

Harvard
University

August 3–6
2015

Global Migration

in the 21st Century

understanding why and how people move

A Workshop for Educators



Global Migration: Guiding Questions

1. Why do people migrate? What has changed and what remains the same about migration and migration studies in the current era?
2. How are stories of migration told through personal and public narratives? What are our personal connections to migration and how do they inform how we understand and view contemporary migration?
3. Why/how do nations control the movement of people? What is the responsibility of state actors in determining migration policies and ensuring human rights?
4. How are migration and crisis linked? Why do we often view migration through the frame of crisis (public health, natural disaster, environmental, economic, political, etc.)?
5. What is the relationship between migration and opportunity? How does thinking about migration as opportunity change our perspective?

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

Global Migration

in the 21st Century

understanding why and how people move

Welcome!

On behalf of the Global Studies Outreach Committee, we are pleased to welcome you to Harvard University for our 2015 summer workshop for educators, “**Global Migration in the 21st Century: Understanding How and Why People Move.**” We hope that the content and pedagogical tools we explore over the next four days as a collaborative learning community will help you better engage your students in a study of migration and better prepare them for their role as global citizens.

This workshop will focus on the social, economic, and political factors involved in the growth of global human migration during the 20th and 21st centuries. Highlighted by the transatlantic migrations of the late 19th and early 20th centuries and continuing with the burst of population movement after 1945, human migration in the contemporary era has an inherently global nature. The movement of people across and within borders continues to reshape the political, cultural, economic and social spheres of nations throughout every world region, while creating new transnational communities and interdependencies between previously disparate peoples and states.

In order to support deep conversations around curriculum and pedagogy in addition to content, we have partnered this year with Project Zero, a research group based at the Harvard Graduate School of Education. Guided by their mission to understand and enhance high-level thinking and learning across disciplines and cultures in our nation’s schools, Project Zero will help to provide the pedagogical underpinning to this year’s workshop, drawing upon their diverse research initiatives, including “Teaching for Understanding,” and “Making Thinking/Learning Visible,” but focusing specifically on “Educating for Global Competence.”

In your program booklet you will find the **agenda** for the workshop, a list of **fellow participants** and **related learning groups, speaker biographies**, and information about the **sponsoring centers**. Following the workshop, we welcome your feedback so that we can continue to provide enriching professional development opportunities for educators at all levels across the country.

We want to thank you in advance for joining us this week and for your commitment to engage fully as teacher and student as we explore this complex topic together. 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

Rachel Gordon, Global Health Education and Learning Incubator at Harvard University

Carol Ann Lister, Center for Middle Eastern Studies

Cris Martin, Davis Center for Russian and Eurasian Studies

Anna Mudd, Davis Center for Russian and Eurasian Studies

Nthatsi Quella, Center for African Studies

Meghan Smith, South Asia Institute

Global Migration

in the 21st Century

understanding why and how people move

Agenda

DAY 1

Monday, August 3, 2015

8:00 am – 4:30 pm

8:00 – 8:30 am

Light Breakfast

8:30 – 10:00 am

Welcome Introduction and Orientation

Cris Martin

Outreach Director, Davis Center for Russian and Eurasian Studies, Harvard University

10:00 – 10:15 am

Opening Remarks

Rawi Abdelal

Director, Davis Center for Russian and Eurasian Studies; Herbert F. Johnson Professor of International Management, Harvard Business School

10:15 – 11:30 am

Keynote: International Migration in the Current Globalization Era

Ruxandra Paul

Post-Doctoral Harvard College Fellow, Government Department, Harvard University

11:30 – 11:45 am

Break

11:45 am – 12:30 pm

Identity in the Time of Migration

Maria Luisa Parra

Senior Preceptor in Romance Languages and Literatures, Harvard University

12:30 – 1:30 pm

Lunch

1:30 – 2:45 pm

Incorporating Topics of Identity and Migration in the Classroom: A Global Education Framework

Maria Luisa Parra

Senior Preceptor in Romance Languages and Literatures, Harvard University

2:45 – 3:00 pm

Break

3:00 – 4:30 pm

Educating for Global Competency

Veronica Boix-Mansilla

Principal Investigator, Project Zero

Agenda, continued

DAY 2

Tuesday, August 4, 2015

8:00 am – 4:30 pm

8:00 — 8:30 am	Light Breakfast
8:30 — 9:15 am	Learning Groups: Revisit, Reflect, Relaunch
9:15 — 10:15 am	Migration in the Post-Soviet Region Caress Schenk Assistant Professor of Political Science, Nazarbaev University
10:15 — 11:15 am	Migration in the Middle East and North Africa: Implications and Impacts Kathryn Coughlin Executive Director Al-Waleed Islamic Studies Program, Harvard University
11:15 — 11:30 am	Break
11:30 am — 12:30 pm	Migration across Asia, Historically and in the Present Day Sunil Amrith Mehra Family Professor of South Asian Studies and Professor of History, Harvard University
12:30 — 1:15 pm	Lunch
1:15 — 2:15 pm	Migration, Power & Politics in Africa Omekongo Dibinga Director, UPstander International; PhD student in International Education Policy, The University of Maryland
2:15 — 2:30 pm	Break
2:30 — 4:30 pm	Educating for Global Competency Melissa Rivard , Project Manager, Project Zero Joan Soble , Master Teacher

Project Zero (PZ) is an educational research group at the Harvard Graduate School of Education composed of multiple, independently-sponsored research projects. Since 1967, PZ has examined the development of learning processes in children, adults, and organizations. Today, Project Zero's work includes investigations into the nature of intelligence, understanding, thinking, creativity, ethics, and other essential aspects of human learning. Their mission is to understand and enhance high-level thinking and learning across disciplines and cultures and in a range of contexts, including schools, businesses, museums, and digital environments. Over the past year, PZ has worked alongside the GSOC, lending their expertise and ideas during the development of this workshop and the conception and development of the Globalizing the Classroom Fellowship Program.

Agenda, continued

DAY 3

Wednesday, August 5, 2015

8:00 am – 4:30 pm

8:00 — 8:30 am

Light Breakfast

8:30 — 9:15 am

Learning Groups: Revisit, Reflect, Relaunch

9:15 — 10:45 am

Migration, Power, and Politics

Laura Grappo

Assistant Professor of American Studies, Wesleyan University

10:45 — 11:00 am

Break

11:00 am — 12:30 pm

Migration, Power, and Politics

Laura Grappo

Assistant Professor of American Studies, Wesleyan University

12:30 — 1:15 pm

Lunch

1:15 — 3:00 pm

Learning through Objects: A Visit to the Harvard Art Museum

3:00 — 3:30 pm

Museum Visit Debrief

3:30 — 4:30 pm

Panel: Migration, Advocacy and Action

Jeena Hah and A-VOYCE Students — ACDC "Immigration, Integration, and Individualization"

Cairo Mendes and Students — Student Immigrant Movement

Lisette Candia Diaz — Harvard Act on a Dream

Agenda, continued

DAY 4

Thursday, August 7, 2014

8:00 am – 5:00 pm

8:00 — 8:30 am	Light Breakfast
8:30 — 9:15 am	Learning Groups: Revisit, Reflect, Relaunch
9:15 — 10:45 am	Contemporary U.S. Immigration Policy and Its Consequences Laura Barraclough Assistant Professor of American Studies, Yale University
10:45 — 11:00 am	Break
11:00 am — 12:30 pm	Contemporary U.S. Immigration Policy and Its Consequences Laura Barraclough Assistant Professor of American Studies, Yale University
12:30 — 1:30 pm	Lunch
1:30 — 4:15 pm	Putting It All Together
4:15 — 4:30 pm	Evaluations



Participants

Susan Balogh

Edith C. Baker School
Brookline, MA

Amy Beckhusen

Christa McAuliffe Charter School
Framingham, MA

Patience Berkman

Newton Country Day School
Newton, MA

Mary Bradshaw

Marshfield High School
Marshfield, MA

Matthew Brennan

Lowell High School
Lowell, MA

Amanda Bush*

Norte Vista High School
Riverside, CA

Tara Colen

Fox Lane High School
Bedford, NY

Susan Corcoran

Framingham High School
Framingham, MA

Robert DeLossa*

Lowell High School
Lowell, MA

Jeff Denman

Edith C. Baker School
Brookline, MA

Andrea Diaz*

The Rivers School
Weston, MA

Binnur Ercem

Middlesex Community College
Bedford, MA

Sarah Farkas

AAL/Lowell
Milwaukee, WI

Kim Feld*

Glendale Community College
Glendale, AZ

Dia Flores

Long Beach City College
Long Beach, CA

Michael Freydin

Halsey JHS157
Rego Park, NY

Omar Hakim*

Detroit Country Day School
Beverly Hills, MI

Parul G. Kalbag

The Dalton School
New York, NY

Robin Kietlinski

LaGuardia Community College - City University of New York
New York, NY

Kyeong Kim

East High School
Madison, WI

Stephen Mak*

The Dalton School
New York, NY

Lillian (Lillie) Marshall

Boston Latin Academy
Boston, MA

Bryce Mattie

The Bromfield School
Harvard, MA

Sarah McCann

Cristo Rey Jesuit High School - Twin Cities
Minneapolis, MN

Catherine Mein*

Ballard High School
Huxley, IA

Heidi J. Miller

Middlesex Community College
Bedford, MA

Kaitlin Moran

East Boston High School
Boston, MA

Bridget O'Connell

Giant Steps Illinois
Lisle, IL

Participants

Lucy Ogburn

Middlesex Community College
Bedford, MA

Steven R. Peist*

Estrella Mountain Community College
Avondale, AZ

Louisa Saladino-Kuhl

Middlesex Community College
Bedford, MA

Nandini Sinha

Brooklyn Academy of Global Finance
New York, NY

Andrew L. Smith

Secena Memorial High School
Indianapolis, IN

Robert Soza

Mesa Community College
Mesa, AZ

Mang Thao

Horace Mann Middle School
Franklin, MA

Emily Trono

The English High School
Boston, MA

Betsey Wheeler*

Glendale Community College
Glendale, AZ

Amy Wiese

F A Day Middle School
Newton, MA

Kimberly Young*

Weston High School
Weston, MA

Regina Zafonte

High School for Math, Science and Engineering
New York, NY



Learning Groups

Group A: GTC Fellows

Amanda Bush
Andrea Diaz
Betsey Wheeler
Catherine Mein
Kim Feld
Kimberly Young
Omar Hakim
Robert DeLossa
Stephen Mak
Steven R. Peist

Group C: High School Educators

Kaitlin Moran
Michael Freydin
Nandini Sinha
Parul G. Kalbag
Regina Zafonte
Susan Corcoran
Tara Colen
Andrew L. Smith
Bryce Mattie
Emily Trono

Group B: Elementary/Middle School Educators

Amy Beckhusen
Amy Wiese
Bridget O'Connell
Jeff Denman
Lillian (Lillie) Marshall
Mang Thao
Patience Berkman
Sarah Farkas
Susan Balogh

Group D: Community College and High School Educators

Binnur Ercem
Dia Flores
Heidi J. Miller
Louisa Saladino-Kuhl
Lucy Ogburn
Robert Soza
Robin Kietlinski
Sarah McCann
Kyeong Kim
Mary Bradshaw
Matthew Brennan

Global Migration

in the 21st Century

understanding why and how people move

Speaker Biographies

Rawi Abdelal

Director, Davis Center for Russian and Eurasian Studies
Herbert F. Johnson Professor of International Management, Harvard Business School
Harvard University

Rawi Abdelal is the Herbert F. Johnson Professor of International Management at Harvard Business School and the Director of Harvard's Davis Center for Russian and Eurasian Studies.

Professor Abdelal's primary expertise is international political economy, and his research focuses on the politics of globalization and the political economy of Eurasia. Abdelal's first book, *National Purpose in the World Economy*, won the 2002 Shulman Prize as the outstanding book on the international relations of eastern Europe and the former Soviet Union. His second book, *Capital Rules*, explains the evolution of the social norms and legal rules of the international financial system. Abdelal has also edited or co-edited three books: *The Rules of Globalization*, a collection of Harvard Business School cases on international business; *Measuring Identity*; and *Constructing the International Economy*. Abdelal is currently at work on *The Profits of Power*, a book that explores the geopolitics of energy in Europe and Eurasia.

In 1999 Abdelal earned a Ph.D. in Government from Cornell University, where he had received an M.A. in 1997. At Cornell Abdelal's dissertation won the Kahin Prize in International Relations and the Esman Prize. He was a President's Scholar at the Georgia Institute of Technology, where he received a B.S. with highest honors in Economics in 1993. Recent honors include Harvard Business School's Greenhill Award, Apgar Award for innovation in teaching, and Williams Award for excellence in teaching, as well as, on several occasions, the Student Association's Faculty Award for outstanding teaching.

Sunil Amrith

Mehra Family Professor of South Asian Studies and Professor of History
Harvard University

Sunil Amrith, Mehra Family Professor of South Asian Studies and Professor of History, is a historian of modern South Asia. His research is on the trans-regional movement of people, ideas, and institutions, and has focused most recently on the Bay of Bengal as a region connecting South and Southeast Asia. Amrith's areas of particular interest include the history of migration, environmental history, and the history of public health.

Amrith's most recent book, *Crossing the Bay of Bengal: The Furies of Nature and the Fortunes of Migrants* (Harvard University Press, 2013) was awarded the American Historical Association's John F. Richards Prize in South Asian History in 2014. He is also the author of *Migration and Diaspora in Modern Asia* (Cambridge University Press, 2011), and *Decolonizing International Health: South and Southeast Asia, 1930-1965* (Palgrave, 2006), as well as articles in journals including the *American Historical Review*, *Past and Present*, and *Economic and Political Weekly*. In 2011, Amrith received a Starting Grant from the European Research Council to support a project on the environmental history of coastal India. He is currently writing a history of water and environmental change in South Asia.

Speaker Biographies, continued

Amrith is a member of the Executive Committee of the Joint Center for History and Economics at Harvard, and also has a long association with the Joint Centre for History and Economics in Cambridge.

Amrith sits on the editorial boards of *Modern Asian Studies*, *History Workshop Journal*, and *Past and Present*. He is series editor, with Tim Harper and Engseng Ho, of the Cambridge University Press book series, *Asian Connections*; and editor, with Sugata Bose and Isabel Hofmeyr, of the second volume of the new *Cambridge History of the Indian Ocean* (to be published in 2019).

Sunil Amrith grew up in Singapore, and received his undergraduate and graduate degrees from the University of Cambridge, where he was also a research fellow of Trinity College.

Laura Barraclough

Assistant Professor of American Studies
Yale University

Laura Barraclough is an Assistant Professor in the American Studies and Ethnicity, Race, & Migration programs at Yale University, where she teaches courses about cities, cultural geography, race, and immigration. Her research focuses on the historical development of cities in the US Southwest,. She has published two books—one about land use and white privilege in Los Angeles, one about alternative tourism in LA—and she is currently working on a book about Mexican rodeo in southwestern cities. Prior to joining the faculty at Yale, she taught diverse learners in an adult B.A. completion program, a small liberal arts college in the Midwest, and a community college. She has an enduring interest in creating structures that enable transformative learning for all people, regardless of age or educational level.

Veronica Boix-Mansilla

Principal Investigator, Project Zero
Harvard University

Veronica is a Principal Investigator at Project Zero, Harvard Graduate School of Education, where she also chairs the Future of Learning Institute. With a background in cognitive science and education, her research and writings examine how to prepare our youth to understand today's interdependent world and participate in it in informed and responsible ways. Veronica directs the Interdisciplinary and Global Studies Project (IdGlobal). With her team, she examines the conditions that enable individuals to carry out quality disciplinary and interdisciplinary work and develop their global competence. Her most current research focuses on the role of new media and quality journalism in the development of global competence among youth in the US and abroad; the pedagogical tools and professional dispositions that enable teachers to nurture global competence in increasingly diverse classrooms; and the development of innovative approaches in global competence assessment. Her research advances knowledge, usable frameworks and tools that directly inform practice in interdisciplinary and global education—including quality teaching, learning, curriculum design, assessment, teacher preparation, program development and research evaluation. Veronica serves as an advisor at a variety of institutions including the Asia Society, Association of American Colleges and Universities, Council of Chief State School Officers, the Socio-Environmental Synthesis Center, the International Baccalaureate, Harvard Center for Religious Literacy, WorldSavvy, Global Kids, and the among others. She teaches at the Harvard Graduate School of Education and has taught the University of Buenos Aires. She is the author of multiple papers and books including "Educating for Global Competence: Preparing our youth to engage the world" (2011) with Tony Jackson.

Speaker Biographies, continued

Kathryn Coughlin

Executive Director Al-Waleed Islamic Studies Program
Harvard University

Kathryn Coughlin serves as the Executive Director of the Alwaleed Islamic Studies Program at Harvard. She studied Arab Studies at Georgetown's School of Foreign Service and holds a masters' degree in Middle East History from Georgetown University's Graduate School. Kathryn completed her doctoral exams in Islamic history specializing in Islamic law and gender but abandoned her dissertation for active public service in 2001. She has taught, lectured and/or delivered papers in the Middle East, North America, Europe and Asia on a wide range of subjects including religion and gender; Islamic law; religion and modernity; and US foreign policy and the Middle East. As recipient of over 25 grants and fellowships, including the prestigious Congressional Harry S. Truman Graduate Fellowship for Public Service, Ms. Coughlin's research has been supported by a number of American and international foundations including the Social Science Research Council and the Arbeitskreis Moderne Und Islam (Germany).

As the President of Global Research Group (2004-2010), a non-profit organization dedicated to furthering public diplomacy in Muslim communities worldwide, Kathryn served as a consultant to U.S. State Department, National Geographic, the U.S. Census Bureau (International Division), Smithsonian Institute and the Human Rights Association in Nazareth.

Omekongo Dibinga

Director, UPstander International
Ph.D. candidate in International Education Policy
University of Maryland

Omekongo Dibinga is the Director of UPstander International. He is a diversity educator, motivational speaker, and trilingual rapper & poet (English, French, and Swahili). He has studied at Princeton, Harvard, Morehouse, MIT. The University of Dakar (Senegal), and The University of Witwatersrand (South Africa). He received his BS in Foreign Service from Georgetown University with a minor in African Studies. He received his MA in Law & Diplomacy from The Fletcher School of Law & Diplomacy. He is currently a doctoral candidate in International Education Policy at The University of Maryland. Omekongo has shared his work in over 20 countries, 12 of which are in Africa. As a first-generation Congolese-American whose parents were refugees at several points in their lives, Omekongo developed a passion for issues of migration and Diasporic culture. Omekongo also partners with The State Department to provide leadership training for civil society organizations in African countries such as Mali, Benin, and Niger, where he just returned from. Omekongo's music and academic backgrounds reflect his roots. In America, his work in schools focuses on how to reach black & brown boys or other marginalized populations. He has published 7 books and produced 7 CDs. His work has been televised from CNN to the BBC in over 150 countries. Omekongo has devoted his life to painting a realistic picture of the African continent and has recently joined American University as Instructor of Cross Cultural communication.

Laura Grappo

Assistant Professor of American Studies
Wesleyan University

Laura Grappo is an Assistant Professor in the department of American Studies at Wesleyan University in Connecticut.. She teaches classes on queer theory, Latina/o culture and politics, and cultural theory. She is currently working on a manuscript entitled Home and Other Myths: a Lexicon of Queer Inhabitation which focuses on the concept of home in minoritarian politics and culture, as well as an article on queer science fiction. Prof. Grappo's other central scholarly interests include ethics, political justice, and anticolonial futures.

Speaker Biographies, continued

Mara Krechevsky

Senior Researcher, Project Zero
Harvard University

Mara is a senior researcher at Project Zero at the Harvard Graduate School of Education. For 30 years, Mara has conducted educational research at Project Zero, including directing the Making Learning Visible (MLV) Project, an investigation into documenting and assessing individual and group learning in U.S. classrooms from preschool to high school. MLV is based on collaborative research with educators from the municipal preschools of Reggio Emilia, Italy. Mara also directed Project Spectrum, a research project implementing multiple intelligences theory in early childhood education. Currently, Mara co-leads the “Children Are Citizens: Creating a Citywide Community of Learners” project with Ben Mardell and Jim Reese. She also teaches an online course on MLV and supports PZ’s online offerings more generally. Mara has worked with hundreds of teachers and administrators in the U.S. and abroad on creating powerful learning environments for children and adults. Mara has authored or co-authored seven books and over 30 articles and book chapters on the educational implications of the theory of multiple intelligences and the Reggio Emilia approach to education. Her most recent book, coauthored with Ben Mardell, Melissa Rivard, and Daniel Wilson is *Visible Learners: Promoting Reggio-Inspired Approaches in All Schools*.

Maria Luisa Parra

Senior Preceptor in Romance Languages and Literatures
Harvard University

Dr. María Luisa Parra has a B.A. in Psychology, a Ph.D in Hispanics Linguistics, and fifteen years of experience in the fields of Second Language Acquisition and Child Bilingual Development. She has taught Spanish Language and Culture at Boston University and in the Department of Romance Languages and Literatures at Harvard, where she is currently Senior Preceptor and course head of Spanish Aa, Spanish Ab and Spanish 59 "Spanish and the Community".

Dr. Parra is pioneering Spanish courses for Latino students: Spanish 49h ("Spanish for Latino students") and 59h ("Spanish for Latino Students II: Connecting with the Community"). And she is the coordinator of the RLL's Initiative on the teaching of Spanish as heritage language.

She also has broad experience working closely with immigrant families and children. She was coordinator of the Home-School Connection Program at the Elliot-Pearson Department of Child Development at Tufts University where she looked at the various ways in which parents and teachers supported transitions, school adaptation and academic success. In 2008 she continued and expanded her work as a post doctoral fellow at Stanford University School of Education working with Mexican and African American children attending East Palo Alto public schools. Based on an ecological theoretical model, Dr. Parra's work focuses on how parents and teachers impact bilingual development through daily interactions.

A native Spanish speaker from Mexico City, and a mother of two bilingual and bicultural teen age boys, Dr. Parra has always been fascinated by the complexities and joys of bilingual development. She enjoys working with parents, teachers and pediatricians in training who seek to understand and enhance the road to multilingualism. She is the founder and director of the Multilingual Family Resource Center. Dr. Parra is also co-director with Prof. David Carrasco of the Graduate Commons Program, Harvard University.

Speaker Biographies, continued

Ruxandra Paul

Post-Doctoral Harvard College Fellow, Government Department
Harvard University

Ruxandra Paul is a postdoctoral Harvard College Fellow in the Government Department at Harvard University, and a member of the Transnational Studies Initiative, Weatherhead Center for International Affairs. She received her PhD in Comparative Politics from Harvard in 2014. Her book manuscript, *Citizens of the Market: New Forms of International Migration and their Consequences for People, Parties and Political Systems*, examines how high-mobility migration shapes politics in the migrants' countries of origin. Her research agenda analyzes the political impact of transnational forces associated with globalization, supranational integration and increasingly porous national borders. Specific interests include migration and immigration, cyberpolitics, citizenship, the European Union and European politics, democratization, political behavior and socialization, civil society, global social protections and state building. Her most recent work on the politics and policy of Ebola has been published in *PS: Political Science & Politics* (January 2015).

Melissa Rivard

Project Manager, Project Zero
Harvard University

Melissa Rivard is a senior researcher and visual media specialist at Project Zero at the Harvard Graduate School of Education. Melissa worked on the Making Learning Visible Project from 2002-2012—a long-term collaboration with Reggio educators, Project Zero researchers, and pre-K to post-secondary educators in the U.S.—exploring ways to improve practice by making learning and teaching a more visible, collaborative, and democratic process. She is a coauthor of the book *Visible Learners: Promoting Reggio-Inspired Approaches in All Schools* and several journal articles based on this work. Since its establishment in 2008, Melissa has served as Advisor and Documentation Specialist to the Documentation Studio at Wheelock College—a venue dedicated to the study and practice of documentation as a pedagogical tool for preschool to post-secondary educators. She has mounted dozens of exhibitions of teacher and student learning and produced numerous videos that serve as professional development for teachers and provide windows into learning for the larger public. Recent films include *Documentation: Transforming Our Perspective* (based on interviews with key educators and scholars in Reggio Emilia, Italy) and *The Color Investigation*. Currently, Melissa works on projects that focus on understanding and supporting teaching and learning for global competence including: *The Global Lens*—a collaboration with the Pulitzer Center for Crisis Reporting that seeks to help young people understand complex global issues through deep engagement with journalism and digital media; and *Exploring International Minds Portraits*—a collaboration with the IB that seeks to support the understanding and teaching of international mindedness. Melissa serves as a faculty member of Project Zero's institutes and leads the Documentation Team for The Future of Learning.

Caress Schenk

Assistant Professor of Political Science
Nazarbaev University

Caress Schenk is an Assistant Professor of political science at Nazarbaev University. She earned a PhD from Miami University in Oxford, Ohio (USA) writing a dissertation on Russia's immigration regime, and is currently working on a project that considers how the various regions in Russia manage immigrant populations. Current and previous research has been funded by the American Councils for International Education and the Fulbright Scholar Program and has been published in *Demokratizatsiya*, *Europe-Asia Studies*, *Nationalities Papers* and *Russia Behind the Headlines* (some articles forthcoming). Prof. Schenk will be starting a new project, funded by Nazarbaev University, that compares immigration policies in Kazakhstan, Russia and Ukraine, specifically how each country manages labor migration and the impact of policies and practices on migrants' rights and well-being.

Speaker Biographies, continued

Joan Soble

Master Teacher

Joan Soble is a career educator who consults in and beyond the United States with schools and organizations seeking to foster engaged student and teacher learning as well as student achievement. After more than thirty-four years as a school-based educator, Joan retired in 2014 from Cambridge Rindge and Latin School (CRLS) in Cambridge, MA, where she taught English language arts and supported the faculty's professional learning. Joan's twenty-one-year association with Project Zero (PZ) at the Harvard Graduate School of Education began when she was a research-teacher with the Teaching for Understanding Project, extended through her association with the Making Learning Visible Project, and is currently focused on its Interdisciplinary and Global Studies Project. In 2012, Joan was the Massachusetts recipient of the National Education Association Foundation/California Casualty Award for Teaching Excellence and a Pearson Foundation Global Learning Fellow. In her blog, "Joan Soble: So Already . . . : A Blog about Moving Forward and Staying Connected" (soalready.blogspot.com), Joan often writes about issues in education.

Act on a Dream

Harvard University

Act on a Dream engages young people in ensuring equality for all immigrants. Our focus is on providing immigrant youth with equal access to educational opportunities. We raise awareness of the unique challenges faced by our undocumented peers and provide resources to college campuses to better serve these students. Act on a Dream serves as advocate for immigrant youth, provides a channel for student views, and empowers the increasingly diverse millennial generation to take action. We believe in the importance of engaging all youth, regardless of background, and their adult allies in working for the preservation of America's pledge as the land of opportunity.

actonadream.org

Asian Community Development Corporation

Jeena Hah, Youth Programs Coordinator, Americorps; Students, A-VOYCE Youth

Community Development Corporation serves the Asian American community of Greater Boston, with an emphasis on preserving and revitalizing Boston's Chinatown.

ACDC will be the leading regional developer and preserver of affordable housing in areas of Greater Boston with high concentrations of Asian Americans by:

- Providing culturally appropriate and locally sensitive programs that enable residents to effectively improve their quality of life and the health and sustainability of their neighborhood;
- Preserving Chinatown as a cultural hub and gateway for new immigrants; and
- Strengthening our Asian American community by leading placemaking efforts.

Student Immigrant Movement

The Student Immigrant Movement (SIM) is a statewide immigrant youth-led organization based in Massachusetts. We identify, recruit and develop leaders in local cities and towns who are invested in improving their communities through relational building, leadership development, electoral organizing and using both strategic and motivational campaigns that build movement.

Our vision is that all immigrant students have equal access to higher education, are not discriminated based on their immigration status, collectively realize their full potential, define their own identity and become fully engaged in every aspect of society that affects their lives.

Global Migration

in the 21st Century

understanding why and how people move

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



CENTER FOR
AFRICAN STUDIES

HARVARD UNIVERSITY



The **Center for African Studies** (CAS) is the umbrella organization for all things Africa-related at Harvard University. In 2010, CAS became a National Resource Center for African Studies through the United States Department of Education. The Center serves as an intellectual hub, connecting students, faculty, and members of the wider Africanist community with shared interests through seminars, workshops, and conferences throughout the academic year. CAS also funds research and travel in Africa during J-Term and summer through our grants and internships programs.

Learn more at: africa.harvard.edu



Established in 1954 to support research and teaching on the Middle East, the **Center for Middle Eastern Studies** has produced generations of scholars with a profound understanding of and active engagement in the region. At the core of the Center's mandate is the pursuit of firsthand knowledge about the Middle East based on literacy in its languages and a deep understanding of its diverse politics, cultures, and histories.

Learn more at: cmes.hmdc.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



The **Standing Committee on Ethnicity, Migration, Rights** (EMR) focuses on the closely linked areas of ethnicity, migration, indigeneity, and human rights to provide curricular and co-curricular enrichment for Harvard College students. The committee serves as a clearinghouse for courses giving attention to fluid group boundaries that emerge nationally and internationally within contexts of forced and voluntary migration. Questions of rights and specifically human rights—including political, legal, cultural, and economic rights—occupy an important position within studies of shifting ethnic landscapes.

EMR is charged with expanding offerings regarding ethnic communities within the United States, with particular attention to Asian American, Latino, and Native American topics. At the same time, many offerings listed by the committee are broadly comparative and international in their content.

Learn more at: <http://emr.fas.harvard.edu>



HARVARD

Global Health Institute

The **Harvard Global Health Institute** (HGHI) is a university-wide entity that works to create a network across Harvard University and with partners around the world to develop the knowledge that will generate better outcomes for the health of the world's population.

Learn more at: <http://globalhealth.harvard.edu>

About the Sponsors, continued



The **Global Health Education and Learning Incubator** at Harvard University is both an intellectual and physical space where ideas can be shaped toward a shared goal of inspiring innovative learning and teaching about the essential, complex, and multidisciplinary global challenges of our age. Our mission reflects seismic shifts of opportunity and need—in world health and in higher education—that demand new strategies and broader dialogue across disciplines, borders, and groups of learners.

The Incubator prioritizes key knowledge-gap areas that leverage the depth and breadth of expertise across the university, target critical interdisciplinary global health problems, reside at the nexus of broader social challenges and global risks, and represent gaps in new knowledge domains emerging from our interconnections. Our process for new initiatives includes research to assemble a theoretical construct to the learning goals, and exploration of insights from other disciplines and sectors about new ways to teach and learn. We choose collaborative initiatives with attributes which lend themselves to an “incubator model.”

The Incubator has three primary initiatives that span discovery, development, and dissemination. These include the Global Learning Studio (to build multimodal literacy and encourage exploration, experimentation, and reflection about global education broadly); the Library and Teaching Co-op (to provide educational resources and public goods, including the global health teaching repository), and Pilots and Programs (to bridge disciplinary fields, educational spaces, and learners).

Learn more at: gheli.harvard.edu (Coming soon!)



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

The Global Studies Outreach Committee is comprised of the Asia Center, the Center for African Studies, the Center for Middle Eastern Studies, the David Rockefeller Center for Latin American Studies, the Davis Center for Russian and Eurasian Studies, the Global Health Education and Learning Incubator at Harvard University, the Harvard Global Health Institute, and the South Asia Institute, all of Harvard University. Many thanks to Project Zero and the Committee on Ethnicity, Migration, Rights for their collaboration in preparing this workshop.