

Berkeley and the World

50 Years of International Education

International Education at Berkeley

This year marks the 50th anniversary of the US Department of Education Title VI program, known at its inception as the National Defense Education Act. Title VI was a response to the Cold War and the launch of Sputnik, and recognized the need for the United States to develop a stronger and broader capacity in foreign language and international and area studies in order to participate and compete in the modern era. Title VI was later incorporated into the Higher Education Act of 1965.

Three programs that were included in the original 1958 legislation continue today as the National Resource Centers (NRC) program, the Foreign Language and Area Studies Fellowship (FLAS) program, and the International Research and Studies (IRS) program. UC Berkeley participates in all three programs. The programs are designed to strengthen the capability and performance of American education in foreign languages and in area and international studies and to improve secondary and postsecondary teaching and research concerning other cultures and languages, the training of specialists, and the public's general understanding of the peoples of other countries.

Berkeley has participated in Title VI since the program inception in 1959 and now receives \$3.35 million per year from Title VI funds. Much of this is used to fund core campus teaching and research priorities, as well as support graduate students in many different disciplines.

In recognition of this milestone and of the importance of the Title VI programs on the Berkeley campus, especially the National Resource Centers and Foreign Language and Area Studies fellowships, the eight Berkeley Institutes and Centers receiving Title VI funding are hosting an event to commemorate the 50th anniversary on Friday, March 6, 2009.

Event details and further information may be viewed at:
ias.berkeley.edu/Berkeley_TitleVI_50th_Anniversary



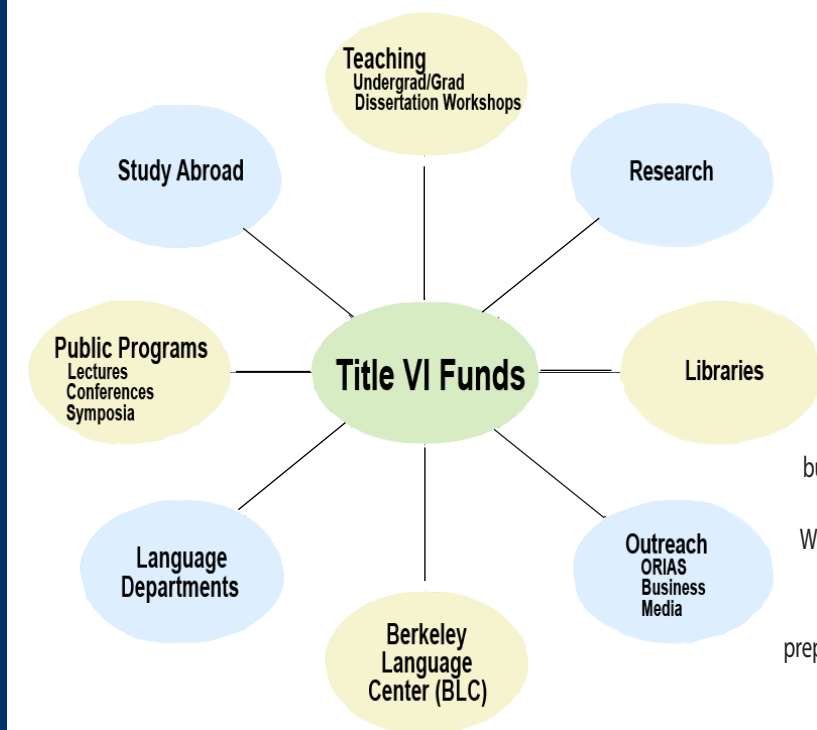
Event Co-sponsors

- International and Area Studies
- Center for African Studies
- Center for Latin American Studies
- Center for Middle Eastern Studies
- Center for South Asia Studies
- Center for Southeast Asia Studies
- Institute of East Asian Studies
- Institute of European Studies
- Institute of Slavic, East European, and Eurasian Studies
- Berkeley Language Center
- Graduate Division: Fellowship Office
- International House
- ORIAS
- The University Library

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Title VI, International Education and CAL



George W. Breslauer (Peg Skorpinski photo)

Title VI has been indispensable not only for our area research centers but for thousands of students and young scholars. Without Title VI, we would not be able to offer some of the innovative programs that prepare Berkeley students to be globally aware citizens.

George W. Breslauer
 Executive Vice Chancellor & Provost, U C Berkeley



CAL's East Asian Library: the first freestanding library devoted to East Asian literature and art at any US university
 Finnish language teacher Sirpa Tuomainen and language student Kevin Sinats
 K-12 teachers learning Balinese singing traditions

Educating the Educators

Pre-collegiate and community college educators are included in Title VI research and teaching through on-going collaboration with the ORIAS staff, web portal, bi-monthly e-news and special educator events. Here are some of their comments:

I am presently teaching 7th grade world history in Solano County at Golden West Middle School. The opportunities for educators that ORIAS provides are amazing and allow teachers to extend their knowledge in global/world history with both themes of the past and present. I have participated in a number of activities with ORIAS and have never been disappointed. Each activity has helped broaden my understanding and level content knowledge in world history. The summer programs through ORIAS provide me with new ideas and additional content knowledge and understanding. ORIAS programs include art, literature, history, and some hands-on including theatre. Most of the material presented can be utilized right away in the class room. The brainstorming and sharing out with other teachers offers additional resources to the social studies classroom. Personally, I found the summer institutes on cities and diseases to be awesome experiences.

Patricia Moses,
Golden West Middle School,
Fairfield, CA



Teachers talking about Tanzanian hip hop with visiting scholar Shani Omari

Teaching middle school world history can be a challenge for a number of reasons. Beyond the difficulties that the age group presents just by their nature, the curriculum at sixth grade is broad

and rich but extremely challenging to translate in any meaningful way without a broad grasp of material.. Happily I was able to connect with the programs of ORIAS. The ability to have a link to subject area experts, including noted scholars and researchers, was invaluable. I was able to ask questions I had on particular topics, as well as ask the difficult questions students often pose, and get an answer that would become part of my future classroom presentations. Connections with other educational agencies provided opportunities to obtain instructional materials which benefitted my students. Personally, my time spent in ORIAS programs has enriched me professionally. Exposure to the information the programs have provided, as well as the opportunity to further explore related topics, has enabled me to tremendously enrich my classroom and to provide instructional support to other teachers at my site. Having had the opportunity to lead the teacher portion of the ORIAS program on occasion has given me experiences which helped me to become a teacher leader at my site.

Lisa Hague,
Pleasanton Middle School,
Pleasanton, CA

An average of 175 K-14 educators from districts all over California come to campus to participate in teacher workshops and institutes throughout the year.

Access to the world and its languages.

FLAS language fellowships have allowed CAL students to actively engage and connect with communities in all corners of the world.

The FLAS fellowship for studying Thai has been invaluable to my research project on Crossing Borders: Thai workers in Taiwan. This



opportunity gave me the support to build a deeper understanding of how my project fit into a larger historical picture of political and economic change in Thailand and the greater region. It is my belief that such language and area studies should underpin all transnational work. Without such basic knowledge,

the ability to communicate and to collaborate, "expertise" is often hollow and paternalistic. And worse, our efforts are often fraught with unintended negative consequences.

Jia-Ching Chen (City & Regional Planning)
FLAS for Thai: 2006-07 and 2007-08

As my research on the rural dimensions of Bolivia's 1952 revolution has developed, it has become clear that knowledge of Quechua as well as Aymara will be crucial to my dissertation project. My time spent studying Quechua with support of a FLAS grant will no doubt prove to be invaluable as I mine community archives.

Sarah Hines (History)
FLAS for Quechua: Summer 2008

Swahili language training gave me the ability to do amazing multi-scalar work to research the electricity reforms and development in



Tanzania. I was able to work from the households and neighborhoods to regional, national and international levels. Acting as a policy consultant, social researcher, ethnographer-historian, my research has sought to identify how on-the-ground conditions are produced (and obscured) through the practices and relations of international development.

Rebecca Ghanadan, (Energy Resource Group)
FLAS for Swahili: 2001-2002

The dinner table discussions I had with my host family during my Summer 2007 FLAS for Brazilian Portuguese left me fascinated with state politics in Brazil—which, in turn, became the subject of my dissertation.

Adam Cohon (Political Science)
FLAS for Portuguese: Summer 2006

Languages Taught at UC Berkeley

Afrikaans	Irish	Spanish
Arabic	Italian	Swahili
Armenian	Japanese	Swedish
Bengali	Khmer	Tagalog
Bosnian/Croatian/Serbian	Korean	Tamil
Breton	Malagasy	Telugu
Bulgarian	Malay/Indonesian	Thai
Caqchikel	Mongolian (supported at Indiana University)	Tibetan
Catalan	Indonesian	Turkish
Chichewa	Nahuatl	Tzotzil
Chinese (Mandarin)	Norwegian	Uighur (supported at Indiana University)
Czech	Panjabi	Urdu
Danish	Pashto (Pushto)	Vietnamese
Dutch	Persian	Welsh
Finnish	Polish	Wolof
French	Portuguese	Xhosa
Georgian	Quichi (Maya: Quiche)	Yiddish
German	Quechua	Yucatec Maya
Greek (modern)	(Ecuadorian/Colombian)	Zulu (distance learning - also enrolls UCLA students)
Haitian Creol	Romanian (to be added in Fall 2009)	
Hebrew	Russian	
Hindi	Sanskrit	
Hungarian	Setswana	
Indonesian		

Total Language Enrollment Figures (2007-08): 15,219
Library Support in Current Title VI Grants: \$310,735

"The FLAS provided me with the support I needed to reach beyond my department and craft a course of study that pushed me- and continues to push me- in directions outside the traditional boundaries of my discipline. The language and area study tools I acquired with this support have become essential to the research I am doing now- both in the field and in the archive."

Matt Baxter (Political Science)
FLAS for Tamil: 2004-2005
FLAS for Hindi: Summer 2003

The Khmer skills I gained as a result of my FLAS fellowship have been integral to my academic and professional success. I am now in the field conducting research in Phnom Penh. FLAS instruction and training prepared me to pursue fieldwork on urbanism in Cambodia in ways that have become clearer now that I am here in terms of conducting interviews and meeting people to do archival research..

Sylvia Nam (City and Regional Planning)
FLAS for Khmer: 2007-08





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Event Program

- 3:00 pm Welcome:
- **John Lie**
Dean, International and Area Studies
 - **Chuck Eckman**
Associate University Librarian and Director for Collections
- 3:05 pm Introduction
- **Rick Kern**
Associate Professor, French
Director, Berkeley Language Center
- 3:15 pm Keynote:
- **George Breslauer**
Executive Vice Chancellor and Provost
(recipient of FLAS in Russian while at University of Michigan)
- 3:35 pm Panel: International Education at Berkeley
- **Rick Kern** (Panel Chair)
Associate Professor, French
Director, Berkeley Language Center
 - **Andrew Jones**
Associate Professor, East Asian Languages & Cultures;
Chair, Center for Chinese Studies
(recipient of FLAS in Chinese while at UC Berkeley)
 - **Justin Brashares**
Assistant Professor, Environmental Science, Policy and Management
(recipient of FLAS in Swahili while at University of Wisconsin, Madison)
 - **Kay Corcoran**
Instructor, 6th Grade History and Language Arts
(participant in Title VI-funded ORIAS workshop)
 - **Osamah Khalil**
Doctoral Candidate, Department of History
(recipient of FLAS in Arabic at UC Berkeley)
- 4:20 pm Closing Remarks:
- **Harley Shaiken**
Professor, Education and Geography
Chair, Center for Latin American Studies.
- 4:25 pm Q&A
- 4:30 pm Reception

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Speaker Bios

- John Lie** John Lie is Professor of Sociology, Dean of International and Area Studies, and Class of 1959 Professor at UC Berkeley. His primary academic interests are social theory and political economy. He received his A.B. (magna cum laude) in Social Studies (1982) and Ph.D. in Sociology (1988) from Harvard University. He is the author of several books, including *Modern Peoplehood* (Harvard University Press, 2004). His longstanding interest in pedagogy has culminated in an introductory textbook, *Sociology: Your Compass for a New Century* (co-authored, Wadsworth, 2003). His next book is tentatively entitled *The Consolation of Social Theory*. Before joining the Berkeley faculty, Lie was Head of Sociology at the University of Illinois at Urbana-Champaign for five years, and directed the Center for Japanese Studies and the Korean Studies Program at the University of Michigan. In addition to Illinois and Michigan, he has taught at the University of Hawaii at Manoa, Yonsei University (South Korea), University of Oregon, Keio University (Japan), National Taiwan University, University of Waikato (New Zealand), and Harvard University.
- Chuck Eckman** Chuck Eckman is Associate University Librarian and Director of Collections. His position is vital to the Library, charting the scholarship that advances research and teaching. Prior to assuming his current position in 2005, Dr. Eckman was the head of the Social Sciences Resource Group at Stanford University. He also was a Librarian in Environmental Design and Government Documents at Berkeley from 1987 to 1995. He has been part of many UC-Stanford collaborations and was a consultant for the California Digital Library on web-based documents. Dr. Eckman holds an MLIS from Berkeley and a PhD in Politics from Princeton.
- Rick Kern** Richard Kern is an Associate Professor of French, Director of the Berkeley Language Center, and Vice Chair of the Committee on International Education in the Berkeley Division of the Academic Senate. Professor Kern teaches courses in French linguistics, applied linguistics and foreign language pedagogy. His research interests include second language acquisition, psycholinguistics, reading, writing, and technology. He has served as Associate Editor of the journal *Language Learning & Technology* since 2001. He is currently writing a book on relationships among language, technology, and literacy.
- George Breslauer** George Breslauer joined the faculty of the Berkeley Department of Political Science in 1971 as a specialist on Soviet politics and foreign relations. He advanced through the ranks to full professor of political science, was awarded the Distinguished Teaching Award of the Division of Social Sciences in 1997, and was appointed Chancellor's Professor in 1998. Professor Breslauer has served as Chair of the Center for Slavic and East European Studies (1984-1994), Chair of the Department of Political Science (1993-1996), Dean of the Division of Social Sciences, College of Letters and Science (1999-2006), and Executive Dean of the College of Letters and Science (2005-2006). He currently serves as Executive Vice Chancellor and Provost, the second highest position at the University. Professor Breslauer is the author or editor of 12 books on Soviet and Russian politics and foreign relations, most recently *Gorbachev and Yeltsin as Leaders* (Cambridge University Press, 2002). He has served on a number of national scholarly committees and boards concerning political science; Soviet, Slavic, and East European Studies, and foreign relations. Professor Breslauer received his BA, MA, and PhD degrees in Political Science from the University of Michigan.
- Justin Brashares** Justin Brashares is an Assistant Professor of Ecology and Conservation in Cal's Department of Environmental Science, Policy and Management. He received a Masters in Ecology from the University of Wisconsin-Madison in 1997 and a Ph.D. in Ecology and Conservation Biology from the University of British Columbia in 2001. He conducted postdoctoral research as an NSF International fellow at the University of Cambridge. Brashares has studied the population, community and behavioral ecology of mammals in East and West Africa and North America since 1990. Currently, his research group strives to conserve wildlife, and the livelihoods of millions of people who depend on it, in Tanzania, Uganda, Ghana, Cameroon, Botswana, Madagascar and the U.S.

Speaker Bios (cont'd.)

- Kay Corcoran** Kay Corcoran teaches 6th grade History and Language Arts in the Reed Union School District in Marin County, California. She has been teaching for 21 years, receiving a number of honors and awards, including Title VI-sponsored Fulbright/Hays Seminars Abroad awards to China (1995), India (2000), and Southeast Asia (2005); an NEH Summer Institute award (1996). Most recently, Kay received the 2007 Golden Bell Award given to outstanding local educators and school advocates. Ms. Corcoran received her degree in Education from San Jose State University with a major in Humanities and Art. She was in the Peace Corps in Nepal working on rural water systems. She is an avid participant in professional development programs for teachers sponsored by ORIAS (Office of Resources for International and Area Studies), a joint program of the Title VI Area Centers at Berkeley. She wrote two curriculum units ("Monsoon Winds to the Land of Gold" and "Mithila Painting") that are on the ORIAS website.
- Andrew Jones** Andrew Jones teaches modern and vernacular Chinese literature and popular culture in the Department of East Asian Languages and Cultures. His research interests include music, cinema, and media technology, modern and contemporary fiction, children's literature, and the cultural history of the global 1960s. He is the author of *Yellow Music: Media Culture and Colonial Modernity in the Chinese Jazz Age* (Duke University Press, 2001), among other works. He is currently at work on a study of evolutionary thinking and developmentalist narrative in modern Chinese literature. Professor Jones also serves as the Chair of Berkeley's Center for Chinese Studies, a program that covers all areas of China studies and supports the research of faculty and promising young scholars as well as an energetic program of extracurricular activities. He received his Ph.D. from the University of California, Berkeley, in 1997.
- Osamah Khalil** Osamah Khalil is a Doctoral Candidate in U.S. and Middle East History at the University of California, Berkeley. He is currently completing his dissertation entitled *At the Crossroads of Empire: U.S. Foreign Policy, Area Studies Expertise, and the Construct of the Middle East, 1902-2002*.
- Harley Shaiken** Harley Shaiken is a Professor of Education and Geography and Chair of the Center for Latin American Studies. Professor Shaiken teaches courses on Latin America and US relations, the process of globalization, and its social implications. His current research interests include the nature of global economic integration, the US-Mexican border, labor rights and trade, labor and the global economy and the changing nature of work. For the last three years, he has been Chair of the Center for Latin American Studies. The Center has a wide-ranging research and programmatic focus in the humanities and social sciences with an emphasis on economic integration and democratization in the Americas.