Crossing Borders
Revitalizing Area Studies
Ford Foundation
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Ford Foundation
1999
Library of Congress Cataloging-in-Publication Data

Crossing Borders: revitalizing area studies

1. Area studies—United States
2. Area studies—United States—Study and teaching (Higher)
3. Area studies—United States—History—20th century

I. Crossing Borders (Program) II. Ford Foundation
D16.25. C76 1999 907.1/173 21
99-13918
ISBN 0916584534

569 April 1999
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Front cover: I Think of Mexico (detail), by Pacita Abad, 1991.
Design: Ann Antoshak
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The Ford Foundation has been involved in area studies since the early 1950s. More than any other private donor or governmental agency, the Foundation played a significant role in launching and nurturing the field in the United States.¹ From 1951 to 1966 the Foundation was the major philanthropic force behind the creation and institutionalization of this new academic enterprise on a national scale. In those years, under the auspices of the Foundation’s International Training and Research Program (ITR), we awarded more than $270 million in grant funds, which supported the training of over 1,500 graduate students and the building of “centers of excellence” at select universities. In the late 1950s, the federal government began to support area stud-

ies as well, first under Title VI of the National Defense Education Act of 1957, and later through the Fulbright-Hays Fellowship Program for overseas research.

By the 1980s, area studies programs were well established nationally, and the Ford Foundation’s grantmaking targeted specific gaps in coverage and education. Grants focused on the United States were made to build area studies programs in small liberal arts colleges and consortia of several institutions of higher education, to integrate area studies and social science disciplines, to support training in less commonly taught languages, to facilitate the study of particular areas, and to strengthen relatively resource-poor fields of great importance, such as Southeast Asian and African studies.

Alongside this work, since the inception of area studies in the United States, the Foundation has also supported the international scholarly research programs of the Social Science Research Council (SSRC) and the American Council of Learned Societies (ACLS). In 1990, through the Councils, the Foundation initiated a program to help pre-dissertation graduate students in the United States in a range of social science disciplines develop competence in area studies through course work, language study, and study abroad.

Since the mid-1990s, in an effort to build strength in area studies outside of the United States, and to broaden the perspectives of scholars and students in the United States, the Foundation has made grants totaling more than $12.5 million designed to foster linkages between scholars and institutions in the United States and in other regions. The Foundation’s Worldwide Fund for Area Studies supports this collaborative work in projects such as a joint research effort between the Council for the Development of Social Science Research (CODESRIA) in Senegal and Northwestern University in Evanston, Illinois. A recent grant to the Institute for International Education, which will enable scholars and public intellectuals in China, South Asia, and Southeast Asia to undertake research and study in Asian countries other than their own, is another example of this type of collaboration. Fostering a more truly interna-
The Ford Foundation is pleased to be a part of renewed efforts to support innovative scholarship and teaching in this field. One particular program with funding totaling $25 million over a six-year period supports a new initiative, “Crossing Borders: Revitalizing Area Studies.” The initiative has two aims: first, to support intensive study of particular languages, cultures, and histories, building on the first half-century of work in area studies; and second, to foster innovative thinking and practices related to the field of area studies itself, through a variety of partnerships, as well as disciplinary and other “border-crossings.” The pages that follow describe the first set of grants made under this initiative to thirty colleges and universities throughout the United States. The impact of these grants, the Foundation hopes, will reverberate well beyond the thirty institutions that received support. This booklet is intended to stimulate that process by sharing information and ideas, and by fostering networks and new collaborations. Ultimately, the revitalization of such a crucial scholarly field may enhance international cooperation and foster a better informed citizenry.

SUSAN V. BERRESFORD
President
Introduction

In the United States, many of the fields of area studies, which draw upon a range of disciplines in the humanities and social sciences to organize knowledge about specific world regions, originated in the years after the Second World War. The development of these fields was in part a response to the increasing global influence of the United States, to the competition for such influence between the U.S. and the Soviet Union, and to postwar anxieties about the inadequacy of American understanding of the rest of the world. While geopolitical concerns figured prominently in early efforts to create an academic infrastructure for area studies, there was also a general sense, concisely expressed in a 1943 report by the Committee on World Regions of the Social Science Research

While this essay focuses on area studies in the United States, it is important to recognize that European area studies traditions flourished prior to the war: British imperial studies, for example, of the Middle East and South Asia.
Council (SSRC) that “our citizens must know other lands and appreciate their people, cultures, and institutions.”

The SSRC report went on to predict that “research, graduate teaching, undergraduate instruction, and elementary education in world regions will be desirable as far as one can see into the future.” And it concluded that “[c]oncentration on regions may conceivably open the road to a weakening of the rigid compartments that separate the disciplines.”

In recent decades these predictions have come true, though not exactly as their authors might have imagined. The explosion of interest in multiculturalism, postcolonialism, and cultural studies has led to renewed calls for an understanding of the diversity of human societies, and to a reawakened interest in crossing traditional disciplinary boundaries.

Recent developments have challenged some of the premises of area studies itself. The notion, for example, that the world can be divided into knowable, self-contained “areas” has come into question as more attention has been paid to movements between areas. Demographic shifts, diasporas, labor migrations, the movements of global capital and media, and processes of cultural circulation and hybridization have encouraged a more subtle and sensitive reading of areas’ identity and composition. The demographics of the area studies community are themselves shifting: students on many campuses are rediscovering their “heritage” languages and cultures, U.S. faculty now compete for academic positions with scholars who are natives of the areas studied, and scholars everywhere work with colleagues who may be situated in quite different disciplinary or institutional locations (an Indian film scholar, for example, in an English department), or who write in different languages.

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In recent years, U.S. area studies has been critiqued by some as an outgrowth of European colonialism, and by others who point out its origins as an intellectual support for American foreign policy in the developing world. Area studies has also been profoundly affected by financial retrenchment at many colleges and universities, as support for intensive language study, extensive field work, and specialized faculty and library resources has become increasingly scarce.

Perhaps the most interesting recent critiques of the field have come from within the academic disciplines that contribute to area studies, where, as noted above, the notion of distinct and stable areas, with congruent cultural, linguistic, and geographical identities, is being questioned. Since the dissolution of the Soviet Union, the Cold War map of “spheres of influence” and strategic nation-states has lost its relevance. The extraordinary mobility of people, ideas, images, technology, and capital has also challenged traditional assumptions.

What does it mean, for example, to speak of “Africa” — a landmass that appears, in purely cartographic terms, to be a “natural” area? Cultural geography provides a different perspective, linking people across great physical divides, while dividing much closer neighbors. The “Black Atlantic,” for example, conjoins the western hemisphere diaspora and West Africa, including southern Nigeria, while northern Nigeria looks culturally toward the desert, the Sahel, and the Islamic world to the north. We are also reminded that we find “Africa” in New York City, where Senegalese cloth traders and Ethiopian perfume vendors ply their wares on Harlem street corners, and return to their countries blending the cultures they know and experience. And “Africa” is in the rich and diverse musical and religious traditions of Brazil, Haiti, or Jamaica. Finally, one cannot think clearly about “the African economy” without analyzing World Bank policies made in Washington.

The need for focused cross-disciplinary study of different parts of the world has hardly diminished. Indeed, it can be argued that the political complexities of the late twentieth-century world, and the changes brought about by accelerating worldwide trade and
communication, make area studies more urgent than ever. To go beyond the facile rhetoric of globalization as homogenization, it is essential to examine how identities and cultures are being formed and re-formed. In this light, it is also essential to analyze the social, cultural, and historical dimensions of such phenomena as global capital flows. Without the kind of interdisciplinary perspective and in-depth knowledge of particular places that area studies fosters, such understanding will not be possible. The commitment to rigorous and detailed knowledge that has characterized area studies at its best must not be abandoned, and must indeed be strengthened.

For this to occur, it is also clear that some of the basic premises and procedures of the field will have to be rethought. This rethinking should occur at all levels of research and pedagogy, from special research institutes and graduate programs to basic undergraduate and graduate curricula. Rethinking may take different forms for area studies subfields; consider, for example, the very different institutional histories, intellectual agendas, and political contexts of African, Russian, Latin American, or Southeast Asian studies. At the same time, a renewed area studies field should strive to make connections among these disparate and typically not connected fields. And it should take into account the potential — as well as the complexities — of new forms of worldwide communication and collaboration that were, until recently, unimaginable.

In 1997, the Foundation launched a multi-year, $25-million initiative, entitled: “Crossing Borders: Revitalizing Area Studies.” The goal of this initiative is twofold: first, to enhance in-depth study of particular areas, and to activate new, visible, and significant streams of funding; second, to foster innovative approaches to the field’s intellectual foundations and practices in light of a dramatically changed, and increasingly interconnected, world.

“Crossing Borders” began in the 1997-98 academic year with thirty grants of $50,000 each to support innovative programs at a wide range of institutions, from major research universities to small liberal arts colleges, from Maine to Hawai’i. The thirty grantees were selected from an initial applicant pool of 205.
The pool was created in response to a request for proposals sent to 270 universities and colleges in the United States with area studies programs. The Foundation hopes that the impact of the initial grants will be felt beyond the recipient institutions, as the programs they develop suggest new ways of approaching both the specificity of experience in different parts of the world and patterns of interaction, circulation, and transformation.

The results we hope for from this and future activity are:

- to ensure that knowledge and understanding of particular places continue to be grounded in serious study of culture, language, and history, while finding new ways of conceptualizing “area” so that its study opens up exciting new questions, new approaches, new ways of understanding both history and changes in the contemporary world;

- to create a more truly international area studies in which scholars and practitioners (artists, activists, public intellectuals) from diverse “areas” shape the agenda and formulate, from their own perspectives, important questions about the relationships between regional and global experience;

- to influence the policy climate in the United States in order to generate stronger, sustained support for area studies by government, university administrators, and the donor community.

The thirty pilot projects summarized in the following pages address these goals and build on the strengths of each institution in different ways. Some grantees work to enhance and more fully integrate research and teaching capacity in area studies; others bring together scholars from more than one area to focus on common issues. Some projects are organized along conceptual or the-
oretical lines and attempt to rethink the notion of “area,” both intellectually and pedagogically — for example, by adopting an oceanic, rather than a continental, lens. Others focus on rethinking a specific region — e.g., “the Middle East.” Several respond to issues affecting the changing cultural and demographic landscapes of the areas in which the institutions are located (focusing on borders or diasporas, for example). Other projects attempt novel border crossings, through collaborations with non-academic partners: social activists, nongovernmental organizations, the media. In the descriptions that follow, projects have been grouped into clusters. While we hope that this organization will facilitate the reader’s grasp of the initiative’s goals, we also wish to emphasize that the lines are by no means clearly drawn: many projects in one category could easily be situated in several other clusters.

At the end of the initial grant period, a subset of these institutions will be invited to develop proposals for second-stage grants. These institutions will be selected on the basis of their accomplishments in the exploratory period and the potential of their work to influence the field at large. At the same time, the Foundation will continue to work to stimulate a more genuinely international community of scholars, and to build on the excitement generated by global and local transformations that are everywhere experienced, if still poorly understood.

TOBY ALICE VOLKMAN
Program Officer

ACKNOWLEDGMENT: I thank A. O. Scott and John Naughton for their contributions to this introduction and subsequent descriptions.
Duke University

The “Crossing Borders” project at Duke University, “Oceans Connect: Culture, Capital, and Commodity Flows Across Basins,” addresses the cultural and economic links forged across oceans. By emphasizing historical and contemporary interconnections across bodies of water, Duke’s initiative seeks to rethink traditional notions of “area” both intellectually and pedagogically. Maritime basins have long been sites of intercontinental trade and travel, conversion and conquest, migration and creolization. The proliferation of such exchanges in recent decades has prompted new awareness of the scope and complexity of transnational communi-
ties. But seas and waterways remain marginal to the ways most academic disciplines conceive of such communities and their histories. Duke’s project moves the earth’s major seas and littorals from the margins to the center of vision. Rather than simply redrawing area boundaries, the project seeks to stimulate a more critical, historical, and “relational” way of thinking about how the human world is put together, stressing interconnections rather than fixed identities.

“Oceans Connect” provides faculty and students with opportunities to investigate transoceanic exchanges across the Atlantic and Pacific Oceans, the Caribbean Basin, the Mediterranean-Black Sea corridor, and the Indian Ocean. Discussions focus on two themes: the flow of capital and commodities, and the movements of languages and cultures. In addition, Duke has created forums where scholars of every world area debate issues involved in integrating continental and oceanic perspectives. Research, teaching, and scholarly exchange on these themes and their curricular implications are being encouraged through five faculty-student workshops, five new undergraduate-graduate seminars, modest stipends for student research, and an international symposium held on the Duke campus in the fall of 1998.

In order to begin a wider discussion in the area studies community about the pedagogical potential of the basin model, a faculty group has met throughout the year to explore critical and curricular issues, monitor progress of the initiative, and identify new projects. International partners in the project include universities in Mexico, Turkey, and Thailand.

The University of Hawai‘i at Manoa

The University of Hawai‘i’s “Moving Cultures: Remaking Asia-Pacific Studies” project focuses on the tiny Pacific island nation of Palau, whose population of 17,000 hosts approximately 5,000 Filipino contract workers and 44,000 tourists a year from Japan and Taiwan. The study of Palau can shed light on economic and cultural relations across Asia and the Pacific, and on the place of tourism and migratory labor in local, regional, and global economies and
culture. The project further seeks to reconfigure dominant conceptions of “Asia-Pacific” by overcoming a historic lack of attention to the islands of the Pacific in conventional “Asian and Pacific” area studies. Palau, a former colony of Japan, and the last of the postwar United Nations Trust Territories to gain independence, is a place whose past and present provide a rich context for the study of how “local” and “global” structures and experiences overlap and interact.

The project brings together specialists on Palau, Japan, the Philippines, and Taiwan in instructional and research teams to develop models of pedagogy and scholarly inquiry that can respond both to the transnational and the local dimensions of the Palauan experience. Both faculty and students, representing a broad range of disciplinary perspectives, are participating in collaborative groups designed to link research on local cultural identities with wider transnational forces. Emphasizing political economy and emerging forms of popular culture, the project will produce new undergraduate courses and instructional tools that will be widely disseminated through networks of regional colleges and universities. Syllabi emerging from this process, including lecture outlines and readings, will be made available on CD-ROM, as well as through the Internet via a “Moving Cultures” web site.

The University of Hawai‘i’s initiative is being facilitated by partnerships with collaborating institutions located across the region, including the University of Guam, Palau Community College, the University of Auckland, Kapi‘olani Community College, and the East-West Center. As part of its matching commitment to the project, the University of Hawai‘i is providing release time for faculty advisors, as well as underwriting a substantial portion of the travel required to coordinate this far-flung initiative.

University of Iowa

In an initiative that explores historical and contemporary interconnections across the Indian Ocean, the University of Iowa is developing a set of interrelated activities involving the study of linguistic and geographic areas where cultural and social processes mingle or overlap. Drawing on strong programs in both South Asian and
African studies, and working with its institutional partners — the University of Dar-es-Salaam and the University of Bombay — the University hopes to forge closer instructional, theoretical, and research links between these areas of study.

There is a long history of cultural and economic exchange between the Indian subcontinent and Eastern and Southern Africa, and a substantial Indian diaspora in countries such as Kenya, Tanzania, and South Africa. These exchanges and communities have received little attention in the West. The Iowa initiative hopes to enable study of this vital cultural nexus, and in the process to train graduate students to teach and conduct research in more than one area and language.

One of the component projects is a yearlong study of “Diaspora and Exchange Across the Indian Ocean,” which addresses links between East Africa and the Indian subcontinent. This project draws on faculty and students from both African and South Asian studies programs, and explores several centuries of linkages between western India and coastal East Africa. In December 1997–January 1998, members of the study group traveled to Tanzania and central India to gain valuable dual-area expertise. In a related conference, “Indian Films and Filmmakers beyond the Subcontinent,” faculty and students in area and cinema studies used cultural, film, and literary theories to analyze the circulation, and resulting internationalization, of the Indian film industry, with special emphasis on the distribution of “Bollywood” films to Hindi-speaking audiences in East Africa. With an eye toward increasing the impact of these projects on training and further research, insights generated by both projects were the subject of a September 1998 university-wide “Convocation on Global Theory and Area Studies.” This closing seminar reviewed the results of the projects and explored their broader relation to theoretical concepts such as hybridity, diaspora, postmodernity, cultural studies, visual regimes, and postdevelopment.

University of Virginia
The Department of Anthropology at the University of Virginia is working on a “Crossing Borders” initiative to lay the foundation
for a revitalized graduate training program focused on the Pacific Rim. By ethnographically exploring processes of transnationalism and globalization, and looking beyond static geographical definitions of region and place, the initiative seeks to develop a more integrated model for understanding cultural tradition and exchange. The Pacific is a particularly rich zone of transnational exchange, with its long history of conquest, colonization, and trade, and its recent emergence as a site of economic globalization. Encompassing Asia, Australia, and parts of North and South America, the Pacific basin challenges many conventional assumptions of anthropology and area studies, even as it affords important opportunities for expanding the parameters of ethnographic knowledge.

Funds are being used to develop experimental seminars on transnational kinship (including marriage, sex and labor markets, adoption, and diasporic families); transnational economic and environmental relations (e.g., new extractive industries); and transnational cultural politics (identities and popular media). In an attempt to redefine graduate research, graduate students will be recruited from the United States and abroad to develop and participate in a series of linked, multi-site research projects: for example, one student’s study of South Asia’s “green revolution” may be enhanced by another’s research on efforts to spread Western scientific agriculture; or several students may study the mail-order bride market in disparate parts of Asia and the United States. Such innovative, student-generated research, it is hoped, will produce a better understanding of the processes of globalization and transnational exchange that otherwise tend to be explained only in abstract theoretical terms.

Other institutions participating in the University’s initiative include the Australian National University, the Institute of Ethnology at the Academia Sinica in Taiwan, and the Pontificia Universidad Católica del Perú.
Borders and Diasporas

California State University, Dominguez Hills

As one of several grantees in the “Crossing Borders” initiative that are exploring the intersection of area studies and ethnic studies, California State University, Dominguez Hills is focusing on the interaction between the non-Western cultures found in Southern California and their original homelands. In collaboration with ten other institutions, the project seeks to uncover the ways in which peoples from non-Western cultures in Southern California are shaping the very fabric of that society and how, in turn, those communities are influencing their home cultures. Particular attention is being paid to public policy, arts and aesthetics, historical development, and language and literature.

The initial emphasis of this effort is to develop a model undergraduate curriculum and degree program in World Cultures Studies. While integrating the subject matter and analysis of area and ethnic studies, the program seeks to provide students with a new global and diasporic lens through which to view their multicultural reality. The extraordinary diversity that is present on the Cal State, Dominguez Hills campus and in the surrounding community makes this setting a living laboratory within which students can gain a theoretical and practical understanding of the ways in which the differential modes of population movement, cultural identities, and intergroup dynamics shape the experiences of specific groups. A significant project goal is to integrate the insights from these efforts into the University’s General Education program.

Grant funds are being used to support a series of program planning and curriculum development symposia. Building upon the historic collaboration between the three ethnic studies programs at Cal State, Dominguez Hills (African Studies, Asian Pacific Studies, and Chicano Studies), the project has attracted participation from nine other institutions (Compton College, El Camino College, Los Angeles Harbor College, Cal State, Long Beach, Cal State, Northridge, Cal State, San Diego, Southwest College, Loyola Marymount University, UC, Irvine, and UCLA). The
grant has also funded international speakers, a Latino film festival, and a conference on immigration and popular culture. The University is committed to funding faculty and staff positions identified as necessary to institutionalize the programs that grow out of this project.

**California State University, Los Angeles**

This project aims to reconceptualize an existing Asian studies program at California State University, Los Angeles by focusing on the intersections among Asian studies, Asian-American studies, and Latin American/Chicano studies. It challenges the artificial borders delineating area and ethnic studies and contributes to a fundamental rethinking of both. The project is rooted in the lived realities of the campus and its surrounding communities, which are themselves located at the convergence of numerous new and older streams of migration to southern California. It builds on Cal State L.A.’s strengths in both Asian and Latin American area studies but focuses on the many border crossings that are negotiated daily by the campus’s multi-ethnic faculty and students, 25 percent of whom are Asian American and 48 percent of whom are Latino.

In a series of five symposia, faculty and colleagues from throughout southern California undertook an examination of many sites of intersection in order to generate from local realities a global reconception of existing models for area, ethnic, diaspora, transnational, and migration studies. One site was the transformation of homeland histories and cultures in Asian-American communities, and the reciprocal impact of these “new Asian-American” cultures on life in Asia. Participants in the symposia examined the role of heritage language programs in the transmission of culture and theorized new approaches to Asian-American literature written in English and Asian languages; explored rich “cross-fertilizations” taking place across the Pacific in the visual and performing arts; and debated issues of ethnicity, identity, and subjectivity in family formation, religious reformulations, and gender politics. Another important site was the meeting of Asia, Asian America, and Latin America on the streets and in the communities
of southern California. A focus on the Asian-Asian American intersection and the Asian-Latin American-North American intersection has been the driving force behind new faculty interest and energy in theoretical rethinking, new research foci, and curricular development.

Faculty have also debated the shape and direction of a new curriculum that reflects this Asian-Latin American-North American nexus: its history and dynamic mutual interchange of people, culture, and the arts. An example is a curriculum project that examines "Borderlands and Transnational Connections: The Intimate Exchange of Asian and Latin American Capital, Labor, and Technology in Los Angeles." The project aims to generate new scholarship and innovative curricula that are locally grounded and globally connected for students who are California's next generation of teachers and professionals.

New Mexico State University

Drawing on its proximity to the Mexican border and the diversity of its students, 40 percent of whom are minorities, New Mexico State University (NMSU) is using its "Crossing Borders" grant for a series of activities focused on borders and identities. The initiative, called "Alter et Idem (Transformed yet Recognizable)," builds on the work of NMSU’s Las Cruces Group, an international, cross-disciplinary group of scholars that has met over the past three years to discuss ways of transcending the limitations of key concepts such as "culture," "nation-state," "region," "society," and "area." NMSU’s project seeks to extend traditional area studies strengths in linguistic competence, cultural immersion, and detailed historical knowledge, while developing new approaches in research and teaching that transcend traditional boundaries of area and discipline.

The project's activities include two research workshops involving the Las Cruces Group. The first of these workshops, with participants from the United States, Mexico, Germany, Denmark, and Israel, explored the theoretical significance of identity, border, and political orders in rethinking area studies. The workshop
resulted in an edited volume of essays entitled Identities, Borders, Order: New Directions in IR Theory. The second workshop will convene scholars from various countries to discuss “region-building” along the U.S.-Mexico border. In addition to these workshops, NMSU has conducted a series of seminars and has developed several new graduate and undergraduate courses. These new courses cover a range of topics from “border” literature to international law, and two of them are to be simultaneously co-taught at partner institutions in Mexico and Europe.

NMSU’s initiative also includes activities that cross other boundaries. In one such effort, students from six U.S., Mexican, and Native American high schools are utilizing NMSU’s teleconference equipment to participate in dialogue on border-related problems and possible shared solutions.

**University of Texas at El Paso**
With a campus located a few hundred yards from Mexico, and a student body that is 65 percent Hispanic (with one in ten commuting daily from homes in Mexico to attend classes), the University of Texas at El Paso (UTEP) is using its “Crossing Borders” grant to study cultural, economic, and social change along the U.S.-Mexican border. UTEP’s Center for Inter-American and Border Studies (CIABS) was founded in 1961, and has for many years been an important site for research and publication. CIABS is now developing plans for revision of the existing Latin American Studies major at UTEP and a new core interdisciplinary course that connects traditional approaches to the study of Latin America with study of the “border” itself. This approach seeks not only to alert students to the cross-cultural and transnational dimensions of Latin American studies, but encourages them to gain insight into the impact of globalization on local, national, and regional economies and societies in Latin America.

In addition to a series of seminars, CIABS convened a “Borderlands Latin American Forum” for community leaders, intellectuals, students, and teachers from El Paso and its sister city Juárez, Mexico, as well as representatives of key border institutions,
agencies, and organizations. In conjunction with UTEP’s Institute of Oral History, CIABS implemented an oral history project to document twentieth-century Mexican experiences, and to produce primary resource materials for exploring fundamental “border” questions of cultural difference, economic policy, and national development.

UTEP has created a web site to disseminate information about Latin American area studies; serve as a resource for faculty and students; offer links to other web sites; report on issues emerging from the project to the larger campus, regional, and international communities; and share innovative strategies for teaching about Latin America. It is intended that this web site will encourage exploration of the impact of border perspectives on a range of allied disciplines, such as Chicano studies, cultural studies, and Latin American and “border” literature.

In fall 1998, UTEP piloted a new course, “The Americas,” designed to focus on these issues. The course is modular in design, built around a core of historical, political, and social topics. Additional modules, such as health, the environment, the arts, and the economy will vary each semester. The course will be supported by the Border web site and other materials to be developed.

St. Lawrence University

A “Crossing Borders” grant is helping St. Lawrence University to integrate its area studies and intercultural initiatives into a new, more theoretically informed curricular model. In addition to strengthening its five existing area studies programs, St. Lawrence is exploring the creation of an intercultural studies major that might serve as a model for other undergraduate liberal arts colleges. By focusing on North America as a region defined by diverse populations from every continent, the project is investigating how area studies can be reoriented to account for the historical and current movements of peoples and cultures more effectively. In this way, a concern for diasporas will place traditional geographical “areas” such as Africa, Asia, Canada, the Caribbean, and Europe in conversation with cultural groups living in the United States.
American, Asian-American, Caribbean-American, Euro-American, Latino/a and indigenous American peoples. St. Lawrence’s proximity to Canada will enable students and researchers to focus on intercultural relations in its cities, and to address issues of cultural conflict and exchange from a comparative perspective.

At the center of this project is an eight-day institute that took place in Toronto during the summer of 1998, bringing together faculty from St. Lawrence, Trent University (Canada), and the University of the West Indies for intensive discussion of important issues in area studies, the study of diasporas, and cultural studies. The institute inaugurated a consortium of these three universities engaged in further exploration of these issues. It has already contributed to widening the hemispheric scope of St. Lawrence’s programs, while providing a forum for all three collaborating universities to further define their needs and interests, plan future consortial activities, facilitate collaborations among other faculty, and promote curricular development at each institution.

A follow-up to the institute is a conference to be held at Trent University in June 1999. Its theme, “Critical Border Crossings: Transnational and Transcultural Methodologies,” will allow participants from the Toronto meeting — and other colleagues from the three partner schools — to delve further into the theoretical and interpretive issues raised last summer. It is anticipated that a collection of working papers and interdisciplinary course syllabi will grow out of the summer institute, and that a web site will be developed to continue discussion and interaction after the meeting.

**Border-Crossing Seminars and Workshops**

University of California, Berkeley

One of several research universities in the “Crossing Borders” initiative that are developing activities that seek to cross area and disciplinary boundaries is the University of California, Berkeley. Its Institute of International Studies is convening a series of efforts to explore “the various meanings of globalization,” and the implica-
tions of globalization for theory and method in graduate training and research. Building on the university’s existing strengths in area studies and in cultural and political theory, the project, “Area Studies and the New Geographies,” has three broad goals. First, it seeks to question and to specify the implications of globalization for area studies and social theory; second, it attempts to build upon the strengths of existing area studies fields while identifying issues that have traditionally been overlooked or misconstrued; third, it seeks to encourage innovative dissertation research to enable the next generation of scholars to better grasp local-global interactions and transnational processes.

The project links humanities and social science faculty and graduate students in six interlinked thematic working groups focusing on specific cross-regional issues: “Challenges to Federalism” (Latin America, Canada); “Remapping Diasporic Identities” (African-American Studies, Latin America); “Transnational Environmentalism” (Southeast Asia, United States); “European Identities and Multiculturalism in Regional Integration” (Western Europe, Middle East); “Ethnographies of Post-Communist Transition” (Soviet and Post-Soviet Eastern and Central Europe); and “Rethinking Global-Local Articulations” (Africa).

Conveners of the groups are working to incorporate their insights into graduate teaching, and to examine how the particular insights generated can contribute to emerging theoretical discourses of globalization and transnational exchange, with a specific emphasis on doctoral training and the development of cross-regional learning communities. The six working groups are organizing thematic workshops, seminars, and colloquia built around one or more invited international scholars who can bring to bear distinctive viewpoints, perspectives, and approaches. Workshop participants include other UCB faculty and students, as well as those from other U.S. universities. Grant funds, along with a one-to-one matching commitment by UCB, support direct costs associated with the working groups, the organization of the six workshops, and bringing the international visitors to Berkeley.
Emory University

Several of the Foundation’s “Crossing Borders” grants are aimed at developing new courses or other kinds of curricular transformation by fostering activities that cross traditional area or disciplinary boundaries. In one such effort, Emory University’s Center for International Studies has formed two interdisciplinary working groups, “Comparative Industrialization” and “Comparing Postcolonial Culture,” to examine specific research topics that are international and comparative in scope. Led by faculty from eight academic departments and several area studies programs, this issue-centered focus is designed to encourage fresh approaches to area studies and to keep students and faculty abreast of current innovations in the field. The aim of these pilot projects is to encourage collaborative and comparative work among established scholars and students who work on parallel problems, but in different geographic regions, as well as in separate departments and programs.

The “Comparative Industrialization” working group compares the cultural, social, environmental, and economic experiences of different regions entering the global industrial economy. While some of the faculty involved study the problem at the level of the nation-state or region, others look closely at local conditions, and at the activities of multinational firms that invest capital and recruit labor in various parts of the industrializing world. The group devoted to “Comparing Postcolonial Culture” studies—also from a broadly international perspective—looks at how different ideas about personhood are configured in civil society, public culture, and the state in the postcolonial era.

The core of the program is a year-long graduate seminar in which students work with an instructor on conceptual and methodological issues related to postcolonial culture and comparative industrialization. In addition to the seminar, Emory University provides graduate students with an additional year of support for courses outside their departments in area studies and language learning, as well as support for native language speakers to work with students on less commonly taught languages. Students participating in the seminar are drawn from the departments of
anthropology, sociology, art history, comparative literature, Spanish, and the Graduate Institute of Liberal Arts. The geographical regions in which the students are specializing include South Asia, Africa, Latin America, and the Middle East. The seminar is to bring into a single setting visiting scholars, faculty, and graduate students working on shared problems but operating from different geographical perspectives and historical and cultural experiences. The goal is to sensitize scholars working in one part of the world to the comparative dimensions and perspectives of scholars and peoples from other parts of the globe. Building on these efforts, the two working groups will hold a jointly organized conference on “Cultures of Consumption” in the spring of 1999.

University of Illinois at Urbana-Champaign

The University of Illinois is implementing a campus-wide program, “Area Studies, Identity, and the Arts,” designed to examine how identities are formed and reproduced, and how diverse identities relate to each other under conditions of growing global interdependence. While artistic expression of various kinds is central to the self-definition of many cultures, and while it has played an important role in social and political movements in many regions, the arts are not generally incorporated into the area studies curriculum. Recognizing that artistic practices are integral to the articulation of identities, the University of Illinois project brings area studies perspectives into the study of fine arts, and incorporates scholarship on the arts into the area studies curriculum.

At the core of “Area Studies, Identity, and the Arts” is a series of year-long research seminars, the first of which focused on “Identity and Art in Diaspora Communities.” By incorporating faculty and students from different academic divisions into these seminars, the University of Illinois expects to increase intellectual exchange among area studies, the arts, and programs such as environmental and women’s studies. In this way, it is anticipated that the project will establish a model for the internationalization of other University programs in the future. The project also supported residencies for scholars and artists from around the world who collaborated
with University of Illinois students and faculty. A new minor in international arts, open to students from all majors, will grow out of these initiatives, as will a series of summer institutes designed to continue and expand the collaborative work undertaken in the research seminars, and by the resident scholars and artists.

Collaboration with a wide range of international scholars, artists, performers, and policy-makers is a key aspect of the project’s design and implementation. For example, the University of Illinois is working with Peking University, Pontificia Universidad Católica del Ecuador, Universidade de São Paulo, Jawaharlal Nehru University, Ben Gurion University, and the Council for the Development of Social Science Research in Africa (CODESRIA) to identify the project’s panel of long- and short-term international visitors.

**University of Michigan**

Through a “Crossing Borders” grant aimed at fostering activities that cross traditional area and disciplinary boundaries, the University of Michigan’s International Institute is conducting three linked thematic projects — “Privacies and Power,” “Citizenship and Empire,” and “Violence: Ethics, Politics, Texts, Cultures, and Discourses.” These projects connect area studies scholarship with the arts, the professions, and the sciences, as well as with activities beyond the academy. This model for building expertise in cross-regional, comparative, and international initiatives is designed to take advantage of the breadth of interests and deep capacities of a large research university.

The “Privacies” project grows out of a 1996 graduate student conference on historical conceptions of “the private” in Russia. One extension engages the meaning of the private-public distinction with specialists in late medieval and early modern periods across Europe, Africa, and Asia. Another project examines how childhood has become a contested domain of public policy and cultural politics around the world. A third initiative seeks to refine methods for the comparative study of private or offstage political, ethnic, and gender practices in large-scale social transformations since 1989 in Europe and Eurasia.
“Citizenship and Empire” has both historical and contemporary emphases. One project focuses on political and cultural citizenship in contemporary Europe by exploring questions of immigration, citizenship, and social integration among “minority” populations in Europe, crossing borders between Europe and its former colonies and between Western and Eastern Europe. Other efforts center on Ottoman, Russian, and Habsburg empires and imperial hegemonies in Latin America and the Pacific Rim. This work places contemporary arguments about nationality, international inequality, and migration in a deeper historical context by looking at the conflicting ways in which both empires and their opponents defined units of membership and forms of affinity. It also invites non-obvious conjunctions of area expertise, for example, tracing common processes of racialization in the Philippines, the Caribbean, and the United States at the beginning of this century. The “Violence” project brings literary scholars, jurists, and philosophers who are interested in the confluence of literature, law, and violence into dialogue with historians, sociologists, and anthropologists of and from South Asia and Central and Eastern Europe. Their common aim is to explore how the divergent political discourses of individuality and state, and the contested concepts of morality and political ideology, are implicated in acts of violence and in their literary, historical, and journalistic representations.

Planning activities, workshops, and traveling seminars both in Ann Arbor and abroad extend existing thematic interests across regions and across disciplines, as well as stimulate new comparisons and collaborations among faculty and students, academics and practitioners. These initiatives are designed to develop new undergraduate, graduate, and professional school courses; to encourage doctoral candidates and faculty to think about new ways to conduct cross-area research and teaching; and to stimulate new cross-cultural, cross-disciplinary, and cross-institutional practices.
University of Nebraska-Lincoln

As part of an ongoing restructuring of its area studies program, the University of Nebraska is using its “Crossing Borders” grant to support a set of curricular and research initiatives that explore the connection between human rights and human diversity in comparative international perspective. Attention will focus on the experiences of social minorities, whose subordinate relation to the majority population — whether determined by race, religion, gender, language, ethnicity, or other criteria — places them at risk of various forms of discrimination and persecution. Given the tendency of area studies programs to present regions and nation-states as homogeneous entities, minority groups have tended to be marginalized in such scholarship.

In developing an interdisciplinary, comparative approach to the study of human rights and human diversity, the University of Nebraska is also focusing on the connection between local and global dimensions of minority experience by involving Native American, African-American, Latino American, and Great Plains studies in the inquiries of the restructured program. By seeking to overcome boundaries of region, program, and discipline, the project aims to establish common ground, both thematic and institutional, among the university’s various international, regional, and ethnic studies programs. In addition to a revamped undergraduate international studies major and an interdisciplinary graduate area of concentration in human rights and human diversity, the project will produce a series of faculty initiatives and a community outreach program.

Foundation funds are supporting a workshop for faculty and graduate students, and a speakers’ series involving experts from international institutions. New courses and comparative research projects evolving from this project will focus on a variety of subjects, such as land dispossession, labor migrancy, and other issues of minority rights. The international studies program that emerges from these activities will build on the university’s strength in the areas of international human rights, ethnic studies, and the study of indigenous peoples.
In two projects, the University of Pennsylvania’s “Crossing Borders” initiative is examining boundaries themselves as zones of tension in global circulation processes. The projects—“Amerindian-European Boundaries in Latin America” and “The Boundaries of Medical Knowledge in Africa”—include a working group, links with other institutions in the United States and abroad, and new undergraduate courses.

The Latin America initiative concerns the role of media in maintaining and transforming boundaries between the indigenous and the European within the various nations of Latin America. These distinctions stem from the first encounters between Europeans and Native Americans, have persisted for five centuries, and continue today, recently achieving even greater prominence in some areas. The Africa project focuses on differing, often conflicting, ideas about the body, disease, and medical knowledge in African societies. Western assumptions about the universality of biomedical knowledge often overlook both the cosmopolitan movement of medical knowledge between the Americas, Asia, and Africa, and the rich traditions of locally based and ecologically derived medical practices in Africa itself. Studying the interaction of these modes of knowledge, including their understandings of each other, will involve interaction between scholars and practitioners from both the relevant academic disciplines and the schools of medicine and nursing.

The Latin America initiative includes three small conferences and an inter-institutional working group linked to course development. The Africa program includes internships, clinical rotations, collaborations abroad, and a certificate program in international health. To ensure that these initiatives do not occur in isolation, an Interarea Council is being organized to coordinate both initiatives, provide a general intellectual forum for them, and serve as a planning body for developing longer-term plans. In an effort to build on the university’s substantial area studies strengths, and to increase cross-area exchanges, representatives from other areas serve on this council in addition to the two direc-
tors of the current initiatives. Based on the success of these pilot projects, the university anticipates replicating their model in the university's other area studies programs.

University of Washington

The Taylor Institute at the University of Washington, reopened under the auspices of the “Crossing Borders” initiative, has established four faculty program committees charged with integrating the university’s strengths in area studies with its diverse array of departments and professional schools. The Institute's goal is to develop a forum for generating innovative, campus-wide instructional programs and research projects that cross disciplinary and area studies boundaries.

The committees are focusing on four distinct but related themes. “Global Designs and Local Implementations: Law, State, and Society” includes faculty drawn from humanities departments and the law school. The committee addresses the coexistence of multiple systems of “law” within single countries, and the coexistence of emerging global and transnational legal norms with customary and constitutional systems of particular countries.

“Transnational and Transregional Migrations and the Politics of Identity and Culture” examines the politics of identity and culture in the context of recent massive population movements. “Local Economies in an Age of Global Capitalism” focuses on the paradoxical nature of globalization, which seems to multiply local diversity even as it tends to standardize social relations and patterns of consumption and production within a worldwide capitalist economy.

“Women and Democratization” analyzes the relationship between the worldwide movement toward developing democratic polities and changes in the political and social roles of women.

Some of the committees have sponsored workshops, or are preparing collaborative research projects, or are organizing networks of overseas scholars. In conjunction with the thematic research committees, the Taylor Institute, with an additional grant from the University of Washington, is also providing seed grants to encourage the development of research programs that have the
potential to expand the university’s transregional and interdisciplinary capacities.

University of Wisconsin-Madison

The International Institute at the University of Wisconsin-Madison has instituted a series of pilot projects to create new forms of area knowledge that cross traditional regional and disciplinary borders. These pilot projects, developed this year as Research Circles, are designed to draw upon a variety of disciplines in the humanities and social sciences, involve multiple world regions, and address local and global concerns. Each Circle links Madison faculty and advanced graduate students active in various area studies programs with groups of scholars around the world working on similar issues.

The first such project—Research Circle, titled “Legacies of Authoritarianism: Cultural Production, Collective Trauma, and Global Justice,” examines cultural productions and political institutions in countries emerging from periods of authoritarian rule. The role of global pressures for democratization and the activities of exile and diaspora communities are among the many topics being explored. Several institutional partners and key scholars from Southeast Asia, South America, and Southern Africa have been identified and are forming a “Global Legacies of Authoritarianism Network” with Madison-based scholars. In 1997-98 the Legacies Circle sponsored new course offerings, a speakers and film series, a highly successful international conference involving more than seventy-five scholars, and the first meeting of the Legacies Global Network. Both the Latin American and Iberian studies and Southeast Asian studies programs adopted legacies as their theme for the year and sponsored activities that enriched the circle. In 1998-99 the Legacies Research Circle will expand curricular offerings using distance education technologies, and explore expanded world partnerships. A second meeting of the Legacies Global network is planned for 1999 and will take place in Santiago, Chile.

Other pilot projects approved as Research Circles include “Media, Identity, and Performance,” “Cultural Pluralism,” “Labor
and the Global Economy,” and “Border Studies.” The International Institute will launch an advanced studies initiative in 1998-99. This initiative is devoted to continuing the Institute’s commitment to innovative interdisciplinary and cross-regional research and graduate training, expanded linkages to scholars around the world, and enhanced area studies. The initiative will undertake a wide range of activities, including providing support for existing Research Circles and the creation of additional Research Circles.

Yale University

Three cross-area, interdisciplinary, student-faculty working groups were formed at Yale, each seeking new ways to problematize, investigate, and theorize rapidly changing interactions between the global and the local as well as the shifting locations and processes through which these interactions take place. For all three, the “region” emerged as a flexible, conceptual site that enables one to compare historically distinct responses to processes of global reconfiguration, to characterize and specify transborder flows, connections, and communities, and to explore what these processes imply for the study of themes such as modernity, migration, and linguistic identity within a revitalized area studies.

The Rethinking Environment and Development group has focused in depth on two regions: India, which corresponds to the territorial and political boundaries of a particular nation-state, and the Sangha River region, which embraces the trinational conservation area straddling the common borders of the Central African Republic, the Congo, and Cameroon in equatorial Africa. New forms of institutional collaboration have grown out of activities such as an international workshop on “Globalization, Modernity, and Locality in Stories of Development.”

The working group on Migration and the Nation-State has been investigating how the shape and meaning of regions such as Central America and the African Great Lakes are transformed when political borders are breached by migration, displacement, or war. An international conference on “Negotiating National Belonging” compared how flows of people from these two regions into
refugee camps, transborder communities, and far-flung diasporas have generated diverse kinds of identities and commitments with respect to both home and host nations.

The Language and Culture group has asked how the reshaping of language communities in relation to national borders, diaspora communities, and new kinds of identity claims poses challenges for thinking about language pedagogy, linguistic rights, and shifting regional politics, pursuing these themes through conferences on “Heritage Languages,” “War and Words,” and “Linguistic Rights as Human Rights.” All three groups have adopted a flexible, decentralized approach to setting problems and to forging partnerships across disciplinary, institutional, national, and regional boundaries.

**Curricular Transformation and Integration**

**Colby College**

As a small, independent, undergraduate institution in Waterville, Maine, Colby College is using its “Crossing Borders” grant to launch a model faculty-student research group in its international studies curriculum and to investigate other ways to restructure its burgeoning junior-year semester abroad program. With nearly 65 percent of its students now spending at least one semester abroad — one of the highest ratios for international study in the nation — Colby is augmenting its strengths in this area by developing a sophomore-year methodology seminar, expanding internship opportunities, and adding follow-up senior-year field research trips. Introduced in 1990, and currently one of the most popular majors at Colby, the international studies major was designed to respond both to the growing integration of world economic and communications systems and the increasing fragmentation of national, local, and cultural identities.

The goal of the present initiative is to overcome the discontinuity that typically characterizes undergraduate international studies experiences, by engaging students in three-year, progressive, interdisciplinary exploration of international issues. Small
research groups led by one or more faculty members identify themes or problems, and then study them across regions or from a variety of disciplinary perspectives. In this way, the initiative also seeks to engage a cross-section of the college’s departments in developing a broadened interdisciplinary approach to the study of international economics, politics, history, and culture.

Two research groups in the pilot year of the program focus on “New Democracies” and “Post-Conflict Settlement in Latin America.” Additional groups that have been proposed include “Immigration and Assimilation in Germany,” “East Asian Models of Economic Modernization and Political Development,” “Environmental Change in Africa,” and “Post-Communist Transformations in Former Soviet and Warsaw Pact Countries.” The three-year model will involve selection of a topic in the sophomore year, followed by intensive language training and course selection directed toward the project. Colby believes that this expanded program before and after their students’ actual study abroad will better prepare them to tackle critical issues in their specific area and region of interest.

Five Colleges, Inc.
The Foundation’s “Crossing Borders” grant to Five Colleges, Inc. is aimed at building an integrated model for undergraduate area studies programs. Five Colleges, consisting of Amherst, Hampshire, Mount Holyoke, and Smith Colleges, and the University of Massachusetts-Amherst, is one of the oldest consortia of higher education in the country. Five Colleges’ project seeks to promote new kinds of undergraduate teaching and ways of thinking about area studies and the relationships among global and local processes, cultures, and communities. Its aim is to encourage interdisciplinary study and inter-campus collaboration across academic divisions, and to develop new approaches to research not clearly illuminated through either a global or area studies perspective. The initial phase of the project included a year-long faculty seminar, undergraduate curricula development grants, visiting international scholars, and a final symposium.
The initiative is based at Hampshire College, where students are required to include a non-Western component in their self-designed majors. At its core is an inter-campus seminar made up of faculty whose work focuses on various world regions. The seminar combines presentation of research by scholars with attention to pedagogical issues in area studies. Faculty members at large were invited to develop new courses, which ideally focus on under-studied areas, new comparative perspectives, and the integration of language study into area studies. Nine new courses are being developed from this process so far. All are team-taught; three are cross-institutional faculty teams. A two-day symposium featured presentations of the courses.

The initiative’s long-term goal is the establishment of a Five College center for transnational teaching and scholarship, located at Hampshire College. The center would encourage ongoing interdisciplinary and international work, and serve as the hub of a network of students and scholars engaged in innovative, boundary-crossing teaching and scholarship in area studies and related fields. By engaging area studies scholars and others across the social sciences, humanities, and natural sciences in discussions about the rethinking of area studies, and by providing incentive funds to “seed” new courses, Five Colleges is laying the groundwork for lasting inter-campus collaborations that not only promote new directions in teaching and research, but also serve as a model for other undergraduate institutions.

Middlebury College

Exploring new ways of building a more integrated area studies program at the undergraduate level, Middlebury College’s “Crossing Borders” grant is being used to develop two pilot “capstone” seminars. These seminars are part of a recently redesigned international studies major at Middlebury that integrates area studies with theoretically driven work in traditional disciplines. Intended to enable students to gain a better understanding of post-Cold-War realities, and encourage them to challenge traditional area studies paradigms, the redesigned international studies major emphasizes lan-
language study, training in a selected discipline and area, study abroad, and substantial course work in comparative, cross-regional topics and approaches. The program seeks to take into account new patterns of global interaction, to emphasize the importance of language in the formation and transmission of cultural identity, and to bring together students with different regional specializations to study issues that transcend “regional” and national boundaries.

The capstone seminars, which are team-taught, combine traditional forms of instruction with new technologies, including web-based syllabi. The seminars are a crucial component in ensuring that the major is truly international and interdisciplinary. The topics of the two pilot capstone seminars are “Development and Democracy” and “Leadership.” The first explores the relationship between political democracy and economic development, comparing experiences in East and South Asia, Latin America, and Africa. The “Leadership” seminar examines the individual character of world leaders, as well as the institutional, cultural, and political forces that shape them. The role of gender in influencing leadership styles and opportunities is also addressed. Future seminars will address a variety of topics such as censorship and political culture, the experience of minorities, empires, cultural issues in border regions, and war. The goal of the program is to illustrate how global issues know no political boundaries, and to include students’ experiences abroad in the team-taught, cross-regional seminar.

Oberlin College

Moving beyond traditional geographic and disciplinary boundaries, Oberlin College’s “Crossing Borders” grant is being used to develop a “Transcultural Area Studies Project.” Building on Oberlin’s rich area studies, language, and study-abroad programs, the project’s main goal is to explore connections that occur across cultures, countries, world regions, and fields of study. The project also builds on the recent creation of an international studies concentration at Oberlin, which allows students to examine issues of culture, economics, history, and politics across national and regional boundaries, and which includes a rigorous language requirement.
In tandem, this new concentration and the project aim to strengthen area studies teaching and research at Oberlin. Grant funds are being used to support faculty pedagogical and curricular workshops led by area studies experts, curriculum development fellowships, and other activities aimed at transforming the area studies curriculum. For example, faculty from many disciplines in the humanities and social sciences are working to identify areas of the curriculum that can be enhanced through innovative pedagogical approaches, clustered courses, and team teaching. Likewise, preliminary workshops to identify opportunities for transcultural study in Oberlin’s existing programs, and to chart areas where new development is needed, have led to workshops devoted to exploring pedagogical and curricular models for advancing comparative and transnational perspectives in the classroom. Several outside experts whose research exemplifies “crossing borders” will offer mini-seminars in the fall of 1999.

To foster collaboration and broaden the program’s impact, Oberlin has invited the participation of colleagues from other regional colleges and universities, including Case Western Reserve University, Denison University, Kenyon College, Ohio Wesleyan University, and the College of Wooster. With the exception of Case, the schools are participants, with Oberlin, in the “Ohio Five Consortium,” an initiative to improve language learning and cultural study through the use of technology.

**Trinity College**

Exploring how colleges can better prepare undergraduates to understand and engage with changing global conditions, Trinity College is conducting a “Crossing Borders” initiative designed not only to reformulate its international studies major but to enable all its undergraduates, whatever their majors, to increase their understanding both of specific regions and of the processes of globalization that link them. Building on the strengths of Trinity’s international studies program, and on other resources in the college and in partner institutions around the world, the project will enable students to receive solid grounding in the traditional bases of area stud-
ies—including knowledge of languages—and a broad sense of the complexity and fluidity of the contemporary world situation.

Three task forces devoted to “Charting Global Flows” are each addressing four core topics: global systems and geopolitics; cultural interchanges and hybridization; cultural identities and diasporas; and planetary dangers. The first task force focuses on “Recasting the International Studies Major.” Beginning with the development of an experimental course that provides global perspectives on processes of change and cultural flows, this group is studying other area studies curriculum changes, improvements in language training, and ways of better equipping students for research projects. The second task force is dedicated to “Globalizing General Education.” Among its goals are the creation of two or three first-year seminars on topics of global concern, and investigation of a possible global studies requirement for all undergraduates. The third task force concentrates on “Co-curricular and Extramural Activities.” These include efforts to increase contact with local diaspora communities, international universities, policy institutes, and NGOs, as well as efforts centered on determining the feasibility of global learning sites and increased appointments of international visiting faculty.

As part of its matching contribution to the project, Trinity College is funding events embodying and probing the task forces’ concerns. At these events, leading authorities and colleagues from other institutions will speak about the nature and significance of globalizing undergraduate education.

Collaborations with Nongovernmental Organizations, Activists, and the Media

University of California, Santa Cruz

Linkages between Latin America and Latino communities in the United States are the focus of the University of California at Santa Cruz's project, “Hemispheric Dialogue on Social and Cultural Theory and Practice in the Americas.” This program seeks to build
conceptual and practical links among hemisphere-wide struggles for equity and social justice, such as those of the strawberry pickers in Santa Cruz and Chilean grape laborers, or supporters of affirmative action in California and their counterparts in Brazil. The project has three interrelated programmatic goals: to forge collaborative links between university and community by fostering exchanges between scholars and activists; to promote a cross-fertilization among the best of Latin American, Latinamericanist and Chicano/ Latino studies (LALS) research traditions, and to broaden the transnational scope of these disciplines; and to advance new, integrative pedagogical and theoretical approaches to both Chicano/ Latino studies and Latin American studies.

The first year’s focus on “Linking Struggles for Social Justice in the Americas: Transnational Organizing and Global Civil Society” begins with the premise that the fate of all citizens North and South — but especially of subordinate and marginalized groups like women, ethnic minorities, and the poor — is ever more closely intertwined.

Grant funds are being used partially to underwrite faculty and graduate student research and bring visiting scholars from U.S. campuses and Latin America (especially Mexico, Guatemala, and Brazil) to the Santa Cruz campus. Visiting scholars are expected to give at least one public lecture during their period in residence, to submit an essay on their research, and to present their results in a two-day December 1998 conference on “Transnational Organizing in the Americas” during which the project’s research findings will be disseminated to the university community and the general public. With the aim of building a more substantial transborder emphasis into UCSC’s LALS curriculum, visiting scholars will serve as resource persons for students, and contribute to ongoing faculty curricular development discussions.

Both internal fellows and visiting scholars participated in a UCSC-LALS training institute for nongovernmental and community-based organizations from California, the southwest United States, Mexico, and Central America. Two of the institute participants will be invited to speak at the December conference. With matching UCSC funds, the project sponsored five faculty and graduate student retreats to
analyze current scholarly debates regarding the remapping of Latino and Latin American studies. University funds also underwrote a colloquium on "Latino Cultural Citizenship" with an interdisciplinary team of faculty from other California universities, and an essay contest for undergraduates to express both why they study Latin American and Latino issues and their suggestions for further restructuring the LALS curriculum at UCSC.

Hamline University
Exploring an unusual scholarly collaboration that transcends conventional academic boundaries, Hamline University in Minnesota has entered into partnership with KTCA-TV Public Television and the Star Tribune newspaper of the Twin Cities in order to expand the discourse and the audience for area studies. The Public Television International Collaborative, drawing on the resources of one of the nation’s most watched public television affiliates and the upper Midwest’s largest-circulation daily newspaper, has two main goals: to connect substantive area studies and language skills to a comparative thematic framework, and to connect academic area studies with the media through public journalism.

Hamline University is currently working to establish an institutional structure for this joint venture; complete a faculty and curriculum development plan; and produce two pilot media projects. The first phase of activity included a conference on “Making the Global Local” that brought together public and academic intellectuals involved in journalism, area studies, and foreign languages. Other activities in this initiative’s first year include a senior seminar on changing demographies; an internship field seminar in international public journalism; and area studies and language “modules” in various departments.

In fall 1998, students enrolled in internships began work with KTCA-TV and the Star Tribune to produce two media projects on the theme of “Changing Demographies.” Among other activities, students assisted in the preparation of special reports on HIV/AIDS in post-Soviet Russia and South Africa, and on social and demographic change in China. Teleconferences linked a
random sampling of public audiences in China and Minnesota, and later South Africa and Minnesota, to discuss health-related and other social issues. The special reports and teleconferences were broadcast by KTCA-TV, the China teleconference as a special edition of its NewsNight Minnesota program. In observance of World AIDS Day, a national edition of the report on HIV/AIDS in South Africa was broadcast by The NewsHour with Jim Lehrer.

Representatives from other private colleges and the University of Minnesota will assist Hamline in evaluating the usefulness of this initiative in creating a broader area studies audience, as well as the potential for the expansion of this initiative, or its replication at other sites.

Hunter College

Expanding beyond conventional academic boundaries, the Latin American and Caribbean Studies Program at Hunter College is using its “Crossing Borders” grant to expand its area studies curriculum within an international human rights framework, a project that builds on the institution’s historic strengths in preparing graduates for public service in teaching and other professions. At the same time, with one-third of its enrollment consisting of students of Latin American and Caribbean ancestry, Hunter is eager to add new depth and contemporary relevance to this program. The initiative, in which Hunter will work with a variety of NGOs and other institutions, consists of three primary activities: a faculty-student-practitioner curriculum development seminar; student internships with New York-based human rights organizations; and workshops for the coordination and evaluation of curricular activities.

The seminar involves eleven faculty members and eight students and is aimed at rethinking the core concepts and themes of area studies programs around issues of human rights. The seminar will produce plans for an introductory course in Latin American and Caribbean studies, as well as human rights. Advanced and specialized courses are also being developed, including those focusing on testimonial and exile writings, women’s rights, and human rights and Afro-Latino groups in Latin America.
Students intern at such organizations as the American Civil Liberties Union, Amnesty International, and Human Rights Watch. It is intended that in the future new internship opportunities will emerge with groups whose activities correspond to the new curriculum, including organizations based in Latin America and the Caribbean.

Two program development workshops were held in the fall of 1998 to review progress and develop new curricular approaches for Hunter as well as other institutions, and to explore the possibilities of establishing a “Center for Democracy and Human Rights in the Americas” at Hunter.

**Northern Arizona University**

Conducting an innovative scholarly collaboration that transcends conventional academic boundaries, Northern Arizona University is using its “Crossing Borders” grant to develop a consortium for exchanges among scholars of indigenous studies in the United States, Canada, Mexico, Australia, and New Zealand. Like Northern Arizona University, which has a large Native American enrollment and a formal mission to serve more than twenty local tribal entities, the other participating institutions have unusually strong links with indigenous communities.

The indigenous people participating in the project include Native Americans in the United States; Native or Aboriginal peoples in Canada; Maori in New Zealand; Aboriginal peoples in Australia; and indigenous peoples in Mexico. Common to all of these groups is marginalization from the dominant European-based society. When area studies has addressed the experiences of these peoples, it has typically construed them as objects of study. The University’s initiative aims to foster a model of indigenous studies in which indigenous people are active participants—as students, teachers, and researchers. Such participation is important in the interest of accuracy of teaching and research, as well as in ongoing struggles for self-determination.

The consortium is conducting five institutes focused on developing comparative courses, collaborative research projects, and
pedagogical exchanges. Each of these initiatives involves the collaboration of indigenous communities, in order to give these communities a voice in shaping the agendas of comparative cultural studies. At the same time, North Arizona University believes that sustained community-university interactions, research activities, and educational programs that respond to indigenous community needs have the potential for strengthening the universities involved, as well as for providing relevant and useful services to indigenous communities.

**Rethinking Specific Areas**

**Dartmouth College**

Dartmouth College’s project, “Reconceptualizing African Social Movements: Gender, Religion, Culture, Politics, and Cross-Cultural Interactions,” focuses on the history of social movements in Africa. With a particular emphasis on the voices and strategies of impoverished women, artists and artisans, and religious communities, Dartmouth’s initiative is seeking to integrate these topics into the construction of theories and models for understanding social processes. At the same time, Dartmouth’s project — conducted by the college’s combined African and African-American Studies Program — is exploring relationships between Africa and its diaspora.

The Dartmouth project, by focusing on new social movements, enables students and researchers to move beyond a more limited focus on national elites and governments, and to investigate the roles gender, religion, and community play in effecting social change and reconciliation in post-conflict situations. The project aims to support comparative scholarship at Dartmouth, to diversify existing courses, and to establish contact with scholars and institutions based in Africa. Toward these ends, the project is conducting a wide range of activities, including a consortial meeting on “Africa in the North Country” with faculty from the University of Vermont and Middlebury College; symposia for faculty and students on “Democracy and Governance” in

The project will also fund faculty projects to diversify existing courses and generate new ones, encourage language study, promote new research initiatives in comparative and multidisciplinary scholarship, and lay the foundation for collaboration with Africa-based scholars and institutions such as the Council for the Development of Social Science Research in Africa (CODESRIA). For example, Dartmouth’s 1998 summer conference, “Truth, Healing, and Social Justice: From Biafra to Bosnia,” was planned with CODESRIA’s assistance.

Humanities Research Institute, University of California
Focused on one “area,” the University of California’s Humanities Research Institute convened, on an “in-residence” basis, an interdisciplinary group of Latin Americanists and Americanists from its Berkeley, Davis, Irvine, Los Angeles, Santa Barbara, and Santa Cruz campuses. Their project, entitled “The Culture of the Americas and the Narratives of Globalization,” explores innovations aimed at revitalizing Latin American studies. The group examines both hemispheric and global perspectives, paying particular attention to the flows of capital, population, cultures, and ideas between the countries of the Americas. The project’s goals are to strengthen North-South intellectual relations; examine the dynamics of globalization in dialogue with colleagues from various countries in the Americas; rethink relationships with newer fields such as Chicano-Latino and ethnic studies, gender studies, and others; and respond to the changing demographics of student populations, especially in California. This endeavor marks the first time that the University of California, with one of the largest groups of Latin American studies programs in the nation, has reconsidered Latin American studies on a system-wide basis, and it provides the groundwork for new model programs in this study concentration.
While the University of California covered the costs associated with convening this in-residence faculty group for four months, grant funds were used to bring additional scholars from Latin America, as well as representatives from the Latin American Studies Association, to Irvine for joint colloquia. During their visits, these scholars made presentations to interested faculty and students, which provided greater access for them to the academic community, and vice versa. Following the in-residence phase, the faculty research group returned to their respective campuses where they formally shared their findings and gained additional feedback. In addition, the group made a presentation of the project’s findings at the 1998 biennial meeting of the Latin American Studies Association as well as at a forum for faculty of the nine UC campuses who are responsible for planning the curricula of relevant programs. The forum was part of a conference jointly sponsored by this project and the UC-Santa Cruz project (see page 27). In this way, Foundation support is aimed at facilitating greater contact across a number of campuses, as well as across borders.

**New York University**

Investigating how one traditionally defined region may be reconceptualized, the Hagop Kevorkian Center for Near Eastern Studies of New York University (NYU) is using its “Crossing Borders” grant to develop a demonstration model for renewing the field of Middle Eastern studies. The project’s broad goal is to question the conventional boundaries of the region, which are constantly subject to change under the pressure of political and cultural transformation, as well as interstate conflicts. In addition, NYU hopes to displace the tendency to study the Middle East primarily in relation to the West, to bring about collaborations between scholars in the humanities and the social sciences, to bring in specialists on other areas for comparative perspective, and to connect with a broader public.

The cornerstone of this new model is a series of faculty-student working groups. In addition to major efforts to improve the quality and utility of language instruction, working group ses-
sions and other activities will be conducted in local languages. The NYU working groups are at once highly structured around specific topics and approaches and open to a variety of regions and specializations. They are designed to include students as well as recent recipients of Ph.D.s. The theme of the first year’s working group is “Locations of the Public Intellectual.” Topics include the development of Islamic law and the relationship between religious and secular modes of public discourse; popular culture and media as modes of secular critique; and migration, exile, and political repression, and how these experiences affect the roles of intellectuals and artists. The activities of the working group will yield papers to be circulated internationally on the Internet, at least two new courses, and a summer teaching institute.

If successful, this recasting of Middle Eastern studies would revise NYU’s approach to international area studies, stressing multiple fields of inquiry and a new reciprocal intellectual relation between the West and other world regions. The initiative would also be expanded through a graduate seminar for students from NYU and its consortial partners in the New York Middle East Research Workshop: Columbia and Princeton Universities, the City University of New York, and New School University.
Crossing Borders: Related Grant Actions

Worldwide Fund for Area Studies

Through its Worldwide Fund for Area Studies, the Foundation supports projects that are of mutual interest and benefit to scholars and institutions in the social sciences and humanities around the world. The goal is to help move area studies beyond its traditional U.S. point of departure and perspectives; the impetus for these collaborations typically originates in a region other than the United States. The grants listed here were made jointly by the Foundation’s office in New York and one or more of its offices in Africa, Asia, and Latin America.
Africa

University of California, Los Angeles, to establish a university summer school in Arusha, Tanzania, in collaboration with Makerere University, the University of Nairobi, and the University of Dar-es-Salaam. The school seeks to strengthen African studies and to promote leadership and critical scholarship among promising East African undergraduate students.

Northwestern University and Council for the Development of Social Science Research in Africa (CODESRIA), for “Transcending Boundaries: The Humanities and Socio-Economic Transformation in the African World,” which brings together as partners these two institutions along with the University of Ghana, Legon. The project, designed to foster collaboration and dialogue among scholars from the United States and all parts of Africa, supports fellows in residence at Northwestern University and at the University of Ghana.

Asia

Institute for International Education, to create a fellowship program for Asian scholars, professionals, and public intellectuals to undertake research or pursue study in a part of Asia other than their own for an academic year, with the possibility of follow-up residencies in the United States, Europe, Australia, or Japan. This program seeks to enhance Asian scholarship in and on South Asia, Southeast Asia, and China; to promote comparative study within Asia; and to extend the networks of Asian scholars internationally.

Social Science Research Council, to support a fellowship program for senior graduate students and junior postdoctoral scholars based in North America to conduct between twelve months and two years of field research in Vietnam. Fellows may collaborate with Vietnamese host institutions in a variety of ways, including lecture series, joint research activities, translation, or other types of consultation.

University of Wisconsin and Ateneo de Manila University, for a project on historical and contemporary photographs of the Philippine environment. The two institutions are collaborating on the use of photographic images as a teaching tool in interdisciplinary grad-
uate seminars, the creation of a digital archive, rephotography of historic sites, field research, and, through links with NGOs, public education regarding environmental degradation in the Philippines.

Latin America

**Latin American Studies Association (LASA),** to support travel for Latin American and Caribbean scholars to attend its 1998 International Congress and to give lectures at U.S. colleges and universities.

**New York University,** to launch “Performance and Politics: A Hemispheric Institute,” designed to create and sustain links with scholars, artists, and institutions in Latin America. Through seminars, courses, and internship and exchange programs between the United States and Latin America, the Institute seeks to further scholarly and artistic understanding of the relationship between expressive behavior and the sociopolitical coordinates of cultural life.

**Social Science Research Council,** to support a research and training program on “Collective Memory of Repression: Comparative Perspectives on Democratization Processes in Latin America’s Southern Cone.” Recognizing the need to address the legacies of authoritarian rule in this subregion, the project seeks to catalyze research on the role of historical memory in democratization processes among researchers in the Southern Cone and U.S.-based doctoral students.

**Woodrow Wilson Center,** to supplement a program of training for junior scholars from Latin America in public policy research and analysis. Fellows spend an academic semester at a major U.S. university under the mentorship of a senior researcher in their disciplines.

**Complementary Grants**

In order to enrich and complement the work of both the thirty “Crossing Borders” grantees and the Worldwide Fund for Area Studies, the Foundation also supports efforts (1) to enhance scholarship on particular regions; (2) to rethink fundamental concepts
and practices; and (3) to strengthen key institutions in the area studies field. Examples of recent grants are listed here.

**African Studies**, a set of grants made to Boston University, the University of California, Berkeley, the University of Florida, the University of Illinois, Indiana University, Michigan State University, the University of Michigan, and the University of Pennsylvania to strengthen graduate training in African studies; bring greater diversity to the field; build linkages with African research networks and universities; develop collaborations with professional schools; and utilize new technologies to facilitate research and training.

**Barnard College**, to develop a series of courses on diasporic communities in New York City under the initiative “World Cities, City Worlds.” A vital component of the courses is field-based research, which allows students to explore what it means to live in a global, urban setting characterized by remarkable cultural, religious, racial, and economic diversity.

**University of California, Berkeley**, to support a workshop, conference, and volume on “Rethinking Area Studies.” This attempt to provide a comparative assessment of the intellectual and institutional histories of distinct area studies subfields is premised on the conviction that understanding the internal differentiation of area studies is essential for any effort to shape its future trajectories.

**University of California, Santa Cruz**, for a project on “Civilizational Thinking.” By questioning the conventional narratives of “civilization,” and taken-for-granted categories such as “the West,” “Asia,” or “Africa,” this project works toward a better understanding and the development of new courses that address the ways in which regions, cultures, and histories are formed.

**University of Chicago**, support for a three-year program, “Regional Worlds: A New Approach to Area Studies.” This program is
designed to explore “process geographies,” in which geographical regions take on unusual shapes as a result of movements of people, ideas, capital, technologies, and media. Each year, a different region is “remapped” by scholars, policymakers, artists, and activists participating in a set of colloquia and a conference. Beyond University of Chicago participants, the program also hosts fellows from Midwestern liberal arts colleges.

**New York University**, to support a project aimed at reconceptualizing the study and teaching of American history from a more international perspective. To counteract the traditional self-referentiality of American history, scholars from the United States and other countries are participating in a three-conference series to discuss theoretical, professional, and curricular issues in the field.

**Rutgers University**, to support a project on “Writers Across the Border,” with a focus on language, literature, and the “border” that separates writers and scholars in the Americas. By creating a dialogue among scholars, Latino/a artists, students, and the public from New York-area communities, this project examines the ways in which border crossings inform and challenge notions of identity, citizenship, language, and nationhood.

**Social Science Research Council**, for support of its continuing efforts, in conjunction with the American Council of Learned Societies, to redesign the Councils’ joint international programs. The focus of these activities is on the creation of international networks in the social sciences and the humanities; on linking perspectives of discipline-based knowledge and area studies; and on understanding and enhancing conditions of knowledge production worldwide.

**Social Science Research Council**, for support of the International Predissertation Fellowship Program, jointly administered by the American Council of Learned Societies. The program, which provides twelve months’ support for overseas study or research, is
designed to encourage doctoral students in the social sciences, particularly economics, political science, sociology, and psychology, to develop competence in an international or area studies field.

**Interdisciplinary Workshops in Social Sciences and Area Studies**, a set of grants to eighteen universities participating in the International Predissertation Fellowship Program, administered by SSRC and ACLS, to organize workshops, seminars, or colloquia that provide a venue in which students and faculty from different disciplinary perspectives share methodological approaches and problems encountered in research in the field.
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University of California, Berkeley
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Dartmouth College
http://www.dartmouth.edu/~african

Duke University
http://www.duke.edu/web/oceans

Hamline University
http://www.hamline.edu/world

University of Hawai‘i at Manoa
http://www2.hawaii.edu/movingcultures/

University of Texas at El Paso
http://www.utep.edu/border
University of Virginia
http://minerva.acc.Virginia.edu/~anthro/Pacific/intro.html

University of Wisconsin-Madison
http://www.wisc.edu/internationalinstitute

Yale University
http://www.yale.edu/yckas/events