

Harvard
University

August 4-7
2014

Visualizing Global Studies

a mapping workshop for educators harvard university, august 4-7, 2014

A Mapping Workshop for Educators



Visualizing Global Studies: Guiding Questions

1. How do maps push us to think differently? What opportunities for inquiry and analysis does a spatial approach open up for teachers and students?
2. How can telling stories visually reveal and challenge assumptions about a place, time, or community? What stories do maps tell and how can they differ from other stories we tell about these places, times, and communities?
3. How can mapping help us to compare and contrast different times and places, or different people or nations within the same time and space?

This workshop was made possible, in large part, due to funding from the U.S. Department of Education's Title VI / National Resource Center grant.

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Welcome!

On behalf of the outreach council for international centers and units at Harvard University, we are pleased to welcome you to our summer 2014 teachers' workshop. We hope that the next four days will provide you with a number of helpful tools for incorporating global issues into your own classroom, as we work toward the shared goal of helping to develop more globally minded students.

Regional studies are inherently grounded in space and place. **Visualizing Global Studies: A Mapping Workshop for Educators** is a multi-disciplinary and multi-regional event that will explore the questions, insights, connections, and intersections that are revealed by visually mapping information, narrative, and history. With the advent of increasingly powerful and accessible online tools for mapping and visualizing data, **teachers have more opportunities than ever to re-envision the ways that they understand and analyze spatial information, as well as how they present and explore it with their students.**

The workshop will incorporate **hands-on training in online tools for geographic analysis**, along with **case study presentations** from scholars who have used these tools to advance their own research in regional studies. Through a partnership with the Center for Geographic Analysis (CGA) at Harvard University, participants will explore publicly accessible tools, with a primary focus on the CGA-developed tool WorldMap. Throughout the course of the week, participants will develop their own **personal projects** that unite the content and skills presented during the workshop with their own goals for classroom teaching.

In your program booklet you will find the **agenda** for the workshop, a list of **fellow participants, speaker biographies**, information about the **sponsoring Harvard groups**, and listings for future **outreach events and information**. Following the workshop, we welcome your feedback so that we can continue to provide enriching professional development opportunities for teachers across the country.

We want to **thank you for your tremendous efforts in globalizing your curriculum**, and for the work put into developing your unit ideas before, during, and after the workshop. We look forward to working with you to see your ideas through to completion!

Sincerely,

Jorge Espada, Harvard University Asia Center

Erin Goodman, David Rockefeller Center for Latin American Studies

Rebekah Judson, Davis Center for Russian and Eurasian Studies

Cris Martin, Davis Center for Russian and Eurasian Studies

Sarah Meyrick, Center for Middle Eastern Studies

Anna Mudd, Center for Middle Eastern Studies, Davis Center for Russian and Eurasian Studies

Elise Noël, Committee on African Studies

Emily Robinson, Harvard Global Health Institute

Meghan Smith, South Asia Institute

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Agenda

DAY 1

Monday, August 4, 2014

8:00 am – 4:30 pm

Barker Center for the Humanities, Thompson Room
12 Quincy Street, Cambridge, MA 02138

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|---------------------|---|
| 8:00 — 8:30 am | Registration and Light Breakfast |
| 8:30 — 9:45 am | Welcome and Introductions
Outreach Staff |
| 9:45 — 11:00 am | Keynote: “Mapping by Design: Theories and Practice for Maps in the Classroom”
Erika Kitzmiller
Non-Resident Fellow, Hutchins Center
Harvard University |
| 11:00 — 11:15 am | Break |
| 11:15 am — 12:15 pm | Cluster Breakouts: Map Project Discussion and Planning |
| 12:15 — 1:15 pm | Lunch |
| 1:15 — 2:15 pm | Africa Map: A Practical Look at Using this Tool in Your Teaching
Suzanne Preston Blier
Allen Whitehill Clowes Chair of Fine Arts and Professor of African and African American Studies, Harvard University |
| 2:15 — 2:30 pm | Break |
| 2:30 — 4:30 pm | Master Class
Jody Smothers Marcello
Co-Coordinator, Alaska Geographic Alliance
Humanities Teacher, Sitka High School
Editor, <i>The Geography Teacher</i>
Kim Frederick
History Teacher, Concord Academy
Iván Nieves
Instructional Solutions Architect, Concord Academy |

Agenda, continued

DAY 2

Tuesday, August 5, 2014

8:00 am – 4:30 pm

Center for Geographic Analysis, Harvard University

Northwest Building, Room B127

52 Oxford Street, Cambridge, MA 02138

8:00 – 8:30 am	Light Breakfast
8:30 – 9:00 am	Welcome and Training Orientation
9:00 – 10:00 am	Introduction to GIS
10:00 – 10:30 am	Introduction to WorldMap
10:30 – 10:45 am	Break
10:45 am – 12:00 pm	WorldMap and Mapping Projects
12:00 – 1:00 pm	Lunch
1:00 – 2:00 pm	Hands-On WorldMap and Map Warper
2:00 – 3:30 pm	Editing/Symbolizing Your Data
3:30 – 4:30 pm	Presenting Your Data, Google Earth, Independent Exploration

The Center for Geographic Analysis (CGA), established in Fall 2005, supports geospatial research and teaching at Harvard University. Working with faculty, students, and departments, CGA enables a diverse range of research projects involving geospatial analysis. The Center provides geographic information systems (GIS) solutions ranging from general cartography and mapping, to spatial visualizations, web maps, and web services. By integrating spatial data with knowledge from multiple disciplines, CGA actively promotes the use of GIS in the Harvard curriculum. The Center's mission is to strengthen GIS infrastructure and services across the University. CGA is also the home of WorldMap!

Agenda, continued

DAY 3

Wednesday, August 6, 2014

8:00 am – 4:30 pm

Barker Center for the Humanities, Thompson Room
12 Quincy Street, Cambridge, MA 02138

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|---------------------|--|
| 8:00 – 8:30 am | Light Breakfast |
| 8:30 – 9:00 am | Project Development and Reflection in Group Setting |
| 9:00 – 10:30 am | Tour of the Maps Collection at Houghton Library
Scott Walker
Digital Cartography Specialist, Harvard Map Collection
Harvard University |
| 10:30 – 10:45 am | Break |
| 10:45 am – 12:15 pm | Using WorldMap to Look at East Asia
Merrick Lex Berman
GIS Project Manager, China Historical GIS Program
Harvard University |
| 12:15 – 1:15 pm | Lunch |
| 1:00 – 2:00 pm | Visualizing Data: A Case Study
Katy Harris
Co-Founder and Head of Design, Trill |
| 2:00 – 2:15 pm | Break |
| 2:15 – 3:30 pm | Omeka and Neatline Overview
Hugh K. Truslow
Librarian for Davis Center for Russian and Eurasian Studies Collection
Fung Library, Harvard University |
| 3:30 – 4:30 pm | Project Workshopping |



Agenda, continued

DAY 4

Thursday, August 7, 2014

8:00 am – 5:00 pm

Barker Center for the Humanities, Thompson Room
12 Quincy Street, Cambridge, MA 02138

- 8:00 — 8:30 am **Light Breakfast**
- 8:30 — 9:00 am **Project Planning and Reflection in Group Setting**
- 9:00 — 10:30 am **Lessons from the Classroom: Spatial Strategies for Teaching Russian Studies**
Kelly O’Neill
Associate Professor, Department of History
Harvard University
- 10:30 — 10:45 am **Break**
- 10:45 am — 12:00 pm **Mapping Projects: Harvard Graduate Student “TED” Talks**
Benjamin Weber
Doctoral Candidate, Department of History
Harvard University
Mark Duerksen
Doctoral Candidate, Department of African and African American Studies
Harvard University
Aylin Yildirim Tschoepe
Doctoral Candidate, Department of Anthropology and Center for Middle Eastern Studies
Harvard University
- 12:00 — 1:00 pm **Lunch**
- 1:00 — 1:45 pm **Mapping Disease Outbreaks**
Sumiko Mearu
Research Fellow, Computational Epidemiology Group
Children’s Hospital Informatics Program
- 1:45 — 2:30 pm **Kumbh Mela: Mapping Public Health at the World’s Largest Human Gathering**
Pooja Agrawal
Director, Global Health Education
Section of Global Health & International Emergency Medicine
Assistant Professor, Department of Emergency Medicine
Yale University School of Medicine

Associate Faculty, Harvard Humanitarian Initiative
Harvard University
- 2:30 — 2:45 pm **Break**
- 2:45 — 4:45 pm **Putting it all Together**
- 4:45 — 5:00 pm **Evaluations**

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Participant List

Ajoa Abrokwa

Al-Aqsa Islamic Academy
Collingdale, PA

Whitney Andrews

Randolph School
Huntsville, AL

Patience Berkman

Newton Country Day School
Newton, MA

Annie Brown

Marlborough School
Los Angeles, CA

Chuck Bunting

Oak Hill Middle School
Newton, MA

Victoria Buonanno

City and Country School
New York, NY

Kathryn DeWitt

Lexington High School
Lexington, MA

Richard Donnelly

Bedford High School
Bedford, MA

Brooke Forrelli

Lexington High School
Lexington, MA

Emma Frey

Phillips Academy
Andover, MA

Brian Goeselt

Newton North High School
Newton, MA

Roger Grande

Brookline High School
Brookline, MA

Bryce Mattie

The Bromfield School
Harvard, MA

Katherine Murphy

Lexington High School
Lexington, MA

Rachel Otty

Cambridge Rindge and Latin School
Cambridge, MA

Marie Panzer

Goshen High School
Goshen, NY

Michael Panzer

Roy C. Ketcham High School
Wappingers Falls, NY

Hana Reed

Maggie L. Walker Governors School for
Government and International Studies
Richmond, VA

Kaitlin Schofield

Innovation Academy Charter School
Tyngsborough, MA

Matthew Shine

E. W. Thurston Middle School
Watertown, MA

Anna Shore

Maggie L. Walker Governors School for
Government and International Studies
Richmond, VA

Sally Stone

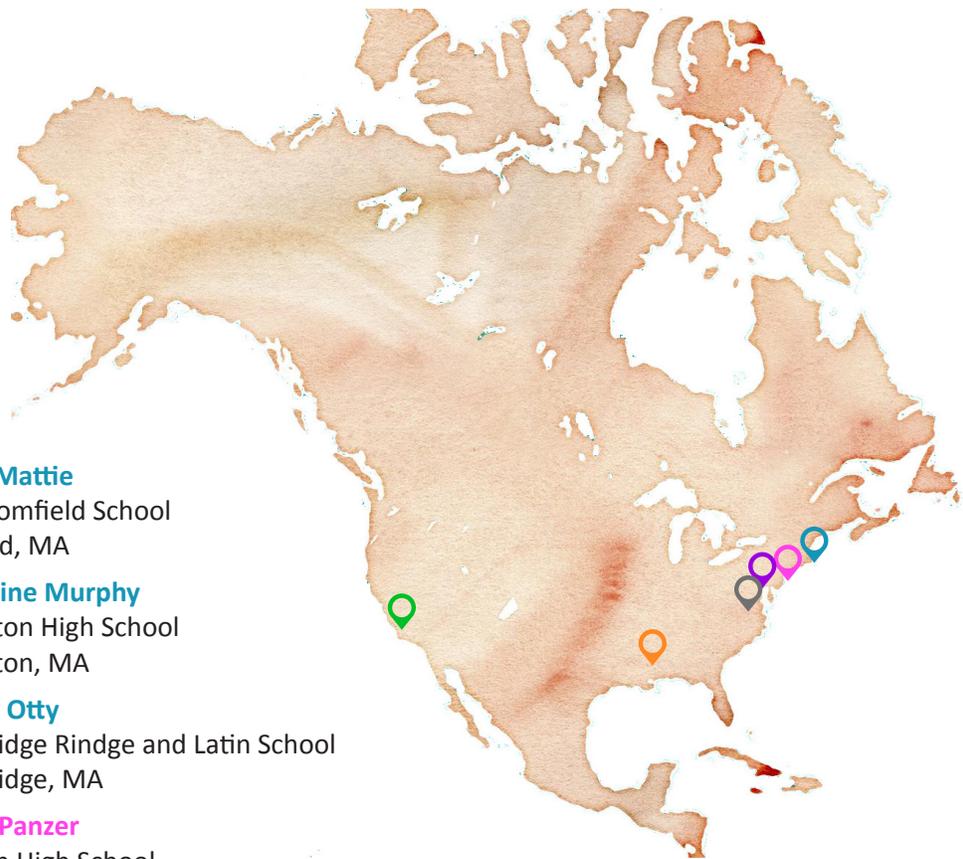
Athol-Royalston Middle School
Athol, MA

Sandra Stuppard

Boston Latin School
Boston, MA

Adam Turner

Canton High School
Canton, MA



Speaker Biographies

Pooja Agrawal

Director, Global Health Education
Section of Global Health & International Emergency Medicine
Assistant Professor, Department of Emergency Medicine
Yale University School of Medicine
Associate Faculty, Harvard Humanitarian Initiative
Harvard University

Dr. Pooja Agrawal is the director of global health education and an assistant professor in the department of emergency medicine at the Yale University School of Medicine. Dr. Agrawal works in many countries across Africa, South America, and Asia, developing projects and conducting research related to humanitarian crises, mass gatherings, disaster response, and global public health challenges. Her research focuses on the use of various field methodologies to study issues specific to forced migration, refugees, and other displaced populations. Her recent work includes assessing health issues of resettled refugees in the U.S., establishing a digitized public health surveillance system at a major mass gathering in India, studying sexual violence among refugees in Cameroon, and training Bhutanese medical providers on emergency and trauma care. Dr. Agrawal is a graduate of Cornell University, received her MD from the Case Western Reserve University School of Medicine, and completed her medical residency at the Harvard-affiliated emergency medicine residency. Dr. Agrawal is also a graduate of the Brigham and Women's Hospital international emergency medicine fellowship and received her MPH from the Harvard School of Public Health. Dr. Agrawal holds faculty appointments at the Yale School of Medicine and the Harvard Humanitarian Initiative.

Merrick Lex Berman

GIS Project Manager, China Historical GIS Program
Harvard University

Merrick Lex Berman manages Chinese and Japanese geographic information projects such as CHGIS, the Skinner Archive, and JapanMap. He studied Asian languages and geosciences at UMASS - Amherst and was a Fulbright Scholar in Chinese geography at Academia Sinica (Taipei). In addition to developing place-name databases, web services, and digital collection tools, Mr. Berman works on GIS data portals, geographic ontologies, and a curriculum for Quantum GIS training.

Suzanne Preston Blier

Allen Whitehill Clowes Chair of Fine Arts and Professor of African and African American Studies
Harvard University

Professor Suzanne Preston Blier is a historian of African art and architecture in both the history of art and architecture and African and African American studies departments. She also is a member of the Institute for Quantitative Social Science. Professor Blier is a member of the College Art Association editorial board where she serves as vice president for publications; in 2011 two of her articles were selected for the centennial anthology of the journal. She is a member of the Collège de France international scientific and strategic committee (COSS)(2011-2013), and serves on the board of the Society of Architectural Historians. Past fellowships include: CASVA (Paul Mellon Senior Fellow, the National Gallery of Art), John Simon Guggenheim, the Radcliffe Institute, NEH, the Institute for Advanced Study, Princeton, Fulbright Senior Research, Social Science Research Council, ACLS, the Clark Art Institute, and the Getty Center for the Study of Art.

Speaker Biographies, continued

Mark Duerksen

Doctoral Candidate, Department of African and African American Studies
Harvard University

Mark Duerksen is a PhD student in the department of African and African American studies with a primary field in history. His research focuses on African political and urban history with an interest in tracing the evolving meanings of architectural and urban planning projects from their conception through their present legacies. Currently he is learning to utilize mapping technology (WorldMap, ArcGis) to aggregate data in order to better visualize spatial transformations. Mr. Duerksen has a BA in political and social thought with a minor in African studies from the University of Virginia. While an undergraduate he studied in Uganda and Rwanda with the School for International Training.

Kim Frederick

History Teacher, Concord Academy

Kim Frederick is a history teacher at Concord Academy, where she has been teaching U.S. and Middle Eastern history since completing graduate work at Tufts and Brandeis Universities. As head of the Academy's history department, she worked with colleagues to pilot interdisciplinary and experiential courses and to encourage the use of maps and mapping to help students gain historical understanding. Ms. Frederick has spent the past few years learning about and experimenting with experiential education that can fit within the bounds of Concord Academy's regular daily schedule. She has presented at The Primary Source and sits on an advisory board for Brandeis University's education department. She loves cities, urban planning history, and chocolate.

Joseph Garver

Librarian for Research Services and Collection Development, Harvard University

Joseph Garver, research librarian in the Harvard Map Collection, manages a library of more than 500,000 maps, ranging from the late 15th century to the present. In that capacity, he has served as curator of many exhibitions, including the cartographical representation of mountains and rivers, pictorial maps, coastal charts, and the iconography of maps. His publications include numerous journal articles, book reviews, and the book *Surveying the Shore: Historic Maps of Coastal Massachusetts, 1600–1930*. He has given presentations at a wide variety of museums, historical societies, libraries, and map societies. Dr. Garver attended graduate school at the University of Pittsburgh, where he earned his doctorate in history and his master's degree in library science.

Katy Harris

Co-Founder and Head of Design, Trill

Katy Harris currently heads up all design and product development efforts at Trill, a web company that seeks to strengthen the relationship between performing arts groups and their audiences. She spent four years as the senior designer at Fathom Information Design, building interactive visualizations and exploratory tools to help clients such as Thomson Reuters, the Gates Foundation, the World Bank Group, Consumer Reports, the Knight Foundation, GE, and the Robin Hood Foundation to understand large datasets. Prior to Fathom she was the lead interaction designer for Memento FIS, where she designed visualization interfaces to aid in the detection and analysis of fraud within large banking networks. She is frequently a visiting critic at the Rhode Island School of Design and Northeastern University. She holds a BS in business administration from Carnegie Mellon University and an MFA in graphic design from the Rhode Island School of Design.

Speaker Biographies, continued

Erika M. Kitzmiller

Non-Resident Fellow, Hutchins Center
Harvard University

Dr. Erika M. Kitzmiller is a historian of race, social inequality, and education. Her book manuscript, *The Roots of Educational Inequality: Germantown High School, 1907–2013*, examines the political, economic, and social factors that have contributed to the transformation of urban high schools and the escalation of inequality over the course of the twentieth century. From 2013–2014, she was the Caperton Fellow at Harvard University’s Hutchins Center (formerly the W.E.B. Du Bois Institute). Currently, she is a NAEd/Spencer Foundation postdoctoral fellow.

Dr. Kitzmiller earned a joint PhD in history and education, culture, and society from the University of Pennsylvania in 2012 and an MPA from the Fels Institute of Government at Penn. She received her BA in history and Italian from Wellesley College. Before graduate school, she worked with the Steppingstone Foundation in Boston, MA and served as middle school teacher and administrator at the Calhoun School in New York City and Wayland Middle School in Wayland, MA.

Benjamin Lewis

Senior GIS Specialist, Center for Geographic Analysis
Harvard University

Ben Lewis is system architect and project manager for WorldMap, an open-source infrastructure that supports collaborative research centered on geospatial information. Before joining Harvard, Mr. Lewis was a project manager with Advanced Technology Solutions of Pennsylvania, where he led the company in adopting platform-independent approaches to GIS system development. Mr. Lewis studied Chinese at the University of Wisconsin and has a Master’s degree in planning from the University of Pennsylvania. After Penn, Mr. Lewis worked at the UC Berkeley GIS Lab, started the GIS group for the transportation engineering firm McCormick Taylor, and coordinated the Land Acquisition Mapping System for the South Florida Water Management District. Mr. Lewis is especially interested in technologies that lower the barrier to GIS access.

Jody Smothers Marcello

Humanities Teacher, Sitka High School
Editor, *The Geography Teacher*

Jody Smothers Marcello, a national board certified teacher, teaches AP human geography (APHG), global issues, world and American history, and English to students at Sitka High School in Sitka, Alaska. She has received multiple teaching awards at the state and national levels, including from the National Council for Geographic Education (NCGE) and the National Council for the Social Studies. Jody has served as NCGE president, on the national board for Professional Teaching Standards’ social studies-history standards committee, and the Road Map for 21st Century Geography Education’s assessment committee. She serves as a table leader for the APHG College Board reading and was recently appointed to the APHG development committee. She has also authored multiple articles and curricula, including recent publications for the College Board and NCGE. She was a teacher contributor to *The American Public School Teacher: Past, Present, and Future*, and edits *The Geography Teacher*, one of NCGE’s two professional journals. Jody has BS and MEd degrees from Texas A&M University.

Sumiko Mekaru

Research Fellow, Computational Epidemiology Group
Children’s Hospital Informatics Program

Sumiko Mekaru, DVM, PhD, MPVM, MLIS is a research fellow with the Computational Epidemiology Group of Children’s Hospital Informatics Program in Boston. Dr. Mekaru’s research focuses on developing new methods for detection of emerging and reemerging diseases at the human-animal interface. With a background in veterinary medicine,

Speaker Biographies, continued

information science, and epidemiology, Dr. Mekaru brings unique expertise to the field of surveillance of zoonotic diseases. Her research leverages communication technology, big data, and non-traditional surveillance methods to enhance early warning detection of zoonotic disease events. Dr. Mekaru's doctoral research examined environmental risk factors associated with waterborne disease and Ebola outbreaks, and evaluated measures of peridomestic forest interface as a risk factor for Lyme-associated pediatric facial palsy. Dr. Mekaru has published and presented more than 25 scientific abstracts in peer-reviewed journals and conferences. In her work for the USAID-funded PREDICT project, she has co-created a web tool and map to monitor the illegal wildlife trade, developed new data feeds in several languages for surveillance, trained dozens of graduate students in data curation, and contributed to several manuscripts in process. She trains graduate students in data curation methods and novel analytic strategies, and promotes knowledge translation to relevant national and international animal health organizations through her membership positions in the American Veterinary Medical Association and the International Society for Disease Surveillance. She is the creator and director of HealthMap's intern program which has accepted more than 75 interns since 2009. She has directly supervised 50 interns whose work has resulted in numerous poster and abstract presentations at national conferences as well as several manuscripts in development.

Iván Nieves

Instructional Solutions Architect, Concord Academy

Iván Nieves works as the instructional solutions architect at Concord Academy, and is a Google-certified teacher and Apple distinguished educator. He has held academic technology positions at the Winsor School and Noble & Greenough School in the Boston area, as well as the Sotogrande International School in Spain. In the past few years he has presented at the edAccess unconference, the BETT international trade show in London, and the AISNE Business Conference. An avid traveler, foodie, and technology obsessive, Mr. Nieves is constantly tagging, tracking, and curating the world around him.

Kelly O'Neill

Associate Professor, Department of History

Faculty Associate and Executive Committee Member, Davis Center for Russian and Eurasian Studies
Harvard University

Professor Kelly O'Neill's teaching and research interests revolve around the history of the Russian empire prior to 1917. She is particularly interested in the methods and meaning of imperial rule in the southern borderlands in the late 18th and early 19th centuries, the politics of architectural space, and Russian-Ottoman encounters in the Black Sea region. Her current manuscript project examines social, cultural, economic, and environmental aspects of the integration of the Crimean Khanate into the empire. She is also studying the development of the wine industry in Russia's Black Sea provinces and its links to broader processes of agricultural modernization, transnational exchanges of scientific knowledge, and empire-building. An alumna of the Davis Center's Russian, East European, and Central Asian Studies program, she is currently an associate professor of history at Harvard University.

Hugh K. Truslow

Librarian for Davis Center for Russian and Eurasian Studies Collection
Fung Library, Harvard University

Mr. Truslow works at the Fung Library in Harvard's Center for Government and International Studies, where he serves as half-time librarian for the Fung Library and half-time librarian for the Davis Center Collection. His general responsibilities as librarian for the Fung Library include coordination, oversight, and leadership as well as transition management. As librarian for the Davis Center Collection, his responsibilities include building the collection's diverse holdings of books, journals, archives, and special-collections materials, as well as providing research, outreach, and instruction support in Slavic studies to the Davis Center community, the FAS, and the University more generally. Working with the Slavic division of Widener Library, he also serves as library liaison to the department of Slavic lan-

Speaker Biographies, continued

guages and literatures in the Faculty of Arts & Sciences.

In a previous career, he worked for *The New York Times* in New York and Washington, beginning with their bi-weekly Russian-language edition in 1992–1994, and later as an information-graphics editor.

Mr. Truslow holds a BA in Russian language from the University of Vermont, and an MSLIS from the Simmons College Graduate School of Library and Information Science, with a concentration in archival management. He studied Russian language at the Middlebury College Summer Language School, and also spent a year as an exchange student at Moscow State University in 1989–1990.

Aylin Yildirim Tschoepe

Doctoral Candidate, Department of Anthropology and Center for Middle Eastern Studies
Harvard University

Visiting Assistant Professor, Wentworth Institute of Technology

Dr. Aylin B. Yildirim Tschoepe received a Graduate Engineer Diploma in Germany in 2003 and began working as an architect on public and private projects soon after. In 2007, Dr. Yildirim Tschoepe received a Master of Science degree after carrying out case studies in informal settlements in Istanbul, proposing an alternative strategy for gecekondu upgrading. In May 2012, she graduated from Harvard University as Doctor of Design, pursuing a career in the fields of urban studies and anthropology.

Dr. Yildirim Tschoepe has been working as a teaching fellow and instructor for seminars and design studios in the U.S. and Germany. Concurrently, she has started a PhD in Anthropology and Middle Eastern Studies at Harvard GSAS in fall 2011, which allows her to expand and deepen her expertise in interdisciplinary work, research and teaching. Her research interests at GSAS include migration, informality, home and identity, rapid urbanization, rural development, and the Middle East. Additionally, she is a visiting assistant professor at the Wentworth Institute of Technology, Department of Architecture (WIT). Dr. Yildirim Tschoepe is joining Istanbul Şehir University, Center for Urban Studies in 2014 to pursue her project “Forging Homes, Forging Identities,” where she aims to bring the fields of urban studies and anthropology together. This will allow her to expand and deepen her experience in transdisciplinary work, research and teaching.

Scott Walker

Digital Cartography Specialist, Harvard University

Scott Walker is currently the digital cartography specialist at the Harvard Map Collection. In this role he works with students and faculty to create maps for theses, research papers, and manuscripts. Mr. Walker also helps locate and/or create GIS data for use in spatial analysis, and for some projects is actively involved in running the analyses. Prior to taking the position at Harvard, Mr. Walker spent five years developing GIS-based curriculum materials on an NSF-funded grant covering topics in the Earth and environmental sciences, and also worked for several years as a GIS manager for the National Park Service at Point Reyes National Seashore in California.

Benjamin D. Weber

Doctoral Candidate, Department of African and African American Studies
Lead Researcher, History Design Studio
Harvard University

Benjamin D. Weber is a PhD candidate in history at Harvard. He is the creator and administrator of the Digital History Group for HASTAC and was recently featured in an app teaching primary sources from the Civil Rights Movement. He has served as a researcher for Evelyn Brooks Higginbotham’s current book project (in progress), the Marcus Garvey and UNIA Papers Project edited by Robert A. Hill, and Picturesque Multimedia Productions. He has also received numerous awards, including the National Council for the Social Studies’ (NCSS) Outstanding Teacher of the Year (2011) and a Mellon research fellowship for 2014–2015.

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About the Sponsors



HARVARD UNIVERSITY
Asia Center

Established on July 1, 1997, the **Harvard University Asia Center** was founded as a university-wide interfaculty initiative with an underlying mission to engage people across disciplines and regions. The Center sponsors a number of seminars, conferences, lectures, and programs during the academic year including the annual Tsai Lecture, the Modern Asia, Southeast Asia, and Islam in Asia seminar series, the Ezra F. Vogel Distinguished Visitors Program, and the Asia Vision 21 conference. In addition to its award-winning publications program, the Center issues a weekly bulletin featuring Asia-related events at Harvard and in the greater Boston area, as well as an online newsletter. The Asia Center funds student research and study in Asia as well as the activities of Asia-focused student organizations. In addition, the Asia Center is designated a Title VI National Resource Center for East Asia by the U.S. Department of Education.

Learn more at: asiacenter.harvard.edu



The Outreach Center at the **Center for Middle Eastern Studies** draws on the Harvard community to promote a critical understanding of the diversity of the Middle East region for educators and the general public through professional development programs, online resources, and public events.

The Outreach Center fulfills the Center for Middle Eastern Studies' mandate as a U.S. Department of Education National Resource Center to serve as a conduit for scholarship to local and regional primary- and secondary-school instructors and to the general public. The Outreach Center accomplishes this mission by offering webinars, workshops, public events, access to its resource lending library, and talks to schools and teachers in the Boston region and throughout New England.

Learn more at: cmes.hmdc.harvard.edu



COMMITTEE ON AFRICAN STUDIES HARVARD UNIVERSITY

The **Committee on African Studies at Harvard**, a National Resource Center for African Studies, fosters the creation and dissemination of knowledge about Africa and African perspectives across the University and beyond into the community. The Committee offers a wide range of outreach activities and resources for educators at all levels to help them consider how they can infuse African studies into teaching and learning objectives. Visit the Committee's website to see online lesson planning tools, recommended resource lists, events geared toward area educators (both in person and recorded event archives), and to learn how to connect and recommend resource topics.

Learn more at: africa.harvard.edu

About the Sponsors, continued



HARVARD UNIVERSITY
David Rockefeller Center
for Latin American Studies

Founded in 1994, Harvard's **David Rockefeller Center for Latin American Studies (DRCLAS)** works to increase knowledge of the cultures, economies, histories, environment, and contemporary affairs of past and present Latin America. DRCLAS also has offices in Santiago, Chile; São Paulo, Brazil; and Mexico City.

Learn more at: drclas.harvard.edu



The **Davis Center for Russian and Eurasian Studies** is Harvard University's center for interdisciplinary research and study of Russia and its neighbors. The Center has more than 300 affiliates working in disciplines ranging from anthropology to sociology, and whose regional interests span virtually all of Russia, Eastern Europe, and Central Asia. The Davis Center's goal is to foster these scholars' development and to stimulate interdisciplinary thinking by creating opportunities for them to meet, exchange views, and collaborate.

One of the cornerstones of the Center's mission is to develop and deliver high-quality resources and programming that will educate the general public (and specifically K-12 teachers and students) about the history, culture, and current events of Russia and Eurasia. This is accomplished through the development and execution of high-quality events and programming (including workshops for teachers, in-classroom lectures, cultural events and webinars); the Center also develops, disseminates, and helps teachers make use of curricular, digital, and material resources. Please be in touch with the Center to learn how to bring this rich and vibrant region into your classroom teaching.

Learn more at: daviscenter.fas.harvard.edu



HARVARD

Global Health Institute

The **Harvard Global Health Institute (HGHI)** is a cross-university Institute, which aims to build and strengthen an emerging field of global health. HGHI works to develop an educational platform that reframes world health issues within a broader context and establishes a conceptual foundation to guide the design of new curricula. The Institute's educational efforts extend beyond new courses in global health to initiatives that support the integration of a global health perspective into learning opportunities across the university and beyond.

HGHI facilitates interdisciplinary collaboration to fill high-priority knowledge gaps, pilot new models for experiential learning, incentivize innovative pedagogy, and produce "public goods" for global health teaching and learning. The Institute leverages the intellectual capacity and convening power of Harvard University to form collaborative frameworks and principled partnerships that tackle the most intractable challenges through informed action—whether it be agenda-setting, decision-making, or formulation of policy. HGHI incubates innovative ideas for social change, incentivizes attention on the most relevant global health challenges through support of junior faculty and doctoral students, and invests in emerging leaders—who can serve as change agents—through cross-cutting initiatives that engage scholars and leaders from all parts of the world.

The Institute aspires to equip future generations—inclusive of all professions—with the knowledge, skills, and values necessary for serving as agents of change, recognizing that real progress will require a transformation in education across disciplines, and integrated global action.

Learn more at: globalhealth.harvard.edu

About the Sponsors, continued



The **Harvard University South Asia Institute (SAI)** engages faculty and students through interdisciplinary programs to advance and deepen the teaching and research on global issues relevant to South Asia. With offices in Delhi, Dhaka, Karachi, and Mumbai, SAI aims to be a catalyst and bridge between Harvard faculty and students and the region.

SAI's goals are to: Facilitate scholarly exchanges among Harvard faculty and students, international South Asia specialists, visiting academics, and public figures from South Asia; sponsor lectures and conferences at Harvard and in the region by distinguished academic, governmental, and business leaders whose work contributes to a better understanding of the challenges facing South Asia; bring knowledge from South Asia to Harvard by supporting faculty and students with grants for research, study, and service learning; and build a community of stakeholders committed to building scholarship on South Asia at Harvard and in-region.

In addition to events on campus, the South Asia Institute partners with community organizations outside of Harvard and in the region that are interested in South Asian culture and studies, including alumni groups, K-12 schools, peer institutions, and community organizations. These partnerships inform current areas of interest and help identify need for further scholarship on issues relevant to the region.

Learn more at: southasiainstitute.harvard.edu

Upcoming Programming for K-16 Educators



Global Studies Outreach at Harvard is a collaboration among regional and internationally focused centers and programs at Harvard that share a commitment to conduct educational outreach throughout New England and beyond. The primary goal of this collaboration is to help

the general public, and especially K-16 teachers and students, better understand the complex and interconnected world in which we live. We do this by organizing events and programming around global themes, and preparing and disseminating resources for classroom use—taking advantage of Harvard's impressive human and material resources. We hope to create and support a community of educators who are committed to integrating global studies into their classrooms. For more information on upcoming outreach programming and resources from past events, visit globalstudiesoutreach.harvard.edu



Global Studies Outreach at Harvard's **Global Literature Online Book Group for K-16 Educators** explores literature from different global regions, including Africa, Asia, Latin America, Russia/Eurasia, the Middle East, and the Muslim world. Webinar participants have the opportunity to discuss works of global literature with scholars and authors through online conversations. To view recordings from last year's webinars and to keep an eye out for this year's book lineup, visit globalstudiesoutreach.harvard.edu/global-studies-book-group

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Visualizing Global Studies

a mapping workshop for educators harvard university, august 4-7, 2014

Learning Experience Planning Template

Guiding Understandings

- What do you want students to understand and how will maps help them to understand it?
- What question do you want students to answer and how will maps help them to answer it?

Guiding Approaches

- How will maps help students to think differently about this content?
- What assumptions are you asking students to identify and challenge, and how will maps help them to do this?
- What role will technology play in exploring this content and these questions?
- What would this project look like without the use of any digital technology? What will technology add to your teaching?

Content Knowledge

- What terms, facts, and concepts will be necessary for students to know prior to this learning experience?
- What terms, facts, and concepts will they gain during the learning experience?

Materials

- What materials (readings, primary sources, data sets, websites, and/or software) are necessary for this learning experience?
- What materials will you need to bring with you in order to work on your learning experience during the workshop?
- What steps will you need to take to ensure that your classroom or school has what it needs to implement this learning experience?

Learning Plan

- What sequence of teaching and learning experiences will equip students to engage with, develop, and demonstrate the desired understandings? You might choose to write up a single lesson or activity, a longer sequence of activities over several days, or a longer unit.

Student Performance Tasks

- How will students demonstrate their understanding and how will it be evaluated?

Notes

The Global Studies Outreach collaborative initiative is co-sponsored by the Asia Center, the Center for Middle Eastern Studies, the Committee on African Studies, the David Rockefeller Center for Latin American Studies, the Davis Center for Russian and Eurasian Studies, the Harvard Global Health Institute, and the South Asia Institute, all of Harvard University.