



GENDER MATTERS

A Workshop for Educators

AUGUST 5–8, 2019

Global Studies Outreach at Harvard University

Gender Matters | Guiding Questions

- 1** What is gender? How has it been constructed and understood across time, place and space? How does gender intersect with race, sexuality, class, ability, and other differences that affect people's power and well-being? (*identity*)
- 2** What is the current state of gender equality in different global communities? How do different global societies think about gender equality and to what extent do they share and pursue a common vision? (*equality*)
- 3** How do understandings of gender shape access, opportunities, and systems? How do systems and institutions (political, economic, cultural, academic, familial, etc.) reinforce, depend upon, or dismantle gender inequalities? (*power*)
- 4** What do our students need to understand about gender identity and equality so they can help create a peaceful, sustainable world in which all people are equally empowered and respected? How do we, as educators, create a learning environment for them that is affirming, safe, and equitable? (*agency*)

This workshop was made possible, in part, by a Title VI National Resource Center Grant from the U.S. Department of Education.

Welcome!

On behalf of the Global Studies Outreach Committee (GSOC), we are pleased to welcome you to Harvard University for our 2019 summer workshop for educators, “Gender Matters.” This is our 7th annual collaborative workshop, an opportunity for educators to spend a week together considering a topic of global significance. And although each topic we’ve pursued in the past has been large and complex and hugely important (water, migration, journalism, etc.), the topic we’ve chosen for this year—gender—seems monumental and exceedingly important, particularly in this moment. Gender, and issues stemming from our interpretation and application of it, impact every person on the planet in both deeply personal and abstract ways.

As the GSOC team worked to determine how to best represent the breadth and depth of this complex, diverse topic, we kept coming back to two prevailing subtopics—identity and equality. Both provide enormous space for conversation, reflection, and intellectual growth and have global reach and consequences. Over the next four days, we will hear from academics, practitioners, and thought leaders about gender in terms of identity, equality, power, justice, violence, agency and more. We’ll have the opportunity to share with and learn from each other—as individuals and as educators—as we work to identify and understand our own beliefs, biases, perceptions, cultures, and communities. Finally, we’ll consider how to best to communicate new ideas and understandings to our students. We’re very glad each of you is here to be a part of this learning community.

In your program booklet you will find the **agenda** for the workshop, a list of **fellow participants**, **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 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,

Nina Bhattacharya

Global Health Education and Learning Incubator

Jorge Espada

Harvard University Asia Center

Kara Kaufman

North Shore Community College

Lauren Kerby

Religious Literacy Project, Harvard Divinity School

Cris Martin

Davis Center for Russian and Eurasian Studies

Lindsay Moats

Center for African Studies

Anna Mudd

Religious Literacy Project, Harvard Divinity School

Joan Soble

Teaching Specialist

Julie Story

Harvard University Asia Center

Danielle Wallner

Davis Center for Russian and Eurasian Studies

Carol Ann Litster Young

Center for Middle Eastern Studies

Agenda

DAY 1 | Monday, August 5, 2019

8:00–8:30 am	Breakfast
8:30–9:30 am	<i>Welcome, Introduction, and Orientation</i> Cris Martin , Outreach Director, Davis Center for Russian and Eurasian Studies
9:30–9:45 am	<i>Opening Remarks</i> Rawi Abdelal , Herbert F. Johnson Professor of International Management, Harvard Business School; Director, Davis Center for Russian and Eurasian Studies
9:45–11:15 am	<i>Inquiring and Making Sense Through Mapping</i> Joan Soble , Teaching Specialist
11:15–11:30 am	Break
11:30 am–12:30 pm	<i>Gender in the Global Landscape</i> Sue J. Goldie , Roger Irving Lee Professor of Public Health; Director, Center for Health Decision Science; Director, Global Health Education and Learning Incubator at Harvard University
12:30–1:30 pm	Lunch
1:30–2:30 pm	<i>Biological Basis of Sex</i> Ignacio Moore , Professor of Biological Sciences, Virginia Tech University
2:30–2:45 pm	Break
2:45–4:15 pm	<i>Gender Matters in Schools</i> MJ Engel , Teacher, Phillips Academy Andover a.t. Furuya , Youth Programs Manager, GLSEN Matthew Robert Savini-Burke , Student, North Shore Community College Flavia Vidal , Brace Center for Gender Studies, Phillips Academy Andover
4:15–4:30 pm	Reflection and Synthesis

DAY 2 | Tuesday, August 6, 2019

8:00–8:30 am	Breakfast
8:30–9:15 am	From Lineups for Group Building to Lineups for Group Learning
9:15–10:45 am	<i>Gender Responsive Pedagogy for Teachers: A Case for Teacher Training in Africa</i> Hendrina Chalwe Doroba , Division Manager, Human Capital, Youth and Skills Development, African Development Bank
10:45–11:00 am	Break
11:00 am–12:30 pm	<i>Culture, Tradition and the Question of Women: Persistence of Paradoxes in Tandem with Change and Development</i> Lina Fruzzetti , Professor of Anthropology, Brown University
12:30–1:15 pm	Lunch
1:15–2:45 pm	<i>Putin’s Russia and the Gender Equality Paradox</i> Janet Elise Johnson , Professor of Political Science, Brooklyn College, CUNY
2:45–3:45 pm	<i>Storytelling: Putting Women in the Picture</i> Pamela Hogan , Filmmaker
3:45–4:30 pm	Reflection and Synthesis

DAY 3 | Wednesday, August 7, 2019

8:00–8:30 am	Breakfast
8:30–9:00 am	Story-Telling in the Classroom: Educator Exploration
9:00–10:15 am	<i>Teaching Religious Literacy and Gender through Deep Story</i> Lauren Kerby , Education Specialist, Religious Literacy Project, Harvard Divinity School
10:15–10:30 am	Break
10:30–11:30 am	<i>Gender and Justice in Myanmar</i> Yee Mon Htun , Clinical Instructor and Lecturer on Law, Harvard University
11:30 am–12:30 pm	<i>Sex Work and Gendered Migration in a Mexican Border City</i> Sarah Luna , Kathryn A. McCarthy Assistant Professor in Women's Studies, Department of Anthropology, Tufts University
12:30–1:15 pm	Lunch
1:15–1:30 pm	Walk to Harvard Art Museums
1:30–3:00 pm	Visit to Harvard Art Museums
3:00–4:30 pm	Gender Goes to School: Educator Exploration

DAY 4 | Thursday, August 8, 2019

8:00–8:30 am	Breakfast
8:30–9:15 am	Preparing to Reflect, Synthesize and Bring Something Valuable Back Home
9:15–10:45 am	<i>Teaching through Gender: Politics of the Veil</i> Kara Kaufman, Professor of History and of Gender and Women's Studies, North Shore Community College
10:45–11:00 am	Break
11:00 am–12:30 pm	<i>Gender and Sexuality in Post Colonial States, the Case of Palestine and the Middle East</i> Shirin Batshon, Legal Consultant, World Bank
12:30–1:00 pm	Lunch
1:00–2:00 pm	Open Space Technology
2:00–2:15 pm	Break
2:15–3:45 pm	Getting Ready to Head Back Home: Creating Draft Learning Representations to Support Further Learning
3:45 pm	Evaluations

Participants

Lidia Aguirre

North Central Texas College
Flower Mound, TX

Shannon Barker

Latin School of Chicago
Chicago, IL

Mary Bradshaw

Marshfield High School
Nashua, NH

Julian Kenneth Braxton

The Winsor School
Roslindale, MA

Sonya Brown

Boston Arts Academy
Roxbury, MA

Meriwether Burruss

Dover-Sherborn High School
Brighton, MA

Rosemary Calland

Needham High School
Newton, MA

Alejandro Cruz

Pan American School
Monterrey, Nuevo Leon, Mexico

Thomas D'Ambrosio

General Douglas MacArthur High School
Huntington Station, NY

Jignasa (Gina) Desai

Glendale Community College
Glendale, AZ

Brian Didier

The Winsor School
Somerville, MA

Kathleen Doherty

The Bromfield School
Watertown, MA

Jennifer Duncan

Glendale Community College
Phoenix, AZ

MJ Engel

Phillips Academy Andover
Fox Point, WI

Katie Frett

Kenwood Academy High School
Chicago, IL

Raul Garcia

Boston Arts Academy
Roxbury, MA

Estefania Hereira

Flushing International High School
Astoria, NY

Maeve Hitzenbuhler

Westborough Public Schools
South Grafton, MA

Mary Hutchinson

Nicholas Senn High School
Chicago, IL

Kara Kaufman

North Shore Community College
North Andover, MA

Participants

Maureen Kavanaugh

Newton North High School
Newton, MA

Linda Kincaid

F.A. Day Middle School
Belmont, MA

Sarah Lavery

Nashua High School North
Manchester, NH

Yookyung (Elliott) Lee

Pioneer Academy
Edgewater, NJ

Sara Mann

Acton-Boxborough Regional High School
Cambridge, MA

Cristi Marchetti

The Albany Academies
Albany, NY

Tova Margolis

Bedford High School
Bedford, MA

Maria Victoria Masson de Andrieu

Norwood School
North Potomac, MD

Paul “Obo” Menard

Nashua High School North
Lunenburg, NH

Rachel Otty

Cambridge Rindge and Latin School
Somerville, MA

Wanda Pothier-Hill

North Shore Community College
Ashburnham, MA

Krystal Powers

Newton North High School
Dedham, MA

Elaine Priovolos

Needham High School
Newton, MA

Gul Shamim

Watertown School District
Waltham, MA

Chelsea Skone

John D. O'Bryant School of Mathematics and Science
Newton, MA

Robert Soza

Mesa Community College
Tempe, AZ

Flavia Vidal

Phillips Academy
Lexington, MA

Matthew Windels

Loyola School
New York, NY

Kathleen Zane

Windward Community College
Honolulu, HI

Tara Zinger

Roosevelt Middle School
Oak Park, IL

Speaker Biographies

Shirin Batshon, Legal Consultant, World Bank

Shirin Batshon (she/her/hers) holds a Bachelor of Laws degree (LLB) from Tel Aviv University and Master of Laws (LLM) in Public and International law from Tel Aviv University and Northwestern University in Chicago, IL. She works today as a Legal Consultant at the World Bank leading research and developing policy recommendations on gender equality and women's entrepreneurship. Batshon previously worked as the head of family law clinic at the College of Law and Business in Ramat Gan and was a co-founder of a women's law office. She also was the head of the Legal Department of Kayan-Feminist Organization in Haifa between the years 2007-2013, during which Batshon represented women in hundreds of cases in the fields of family law, labor law, civil law and in front of the High Court of Justice in Israel, setting important precedents related to gender equality.

Hendrina Chalwe Doroba, Division Manager, Education and Skills Development, African Development Bank

Hendrina Chalwe Doroba (she/her/hers) has over 35 years of professional experience as an educationalist, mathematician, gender expert, development practitioner and policy advocate. Prior to joining the bank, Hendrina worked as the Regional Executive Director for a pan-African non-governmental organisation known as the Forum for African Women Educationalists (FAWE). She has an excellent understanding of gender and education issues, and the challenges that exists particularly in sub-Saharan Africa. She has ably presented papers on gender and education in Africa at regional and international conferences and meetings. Her international exposure has given her an opportunity to deepen her understanding of the

political, economic, social, and cultural environment in which the social sector reform process operates at various levels globally. Hendrina is a graduate from the National University of Ireland, Dublin, a member of the Global Women Leadership Network (GWLN), and Synergos Senior Fellow.

MJ Engel, English Teaching Fellow, Phillips Academy Andover

MJ Wong Engel (she/her/hers) teaches at Phillips Academy Andover as an English Teaching Fellow and Brace Center for Gender Studies Advisory Board member. She graduated from Columbia University with a BA in Sustainable Development and Women and Gender Studies and was awarded a Fulbright scholarship to China. Previously, Engel has organized around migrant justice in Tijuana and tutored in juvenile detention facilities. Engel's areas of work include feminist geography, the borderlands, incarceration, and political education.

Lina M. Fruzzetti, Professor of Anthropology, Brown University

Lina Fruzzetti (she/her/hers) joined the Anthropology Department at Brown University in 1975. Her primary focus in social anthropology is kinship, ritual and the construction of gender; race and ethnic relations, as well as ethnographic film. She conducts research in two world regions, India and northeast Africa. Recently she completed a 10-year ethnographic film project with the release of "In My Mother's House." The 82-minute film is a complex, layered study, built around her mother's life and family in the USA, Italy and Eritrea. The dramatic, personal story reflects on the fate of new nations and globalization, the construct of the person in nationalist and post-colonial debates in America, Africa, and Europe.

a.t. Furuya, Youth Programs Manager, GLSEN

a.t. Furuya (they/them/theirs) is a Transgender Nonbinary Queer Asian American living in New York City. They are currently the Youth Programs Manager at GLSEN (pronounced “glisten”). They have been working with youth for 19 years and with LGBTQ youth for the past 7 years. Before coming to NYC, Furuya was the Transgender Youth Services Navigator for the San Diego LGBT Center in Southern California. While they were finishing their Master’s in U.S. History at San Diego State University, a number of transgender youth in high school died by suicide and changed the trajectory of Furuya’s career to focus on supporting trans youth. They have dedicated their time through mentorships, facilitating gender identity groups, finding housing for homeless trans youth, support in schools, developing leadership skills, and helping create the Trans Youth Project. They have provided trainings, support, advocacy for mental health professionals, educators, parents/guardians, and other youth serving adults. Furuya lives in Brooklyn with their nonbinary spouse and bunny named Mina.

Sue J. Goldie, MD, MPH, Roger Irving Lee Professor of Public Health, Harvard T.H. Chan School of Public Health

Sue J. Goldie (she/her/hers) is the Roger Irving Lee Professor of Public Health and serves as the Director of both the Center for Health Decision Science, Harvard T.H. Chan School of Public Health (2009-) and the Global Health Education and Learning Incubator at Harvard University (2015-). She served as the founding Director of the Harvard Global Health Institute (2010-2015). Her research has influenced clinical guidelines, health policy, and priority setting in low, middle and high-income countries. She was awarded a MacArthur grant “for genius and creativity” (2005) in applying decision analytic methods to public health, the John Eisenberg Award for translation of research to practice (2008), and was elected to the National Academy of Sciences (2009). Goldie has catalyzed cross-sectoral collaboration beyond the university, played key roles in initiatives such as the Lancet Commission on Investing in Health, and infused global health perspectives into

educational opportunities across schools. Piloting creative pedagogy, Goldie has developed courses in decision science and population health for undergraduates and graduates, and has received more than a dozen teaching and mentorship awards. Goldie attended Union College (BS, 1984), Albany Medical College (MD, 1988, Alpha Omega Alpha Honor Medical Society), Yale University School of Medicine (Internal Medicine, 1988-1991), and the Harvard T. H. Chan School of Public Health (MPH, 1997). She joined the faculty in 1998 and received tenure in 2006.

Pamela Hogan, Filmmaker

Pamela Hogan (she/her/hers) is an Emmy award-winning filmmaker, journalist, and media executive. Her recent independent film *Looks like Laury Sounds like Laury*—about the mother of two young children confronting a neurological breakdown—was hailed as one of “The Best TV Shows of 2015” by the *New York Times*. She was co-creator and Executive Producer of the PBS series *Women, War & Peace*, the first ever to consider war, conflict, and peacemaking from the point of view of women as combatants, casualties, and peacemakers. Seen by 12 million viewers, the films won two Overseas Press Club awards, and a Television Academy Honor for using television to promote social change. The episode Hogan directed, *I Came to Testify*, was awarded the ABA’s Silver Gavel for excellence in fostering the American public’s understanding of law. Previously, Hogan was Executive Producer of PBS’s international series *Wide Angle*. Working closely with global filmmakers on 70 programs filmed in 50 countries, she also originated and developed the Emmy-winning *Ladies First* about women’s leadership in post-genocide Rwanda. Her speaking engagements include the White House, the Council on Foreign Relations, the Asia Society, the United States Institute of Peace, Capitol Hill, the U.N., and Harvard and UC Berkeley Law Schools. She is a Board Member of the International Center for Transitional Justice, and a 2012 honoree of the National Council for Research on Women’s Making a Difference for Women campaign. A graduate of Harvard College, she holds a master’s in journalism from Columbia where she is an adjunct professor in the masters documentary program. She is currently developing a film about the women of Iceland.

Yee Mon Htun, Clinical Instructor and Lecturer on Law, International Human Rights Clinic, Human Rights Program at Harvard Law School

Born in Myanmar, Yee Mon Htun (she/her/hers) fled her country and immigrated to Canada as a government sponsored refugee. She has an undergraduate degree in Criminology and Women's Studies from Simon Fraser University and a Juris Doctor (JD specializing in International Law) from Dalhousie University. She has more than ten years of international advocacy experience. Her reports on behalf of human rights defenders, refugees, internally displaced people and migrant communities have been submitted to the United Nations and its Special Rapporteurs. Prior to teaching at Harvard Law School, she served as the Inaugural Director of Myanmar Program for Justice Trust and was selected by women Nobel Peace Laureates from Nobel Women's Initiative to coordinate and lead the first-ever global campaign to stop rape and sexual violence in conflict. She continues to work extensively on gender justice issues and is involved with law reform efforts to advance human rights in Myanmar.

Janet Elise Johnson, Professor of Political Science, Brooklyn College, CUNY

Janet Elise Johnson (she/her/hers) earned her PhD in Political Science and Gender Studies from Indiana University. Her books include *The Gender of Informal Politics: Russia, Iceland, and Twenty-First Century Male Dominance* (2018), *Gender Violence in Russia* (2009) and *Living Gender after Communism* (2007). In the last few years, she has published articles in *Human Rights Review*, *Journal of Social Policy Studies*, *Politics & Gender*, *Perspectives on Politics*, and *Journal of Social Policy* as well as online in the *Washington Post's* Monkey Cage, *Boston Review*, and the *New Yorker*. She has been affiliated with the Center for European and Mediterranean Studies at New York University (2008-2019), the Aleksanteri Institute-Finnish Centre for Russian and Eastern European Studies at the University of Helsinki (2012), the Harriman Institute at Columbia University (2012-2013), and Miami University's Havighurst Center for Russian and Post-Soviet Studies (2001-2003). For Spring 2020, she will be affiliated with the Freiburg Institute for Advanced Studies in Germany.

Kara Kaufman, Professor of History and Gender and Women's Studies, North Shore Community College

Kara Kaufman (she/her/hers) has taught in the History and Gender and Women's Studies Departments at North Shore Community College since 2011, and before that in the History Department at Salem State University since 2003. She has an eclectic background, holding masters degrees in history and counseling psychology, as well as a doctorate in social sciences. Her specialty is in gender and sexuality studies, and she is creating a new course called Masculinities for the fall 2019 semester.

Lauren Kerby, Education Specialist, Religious Literacy Project, Harvard Divinity School

Lauren R. Kerby (she/her/hers) is the education specialist at the Religious Literacy Project at Harvard Divinity School, where she leads outreach to high school and community college educators and develops resources for teaching about religion in a variety of contexts. She also teaches courses in religious studies and education at Harvard Extension School. Kerby earned her PhD from Boston University, and her first book, *Saving History: White Evangelicals' Quest to Make America Christian Again*, is forthcoming from University of North Carolina Press in spring 2020.

Sarah Luna, Kathryn A. McCarthy Assistant Professor in Women's Studies, Department of Anthropology, Tufts University

Sarah Luna (she/her/hers) is the Kathryn A. McCarthy Junior Professor in Women's Studies in the Department of Anthropology and the Women's, Gender, and Sexuality Studies Program at Tufts University. She is a socio-cultural anthropologist whose research and teaching focuses upon issues of sexual labor, missionary work, migration, race, borderlands, and queer studies. Her book, manuscript, *Love in the Drug War: Selling Sex and Finding Jesus on the Mexico-US Border*, will be published with the University of Texas Press in Spring 2020. She is the co-founder of Kegels

for Hegel, an art collective which makes raunchy, queerly ambivalent love songs, music videos, and performances in homage to philosophers and other thinkers.

Ignacio Moore, Professor of Biological Sciences, Virginia Technical University

Ignacio Moore (he/him/his) is an organismal biologist interested in animal behavior and physiology. He completed his BS in biochemistry at the University of Arizona, a PhD in zoology from Oregon State University, and a postdoc in biology at the University of Washington. Since 2004 he has been a faculty member in Biological Sciences at Virginia Tech where he is also affiliated with the Global Change Center and the Fralin Biomedical Research Institute. His research is focused on understanding how various animals function in their unique physical and social environment and involves field work from the arctic to the tropics. At VT he teaches courses on animal physiology, behavioral endocrinology, study abroad courses in Ecuador, and most recently, the biology of sex. This last course was conceived as a science course for non-science majors and is an effort to educate students on the biological basis of sex differences in humans.

Matthew Robert Savini-Burke, Student, North Shore Community College

Matthew Robert Savini-Burke (he/him/his) is a student at North Shore Community College (NSCC) working on his associates degree in STEM. He hopes to complete a bachelor's degree in Epidemiology at Salem State or UMASS Lowell in the near future. His academic interests include: evolution, pathology, animal agriculture reform, political discourse revolving LGBTQ+ community, as well as epigenetics. Savini-Burke has given presentations to educators and students about gender matters in various settings, including a professional development workshop for college faculty. This fall, he will be discussing online hate within and towards the trans community at NSCC's Forum on Tolerance.

Joan Soble, Teaching Specialist

Joan Soble (she/her/hers) is a career educator who consults with schools and organizations seeking to foster engaged student and teacher learning as well as student achievement. After 34+ years as a school-based educator, Soble retired in 2014 from Cambridge Rindge and Latin School in Cambridge, MA, where she taught English language arts and supported the faculty's professional learning. Soble's 21-year association with Project Zero at the Harvard Graduate School of Education was specifically connected to its Teaching for Understanding, Making Learning Visible, Interdisciplinary and Global Studies projects. In 2012, Soble was the Massachusetts recipient of the NEA Foundation/California Casualty Award for Teaching Excellence and a Pearson Foundation Global Learning Fellow; for the past two years, she has mentored current participants in the NEA Foundation Global Learning Fellowship. In her blog, "Joan Soble: So Already... : A Blog about Moving Forward and Staying Connected" (soalready.blogspot.com), Soble sometimes writes about issues in education.

Flavia Vidal, Director of the Brace Center, Phillips Academy Andover

Flavia Vidal (she/her/hers) has a BA from Hampshire College and a PhD in Interdisciplinary Literary Studies from Brandeis University. Feminism was at the center of her graduate studies and of her dissertation, "Polyphonic Possibilities in the Caribbean: Explorations of Identity in Maryse Condé's *Traversée de la Mangrove* and Rosario Ferré's *Maldito Amor*." Vidal grew up in Rio de Janeiro, Brazil, and her 30+ years as a Latina in the US have informed her views on and experiences of gender as inevitably intersectional. A member of the English department at Phillips Academy for 19 years, for the last four years she has also served as Director of the Brace Center for Gender Studies. Collaboration and activism in service of gender justice have grounded her vision for the Brace Center, where she leads a team of colleagues and students in developing and implementing programs, policies, and curricula to promote gender equity and inclusion at Andover and beyond.

Sponsoring Centers



The **Davis Center for Russian and Eurasian Studies** at Harvard University brings people together to learn about this region in original and profound ways. By fostering opportunities for innovative scholarship, creative teaching, and broad learning within a research university, we educate future leaders who make enduring contributions and bring deep knowledge to bear on contemporary problems.

daviscenter.fas.harvard.edu



The **Global Health Education and Learning Incubator** at Harvard University inspires and supports innovative learning, teaching, and dialogue about cutting-edge, multidisciplinary global challenges. We foster and evaluate new pedagogical

tools and instructional strategies that bridge disciplinary fields, educational spaces, and groups of learners. Through the deliberative design of inclusive learning spaces—to gather, to collaborate, to spark unexpected discussions—the Incubator encourages transformative thinking across disciplines while breaking down conceptual and geographic boundaries.

gheli.harvard.edu



Established on July 1, 1997, the **Harvard University Asia Center** was founded as a university-wide interfaculty initiative with an underlying mission to provide an intellectual meeting ground for faculty members, students, scholars, and other professionals

engaged with Asia. The Asia Center focuses its initiatives, events, and student and faculty grants on East, South, and Southeast Asia, with an emphasis on topics that cross national boundaries and academic disciplines. Its Publications Program annually publishes a dozen or more titles on East Asian humanities, many of which have won awards from national and international scholarly associations. With its core lectures, seminar series, and conferences, the Center engages with topics critical to Asia and its connections with other regions, bringing in notable academics, government officials, business leaders, and other specialists as featured speakers and panelists.

asiacenter.harvard.edu



THE CENTER FOR
MIDDLE EASTERN STUDIES
HARVARD UNIVERSITY

The **Center for Middle Eastern Studies** was established in 1954 to support research and teaching on the Middle East and 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.

cmes.fas.harvard.edu



HARVARD UNIVERSITY
CENTER FOR AFRICAN STUDIES

As an internationally recognized and respected organization and a distinguished Department of Education National Resource Center, the Harvard **Center for African Studies** (CAS) has the power to

influence perspectives on Africa and bridge the knowledge divide between Africans and non-Africans. Our vision is a world where authentic understandings of Africa, African experiences and African perspectives are commonplace. CAS serves as an intellectual hub, connecting students, faculty, and members of the wider Africanist community through seminars, workshops, and conferences throughout the year. CAS also funds student and fellows research and travel in Africa through research grants and internship programs.

africa.harvard.edu



HARVARD DIVINITY SCHOOL
Religious Literacy Project

The **Religious Literacy Project** at Harvard Divinity School advances the public understanding of religion with special attention to power, peace, and conflict. Through resources and training for educators

and other professionals we explore the complex roles religions play in society. The RLP offers an annual five-day Religious Literacy Summer Institute designed for high school and community college educators, as well as a variety of online educational resources.

rlp.hds.harvard.edu

The Global Studies Outreach Committee is comprised of several regional and disciplinary centers at Harvard University, including the Asia Center, the Center for African Studies, the Center for Middle Eastern Studies, the Davis Center for Russian and Eurasian Studies, the Global Health Education and Learning Incubator, and the Religious Literacy Project of the Harvard Divinity School. Learn more at globalstudiesoutreach.harvard.edu