

OUTREACH: CURRENT CHALLENGES AND FUTURE PROSPECTS

Jonathan Friedlander, University of California, Los Angeles
Valerie McGinley Marshall, Tulane University
John Metzler, Michigan State University

Preface

This paper focuses on the present status and future prospects of the K-12 outreach endeavor pursued by the 114 National Resource Centers (NRCs) and the 14 National Foreign Language Resource Centers (NFLRCs) funded by the U.S. Department of Education. The authors provide a brief account of the emergence of this national effort to improve and expand international and area studies instruction in elementary, middle and high schools throughout the United States, and a survey of the outreach strategies pursued over the course of over a quarter-century. The authors provide proof of the success of the K-12 outreach endeavor, and offer recommendations addressing the challenges faced by outreach in the twenty-first century. While the authors draw on their own experience in Africa, Latin America and Middle East outreach programs, the exemplary activities described and the recommendations offered apply as well to Asia and Europe NRC outreach as a whole.

A History of Challenges

“The United States lies today under a serious mandate, she must break out of her myopic insularity, awaken from her recent brief period of lethargy, and come to grips with the totality of the world in which all mankind today live. Specifically, she is asked to take decisive steps toward making our national population more generally competent 1) in the use and comprehension of foreign languages and 2) in the sounder and more sympathetic understanding of foreign cultures.”

These lines could have been written during the last 16 months since the terrorist attacks in New York and Washington, D.C., when the nation was rocked to its core and ordinary citizens came to realize how little they knew about an organization called Al-Qaeda or the reasons for its “war” against the United States. In fact, these lines open Betty Bullard’s “Personal Statement to the President’s Commission on Foreign Language and International Studies,” published in November 1979 as part of *The President’s Commission on Foreign Language and International Studies: Background Papers and Studies*. In her personal statement, Bullard included a set recommendations that she believed should have been those adopted by the Commission—notably the call for “a total reorganization of the curriculum for Grades K through 12” and “a plan to reorder teacher-certification requirements and a program of teacher organization” with the minimum result to be “a base for internationally productive adult citizenship.”

In the following years, the U.S. educational system experienced massive changes that directly affected the curricula of the states, but this was not the reorganization that Betty Bullard had envisioned. Ten years after the report was issued, President George H.W. Bush met with the nation's governors in Charlottesville, Virginia, for the first Education Summit, where they agreed to set National Education Goals. Then, in 1994, President Clinton signed the Goals 2000: Educate America Act, setting off a nationwide controversy over outcome-based education and concerns that the Clinton administration was going to take over education from "cradle to grave." Yet in response to the Goals 2000 Act, national teacher organizations in disciplines such as social studies, foreign languages, geography, science and English language arts developed national standards that served as the bases upon which many states established their own curriculum standards and benchmarks. Since then, "accountability" has become the buzzword of the federal and state governments as they struggle to reform school systems in mostly urban but also rural areas which appear to be virtually non-functional. This is a result of the legislation to move to an "outcome-based" measure of educational success which we see as a key part of the current Bush administration's *No Child Left Behind* agenda.

But where was area studies when these reforms were being debated and these standards formulated? Area studies administrators had long been concerned primarily with graduate and undergraduate education. Indeed, the National Defense in Education Act originally directed resources toward increasing the pool of scholars at the Ph.D. level with international expertise. Area studies outreach to K-12 education was relatively new, having been added to the NRCs' increasing mission only in the late 1970s.

This is not to say that area studies outreach to the K-12 community has had no impact—in fact, we may be the only segment in the academy assisting today's teachers with the tools they need to increase their content knowledge of world areas. We are 114 NRCs and 14 NFLRCs attempting to serve approximately 3.8 million teachers nationwide in diverse geographical locales and settings—from the inner city to the rural schools. We face many challenges, internally as well as externally, as outlined in the last section of this paper. Yet area studies centers have had and continue to have a considerable impact on the individual teacher and on policy change at the state level, as will be demonstrated.

In response to the September 11 attack and the ensuing military action in Afghanistan and elsewhere in the region, the Middle East NRCs rallied to provide critical information on the Middle East, its people and Islam to an American public eager to learn about the causes and implications of the ongoing conflict. K-12 educational materials produced by these NRCs over the years, along with professional development programs for precollegiate teachers, were especially critical in providing explanations to young and impressionable minds and in dispelling stereotypes, a challenge the Middle East NRCs have had to confront since the 1979 Islamic Revolution in Iran whose impact still reverberates in our national psyche.

In the case of Latin American Studies, the proximity of this world area and the ever-increasing immigration from Mexico and Central America make outreach work highly relevant and many teachers are receptive to its message. NAFTA, trade agreements with

Chile, increasing trade with Brazil, global warming, and the increasingly powerful Hispanic vote are but a few of the topics that necessitate the services of Latin American Studies outreach centers. Educators feel the need to be conversant with economic and political conditions in Latin America, but they also want to know more about the historical and cultural backgrounds of immigrant children in their classrooms—which include many children from Latin America as well as substantial numbers from the Middle East and Asia.

Yet the broader challenge lies beyond our response to the pressing political and economic issues of the day as they relate to the “national interest.” The task and responsibility of NRC outreach personnel, along with our colleagues outside the NRC community, are to provide a long-term and cohesive agenda that addresses the academic and intellectual needs of teachers, students and schools for increased critical knowledge about the world and its complexities, across the disciplines and throughout history. Indeed, a fundamental national standard for history and the social studies requires teachers to show and promote an understanding of change and continuity in the human condition.

The emergence of area-specific outreach councils and collectives has given weight to the work undertaken by the international and area studies NRCs. The pioneering activities of the Middle East Outreach Council (MEOC), established in 1981, underscore the value of institutionalizing the outreach endeavor beyond the NRC level. MEOC (an affiliated organization of the Middle East Studies Association) consists of the outreach directors of all 14 Middle East NRCs, representatives from non-NRC academic Middle East programs and from professional organizations such as AMIDEAST, as well as teachers at large. MEOC has had considerable impact on the Middle East outreach profession by supporting a survey and critical evaluation of textbooks used in American schools (led by the University of Michigan, Ann Arbor), a compilation of recommended K-12 resources (print and multimedia, undertaken by UC Berkeley and the University of North Carolina, Chapel Hill), and the development of instructional units (on Moorish Spain and Middle Eastern literature, produced by Harvard). Through an annual book award competition, MEOC provides a forum for acknowledging commercial publishers who produce much needed high-quality instructional materials for the classroom. MEOC also hosts a website, publishes a newsletter, serves as liaison with the National Council for the Social Studies and with other organizations, and generally serves as an advocate for a balanced approach to teaching and learning about this vital yet often misunderstood region.

Similarly, the 11 Africa NRCs have joined with other Africanist educators in the Outreach Council of the African Studies Center. OCASC is an official organ of the African Studies Association, which is the largest association of Africanist scholars in the world, and has received strong support from the ASA in its numerous collaborative endeavors over three decades, e.g., its regular sponsorship of a workshop for teachers at the site of the ASA’s annual meeting. One of the council’s most significant initiatives is the ASA Children’s Africana Book Awards that for the past eleven years have recognized excellence in children’s literature. Two awards are made each year, one for books geared toward early primary-grade students and the other for books written for adolescents. By

recognizing and celebrating excellence in Africana literature for youth, these awards have raised the status and visibility of authors writing in this field.

Outreach professionals in Latin American Studies are organized under the umbrella of the Consortium in Latin American Studies (CLASP) which sponsors meetings and events for outreach professionals and facilitates their collaboration and cooperation. The outreach coordinators of the 19 Latin American NRCs serve leadership roles in CLASP and, like their Middle East and Africa counterparts, they benefit from interaction with non-Title VI centers with small Latin American Studies programs that, despite not having a federal mandate, provide their expertise and outstanding services to the K-12 community.

We should also mention the important work carried out by the Committee About Teaching On Asia (the outreach affiliate of the Asian Studies Association) and the nascent outreach organizations of the South Asia NRCs (currently the DOE regional breakdown for Asia includes 34 NRCs with regional foci on Asia, Inner Asia, South Asia, Southeast Asia and East Asia). To our knowledge, the 25 Europe NRCs have not been as active in forming outreach councils. The regional division of these NRCs (Europe, Europe/Russia, Russia and Eastern Europe, Western Europe), like that of their Asia counterparts, somewhat limits regional cohesion in terms of outreach, but it has also spawned a new paradigm of regional intersections and thematic and comparative approaches which are now pursued by many outreach programs nationwide.

Of course, there is always room for improvement, but the track record of materials production and the national scope of services to and involvement with education is impressive. In the following pages, we highlight some of the programming that we consider to exemplify “Best Practices” in the field of outreach to the K-12 community being provided by the NRC outreach programs.

Exemplary Programs and Activities

Range of Activities

While the NRCs are engaged in a wide variety of outreach programs to the K-12 communities, teaching training and professional development has emerged as the most important enterprise for improving instruction, as recognized by the priority status the federal and state governments have assigned to this endeavor.

Teacher Training: All 114 NRCs have active in-service programs that reach educators in the local, state, regional and national arenas. In-service programming includes seminars and workshops at school site and district levels, weekend on-campus seminars, summer seminars including NEH summer institutes for teachers, and summer Fulbright-Hays Group Projects Abroad. As a requirement for accreditation, teachers produce a multitude of integrated instructional units or stand-alone lesson plans. Exemplary units from all regions will soon be posted on the International Studies Outreach Website which is currently under development. The following teacher training activities, compiled from a

limited survey of the Middle East NRCs, are intended to highlight the breadth and diversity of this enterprise.

Intensive Area Studies Training. Teacher training is carried out in numerous venues using a variety of approaches. These include intensive area-focused summer institutes, such as the two-week programs offered by the UCLA Center for Near Eastern Studies and the Middle East Center at Ohio State University. Graduates of these programs receive academic and professional accreditation. In the case of the UCLA programs, teachers receive credit for four units from University Extension or four multicultural-specific salary points from the Los Angeles Unified School District. In the case of OSU, they receive six graduate or undergraduate academic credits. Approximately a thousand teachers have received intensive training in these programs at UCLA and OSU over the past 20 years. Under the auspices of UCLA's International Institute, similar two-week summer programs are also offered by the Africa, Latin America, Southeast Asia, East Asia and the Europe NRCs. Some 60 teachers have completed three or more intensive area studies programs, thus qualifying them for mentor certificates offered by the University.

Thematic Approach. In response to state standards which increasingly call for thematic and comparative approaches to teaching and learning, universities with multiple NRCs have developed a host of collaborative training programs. The Middle East Center and its seven counterpart NRCs in the Jackson School of International Studies at the University of Washington, Seattle, offer a three-day summer seminar whose theme changes each year. Topics explored in recent years include the family unit across time and cultures, spiritual spaces and religions around the world, global hot-spots, and human migration. The Middle East Center at the University of Texas, Austin, works in conjunction with the three other Title-VI NRCs on campus in a consortium called "Hemispheres," which co-sponsors a week-long summer teacher's institute, as well as one- or two-day workshops in the spring and fall terms (usually one each semester). At UC Berkeley, the eight area studies centers work together through the Office of Resources in International and Area Studies (ORIAS), which offers intensive 5-day summer institutes with a different topic each year, focused on preparing units for classroom use. Recent UCB summer institutes have covered themes such as food and world history, river valley civilizations, comparative Islam, and world history through studying world travelers. In most cases professional development hours are awarded to participating teachers.

Special Topic Workshops such as those coordinated by the Middle East Center at UC Santa Barbara and many other NRCs are issue-oriented programs for which teachers can obtain academic credit. In conjunction with these workshops, UCSB has produced readers to assist teachers in lesson planning. The first reader was an introduction to Middle East Social Studies. The second dealt with the social studies aspects of 9/11 in the classroom, and the third was on teaching the crisis in the Middle East.

Overseas Training. The Center for Middle East Studies at UCSB will sponsor a month-long teacher training seminar in Egypt in June 2003 focusing on Middle East Studies

curriculum development and introducing Arabic language culture to nonspecialists. Part of the seminar will involve school visits and meetings with Egyptian teachers to set up a curriculum development exchange via the Internet. Likewise, study abroad programs (supported by Fulbright-Hays Short Term Seminar Group Projects, private donors and teachers themselves) have been organized by the Middle East Centers at the Universities of Arizona, Michigan, Pennsylvania, Texas, Utah and Georgetown University. In addition to Egypt, other Middle Eastern destinations include Israel, Jordan, Morocco, Syria and Turkey.

School Site Programs. Most NRCs have a permanent team of staff, faculty and graduate students who speak in K-12 classrooms and school assemblies. The Harvard Center for Middle East Studies has been especially active in providing this important and immediate service; since 9/11 the center has carried out more than 40 school site programs impacting hundreds of teachers and thousands of students. On the west coast, the UCSB Middle East Music Ensemble has a special K-12 outreach program to introduce children to Middle Eastern music. This is especially important since music education is the first to go when budget cuts are enacted. In the Pacific Northwest, UW-Seattle is cooperating with One World Now and the Seattle Public Schools to offer a two-year global leadership course of study at Ingraham High School for grades 11-12. The course offers Chinese language instruction (Arabic will begin in September 2003), three times a week coupled with global leadership training classes twice a month. All classes earn high school credit and make use of the resources of the UW NRCs and the local heritage community. Foreign travel programs to China and Morocco are incorporated into the summer between the students' junior and senior years. Additionally, the Middle East Center partners with the Seattle Public Schools to offer a two-week summer Arabic Language and Culture Camp. This gateway activity introduces younger students (K-4) to Arab culture and language. Older students drawn from the program at Ingraham High School serve as counselors at the camp. For teachers, the camp provides a preparatory language-teaching methods class and clock hours that meet the requirements of the State of Washington for conditional certification to teach a foreign language. Innovative K-12 programs in Middle Eastern languages and literature are also carried out by the Center for Middle East and North African Studies at the University of Michigan, Ann Arbor—one of the premiere outreach programs in the United States.

On-line Programs. A course for global educators developed through Ohio State University's College of Education, the area studies centers at OSU and Title VI funding includes common modules for each area on the themes of women and family, environment, foreign media, and coming of age. The instructional materials are perpetually available online. First offered in summer 2002, the online course involved 45 teachers from six states and three countries who received OSU academic credit. See http://www.coe.ohio-state.edu/mmerryfield/global_resources/default.htm

Other successful K-12 outreach activities include:

Outreach to Students. Several NRCs have special programs oriented to K-12 students. Specific to Africa, these activities include museum exhibitions on African topics, African

language programs for high school students, sponsorship of Model OAU conferences, and week-long summer residential enrichment programs on Africa for middle school and high school students.

Electronic Outreach. Like their counterparts at other NRCs, African outreach programs are developing web-based materials for K-12 educators and students. The pioneer in this arena is the NRC at University of Pennsylvania which developed a comprehensive web database of Africana materials for K-12 educators and students. Three years ago, under the aegis of the Outreach Council of the African Studies Association, the African NRCs at Boston University and Michigan State University sponsored H-AfrTeach (one of the 130 H-Net academic listservs), a moderated listserv with more than 300 subscribers. An example of a more recent electronic outreach project on Africa is *Exploring Africa*, a comprehensive 15-module curriculum on Africa for middle and high school students which is being developed by the African Studies Center at Michigan State University.

In the field of Middle East studies, perhaps the most significant outreach effort this year has been Harvard's partnership with WGBH, the PBS television network affiliate in Boston, to create *Global Connections: The Middle East* (see <http://www.pbs.org/wgbh/globalconnections>), an interactive website for teachers and high school students on the national PBS website. It provides deep context, including background essays, connecting questions and a timeline, for PBS broadcast and web content on the Middle East and Islam. It also features a number of new and innovative lesson plans that teachers can download or use with classes online. The Middle East Centers at Harvard and Georgetown are also working with PBS to develop teacher guides and evaluate materials related to the Islam project.

Here we should also mention UT Austin's Middle East Network Information Center (MENIC) which features an online library of digital resources and web links. The site gets millions of hits each year from over one million individual users.

Textbooks. Middle school and high school social studies textbooks are a major source of frustration for all international outreach professionals. Most U.S.-published textbooks are riddled with inaccuracies and woefully inadequate in their coverage. MEOC and many individual outreach professionals have actively engaged major publishers, encouraging them to use faculty and outreach personnel with area expertise as authors and consultants. Africanist Barbara Brown of Boston University has been particularly active in this arena.

On the other hand, commercial publishers have been increasingly successful with a variety of printed materials, as recognized annually since 1994 by the Américas Awards for children's and young adult literature, including works of fiction, poetry, folklore and selected non-fiction published in English or Spanish that authentically and engagingly portray Latin America, the Caribbean, or Latinos in the U.S. The awards are made by the Consortium of Latin American Studies and were spearheaded by the Outreach and Academic Program Coordinator at the University of Wisconsin-Milwaukee's Center for Latin American and Caribbean Studies.

The Américas Awards have had a tremendous impact. In the past decade, 210 titles were recognized by the awards committee. Each NRC receives a hard copy of the list to use as an outreach resource. In several award years the winners of the award and the list of commended books have appeared in the *School Library Journal* (circulation of 42,000). The webpage for the list, hosted at UW-Milwaukee, is the second most visited site after that of its public radio station. The websites of institutions such as the public libraries of New York, Denver and Kansas, the Indiana Department of Education and numerous universities have links to the Américas Award as a resource. Outreach programs at Duke-UNC and Tulane use the lists to build their lending libraries and as a basis for developing curriculum materials. The award list has influenced professional development activities at Tulane, UW-Milwaukee and the University of Connecticut, and inspired an annual conference exploring the production of children's literature about Latin America, the Caribbean, and Latinos in the U.S. Due to the reputation of the Américas Award and the wide dissemination of award lists, they are used nationwide by teachers of Spanish, social studies and ESL. Aside from Spanish language textbooks, there probably is no single resource that has influenced teaching about Latin America more than the Américas Award.

Lending Libraries

While significant collections of K-12 materials exist for all global regions, the Latin American National Resource Centers as a whole exemplify the impressive collection of audiovisual and print materials available for loan to educators in the U.S. Programs such as those at Duke-UNC Chapel Hill (the Consortium in Latin American Studies), Tulane, and the Universities of Arizona, Chicago, Florida, Kansas and Wisconsin-Milwaukee all have lending libraries of materials available for educators to borrow for use in their classrooms.

Each of the above programs defines its own parameters in determining the types of materials available for loan from their collection. For example, the lending collection at Tulane consists of over 1,900 titles in a variety of media: video documentaries, feature films on VHS, slides, culture kits, curriculum material packets, music on CD, games, simulation activities, and even books! The lending collections at Duke-UNC Chapel Hill, Florida, Milwaukee and Kansas consist of similarly varied materials, while Arizona and Chicago have concentrated their efforts on video. The lending libraries of Duke-UNC, Florida, and Tulane have a national focus, with Duke-UNC lending to educators in 38 states last year, Florida in 18 states, and Tulane in 32 states. Tulane lends approximately 1,100 items annually to educators and community groups around the U.S.; some 35% of these items are borrowed by K-12 teachers. The Latin America NRCs usually provide these services at no cost or for a very minimal charge, and as states reduce acquisition dollars for schools, the circulation of these materials can be expected to increase.

Material Development: All NRCs have a tradition of sharing relevant materials with K-12 educators. Shared materials include library resources such as texts, children's literature and current news sources, as well as curricular materials they have developed or

that have been developed by other NRCs. Most NRCs have outreach newsletters that regularly share teaching materials with educators in their home states and regions.

The task of developing educational materials that support K-12 can be relatively costly and is definitely time consuming, and often requires grant support. Nonetheless, exemplary units abound, such as the online unit entitled *Cairo: Living Past, Living Future*, developed by the Middle East Center at UT Austin with funds from the Texas Council for the Humanities (<http://menic.utexas.edu/menic/cairo/>). This complements curriculum/slide packets the Center has produced on Middle Eastern Families, Middle Eastern Cities, Middle Eastern Villages, Middle Eastern Food and Clothing, and on Turkey. The educational materials produced by the Middle East Centers at UC Berkeley (an effective slide show illustrating commonalities and differences in the Judeo-Christian-Islamic creeds) and Georgetown University (a brief informational packet on the Arab World) were produced at low cost yet have had considerable impact in terms of dissemination and use.

With the advent of online technologies, many NRCs have embarked on material development projects.

Collaboration

The NRC collaboration with the K-12 community has produced a large number of curriculum materials and a vast array of professional development workshops for teachers, generating a vital network of educators dedicated to teaching about the world and its regions. We are active partners and collaborators with each other, across the regions and with outreach personnel at other universities with NRCs and NFLRCs.

There is no shortage of exemplary collaborative activities that can be cited. One example is the ongoing partnership of the NRCs at UW-Milwaukee and Tulane and Iowa State's National K-12 Foreign Language Resource Center to assist Spanish language educators by developing high-quality content materials. Another example is UT-Austin's co-sponsorship of a nationwide conference organized by the International Studies Schools Association that will bring 160 teachers to central Texas for content and strategy discussions on implementing international studies in the K-12 curriculum. Budding working relationships among the various regional outreach councils representing the NRC community are encouraging, and so are the prospects of the collaboration that is required to build the International Outreach website. Nevertheless, the outreach profession faces continuous challenges both internally (within our institutions) and externally.

Challenges for the Immediate Future

As indicated in the first section of this paper, NRCs have been hearing from their supporters in Washington that the federal government is anxious to see "quantifiable" empirical evidence of the impact of international outreach in the nation's schools. Given this reality, it is important to critically assess the challenges that confront NRCs and other

university-based international programs as we attempt to respond to this imperative. As we undertake this endeavor, it is important to identify the political and policy context in which new and continued outreach initiatives to the K-12 community take place.

No Child Left Behind is the mantra of the current administration's educational policy, and as has been clearly demonstrated in past two years, this policy accentuates literacy and numeracy skills. Tremendous pressure has been exerted on schools and teachers to achieve passing results in standardized tests which are the accepted method of demonstrating that no child has been left behind. Not surprisingly, school administrators and teachers have responded to this pressure by concentrating their efforts on preparing students for standardized testing. The test preparation mania has been widely reported in the news media and analyzed in scholarly journals.

The *No Child Left Behind* policy establishes a central part of the institutional context in which our efforts to infuse international content into the curriculum and classroom takes place. The news and academic/educational media have reported on empirical studies that demonstrate that the institutionalization of *No Child Left Behind* policies has resulted in a significant reduction in classroom time and effort dedicated to the social studies and humanities, particularly in elementary schools. Anecdotal evidence gathered by NRC outreach coordinators through contacts with educators suggests that teachers who are committed to international education have felt the pressure to reduce the time and effort they normally give to international studies.

National/State Standards and Benchmarks

The 1990s witnessed a renewed emphasis on disciplinary and subject standards and grade-specific achievement and competency benchmarks for K-12 education. The pressure for national and state level standards came from individuals and groups advocating greater accountability of the K-12 system. Uniform standards and achievement and competence benchmarks provide a mechanism to empirically evaluate academic achievement. Yet establishing standards and benchmarks is a highly contentious and political process, as demonstrated in the national discourse over the standards set for U.S. and World History. So-called national standards established by professional organizations such as the National Council for the Social Studies, the National Center for History in the Schools, the Center for Civics Education, the National Council for Economics Education, and the Geography Education Standards Project are often quite thorough and reflect a commitment (albeit less than what we would like) to international standards and competencies. These standards are voluntary and suggestive; they carry no legislative mandate for educators. However, since our outreach endeavors have a national mandate, initiatives which have an intended national audience must take national standards into consideration, even if we view the international standards to be inadequate in general or find specific standards problematic. Curricular initiatives that do not take standards and benchmarks into account will be ignored by educators and administrators.

Unlike national standards, state-established standards and benchmarks are most often mandatory, being set by an official state agency and in some states subsequently being written into legislation. To our knowledge, no one who is engaged in international outreach has undertaken a systematic comparative study of state standards and benchmarks as they relate to international/global studies. However, many of us have undertaken careful readings of our own state's social studies standards and benchmarks. For example, a reading of the Michigan state standards and benchmarks (which are officially guidelines, i.e., not mandatory) shows a commitment to a minimal level of international and area studies exposure and competencies. However, these standards are indeed minimal and inadequate from our perspective as international and area studies professionals. Consequently, a slavish adherence to these standards and benchmark competencies on the part of school districts and educators severely limits the scope of international and global education in their classrooms. Conversely, in California, where international and area studies are well integrated into the state's standards, the much heralded Subject Matter professional development programs (including the California International Studies Project) have been cut severely, despite the critical need for such programs, especially for the more than 15,000 uncredentialed teachers who are working in the classroom.

In spite of these significant inadequacies, as outreach professionals we would be mistaken not to take into consideration state guidelines or mandated standards and benchmarks in our work with educators.

A high priority in area studies and international outreach should be to influence the state-level bodies responsible for establishing standards and benchmarks. We should actively seek membership on the committees and boards that review standards and guidelines. However, without a truly professionalized outreach cadre we lack credibility and cannot be expected to be taken seriously by state-level officials. In developing effective outreach strategies for working with K-12 educators within the above articulated contextual realities, we are confronted with a number of challenges.

Internal Challenges (within the academy)

Peripheralization of Outreach

One of the central challenges to outreach work in NRCs is a university culture that peripheralizes outreach. Although outreach, or service, is touted in university mission statements (and most particularly in those of Land Grant institutions), the reality is that in many cases outreach is not viewed as being central to knowledge generation and dissemination, i.e., the core mission of the academy. Knowledge production is achieved through scholarship and research. Not only is outreach considered unimportant to knowledge production, but research and scholarship are not important to outreach as it is popularly conceived within the academy.

Moreover, dissemination of knowledge beyond the traditional modalities of undergraduate and graduate education has seldom been given recognition within the

academy, with the notable exception of established practices of professional development, particularly in the fields of medicine, business, engineering, education, and university-based extension services (at Land Grant institutions), and, in recent years, web-based virtual courses offered through distance education programs.

The peripheralization of outreach within the academy is further demonstrated in the university reward structure. In spite of lip service to the importance of service and outreach, these activities are most often not recognized within the university reward structure. Outreach contributions do not lead to tenure and promotion, and may indeed be viewed negatively if they are perceived as limiting a faculty member's scholarly output.

Professionalization of Outreach

Given the position of outreach within the academic culture, units required to offer outreach services, such as NRCs, quite often respond to the mandate by advertently or inadvertently reinforcing the peripheralization of outreach. This is done through limiting resources available for outreach initiatives, and more importantly, through the selection of outreach personnel.

To our knowledge, no empirical data has been collected on outreach coordinators and directors at the 114 NRCs. Anecdotal evidence suggests that a minority of NRCs have full-time outreach professionals. Many centers staff their outreach programs with half-time graduate assistants supervised by the center director or associate director. Other NRCs allocate outreach as one of the responsibilities of the center's associate or assistant director. We must recognize that a number of NRCs that do not have full-time outreach personnel have developed exemplary outreach initiatives. However, we suggest that it is impossible to develop an outreach program that has a sustained impact on the state, regional and national levels as well as the local level without a professional staff that is adequately resourced.

A professional outreach staff is essential to the development and administration of effective, sustained international and area studies outreach. We cannot expect national education associations (such as the National Council for the Social Studies), textbook publishers, state departments of education, and indeed, intermediate and local school districts to actively collaborate with and engage our services if we are not represented by a professional staff in whom these institutions can have confidence.

Engaging Pre-Service Teacher Training/Colleges of Education

One of the greatest obstacles to international and area studies education in K-12 is the fact that most teachers have little or no expertise in the field. NRC outreach initiatives to educators have traditionally addressed this problem through in-service initiatives (workshops, summer institutes, Group Projects Abroad, etc.) and by developing curricular support materials for dissemination. While there are many exemplary in-service programs provided by NRCs, we have not been effective in actively engaging

pre-service teacher training. Area studies outreach councils have long recognized the efficacy of outreach to Schools of Education and teacher education programs. Unfortunately, as Ann Schneider's paper demonstrates, it has been extremely difficult for NRCs to engage collegiate teacher education. This is even true in the rare situation in which an NRC outreach coordinator has professional qualification in education and holds an adjunct position in the department responsible for pre-service teacher education.

Very recently the four NRCs at Michigan State University have collaboratively undertaken a dual initiative to reach students training to be teachers:

- Develop international modules for the School and Society course. This course is one of three required courses for teacher education majors at the undergraduate level. The Centers have reached agreement with the Department of Education to develop four international modules that focus on gender, race/ethnicity, socio-economic class, and religion. These modules will be infused into all sections of the required School and Society course. In addition to developing these modules, the outreach staffs of the NRCs will administer a half-day workshop each semester for instructors who teach the many sections of the School and Society course offered each semester.
- Study abroad programs for education majors. Beginning in 1993, the MSU College of Education in collaboration with MSU NRCs developed four study abroad programs that specifically target education majors. In 2002 the MSU College of Education in collaboration with the ASC initiated in South Africa its first international internship program (student teaching) in which 18 MSU student teachers spent six weeks of supervised teaching in rural and peri-urban schools in South Africa.

External Challenges

Effective national, regional and state-wide engagement with K-12 education and educators will depend on our ability to interact with and engage the following trends and institutional actors:

State organs responsible for developing standards and benchmarks

NRC outreach programs have had minimal impact in encouraging the infusion of international and area studies in K-12 curricula. Our outreach endeavors have focused on providing assistance within the contextual realities of a curriculum that is increasingly centralized through state-mandated standards and benchmarks. Proactive and constructive outreach to the K-12 community that impacts curriculum necessitates the active engagement of state-level policy organs that establish standards and performance benchmarks. Effective engagement at this level will be dependent on, inter alia, collaboration between NRCs within each state and a professional outreach staff whose expertise and bona fides will be recognized by the officials and institutions we seek to engage.

National level K-12 professional organizations

We must proactively engage with national level K-12 professional organizations such as the National Council for the Social Studies, and particularly those which establish national standards and performance benchmarks for the social studies.

Major textbook publishers

The international outreach community has long recognized that many teachers depend on information provided in textbooks when teaching area studies. All regions of the world should follow the example of the Middle East Outreach Council in systematically reviewing textbooks for accuracy and adequacy. In addition, we need to develop strategies that encourage textbook companies to recruit area studies outreach professionals and bonafide area specialists as authors and consultants on textbooks.

Virtual/web-based projects

A major challenge for outreach professionals will be to take full advantage of the opportunities offered by the Internet. The web provides an unprecedented opportunity for sharing international and area-specific resources with K-12 teachers and students (and, of course, with other outreach constituencies). We are being challenged to go beyond the simple digitization of existing print resources previously developed as paper resources. The web provides the opportunity to link students and teachers with previously inaccessible resources from almost every country in the world, including local news media, digitized archival resources in the arts, music, performance, and oral and written literature, and the opportunity to interact directly with students through “key-pal” projects.

A number of NRCs are in the process of developing innovative web-based resources for teachers and students. It has been suggested that textbook publishers will be soon be developing web-texts. With well-developed web-based curricular materials, NRCs should be in a position to influence publishing companies as they move toward web-based textbooks.

Prologue to the Future

While these challenges loom large, the national output and impact of the outreach enterprise is also impressive. As we confront these structural challenges, we must take account of and highlight our stellar collective achievements in a way that is accessible to government officials who promote outreach, to policy makers and to practicing teachers alike. We can boast of the multitude of exemplary instructional units produced by teachers and outreach directors annually, the hundreds of professional development programs available domestically, and the opportunities for overseas training under the auspices of the Department of Education, from which some 500 teachers benefited in 2002, traveling to some 30 countries. These and numerous other items will be clearly visible and accessible on the International Studies Outreach Website currently being

developed by UCLA in conjunction with the NRC community at large and the outreach councils representing the various global regions.

As we take on these challenges, the NRCs and NFLRCs must do so collectively, and, with the leadership of all of the outreach councils working together, move the profession forward.