



# News from *Hemispheres*

*The International Outreach Consortium  
at The University of Texas at Austin*

Spring 2007

## Catching up with Hemispheres

For the past decade, Hemispheres has been building our mailing list, which now includes more than 2,000 educators around Texas and beyond. We met many of you at the annual Texas Council for the Social Studies conference, when you stopped by our booth. Others have attended our professional development sessions throughout the state. And some of you have learned about us through our Web site, conference presentations, and recommendations from colleagues.

Over the years, we've used this newsletter as a way to provide background knowledge for you and content for your classroom. We have included articles on themes covered in our summer teachers' institutes (including *On War and Peace: Teaching about World Conflict*; *Explorers, Traders & Immigrants: Tracking Cultural Conflict through Food*; *People and Place: Human-Geographic Relations*; *Antiquity and Continuity*; and *21<sup>st</sup> Century Challenges in the Developing World*). We've focused on cross-regional topics that relate to current teaching standards (most recently, notable women from around the world and an economic focus on microcredit). And, finally, we've made resource recommendations (including an international holiday calendar, ideas for area studies field trips in Texas, and information on individual programs conducted by each of Hemispheres's four component centers). If you are interested in revisiting any of these topics, you can access past issues on our Web site: <http://www.utexas.edu/cola/orgs/hemispheres/newsletter/>.

In this issue, we want to update you on Hemispheres's current programs and resources. We have greatly expanded our services for educators. We have delved into curriculum development. We present both curriculum and content about our four world regions at in-service sessions in Texas and at state and national conferences. We are constantly expanding the resources in our lending libraries. And, finally, we have traveled abroad with teacher groups as a way to both educate them and create classroom resources. If it's been awhile since you've attended an event, used our lending libraries, or reviewed our curriculum, now is the time to reconnect with us.

For more information about all of our programs, please visit our Web site: <http://www.utexas.edu/cola/orgs/hemispheres>.

## Summer Teachers' Institute 2007

At the heart of our programming is our Summer Teachers' Institute, now entering its ninth year. Read more about this year's workshop, *Restoring Women to World Studies*, on the back page.

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## Web & E-mail Addresses

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# Created for Your Classroom

Hemispheres launched into curriculum development in 2004, when asked by Arlington Independent School District for resources on “patterns of migration,” an important concept for world geography. Rather than preparing a lecture for the Arlington educators who would soon attend our in-service session, we decided to create a resource that would be useful to educators throughout Texas and beyond. We knew that we had access to great resources, both human and material, at the university. We also knew, based on our experience with our summer teachers’ institutes, that supplemental materials were much in demand by educators frustrated with minimal textbook coverage of important state-mandated standards.

Our goal since *Understanding Migration* was conceived is to provide quality content in complete, ready-to-use curriculum units. Units are aligned to both Texas and national social studies standards, and contain all of the tools (background information, primary source readings, maps and other images, handouts, activities) to implement content in the classroom. Each unit, which comprises a series of case studies, can be used in part or as a whole, as time allows.

All three units have been field-tested with educators in Texas and other states and then modified as needed. Feedback has been extremely positive. *Understanding Migration* has received national attention through its inclusion on Outreach World, a national online clearinghouse of resources for teaching international studies. Since its debut on Outreach World, *Understanding Migration* has been a top download.

All of our units are available free of charge from our Web site: <http://www.utexas.edu/cola/orgs/hemispheres/>.

## UNDERSTANDING MIGRATION Curriculum Resources for the Classroom

Issues related to why people move and the effects of their movement are at the core of *Understanding Migration*. A concise PowerPoint presentation (also found on our Web site) summarizes the variety of push and pull factors involved in migration, as well its transnational effects. Seven case studies, pulled from

the four world regions covered by Hemispheres, focus on rural-urban migration; brain drain; political, religious, and ethnic migration; and more. Activities include an examination of migration trends in the students’ local community, a T-chart activity for middle school students, the use of film to lead students to think critically about the effects of migration on immigrants, and a controlled debate based on the case studies for high school students.

## AFRICA ENSLAVED Comparative Slave Systems outside the U. S.

In an effort to contextualize the practice of slavery in the United States, this unit deals with historical slave systems in Brazil, Ottoman Egypt, Haiti, and the Swahili Emirates of East Africa. Comprising mainly primary sources, *Africa Enslaved* is designed for advanced high school world history courses. A map of slave trade routes and deportation flows of slaves out of Africa followed by a one-page overview for each country provides essential background information. Students then study a series of readings and complete a graphic organizer to compare and contrast the legal status of slaves; types of slave labor; rights and responsibilities of both slaves and owners; slaves and religion; rebellions, runaways, and emancipation; transition to freedom; and abolition.

## PEOPLE & PLACE Human-Environmental Interactions

Hemispheres’s most recent and most extensive curriculum unit focuses on how humans both adapt to and modify their environments. Fourteen case studies cover a variety of topics – from air pollution to water management to energy production to recycling – as they relate to contemporary life around the world. With a secondary focus on social studies skills building, *People & Place* includes activities that use primary and secondary source readings, maps, graphs, and charts to develop understanding of the topics at hand. Learning activities in each case study build on one another and culminate in an assessment activity that draws on knowledge gained throughout the case study.

### *News from Hemispheres*

is distributed to schools throughout Texas to be shared with social studies, geography, language, English, literature, math, and science teachers. This biannual newsletter is a

tool for teachers to use in incorporating studies materials into their classroom lessons and activities. The contents of this newsletter may be copied for nonprofit educational use; do not redistribute without prior permission.

Not printed with state funds.

Editor: Natalie Arsenault

The logo for Hemispheres, featuring the word "Hemispheres" in a stylized, cursive font. The text is white and set against a dark teal circular background that has a swirling, abstract design. The logo is positioned in the bottom left corner of the page, partially overlapping a large teal circular graphic that frames the bottom half of the page.

Hemispheres

# On the Road with Teacher Training

Helping educators teach about the regions we represent has always been one of Hemispheres's top priorities. Since 1998, our major teacher-training event has been an annual Summer Teachers' Institute, held on the campus of the University of Texas at Austin (UT). The Summer Institute offers attendees the opportunity to spend a week in residence at UT exploring a global theme through content lectures presented by faculty, staff, and graduate students. On a smaller scale, we also offer one- and two-day workshops, also held on campus, during the academic year on more specialized topics pertaining to a specific region or theme. Our greatest compliment has been feedback from many participants stating that the workshop gives them the sense of "being back in school again."

While we have been pleased with the increasingly good reception and popularity of our workshops, which regularly reach registration capacity well in advance of the deadline, we recognize the need to extend our training beyond on-campus events. For many educators around the state of Texas, traveling to Austin to spend a day or even a week attending one of Hemispheres's workshops is not possible.

## HEMISPHERES IN YOUR DISTRICT

In a concerted effort to provide services to educators statewide, over the past three years Hemispheres has launched a new initiative to offer professional development sessions in locations around the state. These off-campus workshops are specifically targeted to teachers, library media specialists, and curriculum coordinators who do not have the opportunity to attend workshops held at UT. Since the program was started in spring 2004, Hemispheres has conducted sessions at schools, districts, and regional education service centers throughout Texas—from the Dallas/Fort Worth Metroplex to the Rio Grande Valley, from Houston to El Paso, and many locations in between.

Professional development sessions generally consist of a full day (six hours) or half day (three hours) of content. A typical session includes:

- presentation of one or more of our curriculum units, with content presentations and walkthroughs of the materials and activities in the unit—for example, a presentation of *People & Place* may include a brainstorming activity about how people adapt to and change the environment, followed by overviews of the case studies on conservation in Ecuador and the Aswan High Dam in Egypt;
- content presentations about the geographic regions we represent, such as "Introduction to Hinduism" or "Geography of the Middle East"; and/or
- hands-on activities using artifacts or currency to inspire critical thinking about different cultures.

We work with session organizers to address the particular needs and interests of educators in their area.



Due to grant funding, Hemispheres is able to offer professional development sessions on site at no cost to the host organizations, but we offer a limited number of sessions each semester. As of press time (early February), our spring schedule is full and we are scheduling sessions for late summer and fall 2007.

## HEMISPHERES AT EDUCATOR EVENTS

In addition to organizing and coordinating days devoted entirely to our own programming, Hemispheres regularly participates in district staff development days and educator conferences. Our level of participation ranges from simply displaying materials from our lending libraries and curriculum units in the exhibit hall for attendees to peruse at their leisure to offering individual content sessions to organizing a "strand" of sessions. We've presented content and curriculum materials at the Texas Council for the Social Studies conference, Texas Social Studies Supervisors Association meetings, and regional meetings of the Texas Alliance for Geographic Education.

On the national level, Hemispheres has presented content sessions at educator conferences such as the National Council for the Social Studies, National Council for Geographic Education, and National Council for History Education. A full list of our upcoming (and many of our recent) professional development sessions and conference offerings may be found on the calendar section of the Hemispheres Web site. Keep an eye out for us the next time you attend one of these conferences!

*Above: Educators at a professional development session at the Region III Education Service Center in Victoria participate in a hands-on interpretive activity to analyze artifacts from the Hemispheres lending libraries. Photograph by Christopher Rose.*



# Bringing the World Back to Your Students

Imagine visiting Mexico City's famed Templo Mayor with a small, private group of your peers on a tour led by the archaeologist who has overseen excavations on one of the world's richest heritage sites. Perhaps, while waiting for the caretaker to open a fifteenth-century mosque in old Cairo, you are invited by schoolchildren into their classroom, which has been in use for 700 years. Picture learning about the rich African heritage of northeastern Brazil in the country's first capital city, where African, European, and indigenous American cultures have blended together. These are real situations experienced by teachers who have traveled and studied with Hemispheres.

When it comes to learning about a new region of the world, nothing can surpass the experience of studying abroad and learning first-hand about people, history, and culture. Numerous opportunities exist for educators to travel abroad in partially or fully funded programs that provide a chance to learn in a structured environment combining lectures, visits to sites of historical and cultural significance, and interactions with people in a variety of settings – including classrooms, museums, and even sidewalks. Hemispheres actively promotes opportunities for teacher travel, trains groups as they prepare to travel, and even leads groups abroad.

## FULBRIGHT-HAYS GROUP PROJECTS ABROAD

Through the Fulbright-Hays Group Projects Abroad program, two of Hemispheres's component centers – the Teresa Lozano Long Institute of Latin American Studies and the Center for Middle Eastern Studies – have organized educational seminars abroad for teacher groups. Educators have traveled with us to learn about the history and culture of Brazil (2004), modern Egypt (2005), and the performing arts in Mexico (2006).

The Group Projects Abroad program provides a significant grant to institutions of higher learning to arrange short educational seminars abroad. Each of our programs has comprised approximately four weeks of in-country travel and intensive programming organized around a specific theme. We choose fifteen participants by a competitive application process that involves three essays and recommendations from supervisors and peers. Participants pay a nominal fee (generally between \$750 and \$1,000) and are provided with round-trip airfare, shared accommodations, and board. We begin the seminar with a pre-departure workshop that gives participants a chance to meet each other and gain background information prior to setting out for their destination.

In addition to providing participants with a wealth of experiences to enrich their teaching, these programs include a curriculum development component. Participants are required to create usable curriculum materials based on the program that

can be shared with other educators. These resources are posted online and are available, free of charge, to educators nationwide. For more information on upcoming travel opportunities and past curriculum projects, please visit the Hemispheres and Outreach World (<http://www.outreachworld.org>) Web sites.

## FULBRIGHT-HAYS SEMINARS ABROAD

The U.S. Department of Education also organizes the Fulbright-Hays Seminars Abroad program, offering approximately eight seminars each year. Each seminar is organized around a specific theme and travel in one or two countries. Recent seminars have included "Poland and Russia: Developing an Educationally Strong Population," "Best Practices: What U.S. Educators Can Learn from India," and "Brazil: Learning and the Land."

The competition for the Seminars Abroad program is announced in late August or early September

with a short (three- to four-week) turnaround before the program deadline.

The cost for participants is \$350 and includes travel, room, and board.

For more information, visit the Fulbright-Hays Seminars Abroad Web site (<http://www.ed.gov/programs/iegpsap/index.html>).

As with the Group Projects Abroad programs, each participant in a Seminar Abroad program creates curriculum materials that are made available to educators nationwide.

Hemispheres hosts the materials created from programs in Argentina and Peru (2004), Bulgaria (2004), Turkey and Cyprus (2004), and Ecuador (2005) on our Web site. Curriculum materials that were developed by participants in other Fulbright-Hays programs can be accessed through Outreach World. We invite you to use these resources, and we hope that they will inspire you to apply for an educator study abroad program.



*Above: Participants in the Study Tour and Curriculum Development Project in Egypt (2005) visit an eight-hundred-year-old mosque as part of a walking tour of the old city of Cairo. Photograph by Christopher Rose.*

# Libraries and Links: Recommended Resources

In addition to the curriculum we create and the presentations we offer, Hemispheres is committed to offering educators a variety of resources to bring cultures alive in the classroom. From musical instruments to feature films to primary sources, Hemispheres maintains a library of resources that were purchased for classroom use. We also find what's best on the Web—be it news, background information, or lesson plans—and provide links to those resources through our own Web site. Whenever you incorporate world studies content in your classroom, we hope Hemispheres is your first stop for quality, engaging materials.

## LENDING LIBRARIES

Sometimes you need supplementary materials to bring a distant land to life: textbooks alone can't cover every country in detail and school resources are often limited. Hemispheres's lending libraries can help. The **India Cultural Trunk** gives students a glimpse into the lives of South Asian children through a collection of books, videos, and everyday items from India. The **Crusades from Medieval European and Muslim Perspectives**, a primary source unit for grades 7–12 that explores the reaction of both Crusaders and Arabs on a military and personal level to the conflict, integrates varying points of view into your history class. The documentary *Stealing Home: The Case of Contemporary Cuban Baseball* helps to explain Communism in Cuba, and life under Castro, to your students. **Matryoshka dolls** of Russian political figures provide a lighthearted introduction to Russian history.

Through a federal government grant, Hemispheres has been able to amass a wealth of materials—artifact trunks and clothing, curriculum guides, non-fiction books, literature in translation and folktales, videos and DVDs, music CDs, and more—that can be used in your classroom. Each of Hemispheres's component centers maintains a resource lending library full of quality materials for use in the K–12 classroom. Our lending libraries are available to educators nationwide. There is no charge to borrow items; the only cost is return postage. Catalogues of our materials are available through our Web site, or we can put together a custom package of materials for you.

## UT'S NETWORK INFORMATION CENTERS (NICS)

We all use the Internet as a quick source of information. However, not all online information accessed by your students is current or credible. Our Network Information Centers provide a solid starting point for their—or your—research. The NICS are online virtual libraries with links to hundreds of country- and region-specific sites relating to economy, education, government, history, the environment, culture, news, and more. All links are critically reviewed by staff at UT, so you can be assured that information is accurate and useful. All of the NICS can be accessed through the Hemispheres Web site.

Selected highlights from the NICS:

- ***¡Zapatistas! Documents of the New Mexican Revolution***. An excellent source of primary source readings, from essays by Subcomandante Marcos to newspaper articles on the uprising. <http://lanic.utexas.edu/project/Zapatistas/>
- ***Cairo: Living Past, Living Future***. Interactive lesson plans and activities on the history and culture of Cairo for K–12 classrooms. <http://menic.utexas.edu/cairo/>
- A link to ***BRAMA: History of Ukraine***, which offers chronologically synchronized tables with parallel events in Ukraine, neighboring countries, and other parts of the world. <http://www.brama.com/ukraine/history/index.html>
- A link to ***Historical Architecture of Asia***, with thousands of online photos of historical architecture from many countries, including Bhutan, India, Nepal, Pakistan, and Sri Lanka. <http://www.orientalarchitecture.com/>

## ADDITIONAL WEB LINKS

Finally, Hemispheres recommends the following Web sites for quality educational resources:

- **OutreachWorld**, a comprehensive one-stop resource for teaching international and area studies and foreign languages in the precollegiate classroom. <http://www.outreachworld.org>
- **World History Matters**, a portal to world history on the Web with two sites: **World History Sources**, a resource center designed to help educators locate online primary sources; and **Women in World History**, a curriculum resource center for online primary sources on women in world history. <http://www.worldhistorymatters.org>



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## *Restoring Women to World Studies*

In much of the social studies – especially courses focused on world history, geography, and culture – there is a growing awareness that the experience of women has been left out of the narrative. Recent changes in state, national, and Advanced Placement educational standards call for the inclusion of women’s studies in the social studies curriculum. However, the most widely available resources tend to focus on the experience of women in Western Europe and North America.

Hemispheres Summer Teachers’ Institute 2007 will explore the situation of Women—historical and contemporary—in Latin America, the Middle East, Russia, East Europe and Eurasia, and South Asia. We’ll discuss the contributions of notable women of historical and artistic spaces, talk about concepts of gender roles and gender spaces, and look at issues that are driving women’s movements today.

The workshop program is designed to address the TEKS and TAKS objectives for social studies that deal with topics related to women in citizenship, culture, and history.

The non-refundable \$75 registration fee covers workshop materials (including handouts and additional resources), food (coffee and continental breakfast daily; lunch most days), and parking. Funding is available to provide housing for out-of-town participants at a private dormitory facility near campus (rooms have private bath), or to provide an equivalent monetary stipend to cover housing expenses.

# SUMMER TEACHERS’ INSTITUTE

## *June 5–8, 2007*

For more information and the registration form, see the Hemispheres Web site (<http://www.utexas.edu/cola/orgs/hemispheres/>) or contact Natalie Arsenault at [n.arsenault@mail.utexas.edu](mailto:n.arsenault@mail.utexas.edu) or 512/232-2404.