.

Distinctions: Collaborative Online International Learning (COIL) Grant, 2011; Swedish Institute Research Grant, 2010; Graduate School Faculty Research Award, Sweden, 2010; 5 UWM Faculty Arts and Humanities Travel Awards, 2005-10; Milwaukee German-American Foundation Grant for German Athens Conference, 2009; German Academic Exchange Service Grant, 2008; German Program Coordinator, 2004-present; Scandinavian Certificate Program; Overseas Programs Committee faculty adviser, 2000-present; Chair, Foreign Languages and Literature, UWM, 2005-present; Study Abroad advisor for German students, UWM, 2002-present; Lagerlöf-society. International Board Member, 2004-present; Member, German Studies Association;

Buss, Tracy, Assistant Director of Academic & Research Programs, Center for International Education (2005-present)

Education: Doctor of Business Administration (Higher Education Management), 2011-present, University of Bath (UK); MBA (Marketing), 2002, Marquette University; BA (Government/Middle Eastern Studies), 1991, Smith College; School of Oriental and African Studies, University of London, 1989-90

Professional Responsibilities: Lead for academic and research program development and implementation; supervisor of Global Studies and International Studies advisors. Also responsible for assessment of CIE programs and activities, coordination of CIE publications, organization of co-curricular and scholarly programs (including Global Studies Fellows), and grant seeking activities.

Foreign Languages: Arabic (2); French (1)

Field Experience: Turkey, Great Britain, France

Subjects Taught: Intro to international careers, overseas internships course (Global 489)

Select Presentations:

“International Internship as Degree Requirement: Lessons from the Global Studies Program at the University of Wisconsin-Milwaukee.” Global Internships Conference – Berkeley, CA, June 2012

“Study Abroad as a Degree Requirement: Lessons Learned.” (with Sara Tully). Integrating Study Abroad into the Curriculum Conference, Beloit College, Nov. 2009

“The World is Your Oyster: Advising on International Career Options.” National Careers Conference 2009, Madison, WI, Jan. 2009

“Crossing Borders, Opening Minds with Study Abroad: Practical Advice for Academic Advisors.” NACADA National Conference, Chicago, IL, Oct. 2008

Percentage of Time Devoted to Global/International Studies: 100%

Other International Distinctions: Global Career Development Facilitator (GCDF), Member of Education Subcommittee of Milwaukee World Trade Association. Over ten years of professional business experience, including five years in international business, in marketing, sales, logistics and import/export. Active Member of Internationalization and Writing/Synthesizing Teams for UWM Strategic Planning, 2012-14.

Datey, Aparna, Academic Programs Coordinator, Center for International Education, (2011-present)

Education: MS in Architectural Studies, Department of Architecture, MIT, Cambridge, MA (1994-96); B. Arch., School of Architecture, Center for Environmental Planning and Technology, Ahmedabad, India (1987-93)

Professional Responsibilities: Serves as lead curriculum and advisory committee coordinator for the Global Studies BA/Minor and academic advisor for Global Studies, International Studies, and CIE-supported area studies certificate programs; teaches international careers courses and develops/implements international careers programs; lead organizer for International Careers Bootcamp; provides graduate studies, internship, and career advising. Coordinates student recruitment, course scheduling, curriculum modifications, and academic policies for Global Studies.

Foreign Languages: Fluent in English, Hindi & Marathi; Intermediate level (oral): Punjabi, Gujarati & Bengali

Field Experience: Morocco, Spain, Switzerland, Uzbekistan

Subjects Taught: International careers, Overseas internships course, Architectural Design

Select Presentations:

“Lessons from Assessment of Student Learning in Overseas Internship,” Assessment Institute (IUPUI Planning & Institutional Improvement), Indianapolis IN October 2013

“More than a line in your Resume: Articulating your international Experience to Potential Employers,” Career Bootcamp, UWM, Nov 2013

“Demonstrating your Global Competency: Connect the Dots for the Employer,” Feb 2014

“Resume Tips, Networking and Your Globally-Engaged Career,” Transfer & Adult Student Orientation, UWM, May 2014

Percentage of Time Devoted to Global/International Studies: 100%

Eckman, Mark, Director of Overseas Programs, Center for International Education (2011-present)

Education: Master of Education, Educational Leadership in College Student Personnel, Marquette University, Milwaukee, WI, 2008; Bachelor of Arts, Political Science, Beloit College, Beloit, WI, 2003

Professional Responsibilities: Serves as director of study abroad office, overseeing all outbound international programs. Collaborates with faculty, administrators and academic deans on the development, implementation, and evaluation of study abroad programs. Develops and implement policies in conjunction with university attorneys and risk managers to ensure that programs are managed in ways that safeguard participants from harm and minimizes liability exposure. Coordinates with Partnerships Advisory Committee on the creation, development and implementation of inter-institutional agreements related to student mobility, and assist with partner and delegation visits, in addition to other partnership-related activities.

Foreign Languages: Spanish (4)

Field Experience: Ecuador, United Kingdom, Spain, Italy, France, Germany, Morocco, South Africa, Peru

Subjects Taught: N/A

Select Presentations:

Eckman, M., Gilbert, G., & Galvagni, M. 2012. Preparing the Parents: Addressing the Role of Parents in Education Abroad. Presented at NAFSA Region V Annual Conference, Madison, WI, October 26, 2012

Eckman, M., Gilbert, G., & Gosz, S. 2008. Managing Growth by Maximizing Student Workers: A Work in Progress. Presented at Council on International Education Exchange Annual Conference, Nashville, KY, November 13, 2008

Percentage of Time Devoted to Global/International Studies: 100%

Other International Distinctions: Member of the GlobalLinks International Advisory Council of University Partners, previous panelist for the Benjamin A Gilman Scholarship, current panelist for the Foundation for Global Scholars. Over seven years in the field, including independent consultation on international risk management and crisis response in education abroad.

Palasz, Nicole, Program Coordinator, Institute of World Affairs, UWM Center for International Education

Educational Background: 2008 Master of Public Policy, Humphrey Institute of Public Affairs, University of Minnesota; 2002 Master of Arts in Law and Diplomacy, Fletcher School, Tufts University; 1996 Bachelor of Arts (International Studies and French), Macalester College

Professional Responsibilities: Creating, developing and managing global education outreach programs for community and K-12 audiences; coordinating public lectures and forums on current global issues; overseeing curriculum and program development for educator professional development workshops ; collaborating on interactive programs for high school students; fostering community and media partnerships to expand global education in Wisconsin

Foreign Languages: French (4); Spanish (1); Wolof (1)

Field Experience: France, South Africa, Thailand, Turkey

Subjects Taught: Global Studies Think Tank courses on Human Rights Advocacy, Human Rights and Globalization, Model United Nations

Select Presentations:

“Internationalize Your Curriculum: Opportunities for Global Engagement through WIOC.” (with Sarah Ripp). Wisconsin Global Youth Summit, Milwaukee, WI, February 2014.

“Food, Water and Sustainability: Activities from the World Affairs Seminar.” (with Meghan Nitz). Wisconsin Council for the Social Studies Conference, Middleton, WI, March 2012.

“Contemporary Genocide: Educating for Action.” Teaching the Holocaust: Lessons for the Future Symposium, UW-Milwaukee, March 2008.

Percentage of Time Devoted to Global/International Studies: 100%

Other International Distinctions: Macalester College Young Alumni Award (2010) for work in international human rights and global education; Steering Committee member, Medical College of Wisconsin Seed Grant proposal from the USAID Tech Challenge for Atrocity Prevention (2014, pending funding), Selected participant in the Fletcher Summer Institute on Nonviolent Conflict (2012); HRE USA After School Working Group; Wisconsin International Outreach Consortium member; Professional volunteer with the New Tactics in Human Rights project, Center for Victims of Torture.

Savage, Douglas, Assistant Director, Institute of World Affairs, Center for International Education (1998-present)

Education: MA (Middle Eastern Studies), 1990 University of Chicago; Foreign Language and Area Studies Fellowship – Arabic Language Jamiat al-Yarmouk (Irbid, Jordan) 1989; BA (Mass Communications), 1986 University of Wisconsin-Milwaukee

Professional Responsibilities: Manages day-to-day operations of the Institute of World Affairs, global education outreach arm of the Center for International Education; produces and hosts weekly world affairs program on Milwaukee Public Television; oversees multimedia course materials development projects; serves as liaison to Wisconsin Department of Public Instruction.

Foreign Languages: Arabic (2); Spanish (1); German (1)

Field Experience: Arab Gulf countries; Jordan; Israel/Palestinian Authority; China; Taiwan

Subjects Taught: Global Studies Think Tanks, Middle East Politics

Percentage of Time Devoted to Global/International Studies: 100%

Select Presentations:

“Israel’s Changing Security Environment.” Milwaukee Yacht Club, 2012

“A Short History of Two Peoples in One Land.” Kewaskum High School, 2011

“Toward an Engaged Citizenry.” UW-Parkside Adventures in Lifelong Learning series, 2010

“Foreign Policy and the Media in the US.” International Institute of Wisconsin Briefing for Pakistani Journalists’ Delegation, 2010

Other International Distinctions: Board member, Milwaukee Metropolitan Association of Commerce World Trade Association; Founding Member, Statewide Wisconsin International Education Council and participant in articulation of Wisconsin Global Education standards; shared with colleagues honor of IWA’s designation as World Affairs Councils of America’s Best Mid-Size Council (2008); past consultant to US Department of State projects in West Bank and Jordan (1998/99).

West Tully, Sara, Executive Director, Center for International Education (1999-present)

Education: MA in German and European Studies (Germany in World Affairs) 1993, BS in Foreign Service (European History & Diplomacy) 1990, Georgetown University; Rheinische Friedrich Wilhelms U. (Bonn) 1990-1991; Humboldt U. (Berlin) 1989; Ludwig Maximilians U. (Munich) 1988-1989

Professional Responsibilities: Oversees daily operations of CIE, working with Vice Provost and program directors; supervises academic and research programs coordination, strategic planning and development activities, international partnerships functions, and business/IT staff and operations.

Foreign Languages: German (4); Spanish (1)

Field Experience: Germany (3 years including overseas study, research, and internship with Bundestag)

Subjects Taught: Global Studies Think Tanks, Human dimensions of globalization, Grant proposal writing

Select Reports and Presentations:

“K-12 and International and Foreign Language Education: Teacher Training and Resource Delivery Today”, panel rapporteur, Internationalization of US Education in the 21st Century conference, College of William & Mary, Williamsburg, VA (2014)

Advancing Internationalization at UWM: Fostering Success, Facilitating Growth and Expanding Horizons in the 21st Century University. Report of the UWM Task Force on Internationalization (2009)

“Study Abroad as a Degree Requirement: Lessons from the Global Studies Program at UW-Milwaukee.” Integrating Study Abroad into the Curriculum Conference, Beloit College, Nov. 2009

“Fostering Global Studies Research In and Across Disciplines.” Association of International Education Administrators annual meeting, Washington, DC (2008)

NASULGC Task Force on Internationalization member/contributor: *A Call to Leadership: The Presidential Role in Internationalizing the University* (2004)

Percentage of Time Devoted to Global/International Studies: 100%

Other International Distinctions: UWM Strategic Planning Internationalization Subcommittee; Steering committee, Title VI 50th Anniversary Conference (2008-2009); member, NASULGC Task Force on International Education (2001-2002); Executive committee, NASULGC Council on International Programs, 2000-2002. Former US/ED senior program officer for Title VI NRCs, FLAS, Language Resource Centers and Foreign Periodicals programs. International education consultant, past clients including US/ED, National Foreign Language Center, Duke, Harvard, Indiana, Iowa, Kansas, North Carolina-Greensboro, UW-Madison, Waukesha County Technical College.

Wolf, Christine, Academic Programs Coordinator, Center for International Education (2013-present)

Education: BA History, Certificate Women's Studies, University of Wisconsin Milwaukee,

MS Political Science with a concentration in Community and Economic Development, Illinois State U.

Professional Responsibilities: Serves as lead curriculum and advisory committee coordinator for the International Studies Major/Minor and academic advisor for Global Studies, International Studies, and CIE-supported area studies certificate programs; teaches international careers courses and develops/implements international careers programs; lead developer for *Careers Across the Map* speaker series; provides graduate studies, internship, and career advising; coordinates student recruitment, course scheduling, curriculum modifications, and academic policies for International Studies programs; coordinates Global Connections: Living and Learning Community in the residence halls.

Foreign Languages: French (2)

Field Experience: Poland

Subjects Taught: International Careers Class (INTLST 260); International Studies Internship (INTLST 450); Global Studies Internship (GLOBAL 489)

Select Publications:

"Going Deep: Service Learning and Human Rights Education." *Journal for the Study of Peace and Conflict*, 2013-14 Edition, Wisconsin Institute for Peace and Conflict Studies

"Ask an Academic Advisor! Finding Your Deep Fit for College." GERM Magazine, May 25, 2014

Book review: "The Teen Guide to Global Action: How to Connect with Others (Near & Far) to Create Social Change." Lewis, Barbara A. In GERM Magazine, May 22, 2014

Percentage of Time Devoted to Global/International Studies: 100%

Other International Distinctions: Peace Corps, Poland, 1996-98 – chaired Women in Development Program, developed Camp GLOW (Girls Leading Our World); former Business School academic advisor with responsibility for international programs and students; co-led two Business study abroad programs to UK/Belgium/Netherlands (2011) and France (2013); advisor, UWM Women in Business student organization; teaches Leadership for Social Justice courses at Mount Mary University (Milwaukee women's college) 2008-present; enrolled in Global Careers Development Facilitator (GCDF) training program through UW-Madison

Wolf, Dina, K-16 Outreach Coordinator, Institute of World Affairs, Center for International Education

Educational Background: 2010, BA Global Studies/Spanish Languages and Culture, Alverno College

Professional Responsibilities: Conceptualizes, plans, and implements globally focused innovative outreach programming for K-16 students; identifies and fosters collaborative partnerships on-campus with various UWM departments, faculty, and staff and off-campus with businesses, community groups and organizations, and schools and educators in Milwaukee; serves as advisor to the UWM student organization, Global Student Alliance, and supervisor of student interns; coordinates Global Connections: Living and Learning Community in the residence halls.

Foreign Languages: Spanish (2)

Field Experience: South Korea

Subjects Taught: Global Studies Model United Nations Think Tank; International Service Learning Pedagogies

Select Presentations:

"What's Your Mindset? Building Global into any Curriculum", Wisconsin Association for Foreign Language Teachers Conference, Appleton, WI October 2014

"Engaging Students in the United Nations: Activities from the Model United Nations Program" Wisconsin Association for Foreign Language Teachers Conference, Appleton, WI October 2013

"Intercultural Communication Resident Assistant Training", UW-Milwaukee Resident Assistants Training, August 2012

"Creating a Living Learning Community that Increases Global Engagement", Wisconsin Association for International Educators, Appleton, WI April 2012

"Co-curricular Best Practices: International Education Week", Wisconsin Association for International Educators Conference (Awarded Best in State), Green Bay, WI April 2011, Region V NAFSA Conference, Champaign-Urbana, IL December 2011

Percentage of Time Devoted to Global/International Studies: 100%

Other NRC Project Leaders

Bales, Barbara, Associate Professor, Teacher Education and Instruction, School of Education

Education: PhD, 2004, University of Wisconsin-Madison

Field Experience: Italy, Japan

Percentage of Time Dedicated to Global/International Studies: 25%

Courses Taught: Writing from Qualitative Research, Instructional Research and Theory, Analysis of Instruction to Improve Teaching and Learning, Improving Teaching and Learning with Classroom-based Assessments, Research in Schools and Communities, Guiding Instructional Improvement

Current Research/Teaching Specialization: Teacher education policies, Preparation programs, Teacher learning and development, Students' opportunities to learn

Sample Publications:

“Analyzing Poverty, Learning, and Teaching through a Critical Race Theory Lens.” Review of Research in Education, 37(1). 2013. Co-Author: Milner, H. R.

“Radical Initiatives in the Preparation of Multicultural Teachers.” Radical Pedagogy, 10(2). 2013. Co-Author: Saffold, F.

Distinctions: Research on “The Internationalization of Standards-based Teacher Education Reforms” with Shizuoka University – School of Education, Japan, 2014; Co-Chair, MPS National Board for Professional Teachers Support, 2012; Program Development Partner, Milwaukee Public Schools Office of Mentoring and Induction, 2010-present; Keynote Presenter, “Restructuring Teacher Education in the United States: Finding the Tipping Point,” at the 2014 Consider Our Educational Reform from the Viewpoint of Local Districts, Nations and Globalism, Tokyo Education Liberal Arts University, Tokyo, Japan, 2013; Consulting Editor, Review of Research in Education, 2012-13

Batson, Terry, Interim Director, Center for Urban Initiatives and Research

Education: MA, 2003, University of Wisconsin-Milwaukee; Evaluators' Institute, George Washington Univ., 2004-09

Courses Taught: Advanced Applied Research

Current Research/Teaching Specialization: Evaluation research

Professional Experience:

Center for Urban Initiatives and Research (2005-present): Principal investigator: Transform Wisconsin Smoke-Free Multi-Unit Housing Project, Milwaukee Public School (MPS) District's 21st Century Community Learning Centers, MPS Carol M. White Physical Education Program (PEP), Outcome Monitoring Project for the MPS Partnership for the Arts and Humanities, and Community Building Milwaukee; Manage all activities of the CUIR and supervise staff and researchers; Alverno College (2003-13): Adjunct Instructor

Distinctions: External Evaluator, NRC grant awarded to UWM Center for Latin American and Caribbean Studies, 2010-14; Member, American Evaluation Association

Bidney, Marcy, Curator, American Geographical Society Library, UWM Libraries

Education: MLIS, 2002, Drexel University

Foreign Languages: French (3)

Percentage of Time Dedicated to Global/International Studies: 75%

Current Research/Teaching Specialization: Geography, History of geography, History of cartography, Library science

Sample Publications:

“Harnessing the Geospatial Semantic Web: Toward Place Based Information Organization and Access.” Cataloging & Classification Quarterly. 52(1), 69-76. 2014. Co-author: Clair, K.M.

“Can Coordinates in Catalog Records be Useful?” Journal of Map and Geography Libraries. 6(2), 140-150. 2010.

“Creating the Virtual Map Drawer: Bridging the Gap Between Spatial Data Infrastructures and Map Libraries.” OCLC Systems and Services. 24(3), 153-159. 2008.

Library as Platform: Assessing Outreach and Engagement in the Library of the Future. In Mack, D and Gary White (eds.) Assessing Liaison Librarians: Documenting Impact for Positive Change. Chicago: PIL.

Distinctions: Secretary on the Government and Official Publications Committee, International Federation of Libraries and Associations, 2007-12; Board Member, Map and Geoinformation Curators, International Cartographic Association; UWM International Council, 2012-present; with AGSL, frequent co-sponsor of CIE public and scholarly programs

Conceicao, Simone, Professor, Administrative Leadership, School of Education (Global Studies Affiliate)

Education: PhD, 2001, University of Wisconsin-Milwaukee

Foreign Languages: Portuguese (5); Spanish (3)

Field Experience: Brazil, Dominican Republic

Percentage of Time Dedicated to Global/International Studies: 50%

Courses Taught: Instructional Design and Teaching Strategies, Distance Education for Adults, Program Planning in Adult Education, Using Technology with Adult Learners, Principles and Foundations of Adult Education, Philosophy and History of Adult Education, Computer Instruction in the Schools, Administrative Leadership

Current Research/Teaching Specialization: Distance education and use of technology with adult learners, Instructional design, Online strategies for teaching and learning

Sample Publications:

"Creating a Sense of Presence in Online Teaching: How to 'Be There' for Distance Learners." San Francisco: Jossey-Bass, 2010. Co-author: Lehman, R. M.

"How liberation theology shapes learning in Latin America." In S.B. Merriam and Associates (Eds.), *Non-Western perspectives on learning and knowing*. Malabar, FL: Krieger Publishing Company, 2007. Co-author: Oliveira, A.

"Raising awareness about Latin American/Latino cultural heritage through an online course." *Multicultural Learning and Teaching*, 6(1). Article 2. 2011. Co-authors: Antrop-Gonzalez, R., & Kline, J.

"Motivating and Retaining Online Students: Research-Based Strategies That Work." San Francisco: Jossey-Bass, 2014. Co-author: Lehman, R. M.

"How Web-based Social Networking Environments Foster Social and Cultural Identity Among Brazilians in South East Wisconsin." Report submitted to the University of Wisconsin-Milwaukee Roberto Hernandez Center. 2009. Co-authors: Baldor, M.J., & Weber, N.

Distinctions: UWM CLACS Faculty Travel Award, 2004-05, 07; UWM CIE Travel Grant, 2007; CIE Course Development Grant, 2006; Organizer, annual Brazilian Carnaval Celebration, UWM, 2006-09; CLACS Advisory Committee, 2008-09; Web Conferences, Universidade Estadual do Rio Grande do Norte, Brazil, Universidade Estadual de Santa Cruz, 2012 -13; University of Wisconsin-Milwaukee, Brazil 3000 Advisory Group, Chair, 2013-14; Overseas Programs and Partnerships Advisory Committee, 2008-09, 2011-14; UWM International Council, 2013-14; Chair, School of Education International Committee, 2013-present

Dressel, Anne, Director, Center for Global Health Equity, College of Nursing (Global Studies Affiliate)

Education: PhD, 2006, University of Wisconsin

Foreign Languages: French (4); Spanish (3)

Field Experience: Africa (East and North Africa), Canada, Central America, South America, East Asia, Europe, Great Britain, Mexico, Middle East, Russia, Scandinavia, South Asia

Percentage of Time Dedicated to Global/International Studies: 100%

Courses Taught: Introduction to Global Health, Global Health: Ethics and Human Rights, Global Food Security and Systems, Community Health Care in Malawi, Community Health in Kenya, Global Health Think Tank, Cultural Diversity in Health Care, Perspectives on Health Care Systems

Current Research/Teaching Specialization: Global health, Environmental justice

Sample Publications:

"Safety Planning in Focus Groups of Malawian Women Living With HIV: Helping Each Other Deal With Violence and Abuse." *Journal of Violence Against Women*. 2013. Co-authors: Mkandawire-Valhmu L., Stevens, P., Kako, P.

"Missed opportunities for early HIV diagnosis: Critical insights from the stories of Kenyan women living with HIV." *International Journal of Health Promotion and Education*. 2013. Co-authors: Kako, P.M., Stevens, P.E., Mkandawire-Valhmu, L., Kibicho, J., Karani, A.K.

"Grappling with HIV transmission risks: Narratives of rural women in Eastern Kenya living with HIV." *Journal of the Association of Nurses in AIDS Care*. 2012. Co-authors: Kako, P.M., Stevens, P.E., Mkandawire-Valhmu, L., Karani, A.K.

"The area studies controversy." In P. O'Meara, H.D. Mehlinger, & R.M. Newman (Eds.), *Changing perspectives on international education*. Bloomington: Indiana University Press. 2001. Co-authors: Tessler, M., Nachtwey,

Distinctions: Fulbright International Education Administrators-Korea Award, 2007; Director, Center for Global Health Equity, 2005-present; Organizes and administers international exchange opportunities for College of Nursing; Coordinates visits to the College of Nursing for international visiting scholars and students; Plans and coordinates global health events and activities; Member, Global Studies Advisory Committee, 2006-present

Familiant, Nina, Lecturer, Foreign Languages and Literature--Russian, College of Letters and Science

Education: PhD, University of Wisconsin

Foreign Languages: Russian (5); Serbian (3); French (3); German (3)

Field Experience: Russia, Serbia

Percentage of Time Dedicated to Global/International Studies: 100%

Courses Taught: 1st, 2nd, 3rd and 4th Semester Russian, Advanced Russian Grammar, Advanced Reading and Conversation, Contemporary Russian Language: New Russian Media, Contemporary Russian Language: Russian in the Workplace, Contemporary Russian Language: Russian Milwaukee, Translation

Current Research/Teaching Specialization: 19th Century Russian literature, Children's literature, Siberia in Russian culture, Russian for international trade, Heritage speakers, Bilingualism, Language and technology

Sample Publications:

Translation in Russian of "Changing Times. The Life of Barack Obama" by Glen Jeanson and David Lührssen. Maven Mark Books. (Forthcoming).

"Siberia John and the Mystery of the Amazing Zoo." Three Towers Press, 2010. Co-Author: Sarah Dedic

Novella in the collection of stories Young Literature of Russia (Молодая литература России) Moscow: Vagrius, 2004.

Hawkins, Jeffrey, Associate Professor, Curriculum and Instruction, School of Education

Education: EdD in International and Multicultural Education, 2000, University of San Francisco

Percentage of Time Dedicated to Global/International Studies: 25%

Courses Taught: Teaching Social Studies: Early Childhood, Teaching and Learning in Elementary/Secondary School: Social Studies, Plan & Manage in Multicultural Secondary Classroom, Multicultural & Diversity Issues in Curriculum, Diversity and Equity Issues in Education, Educational Advocacy and Leadership

Current Research/Teaching Specialization: Anti-bias and culturally responsive curriculum development and teacher preparation and practices

Sample Publications:

"Don't ask and don't tell the lies my teacher told me: A content analysis of LGBTQ portrayals in textbooks." In Heather Hickman & Brad Porfilio (eds.), *The New Politics of the Textbook: A Project of Critical Examination and Resistance*. Rotterdam, The Netherlands: Sense Publishers, 2012.

"A current analysis of the treatment of Japanese Americans and internment in United States history textbooks." *Journal of International Social Studies*. 1(1), 2010. Co-Author: Buckendorf, M.

"The pit boss: A new stereotype for Native Americans?" *Multicultural Education*, 9(4), 2002.

Distinctions: Director of Social Studies Education, UWM, 2011-present; Grant Consultant, Teaching American History, U.S. Department of Education, 2008-11; Supervisor to K-12 social studies interns in Belize and Costa Rica

Peschio, Joseph, Associate Professor, Foreign Languages and Literature--Russian, College of Letters and Science

Education: PhD, 2004, University of Michigan

Foreign Languages: Croatian (3); French (2); Serbian/Bosnian (3); Old Church Slavonic (4); Ukrainian (2); Russian (5)

Field Experience: Russian Federation, Croatia, Bosnia and Herzegovina, Ukraine, Estonia

Percentage of Time Dedicated to Global/International Studies: 100%

Courses Taught: Russian Language, Russian Composition for Native Speakers, Women in Russian Literature and Film, 19th-century Russian Literature in Translation, Slavery, Empire, and Revolution in Russian Literature, Russian Life and Culture, Tolstoy and Dostoevsky in Trans., Dreams and Hallucinations in Russian Literature, Contemporary Russian Cinema, Contemporary Russian Culture, Everyday Life and the Russian Imagination

Current Research/Teaching Specialization: Early-19th-century Russian literary and cultural history, Russian literary censorship 1804-28, Russian underground literary societies, Russian libertine tradition, Sociology and pragmatics of 19th-century Russian literature

Sample Publications:

"The Poetics of Impudence and Intimacy in the Age of Pushkin." Madison: University of Wisconsin Press, Publications of The Wisconsin Center for Pushkin Studies, 2012.

"Lighting The Green Lamp: Unpublished and Unknown Poems." In Alyssa Gillespie (Ed.), *Taboo Pushkin: Texts, Topics, Interpretations*, 84-111. Madison: University of Wisconsin Press, Publications of The Wisconsin Center for Pushkin Studies, 2012.

"Academic Digital Libraries Russian Style: An Introduction to The Fundamental Digital Library of Russian Literature and Folklore." *Slavic and East European Information Resources*, 6(2/3), 45-63. 2005. Co-authors: I. Pil'shchikov and K. Vigurskii.

Distinctions: Fulbright-Hays Fellow, Moscow and St. Petersburg, 2002-03; PI, NEH Collaborative Grant in the Humanities, Moscow, Tallinn, St. Petersburg, Milwaukee, 2011; ACTR Title VIII Research Scholar, Moscow and St. Petersburg, 2002; Member, Editorial Advisory Board, *Pushkin Review*, 2012-present; English-language Editor/US rep., *The Fundamental Digital Library of Russian Literature and Folklore*, Russian Academy of Sciences, 2003-present; Coord., UWM Slavic Languages Program, 2012-present; Member, Executive Committee, Dept. of Foreign Languages and Literature, 2012-present; Member, Executive Committee, Dept. of Translation and Interpreting Studies, 2013-present; Chair, Russian and East European Studies Certificate Program Advisory Committee, 2006-13, Member, 2013-present; Member, International Studies Program Advisory Committee, 2010-present; Member, UWM International Council, 2013-present

Prince, Joan, Vice Chancellor for Global Inclusion and Engagement, and Clinical Associate Professor (Adjunct), College of Health Sciences

Education: PhD, 1999, University of Wisconsin-Milwaukee

Percentage of Time Dedicated to Global/International Studies: 50%

Courses Taught: Introduction to Flow Cytometry, Clinical Applications of Flow Cytometry

Sample Publications/Presentations:

"Outreach and Engagement in the 21st Century University." Presentation at the Association of Public and Land-Grant Universities – Council on Academic Affairs, June 2012.

"Roots Run Deep Here: Contesting Locality in New Orleans – Post Hurricanes Katrina and Rita." Presentation at the Urban Affairs Association 41st Annual Meeting, New Orleans, LA, March 2011.

"Race Matters in Your Community: Exercising community leadership in racial equity." Presentation at the Council on Foundations Annual Conference, Atlanta, GA, September 2009.

"Race Relations and the Health Care Industry: Balancing the Scales." Aspen, CO: The Aspen Institute, 2004.

Distinctions: Alternate Representative and Honorary Ambassador to the 67th General Session of the United Nations (appointed by President Barack Obama – September, 2012); Delegate – Fifty-seventh session of the Commission on the Status of Women (appointed by Secretary John Kerry – March, 2013); ACE Fellow, University of North Carolina System Office, 2011-12; Fellow, The Aspen Institute, 2007; AQIP Peer Reviewer, Higher Learning Commission, 2009-present; Reviewer, *Americorps*, 2008-present; Chair, Chancellor's Council on Inclusion; Chair, Chancellor's Ombuds Program for Campus Climate; Friends of the Hispanic Community Award, 2010; University of Wisconsin System Outstanding Woman of Color Award, 2009; The University of Wisconsin-Milwaukee's Lifetime Achievement Award, 2004; Member, UWM International Council

Sun, Mingyu, Director, Language Resource Center, UWM

Education: PhD, 2006, Michigan State University

Foreign Language: Chinese (5), German (3), Japanese (3)

Field Experience: China

Percentage of Time Dedicated to Global/International Studies: 100%

Courses Taught: Contemporary Chinese Society and Culture, First, Second and Fifth Semester Chinese, Seminar in Foreign Language Methodology and Pedagogy

Current Research/Teaching Specialization: Instructional technology to assist language instruction, Computer Assisted Language Learning, Media library development, Natural language processing, Data mining, Intelligent user interface for collecting data for LCTLs

Sample Publications/Presentations:

"Developing and Implementing an Online Chinese Program: A Case Study." Computer-Assisted Foreign Language Teaching and Learning: Technological Advances. Hershey, PA: IGI-Global, January 2013. Co-Authors: Zou, B., M. Xing, C. Xiang, Y. Wang.

"Assessment of E-Learning Strategies for German Vocabulary Acquisition." Presentation at The American Council on the Teaching of Foreign Languages (ACTFL) Annual Convention, San Antonio, TX, Forthcoming (Nov. 2014).

"Developing an Intermediate Blended Chinese Course." Presentation at The First Chinese Language Teacher Association (CLTA) Symposium on Chinese Language Teaching and Learning, Indiana University, Forthcoming (Oct. 2014).

"Reinvent the Wheel! Creative Tech Tools for the Language Classroom." Presentation at the Wisconsin Association for Foreign Language Teachers (WAFLT) Annual Conference, Appleton, WI, November 2013.

Distinctions: UWM Education Technology Grant, "Student Centered Smart Classrooms for Languages-Phase II," 2014-15; UWM Academic Staff Professional Development Awards, 2011-14; Member, UWM International Council

Terando, Lorena, Associate Professor, Translation, College of Letters and Science

Education: PhD, 2001, State University of New York - Binghamton

Foreign Languages: French (5); Spanish (5); Portuguese (2); Italian (1)

Field Experience: Mexico, Argentina, Colombia, Spain, France, Belgium

Percentage of Time Dedicated to Global/International Studies: 100%

Courses Taught: Contemporary Women Writers in Translation, Translators as Witnesses, Translation Theory, French to English Intro to Translation, French to English Advanced Translation, Literary Translation (French/Spanish), Comparative Systems in Translation

Current Research/Teaching Specialization: Women's writing and the testimonial, Translation theory, Translation (French and Spanish to English), Memory and witnessing in translation

Sample Publications:

Translation of "My Life as a Colombian Revolutionary: Reflections of a Former Guerrillera." Vésquez, Maréa Eugenia. Temple University Press, 2005.

Translation of "The Cocaine War in Context: Drugs and Politics." Boville, Belén. Algora Publishing, 2004.

"Great World Writers: Alejo Carpentier; Nicolás Guillén." New York: Marshall Cavendish, Fall 2003.

Translation of "Beneath my Feet Poppies do not Bloom." *Metamorphoses*, 10(2). Avila, Consuelo. Fall 2002.

"Traces of Shakespeare in Cuba's Carpentier." In Bernice Kliman and Ricardo Santos (Eds.), *Latin American Shakespeares*. Fairleigh Dickinson UP, August 2005.

"Bearing Witness through Translation." *ATA Chronicle*. February, 2005.

Taillefer, Lidia. "Traductografía y traductología en lengua inglesa." Málaga, Ediciones del Grupo de Investigación Traductología. Prologue Lorena Terando, December 2006.

Distinctions: Director, Graduate Program in Translation (including Graduate Certificate in Translation and MA in Translation); Contract Translator, United Nations, 2007-present; Conference Presenter, Congreso internacional e interdisciplinar, Facultad de Filosofía y Letras. Member of Scientific Committee. November 2005; MALLT Coordinating Committee, 2004-2006, 2007-present; Global Studies Research Fellow, 2014-15; CIE Annual Conference Co-Organizer, Spring 2015

Akdere, Mesut, Associate Professor, Human Resource Development, School of Education

Education: PhD, 2005, University of Minnesota-Twin Cities

Foreign Languages: Portuguese (2); Arabic (3); German (2); Turkish (5); French (3)

Field Experience: Turkey, Brazil, UAE, Thailand, Taiwan, Bahrain, Malta, Portugal

Percentage of Time Dedicated to Global/International Studies: 100%

Courses Taught: Human Resource Development, International Cross-Cultural Experiences in Developing Human Resources, Coordination of Staff Development and Training, Leadership Ethics in Multicultural Organizations, Fieldwork in Schools, Agencies, and Institutions, Decision Making in Multicultural Organizations

Current Research/Teaching Specialization: Quality management, Leadership development, Organizational learning, Performance improvement through human resource development

Sample Publications:

"Examining the role of employee focus in the Turkish healthcare industry." *Total Quality Management and Business Excellence*, 23(8). 1-16. 2012. Co-authors: Gider, O., & Top, M.

"The Islamic worldview of adult learning in the workplace: Surrendering to God." *Advances in Human Resource Development*, 8(3). 355-363. 2006. Co-authors: Russ-Eft, D., & Eft, N.

"Human resource development in the Middle East." *Companion to Human Resource Development*, 2014. Co-author: Dirani, K.

"Islamic perspectives on work-based learning." In P. Gibbs (Ed.), *Learning, work and practice: New understandings*, 207-217. Springer, 2012. Co-author: Salem, J. M.

Distinctions: Visiting Professor, University of Sao Paulo, Brazil, 2010-Present; International SIG Chair/Asia Chapter Coordinator, Academy of Human Resource Development; Grant recipient, Overseas Non-credit Certificate Program in Human Resource Management, Turkey, 2013-17; International Human Resource Development Experiences in Asia and MENA, UWM, 2010-11; Grant recipient, Evaluation Meeting for the Fulbright Teacher Spring Seminars, Germany, 2010

Alkhas, Anita, Associate Professor, French/Italian/Comparative Literature --French, College of Letters and Science (Global Studies Affiliate)

Education: PhD, 1999, Michigan State University

Foreign Languages: Russian (2); Farsi, Western (3); French (5); Spanish (3)

Field Experience: Canada, France, Russia

Percentage of Time Dedicated to Global/International Studies: 75%

Courses Taught: First-Fourth Semester French, Internship in French, Intensive French Grammar and Usage, Advanced Independent Reading in French, French Language/Francophone Culture Immersion Weekends, French for Travelers, Reading French for Proficiency, Intermediate Conversation and Composition, Contemporary French Culture and Language, Reaction and Innovation: French Culture of the 19th and 20th Centuries, Topics in French and Francophone Cultures: Picturing the Maghreb

Current Research/Teaching Specialization: 19th and 20th century French literature and culture, Second language acquisition, Contemporary French and Francophone culture, Use of technology in foreign language pedagogy, Foreign language pedagogy

Sample Publications:

"The Gustave Flaubert Encyclopedia." Laurence M. Porter (Ed.) Westport, CT: Greenwood Press. 2001.

"Marcel Duchamp's Brush Off." *Contemporary French Civilization*, 28(2). Urbana, IL: University of Illinois. 2004.

"DVD for Dummies: Lessons in Technology from Le Dîner de cons." *The French Review*. 1252-64. May 2006.

"Updating How We Teach (French) Literary Movements." *Academic Exchange Quarterly*, 1(10). 147-50. Spring 2006.

"Unabashed: Defending French Studies Without Defensiveness." *AATF National Bulletin*, 31(3). 29-30. January 2006.

Distinctions: Wisconsin Association for Language Teachers, Professional Development Chair, 2013; Co-moderator Southeastern Wisconsin Academic Alliance in French, 1999-Present; Coordinator for 2nd Annual MENA Film Series, 2012; Core Faculty for UISFL Grant to enhance MENA studies, 2009-2011; Interdisciplinary International Teaching and Research Cluster Award to develop Arabic for French/Spanish Speakers, 2009; AATF-Wisconsin Distinguished French Educator Award, 2006; Middle Eastern North African Studies Advisory Committee 2009-2014; Coordinator, French Program, 2012-Present; Chair, Language Resource Center Advisory Committee, 2008-11

Allen, Mike, Professor, Communication, College of Letters and Science (Global Studies Affiliate)

Education: PhD, 1987, Michigan State University

Foreign Languages: Russian (1); German (1)

Percentage of Time Dedicated to Global/International Studies: 25%

Courses Taught: Business and Professional Communication, Communication in a World of AIDS

Current Research/Teaching Specialization: Mass media effects, Classroom communication, Social influence across context

Sample Publications:

"Instructor credibility: A cross-cultural examination." In Joan E. Aitken (Ed.), *Cases on communication technology for second language acquisition and cultural learning*, 24-57. Hershey, PA: Information Science Reference, IGI Publishing. 2014. Co-authors: Dilbeck, K., Dominguez, A., Ruiz, J.D., & McMurrich, M. DOI: 10.4018/978-1-4666-4482-3.ch006.

"Cold War Redux." In Andrew Martin and Patrice Petro (Eds.), *Rethinking Global Security: Media, Popular Culture, and the 'War on Terror.'* New Brunswick, NJ: Rutgers University Press. 2006. Co-author: Robert Ricigliano.

"Differences in cognitive relativity between Americans' and Koreans' assessments of self." *Journal of Intercultural Communication Research*, 37. 105-118. 2008. Co-authors: Lim, T., Burrell, N., & Kim, S.

"Japanese college students' media exposure to sexually explicit materials, perceptions of women, and sexually permissive attitudes." *Journal of Intercultural Communication Research*, 40. 93-110. 2011. Co-authors: Omori, K., Zhang, Y.B., Allen, M., Ota, H., & Imamura, M. doi:10.1080/17475759.2011.581031.

"The relativity and salience of identity across cultures." *Speech & Communication*, 8. 178-202. 2007. Co-authors; Lim, T., Burrell, & Kim, S.

Distinctions: Editor, *World Journal of Meta-Analysis* and *World Journal of Methodology*; Representative, Intercultural and International Communication Division to the National Communication Association Nominations Committee, 2006-2007; Frequent presenter at conferences of International Association for Conflict Management

Aman, Mohammed, Professor, Library and Information Sciences, School of Information Studies (Global Studies Affiliate)

Education: PhD, 1968, University of Pittsburgh; Post-doctorate, 1969, New York University

Foreign Languages: German (2); Arabic (5); French (4)

Field Experience: Germany, Egypt, Morocco

Percentage of Time Dedicated to Global/International Studies: 50%

Courses Taught: Seminar in International and Multicultural Information Services, Seminar in Library Administration, Management of Libraries & Information Centers, The Academic Library, The Public Library

Current Research/Teaching Specialization: Information policy in the Middle East, Libraries and democracy, Education reforms in the Arab countries, Assessment and accreditation of higher education in Arab states, Evaluation of library & information services, Library and information center management

Sample Publications:

"The Use of the Internet in Libraries Technology Use in Libraries & Information Centers." *Information Services Profiles of Academic Libraries*. Kuwait: Al-Falah Publishing. 2008.

"Developing a Library and Information Science Bachelor's Degree Program in the United Arab Emirates." *Journal of Education for Library and Information Science*, 45(3). 253-260. Summer 2004. Co-author: Joe Mika.

"Information Technology in Libraries and Information Centers." Kuwait: Al-Falah Publishing. 2004.

"Informatics in the Arab World." Special issue of the *Digest of Middle East Studies (DOMES)*. 2009.

"ICT and Reform in the Arab World: From Venting to Acting." In M. M. Aman (Ed.), *Reform in the Arab World and North Africa*. Washington, DC: Westphalia Press.

"Education for Library & Information sciences and National Development." *Arab Journal for Library & Information Sciences, Revue Arabe d'Archives, De Documentation, & D'Information*, 15 (29-30). 23-48. 2011.

Distinctions: Editor-in-Chief, *Digest of Middle East Studies*; Member of the Council of the Arab Union Catalog, King Abdulaziz Public Library, Saudi Arabia; Invited by the Saudi Ministry of Higher Education for trial accreditation of King Abdulaziz University in Jeddah, Saudi Arabia, 2006; Award of Distinguished Service to the Arab Library & Information Community, Arab Federation of Library and Information Professionals, Beirut, 2010

Amster, Ellen, Associate Professor, History, College of Letters and Science (Global Studies Affiliate)

Education: PhD, 2003, University of Pennsylvania

Foreign Languages: German (2); French (2); Modern Standard Arabic (2); Moroccan Arabic (2)

Field Experience: Morocco, France

Percentage of Time Dedicated to Global/International Studies: 100%

Courses Taught: Modern Middle East History, The Nineteenth and Twentieth Centuries, Islamic Civilization, 500-1258, Political Islam to Zionism: Middle East Intellectual History, Women in Islamic History, Islam and History: Graduate Seminar in Research Methods, Medicine and Man: A History of the Body in the Western Tradition

Current Research/Teaching Specialization: Modernity and Islamic intellectual movements, Labor history, French sociology of Islam, Morocco/North Africa, History of Islamic and French medicine, Traditional midwifery, Non-western health and healing, Modern Middle East intellectual history, Sufism and memory

Sample Publications:

"'The Harem Revealed' and the Islamic-French Family: Aline de Lens and a Frenchwoman's Orient in Lyautey's Morocco." *French Historical Studies* 32(2). Spring 2009.

"Muhammad V of Morocco." In John Esposito (Ed.), *The Oxford Encyclopedia of the Islamic World*. Oxford: Oxford University Press. 2009.

"'Abd al-Salam'" in ed. Marc Gaborieau, Gudrun Krämer, John Nawas and Everett Rowson, *The Encyclopedia of Islam* 3, 16-17. Leiden: Brill, 2011.

Medicine and the Saints: Science, Islam, and the Colonial Encounter in Morocco, 1877-1956, (Austin: University of Texas Press, 2013)

"Rumor and Revolution: Medicine, Technology, and Popular Politics in Pre-Protectorate Morocco, 1977-1912," in ed. Driss Maghraoui, *Revisiting the Colonial Past in Morocco*, (London and New York: Routledge, 2013): 87-111.

Distinctions: Board of Directors Member, American Institute of Maghrib Studies, 2013; Coordinator, Middle East and North Africa Speaker Series, 2010-11; U.S. IIE Fulbright Scholars Program national screening committee member North Africa and Gulf States, 2010-13; UISFL Grant, U.S. Department of Education, 2009-12; Global Studies Research Fellow, 2010-11; Visiting Faculty, University of Chicago Middle East Center, 2007-08

Applbaum, Kalman, Professor, Anthropology, College of Letters and Science (Global Studies Affiliate)

Education: PhD, 1993, Harvard University

Foreign Languages: Japanese (2); Hebrew (5); Yiddish (2); French (4); Aramaic (2)

Field Experience: Japan, Israel

Percentage of Time Dedicated to Global/International Studies: 100%

Courses Taught: Cross-Cultural Study of Religion, Food and Culture, Urban Anthropology, Global Medical Anthropology, Economic Anthropology, Contexts for Global Management, Japanese Culture and Society, Medicine and Pharmaceuticals in the Global Age, Economic Sustainability and the Pursuit of Happiness

Current Research/Teaching Specialization: Economic anthropology, Globalization, Transnational corporations, Psychopharmaceuticals in the transformation of psychiatric practice, Food and culture, Medical and economic anthropology, Commercial marketing of pharmaceuticals and treatment outcomes/costs

Sample Publications:

"The Marketing Era: From Professional Practice to Global Provisioning." New York, London: Routledge, 2004. (Translated into Macedonian, Taylor and Francis, 2011.)

"Consumption and Market Society in Israel." In Carmeli, Y.S. and K. Applbaum (Eds.), Oxford: Berg, 2004.

"Le proces du Risperdal: la promotion hors AMM et pourquoi il est si difficile de l'empêcher [The Trial of Risperdal: Off-label Promotion Schemes and Why they are Difficult to Halt]." Paris: Les Arènes, 175-200, 2013.

"Markets: Places, Principles, and Integrations." In James Carrier (Ed.), *Handbook of Economic Anthropology*, Second Edition. 257-274. London: Edward Elgar, 2012.

"Marketing Global Health Care: The Practices of Big Pharma." In Leo Panitch and Colin Leys (Eds.), *The Socialist Register: Morbid Symptoms: Health Under Capitalism*, 95-115. 2010.

"Free Markets and the Unfettered Imagination of Value: A Response to Hart/Ortiz and Gudeman." *Anthropology Today*, 25 (1). 26-27. 2009.

Distinctions: Visiting Scholar, Royal Thimphu College, Bhutan, 2012; Visiting Fellow (Elected Life Member of the College), Clare Hall, University of Cambridge, UK, 2008; Visiting Scholar, Graduate School of Asia-Pacific Studies, Waseda University, Tokyo, 2001; 3 Grants development of Global Studies courses, 2004-2009; Member, Editorial Board, *Transnational Marketing Journal*

Armah, Bartholomew, Adjunct Associate Professor, Africology, College of Letters and Science (Global Studies Affiliate)

Education: PhD, 1990, University of Notre Dame

Foreign Languages: English (1); Spanish (4)

Field Experience: Dakar, Nigeria, Egypt, Ghana, Senegal

Percentage of Time Dedicated to Global/International Studies: 75%

Courses Taught: Black Political Economy, U.S./Africa Economic Relations

Current Research/Teaching Specialization: Statistics, Economic development, Applied micro and macroeconomics, International trade and employment, Economic growth in the U.S. and less developed countries

Sample Publications:

"Does Latin America Have More to Gain from Exchange Liberalization than Sub-Saharan Africa?" *International Economic Journal*. 2004.

"Relevant Issues in Trade Reform and Liberalization in Ghana." *Legislative Alert*. The Institute of Economic Affairs. November 2001.

"The Heavily Indebted Poor Country Initiative." *Process and Issues Occasional Paper Series*. The Institute of Economic Affairs. June 2001.

"The Medium Term Expenditure Framework: A Case Study of Ghana *Legislative Alert*." The Institute of Economic Affairs. October 2001.

"Public Sector Corruption and Macro-Stability: Evidence from the Auditor-General's Reports." *Legislative Alert*. The Institute of Economic Affairs. September 2001.

"Is the District Assembly Common Fund Effectively Utilized?" *Legislative Alert*. The Institute of Economic Affairs. September 2003.

"Monitoring Poverty Reduction Strategies." In Amoaku Joe and Armah Bartholomew (Eds.), *PRS's in Action: Perspectives and Lessons from Ghana*. Lexington/Rowman & Littlefield publishers, December 2008.

Distinctions: Senior Regional Advisor on national development strategies for growth and poverty reduction at the United Nations Economic Commission for Africa

Armstrong, David, Assistant Professor, Political Science, College of Letters and Science

Education: PhD, 2009, University of Maryland

Percentage of Time Dedicated to Global/International Studies: 25%

Courses Taught: Techniques of Political Science Research, Seminar in Advanced Political Science Methodology

Current Research/Teaching Specialization: Contentious Politics (Domestic Conflict and State Repression), Democracy, Quantitative Political Methodology, Measurement Theory, Latent Dimension Estimation

Sample Publications:

"Democracy and the Violation of Human Rights: A Statistical Analysis from 1976-1996." *American Journal of Political Science* 48(3). 538-554. 2004. Co-author: Christian Davenport.

"Measuring the Democracy-Repression Nexus." *Electoral Studies* 28(3). 403-412. 2009.

"Turnout and the Local Age Distribution: Examining Political Participation across Space and Time." *Political Geography* 23. 71-95. 2004. Co-authors: James G. Gimpel & Irwin L. Morris.

"Why Can Voters Anticipate Post-Election Coalition Formation Likelihoods." *Electoral Studies*, 29(3). 308-315. 2010. Co-authors: Armstrong, David A., II and Raymond M. Duch.

"Six Feet Over: Internal War, Battle Deaths and the Influence of the Living on the Dead." In Stephen M. Saideman and Marie-Joelle Zahar (Eds.), *Insecurity in Intra-State Conflicts: Governments, Rebels, and Outsiders*. London: Routledge. 2008. Co-authors: Armstrong, David A. II and Christian Davenport.

Distinctions: Post-Doctoral Fellow in Quantitative Methods University of Oxford, 2006-2009

Arnold, Bettina, Professor, Anthropology, College of Letters and Science (Global Studies Affiliate)

Education: PhD, 1991, Harvard University

Foreign Languages: Welsh (1); French (3); German (5); Urdu (1)

Field Experience: Ireland, Germany, France, Switzerland

Percentage of Time Dedicated to Global/International Studies: 75%

Courses Taught: The Celtic World, Human Origins/Human Evolution, Fantastic Archaeology, European Archaeology, Archaeology of Gender, Who Owns the Past?, Archaeological Professionalism, Perspectives on Prehistory, World Archaeology: Foundations of Civilization, Archaeology and Politics in Global Perspective, World Prehistory, Celtic Women, Rise of Civilization, Professionalism in Anthropology

Current Research/Teaching Specialization: Archaeological interpretations and analysis of complex societies, Material culture as a symbolic system and a means of communicating social messages, Meaning of monuments and their construction, Archeology of gender, Role of alcohol in establishing social relationships in a prehistoric and historic societies, European prehistory, Mortuary analysis, Nationalism and identity

Sample Publications:

"Dealing with the Devil: the Faustian Bargain of Archaeology under Dictatorship." In Michael Galaty and Charles Watkinson (Eds.), *Archaeology Under Dictatorship*. 191-212. New York: Kluwer/Plenum, 2004.

"Arierdémmerung: Race and Archaeology in Nazi Germany." In Chris Gosden (Ed.) *Race, Racism and Archaeology*. *World Archaeology* 38(1). 8-31. London: Routledge, 2006.

"Gender and temporality in Iron Age west-central Europe." In Mary Jo Maynes and Marynel Ryan (Eds.), *Temporalities and Periodization in Human History: Conversations across the Disciplines of History and Archaeology Special Section Social Science History*, 36(1). 85-112. 2012.

"The past as propaganda: how Hitler's archaeologists distorted European prehistory to justify racist and territorial goals." In Mari Pritchard Parker and Elvio Angeloni (Eds.), *Archaeology* July/August 1992:30-37. 6th reprinting in *Annual Editions in Archaeology* 05/06, 5. 148-151. Boston:McGraw-Hill, 2010.

Distinctions: UWM Distinguished Service Award, 2013; 3 National Geographic Society Research Awards; Editorial Board *Keltische Forschungen* 2009-present; Frequent participant and speaker European Archaeological Association Conferences; European Archaeology Expert interviewee and consultant in *Der Spiegel*, U.S. News, UUWM Public Radio, A&E, and BBC World Service; Celtic Studies Advisory and Curriculum Committee Member, 1999-present; Co-Director, Center for Celtic Studies, 2001-09

Arora, Swarnjit, Professor, Economics, College of Letters and Science (Global Studies Affiliate)

Education: PhD, 1971, University of New York Buffalo

Foreign Languages: Punjabi (5); Spanish (2); Hindi (5); Urdu (3)

Field Experience: Germany, England, Israel, West Bank, United Arab Emirates, Italy

Percentage of Time Dedicated to Global/International Studies: 50%

Courses Taught: Sample Surveys/Statistics, Regional Economics, International Economic Relations, Principles of microeconomics, Principles of macroeconomics, Economic statistics, Int. Microeconomics, Int. Macroeconomics

Current Research/Teaching Specialization: Applied econometrics with emphasis on foreign direct investment, Dynamic models of regional investment, Impact of economic development on environments, Foreign Direct Investment, Impact of migrants on local economies

Sample Publications:

"Bilateral J-Curve between India and Her Trading Partners." *Applied Economics*, 35(9). 1037-1041. June 2003. Co-authors: Mohsen Bahmani-Oskooee and Gour Goswami.

"Importing Jobs? The Impact of Global Outsourcing on Wages in Indian Manufacturing." *Indian Journal of Economics and Business*, Special Issue, 137-52. 2004. Co-author: Avik Chakrabarti.

"Importing Jobs? The Impact of Global Outsourcing on Wages in Indian Manufacturing." *Indian Journal of Economics and Business*, 37-152. December 2004. Co-author: Avik Chakrabarti.

"Offshore Outsourcing – An Overview." *Indian Journal of Economics and Business*, 1-9. December 2004. Co-author: Harjit K. Arora.

Distinctions: Hind Rattan-Award given by the Prime Minister of India to Non Resident Indians for their service to Indian Community, 2000; Director of the Institute for Survey & Policy Research; Established exchange programs with Guru Nanak Dev University, India; Center of Strategic Policy Studies in UAE and Center for Policy and Survey Research, West Bank; 40+ newspaper/television interviews on Punjabi, Sikh community

Atherton, Margaret, Professor, Philosophy, College of Letters and Science

Education: PhD, 1970, Brandeis University

Foreign Languages: French (3); German (4); Greek (1); Latin (3)

Field Experience: England, United Kingdom

Percentage of Time Dedicated to Global/International Studies: 50%

Courses Taught: Seminar in Major Philosophers, Philosophical Classics, Special Topics in the History of Modern Philosophy, History of 17th and 18th Century European Philosophy

Current Research/Teaching Specialization: English philosophers of the early modern period, Historical issues in the philosophy of psychology, The work of women philosophers, Philosophy of George Berkeley and John Locke

Sample Publications:

"Women Philosophers in England in the Seventeenth and Eighteenth Centuries." In Steven Nadler (Ed.), *The Blackwell Companion to Early Modern Philosophy*. Blackwell, 2002.

"Apprendre à voir: les enseignements de la défense des théories de la vision." In Dominique Berlioz (Ed.), *Berkeley: Langage de la perception et art de voir*. Presses Universitaires de la France, 2003.

"Locke's last word on spirit." In Petr Glombicek and James Hill (Eds.), *On the Concept of Mind in Early-Modern Philosophy*, Cambridge Scholars Publishing, 2010.

"Berkeleyanství a popření hmoty." In Petr Glombicek and James Hill (Eds.), *George Berkeley Pruvodce jeho filosofie*, Filosofia, nakladatelství Filosofického ústavu AV ČR, 2009.

"Descartes among the British." In Tad Schmalz (Ed.), *Receptions of Descartes*, Routledge, 2005.

"Apprendre à voir: Les enseignements de la Défense de la théorie de la vision." In Dominique Berlioz (Ed.), *Berkeley: Perception et langage*, Presses universitaires de France, 2003.

"Women Philosophers in England in the Seventeenth and Eighteenth Centuries." In Steven Nadler (Ed.), *The Blackwell Companion to Early Modern Philosophy*, Blackwell, 2002.

Distinctions: Philosophy Associations Coordinator, International Berkeley Society; Member, British Society for the History of Philosophy; Frequent participant and presenter, International Berkeley Society Conferences (Switzerland, Estonia, etc.); Outside reader, PhD dissertations, University of Neuchatel, University of Oslo and Trinity College, Dublin

Bagnoli, Carla, Professor, Philosophy, College of Letters and Science (Global Studies Affiliate)

Education: PhD, 1996, University of Milan, Italy

Foreign Languages: Italian (5)

Field Experience: Italy

Percentage of Time Dedicated to Global/International Studies: 50%

Courses Taught: Moral epistemology, Metaethics, Action theory, Normative ethics, Philosophy of mind.

Current Research/Teaching Specialization: The nature of objectivity in ethics and its relation to conceptions of agency

Sample Publications:

"Phenomenology of the Aftermath: Ethical Theory and the Intelligibility of Moral Experience." *Moral Psychology*. Amsterdam, 2007.

"Constructivism in Ethics." Cambridge University Press, 2013.

"Counting Without Numbers. A Non-aggregative Account of the Puzzle of Altruism." *Journal of Social Philosophy*, 2013.

"The Appeal of Kantian Intuitionism." *European Journal of Philosophy*, 17(1). 152-158. 2009.

"The Mafioso Case: Autonomy and Self-Respect." *Ethical Theory and Moral Practice*, 12(5). 477- 493. 2009.

Distinctions: Professor of Theoretical Philosophy at the University of Modena, 2010-Present; Visiting Professor at the Université de Paris, Panthéon-Sorbonne, 2014

Bahmani-Oskooee, Mohsen, Wilmet Professor, Economics, College of Letters and Science (Global Studies Affiliate)

Education: PhD, 1981, Michigan State University

Foreign Languages: Azeri (1); Turkish (3); Farsi, Western (5)

Field Experience: Germany, Iran

Percentage of Time Dedicated to Global/International Studies: 100%

Courses Taught: International Finance, International Economic Relations, Principles of Microeconomics, Principles of Macroeconomics, Intermediate Macroeconomics, Undergraduate International Economics (trade and finance), Undergraduate/Graduate International Finance, International Studies Senior Seminar

Current Research/Teaching Specialization: International finance, International trade, Impact of currency depreciation on trade flows, International reserves, Developments in the black market for foreign exchange, Open economy macroeconomics, Applied econometrics

Sample Publications:

"Industry Trade and Exchange-Rate Fluctuations: Evidence from the U.S. and Chile." *International Review of Economics and Finance*, 29. 619-626. 2014. Co-authors: H. Harvey and S. Hegerty.

"Long-Run Price Elasticities and the Marshall-Lerner Condition: Evidence from Egypt-EU Commodity Trade." *European Journal of Development Research*, 25(5). 695-713. 2013. Co-authro: A. Hosny.

"Currency Depreciation and the U.S.-Italian Trade Balance: Industry-Level Estimates." *Research in Economics*, 67. 215-225. 2013. Co-author: H. Harvey and S. Hegerty.

"Are Devaluations Contractionary in Africa?" *Global Economic Review*, 42. 1-14. 2013. Co-author: A. Gelan.

"The Impact of Economic and Monetary Uncertainty on the Demand for Money in Emerging Economies." *Applied Economics*, 45. 3278-32-87. 2013. Co-authors: A. Kutan and D. Xi.

"On the Relation between Income Distribution and Economic Growth." *Global Business and Economic Review*, 14(4). 249-273. 2012. Co-author: A. Gelan.

"Exchange Rates in Developed and Emerging Markets: Practices, Challenges, and Economic Implications." Mohsen Bahmani-Oskooee (Ed.), Nova Publishing Company: New York, 2013.

Distinctions: Developing inter-institutional partnership, Viadrina University, Germany; Visiting Scholar, International Monetary Fund, 2005; Director of the Center for Research on International Economics; Editor and Editorial Board Member for 10 International Economic Journals; Member, UWM Task Force on Internationalization; UWM Global Studies Advisory Committee Member

Banerjee, Sukanya, Associate Professor, English, College of Letters and Science (Global Studies Affiliate)

Education: PhD, 2001, University of California - Riverside

Foreign Languages: Hindi (5); Bengali (5)

Field Experience: India, United Kingdom

Percentage of Time Dedicated to Global/International Studies: 75%

Courses Taught: English Literature: the Nineteenth Century

Current Research/Teaching Specialization: Postcolonial studies with an emphasis on South Asia, nineteenth century India and Britain, Victorian literature and culture, South Asia, gender studies

Sample Publications:

"Gender, Violence, and Community in South Asia in the Postcolonial Contemporary Present." *Cultural Dynamics* 16(2/3). October 2004. Co-authors: Angana Chatterji, Lubna Chaudhury, et al.

"Becoming imperial citizens: Indians in the late-Victorian empire." Duke University Press, 2010.

"Empire, Nation, and the Professional Citizen: Reading Cornelia Sorabji's *India Calling*," *Prose Studies*, 28(3), 291-317. December 2006.

"Becoming Imperial Citizens: Indians in the Late-Victorian Empire." Durham: Duke University Press, 2010. (Winner of 2010 NVSA Sonya Rudikoff Award for best first book in Victorian Studies)

"New Routes for Diaspora Studies." In Sukanya Banerjee, Aims McGuinness, and Steve McKay (Eds.), *Bloomington: Indiana University Press*, 2012.

"Troubling Conjugal Loyalties: The First Indian Novel in English and the Transimperial Framework of Sensation." Forthcoming in *Victorian Literature and Culture*, Spring 2014.

Routing Diasporas in the Twenty First Century, In Sukanya Banerjee, Aims McGuinness, and Steve McKay (Eds.), *New Routes for Diaspora Studies*, 1-22. Bloomington:Indiana University Press, 2012.

Distinctions: Resident Director, London Study Abroad, 2008; Sonya Rudikoff Book Prize - awarded by Northeast Victorian Studies Association (for *Becoming Imperial Citizens*); Research in the Humanities Award - biennial award given by UWM (for *Becoming Imperial Citizens*), 2011

Barganier, George, Assistant Professor, Africology, College of Letters and Science

Education: PhD, 2011, University of California-Berkeley

Foreign Languages: Haitian Creole (1); Portuguese (1); Italian (1)

Percentage of Time Dedicated to Global/International Studies: 25%

Courses Taught: Urban Violence, Political Movements and Organizations, Race Matters: Government and Politics in Latin America and the Caribbean

Current Research/Teaching Specialization: Political economy of race, Postcolonial theory, Coloniality of power, Critical social theory, Social movements, Black consciousness, Epistemology and decolonialization, Philosophy of education.

Sample Publications:

"Fanons Children: The Black Panther Party and the Rise of the Crips and Bloods in Los Angeles." Caribbean Philosophical Association: Shifting the Geography of Reason. Rutgers University, New Brunswick, NJ. October, 2011.

Collateral Damage: The Military Defeat of the Black Panther Party, the Rise of the Crips and Bloods. Annual Meeting of the American Studies Association, San Antonio, TX. November, 2010.

"The Legacy of Chairman Fred Hampton in Brazil." In JR Valrey (Ed.), *Block Reportin'*, Oakland: Block Report Publishing, 2010.

Distinctions: Conference Presenter, Dia da Consciência Negra. Ação Educativa, São Paulo, Brazil, 2007; UWM Africology Club Faculty Advisor, 2013-Present; Faculty member, Center for Latin American and Caribbean Studies, 2012-Present; Institute for the Study of Societal Issues, Youth Violence Prevention Fellowship; - Research Fellow, Thelton E. Henderson Center for Social Justice, Berkeley Law

Bartholomew, Karla, Assistant Professor, Public Health Policy, Zilber School of Public Health (Global Studies Affiliate)

Education: PhD, 2010, Vanderbilt University

Foreign Languages: Spanish (3)

Field Experience: Morocco

Percentage of Time Dedicated to Global/International Studies: 25%

Courses Taught: Introduction to Public Health, Public Health Policy and Administration, Maternal and Infant Health in Morocco

Current Research/Teaching Specialization: Public health policy

Sample Publications:

Policy Briefing: Request for policy brief by Wisconsin Rep. Jon Richards: "Policy Brief: Effectiveness of Tobacco Prevention and Control Program Funding" (Apr 2013)

Legislative Briefing: Request for education by Wisconsin Sen. Lasee: Drafted written document for "Legislative Briefing: Preventing Lead Exposure in Wisconsin" (Mar 2013)

Policy Analysis: Request for presentation by Wisconsin Division of Public Health, SE Region: "ACA and Public Health –The Role of 'Community Benefits'" (Jul 2013)

"Students' Perceptions and Practices Regarding Carrying Concealed Handguns on University Campus."

American Journal of College Health, 6(5), 243-253. 2013. Co-authors: Thompson, A., Price, J.H., & Stratton, C.

Distinctions: Consultant to Morocco's Committee to Develop a National Newborn Screening Program

Beall, Judith, Senior Lecturer/Adjunct Assistant Professor, History, College of Letters and Science

Education: PhD, 1998, University of California-Berkeley

Percentage of Time Dedicated to Global/International Studies: 50%

Courses Taught: World History to 1500, A History of Rome: the Republic, Topics in the History of Religious Thought, Western Civilization to 1500, Ancient and Medieval History, Religious History: Paganism, Judaism, Christianity, Historical Methodology

Current Research/Teaching Specialization: History of Religion

Sample Publications:

"The Barbarian Ethos: Germania, Beowulf and the Life of Saint Boniface," In Jason Glenn (Ed.), *The Middle Ages in Texts and Texture: Reflections on Medieval Sources*, 33-43. University of Toronto Press, 2011.

"Bede and the Reform of the Monastic Familia." American Historical Association Annual Meeting, Chicago, Illinois, January 2003.

"The Barbarian Ethos: Germania, Beowulf and the Life of Saint Boniface." Kalamazoo, 2002.

Distinctions: Interim Director and Senior Lecturer, Religious Studies Program, UWM, 2012-present; Joint Religious Studies Program with the University of the Free State In Bloemfontein, South Africa

Beck, Robert, Associate Professor, Political Science, College of Letters and Science (Global Studies Affiliate)

Education: PhD, 1989, Georgetown University

Foreign Languages: German (5); Spanish (2)

Field Experience: Switzerland, United Kingdom, Netherlands, Germany, Ireland

Percentage of Time Dedicated to Global/International Studies: 100%

Courses Taught: People and Politics (Global 101), Senior Seminar in International Studies, Global Studies Think Tank, International Law, International Legal Theory, International Law and Political Conflict Management

Current Research/Teaching Specialization: International law, Political conflict resolution/management, US foreign policy, global studies, Technology-enhanced pedagogy

Sample Publications:

International Law and the Rise of Nations: The State System and the Challenge of Ethnic Groups. Co-editor and contributor. Chatham House, 2001.

International Law and the Use of Force: Beyond the U.N. Charter Paradigm. Routledge, 1st Ed., 1993. Routledge, 2nd Ed., 2004.

The Grenada Invasion: Politics, Law, and Foreign Policy Decisionmaking. Westview Press, 1993.

"Teaching International Law as a Partially Online Course: The Hybrid/Blended Approach to Pedagogy."

International Studies Perspectives. August 2010.

Law and Disciplinarity: Thinking Beyond Borders. Editor and contributor. (Palgrave Macmillan, 2013).

International Rules: Approaches from International Law and International Relations. Co-editor with Anthony Clark Arend and Robert Vander Lugt. (Oxford University Press, 1996).

The Grenada Invasion, International Law, and the Scoon Invitation: A Thirty Year Retrospective. *The Commonwealth Journal of International Affairs* 102 (June 2013): 281-290.

Teaching International Law. With Henry F. Carey, in Robert Denemark, ed., *The International Studies Encyclopedia*. (Wiley-Blackwell Publishing, 2010): 6801-6819.

Distinctions: Creator, "Learning Objects." http://www4.uwm.edu/cie/learning_objects.cfm?gid=55 Top 5 Google Site on the subject; Creator, *Foreign Affairs Online* website. <http://www.people.virginia.edu/~rjb3v/rjb.html> Google Top 25 web sites on International Relations; Featured Panelist, Milwaukee Public Television, International Focus television show; Recipient, UWM Distinguished Undergraduate Teaching Award, 2012

Bellegarde-Smith, Patrick, Professor, Africology, College of Letters and Science (Global Studies Affiliate)

Education: PhD, 1977, The American University

Foreign Languages: Spanish (2); French (5); Haitian Creole (5); Portuguese (2)

Field Experience: St. Lucia, Cuba, Benin, Puerto Rico, Virgin Islands, Trinidad and Tobago, Barbados, Haiti, Cote d'Ivoire, St. Kitts and Nevis, Bahamas, United Kingdom, Senegal, Brazil, Dominican Republic, France, Ghana, Guyana, Haiti, Israel, Jamaica, Martinique, Togo

Percentage of Time Dedicated to Global/International Studies: 100%

Courses Taught: African Religious Thought and Social Organization, Black Cultures in Latin America and the Caribbean, Political Movements and Organizations in the Afroworld, Race, Class and Gender in the Caribbean, Survey of Black American and Black Brazilian Societies, Black Reality: Survey of African American Society

Current Research/Teaching Specialization: African studies, African and Neo-African religions and African diasporic social thought and philosophy, Political development and gender issues in the African diaspora

Sample Publications:

"Haiti: The Breached Citadel." Boulder, CO: Westview Press, 1990. 2nd Ed., Toronto: Canadian Scholars' Press, 2004.

"Fragments of Bone: Neo-African Religions in a New World." Editor. Urbana: Illinois University Press, 2005.

"Haitian Vodou: Spirit, Myth, Reality." Bloomington: University of Indiana Press, 2006. Co-editor: Claudine Michel.

"Invisible Powers: Vodou and Development in Haiti." New York: Palgrave/McMillan, 2006. Co-editor: Claudine Michel.

"Uprisings, Insurrections, and Political Movements: Contemporary Haiti and the Teachings of History, 1957-2010." In Martin Munro (Ed.), *Haiti Rising: Haitian History, Culture and the Earthquake of 2010*. Liverpool: Liverpool University Press, 2011.

Distinctions: Associate Editor, *Journal of Haitian Studies*; Board of Directors, *Journal of Africana Religions*; Board of Directors, *Kalfou: Journal of Comparative Ethnic Studies*; Media Appearances (CNN, Al Jazeera, NPR, ect.); Lifetime Achievement Award for Scholarship Haitian Studies Association, 2011

Benyamin, Jasmine, Assistant Professor, Architecture, School of Architecture and Urban Planning

Education: PhD (ABD), Princeton University

Foreign Languages: German (3); French (4)

Field Experience: United Kingdom, Germany, France

Percentage of Time Dedicated to Global/International Studies: 50%

Courses Taught: Architecture and Film, Fundamentals of Architectural Design

Current Research/Teaching Specialization: Architectural theory, Architectural history, Media and visual Literacy, Architectural manifestations in contemporary art practice and popular culture

Sample Publications:

"Towards a New Objectivity: Hermann Muthesius, Photography and the English House." *Journal of Architecture* (UK), Fall 2014.

"Architecture Future Perfect: Lara Almarcegui and the 'Ghost of Content,'" In Nora Wendl and Isabelle Wallace (Eds.), *Contemporary Art About Architecture: A Strange Utility*, 269-286. Ashgate; peer-reviewed, international distribution, 2013.

"Leftovers: Residual and Risk in 'Our Digital Present' Proceedings of the ACSA 100 National Conference,

"Digital Aptitudes," 538-541. Boston 1-4 March 2012. Blind peer reviewed, national distribution, 2012.

[interview and podcast] "In Theory, a conversation with Louise Lemoine and Ila Beka." Texas A&M University, 2011. Co-interviewer: Lang, P.

Distinctions: Bechtel-CCA Collection Research Grant, Canadian Centre for Architecture Residency Program, Montreal, Canada, 2005; DAAD (Deutscher Akademischer Austauschdienst) Graduate Research Scholarship for advanced doctoral research in Germany, 2003; Fulbright Fellowship for advanced doctoral research in Germany, 2003; Translator, French-English, 4 Architectural catalogues and monographs

Berkowitz, Joel, Professor, Foreign Languages and Literature-Jewish Studies, College of Letters and Science (Global Studies Affiliate)

Education: PhD, 1995, The City University of New York

Foreign Languages: French (3); Hebrew (3); Yiddish (4); Russian (2); German (2)

Field Experience: United Kingdom, Israel, Canada, Poland

Percentage of Time Dedicated to Global/International Studies: 50%

Courses Taught: Introduction to Yiddish Culture, Yiddish Drama and Film, Introduction to Yiddish Literature: Modern Yiddish Fiction, The Jews of Modern Europe, Introduction to Jewish History, Yiddish Culture Between Europe and America, Survey of Modern Jewish Fiction

Current Research/Teaching Specialization: Yiddish theatre and drama, Yiddish Translation, Digital humanities methods to the study and preservation of Yiddish theatre

Sample Publications:

"Inventing the Modern Yiddish Stage: Essays in Drama, Performance, and Show Business." Wayne State University Press, 2012. Co-author: Barbara Henry.

"Landmark Yiddish Plays: A Critical Anthology." State University of New York Press, 2006. Co-editor and translator: Jeremy Dauber.

"Shtetl and Shtot in Yiddish Haskalah Drama." In Anthony Polonsky (Ed.), *Polin: Studies in Polish Jewry: The Shtetl, Myth and Reality*, 17. 213-31. 2004.

"'This Is Not Europe, You Know': The Counter-Maskilic Impulse of American Yiddish Drama." In Edward S. Shapiro (Ed.), *Yiddish Culture in America: Essays on Yiddish Culture in the Golden Land*, 135-65. Scranton: University of Scranton Press, 2008.

"Perets Hirshbeyn." Gershon Hundert (Ed.), *The YIVO Encyclopedia of Jews in Eastern Europe*, 1. 719-20. Yale University Press, 2008.

Distinctions: Director, Sam & Helen Stahl Center for Jewish Studies; Workmens Circle /Dr. Emanuel Patt Visiting Professorship in Eastern European Jewish Studies, YIVO Institute for Jewish Research, 2005-6; Radio interviews, WUWM, WBGO (Newark), 2008-2010; Member, Jewish Latin America Collection Associates, Co-founder, Digital Yiddish Theatre Project, 2012; Charter member, Working Group on Jewish Theatre, Federation for International Theatre Research (FIRT); Global Studies Research Fellow, 2014-15

Bhatnagar, Amit, Associate Professor, Marketing, Lubar School of Business (Global Studies Affiliate)

Education: PhD, 1998, New York Buffalo

Foreign Languages: Hindi (5)

Field Experience: Europe, United Kingdom, Ireland, Spain, Netherlands, Greece, Germany, Austira, Hungary, Slovakia, Czech Republic

Percentage of Time Dedicated to Global/International Studies: 50%

Courses Taught: International Marketing, Principles of Marketing, Database Marketing, Internet Marketing, Study Abroad Course (Europe)

Current Research/Teaching Specialization: Marketing on the Web, Consumer information search behavior on the Web, Benefits and risks of online shopping, Advertising models for the Web, International marketing

Sample Publications:

"Product Choice for International Web-Based SMEs." *International Journal of Internet Marketing and Advertising* 4(2/3). 145. 2008.

"A Latent Class Segmentation Analysis of E-shoppers." *Journal of Business Research* 57(7). 758. July 2004.

"Segmenting Consumers Based on the Benefits and Risks of Internet Shopping." *Journal of Business Research*, 57(12). 1352. Dec 2004.

"Role of Flow in Online Store Loyalty." *Innovative Marketing*, 8(3), 1-10. 2012. Co-authors: Chiravuri, Ananth, Amit Bhatnagar and Sanjoy Ghose.

"Role of Internet Penetration Rate on the Determinants of Website Traffic in Asian Countries." *International Journal of Global Management Studies Quarterly*, March, 68-77. 2009. Co-authors: Sanjoy Ghose and Vikas Lachhwani.

Distinctions: Visiting Professor, Athens University of Economics and Business, 2006-Present; Best Conference Paper, Global Conference on Business and Finance, Costa Rica, 2008; UWM CIE/OUR Undergraduate Research Travel Award, 2010

Bird-Soto, Nancy, Assistant Professor, Spanish & Portuguese, College of Letters and Science

Education: PhD, 2006, University of Wisconsin - Madison

Foreign Languages: Portuguese (3); French (2); Spanish (5)

Field Experience: Nicaragua, Mexico

Percentage of Time Dedicated to Global/International Studies: 100%

Courses Taught: Advanced Writing and Reading (Spanish), Advanced Listening and Speaking (Spanish), The Latin American Short Story, Conversation in Spanish, Literary Analysis, Latin American Literature, Hispanic Civilization and Literature, US Latino Literature, Literary Theory and Criticism, Spanish for Reading Knowledge

Current Research/Teaching Specialization: Women writers, Puerto Rican women writers of the late nineteenth century and early twentieth century, US Latino literature, Gender and labor issues in literature, Gender studies

Sample Publications:

"Subversivo y sin verbos: 'Acto de fe' de Mayra Santos Febres." Silvia Valero (Ed.), *Entre las "ruinas" y la descolonización. Reflexiones desde la literatura del Gran Caribe*. Tinkuy: Boletín de Investigación y Debate, 13. 123-130. 2010.

"The (Un)Making of the Woman as Sinner: The Memories of Ana Calderón." *Cuarto Propio*, 5. 2009.

"Podcasting and the Intermediate-Level Spanish Classroom." *Second Language Teaching and Learning in the Net Generation*. Oxford, R. & Oxford, J. (Eds.), National Foreign Language Resource Center Monographs, 101-109. U of Hawai'i at Manoa, 2009.

"Por el mundo que falta: Los viajes isleños de Luisa Capetillo." Ed. Sara Beatriz Guardia. (Ed.), *Viajeras entre dos mundos*, 685-698. Universidade Federal da Grande Dourados, Brazil, 2012.

"Subsuelo discursivo: El Vampiro del Río Grande de Roberto de la Torre Hurtado." In Jeffrey Oxford (Ed.), *Gente de frontera*, 207-230. San Juan: Casa de los Poetas Editores, 2012. Co-author: Pilar Melero.

Distinctions: Coordinator for the events related to the performance, Luisa Capetillo, UW-Whitewater and UWM, 2008; Coordinator of the II Ibero-American and Latino Studies Student Symposium, October 2010; UWM CLACS Faculty Travel Award and Course Development Award, 2009; UWM/CIE Research Cluster Grant, 2009; Roberto Hernandez Center Grant, 2009

Blasini, Gilberto, Associate Professor, Film Studies, College of Letters and Science (Global Studies Affiliate)

Education: PhD, 2002, University of California -Los Angeles

Foreign Languages: Spanish (5); French (3)

Field Experience: Puerto Rico

Percentage of Time Dedicated to Global/International Studies: 50%

Courses Taught: Theories of Mass Culture, Cinema and Genre: Horror Films 1960-1985, Seminar in Contemporary Film Theory, Comparative Film Studies, World Cinema: Latin American Cinema, World Cinema: Latina and Latin American Female Directors, Colonial and Postcolonial Cinemas, Screening Sexuality Queer Cinema

Current Research/Teaching Specialization: Contemporary film & TV theory, Critical studies in film and television, Latin American and Caribbean cinemas, Global auteurs, Colonial and postcolonial cinemas, Post-1967 US cinema, Queer cinema

Sample Publications:

"The World According to Plaff: Reassessing Cuban Cinema in the 1980s." In Chon Noriega (Ed.), *Visible Nations: Latin American Cinema and Video*. Minnesota: University of Minnesota Press, 2000.

"Islands in the TV stream: The Caribbean in the U.S. Televisual Imaginary." In Diane Accaria and Rodolfo Poplnik (Eds.), *Prospero's Isles: The Presence of the Caribbean in the North American Imaginary*. Basingtoke: Macmillan Academic Press, 2004.

"¡Bien Gorgeous! The Cultural Work of Eduardo Alegría." In *Centro: Journal of the Center for Puerto Rican Studies*, 19(1). Spring 2007.

"Brincando el Charco: Hybridizing Puerto Ricanness." *Caribbean Studies*, 36(1). January - June 2008.

"Edward James Olmos, Andy Garcéa and Antonio Banderas: Stardom, Masculinity and 'Latinidades.'" In Anna Everett (Ed.), *Stars of the 1990s*. New Brunswick: Univesrity of Rutgers Press. May 2012.

Distinctions: Director of Film Studies, 2008-Present; Columnist for 80 grados, an online journal published by the University of Puerto Rico; Co-Moderator, The Cinema Club, foreign and independent films shown before commercial release to Milwaukee community; Member of the Faculty Advisory Committee of the Center for Latin American and Caribbean Studies, 2003-present

Bolduc, Michelle, Associate Professor, French/Italian/Comparative Literature -- Comparative Literature, College of Letters and Science (Global Studies Affiliate)

Education: PhD, 2000, University of Oregon

Foreign Languages: French (5)

Field Experience: France

Percentage of Time Dedicated to Global/International Studies: 75%

Courses Taught: Literature of the Medieval World, Literature of the Renaissance, World Literature in Translation, Literary Criticism, Literature and Film, Contemporary Imagination and the Arts

Current Research/Teaching Specialization: Medieval French and Occitan literature, Manuscript contexts, poetics, and literary theory, Medieval rhetoric, poetics, and literary theory, modern Rhetoric and philosophy, Medieval and Renaissance literature and culture, Classical and Medieval theories of gender and sexuality

Sample Publications:

"From vita contemplativa to vita activa: The Rhetorical Turn of Chaém Perelman and Lucie Olbrechts-Tyteca." In Robert Gaines (Ed.), *Advances in the History of Rhetoric*, 7. College Park, MD: American Society for the History of Rhetoric, 2004.

"The Poetics of Authorship and Vernacular Religious Devotion." In Susan Karant-Nunn (Ed.), *The Varieties of Devotion in the Middle Ages*. Arizona Studies in the Middle Ages and Renaissance, 7. Turnhout, Belgium: Brepols, 2003.

"Levinas and Medieval Film: Memory and Time in Marcel Carnés *Les Visiteurs du soir*," *The French Review*, 83(5). 1022-1039. April 2010.

"Troubadours in Debate: The Breviari dAmor." *Romance Quarterly*, 57(1). 63-76. Winter 2010:

"Musical Multilingualism in *Le Roman de Fauvel* (Bibliothèque Nationale de France f. fr. 146)." In Christopher Kleinhenz and Keith Busby (Eds.), *Medieval Multilingualism Medieval Texts and Cultures of Northern Europe* 20. 303-323. Turnhout: Brepols, 2010.

Distinctions: Study Abroad Director, Paris, France, 2010; Program Coordinator, Comparative Literature, 2005-2007; Mellon Fellowship Award, Mellon Summer Institute for French Paleography, The Newberry Library, Chicago, 2008; Research Travel Award, UWM, Research in France, 2010

Bonds, Anne, Assistant Professor, Geography, College of Letters and Science

Education: PhD, 2008, University of Washington

Percentage of Time Dedicated to Global/International Studies: 75%

Courses Taught: Global Political Economy, Geographies of Poverty and Inequality, Geographies of gender, race/ethnicity and class, *The Geography of Race in the United States*, Introduction to Human Geography, Economic Geography, *The Geography of Cities and Metropolitan Areas*, Perspectives in Geography, Geographies of Inequality: Urbanization and Development, Economic Geography

Current Research/Teaching Specialization: Spatial dynamics of neoliberal economic restructuring and governance, Social theory and the production and management of difference, Gendered, raced, and classed economic and social identities, Labor geographies, Critical geographies of race and gender, Political economy, Geographies of poverty and inequality, Politics of economic development, Critical prison studies

Sample Publications:

"Reinterpreting Geographies of Poverty and Inequality in the American Northwest." In Phillips, M. (Ed.), *Gentrification of the Countryside*. 2007. Co-authors" Victoria Lawson & Lucy Jarosz.

"A Hostile Reception: Women's Realities of Civil Political Discourse in Democracies, Peace and Conflict." *Journal of Peace Psychology*, 6(4). 325-332. 2000. Co-author: Dyan Mazurana.

"On Racial Difference and Revolution." *Antipode: A Radical Journal of Human Geography*, 45(3). 517-520. 2013. Co-author: Inwood, Josh.

"Racing Economic Geography: The Place of Race in Economic Geography." *Geography Compass*, 7(6). 398-411. 2013.

"Building Prisons, Building Poverty: Prison Sitings, Dispossession, and Mass Incarceration." Loyd, J, M. Mitchelson, and A. Burrige (Eds.), *Beyond Walls and Cages: Prisons, Borders, Global Crisis*. 129-142. Athens: University of Georgia Press, 2012.

Distinctions: Invited participant, Feminist Geography Workshop, University of Guelph, Ontario Canada, 2013; Conference Presenter, Royal Geographic Society with the Institute of British Geographers (RGS-IGB) Annual Conference, London, England

Bootsma, Harvey, Associate Professor, School of Freshwater Sciences (Global Studies Affiliate)

Education: PhD, 1993, University of Manitoba

Foreign Languages: French (3); Chichewa (Malawi) (2)

Field Experience: Kenya, Malawi, Tanzania, Uganda, Venezuela, Mozambique, Burundi, DR of Congo

Percentage of Time Dedicated to Global/International Studies: 25%

Courses Taught: Limnology, Freshwater inland Seas, Aquatic ecosystem dynamics, Independent studies in quantitative ecology, Limnology of the African Great Lakes

Current Research/Teaching Specialization: Aquatic ecology and conservation, African ecology, Benthic carbon and nutrient cycling, Algal ecology and aquatic food web dynamics, Tropical limnology, Plankton and nutrient dynamics in large lakes, Tropical aquatic ecology, The water- human health nexus in the African Great Lakes region, Impacts of land use on lake biogeochemistry, Stable isotope applications in nutrient and trophic dynamics, Interaction among community structure, energy flow and nutrient dynamics in benthic systems

Sample Publications:

"Inputs, Outputs, and Internal Cycling of Silica in a Large, Tropical Lake." *Journal of Great Lakes Research*, 29, 121-138. 2003. Co-authors: R.E. Hecky, T.C. Johnson, H.J. Kling, and J. Mwita.

"The equatorial African deposition network (EADN)." Program manual for monitoring atmospheric deposition of nutrients and other contaminants in the equatorial region of Africa. 275. 2006. Co-author: Airzone One Ltd.

"Temporal trends of phytoplankton and zooplankton stable isotope composition in tropical Lake Malawi." *J. Great Lakes Res.* 37, 45-53. 2011. Co-authors: Ngochera, M.J., and H.A. Bootsma.

"African lake management initiatives: the global connection." *Lakes and Reservoirs: Research and Management* 11(4), 203-213. 2006. Co-authors: Hecky, R.E., H.A. Bootsma, and E.O. Odada.

Distinctions: Grant from UWM Research Growth Initiative. Carbon Dynamics in a Large, Tropical Lake, 2009-11; Chief Scientist, Water Quality Section for the Lake Malawi Biodiversity Conservation Project; Science Adviser, World Bank Project Supervision, Lake Victoria Environmental Management Project, Uganda, Kenya, Tanzania

Borges Sugiyama, Natasha, Associate Professor, Political Science, College of Letters and Science (Global Studies Affiliate)

Education: PhD, 2008, University of Texas at Austin

Foreign Languages: Spanish (4); Japanese (1); French (1); Portuguese (5)

Field Experience: Brazil, Argentina, Peru, Chile, Mexico

Percentage of Time Dedicated to Global/International Studies: 75%

Courses Taught: Comparative Politics, Political Economy, Public Policy, Gender and Politics, Brazilian Politics and Society, Latin American Politics, U.S.-Latin American Relations, Poverty and Politics: U.S. and Comparative Perspectives

Current Research/Teaching Specialization: Comparative politics, Political economy, Public policy, Gender & politics, Brazilian politics and society, Social policy, Citizenship development

Sample Publications:

"Diffusion of Good Government: Social Sector Reforms in Brazil." South Bend: University of Notre Dame Press. 2012.

"Whither Clientelism? Good Governance and Brazil's Bolsa Família Program." *Comparative Politics* 46,1. 43-62. Co-author: Wendy Hunter. 2013.

"The Diffusion of Conditional Cash Transfer Programs in the Americas." *Global Social Policy*, 11(2/3). 250-278. 2011.

"O Bolsa Família: Visões desde cima e de baixo" (Bolsa Família: Views from Above and Below) In Timothy J. Power and Cesar Zucco (Eds.), *O Congresso por ele mesmo: autopercepções da classe política brasileira*. Belo Horizonte: Editora Universidade de Minas Gerais. 2011.

"Gendered Budget Analysis in the Americas: Selected Country Experiences." *International Budget Project*, September 2002. Reprinted in: Bridge, Ed. *BRIDGE: Cutting Edge Packs*, (Institute for Development Studies (UK). 2002.

"Ideology & Social Networks: The Politics of Social Policy Diffusion in Brazil." *Latin American Research Review*, 43(3). 2008.

Distinctions: Fulbright Scholar Award, Brazil, 2013-14; Global Studies Research Fellow 2011-12; CIE/CLACS Faculty Travel Awards, Faculty Travel Award, 2008-09; Brazil 3000 Advisory Committee; Advisory Committee Member, Center for Latin American and Caribbean Studies; Contributing Editor, *Brazilian Government and Politics Section, Handbook of Latin American Studies*, 2013-14

Borgmann, Atsuko, Senior Lecturer, Foreign Languages and Literature -- Japanese, College of Letters and Science
(Global Studies Affiliate)

Education: MA, 1997, University of Illinois Champaign-Urbana

Foreign Languages: Japanese (5); Chinese (2)

Field Experience: Japan

Percentage of Time Dedicated to Global/International Studies: 100%

Courses Taught: Japanese

Current Research/Teaching Specialization: Language pedagogy error analysis and correction, Second language acquisition, Teaching materials development, Japanese cultural issues, Material development, Japanese discourse analysis, Learning styles and strategies

Sample Publications:

"Book Review: Iki Iki Nihongo: Live Action Japanese." *The Language Teacher*. Tokyo: Japanese Association of Language Teachers (JALT), October 1995.

"Business Japanese I at the University of Wisconsin-Milwaukee." *American Association of Teachers of Japanese Japanese for Specific Purpose Special Interest Group Newsletter*: Issue No. 16, February 15th, 2014.

<http://www.aatj.org/resources/sig/jsp/news0214.pdf>

(Translation) Article by Tim Murphey, Shiawase Ni Naritai Toki Wa(When You Want to be Happy: The Language Teacher, Tokyo: Japanese Association of Language Teachers (JALT), September 1995, pp. 54-55.

Distinctions: Japanese cultural liaison on baseball trivia for the Miller Park bulletin board April 2001-present; ACTFL OPI Certified Tester; Advisory Committee for the Language Resource Center, 2009-Present; Asian Studies Certificate Program Committee, 1999-Present

Bose, Niloy, Professor, Economics, College of Letters and Science

Education: PhD, 1995, Virginia Polytechnic Institute

Foreign Languages: Bengali (4); Hindi (3)

Field Experience: England, India

Percentage of Time Dedicated to Global/International Studies: 75%

Courses Taught: Principles of Macroeconomics, Economic Theory: Macroeconomics, Money and Banking

Current Research/Teaching Specialization: Macroeconomics and monetary economics, Economic development and growth theory, International trade and international monetary economics, Theory of private information

Sample Publications:

"International Trade: A case for Mongolian Economy." In *The Mongolian Economy in Transition: A Manual of Applied Economics*. Edward Elgar Publishing Limited, 2000. Co-authors: E. Gurgemjav and B. Walters.

"Endogenous corruption in economic development." *Journal Of Economic Studies*, 37(1), 4-25. 2010. Co-authors: Blackburn, K., & Haque, M.

"The Growth Effects of Property Rights: The Role of Finance." *World Development*, 40(9), 1784-1797, 2012. Co-authors: Antu Murshid and Martin Wurm.

"The Impact of Banking development on the size of the Shadow Economy." *Journal of Economic Studies*, 39(6). 620-638, 2012. Co-author: Martin Wurm and Salvatore Capasso.

"Public Expenditure, Bureaucratic Corruption, and Economic Growth." *Manchester School*. 79(3). 405-428. Co-author: with Keith Blackburn and Mohammad E. Haque. June 2011,

Distinctions: Research Fellow, Center for Growth and Business Cycle Research, University of Manchester, UK, 2004-present; Visiting Professor, Indian Institute of Management, Indore, India, 2011; Economic and Social Research Council (UK) research funding, 2000

Boyland, John, Associate Professor, Computer Science, College of Engineering and Applied Science

Education: PhD, 1996, University of California-Berkeley

Foreign Languages: French (1); Chinese (2); German (3)

Field Experience: China, France, Switzerland

Percentage of Time Dedicated to Global/International Studies: 25%

Courses Taught: Program Analysis, Programming Languages Concepts, Introduction to Compilers, Data Structures and Algorithms, Object-Oriented Programming, Type Systems for Programming Languages, Compiler Construction and Theory

Current Research/Teaching Specialization: Capturing patterns of aliasing in object-oriented programs in order to avoid concurrency errors and abstraction leaks, Formal description of language semantics using attribute grammars, and how these description can be implemented in software tools

Sample Publications:

"Incremental Evaluators for Remote Attribute Grammars, Electronic Notes." *Theoretical Computer Science*, 63(3). 2002. Special issue on LDTA 2002, affiliate with ETAPS 2002.

"Generating Bijections between HOAS and the Natural Numbers." *LFMTP: Logical Frameworks and Meta-languages: Theory and Practice*. July 2010.

Distinctions: Committee member, European Conference on Object-Oriented Programming; Guest Professor at ETH Zurich 2013-14; Instructor, Summer course at Nanjing University of Science and Technology, 2012; Visiting researcher and instructor at Nanjing University; Invited talks at Zhenjiang University and Wuxi University 2006-2007

Braman, Sandra, Professor, Communication, College of Letters and Science (Global Studies Core Faculty)

Education: PhD, 1988, University of Minnesota

Foreign Languages: Spanish (3); German (2); Hebrew (1)

Field Experience: South Africa, Norway, Belgium, Canada, Denmark, Finland, Great Britain, Ireland, Israel, Netherlands, Sweden, Italy, Hungary, Slovenia, Brazil

Percentage of Time Dedicated to Global/International Studies: 75%

Courses Taught: Qualitative Research in Communication, Information Policy, Contemporary Problems in Freedom of Expression, Economics of Information, Intercultural Communication, Human Communication and Technology, Qualitative Research Methods, Seminar in Mediated Communication, Social History of the Internet

Current Research/Teaching Specialization: Macro-level effects of the use of new information technologies and their policy implications, Law and policy for information, International and global communication, Co-construction of society, technology, and the law

Sample Publications:

"Change of State: Information, Policy, and Power." Cambridge, MA: MIT Press, 2006.

"Globalizing Media Law and Policy." In Daya Thussu (Ed.), *Internationalizing Media Studies*. London: Routledge, 2009.

"Internationalization of the Internet by design: The first decade." *Global Media and Communication*, 8(1). 27-45. 2012.

"International treaties and art, *International Journal of Cultural Policy*." 14(3), 315-333. 2008.

"The ouroboros of intellectual property: Ethics, law, and policy in Africa." *International Review of Information Ethics*, 7. 2007.

"Anti-terrorism laws and the harmonization of media and communication policy." In Robin Mansell & Marc Raboy (Eds.), *Handbook of global media and communication policy*, 486-504. Oxford, UK: Blackwell/Wiley. 2011.

"The representational economy and the global information policy regime." In Sarita Albagli & Maria Lucia Maciel (Eds.), *Information, power and politics: New technological and institutional mediations*, 27-46. Boulder, CO: Lexington Books, 2011.

"Legal globalization and the public sphere." In Jostein Gripsrud & Hallvard Moe (Eds.), *The digital public sphere: Challenges for media policy*, 143-162. Göteborg, Sweden: Nordicom, 2010.

Distinctions: Chair, Law Section, International Association for Media and Communication Research; Chair, Task Force on Political Engagement, International Communication Association, 2010-11; Fulbright Senior Scholar, Södertörn University, Stockholm, Sweden, 2010; Fulbright Senior Scholar, UNESCO, Bangkok, Thailand, 2009; Visiting Professor, Federal University of Rio de Janeiro/Government of Brazil, 2009; Freedom of Expression Professor, Department of Information Science & Media Studies, University of Bergen, Norway, 2008

Brauner, Mitchell, Associate Professor, Music, Peck School of the Arts

Education: PhD, Brandeis University

Foreign Languages: French (4); Italian (4); German (4)

Field Experience:

Percentage of Time Dedicated to Global/International Studies: 50%

Courses Taught: General Survey of Western Music I, Music of the 20th Century

Current Research/Teaching Specialization: Musicology and ethnomusicology

Sample Publications:

"On the Cusp of the Print and Manuscript Cultures: the Liber Quindecim Missarum of 1516." Read at the 38th International Congress on Medieval Studies, Kalamazoo, May 2004. Read at the meeting of the American Musicological Society, Seattle 2004.

"Marketing the Virgin: Selling Monteverdi's 1610 Publication." Read at the meeting of the Midwest Chapter of the American Musicological Society, 8-9 April 2000; also at the invitations of the University of Pittsburgh, 9 February 2001; and Brandeis University, 1 March 2001.

"The Instrumental Consort Repertory of the Later Fifteenth Century." *Renaissance Quarterly*, 60(3). 980-998. 2007.

Britz, Johannes, Provost and Professor, Library and Information Sciences, School of Information Studies (Global Studies Affiliate)

Education: DPhil, University of Pretoria

Foreign Languages: Afrikaans (3); Hebrew (5); Dutch (4)

Field Experience: Netherlands, South Africa, Canada, Japan, Tanzania, Poland, England

Percentage of Time Dedicated to Global/International Studies: 50%

Courses Taught: Information Marketing, Management of Libraries and Information Services

Current Research/Teaching Specialization: Library and information science in South Africa

Sample Publications:

"Development of a method to determine the size of the information sector in South Africa." *South African Journal of Library and Information Science*, 61(2). 61-67. 1993. Co-authors: Boon, J.A. & De Lange, M.

"An integrated holistic model for management of information in development projects: a tool for project managers." *South African Journal of Information Management* (in print). 2007. Co-authors: Bester, B.C., & Merkenstein, A.

"Using information technology to create global classrooms: benefits and ethical dilemmas." *International Review of Information Ethics*, 7 (web based publication). 2007. Co-authors: Bradshaw, Y., Bester, C. & Bothma, T.J.D.

"Making the global information society good: A social justice perspective on the ethical dimensions of the global information society." *Journal Of The American Society For Information Science & Technology*, 59(7), 1171-1183. 2008.

"Open Access: Challenges and Barriers to African scholars." *Inkanyiso*, 1 (1). 22-27. 2009.

"To access is not to know: a critical reflection on A2K and the role of libraries with special reference to sub-Saharan Africa." *Journal of Information Science*, 36(5). 655-667. 2010; Co-authors: Lor, P.J. & Britz, J.J.

"In search for a global information ethics: the road travelled and new horizons." *Ethical Space: The International Journal of Communication Ethics*, 7(2/3). 28-36. 2010. Co-author: Capurro, R.

Distinctions: Former Dean of Information Studies; Faculty Leader - South Africa Study Abroad; Extraordinary professor at the University of Pretoria (SA) 2006-2012; Member of International Taskforce, 2009-10; Member of Advisory Board: Center for International Education, 2006-09; 4 funded grants for information ethics and E-government in Africa, 2007-10

Brodwin, Paul, Professor, Anthropology, College of Letters and Science (Global Studies Affiliate)

Education: PhD, 1991, Harvard University

Foreign Languages: French (3); Haitian Creole (4)

Field Experience: Guadeloupe, Haiti

Percentage of Time Dedicated to Global/International Studies: 50%

Courses Taught: Introduction to Research Methods in Anthropology, Introduction to Anthropology, Medical Anthropology, Psychological Anthropology, Anthropological Theory, Caribbean Societies, Culture and Morality, The Body in Culture and Society, Introduction to Cultural Anthropology

Current Research/Teaching Specialization: Medical anthropology, Social theory, Culture and bioethics, Haiti and the Haitian Diaspora, Ethnography of bioethics, Cultural studies of psychiatry and mental health services

Sample Publications:

"Pentecostalism in Translation: Religion and the Production of Community in the Haitian Diaspora." *American Ethnologist* 30 (1): 85-101. 2003.

"Bioethics from the Margins: Haitian Immigrants and American Health Care." *Bulletin of the Park Ridge Center for the Study of Health, Faith, and Ethics*. Issue 17 (September/October) pp. 7-8. 2000.

"Sent Sickness in Haiti (Maladi Moun)." *Diagnostic and Statistical Manual, 5th edition (DSM-V)*, section on "Cultural Concepts of Distress." New York: American Psychiatric Association, 2013.

"Marginality and Subjectivity in the Haitian Diaspora." In Regina Jackson (Ed.), *Geographies of the Haitian Diaspora* (in *Routledge Studies on African and Black Diaspora*), 34-50. New York: Routledge Press, 2011.

"The Dialectic of Marginality in the Haitian Community of Guadeloupe, French West Indies." In Peter Y. Paik and Marcus Bullock (Eds.), *Aftermaths: Exile, Migration and Diaspora Reconsidered*. Piscataway, New Jersey: Rutgers University Press., 2008.

Distinctions: Principal Investigator and Doctoral Dissertation Advisor for *Motivations for Medical Migration in the United States/Mexico Borderlands*, NSF, 2009; Member, Society for Cultural Anthropology and Bureau National d'Ethnologie, Port-au-Prince, Haiti; President of the Board of Directors, Haiti: Mind, Body, Bread, Inc.

Bronson, Ferne, Professor, Dance, Peck School of the Arts

Field Experience: Tanzania, Sierra Leone, Ghana, United Kingdom

Percentage of Time Dedicated to Global/International Studies: 75%

Courses Taught: African Dance, Repertoire and Ensemble, Caribbean Dance, African-American Dance

Current Research/Teaching Specialization: History and aesthetics of the performing arts of the African continent and diaspora

Sample Publications:

"African Dance: Divine Motion." In Myron Nadel (ed.), *The Dance Experience: Insights into History, Culture and Creativity*. Hightstown, New Jersey: Princeton Book Company, 2003.

Distinctions: Founder and Artistic Executive Director, Ko-Thi Dance Company (Milwaukee, Wisconsin); Fulbright Scholar, Tanzania, 1995; UWM Research Grant Initiative Award, 2012-13; Faculty Coordinator for BFA Degree in Choreography and Performance/African Dance; Member, Board of Directors, Wisconsin Arts Board

Buff, Rachel, Associate Professor, History, College of Letters and Science (Global Studies Affiliate)

Education: PhD, 1995, University of Minnesota

Foreign Languages: Spanish (2); Yiddish (2)

Percentage of Time Dedicated to Global/International Studies: 50%

Courses Taught: Africans, Europeans, and Indian Nations in the Making of American Cultures, Transnational Migration, Immigration and U.S. Popular Culture, Midwestern Migrations, Post-1945 U.S., Immigration History, Rhetorics of Citizenship, Citizen, Migrant, Nation, Comparative Ethnic Studies

Current Research/Teaching Specialization: Mapping the Cold War, Gender and sexuality in history, American Indian history, race, gender, and immigration, Modern world history, Cultures of U.S. imperialism, Im/migration, Immigrant rights, Transnational cultural politics of the Cold War, Diasporic cultural citizenship

Sample Publications:

"Domestic Internationalisms, Imperial Nationalisms: Civil Rights, Immigration and Conjugal Military Policy." In Sukanya Banerjee, Steve C. McKay and Aims McGuinness (Eds.), *New Routes for Diaspora Studies*. Champaign-Urbana Illinois University Press, 2012.

"Immigrant Rights in the Shadows of U.S. Citizenship," New York University Press, 2008.

"The Deportation Terror." *American Quarterly*, 60(3). 523-551. 2008. Became special issue on Migration and Nation, named best special issue of 2009 by the Council of Editors of Learned Journals.

"Introduction,," and "The Undergraduate Railroad: Undocumented Students and Public Higher Education." Both in *Immigrant Rights in the Shadows of U.S. Citizenship*, New York University Press, 2008.

Dorothee Schneider "Crossing Borders: Migration and Citizenship in the Twentieth Century United States," *Journal of American History*, 98(4). 1175-1176. 2012.

Donna Gabaccia, "Foreign Relations: American Immigration in Global Perspective," forthcoming, *Pacific Historical Review*, 2014.

Distinctions: Global Studies Research Fellow, 2013-14; Fellow, Center for 21st Century Studies, UWM, 2011-12; Interim Editor, *Voces de la Frontera*, Milwaukee, 2009-10; Member of Board of Directors, *Voces de la Frontera*, Milwaukee: 2010

Buley-Meissner, Mary Louise, Associate Professor, English, College of Letters and Science (Global Studies Affiliate)

Education: PhD, 1985, University of Washington

Foreign Languages: Chinese (1); Japanese (3)

Field Experience: Germany, China, Japan

Percentage of Time Dedicated to Global/International Studies: 50%

Courses Taught: Hmong American Life Stories, Theories of Language, Literature, and Composition, Southeast Asian American Literature and Life Stories, Spirituality in Multicultural America, Introduction to Asian American Literature, Women Writers: Asian American Women Writers, Studies in Ethnic Minority Literature: Contemporary Asian American Fiction, Spirituality and Identity in Modern America

Current Research/Teaching Specialization: Hmong American studies, Teacher education, Asian-American literature, Experimental writing, Spirituality across cultures, Chinese education and social change

Sample Publications:

"Why Would We Want Those Students Here?: Bridges and Barriers to Building Campus Community Partnerships." *Hmong Studies Journal*, 7. 1- 43. 2006. Co-author: Vincent Her.

"On the Road with P.T. Barnum's Traveling Chinese Museum: Rhetorics of Public Reception and Self Resistance in the Emergence of Literature by Chinese American Women Writers." In Morris Young and Lu Ming Mao (Eds.), *Representations: Doing Asian American Rhetoric*. 218-243. Logan, UT: Utah State UP, 2008. [Collection received honorable mention in annual Modern Language Association (MLA) competition for Mina P. Shaughnessy Prize.]

"Hmong Memories and Voices: An Exploration of Identity, Culture and History through Bamboo Among the Oaks: Contemporary Writing by Hmong Americans." *Journal of Asian American Studies*, 13(1). 35-58. February 2010. Co-author: Vincent K. Her.

"Hmong and American: From Refugees to Citizens." Co-edited with Vincent K. Her. St. Paul: Minnesota Historical Society Press, 2012.

Distinctions: Arts and Humanities Travel Grant China, 2007; Visiting Scholar, Department of English, Justus Liebig University, Germany, 2005; Advisory Board Member, Hmong Diaspora Studies Certificate Program, UWM, 2007-present; Co-founder and co-coordinator, UWM Hmong American Studies Initiative

Bullock, Marcus, Professor Emeritus, English, College of Letters and Science (Global Studies Affiliate)

Education: PhD, 1980, University of Oregon

Foreign Languages: Italian (1); Spanish (5); Urdu (5); French (4); German (5)

Field Experience: Great Britain, Canada, Germany

Percentage of Time Devoted to international/Area/Global Studies: 75%

Courses Taught: Theory and Criticism, German Literature

Current Research/Teaching Specialization: South Asian literature, Literary theory and criticism

Sample Publications:

"Aftermaths: Exile, Migration, and Diaspora Reconsidered." New Brunswick, NJ: Rutgers University Press, 2009. Edited with P. Paik

"The Origins of the Danger Market," in Andrew Martin and Patrice Petro (eds.), *Rethinking Global Security: Media, Popular Culture, and the 'War on Terror,'* New Brunswick, NJ: Rutgers University Press, 2006.

"The Violent Eye: Ernst Junger's Visions and Revisions on the European Right." Wayne State: UP, 1992.

Distinctions: Co-organizer, CIE Annual Conference: Aftermaths: Exile, Migration, Diaspora

Burrell, Nancy, Professor, Communication, College of Letters and Science

Education: PhD, 1987, Michigan State University

Percentage of Time Dedicated to Global/International Studies: 25%

Courses Taught: Introduction to Mediation, Theories and Practice of Mediation, Marital and Family

Communication, Conflict and Human Interaction, Power and Interpersonal Relationships, Dispute Resolution, Advanced Mediation, Bargaining and Negotiation, Alternative Dispute Resolution

Current Research/Teaching Specialization: Relational development, Conflict, Decision-making, Marital and family communication, Child language acquisition, Conversational and discourse analysis, Sociolinguistics, Communication competence

Sample Publications:

"Interpersonal communication research: Advances through meta-analysis." Mahwah, NJ: Lawrence Erlbaum, 2002. Co-editors: Allen, M., Preiss, R., & Gayle, B.

"Differences in cognitive relativity between Americans' and Koreans' assessments of self." *Journal of Intercultural Communication Research*, 37. 105-118. 2008. Co-authors: Lim, T., Allen, M., & Kim, S.

"The relativity and salience of identity across cultures." *Speech & Communication*, 8. 178-202. 2007. Co-authors: Lim, T.S., Allen, M., Burrell, N. & Kim, S.

"Evaluating the effectiveness of distance learning: A comparison using meta-analysis." *Journal of Communication*, 54(3). 402-420. 2004. Co-authors: Allen, M., Mabry, E., Mattrey, M., Bourhis, J., Titsworth, S.

"Satisfaction with distance education." In M.G. Moore (Ed.), *Handbook of Distance Education* 3rd ed., 143-154. New York: Routledge, 2013. Co-authors: Allen, M., Omori, K., Mabry, E., & Timmerman, E.

Distinctions: Top Paper Award, Peace and Conflict Communication Division, Speech Communication Association Convention, San Francisco, 2010; Chair Director, Campus Mediation Center; Advisory Committee, Association for Conflict Resolution, 2011-2013; Member, International Communication Association; Member, Undergraduate Overseas Research Advisory Committee

Buseh, Aaron, Associate Professor, Nursing, College of Nursing (Global Studies Affiliate)

Education: PhD, 2001, University of Wisconsin-Milwaukee

Foreign Languages: French (4)

Field Experience: Swaziland, Thailand

Percentage of Time Dedicated to Global/International Studies: 50%

Courses Taught: Perspectives on the Health Care System, Delivery of Health Care in Developing Countries, Freshman Seminar in Professional Nursing, Introduction to Nursing Research

Current Research/Teaching Specialization: AIDS in South Africa, Socio-cultural studies in sub-Saharan Africa, Global and cross-cultural public health research, HIV/AIDS, Health disparities, Global/international Health and communal genetic research in ethnic minority communities

Sample Publications:

"Swaziland : A Cultural Health Assessment." In D'Avanzo, C. (Ed.), *Mosby's Pocket Guide to Cultural Health Assessment*, 4th Ed. 676-681. St. Louis, MO: Elsevier Inc., 2008.

"Empowering resilience: improving health care delivery in war-impacted African countries a case study of Liberia." Lanham, MD: University Press of America Inc., 2008.

"HIV/AIDS stigmatizing attitudes among young people in Swaziland: individual and environmental factors." *Journal of HIV/AIDS Prevention in Children & Youth*, 7(1). 97-120. 2006. Co-authors: Park, C.G., Stevens, P.E., McElmurry, B.J., Kelber, & S.T.

"Knowledge, Group-Based Medical Mistrust, Future Expectations, and Perceived Disadvantages of Medical Genetic Testing: Perspectives of Black African Immigrants/Refugees." *Public Health Genomics*, 17(1). 33-42. 2014. Co-authors: Kelber S., Millon-Underwood S., Stevens P., Townsend L.

Distinctions: Minority International Research Fellowship in Swaziland, Southern Africa, 1998; Best of the Journal of Nursing Scholarship-Health Policy and Systems Award, 2005; Recipient of Sigma Theta Tau International Honor Society of Nursing Excellence in Education Award, Eta Nu Chapter, 2007; Member, Advisory Committee, UWM Center for Global Health and Equity, 2005-present; Member, UWM Center for International Education Academic Programs Advisory Committee, 2004-present; Member, The Global Health Council, 1993-2010; Board Member, Pan African Community Organization 2010-present

Cameron, Barry, Associate Professor, Geosciences, College of Letters and Science

Education: PhD, 1993, Northern Illinois University

Foreign Languages: Spanish (2)

Field Experience: Guatemala, Nicaragua

Percentage of Time Dedicated to Global/International Studies: 50%

Courses Taught: Earth, Air, Fire and Water, Volcanology, Petrology-Igneous/Meatmorphic Rock

Current Research/Teaching Specialization: Igneous petrology, Volcanology, Terroir, Hydrochemistry of modern geothermal systems, Volcano-groundwater interaction

Sample Publications:

"Subglacial intermediate volcanism at Kerlingarfjöll, Iceland: magma-water interactions beneath thick ice." *Journal of Volcanology and Geothermal Research*. 2008. Co-authors: J.A. Stevenson, J.L. Smellie, D.W. McGarvie, & J.S. Gilbert.

"U-series disequilibria in Guatemalan lavas, crustal contamination, and implications for magma genesis along the Central American subduction zone." *Journal of Geophysical Research*, 112. 16. 2007. Co-authors: J.A. Walker, J.E. Mickelson, R.B. Thomas, L.C. Patino, M.J. Carr, M.D. Feigenson, & R.L. Edwards.

"Diverse volcanism in southeastern Guatemala: the role of crustal contamination." *GSA Special Paper 412 – Volcanic Hazards in Central America*. 121-139. 2006. Co-author: J.A. Walker.

"Evolution of a subglacial basaltic lava flow field: Tennena volcanic center, Mount Edziza volcanic complex, British Columbia, Canada." *Journal of Volcanology and Geothermal Research*, 272. 39-58. 2014. Co-authors: J.D.G. Hungerford, B.R. Edwards, I.P. Skilling.

"Monogenetic, behind-the-front volcanism in southeastern Guatemala and western El Salvador: $^{40}\text{Ar}/^{39}\text{Ar}$ ages and tectonic implications." *Lithos*, 123. 243-253. 2011. Co-authors: J.A. Walker, B.S. Singer, B.R. Jicha, M.J. Carr, and J.L. Olney,

Distinctions: 5 NSF Grants for research on Volcanology in Arctic and other locations, 2000-14; Ongoing consultant for Guatemalan government about volcanic hazards; Visiting Professor, School of Science and Technology, Geology Division, University of Camerino, Italy; Featured on PBS NOVA program called *Volcano Under the City* on volcanoes in Congo, 2005

Campbell, Benjamin, Associate Professor, Anthropology, College of Letters and Science

Education: PhD, 1990, Harvard University

Foreign Languages: French (2)

Field Experience: France, Kenya, Zimbabwe, Switzerland

Percentage of Time Dedicated to Global/International Studies: 75%

Courses Taught: Human biology, Human Evolution and Variation, Human Evolutionary Physiology, Evolutionary Biology and Human Disease, Neuroanthropology, Hormones and Behavior

Current Research/Teaching Specialization: Human biology, Africa, Hormones, Nomads, Adolescence, Aging and reproduction, Human life history, Hormones and the brain

Sample Publications:

"Dopamine receptor genetic polymorphisms and body composition in undernourished pastoralists: an exploration of nutritional indices among nomadic and recently settled Ariaal men in northern Kenya." *BMC Evolutionary Biology*, 8. 173. 2008. Co-authors: Eisenberg, D.T., Gary P.B., & Sorenson, M.D.

"DHEAS among Turkana men of northern Kenya." *The Aging Male*, 10. 203-209. 2007. Co-authors: Leslie P.W., & Campbell, K.L.

"Testosterone and marriage among Ariaal men." *Current Anthropology*, 48. 750-755. 2007. Co-authors: Gray, P.B., & Ellison, P.T.

"Dopamine Genes and Human Migration." In Crawford M. and Campbell B.C. (Eds.), *The Causes and Consequences of Human Migration: An Evolutionary Perspective*. 45-64. Cambridge University Press, 2012. Co-author: Barone L.M.

"In the Company of Men: Quality of Life and Social Support among the Ariaal of Northern Kenya." *Cross-Cultural Journal of Gerontology*, 26:221-37. 2011. Co-authors: Campbell, B.C, Gary, P.B, Radak.

Distinctions: Visiting Scholar, Harvard University, 2006-07; Grant, Quality of Life and Testosterone among Ariaal Men of Kenya, Wenner-Gren Foundation, 2004-05; Interviewed for History Channel, 2012 and work covered by NY Times and New Scientist

Cardenas, Brenda, Associate Professor, English, College of Letters and Science

Education: MFA, 1995, University of Michigan

Foreign Languages: Spanish (4)

Percentage of Time Dedicated to Global/International Studies: 25%

Courses Taught: Poetry: Structures and Constraints from Traditional to Experimental, The Musicality of Poetry Sound and Rhythm, Latino/a Literature of the Political Imagination, U. S. Latino/a Performance Art, The Architecture of Cultural Identity, Chicano/a Literature and Culture

Current Research/Teaching Specialization: Creative writing--poetry, United States Latino/a Literature

Sample Publications:

"Boomerang, Poems by Brenda Cárdenas." Tempe: Bilingual Press, 2009.

"From the Tongues of Brick and Stone (chapbook)." South Bend: Momotombo Press, Institute for Latino/a Studies, University of Notre Dame, 2005.

"Between the Heart and the Land/Entre el corazón y la tierra: Latina Poets in the Midwest." Chicago: MARCH/Abrazo Press, 2001. Co-editor: Johanny Vazquez.

"A Lover's Resolution to Thaw Our Winter Blood." In Ray González (Ed.), *Under the Pomegranate Tree: The Best Latino Erotica*. 330-331. New York: Washington Square Press, Pocket Books, 1996.

"Foreword to Raztlán—The Cuadras of My Hood, Chicano, Illinois: A Latino and Native American Barrio Perspective in Verse" By Lisa Rivera. 5-6, Chicago: Native Voices, 2003.

Distinctions: Diana Hacker Award for Exemplary Programs in English, Latin American and Latino/a Studies, Wilbur Wright College, 2005; Frequent poetry reader and interviewee on WUWM and other public radio stations; Latino/a Studies Certificate Program Advisory Committee, 2009-present; Center for Latin American and Caribbean Studies, 2007-present

Carlin, Martha, Professor, History, College of Letters and Science

Education: PhD, 1984, University of Toronto, Canada

Foreign Languages: French (3); Italian (1); German (2); Spanish (2); Italian (1)

Field Experience: Canada, France, United Kingdom

Percentage of Time Dedicated to Global/International Studies: 100%

Courses Taught: The History of Medieval Europe: The Early Middle Ages, The History of Medieval Europe: The High Middle Ages, Food, Culture, and Power: The Role of Food in History, Life in a Medieval Castle, Colloquium in European History: Medieval Cities, Seminar in European History: London to 1600, Western Civilization to 1500, Medieval London, The Role of Food in History, England, 1200-1250

Current Research/Teaching Specialization: Food and daily life in history, Medieval Europe

Sample Publications:

"Lost Letters of Medieval Life: English Society, 1200-1250." Philadelphia: University of Pennsylvania Press, 2013. Co-translator/editor: David Crouch.

"Food and Eating in Medieval Europe." Martha Carlin and Joel Rosenthal (Eds.), London and Rio Grande, Ohio: Hambledon Press, 1998.

"Cheating the Boss: Robert Carpenter's Embezzlement Instructions (c. 1261-8), and Employee Fraud in Medieval England." In Ed. Benjamin Dodd and Christian Liddy (Eds.), Markets and Entrepreneurs in Medieval England: Essays in Honour of Richard Britnell, 183-197. Woodbridge, Suffolk: Boydell, 2011.

"What say you to a piece of beef and mustard? The Evolution of Public Dining in Late Medieval and Tudor London." In Deborah Harkness and Jean Howard (Eds.), The Places and Spaces of Early Modern London Huntington Library Quarterly, 71(1). 199-217. November 2008.

Distinctions: Fellow of the Royal Historical Society, United Kingdom; Councilor of the London Record Society

Chakrabarti, Avik, Associate Professor, Economics, College of Letters and Science

Education: PhD, 1998, University of Michigan Ann Arbor

Foreign Languages: Sanskrit (2); Bengali (5); Hindi (2); German (1)

Field Experience: India

Percentage of Time Dedicated to Global/International Studies: 75%

Courses Taught: International Trade, International Finance, Industrial Organization, Economic Systems, Microeconomics, Macroeconomics.

Current Research/Teaching Specialization: Outsourcing, Multinational corporations, International trade and investment, Microeconomics

Sample Publications:

"Foreign Equity Participation under Incomplete Information." Journal of Economic Behavior and Organization, 67(1). 279-295. 2008. Co-author: H. Beladi.

"Trade and Wage Inequality in Developing Countries." Economic Inquiry, 42(2). 295-303. 2004. Co-authors: S. Marjit and H. Beladi.

"Cross-Border Mergers in Vertically Related Industries." European Economic Review, 59. 97 – 108, 2013. Co-authors: H. Beladi and S. Marjit.

"Privatization and Strategic Mergers across Borders." Review of International Economics, 21(3). 432-446, 2013. Co-authors: H. Beladi and S. Marjit.

"North-South Outsourcing, Immigration, and Skilled wages: Through the Lens of Incomplete Contracts." Review of Development Economics, 15(3). 417-28. 2011. Co-authors: H. Beladi and S. Marjit.

Distinctions: Royal Economic Society Academic Grant, United Kingdom; International Trade Research Award, Export-Import Bank of India; Excellence in Teaching Award, Student Success Program, UWM; Advisory Board, Pakistan Economic and Social Review

Chikoto, Grace, Assistant Professor, Public and Nonprofit Administration, College of Letters and Science

Education: PhD, 2009, Georgia Institute of Technology/ Georgia State

Foreign Languages: Shona (5)

Field Experience: Zimbabwe

Percentage of Time Dedicated to Global/International Studies: 25%

Courses Taught: International NGOs, Introduction to Nonprofit Organizations

Current Research/Teaching Specialization: International NGOs, Nonprofit Financing, Evaluation Research, Volunteerism in Africa, Relief efforts in Zimbabwe and Haiti

Sample Publications:

“Haiti’s Emergency Management: A Case of Regional Support, Challenges, Opportunities, and Recommendations for the Future.” In David A. McEntire, *Comparative Emergency Management: Understanding Disaster Policies, Organizations, and Initiatives from Around the World*. 2012. Co-authors: Erin Fordyce, Abdul-Akeem Sadiq, & Grace L. Chikoto.

“Zimbabwe’s Emergency Management System: A Promising Development,” In David A. McEntire (Ed.), *Comparative Emergency Management: Understanding Disaster Policies, Organizations, and Initiatives from Around the World*. 2012. Co-author: Abdul-Akeem Sadiq.

“Government Funding and INGOs’ Autonomy: A Tool-Choice Approach,” Working Paper 07-06, Nonprofit Studies Program, Andrew Young School of Policy Studies. 2007.

“Disaster Mitigation and Preparedness in Organizations: Are Nonprofit Organizations More Prepared for Disasters than Public and Private Organizations?” *Nonprofit and Voluntary Sector Quarterly*, 42(2). 389-408. April 2013. Co-authors: Abdul-Akeem Sadiq, & Fordyce Erin, 2013.

Distinctions: Reviewer, President Obama’s Young African Leaders Initiative (YALI); Washington Fellowship for Young African Leaders, 2014; Member, The International Society for Third-Sector Research (ISTR)

Choi, Woonsup, Assistant Professor, Geography, College of Letters and Science (Global Studies Affiliate)

Education: PhD, 2005, University of Illinois, Urbana-Champaign

Foreign Languages: German (1); French (1); Korean (5)

Field Experience: Canada, Korea

Percentage of Time Dedicated to Global/International Studies: 50%

Courses Taught: Physical Geography of Cities, Spatial Analysis, Our Physical Environment, Watershed Analysis and Modeling, Hydrogeography, Remote Sensing

Current Research/Teaching Specialization: Hydroclimatology, Hydrological modeling, Effect of climate change and urbanization on water resources, Geographical Information Sciences, Climatology

Sample Publications:

“Forest cover changes in North Korea since the 1980s,” *Regional Environmental Change*, 14(1). 347-354, 2014. Co-author: Kang, S.

“Spatial characteristics of storm damage in rice paddy and residential areas in Gyeonggi-do (province), Korea.” *Disaster Advances*, 5(4). 524-535, 2012. Co-authors: Kang, S., T.M. Schierenbeck.

“Simulating streamflow response to climate scenarios in central Canada using a simple statistical downscaling method.” *Climate Research*, 40. 89-102, 2009. Co-authors: P.F. Rasmussen, A.R. Moore and S.J. Kim.

“Early summer dissolved oxygen characteristics in restored streams in Seoul.” *Journal of the Korean Geographical Society*, 48(3). 336-347, 2013. Co-authors: Thoenen, C., and J. Choi.

“Regional Development of Korea.” In Kwon, Y. and J. Lee (Editors-in-Chief), *The Geography of Korea*, National Geographic Information Institute, 357-389. Suwon, Korea, 2010. Co-author: Kim, T.

Distinctions: AAG-NSF Travel Grant for IGU Conference, Germany, 2012; President-elect, Korea-America Association for Geospatial and Environmental Sciences; Lecturer/Presenter, Kyung Hee University, Seoul, Korea, Pusan National University, Busan, Korea, Korea Research Institute for Human Settlements: Anyang, Gyeonggi, Korea, 2010-13; Member, International Geographical Union Commission for Water Sustainability, Korean Geographical Society, and International Water Resources Association

Chu, Winson, Associate Professor, History, College of Letters and Science (Global Studies Affiliate)

Education: PhD, 2006, University of California-Berkeley

Foreign Languages: Russian (2); Cantonese (2); French (2); Polish (4); German (5)

Field Experience: Germany, Poland

Percentage of Time Dedicated to Global/International Studies: 100%

Courses Taught: German politics and societies, Social and cultural impact of war, Ethnic cleansing in Europe

Current Research/Teaching Specialization: Modern Central Europe, German-Polish borderlands, Empires, Diasporas, National minorities

Sample Publications:

"The German Minority in Interwar Poland." In series: Publications of the German Historical Institute. Cambridge and New York: Cambridge University Press, 2012.

"A Sonderweg through Eastern Europe? The Varieties of German Rule in Poland during the Two World Wars." *German History*, 31(3). 318–344. 2013. Co-authors: Jesse Kauffman and Michael Meng.

"The 'Lodzermensch': From Cultural Contamination to Marketable Multiculturalism." In Kristin Kopp and Joanna NijyDska (Eds.), *Germany, Poland and Postmemorial Relations: In Search of a Livable Past*, 239-258. New York and Basingstoke, UK: Palgrave Macmillan, 2012.

"'Volksgemeinschaften unter sich': German Minorities and Regionalism in Poland, 1918-39." In Neil Gregor, Nils Roemer, and Mark Roseman (Eds.), *German History from the Margins*, 104-126. Bloomington: Indiana University Press, 2006.

"The Geography of Germanness: Recentering German History in Interwar Poland." *Bulletin of the German Historical Institute*, 42. : 95-104. Spring 2008.

Distinctions: Scholarship, Herder Institute for Historical Research on East Central Europe, 2015; Fellow, The Imre Kertész Kolleg Jena (Germany) for Eastern Europe in the Twentieth Century, 2014; German Historical Institute in Warsaw, Research Grants, 2009, 2013, 2015; Commendation, The Fraenkel Prize in Contemporary History, London, 2012; American Council on Germany, Dr. Richard M. Hunt Fellowship, 2010; International Studies Advisory Committee, 2009-Present

Ciccione, Anthony, Professor of French and Director, Center for Instruction and Professional Development, College of Letters and Science

Education: PhD, 1975, State University of New York Buffalo

Foreign Languages: French (4); Spanish (5)

Field Experience: France, Netherlands

Percentage of Time Devoted to international/Area/Global Studies: 50%

Courses Taught: French language and literature, Scholarship of teaching and learning

Current Research/Teaching Specialization: Second language acquisition and assessment, Curricular redesign and hybrid courses, Scholarship of teaching and learning

Sample Publications:

"The Scholarship of Teaching and Learning Reconsidered: Institutional Impact and Integration." San Francisco: Jossey-Bass, 2011.

"Exploring More Signature Pedagogies: Approaches to Teaching Disciplinary Habits of Mind" Sterling, Virginia: Stylus Publishing, 2012.

"On Using Videos in the Foreign Language Classroom," Conference on the Use of Technology in the Foreign Language Classroom, UW-GBY, 1995.

Distinctions: Coordinator, UW System Foreign Language Placement Test Project, 1983-95; Former Program Director, UWM Study Abroad in France; French Teacher of the Year Award from the Wisconsin Association of Foreign Language Teachers; Presentations on the scholarship of teaching and learning nationally and internationally, most recently at the 8th London SoTL conference, the 4th Threshold Concepts Conference in Dublin, and the North-West University of South Africa

Clark, George, Professor, English, College of Letters and Science

Education: PhD, 1996, Florida State University

Foreign Languages: German (2); Spanish (2); Ombundu (2); Shona (3); Tonga (3)

Field Experience: South Africa, Angola, Zimbabwe, Portugal, Germany, United Kingdom, Brazil, Argentina, Columbia, Dominican Republic

Percentage of Time Dedicated to Global/International Studies: 75%

Courses Taught: African Fiction, Fiction Workshop, African Literature, Postcolonial Fiction, The Art of Fiction, African, Celtic, and World Humanities, Creative Writing

Current Research/Teaching Specialization: Creative writing, African literature

Sample Publications:

"The Raw Man." 324 pages. Jonathan Cape/Random House: UK, London. 2011.

"The Incomplete Priest." Ecotone. 20-38, Fall 2012.

"The Centre of the World." The Granta Book of the African Short Story. 236-251. Granta Books: London, 2011.

"The Blood Reader." In Daniel Olson (Ed.), Exotic Gothic 2, 70-80. Ash-Tree Press: Ashcroft, 2008.

"Verdens Centrum." In Sofie Vestergaard Jorgensen, Andreas Harbsmeir (Trans.), Lettre_ Internationale, 16. 22-24. 2007.

Distinctions: Residency Grant, Fundacion Valparaiso, Almeria, Spain, 2011; UWM Center for International Education Research Travel Award 2011; Guest Professor, Department of English and Linguistics, Justus Liebig University, Giessen, Germany, 2012; Interviewee WUWM, BBC World Service, Milwaukee Public Television; University of Wisconsin-Milwaukee Center for Celtic Studies Curriculum Committee, 2007-present

Cobb, Portia, Associate Professor, Film, Video, Animation and New Genres, Peck School of the Arts

Education: PhD, 1992, San Francisco State University

Foreign Languages: French (3)

Field Experience: Ghana, Senegal, Mali, Burkina Faso, Mauritania, Ivory Coast

Percentage of Time Dedicated to Global/International Studies: 75%

Courses Taught: Basic Elements of Video, Ethnographic Video Production, Radical Black Film, The Documentary, African Cinema, Radical film and Film movements, Field Production West Africa, Ethnographic Video, Digital Video and Photography, Production/Post-Production methods/practices, Study Abroad (West Africa), Domestic field production/Field School, Multicultural America, Ethnographic Video

Current Research/Teaching Specialization: Urban and rural communities in America and West Africa, Politics of place and identity, Ethnographic video, International cinemas, African and other cinemas of the scattered African diaspora

Sample Publications:

"7th Black International Cinema, Berlin." Exhibition Catalog, Fountainhead Tanz Theatre, Berlin, German. 1992.

"Tercera Biennial." Exhibition Catalog, Museum of Contemporary Art, Santiago, Chile. 1997.

"No Justice, No Peace? Resolutionsé." The California Afro-American Museum Exhibition Catalog, Los Angeles, CA. 1993.

"The Way showers: Low Country African American Women Quilters." 30 mins, May 2010.

"Bottle Tree: The Blessed Memorial," 15 minutes. HD Video. 2009.

Distinctions: Community Media Project, Africa Beyond, Cinemas of the Scattered African Diaspora; Outstanding Woman of Color in Education award recipient, UWM, 2007; Chair, CIE Access Task Force; Member, UWM Task Force on Internationalization; Member, CIE Academic and Outreach Programs Advisory Committee; Juror, Charleston and South Carolina, International Film Festival, 2008, 2012; Volunteer, Causes For Change International, Milagros, Ecuador, 2006

Coenen, Amy, Professor, Nursing, School of Nursing (Global Studies Affiliate)

Education: PhD, 1993, University of Wisconsin-Milwaukee

Field Experience: Switzerland

Percentage of Time Dedicated to Global/International Studies: 75%

Courses Taught: Analysis of Nursing Phenomena I, Health Care and Nursing Informatics, Informatics for Health Care Professionals, Mental Health Nursing, Information Systems to Support Clinical Decision Making, Information Management, Healthcare Technology, Clinical Outcome Management and Information Systems

Current Research/Teaching Specialization: Nursing and healthcare informatics, Nursing administration

Sample Publications:

"Dignified Dying: Phenomenon and Actions Among Nurses in India." *International Nursing Review*, 5. 28-33. 2006. Co-authors: Doorenbos, A.Z., Wilson, S.A., & Borse, N.N.

"A Cross-Cultural Analysis of Dignified Dying." *Journal of Nursing Scholarship*, 38(4). 352-357. 2006. Co-authors: Doorenbos A & Wilson S.

"Interpretation of an International Terminology Standard in the Development of a Logic-Based Compositional Terminology." *International Journal of Medical Informatics*, 76S2. 274-280. 2007. Co-author: Hardiker N.R.

"Nursing Interventions to Promote Dignified Dying in Four Countries." *Oncology Nursing Forum*, 34(6). 1151-1156. 2007. Co-authors: Doorenbos, A.Z. & Wilson, S.A.

"Palliative Care Nursing Interventions in Thailand." *Journal of Transcultural Nursing*, 24(4). 332-339. 2013. Co-authors: Doorenbos, A.Z., Juntasopeepun, P., Eaton, L.H., Rue, T., & Hong, E.

"Nursing Interventions to Promote Dignified Dying in South Korea." *International Journal of Palliative Nursing*, 17. 392-397. 2011. Co-authors: Jo, K.H., Doorenbos, A.Z., Sung, K.W., Hong, E., & Rue, T.

"Globalization and Advances in Information and Communication Technologies: Impact on Nursing and Health." *Nursing Outlook*, 56(5). 238-246. 2008. Co-author: Abbot, P.A.

Distinctions: Director of International Classification for Nursing Practice Programme for the International Council of Nurses (ICN) eHealth Programme, Switzerland; Faculty Mentor for UWM College of Nursing Visiting Scholars from Brazil and China; Member, World Health Organization (WHO) Family of International Classification working groups; Member, World Health Organization (WHO) Advisory Group for ICD-10 Mental Health Diagnosis & Classification, 2006-09; Member, UWM International Council

Cordova, Sarah Davies, Associate Professor, French, Italian, and Comparative Literature -- French, College of Letters and Science (Global Studies Affiliate)

Education: PhD, 1993, UCLA

Foreign Languages: German (2); Xhosa (1); French (5); Spanish (3); Haitian Kreyol (1)

Field Experience: France, South Africa, Mauritius, Ivory Coast, Cambodia

Percentage of Time Dedicated to Global/International Studies: 100%

Courses Taught: French and Francophone Literatures/Cultures, African and Caribbean Classics, Translating Memories: Re-member-ing Women of West and Central Africa, Language Acquisition, Intro. to Reading in French, France and the Francophone World, Stories of Haiti, Francophone Women and Their Writings

Current Research/Teaching Specialization: Representations of slavery and trauma especially in women's literary texts, French language, French and Francophone cultures of 19-21st Centuries colonial, post-colonial and Caribbean literatures and cultures, Research in dance in South Africa

Sample Publications:

"Traduire la reine Pokou: fidélité ou trahison?" James Day (Ed.), Translation in French and Francophone Literature and Film, *French Literature Studies XXXVI*, 131-145. Amsterdam: Rodopi, 2009.

"Gothic Opera as Romantic Discourse in Britain and France: a cross-cultural dialogue." *Romanticism: Comparative Discourses*, 11-34. London: Ashgate Press, 2006 Co-author: D. Long Hoeveler.

"La Métropole hospitalière? Une interrogation à partir de La Deuxième mort de Toussaint Louverture de Fabienne Pasquet." D. K. Wa Kabwe-Segatti & P. Halen (Eds.), *Du nègre Bambara au Négropolitain: Les littératures africaines en contexte transculturel*, Collections Littérature des mondes contemporains série "Afrique" 4. 117-134. Université Paul Verlaine-Metz, 2009.

Distinctions: Senior Fellow, Univ. of Johannesburg, 2012-15; Global Studies Research Fellow, 2012-13; Visiting Prof., Inst. of Social Development, Univ. of the Western Cape, S. Africa, 2005-07; Resident Dir., Marquette Univ. Study Abroad Service Learning Program, 2005-08; Co-Organizer, Festival of Films in French, UWM, 2012; Committee Member, M.A. in Literature, Language & Translation; Member, Faculty Advisory Committee, Translation & Interpreting Studies, UWM; Member, Foreign Languages Advisory Group, UWM

Counts, Derek, Associate Professor, Art History, College of Letters and Science (Global Studies Affiliate)

Education: PhD, 1998, Brown University

Foreign Languages: French (2); German (1); Italian (3); Spanish (2); Greek (2)

Field Experience: Cyprus, Israel, England, France, Italy, Greece

Percentage of Time Dedicated to Global/International Studies: 100%

Courses Taught: Ancient and Medieval Art and Architecture, Minoan and Mycenaean Art and Architecture, The Politics of the Past: Archaeology and Ideology from Antiquity to Today, Greek Art and Archaeology, The Parthenon and the Athenian Acropolis, The Archaeology of the Aegean Bronze Age, Roman Art and Archaeology, Greek Sculpture, European art/architecture in the Medieval era

Current Research/Teaching Specialization: Greek and Cypriote sculpture, Greek and Roman art, archaeology and architecture, Greek sculpture, Topography of Athens and Attica, Late republican/early imperial Roman art, Field methods in archaeology, Material culture of Cyprus: Cypriot sculpture and sanctuaries; ancient religious practice and associated iconography, Ancient globalization and postcolonial theory

Sample Publications:

"New Approaches to the Elusive Iron Age Politics of Ancient Cyprus." *Bulletin of the American Schools of Oriental Research*, 370. (2013). Guest Editor, special volume of journal [with M. Iacovou].

"Fitting In: Archaeology and Community in Athienou, Cyprus." *Near Eastern Archaeology* 76(3). 166-177. 2013. Co-authors: E. Cova, P. N. Kardulias, M. K. Toumazou.

"A History of Archaeological Activity in the Athienou Region." In M. K. Toumazou, et al. (Eds.), *Crossroads and Boundaries: The Archaeology of Past and Present in the Malloura Valley, Cyprus*, 45-54. Boston: American Schools of Oriental Research, 2011.

"Divine Symbols and Royal Aspirations: The Master of Animals in Iron Age Cypriote Religion." In D. B. Counts and B. Arnold (Eds.), *The Master of Animals in Old World Iconography*, 135-50. Budapest: *Archaeolingua*, 2010.

Distinctions: Multiple Travel Grants from UWM CIE and UWM Arts and Humanities, 2005-present; NEH Research Fellow, Cyprus American Arch. Research Institute, Nicosia, Cyprus, 2001; Associate Director, Athienou Archaeological Project, Athienou, Cyprus, 2003-present; Fellowship Committee and Frequent Conference presenter, Cyprus American Archaeological Research Institute

Cova, Elisabetta, Assistant Professor, Foreign Languages and Literature, College of Letters and Science

Education: MPhil, 1999, University of Cambridge, United Kingdom

Foreign Languages: Italian (5); Modern Greek (2); French (1); German (1)

Field Experience: Italy, Cyprus, England

Percentage of Time Dedicated to Global/International Studies: 75%

Courses Taught: The Life and Literature of Classical Athens: Herodotus and Dramatists, Introduction to Classical Greek II, Introduction to College Latin II, Ancient Greek and Latin languages and literature, Classical Mythology, Ancient Roman Civilization, Greek Language, Fourth Semester Latin, Power of Words

Current Research/Teaching Specialization: Classical languages and literature, Roman domestic architecture, Roman archaeology, Pompeii and museum studies, Roman Cyprus, Latin language and literature

Sample Publications:

"Italian Prehistory and the Emergence of the Civic Museum." *Rasenna: Journal of the Center for Etruscan Studies*, 2(1). 2009.

"Fitting In: Archaeology and Community in Athienou, Cyprus." *Near Eastern Archaeology*, 76(3). 166-177. 2013. Co-authors: Counts, P. N. Kardulias, M. K. Toumazou.

"Writing from Unknown Hands: A Selection of Inscriptions from Athienou-Malloura." In M. K. Toumazou, et al. (Eds.), *Crossroads and Boundaries: The Archaeology of Past and Present in the Malloura Valley, Cyprus*. 179-190. Boston, 2011.

"Negotiating the Past in the Present: Italian Prehistory, Civic Museums, and Curatorial Practice in Emilia-Romagna, Italy." *European Journal of Archaeology* 13(3), 285-312. 2010.

Distinctions: 7 Travel Grants from UWM CIE and Arts and Humanities, 2007-13; Italian Ministry of Foreign Affairs Research Grants in Archaeology Funded by the Republic of Cyprus, 2003; Visiting Lecturer, Greek and Latin Summer School, Dipartimento di Filologia Classica e Italianistica, Università di Bologna, Italy, 2011; Lecturer, Davidson College Archaeological Field School, Cyprus, 2007; Coordinator, UWM Certificate Program in Ancient Mediterranean Studies

Czeck, Dyanna, Associate Professor, Geosciences, College of Letters and Science

Education: PhD, 2001, University of Minnesota

Foreign Languages: French (2); Spanish (1)

Field Experience: Canada, Spain, Switzerland, Scotland

Percentage of Time Dedicated to Global/International Studies: 50%

Courses Taught: Geomechanics and Advanced Structural Geology, Introduction to the Earth, Structural geology, Tectonics, Introductory Geology

Current Research/Teaching Specialization: Three dimensional flow processes, Structural geology and tectonics, Deformation in shear zones and folds, Structures that form deep within earth's crust, Fabric development and strain in deformed rocks, Strain in deformed rocks

Sample Publications:

"Strain Analysis and Rheology Contrasts in Polymictic Conglomerates: an Example from the Seine Metaconglomerates, Superior Province, Canada." *Journal of Structural Geology*, 31. 1365-1376. 2009. Co-authors: Czeck, D. M., Fissler, D. A., Horsman, E., and Tikoff, B.

"Structural geology of the subprovince boundaries in the Archean Superior Province of northern Minnesota and adjacent Ontario." In Miller, J.D., Hudak, G.J., Wittkop, C., and McLaughlin, P.I. (Eds.), *Archean to Anthropocene: Field Guides to the Geology of the Mid-Continent of North America: Geological Society of America Field Guide* 24, 203–241. 2011. Co-authors: Bauer, R.L., Hudleston, P.J., Tikoff, B.

Distinctions: Frequent Presenter, Deformation, Rheology & Tectonics, Belgium, Spain, UK, 2009-13; UWM CIE/OUR Faculty/Academic Staff Travel Award to Support Undergraduate Research, Scotland, 2013; Guest editor for special volume of *Journal of Structural Geology*, Spain

Davis, Garry, Professor, Linguistics, College of Letters and Science

Education: PhD, 1986, University of Michigan

Foreign Languages: German (5); Dutch (3); Thai (2); French (3)

Field Experience: Laos, Thailand, Austria, Germany

Percentage of Time Dedicated to Global/International Studies: 100%

Courses Taught: Fourth Year Composition and Conversation (German), German Life and Civilization II, German Philology and Phonetics, History and Structure of German

Current Research/Teaching Specialization: Languages and cultures of Laos and Thailand, German linguistics, Historical linguistics, History of the German language

Sample Publications:

"Segment Organization in the High German Consonant Shift." *American Journal Of Germanic Linguistics*, 7(2). 111-127. 1995. Co-author: Gregory Iverson.

"Mini-sound changes and etymology. Gothic bagms, mapl and auhns." *Interdigitations: Essay for Irmengard Rauch*, 147-154. New York: Peter Lang Publishing, 1998.

"Notes on the etymologies of English 'big' and Gothic 'ga-'." *American Journal of Germanic Linguistics and Literatures*, 12(1). 41-52. 2000.

"Entstehung und Alter der hochdeutschen Lautverschiebung in Wermelskirchen." *Zeitschrift fuer Dialektologie und Linguistik*, 72(3). 257-277. 2005. Entstehung paper, pdfversion

"Segment Organization in the High German Consonant Shift." *American Journal of Germanic Linguistics and Literatures*, 7(2). 111-127. 1995. Co-author: Gregory K. Iverson. pdfversion

"Analogie, Intrinsische dauer und Prosodie: zur postcokalischen Ausbreitung der ahd." *Lautverschiebung im Fraenkischen*, PBB 130/3. 2008.

Distinctions: Thai language program supervisor; originator of Viadrina (Germany) student exchange; faculty coordinator for Milwaukee-based literacy program for heritage learners; Research Committee Award for German Immersion, 2010; 6 Arts and Humanities Travel Grants, 2007-13; Member of Coordinating Committee, Hmong Diaspora Studies, 2010-Present; Interim Chair of Linguistics, 2014

Davis-Benavides, Christopher, Associate Professor, Visual Art, Peck School of the Arts (Global Studies Affiliate)

Education: MFA, 1986, University of Wisconsin Madison

Foreign Languages: Spanish (5)

Field Experience: Peru

Percentage of Time Dedicated to Global/International Studies: 25%

Courses Taught: Basic Ceramics, Intermediate Ceramics II

Current Research/Teaching Specialization: The hero/saint myths in Spain and the New World

Sample Publications:

"Reflejos." Ceramic Sculptures and Photographs presented at Exhibition, 2000

Distinctions: Led Study Abroad Program: Art in Peru; J. William Fulbright Senior Scholars Lectureship in Mexico at the Universidad Autonoma de Mexico; Residency in the FuLe International Ceramic Art Museum (FLICAM) Fuping, Shaanxi, China; Works exhibited in Instituto Cultural Peruano-Norteamericano, Peru; Museo de Arte de Lima, Peru; International Ceramics Studio, Hungary ; Member, CIE Study Abroad Coordinator Search Committee, 2011; Member, Overseas Programs & Partnerships Advisory Committee

Day, Michael, Professor, Geography, College of Letters and Science (Global Studies Affiliate)

Education: PhD, 1978, Oxford University England

Foreign Languages: Spanish (1); French (1)

Field Experience: Ireland, France, Germany, Switzerland, Austria, Italy, Hungary, Belize, Jamaica, Trinidad, Guyana, Cuba, Mexico, Korea, New Zealand, Australia, China, England, Indonesia, Malaysia, Philippines, Guatemala, Belize, Chile, Puerto Rico, Virgin Islands, Antigua, Barbados, Trinidad, Vietnam, South Korea

Percentage of Time Dedicated to Global/International Studies: 50%

Courses Taught: Introduction to Caves and Caving, The Language of Maps, Karst landscapes; caves, research methods, fieldwork, Our Physical Environment, Earth Surface Processes and Human Activity, Caves and Caving, Biogeography, Conservation of Natural Resources, Methods and Principles in Geomorphology, Karst Geomorphology, Perspectives on Geography, Tropical Fieldwork: Belize, Guyana, Jamaica, Trinidad, Puerto Rico, Fieldwork Methods

Current Research/Teaching Specialization: Physical geography and geomorphology, Land use and conservation in Karst landscapes, Caves, Biogeography, Geoecology, The Caribbean and Central America, Southeast Asia

Sample Publications:

"Military campaigns in tropical karst terrain: the Maroon Wars of Jamaica." In D.R. Caldwell, J. Ehlen and R.S. Harmon. Kluwer, Dordrecht (Eds.), Studies in Military Geography and Geology, 79-88. 2004.

"The karstlands of Trinidad and Tobago, their land use and conservation." The Geographical Journal, 170(3). 256-266. Co-author: 2004. Co-author: Chenoweth, M.S.

"The Wenlock Edge, Shropshire: England's least-known karst?" Cave and Karst Science, 39(3). 109-114. 2012.

"Natural and anthropogenic hazards in the karst of Bohol, the Philippines." Proceedings Asian Trans-Disciplinary Karst Conference, : 313-321. 2011.

"Water as a focus of ecotourism in the karst of Puerto Rico." Turismo e Paisages Carsticas (Tourism and Karst Areas), 4(1). 17-25. 2011. Co-author: Hall, A.B.

"Protection of karst landscapes in the developing world: Lessons from Central America, the Caribbean and Southeast Asia." In P. VanBeynen (Ed.), Springer. Karst Management, 439-458. 2011.

Distinctions: Fellow of the Royal Geographical Society/ Institute of British Geographers; Member, IUCN Karst Commission, World Commission on Protected Areas, Caribbean Conservation Association; External Examiner for Physical Geography, University of the West Indies, 2003-2009; International Advisory Board for Acta Carsologica, 2004-present; Member, Center for Latin American and Caribbean Studies Advisory Committee

DiValerio, David, Assistant Professor, History and Religious Studies, College of Letters and Science

Education: PhD, 2011, University of Virginia

Foreign Languages: Japanese (1); Spanish (3); Sanskrit (3); Tibetan (4); French (1)

Field Experience: China, Tibet, Nepal, India, Japan, Mongolia

Percentage of Time Dedicated to Global/International Studies: 75%

Courses Taught: Theories of Religion, Sainthood, Buddhism Across Asia,

Current Research/Teaching Specialization: Buddhism, Tibetan history and culture, Tibetan language and literature, Tantra, Indian religions, Theories of religion, Methodology for the study of religion, Ascetic traditions, Sainthood, Hinduism

Sample Publications:

"Buddhism and Hinduism." Entry for the Oxford Encyclopedia of American Culture and Intellectual History, 2013.

"Chasing Tibet's Demons: A Review." *The Religious Studies Review*, 38(2). 61-8, June 2012.

Review of "Theos Bernard, *The White Lama: Tibet, Yoga, and American Religious Life.*" by Paul Hackett, in the *Journal of Buddhist Ethics*, forthcoming.

"Tibet's 'Holy Madmen': Sainthood and the Performance of Enlightenment." Under contract with Oxford University Press

"The Life of Kunga Zangpo, the Madman from Ü." Book-length translation, sent to reviewers by Oxford University Press.

Distinctions: American Institute for Indian Studies Junior Fellowship, India, 2009; Graduate School Research Committee Award, Nepal and Mongolia, Summer 2013; Foreign Language and Area Studies Grant, 2003-06; Videographer, photographer, researcher, Eastern Tibet, winter 2006; Research assistant, Tibetan and Himalayan Library (thlib.org), 2006-09; Member Peace Studies Advisory Committee, 2013-14

Dornbos, Stephen, Associate Professor, Geosciences, College of Letters and Science

Education: PhD, 2003, University of Southern California

Foreign Languages: Spanish (1); German (1)

Field Experience: China, Mongolia

Percentage of Time Dedicated to Global/International Studies: 50%

Courses Taught: History of Life, Introduction to Paleontology, Early Animal Evolution, Marine Paleobiology

Current Research/Teaching Specialization: Evolutionary Paleocology, Geobiology

Sample Publications:

"Quantifying the Early Evolution of Life: Numerical Approaches to the Evaluation of Fossils and Ancient Ecosystems." *Topics in Geobiology*, 36. 462 p. Springer, 2011. Co-editors: Laflamme, M., and Schiffbauer, J.D.

"Phosphatization through the Phanerozoic." In Allison, P.A., and Bottjer, D.J. (Eds.), *Taphonomy*, Second Edition: Process and Bias Through Time. *Topics in Geobiology*, 32. 435-456. Springer, 2010.

"Information landscapes and the sensory ecology of the Cambrian radiation." *Paleobiology*, 36(2). 303-317. 2010. Co-authors: Plotnick, R.E., and Chen, J.Y.

"Paleoecology of the middle Cambrian edrioasteroid echinoderm *Totiglobus*: Implications for unusual Cambrian morphologies." *Palaios*, 25(3). 209-214. 2010. Co-authors: Domke, K.L., and Dornbos, S.Q.

Distinctions: Proposal Review Panelist for DGM in Berlin, Germany; Grant, UWM Research Growth Initiative, China, 2006-07; Member, International Scientific and Organizing Committee, The Centennial Anniversary of the Discovery of the Burgess Shale, 2009

Drame, Elizabeth, Associate Professor, Exceptional Education, School of Education (Global Studies Affiliate)

Education: PhD, 2000, Northwestern University

Foreign Languages: French (4)

Field Experience: Senegal, Kenya, Haiti

Percentage of Time Dedicated to Global/International Studies: 50%

Courses Taught: Collaborative Strategies, Curriculum Accommodations, Teaching Experience Supervision, Foundations of Autism Spectrum Disorders, Assessment and Monitoring, Inclusion for Secondary Science and Math Educators, Exceptional Education

Current Research/Teaching Specialization: Inclusive education, Autism spectrum disorders, Special education teacher quality

Sample Publications:

"We make the road by walking: a collaborative inquiry into the experiences of women in academia." *Reflective Practice*, 13(6). 829-844. 2012. Co-authors: Mueller, J.M., Oxford, R., Toro, S., Wisneski, D., & Xu, Y.

"Increasing Professionalism Through Teacher Preparation." In F. E. Obiakor, J. P. Bakken, & A. Rotatori (Eds.), *Current Issues and Trends in Special Education: Research, Technology, and Teacher Preparation: Advances in Special Education*, 20. 177-185. Bingley, UK: Emerald Group Publishing Limited, 2010.

"Program evaluation report for Centre Talibou Dabo in Dakar, Senegal." 2012.

Distinctions: Senior Research Scholar with Fulbright African Regional Research Program, Senegal, 2011-12; Presenter, International Conference on Education, 2008; Organizer, Professional Development workshops on Special Education, Differentiation, and Autism Dakar, Senegal, 2011-12; Member of the SOE Urban Doctoral Education Program Multicultural Specialization Committee, 2009-present; International Journal of Education Policy and Leadership reviewer, 2010-present; Served on Board of Directors of International Council for Exceptional Children (two 3-year terms); Global Studies Research Fellow, 2014-15

Du Plessis, Jacques, Associate Professor, School of Information Studies (Global Studies Affiliate)

Education: PhD, 2002, Utah State University

Foreign Languages: Dutch (5); Afrikaans (5); Spanish (2); French (3); English (5); German (3)

Field Experience: South Africa, Tanzania, Poland, Canada

Percentage of Time Dedicated to Global/International Studies: 50%

Courses Taught: Instructional Technology, Multimedia Product Development, Health Informatics: AIDS and Information, Multimedia Application Development, Microcomputers for Information Resources Management, Afrikaans 101, 102, 201

Current Research/Teaching Specialization: Cultural mediation of information, Information theory, Learning objects, Digital social networks, Web based models for self instruction

Sample Publications:

"Slave or sibling: a moral reframing the corporate knowledge sharing community." *South African Journal of Information Management*, 8(2). Johannesburg, South Africa: South African Journal of Information Management, June 2006. Co-authors: Britz J.J. & Davel R.

"From Food Silos to Community Kitchens" *Retooling African Libraries. The International Information and Library Review*, 40(1). 43-51. 2008.

"The spirit of open access to information as a key pillar in the African Renaissance." In Capurro, R., Britz, J.J., Bothma T.J.D., & Bester, B.C. (Eds.), *African Reader on Information Ethics*, 173-178. Department of Information Science, University of Pretoria, South Africa. 2007.

"Southern Africa – A Cultural Orientation. MultiLingual Solutions, Washington, DC." Training materials prepared for US Navy Africom personnel in preparation of deployment to southern Africa. 2008.

Distinctions: Director, Openlanguages.net initiative; Honorary Senior Lecturer at the University of Kwa-Zulu Natal, 2012-present; Executive Board Member of the National Council for the Teaching of Less Commonly Taught Languages, 2010-present; Member, South African Academy of Sciences and Humanities, 2012-present; Software developer of foreign language learning tools, Upper Austria, 2008-present; Interviewee on African language learning, WUWM Public Radio and Milwaukee Public Television; Study abroad leader to South Africa, 2010-11; Member, Global Studies Advisory Committee, 2004-present; Member, UWM International Council

Eckman, Fred, Distinguished Professor, Linguistics, College of Letters and Science

Education: PhD, 1972, Indiana University

Foreign Languages: French (2); German (3)

Field Experience: Germany, Morocco

Percentage of Time Dedicated to Global/International Studies: 100%

Courses Taught: Introduction to Second Language Acquisition, Language in its Various Forms, The Diversity of Human Language, Introduction to Linguistics

Current Research/Teaching Specialization: Second language acquisition, Second-language phonology, Second-language syntax, General linguistics

Sample Publications:

"Language Typology and Second Language Acquisition." In Handbook of Language Typology (Ed.), Jae Song. Oxford: Oxford University Press, 2010.

"From phonemic differences to constraint rankings: Research on second language phonology." *Studies in Second Language Acquisition*, 26, 513–549. 2004.

"Second language phonology." In S. Gass & A. Mackey (Eds.), *Handbook of Second Language Acquisition*. London: Routledge, 2010.

"Perception and production in the acquisition of L2 phonemic contrasts." In M. A. Watkins, A. Rauber & B. O. Baptista (Eds.), *Recent Research in Second Language Phonetics/Phonology: Perception and Production*.

Cambridge: Cambridge Scholars Publishing, 2009. Co-editors: M. A. Watkins, A. Rauber & B. O. Baptista.

"Typological Markedness and Second Language Phonology. In J. Hansen and M. Zampini (Eds.), *Phonology and Second Language Acquisition*, 95 - 116. Amsterdam: John Benjamins, 2008.

Distinctions: Guest professor, Department of English (Anglistik III), Heinrich-Heine Universität, Düsseldorf, Germany, 1995-2006

Ehlinger, Timothy, Associate Professor, Biological Sciences, College of Letters and Science (Global Studies Affiliate)

Education: PhD, 1986, Michigan State University

Foreign Languages: German (3); Romanian (3)

Field Experience: Romania, Black Sea Region, Costa Rica, Greece, Macedonia, Bulgaria, Moldova

Percentage of Time Dedicated to Global/International Studies: 100%

Courses Taught: Economics & the Environment (Global Studies 201), Indicators of Sustainable Development (Abroad), Introduction to Conservation and Environmental Sciences, Evidence-based Approaches to Sustainability

Current Research/Teaching Specialization: Watershed restoration and reestablishment of native fishes, Ecology of rare and threatened species, Design and implementation of stream restoration and rehabilitation plans, Ecology and ecosystem services, Sustainable development, Aquatic ecology

Sample Publications:

"Network Environmental Governance in the EU As A Framework For Trans-Boundary Sturgeon Protection and Cross-Border Sustainable Management." *Journal of Environmental Protection and Ecology*, 14(2). 685692. 2013
Co-authors: Munteanu, A. M., Golumbeanu, M., & Tofan, L.

"Predictive Analytics and Pattern Visualization for Human Health Risk Assessment." *Journal of Environmental Protection and Ecology*, 13(4). 21862197. 2012. Co-author: Dellinger M, and Tofan L

"Application of a participatory ex ante assessment model for environmental governance and visualizing sustainable redevelopment in Gorj County, Romania." In Z. Andreopoulou, B. Manos, N. Polma, & D. Viaggi (Eds.), *Agricultural and Environmental Informatics, Governance, and Management: Emerging Research Applications*. IGI-Global. 2011. Co-authors: Tofan, L., Bucur, M., Enz, J., Carlson, J., and Shaker, R.

Distinctions: Director, UWM interdepartmental major in Conservation and Environmental Science; Leader, Study Abroad Program: Ecology of Tropical Stream in Costa Rica; Member, Planning Committee for Global Sustainability Track of Global Studies BA Program; Leader, Romania Overseas Research Program; Director, Partnership for Sustainability and Peacebuilding, UWM; Grant for Danube Delta Biosphere Preserve and Danube Parks, EU LIFE+ Programme, 2011-13; Grant, Development of Indicators for Sustainable Development in the Danube Delta, Romania, 2006-10; Faculty Coordinator, Master of Sustainable Peacebuilding graduate program

Eichner, Carolyn, Associate Professor, History, College of Letters and Science (Global Studies Affiliate)

Education: PhD, 1996, University of California, Los Angeles

Foreign Languages: French (4)

Field Experience: France, England, The Netherlands, New Caledonia

Percentage of Time Dedicated to Global/International Studies: 75%

Courses Taught: Women and Gender in Modern France, Gender and Imperialism: France and England, Gender and Politics in 19th Century France, Women/Gender in Revolutions, History of U.S. Feminisms, Gender & Imperialism, Women in Revolutions in Comparative Historical Perspective, Women in Social Movements in the U.S., Women's Studies, Feminist Issues and Scholarship

Current Research/Teaching Specialization: Women and gender --19th-century France, imperialism, social movements, Gender and politics of naming, Feminism and empire in 19th-century France

Sample Publications:

"Review of Blessed Motherhood, Bitter Fruit: Nelly Roussel and the Politics of Female Pain in Third Republic France, by Elinor Accampo." *American Historical Review* 112(5). 1623-1624. December 2007.

"La Citoyenne in the World: Hubertine Auclert and Feminist Imperialism." *French Historical Studies*, 32(1). 63-84. Winter 2009.

"Review of The Fabric of Gender: Working-Class Culture in Third Republic France, by Helen Chenut." *European History Quarterly*, 39(1). 130-131. January 2009.

"Surmounting the Barricades: Women in the Paris Commune." Bloomington: Indiana University Press, 2004.

Distinctions: Global Studies Research Fellow, 2013-14; Organizing Committee Member, International Federation for Research in Women's History, Jinan, China conference; Program Committee Member, International Federation for Research in Women's History, Sheffield, England conference, 2013; Assistant Coordinator, International Federation for Research on Womens History 2010 Conference, Amsterdam; Western Society for French History, Vice Pres./Pres.-Elect, 2013-2014; *French Historical Studies*, Editorial Board Member

Etzel, Ruth, Professor of Epidemiology, Zilber School of Public Health

Education: PhD, 1985, University of North Carolina

Foreign Languages: French (3)

Field Experience: Liberia, Sierra Leone, Zambia, Uganda, Ghana, Haiti, Kenya, Uzbekistan, India, Kuwait, Guyana, Guatemala, Mexico, Spain, Japan, China, Hungary, Germany, France, Switzerland

Percentage of Time Dedicated to Global/International Studies: 25%

Courses Taught: Field methods in epidemiology, Children's health and the environment, Environmental health, Pediatrics

Current Research/Teaching Specialization: child health, global health, public health, environmental epidemiology, pediatrics, preventive medicine

Sample Publications:

Editor: *Pediatric Environmental Health*, 1st, 2nd, & 3rd Editions, Elk Grove Village, American Academy of Pediatrics, 1999, 2003, 2012.

Co-Editor: *Textbook of Children's Environmental Health*. New York: Oxford University Press, 2014.

Associate Editor: *Current Problems in Pediatrics and Adolescent Health Care*, 2004-present.

Associate Editor: *BioMed Central Public Health*, 2008 – 2012.

Scientific Editor: *International Journal of Circumpolar Health*, 2006 – 2010.

Editorial Review Board: *Environmental Health Perspectives*, 2004 – present.

Book Review Editor: *Ambulatory Pediatrics*, 2004-2009.

Contributing Section Editor, *AAP Grand Rounds*, 2005-2008.

Co Editor, *Environmental Health Perspectives Supplement, Indoor Mold and Children's Health*, June 1999 (volume 107, Supplement 3), 461-517.

Distinctions: Collegium Ramazzini, elected in 2010; Visiting Professor, Chiba University, 2013-17; Chair, Committee on Environmental Health, International Pediatric Association, 2003-present; Coordinator, Environment and Child Health International Birth Cohort Group, 2011-present; Chair, Scientific Committee, International Network on Children's Health Environment and Safety, 7th International Conference, Jerusalem, 2013; Member, Scientific Program Committee, *Prenatal Programming and Toxicity III: Environmental Stressors in the Developmental Origins of Disease: Evidence and Mechanisms*, Paris, 2011-12

Evans, Christine, Assistant Professor, History, College of Letters and Science (Global Studies Affiliate)

Education: PhD, 2010, University of California-Berkeley

Foreign Languages: German (2); Russian (4); Turkish (1); Uzbek (1); French (4)

Field Experience: Russia, Uzbekistan, Ukraine

Percentage of Time Dedicated to Global/International Studies: 100%

Courses Taught: Russian History, European History, Historical Methods

Current Research/Teaching Specialization: Soviet and post-Soviet mass media, Post-Soviet Russian-speaking diaspora, Popular culture in Eastern Europe

Sample Publications:

"Song of the Year and Soviet Culture in the 1970s." *Kritika: Explorations in Russian and Eurasian History*, 12(3). 2011.

"How Terrorists Learned to Map: Plots and Plotting in Boris Savinkov's Recollections of a Terrorist and Pale Horse." In Ed. Olga Matich (Ed.), *Petersburg/ Petersburg: Novel and City, 1900 – 1921*. Madison: University of Wisconsin Press, 2010. Co-author: Alexis Peri.

"1973: KVN is Canceled." In Lewis Siegelbaum and James von Geldern (Eds.), *Essay and multimedia primary source collection aimed at undergraduates*. Contributed to the website www.soviethistory.org, 2011.

"Visions of Terror: the Death of Plehve Through the Eyes of Savinkov." In Olga Matich (Ed.), an interactive map itinerary, essay, and primary source collection. Part of the Mapping St. Petersburg project, stpetersburg.berkeley.edu. Completed 2009. Co-author: Alexis Peri.

Distinctions: Fellow, UWM Center for 21st Century Studies, 2012-13; Fulbright-Hays Doctoral Dissertation Research Abroad fellowship, 2006-07; Foreign Language and Area Studies grants for Russian language, 2003-4 and 2004-5; Affiliated researcher, Competition in Socialist Society project, Aleksanteri Institute, University of Helsinki; Member, Association for Slavic, Eastern European, and Eurasian Studies Association for Slavic Cinema and Media Studies

Ferguson, Kennan, Assistant Professor, Political Science, College of Letters and Science (Global Studies Affiliate)

Education: PhD, 1996, University of Hawaii

Foreign Languages: French (1)

Field Experience: France, New Caledonia

Percentage of Time Dedicated to Global/International Studies: 50%

Courses Taught: Political Theory, Contemporary Political Theory, Political Epistemology, Environmental Political Thought, Democracy

Current Research/Teaching Specialization: Political theory

Sample Publications:

"William James: Politics in the Pluriverse." Rowman and Littlefield, 2007.

"The Politics of Judgment: Aesthetics, Identity, and Political Theory." Lexington Books, 1999.

"Who Eats Whom?: Melville's Anthropitics at the Dawn of Pacific Imperialism." In Jason Frank (Ed.), *A Political Companion to Herman Melville*. Lexington: University Press of Kentucky, 2014.

"Speed Limits and Speed Bumps: On International Law and its Lack." In Robert J Beck (Ed.), *Law and Disciplinarity: Thinking beyond Borders*. New York and London: Palgrave MacMillan, 2013.

"Debt's Moral." In Merry Wiesner-Hanks and Peter Paik (Eds.), *Debt: Ethics, the Environment, and the Economy*. Bloomington: Indiana University Press, 2013.

"Intensifying Taste, Intensifying Identity: Collectivity through Community Cookbooks." *Signs: A Journal of Women in Culture and Society*, 37(3). Spring 2012.

"Mastering the Art of the Sensible: Julia Child, Nationalist," *Theory & Event*, 12(2). Symposium: Eating and the Imagination of Politics, Summer 2009.

Distinctions: Global Studies Research Fellow, 2010-11; Frequent conference presenter at Annual Meeting of the International Studies Association; UWM Center for 21st Century Studies Advisory Committee, 2012-present; UWM International Studies Advisory Committee, 2012-present

Ferreira, Cesar, Associate Professor, Spanish & Portuguese, College of Letters and Science

Education: PhD, 1991, University of Texas at Austin

Foreign Languages: Spanish (5); Portuguese (4)

Field Experience: Mexico, Peru, Columbia, Spain, Argentina, Chile, Paraguay, Ecuador

Percentage of Time Dedicated to Global/International Studies: 100%

Courses Taught: Peru Past and Present, Social and historical issues in the Hispanic World, The Latin American Short Story, The Contemporary Spanish Novel, Spanish, Latin American Literature and Culture, Introduction to Literary Analysis, Latin America: Past and Present, Survey of Hispanic Literature and Civilization

Current Research/Teaching Specialization: Contemporary Latin American novel, Popular culture, Peruvian literature and culture

Sample Publications:

"Para leer a Luis Loayza." Lima: Universidad Nacional Mayor de San Marcos-Ediciones del Vicerrectorado Académico, 296 pp. 2009. [co-edited].

"Culture and Customs of Peru." Westport, CT: Greenwood Press, 163 pp. 2003. [co-authored].

"Julio Ramón Ribeyro en la otra ribera." *Antípodas*, XXIII. 163-174. 2012.

Contributing Editor "20th-Century Prose Fiction: Andean Countries (Ecuador, Peru, Bolivia)." *Library of Congress of the United States, Handbook of Latin American Studies*, 68. 406-425. Austin: University of Texas Press, 2013. [introduction and annotated bibliography].

Distinctions: 21 Travel Awards from UWM and Faculty of Arts and Humanities; Lecturer/Research Fulbright Grant to Peru, 2005; Frequent Presenter International Congress, Latin American Studies Association; Frequent presenter Academia Peruana de la Lengua/Universidad Nacional Mayor de San Marcos, Lima, Peru; Established exchange program with Universidad San Francisco de Quito. 2013; Member, Editorial Board, *Letras*, Universidad Nacional Mayor de San Marcos, Lima, Peru, 2008-present; Contributing Editor, *World Literature Today*, 2001-07; Member, Chair, Outreach and Promotion Committee, Department of Spanish and Portuguese; Member, Asociación Internacional de Hispanistas, 1992-present; Member, Overseas Programs and Partnerships Advisory Committee, Center for International Education, 2008-present

Ferro, Simone, Professor, Dance, Peck School of the Arts (Global Studies Affiliate)

Education: MFA, 2000, University of Iowa

Foreign Languages: Italian (3); French (5); Spanish (2); Portuguese (5)

Field Experience: Portugal, Brazil, England, Canada, Argentina, Venezuela, Mexico, Spain, Slovenia

Percentage of Time Dedicated to Global/International Studies: 25%

Courses Taught: Popular Brazilian folk dance, Rituals & culture, Ballet Technique, Modern dance, Dance Service Learning, Dance Composition, Improvisation for Dancemaking, Study Abroad, Dance Repertory, Pilates Technique

Current Research/Teaching Specialization: African diasporic dance, Dance technique, Community outreach and development, Brazilian popular dances, Impact of dance in urban schools in Milwaukee and Southeastern Wisconsin, Ballet technique, Choreography, Dance composition, Dance improvisation

Sample Publications:

Choreographic works, 2011-"Maria de Buenos Aires," "Type B – Negative," 2010-"An Anagram of Love," "Boi Redux," "Fingerprint," 2009- "Simone Ferro & Friends II," "Urrou, Urrou," "Levanta Poeira," "Snap Shots," "First Song," 2008- "Silencio Azul," "Sotaque"

"The Coexistence of Folk and Popular Culture as Vehicles of Social and Historical Activism: Transformation of the Bumba-meu-Boi in Northeast Brazil." *Journal of Popular Culture*, 45. 2012. Co-author: Meredith W. Watts.

"Dance Performance: Giving Voice to the Community." *Michigan Journal of Community Service Learning*, 18(2). 2012. Co-author: Meredith Watts.

Distinctions: 14 Travel and Course Development Grants, Center for Latin American and Caribbean Studies and Arts and Humanities, 2005-13; Grant, São Paulo Foundation for Support of Research, FAPESP, Brazil, 2008; Solo Seal degree from the Royal Academy of Dancing of London; Performed with and managed the Alias Dance Company based in Geneva, 1996-97; Led study abroad: African influences on popular folk dances in the northeast of Brazil, 2008-present; Performer, *Three Other Sisters*, Theatre Gigante, Slovenian, 2012; Master classes, *Cisne Negro Companhia de Dança*, 2008; Guest Choreographer University of Campina, Brazil, 2008; Member, UWM Overseas Undergraduate Research Awards Committee

Fetter, Bruce, Professor Emeritus, History, College of Letters and Science (Global Studies Affiliate)

Education: PhD, 1968, University of Wisconsin Madison

Foreign Languages: Portuguese (2); Dutch (2); Hebrew (4); Swahili (4); Italian (3); Norwegian (4); French (4); Hebrew (2); Yiddish (4); Afrikaans (4)

Field Experience: Zaire, Australia, Holland, Brazil, Germany, U.K., France, Burundi, South Africa, Zaire, Zambia

Percentage of Time Dedicated to Global/International Studies: 50%

Courses Taught: Africa: Imperialism and Independence since 1880, Africa: The Age of Empires to 1880

Current Research/Teaching Specialization: African health systems, History of cartography, History of democracy, Health care in world history

Sample Publications:

"Health care in Twentieth century Africa: Statistics, Theories and Policies." *Africa Today*, 40(3). 1993.

"The Health Transition and Colonial British Africa." 22nd General Population Congress, Montreal, 1. Liege: IUSSP. 1993.

"History and health science: Medical advances across the disciplines." *Journal of Interdisciplinary History*, 32(3). 423-442. Winter 2002.

"Trois siècles de politiques gouvernementales en faveur de la santé publique : Un premier aperçu." *Annales de démographie historique*, 27-46. 1997. Co-author: Stowell Kessler.

"Demography from Scanty Evidence: Central Africa in the Colonial Era." Boulder: Lynne Rienner, 1990.

Distinctions: Former Board Member, UWM/CIE Institute of World Affairs

Filippello, Marcus, Assistant Professor, History, College of Letters and Science

Education: PhD, 2010, University of California-Davis

Foreign Languages: French (4); Yoruba (2)

Field Experience: Benin, Togo, Ghana, Nigeria, Senegal, France, United Kingdom, Brazil

Percentage of Time Dedicated to Global/International Studies: 100%

Courses Taught: Africa before 1880, Africa since 1880, History of Southern Africa, World history since 1500, Global environmental history, Resistance and collaboration in African history, Pan-Africanism and resistance, Writing post-colonial African histories

Current Research/Teaching Specialization: African history, with a research emphasis on West Africa (especially Benin and Nigeria), Environmental history, Atlantic world history, Pan African history, Colonizing processes and decolonization

Sample Publications:

"Black Earth: Roads, Environmental Change, and Identity in a West African Forest Community." as part of the Conable Distinguished Lecture Series in International Studies, Rochester Institute of Technology, April 2012.

"Roads of Joy, Pathways of Anger: Emotional Responses to Landscapes of Mobility." In Arijit Sen and Jennifer Johung (Eds.), *Landscapes of Mobility: Culture, Politics, and Placemaking*, pp. 165-182. Ashgate, 2013.

"Crossing the 'Black Earth': A Biography of a West African Road." (under review).

"Investigating Emotions: Understanding Landscapes of Mobility and Historical Change in Colonial and Independent Dahomey." at the African Studies Association Annual Conference in Baltimore, MD. November 2013.

"Writing on the Road: Identity Formation and Place-Making in Post-Colonial Dahomey and Benin." as part of the University of Wisconsin-Madison's African Studies Program 'Africa at Noon' Series, October 2013.

Distinctions: Quadrant Fellow, Institute for Advanced Study, University of Minnesota, 2011; Fulbright-Hays Fellowship to study Yorùbá language at Obafemi Awolowo University in Ile-Ife, Nigeria, 2005; French Colonial Historical Society, 2009; UC Davis African Studies Committee 2004-10; Volunteer with the U.S. Peace Corps: Togo, West Africa, 1997-98

France, Stephen, Assistant Professor, Marketing, Lubar School of Business

Education: PhD, Rutgers University

Foreign Languages: French (1)

Field Experience: United Kingdom, France, Singapore, Hong Kong, Japan

Percentage of Time Dedicated to Global/International Studies: 25%

Courses Taught: Marketing Research, International Marketing, Business Marketing

Current Research/Teaching Specialization: Marketing research, International marketing, Marketing analytics, Data mining, Exploratory data analysis, Psychometrics, Internet marketing/e-marketing, Social media, Database marketing, Customer relationship management, Big data, Supply chain management

Sample Publications:

"FlexCCT: Software for Continuous CCT." In D'Mello, S. K., Calvo, R. A., and Olney, A. (Eds.), Proceedings of the Educational, in Proceedings of the 6th International Conference on Educational Data Mining. 2013. Co-authors: Varghafi, M, Batchelder, W.

"Selecting attributes for sentiment classification using feature relation networks." IEEE Transactions on Knowledge and Data Engineering, 23(3). 447-462. 2011. Co-authors: Abbasi, A., Zhang, Z. & Chen, H.

"Distance Metrics for Clustering and Classification: Compression and Normalization." Information Sciences, 154(1). 92-110. 2011. Co-authors: France, S.L., Carroll, J.D., Xiong, H.

Distinctions: Conference Presenter: MLDM '07, Germany, 2007, Intelligent Data Analysis, France, 2009, ICFS Conference, Germany, 2011

Galvao, Antonio, Assistant Professor, Economics, College of Letters and Science

Education: PhD, 2009, University of Illinois at Urbana-Champaign

Foreign Languages: Portuguese (5)

Field Experience: Brazil

Percentage of Time Dedicated to Global/International Studies: 50%

Courses Taught: Foundation of econometric methods

Current Research/Teaching Specialization: Econometric theory, Applied econometrics, Quantile regression

Sample Publications:

"Convergence or Divergence in Latin America? A Time Series Analysis." Applied Economics, 39. 1353-1360. 2007. Co-author: Fabio Gomes.

"Unit Root Quantile Autoregression Testing Using Covariates." Journal of Econometrics, 152. 165-178. 2009.

"Tax Burden, Government Expenditures and Income Distribution in Brazil." Quarterly Review of Economics and Finance, 48. 345-358. 2008. Co-author: Werner Baer.

Distinctions: Robert Ferber Dissertation Award for Excellence in Survey Research, 2007

Galvao, Loren, Senior Scientist, Center for Global Health Equity (CGHE), College of Nursing (Global Studies Affiliate)

Education: MD, 1983, University of Pelotas Brazil

Foreign Languages: Portuguese (5); French (2); Italian (2); Spanish (3)

Field Experience: Nigeria, Brazil, Canada, Thailand, Spain, Bangladesh, Bolivia, Cambodia, Ethiopia, Guatemala, Honduras, Italy, Malawi, Mexico, Mozambique, South Africa, Switzerland, Argentina

Percentage of Time Dedicated to Global/International Studies: 75%

Current Research/Teaching Specialization: Acceptability and effectiveness of barrier contraceptive methods, Disparities in access to reproductive and other preventive services among ethnic minorities, Prevention of HIV/AIDS and sexually transmitted infections among women, Evaluation of the effectiveness of multilevel ecological/structural interventions on HIV, Global health, Reproductive & maternal health, Family planning and nutrition

Sample Publications:

"Self-reported mechanical problems during condom use and semen exposure: comparison of two randomized trials in the United States of America and Brazil." *Sexually Transmitted Diseases*, 34(8). 557-562. 2007. Co-authors: Chen, M., Macaluso, M., Blackwell, R., Kulczycki, A., Diaz, J., Jamieson, D., & Duerr.

"Misoprostol Use in Obstetrics and Gynecology in Brazil, Jamaica and the United States." *International Journal of Obstetrics and Gynecology*, 76(20). 65-75. 2002. Co-authors: Clark, S., Blum, J., Blanchard, K., Fletcher, H., & Winikoff, B.

"Strategic assessment of HIV/AIDS at Brazilian borders: A participatory approach in bridging research with policies and programs." *Wisconsin AIDS/HIV UPDATE*, 19-23. Summer 2005.

Distinctions: Honorary Fellow (Population Health), Department of Population Health Sciences, UW-Madison, 2005-present; Co-Investigator & UWM CGHE Site Principal Investigator concerning HIV issues in Malawi and Kenya, 2008-14; Award of Recognition for Outstanding Research Support for the Reproductive Health and Family Planning Program of the Secretariat of Health, Brazil, 1997; Consultant and Adviser, World Health Organization, Pacific Institute of Women's Health, Family Health International, and Population Council concerning reproductive health issues in South America; Member, Global Studies Advisory Committee, Brazil 3000 Committee, Committee for Practice and Partnerships (local and global health focus), UWM Global Health Committee; Member, International AIDS Society, 2011-present, Global Health Council, 2004-present

Galvao-Sobrinho, Carlos, Associate Professor, History, College of Letters and Science (Global Studies Affiliate)

Education: PhD, 1999, Yale University

Foreign Languages: French (4); German (3); Portuguese (5); Italian (4); Spanish (4)

Field Experience: Brazil, Italy, Israel

Percentage of Time Dedicated to Global/International Studies: 100%

Courses Taught: History of Rome: Republic and Empire, The Republic, and The Empire; Topics in European History: Rome in the Age of Constantine, Medicine and Healing in Ancient Greece and Rome, Early Christianity, Western Civilization to 1500, Honors Seminar: Pagans, Jews, and Christians in the Roman Empire

Current Research/Teaching Specialization: Social history of imperial Rome, Greek history, Late antiquity, Slavery and poverty in the ancient world, Medieval history, Ancient medicine, Early Christianity

Sample Publications:

"Claiming Places: Sacred Dedications and Public Space in Rome in the Principate." In J. Bodet & M. Kajava (Eds.), *Sacred Dedications in the Greco-Roman World: Diffusion, Function, Typology - Dedicatio Sacra nel Mondo Greco-Romano: Diffusione, funzioni, tipologie*. 127-159. Rome, 2009.

"Doctrine and Power. Theological Controversy and Christian Leadership in the Later Roman Empire, A. D. 318-364." University of California Press, 2013.

"Feasting the Dead Together: Household Burials and the Social Strategies of Slaves and Freed Persons in the Early Principate." In S. Bell and T. Ramsby (Eds.), *Free at Last! The Impact of Freed Slaves on the Roman Empire*, 131-176. London, Bristol Classical Press, 2012.

Distinctions: Associate Researcher, "Laboratório de Estudos da Cidade Antiga" [Research Group for the Study of the Ancient City], University of São Paulo, Brazil, 2005-present; Member, Editorial Board of *Phaos*. *Revista de Estudos Clássicos*, Campinas, Brazil. 2003-present; Fellow, American Academy in Rome, 2006-present; Research grant from CNPq (National Council for Research), Brazil, 2001; " Chair and panel organizer, Epigraphy and Non-Elites

Ghose, Rina, Associate Professor, Geography, College of Letters and Science (Global Studies Affiliate)

Education: PhD, 1998, University of Wisconsin-Milwaukee

Foreign Languages: Hindi (5); Bengali (5)

Field Experience: India

Percentage of Time Dedicated to Global/International Studies: 50%

Courses Taught: Introduction to Geographic Information Sciences, The World Peoples and Regions, Geography of South Asia, Geographic Information Science, The World - Peoples and Regions

Current Research/Teaching Specialization: Geographic information sciences, Urban geography, Gentrification, Growth management, New Urbanism in India; South Asia; North America, Urban governance in the neoliberal state, Community gardening and urban agricultural practices, Citizen Science

Sample Publications:

"India.com: Construction of a Space Between." *Progress in Human Geography*, 27. 414-437. 2003. Co-author: P. Adams.

"M. Urban Community Gardens as Spaces of Citizenship." *Forthcoming in Antipode: A Radical Journal of Geography*, 2013. Co-authors: Ghose, R. and Pettygrove,

"E-Planning through Municipal GIS in India." *International Journal of E-Planning and Research*, 2(2). 24-39. 2013. Co-author: Mukherjee, F.

"Exploring the Complexities of Community Engaged GIS." *International Journal of Applied Geospatial Research*, 3(4). 87-102. 2012. Co-authors: Mukherjee, F.

"Cities of the future." In Stanley Brunn, Maureen Hayes Mitchell, Donald Zeigler (Eds.), *Book chapter in Cities of the World: World Regional Urban Development*, 5th edition, 557-596. Rowman & Littlefield, 2012. Co-authors: Brunn, S., and M. Graham.

Distinctions: Member, International GIScience Conference Program Committee, Vienna, Austria, 2014; Secretary/Treasurer Elect of GIS Specialty Group, Association of American Geographers, 2010-12; Editorial Board Member, *International Journal of E-Planning Research*; Austrian Science Foundation and GEOIDE Canada; Member, Program Committee of the International GIScience Conference, 2012, 2014; Member, CIE International Student and Scholar Services Advisory Board

Giersbach Rascon, Susan, Associate Professor, Spanish and Portuguese, College of Letters and Science

Education: PhD, (JD) 1983, Marquette University

Foreign Languages: Spanish (5)

Field Experience: Guatemala, Costa Rica, El Salvador, Panama

Percentage of Time Dedicated to Global/International Studies: 100%

Courses Taught: Hispanic world, Central American literature

Current Research/Teaching Specialization: 20th-Century Central American indigenous literature, Translation and interpretation

Sample Publications:

Book Translation: *Weaving Events in Time/Tejiendo los sucesos en el tiempo*, [Calixta Gabriel, Rancho Palos Verdes (Authors)]. Yax Te' Foundation, 2002. Co-translator: Suzanne M. Strugalla.

Book Translation: *The Adventures of Mr. Puttison Among the Maya*, [Victor Montejo, Rancho Palos Verdes (Authors)]. Yax Te' Foundation, 2002. Co-translator: Fernando Penalosa.

Book Translation: *Adrift: The Cuban Raft People*, [Fernandez (Author)]. Houston: Arte Publico Press, 2001.

"Ecos milenarios y tejidos nuevos: permanencia de lo indígena en la literatura centroamericana." *Revista Cultura de Guatemala*. 81-93. 2001.

Translated Book: *A Promise to Keep*, [Bencastro, Mario (Author)]. Houston: Arte Público Press, 2005.

Book Translation: *Estructura social y política jakalteka*, [Casaverde, Juvenal (Author)]. Rancho Palos Verdes: Yax Te' Foundation 2003. Co-translator: Fernando Peñalosa.

Distinctions: ACTFL Oral Proficiency Interview (OPI) Workshop, 2001; Coordinated exit exam of Department of Spanish & Portuguese, 2000/01

Gillespie, Maria, Assistant Professor, Department of Dance, Peck School of the Arts (Global Studies Affiliate)

Education: MFA, 2011, University of California, Los Angeles

Foreign Languages: Spanish (1)

Field Experience: Mexico, China

Percentage of Time Dedicated to Global/International Studies: 25%

Course Taught: Modern Dance Technique, Art and Social Action, Composition, Improvisation, Applied Anatomy

Current Research/Teaching Specialization: Metaphor, Translation of language to movement, Dance and Technology, Memory, Embodiment, Semiotics, Improvisational Scores, Anatomy and Somatic Education

Sample Publications:

Oni Dance Performance, fragmentsFORGE, evening-length production, 2013, Los Angeles, CA.

Oni Dance Performance, Beijing Dance Festival, 2013, Beijing, China.

Where is Together, UW-Milwaukee, Springdances, 2013, Faculty Concert.

Oni Dance Performance, Momentum Festival, Nate Holden Theater, 2013, Los Angeles, CA.

Distinctions: Global Studies Research Fellow, 2014-15

Graham, Scott, Assistant Professor, English, College of Letters and Science (Global Studies Affiliate)

Education: PhD, 2010, Iowa State University

Foreign Languages: German (1); French (3)

Field Experience: Canada

Percentage of Time Dedicated to Global/International Studies: 50%

Courses Taught: Rhetorical Studies, Technical Communication

Current Research/Teaching Specialization: Science-policy communication, Rhetoric of medicine

Sample Publications:

"Statistical Genre Analysis: Toward Big Data Methodologies in Technical Communication." *Technical Communication Quarterly*. Special Issue on Contemporary Research Methodologies. Forthcoming. Co-authors: Kim, S-Y., Hartke, D.M. & Keith, W.

"Multiple ontologies in pain management: Towards a postplural rhetoric of science." *Technical Communication Quarterly*, 22(1): 103-125. 2013. Co-author: Herndell, C.G.

"Talking off-label: A nonmodern science of pain in the medical-industrial complex." *Rhetoric Society Quarterly*, 42(2). 145-167. 2011. Co-author: Herndl, C.G.

"Stasis theory and meaningful public participation in pharmaceutical policy-making." *Present Tense: A Journal of Rhetoric in Society*, 2(2). 2012. Co-author: Teston, C.B.

"Dis-ease or disease? Ontological rarefaction in the medical-industrial complex." *Journal of Medical Humanities*, 32(3), 167-187. 2011.

"Agency and the rhetoric of medicine: Biomedical brain scans and the ontology of fibromyalgia." *Technical Communication Quarterly*, 18(4), 376-404. 2009.

"Mode, medium, and genre: A case study in new media design decisions." *Journal of Business and Technical Communication*, 22(1), 65-91. 2008. Co-author: Whalen, B.

Distinctions: Director, UWM Scientific and Medical Communications Laboratory, 2013-present; Article of the Year Award, Association for the Rhetoric of Science and Technology, 2012; Visiting Assistant Professorship, University of British Columbia, Canada; Global Studies Research Fellow, 2013-14

Greene, Shelleen, Associate Professor, Art and Design, Peck School of the Arts (Global Studies Affiliate)

Education: PhD, 2007, University of California, Irvine

Foreign Languages: Italian (3)

Field Experience: Italy

Percentage of Time Dedicated to Global/International Studies: 50%

Courses Taught: Film, Language, Media and Social Practice, Migration and Visual Art, Impact of Globalization on Visual Art Practice and Production, Multicultural America, Remix and Public Art, Participatory and Social Media, Scorsese/Lee: Approaching Ethnic Identity in Film

Current Research/Teaching Specialization: Post-colonial theory, Race and representation in film, Italian cinema, Race and representation, Black European studies, Cultural studies, Postcolonial studies, Globalization and visual culture

Sample Publications:

"Buffalo Soldiers on Film: Il soldato afroamericano nel cinema neorealista e postbellico italiano." ("Buffalo Soldiers on Film: The African American Soldier in Italian Neorealist and Postwar Cinema."). In Leonardo De Franceschi (Ed.), *L'Africa in Italia: per una controstoria postcoloniale del cinema italiano* (Africa in Italy: Towards a Postcolonial Counterhistory of the Italian Cinema.), 93-108. Rome: Aracne, 2013.

"Equivocal Subjects: Between Italy and Africa – Constructions of Racial and National Identity in the Italian Cinema." London and New York: Continuum Press, 2012.

"Il Mulatto: The Negotiation of Interracial Identity in the Italian Post-War Narrative Film." In Grace Bullaro (Eds.), *From Terrone to Extracomunitario: New Manifestations of Racism in Contemporary Italian Cinema: Shifting Demographics and Changing Images in a Multi-Cultural Globalized Society*, 25-60. London: Troubador, 2012.

Distinctions: Travel Grant, Conference of the Austrian Association of American Studies, CIE, 2009; Travel grant, archival research in Italy, UC-Irvine, 2004; Presenter International Conferences on Italian and African Identity, Austria, United Kingdom, Italy; Member, Global Studies Advisory Committee, 2011-present

Greenstreet, Robert, Professor and Dean, Architecture, School of Architecture and Urban Planning

Education: PhD, 1983, Oxford Brookes University

Foreign Languages: German (2)

Field Experience: England, Samoa

Percentage of Time Dedicated to Global/International Studies: 25%

Courses Taught: Law and Professional Practice for Architects

Current Research/Teaching Specialization: Impact of law upon the professional practice of architecture, Legal aspects of architecture

Sample Publications:

"Presenting Statistics: Communicating Quantitative Information Effectively." J. Wiley, Interscience. New York, 1991. Co-author: L. Witzling.

"Graphics sourcebook." New Jersey: Prentice Hall, 1984.

Distinctions: Fellow, Royal Society for the Arts; Citation for Distinguished Service, AIA Wisconsin.; Guest Lecturer for Study Abroad Program: Architecture in Paris & London

Gunderman, Karen, Professor, Visual Art, Peck School of the Arts (Global Studies Affiliate)

Education: MA, 1975, University of Michigan; Ann Arbor Michigan

Foreign Languages: Spanish (4)

Field Experience: Hungary, Peru

Percentage of Time Dedicated to Global/International Studies: 50%

Courses Taught: Visual Art

Current Research/Teaching Specialization: Ceramics

Sample Publications:

"500 Prints on Clay," Book; Paul Wandless, Juror, Lark Crafts, Sterling Publishing, New York, NY, 2013, pp. 52, 384.

"33cica2013," Catalog, Museu de Ceràmica de L'Alcora, L'Alcora (Castellón), Spain, 2013, p. 44

11° Bienal Internacional De Cerâmica Artística, Catalog, Museu de Aveiro, Aveiro, Portugal, 2013 p. 36

"International Ceramic Triennial UNICUM Slovenia," Catalog, European Cultural and Technological Centre, Maribor, Slovenia, p. 33, 2012

"2012 3rd China (Shanghai) International Modern Ceramic Biennale," Catalog, Shanghai Museum of Arts and Crafts, Shanghai, China, pgs. 27, 28.

"2012 Taiwan Ceramics Biennale: Ceramic Visions," Catalog, New Taipei City Yingge Ceramics Museum, Taipei Taiwan, 2012, pgs. 130, 192.

Exhibitions in public collections including: Carinthian Gallery of Fine Arts Slovenj Gradec, Slovenia; Icheon World Ceramic Center, Icheon, Korea; Museum of Arts and Crafts, Shanghai, China; Museu de Aveiro, Aveiro, Portugal; Yingge Ceramics Museum, Taipei, Taiwan

Distinctions: Center for Latin American and Caribbean Studies and Arts and Humanities Travel Awards; Peck School of the Arts Dean's Faculty Development Awards; Fulbright Senior Scholars Research/Lectureship in Peru, 1985-86

Hall, Lane, Professor, Visual Art, Peck School of the Arts (Global Studies Affiliate)

Education: MFA, University of Wisconsin-Madison

Foreign Languages: Dutch (4); Spanish (3)

Field Experience: England, Poland, Netherlands

Percentage of Time Dedicated to Global/International Studies: 25%

Courses Taught: Digital Imaging Internet issues and Web design, Internet Issues & Web Design, Printmaking

Current Research/Teaching Specialization: Intersections of globalization; Information technology and design, Digital imaging

Sample Publications:

"Metropolis Art." Chicago, 2002.

"Printmaking Now." The Brooklyn Museum of Art, 2001.

"On Nature." Exhibition, Milwaukee WI: Milwaukee Art Museum, 2002.

"Poetical Extracts." South Bend, IN: University of Notre Dame, 2002.

"Gut." Kingston, England: Stanley Picker Gallery, 2001.

"Migrant." Beloit, WI: Wright Museum of Art, 2001.

"Silent Motion." London, England: Colville Place Gallery, 2001.

Distinctions: Artists' residency in Kostrzyn, Poland in which artists from Germany, Poland, Spain, Belgium and the US explored issues of borders; Residency and Professorship in Maastricht, Netherlands in 1994-95

Hanlon, Don, Professor, Architecture, School of Architecture and Urban Planning (Global Studies Affiliate)

Education: MBA, 1981, University of Washington

M.Arch, 1979, University of Washington

Foreign Languages: French (3)

Field Experience: Mexico, India, Europe, Egypt, Costa Rica, China

Percentage of Time Dedicated to Global/International Studies: 75%

Courses Taught: Architectural and Urban Design, Theory and Criticism

Current Research/Teaching Specialization: Islamic architecture and urban design in North Africa, Middle East, India, and Central Asia

Sample Publications:

"Searching for Al-Qahira," The Newsletter of the Fulbright Alumni Association. Summer, 1997.

"The Adobe Church in New Mexico: An Example of Architectural Morphosis." Faith and Form, 24. Washington D.C., 1990/91.

"The Amin Hodja Mosque." Journal of Central Asia, 8(2). Islamabad, Pakistan, 1990.

"The Spanish Mission Churches of the Upper Rio Grande Valley." Anthropologica, 34(2). Ontario, Canada, 1990.

"Housing and Urbanization in a Desert Oasis," Traditional Settlements: Forms and Patterns, 11. Center for Environmental Design Research, Berkeley, 1989.

"The Plan of Al-Qahira," Journal of Urban Design, 1(3). Oxford, UK, 1996.

Distinctions: Directs Los Guidos Project: Students design and construct orphanage in Costa Rica; Member, Planning Committee for Global Cities Track of BA in Global Studies; University of Wisconsin Regents Award for Teaching Excellence, 2011

Harris, Mark, Interim Vice Provost for Research and Professor, Geosciences, College of Letters and Science

Education: PhD, 1988, Johns Hopkins University

Foreign Languages: Italian (3); French (3)

Field Experience: Estonia, Italy, Russia, Sweden, Spain

Percentage of Time Dedicated to Global/International Studies: 25%

Courses Taught: History of Geological Thought, Freshwater Sciences

Current Research/Teaching Specialization: Facies analysis of carbonate rocks (limestones and dolostones) leading to basin-scale sequence interpretation., The sedimentology and sequence stratigraphy of carbonate rocks

Sample Publications:

"Sea level changes versus hydrothermal diagenesis: Origin of Triassic carbonate platform cycles in the Dolomites, Italy-Discussion." Sedimentary Geology, 178. 135-139. 2005. Co-authors: Preto, N., Hinnov, L. A., and Hardie, L. A..

"Late Ordovician carbonates and paleogeography: a comparison of western Laurentia (Great Basin) and Baltica (Estonia)." Geographical Society of American Abstracts with Programs, 22. 215. 2001. Co-authors: Sheehan, P., Ainsaar, L., Hints, L., Mannik, P., Novak, J. and Ruble, M.

"A high-resolution chitinozoan composite for East Baltic Lower Silurian based on numerical analysis." Geological Quarterly, 50. 323-332. 2006. Co-authors: Rubel, M., Nestor, V., Sheehan, P., Ainsaar, L., Hints, L., Männik, P., Nölvak, J.

Distinctions: Member, UWM Undergraduate Overseas Research Awards Committee

Heatherington, Tracey, Associate Professor, Anthropology, College of Letters and Science (Global Studies Affiliate)

Education: PhD, 2000, Harvard

Foreign Languages: Sardinian (4); English (1); Italian (4); French (3)

Field Experience: Ireland, Italy, UK, Canada, Romania

Percentage of Time Dedicated to Global/International Studies: 100%

Courses Taught: Globalization, Culture, and Environment, Gender, Nationalism & the Body Politic, Economics and the Environment (Global 201), Global Security Capstone: Future Trends (Global 571), Extinctions, Nature, Knowledge and Technoscience in Anthropological Perspective, Introduction to Anthropology: Culture & Society, Lifeways in Different Cultures: A World Survey

Current Research/Teaching Specialization: Environmental anthropology/political ecology

Sample Publications:

"Wild Sardinia: Indigeneity and the Global Dreamtimes of Environmentalism." Culture, Place and Nature Series, University of Washington Press, March 2010.

"Concepts of Nature." In Mark Juergensmeyer and Helmut Anheier (Eds.), Entry for The Encyclopedia of Global Studies, 1227-1232. Sage Publishers, 2012.

"Tasting Cultural Ecology in the Mediterranean." submitted to Gastronomica. Research article accepted pending revisions in progress, for 2014.

"The Changing Terrain of Environmentality: EIONET and the New Landscapes of Europe". Anthropological Quarterly 85(2). 555-578, Spring 2012.

"Introduction: Remaking Rural Landscapes in Twenty-First Century Europe." Anthropological Journal of European Culture. Special Issue on Politicking the Farm: Transitions and Transformations in European Union Agriculture. 20(1). 1-9. June 2011.

Distinctions: Australian Anthropology Society Best Article Prize, 2013; Invited Visiting Professor of Political Studies, Università degli Studi di Cagliari, Sardinia, Italy, 2012; Co-PI, National Science Foundation IRES Program. "Development of Indicators for Sustainable Development in the Danube Delta, Romania"; Co-PI, The Ecological Reconstruction and Business Assessment Strategy for Sustainable Development an Areas Affected by Mine Closures in Gorj County, Romania; Assistant Director for NSF-funded international, interdisciplinary undergraduate research experience on sustainable development in Romania; Member, Global Studies Advisory Committee

Heo, Uk, Professor, Political Science, College of Letters and Science (Global Studies Affiliate)

Education: PhD, 1996, Texas A University

Foreign Languages: Chinese (1); Korean (5)

Field Experience: Korea

Percentage of Time Dedicated to Global/International Studies: 100%

Courses Taught: Asian International Relations, Rethinking Security (Global 371), People and Politics (Global 101), International Conflict, Conflicts and the Economy in International Politics

Current Research/Teaching Specialization: International conflict, International political economy, Defense economics, Korean politics, US-Korea relations, North Korean nuclear crisis, Korea-China relations

Sample Publications:

"South Korea's Rise: Power, Economic Development and Foreign Policy." Cambridge, UK: Cambridge University Press, 2014. Co-author: Terence Roehrig.

"South Korea since 1980." Cambridge, UK: Cambridge University Press, 2010. Co-author: Terence Roehrig.

"Identity and Change in East Asian Conflicts: The Case of China, Taiwan and the Koreas." New York: Palgrave-Macmillan, 2007. Co-editors: Horowitz, Shale, and Alexander Tan.

"Another View on the Relationship between Democratization and Intra-Military Division in South Korea." Armed Forces and Society 40(2). 2014. Co-author: Seongyi Yun.

"What Delays Democratic Consolidation in South Korea?" Korea Observer 44(4). 569-591. 2013.

"Who Pays for National Defense: Financing Defense Programs in the United States, 1947-2007." Journal of Conflict Resolution, 56(3). 406-431. 2012.

Distinctions: The Korea Foundation Fellowship for Field Research, 2012; Social Science in Korea Grant, Korea Research Foundation, 2010-13; Principal Investigator of the Korean Studies Lab Grant (\$1.1 Million) from the Academy of Korean Studies; President of the Association of Korean Political Studies, 2005-2007; Vice President of the Association of Korean Public Policy, 2004-05; Member, International Studies Advisory Committee; Member, Asian Studies Certificate Committee

Heywood, John, Professor, Economics, College of Letters and Science (Global Studies Affiliate)

Education: PhD, University of Michigan

Foreign Languages: German (3)

Field Experience: England, Germany, China, Canada, Australia, Korea

Percentage of Time Dedicated to Global/International Studies: 50%

Courses Taught: Comparative Labor Markets and the Employment Relationship, Labor Economics, Principles of Micro, Statistics, Econometrics, Intermediate Microeconomics, Business and Government, Health Economics, Economics of Employment Relations, Economics of Human Resources, Public Policy Toward Monopoly

Current Research/Teaching Specialization: Labor economics, Location theory, Industrial organization, Applied microeconomics, Determinants and consequences of mergers and the economics of personnel., Comparative labor markets and employment relations

Sample Publications:

"Hiring older workers and employing older workers: German evidence." *Journal Of Population Economics*, 23(2). 595-615. 2010. Co-authors: S., Jirjahn, U., & Tsertsvardze, G.

"Unionization and Plant Closure in Canada." *Canadian Journal of Economics*, 39. 1173-1194. 2006. Co-author: T. Fang.

"Performance Pay and the Black-White Wage Gap," *Journal of Labor Economics*, 30(2), 249-290. April 2012. Co-author: D. Parent. (4th most downloaded article in 2012)

Distinctions: Award for Teaching Excellence, UWM Alumni Association, 2008; Ranked among the top 500 economists in the world based on quality-adjusted publication record 1990-2000 (European Economic Association, Coupe ranking); Economic and Social Research Council (UK) Grant, 2009-2012; Miegunyah Distinguished Fellow, School of Economics and Commerce, University of Melbourne Australia, Summer 2007; Senior Research Fellow, Business School, University of Birmingham, England, 1999-2009; International Research Scholar, Centre for Public Policy Studies, Lingnan University, Hong Kong, Summer 2008, Summer 2004 and Summer 1996 Distinguished Visiting Scholar, Department of Economics, Lancaster University Management School, England, 2013-present

Hoebel, Gerlinde, Assistant Professor, Biological Sciences, College of Letters and Science

Education: PhD, 2003, University of Ulm

Foreign Languages: German (5); Spanish (4)

Field Experience: Panama, Costa Rica

Percentage of Time Dedicated to Global/International Studies: 25%

Courses Taught: Conservation and environmental science, General Ecology, Introductory Biology, Ecology and Evolution of Amphibians and Reptiles, Animal Communication, Sexual Selection, Conservation of Amphibians & Reptiles

Current Research/Teaching Specialization: Behavioral ecology, Animal communication, Sexual selection / Multimodal communication in Frogs, Ecology & evolution, Behavioral plasticity, Species interactions

Sample Publications:

"Geographic variation in male sexual signals in Strawberry poison frogs (*Dendrobates pumilio*)." *Ethology*, 113. 825-837. 2007. Co-authors: Pröhl, H., S. Hagemann and J. Karsch.

"Reproductive Ecology of *Hyla rosenbergi* in Costa Rica." *Herpetologica*, 56(4). 446-454. 2000.

"Diversification under sexual selection: the relative roles of mate preference strength and the degree of divergence in mate preferences." *Ecology Letters* 16, 964-974. 2013. Co-authors: Rodríguez RL, Boughman JW, Gray DA, Hebets EA, & Symes LB.

"Memory of prey larders in golden orb-web spiders, *Nephila clavipes* (Araneae: Nephilidae)." *Behaviour* 150, 1345-1356. 2013. Co-authors: Rodríguez RL, & Kolodziej RC.

"Dip listening or modulation masking? Call recognition by green treefrogs (*Hyla cinerea*) in temporally fluctuating noise." *Journal of Comparative Physiology*, 198. 891-904. 2012. Co-authors: Vélez, A., N. M. Gordon, M. A. Bee.

"The Amphibians and Reptiles of the Golfo Dulce Region." In *Natural and Cultural History of the Golfo Dulce Region, Costa Rica*. 305-328. Biologiezentrum der OÖ Landesmuseen, Austria. 2008.

Distinctions: 2 Travel Grants, Germany; Invited Talk, Smithsonian Tropical Research Institute, Panama City, Panama; Presenter, Animal Behavior Society Meeting, Oaxaca, Mexico, 2004; Member, Societas Europea Herpetologica; 7 publications in German for the general public

Hooyer, Tom, Associate Professor, Geosciences, College of Letters and Science

Education: PhD, 1999, Iowa State University

Field Experience: Iceland, Canada, Switzerland

Percentage of Time Dedicated to Global/International Studies: 25%

Courses Taught: Geomorphology, Quaternary Geology, Quaternary Climate Change, Geomorphology and Quaternary History

Current Research/Teaching Specialization: Glaciology, Quaternary geology, Geomorphology, Glacial geology, Geologic mapping, Engineering geology

Sample Publications:

Hooyer, T.S., Cohen, D. and Iverson, N.R., 2012, Control of glacial quarrying by bedrock joints, *Geomorphology* v. 153–154, p. 91-101.

Hooyer, T.S., Iverson, N.R., Lacroix, F., Thomason, J.F., 2008. Magnetic fabric of shear till: A strain indicator for evaluating the bed-deformation model of glacier flow. *Journal of Geophysical Research—Earth Surface*, v. 113, F02002, 15 p.

Iverson, N.R., Hooyer, T.S., Fischer, U.H., Cohen, D., Moore, P.L., Jackson, M., Lappégard, G., and Kohler, J., 2007. Soft-bed experiments beneath Engabreen, Norway: Regelation infiltration, basal slip, and bed deformation. *Journal of Glaciology*. v. 182, p. 323–340.

Distinctions: Supervised two undergraduate students conducting NSF-funded research at the Drumlin Formation in MúlaJökul, Iceland, Summer 2013 and 2014

Horowitz, Shale, Professor, Political Science, College of Letters and Science (Global Studies Affiliate)

Education: PhD, 1996, University of California, Los Angeles

Foreign Languages: Hebrew (4); German (1); Spanish (3)

Field Experience: Israel, Latin America, Bosnia-Herzegovina, Western Europe, China, Taiwan, South Korea, Hungary, India, Lithuania, Poland, Russia

Percentage of Time Dedicated to Global/International Studies: 100%

Courses Taught: International Organization and the United Nations, Intro to International Relations, The UN in the 21st Century (at the UN), Politics of International Economic Relations, People and Politics (Global 101), Chinese Politics and Foreign Policy, Asian or European Politics and Security, Advanced Econometrics, Nationalism and Ethnic Conflict

Current Research/Teaching Specialization: International and ethnic conflict, Explanation of international trade and financial policies, Agricultural policy and politics, Political economy and comparative politics of post-communist countries, Foreign economic policymaking, Post-Communist politics and policy-making

Sample Publications:

"Identity and Change in East Asian Conflicts: China, Taiwan, and the Koreas." New York: Palgrave Macmillan, 2007. Co-authors: Uk Heo and Alexander C. Tan.

"From Ethnic Conflict to Stillborn Reform: The Former Soviet Union and Yugoslavia." College Station, TX: Texas A&M University Press. 2005.

"Targeting Civilians in Ethno-Territorial Wars: Power- and Preference-Based Sources of Ethnic Cleansing and Mass Killing Strategies." *Studies in Conflict and Terrorism* 36(5). 372-93. 2013. Co-author: Min Ye.

"Turnover of Government as a Restraint on Investing in Influence: Evidence from Transition Countries." *Economics and Politics* 22(3). 329-61. 2010. Co-author: Milanovi, Branko, and Karla Hoff.

"Party Systems and Economic Policy Change in Post-Communist Democracies: Ideological Consensus and Institutional Competition." *Comparative Politics* 41(1). 21-40. 2008. Co-authors: Eric C. Browne.

Distinctions: UWM Research Growth Initiative Grant, 2011, Development Economics Group, World Bank, 2005-05, 2007; UWM/CIE, Grant for conference on Identity and Change in East Asian Conflict: The Koreas and China-Taiwan. 2004; Editorial Board Member, *Nationalities Papers* and *Journal of Public Policy*; Co-Editor, *Analysis of Currents Events*, 1999-2004; Visiting Facilitator, Beijing Univ., Shanghai Institute of International Studies, Indian Statistical Institute, 2010-13; Member, International Studies Advisory Committee; Russian and Eastern European Studies Committee, Center for Jewish Studies Advisory Board

Howland, Douglas, Professor, History, College of Letters and Science (Global Studies Affiliate)

Education: PhD, 1989, The University of Chicago

Foreign Languages: Japanese (4); Chinese (4); German (3); French (3)

Field Experience: United Kingdom, Taiwan, Japan, France, Germany

Percentage of Time Dedicated to Global/International Studies: 100%

Courses Taught: East Asian Civilization to 1600/Since 1600, History of Ancient China, Rethinking Global Security (Global 371), World Civilizations, The Creation of a Global Economy, History of Japan, Westernization in East Asia, Political Crisis in Ancient China, Rise of Modern China, Chinese Revolution: 1949 to the Present, Culture and Gender in Heian Japan, Creating a Japanese Nation-State, 1600-1890, Postwar Japan as History

Current Research/Teaching Specialization: Westernization in East Asia, International law to China and Japan, Liberalism and popular sovereignty in the 19th c, Global/historical comparison of forms of popular sovereignty

Sample Publications:

"The Sinking of the S.S. Kowshing: International Law, Diplomacy, and the Sino-Japanese War." *Modern Asian Studies*, 42(4). 673-703. 2008.

"The Maria Luz Incident: Personal Rights and International Justice for Chinese Coolies and Japanese Prostitutes." In Susan L. Burns and Barbara J. Brooks (Eds.), *Gender and Law in the Japanese Imperium*, 21-47. Honolulu: University of Hawai'i Press, 2013.

"Popular Sovereignty and Democratic Centralism in the People's Republic of China," *Social Text*, 110. 1-25. 2012.

"The Dialectics of Chauvinism: Minority Nationalities and Territorial Sovereignty in Mao Zedong's New Democracy." *Modern China*, 37(2). 170-201. 2011.

Distinctions: Research Grant, Max-Planck-Institut für europäische Rechtsgeschichte, Frankfurt am Main, 2012; Fellowship, Institute for Research in the Humanities, UW-Madison, 2010; Fellowship, Japan Foundation, 2001; Organizer, International Law and World Order Conference, UWM, 2010; Member, Asian Studies Committee; Co-developer, Rethinking Global Security (Global 371)

Huang, Xin, Assistant Professor, Women's Studies, College of Letters and Science (Global Studies Affiliate)

Education: PhD, 2010, University of British Columbia

Foreign Languages: Chinese (5)

Field Experience: China

Percentage of Time Dedicated to Global/International Studies: 100%

Courses Taught: Women's Studies, China Studies, Gender in Asia

Current Research/Teaching Specialization: Feminist Theories, Feminist Research methods, Gender and sexuality in China, Gender and Narrative

Sample Publications:

Huang, Xin (forthcoming) "In the Shadow of Suku (Speaking-bitterness): Master Script and Women's Life Story," *Frontiers of the History in China*.

Kenneth W. Foster, Xin Huang, Frank Tester, and Miu Chung Yan (2007) "Charity Development in China: An Overview", *Asian Pacific Journal of Social Work and Development*, Vol. 17, No. 1, p.79-94.

Huang, Xin (2006) "Performing Gender: Nostalgic Wedding Photography in Contemporary China," *Ethnologies*, Vol. 28, No. 2, p. 81-112.

Huang, Xin,(2013) "From Hyperfeminine to Androgynous: Li Yuchun and the popularity of androgynous images in contemporary China". Book chapter in: *Asian Popular Culture in Transition*. Edited by John A. Lent and Lorna Fitzsimons. London: Routledge, p. 133-155.

Distinctions: Global Studies Research Fellow, 2014-15; Winner of 2010 Best Canadian Dissertation on East Asia, Canadian Asian Studies Association; Translator, Pacific Affairs Chinese abstracts, 2010-present; SSHRC (the Social Sciences and Humanities Research Council of Canada) grant for the project "Learning from the local: Examining a sport and physical activity inclusion initiative for immigrant women," co-applicant, 2011-14

Hudson, Jean, Associate Professor, Anthropology, College of Letters and Science

Education: PhD, 1990, University of California at Santa Barbara

Foreign Languages: French (3); Spanish (3); German (1)

Field Experience: Peru, Central African Republic, Germany

Percentage of Time Dedicated to Global/International Studies: 50%

Courses Taught: Archaeology of Central and South America, Hunter-Gatherer Lifeways: Past & Present

Proseminar in Anthropology: Environmental Archaeology, Study Abroad: Peru Past and Present: Archaeological Perspectives

Current Research/Teaching Specialization: Forager adaptations, Ecological and evolutionary models, Ethnoarchaeology, Prehistoric Life along the Peruvian Coast, Zooarchaeology

Sample Publications:

"Ethnographic Models for Ecological and Social Aspects of Coastal Fishing in Peru." Paper presented at Society for American Archaeology, Montreal, 2004.

"Pacific Volcanoes, Mercury Contaminated Fish, and Polynesian Taboos." *Clinical Toxicology* (15563650), 43(6). 2005. 595-596. Co-authors: Dellinger, J., Krabbenhoft, D., & Murphy, H.

"From Bones to Behavior: Ethnoarchaeological and Experimental Contributions to the Interpretation of Faunal Remains." In Hudson, J. (Ed.), Center for Archaeological Investigations. SIU, 1993.

"Nonselective Small Game Hunting Strategies: An Ethnoarchaeological Study of Aka Pygmy Sites." In M. Stiner (Ed.), *Human Predators and Prey Mortality*. Westview Press, 1991.

"Pacific Ocean Fishing Traditions: Subsistence, Beliefs, Ecology, and Households." In Umberto Albarella & Angela Trentacoste (Eds.), *Ethnozooarchaeology*. Oxford: Oxford Press, 2011.

"Additional Evidence for Gourd Floats on Fishing Nets." *American Antiquity*, 69(3). 586-587. 2004.

Distinctions: Former Program Chair, Certificate in Latin American & Caribbean Studies; Developed new Winterim Study Abroad Program: Ancient People and Animals of Peru, January 2002

Husi, Stanislas, Assistant Professor, Philosophy, College of Letters and Science (Global Studies Affiliate)

Education: PhD, 2011, Rice University

Foreign Languages: Latin (2); Ancient Greek (2); German (5)

Field Experience: Germany, Switzerland, Austria

Percentage of Time Dedicated to Global/International Studies: 50%

Courses Taught: Great Moral Philosophers, Freshman Seminar, Ethical Constructivism, Modern Moral Philosophers, Great Moral Philosophers, Economics and the Environment (Global 201)

Current Research/Teaching Specialization: Ethics, Social & political philosophy, Meta-ethics & practical reasons, Logic, Philosophy of mind

Sample Publications:

"Why Reasons Skepticism is Not Self-Defeating." *European Journal of Philosophy*, 2011.

"Promising – A Practice and Nothing More?" In Hanoch Sheinman (Ed.), *Understanding Promises and Agreements: Philosophical Essays*, Oxford University Press, 2011.

Distinctions: Scholarship to Study Abroad, Awarded by the National German Merit Foundation, 2003-2004; Scholarship of the National German Merit Foundation 2001-2005; Present, University of Cologne, Germany & Humboldt University Berlin, Germany, 2011 and University of Graz, Austria, 2011

Isbell, John, Professor, Geosciences, College of Letters and Science

Education: PhD, 1990, The Ohio State University

Foreign Languages: Spanish (3); Portuguese (2); French (3)

Field Experience: Argentina, Brazil, Antarctica, Australia, Russia, South Africa

Percentage of Time Dedicated to Global/International Studies: 25%

Courses Taught: Sedimentology and Stratigraphy, Physical Sedimentology, Sequence Stratigraphy, Conducted Field Trips in Sedimentary Geology, Historical Geology, Sandstone Petrology

Current Research/Teaching Specialization: Clastic sedimentology and stratigraphy, Sequence stratigraphy, Historical geology, Glacial and fluvial deposits and processes, The Late Paleozoic Ice Age landscape evolution during the Cretaceous and Tertiary, Geology of the Southern Hemisphere (Antarctica, Argentina, South Africa, Australia), Gondwana Geology

Sample Publications:

"Palaeoecology and Sedimentology of Carboniferous Glacial and Postglacial Successions in the Paganzo and Rio Blanco Basins of Northwestern Argentina." In Slowakiewicz, M. (Ed.), *Late Palaeozoic Climate Cycles: Their Evolutionary, Sedimentological and Economic Impact*: London, Geological Society Special Publication, 376. 109-140. 2013. Co-authors: Dineen, A. A., Fraiser, M. L., Isbell, J. L.

"Proglacial deposition and deformation in the Upper Carboniferous to Lower Permian Wynyard Formation, Tasmania." *A process analysis: Palaeogeography, Palaeoclimatology, Palaeoecology*, v. 315-316, p. 142-157. 2012. Co-authors: Henry, L.C., Isbell, J.L., Fielding, C.R., Domack, E.W., Frank, T.D., and Fraiser, M.L.

"La secuencia Neopaleozoica de la quebrada De Agua De Jagüel (Precordillera de Mendoza): edad Y redefinición estratigráfica." *Revista de la Asociación Geológica Argentina*. 69, 596-608. 2012. Co-authors: Limarino, C. O., Isbell, J. L., Ciccioli, P. L., and Taboada, A. C.

Distinctions: University of Wisconsin-Milwaukee RGI Grant for research in Siberia and Argentina, 2007-2013; Field Leader for 16 National Science Foundation projects, grants, and contracts to Antarctica, 12 to South America, 2 to Australia, 1987-2015; Member, Steering Committee for the development of deep field camps in the Transantarctic Mountains, the National Science Foundation, 2011-Present; Member, Directorate of Geosciences Advisory Committee, The National Science Foundation, 2013-2015; Member, Office of Polar Programs Advisory Committee, The National Science Foundation, 2012-2015; Delegate, The International Gondwana Subcommission. 2005-2009; Mt. Isbell --Peak in the Geologist Range of Antarctica named for J.L. Isbell for work that he and colleagues conducted in the area; Associate Editor of the international geologic journal: PALAIOS 2008-recent

Iverson, Gregory, Professor, Linguistics, College of Letters and Science (Global Studies Affiliate)

Education: PhD, 1974, University of Minnesota

Foreign Languages: French (4); Japanese (4); German (4)

Field Experience: Korea, Germany, Japan, Korea, Morocco, Sweden

Percentage of Time Dedicated to Global/International Studies: 75%

Courses Taught: Power of Words

Current Research/Teaching Specialization: Language learning, Change and sound systems, General linguistics

Sample Publications:

"Principles of L2 Pronunciation: The Question of Learn ability," with F. Eckman, *Proceedings of the Fourth Biennial Conference on Generative Approaches to Second Language Acquisition*, University of Pittsburgh.

"The Nonassimilatory nature of Postnasal Voicing in Japanese," with E. Hayashi, *Journal of Humanities and Social Sciences* 38.27-44.

"The Development of Monophthongal Vowels in Korean: Age and Sex Differences," with Soyoung Lee, *Clinical Linguistics and Phonetics* 22. 523-536.

"Germanic Aspiration: Phonetic Enhancement and Language Contact," with Joseph C. Salmons, *Sprachwissenschaft* 33.257-278.

"Review of Voicing in Dutch: (De)voicing – Phonology, Phonetics, and Psycholinguistics, ed. by Jeroen van de Weijer & Erik Jan van der Torre. (*Current Issues in Linguistic Theory*, 286.) Amsterdam & Philadelphia: John Benjamins, 2007. *Journal of Germanic Linguistics* 20. 284-288.

"The Development of Vowel Space in Korean Infants and Children," with Soyoung Lee, *Harvard Studies in Korean Linguistics* 12. 239-251.

Distinctions: Overseas Korean language program

Izquierdo, Rene, Associate Professor, Music, Peck School of the Arts

Education: MA, 2005, Lehman College

Foreign Languages: Spanish (5)

Field Experience: Cuba

Percentage of Time Dedicated to Global/International Studies: 75%

Courses Taught: Afro-Caribbean and Latin American guitar styles

Current Research/Teaching Specialization: Latin American guitar

Sample Publications:

Performances as a guest soloist and in chamber music concerts throughout United States, Cuba, and Europe

Distinctions: Finalist, JoAnne Falletta International Guitar Concerto Competition; Performance at Carnegie Hall with Brazilian recorder soloist Clea Galhano, December 2013

Jones, Jason, Assistant Professor, Foreign Languages and Literature -- Japanese, College of Letters and Science
(Global Studies Affiliate)

Education: PhD, 2009, Osaka University

Foreign Languages: Japanese (5); Chinese (1)

Field Experience: Japan

Percentage of Time Dedicated to Global/International Studies: 100%

Courses Taught: World Cinema: Japanese Film, Analyzing Japan-Hollywood Film Remakes, Japanese Popular Culture, Subtitling Japanese Media, Introduction to Translation: Japanese to English, Advanced Translation: Japanese to English, Research and Research Writing in Japanese, Summer Study Abroad Course in Japan

Current Research/Teaching Specialization: Cross-media adaptation, Translation, Film subtitling, Film remakes, Cultural transfer between Japan and Hollywood film industries

Sample Publications:

“Remaking Popular Japanese Film.” Osaka: Osaka University, 2009.

“The Dahlia on Roosevelt Island.” Representation and Culture VI, 13-22. Osaka: Osaka University, 2009.

“Globalizing Godzilla: Replacing Japan in the Godzilla Remake.” Representation and Culture V, 33-44. Osaka: Osaka University, 2008.

Remaking Japan: The Consumption of Hollywood Remakes of Japanese Film. Osaka: Osaka University, 2006.

Distinctions: Recipient, SUNY Global Center COIL (Collaborative Online Integrated Learning) grant, 2011-13; Japan Foundation Award, 2012; Fellowship, Japanese Ministry of Education, Culture, Sports, Science and Technology, 2006-09; Monbukagakusho Fellowship, 2004-06; Research Fellow, Osaka University, 2004; Inter-university exchange development (Osaka University, Hosei University, Nagoya University); Member, Global Studies Advisory Committee; Secretary, Osaka University Alumni Association for the US Midwest, 2013

Johnson, Benjamin, Associate Professor, History, Global Studies, College of Letters and Science (Global Studies Affiliate)

Education: PhD, 2000, Yale University

Foreign Languages: Spanish (4)

Field Experience: Mexico

Percentage of Time Dedicated to Global/International Studies: 100%

Courses Taught: Economics and the Environment (Global 201), Theory of History and Historiography, Civil Rights: Our Unfinished Revolution, Human History of Natural Disaster in America, North American Borders, Modern US-Mexican Borderlands, Out of Many: The US through 1877, Out of Many: The US Since 1877, Global and Comparative Environmental History, The American Indian, Texas History, North American Environmental History

Current Research/Teaching Specialization: History of borders, Human development; Human history and environmental concerns

Sample Publications:

Bordertown: The Odyssey of an American Place. With photographs by Jeffrey Gusky. Yale University Press, 2008.

Revolution in Texas: How a Forgotten Rebellion and Its Bloody Suppression Turned Mexicans into Americans. Yale University Press, 2003.

"Señor Escudero Goes to Washington: Diplomacy, Indians, and the Santa Fe Trade," by David J. Weber, *Western Historical Quarterly* 43:4. 2012.

Major Problems in North American Borderlands History. Co-edited with Pekka Hämäläinen. Cengage Learning, 2011.

Bridging National Borders in North America: Transnational and Comparative Histories. Co-edited with Andrew Graybill. Duke University Press, 2010.

Making of the American West: People and Perspectives. ABC-CLIO, 2007.

Distinctions: Project Director, National Endowment for the Humanities, 2014; Member, Global Studies Advisory Committee, 2012-14

Jordan, Jennifer, Associate Professor, Sociology, College of Letters and Science (Global Studies Affiliate)

Education: PhD, 2000, University of California San Diego

Foreign Languages: French (1); German (4); French (1); Spanish (2); Hungarian (1)

Field Experience: Germany, Hungary, Austria

Percentage of Time Dedicated to Global/International Studies: 50%

Courses Taught: Seminar in Sociology of Contemporary Institutions, Introduction to Sociology, History of Sociological Theory, Capstone Course in Sociology, Systematic Sociological Theory, The Sociology of Culture, International Urban Sociology: The City and Memory, The Spatiality of the Holocaust

Current Research/Teaching Specialization: Urban sociology, Collective memory, Sociology of culture, Social theory, Globalization and international sociology, Europe/Germany, Sociology of food

Sample Publications:

"Collective Memory and Locality in Global Cities." In Patrice Petro and Linda Krause (Eds.), *Global Cities: Cinema, Architecture, and Urbanism in a Digital Age*, 31-48. New Brunswick, New Jersey: Rutgers University Press, 2003.

"Structures of Memory: Understanding Urban Change in Berlin and Beyond." *Cultural Memory in the Present Series*. Stanford, California: Stanford University Press, 2006.

"The Heirloom Tomato as Cultural Object: Investigating Taste and Space." *Sociologia Ruralis* 47(1). 20-41. January 2007,

"Memorials as Sites of Social Integration in Berlin?" *German Politics and Society* 24(4). 77-94. Winter, 2006.

"In Search of the Elusive Heirloom Tomato: Farms and Farmers' Markets, Fields and Fieldwork," In Leo Coleman (Ed.), *Food: Ethnographic Encounters*, London: Berg Publishers, 2012.

Distinctions: Lise Meitner Fellowship from the Austrian Research Foundation (FWF), Senior Scientist at the Austrian Academy of Sciences, Vienna, Austria, 2008-10; Senior Fellow, Fulbright/IFK (International Research Center for Cultural Studies) Vienna, Austria, 2007; Grant from Center for Advanced Holocaust Studies, US Holocaust Memorial Museum, 2003-04; Frequent lecturer, Austrian Academy of Sciences, 2009; Member, International Studies Advisory Committee, 2005-06; Global Studies Search and Screen Committee, 2011

Jordt, Ingrid, Associate Professor, Anthropology, College of Letters and Science (Global Studies Affiliate)

Education: PhD, 2001, Harvard University

Foreign Languages: Burmese (4); Italian (4)

Field Experience: Burma

Percentage of Time Dedicated to Global/International Studies: 100%

Courses Taught: Social Movements and the Internet, Ethnographic Methods, Women's Roles in Cross-Cultural Perspective, Food and Culture, Anthropology of Knowledge

Current Research/Teaching Specialization: Processes of political legitimation, Lay/monastic relations in Buddhist Burma, Buddhist meditation movements in Southeast Asia, Ethnographic methods, Social theory, Cultural anthropology

Sample Publications:

"Transnational Buddhism and the Transformation of Local Power in Thailand." In Stanley J., et al. (Eds.), *Radical Egalitarianism: Local Realities, Global Relations*, Tambiah, Fordham University Press, March 2013.

"Food Security, Information Flows, and Foreign Aid in the Wake of Cyclone Nargis." *Burma Anthropology News*. 2008.

"Turning Over the Bowl in Burma." *Religion in the News*, 10(3). 2008.

"Burma's Mass Lay Meditation Movement: Buddhism and the Cultural Construction of Power." *Research in International Studies Series*, University of Ohio Press, 2007.

"What is a 'True Buddhist': Meditation and the Formation of Knowledge Communities in Burma." *Ethnology*, 45(3). 2007.

"With Patience We Can Endure: Public Space and Private Discourse Under Burmese Authoritarian Rule." In Monique Skidmore and Patricia Lawrence (Eds.), *Women and the Contested State: Religion, Violence and Agency in South Asia, 188-208*. University of Notre Dame Press, 2007.

Distinctions: Live webcast: American Public Media: Speaking of Faith. Aired November 4, 2007

Kahl, Jonathan D. W., Professor, Mathematical Sciences, College of Letters and Science (Global Studies Affiliate)

Education: PhD, 1987, University of Michigan

Foreign Languages: Spanish (3)

Field Experience: Mexico, Guatemala

Percentage of Time Dedicated to Global/International Studies: 25%

Courses Taught: Survey of Meteorology, Earth, Air, Fire and Water, There's No Zone Like the Ozone: Environmental Aspects of Weather, Air Pollution Meteorology, Mathematics, Study Abroad: Mexico Atmospheric Science

Current Research/Teaching Specialization: Air pollution meteorology, Atmospheric science, Air pollution meteorology, Utilization of technology in science education, General meteorology, Boundary-layer meteorology, Polar meteorology, Construction of historical Arctic upper-air meteorological data sets

Sample Publications:

"Characterization of atmospheric transport to the El Tajin Archaeological Zone in Veracruz, Mexico." *Atmosfera*, 20(4), 359-371. 2007. Co-authors: H. Bravo A., R. Soto A., R. Sosa E., P. Sanchez A., Ana Luisa Alarcon J.

"Meteorological Analysis of Acid Deposition." In R. Cerón, J. Griselda, J. Guerra (Eds.), *Avances y Perspectivas de la Deposición Ácida en México (Advances and Perspectives in Acid Deposition in Mexico)*, Universidad Autonoma del Carmen (University of Carmen), 2012. Co-authors: Ciudad del Carmen, Mexico. Kahl, J.D.W. and R. Olivas Saunders.

"Chemical composition of rainwater in northeastern México." *Atmosfera*, 23(3). 213-224. 2010. Co-authors: Ramírez Lara E., Miranda Guardiola R., Gracia Vásquez Y., Balderas Rentería I., Bravo Álvarez H., Sosa Echeverría R., Sánchez Álvarez P., Alarcón Jiménez A., Torres M.C.

Distinctions: Fulbright Scholar, Mexico, 2003; 11 UWM CIE and Center for Latin American and Caribbean Studies Travel and Course Development Grants; Visiting professor and lead researcher, Mexico: University of Carmen, Ciudad del Carmen, University of Campeche, University of Nuevo Leon, Monterrey, 2006-2013; Affiliated Professor, Department of Chemical Sciences, National Autonomous University of Nuevo Leon, Monterrey Mexico; Ongoing collaboration with Humberto Bravo and the Universidad de Mexico; Teaching Excellence Award, UWM Alumni Association, 2006

Keane, Mark, Professor, Architecture, School of Architecture and Urban Planning

Education: PhD, 1980, University of Illinois Urbana Champaign

Foreign Languages: French (4)

Field Experience: France

Percentage of Time Dedicated to Global/International Studies: 25%

Courses Taught: Introduction to Architecture, Introduction to Drawing, Frank Lloyd Wright Seminar, Film and Architecture, Architecture Summer Study Abroad in Paris

Current Research/Teaching Specialization: Design, Drawing, Frank Lloyd Wright, Digital video

Sample Publications:

Architecture: An Interactive Introduction, CD/text, McGraw-Hill 1998.

Interior Design, chapter in Dictionary of American History, Culture of Design Education, chapter in Handbook of Interior Design, Frankel/Coleman, 2001.

American System Built Homes R and D team, 05 16th Street Community Health Center Rendering, 99-05

Distinctions: National Institute for Architectural Education Grant, Public Broadcast System Emmy for Animated Architecture; UWM Alumni Association Teaching Award, 2007; National Endowment for the Arts Digital Communications Grant, 2009; UWM Service-Learning Instructor of the Year, 2013-14

Kehl, Jenny, Director of the Center for Water Policy, and Associate Professor (Endowed Chair), School of Freshwater Sciences (Global Studies Affiliate)

Education: PhD, 2003, University of Colorado-Boulder

Foreign Languages: Spanish (2)

Field Experience: India, China, Turkey, Uganda, Kenya, Mexico

Percentage of Time Dedicated to Global/International Studies: 50%

Courses Taught: International Water Policy, International Natural Resource Conflict and Cooperation, International Economic Development

Current Research/Teaching Specialization: International water policy, Natural resource conflict and development

Sample Publications:

“The Hidden Global Trade in Water: Calculating the inefficiencies and trade in water-intensive crops.” Yale Global, Yale University, 13 February. 2013

“Troubled Waters: The Effects of Scarcity on Interests, Identities, Conflict and Cooperation,” in Williams, M. (editor), The Multicultural Dilemma: Migration, Ethnic Politics, and State Intermediation. New York: Routledge Press. 2012.

“Rethinking the Resource Curse: A Review Essay on the Politics of Oil Investments.” International Studies Review, 13, 3: 495-501. 2011.

Hydropolitical complexes and asymmetrical power: Conflict, cooperation, and Governance of international river systems. American Sociological Association XVII (1): 218-235. 2011.

Distinctions: International Common Ground; International Studies Association; International Water Policy Research Network; Member, Program in Sustainable Peacebuilding Advisory Committee

Khatchadourian, Sonia, Senior Lecturer, English, College of Letters and Science (Global Studies Affiliate)

Education: MA, 1987, University of Hawaii-Manoa

Foreign Languages: French (1); German (1); Armenian (3); Russian (1)

Field Experience: Malaysia, Germany

Percentage of Time Dedicated to Global/International Studies: 25%

Courses Taught: Business Writing, Global Business Communication, Creative Writing, Composition, Cultural Studies and Literature, Health Science Writing, Technical Writing, Grammar, Writing and Critical Thinking

Current Research/Teaching Specialization: Business writing courses, Research on music within cultural studies, Global business communication

Sample Publications:

"A Ray of Sunshine in the Blues: The story of Sonny Payne, longtime deejay for 'King Biscuit Time.'" Living Blues, 36-39. May/June 1991.

"Larry Garner: A Trailblazer Gets More Scars." Living Blues, 18-27. Jan./Feb. 1999. [Cover story]

"The Meaning of the Blues: Debra DeSalvo's, The Language of the Blues." Shepherd Express. 29, 31. 2 Mar 2006.

"Lurrie Bell: The Devil Ain't Got No Music." Shepherd Express, 24 May 2012.

"Magic Slim and The Teardrops: Bad Boy." Shepherd Express, 25 Oct. 2012.

Distinctions: Academic Staff Professional Development Award: Global Education Conference, October 2011; Global Studies Development Grant, 2004; Institut für Anglistik und Amerikanistik, Justus Liebig Universität, Giessen, Germany, September 1994-August 1996

Kilwein-Guevara, Maurice, Professor, English, College of Letters and Science

Education: PhD, 1990, University of Wisconsin-Milwaukee

Foreign Languages: Spanish (5)

Field Experience: Colombia, Cuba, Mexico, Russia, Ecuador

Percentage of Time Dedicated to Global/International Studies: 50%

Courses Taught: The Development of Poetry, Survey of U.S. Latino/a Literature, Seminar in Poetry Writing, Seminar in Fiction Writing, Poetic Craft and Theory: The Prose Poem, Poetic Craft and Theory: The Historical Imagination, Advanced Workshop in Fiction, Advanced Workshop in Poetry, U.S. Latino Literature: Performance Practices, Poetry and the Creative Process: Modern American Poets from a Biological Perspective, The Art of Poetry: Contemporary American Poetry, The Development of Poetry: Surrealism, Literature and the Other Arts: Comedy in Fiction and Film

Current Research/Teaching Specialization: Poetry, fiction, and dramatic writing, US Latino/a literature, Comparative literature (Latin American), US literature, Performance art and performance poetry

Sample Publications:

"Then, Poema Asks," a full-length volume of poetry, University of Arizona Press, 2009.

"Autobiography of So-and-so: Poems in Prose, a full-length volume, published in the Green Rose Series of New Issues Press (Western Michigan University). Selected by William Olsen. 2001

"Poems of the River Spirit," a full-length volume, published in the Pitt Poetry Series of the University of Pittsburgh Press. 1996.

"Postmortem," a full-length volume of poetry, published in the Contemporary Poetry Series of the University of Georgia Press. Selected from 470 manuscripts by Lynn Emanuel. 1994.

"The Last Bridge/El último puente," a comic play in two acts, received a staged reading by the Off-Broadway production company Urban Stages on April 12, 1999.

Kim, Sang-Yeon, Assistant Professor, Communication, College of Letters and Science

Education: PhD, 2009, Michigan State University

Foreign Languages: Korean (5)

Field Experience: Korea

Percentage of Time Dedicated to Global/International Studies: 75%

Courses Taught: Introduction to Intercultural Communication, Theories and Practices of Social Influence, Quantitative Research in Communication, Communication and Social Influence

Current Research/Teaching Specialization: Inter-ethnic giving (e.g. students' community engagement), Intercultural communication in multi-cultural communities

Sample Publications:

"The impact of relational holism on conflict management style in collegueship and friendship: A cross-cultural study." *Studies in Communication Sciences*, Elsevier 13. (2013): 58-66. Co-authors: Kim, Sang-Yeon, Kim, J, and Lim, Tae-Seop.

"Many faces of media effects." In R. W. Preiss, B. M. Gayle, N. Burrell, M. Allen & J. Bryant (Eds.), *Mass media effects research: Advances through meta-analysis* (pp. 315-325). Mahwah, New Jersey: Lawrence Erlbaum Associates, Inc. 2007. Co-author: Lim, T.

"Differences in cognitive relativity between Americans and Koreans' assessments of self." *Journal of Intercultural Communication Research*, 37(2). 2008. Co-authors: Lim, T., Allen, M., Burrell, N., & Kim, S.

"The role of friends' appearance and behavior on evaluations of individuals on Facebook: Are we known by the company we keep?" *Human Communication Research*, 34, 28-49. 2008. Co-authors: Walther, J. B., Van Der Heide, B., Kim, S., Westerman, D., & Tom Tong, S.

Kim, Nan, Assistant Professor, History, Letters and Science (Global Studies Affiliate)

Education: PhD, 2007, University of California-Berkeley

Foreign Languages: Korean (4); Chinese (1); Japanese (1); Spanish (3); Italian (2)

Field Experience: Korea, Germany

Percentage of Time Dedicated to Global/International Studies: 100%

Courses Taught: Modern East Asia, Korea, Korean War as Global History, Global Cold War, Memory & Reconciliation, History of the Family and Gender

Current Research/Teaching Specialization: National division and postwar reconciliation, Intersections between history and anthropology, Family and gender, Modern Korea, Historical/Political anthropology, War memory

Sample Publications:

"Remembering the April [1960] Revolution." *Hanguk Yosong Shinhak. The Journal of Korean Feminist Theology*, 42. Seoul, Korea, 2000.

"Korea on the Brink: Reading the YOnp'yong Shelling and its Aftermath." *The Journal of Asian Studies*, 70(2). 337-356. 2011.

"West Sea Crisis in Korea." *The Asia-Pacific Journal*, 49(1). December 6 2010.

Distinctions: Fellowship, Visiting Scholars Program, International Center for Korean Studies, Research Institute for Korean Studies, Korea University, Winter-Summer, 2014; Fellowship (awarded), Kyujanggak Institute for Korean Studies, Seoul National University, 2012-13; Fellowship, Center for 21st Century Studies, 2009-10; Advisory Board Member, Beyond the Korean War, International research collective jointly sponsored by the University of Cambridge (UK) and the Academy of Korean Studies (Korea), 2014; Steering Committee Member, Alliance of Scholars Concerned about Korea, 2010-present; Manuscript Reviewer, *The Journal of Asian Studies*, *Journal of Korean Studies*, 2009-present

Kim, Yong-Choel, Associate Professor, Finance, Lubar School of Business (Global Studies Affiliate)

Education: PhD, 1987, Ohio State University

Foreign Languages: Korean (5); English (4)

Field Experience: Norway, Korea

Percentage of Time Dedicated to Global/International Studies: 75%

Courses Taught: International Financial Management, Corporate Finance, Venture Finance, Investments

Current Research/Teaching Specialization: International finance and corporate finance, Currency exposure of multinational corporations and corporate governance, Financial markets of foreign countries, especially Japan

Sample Publications:

"The dual roles of Japanese main banks: Contrast before and after the bubble-bursting." *International Finance Review*, 9. 267-300. 2009. Co-author: Kooyul Jung.

"Super-size Banks: Is Risk-taking Rewarding?" *International Finance Review*, Volume 14 - Global Banking, Financial Markets and Crises, 115-140. 2013. Co-author: Jinyong Kim.

"Weak firms follow strong firms in hot IPO markets." *Asia-Pacific Journal of Financial Studies*, 42. 76-108. 2013. Co-author: Kiyong Chang and Hyeongsop Shim.

"Unintended Regulatory Consequences: Evidence from the Korean IPOs." *Pacific-Basin Finance Journal* 20-2. 292-309. 2012. Co-author: Kiyong Chang, Young Sang Kim, John H. Thornton Jr.

Distinctions: CIBER Grant from UW-Madison, 2002-2003; Research award from the Center for International Trade, 2000; National University of Singapore Visiting Professor, 2007-2008; Member Korean-American Economic Association and Korean-American Finance Association; Member, Global Studies Advisory Committee

Kim, Sunwoong, Professor, Economics, College of Letters and Science (Global Studies Affiliate)

Education: PhD, 1985, Massachusetts Institute of Technology

Foreign Languages: Japanese (5); Korean (1); German (3); Chinese (4)

Field Experience: Korea, Germany

Percentage of Time Dedicated to Global/International Studies: 100%

Courses Taught: International Financial Management, Urban and Regional Economics

Current Research/Teaching Specialization: Housing, Development economics, Southeast Asia, Urban economics

Sample Publications:

"Private Tutoring and the Demand for Education in South Korea," *Economic Development and Cultural Change*, 58(2), 2010: 259-96 (with Ju-Ho Lee).

"Modeling the Korean Chonse Lease Contract," *Real Estate Economics*, 31(1), 2003: 53-74 (with Brent Ambrose).

"Electoral Dimensions of Factional Competition in Japan's Liberal Democratic Party, 1958-1990," *The European Journal of Political Research*, 42(1), January, 2003: 107-134 (with Eric Browne).

Distinctions: Developed interinstitutional exchange with Ajou University, Korea; Co-editor, *International Economic Journal*.

Kincaid, Andrew, Associate Professor, English, College of Letters and Science (Global Studies Affiliate)

Education: PhD, 2001, University of Minnesota

Foreign Languages: Irish (3); French (3); German (4)

Field Experience: Germany, Ireland, France

Percentage of Time Dedicated to Global/International Studies: 75%

Courses Taught: Seminar in Modern Literature. Samuel Beckett: Prose, Poetry, Drama, Approaches to Literary Criticism: From Literary Theory to Cultural Studies, Studies in Literature, 1660-1800, Survey of Modern Literary and Cultural Theory, The Development of the Novel, The Art of Fiction: The Irish Short Story, Modern English Literature: The Twentieth Century, Introduction to English Studies, Globalization and the Environment: The Case of Ireland

Current Research/Teaching Specialization: Literary and critical theory, Modern literature, Global/post-colonial literature, Irish literature and culture; , Urbanism and modernism, Theories of space and place, The writings of Samuel Beckett, Literary and critical theory, Maritime literature, Theories of Modernism

Sample Publications:

"What They Left Behind: The Irish Landscape After Emigration," in Marcus Bullock and Peter Paik (eds.), *Aftermaths: Exile, Migration, and Diaspora Reconsidered* (New Brunswick, NJ: Rutgers University Press, 2009).
"‘Down These Mean Streets’: The City and Critique in Contemporary Irish Noir." *Eire/Ireland*, 45(1&2), 39-55. 2010.

"They Stand for All the Things I Hate’: Georgian Architecture and Cultural Memory in Contemporary Dublin." Timothy A. Gibson and Mark Lowes (Eds.), *Urban Communication: Production, Text, Context*. Maryland: Rowman & Littlefield Publishers, Inc., 2006.

Distinctions: Advisory Board Member, Center for Celtic Studies, 2001-present; 6 Arts and Humanities Travel Awards, UWM, 2002-2011; FLAS (Foreign Language Area Studies) Fellowship, University of Minnesota, 2000; Global Studies Research Fellow, 2014-15

King, Phyllis, Professor, Occupational Therapy, College of Health Sciences

Education: PhD, 1995, University of Wisconsin-Milwaukee

Foreign Languages: Spanish (3)

Field Experience: Canada, Italy, Lithuania, Thailand

Percentage of Time Dedicated to Global/International Studies: 25%

Courses Taught: Occupational Therapy in Work Programs, Legal Issues and Regulatory Agencies in Ergonomics

Current Research/Teaching Specialization: Ergonomics, The prevention, assessment and rehabilitation of work-related injuries through the application of ergonomics, Ergonomic redesign of ultrasound transducers

Sample Publications:

Ergonomic recommendations and their impact on child care worker's health. *WORK: A Journal of Prevention, Assessment, & Rehabilitation*, 26, 13-17. 2006.

. Effect of wearing a static wrist orthosis on shoulder movement during feeding. *American Journal of Occupational Therapy*, 62(4), 428-445. 2006.

Assessing Evaluatee Effort. In E. Genovese & J. Galper (Ed.) *Guide to the Evaluation of Functional Ability: How to Request, Interpret, and Apply Functional Capacity Evaluations*, 195-227, Washington DC: American Medical Association. 2009.

Work-related musculoskeletal disorders and injuries: Differences among older and younger occupational and physical therapists, *Journal of Occupational Therapy* 19(3), 274-279. 2009.

Work-related musculoskeletal disorders and injuries among occupational and physical therapists. *American Journal of Occupational Therapy* 63(3), 351-368. 2009

Distinctions: Doctoral committee member for two students at Kaunas University in Lithuania; Member, UWM Task Force on Internationalization

Krause, Linda, Associate Professor, Architecture, School of Architecture and Urban Planning (Global Studies Affiliate)

Education: PhD, 1980, Yale University

Foreign Languages: French (3)

Field Experience: England, Greece

Percentage of Time Dedicated to Global/International Studies: 50%

Courses Taught: Architectural History and Theory, Historic Concepts of Architecture, Modern Concepts of Architecture, Paris and London: A Tale of Two Cities, Readings in Contemporary Architectural Theory and Criticism, Victorian London: Making the Modern Metropolis

Current Research/Teaching Specialization: 19th and 20th century theory, history, and criticism of architecture, Urban design and architecture in the global city, 19th century urban design, Economic issues related to contemporary museum designs, Contemporary urban theory, Global cities, Sustainable cities

Sample Publications:

"Commercial Sites: Early Victorian Development of Cannon Street." In Debra Mancoff and D. J. Trela (Eds.), *Victorian Urban Settings: Essay on the Nineteenth-Century City and Its Contexts*. New York and London: Garland Publishing, 1996.

"Global Cities: Architecture, Film, and Urbanism in the Digital Age." New Brunswick: Rutgers, 2003. Co-editor: Patrice Petro.

"The Image of the House of Images," *Socio-Environmental Metamorphoses: Builtscapes, Landscapes, Entnoscape, Euroscape*. Vol IV: Landscapes, Entnoscape. Proceeding of the 12th International Association of People-Environment Studies conference, Marmaras, Greece. 1992.

Krause, Linda, ed., "Sustaining Cities: Urban Policies, Practices, and Perceptions." New Brunswick: Rutgers Univ. Press, 2013.

Distinctions: Co-Organizer, 2001 CIE annual conference on Global Cities; Global Cities Track Planning Committee

Kuiper, Lawrence, Interim Director/Senior Director of English as Second Language Programs and Associate Professor, French/Italian/Comparative Literature --French, College of Letters and Science (Global Studies Affiliate)

Education: PhD, 1999, Michigan State University

Foreign Languages: French (5); Italian (1); Spanish (1)

Field Experience: France, Spain

Percentage of Time Dedicated to Global/International Studies: 100%

Courses Taught: Contemporary French Language and Culture, French Usage, Phonetics (French), Studies in French Culture, Intermediate French Writing and Reading

Current Research/Teaching Specialization: Language/dialect perception, Correlating language placement with instruction, Travel and tourism as a field of study, Foreign language perception, French dialect perception, Foreign language pedagogy, Learning French culture through the history and present of French cuisine

Sample Publications:

Five articles for A Gustave Flaubert encyclopedia. ed. Laurence Porter. 2000: Greenwood University Press.

"Variation and the Norm: Parisian Perceptions of Regional French." In Dennis Preston (Ed.), *A Handbook of Perceptual Dialectology*. London: Benjamins, 2000.

Co-editor, "Eating, Cooking, Culture: The Politics and History of Food." Papers from the April 2011 UWM conference sponsored by the UWM Center for International Education

"La Phonétique française." multi-media CD-ROM program Center for Language Teaching and Research, East Lansing Michigan, Fall 2007.

"Perception is Reality: Parisian and Provençal Perceptions of Regional Varieties of French". *Journal of Sociolinguistics*. 9(1). 28-50. February 2005.

"Fostering Creativity in Literary Study," In Stivale Charles (Ed.), *Modern French Literary Studies in the Classroom: Pedagogical Strategies*. New York, MLA: 2005. Co-authors: Anita Alkhas and Lawrence Porter,

Distinctions: Member, Overseas Programs Advisory Committee; Program Director, Spring Semester in Paris, France, 2008; Coordinator of French TAs; Interim Director, English as a Second Language Programs, UWM; UISFL grant project for creation of a curriculum for Arabic for learners of French and Spanish, 2009-2010; Coordinator of French, 2009-present; Director French and Francophone Studies Certificate 2009-present; Member of the Deans Foreign Language Advisory Group (FLAG) 2007-present

Lackey, Masako, Senior Lecturer, Foreign Languages and Literature -- Japanese, College of Letters and Science

Education: MA, 1988, University of Wisconsin-Madison; MA, 1987, University of Wisconsin-Madison

Foreign Languages: Japanese (5)

Field Experience: Japan

Percentage of Time Dedicated to Global/International Studies: 100%

Courses Taught: Japanese Language

Current Research/Teaching Specialization: Japanese Short Stories, Second language acquisition, Language and learning technology, Distance learning, Online education

Distinctions: CIBER grant for Summer Intensive Courses in Beginning Japanese, 2003; Member, American Association of Teachers of Japanese (AATJ), Wisconsin Association of Teachers of Japanese (WiATJ), Wisconsin Association of Foreign Language Teachers (WAFLT); Presentation, Thinking Globally: Promoting Interactive and Intercultural Curricula at UW-Milwaukee, 2011

Lanters, Josepha, Professor, English, School of Education (Global Studies Affiliate)

Education: PhD, 1988, University of Leiden, Netherlands

Foreign Languages: Dutch (5); French (4); German (3); English (5)

Field Experience: Ireland, England, Australia, Brazil, Spain, Sweden

Percentage of Time Dedicated to Global/International Studies: 100%

Courses Taught: The Forms of Folk Literature: Celtic Mythology and Folklore, Seminar in Major Figures: James Joyce, Irish Literature, Seminar in Irish Literature: Irish Classics, Comparative Mythology (Greek, Irish, Norse), Classical Influences on Modern Literature: Homers Odyssey and Joyces Ulysses, Classical Influences on Modern Literature: Greek Tragedy, English Literature, World Literature to 1700, English Romantic Poets, Introduction to Fiction, Introduction to Drama, Translation English-Dutch

Current Research/Teaching Specialization: Irish studies, Satire, Issues of identity and representation, Irish literature, Mythology and folklore

Sample Publications:

"'Cobwebs on Your Walls': the State of the Debate about Globalisation and Irish Drama." In Ondrej Pilny and Clare Wallace (Eds.), *Global Ireland: Irish Literatures for the New Millennium*, 33-44. Prague: Litteraria Pragensia, 2005.

"The Identity Politics of Martin McDonagh." In Richard R. (Ed.), *Russell Martin McDonagh: A Casebook*, 9-24. New York: Routledge, 2007.

"'Like Tottenham': Martin McDonagh's Postmodern Morality Tales." In Patrick Lonergan (Ed.), *The Theatre and Films of Martin McDonagh*. 165-78. London: Methuen Drama, 2012.

"'We'll Be the Judges of That': The Critical Reception of DruidSynge in the USA." In Nicholas Grene and Patrick Lonergan (Eds.), *Irish Drama: Local and Global Perspectives*, 35-47. Dublin: Carysfort Press, 2012.

Distinctions: Moore Institute Visiting Fellow, National University of Ireland-Galway, 2012; 13 Travel Awards, Arts and Humanities and Center for International Education UWM, 2001-13; President, American Conference for Irish Studies, 2007-09; Vice Chair for North America, International Association for the Study of Irish Literature, 2006-present; Director, UWM London Study Abroad Program, Spring 2009; Adjudicator, Irish American Cultural Institute Fellowships, 2009; Patron of the North East Irish Culture Network (Universities of Sunderland and Durham, UK), 2006-Present; Editorial Board member, *e-Keltoi: An Interdisciplinary Journal of Celtic Studies*, 2003-present; Faculty Co-Director, Center for Celtic Studies, 2002-03, 2009-present;

Leson, Richard, Assistant Professor, Art History, College of Letters and Science

Education: PhD, 2007, Johns Hopkins University

Foreign Languages: German (3); French (3); Spanish (1)

Field Experience: France, Germany, Spain

Percentage of Time Dedicated to Global/International Studies: 100%

Courses Taught: Ancient to Medieval Art and Architecture, Art and Architecture of Byzantium, Early Medieval Art in the West, Art and Architecture of Islamic Spain, Art and Architecture of the Late Middle Ages,

Romanesque Architecture, French Gothic Art and Architecture, Heaven on Earth: Origins of the French Gothic

Current Research/Teaching Specialization: Visual culture of the Middle Ages, Medieval manuscript illumination, Heraldry, Devotional culture, Gender studies, Museum studies, Art associated with the Crusades

Sample Publications:

"The Pathways of Salvation: Spatiality and Devotion in the Bute Psalter," *Gesta* Vol. 53 2 (2014), forthcoming

"The Portrayal of Saladin in a *Histoire d'Outremer* Manuscript" (Baltimore, Walters Art Museum MS. 142)"

Forthcoming in the *Journal of the Walters Art Museum* (2011)

"Heraldry and Identity in the Psalter-Hours of Jeanne of Flanders (Manchester, John Rylands Library, Ms. lat. 117)," *Studies in Iconography* Vol. 32 (2011): 155-198.

Distinctions: UWM Graduate Research Committee Award, 2013; 4 Travel Awards from CIE and Arts and Humanities Faculty Travel Grants, 2010-12; UWM course development grant from Middle East and North African Studies Certificate Program and CIE, supported by UISFL funding ("Islamic Art and Architecture of Medieval Spain"), 2011; Samuel H. Kress Travel and Research Grant administered by the International Center of Medieval Art, 2011; UW-Madison Institute for Research in the Humanities Fellowship, 2013-14; UWM Center for 21st Century Studies Fellowship, 2010-11

Levine, Marc, Professor, History, College of Letters and Science (Global Studies Affiliate)

Education: PhD, 1982, University of Pennsylvania

Foreign Languages: French (4)

Field Experience: Canada, Belgium

Percentage of Time Dedicated to Global/International Studies: 75%

Courses Taught: French Canada

Current Research/Teaching Specialization: North American urban history and public policy, Economic change, Urban development, Cultural diversity in the city

Sample Publications:

"Contextes de la Politique Linguistique Québécoise." Québec: Conseil de la Langue Française, 1993.

"La Question démolinguistique, vingt-cinq ans après la charte de la langue française," *Revue d'aménagement linguistique* (2002): 65-83.

"Tourism Infrastructure and Urban Redevelopment in Montreal," in *The Infrastructure of Play: Building the Tourist City*, ed. Dennis Sharpe (New York: M. E. Sharpe, 2003), 245-70.

"Tourism and Economic Regulation: Shaping the Tourism Labor Market in Montreal," in *Cities and Visitors: Regulating Tourists, Markets, and City Space*, ed. Susan Fainstein et al. (London: Blackwell, 2003), 114-36.

"The False Promise of the Entrepreneurial University: Selling Academic Commercialism as an "Engine" of Economic Development in Milwaukee, September 2009." UWM Center for Economic Development Working Papers. 2009.

"The Crisis of Black Male Joblessness in Milwaukee: Trends, Explanations, and Policy Options, March 2007." UWM Center for Economic Development Working Papers. 2007.

Distinctions: Professeur invite, Université du Québec, Institut national de la recherche scientifique-Urbanisation; Member, Global Cities Track Planning Committee; Urban Studies Program Faculty Affiliate; Director, Center for Economic Development; Director, Center for Canadian-American Policy Studies; Director, Consortium for Economic Opportunity

Levine, Elana, Associate Professor, Journalism/Mass Communication, College of Letters and Science (Global Studies Affiliate)

Education: PhD, 2002, University of Wisconsin-Madison

Foreign Languages: Spanish (1)

Field Experience: Canada, England

Percentage of Time Dedicated to Global/International Studies: 25%

Courses Taught: Principles of Media Studies, Media History, Feminist Media Studies, Mass Media and Cultural Studies, Gender and the Media, Cultural Theory and Video Gaming

Current Research/Teaching Specialization: Media history, Theory and criticism, Global media conglomeration, U.S. Spanish-language television, National and international television industries, Television history and criticism, Media and cultural theory, Gender and Popular Culture

Sample Publications:

"Constructing a Market, Constructing an Ethnicity: U.S. Spanish-language Media and the Formation of a Syncretic Latino/a Identity," *Studies in Latin American Popular Culture* 20 (2001), 33-50.

"Legitimizing Television: Media Convergence and Cultural Status." New York: Routledge, 2012. Co-author: Michael Z. Newman.

"National Television, Global Market: Canada's Degross: The Next Generation." *Media, Culture & Society*, 31(4). 1-17. 2009.

"In Focus: Teaching the Politics of Television Culture in a 'Post-Television' Era." *Cinema Journal*, 50(4). 177-182. Summer 2011.

"Crossing the Border: Studying Canadian Television Production." In Vicki Mayer, Miranda Banks, and John T. Caldwell (Eds.), *Production Studies: Cultural Studies of Media Industries*, 154-166. New York: Routledge, 2009.

Distinctions: Best Book Award, Critical and Cultural Studies Division, National Communication Association, Legitimizing Television: Media Convergence and Cultural Status, 2012; Arts and Humanities Faculty Travel Grant, 2012, 2006, 2005; Board Member and Reviewer, Console-ing Passions International Conference on Television, Audio, Video, New Media and Feminism; Global Studies Course Enhancement Grant

Levitas, Edward, Associate Professor, Organizations and Strategic Management, Lubar School of Business (Global Studies Affiliate)

Education: PhD, 1998, Texas A&M University

Field Experience: England, Ireland, Czech Republic, India, Singapore, Malaysia, Israel

Percentage of Time Dedicated to Global/International Studies: 25%

Courses Taught: Strategic Management, Organizational Knowledge Development, Global Strategy, International Strategic Management, Management of Technology and Innovation, International Environment of Business

Current Research/Teaching Specialization: Organizational knowledge development, Transfer of knowledge and technology within and among firm, Management of technology and innovation; Knowledge, resources and firm Idiosyncrasies, Governance of inventive activity, Signaling the possession of difficult to transfer knowledge

Sample Publications:

"Managing Liquidity in Research-Intensive Firms: Signaling and Cash Flow Effects of Patents and Alliance Activities." *Strategic Management Journal*, 30. 659-678. 2009. Co-author: M. A. McFadyen.

"The institutional effects on strategic alliance partner selection in transition economies: China versus Russia." *Organization Science*, 15. 173-185. 2004. Co-authors: M. A. Hitt, D. Ahlstrom, M. T. Dacin, and L. Svobodina.

"Options and Strategic Management." In T.J. Wilkinson (Ed.), *Strategic Management. Strategic Management in the 21st Century*, 3. 108-125. Praeger Publishers, 2013. Co-author: M. Bollmus.

"The Three Faces of China: Strategic Alliance Partner Selection in Three Ethnic Chinese Communities." *Journal of World Business*. Co-authors: Ahlstrom, D., M. A. Hitt, M. T. Dacin and H. Zhu. Forthcoming.

"Demand-Side Research's Role in Macro-management: A Commentary on Priem, Li & Carr." (Guest Editorial) *Journal of Management*. 9(5). 1069 - 1084. 2013.

Distinctions: Visiting Scholar, Royal Holloway-Univ. of London, School of Management, 2012; Co-Recipient, Research Grant from UW-Madison CIBER, 2002-2003; Faculty Development Grant, Lubar School of Business, Professional Development in International Business Singapore/Kuala Lumpur, Malaysia program and Professional Development in International Business Mumbai/Chennai, India program, 2009

Lim, Tae-Soep, Professor, Communication, College of Letters and Science (Global Studies Core Faculty)

Education: PhD, 1988, Michigan State University

Foreign Languages: Korean (5)

Field Experience: Korea

Percentage of Time Dedicated to Global/International Studies: 100%

Courses Taught: Intercultural Communication, Access, Security and Intercultural Contexts (Global 451), Cross-Cultural Communication, International and Global Communication, Theory and Research in Intercultural Communication

Current Research/Teaching Specialization: Intercultural communication and problems of intercultural encounters, Cultural values and beliefs, Cross-cultural comparisons, International communication, Discourse analysis, Speech communication, Media analysis, Methodology and statistics

Sample Publications:

"The impact of relational holism on conflict management style in collegueship and friendship: A cross-cultural study." *Studies in Communication Sciences*, 13, 58-66. 2013. Co-authors: Kim, S., Kim, J.

"Holism: A missing link in individualism-collectivism research." *Journal of Intercultural Communication Research*, 40, 21-38. 2011. Co-authors: Kim, S., & Kim, J.

"Reframing the cultural differences between the East and the West." *Communication Studies*, 61, 543-566. 2010. Co-authors: Kim, J., Dindia, K., & Burrell, N.

"Differences in cognitive relativity between Americans and Koreans' assessments of self." *Journal of Intercultural Communication Research*, 37(2). 2008. Co-authors: Allen, M., Burrell, N., & Kim, S.

"The relativity and salience of identity across cultures." *Speech and Communication*, 8, 178-202. 2007. Co-authors: Allen, M., Burrell, N., & Kim, S.

Distinctions: University Research Fellow, Kwangwoon University, 1996-2000; Chair, Human Communication Division, Korean Society for Journalism and Communication Studies; Editor, *Speech and Communication*, Korean Speech Communication Association; President, the Board of Directors, Milwaukee Korean Language and Culture School; Manager, American Dream, an Online Community for Korean Parents Educating Children in the United States; Global Studies Faculty Hire; Member, Global Studies Advisory Committee; President, the Association of Korean Faculty at UWM

Lundback, Veronica, Senior Lecturer, Foreign Languages and Literature, College of Letters and Science (Global Studies Affiliate)

Education: MA, 2004, University of WisconsinMilwaukee

Foreign Languages: Swedish (5); German (4)

Field Experience: Sweden, Germany

Percentage of Time Dedicated to Global/International Studies: 100%

Courses Taught: Swedish language, Scandinavian Society and Culture, German Language, Trolls, Gnomes and Goblins – Scandinavian Myths and Legends

Current Research/Teaching Specialization: Language and language learning, Mythology, Fairytales, Literature and film

Distinctions: The Barbro Osher Pro Suecia Foundation. Primary Investigator The Swedish Online Project, Sweden, 2012; Grants from The Nordic Council of Ministers, 2010, 2011; The Swedish Institute-Pilotprojekt travel grant for study abroad, Sweden, 2008; Organizer. Nordic Film Festival, 2012 and 2014; Teacher of Swedish as a Second Language, Solna Stad, Sweden, 2005-07; Course developer, Global Studies, Global Success in Work and Life for LLC Beyond Borders; Team Leader, CAST Swedish (oral proficiency tests), 2013; Member. Foreign Language Advisory Group (FLAG) 2010-present; Organizer of the Foreign Languages and Literature International Film series 2010-present; Organizer, Swedish and German conversation tables, 2011-present;

Malaby, Thomas, Associate Professor, Anthropology, College of Letters and Science (Global Studies Core Faculty)

Education: PhD, 1998, Harvard University

Foreign Languages: French (2); Italian (1); English (5); Greek (4)

Field Experience: Crete, Greece, Nepal

Percentage of Time Dedicated to Global/International Studies: 100%

Courses Taught: Cross-Cultural Study of Religion, Introduction to Cultural Anthropology, Global Communications Capstone: Future Trends (Global 551), People and Politics (Global 101)

Current Research/Teaching Specialization: Technology and globalization, Modernity, history and futurity, Urban criminality, Medical anthropology, Social theory, Ritual and performance, Globalization projects, Relationship between institutions, unpredictability, and technology

Sample Publications:

Making Virtual Worlds: Linden Lab and Second Life. Cornell University Press, 2009.

"These Great Urbanist Games: New Babylon and Second Life (reprint)." In Patrice Petro, Lane Hall, and A. Aneesh (Eds.), World Making: Media, Art, and the Politics of the Global, New Directions in International Studies Series. Piscataway, NJ: Rutgers University Press. 2011.

"Digital Gaming, Game Design, and its Precursors." In Daniel Miller and Heather Horst (Eds.), Digital Anthropology, 288-305. Oxford: Berg, 2012

"Our Present Misfortune: Games and the Post-Bureaucratic Colonization of Contingency." Social Analysis 56(2). 103-116. 2012.

"Culture vs. Architecture: Second Life, Sociality, and the Human." In Kurt Squire, Sasha Barab, and Constance Steinkuehler (Eds.), Games, Learning, and Society: Learning and Meaning in the Digital Age, 229-243. Learning in Doing Series. Cambridge: Cambridge University Press. 2012.

Distinctions: Institute for Research in the Humanities Fellowship, University of Wisconsin, 2008-09; UWM Center for 21st Century Studies Fellowship, 2004-05; Reviewer, International Dissertation Field Research Fellowship Program, Social Science Research Council, 2004-07; Member, American Anthropological Association, Society for the Anthropology of Europe; Member, Modern Greek Studies Association; Member, Global Studies Advisory Committee; Chair, Department of Anthropology, UWM, 2011-present

Mansson McGinty, Anna, Associate Professor, Geography and Women's Studies, College of Letters and Science (Global Studies Affiliate)

Education: PhD, 2002, Lund University

Foreign Languages: German (3); English (5); Swedish (5)

Field Experience: Sweden

Percentage of Time Dedicated to Global/International Studies: 75%

Courses Taught: Geography of Islam, Gendered Geographies, Gender and Spirituality. Women and Gender in Islam, Global Feminisms, traditional face-to-face and hybrid, Muslim Women in the West: Representations, Gender, and Identity

Current Research/Teaching Specialization: Islam and Muslim women in the West, Identity formation, Gender, Religion, Conversion to Islam, Ethnographic method, Social and cultural theory, Psychological/cognitive anthropology

Sample Publications:

"Becoming Muslim: Western Women's Conversions to Islam." New York: Palgrave Macmillan. (Paperback edition). 2009.

"The Muslim Milwaukee Project: Muslims Negotiating Racial and Ethnic Categories." The Wisconsin Geographer, 25. 67-93. Co-authors: Sziarto, K., and C. Seymour-Jorn. T. 2013.

"Research within and against Islamophobia: A collaboration project with Muslim communities." Social & Cultural Geography . 14(1). 1-22. 2013. Co-authors: Sziarto, Kristin and Caroline Seymour-Jorn.

"The 'mainstream Muslim' opposing Islamophobia: Self-representations of American Muslims." Environment and Planning A, 44(12). 2957-2973. 2012.

"Teaching against culture" Geography of Islam. The Professional Geographer. 64(3). 358-369. 2012.

"Faith drives me to be an activist": Muslim American women's struggle for recognition and social justice." The Muslim World. 102(2). 371-389. 2012.

Distinctions: Fellow, UWM Center for 21 Century Studies, 2012-13; MENA (Middle Eastern and North African Studies) Course Development Grant, 2010; Crafoord Foundation Grant, Lund University, Sweden, 2002; Member, CIE UISFL Advisory Committee, 2009-11

Marcus, Richard, Associate Professor, Business Administration, Lubar School of Business (Global Studies Affiliate)

Education: PhD, 1983, University of Chicago

Foreign Languages: German (3)

Field Experience: Austria, France, Germany, Holland, Russia

Percentage of Time Dedicated to Global/International Studies: 25%

Courses Taught: International Financial Management, Managerial Economics, Principles of Finance, International Corporate Economics

Current Research/Teaching Specialization: Corporate finance, International transfer pricing, Municipal bond finance, Initial public offerings in foreign countries

Sample Publications:

Marcus, R. D., Solberg, D., & Zivney, T. L. (1991). A Reexamination of the Benefits to International Diversification. *Recent Developments in International Banking and Finance*, Vol. 4 and 5 (Amsterdam: Elsevier Science Publishers B.V., 1991), 315-340.

Marcus, R. D. (2005). The Regulation of International Transfer Pricing. for presentation at the ICBERG meeting.

Marcus, R.D. (2005). Study Guide for Managerial Economics, 10th Edition. Thomson/Southwestern. (347 pages)

Chang, K., Kim, Y. C., & Marcus, R. D. (Fall 2007). The Ownership Structure of Korean Firms After Initial Public Offerings. *Global Business and Finance Review*, 12(2), 57-74.

Chen, K., Kim, Y. C., & Marcus, R. D. (July 2009). Institutional Behavior of Trading Acquirer Stocks Around Mergers and Acquisitions. *International Review of Accounting, Banking, and Finance*, 1(2), 19-36.

Martin, Andrew, Associate Professor, Film Studies/English, College of Letters and Science (Global Studies Affiliate)

Education: PhD, 1987, University of Iowa

Foreign Languages: Spanish (2); German (2)

Field Experience: Germany, Spain, United Kingdom

Percentage of Time Dedicated to Global/International Studies: 50%

Courses Taught: Global Studies Global Security Capstone: Future Trends (Global 571), Classical and Contemporary Film Theory and Criticism, Realism, Naturalism, and American Modernism, Globalization and Technology (Global 202), Language, Media and Social Practice (Global 351), Introduction to Film Studies, Topics in Film Studies, Cinema and Authorship, Cinema and Genre, Media and Literature, Media and Society, The Vampire: From Nosferatu to Buffy, War and Cinema, Vietnam in American Culture, World Cinema: Post War British Cinema

Current Research/Teaching Specialization: British and European film and culture, South East Asian history, literature and film, Vietnam and Vietnam War topics, Classical and contemporary film theory and criticism, Global studies, Film studies

Sample Publications:

"Perceptions of War: Vietnam in American Culture." University of Oklahoma Press, Project for Discourse and Theory, 1993.

"Rethinking Global Security: Media, Popular Culture, and the 'War on Terror.'" Rutgers University Press, 2006. Co-editor: Patrice Petro.

"Popular Culture and Narratives of Insecurity," In Andrew Martin and Patrice Petro (Eds.), *Rethinking Global Security: Media, Popular Culture, and the 'War on Terror'*". New Brunswick, NJ: Rutgers University Press, 2006.

"Narratives of Insecurity." In Andrew Martin and Patrice Petro (Eds.), *Rethinking Global Security: Media, Popular Culture, and the War on Terror*, Rutgers University Press, 2006.

"Introduction to Rethinking Global Security." *Rethinking Global Security: Media, Popular Culture, and the War on Terror*, Rutgers University Press, 2006. Co-editor: Patrice Petro.

Distinctions: Presenter, Society for Cinema and Media Studies Conference, London, England, April 1, 2005

Mazor, Yair, Professor, Foreign Languages and Literature -- Hebrew, College of Letters and Science (Global Studies Affiliate)

Education: PhD, 1983, Tel Aviv University, Israel

Foreign Languages: Hebrew (5); French (1); Swedish (1)

Field Experience: England, Denmark, France, Israel, Italy, Norway, Sweden

Percentage of Time Dedicated to Global/International Studies: 100%

Courses Taught: Fourth Semester Hebrew, Third Semester Hebrew, Women in the Bible

Current Research/Teaching Specialization: Hebrew poetry of the 1960s, Contemporary Israeli poetry, Modern Hebrew literature, Biblical literature, Comparative literature, Theory of literature

Sample Publications:

"Who Wrought the Bible? Decrypting the Bible's Aesthetic Secrets (in art album format)." Madison: University of Wisconsin Press, 2005.

"Asher Reich: Portrait of a Hebrew Poet (in art book format with works of art by Michael Kovner)." Madison: University of Wisconsin Press, 2002.

"Somber Lust; The Writings of Amos Oz: Poetic Portrait (with the participation of Amos Oz; a new version of no. 9)." Albany: State University of New York Press, 2002.

"Love in the Back Seat: Hebrew Poetry in the Sixties (in art album format with works of art by Michael Kovner)." Tel Aviv: Zmora-Bitan Publishing House, 2005

"Pain, Pining and Pine Trees: Contemporary Hebrew Poetry (in art album format with Judaica illuminations and works of art by the Israeli renowned painter, Nachum Guttman)." Tel Aviv: Papyrus Press of Tel Aviv University, 2000.

"Israeli Poetry of the Holocaust." New York: Fairleigh Dickinson University Press, 2009.

Distinctions: Member, Committee of Instruction of Foreign Languages, 2001-present; Chair, Advisory Board of UWM Center for Jewish Studies, 1998-2003; Director, UWM Center for Jewish Studies, 1998-2003

Mbalia, Doreatha, Associate Professor, Africology, College of Letters and Science

Education: PhD, 1986, University of Illinois, Champaign-Urbana

Field Experience: Ghana, Ethiopia

Percentage of Time Dedicated to Global/International Studies: 50%

Courses Taught: Survey of African-American Literature, The Poetry of African, African-American, and Caribbean Writers, The African-American Novel, The Black Woman in America, Africa, and the Caribbean, Topics in Africology: Africana Womanism, African-American Literary Movements: The Harlem Renaissance

Current Research/Teaching Specialization: The foundations of Afro-American literary thought and criticism, The individual and society in African-American literature, African and Caribbean literature, Formation, content and utility of mythology, folklore, aesthetics and the uses of language in the Afroworld, African womanhood studies and Pan-African studies

Sample Publications:

"Kwame Nkrumah: Contributions to the African Revolution." London: Panaf, 2011.

"Tar Baby: A Reflection of Toni Morrisons Developed Class Consciousness." In Toni Morrison. Linden Preach, editor. NY: St. Martin's Press, Inc., 1998.

"Pathways: A Text for Developing Writers." Second Edition. NY: Allyn & Bacon, 1998.

Preface, "Pan-Africanism and its Detractors: A Response to Harvard's Race-Effacing Universalists," by Opoku Agyeman. Westview, 2004. Co-author: Mbalia, A. F.

"Toni Morrison's Developing Class Consciousness." Second Edition. Cranbury, NJ: Susquehanna University Press, 2004.

"Heritage: An African-American Reader." New York: Prentice Hall, 2002.

Distinctions: Member, Editorial Board, The Nkrumaist Review: Pan-African Perspectives on African Affairs, Ghana, West Africa; Member, Editorial Board, Abafazi: The Simmons College Review of Women of African Descent; Co-director, Africans on the Move (a non-profit, community-based educational organization for adults and children), 1987-present; Pro-Bono Professor, African History Course, Refugee Camps in Africa (A collaborative online course using Blackboard; in conjunction with Marquette University), Spring 2012; Short-Term Residential Fellowship, Indiana University African Studies Collections, Summer 2012

McCarthy, Linda, Associate Professor, Geography, College of Letters and Science (Global Studies Core Faculty)

Education: PhD, 1997, University of Minnesota

Foreign Languages: French (3)

Field Experience: United Kingdom, China

Percentage of Time Dedicated to Global/International Studies: 75%

Courses Taught: World Regions, Economics and the Environment (Global 201), Our Urban Environment, Europe: East and West, Globalization and the City, Urban and Regional Dimensions of Global Economic Change

Current Research/Teaching Specialization: European Union, Cities and regions of the world, Globalization, Urban and regional dimensions of global economic change, Competition among localities for private-sector investment and jobs, Brownfield redevelopment within metropolitan regions

Sample Publications:

Knox, P. and L. McCarthy. (2011). *Urbanization: An Introduction to Urban Geography*, 3rd edition, Upper Saddle River, NJ: Pearson Prentice-Hall.

Knox, P., Agnew, J., & McCarthy, L. (2008). *The Geography of the World Economy*, 5th edition, London: Hodder Arnold.

McCarthy, L., & Koulov, B. (2008). Cities of Europe, in Brunn, S., M. Hays-Mitchell, and D. Zeigler (eds.) *Cities of the World: World Regional Urban Development*, 4th edition, Lanham, MD: Rowman & Littlefield (lead author).

McCarthy, L. (2001). Restricting Wasteful Inter-Urban Competition for Private Sector Investment in Britain, in Columbus, F. (ed) *European Economic and Political Issues III*, Huntington, NY: Nova Scotia Publishers, Inc. 137-153.

Distinctions: Member, Global Studies Advisory Committee, 2008-11; Global Studies Search Committee, 2010

McCaw, R. John, Associate Professor, Spanish and Portuguese, College of Letters and Science

Education: PhD, 1994, Princeton University

Foreign Languages: Spanish (5); French (3)

Field Experience: Spain, Argentina

Percentage of Time Dedicated to Global/International Studies: 100%

Courses Taught: 16th and 17th Century Hispanic Literature and Culture, Spanish and Latin American Civilization, Hispanic Cultural Studies

Current Research/Teaching Specialization: Spanish Golden Age literature and culture

Sample Publications:

"Transforming Phaethon: Cervantes, Ovid, and Sancho Panza's Wild Ride." In Alison Keith (Ed.), *The Changing Face of Ovid's Metamorphoses in Medieval and Early Modern Europe*, 236-52. Toronto: Centre for Reformation and Renaissance Studies, 2007.

"Anthology of Spanish Golden Age Poetry." Newark, DE: Cervantes & Co., 2007. Co-editor: Kathleen Thornton Spinnenweber.

Essays on the Literary Baroque in Spain and Spanish America by John Beverley, *Bulletin of Spanish Studies*, 2010.

"The Transforming Text: A Study of Luis de Góngora's 'Soledades'" Potomac, MD: Scripta Humanistica, 2000.

Tirso de Molina "El burlador de Sevilla y el convidado de piedra." Newark, DE: Cervantes & Co., 2003.

"A Poetics Sacralized: Luis de Góngora's Soledades as Religious Rhetoric in Luis de Tejada's 'Romance sobre su vida'" *Hispanófila*, 167. 3-22. 2013.

"Mythology in Spanish Golden Age Writing." In Maureen Ihrle and Salvador A (Eds.), *Oropesa. World Literature in Spanish: An Encyclopedia*, II. 661-4. Westport, Conn.: Greenwood Press, 2011.

"Universities in Spain and the New World: Beginnings to 1900." In Maureen Ihrle and Salvador A. Oropesa (Eds.), *World Literature in Spanish: An Encyclopedia*, II. 982-984. Westport, Conn.: Greenwood Press, 2011.

Distinctions: Newberry Library Summer Fellow, 2005, 2008; John Carter Brown Library Fellow, 2008; UW System Fellowship, Institute for Research in the Humanities, 2007; UWM CLACS Faculty Travel Award, 2006; Frequent Presenter, Annual Mediterranean Studies Association Conference, Croatia, Greece, Italy, 2006-2012; Chair, Department of Spanish and Portuguese

McGinty, Matthew, Associate Professor, Economics, College of Letters and Science (Global Studies Affiliate)

Education: PhD, 2002, University of California- Santa Cruz

Foreign Languages: Swedish (2)

Field Experience: Sweden

Percentage of Time Dedicated to Global/International Studies: 75%

Courses Taught: Game Theory, Economics and the Environment (Global 201), Principles of Macroeconomics, Intermediate Economics, Environmental Economics

Current Research/Teaching Specialization: International trade, Environmental economics, Game theory, Applied microeconomics, Experimental economics, Industrial organization, International economics

Sample Publications:

"A Risk-Dominant Allocation: Maximizing Coalition Stability." *Journal of Public Economic Theory*, 13(2). 311-325. 2011.

"The Merger Paradox in a Mixed Oligopoly." *Research in Economics*, 61(1). 1-10. 2009. Co-authors: Benjamin Artz and John Heywood.

"Coalition Stability in Public Goods Experiments: Testing a New Allocation Rule." *Environmental and Resource Economics*, 52(3). 327-345. 2012. Co-author: Garrett Milam and Alejandro Gelves.

"Improving the Design of International Environmental Agreements." In Todd L. Cherry, Jon Hovi and David McEvoy (Eds.), *Toward a New Climate Agreement: Conflict, Resolution and Governance*, Routledge Press, 2014.

"International environmental agreements among asymmetric nations." *Oxford Economic Papers*, 59(1). 45-62. 2007.

Distinctions: Visiting Scholar, Lund University, Lund, Sweden, 1998-99

McGuinness, Aims, Associate Professor, History, College of Letters and Science (Global Studies Core Faculty)

Education: PhD, 2001, University of Michigan

Foreign Languages: French (3); German (2); Spanish (4); Portuguese (2)

Field Experience: Colombia, Panama, Costa Rica, United Kingdom

Percentage of Time Dedicated to Global/International Studies: 75%

Courses Taught: People and Politics (Global 101; section dedicated to students in Beyond Borders Living Learning Community), The Global City in History (Global 421), World History: 1500-Present, Revolutions in Global History/Socialism in Global History, Seminar in History: History of Exploration

Current Research/Teaching Specialization: Latin America, Global history, U.S. empire, Sovereignty, Socialism

Sample Publications:

"Afterword: Diaspora and the Language of Neoliberalism." In edited by Banerjee, Sukanya, McGuinness, Aims C., and McKay, Steven C, *New Routes for Diaspora Studies*, Bloomington: Indiana University Press, 2012.

"La llegada del fantasma: la retirada de William Walker por Panamá y las raíces del imperialismo estadounidense en América Latina." *Boletín de la Asociación para el Fomento de los Estudios Históricos en Centroamérica*, 36. June 2008.

"Path of Empire: Latin American Transformations and the California Gold Rush, 1848-1856." Ithaca: Cornell University Press, 2008.

"New Routes for Diaspora Studies." Bloomington: Indiana University Press, 2012. Co-editors: Banerjee, Sukanya, and Steven McKay.

"Sovereignty on the Isthmus: Federalism, U.S. Empire, and the Struggle for Panama during the California Gold Rush." In edited by Douglas Howland and Luise White (Eds.), *The State of Sovereignty: Territories, Laws, Populations*, Bloomington: Indiana University Press, 2009.

Distinctions: UWM Research in the Humanities Award, 2009; Fellow, UWM Center for 21st Century Studies. 2003-04; Fellow, Advanced Studies Center Seminar, International Institute, University of Michigan. 1999-2000; Panama and Colombia Fulbright Scholarship, 1998-99; Travel Awards from Center for International Education and Center for Latin American and Caribbean Studies, 2002; Curator, "Panamanians Passages/Pasajes Panameños" Smithsonian Institution, Ripley Center, October 2009-May 2010

McHenry, Lindsay, Associate Professor, Geosciences, College of Letters and Science

Education: PhD, 2004, Rutgers University

Foreign Languages: Spanish (3); Swahili (1)

Field Experience: India, Pakistan, Tanzania, Iceland, New Zealand

Percentage of Time Dedicated to Global/International Studies: 25%

Courses Taught: Mineralogy, Principles of Mineralogy, Introduction to the Earth, Geology of the Planets, Geochronology, X-ray Analytical Methods, Planetary Geology

Current Research/Teaching Specialization: Tephrostratigraphy, Geoarchaeology, Potential Mars analogues

Sample Publications:

"Environments and hominin activities across the FLK Peninsula during Zinjanthropus times (1.84 Ma), Olduvai Gorge, Tanzania." *Journal of Human Evolution*, 63. 364-383. 2012. Co-authors: Blumenschine, R.J., Stanistreet, I.G., Njau, J.K., Bamford, M.K., Masao, F.T., Albert, R.M., Stollhofen, H., Andrews, P., Prassack, K.A., McHenry, L.J., Fernández-Jalvo, Y., Camilli, E.L., and Ebert, J.I.

"Use of single-grain geochemistry of cryptic tuffs and volcanoclastic sandstones improves the tephrostratigraphic framework of Olduvai Gorge, Tanzania." *Quaternary Research*, 80. 235-247. 2013. Co-authors: Stollhofen, H., Stanistreet, I.G.

"The origins of the Acheulean at Olduvai Gorge (Tanzania): A new paleoanthropological project in East Africa." *Archaeology International*, 15. 89-98. 2012. Co-authors: de la Torre, I., McHenry, L., Njau, J., Pante,

Distinctions: Grants, The Origins of the Acheulean in East Africa. European Research Council, 2013-14, and New stratigraphic and archaeological investigations on the origin of the Acheulean at Olduvai Gorge, Funded by NSF Archaeology, 2011; Member of the East African Association for Palaeoanthropology and Palaeontology (EAAPP); Co-Director of the Olduvai Geochronology and Archaeology Project, Olduvai Gorge, Tanzania, 2009-present; Attendee, 2 conferences in East Africa; Field trip leader, Tanzania, 2008; Invited speaker at University of Western Ontario, 2010, and Annual meeting of the Deutsche Gesellschaft für Geowissenschaften, Aachen, Germany, 2008; Interviews by Tanzanian newspaper "The Citizen" 2007

Meyer, Barbara, Associate Professor, Kinesiology, College of Health Sciences

Education: PhD, 1991, Michigan State University

Field Experience: Australia

Percentage of Time Dedicated to Global/International Studies: 25%

Courses Taught: Applied Sport Psychology

Current Research/Teaching Specialization: Applied Sport Psychology, Talent Identification/Development, Integrated Performance Enhancement

Sample Publications:

"Towards a grounded theory of self-regulation in mixed martial arts." *Psychology of Sport & Exercise* 14. 12-20. 2013. Co-authors: Massey, W.V., & Naylor, A.H.

"The Transtheoretical Model: Examining readiness for psychological skills training." *Journal of Performance Psychology* 2. 3-22. 2011. Co-authors: Massey, W.V., & Hatch, S.J.

"Cohesion and women's collegiate volleyball: A study of adventure based counseling." *Journal of Humanistic Education & Development* 48. 173-194. 2009. Co-author: Fletcher, T.B.

:Validity of the Emotional Intelligence Scale for use in Sport. *Journal of Sports Science & Medicine* 8. 289-95. 2009. Co-authors: Lane, A.M., Devonport, T.J., Davies, K., Thelwell, R., Gill, G.S., Diehl, C., Wilson, M., & Weston, N.

Distinctions: Consultant to 5 Australian Olympic Medalists; Member, UWM International Council

Mikos, Michael, Professor, Foreign Languages and Literature--Polish, College of Letters and Science (Global Studies Affiliate)

Education: PhD, 1977, Brown University

Foreign Languages: Polish (5); German (2); Russian (2); French (3)

Field Experience: England, Poland, Scotland

Percentage of Time Dedicated to Global/International Studies: 100%

Courses Taught: First and Second Semester Polish, Polish Culture in its Historical Setting, Polish Literature

Current Research/Teaching Specialization: Polish literature, language and culture

Sample Publications:

"Polish Literature from 1864 to 1918. An Anthology." Bloomington: Slavica, 2006.

"Polish Romantic Literature. An Anthology." Bloomington: Slavica, 2002.

"Juliusz Slowacki. This Fateful Power." Lublin: Norbertinum, 1999.

"Polish Literature from the Middle Ages to the End of the Eighteenth Century." A Bilingual Anthology. Warsaw: Constans, 1999.

"Adam Mickiewicz. The Sun of Liberty." Warsaw: Energeia, 1998.

"The Virgin Mary's Crown. A Bilingual Anthology of Medieval Polish Marian Poetry." Cracow: Collegium Columbinum, 2002. Co-author: Roman Mazurkiewicz.

"Zarys historii polonistyki w Ameryce PóBnocnej." Katowice: Uniwersytet Zlski, Wydawnictwo Gnome. 2012.

"Polish Literature from 1918 to 2000. An Anthology." Bloomington: Slavica Publishers. 2008.

"Obecno[literatury polskiej w Ameryce PóBnocnej i Anglii." In Romuald Cudak (Ed.), *Literatura polskaw [wiecie*, Vol. IV. 123-130. Katowice: Wydawnictwo Gnome, 2012.

"Synowie Hermes: póBnocnoamerykaDscy tBumacze literatury polskiej." In Romuald Cudak (Ed.), *Literatura polska w [wiecie*. Vol. III. 404-413. Katowice: Wydawnictwo Gnome, 2010.

Distinctions: former Director, Language Resource Center; Order of Merit from the John Paul II Catholic University of Lublin, Poland, 2008; Visiting Professor, Katolicki Uniwersytet Lubelski Jana PawBa II, Lublin, Poland, 2011; led Study Abroad Program: Summer in Poland; Member, The Polish Institute of Arts and Sciences of America(PIASA), 1981-Present; American Association for the Advancement of Slavic Studies (AAASS), 1987-present; Board member, International Committee of Slavists, 2003-Present; Co-chairman, Workshop on Translation, 2002-05; Co-chairman, International Conference: Polish Literature in the World, 2007-13

Miller, Janice, Associate Dean, Business Administration, Lubar School of Business (Global Studies Affiliate)

Education: PhD, 1995, Arizona State University

Foreign Languages: French (3); German (3)

Percentage of Time Dedicated to Global/International Studies: 25%

Courses Taught: Human Research Management, Organizational Behavior, Strategic Management, Compensation, Industrial Psychology, Organizations

Current Research/Teaching Specialization: Performance appraisal and employee reward systems

Sample Publications:

"High tech and high performance: Managing appraisal in the information age." *Journal of Labor Research*, 2003.

"Further exploration of training perceptions and employee attitudes: An examination of perceived training comprehensiveness and organizational commitment across eight organizations." *Human Resource Development Quarterly*, 22(4). 459-489. 2011. Co-authors: Ehrhardt, K.P., Freeman S. J., and Hom, P.W.

"The high cost of low wages: Does maquiladora compensation reduce turnover?" *Journal of International Business Studies*, 32(3). 585-595. 2001. Co-authors: Hom, P.W., and Gomez-Mejia, L.R.

Distinctions: Presenter, International Conference on Business, Management and Economics, Cesme, Turkey, October; Global Management Coordinating Committee Member; Member, Academy of International Business; Member, UWM International Council, 2012-present

Milli-Konewko, Simonetta, Assistant Professor, French/Italian/Comparative Literature -- Italian, College of Letters and Science (Global Studies Affiliate)

Education: PhD, 2007, University of Wisconsin Milwaukee

Foreign Languages: French (1); Spanish (1); Italian (5)

Field Experience: Italy

Percentage of Time Dedicated to Global/International Studies: 100%

Courses Taught: First Semester Italian, Second Semester Italian, Views of Italy, Contemporary Italian Literature, Italian Culture, Italian for Travelers, Italian Intensive Weekend, Contemporary Italian Language and Culture, Freshman Seminar. Finding the Italian in You: Italian Folklore in Fiction and Film, Italian Fiction, Introduction to Italian Food Studies

Current Research/Teaching Specialization: Italian language and culture, Adult learning models, Neorealist literature and film, Contemporary Italian literature and culture; Italian folklore and popular culture, 19th and 20th century Italian literature and culture, Holocaust studies, Theories of compassion, Theories of emotions

Sample Publications:

"Smoke Over Birkenau and models of female compassion." *Rivista di Studi Italiani*, 31(1), 471-490. 2013.

"La ciociara: la funzione della compassione come critica sociale." In A. Fàvaro (Ed.), *Alberto Moravia e la ciociara*. Letteratura. Storia. Cinema, 96-106. Salerno, Italy: Sinestesia, 2012.

"L'Agnese va a morire and meanings of compassion in the female partisans' struggle against German Nazis and Italian Fascists." *Forum Italicum*, 44(2). 385-404. 2010.

"Rossellini's compassions as social evaluation." *Journal of Literature and Art Studies*, 2(7). 683-690. 2012.

"Survival in Auschwitz and compassionate bonds in the camps." *Holocaust and Modernity*, 2(9). 30-53. 2011.

"Functions of compassion in Natalia Ginzburg's representation of traditional family and extended communities." *Rivista di Studi Italiani*, 29(1). 110-127. 2011.

Distinctions: Teacher of the Year Award Wisconsin Italian Community Organization, 2011; Language Advancement Travel Award, Westminster School, Florence, Italy, 1992; Overseas Program and Partnerships Faculty Development Awards University of Wisconsin-Milwaukee, 2003; Coordinate Italian immersion weekends; Organized and chaired 3 conferences on Italian studies, 2011-13; Participating member of Foreign Languages Advisory Group, 2011-present; Member, The Society for Italian Studies, Italian Federation of Popular Traditional Culture, The Association for the Study of Modern Italy

Mirosa, Oriol, Assistant Professor, Sociology and Global Studies, College of Letters and Science (Global Studies Core Faculty)

Education: PhD, 2012, University of Wisconsin-Madison

Foreign Languages: Catalan (5); French (3); Portuguese (2); Spanish (5)

Field Experience: Bolivia, South Africa, Ecuador, Mexico, Argentina

Percentage of Time Dedicated to Global/International Studies: 100%

Courses Taught: People and Politics (Global 101), Strategies for Realizing Security in a Global Context (Global 471), History of Sociological Theory, Environmental Sociology

Current Research/Teaching Specialization: Global governance of the water sector, Access to water for vulnerable populations, Water management in developing countries

Sample Publications:

"Human Right to Water: Contemporary Challenges and Contours of a Global Debate." *Antipode*, 44(3). 932-949. 2012. Co-author: Leila M. Harris.

"The Global Governance of Water in the 21st Century." *Global Currents*. Spring 2013.

"Financing Water For All: Behind the Border Policy Convergence in Water Management." IDS Working Paper 233, Brighton: IDS. 2004. Co-author: Lyla Mehta.

"Llibre blanc del tercer sector cívico-social." Barcelona: Generalitat de Catalunya. 2003. Co-authors: Angel Castineira, Pau Vidal, Maria Iglesias and Ana Villa.

Distinctions: Global Studies Research Fellow, 2012-13; Excellence in Teaching Award for a Lecturer, UWM, 2011; International Dissertation Research Fellowship (IDRF) for research in South Africa/Bolivia, 2007; Member, International Sociological Association, International Water Resources Association; Member, UWM Global Studies Advisory Committee, 2012-13 and Latin American Studies Advisory Committee, 2012-13

Mkandawire-Valhmu, Lucy, Associate Professor, Nursing, College of Nursing (Global Studies Affiliate)

Education: PhD, 2006, University of Wisconsin - Madison

Foreign Languages: Tumbuka (3); Chichewa (5)

Field Experience: Malawi, Kenya

Percentage of Time Dedicated to Global/International Studies: 100%

Courses Taught: People and Politics (Global 101), Study Abroad: Malawi, Community Health, Cultural Diversity in Health Care, Vulnerable Populations in Health Care, Qualitative Health Research, Clinical Practice

Current Research/Teaching Specialization: Violence in the lives of women in Southern Africa, Immigrant and refugee health, Feminist methodology, Vulnerable Populations in healthcare, Community health nursing, Women's health

Sample Publications:

"Battered Japanese Women's perceptions and experiences of beneficial healthcare." *Japan Journal of Nursing Science*, 5(1). 41-49. 2008. Co-authors: Nemoto, K., Rodriguez, R.

"Marriage as a risk factor for HIV: Learning from the experiences of HIV-infected women in Malawi." *Global Public Health*, 8(2). 187-201. 2013. Co-authors: Wendland, C., Stevens, P., Kako, P., Banda, A. & Kibicho, J.

"The innovative and collective capacity of low-income East African women in the era of HIV/AIDS: Contesting western notions of African women." *Health Care for Women International*, 34. 332-350. 2013. Co-authors: Kako P, Kibicho J & Stevens PE.

"Study abroad as a tool for promoting cultural safety in nursing education." *Journal of Transcultural Nursing*, 23(1). 82-89. 2012. Co-author: Doering, J.J.

"Grappling with HIV transmission risks: Narratives of rural women in eastern Kenya living with HIV." *Journal of the Association of Nurses in AIDS Care*. 2011. Co-authors: Kako P.M., Stevens P.E, Karani A.K., Mkandawire-Valhmu L & Banda A.

Distinctions: Excellence in Teaching Award, Sigma Theta Tau, Eta Nu Chapter, 2010; Peer reviewer for *Health Care for Women International Journal*; Assisted with the development of the curriculum for Masters degree in community health nursing for University of Malawi; Supervision of 6 Masters Clinical Projects at University of Wisconsin-Milwaukee, College of Nursing including three clinical projects involving HIV testing of orphans in Malawi; Principal Investigator, 2004-10; University of Wisconsin-Milwaukee Research Growth Initiative (RGI) Award Program, Violence in the Lives of HIV-Infected Women in Malawi: A Critical Ethnography; Member, UWM Overseas Programs and Partnerships Committee, 2008-present

Mohtadi, Hamid, Professor, Economics, College of Letters and Science (Global Studies Affiliate)

Education: PhD, 1983, University of Michigan

Foreign Languages: Farsi, Western (5); French (2)

Field Experience: Western Europe, Egypt, Germany, Iran, Morocco, Poland, Tunisia, Jordan, Kuwait, Turkey, France

Percentage of Time Dedicated to Global/International Studies: 75%

Courses Taught: Economic Development, Economics and the Environment (Global 201), International Economics, Macroeconomics, Environmental Economics and Policy

Current Research/Teaching Specialization: Economics of growth, International economics, Economic theory, Middle East economies, Emerging economies, Risk analysis, Governance, Finance, Public economics

Sample Publications:

"Country Risk Ratings for the Middle East and North Africa." In *Economic Research Forum (Ed.), Economic Trends in the MENA Region*, 1998.

"Financial Markets and the Financing Choice of Firms in Developing Countries: Exposition with Panel Data." *Global Finance Journal*, 15. 57-70. 2004. Co-author: Sumit Agarwal.

"Optimal Security Investments and Extreme Risk." *Risk Analysis*, 32. 1309-1325. 2012. Co-author: Swati Agiwal.

"Risk Analysis of Chemical, Biological, or Radionuclear Threats: Implications for Food Security." *Risk Analysis*, 29. 1317-1335. 2009. Co-author: Antu Murshid.

Distinctions: Grant, Economic Research Forum (ERF) for Middle East and North Africa, 2013-14; Research Fellow, ERF for Middle East and North Africa, 1994-present; Guest Professor, Univ. of Giessen, Germany, Dept. of Economics, 2007; Assoc. Editor, *International Economic Journal*, 2003-present; Best Paper on finance and development, Economic Research Forum, Egypt, March 2012; Co-Organizer of conference on Global Climate Change, University of Wisconsin, 2008; Presenter, Economic Research Forum, 2012-2013, Egypt and Kuwait

Mone, Mark, Interim Chancellor and Associate Dean, Executive Education & Business Engagement, Lubar School of Business

Education: PhD, 1988, Washington State University

Foreign Languages: German (1); French (1)

Field Experience: Switzerland, China, France, Switzerland, Italy

Percentage of Time Dedicated to Global/International Studies: 25%

Courses Taught: Human Resource Management, Principles of Management, Business Policy & Strategy

Current Research/Teaching Specialization: Self-efficacy and goal setting theory and applications, Organizational decline and downsizing, Research methods topics

Sample Publications:

"Relationships among Self-Efficacy, Pay-for-Performance Perceptions, and Pay Satisfaction: A Korean Examination." *Human Performance*, 21. 158-179. 2008. Co-authors: Kim, S., & Kim, S.

"Psychological influences on referent choice." *Journal of Managerial Issues*, 17(3). 273-292. 2005. Co-author: O'Neill, B.S.

"Professional Service Firms, Knowledge-based Competition, and the Heterarchical Organization Form." In Reihlen, M & Werr, A. (Eds.), *Handbook of Research on Entrepreneurship in Professional Services*. Cheltenham, UK: Elgar Publishing, 2012. Co-author: Reihlen, M.

"Measuring critical factors of software quality management: Development and validation of an instrument." *Information Resources Management Journal*, 21. 18-37. 2008. Co-author: Vitharana, P.

Distinctions: Coordinated and escorted Executive MBA class to Shanghai and Hong Kong, May-June, 2002; Coordinated and escorted Executive MBA class to Milan and Paris, June 2001; Coordinated and escorted Executive MBA class to London and Paris, June 2000; Taught Management and Organizational Behavior course (3 credit) at Cesar Ritz, Hotel-Consult (June-July 1989), Le Bouveret, Switzerland; Interviewed for articles published in *The Christian Science Monitor*, *The Milwaukee Journal*, *The Milwaukee Sentinel*, *The Milwaukee Business Journal*, *The Milwaukee Journal-Sentinel*, and *Credit Union Management*

Munson, Ethan, Associate Professor, Computer Science, College of Engineering and Applied Science (Global Studies Affiliate)

Education: PhD, 1994, University of California Berkeley

Foreign Languages: Spanish (1); French (3); Portuguese (4)

Field Experience: France, Brazil

Percentage of Time Dedicated to Global/International Studies: 25%

Courses Taught: Introduction to Global Studies III: Globalization & Information Technology, Software engineering, Document engineering, Computer Programming, Object-Oriented Programming, Web Languages and Standards

Current Research/Teaching Specialization: Computer programming, Software engineering, Document engineering human, Computer interaction

Sample Publications:

"Assessment of factors impacting success for incoming college engineering students in a summer bridge program." *Int. J. of Mathematical Education in Science & Technology*, 43(4). 421-433 June 2012. Co-authors: J.R.Reisel, M. Jablonski, H. Hosseini, and E. Munson.

"40 Years of Searching for the Best Computer System Response Time." *Interacting with Computers*, 23(5). 555-564. September 2011. Co-author: J. Dabrowski.

"Web Services Enabling Ubiquitous Computing Applications: Lessons Learned by Integrating Ubiquitous e-Learning Applications." *Proceedings of the 2005 International Conference on Next Generation Web Services Practices*, Seoul, South Korea, August 28, 2005. Co-authors: C. H. O. Jardim, R. de F. B. Neto, R. P. Godoy, H. M. B. Ribas, and M. da G. C. Pimentel.

Distinctions: ACM DocEng 2010 Best Paper Award (with Cheng Thao); Visiting researcher, University of São Paulo in São Carlos, 2004, 2005; Visiting professor, UIT 2, Université Pierre Mendès-France, 2003; Member, Brazilian Computer Society; Co-Chair, Program Committee, Webmedia 2004 and Webmedia 2012, Brazil, 2000; INRIA Rhône-Alpes, Visiting Researcher, projet WAM, Montbonnot, Grenoble, France, 2003; Presenter, Conferences on Software Management, Evolution and Engineering, Portugal, Canada, Helsinki, Scotland, Brazil, etc., 2003-13; International Workshop on Web Document Analysis (WDA), South Korea, 2001-05; Latin American Web Conference (LA/Web), Program Committee, 2004-07; Brazilian Symposium on Multimedia Systems and the Web, 2000-12; Global Studies Course Development; Member Brazil 3000 Committee 2013-14

Murshid, Antu, Associate Professor, Economics, College of Letters and Science (Global Studies Affiliate)

Education: PhD, 2001, Rutgers University

Field Experience: England

Percentage of Time Dedicated to Global/International Studies: 100%

Courses Taught: Monetary Economics, International Finance

Current Research/Teaching Specialization: International finance, Economics growth and development, Monetary economics, Economics of terrorism

Sample Publications:

"Finance and Property Rights: Exploring other Directions," *Journal of Money Credit and Banking*, 46(2-3), March/April 2014. (With Niloy Bose and Chitraleka Rath).

"The Risk of Catastrophic Terrorism: An Extreme Value Approach," *Journal of Applied Econometrics*, 24(4), June/July 2009. (With Hamid Mohtadi).

"Testing the Linkages between Trade and Productivity Growth in a Panel of OECD Countries," *Review of Development Economics*, 12(4), Nov 2008. (With Charikleia Economidou).

"Threshold Effects of Corruption: Theory and Evidence," *World Development*, 36(7), July 2008. (With Niloy Bose and Salvatore Capasso).

"Globalization and Changing Patterns in the International Transmission of Shocks in Financial Markets," *Journal of International Money and Finance*, 25(4): 655-74, June 2006. (with Michael D. Bordo)

Distinctions: Formerly employed at International Monetary Fund and the World Bank; Co-authored the World Bank 2001 Global Development Finance Report; World Bank, Performance Award, 2000

Netzloff, Mark, Associate Professor, English, College of Letters and Science

Education: PhD, 1997, University of Delaware

Percentage of Time Dedicated to Global/International Studies: 100%

Courses Taught: English Literature: 1500-1660

Current Research/Teaching Specialization: Literature and culture of early modern England (1500-1660), Sovereignty and state formation, Histories and theories of nationhood, Travel writing, Anglo-European cultural relations

Sample Publications:

"The English Colleges and the English Nation: Allen, Persons, Verstegan, and Diasporic Nationalism." In *Catholic Culture in Early Modern England*. Ed. Ronald Corthell, Frances Dolan, Christopher Highley, and Arthur Marotti. Notre Dame: University of Notre Dame Press, 2007.

"Sir Francis Drake's Ghost: Piracy, Cultural Memory, and Spectral Nationhood." In *Pirates: The Politics of Plunder, 1550-1650*. Literature in History Series. New York and London: Palgrave Macmillan, 2007. 137-50.

"The Lead Casket: Capital, Mercantilism, and The Merchant of Venice." In *Money and the Age of Shakespeare: Essays in New Economic Criticism*. Ed. Linda Woodbridge. New York and London: Palgrave Macmillan, 2003. 159-76.

"Writing Britain from the Margins: Scottish, Irish, and Welsh Projects for American Colonization." *Prose Studies* 25 (2002): 1-24

"Counterfeit Egyptians' and Imagined Borders: Jonson's *The Gypsies Metamorphosed*." *ELH* 68 (2001): 763-92.

"England's Internal Colonies: Class, Capital, and the Literature of Early Modern English Colonialism." *Early Modern Cultural Studies* series. New York and London: Palgrave Macmillan, 2003.

Distinctions: Faculty Leader, London study abroad program

Neumann, Rebecca, Associate Professor, Economics, College of Letters and Science (Global Studies Affiliate)

Education: PhD, 2000, University of Colorado

Foreign Languages: German (2)

Field Experience: Australia, Germany, Slovakia, Albania, Scotland

Percentage of Time Dedicated to Global/International Studies: 50%

Courses Taught: Macroeconomics, Principles of Macroeconomics, Money & Banking, International Finance, Economics of Personal Finance

Current Research/Teaching Specialization: International Economics (primarily open economy macroeconomics and international finance), Macroeconomics, Monetary Economics, Public Finance, International Finance

Sample Publications:

"Globalization and Tax Policy." *The North American Journal of Economics and Finance*, 20(2). 193-211. 2009.

Co-authors: James Alm and Jill A. Holman.

"Compositional Effects of Capital Controls - Theory and Evidence." *The World Economy*, 26(7), 957-973.

2003. Co-author: Mary *Kathryn Campion*.

"International Capital Flows under Asymmetric Information and Costly Monitoring: Implications of Debt and Equity Financing." *Canadian Journal of Economics*, 36. 674-700. 2003.

"Unemployment and Other Measures of Labor Market Inefficiency: A Comparison of U.K. and U.S. Labor Markets 1931-96." *Economic Inquiry*, 44(4). 629-643. 2006. Co-authors: Keith Bender and John Skatun.

"How National and International Financial Development Affect Industrial R&D." *European Economic Review*, 56. 72-83. 2012. Co-authors: Keith E. Maskus and Tobias Seidel.

Distinctions: Visiting Scholar, Fulbright Specialist Grant in Economics at the Department of International Economic Relations and Economic Diplomacy, University of Economics, Slovak Republic, Summer 2013; Visiting Assistant Professor, Georg-August University in Göttingen, Germany, Summer 2005; Visiting Assistant Professor, Justus Liebig University in Giessen, Germany, Summer 2003; Report and Testimony on Global Factors and Macroeconomic Conditions, for Lindner and Marsack, S.C., Milwaukee, WI, Spring 2008.

Ng, Lilian, Professor, Business Administration, Lubar School of Business (Global Studies Affiliate)

Education: PhD, 1989, University of Pennsylvania

Foreign Languages: Mandarin (3); Malay (4)

Field Experience: Singapore, Hong Kong, New Zealand

Percentage of Time Dedicated to Global/International Studies: 100%

Courses Taught: Corporate Finance, Financial Analysis, Principles of Finance, Derivatives and Risk Management, Investments, International Financial Management

Current Research/Teaching Specialization: Empirical asset pricing, International financial markets, Investor behavior

Sample Publications:

"Does P IN Affect Asset Prices Around the World?," (with Sandy Lai and Bohui Zhang), Forthcoming, *Journal of Financial Economics*. 2013 SIRCA's Best Paper Award.

"Information Environment and Equity Risk Premium Volatility Around the World," (with Sie Ting Lau and Bohui Zhang), *Management Science* 58, 2012, 1322-1340; SSRN Top Ten List.

"What Determines the Domestic Bias and Foreign Bias? Evidence from Mutual Fund Equity Allocations Worldwide," (with Kalok Chan and Vicentiu Covrig), *Journal of Finance* 60, 2005, 1495-1534.

"Does Geographic Dispersion Affect Firm Valuation?," (with Wenlian Gao and Qinghai Wang), *Journal of Corporate Finance* 14, 2008, 674-687; also made the SSRN Top Ten List.

"The Trading Behavior of Institutions and Individuals in Chinese Equity Markets," (with Fei Wu), *Journal of Banking and Finance* 31, 2007, 2695-2710.

Distinctions: Lubar School of Business Gold Star Teaching Award (Undergraduate Course Instruction), 2013; TCFA's Best Paper on Chinese Financial Markets, 2011; Chinese Financial Association's Best Paper Award for "Foreign Investor Heterogeneity and Stock Liquidity Around the World," 2012

Oren, Tasha, Associate Professor, English, College of Letters and Science (Global Studies Affiliate)

Education: PhD, 1999, University of Wisconsin Madison

Foreign Languages: Hebrew (5); Russian (4)

Field Experience: Israel, United Kingdom

Percentage of Time Dedicated to Global/International Studies: 75%

Courses Taught: Film Studies, Television Studies, Television Criticism and Theory, Theories of Mass Culture, Middle Eastern Cinema, Screenwriting

Current Research/Teaching Specialization: Global media and technology history and policy, Middle Eastern Studies, Transnational popular culture, Immigrant literature, Film and media theory and history, Technology and digital culture, Screenwriting for film and television, Globalization, Narrative theory, Food and cooking, Television studies, Neurodiversity and digital culture

Sample Publications:

"Demon in the Box: Jews, Arabs, Politics and Culture in the Making of Israeli Television." Rutgers University Press, 2004.

"East Main Street: Asian American Popular Culture." New York University Press, 2005.

"Global Flows: Media, Technology, Globalization." Rutgers University Press, 2005.

"Global Television Formats Understanding Television Across Borders." Routledge, 2011. Co-editor: Sharon Shahaf.

"Im Gonna Make You Love Me: Format Television and Israeli Telediplomacy." In A. Aneesh and L. Hall (Eds.), World Making: Art and Politics in Global Media, Rutgers University Press, 2012.

"The Format System: How Television is Global. Editors introduction." Global Television Formats, Routledge, 2011. Co-author: Sharon Shahaf.

Distinctions: Invited lecturer, Media Across Borders International Conference, Roehampton University, London, and University of Haifa, Israel, 2012; Course development team leader for Globalization and Technology (Global 202); Global Studies Faculty Forum Planning Committee; Former Member, MENA Certificate Advisory Committee

Ouali, Hamid, Associate Professor, Linguistics, College of Letters and Science (Global Studies Affiliate)

Education: PhD, 2006, University of Michigan Ann Arbor

Foreign Languages: Norwegian (2); Moroccan Arabic (5); Tamazight Berber (5); Standard Arabic (5); French (4)

Field Experience: Morocco, Jordan, Egypt, Norway, France

Percentage of Time Dedicated to Global/International Studies: 75%

Courses Taught: Syntax, General Linguistics, Arabic language and linguistics

Current Research/Teaching Specialization: Principles and parameters, Syntax, Standard Arabic and Arabic dialects, Berber languages including Tamazight; Tarifit, Tashelhit, Taqbaylit, Touareg and Siwa, Minimalism, Syntax/comparative syntax, Phonology, Morphology, Phonology interface, Semantics, Language acquisition

Sample Publications:

"Formulaic Language: Acquisition, Loss, Psychological Reality and Functional Explanations." 2008. Co-authors: with Edith Moravcsik, Roberta Corrigan and Kathleen Wheatley. John Benjamins.

"The Syntax of Complex Tense in Moroccan Arabic" In Elabbas Benmamoun (Ed.), Perspectives on Arabic Linguistics XIV, John Benjamins Publishers, 175-190. 2006. Co-author: Catherine Fortin.

"Agreement Relations Unified: A Minimalist Analysis of Tamazight Berber." Continuum Publishers, 2011.

"Perspectives on Arabic Linguistics XXII-XXIII." John Benjamins Publishers. 2011. Co-editor: Ellen Broselow.

"Computation Efficiency and Feature Inheritance in Crash Proof Syntax." In M.T. Putnam (Ed.), Exploring Crash-Proof Grammars [Language Faculty and Beyond]. Amsterdam: John Benjamins, 2010.

Distinctions: Undergraduate International Studies and Foreign Language Program (UISFL) Title VI Grant, US Department of Education, 2009-10; Funds to host and to organize the Arabic Linguistics Symposium (ALS23) in April 3-5, 2009; Director of Fulbright-Hays Group Project and Grant, a study abroad program for teachers in Morocco, 2007; Developer, Arabic for French and Spanish Speakers course; Coordinator, Arabic language program, 2006-present; Center for International Education Advisory Committee, 2008-10; Masters of Arts in Foreign Languages and Linguistics Program coordinating committee, 2007-10; Executive Board Member, Arabic Linguistics Society

Paik, Peter, Associate Professor, French/Italian/Comparative Literature--French, College of Letters and Science (Global Studies Affiliate)

Education: PhD, 1999, Cornell University

Foreign Languages: Korean (3); French (4); German (4)

Field Experience: Germany, Korea, France

Percentage of Time Dedicated to Global/International Studies: 100%

Courses Taught: Film Fiction Interaction (literature & film in a global context), Literature and Film, Rethinking Security (Global 371), World Cinema, New South Korean Cinema, Contemporary Speculative and Science Fiction, Modern European Novel, The Bible, Greek Tragedy

Current Research/Teaching Specialization: World Cinema (East Asian, French, German, Russian), Popular culture, Political philosophy and theory, Literary modernism, Theology, art, and culture, Science fiction, anime, and the graphic novel, Comparative religion, German literature

Sample Publications:

"Smart Bombs, Serial Killing, and the Rapture: The Vanishing Bodies of Apocalyptic Imperialism." Postmodern "Aftermaths: Exile, Migration, and Diaspora Reconsidered" New Brunswick, NJ: Rutgers University Press, 2009. Co-editor: Marcus Bullock.

"From Utopia to Apocalypse: Science Fiction and the Politics of Catastrophe." Minneapolis: University of Minnesota Press, 2010.

"Debt: Ethics, the Environment, and the Economy." Bloomington, IN: Indiana University Press, 2013. Co-editor: Merry Wiesner-Hanks.

"Apocalypse by Subtraction: Late Capitalism and the Trauma of Scarcity." In Aneesh Aneesh, Lane Hall, and Patrice Petro (Eds.), Beyond Globalization: Making New Worlds in Media, Art, and Social Practices, 49-71. New Brunswick, NJ: Rutgers University Press, 2011.

Distinctions: Senior Fellowship, Fulbright Foundation, South Korea, 2013-14; UWM Research Growth Initiative Award, 2008; DAAD Fellowship, University Bielefeld, Germany, 1995-1996; Organizer, Korean Film Weekend, UWM Union Theater, UW-Milwaukee, April 2002; Member, Global Studies Advisory Committee, 2004-present; Co-Chair, CIE Ethics Working Group; 2 Course Development Grants, CIE, 2004; Chair, Department of French, Italian and Comparative Literature, 2010-13

Pasternak, Donna, Associate Professor, Curriculum and Instruction, School of Education (Global Studies Affiliate)

Education: PhD, 1995, New York University

Foreign Languages: Spanish (1); French (1)

Field Experience: Ecuador, Ireland, Norway

Percentage of Time Dedicated to Global/International Studies: 25%

Courses Taught: Secondary English education

Current Research/Teaching Specialization: "American Literature, 1918 to the present", English Education Methods and Pedagogy, Adolescent Literature, Late Nineteenth Century-early Twentieth Century American Literature, The Literature of War, The use of technology in the English Language Arts classroom

Sample Publications:

"Vietnam War Landscape: California in Robert Stone's Dog Soldiers." California History, 79, Spring 2000.

"Thomas Pynchon" In An Encyclopedia of American War Literature. Philip K. Jason and Mark A. Graves, editors. Westport, CT: Greenwood Publishing Group, Inc. 2001.

"Poetry and pop culture: Exploring America and Norway." The English Journal. 95, 7. 2006.

"Going the distance: E-Mail from Norway." Leading and Learning with Technology. 35, 8. 2008.

Distinctions: Worked as an independent scholar with visiting professor status at both Trinity College and University College, Dublin, Ireland; Fulbright Roving Scholar in American Studies in Norway for the 2005-2006 academic year

Paugh, Katherine, Assistant Professor, History, College of Letters and Science

Education: PhD, University of Pennsylvania

Foreign Languages: Spanish (1); French (2)

Field Experience: Barbados, Jamaica, United Kingdom

Percentage of Time Dedicated to Global/International Studies: 50%

Courses Taught: History of the United States to 1877, Health and Healing in the Early Modern Atlantic World, Slavery and Gender in the Atlantic World, The Age of the American Revolution, 1750-1789, Witches and Midwives in the Early Modern Atlantic World: A Research Seminar

Current Research/Teaching Specialization: Midwives and folk healers in the early modern Atlantic world, Visions of race, disease, and the gendered body in early modern print, Gender and slavery in the Americas, Caribbean history, Atlantic world history, British Empire history

Sample Publications:

"The Politics of Reproduction in the Atlantic World: Race, Medicine, and Fertility during the Age of Abolition." (under review with the Past & Present book series, Oxford University Press, since July 2013)

"The Great Pox: Yaws, Syphilis, and Sexuality in the Early Modern Atlantic World." (in progress).

"The Politics of Childbearing in the British Caribbean and the Atlantic World during the Age of Abolition, 1776-1838." forthcoming in Past & Present, November, 2013, currently available online via advance access.

"Yaws, Syphilis, Sexuality, and the Circulation of Medical Knowledge in the British Caribbean and the Atlantic World." forthcoming in the Bulletin of the History of Medicine, Spring, 2014.

Distinctions: Barbara Thom Postdoctoral Fellowship, Huntington Library, 2012-13; Harvard International Seminar on the History of the Atlantic World Travel Grant Recipient, 2009; North American Conference on British Studies Dissertation Travel Grant Recipient, Summer 2006; UWM Faculty Arts and Humanities Travel Award, 2010; UWM Center for Latin American and Caribbean Studies Travel Award, 2010

Pease, Neal, Professor, History, College of Letters and Science (Global Studies Affiliate)

Education: PhD, 1982, Yale University

Foreign Languages: German (3); Italian (3); Polish (4); French (3)

Field Experience: Poland, Central Europe, Italy, United Kingdom

Percentage of Time Dedicated to Global/International Studies: 100 %

Courses Taught: Western Civilization, 1500-Present, Poland and its Neighbors, 1795-1914, Catholic Church, 1500-Present, Poland and its Neighbors, 1945-Present, Poland and its Neighbors, 1914-1945, History of Catholic Church, Modern Europe

Current Research/Teaching Specialization: Modern Polish/Central European history, Roman Catholic Church in 20th-century Poland, Modern Europe, Poland and central Europe, Baseball in American history, Jews in Polish Historical Memory, Issues in Modern Polish Historical Memory

Sample Publications:

"Diamonds out of the Coal Mines: Slavic-Americans in Baseball," in America's Game: Baseball and Ethnicity, Southern Illinois Press, Carbondale, 2002.

"Rome's Most Faithful Daughter: The Catholic Church and Independent Poland, 1914-1939." Athens: Ohio University Press, 2009.

"Lessons Learned, Lessons Relearned: Piotr S. Wandycz on Recent East Central European History." The Polish Review 58, 83-86. 2013.

"The Marshal and the Almighty: PiBsudski and Religion." The Polish Review, 56. 47-56. 2011.

"Polish Americans in Sports." In James S. Pula (Ed.), The Polish American Encyclopedia, 494-499, and numerous shorter entries. Jefferson NC and London, McFarland and Co., 2011.

Distinctions: American Catholic Historical Association John Gilmary Shea Prize (best book, history of Catholicism), 2010; Co-winner, ASEEES/Orbis Book Prize for Polish studies (best book in any discipline, on any aspect of Polish affairs), 2010; Swastek Award for outstanding article in Polish American Studies, 2004; Polish American Historical Association, 2006; Member and Board of Directors, Polish Institute of Arts and Sciences of America; Associate Editor, Polish American Studies; Member, Russian and East European Studies Advisory Committee

Perley, Bernard, Associate Professor, Anthropology, College of Letters and Science (Global Studies Affiliate)

Education: PhD, 2002, Harvard University

Foreign Languages: German (1); French (2)

Field Experience: Canada, Italy

Percentage of Time Dedicated to Global/International Studies: 50%

Courses Taught: Repatriation: New Solutions, Old Problems, Introduction to Linguistic Anthropology, Applications in Linguistic Anthropology, Visual Anthropology, Indigeneity, American Indian Studies, System Failure: Globalization and Language Extinction (Global 362), Global Security Capstone: Future Trends (Global 571), Introduction to Theory

Current Research/Teaching Specialization: Linguistic anthropology, Indigeneity, Self-determination as ethnocosmogenesis (semiotics, intertextuality, and intermediality), Visual anthropology - graphic ethnography

Sample Publications:

"Aboriginality at Large: Varieties of Resistance in Maliseet Language Instruction." *Identities: Global Studies in Culture and Power*, 13. 187-208. 2005.

"Emergent Vitalities as Antidote to 'Zombie Linguistics': A rejoinder to Joshua Nash." In Greg Acciaoli, Katie Glaskin, and Nicholas Hamey (Eds.), *Anthropological Forum*. London: Routledge, Taylor & Francis, 2013.

"Last Words, Final Thoughts: Collateral Extinctions in Maliseet Language Death." In Genese Sodikoff (Ed.), *The Anthropology of Extinction: Essays on Culture and Species Death*. Indiana University Press. Bloomington, 2012.

Distinctions: Global Studies Research Fellow, 2013-14; Fellow, UWM Center for 21st Century Studies, 2006; CIE Course Development Grant, 2006; Member of the Aboriginal Research Committee adjudicating the Insight Grants competition for the Social Sciences and Humanities Research Council of Canada, 2013

Petering, Matthew, Assistant Professor, Industrial and Manufacturing Engineering, College of Engineering and Applied Science (Global Studies Affiliate)

Education: PhD, 2007, University of Michigan

Foreign Languages: German (3); Mandarin Chinese (4)

Field Experience: Singapore, China, Taiwan, Hong Kong, Germany

Percentage of Time Dedicated to Global/International Studies: 25%

Courses Taught: Industrial and Manufacturing Engineering, Simulation Methodology, Operations Research I, Manufacturing Processes, Independent Study on Process Improvement at a Local Manufacturing Company

Current Research/Teaching Specialization: Operations research, Logistics, Transportation, Ocean and rail container shipping, Material handling systems, Supply chain management

Sample Publications:

"Effect of block width and storage yard layout on marine container terminal performance." *Transportation Research E*, 45. 591-610. 2009.

"A new mixed integer program and extended look-ahead heuristic algorithm for the block relocation problem." *European Journal of Operational Research*, 231. 120-130. 2013. Co-author: M. Hussein

"A continuous time model for multiple yard crane scheduling with last minute job arrivals." *International Journal of Production Economics*, 136. 332-343. 2012. Co-authors: W. Li, M. Goh, Y. Wu, M.E.H. Petering, R. de Souza, and Y.C. Wu.

"Decision support for yard capacity, fleet composition, truck substitutability, and scalability issues at seaport container terminals." *Transportation Research E*, 47. 85-103. 2011.

Distinctions: Advisory faculty member at The Kühne Logistics University in Hamburg, Germany, 2011-present; Frequent Presenter, LOGMS, INFORMS, and IIE Conferences, Mexico, Australia, Puerto Rico, Germany, etc., 2008-13; Research Engineer, The Logistics Institute Asia Pacific, National Univ. of Singapore, 2005; Member, Global Studies Advisory Committee, 2008-09, 2011-14; Faculty Leader of three-week CEAS study abroad program at Feng Chai University in Taiwan, July 2012 & July 2013

Phillips, Mai, CES Program Coordinator, Conservation and Environmental Science Program, College of Letters and Science (Global Studies Affiliate)

Education: PhD, 1996, University of Hawaii

Foreign Languages: Spanish (1); Bahasa Malaysia/Indonesia (5)

Field Experience: Malaysia, Mexico, Costa Rica, Venezuela, Colombia, Ecuador, Malaysia, Kenya, Ethiopia, India, Belize, Guatemala, Honduras

Percentage of Time Dedicated to Global/International Studies: 50%

Courses Taught: Global Studies Think Tank, Introduction to Biology, Introduction to Botany, Conservation Biology, Introduction to Conservation and Environmental Science, Principles of Natural Resource Management, Molecular Biology, Molecular Genetics, Ethnobotany, Permaculture

Current Research/Teaching Specialization: Conservation and Environmental Studies, Sustainable Agriculture/Agroforestry Development, Permaculture, Horticulture, Conservation of Plant Genetic Resources, Ethnobotany

Sample Publications:

"Growing Hope" - A report of Kenya HIV/AIDS Project, 2007. Co-authors: Phillips, Victor, Tschida, Ron.

"Building intercontinental learning bridges in natural resources education for a sustainable future." Published in conference proceedings. 7th Global Conference on Environmental Education: Environmental Education for Sustainable Development, Agra, India. 2005.

"Square Meter Garden Training Manual." 2007. Co-authors: Phillips, Mai, Phillips, Victor, Syano, Nicholas, Tschida, Ron.

"Agents of Change: GEM's international education approach to building a sustainable future." UW System Institute for Global Studies Conference on The Global Education Challenge 2005: Problems without Passports, Blueprints without Borders, Lake Geneva, Oct. 30-Nov. 1, 2006.

Distinctions: USAID Grant, Dietetic and small garden systems to support antiretroviral treatment for families impacted by HIV/AIDS in Kenya, 2004-05; Globalizing natural resources curriculum through video streaming and digital images. Institute of Global Studies (IGS) grant program, 2002-03; Developed sustainable agroforestry plan of the Meki Vicariate Farm, Ethiopia; External Committee Member of Doctoral Candidates in South Africa, India, Kenya ; CIE/OUR Overseas Undergraduate Research Travel Award (supporting four students), 2014

Pickering-Iazzi, Robin, Professor, French/Italian/Comparative Literature -- Italian, College of Letters and Science (Global Studies Affiliate)

Education: PhD, 1985, University of Washington

Foreign Languages: Italian (5); Spanish (3); French (4)

Field Experience: Italy

Percentage of Time Dedicated to Global/International Studies: 100%

Courses Taught: Contemporary Italian Language and Culture, Views of Italy, Intensive Italian, Italian Conversation, Advanced Grammar and Composition, Views of Fascism and Resistance, Italians and the Mafia, Italian Cinema: From Neorealism to Magical Realism, Italian Culture and Society Since the Unification, Women's Vision in 20th Century Italian Literature, The Italian City and Its Fictions, Italian Jews and the Holocaust, Contemporary Arts of Italian Foods, Fascism and Literature, 1st, 2nd and 3rd Semester Italian

Current Research/Teaching Specialization: 19th and 20th Century Italian literature and culture, Italian literature of the 19th and 20th Century, Colonial discourses of the 1930s, Italian mafia in Italian fiction, film, and theory

Sample Publications:

"Mafia and Outlaw Stories in Italian Life and Literature." In Robin Pickering-Iazzi (Ed. and translator), University of Toronto Press, 2007.

"Donne in terza pagina. Racconti di scrittrici italiane 1925-1942." In Pickering-Iazzi (Ed.), Novi Ligure: Puntacapo Editrice, Pp. 144. Paperback. 2010.

"The In(di)visibility of the Mafia, Politics and Ethics in Bianchi and Nerazzini's The Mafia Is White." In Dana Renga (Ed.), Mafia Movies, 363-70. Toronto: University of Toronto Press, 2011.

"(En)gendering Testimonial Bodies of Evidence and Italian Antimafia Culture: Rita Atria." Italian Culture, 28(1). 21-37. March 2010.

Distinctions: Recipient of WisItalia Teacher of the Year Award, 2012; Youth, digital media, and transnationalizing practices of legality and antimafia culture, 2012, Rome, Italy; External Evaluator for grant proposals submitted to the European Science Foundation; Coordinator of Italian Program; Appointed to serve on the MLA Aldo and Jeanne Scaglione Prize for best manuscript in Italian Studies (2008-10, chair 2009)

Pienkos, Donald, Emeritus Professor, Political Science, College of Letters and Science (Global Studies Affiliate)

Education: PhD, 1971, University of Wisconsin-Madison

Foreign Languages: Russian (1); Polish (4)

Field Experience: Poland, Russian Federation, Yugoslavia, Hungary, Czechoslovakia, Germany, France, Uzbekistan, Estonia, Ukraine

Percentage of Time Dedicated to Global/International Studies: 100%

Courses Taught: Politics of Eastern Europe

Current Research/Teaching Specialization: Comparative politics and international relations with emphasis on Eastern and East Central Europe and the states of the former Soviet Union, Politics of Eastern Europe with focus on Poland, Ethnic groups in U.S. Politics and Foreign Policy

Sample Publications:

"Poland Reelects a President: The Year 2000 Election," *Analysis of Current Events Journal* (Winter 2000).

"The 1995 Polish Presidential Election: A Step Toward Normalcy," *The Polish Review*, 42 (Winter 1997).

"Consensus and Division over Poland's Entry into the European Union," *East European Quarterly*, vol. 37 (Winter, 2004).

"Interesting Times: Polish Politics and Elections, 1989-2001," *The Polish Review*, vol. 46 (Winter, 2001).

"In the Ideals of Women is the Strength of a Nation': A History of the Polish Women's Alliance of America (Columbia University Press, 2003, with Angela Pienkos).

Distinctions: Faculty Coordinator, International Studies Program, 2003-12; President, Polish American Historical Society; Global Management Track Planning Team; Member, Global Studies Advisory Committee, 2004-11

Pitt, Kristin, Associate Professor, French/Italian/Comparative Literature -- Comparative Literature, College of Letters and Science (Global Studies Affiliate)

Education: PhD, 2003, University of Wisconsin-Madison

Foreign Languages: Spanish (4); Latin (2); Portuguese (3); French (1); Quechua (1)

Field Experience: Spain, Dominican Republic, Mexico, Portugal, Costa Rica, Haiti, England, France, Belgium, Netherlands, Denmark, Norway, Sweden, Germany, Switzerland, Canada

Percentage of Time Dedicated to Global/International Studies: 75%

Courses Taught: 19th- and 20th-century South and North American Literature, The Modern Novel, The Call of the Wild: Literature and the Environment, Contemporary Women Writers and the Ethics of Violence, Existentialism, Women and War in Latin America and the Caribbean, World Literature in Translation: Antiquity to the 1600s, World Literature in Translation: The 17th to the 21st, Border-Crossing and Migration in Literature and Film, Comparative Caribbeans, Faulkner & the Latin American Boom, Nationalism and Narrative, Migration and Identity in U.S. Literature

Current Research/Teaching Specialization: Literature of the Americas (Latin America, the Caribbean, the US, and Canada), Relationships between gender; race; and nation in narrative

Sample Publications:

"Resisting Colony and Nation: Challenging History in Maryse Conde's *Moi, Tituba, sorcière... Noire de Salem*." *Atenea: A Bilingual Journal of the Humanities and Social Sciences*, 27(1). 9-19. June 2007.

"Denaturalizing the Plantation: Sexuality and (Re)production in the Fiction of Reinaldo Arenas." In Bernadette H. Hyner and Precious McKenzie Stearns (Eds.), *Chapter in Forces of Nature: Natural(-izing) Gender and Gender(-ing) Nature in the Discourses of Western Culture*, 132-52. Cambridge Scholars Press, 2009.

"Body, Nation, and Narrative in the Americas." New York: Palgrave Macmillan, 2010.

"Discovery and Conquest Through a Poststructural and Postcolonial Lens: Clarice Lispector's *A maçã no escuro*." *Luso-Brazilian Review*, 50(1). 184-200. June 2013.

Distinctions: Global Studies Research Fellow, 2010-11; Intensive Foreign Language HEA Title VI Fellowship (FLAS) for Quechua, UW-Madison, Summer 2000; Member, Asociación Internacional de Literatura y Cultura Femenina Hispánica; Latin American, Caribbean, and U.S. Latino Studies Speaker Series Coordinator, 2013-14; Comparative Literature Program Coordinator, 2013-16; Coordinating Committee MA in Language, Literature, and Translation; Faculty Co-Coordinator, Latin American, Caribbean and U.S. Latino Studies Program, 2012-14; Member, Advisory Committee, Center for Latin American and Caribbean Studies

Ponelis, Shana, Assistant Professor, School of Information Studies (Global Studies Affiliate)

Education: PhD, 2011, University of Pretoria

Foreign Languages: Afrikaans (5); German (3); French (1); Sepedi (Northern Sotho) (1)

Field Experience: South Africa, Uganda

Percentage of Time Dedicated to Global/International Studies: 25%

Courses Taught: Globalization and Information Technology (Global 202); Introduction to Systems Analysis; Information Marketing; Special Topics: Infopreneurship; IT systems in libraries (guest lecturer on Carnegie-funded Masters degree program for African academic librarians)

Current Research/Teaching Specialization: Empowerment of people to enable them to make informed decisions to develop themselves, their organizations, their communities and society as a whole, Information needs, Seeking behavior and use, Access to and accessibility of information by means of information systems and technology

Sample Publications:

"Using data warehousing to deliver integrated management information: Case studies of customer data integration using sales and marketing data marts." Köln, Germany: LAP Lambert Academic Publishing, 2009.

"Information as economic good: its origins, characteristics, pricing, and associated legal and ethical issues." Approaches and Processes for Managing the Economics of Information Systems (Advances in Business Information Systems and Analytics (ABISA) Book Series). Hershey, Penn.: Business Science Reference (an imprint of IGI Global). pp. 1-13. 2014.

"On Considering the Application of Amartya Sen's Capability Approach to an Information-Based Rights Framework," Information Development, 29(2): 106-113. 2013. With Britz, JJ, Hoffmann, A, Zimmer, M, and Lor, PJ

Distinctions: Teach at Masters Level for USA visit portion of University of Pretoria's MIT degree program, Carnegie Foundation; Study Abroad visits to Makerere University in Kampala, Uganda

Prasad, Velagapudi Kanti, Professor, Business Administration, Lubar School of Business

Education: PhD, Michigan State University

Foreign Languages: Telgu (South Indian Language) (5)

Field Experience: India

Percentage of Time Dedicated to Global/International Studies: 50%

Courses Taught: Strategic Marketing, International Marketing, Marketing Research

Current Research/Teaching Specialization: International marketing, International entrepreneurship

Sample Publications:

"Network Interaction of Indian Women Entrepreneurs: An Examination Across Venture Stages." European Journal of Business Research, 12(2). 17-25. 2012. Co-author: K.Ehrhardt.

"Antecedents of Tai-wan Chinese Consumers' Purchase Intentions Toward U.S.- and Japanese-Made Household Appliances." Journal of Global Marketing, 26(4). 203-223. 2013. Co-authors: G., Park, J., Lee, O., Prasad, K. V., Vernon, I. R.

"Women Entrepreneurs and Business Venture Growth: An Examination of the Influence of Human and Social Capital Resources in an Indian Context." Journal of Small Business & Entrepreneurship, 26(4). 341-364. 2013. Co-authors: Naidu, G. M., Murthy, B. Kinnera, Winkel, D. E., Ehrhardt, K. P.

Distinctions: Director, International Business Center, 1978-98; Launched the first Executive MBA from the UW System in China; Grant, Passport to Global Business Success, U.S. Department of Education, 2013; Member, Academy of International Business; Member, UWM Strategic Planning Internationalization Subcommittee, 2012-14

Pritchard, David, Professor, Journalism/Mass Communication, College of Letters and Science (Global Studies Affiliate)

Education: PhD, 1984, University of Wisconsin Madison

Foreign Languages: Spanish (2); French (4)

Field Experience: Canada, France

Percentage of Time Dedicated to Global/International Studies: 25%

Courses Taught: Law of Mass Communication, Theory and Research Design in Mass Communication, Comparative Media Law, Politics and media, Comparative media law

Current Research/Teaching Specialization: International journalism (especially Canada and France), Comparative media law and policy, Media law and regulation, both in the United States and Canada, Journalism and social forces in a wide variety of contexts, with a special focus on Canadian journalism, Journalist values in United States and Canada

Sample Publications:

"Holding the Media Accountable: Citizens, Ethics, and the Law." Bloomington: Indiana University Press, 2000.

"Cross-Border Crime Stories: American Media, Canadian Law, and Murder in the Internet Age." *American Review of Canadian Studies*, 36. 407-426. Fall 2006. Co-author: Young, Mary Lynn

Politiques publiques de communication et diversité de l'information aux États-Unis." In Franck Rebillard and Marlène Loicq (Eds.), *Pluralisme de l'information et Media diversity: Un état des lieux international*, 61-78.

Brussels: Éditions De Boeck, 2013. Co-author: Christopher Terry.

"Media Convergence and Changes in Quebec Journalists' Professional Values." *Canadian Journal of Communication*, 35. 595-607. November 2010. Co-author: Marc-François Bernier.

Distinctions: Research Grants, Government of Quebec and Government of Canada, 2006-10; Rufus Z. Smith Award (with Mary Lynn Young) for best article in *The American Review of Canadian Studies* during previous two years, 2007; Professeur invité, Institut français de presse, 2004; Réseau d'études sur le journalisme (France), Conseil scientifique (research committee), 2012-present; Le Fonds de recherche du Québec Société et culture, Comité multidisciplinaire d'évaluation (multidisciplinary review committee), 2013-present

Pucci, Sandra, Associate Professor, Linguistics, College of Letters and Science (Global Studies Affiliate)

Education: PhD, University of Southern California

Foreign Languages: Spanish (5); Catalan (3); Italian (5)

Field Experience: Latin America, Mexico, Argentina, Italy, Spain

Percentage of Time Dedicated to Global/International Studies: 100%

Courses Taught: Bilingual Education, Language and Society, Second Language Acquisition, Adult/University Level TESOL

Current Research/Teaching Specialization: Bilingual education, Urban education, Biliteracy/bilingualism, Academic achievement and language minority (Spanish L1) students in a small high schools, Language literacy maintenance and development in in-migrant contexts, Second language acquisition, Language in education, Sociolinguistics

Sample Publications:

"Maintaining Spanish Language and Literacy: Central Americans in Los Angeles," In D. Villa (Ed.), *Georgetown University Press*, 2001.

"What Predicts Second Language Reading Success," *Review of Applied Linguistics*, ITL, 1998.

"Educational opportunities for bilingual high school students: Factors in the success of one small high school." In Guske, I., and Swaffield, B. (Eds.), *Educational landscapes in the 21st century: Cross cultural challenges and multi-disciplinary perspectives*. Newcastle, UK: Cambridge Scholars Publishing, 2008. Co-authors: Castellón, J, and G. Cramer.

"Constructing transformative spaces for bilingual high school students." In Fingón, J. and Ulanoff, S. (Eds.), *Learning from Culturally and Linguistically Diverse K-12 Classrooms: Promoting Success for All Students*. New York: Teachers College Press, 2010. Co-author: Cramer, G.

Distinctions: Developed Study Abroad in Argentina; Global Classrooms Planning Committee Member; Member, CIE/OUR Undergraduate Overseas Research Travel Awards Committee; Coordinator, Certificate program in Adult/University Level TESOL

Rai, Kalyani, Associate Professor, Urban Community Development, UWM School of Continuing Education (Global Studies Affiliate)

Education: PhD, University of Wisconsin Madison

Foreign Languages: Bengali (1); Nepali (1); Hindi (3)

Field Experience:

Percentage of Time Dedicated to Global/International Studies: 25%

Courses Taught: Grassroots decision making and community problem solving

Current Research/Teaching Specialization: Grassroots education, Community building, Multicultural communication strategies, Participatory action research

Sample Publications:

Community-based Participatory Action Research: Offering Hmong Voices for dialogue and change. In "Immigrants, Welfare Reform and the Poverty of Policy." 2004. Greenwood Publication: Westport, London. "It Begins with the People: Community Development and Indigenous Wisdom." *Adult Learning*, Vol. 12/13 Issue 4/1, Fall 2001/Winter 2002.

Distinctions: Principal Investigator for the Hmong National Development grant for the State of Wisconsin, funded by the U.S. Department of Health and Human Services; Principal Investigator of the Women of Color Capacity Building Project, funded by the Ford Foundation; Principal Investigator of the community-focused Teacher Training Partnership grant, funded by the U.S. Department of Education; member, Global Studies Advisory Committee

Redd, Steven, Associate Professor, Political Science, College of Letters and Science (Global Studies Affiliate)

Education: PhD, 2000, Texas A&M University

Foreign Languages: Cantonese (4); Mandarin (5)

Field Experience: Hong Kong, China

Percentage of Time Dedicated to Global/International Studies: 100%

Courses Taught: National Security Policy, Conduct of American Foreign Affairs, Politics of Nuclear Weapons, People and Politics (Global 101), Introduction to International Relations, American Foreign Policy Process, Contemporary Issues in American Foreign Policy, Problems of American Foreign Policy, Intro to Political Science Research Methods, Politics of Military Force

Current Research/Teaching Specialization: Foreign policy decision making, U.S. foreign policy vis-a-vis China and Taiwan, National security policy, Nuclear weapons and world politics, Political science methodology, Foreign policy decision making using experimental designs

Sample Publications:

"The Influence of Advisers and Decision Strategies on Foreign Policy Choices: President Clinton's Decision to Use Force in Kosovo." *International Studies Perspectives*, 6. 129-150. 2005.

"Can We Generalize from Student Experiments to the Real World in Political Science, Military Affairs and International Relations." *Journal of Conflict Resolution*, 50. 757-776. 2006. Co-authors: Mintz, Alex, and Arnold Vedlitz.

"Policy Perspectives on National Security and Foreign Policy Decision Making." *Policy Studies Journal*, 41 (Issue Supplement S1). S11-S37. 2013. Co-author: Alex Mintz.

"Ethnic Minority Groups and U.S. Foreign Policy: Examining Congressional Decision Making and Economic Sanctions." *International Studies Quarterly*, 54. 755-777. 2010. Co-authors: Rubenzer, and Trevor.

"Polyheuristic Theory and Foreign Policy Analysis." In Robert A. Denemark (Ed.), *The International Studies Encyclopedia*. 5657-5677. (peer reviewed). 2010. Co-authors: David Brulé, and Alex Mintz.

Distinctions: Grant, National Defense University, 2003-05; Editor, Foreign Policy Analysis Section, *The International Studies Encyclopedia*, International Studies Association. Wiley-Blackwell Publishing, 2008-10; Officer, American Political Science Association, Foreign Policy Section, 2007-2008. Officer, International Studies Association-Midwest, 2006-2008; President, International Studies Association, Foreign Policy Analysis Section, 2005-2006; Vice President and Program Organizer, International Studies Association, Foreign Policy Analysis Section, 2004-2005; Member, International Studies Association, International Society of Political Psychology; Member, International Studies Advisory Committee, 2005-present

Rei-Doval, Gabriel, Associate Professor, Spanish & Portuguese, College of Letters and Science

Education: PhD, 2001, Santiago de Compostela

Foreign Languages: Portuguese (4); Galician (5); Spanish (5)

Field Experience: Spain, Portugal

Percentage of Time Dedicated to Global/International Studies: 100%

Courses Taught: Advanced Writing and Reading (Spanish), Advanced Listening and Speaking (Spanish), History and Dialects of the Spanish Language, Galician Culture, Spain-Contemporary Society and Cultural Diversity, Spanish Phonetics and Phonology, Hispanic Sociolinguistics, Spanish Pragmatics

Current Research/Teaching Specialization: Hispanic sociolinguistics, Historiography of linguistics, Language shift and language planning, Sociology of language, Galician linguistics

Sample Publications:

"A lingua galega na cidade no século XX: Unha aproximación sociolingüística." Vigo: Xerais, 2007.

"A lingüística galega desde alén mar." Santiago de Compostela: University of Santiago de Compostela Press, 2009

"Manual de Ciencias da Linguaxe." Ramallo, F., Rei-Doval, G. and Rodríguez-Yáñez, X.P., eds. Vigo: Xerais, 2000.

"Vender en galego." Santiago de Compostela: Consello da Cultura Galega, 1996 (co-authored).

"Actitudes lingüísticas en Galicia. A Coruña: Real Academia Galega, 1996 (co-authored).

Distinctions: UWM Center for Latin American and Caribbean Studies Faculty Travel Awards, 2004-08, Faculty Co-Leader of Spain Study Abroad: Galician Culture through the Eyes of Santiago de Compostela, 2007; Faculty Co-Leader for Spain Study Abroad: Language, Culture and Business in Galicia, 2010; Faculty Co-Leader for Spain Study Abroad: Language, Culture and Health in Galicia, 2014; Certified Translator of Galician, 1993-present; Certified Tester in Portuguese (limited certification), American Council for the Teaching of Foreign Language (ACTFL)

Reuter, Ora John, Assistant Professor, Political Science, College of Letters and Science

Education: PhD, 2010, Emory University

Foreign Languages: Ukranian (1); Russian (4)

Field Experience: Russia, Ukraine

Percentage of Time Dedicated to Global/International Studies: 100%

Courses Taught: The Politics of Authoritarian Regimes, Comparative Political Economy

Current Research/Teaching Specialization: Comparative politics, Comparative political institutions, Comparative political economy, Political parties, Democratization, Authoritarian regimes, Elections and electoral behavior, Politics of economic development, Bureaucracy, Post-Soviet politics

Sample Publications:

"Regional Patrons and Hegemonic Party Performance in Russia" *Post-Soviet Affairs*, (29.2). 2013.

"Electoral Strategies to Defeat Authoritarian Incumbents: Understanding Pre-Electoral Coalitions." *Democratization*, 20(1). 2013. Co-authors: Gandhi, Jennifer and Ora John Reuter.

"Sub-national Appointments in Authoritarian Regimes: Evidence from Russian Gubernatorial Appointments." *Journal of Politics*, 74(4). 2012. Co-author: Graeme Robertson.

"Economic Performance and Elite Defection from Hegemonic Parties." *British Journal of Political Science*, 41(1). 2011. Co-author: Jennifer Gandhi.

"United Russia and the 2011 Elections." *Russian Analytical Digest*, 102. 26 September 2011.

Distinctions: National Science Foundation, Political Science Program, Research Grant, 2013-16; National Council for Eurasian and East European Research, National Research Competition Award, 2011; Co-Winner, Association for Slavic, East European, and Eurasian Studies, Tucker/Cohen Dissertation Prize for outstanding doctoral dissertation in Soviet or Post-Soviet Political History, 2011; Fulbright Hays Doctoral Dissertation Research Abroad Fellowship, Russia, 2010; Emory University Professional Development Grant, Russia 2008-10; ACTR Title VIII Research Scholar Fellowship, Russia 2009; IREX Individual Advanced Research Opportunity (IARO) Fellowship, Russia 2008; Member and Conference Presenter, American Political Science Association Midwest Political Science Association, Association for Slavic, East European, and Eurasian Studies; Official Election Observer, US-Ukraine Foundation, Kyiv, Ukraine: Ukrainian Presidential Elections

Ricigliano, Robert, Adjunct Professor, Communication, College of Letters and Science (Global Studies Affiliate)

Education: PhD, 1988, Harvard University

Foreign Languages: French (1); Spanish (1); Russian (1)

Field Experience: Colombia, Democratic Republic of Congo, El Salvador, Guatemala, Bermuda, Canada, Russia, Georgia, Indonesia, Malaysia, South Africa, Egypt, Germany, New Zealand, Afghanistan, Congo, Russian Federation

Percentage of Time Dedicated to Global/International Studies: 100%

Courses Taught: Negotiation, International Mediation and Peacebuilding, Strategies for Realizing Security (Global 471), Systems thinking and peacebuilding, Negotiation

Current Research/Teaching Specialization: International peace processes, Racial and ethnic conflict, Macro-level or holistic peacebuilding, Systems thinking and peacebuilding, Engaging armed groups, Facilitation and complex public disputes, Negotiation, International mediation

Sample Publications:

"Cold War Redux." In Andrew Martin and Patrice Petro (Eds.), *Rethinking Global Security: Media, Popular Culture, and the "War on Terror."* New Brunswick, NJ: Rutgers University Press, 2006. Co-author: Mike Allen. Ricigliano, R. (Ed.).

"Choosing to Engage: Armed Groups and Peace Processes." London, UK: Conciliation Resources. 2005.

"Making Peace Last: a systemic approach to sustainable peacebuilding." Paradigm Publishers, Boulder, CO, 2012.

"A Systems Approach to Cross-Border Peacebuilding." In William Zartman (Ed.), *Cross Board Peacebuilding - Challenges and Responses*, Accord Volume 22, Conciliation Resources, London, UK, 2011.

Distinctions: Consultant and former Executive Director of the Harvard Conflict Management Group and Associate Director of the Harvard Negotiation Project; Director, Master of Sustainable Peacebuilding; Board Chair: Alliance for Peacebuilding; Former Director, UWM CIE Institute of World Affairs; Peace processes, peacebuilding, and mediation projects, USAID, Mindanao, Senegal, Cambodia, Afghanistan, Iraq, 2006-present; Preventive Diplomacy, Inter-Agency Exercise on the Ferghana Valley, 2006; Organizer, Expert Meeting on Systems Thinking and Peacebuilding, 2008; member, UWM International Council

Rodriguez Sevilla, Rafael, Associate Professor, Biological Sciences, College of Letters and Science

Education: PhD, 2002, University of Kansas

Foreign Languages: German (3); Spanish (5)

Field Experience: Costa Rica, Panama

Percentage of Time Dedicated to Global/International Studies: 25%

Courses Taught: General Ecology, Behavioral Science

Current Research/Teaching Specialization: Behavioral ecology, Sexual selection, Cognitive ecology

Sample Publications:

"On the functional design of receiver bias and mate choice." *Animal Behaviour* 68. 427–432. 2004. Co-author: Snedden WA.

"Trees to treehoppers: genetic variation in host plants contributes to variation in the mating signals of a plant-feeding insect." *Ecol Lett*, 17. 203–210. 2014. Co-author: Rebar D.

"Memory of prey larder size in golden orb–web spiders, *Nephila clavipes* (Araneae: Nephilidae)." *Behaviour* 150, 1345–1356. 2013. Co-authors: Kolodziej RC & Höbel G.

"Notes on the natural history of two Ozophora bugs (Heteroptera: Lygaeidae) in Costa Rica." *J Kansas Ent Soc*, 70. 203–206. 1997.

Distinctions: NSF Grants, 2009-11, 2011-14; Invited Speaker, Univ. of Costa Rica, Univ. of Tours, Univ. of Freiburg, 1997-2013; Presentations at Professional Meetings, XXIV International Congress of Entomology, Daegu, Korea, 2012, Smithsonian Tropical Research Institute, Panamá, 2007

Rohatgi, Pradeep, Wisconsin Distinguished Professor, Materials Engineering, College of Engineering and Applied Science (Global Studies Affiliate)

Education: PhD, 1964, Massachusetts Institute of Technology

Foreign Languages: Hindi (5)

Field Experience: India, China, Korea, Egypt, Hungary, Poland

Percentage of Time Dedicated to Global/International Studies: 25%

Courses Taught: Materials Engineering

Current Research/Teaching Specialization: Foundry Technology, Solidification Processing, Composite Materials, Alloy Development, Specialty Aluminum and Steels

Sample Publications:

"Thermal Management of Cast Carbon Fiber-Al Composites" In Proceedings of TMS Annual Meeting 2007, February 25-March 1, 2007, Orlando, FL.

"Synthesis of Stir Cast Aluminum Alloy Matrix Composites é Indian Contributions." Solidification processing of Metal Matrix Composites, Rohatgi honorary Symposium. " Edited: N.Gupta and W.Hunt TMS, March 2006. p.15.

Distinctions: Founder/Director of Regional Research Laboratory (Trivandrum) and Regional Research Laboratory (Bhopal), Council of Scientific and Industrial Research, India. Concurrently Visiting Full Professor I.I.T., Delhi, Indian Institute of Science (Bangalore); Member, Global Studies Advisory Committee; Honorary Medal from Motor Transport Institute, Warsaw, Poland, 2006

Rose, Susan, Associate Professor, Social Work, Helen Bader School of Social Welfare

Education: PhD, 1990, University of Illinois Chicago

Foreign Languages: French (1); Spanish (1)

Field Experience: United Kingdom, Russia, Austria, South Africa

Percentage of Time Dedicated to Global/International Studies: 50%

Courses Taught: Mental health and child welfare, Adult Psychopathology, Advanced Social Work Methods, Comparative Public Policy (Study Abroad)

Current Research/Teaching Specialization: Mental health and child welfare, Intersection of substance abuse and child welfare Teaching: Psychopathology and Treatment Methods, Identifying the Mental Health Needs of Incarcerated Women in Milwaukee County, Incarcerated substance abusing mothers in Milwaukee Jails

Sample Publications:

"Child Neglect: An English perspective. *International Social Work*." 43(2). 179-192. 2000. Co-author: Selwyn, J.

"Intervening with women in jail around alcohol and substance abuse during their preparation for community reentry." *Alcoholism Treatment Quarterly*, 29(4). 453-478. 2012. Co-authors: Begun, A. L., & LeBel, T.P.

"Developing effective social work university-community research collaborations." *Social Work*, 55(1). 54-62. 2010. Co-authors: Begun, A.L., Berger, L.K., & Otto-Salaj, L.L.

"Implementing substance abuse screening and Brief Motivational Intervention with women in jail." *Journal of Social Work Practice in the Addictions*, 9(1). 113-131. 2009. Co-authors: Begun, A. L., LeBel, T. P., & Teske-Young, B. A.

"Interface of Substance Use Treatment with Other Health and Social Service Systems." In B. S. McCrady & E. E. Epstein (Eds.), *Addictions: A Comprehensive Guidebook*, Second Edition. Oxford University Press, 2013. Co-authors: Zweben, A., Ockert, D., & Baier, D.

Book review. "Women and AIDS: Negotiating Safer Practices, Care, and Representation." *Affilia*, 250-251. Summer, 1999.

Distinctions: Presenter at What Works with Women Offenders in Prato, Italy, 2007; Developer and Leader, Helen Bader School of Social Welfare Study Abroad in Bristol, United Kingdom, Austria, Costa Rica, 2007-10; Chair, International Studies Committee, 1998-2010; Member, Office of Overseas Programs and Partnerships Faculty Advisory Council, 2003-Present; Editorial Advisory Board: *Social Work Education: The International Journal for Social Work and Social Care Education*

Rothfels, Nigel, Director, Office of Undergraduate Research, College of Letters and Science (Global Studies Affiliate)

Education: PhD, 1994, Harvard University

Foreign Languages: German (4)

Field Experience: Australia, Germany, Norway, England, Papua New Guinea, Austria, Switzerland, Sweden

Percentage of Time Dedicated to Global/International Studies: 50%

Courses Taught: Undergraduate Research

Current Research/Teaching Specialization: Animals and history, German colonialism

Sample Publications:

"Savages and Beasts: The Birth of the Modern Zoo." Baltimore: The Johns Hopkins UP, 2002.

"Representing Animals." Editor. *Theories of Contemporary Culture*. Bloomington: Indiana UP, 2002.

"How the Caged Bird Sings: Animals and Entertainment." *A Cultural History of Animals in the Age of Empire*. Ed. Kathleen Kete. New York: Berg, 2007. 95-112.

"Elephants, Ethics, and History." *Elephants and Ethics: Toward a Morality of Coexistence*. Ed. Chris Wemmer and Catherine A. Christen. Baltimore: Johns Hopkins UP, 2008. 100-119.

"A Hero's Death." Una Chaudhuri and Holly Hughes (Eds.), *Animal Acts: Performing Species Now*, 182-88. Ann Arbor: The University of Michigan Press, 2013.

"Zoos, the Academy, and Captivity." *PMLA*, 124(2). 480-86. March 2009.

Distinctions: Visiting Research Professorship, University of Oslo, 2010; Humanities Research Centre Fellow, Australian National University, 2001; Shelby Cullom Davis Center for Historical Research Fellow, Princeton University, 1996; Deutscher Akademischer Austauschdienst Fellow, Universitaet Hamburg, 1990-1991; Member, Undergraduate Overseas Research Advisory Committee; Editorial Board Member, *Animot* (Italy) and *Antennae* (England); Keynote Addresses, Brisbane Queensland, 2011 and Uppsala University, Sweden, 2010; Invited Lectures, Switzerland, Norway, England, Canada, Germany, Austria, Australia, 2001-11; Member, UWM international Council

Russell, Matthew, Lecturer, French, Italian, and Comparative Literature, College of Letters and Science; Associate Director, Center for Instructional and Professional Development

Education: PhD, 2009, University of Texas-Austin

Foreign Languages: French (2); Italian (2)

Field Experience: England, Scotland, Italy

Percentage of Time Dedicated to Global/International Studies: 75%

Courses Taught: Narratives of Imprisonment and Exile, World Literature in Translation, Narratives of the Apocalypse, Digital Literacies and Social Media

Current Research/Teaching Specialization: British and European Romanticism, 18th- and 19th-century literature and culture, Political philosophy and critical theory, Digital humanities

Sample Publications:

"The Instructional Designer's Role in the Building of COIL Courses," in *Global Networked Teaching in the Humanities: Theories and Practices* (forthcoming).

Foreword in Paull, J., & J. Snart "Making Hybrids Work: An Institutional Framework for Effectiveness in Blending Online and Face-to-Face Instruction" (In Progress).

"Getting to Work: Transitioning To a New Staffing Model." Computer Writing and Research Lab White Paper. 2006.

Review of Clark Davis, "Hawthorne's Shyness: Ethics, Politics, and the Question of Engagement" (2005). *Journal of the Midwest Modern Language Association*, 39(2), 2006.

Distinctions: Recipient of UWM Digital Futures Grant, 2013; Conference Presenter, Electronic Visualisation and the Arts Annual Conference, London, UK, 2013

Sands, Peter, Associate Professor, English, College of Letters and Science (Global Studies Affiliate)

Education: PhD, 1996, Binghamton University SUNY; JD, 2008, University of Wisconsin-Madison

Foreign Languages: French (1); German (1)

Field Experience: Canada, Germany

Percentage of Time Dedicated to Global/International Studies: 25%

Courses Taught: Globalization and Technology (Global 202), Science Fiction Film, Utopia: Cyberspace, Advanced Writing Workshop: World Wide Words, Business and Professional Writing, Science Fiction

Current Research/Teaching Specialization: Critical thinking and learning through a computer-mediated communicational across the curriculum, Rhetorical strategies in the representation of the Otherness in literature and culture, Relationships among utopianism, rhetoric, and pedagogy in literature and practice, Law and literature, Global science fiction

Sample Publications:

"Hybridity," in Patrice Petro and Tasha Oren, eds., *Global Currents: media and technology now* (New Brunswick: Rutgers University Press), 2004.

"Blended Classrooms: Hybridity, Social Capital, and Online Learning." In Stephen J. Hoffman and J. Kelly Robison. M.E. Sharpe (Eds.), *Online Education and the Humanities: A Guide to Teaching the Humanities in the Online Environment*, 2010.

"Cyberstates." In Robert J. Beck (Ed.), *Law and Disciplinarity; Thinking Beyond Borders*, 207-225. NY: Palgrave Macmillan, 2013.

"Towers of Ivory, Corridors of Linoleum: Utopia in Academic Novels." *Stumbling Through the Groves: Fiction on Academia*, Kimberly Rae Connor and Mark Bosco, S.J. (Eds.), Edwin Mellen, 2007.

Distinctions: Visiting professor at Justus Liebig University, Giessen, Germany, 2011, 2014; State Bar/Wisconsin Law School Academic Achievement, Globalization Seminar, 2008; Eugenio Batisti Award for Best Article in Utopian Studies, 2003; Member, Editorial Board, *International Journal of E-Learning* 2004-present; Professional Workshops and Presentations, Poland and Canada; Member, Global Studies Advisory Committee, 2000-present

Sangari, Kumkum, Vilas Professor, English, College of Letters and Science (Global Studies Affiliate)

Education: PhD, University of Leeds

Field Experience: India

Percentage of Time Dedicated to Global/International Studies: 75%

Courses Taught: Cultural and Literary Studies, Women's Studies, Feminist Theory

Current Research/Teaching Specialization: Cultural and Literary Studies, Women's Studies, Feminist Theory, Colonialism, globalization and transnationalism, Transnational and world literature, The locations of modernity

Sample Publications:

Trace Retrace: Paintings, Nilima Sheikh, Tulika Books with Gallery Espace and Chemould Prescott, 2013

Politics of the Possible: Essay on Gender, History, Narratives, Colonial English, Anthem Press, 2002.

From Myths to Markets: Essays on Gender, co-edited with U. Chakravarti, Manohar, 1999.

Recasting Women: Essays in Colonial History, co-edited with S. Vaid, Rutgers University Press, 1990.

Women and Culture, co-edited with S. Vaid, NDT University, 1985.

Schnitzer, Stefan, Associate Professor, Biological Sciences, College of Letters and Science

Education: PhD, 2001, University of Pittsburgh

Foreign Languages: Spanish (4)

Field Experience: Panama, Costa Rica, Ecuador, French Guiana, Malaysia, Holland

Percentage of Time Dedicated to Global/International Studies: 75%

Courses Taught: Community Ecology, Tropical Ecology in Panama, Plant Biology / General Biology, Senior Seminar in Biological Sciences

Current Research/Teaching Specialization: Community ecology, Tropical biology

Sample Publications:

"Tropical forest community ecology: scope of the book and key contributions." In Carson, W.P. and Schnitzer, S.A. (Eds.), *Tropical Forest Community Ecology*, 3-8. Blackwell Publishing, Oxford, 2008. Co-author: W.P. Carson.

"Are lianas more drought tolerant than trees? A test for the role of hydraulic architecture and other functional traits." *Oecologia*, 172. 961-972. 2013. Co-authors: van der Sande, M, L. Poorter, L. Markesteijn.

"Liana abundance, diversity, and distribution on Barro Colorado Island, Panama." *PLoS One*, 7(12). e52114. 2012. Co-authors: S.A. Mangan, J.W. Dalling, C. Baldeck, S.P. Hubbell, A. Ledo, H. Muller-Landau, M. Tobin, S. Aguilar, D. Brassfield, A. Hernandez, S. Lao, R. Perez, O. Valdez, S.R. Yorke.

"Negative plant-soil feedback predicts relative species abundance in a tropical forest." *Nature*, 466. 752-756. 2010. Co-authors: Mangan S.A., E.A. Herre, K. Mack, M. Valencia, E. Sanchez, J.D. Bever.

Distinctions: 4 NSF grants for research on tropical forests, 2006-present; National Geographic society grant and NCEAS grant research on tropical forests, 2004-06, 2010-11; 8 CIE/OUR Undergraduate Research Travel Awards, 2008-13; Production Ecology & Resource Conservation Fellowship, Wageningen University, Netherlands, 2009; Research Associate, Smithsonian Tropical Research Institute, Panama, 2006-present; Research Associate, Wageningen University, Netherlands, 2001-present; Associate Editor, *Biotropica*, 2009; Council Member, Association for Tropical Biology & Conservation, 2013-16; Co-organizer, symposium, Association for Tropical Biology and Conservation, Bonito, Brazil, 2012; Co-organizer Association for Tropical Biology and Conservation, Marburg, Germany, 2009; Co-organizer, symposium Association for Tropical Biology and Conservation, Morelia, Mexico, 2007; CLACS Advisory Committee, 2006-08, 2009-10

Schwartz, Mark, Distinguished Professor, Geography, College of Letters and Science (Global Studies Affiliate)

Education: PhD, 1985, University of Kansas

Foreign Languages: Spanish (2)

Field Experience: China, Germany, Spain, Netherlands, Australia, Slovenia, Finland

Percentage of Time Dedicated to Global/International Studies: 50%

Courses Taught: Climatology, Remote Sensing, Phenology

Current Research/Teaching Specialization: Detecting global change, Climatology and remote sensing plant-climate interactions

Sample Publications:

"Introduction." In M. D. Schwartz (Ed.), *Phenology: An Integrative Environmental Science*, 2nd Edition, 1-5. Netherlands: Springer, 2013.

(Editor) "Phenology: An Integrative Environmental Science." Kluwer, Netherlands, 592 pp., 2003.

"Onset of Spring Starting Earlier Across the Northern Hemisphere." *Global Change Biology*, 12. 343-351. 2006. Co-authors: Ahas, R., and A. Aasa.

"Remote Sensing Phenology: Status and the Way Forward." In A. Noormets (Ed.), *Phenology of Ecosystem Processes*, 231-246. New York: Springer, 2009. Co-authors: Reed, B. C., and X. Xiao.

"Phenology of Temperate Trees in Tropical Climates." *International Journal of Biometeorology* 50(1). 57-65. 2005. Co-authors: Borchert, R., Robertson, K., & G. Williams-Linera.

"Examining the Onset of Spring in China." *Climate Research*, 21(2). 157-164. 2002. Co-author: X. Chen.

"Phenological Implications of Warming Temperatures and Extreme Climatic Events." *Eos Transactions AGU*, 94(10, 5 March). 99. 2013. Co-authors: Enquist, C. A. F., & E. G. Denny.

Distinctions: President elect, International Society of Biometeorology; Chair, Program Committee for the meeting of the 16th American Meteorological Society Conference on Biometeorology and Aerobiology, Vancouver, B.C., Canada, August 2004; Field Editor for *Phenology*, *International Journal of Biometeorology*, 2004-present

Schwertfeger, Ruth, Professor, Foreign Languages and Literature--German, College of Letters and Science
(Global Studies Affiliate)

Education: MA, 1967, The University of Alberta, Edmonton

Foreign Languages: German (5)

Field Experience: England, Germany, Ireland

Percentage of Time Dedicated to Global/International Studies: 100%

Courses Taught: German Language and Literature, Exile Literature, The Holocaust, Translation (German-English, French-English), The German-Irish connection and other inter-cultural courses .

Current Research/Teaching Specialization: German language and literature, The Holocaust, German-Jewish writings in Occupied France, Short stories, Memoir, Literary translation.

Sample Publications:

"German-Jewish Writing in the Camps." In Sander Gilman and Jack Zipes (Eds.), Yale Handbook of German-Jewish Culture, Yale University Press, 1998.

"The Road to Rescue: The Untold Story of Schindler's List." Shofar: An Interdisciplinary Journal of Jewish Studies, 28(2). 186-188. Winter 2010.

"In Transit: Narratives of German Jews in Exile, Flight and Internment during "The Dark Years "of France." Franke und Timme Verlag, Berlin, 2012.

"The Wee Wild One: Stories of Belfast and beyond." University of Wisconsin Press, 2004.

"Simultaneity of Past and present in Mexico." In Kristin Ruggiero (Ed.), The Jewish Diaspora in Latin America and the Caribbean, Brighton: Sussex Academic Press, 2005.

Distinctions: Travel grant from the Graduate School, UWM, France, 2007; Organizer and Moderator, Internationaler Kongress für Germanisten in Warsaw, Poland, 2011; Presented at International Congress for Professors of German, Warsaw, Poland, July 2011

Sen, Arijit, Associate Professor, Architecture, School of Architecture and Urban Planning (Global Studies Affiliate)

Education: PhD, 2002, University of California, Berkeley

Foreign Languages: Marathi (3); Gujarati (3); Bengali (5); Hindi (5)

Field Experience: Argentina, Chile

Percentage of Time Dedicated to Global/International Studies: 25%

Courses Taught: Architectural Design Studio, Research Methods and Theory , Housing American Culture, Introduction to American Studies, Social and Cultural Factors in Architecture, History of Design

Current Research/Teaching Specialization: Ethnicity and urban ethnic spaces, Immigration history, American cultural landscapes, Urbanism and globalization, Architectural history, Environment and behavior studies, Race, class, and gender in America, Architectural design, Transnational cultural studies, Food landscapes, Social justice

Sample Publications:

"Landscapes of Mobility: Culture, Politics and Placemaking." Ashgate Publishers, UK, 2013. Co-editor: Jennifer Johung.

"Making Place: Space and Embodiment in the City." Indiana University Press, 2014. Co-editor: Lisa Silverman.

"Staged Disappointment: Architecture and Cultural Contact." Winterthur Portfolio, 47(4). 207-244. Winter 2013.

"Transcultural Place-making: Intertwined Spaces of Sacred and Secular on Devon Avenue, Chicago." In Jeff Hou (Ed.), Transcultural Cities: Bordercrossing & Placemaking, Routledge, 2012.

"Architecture and World Making: Production of Sacred Space in San Francisco's Vedanta Temple." South Asian History and Culture, 2. 76-102. January 2011.

Distinctions: UWM Research Grants Initiative, 2012-14, Intertwined Geographies: Muslim Cultural Landscapes, Chicago and Milwaukee; Core Research Group, Worldwide Universities Network (WUN) grant, 2011; Reviewer, International Scientific Committee, The International Conference on Conservation of Architecture, The Center for the Study of Architecture in the Arab Region, Jordan and Al-Turath Foundation, Saudi Arabia, Queen Rania Institute of Tourism and Heritage, Hashemite University, Jordan

Sensat, Julius, Professor, Philosophy, College of Letters and Science

Education: PhD, 1976, University of Texas Austin

Foreign Languages: Spanish (2); German (3); French (2)

Field Experience: Germany

Percentage of Time Dedicated to Global/International Studies: 50%

Courses Taught: Problems in Marxism, Hegel, Ethics, Kant, Marx, Habermas, International Justice

Current Research/Teaching Specialization: Social and political philosophy, Theories of justice, including international justice, Writings and ideas of Kant, Hegel, Marx, Rawls, Habermas, Rationality in multi-agent contexts, Classical German philosophy, Marxism, Rawls, Habermas, Decision theory, Moral philosophy, Critical social theory, Game theory, Philosophy of economics

Sample Publications:

"Classical German Philosophy and Cohen's Critique of Rawls." *European Journal of Philosophy*, 11/3. 314-353. December, 2003.

"Socialism as Attitude." In E.O. Wright (Ed.), *Equal Shares: Making Market Socialism Work*, London and New York: Verso, 1996.

"Reification as Dependence on Extrinsic Information." *Synthese*, 109/3. 361-399. 1996.

"Rawlsian Justice and Estrangement: Insights from Hegel and Marx," *Twenty First Century Papers: On-Line Working Papers from the Center for 21st Century Studies*, August 2007.

Distinctions: Fellowship, Center for Twentieth Century Studies, UWM, 2005-06

Seymour-Jorn, Caroline, Associate Professor, French, Italian, and Comparative Literature, College of Letters and Science (Global Studies Affiliate)

Education: PhD, 1995, University of Chicago

Foreign Languages: Modern Standard Arabic (4); Egyptian Arabic (4); French (4); Greek (3)

Field Experience: Egypt, Jordan, Morocco

Percentage of Time Dedicated to Global/International Studies: 100%

Courses Taught: First Semester Arabic, Second Semester Arabic, Arabic Language and Literature, Anthropology of the Middle East, Comparative Literature, Arabic to English Translation, International Studies Seminar on the Middle East, Anthropology of the Middle East

Current Research/Teaching Specialization: Seventies generation of women writers in Cairo, Creative production and literary activities of women fiction writers of Cairo, Traditional faith healers and participants in the zaar ritual, Middle Eastern women's literature, Intellectuals in the Middle East, Arab-American culture

Sample Publications:

"Etidal Osman: Egyptian Women's Writing and Creativity." *Journal of Middle East Women's Studies*, 2(1). Winter 2006.

"Cultural Criticism in Egyptian Women's Writing: Anthropological and Literary Perspectives." *Middle East Studies Series*, Syracuse University Press, 2011.

"A Small Box in the Heart." Translation of Ebtihal Salem's novel *Sunduq Saghir fi-l-qalb* with introduction and notes, 2012.

"Researching Within and Against Islamophobia: A Collaboration Project with Muslim Communities." *Social and Cultural Geography*, 14(1). 1-22. 2013. Co-authors: Anna Mansson McGinty and Kristen Sziarto.

Distinctions: Principal Investigator of the Undergraduate International Studies and Foreign Language (UISFL) grant, 2009-11; Graduate School Research Committee Award, Egypt 2011; Fellow, UWM Center for 21st-Century Studies, 2007-08; Faculty Co-coordinator, Middle Eastern and North African Studies Certificate Program; Member, International Studies Advisory Committee; Editorial Board Member, *Journal of Middle East Women Studies*

Shaffer, Margaret, Professor, Business Administration, Lubar School of Business (Global Studies Core Faculty)

Education: PhD, 1994, University of Texas Arlington

Foreign Languages: Spanish (1); Chinese, Yue (Cantonese) (1); German (2)

Field Experience: Hong Kong, Israel, Canada, Spain, Finland, Bulgaria

Percentage of Time Dedicated to Global/International Studies: 100%

Courses Taught: International Business, Organizational Behavior, Managerial Skills, Business Research Methods, Managing Global Organizations, International Human Resource Management, Emerging Markets, Research Methods, Change Management, Business Communications

Current Research/Teaching Specialization: International business, Cross-cultural studies, Expatriation, Work-life balance across cultures

Sample Publications:

"'National' identity, perceived fairness, and organizational commitment in a Hong Kong context: A test of mediation effects." *International Journal of Human Resource Management*, 23. 4166-4191. 2012. Co-authors: Ehrhardt, K., Chiu, W. C., K., & Luk, D.

"Choices, challenges and career consequences of global employment experiences: A review and future agenda." *Journal of Management*, 38, 1282-1327. 2012. Co-authors: Kraimer, M. L., Chen, Y-P., & Bolino, M.

"Global careers in China." In Baruch, Y. & Reis, C. (Eds.), *Global Careers: Critical Perspectives*. London, UK: Routledge. 2012. Co-authors: Lau, V. P., Hsu, Y-S.

Distinctions: International Human Resource Scholarly Research Award, Human Resources Division, Academy of Management, 2011; The United States-Israel Binational Science Foundation (BSF) Grant, 2010; SHRM Foundation Grant; Grant under the Business and International Education (BIE) Program, 2010-12; 11 Research Grants, Hong Kong Baptist University and Hong Kong Polytechnic University; Visiting professor at Hong Kong Baptist University, Nanyang, 2000-05; Technological University in Singapore; Shanghai University and Zhongshan University in Guangzhou, China; Associate Editor, *Journal of Global Mobility: The Home of Expatriate Management Research*; Richard C. Notebaert Distinguished Chair of International Business and Global Studies; Member, Institute of World Affairs Advisory Board; Co-director, International Business Center

Sherman, R. Jason, Associate Professor, Anthropology, College of Letters and Science

Education: PhD, 2005, University of Michigan

Foreign Languages: Spanish (4)

Field Experience: Mexico

Percentage of Time Dedicated to Global/International Studies: 75%

Courses Taught: Anthropology, Power and ideology in archaeology

Current Research/Teaching Specialization: Mesoamerican prehistory, Archaeology of complex societies, Household archaeology, Ceramic analysis, Petrography

Sample Publications:

2007. Crema Ware and Elite Power at Monte Albán: Ceramic Production and Iconography in the Oaxaca Valley, Mexico, Christina M. Elson and R. Jason Sherman. *Journal of Field Archaeology* 32(3): 265-282.

2007. "M Glow Blue": Archaeometric Research at Michigan's Ford Nuclear Reactor, by L.D. Minc, R.J. Sherman, C. Elson, C.S. Spencer, and E.M. Redmond. *Archaeometry* 49(2): 215-228.

2005. Investigating Urban Diversity in South-Central Quintana Roo, by Laura Villamil and Jason Sherman. In Justine M. Shaw and Jennifer P. Mathews (eds), *Quintana Roo Archaeology*, pp. 197-213. University of Arizona Press, Tucson.

Distinctions: Organizer, Midwest Mesoamericanist meeting, UWM, 2010; CLACS Certificate Committee, 2009-2010

Shin, Heeju, Assistant Professor, Sociology, College of Letters and Science

Education: PhD, University of Texas at Austin

Foreign Languages: Japanese (2); Korean (5); Spanish (3)

Field Experience: Mexico, Peru, Bolivia, South Korea

Percentage of Time Dedicated to Global/International Studies: 75%

Courses Taught: Population and Society, Seminar: Sociology of International Public Health, Introduction to Statistical Thinking in Sociology, Statistics

Current Research/Teaching Specialization: Development in Latin America, Social demography, Poverty and inequality, Health disparities, Labor and time use, Sociology, Population studies, Statistical methods

Sample Publications:

“Single Motherhood and Family Strategies in Urban Mexico and South Korea.” *International Journal of Sociology of the Family*, 39. 2. 2013.

“Co-resident Extended Family Member and Time Allocation of Working Single Mothers in Mexico.” *Journal of Family Issues*, 34. 918-951. 2013.

“Unraveling the Economic Paradox of Female-headed Households in Mexico: The Role of Family Networks.” *Sociological Quarterly*, 49. 565-595. 2008. Co-author: Villarreal, Andres.

“Child Health in Peru: Importance of Regional Variation and Community Effects on Childrens Height and Weight.” *Journal of Health and Social Behavior*, 2007.

Distinctions: CIE/OUR Undergraduate Overseas Research Travel Award, 2010; Travel Award, Center for Latin American and Caribbean Studies (CLACS), 2010; Member, Latin American Studies Association (LASA); Member of Executive Committee for KSA (Korean Sociologists in America)

Silverman, Lisa, Associate Professor, History, College of Letters and Science (Global Studies Affiliate)

Education: PhD, 2004, Yale University

Foreign Languages: Yiddish (2); French (3); German (4); Hebrew (1)

Field Experience: Germany, Austria, United Kingdom

Percentage of Time Dedicated to Global/International Studies: 100%

Courses Taught: Modern European Jewish history, Introduction to Jewish History, The Jews of Modern Europe: History and Culture, Holocaust: Antisemitism and the Fate of the Jewish People in Europe, 1933-1945, Challenges in Holocaust History and Representation, German-Jewish Cultural History

Current Research/Teaching Specialization: Modern European Jewish history, Jewish cultural studies, Holocaust history and representation

Sample Publications:

“Reconsidering the Margins: Jewishness as an Analytical Framework.” *Journal of Modern Jewish Studies*, 8(1). 103-120. 2009.

“Repossessing the Past? Property, Memory and Austrian Jewish Narrative Histories.” *Austrian Studies*, 11. 138-53. 2003.

“Zwischenzeit and Zwischenort: Veza Canetti, Else Feldmann, and Jewish Writing in Interwar Vienna.” *Prooftexts: A Journal of Jewish Literary History*, 26(1-2). 29-52. 2006.

“Interwar Vienna: Culture between Tradition and Modernity.” Rochester, NY: Camden House, 2009. Co-author and Translator: Deborah Holmes.

“Beyond Antisemitism: A Critical Approach to German Jewish Cultural History.” *Nexus 1: Essays in German Jewish Studies*, 27-45. 2011.

Distinctions: Fellowship, Visiting Associate Professor, Frankel Center for Advanced Judaic Studies, University of Michigan, 2012-13; Global Studies Research Fellow, 2010-11; Faculty Distinguished Undergraduate Teaching Award, UW-Milwaukee, 2009-10; Fellowship, Center for Jewish Studies, University of Salzburg/City of Salzburg, Austria, 2007; Fellowship, Visiting Research Fellow, Centre for German-Jewish Studies, University of Sussex, Brighton, United Kingdom, 2003-05; Fellowship, International Research Center for Cultural Studies (IFK), Vienna, Austria, 2002-03; Visiting Research Work for the Claims Conference, Frankfurt, Germany

Singh, Romila, Assistant Professor, Organizations and Strategic Management, Lubar School of Business (Global Studies Affiliate)

Education: PhD, 2001, Drexel University

Percentage of Time Dedicated to Global/International Studies: 25%

Courses Taught: Organizations, Strategic Management

Current Research/Teaching Specialization: Career development among diverse groups of employees, Work-life balance, Mentoring, Organizational and professional withdrawal of women and minorities

Sample Publications:

Singh, R., Ragins, B. R., & Tharenou, P., (2009). What matters most? The relative role of mentoring and career capital in career success. *Journal of Vocational Behavior*, 75, 56-67.

Singh, R., Ragins, B. R., & Tharenou, P. (2009). Who gets a mentor? A longitudinal assessment of the rising star effect. *Journal of Vocational Behavior*, 74, 11-17.

Ragins, B. R., Singh, R., & Cornwell, J. M. (2007). Making the invisible visible: Fear and disclosure of sexual orientation at work. *Journal of Applied Psychology*, 92, 1103-1118

Distinctions: Grants from Lubar School of Business for "A Multifaceted Model of Determinants of Career Success Among Expatriates," with M. Shaffer, 2008-09, 2009-10

Smith, Jennifer, Assistant Professor, Political Science, College of Letters and Science

Education: Foreign Languages: German (5); Spanish (1); French (1)

Field Experience: Germany, United Kingdom

Percentage of Time Dedicated to Global/International Studies: 100%

Courses Taught: Western European Politics and European Integration, Political parties and social movements

Current Research/Teaching Specialization: "European politics: parties, campaigns & elections", Comparative politics -- Western Europe, "Political parties and election campaigns, with a particular focus on Britain and Germany"

Sample Publications:

Smith, Jennifer K., Alan S. Gerber and Anton Orlich. 2003. Self-Prophecy Effects and Voter Turnout: An Experimental Replication. *Political Psychology* 24: 593-604.

Green, Donald P., and Jennifer K. Smith. 2003. Professionalization of Campaigns and the Secret History of Collective Action Problems. *Journal of Theoretical Politics* 15: 321-339.

Green, Donald P., Laurence H. McFalls and Jennifer K. Smith. 2001. Hate Crime: An Emergent Research Agenda. *Annual Review of Sociology* 27: 479-504.

Smith, Jennifer K. Green Space: Explaining Variation in Green Party Success. Under review.

Distinctions: Berlin Program for Advanced German and European Studies fellowship, 2003-04, Free University, Berlin (SSRC-administered); Fulbright Full Grant, German-American Fulbright Commission 1997-98

Smith, Robert, Associate Professor, History, College of Letters and Science

Education: PhD, 2002, Bowling Green State University

Percentage of Time Dedicated to Global/International Studies: 25%

Courses Taught: African American History, Civil Rights History, U.S. Legal History, African Americans and Law, African American Diaspora Studies

Sample Publications:

"Race, Labor & Civil Rights: Griggs v. Duke Power and the Struggle for Equal Employment Opportunity." Baton Rouge, La: Louisiana State University Press, 2008.

"HBO's The Wire: Media Placement and Post-Industrial Landscapes." *Africana Cultures and Policy Studies: How African American History, Culture, and Studies Can Transform Africana Public Policy* Ed. Williams, Zachary. Palgrave Macmillan. 2009.

Distinctions: Director of UWM Cultures and Communities Program; Annual Morris Fromkin Memorial Lectureship awarded by UWM Golda Meir Library, 2011-12; Grant, UW-System Institute on Race and Ethnicity, 2010-11

Smunt, Timothy, Professor of Business and Dean, Lubar School of Business

Education: DBA, 1981, University of Missouri at St. Louis

Field Experience: Poland

Percentage of Time Dedicated to Global/International Studies: 25%

Courses Taught: Strategic planning for both manufacturing and service firms, supply-chain management, health care information systems and operations, business process management and international operations.

Current Research/Teaching Specialization: Strategic planning for both manufacturing and service firms, supply-chain management, health care information systems and operations, business process management and international operations.

Sample Publications:

“From Good to Great to ...” *Academy of Management Perspectives* (formerly *Academy of Management Executive*), 22(4), 2008. Co-Author: Resnick, B.

“There’s Gold In Them Bills,” *Harvard Business Review*, 82(9), 2004. Co-Author: C. Sutcliffe

“Simulation Studies in Operations Management: Context, Trends, and Research Opportunities,” *Journal of Operations Management*, 22(4), 2004. Co-Author: Shafer, S.

Distinctions: Visiting Assistant Professor, Warsaw University, Poland, 1993, 1994

Snethen, Julia, Associate Professor, Nursing, College of Nursing (Global Studies Affiliate)

Education: PhD, 1998, University of WI-Milwaukee

Field Experience: England, Germany, Ireland, India

Percentage of Time Dedicated to Global/International Studies: 25%

Courses Taught: Theoretical Foundations of Advanced Practice Nursing, Nursing Science III: Concepts of Healthcare for Women & Children

Current Research/Teaching Specialization: Mother-child obesity prevention, Chronic illness in children, Obesity in children and adolescents, Maternal-child health; Pediatrics

Sample Publications:

Julia A Snethen, M Behnke, S Kelber, S Robers, A Subanthore, (2010) Exploring Mother’s Knowledge and Attitudes Regarding Breastfeeding in India, *Maternal-Child Nursing*

Snethen, J. A., Broome, M. E., & Cashin, S. (2006). Effective Weight Loss for Overweight Children: A Meta-analysis of Intervention Studies. *Journal of Pediatric Nursing*, 21 (1), 45-56.

Snethen, J. A., Broome, M. E., Kelber, S., & Warady, B. A. (2004). Coping strategies utilized by adolescents with end-stage renal disease. *Nephrology Nursing Journal*, 31(1), 41-49.

Snethen, J. A. & Broome, M. E. (2001). Children in research: The experiences of siblings in research is a family affair. *Journal of Family Nursing*, 7(1), 92-110.

Snethen, J. A., Hewitt, J. B., & Petering, D. One Latino community's perceptions about childhood overweight.

Journal of Transcultural Nursing. Snethen, J. A., Broome, M. E. (2007). Weight, Exercise & Health: The Child's Perspective. *Clinical Nursing Research: An International Journal*, 16, 138-152.

Snyder, Gil, Associate Professor, Architecture, School of Architecture and Urban Planning (Global Studies Affiliate)

Education: M.Arch, 1976, Columbia University

Foreign Languages: Spanish (2); French (4)

Field Experience: Great Britain, France, Italy, England, Netherlands, Switzerland, Germany, Spain, Greece, Turkey, Tanzania, Kenya, Malawi, Columbia, Ecuador, Peru, Puerto Rico

Percentage of Time Dedicated to Global/International Studies: 50%

Courses Taught: Study Abroad: European Sustainability, Study Abroad: Sustainable City, Study Abroad: City as Artifact, Study Abroad: Paris Studio, Study Abroad: Paris Directed Research, Fabrication Methodologies

Current Research/Teaching Specialization: Architectural design, Construction technology, Fabrication

Sample Publications:

"Representation and Function: Teaching the Art of Detailing," in *Architecture, the City, and Technology*. Stoneham, MA: Butterworth-Heinemann, 1990

"Culture, Production and Process: Interpreting Resource Selection and Consumption" in: *Schools of Architecture*. Washington, DC: ACSA Press, 1991

"The Wood Design Handbook: A Primer." 2013. Co-authors: S. Schmaling, B. Johnsen.

"Koob Hmoov: Bridging the Cultural Divide." 2013. Co-author: Chang, L.

"Re-Engagement: Achieving a Higher Level of Integration through Facade Design." 2012.

Distinctions: Ecole Speciale d'Architecture: Visiting Professor, Summer 2001, Spring 98/87; Oxford Brookes

School of Architecture: Visiting Professor, Summer 1989/91/95; Universidad Interamericana-Recinto San

German: Visiting Professor; Member, Global Studies Advisory Committee; Participant, Global Cities Planning;

Member, Overseas Programs and Partnerships Advisory Committee; Member, UWM International Council

Sobti, Manu, Associate Professor, Architecture, School of Architecture and Urban Planning (Global Studies Affiliate)

Education: PhD, 2005, Georgia Institute of Technology

Foreign Languages: Urdu (2); Gujarat (2); Russian (5); Sanskrit (4); Punjabi (2); Hindi (5); Uzbek (3)

Field Experience: India, Indian Subcontinent, Central Asian Republics, Middle East, Europe, China,

Percentage of Time Dedicated to Global/International Studies: 75%

Courses Taught: Urban History, Urban Typology and Morphology, Architectural History and Theory, Islamic and Non-Western Architecture and Urbanism, Russian Art and Architecture, Cognitive Design Processes, Politics of Urban Disaster, Signature Buildings in the Islamic World; Study Abroad: India Making & Un-Making

Current Research/Teaching Specialization: Urban history and the conservation of cultural landscapes, Urban design, Urban typology and morphology, Architectural history and theory, Islamic and Non-Western architecture and urbanism, Russian art and architecture, Silk Road studies, Cognitive design processes

Sample Publications:

"Migration, Urban Form and the Courtyard House - Socio-Cultural Reflections on the Pathan Mohallas in Bhopal, India." In Nasser Rabbat (Ed.), *The Courtyard House - Between Cultural Expression and Universal Application*, Ashgate Publications & the Aga Khan Program for Islamic Architecture at Harvard and MIT, 2011.

"Urban Borderlands, Suburban Frontiers: City-Making along the Oxus" *The Journal of Urban History*, Sage Publications, 2013.

"Beyond Persepolis and Pasargade: New Reflections on the Palimpsest of Persian Urbanities in the Erich Schmidt Flights over Ancient Cities of Iran." In the *Iranian Studies Journal-Special Issue on the Historiography of Persian Architecture*, Routledge, Fall 2013. Co-author: Sahar Hosseini.

Distinctions: Research Travel Grant for Central Asian Studies, from the National Council for East European and Eurasian Studies, Seattle, 2009; Hamid Bin Khalifa Fellowship for Research on Islamic Architecture and Culture, Cordoba Spain, 2010; Global Studies Research Fellow, 2011-12; Research Award, UWM Center for 21st Century Studies, 2011; CIE/OUR Undergraduate Overseas Research Travel Award, 2013; CIE Faculty Study Abroad Travel Grant, 2013; PhD Committee/Examining Member for students in Uzbekistan, India, Nepal, Russian Federation, Italy; SARUP-UWM India Urban Mapping Program Director, 2008-present; Member, Global Studies Advisory Committee

Sommers, Jeffrey William, Associate Professor, Africology and Global Studies, College of Letters and Science (Global Studies Core Faculty)

Education: PhD, 2001, Northeastern University

Foreign Languages: Latvian (3); Spanish (1); Russian (1)

Field Experience: Latvia, Estonia, Lithuania, Russia, Kazakhstan, Ukraine, Georgia, Japan, Finland, Sweden, Germany, Spain, Netherlands, United Kingdom, Mexico, Brazil, Guyana

Percentage of Time Dedicated to Global/International Studies: 100%

Courses Taught: The Re-Configuring Global Order (Global 446), Political Economy of Africa/China Relations, Normative Theory & Principles of Social Organization

Current Research/Teaching Specialization: Global political economy, Political economy of Africas (and its diaspora), Development studies

Sample Publications:

"The Need for a New Economic and Ecological Order." *Global Change*, 1/2013, 110-15. 2013.

"Latvia Living at the Extremes: Seeking Equilibrium between Central Planning and Financialization." *Humanities and Social Sciences* (special issue: EU and Latvia), 3(56). 34-54. 2008.

"Twenty Years Lost: Entropy and Latvia in the Post Soviet World." In Gareth Dale (Ed.), *First the Transition, then the Crash: Eastern Europe in the 2000s*. 119-42. London: Pluto Press, 2011. Co-author: Janis Berzins.

"How the Neoliberals Bankrupted 'New Europe': Latvia in the Global Credit Crisis." Martijn Konings (Ed.), *The Great Credit Crash*, 244-63. London: Verso Press, 2010. Co-author: Michael Hudson.

Distinctions: Global Studies Research Fellow, 2012-13; Senior Fellow, UWM/CIE Institute of World Affairs, 2013-14; UWM RGI Grant, 2011-12; Mara Dole Foundation, 6 Baltic research awards, 2006-11; Fulbright Scholar Program Renewal, 2005; Fulbright Scholar Program, 2003-04; Visiting Professor, Stockholm School of Economics in Riga, 2004-present; Affiliated Faculty, REMESO, Institute for Research on Migration, Ethnicity and Society at Linköping Univ., Sweden; Research Associate, Institute of Globalization Studies, Moscow; Research Associate at Center for European and Transition Studies, Univ. of Latvia; Lead presenter, consultant and author, Reform Task Force Latvia economic reform program, 2009-present; Consultations to Prime Minister of Latvia and Latvian ministries, 2006, 2008

Song, Sooho, Assistant Professor, Foreign Languages and Literature, College of Letters and Science (Global Studies Core Faculty)

Education: PhD, University of Wisconsin-Milwaukee

Foreign Languages: Korean (5)

Field Experience: Korea

Percentage of Time Dedicated to Global/International Studies: 100%

Courses Taught: People and Politics (Global 101), Language, Media, and Social Practice (Global 351), Aspects of Language: Language and Politeness, Intercultural Language Learning, Language and Ethnicity, Global Language and Language Death

Current Research/Teaching Specialization: Sociolinguistics, Korean linguistics, Intercultural communication, Discourse analysis, Second language acquisition

Sample Publications:

"Politeness and Culture in Second Language Acquisition." Hampshire, United Kingdom: Palgrave Macmillan, 2012.

"The Cross-cultural Analysis of Korean Interlanguage Compliment Strategies: A Mode Switching Framework." Presented at the Annual International Conference of the Korean Association of Teachers of English, Seoul, Korea, July 4-5, 2014.

"The Impact of Cultural Differences on Politeness Speech Acts: An Empirical Analysis." Presented at the 2013 International Conference on English Linguistics, Seoul, Korea, July 3-6, 2013.

"Globalization, Politeness Perception, and Cultural Differences." Presented at the Annual Meeting of the Southwestern Social Science Association. San Diego, CA, April 3-7, 2012.

Distinctions: Center for International Education Faculty Travel Award, 2013

Sotomayor, Estrella, Senior Lecturer, Spanish and Portuguese, College of Letters and Science (Global Studies Affiliate)

Education: MA, 1996, University of Wisconsin-Milwaukee

Foreign Languages: Spanish (5); French (1)

Field Experience: Puerto Rico, Chile, Mexico, Dominican Republic

Percentage of Time Dedicated to Global/International Studies: 100%

Courses Taught: Spanish & Portuguese, Intensive Spoken Spanish, Puerto Rican Culture, Spanish for Health Professionals, Health Issues in the Hispanic World, Politics, Art, and Women in Latin America

Current Research/Teaching Specialization: Representation(s) of culture, gender, and national identity in U.S. and Latin American literature, Health, social services, and law enforcement and Hispanics in the U.S., Online instruction pedagogy, Gender and cultural studies, Service learning

Sample Publications:

"Writing in a Foreign Language: What Teaching Approach Helps Non-Native Students Acquire Better Writing Skills?" In Schroeder, C. and Ciccone, A. (Eds.), *Learning in Context: The Diversity of SOTL Inquiry*. UWM Center for Instructional and Professional Development, 21-38. 2006

"Foster and Williams Visual Communication Campus." Trans. Noé Martínez. Technical Assistance & Leadership Center and Milwaukee Public Schools, 2004.

Distinctions: UW System- Women of Color in Education, 2011; UWM Academic Staff Outstanding Performance Award, 2007; Academic Director in Residence, UWM Study Abroad Program in Madrid, 2010; Overseas Program, Bridging the Local and Global: Service Learning Milwaukee and Oaxaca 2004-06; Resident Director, The Chile Study Program, 2002; Organizer, "Teaching Professional Spanish: Challenges and New Directions" 2001; Contributor, Curriculum Articulation Project, UW-System, 2000-01; 2 Course Development Grants, UWM Center for Latin American and Caribbean Studies, 2009; Member, American Council on the Teaching of Foreign Languages

Srite, Mark, Associate Professor, Information Technology Management, Lubar School of Business (Global Studies Core Faculty)

Education: PhD, 2000, Florida State University

Foreign Languages: Finnish (1)

Field Experience: Finland, Russia

Percentage of Time Dedicated to Global/International Studies: 50%

Courses Taught: Global Information Systems Management, Contexts for Global Management (Global 311), Quantitative Methods, Database Management Systems, Telecommunications, Information Technology for Managers

Current Research/Teaching Specialization: Management Information Systems, Influence of national culture on acceptance and use of information technology, Influence of emotions on group decision-making

Sample Publications:

"Toward a theory-based measurement of culture. "Human factors in information systems, 2002. Co-Authors: Straub, D., Loch, K., Evaristo, R., Karahanna, E.

"Methodological Issues in MIS Cross-Cultural Research" (with R. Evaristo and E. Karahanna), *The Journal of Global Information Management*, 10(1), 2002.

"The Influence of National Culture on the Acceptance and Use of Information Technologies: An Empirical Study," (with E. Karahanna), *MIS Quarterly*, December 2001.

"The Role of Espoused National Cultural Values in Technology Acceptance." *MIS Quarterly*, 30(3), 2006. Co-Author: Karahanna, E.

Distinctions: Global Studies Course Development Award, 2001; Reviewer for the International Conference on Information Systems (ICIS); Global Studies Advisory Committee; Member, Global Management Coordinating Committee

Stern, Nathaniel, Associate Professor, Art and Design, Peck School of the Arts (Global Studies Core Faculty)

Education: PhD, 2009, Trinity College Dublin

Field Experience: Canada, Brazil, Germany, England, Ireland, South Africa, Belgium, Croatia, Russia

Percentage of Time Dedicated to Global/International Studies: 25%

Courses Taught: Product Realization; International Studies Senior Seminar Art, Creative Writing / Writing for Creation; Graduate Seminar in Art - Unique Topics: Affect and Contemporary Art; Digital Media Workshop: Appropriation, Installation and Participation, Social Participation in Contemporary Art

Current Research/Teaching Specialization: New media (production and theory), Art, affect and politics, Ecological aesthetics

Sample Publications:

‘Interactive Art: Interventions in/to Process.’ *A Companion to Digital Art*. Ed. Christiane Paul. Malden: Wiley-Blackwell (Blackwell Companions to Art History), 2014. Print.

Interactive Art and Embodiment: The Implicit Body as Performance. London: Glyphi Limited (Arts Future Book Series), 2013. Companion chapter co-published online with Turbulence. Main publication available as E-book + in Print.

‘Wikipedia Art: At the Borders of (Wiki) Law, Lawyering, Lobbying and Power.’ *Law and Disciplinarity: Thinking beyond Borders*. Ed. Robert Beck. New York: Palgrave Macmillan, 2013. Print.

‘Wikipedia Art: Citation as Performative Act.’ *Critical Point of View: A Wikipedia Reader*. Eds. Geert Lovink and Nathaniel Tkacz. Amsterdam: Institute of Network Cultures (University of Amsterdam), 2011. Print.

‘Using Concept Maps for Product Design in Engineering.’ *Applied Concept Mapping: Capturing, Analyzing, and Organizing Knowledge*. Eds. Brian Moon, Robert R. Hoffman, Joseph Novak, Alberto Canas. Abingdon: Taylor & Francis, 2010. Print.

Stojkovic, Stan, Professor of Criminal Justice and Dean, Helen Bader School of Social Welfare (Global Studies Affiliate)

Education: PhD, 1984, Michigan State University

Field Experience: United Kingdom

Percentage of Time Devoted to Global/International Studies: 25%

Courses Taught: Criminal Justice administration

Current Research/Teaching Specialization: Correctional administration, Criminal justice administration and management, Correctional institutions, Criminology

Sample Publications:

“Criminal Justice Organizations: Administration and Management.” Cengage Publishers, 2012, Fifth Edition. Co-authors: John Klofas, David B. Kalinich.

“Managing Special Populations in Jails and Prisons.” Volume 2. Civic Research Institute, 2010.

“The U.S. Patriot Act: Implications for the Social Work Profession.” *Comprehensive Handbook of Social Work and Social Welfare: Social Policy and Policy Practice*, Vol, 4, 2008.

“Correctional leadership: A Cultural Perspective.” Belmont, CA: Thomson, 2003. Co-Author: Farkas, Maryanne

Distinctions: Member, UWM International Council

Suarez-Felipe, Ester, Senior Lecturer, Spanish and Portuguese, College of Letters and Science (Global Studies Affiliate)

Education: MAFL, 1999, University of Wisconsin-Milwaukee

Foreign Languages: Spanish (5)

Field Experience: Spain

Percentage of Time Dedicated to Global/International Studies: 100%

Courses Taught: Spanish for Health and Social Services, Freshman Seminar: Virgins/Whores: Myths, Women and Legends of the Hispanic World, Spanish-American Culture, Spanish Immersion, Practicum for Teaching Assistants in Spanish, Study Abroad in Madrid

Current Research/Teaching Specialization: Latin American literature and culture, Teaching and learning, Second language acquisition

Sample Publications:

Content and links Companion Website to the fourth and fifth editions of the Spanish textbook ¡ARRIBA!

Comunicación y cultura. Zayas-Bazán, Eduardo, and Susan M. Bacon. ¡ARRIBA!. 5th ed. Upper Saddle River, NJ: Prentice Hall, 2004.

(Review) "Conexiones," Zayas-Bazán, Eduardo, Susan Bacon and Dulce M. Garcia. 4th ed. Upper Saddle River, NJ: Pearson Education, Inc., 2010.

Distinctions: ACTFL Oral Proficiency Interview (OPI) Workshops, 2000 and 2001; Implemented an electronic discussion component in Topics in Hispanic Culture: Hispanic Identity Through Film to encourage active discussion and cooperative learning; Coordinator, Spanish Language Program

Suo, Sueyon, Associate Lecturer, Foreign Languages and Literature, College of Letters and Science

Education: PhD, 2012, University of WisconsinMilwaukee

Foreign Languages: Korean (5); Japanese (4)

Field Experience: Korea

Percentage of Time Dedicated to Global/International Studies: 100%

Courses Taught: Japanese

Current Research/Teaching Specialization: Foreign language teaching methodology, Bilingual education

Sample Publications:

"Explanation or examples?" LAP Lambert Academic Publishing, 2013.

"Cultural factors motivating Chinese esl students." Hawaii University International Conferences: Education & Technology Math & Engineering Technology. 2013, June.

Spencer, Joseph. "The Awakened One Poetics" (S, Seo. Trans.). Rochak Publishing, 2010.

Distinctions: Translated English poems into Japanese Haiku in the book The Awakened One Poetics published by Rochak Publishing, 2009

Swaminathan, Raji, Associate Professor, Educational Policy & Community Studies, School of Education

Education: PhD, 1997, Syracuse University

Foreign Languages: French (2); Bengali (4); Hindi (4); Tamil (4)

Field Experience: United Kingdom, India

Percentage of Time Dedicated to Global/International Studies: 25%

Courses Taught: Educating Students at Risk Seminar in Urban Education, Seminar in Urban Education

Current Research/Teaching Specialization: Students at Risk, Alternative Schools, Historical Foundations of Education, The areas of gender and schooling and the sociology of education

Sample Publications:

"Making connections: Learning from silence and solitude" in Touched by the Spirit: Teaching Ideas for the New Millennium edited by Mimi Duvall and Sharon Angelo.

"Engaging Students: Fostering resiliency in an urban alternative school" in Empowering Youth at Risk, edited by Dan Rea. McGraw Hill, 2003

Distinctions: Visiting Lecturer, 1997-2000, Brockwood Park School (Alternative School), England

Sziarto, Kristin, Assistant Professor, Geography, College of Letters and Science

Education: PhD, 2007, University of Minnesota

Percentage of Time Dedicated to Global/International Studies: 100%

Courses Taught: Population Geography, The World - Peoples and Regions, Nationalities and Nations of the World, Perspectives on Geography

Current Research/Teaching Specialization: Geographies of social movements, Immigration policies and immigrant politics in the U.S., Politics of health: migrants and health, urban public health, the health care industry and its role in urban economic development, Gender, sexuality and urban space, Qualitative methods

Sample Publications:

"The Muslim Milwaukee Project: Muslims Negotiating Racial and Ethnic Categories." *The Wisconsin Geographer*, Wisconsin Geographical Society 25. (2013): 67-94. Co-authors: Mansson Mcginty, Anna M., and Seymour-Jorn, Caroline. "The Muslim Milwaukee Project: Muslims Negotiating Racial and Ethnic Categories." *The Wisconsin Geographer*, Wisconsin Geographical Society 25. (2013): 67-94.

"Contesting Neoliberal Urban Futures: Decentering Neoliberalism." In H. Leitner, J.S. Peck, and E.S. Sheppard (Eds.), *Contesting Neoliberalism: Urban Frontiers*, New York: The Guilford Press, 1-25. 2008. Co-authors: Leitner, Helga, Eric Sheppard, and Anant Maringantii.

"Placing Legitimacy: Organizing religious support in a health care workers' contract campaign." *Tijdschrift voor economische en sociale geografie (Journal of Economic & Social Geography)*, 99(4). 406-425. 2008.

"Research within and against Islamophobia: A collaboration project with Muslim communities." *Social and Cultural Geography*, 14(1). 1-22. 2013. Co-author: Mansson Mcginty, Anna M., and Seymour-Jorn, Caroline.

Takahashi, Shinji, Lecturer, Foreign Languages and Literature- Japanese, College of Letters and Science

Education: MSc, 1995, University of Wisconsin-Madison

Foreign Languages: Japanese (5)

Field Experience: Japan

Percentage of Time Dedicated to Global/International Studies: 100%

Courses Taught: 1st, 2nd, 3rd and 4th Semester Japanese

Current Research/Teaching Specialization: First and second language acquisition, English-Japanese bilingualism, Food studies, English/Japanese as a foreign language, Japanese as a heritage language

Distinctions: STEP (Society for Testing English Proficiency in Japan) examiner and interviewer; Member of Wisconsin Association of Japanese Teachers Japan Association of Language Teachers Chairman for the Milwaukee Japanese Association, 2013-14

Tapia, Javier, Associate Professor, Educational Policy & Community Studies, School of Education (Global Studies Affiliate)

Education: PhD, 1991, University of Arizona

Foreign Languages: Spanish (1)

Percentage of Time Dedicated to Global/International Studies: 75%

Courses Taught: Global education, Latino studies

Current Research/Teaching Specialization: Global educational studies, Mexican migration to the U.S, Education and Hispanics, Globalization, Mexican immigration, and transnational communities

Sample Publications:

Crecimiento de la poblacion transnacional de Wisconsin. *MX Sin Fronteras*, no. 14 (febrero, 2005), p. 24.

La Comunidad Mexicana en Wisconsin. *MX Sin Fronteras*, no. 13 (enero, 2005), p. 34.

Ignorancia y Prejuicios en Wisconsin. *MX Sin Fronteras*, no. 12 (diciembre, 2004), p. 34.

Intercambio Cultural entre Wisconsin y Guanajuato. *MX Sin Fronteras* no. 11 (noviembre, 2004), p. 32.

Estudiantes Indocumentados en Wisconsin. *MX Sin Fronteras*, no. 6 (junio, 2004).

Latino Households and Schooling: Economic and Sociocultural Factors Affecting Students' Learning and Academic Performance. *International Journal of Qualitative Studies in Education*. Vol. 17 (2004), no. 3. pp. 415-436.

Distinctions: Contributes to partnership projects in education and health between Wisconsin and Mexico

Tasman, Marc, Senior Lecturer, Journalism/Mass Communication, College of Letters and Science (Global Studies Affiliate)

Education: MFA, 2000, Ohio State University

Foreign Languages: Italian (2); French (1); Spanish (3); Portuguese (1)

Percentage of Time Dedicated to Global/International Studies: 25%

Courses Taught: Internet Culture, Photojournalism, Media Graphics, Globalization and Information Technology (Global 202)

Current Research/Teaching Specialization: Digital arts and culture, Photography and representation, Semiology, Parody and free speech, Identity and narrative, New media theory and practice

Sample Publications:

Exhibition: WISCONSIN TRIENNIAL 2010 (May 22-Aug. 15). Madison Museum of Contemporary Art (MMOCA), Madison, WI. Curator of exhibitions, Jane Simon.

Performance: 9/9/09 SHOW, Performance Art Showcase, Milwaukee Institute of Art and Design (MIAD), Pegi Taylor-Christensen and John Loscuito, producers. Milwaukee, WI, Sept. 9, 2009

Paper Presented: "Sacha Baron Cohen's Borat: Performance of Anti-Semitism as Jewish Activist Art." Legacy of the Holocaust International Conference, Jagiellonian University in Krakow, Poland, May 2007.

Video Screening: "Who is Stealing My Signs?" 45th Annual Ann Arbor Film Festival, Ann Arbor, Michigan, March 2007.

Featured in Book: Modrak, Rebekah and Anthes, Bill. Reframing Photography: Theory and Practice, Publish Date Nov, 2010, Routledge Press.

Distinctions: Member, Undergraduate International Studies and Foreign Language (UISFL) Grant Advisory Committee

Thomson, Gregory, Associate Professor, Architecture, School of Architecture and Urban Planning (Global Studies Affiliate)

Education: MS, 2002, University of Oregon; M.Arch, 2000, University of Oregon

Foreign Languages: German (2)

Field Experience: Iceland, Germany, Austria

Percentage of Time Dedicated to Global/International Studies: 25%

Courses Taught: Architectural structures and construction, Historic preservation, Sustainable Design, Thermal Comfort in the Built Environment, Sustainable Architecture for the 21st Century, Study Abroad in Germany

Current Research/Teaching Specialization: Sustainable design processes and practices that investigate the intersection of the impacts of physical/environmental context, climate, and culture on the built environment

Sample Publications:

"The Historiography of Urban Planning in Ancient Greece." The ASHP Journal. 12(2). 10. Associated Students for Historic Preservation, University of Oregon Spring 2000.

"Intelligent Skins for Intelligent Buildings: Creating Design Intuition and Communicating Building Performance Intent Through Analysis of Context, Climate, and Culture." Forum 2011 Proceedings, American Solar Energy Society-Annual Conference, May, 17-21 2011.

"Regionally Inspired, Regionally Designed, and Regionally Constructed: An Organizational Structure for Material Selection and Rating Ecological Impact." Forum 2011 Proceedings, American Solar Energy Society-Annual Conference, May, 17-21 2011.

Distinctions: CIE/OUR Undergraduate Overseas Research Travel Award, 2011; International lecturer, Austria, Italy, United Kingdom, Iceland, 2007-13; Invited design jury, Icelandic Academy of the Arts, Technische Universitat Darmstadt, Fachhochschule Frankfurt am Main, Iceland and Germany, 2008; Coordinator organizing SARUP travel abroad to Germany, 2008

Tierney, Richard, Associate Professor, Philosophy, College of Letters and Science

Education: PhD, 1996, Columbia University

Foreign Languages: French (3); Greek (3)

Field Experience: Australia

Percentage of Time Dedicated to Global/International Studies: 75%

Courses Taught: Freshman Seminar: Voices of Ancient Philosophy, History of Ancient Philosophy, Elementary Logic, Modern Symbolic Logic, History of Ancient Philosophy, Independent Study Ancient Philosophy, Independent Study Descartes Meditations

Current Research/Teaching Specialization: Aristotle, History of ancient philosophy, Logic, Metaphysics, Modern philosophy

Sample Publications:

"The Scope of Aristotle's Essentialism in the Posterior Analytics." *Journal of the History of Philosophy*, XLII(1). January 2004.

"Review: Aristotle's Theory of Language and Meaning, by Deborah K. Modrak." *The Journal of Philosophy*, XCIX. 203-209. April 2002.

"On the Senses of 'Sumbebekos' in Aristotle." *Oxford Studies in Ancient Philosophy*, XXI. 61-82. 2001.

"Aristotle's Scientific Demonstrations as Expositions of Essence." *Oxford Studies in Ancient Philosophy*, XX. 149-170. 2001.

"Aristotle on the Necessity of Opposites in Posterior Analytics I. 4." *Oxford Studies in Ancient Philosophy*, XXXII. 139-166. Summer 2007.

Distinctions: Australasian Society for Ancient Philosophy, Melbourne University (Melbourne), July 1998; Certificate in Ancient Mediterranean Studies Advisory Committee, 2003-present; Refereeing and Reviewing, *Croatian Journal of Philosophy*

Tieszen, Bozena, Adjunct Assistant Professor, Foreign Languages and Literature, College of Letters and Science (Global Studies Affiliate)

Education: PhD, University of Wisconsin – Madison

Foreign Languages: Polish (5); German (5); Swedish (5); Russian (5); Norwegian (2); Danish (2); Classical Greek (2); Hittite (2)

Field Experience: Poland, Germany, Ireland, France

Percentage of Time Dedicated to Global/International Studies: 100%

Courses Taught: German Life and Civilization, Greek and Latin Roots in English, Hittite Myth and History, Indo-European Languages and History, Language and Gender, Diversity of Human Language, General Phonetics, Language and Society, Linguistics, English Grammar and Linguistics for ESL Teachers

Current Research/Teaching Specialization: German, Linguistics, Language history, Myth and history in language

Sample Publications:

"Matka Polka (Mother Poland) and the Cult of Virgin Mary: Linguistic Analysis of the Social Roles and Expectations of Polish Women." In Jule, A. (ed.) *Language and Religious Identity*. Palgrave and Mcmillian. 2007.

"Gender-Based-Miscommunication in Legal Discourse and Its Impact on the Clarity of Legal Language." *International Journal for the Semiotics of Law*. Vol.19. Number 1. March 2006. Co-author: Heather Pantoga.

"Stereotype of Poles Among College Students in Wisconsin, USA". *Etnolingwistyka*. Vol.17. March 2006. UMSC. Co-Author: Michael Mikos.

Distinctions: Member of an International Working Group of Linguists conducting research on "Comparative Analysis Cultural and Linguistic Perception of the Slavic World"

Tiffany, Tanya, Associate Professor, Art History, College of Letters and Science

Education: PhD, 2004, Johns Hopkins University

Foreign Languages: French (2); German (1); Italian (3); Latin (1); Spanish (5); Portuguese (1)

Field Experience: Spain, Italy, France, Germany, United Kingdom

Percentage of Time Dedicated to Global/International Studies: 50%

Courses Taught: Renaissance to Modern Art and Architecture, Art in Seventeenth-Century Spain, Introduction to Baroque Art, High Renaissance Art in Italy, Art and Civic Culture in Fifteenth-Century Florence, High Renaissance Art in Italy, Survey of Italian Renaissance Painting and Sculpture, Spanish Visual Art and Culture: 1450-1830

Current Research/Teaching Specialization: Early modern feminine spirituality, Gender and race in the Spanish empire, Visual culture and popular devotion, Artistic theory, Cultural exchange in the early modern world

Sample Publications:

"Diego Velázquez's Early Paintings and the Culture of Seventeenth-Century Seville." University Park: Pennsylvania State University Press, 2012.

"Light, Darkness, and African Salvation: Velázquez's Supper at Emmaus." *Art History*, 31(1). 33-56. 2008.

"Diego Velázquez: Madre Jerónima de la Fuente." In Ronda Kasl (Ed.), *Sacred Spain: Art and Belief in the Spanish World*, 292. Yale University Press, Indianapolis Museum of Art. 2009.

Distinctions: UWM Research Growth Initiative Grant, 2013-14; UWM Research in the Humanities Award for Diego Velazquez's Early Paintings and the Culture of Seventeenth-Century Seville, 2013; Nominating Committee, Association for Spanish and Portuguese Historical Studies, 2012-present; Institute for Research in the Humanities Fellowship, UW-Madison, 2008; Member, Society for Spanish and Portuguese Historical Studies

Trinh, Tue, Assistant Professor, Linguistics, College of Letters and Science

Education: PhD, 2011, Massachusetts Institute of Technology

Foreign Languages: Vietnamese (5); German (4)

Field Experience: Germany, Vietnam

Percentage of Time Dedicated to Global/International Studies: 75%

Courses Taught: Introduction to Linguistics, Introduction to Syntax, Introduction to Semantics

Current Research/Teaching Specialization: Syntax and semantics of natural language, Pragmatics, Vietnamese language acquisition

Sample Publications:

"Nominal Reference in Two Classifier Languages." *Proceedings of Sinn und Bedeutung*, 15. 2011.

"The Rise and Fall of Declaratives." *Proceedings of Sinn und Bedeutung*, 15. 2011. Co-author: L. Crnic.

"Edges and Linearization - A Reply." *Theoretical Linguistics*, 36. 93-110. 2010.

"A Constraint on Copy Deletion." *Theoretical Linguistics*, 35. 183-227. 2009.

"Embedding Imperatives." *Proceedings of NELS* 39. 2008.

Distinctions: Reviewer for *Natural Language and Linguistics Theory*, MIT Working Papers in Linguistics, *Journal of South East Asian Linguistics*, *Natural Language and Linguistics Theory*, *Journal of East Asian Linguistics*; Conference Presenter, *Language, Logic and Cognition Center*, Hebrew University of Jerusalem, 2013

Turner, Trudy, Professor, Anthropology, College of Letters and Science

Education: PhD, 1977, New York University

Field Experience: South Africa, Ethiopia, Puerto Rico, Paraguay, Kenya, Ghana, Gambia, Zambia, Botswana, St. Kitts, Nevis

Percentage of Time Dedicated to Global/International Studies: 50%

Courses Taught: Introduction to Anthropology: Human Prehistory, Introduction to Human Evolution, Human Evolution and Variation, Heredity, Environment and Human Populations, Primatology, Conservation

Current Research/Teaching Specialization: Molecular anthropology and evolution, Genetic variation in non-human primates, Primate life history, Biological anthropology and ethics, Growth and development in primates, Vervet monkeys, Human non-human primate interface, Conservation of primates, Women in science

Sample Publications:

"We've come a long way, maybe: Academic climate report of the committee on the Status of Women in Anthropology." American Anthropological Association. 2008. Co-authors: Wasson, C, K Brondo, B LeMaster, T Turner, M Cudhea, K Moran, I Adams, A McCoy, M Ko, T Matsumoto, M Raviele.

"Systems biology of the vervet monkey." ILAR Journal/Natl Res Council, 54. 122-143. 2013. Co-authors: Jasinska, A, CA Schmitt, SK Service, RM Cantor, K Dewar, DJ Jentsch, JR Kaplan, WC Warren, GM Weinstock, RP Woods, NB Freimer.

"Sunbathing: A Behavioral Response to Seasonal Climatic Change among South African Vervet Monkeys (*Chlorocebus aethiops*)." African Primates, 7(2). 230-237. 2012. Co-authors: Danzy, JL, JP Grobler, and N Freimer.

"Ethical Issues in Human Population Biology." In S. Lindee and R Ventura Santos (Eds.), *The Biological Anthropology of Modern Human Populations: World Histories, National Systems and International Networks*. Current Anthropology, 53(S5). S222-S232. 2012.

Distinctions: Affiliated Professor, Department of Genetics, University of the Free State, S. Africa, 2010-present; Fellow, Mammal Research Institute, Department of Zoology and Entomology, University of Pretoria, Pretoria, S. Africa, 2002-08; Fulbright Visiting Professorship, Mammal Research Institute, Department of Zoology and Entomology, University of Pretoria, S. Africa, 2002; Co-Principal Investigator, NSF A Life History Analysis of Vervet Monkeys in Kenya, 2001-03; Co-Chair, Primate Ecology and Genetics Group, S. Africa, 2003-12

Unaka, N Jonathan, Adjunct Instructor, Architecture, School of Architecture and Urban Planning

Education: M.Arch, 2001, Boston Architectural Center

Foreign Languages: Hausa (2); French (2); Spanish (1); Yoruba (2); Portuguese (1); Igbo (5); Arabic (1)

Field Experience: Nigeria, Cape Verde, Columbia, Bahamas

Percentage of Time Dedicated to Global/International Studies: 50%

Courses Taught: Ethics, Ecology and Design, Architectural Structures and Construction, Cape Verde Project, Introduction to Building Technology, Survey of Structural Analysis/Design, Graduate and Senior Design Studios

Current Research/Teaching Specialization: Architectural Design, Building Technology, Ecological Design, Passive Design, Appropriate technology, Design Education

Distinctions: High School Teacher, Bahamas, 2004-05; Co-designer, schematic phase of Kuwaiti National Museum, 2005-06; Presenter, Cities and Globalization Conference: Perspectives from the Global South, 2011

Van Pelt, William, Associate Professor, English, College of Letters and Science (Global Studies Affiliate)

Education: PhD, 1983, University of California Santa Cruz

Foreign Languages: German (2)

Field Experience: Germany

Percentage of Time Dedicated to Global/International Studies: 75%

Courses Taught: Economics and the Environment (Global 201), Cross-Cultural and International Issues in Web Document Design, Major Figures in 19th Century English Literature, Language, Media and Social Practice (Global 351), Poetry and the Other Arts: Images of Experience, Professional Writing for Business, Government and Industry, The Technologies of Writing: The Writer and the Computer

Current Research/Teaching Specialization: International technical communication, Rhetorical theory, Postmodern theories of communication and epistemology, Informational technologies, Cultural factors in international web design, Communication, Poetics and literary criticism, Online pedagogy and writing, Technical and professional writing

Sample Publications:

"Speculations: Readings in Culture, Identity, and Values, Second Edition." Engelwood Cliffs, New Jersey: Blair Press, Prentice-Hall: 1995. Co-edited with Charles Schuster [1st edition, 1992].

"A Conceptual Framework for International Web Design." IEEE Transactions on Professional Communication, 44(2). 83-103, June 2001. Co-authors: Mariam Zahedi and Jaeki Song. Awarded the Rudolph J. Joenk, Jr. Award for most "outstanding paper" published in the 2001 IEEE Transactions on Professional Communication.

"Teaching the Professional Writer: Instructors' Manual." NY: St. Martin's Press, 1992.

"Web Documents' Cultural Masculinity and Femininity." Journal of Management Information Systems, 23(1). 87-128. Summer 2006. Co-authors: Fatemeh "Mariam" Zahedi and Mark Srite.

Postmodernism. In Mary Kennedy (Ed.), *Theorizing Composition*, 218-223. London: Greenwood Press, 1998.

Distinctions: Professional Communication Society 2002 Rudolph J. Joenk, Jr. Award for most "Outstanding Paper" published in IEEE Transactions on Professional Communication, 2001; Visiting Professor in English, Justus-Liebig-Universitaet, Giessen, Germany, 2001; Member, Global Studies Advisory Committee

Vang, Chia, Associate Professor, History, College of Letters and Science (Global Studies Affiliate)

Education: PhD, 2006, University of Minnesota

Foreign Languages: Hmong (5); Japanese (1); Lao (1); French (5)

Field Experience: France, Thailand, Vietnam, Japan, Laos, Cambodia, Argentina, Canada

Percentage of Time Dedicated to Global/International Studies: 100%

Courses Taught: The Vietnam War, Diplomatic History, Asian American History, Immigration, Hmong History, Asian Immigration, History and culture of Vietnam, Laos, and Cambodia

Current Research/Teaching Specialization: Vietnam War and refugee resettlement in its aftermath, Transnational migration and Hmong history and diaspora studies, Hmong/Asian American history, 20th century U.S.-Asia relations, Cold War politics

Sample Publications:

"Hmong in Minnesota." Minnesota Historical Society Press, 2008.

"Hmong Anti-Communism at Hmong and Abroad." In Ieva Zake (Ed.), *Anti-Communist Minorities in the U.S.: Political Activism of Ethnic Refugees*, 211-231. New York: Palgrave Macmillan, 2009.

"Hmong America: Reconstructing Community in Diaspora." Urbana and Chicago: University Illinois Press, 2010.

"America's Most Loyal Allies: The Hmong and the War." In John Tully, Brad Austin, and Matthew Masur (Eds), *Understanding and Teaching the Vietnam War*, Madison: University of Wisconsin Press, 2013.

Distinctions: American Studies Association (ASA)-Japanese Association of American Studies (JAAS) Delegate to Japan, 2012; Co-Chair of ASA-JAAS Advisory Committee, 2013-2016; 2012 UWM Graduate School Research Committee Award for summer research in Laos; Association for Asian American Studies Burmese and Bhutanese Research Grant, 2013; Wisconsin Hmong Woman of the Year Award, 2010; Coordinator, Hmong Diaspora Studies program, 2007-present. Hmong Studies program development. From 2006-2009, founder of Hmong Diaspora Studies certificate program; Center for International Education/Undergraduate Research Award Committee, 2011-present; Foreign Language Advisory Group, March 2011-Present; Editorial Board Member, *Amerasia Journal*, 2013-present

Vasconcelos, Ricardo, Assistant Professor, Spanish and Portuguese, College of Letters and Science (Global Studies Affiliate)

Education: PhD, 2010, University of California-Santa Barbara

Foreign Languages: French (3); Catalan (2); Portuguese (5); Spanish (4)

Field Experience: Portugal, Spain, Brazil

Percentage of Time Dedicated to Global/International Studies: 100%

Courses Taught: 1st, 2nd, 3rd and 4th Semester Portuguese, Luso-Brazilian Literature and Culture, Advanced Grammar, Composition and Conversation, Brazilian and Portuguese Cinema, Music of Brazil and Other Portuguese-speaking Countries, Crime, Desire and Guilt, in Brazilian and Portuguese Novel, Short Stories of the Portuguese-Speaking World, Visions of the Modern in Brazilian and Portuguese Literature

Current Research/Teaching Specialization: 19th-21st century Luso-Brazilian literature, Portuguese Language

Sample Publications:

"Campo de Relâmpagos – Leituras do Excesso na Poesia de Luís Miguel Nava." Lisboa: Assírio & Alvim, 2009.

"Multimedia Activities in L2 Course Websites–The Case Study of a Site Dedicated to Cultural Topics of Portuguese-Speaking Countries." CALICO Journal, 29(4). 639-62. 2012.

"Como Vingar-se de Antologias (segundo Jorge de Sena)." In Jorge Fazenda Lourenço and Francisco Cota Fagundes (Eds.), Jorge de Sena: Novas Perspectivas, 30 Anos Depois. 199-248. Lisboa: U. Católica, 2009.

"Luís Miguel Nava e a Poesia com o 'Céu em Entrelinhas.'" Diacrítica, 25(3). 63-77. 2011.

"Uma Boleia para a Aldeia – Afinidades entre A Morgadinha dos Canaviais e A Cidade e as Serras e a Afirmção Queiroiana de que Júlio Dinis 'Escreveu de Leve'." Portuguese Literary & Cultural Studies, 21/22.395-418. 2011.

Distinctions: Doctoral Fellowship, Portuguese National Foundation for Science and Technology, 2006-09; 5 Travel Grants, CIE and CLACS, 2010-13; Organizer of the panel "New Proposals in Contemporary Luso-Afro-Brazilian Film" for the Annual Convention of the PAMLA, San Diego, November 2013; Member, Center for Latin American and Caribbean Studies Advisory Committee; Member, Brazilian Studies Association; Coordinator of the Portuguese Program; Rebuilt Portuguese Program, restructuring or writing new course syllabi for all language, literature, and culture courses

Velez, William, Professor, Sociology, College of Letters and Science

Education: PhD, 1983, Yale University

Foreign Languages: Spanish (5)

Field Experience: Cuba

Percentage of Time Dedicated to Global/International Studies: 25%

Courses Taught: Race and ethnic relations, Sociology of education, Sociology of Latinos, Social stratification, Puerto Rican Diaspora and Settlement, American Minority Groups, Urban Minority Communities, First Year Seminar: Latinos in the City, Sociology of Latinos, Social Reproduction of Minority Communities, Multicultural America, Latino Immigration and Incorporation

Current Research/Teaching Specialization: Latino migration to the U.S., Persistence and success in higher education, High school attrition, Residential segregation in the United States, Sociology of Latinos, Social Stratification, Migration

Sample Publications:

"¿Dónde estén los estudiantes puertorriqueños exitosos [Where are the successful Puerto Rican students]? - Success factors of high achieving Puerto Rican high school students." Journal of Latinos and Education, 4(2). 77-94. 2005. Co-authors: Antrop-González, W., and Garrett, T.

"Religion and High Academic Achievement in Puerto Rican High School Students." Religion and Education, 34(1). 63-75. 2007. Co-authors: Antrop-González, René, Garrett, Tomas.

"Bifurcated Boricuas: A Multilevel Analysis of Cultural and Economic Factors Influencing Marriage Patterns of U.S. Puerto Ricans." The Journal of Human Behavior in the Social Environment, 24. 156–178. 2014. Co-authors: De Jesús, Anthony, Giovanni Burgos, Melissa Almenas & William Vélez.

Distinctions: Grant, University of Wisconsin System, Institute on Race and Ethnicity, 2007-08; American Sociological Association, Latino/a Sociology Section Founders Award, 2010; Paper Presenter, Congress of Latin American Studies Association, Puerto Rico, and Congress of Latin American Studies Association, Brazil, 2008-09; Member, Editorial Advisory Board, Journal of Latinos and Education, 2012-13

Verdier, Gabrielle, Professor Emerita, French, Italian, and Comparative Literature—French, College of Letters and Science (Global Studies Affiliate)

Education: PhD, 1976, Yale University

Foreign Languages: Spanish (2); Russian (1); French (5)

Field Experience: France, Madagascar, China, Eastern Europe, Mexico, Chile, Peru

Percentage of Time Dedicated to Global/International Studies: 100%

Current Research/Teaching Specialization: French and Francophone literature and culture, Fiction in 17th and 18th-century France, Women writers, Theater of the French Revolution

Sample Publications:

Verdier, G. "Marguerite-Jeanne Cordier de Staal-Delaunay." *Dictionary of Literary Biography: Writers of the French Enlightenment*, Vol. 314. New York, New Haven: Thomson Gale, 2005: 157-162.

Verdier, G. "Olympe de Gouges," *Dictionary of Literary Biography: Writers of the French Enlightenment*, Vol. 313. New York, New Haven: Thomson Gale, 2005: 218-230.

Verdier, G. "Marthe-Marguerite de Caylus." In *Dictionary of Literary Biography: Writers of the French Enlightenment*, Vol. 313. New York, New Haven: Thomson Gale, 2005: 68-73.

Verdier, G. "Vivre de lecture, mourir de lire: le cas de madame de Staal-Delaunay." In *Lectrices d'Ancien Régime*, sous la direction d'Isabelle Brouard-Arends. Rennes: Presses Universitaires de Rennes, 2003. 143-152.

Verdier, G. "Femmes-objets? Femmes de tête? L'indécidable sexe féminin dans l'Histoire comique de Francion." *Littératures classiques* 41 (hiver 2001): 109-121.

Distinctions: Former Associate Director of Languages, Center for International Education; Former Member, Global Studies Advisory Committee; Former Member, UWM Task Force on Internationalization; Co-Organizer, CIE Annual Conference (Eating, Cooking, Culture: The Politics and History of Food), 2011

Vesely, Filip, Assistant Professor, Economics, College of Letters and Science (Global Studies Affiliate)

Education: PhD, 2002, Purdue University

Foreign Languages: Czech (5)

Field Experience: Czech Republic

Percentage of Time Dedicated to Global/International Studies: 25%

Courses Taught: Macroeconomics, Money and banking

Current Research/Teaching Specialization: Monetary economics, Macroeconomics

Sample Publications:

"Differentiated Assets: An Experimental Study on Bubbles," *Economic Inquiry*, 51(3), July 2013: 1731-1749. with Kenneth S. Chan and Vivian Lei).

"Do Separation Rules Matter? An Experimental Study of Commitment," *New Zealand Economic Papers*, 45(1-2), April 2011: 97-117 (with Vivian Lei and Scott Drewianka).

"Forgive or Buy Back: An Experimental Study of Debt Relief," *Review of Economic Design*, 14(3-4), Sept 2010: 291-309 (with Steven Tucker and Vivian Lei).

"In-Group vs. Out-Group Trust: The Impact of Income Inequality," *Southern Economic Journal*, 76(4), April 2010: 1049-63 (with Vivian Lei).

Villamil, Laura Paola, Assistant Professor, Anthropology, College of Letters and Science

Education: PhD, 2005, University of Michigan

Foreign Languages: Portuguese (3); Spanish (5)

Field Experience: Mexico, Belize

Percentage of Time Dedicated to Global/International Studies: 75%

Courses Taught: Mayan Archaeology, Cities and Urbanism, Digging the Past: Approaches to Archaeology, World Archaeology: Foundations of Civilization, The World of the Ancient Maya, Cities in the Ancient World, Topics in Regional Archaeology: The Maya

Current Research/Teaching Specialization: Archaeology of Mexico and Central America, Mesoamerica archaeology with emphasis on Classic Maya civilization, Archaeology of displaced populations, Squatters, Refugee communities, Formation of post-collapse communities and societal regeneration, Comparative studies of urbanization and ancient cities, Urbanization and ancient cities, Archaeology and nationalism in Latin America

Sample Publications:

"Investigating Urban Diversity in South-Central Quintana Roo, Mexico." In Justine M. Shaw and Jennifer Matthews (Eds.), *Quintana Roo Archaeology*, 197-213. University of Arizona Press, Tucson. 2005. Co-author: Jason Sherman.

"Creating, transforming, rejecting, and reinterpreting Ancient Maya urban landscapes: insights from Lagartera and Margarita." In Norman Yoffee (Ed.), *Identity, Memory, and Landscape in Archaeological Research*, 183-214. University of Arizona Press, Tucson. 2008.

"Ancient Maya Cityscapes: Insights from Lagartera and Margarita, Quintana Roo, Mexico." *BAR International Series Archaeopress*, Oxford. 2009.

"The Maya." *The World Encyclopedia of Archaeology: The World's Most Significant Sites and Cultural Treasures*, 306-317. Firefly Books Ltd., Buffalo, NY, 2007.

Distinctions: UWM Research Growth Initiative Award, 2009; Ahau Foundation, Fieldwork Research Grant, 2001-02; Co-Director, Proyecto Arqueológico Centro de Quintana Roo, Margarita, 2007-present; Director, Central Quintana Roo Archaeological Project, Margarita and Lagartera, 1998-2005; Reviewer for National Geographic research grants, 2006-07; Peer reviewer for *Latin American Antiquity*, 2006; Co-organizer, Midwest Mesoamericanist Meeting, University of Wisconsin-Milwaukee, March 2010

Wang, Ying, Associate Professor, Art History, College of Letters and Science (Global Studies Affiliate)

Education: PhD, 2000, University of Pittsburgh

Foreign Languages: English (4); Chinese (5); Japanese (2); French (1)

Field Experience: China, Taiwan, Sweden

Percentage of Time Dedicated to Global/International Studies: 100%

Courses Taught: Arts of Asia, Bronze Age in China, Buddhist art

Current Research/Teaching Specialization: Bronze Age art and culture of China, Chinese painting, Gender issues

Sample Publications:

"Wang Dalei, No Tilt", in *当代东方 / Contemporary East*, 3(2008): 34

古画鉴赏--中国文物鉴赏丛书/ Connoisseurship of Ancient Chinese Painting. Guilin: Lijiang Press, 1995 (In Chinese). Reprint, Taipei: Taiwan Guangxia Corporation, 1999

世界画坛的大师们/ Masters of World Art. Co-authored with Lin Xiaofeng. Beijing: The Youdian Press, 1989. 2nd edition, 1991 (In Chinese)

"安阳墓葬文化 与武丁王室女性 / The Funeral Culture at Anyang and the Court Ladies of King Wuding." In Yao Zongyi, ed. *学术史与中国古代文明研究/History of Scholarship and the Studies of Ancient Chinese Civilization*. Shijiazhuang: Hebei Jiaoyu Press, 2007

Distinctions: 1996, Visiting Scholar of the Academia Sinica of Taiwan, Institute of Philology and History; CIE/OUR Undergraduate Research Travel Award, 2014

Wang, Xiaorong, Lecturer, Foreign Languages and Literature, College of Letters and Science

Education: MA, 2009, East China Normal University

Foreign Languages: Chinese (5)

Field Experience: China

Percentage of Time Dedicated to Global/International Studies: 100%

Courses Taught: Chinese language and culture

Current Research/Teaching Specialization: Chinese pedagogy, Teaching different levels of Chinese language

Distinctions: Leader of UWM Study Abroad Summer Program in China, 2007-12; Chinese instructor in Middlebury summer program, 2010; Chinese teacher, Hochschule University, Germany, 2007; ACTFL OPI training, Frequent ACTFL conference participant, 2009-13

Wheatley, Kathleen, Associate Professor, Spanish and Portuguese, College of Letters and Science (Global Studies Affiliate)

Education: PhD, 1995, University of Michigan

Foreign Languages: Spanish (5); French (2); Arabic (1); Hebrew (2)

Field Experience: Mexico, Spain, Israel, Argentina

Percentage of Time Dedicated to Global/International Studies: 100%

Courses Taught: Introduction to Hispanic Linguistics, Spanish Phonetics and Phonology, Spanish Syntax and Morphology, Topics in Hispanic Linguistics, Advanced Spanish Writing and Reading, Language Teaching Methods

Current Research/Teaching Specialization: Structure of Spanish diachronic evolution and synchronic variation, Comparative Romance linguistics and historical Romance linguistics, Spanish linguistics and dialectology, Second language acquisition

Sample Publications:

"Formulaic Language." 2 vols. Amsterdam: John Benjamins, 2009. Co-editor: R. Corrigan.

"Sintaxis y Morfología de la Lengua Española." Prentice Hall, 2006.

"Functionalism and Formalism in Linguistics." 2 vols. Amsterdam: John Benjamins, 1997. Co-editors: M. Darnell et al

"Introduction: Approaches to the study of formulae." In Formulaic Language. Amsterdam: John Benjamins. 2009. Co-authors: R. Corrigan et al.

"How Students learn object pronouns in Spanish." UW System Lesson Study Project: <http://www.uwlax.edu/sotl/lsp/gallery.htm>. 2008. Co-authors: E. Suárez-Felipe and M. Zeise.

Distinctions: Member of UW System Language Placement Test Development Committee for Spanish; Co-chair of 26th UWM Linguistics Symposium Language Death, 2011; CLACS representative-International Education Programs Service (IEPS) Language Workshop, U.S. Department of Education, Washington, D.C, 2007; ACTFL Oral and Written Proficiency Testing of majors and study abroad applicants

Weinhardt, Lance, Professor, Community and Behavioral Health Promotion, Associate Dean for Research, Zilber School of Public Health

Education: PhD, 1999, Syracuse University

Field Experience: Malawi, South Africa

Percentage of Time Dedicated to Global/International Studies: 25%

Courses Taught: Research Design in Community and Behavioral Health Promotion, Seminar in Public Health Research

Current Research/Teaching Specialization: HIV Prevention; Structural Intervention to impact health including HIV; LGBT Adolescent Health

Sample Publications:

"The effects of HIV diagnosis on sexual risk behavior". In Seth C. Kalichman (Ed.). Positive prevention:

"Reducing HIV transmission among people living with HIV." New York: Kluwer. 2005.

"Human sexuality." In Encyclopedia of Health Psychology. In Christensen, A., Martin, R., & Smyth, J. (Eds.). New York: Kluwer. 2004.

"Methods and protocol of a mixed method quasi-experiment to evaluate the effects of a structural economic and food security intervention on HIV vulnerability in rural Malawi: the SAGE4Health Study". SpringerPlus, 3:296. (2014). Various additional co-authors.

Whittingham, Linda, Professor, Biological Sciences, College of Letters and Science

Education: PhD, 1992, Queen's University Kingston, Canada

Field Experience: Norway, Australia, Cuba, West Africa

Percentage of Time Dedicated to Global/International Studies: 50%

Courses Taught: General Ecology, Survey of Zoology, Foundations in Biological Sciences, Evolution and Ecology of Birds, Senior Seminar in Conservation and Environmental Sciences

Current Research/Teaching Specialization: Using field studies and genetic techniques to study evolutionary questions, Animal behavior, Ornithology and systematics, Evolution, ecology, animal behavior, Life-history characteristics

Sample Publications:

"Extra-pair mating and sexual selection on male traits across populations." *Wilson Journal of Ornithology*. 2014. Co-author: P.O. Dunn.

"Spatial distribution of nests constrains the strength of sexual selection in a warbler." *Journal of Evolutionary Biology*, 26. 1392-1405. 2013. Co-authors: Taff, C. C., C. R. Freeman-Gallant, and P. O. Dunn

"Social and extra-pair mating in relation to major histocompatibility complex variation in common yellowthroats." *Proceedings of the Royal Society London B*, 279. 4778-4785. 2012. Co-authors: Bollmer, J. L., P.O. Dunn, and C. R. Freeman-Gallant.

"Relationship between brood sex ratio and male ornaments depends on male age in a warbler." *Animal Behaviour*, 81. 619-625. 2011. Co-authors: Taff, C.C., C.R. Freeman-Gallant, and P.O. Dunn.

Distinctions: 6 NSF Grants, 2000-13; Visiting Associate Professor, Univ. of Melbourne, Australia, 2005-06; Councilor, International Society for Behavioral Ecology, 2000-04; Chair of Cooper Society Publications Committee 2008-09; Postdoctoral Research Associate and Lecturer, Australian National University, 1993-94; Postdoctoral Research Fellow, Museum of Zoology, University of Oslo, Norway, 1992

Whitworth, Katherine Farrell, Senior Lecturer, French, Italian, and Comparative Literature, College of Letters and Science

Education: PhD, 2006, The Pennsylvania State University

Foreign Languages: French (5)

Field Experience: France

Percentage of Time Dedicated to Global/International Studies: 100%

Courses Taught: French (All Levels)

Current Research/Teaching Specialization: Foreign language teaching methods, Classroom-based research, SoTL (Scholarship of Teaching and Learning)

Sample Publications:

"Discussion fora as a locus for developing L2 pragmatic awareness." In L. Abraham & L. Williams (Eds.), *Electronic discourse in foreign language learning and teaching*. Amsterdam: John Benjamins Publishing Co, 2010.

"Gender and Emotional Investment in Language Learning during Study Abroad." CALPER Working Papers Series, 2. The Pennsylvania State University, Center for Advanced Language Proficiency Education and Research. 2005. Co-author: Kinginger, C.

"Assessing Development of Meta-Pragmatic Awareness in Study Abroad." *Frontiers: The Interdisciplinary Journal of Study Abroad*, X, 19-42. 2004. Co-author: Kinginger, C.

Distinctions: Wisconsin Teaching Fellowships, 2011-12; Presenter, Joint Conference of the American Association of Applied Linguistics and the Association Canadienne de Linguistique Appliquée. Montreal, Quebec, Canada, 2006; Organizer, La table française, UW Milwaukee, Department of French, 2003-present

Wiesner-Hanks, Merry, Distinguished Professor, History, College of Letters and Science (Global Studies Affiliate)

Education: PhD, 1979, University of Wisconsin-Madison

Foreign Languages: Danish (3); German (4); Latin (3); French (3); Dutch (3)

Field Experience: Ireland, Turkey, Italy, Australia, France, Germany

Percentage of Time Dedicated to Global/International Studies: 75%

Courses Taught: Renaissance Germany, History of Christianity, European Women's History, Feminist Theory, World History to 1500, European Womens History, 1300-1750, Renaissance and Reformation; Gender and Colonialism, Professional and Pedagogical Issues in History

Current Research/Teaching Specialization: Early modern Europe, World history, Women's and gender history, Renaissance, Reformation, Early Modern Social and Cultural History, History pedagogy, History of Christianity, Western civilization, Feminist theory

Sample Publications:

"Gender in History. New Perspectives on the Past." London: Blackwell, 2001. Translated into Chinese: Lishi Zhong De Xingbie. Translation by Wang Yihe. Beijing: People's Publishing House, 2003.

"Blackwell Companion to Gender History." London: Blackwell, 2004. Co-editor: Teresa Meade.

"The Renaissance and Reformation." Pages from History. Oxford University Press, 2012.

"Early Modern Europe, 1450-1789." Cambridge History of Europe, Vol. 2. Cambridge: Cambridge University Press, 2006. Turkish and Greek translations, 2010.

"An Age of Voyages, 1350-1600." New York: Oxford University Press, 2005.

"The Marvelous Hairy Girls: The Gonzales Sisters and their Worlds." London: Yale University Press, 2009.

"A History of World Societies." Boston: Bedford/St. Martins, 8th edition 2009, 9th edition 2012. Co-authors: John McKay, Bennett Hill, John Buckler, Patricia Ebrey, Roger Beck, and Clare Crowston.

"Early Modern Women and the Transnational Turn." Early Modern Women: An Interdisciplinary Journal, 7. 191-202. 2012.

"Crossing Borders in Transnational Gender History," Journal of Global History, 6(6). 357-379. 2011.

Distinctions: Visiting Distinguished Scholar, Umeå University, Sweden, 2012; Visiting Scholar, University of Melbourne, Australia, 2004; Journal of Global History, Editor, 2011-present; Editorial Board Member, 16th Century Journal; Editor, Cambridge World History and Concise World History; Series Editor, Area Studies in a Global Context, Problems in European Civilization, Reformation Texts with Translations (1350-1650); Global Management Planning Team; World History Association, Executive Council, 2011-13

Wilson, Anika, Associate Professor, Africology, College of Letters and Science

Education: PhD, 2008, University of Pennsylvania

Percentage of Time Dedicated to Global/International Studies: 100%

Courses Taught: Black Reality: Survey of African-American Society, Sex, Marriage, and Healthcare in the Afroworld: Focus on AIDS in Sub-Saharan Africa, Cultural Transmissions: Black Africa, Black America, Memory and Tradition: Identity Making in Africa

Current Research/Teaching Specialization: Rumor, gossip, and contemporary legend, Vernacular health beliefs and practices, Medical anthropology, Marriage, gender, and law in southern Africa, Oral history, Religious practices of southern Africa, International human rights

Sample Publications:

"Of Love Potions and Witch Baskets: Domesticity, Mobility, and Occult Rumors in Malawi" (Western Folklore forthcoming)

"'There is No Secret Under the Sun': Rumors, AIDS Beliefs, and Prevention Strategies of Wives in Rural Malawi." Doctoral Dissertation, University of Pennsylvania, Aug. 2008.

Distinctions: UW- Milwaukee Graduate School Research Committee Award, for project entitled Strange Bedfellows: International human rights, customary laws, and the marital disputes of Malawian women, 2010-11; Presenter, National AIDS Commission of Malawi Annual Research Dissemination Conference: Lilongwe, Malawi. May 2006; Member, Association for Africanist Anthropology

Winkler, Erin, Associate Professor, Africology, College of Letters and Science

Education: PhD, 2005, University of California, Berkeley

Percentage of Time Dedicated to Global/International Studies: 25%

Courses Taught: Freshman Seminar: Race in Popular Culture, Psychological Effects of Racism, Topics in Africology: Raising Children, Race-ing Children

Current Research/Teaching Specialization: Impact of gender, skin tone, and other demographic factors on racial identity development and responses to racism, Effect of place on shaping conceptualizations and experiences of race and racism.

Sample Publications:

Children are not colorblind: How young children learn race (pdf 271KB). PACE: Practical Approaches for Continuing Education 3(3):1-8. HighReach Learning, 2009.

"It's like arming them": African American mothers' views on racial socialization (pdf 5,451KB). In *The Changing Landscape of Work and Family in the American Middle Class: Reports from the Field*, eds. Elizabeth Rudd and Lara Descartes, 211-241. Lanham, MD: Lexington Books (Rowman & Littlefield). 2008.

"My aunt talks about black people all the time": The significance of extended family networks in the racial socialization of African American adolescents. In *Extended Families in Africa and the African Diaspora*, edited by Osei-Mensah Aborampah and Niara Sudarkasa, 273-295. Trenton, NJ: Africa World Press 2011.

"I learn being black from everywhere I go": Color-blindness, travel, and the formation of racial attitudes among African American adolescents. *Sociological Studies of Children and Youth*, Vol 13: Children and Youth Speak for Themselves, 423-453. Emerald Group Publishing 2010.

Wolfram, Dietmar, Professor, Information Studies, School of Information Studies (Global Studies Affiliate)

Education: PhD, 1990, University of Western Ontario

Foreign Languages: German (3); French (2)

Field Experience: Canada, China, Egypt, Germany, India

Percentage of Time Dedicated to Global/International Studies: 25%

Courses Taught: Foundations of Library and Information Science, Introduction to Research Methods in Library and Information Science, Information Systems: Analysis and Design

Current Research/Teaching Specialization: Information Science; Technology education for information Professionals, Information retrieval (IR) systems design & evaluation, Modeling and simulation of IR systems, Technology education for information professionals

Sample Publications:

Ajiferuke, I., & Wolfram, D. (2010). Citer analysis as a measure of research impact: Library and information science as a case study. *Scientometrics*. Volume 83, Issue 3, pp 623-638.

Xie, I., & Wolfram, D. (2009). A longitudinal study of database usage within a general audience digital library. *Journal of Digital Information*. 10(4).

Wolfram, D., Wang, P., & Zhang, J. (2009). Identifying Web search session patterns using cluster analysis: A comparison of three search environments. *Journal of the American Society for Information Science and Technology*. 60(5), 896-910.

Distinctions: Visiting Faculty Member (Cairo University, Egypt; Fachhochschule Hamburg, Germany; Wuhan University, China; Mysore University, India).

Wood, W. Warner, Associate Professor, Anthropology, College of Letters and Science (Global Studies Affiliate)

Education: PhD, 1997, University of Illinois at Urbana-Champaign

Foreign Languages: Spanish (5)

Field Experience: Mexico

Percentage of Time Dedicated to Global/International Studies: 100%

Courses Taught: Introduction to Anthropology- Culture and Society

Current Research/Teaching Specialization: Cultural politics of heritage in global context, Ecotourism and cultural tourism sites in Oaxaca, Mexico, Museum studies & public anthropology, Expressive & Material Culture, Globalization, Environmental culture & history, Latin America (especially Mexico), Ethnicity & identity

Sample Publications:

"Nuestra Casa, the Exhibition." Centennial Museum and Chihuahuan Desert Gardens, University of Texas at El Paso, El Paso, TX. Co-curated with Lucia Dura, Eva Moya, Guillermina Núñez-Mchiri, Damien Schumann, and Arvind Singhal, 2012.

"Made In Mexico: Zapotec Weavers and the Global Ethnic Art Market." Bloomington: Indiana University Press, 2008.

"Harmful Algal Research and Response: A Human Dimensions Strategy." Washington, DC: National Centers for Coastal Ocean Science, National Oceanic and Atmospheric Administration, 2006. Co-authors: D. Ayers, et. al.

"A River Interrupted: Making the Case for Changing Our Management of the Rio Grande." Centennial Museum and Chihuahuan Desert Gardens, University of Texas at El Paso, El Paso, TX, 2011. Co-curated with Scott Culter, Judith Rios Aranas, John Sproul, and Elizabeth Walsh.

"Harnessing the Winds Power, Tracking the Wild Horse Wind Facility Story." Puget Sound Energy Wild Horse

Distinctions: Museum Assessment Program Participation Award, 2011; Adjunct Curator of Anthropology, Milwaukee Public Museum, 2012-present; Editorial Board Member, Carolina Academic Press Studies in Cultural Creativity Series, 2010-present; Senior Fellow, Environmental Leadership Program, Washington, D.C., 2006-present; Member, Latin American Studies Association; Co-director, Inticiativa Binacional para del Estudio y Conservación de las Comunidades Arrecifes Coralinos de Huatulco, México, 2006-suspended

Xu, Jian, Associate Professor, French, Italian, Comparative Literature--Comparative Literature, College of Letters and Science (Global Studies Affiliate)

Education: PhD, 2001, University of Iowa

Foreign Languages: French (1); Chinese (5)

Field Experience: China

Percentage of Time Dedicated to Global/International Studies: 75%

Courses Taught: Literature and Film, Literature and Society, Masterpieces of 20th Century Literature, Cultural Identity and the Postcolonial Text, The Truth of Others, Asian Literature, Gangster Film in the East and West, Body and Desire from Hollywood to Bollywood, Modern Chinese Literature in a Global Context, New Chinese Cinema, Popular Film and the Politics of Pleasure, Cross-Cultural Position-Taking and Criticism, Contemporary Imagination in Literature and the Arts, World Literature in Translation-17th-21st Century

Current Research/Teaching Specialization: 20th Century Chinese Literature and Cinema, Asian literatures and cinemas, World literature, World cinema, Contemporary Chinese cinema

Sample Publications:

"Radical Ethnicity and Apocryphal History: Reading the Sublime Object of Humanism In Zhang Chengzhi's Late Fictions." *Positions: East Asia Cultures Critique*, 10(3). 525-546. Winter 2002.

"Retrieving the Working Body in Modern Chinese Fiction: The Question of the Ethical in Representation." *Modern Chinese Literature and Culture*, 16(1). 115-152. Spring, 2004.

"Body, Earth, and Migration: The Poetics of Suffering in Zhang Wei's September Fable." *Modern Language Quarterly: A Journal of Literary History*, 67(2). 245-264. June 2006.

"Subjectivity and Class Consciousness in Hong Ying's Autobiographical Novel The Hungry Daughter." *The Journal of Contemporary China*, 17(56). 529-42. 2008.

Distinctions: Faculty Fellowship, Institute for Research in the Humanities, UW-Madison, 2006-07; CIE Course Development Grant, 2006; Member, Association for Asian Studies

Yoon, Hyejin, Assistant Professor, Geography, College of Letters and Science (Global Studies Affiliate)

Education: PhD, 2008, The Ohio State University

Foreign Languages: Korean (5); French (1)

Field Experience: Canada, South Korea

Percentage of Time Dedicated to Global/International Studies: 75%

Courses Taught: Geography of Asia, Economic Geography, Economics and the Environment (Global 201), Quantitative Analysis in Geography

Current Research/Teaching Specialization: Globalization of the animation industry, Korean immigrants in Canada, Entrepreneurship, Economic geography, Urban geography, Regional innovation systems, Economic development, Cultural and creative industry, Digital economy, Global cities

Sample Publications:

"Geographies of the animation industry: Dynamics of local and global linkages of clusters." 2014. (Under review Geografiska Annaler Series B).

"Making a connection between geography and study abroad programming – location, immersion, and learning outcomes." The Geographical Journal of Korea, 46(3). 347-362. 2012. Co-authors: K. Kirkland, and S. Chi.

"Cartoon Planet: worlds of production and global production networks in the animation industry." Industrial and Corporate Change, 19(1). 239–271. 2010. Co-author: E.J. Malecki.

"Naming Disputes overseas: Power game of geopolitics- Survey of students in US college." Establishing Identity of Geographical Features: A Special Focus on Controversies in Naming the Sea between Korean and Japan, Northeast Asian History Foundation, 45-57. 2011.

Distinctions: Teaching Fellow, Global Studies Program, 2009-11; Frequent Conference Presenter/Lecturer, Kyung Hee University, Dongguk University, ect., South Korea, 2010-13; Member, Korean Geographical Society, Association of Korean Economic Geographers, Korean Association of Space and Environmental Research; Member, Global Studies Advisory Committee, 2011-present

Zahedi, Fatemeh Mariam, Professor, Business Administration, Lubar School of Business (Global Studies Affiliate)

Education: MBA, Indiana University

Foreign Languages: Persian (5)

Field Experience: Iran

Percentage of Time Dedicated to Global/International Studies: 50%

Courses Taught: Intelligent systems for business, Decision support and groupware, Quality information systems

Current Research/Teaching Specialization: Intelligent Systems and Data Mining, Visual Basic, Java Programming, C++, MIS Topics, Behavior issues and theories in web/interface design and languages supporting web programming

Sample Publications:

Zahedi, F. (1995). Quality Information Systems. Danvers, Mass: Boyd & Fraser.

Bansal, G., Zahedi, F. M., & Gefen, D. (2010). The impact of personal dispositions on information sensitivity, privacy concern and trust in disclosing health information online. Decision Support Systems. forthcoming.

Zahedi, F. M., & Song, J. (2009). Do web sites change customers' beliefs? A study of prior-posterior beliefs in e-commerce. Information & Management, 46(2), 125-137.

Song, J., & Zahedi, F. M. (2007). Trust in health infomediaries. Decision Support Systems, 43, 390-407.

Distinctions: Member of the editorial board of Global Business and Economics Review, 1998-present. Member of the editorial board of Benchmarking International Journal, 1999-present; Member of the organizing committee for International Conference in Information Systems; Member, UWM Task Force on Internationalization; Member, Global Management Planning Team

Zhang, Jin, Associate Professor, Information Studies, School of Information Studies (Global Studies Affiliate)

Education: PhD, University of Pittsburgh

Foreign Languages: Chinese (5)

Field Experience: China

Percentage of Time Dedicated to Global/International Studies: 50%

Courses Taught: Database management, System analysis and design, Web-based library automation, System analysis and design, Information storage and retrieval

Current Research/Teaching Specialization: Information storage and retrieval algorithms, Database management

Sample Publications:

Zhang, J. (2008). *Visualization for Information Retrieval*. Springer.

Zhang, J., & Lin, S. (2007). Multiple language supports in search engines. *Online Information Review*, 31(4), 516-532.

Liu, Y. Q., & Zhang, J. (2001). Digital library infrastructure -- A case study on sharing information resources in China. *International Information and Library Review*, 33, 205-220.

Zhang, J., & Dimitroff, A. (2005). The impact of webpage content characteristics on the webpage visibility in search engine results (Part I). *Information Processing & Management*, 41, 665-690.

Zhang, J., Wolfram, D., & Wang, P. (2009). Analysis of query keywords of sports-related queries using visualization and clustering. *Journal of the American Society for Information Science and Technology*, 60(8), 1550-1571.

Zimmer, Michael, Assistant Professor, Information Studies, School of Information Studies

Education: PhD, 2007, New York University

Percentage of Time Dedicated to Global/International Studies: 25%

Courses Taught: Information Technology Ethics, Introduction to Information Science

Current Research/Teaching Specialization: Ethics and information technology, Information policy, Web search engines, Web 2.0 and Library 2.0, Privacy and surveillance theory, Information and web literacy, Internet research ethics

Sample Publications:

"Librarian attitudes regarding information and Internet privacy." *Library Quarterly*, 84(2), 123-151. 2014.

"Patron privacy in the "2.0" era: Avoiding the Faustian bargain of library 2.0." *Journal of Information Ethics*, 22(1), 44-59. 2013.

"Secrets about secrecy: An introduction. [Preface: Special issue on Ethics of Secrecy]." *International Review of Information Ethics*, 17, 1-2. 2012. Co-author: Nagel, D., Rath, M.

"On considering the application of Amartya Sen's capability approach to an information-based rights framework." *Information Development*, 29(2), 106-113. 2012. Co-authors: Britz, J., Hoffmann, A., Ponelis, S., & Lor, P.

"Innovations and challenges in teaching information ethics across educational contexts." *International Review of Information Ethics*, 14, 17-22. 2010.

Distinctions: Invited Speaker, International Symposium on Internet Ethics, Korean Internet Security Agency, Seoul, South Korea, 2012; Invited lecturer, Institute for Information Law, University of Amsterdam, Amsterdam, The Netherlands, 2008; Organizer: Panel on On the Philosophy of Facebook. Association of Internet Researchers Conference, Gothenburg, Sweden, 2010; Invited Lecturer, PhD course on Internet Research and Ethics. Aalborg University, Aalborg, Denmark, 2013; Coordinator, SIG-III International Paper Contest, ASIS&T 2010 annual conference, 2010; Editorial Board Member, *International Review of Information Ethics*; Member of Executive Committee of Association of Internet Researchers, an international academic association

Zinck, Bernard, Associate Professor, Violin; Director of Institute of Chamber Music, Peck School of the Arts

Education: DMA, 2006, Temple University

Field Experience: France, Brazil, Italy, Haiti, South Korea, Canada, Spain

Percentage of Time Dedicated to Global/International Studies: 25%

Courses Taught: Violin master classes

Current Research/Teaching Specialization: Violin, Chamber music

Distinctions: Capes Grant, Brazilian Ministry of Education, 2012; Yehudi Menuhin Trust Award Winner, Paris, 1992

UWM Center for International Education - Undergraduate NRC and FLAS Fellowships Budget (FY14-17)

Page	Direct Costs	2014/15 FY14	2015/16 FY15	2016/17 FY16	2017/18 FY17
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1. PERSONNEL

NRC/FLAS Administration

Administrative Assistant <i>50% LTE position to support grant activities coordination, data management, and evaluation 1040 hours/year at \$15/hour (anticipate annual increase of 4%) Fringes: FY14: 2340; FY15: 2433.6; FY16: 2530.95; FY17: 2632.2</i>	15,600	16,224	16,873	17,548
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Student Workers

p.17 p.32	Undergraduate Projects in Digital LCTL Teaching Materials Development and Research <i>student hourly assistance for faculty-supervised less commonly taught language materials digitization and instructional materials development and research projects, under direction of language faculty and the LRC 1000 hours/year at \$12/hour Fringes: FY14: 540; FY15: 540; FY16: 540; FY17: 540</i>	12,000	12,000	12,000	12,000
p.30	K-12 Outreach Assistant <i>hourly assistance of School of Education undergraduates to support K-12 teacher professional development and student programs 1000 hours/year at \$12/hour Fringes: FY14: 540; FY15: 540; FY16: 540; FY17: 540</i>	12,000	12,000	12,000	12,000
	CIE Student Assistant <i>student hourly assistance for grant activities 1000 hours/year at \$12/hour Fringes: FY14: 420; FY15: 360; FY16: 360; FY17: 360</i>	12,000	12,000	12,000	12,000
Subtotal/Personnel:		51,600	52,224	52,873	53,548

2. FRINGE BENEFITS

LTE (Limited Term Employee) @ 15%	2,340	2,434	2,531	2,632	
Student Workers @ 4.5%	1,620	1,620	1,620	1,620	
Subtotal/Fringe Benefits:		3,960	4,054	4,151	4,252

3. TRAVEL

Domestic Travel

Professional Development

p.31	Proficiency Assessment and Pedagogy Training for UWM LCTL Faculty/Lecturers* (AP) <i>travel/lodging/per diem for 8 LCTL instructors per year to attend Title VI LRC and ACTFL foreign language pedagogy workshops for professional development @ \$2000/person</i>	16,000	16,000	16,000	16,000
p.46	Program Dissemination <i>for CIE faculty and staff to attend and present on Global Studies program and NRC activities at regional and national conferences; travel/lodging/per diem for 2 meetings/year @ \$1500/meeting</i>	3,000	3,000	3,000	3,000
	NRC/FLAS Project Directors' Meetings <i>for CIE personnel to attend and network with Title VI center personnel and US/ED program staff</i>	2,000			2,000

Overseas Travel

Curriculum Development

p.30	School of Education - Study Abroad and Teaching Internship Development* (AP, CP) <i>new study abroad and classroom teaching placements for pre-service teachers developed in collaboration with overseas partner institutions, to support new Global Educator Certificate program travel/lodging/per diem for 2 development trips per year at \$3000 per trip</i>	6,000	6,000	6,000	6,000
p.32	Lake Baikal/Russia Research Program Site Development <i>new overseas research program and partnerships supporting Global Sustainability, Environmental and Freshwater Sciences, and Russian language students and faculty partial cost of travel/lodging/per diem for faculty leader</i>	3,500			
p.23	Community Health Clinical Training in Cuba <i>new 3-week clinical rotation for undergraduate Nursing students, building on the Spanish for Health Professionals Certificate being launched in 2014. Students complete the rotation at Milwaukee's 16th Street Community Health Center, which serves the local Spanish-speaking population. partial cost of travel/lodging/per diem for faculty leader</i>		1,000	1,000	
p.32	Physical Therapy Training and Partnerships in Malawi* (IP) <i>new study abroad course for PT students to coincide with Nursing course in Malawi, will introduce students to rural care and unique needs of those with limited access to healthcare; development of new partnership with Malawi College of Medicine and Malawian Physiotherapy Program, to support learning experiences for UWM students in Nursing, Health Sciences, Sustainable Peacebuilding, and Global Studies. partial cost of travel/lodging/per diem for faculty leader</i>	3,000	3,000	3,000	
p.33	Education Abroad in US/ED Priority World Areas* (IP) <i>for faculty development of overseas study, research, and internship programs and institutional partnerships in South Africa, India, and Vietnam 4 program development awards at \$3500/award travel/lodging/per diem</i>		7,000	3,500	3,500
Subtotal/Travel:		33,500	36,000	32,500	30,500

UWM Center for International Education • Undergraduate NRC and FLAS Fellowships Budget (FY14-17)

Page	Direct Costs	2014/15 FY14	2015/16 FY15	2016/17 FY16	2017/18 FY17
	4. EQUIPMENT				
	N/A				

Subtotal/Equipment:

5. SUPPLIES

Co-Curricular Programs

p.31	Global/Diversity Dialogues <i>space rental, materials, printing, supplies, and field trip expenses for co-curricular student learning activities jointly sponsored with UWM's Office of Global Diversity & Inclusion/multi-cultural student services and CIE's International Student & Scholar Services</i>	3,000	3,000	3,000	3,000
p.32	Sociocultural Programs in the Language Departments <i>materials, printing and supplies for language programs' co-curricular learning activities and cultural events</i>	4,000	4,000	4,000	4,000

Instructional Resources

p.31	UWM Workshops on K-16 Language Teaching Methodologies* (AP) <i>materials, printing and supplies for pedagogy workshops for regional pre-service and in-service language teachers</i>	4,000	4,000	4,000	4,000
p.32	Global Studies Library Acquisitions <i>to support new courses, teaching and research on critical globalization issues</i>	5,000	5,000	5,000	5,000

Marketing/Student Recruitment

p.32	5-Year BA/Masters Programs and Global Health Programs <i>publications design, printing, and distribution</i>		1,500	1,500	1,500
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Subtotal/Supplies: 16,000 16,000 16,000 16,000

8. OTHER

Curriculum Development

p.29 p.31 p.48	Curricular Articulation with Milwaukee Area Technical College* (CP) <i>to create pathways for MATC students to matriculate into UWM Global and International Studies programs 4 MATC course development awards at \$3500/award materials, travel/per diem, professional services</i>		7,000	7,000	
p.30 p.49	Global Educator Certificate Program Development with School of Education* (AP, CP) <i>new certificate program and supporting curricula to improve teacher preparation for today's classrooms; in partnership with UWM School of Education and Wisconsin Department of Public Instruction i. Study abroad and overseas teaching internship placements (see Overseas Travel above) ii. SOE Global Studies Fellowship to coordinate for SOE - 1 course/semester reduction plus S&E iii. 4 course development/re-design awards at \$3500/award iv. Expand CIE professional development workshops for in-service and pre-service teachers v. Teacher mentor program planning and administration - materials, travel/per diem, professional services vi. Global Educator Internship Program to engage SOE undergraduates in developing curricula and facilitating K-12 global education outreach programs such as Model UN, GATE, Global-to-Local Service Learning -- professional services, supplies & expenses</i>	9,000 4,000 3,000	9,000 4,000 3,000	9,000 3,500 3,000	9,000 7,000 5,000 3,000
p.31 p.49	K-16 Russian Language Teaching Innovation Initiative* (CP) <i>in partnership with Russian language program, Learning Technology Center, and School of Education i. Revise UWM Russian teacher certification program curriculum - materials/S&E ii. Develop model high school Russian curriculum - 1 course development award iii. Pilot/assess model curriculum at Milwaukee School of Languages, with UWM student teachers professional services iv. Develop two 5-credit blended/weekend immersion 101 and 102 courses to expand access to Russian instruction across Wisconsin - 2 course development awards v. Develop/offer interdisciplinary research and advanced language study site in Lake Baikal, Russia (budgeted under Overseas Travel above).</i>	1,000 7,000	3,500	7,000	7,000
p.31 p.49	Certificate in Pedagogy of Technology & Language* (AP, CP) <i>School of Education, language faculty, and Language Resource Center partner to develop new certificate program in pedagogically-appropriate applications of technology in language teaching 3 course development awards at \$3500/award materials, travel/per diem, professional services</i>		3,500	7,000	
p.32	LCTL/FLAC Course Development <i>to expand intermediate and advanced less commonly taught language course offerings and courses in languages across the curriculum 5 course development awards at \$3500/award materials, travel/per diem, professional services</i>	7,000	3,500	3,500	3,500
p.32	Global Health Curriculum and Course Development <i>to support new Global Health Certificate, BA in Global Studies/Global Health track, and BSN@Home collaborative online Nursing program (w/UW-Oshkosh, UW-Eau Claire, UW-Madison, and UW-Green Bay 5 course development awards at \$3500/award materials, travel/per diem, professional services</i>	10,500	7,000		

UWM Center for International Education - Undergraduate NRC and FLAS Fellowships Budget (FY14-17)

Page	Direct Costs	2014/15 FY14	2015/16 FY15	2016/17 FY16	2017/18 FY17
p.32	Global Health Competency Sets Development for UWM Flex Degree <i>UWM's innovative Flex Degree allows students who have already completed some college to finish their bachelors' degrees through online work with faculty who test their abilities in different competency sets. 1 curriculum development award at \$3500/award materials, travel/per diem, professional services</i>	3,500			
p.32	5-year BA/Masters Curriculum, Course Development <i>articulate curricula between BA in Global Studies and related Masters degree programs, to expedite motivated undergraduates' completion of advanced degrees; requires curricular planning and targeted U/G course development in related fields: i. BA in Global Studies (Global Communications) / MA in Languages (Translation) ii. BA in Global Studies (Global Management) / Master of Business Administration iii. BA in Global Studies (Global Sustainability) / Master of Sustainable Peacebuilding iv. BA in Global Studies (Global Health - new) / Master of Public Health 8 course development awards at \$3500/award materials, travel/per diem, professional services</i>	7,000	7,000	7,000	7,000
Professional Development					
p.31	Global/Diversity Symposia <i>two-day conferences supporting cross-disciplinary dialogue about diversity in a global world; to explore local/global connections and differences related to challenges and opportunities facing multicultural societies around the world space/equipment rental, materials, publicity, travel/per diem, professional services</i>	8,000	8,000	8,000	8,000
p.31	UWM Workshops on K-16 Language Teaching Methodologies* (AP, CP) <i>pedagogy workshops for regional pre-service and in-service language teachers, with special sessions focusing on LCTL instruction, coordinated by UWM's Language Resource Center and featuring speakers from Title VI Language Resource Centers and ACTFL. Provides professional development to K-12, community college, and UWM language faculty and Education students. equipment rental, materials, publicity, travel/per diem, professional services</i>	8,000	8,000	8,000	8,000
p.31 p.48	Curriculum Development Workshops and Webinars for Technical College Faculty* (AP, CP) <i>to share best practices and incorporate global content across disciplines and trades through an annual two-day face-to-face workshop and quarterly webinars; in partnership with Milwaukee Area Technical College, Waukesha County Technical College materials, printing, supplies, professional services</i>	4,000	4,000	4,000	4,000
p.32 p.48	Global Studies Fellows' Community College Colloquia* (CP) <i>to support faculty professional development at and UWM Global Studies faculty collaborations with Wisconsin Technical Colleges and the 13 two-year UW-Colleges campuses. materials, travel, per diem</i>	1,250	1,250	1,250	1,250
p.19 p.32 p.48	American Geographical Society Library - Scholar Access Fellowships for MSI Faculty* (CP) <i>to increase access to the American Geographical Society collection at UWM and strengthen collaborations with Global Studies faculty. Three travel awards lasting up to four weeks per year will be awarded via national competition to scholars focusing on themes of Globalization in their research; preference will be given to scholars from Minority Serving Institutions and a proactive publicity campaign will be undertaken to encourage MSI faculty; stipends of \$375/week (maximum \$1500) defray travel/lodging/per diem costs for three fellows/year</i>	4,500	4,500	4,500	4,500
p.30	WIOC Collaborative Outreach Programs* (AP, CP) <i>co-sponsor with the Wisconsin International Outreach Consortium of NRCs at UWM and UW-Madison programs for key outreach audiences, including Children's Literature Conference and professional development workshops for K-12 teachers and librarians; Community/Technical College Faculty Workshops; WIOC Presentations at regional and national conferences; Middle and high school workshops</i>	2,500	2,500	2,500	2,500
K-12 Student Programs					
p.27 p.30	IWA Program Access Awards for Disadvantaged School Districts <i>to defray cost of substitute teachers and buses to enable groups of students from low-income urban and rural school districts to participate in IWA outreach programs such as Model UN, Kennan Academy</i>	5,000	5,000	5,000	5,000
p.27 p.30	Global-to-Local Integrated Service Learning Initiative* (AP) <i>to support Milwaukee youth-directed service learning projects addressing global challenges, in partnership with MPS teachers; includes: i. Teacher professional development on use of service learning pedagogies to incorporate global content in the classroom ii. Curriculum development for global-to-local classroom service learning projects that engage students in deeper learning and investigation of global challenges impacting communities around the world iii. Youth-led project development and implementation to address global challenges at the local and/or international level materials, printing, supplies, facilities, professional services</i>	4,000	4,000	4,000	4,000
p.30	Workshops on Diversity and Inclusion in Europe for Grades 7, 8, 9 <i>offer workshop for middle grades on issues connecting Europe and SE Wisconsin, including immigration, xenophobia, religious diversity, and related topics; with UW-Madison Center for European Studies materials, travel, per diem</i>		1,500		1,500

UWM Center for International Education - Undergraduate NRC and FLAS Fellowships Budget (FY14-17)

Page	Direct Costs	2014/15 FY14	2015/16 FY15	2016/17 FY16	2017/18 FY17
Instructional Resources					
p.32	Digitization of American Geographical Society Library Collections <i>to increase public access to unique collections of the American Geographical Society Library</i>	5,000	5,000	5,000	5,000
p.33	Training Webinar and Hotline: Responses to Racism/Bigotry in Education Abroad <i>in partnership with diversity offices, develop and offer training webinar to address strategies to manage encounters with racism and other forms of bigotry while studying abroad, available to UWM staff and a national audience of study abroad advisors, academic advisors, and other international education professional; create an email/Skype support "hotline" staffed by trainees to support students encountering racism while abroad.</i> <i>marketing, presenter/trainer honoraria, planning and dissemination travel</i>	3,000	3,000	3,000	3,000
Evaluation and Assessment					
p.41	Evaluation Planning and Implementation <i>overall assessment strategy design, survey design and third-party data gathering/analysis by the Center for Urban Initiatives and Research</i> <i>professional services</i>	15,000	10,000	10,000	10,000
p.44	FLAS Language Assessment <i>pre- and post-FLAS award language assessments by qualified language faculty</i> <i>professional services @ \$100/assessment for 16 FLAS recipients</i>	3,200	3,200	3,200	3,200
Subtotal/Other:		115,450	110,950	111,950	105,450
9. TOTAL DIRECT COSTS		220,510	219,228	217,474	209,750
10. INDIRECT COSTS (8% of Direct Costs)		17,641	17,538	17,398	16,780
TOTAL NRC COSTS		238,151	236,766	234,872	226,530

FLAS Fellowships Budget - FY2014-2017

Direct Costs	2014/15 FY14	2015/16 FY15	2016/17 FY16	2017/18 FY17	
11. Training Stipends					
Undergraduate FLAS Fellowships					
Academic Year Awards for Intermediate/Advanced LCTL and International Studies					
AY Institutional Allowance <i>Requesting 10 awards @ \$10,000 per institutional allowance</i>	100,000	100,000	100,000	100,000	
AY Student Stipend <i>Requesting 10 awards @ \$5000 per student stipend</i>	50,000	50,000	50,000	50,000	
Summer Awards for Intensive LCTL Studies					
Summer Institutional Allowance <i>Requesting 6 awards @ \$5000 per institutional allowance</i>	30,000	30,000	30,000	30,000	
Summer Student Stipend <i>Requesting 6 awards @ \$2500 per student stipend</i>	15,000	15,000	15,000	15,000	
Total:		195,000	195,000	195,000	
9. TOTAL NRC DIRECT COSTS		220,510	219,228	217,474	209,750
10. INDIRECT COSTS (8% of Direct Costs)		17,641	17,538	17,398	16,780
11. TRAINING STIPENDS/FLAS (not subject to indirects)		195,000	195,000	195,000	195,000
12. TOTAL COSTS (NRC and FLAS)		433,151	431,766	429,872	421,530

APPENDIX D: Performance Measure Forms

Performance Measure Forms for Project-Specific Measures

1. Project Goal Statement: Expand reach of postsecondary global studies teaching and research								
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets			
					BL	T1	T2	T3
A) Enroll 10 students in new Global Health Certificate and in Global Studies BA/Global Health Track in year 3, and increase enrollment by 20% annually in year 4.	A.1 Offer course development awards to create three courses in certificate which overlap with other programs' requirements, such as BSN@Home flex degree program, Global Studies, Public Health, and Health Sciences. A.2 Develop overseas practica in Cuba and Malawi for UWM's undergraduate nursing and physical therapy students.							
B) Provide professional development to 100+ K-16 language instructors and pre-service teachers by end of grant period.	B.1 Organize and offer pedagogy workshops with focus on LCTL instruction. B.2 Develop, pilot, and evaluate high school Russian curriculum, revise UWM Russian teaching certification curriculum.							

3. Project Goal Statement: Increase global competence of K-12 educators and Education students								
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets			
					BL	T1	T2	T3
A) Enroll 10 UWM School of Education (SOE) students in Global Educator Certificate Program (to be created) by end of grant period.	A.1 Assist School of Education in developing degree-relevant overseas study and overseas teaching placements. A.2 Support development/ redesign of 3 UWM courses. A.3 Create teacher/mentor program for SOE students.							
B) Involve 200 current and future teachers in professional development for global competence by end of grant period.	B.1 Expand IWA professional development program offerings and participation by in-service teachers and Education students.							