



Developing and Assessing Intercultural Competence

A Conference for K-16 Educators

October 10-11, 2008

Program with Abstracts and Biographical Statements

Organized by the
Center for Educational Resources in Culture, Language
and Literacy (CERCLL)

Cosponsored by the
Center for Latin American Studies
Center for Middle Eastern Studies
Second Language Acquisition and Teaching Program

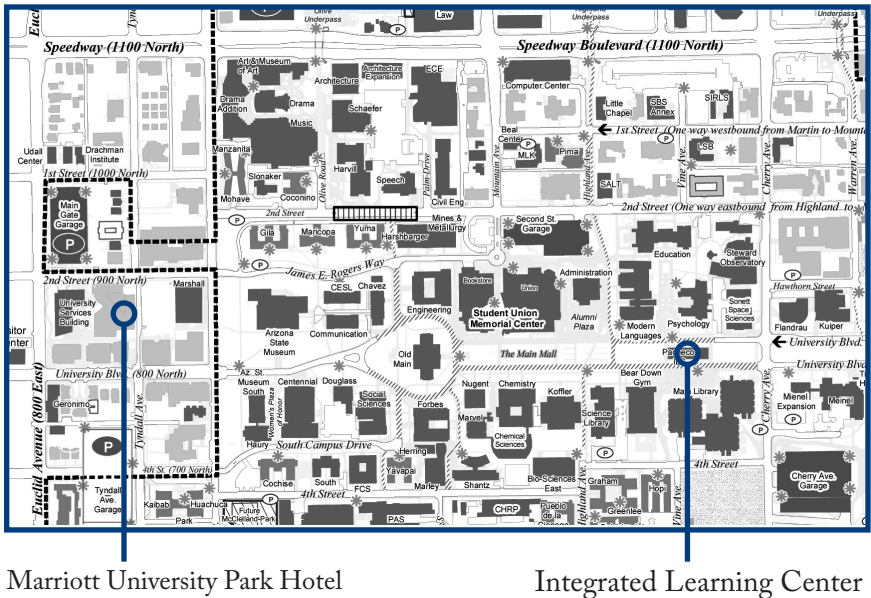
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CONFERENCE LOCATION

Friday presentations, reception and dinner are located in the Marriott University Park hotel.

Saturday morning presentations are in the Marriott University Park hotel; Saturday afternoon sessions after lunch take place on the University of Arizona campus in the Integrated Learning Center (ILC).

The ILC is an underground structure beneath the grassy mall on the University of Arizona campus north of the Main Library. It is about a 10 to 15 minute walk: from the Marriott, walk to the campus entrance on University Boulevard and through the center of campus to the ILC. A shuttle is available for those needing assistance. Please make arrangements at the conference registration table prior to 10:30 on Saturday morning.



FRIDAY, OCTOBER 10

- 11:00 – 5:30** **Registration and displays**
Marriott University Park hotel - outside 'The Canyons' room
- 12:00 – 1:00** **Keynote Presentation**
Marriott - 'The Canyons' room
On Becoming Global Souls: Building Intercultural Competence.
Janet Bennett, Intercultural Communication Institute
- 1:00 – 3:30** **Session I**
Developing and Assessing Intercultural Competence, Part 1
Marriott - 'The Canyons' room
- 1:00 - 1:50** **1. *Intercultural Competence: A Consensus Definition, Model, and Implications for Assessment***
Darla Deardorff, Duke University
- 1:50-2:40** **2. *Developing Intercultural Competence through Study Abroad***
Christian Sinclair, University of Arizona
- 2:40-3:30** **3. *Assessing Intercultural Competence: In Search of Measurable Goals in the Foreign Language Classroom***
Renate Schulz, University of Arizona
- 3:30 – 3:45** **Coffee break**
- 3:45 – 6:15** **Session II**
Developing and Assessing Intercultural Competence, Part 2
Marriott - 'The Canyons' room
- 3:45-4:35** **1. *Culture Shockers and Barrier Breakers: Intercultural Strategies for the Language Classroom***
Gail Robinson, San Diego State University
- 4:35-5:25** **2. *'Deliberative Dialogue' as a Tool for Developing Critical Thinking Skills in the Language Classroom***
Kamakshi Murti, Middlebury College
- 5:25-6:15** **3. *Facilitating Sustainable Dialogue in Intercultural Conflict: A Multi-dimensional Framework***
Benjamin Broome, Arizona State University
- 6:15 – 7:00** **Reception** (Marriott - 'Ventana' room)
- 7:00 – 8:00** **Dinner** (Marriott - 'The Canyons' room)



SATURDAY, OCTOBER 11

MORNING SCHEDULE

- 8:15 – 9:10** **Introductory Presentation and Breakfast**
Marriott - ‘The Canyons’ room
Understanding Culture and Communication: From Theory to Application
Christian Sinclair, University of Arizona
- 9:10 – 10:30** **Session III**
Media
Marriott - ‘The Canyons’ room
- 9:10-9:50** **1. *Mass Media in the Middle East: Print, Radio, Television, Internet and Cinema***
Christine Dykgraaf, University of Arizona
- 9:50-10:30** **2. *“ReOrienting” the West through Latin American Media***
Celeste Gonzalez de Bustamante, University of Arizona
- 10:30 – 12:30** **Session IV**
Art and Literature
Marriott - ‘The Canyons’ room
- 10:30-11:10** **1. *Middle-Eastern Children’s Literature as Intercultural Tool***
Seemin Raina, University of Arizona
- 11:10-11:50** **2. *Border Identities: Negotiating the Line in Contemporary Middle Eastern Art***
Sama Alshaibi, University of Arizona
- 11:50-12:30** **3. *Facing Demands for Difference in Latin American Music***
Janet Sturman, University of Arizona
- 12:30 – 1:30** **Lunch break**
Lunch boxes provided. Please make your way onto the UA campus. The ILC has a large shaded patio where you can rest and enjoy your lunch before the next session.



SATURDAY, OCTOBER 11

AFTERNOON SCHEDULE

- 1:30 – 3:30** **Session V**
Gender and Identities
U of A campus - Integrated Learning Center (ILC), Room 130
- 1:30-2:10** **1.** *“Making the Exotic Familiar; the Familiar Exotic:” Making Meaning of Our World*
Lisa Falk, Arizona State Museum
- 2:10-2:50** **2.** *Experiencing the Global-Local: Migrant Women Testimonios and Political, Intercultural, and Pedagogical Challenges in the Borderlands*
Anna Ochoa-O’Leary, University of Arizona
- 2:50-3:30** **3.** *‘Ladies’ and ‘Lion Women:’ Approaches to Understanding Middle Eastern Women*
Anne Betteridge, University of Arizona
- 3:30 – 5:30** **Workshops According to Discipline** (with refreshments)
University of Arizona campus - ILC, various rooms
- 3:30-4:10** **A.** *Foreign Languages*
Renate Schulz, University of Arizona
Integrated Learning Center (ILC), Room 141
- 4:10-4:50** **B.** *Social Studies*
Lisa Adeli, University of Arizona
Integrated Learning Center (ILC), Room 135
- 4:50-5:30** **C.** *Language Arts*
Seemin Raina, University of Arizona
Integrated Learning Center (ILC), Room 145
- 5:30** **Conference Adjourned**

Saturday afternoon sessions take place on the University of Arizona campus in the Integrated Learning Center



ABSTRACTS AND BIOGRAPHICAL STATEMENTS

FRIDAY, OCTOBER 10TH

KEYNOTE PRESENTATION

On Becoming Global Souls: Building Intercultural Competence

Janet Bennett, Intercultural Communication Institute

ABSTRACT:

Being “global souls” – seeing ourselves as members of a world community, knowing that we share the future with others – requires powerful forms of intercultural competence. Being socially responsible – seeking justice, assuring privilege is shared – requires equally complicated skills. Such competence seeks to reconcile the competing commitments to the self and others, at home and across the globe, knowing that this is profoundly difficult. This presentation will explore the centrality of intercultural competence for teaching and learning, suggesting both the benefits and the risks. We will examine strategies for building a mindset and a skillset, and confront some of the complexities of being competent global souls.

This presentation will examine the following questions:

- What exactly is intercultural competence?
- What are the benefits of being interculturally competent?
- And what are the risks?
- How do we achieve such competence?

BIOGRAPHY:

Janet Bennett, Ph.D., is Executive Director of the Intercultural Communication Institute, sponsor of the Summer Institute for Intercultural Communication, and Director of the Master of Arts degree in Intercultural Relations jointly sponsored by ICI and the University of the Pacific. She specializes in preparing educators who teach or train across cultures, domestically or globally. As a consultant, she works with colleges and universities, corporations, social service agencies, NGOs, and professional associations. She teaches in the training and development program at Portland State University, and publishes on intercultural training and adjustment.



Session I: Developing and Assessing Intercultural Competence, Part 1

1: Intercultural Competence: A Consensus Definition, Model, and Implications for Assessment

DARLA DEARDORFF, DUKE UNIVERSITY

ABSTRACT:

What is intercultural competence and what are the best ways to assess it? Is it even possible to assess? Many experts have written about this concept for over the past 30 years. In order to assess such a complex concept, it is important that we first understand what we mean by intercultural competence. This presentation explores a definition and model of intercultural competence, based on the first study to document consensus among leading intercultural experts in the United States. We will discuss specific elements of intercultural competence and briefly look at implications for curriculum before turning our attention to key principles in assessing intercultural competence in our students.

BIO:

Dr. Darla K. Deardorff is currently executive director of the Association of International Education Administrators, a national professional organization based at Duke University, where she also teaches cross-cultural and teacher-training courses. In addition, she is a visiting professor at North Carolina State University and the University of North Carolina-Chapel Hill. She has received numerous invitations from around the world to speak on her research on intercultural competence and assessment and is a noted expert on these topics. She has published widely on topics in international education and is editor of the forthcoming *Handbook of Intercultural Competence* (Sage, 2009). Dr. Deardorff holds a master's and doctorate from North Carolina State University where she focused on international education. Her dissertation on the definition and assessment of intercultural competence has drawn national and international attention and her intercultural competence models developed through her research are being used by such organizations as the Bertelsmann Foundation in Germany and Sodexo. Her research interests include intercultural competence, outcomes assessment, internationalization, teacher preparation, and learning styles in different cultures.

2: Developing Intercultural Competence through Study Abroad

CHRISTIAN SINCLAIR, UNIVERSITY OF ARIZONA

ABSTRACT:

How does a study abroad experience, if at all, develop intercultural competence in

its participants? This presentation will look at key frameworks and models used in study abroad programming to promote intercultural awareness and competency. It will examine strategies for program developers and field directors to better integrate theory and practice and to guide participants through the process of cross-cultural adaptation and lead them to intercultural competence.

BIO:

Christian Sinclair is the Assistant Director of the University of Arizona's Center for Middle Eastern Studies (CMES) and has more than 20 years' of experience in international education, intercultural communication, and the Middle East. Prior to coming to the University of Arizona, Sinclair was the Director of Middle Eastern Studies at SIT Study Abroad where he developed transformative, field-based programs to prepare students to become interculturally competent. He also taught graduate courses in intercultural communication, as well as Modern Standard Arabic and colloquial spoken Arabic. His particular area of expertise is the nexus of language, culture, and identity.

3: Assessing Intercultural Competence: In Search of Measurable Goals in the Foreign Language Classroom

RENATE SCHULZ, UNIVERSITY OF ARIZONA

ABSTRACT:

Professional publications in the area of second/foreign language education have for a long time emphasized the importance of cultural understanding in the language classroom, but only recently have we seen a concerted call for broadening the focus from the development of communicative competence to the development of intercultural competence. There is, however, no agreement on how culture should be defined operationally in the context of the foreign language curriculum in terms of concrete instructional objectives, and there is still less consensus on whether or how intercultural competence should be formally assessed. This presentation suggests five fundamental objectives to serve as a foundation for the development of cross-cultural understanding and intercultural competence. Portfolio assessment is proposed to evaluate students' emerging awareness, and a template for such a portfolio is provided.

BIO:

Renate Schulz holds a Ph.D. in Foreign Language Education from the Ohio State University. She has taught German and French at the pre-collegiate and post-secondary levels in the U.S., and French and English as a Second Language in Nigeria as member of the U.S. Peace Corps. In addition to German language and German Studies courses, she also teaches graduate courses in second language acquisition, teaching and assessment. Presently she is Professor and Interim

Head of the Department of German Studies at the University of Arizona and serves on the faculty of the Interdisciplinary Ph.D. Program in Second Language Acquisition and Teaching (SLAT). Her research interests lie in the areas of second language acquisition, teaching, assessment, and second/foreign language teacher development and she has published widely on the learning and teaching of foreign languages. Dr. Schulz is the recipient of numerous research and teaching awards from local, national and international organizations, most recently the Henry and Phyllis Koffler Prize for Outstanding Accomplishments in Teaching (2005) and the 2008 ADFL Award for Distinguished Service to the Profession.

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Session II: Developing and Assessing Intercultural Competence, Part 2

1: *Culture Shockers and Barrier Breakers: Intercultural Strategies for the Language Classroom*

GAIL ROBINSON, SAN DIEGO STATE UNIVERSITY

ABSTRACT:

Language programs across the nation aim toward globalization. More students than ever travel abroad and at home, every classroom is a multicultural one. But what are we doing to prepare our students for crosscultural encounters? This presentation offers an interdisciplinary view of issues to be considered in the language classroom and suggests effective strategies for promoting peaceful interactions.

BIO:

Gail Robinson, (Ph.D., Stanford) is Professor of Spanish and Linguistics at San Diego State University and was Founding Director of San Diego State University's National Language Resource Center, one of the nation's first three funded under the U.S. Congress. Her international experience as former Language Research Specialist with SONY, Japan, and the New South Wales Department of Education, Australia, lend broad perspectives to communication dilemmas and solutions. Among her numerous books and articles are: *Second Culture Acquisition* (Modern Language Journal); *Crosscultural Understanding* (Prentice Hall International); "Culturally Diverse Speech Styles," in *Interactive Language Teaching*, Wilga Rivers (Ed), (Cambridge University Press); *The Magic-Carpet-Ride-to-Another-Culture Syndrome* (Foreign Language Annals, ACTFL).

2: *'Deliberative Dialogue' as a Tool for Developing Critical Thinking Skills in the Language Classroom*

KAMAKSHI MURTI, MIDDLEBURY COLLEGE

ABSTRACT:

Professor Murti will discuss 'Deliberative Dialogue' as a way to develop critical thinking skills in the language classroom, describing two courses to show the efficacy of this pedagogical tool. In one of the classes, an intermediate level German language course, students used the lowered affective filter provided by this framework to conduct an informed and thoughtful dialogue about the emotionally fraught issue of immigration in German-speaking countries. 'Deliberative Dialogue' thus provided a gateway to the world outside academia, and German's relevance, thus making very clear the consequence of language learning. The other course, a college requirement and hence taught in English, also provided students with a safe space for talking about the contentious issue of the Muslim hijab (headscarf) in Germany. In both courses, students were able to voice their concerns and interests, and to see how these intersected and overlapped with those of others.

BIO:

Kamakshi Pappu Murti is Professor of German at Middlebury College, Vermont. She has published on nineteenth century colonialism and post-colonial minorities discourse in Germany, including two books *Die Reinkarnation des Lesers als Autor: ein rezeptionsgeschichtlicher Versuch über den Einfluß der altindischen Literatur auf deutsche Schriftsteller um 1900* (de Gruyter, 1990) and *India: The Seductive and Seduced 'Other' of German Orientalism* (Greenwood, 2001). Currently, she is working on a book-length manuscript about the Muslim headscarf entitled *Turkey, Germany, and the Shifting Boundaries of Identity*. She has also held workshops at NCORE (National Council on Race and Ethnicity in American Higher Education) to demonstrate 'Deliberative Dialogue' as an effective pedagogical tool to encourage students to ask themselves: "What sort of critical thinking skills should be integrated with language learning so that we are able to understand cultural 'othernesses' as enriching experiences and grow as individuals and citizens of the world community?"

3: *Facilitating Sustainable Dialogue in Intercultural Conflict: A Multi-dimensional Framework*

BENJAMIN BROOME, ARIZONA STATE UNIVERSITY

ABSTRACT:

The concept of dialogue comes from the Greek *dia* (through) and *logos* (reasoning), implying a process of communication in which participants are engaged in an exchange of ideas driven by curiosity, discovery, and learning. In today's complex

world, characterized by differences in culture, existence of historical grievances, and competition for scarce resources, it is more critical than ever to find ways to bring conflicting parties together for meaningful dialogue. However, it is not enough to simply put people together in the same room and expect them to work out their differences on their own. Meaningful dialogue in conflict situations often requires a facilitated process that is designed to bridge differences and help groups find ways of working together productively. This presentation will describe how a space for understanding and cooperation in intercultural conflict can be created through a structured dialogue process that is built on the personal, relational, design, and contextual dimensions of interaction. The aim is to help individuals and groups with differences, disagreements, and conflicting goals relate to each other positively and work together productively. Examples will be provided about how such a process was applied in the Cyprus conflict, based on the author's experience in working with peacebuilding groups on this eastern Mediterranean island over the past fifteen years.

Bio:

Benjamin J. Broome is Professor in the Hugh Downs School of Human Communication at Arizona State University (ASU), where he teaches courses in intercultural communication, group facilitation, and conflict resolution. His research focuses on the third-party role in facilitating dialogue in intercultural conflicts. His publications have appeared in journals such as *International Negotiation*, *Systems Research and Behavioral Science*, *International Journal of Intercultural Relations*, *Human Communication Research*, *Management Communication Quarterly*, *Journal of Conflict Resolution*, *Journal of Social Psychology*, *International Journal of Conflict Management*, *Small Group Research*, *American Indian Quarterly*, and *Communication Education*. He has been involved with peacebuilding efforts in Cyprus since 1994, working closely with groups of Greek Cypriots and Turkish Cypriots in conflict resolution, problem solving, and interactive design. In addition to his work in Cyprus, he has facilitated workshops with a number of government agencies, business organizations, professional associations, educational institutions, Native American Tribes, and community groups in the United States, Europe, and Mexico.

SATURDAY, OCTOBER 11TH

Introductory Presentation

Understanding Culture and Communication: From Theory to Application

CHRISTIAN SINCLAIR, UNIVERSITY OF ARIZONA

ABSTRACT:

Using the Middle East as a case study, this presentation will look at ways to apply various intercultural communication theories and frameworks to better understand the region. One example of this is to think dialectically about international migration and apply theories of intercultural adjustment to Muslim immigrants in Europe. These contextual applications can be easily replicated for other world regions and issues.

BIO:

Christian Sinclair is the Assistant Director of the University of Arizona's Center for Middle Eastern Studies (CMES) and has more than 20 years' of experience in international education, intercultural communication, and the Middle East. Prior to coming to the University of Arizona, Sinclair was the Director of Middle Eastern Studies at SIT Study Abroad where he developed transformative, field-based programs to prepare students to become interculturally competent. He also taught graduate courses in intercultural communication, as well as Modern Standard Arabic and colloquial spoken Arabic. His particular area of expertise is the nexus of language, culture, and identity.



Session IV: Media

1: *Mass Media in the Middle East: Print, Radio, Television, Internet and Cinema*

CHRISTINE DYKGRAAF, UNIVERSITY OF ARIZONA

ABSTRACT:

Mass Media in the Middle East has a rather short but complicated history, one including strong colonial, nationalist, and ideological influences. Today media in the Middle East is quickly coming apace with media in the West and wider world. As such, it is now venturing into the realms of digital and satellite technologies that often defy the means of regulation and control to which print and analog media were subject. Middle East media can now cover the West and the world in much the

same manner it has been covered in the past so new and innovative media ventures such as al-Jazeera, al-Arabiyya, and internet blogs and online news centers are deepening and enhancing the image of the West in the Middle East. The burning questions are of course: How? For what stated goals? And to what effect?

Bio:

Christine Dykgraaf holds a B.A. in English Literature and Comparative Religious Studies from Albion College, an M.A. in Near Eastern Studies from The University of Michigan in Ann Arbor, and an MLS from the University of Arizona. She is currently a doctoral candidate in Library Science at the University of Arizona, an adjunct lecturer of Near Eastern Studies, and the Undergraduate Advisor for the Near Eastern Studies Department. She is close to wrapping up her dissertation on the current policies and procedures of book and monograph acquisitions at Middle East collections in the United States.

2: *“ReOrienting” the West through Latin American Media*

CELESTE GONZALEZ DE BUSTAMANTE, UNIVERSITY OF ARIZONA

ABSTRACT:

Using a variety of media, including entertainment and news media in Latin America, Dr. González de Bustamante provides examples of the contested views of the West in Latin America. These examples contrast images about Latin America that are frequently aired and published in the United States, and which have historically portrayed Latin American nations and Latin American citizens as underdeveloped and backwards. Guidelines for media analyses are discussed to give teachers tools for improving media literacy among students in a multi-cultural context.

Bio:

Celeste González de Bustamante is an Assistant Professor at the University of Arizona department of journalism and an affiliated faculty member of the University of Arizona’s Center for Latin American Studies. Dr. Bustamante received her Ph.D. in History at the University of Arizona upon completion of her dissertation in May 2006, *Tele-visiones (tele-visions): The Making of Mexican Television News*. She is one of the only scholars in the United States who has been granted access to Grupo Televisa’s (Mexico’s largest television network) news archive. Currently, she is preparing her dissertation for submission to an academic press. Her research focuses on the history of media in Latin America. Dr. Bustamante has more than 15 years of professional experience in the field of television journalism.

Session IV: Art and Literature

1: *Middle-Eastern Children's Literature as Intercultural Tool*

SEEMIN RAINA, UNIVERSITY OF ARIZONA

ABSTRACT:

Literature can open the world for students and build a bridge to international understanding and global perspectives. The theoretical basis of the Readers Response Theory is the reader, the text, and the context, so prior knowledge about the topic, thus, counts. This presentation will help in immersing students in global cultures, specifically Middle Eastern regions, through engagements around children's literature. The presentations will provide an opportunity for the audience to make sense of the content of books about Middle East. I will also Read Aloud to them before I discuss and deconstruct concerns within readings of multicultural texts. I will go over some issues related to text reading and discussion strategies. Handouts on discussion strategies and an annotated bibliography will be provided to the educators.

BIO:

Seemin Raina is a Doctoral Candidate in the Department of Language Reading and Culture, College of Education, at the University of Arizona. Her major scholarly study is in children's literature, specifically, the representation of Muslims in children's and adolescents' literature; her doctoral minor is in Art Education with the main focus of Islamic Art and architecture. She also has an M.F.A. in Studio and Art History. She has taught pre-service teachers courses on integrating art into the mainstream as well as children's literature courses at the university level. Raina is from Pakistan and has taught many subjects at all grade levels, specifically those relating to Art and Language Arts, for over twenty years in Pakistan and the U.S.

2: *Border Identities: Negotiating the Line in Contemporary Middle Eastern Art*

SAMA ALSHAIBI, UNIVERSITY OF ARIZONA

ABSTRACT:

This multi-media presentation will investigate artists primarily of Palestinian, Lebanese and Iraqi descent whose projects contribute to the distribution of first hand accounts of the regional political conflicts. Their art pieces function as works of witness; they are a means of disseminating critical information on the negotiation and navigation of national and local borders, checkpoints, complicated ID pass-systems, surveillance, and the other strategies constructed to control and spy on besieged local populations. As contemporary artists, their subversive art acts as coded and manipulated narratives, and their pieces are earmarks of colonial moments

particularly in their use of structures that are often seen as harmless and benign, yet they contain maps and knowledge of the controlled spaces they inhabit.

Bio:

Sama Alshaibi is Assistant Professor of Art in the Photography Department at the University of Arizona, Tucson. She is co-founder of the 6+ women's art collective. Born in Basra, Iraq, to an Iraqi father and Palestinian mother and now a naturalized US citizen, Alshaibi's recent work investigates "borderlands", including her own hyphenated identity, as critical sites in both physical and psychological terms. A multi-media artist, Alshaibi's photography, video and installations are widely exhibited internationally including South Africa, The Occupied Palestinian Territories, Ireland, China, Jordan, Guatemala, Mexico, Colombia and the USA. Her art and essays have recently appeared in *Nueva Luz*, *Frontiers: A Journal of Women's Studies*, and *Social Dynamics*. Alshaibi received her MFA at the University of Colorado (Boulder) in Photography, Video and Media Arts (2005).

3: Facing Demands for Difference in Latin American Music

JANET STURMAN, UNIVERSITY OF ARIZONA

ABSTRACT:

Latin American music is more than mariachi, salsa, or reggaeton. The Buena Vista Social Club, Gilberto Gil, or Astor Piazzola do not by themselves represent Cuban, Brazilian or Argentine music. Can we teach Latin American music in ways that promote understanding of the diversity characteristic of the region? We can and should. We do not need to wait until college to use music as an avenue for promoting cultural competence. The presenter advocates examining music as sound, ideas, and behavior. Sample teaching strategies will be illustrated with select examples and a list of recommended class projects and resources will be provided.

Bio:

Janet Sturman is Professor of Music at the University of Arizona where she teaches courses in ethnomusicology and world music. Her research focuses on how music serves as a tool for constructing identity. She is the editor of *Latin American Choral Music: Contemporary Performance and the Colonial Legacy* (University of Arizona, College of Fine Arts, <http://web.cfa.arizona.edu/sturman/CLAM/Pub1/>) as well as author of *Zarzuela: Spanish Operetta, American Stage* (University of Illinois Press, 2000) and of numerous articles on popular music and performance practices from Latin America and the American Southwest. She currently serves on the Board of Directors for the Society for Ethnomusicology and the College Music Society.



Session V: Gender and Identities

1: “*Making the Exotic Familiar; the Familiar Exotic:*” *Making Meaning of Our World*

LISA FALK, UNIVERSITY OF ARIZONA

ABSTRACT:

Culture is people’s ways of thinking, doing, and believing. All of us have culture; it is all around us and how we define ourselves. We belong to various different groups and what we do and create as members of those groups helps define the culture of that group. This is all very abstract to students until they start looking at their own traditions and the history and traditions of where they live. By looking at their own communities they are better ready to understand themselves and others.

Through cultural documentary investigations, students become Cultural Reporters and learn to look at the similarities and differences that define communities and groups. They look at a variety of traditions, including names, foodways, skills, customs, crafts/arts, architecture, language, etc and they document their research in order to share their insights. Because of the internet, it is easy now for students to share and compare their research and partner with others around the world. This presentation addresses how to design a place-based cultural heritage documentary project with examples drawn from the US and Bermuda.

Presentation title thanks to Bharati Mukherjee.

Bio:

Lisa Falk is Director of Education at Arizona State Museum and a teaching affiliate with the Language, Reading and Culture Department in the College of Education at the University of Arizona. She has 25 years experience developing and producing informal learning programs for cultural institutions, including having worked for the Smithsonian Institution. At the Arizona State Museum, she is responsible for public and school programs and materials that interpret the museum’s exhibitions, collections, and research areas. Falk has designed many multicultural programs that integrate visual and performing arts with humanities content. She has also worked with college students to create award-winning podcasts related to cultural topics. She has trained teachers and K-12 students across the US and in Bermuda in how to do place-based education, community documentation and exhibition projects. Falk is author of *Cultural Reporter*, a student resource book for documenting and presenting about cultural traditions. She is co-author of *Bermuda Connections Cultural Resource Guide* (Center for Folklife and Cultural Heritage, Smithsonian Institution), a copy of which is in every classroom in Bermuda. Falk holds a BA in Anthropology from Oberlin College and a MAT in Museum Education from George Washington University.

2: Experiencing the Global-Local: Migrant Women Testimonios and Political, Intercultural, and Pedagogical Challenges in the Borderlands

ANNA OCHOA-OLEARY, UNIVERSITY OF ARIZONA

ABSTRACT:

International research can be both the means and ends of developing intercultural competence. It not only informs instruction that is critical to the formation of global citizens, it also benefits from the knowledge produced by cultural exchanges and the potential for transformation that these inspire. However, within the highly politicized, anti-immigrant climate of the U.S. borderlands today, the pedagogical challenges to migration research are growing. Moving beyond competing with data generated by those on the opposite side of the immigration debate, the challenges also lie in developing greater tolerance, curiosity, and the skills needed to understand other cultures as well as our own. This paper will draw on the insights gained from research on the border to promote the value of narratives as a pedagogical tool for developing and assessing intercultural competence. Using a semi-structured narrative methodology, the research sought to capture the lived experience of migrant women by identifying factors important in their decisions to migrate. These testimonios were assessed in the context of apprehension for entering the U.S. without official authorization and may help address the challenges posed by divisive rhetoric that undermines intercultural awareness and the development of critical intercultural competencies.

Bio:

Anna Ochoa-Oleary received her Ph.D. in Anthropology from the University of Arizona in 1999. Currently, she teaches at the Mexican American Studies and Research Center (MASRC) of the University of Arizona, and she is affiliated with the Binational Migration Institute, an association of scholars dedicated to the study of how immigration enforcement affects border communities. Her current research and teaching interests focus on the immigration, gender issues, education, culture and urban politics of Mexican/U.S.-Mexican populations, and the political economy of the U.S.-Mexico border. In 2006, Ochoa-Oleary received a Fulbright Scholarship for research of migrant women's encounters with immigration enforcement agents, *Women at the Intersection: Immigration Enforcement and Transnational Migration on the U.S.-Mexico Border*. Her current research involves a binational research project that is investigating the reproductive health care strategies of immigrant/migrant women in the Arizona-Sonora migrant corridor. Dr. Ochoa-Oleary's membership and participation in several community-based groups and professional organizations reflect her research interest in immigration/migration studies. She is a board member of the Arizona Border Rights Foundation and steering committee member of *Derechos Humanos*, a community-based organization dedicated to advocating for the rights of immigrants and migrants. She is also currently chair of the Committee of Refugee and Immigrants, which is part of the Society for Urban, National, Transnational/Global Anthropology section of the American Association of Anthropologists.

3: *'Ladies' and 'Lion Women': Approaches to Understanding Middle Eastern Women*

ANNE BETTERIDGE, UNIVERSITY OF ARIZONA

ABSTRACT:

Middle Eastern women, and especially those who wear Islamic dress, may appear strikingly different, even exotic, to 'foreigners' who don't know them. However, the women's concerns to a large extent echo those of women in other parts of the world. At the same time, Middle Eastern women vary widely based on many factors, among them nationality, education, employment, and religious identity. This presentation will include an overview of issues important to the understanding of Middle Eastern women's situations, in both the Middle East and in diaspora communities, and place particular emphasis on Iranian women. Descriptions of ideal types of women, as described in Iran, range from 'ladies'—talented and gracious homemakers, hostesses, wives, and mothers—to fiercely capable 'lion women.' One woman can—and some would say should—combine both sets of characteristics. The talk will conclude with an introduction to resources that can be used to encourage understanding of Middle Eastern women's lives.

BIO:

An anthropologist with a Ph.D. from the University of Chicago, Anne H. Betteridge is Director of the University of Arizona Center for Middle Eastern Studies and Associate Professor in the Department of Near Eastern Studies. She served as Executive Director of the Middle East Studies Association of North America (MESA) from 1990-2002. Dr. Betteridge's research interests focus on Iranian culture, particularly women and ritual. She conducted fieldwork and lived in Iran from late 1974 until early 1979, and has made three visits to Iran since that time. At the University of Arizona, Dr. Betteridge teaches courses related to ethnography of the Middle East and to the study of Middle Eastern women. She has served as a member of the Executive Council of the Society for Iranian Studies, on the Board of Directors of the Association for the Study of Persianate Societies, and chaired the National Council of Area Studies Associations. Anne Betteridge is currently a member of the Academic Steering Committee of the Fares Center for Eastern Mediterranean Studies, Tufts University and on the Editorial Board of the Journal of Persianate Studies.



Workshops According to Discipline

The workshops provide a forum in which concrete illustrations of presentation principles will be collaboratively developed and attendees will begin applying these to materials for use in their classes. Attendees select the workshop they plan to attend when they complete the conference registration form.

A. Foreign Languages

Facilitator: Renate Schulz, University of Arizona.

Bio:

Renate Schulz holds a Ph.D. in Foreign Language Education from the Ohio State University. Presently she is Professor and Interim Head of the Department of German Studies at the University of Arizona and serves on the faculty of the Interdisciplinary Ph.D. Program in Second Language Acquisition and Teaching (SLAT). Her research interests lie in the areas of second language acquisition, teaching, assessment, and second/foreign language teacher development and she has published widely on the learning and teaching of foreign languages. Dr. Schulz is the recipient of numerous research and teaching awards from local, national and international organizations, most recently the Henry and Phyllis Koffler Prize for Outstanding Accomplishments in Teaching (2005) and the 2008 ADFL Award for Distinguished Service to the Profession.

B. Social Studies

Facilitator: Lisa Adeli, University of Arizona

Bio:

Lisa Adeli will always consider herself an educator. In addition to her university degrees, including a PhD in History from the University of Arizona, she has a secondary teaching certification in Social Studies and English with an ESL endorsement. She has had teacher fellowships through the U.S. Holocaust Memorial Museum and the U.S. Institute of Peace. Most recently, she was part of IREX's Teaching Excellence and Achievement program and spent two weeks at a school in Armenia in April 2008. Although she loves all of World History, her particular areas of interest are 20th century southeastern Europe and the Middle East.

C. Language Arts

Facilitator: Seemin Raina, University of Arizona.

Bio:

Seemin Raina is a Doctoral Candidate in the Department of Language Reading and Culture, College of Education, at the University of Arizona. Her major scholarly study is in children's literature, specifically, the representation of Muslims in children's and adolescents' literature; her doctoral minor is in Art Education with the main focus of Islamic Art and architecture. She also has an M.F.A. in Studio and Art History. She has taught pre-service teachers courses on integrating art into the mainstream as well as children's literature courses at the university level. Raina is from Pakistan and has taught many subjects at all grade levels, specifically those relating to Art and Language Arts, for over twenty years in Pakistan and the U.S.



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