
**THE TWENTY-SIXTH ANNIVERSARY
WORKSHOPS IN
INTERNATIONAL STUDIES**

Globalization & Education: Challenges for the 21st Century Citizen

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The West Virginia Consortium
for Faculty and Course Development
in International Studies

November 2-3, 2006

Lakeview Resort and Conference Center
Morgantown, West Virginia

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Workshops Program Planning

Central Program Office:

Program Coordinator: Jack L. Hammersmith, Director, FACDIS

Program Assistant: Gretchen Peterec, Assistant Director, FACDIS

Workshop Chairpersons:

Georgine Fogel (Glenville State College)

Mathew Johnson (West Virginia Wesleyan College)

Susan Walsh (Salem International University)

Larry Zbach (Salem International University)

Globalization & Education: Challenges for the 21st Century Citizen

Focusing on:

- The Asian Human Resource Approach: Dilemmas and Challenges
 - Translating Politics to Learning: The Meaning of Political Change in European Cases for 21st Century Citizenship
 - Comparative Perspectives on Latin America
 - 'By Means of the Pen': Education and the Making of the Modern Middle East
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Funded by
State of West Virginia Higher Education Policy Commission
and Participating Institutions in FACDIS

PROGRAM	
THURSDAY, NOVEMBER 2	
Guide to speakers/workshop leaders can be found at end of the Program.	
9:30 am-1:00 pm	REGISTRATION: Library BOOK DISPLAY: University Hall One level down (Floor 2) take the stairs near the restrooms/coat rack behind the bar and near the Library.
10:30-11:30 am	STEERING COMMITTEE MEETING: Stewart Room
11:45 am -1:15 pm	LUNCH: Chestnut Rooms (on main level near conference room elevators) Welcome: Jack Hammersmith, Director, FACDIS INTRODUCTION OF LUNCHEON SPEAKER: Bruce Flack, Director of Academic Affairs/Vice Chancellor of State Colleges, West Virginia Higher Education Policy Commission LUNCHEON PRESENTATION: Clark Egnor, Executive Director, Center for International Programs, Marshall University, and Council Chair, Consortium for Internationalizing Higher Education in West Virginia, West Virginia Higher Education Policy Commission
1:30-3:00 pm	OPENING PANEL DISCUSSION WITH PRESENTERS: University Hall <i>The Asian Human Resource Approach: Dilemmas and Challenges:</i> William K. Cummings, George Washington University <i>Translating Politics to Learning: The Meaning of Political Change in European Cases for 21st Century Citizenship:</i> Robert F. Lawson, Ohio State University <i>Comparative Perspectives on Latin America:</i> Daniel C. Levy, SUNY-Albany <i>'By Means of the Pen': Education and the Making of the Modern Middle East:</i> Gregory S. Starrett, University of North Carolina at Charlotte
3:00-3:15 pm	BREAK
3:15-4:45 pm	First Set of Concurrent Sessions
Topic 1. Room: Consultant: Chairperson: Session I:	The Asian Human Resource Approach: Dilemmas and Challenges Chestnut Room 1 (on rear main level; opposite elevator) Professor William K. Cummings, George Washington University Susan Walsh (Salem International University) <i>The Asian Human Resource Model</i> Japan as a late developer was highly conscious of the need to seek knowledge throughout the world while at the same time preserving Eastern morality. In a sense, Japan developed human resources in anticipation of human resource needs. The Japanese model is believed to have contributed in important ways to Japan's economic, social and political development at least through the seventies. In this section, we will explore the major features of the Japanese model. Additionally, we will suggest that components of this model have been adopted by other Eastern Asian nations.
Topic 2. Room: Consultant: Chairperson: Session I:	Translating Politics to Learning: The Meaning of Political Change in European Cases for 21st Century Citizenship Chestnut Room 2 (on rear main level; opposite elevator) Robert F. Lawson, Ohio State University Georgine Fogel (Glenville State College) <i>Regional Cases: Britain and Germany</i> Britain: Britain is used instead of UK because issues of British citizenship will be addressed with regard not only to traditional differences within Britain but also as a function of British colonialism as it has had an internal and external impact, that is, an impact on Britain itself and an impact on the British "diaspora" (particularly in Canada and South Africa) as well as on countries directly exploited as colonies. Because of these exchanges, Britons have always been socialized globally, but the

form of that global socialization has changed dramatically as a result of changed migration patterns and the contradictory position Britain has taken vis-a-vis the European Union. Germany: Pfaff uses the term, "... across the German divide," when discussing the European oppositions in the cold-war period. This distinction has been important, and still has currency in terms of generalizable economic and political grouping of countries commonly referred to as western or eastern Europe. The transitions in education and other institutions during the 20 th century and continuing today have been extreme. The most recent change toward reunification and inclusion in the EU still reverberates with the tensions of the past which ripple outward from central Europe and defy predictions about youth and citizenship. (Discussion on Germany will continue on Friday.)	
Topic 3. Room: Consultant: Chairperson: Session I:	Comparative Perspectives on Latin America Training Room 1 (lowest level; take elevator to Level 1) Daniel C. Levy, SUNY-Albany Mathew Johnson (West Virginia Wesleyan College) <i>Problems and Challenges</i> Professor Levy will focus on globalization and education, particularly higher education in Latin America. The presentations will be comparative both within Latin America (highlighting nations such as Mexico and Chile) and between the region and other regions, including the U.S. Another comparative dimension will be private-public as the phenomenal growth of private higher education says much about contextual realities. Context will be all important so that education is understood as part of a broad political, economic, social, cultural, and historical configuration. He will give his remarks in two sessions. This first session deals with the problems and challenges. Higher education will illustrate basic problems in Latin American development. These include unmatched inequality and debilitating inefficiencies, with a partly perverse domination of certain kinds of politics. Historically, the region's higher education traces to European origins and mode at odds with U.S. practice and arguably a growing handicap in a globalizing era. The development patterns of the region can be fruitfully contrasted with more successful ones of East Asia.
Topic 4. Room: Consultant: Chairperson: Session I:	'By Means of the Pen': Education and the Making of the Modern Middle East Training Room 4 (lowest level; take elevator to Level 1) Gregory S. Starrett, University of North Carolina at Charlotte Larry Zbach (Salem International University) <i>The Secret Wisdom of the West: How Secular Schooling Remade Islam</i> Both Sessions I and II will explore the development of Islamic religious education over the last two centuries. This first Session will outline traditional forms of Islamic learning in the region and show how the importation of European-style schooling during the nineteenth century helped transform the nature of Islamic knowledge by changing the conditions under which it was transmitted.
4:50-5:30 pm	SPECIAL FEATURE: <i>Benefits of Model Syllabi</i>, Michael J. Strada, Meritorious Professor, West Liberty State College. Book presentation.
5:30-6:30 pm	SOCIAL HOUR (cash bar): University Hall
6:30 pm	BANQUET: University Hall
MUSICAL ENTERTAINMENT: WVU Steel Combo under the direction of Gordon Nunn, Coordinator, World Music Center	

FRIDAY, NOVEMBER 3

7:00 am	INSTITUTIONAL REPRESENTATIVES BREAKFAST: Ward Christopher Room
7:30 am	GENERAL BREAKFAST: Reflections Ballroom (On lobby level floor, off the Library)
8:30-10:00 am	Second Set of Concurrent Sessions. Participants will stay in same track as Thursday afternoon (3:15 pm-4:45 pm).
Topic 1: Room: Consultant: Chairperson: Session II:	The Asian Human Resource Approach: Dilemmas and Challenges Chestnut Room 1 (on rear main level; opposite elevator) Professor William K. Cummings, George Washington University Susan Walsh (Salem International University) <i>The Asian Tilt in Science and Technology</i> Many commentators argue that creativity and practicality in science and technology is the key to human progress in the emerging global economy. What they underestimate is the extent to which one nation's reliance on science and technology can expose its serious challenges as its human resource base for promoting science and technology become increasingly dependent on the supply from other Asian nations. Here we suggest that the U.S. supply has become excessively dependent on Asia with unknown consequences. Whatever the validity of the argument, it provides a useful lens for looking at recent comparative trends in science and technology resources and outcomes.
Topic 2: Room: Consultant: Chairperson: Session II:	Translating Politics to Learning: The Meaning of Political Change in European Cases for 21st Century Citizenship Chestnut Room 2 (on rear main level; opposite elevator) Robert F. Lawson, Ohio State University Georgine Fogel (Glenville State College) <i>Regional Case: Greece</i> Greece: Countries on the margin of the "new Europe" have uncertain choices facing them. Greece is taken as a case because of a recent study of youth attitudes toward citizenship. Any of the countries along the continuum from northwestern Europe to the east and south will have similar uncertainties as the regionalization occasioned by European Union holds out economic advantage on the one hand, and exaggeration of old disparities on the other. (Turkey could be considered here as well.) Decisions youth make about where their citizenship is and what limits or opportunities will apply to their work lives may well determine the future directions of political choice.
Topic 3: Room: Consultant: Chairperson: Session II:	Comparative Perspectives on Latin America Training Room 1 (lowest level; take elevator to Level 1) Professor Daniel C. Levy, State University of New York at Albany Mathew Johnson (West Virginia Wesleyan College) <i>Promise and Jumping Off Points</i> Professor Levy will continue to focus on globalization and education, particularly in Latin America. This is the second part of his presentation: promise and jumping off points of success. There is much that is positive to build upon—as there is in the broad political economy. Some public universities and research centers have taken leadership positions and some private ones have connected with civil society and vibrant markets. Access increases. There is notable differentiation of types of higher education institutions and it is vital that progress build on the realization that each should have different connections with society, politics, the economy, research, and the like in order to make distinctive significant contributions to the region's overall development.
Topic 4: Room: Consultant: Chairperson: Session II:	'By Means of the Pen': Education and the Making of the Modern Middle East Training Room 4 (lowest level; take elevator to Level 1) Professor Gregory S. Starrett, University of North Carolina at Charlotte Larry Zbach (Salem International University) <i>'Fanatics by Profession: Madrasas, Nation-Building, and Other Political Obsessions</i>

This session will continue to explore the development of Islamic religious education over the last two centuries. This session, however, will survey contemporary curricula in the Middle East and question the extent to which the region's – and the world's – political ills grow out of outmoded or extremist forms of education. In both sessions we will look at the interactions between local historical and cultural processes, and international political and intellectual developments.

10:00-10:30 am	COFFEE BREAK
10:30 am-12 noon	CLOSING PANEL DISCUSSION WITH PRESENTERS: Reflections Ballroom
Noon	WORKSHOPS ADJOURN

WORKSHOP LEADERS

WILLIAM K. CUMMINGS, George Washington University

From his high school days in India, Dr. William Cummings became interested in social change. During graduate school at Harvard University, he focused on East Asia (especially Japan). Following an initial academic career in sociology and Japanese studies, including the authorship of *Japanese Education and Equality* (1980), he decided to devote more time to actual development work which, over more than a quarter century has included long-term residence in Ethiopia, India, Indonesia, Japan, and Singapore, and short-term consultancies in over 15 countries in Asia, the Middle-East, Africa, Latin America, and Eastern Europe. Included in this work has been experience in developing higher education programs and monitoring their progress for OECD, the World Bank, USAID, and the Ford Foundation. During his recent tenure as Senior Policy Advisor to the Ministry of Education of Ethiopia, he has assisted the Ministry in completing six major policy studies. Dr. Cummings has authored or edited over 100 articles and 20 books or monographs on education and development including *Values Education for Dynamic Societies* (2002) and *The Institutions of Education* (2003). Past president of the Comparative and International Education Society, Dr. Cummings is Professor of International Education and International Affairs at George Washington University.

ROBERT F. LAWSON, Ohio State University

With more than twenty years of experience in university administrative posts, Robert Lawson currently serves as Professor of Comparative Education and Director of the School of Educational Policy and Leadership at The Ohio State University. An experienced teacher at many levels of education, including high school teaching at the beginning of his career, Lawson is a specialist on comparative educational systems, educational policies, and politics and education. In his distinguished career he has taught at numerous universities, including UCLA, the University of Calgary, the University of Hamburg, and the University of Lethbridge and has conducted extensive research in Germany, Canada, South Africa, and various locations in Central Europe. Among his studies are *Changing Patterns of Secondary Education: An International Comparison* (1987), "The Evolution of Democratic Education in South Africa" in Epstein and McGinn, eds., *Comparative Perspectives on Education and Democratization* (1999) and "Democracy and the Study of Germany" in Limage, ed., *Democratizing Education and Educating Democratic Citizens: International and Historical Perspectives* (2002). A past president of the Comparative and International Education Society, he is a graduate of the University of Michigan, which honored him in 1990 with that university's outstanding alumnus award.

DANIEL C. LEVY, State University of New York at Albany

Daniel Levy is Distinguished Professor, affiliated in Education, Latin American and Caribbean Studies, Political Science, and Public Policy. His seven books (most with university presses) and over one-hundred articles concentrate on higher education policy globally, related non-profit sectors, or Latin American politics. His *Building the Third Sector* won the 1997 prize for best book in nonprofit and voluntary action research from the leading

academic association in the field. Levy has lectured at nearly all the top-ranked U.S. universities and in six continents, also consulting for leading international agencies. He is co-author of the Inter-American Development Bank’s first ever policy paper on higher education. Levy directs the Ford Foundation-funded project, PROPHE (Program for Research on Private Higher Education), now in its fifth year, and is a core faculty member of the Comparative and International Education Policy Program. PROPHE includes scholars and PhD students in five continents. He received his PhD in Political Science from the University of North Carolina.

GREGORY S. STARRETT, University of North Carolina at Charlotte

Gregory Starrett, a graduate of Stanford University, studies Islam, media, and politics in Egypt, the United States, and the larger Muslim world. His book *Putting Islam to Work: Education, Politics and Religious Transformation in Egypt* (Berkeley: University of California Press, 1998), examines the historical and contemporary use of religious education programs in public schools, and their connection to state politics and popular Islamic movements. Professor Starrett’s research on the cultural politics of Islam has been published in most of the major journals in his field, including *American Anthropologist*, *American Ethnologist*, *Cultural Anthropology*, and the *Journal of the Royal Anthropological Institute of Great Britain and Ireland*. More recently, he has conducted research on the complexities of identity formation among African-American Muslims, the presentation of non-Muslims in Egyptian schoolbooks, and the cultural dimensions of threat perception in the United States. Dr. Starrett has also presented his research to audiences at the U.S. Department of State, the Library of Congress, and major universities across the country.

LUNCHEON SPEAKER

CLARK EGNOR, Marshall University

Clark Egnor is Executive Director of the Center for International Programs at Marshall University. As chief university officer responsible for all international programs and activities, Dr. Egnor oversees the university’s study abroad and exchange programs, the international student programs which serve over 400 international students, the international admissions office and the English as a second language program. He is the 2005 Cyrus R. Vance Award winner for International Education in West Virginia, past president of West Virginia Teaching English to Speakers of Other Languages (WVTESOL), a Commissioner for the West Virginia Governor’s Commission on International Education and Chair of the Chancellor’s Council for Internationalizing Higher Education in West Virginia. In his capacity as state whip for NAFSA: Association for International Educators, he is responsible for maintaining relationships with members of Congress and activating his fellow NAFSA members in West Virginia to participate in advocacy campaigns. He has an Ed.D. and MA from WVU in Educational Administration and Foreign Languages and a B.S. in Journalism from Boston University. As an undergraduate student, he studied abroad for a year at Kansai Gaidai University in Osaka, Japan, and later lived and worked in Japan for four years during the late 1980s.

AUTHOR EVENT

MICHAEL J. STRADA, West Liberty State College

Michael J. Strada has taught international studies courses at West Liberty State College (WLSC) since 1969, and at WVU, as a visiting professor from 1985-2001. His professional travel has taken him to about 40 countries, including leadership of nine travel-study trips to Russia, and selection in 1990 to teach for the Semester at Sea program. He served as FACDIS statewide Study Abroad Coordinator (12 years), and FACDIS Co-Director (four years). Strada’s teaching philosophy entails a verifiable commitment to critical thinking skills, active learning strategies, and writing-across-the-curriculum. Syllabus research led to the publication of several articles and has culminated in the present volume, *Benefits of Model Syllabi* (2006). On three occasions WLSC has recognized Strada with faculty achievement awards. In 2001, the WV Political Science Association chose him for its Distinguished Political Science Award (based on teaching, research, service); then, in 2003, he received WLSC’s first Meritorious Professorship, and in 2005 finished as a runner-up in the statewide Professor of the Year competition. He has authored 17 educational grants (\$370,650), three books, and 21 articles in refereed academic journals and four in high-circulation publications like USA TODAY.