



Outreach in Foreign-Area Studies Centers

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The locus of foreign-area knowledge in most countries is a small number of research programs attached to government agencies of espionage, defense, or foreign relations (Lambert 1990).

Some other countries have established area-studies programs in a national academy of science. The United States, however, has followed a unique course in using Title VI of the National Defense Education Act (NDEA), now the Higher Education Act, to stimulate the development of foreign-language and area-studies programs based at universities. Title VI currently provides partial support for 110 foreign-area centers at universities across the nation, which collectively cover all world areas.

The U.S. system dates from the Soviet launching of Sputnik in 1957, which caused a wave of concern about Soviet achievements in science and technology. In response, the proposed NDEA bill focused on training in the physical sciences and engineering.

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By the mid-1950s responsible people in the government were beginning to realize that university resources in non-Western studies were wholly inadequate to meet present and anticipated national needs. Some measure of government assistance to language and area studies seemed essential (Mildenberger 1996, 26).

This resulted in the establishment of Title VI of NDEA, with a straightforward mission: "To insure trained manpower of sufficient quality and quantity to meet the national defense needs of the United States" (Title VI of the National Defense Education Act of 1958, sec. 601).

Federal investment in education through NDEA Title VI was significant in the late 1950s and 1960s, resulting in a highly

successful partnership between the government and higher education. Major private foundations joined the effort, making large grants in support of foreign-area studies. The Ford Foundation alone contributed about \$27 million annually between 1960 and 1967 for advanced training and research in international affairs and foreign-area studies, more than federal appropriations for Title VI in the same period (Perkins Commission Report 1979).

Title VI funds played the key systemic role, inducing universities to create and support high-quality graduate training and research programs that produced well-trained specialists whose expertise spanned the globe, as well as research that set new standards of quality and coverage. In the 1970s Title VI was incorporated in the Higher Education Act and new authorizations were added for a number of additional development and dissemination programs, including citizen education and outreach.

The success of the new foreign-area studies model led to the establishment of similar but smaller area studies programs at other colleges and universities. This broadly distributed, university-based system has led to a "democratization of intelligence" by generating and widely disseminating information about foreign areas that in most other countries would be found only in government bureaucracies. The system is pluralistic and geographically dispersed. It receives some government support but derives its intellectual priorities from the academic community. It is housed in universities that are organized around disciplines yet represents one of the most important interdisciplinary activities in those universities. It produces many of the people who staff the government's foreign policy and security agencies, while generating much of the debate over U.S. foreign policies.

The comprehensive centers for undergraduate and graduate training and research that are funded through Title VI are known as National Resource Centers for Foreign Language and Area Studies, or "NRCs." These centers must compete for funding every three years, submitting proposals that receive peer review by committees of experts familiar with the proposed area of study. Commencing in the 1970s, NRC proposals have been ranked not only on instructional and research capacity, but also on their programs of outreach and citizen education.

General Aspects Of Outreach By National Resource Centers

The early years of the Title VI outreach effort focused on helping primary and secondary schools to broaden their foreign language and area coverage. The rationale, in addition to preparing citizens to have a better understanding of foreign affairs, might be termed the recruitment or "pipeline" argument. To maximize the fluency and knowledge of foreign area experts emerging from the Title VI training pipeline, it is preferable to have students become interested in foreign languages and areas and enter the pipeline at an early age, thus enlarging the pool of potential recruits for foreign-language and area-studies programs at undergraduate and graduate levels.

With each reauthorization of Title VI by Congress, the NRC outreach mission was broadened. That mission now includes a far broader span of activities, such as assistance to professional schools; outreach to two-and four-year colleges; collaboration with state, local, and federal agencies; and programs with the news media and business, professional, or trade associations.

Significant differences exist by world area in terms of demand for outreach services and opportunities for providing them. While the original conception of outreach did not assume any particular international background on the part of citizens, American society has become increasingly internationalized during the last four decades. Two aspects of this internationalization have a major impact on outreach activities. The first is the presence in certain U.S. regions of large immigrant communities from non-European areas. The second is the rapid internationalization of the U.S. economy, which also varies by region.

Immigrant populations have generated a new demand for language and area information, partly from English-speaking Americans who provide educational, professional, and business services, and partly from efforts of these communities to maintain their ethnic heritages as they gradually become second- or third-generation Americans. In Michigan, which has a significant Arab-

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American community, Arabic is in demand. In the Southwest and South, as well as in cities like Chicago and New York, immigration from Latin America gives Spanish a priority. On the West Coast, the rise of Asian communities has led to a significant ethnic heritage demand for Japanese, Chinese, Korean, and Vietnamese. Significant Eastern European and South Asian communities are found on the East Coast, leading to the need for instruction in languages such as Russian and Hindi.

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production process by U.S. and foreign manufacturers alike. A Ford car may be assembled in Mexico and a Toyota in the United States. Nike shoes may come from Indonesia or China. A laptop computer

from Compaq or Gateway probably has an LCD screen from Japan or Singapore. This phenomenon generates significant opportunities for NRC outreach, depending on the nature of the international linkages of the corporate sector in the state or region in which the NRC is located.

The internationalization of American society also has significantly expanded the international dimensions of federal government activity. Agencies that have traditionally required foreign language and area expertise, such as the departments of State and Defense and the intelligence community, have been joined by the departments of Commerce, Justice, Agriculture, Treasury, Energy, and a host of specialized agencies. These agencies are not only employers of NRC graduates but also in need of information and outreach services that NRCs may be able to provide.

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To a greater or lesser extent, every NRC provides outreach services keyed to the opportunities in their state or region. All NRCs have an outreach officer or director who coordinates teacher training, liaison with schools, and special events. In addition, most NRCs have obtained funding for specific projects of outreach or public policy cooperation, supported by special staffs. Many NRCs invest a good deal more time, staff, and money in outreach activities than is

required by their federal grants, which is evidence these activities are perceived to benefit their overall programs.

The University of New Mexico Latin American Institute

The University of New Mexico (UNM) Latin American Institute (LAI) in Albuquerque, N.M., is an NRC for Latin America, in consortium with the Center for Latin American Studies (CLAS) at New Mexico State University in Las Cruces. The two centers collaborate on some outreach activities, but administer their outreach programs separately. The discussion that follows describes only the outreach activities of the Latin American Institute at UNM. The UNM effort involves five distinct dimensions: in-service teacher training and assistance; information services for business, government, and educational institutions; corporate outreach in science and technology education; collaboration with federal, state, and local agencies; and Latin American language and area studies disseminated at the national level.

1. Outreach to elementary and secondary schools

The Latin American Institute has an active elementary and

secondary outreach program, led by an outreach director. This effort involves teacher in-service training, operation of a center for teaching materials, and provision of an on-line data base of lesson plans made available through the Institute's Latin America Data Base (LADB) web site.

Each year the Institute conducts six in-service K-12 training workshops; typically one to two days in length, they are offered evenings and weekends throughout the school year. The focus is on Latin American culture and ethnology, and involves collaboration with the UNM Maxwell Museum of Anthropology. Instructors for these workshops, contracted by the outreach director, are drawn from faculty and graduate students in anthropology, art history, Latin American studies, Spanish, and music. Topics covered in the 1997-98 academic year were Indigenous Peoples, Expressions of Death, Ethnic Christmas Celebrations, Artistic Expressions of Spring Rites, Indigenous Art in Textiles, and a children's workshop.

The outreach director, with the help of a graduate assistant, also manages the center for teaching materials, known as CLARO, for Center for Latin American Resources and Opportunities. Housed in one of the Institute's buildings, CLARO pedagogical resources include books, magazines, posters, illustrations, and curriculum guides that can be reviewed and checked out by local teachers. The growing CLARO collection is being indexed on a computerized data base that eventually will be available through web-page access.

The third component of the K-12 outreach program is RETANET (Resources for Teaching about the Americas-NET), an on-line lesson-plan service available free through the Institute's LADB. RETANET was established with the help of a grant from the U.S. Department of Education, which funded three 2.5-week workshops on teaching about Latin America, attended by fifty-four secondary teachers from ten states. Each teacher developed one or more lesson plans on Latin America, resulting in the production of sixty-five lesson plans. Participants also developed an annotated directory of resources on Latin America, including films, cassettes, museum materials, simulations, and curricula. Both the lesson plans and the directory are now searchable data bases available free at the LADB Internet web site, and are expanding as new materials are donated or produced by the LAI outreach program. The use of this service has been remarkable: LADB has logged more than 107,000 downloads since RETANET went on-line in October 1996.

2. Information services to business, government, and educational institutions

The Institute pioneered use of the Internet for Latin America studies by starting the first on-line data base and news service on Latin America, the Latin American Data Base, in 1985. The LADB now has a staff of a director, a programmer, four writer-editors, and two data-entry personnel, who produce three weekly electronic newsletters (*SourceMex*, *EcoCentral*, and *NotiSur*), which respectively cover Mexico, Central America and the Caribbean, and South America. The LADB also has an on-line searchable data base of more

than 25,000 articles. In addition to RETANET, the LADB web pages also feature full-text Spanish-language economic journals from Latin America, made possible by a grant from the Mellon Foundation. Some sixty universities with Latin American studies programs subscribe to LADB publications, giving them the right to download and print archives, and to distribute LADB newsletters to students and faculty by placing them on line or sending them by electronic mail. The most important subscribers in terms of revenue generated, however, are businesses and public agencies. Corporate and government subscribers include Martin Marietta, Morgan Guarantee Trust, Perryman Consultants, the Federal Reserve Bank of New York, the World Bank, the OAS, the U.N. Development Programme, the U.S. Senate Finance Committee, USAID, and the U.S. Institute for Peace. LADB newsletters also are sold by commercial services such as

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NewsNet and Predicast, where they generate thousands of log-ins from business and media users. The success of the newsletters has even led to piracy: several print newsletters have been discovered to be based on plagiarized LADB text. The LADB remains the only comprehensive electronic news service and data base on Latin America. It is supported by sales and grants, with sales playing an increasingly important role.

3. Corporate outreach in science and technology education

In 1992 the Institute joined with the UNM College of Engineering to establish the Ibero-

American Science and Technology Education Consortium, or ISTEAC. The consortium represents an unusual case in which an area-studies program has used its foreign contacts and experience to promote science and technology exchanges. ISTEAC, which is managed by the Institute, is a membership organization of science and engineering schools in Spain and Latin America, headquartered at UNM, that now numbers forty member universities in seventeen countries (five in Spain, thirty-four in Latin America, and one at UNM) and a dozen corporate sponsors. ISTEAC is sustained by member dues, corporate contributions, and a line item from the state legislature. Corporate sponsors include Motorola, Fluke, Northern Telecom, Texas Instruments, and IBM-Brazil. Its overall mission is to transfer technology to Latin America by building linkages between the corporate and educational sectors, previously unknown in Latin America. ISTEAC projects include faculty and student exchanges between and among UNM and other member universities, real-time

exchanges of scientific documents through the ISTECLibrary Linkages project, free access to educational tools, design of computer motherboards for use in Latin American engineering schools, and cooperative projects in computer software engineering.

ISTEC has disseminated throughout Latin America the U.S. model of cooperation between government, industry, and higher education in advancing science and technology education. The ISTECLaboratory Initiative helps universities to link with technology corporations to meet needs such as installing modern computer laboratories or obtaining access to the technology and expertise required for research projects. In return, the corporations obtain access to appropriate product design, sponsored research, and educational partnerships in Latin America.

4. Outreach with federal, state, and local agencies

The Institute has found a high degree of receptivity to ventures with government agencies. These are generally project-specific, although each project tends to lead to ongoing relationships with agencies that eventually result in more projects or activities. As is true for many NRCs, the Institute receives grants or contracts from a variety of federal agencies besides the Department of Education. Other funders have included the Department of State, the U.S. Agency for International Development, the U.S. Institute for Peace, the National Endowment for the Arts, the National Endowment for the

Humanities, the Peace Corps, and the U.S. Information Agency. But in addition, the Institute engages in joint projects that amount to outreach with federal or state agencies. In such cases the Institute is not a client of the federal agency, but is a partner in a public-policy venture.

An example of this is the "Camino Real" project, begun in 1989 with a grant to the Institute from NEH, and continuing as a cooperative venture involving state and federal agencies. The initial grant led to the preparation of a museum exhibit, lectures, and publications celebrating the Spanish royal highway that led from Mexico City to Santa Fe, New Mexico. Two state agencies became partners in the venture, the Highway Department and the Office of Cultural Affairs, which

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manages the museums of New Mexico. Then the highway department of the adjoining State of Chihuahua became a partner, as well as Mexico's National Institute of History and Anthropology, which

operates museums along the Mexican portions of the highway. The success of the traveling museum exhibit sparked interest establishing a permanent museum on the Camino Real. The Federal Bureau of Land Management donated land for the new museum, the National Park Service assisted in planning, the state of New Mexico and the U.S. Congress appropriated several million dollars of funding, and construction for the new museum, to be called an "interpretive center," is about to begin.

A project with a more contemporary policy focus came about when the Institute was approached by faculty of the U.S. Army War College, which asked for help in developing a major conference on civil-military relations in the Western Hemisphere in the twenty-first century. Drawing on UNM faculty members who specialize in this area of research, the Institute became the host of a major event that took place in Santa Fe in November 1996. The Institute was responsible for inviting civilian academic specialists from throughout the hemisphere, drawing on the expertise of its own faculty, while the War College invited military personnel. Co-sponsoring institutions included UNM's consortium partner, the Center for Latin American Studies (CLAS) at New Mexico State University, the U.S. Army War College, the U.S. National Guard, and the U.S. Southern Command. Some 160 uniformed officers and civilians from thirty nations attended the conference, including the commanders-in-chief of the Colombian and Guatemalan armies and senators and deputies from several national parliaments. The proceedings were published in April 1998 by the Strategic Studies Institute (Shulz 1998).

5. Support for Latin American language and area studies at the national level

The NRCs for each world area play leadership roles in maintaining the national infrastructures that support studies of each world area. At the University of New Mexico, this aspect of outreach involves two separate activities, the Latin America Research Review and support for Brazilian studies through curriculum development projects and the Brazilian Studies Association (BRASA).

The *Latin American Research Review* is the official journal of the Latin American Studies Association, and has been published by the LAI under a contract with the association that began in 1982 and has been extended several times. *LARR* is recognized as the premier journal in the field; with a paid circulation of about 5,000 subscribers, *LARR* has more than twice the circulation of its nearest competitor.

A recent poll of membership of the Latin American Studies Association found that ninety-four percent of its members rated the journal as the most important benefit of LASA membership. The staff of *LARR* consists of three faculty members (an editor and two associate editors) and three employees (a managing editor, editorial assistant, and business manager) with additional work-study or graduate-student assistance provided as needed by the Institute. The university provides a direct budget line that covers about one-fourth of the cost of publishing (which is recovered from the

Institute's overhead revenues). Other expenses of publishing are covered by sales.

The effort to promote Brazilian studies in the United States has involved a variety of specialized projects, beginning with two Summer Institutes on Brazil for U.S. college and university professors, funded by the National Endowment for the Humanities; the publication of two dozen "Brazilian Curriculum Guides," of which more than twenty-five thousand copies have been sold; the production of the "Brazilian Slide Series" for classroom use, of which more than five hundred sets have been sold; and the production of the first video-based curriculum for learning to speak Brazilian Portuguese, known as "Travessia," developed with support from NEH and the Roberto Marinho Foundation of Brazil. These efforts culminated with the establishment in 1995 of the Brazilian Studies Association, BRASA. The Institute houses and staffs the BRASA Secretariat, publishes its newsletter, and organizes its annual congresses. BRASA now has more than one thousand members.

Conclusion

The Latin American Institute of the University of New Mexico is typical of NRCs in its efforts to promote language and area studies in primary and secondary schools; in its support for area studies at the national level; and in working with federal, state, and local agencies. Such activities are common to virtually every NRC. The LAI has been something of a pioneer in its use of the Internet for dissemination of information, in technical training, and in science and technology exchanges with Latin America. But it is by no means alone in these areas, which are attracting more attention at other NRCs as well. The use of the Internet, in particular, is proving a boon for outreach in all world areas, particularly as foreign areas themselves become accessible through the Internet.

The importance of outreach as an integral component of NRC activity is now well established at the University of New Mexico as well at other institutions with NRCs. The limitations on NRC outreach activities are basically financial. There are no shortages of new and innovative ideas, and no lack of potential clients, but outreach activities require faculty time, staffing, travel, and other investments. The variances among NRCs in the level and range of outreach activities are thus a function of differential success in the search for funding. Overall, the expansion of NRC outreach from its modest beginning as a K-12 assistance program has been noteworthy. Nevertheless, outreach by foreign-language and area centers has just begun to realize its potential. ■

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