CONTENTS

Spring 2006

Former President of Mongolia Receives Honorary Degree 1
IU President Participates in National Summit on Internationalization 2
Goldman Sachs Foundation Honors Three IU Programs 3
Mathers Museum Exhibit Depicts an African Society 4
Education Professor's Research Projects in China 5
IUPUI Integrates Service Learning and Study Abroad 6
IU Assists University of Pretoria with American Studies 7
Distinguished Professor Emeritus Receives John W. Ryan Award .8
Professors Win Guggenheim and Fulbright-Hays Fellowships 9
SPEA Project for Ukraine Receives USAID Funding 10
IU Education Experts Help Strengthen Afghan Schools 11
Kazakhstan's Bolashak Scholars Begin Their U.S. Studies 12
IUPUI Global Citizenship Conference Attracts Student Leaders ..13
IUB Senior Is Named Mitchell Scholar 14
IUSB Sociologist Teaches a Semester at Sea 15
Study Abroad Peru '65 Alumni Reunite at IUB 17
School of Optometry Expands its International Links 18
Emeritus Music Dean Promotes U.S. Cultural Diplomacy 19
Workshop Co-Director Travels on Peace-Building Mission 21
IU Archivist Holds Workshops in Liberia 21
2007 Reaccreditation Emphasizes Globalization, Internationalization 22
IUB, IUPUI Offer Financial Assistance to International Students .23
Renowned School Renamed the IU Jacobs School of Music 24
New Dean Leads IU School of Journalism 25
Kelley School Offers Online Courses to Advanced Technologists 27
Ptil Yarkur's Grandson Visits Exhibit 28
Visiting Fulbright Scholar from Gaza Energizes IUS 30
SPEA Establishes Study Abroad Program at Oxford University ..31
National Virtual Translation Center Director Visits IUB 33
ICIP Hosts Conferences on Iraq and Islam in Africa 37
Education School Hosts Science Workshop for Korean Teachers 40
Announcements 43
International Who's Who 44
Faculty and Staff News 46
OIA Announces Inaugural Issue of *International IUPUI* 48
IUB Welcomes New International Faculty 49
2005–2006 Visiting Scholars at IUB 53
New from IU Press 56

ON THE COVER

James Vaughan
Home Before Dark
Mandara Mountains, Nigeria

Color photograph
February 18, 1974

James Vaughan Collection

Office of International Programs
Indiana University
Bryan Hall 104
107 S. Indiana Avenue
Bloomington, IN 47405-7000

International News

INDIANA UNIVERSITY OFFICE OF INTERNATIONAL PROGRAMS

SPRING 2006

IN THIS ISSUE

Former President of Mongolia Receives Honorary Degree

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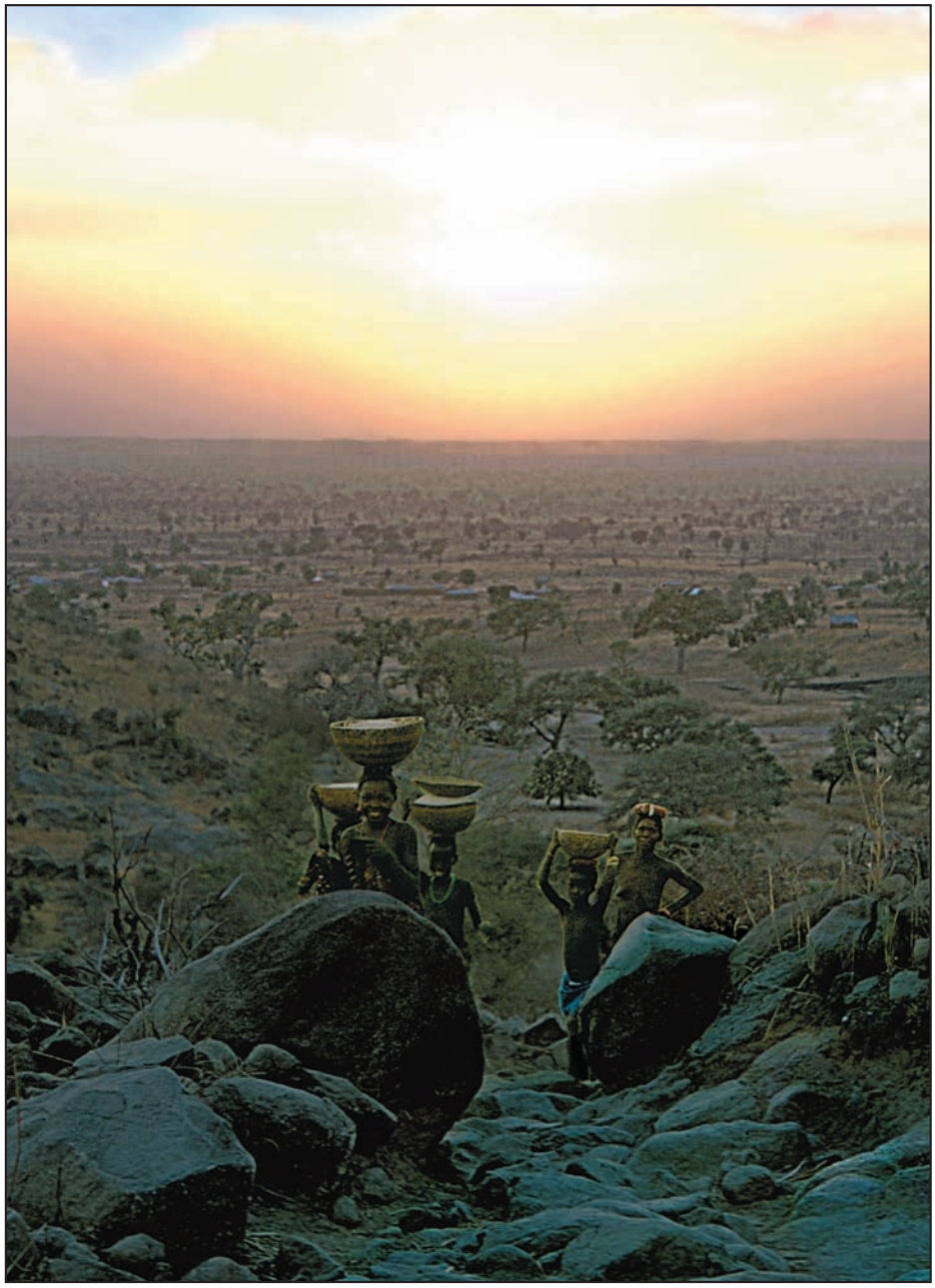
Goldman Sachs Foundation Honors Three IU Programs

African Society Exhibit at Mathers Museum

Education Professor's Research Projects in China

IUPUI Integrates Service Learning and Study Abroad



INDIANA UNIVERSITY

Bloomington • East • Fort Wayne • IUPUI • Kokomo • Northwest • South Bend • Southeast

Former President of Mongolia Receives Honorary Degree

At Indiana University's mid-year Commencement ceremony that took place on December 17, 2005, the former president of Mongolia, Natsagiin Bagabandi, received an honorary Doctor of Laws degree from Indiana University in recognition of the decades-long relationship between the central Eurasian country and the university.

Bagabandi has long been an advocate for modernization in Mongolia. He entered politics in 1980 and held various political positions, leading to his election as leader of the Mongolian People's Revolutionary Party in 1991, the year after the collapse of the Soviet system (under which Mongolia was a "satellite" country with a communist regime). He served as parliamentary speaker and opposition leader in the Mongolian Parliament. In 1997, he was elected as president and served for two terms until 2005.

Mongolia is the only fully democratic country in the former Soviet bloc east of the Baltics. Bagabandi has played a strong role in preserving Mongolia's stability, guiding the country through controversies, including constitutional issues, privatization, environmental crises, and contested Parliamentary elections. Mongolia participates in the United Nations Millennium Development Goals project and is broadly recognized for promoting democracy and transparency in government, as well as for progress in education.

Early in his presidency, Bagabandi worked to reclaim Mongolia's previously high standards of universal education, which had broken down with the dissolution of the Soviet Union. He successfully steered the country away from unproductive educational practices by opening up avenues with other countries, and secured agreements with more than 20 nations to offer higher education scholarships that enabled Mongolians to receive their education and training abroad.

Bagabandi has advanced degrees from Russia and Ukraine and is a trained technologist in the food industry. He holds a number of honorary doctorates from Japan, Kazakhstan, South Korea, Turkey, and Ukraine, as well as from many universities in Mongolia.

Photo courtesy of Chris Meyer/IU Home Pages

Former President Natsagiin Bagabandi receives the Doctor of Laws degree from IU President Adam W. Herbert.

Indiana University's connection with Mongolia began in 1956 with the creation of an interdepartmental Uralic and Altaic program—now the Department of Central Eurasian Studies (CEUS) in which Mongolian Studies resides. Altaic studies were strengthened in 1961 with the arrival of Denis Sinor as department chair (see p. 8 for related story). Sinor recruited John Gombojab Hangin, an ethnic Mongol who began teaching Mongolian at IU in 1963. Since then, Mongolian language and culture, both classical and modern, has been continuously taught by native speakers at IU.

"Mongolia's ties with Indiana University increased rapidly during President Bagabandi's years in office," says Christopher Atwood, associate professor of Mongolian studies at IU, who praised the president's active role in promoting greater Mongolian-American relations and in setting a tone of openness and accessibility that welcomes academic researchers from abroad. IU's Mongolian Studies program has three permanent faculty

continued on page 34

IU President Participates in National Summit on Internationalizing Higher Education

- *Less than 8 percent of U.S. undergraduates take foreign language courses*
- *Less than 2 percent study abroad in any given year*
- *Foreign language degrees account for only 1 percent of undergraduate degrees conferred in the United States*
- *Only 15 public schools now teach Arabic*
- *Only 2,000 people teach Chinese in American schools*

—U.S. Department of Education

On January 5, 2006, a select group of American university presidents was invited to attend the U.S. University Presidents Summit on International Education in Washington, D.C. This "unprecedented summit" was organized by the U.S. Department of State's Bureau of Educational and Cultural Affairs. The goal was to "engage U.S. higher education leaders in a renewed partnership to strengthen international education, emphasizing its importance to the national interest." The meeting attracted representatives from all 50 states, Puerto Rico, and the District of Columbia. Indiana University President Adam W. Herbert attended the two-day summit, which was co-hosted by Secretary of State Condoleezza Rice and Secretary of Education Margaret Spellings.

President Herbert took part in a panel discussion, "Preparing Globally Competitive U.S. Students," together with Charles Reed, chancellor of the California State University system, and Walter Massey, president of Morehouse College. In his remarks, Herbert stressed the international leadership role of IU, particularly in the depth and breadth of its area studies programs, foreign languages offerings, especially those that are less commonly taught, and outreach activities.

Summit participants in the Benjamin Franklin State Dining Room.

About 120 leaders from a range of public and private universities, community colleges, historically black colleges and universities, and Hispanic-serving institutions met with top federal officials charged with educational planning, development, and support. President George W. Bush used the occasion to announce a new $114 million proposal, the National Security Language Initiative (NSLI), which would further strengthen national security through education, especially in developing foreign language skills from K-16. Recognizing that U.S. deficits in foreign language competence hampers the nation's ability to engage effectively with the rest of the world, the proposed NSLI will be used to train more Americans in "critical" foreign languages like Arabic, Chinese, Hindi, Japanese, Korean, Persian, Russian, and Central Asian languages (see Web sites below for further information on the NSLI).

The summit focused on how to continue attracting foreign students and scholars to come to the United States for study and training and the many barriers that impede that flow. It also dealt with how to encourage more U.S. students to enhance their education by studying and working abroad. Attention was also drawn to the key investments required to strengthen U.S. international higher education, and how to develop dynamic strategies that would engage the public and private sectors in a shared national vision for the future.

Secretary of State Rice stressed that the goal was to "make America more open while still maintaining our security." Secretary of Education Spellings pointed out that learning foreign languages is not simply an education or economic or civic or

continued on page 32

Goldman Sachs Foundation Honors Three IU Programs

"There is a shameful and inexcusable gap between American students' knowledge of other countries, cultures, and languages and the escalating importance of this knowledge to our nation's economic prosperity and national security," says Stephanie Bell-Rose, president of the Goldman Sachs Foundation. The foundation, in partnership with the Asia Society, has been working to improve this woeful situation. Since 2003, it has annually offered prizes of $25,000 each in one of five education categories (elementary/middle school, high school, higher education, state, and media/technology) that host outstanding international education programs. These prizes recognize innovative approaches that better prepare U.S. teachers and their students to enter a globally interconnected world and workforce.

Three centers and programs at Indiana University Bloomington have collectively won the prestigious 2005 Goldman Sachs Foundation Prizes for Excellence in International Education, in the higher education category. The Center for the Study of Global Change (Global Center), the East Asian Studies Center (EASC), and the School of Education's Cultural Immersion Projects will share the monetary award.

"The prestigious Goldman Sachs higher education prize is a splendid recognition of Indiana University's outstanding international activities. While the prize recognizes the outreach and teacher training programs of the East Asian Studies Center, the Center for the Study of Global Change, and the Cultural Immersion Projects of the School of Education, it also reflects the commitment of so many dedicated people to fostering a better understanding of the world in which we live."

—Patrick O'Meara
Dean for International Programs

Present at the awards ceremony are School of Education Dean Gerardo Gonzales, Cultural Immersion Projects Director Laura Stachowski, EASC outreach coordinator Anne Prescott, Global Center outreach coordinator Deborah Hutton, and OIP Dean Patrick O'Meara.

In her November letter to IU announcing the prize, Vivien Stewart, vice president of education of the Asia Society, cited IU for its "extraordinary K-12 outreach and commitment to internationalizing pre-and in-service teaching training" by developing key international components within different areas of the university and providing long-term capacity-building initiatives.

In December, Dean for International Programs Patrick O'Meara, accompanied by Dean of the School of Education Gerardo Gonzales, attended the awards ceremony in Washington, D.C., on behalf of the university. They were accompanied by Deborah Hutton, the Global Center outreach coordinator; Anne Prescott, the EASC outreach director; and Laura Stachowski, director of the Cultural Immersion Projects. The 2005 cycle was highly competitive, including nearly 500 applications that were evaluated by area and international studies experts, language specialists, education policy leaders and practitioners, and philanthropists in related fields. Finalists were reviewed by a distinguished jury that included

continued on page 36

Mathers Museum Exhibit Depicts an African Society "on the Verge"

> **Verge** *sb. Late ME . . . A rod or wand carried as an emblem of authority or symbol of office . . . The extreme edge of a cliff or abrupt descent . . . The brink or border of something towards which there is progress . . .*
>
> *—Oxford English Dictionary*

Between mid-September 2005 and the end of January 2006, Indiana University's Mathers Museum of World Cultures exhibited a photographic ethnography, The Mandara Margi: A Society Living on the Verge, created by James H. Vaughan, emeritus professor of anthropology at IU Bloomington. With an approximate population of 250,000, the Margi reside near or on top of the Mandara Mountains, which form a portion of the border between Nigeria and Cameroon. The 51 photographs in color and black and white are of the eastern Margi taken during five periods of fieldwork ranging from 1960 to 1987, almost all in Gulak District in the villages of Kirngu and Humbili that Vaughan knew intimately.

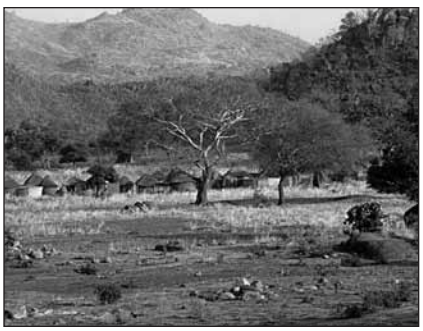
"I did not present 'photographs of Africans;'" says Vaughan, who attributes the exhibition's success to his close association with his subjects. "These were the pictures of my friends and neighbors, identified by their personal names, in some instances described by their personalities."

As Vaughan explains, "The Margi were, quite literally, a people on a verge (steep incline), and at the time I studied them, they were on the verge (edge, order) of changes so drastic that one might say the society shown in these pictures has virtually disappeared."

The third sense of the word "verge"—its original dictionary meaning—also applies: it is the sacred staff or symbol of authority that the ptil, or chief, carries (as in a 1970s photograph above of Ptil Yarkur in conventional Muslim attire).

The exhibit included detailed ethnographic descriptions by Vaughan. Some of these are excerpted below to accompany a selection of his photographs.

Although the Mandara Mountains are not high, they are rugged with volcanic cores and boulders in profusion. Clan communities are situated only as the topography permits:



concentrated upon a mountain peak or dispersed along a plateau. This topography had important consequences for all the Mandara populations: no large social or political units; localized clans grouped into small autonomous political units; people who were independent, resourceful, and provincial with little knowledge of the world beyond.

The ability of the Margi to exploit their habitat was largely based upon their mastery of iron technology, making small farming implements as well as weapons of self-defense by which they maintained their independence from the intrusive Fulbe who raided and enslaved them well into the first quarter of the twentieth century. Iron technology was intricately tied into the social fabric of Margi society, which was divided into two castes. The majority farmer's caste (mbilim) smelted magnetite into stock iron while the ingkyagu caste fabricated the implements and included the society's potters, leather workers, basket-makers, and morticians. The two castes were united in a symbiotic relationship.

Margi society is patrilineal, patrilocal, and polygynous. Men give authority and structure to the society; women give it life and joy. These women are not subservient drudges

continued on page 28

IU Education Research Projects Show Professor's Deep Ties to China

Heidi Ross, professor in the Department of Educational Leadership and Policy Studies at Indiana University's School of Education, has taught in China and is fluent in Mandarin. And now, with a number of concurrent research projects that regularly take her back to China, she is helping others to understand China's complex system of education through innovative projects that go beyond the textbook.

A specialist in the social foundations of education and comparative and international education, Ross researches issues relating to education and society in China, especially those centered on girls' schooling; gender-sensitive curricula; rural education; and how economic, social, and environmental issues affect parents and communities in regard to the schooling of their children.

One of her projects, "Imag(in)ing the Voices of Chinese and American Middle School Students," is part of Pathways to Peace, an IU School of Education–funded program that promotes world peace and understanding through educational cross-cultural exchanges. Ross' project supports three goals: it facilitates short-term exchanges of middle-school teachers between Bloomington, Indiana, and Shangluo, Shaanxi Province (where Ross had previously been a consultant on the "Spring Bud Program"—see below); it engages Chinese and American middle-school students and their teachers in an activity that enhances collaborative learning for peace; and it creates virtual and real "sharing our voices" exhibitions of Chinese and American middle-school students' photographs and essays.

For this particular project, Ross, who practices a participatory ethnography-based approach to field research and data gathering, used a specific methodology known as "photovoice." In this project, her method draws out the children's own perceptions of school and social reality by asking them to take photographs. Each child is then interviewed and asked to talk about why those images were important and meaningful to them.

Traveling together in Dan Feng County with local officials are Becky Boyle, Heidi Ross (second and third on left), and Jingjing Lou (second on right).

Ross started planning the project in China when she met with potential Chinese collaborators. Real work began in May 2005 when she began working with Becky Boyle, a social studies teacher at Batchelor Middle School. Ross gave 14 students three disposable cameras each and asked them to photograph their home life, school life, and life in general in the surrounding culture. In June, Ross, Boyle, and doctoral student Jingjing Lou traveled to Shangluo to work with two teachers, Xiaoli Mei and Na Li, at Xihe Middle School in Dan Feng County. They distributed cameras to a peer cohort of 14 female students, giving them the same "photovoice" methodology and goals.

Back in Bloomington in early fall, Ross's team interviewed the Batchelor students and then transcribed and translated the Batchelor interviews into Chinese. Later that fall, Ross returned to Dan Feng with doctoral student Lei Wang to collect the Chinese students' photographs and interviews and to share with them the parallel work being done by their peer group in Bloomington.

In late January 2006, Xihe schoolteachers Xiaoli and Na completed the exchange by coming to Bloomington for two weeks. They spent their time at several local schools and worked with the project's Batchelor peer group students and teachers. They compared such school aspects as work loads, class sizes, course choices, teacher/student work habits, and skills preparedness. The two visitors shared the Chinese students' photographs and discussions in group sessions that were highly interactive and cross-cultural. Boyle and her students felt privileged to have had a firsthand perspective and understanding of Chinese schools and Chinese students, far beyond what any textbook could have possibly given them.

continued on page 26

IUPUI Integrates Service Learning and Study Abroad

In March 2006, IUPUI hosted a two-day workshop to help faculty and administrators develop campus plans for international service-learning programs and study abroad courses. The workshop drew more than 110 attendees from 50 U.S. institutions. Of these, 19 colleges and universities participated as teams that included key leaders and campus administrators from study abroad, international affairs, and service-learning programs as well as essential faculty members. Institutions represented were as varied as Yale University, the University of California–Berkeley, and Cascadia Community College, as well as Portland State University, Alverno College, University of Notre Dame, and the University of North Carolina—all of which were recognized by U.S. News & World Report for excellent service learning or study abroad programs.

The workshop, titled Engaging the World: Developing a Campus-Wide Approach to International Service Learning, was coordinated by IUPUI's Office for International Affairs and the Center for Service and Learning in collaboration with the International Partnership for Service Learning and Leadership (IPSL), a not-for-profit national educational organization that serves students, colleges, universities, and service agencies worldwide by fostering study abroad programs that link volunteer service to the community and academic study.

IUPUI has been recognized for several years for its service learning program by U.S. News & World Report and was recently named one of America's "Colleges with a Conscience" by the Princeton Review and Campus Compact. The workshop built on the campus's strong foundation in both service learning and study abroad to explore the emerging field of international service learning. In recent years, international service learning has emerged as a driving theme in IUPUI's study abroad programs. The addition of service learning to a traditional study abroad program has many positive effects, including an increased connection by students to the communities in which they are studying. The approach is particularly well-suited to IUPUI's many professional school students and reflects the campus's commitment to civic engagement, both at home and abroad.

Farthest left facing the group are IPSL President Nevin Brown and Director Barbara Holland of the National Clearinghouse for Service Learning, leading a session on faculty development strategies.

The workshop was opened jointly by William Plater, executive vice chancellor and dean of the faculties, and Nevin Brown, president of IPSL, followed by a keynote panel, "International Service: New Models of Civic Engagement in the Twenty-First Century" moderated by Barbara Holland, director of the National Clearinghouse for Service Learning and an IUPUI senior scholar. The panel included Humphrey Tonkin, IPSL vice president for program evaluation and research; Kalyan Ray of the IPSL Kolkata program and the Tagore-Ghandi Institute; Valerian Three Irons of the Lakota Nation, from South Dakota State University; and Laurie Worrall, executive director of DePaul University's Sterns Center for Community-Based Service Learning.

Plenary and breakout sessions focused on essential elements in constructing and operating international service-learning courses and programs abroad. IUPUI faculty, administrators, and professionals were discussants on the following topics:

- Broadening the civic engagement mission from local to global, with Susan Sutton, associate dean for international programs, Office of International

continued on page 29

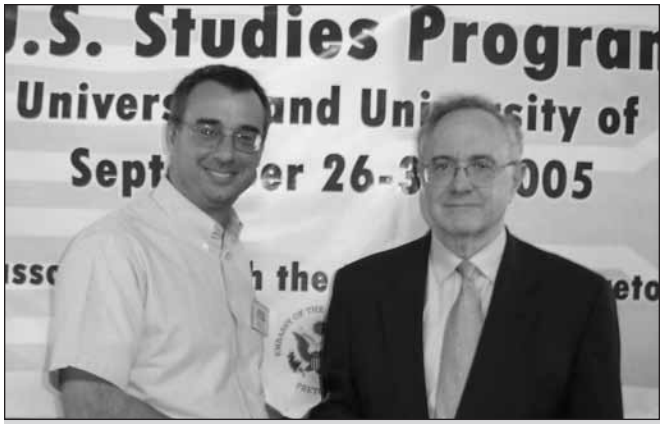
IU Assists University of Pretoria with American Studies

Among the expanding list of linkages that Indiana University has been developing with institutions of higher education in Africa has been an on-going collaboration with the University of Pretoria in South Africa. Over the past two years, IU Bloomington and Indiana University–Purdue University Fort Wayne (IPFW) have been working together to introduce components of an American Studies curriculum to students at the University of Pretoria (UP), where very few courses exist that deal with the United States. To date, the major funding for this American Studies initiative has been provided by the U.S. Embassy in Pretoria.

In the spring of 2004, Dan Neher, assistant cultural affairs officer of the U.S. Embassy, approached Patrick O'Meara, dean of the Office of International Programs, to discuss the possibility of linking IU and UP for some introductory lectures on aspects of American political life, specifically on the then upcoming November 2004 national and presidential elections.

During the summer, Michael Wolf of IPFW's Department of Political Science delivered two broad lectures on the elections process via videoconferencing, followed by a week-long visit to Pretoria during election week in November. There he gave blow-by-blow analyses and explanations of the incoming stream of data, met with UP students and faculty in classes, and was widely interviewed by the South African media.

Wolf returned again in August 2005 under an OIP Exchange Affiliations grant between the two political science departments of IPFW and UP. For one full week, he gave lectures to UP lecturer Nicola de Jager's introductory political science class, speaking on U.S. political culture and socialization, electoral systems, and voting behavior. Neher summed up that week: "Wolf's visit here was a great success. His week of lectures and small discussion groups was fully worked into the curriculum . . . and response to [his] frank and well-balanced lectures underlines the embassy's view that telling America's story 'warts and all' is the best form of public outreach imaginable." Maxi Schoeman, head of political science at UP, was equally appreciative of Wolf's contribution in providing much needed knowledge for South Africans to better understand the United States.



Dan Neher and Patrick O'Meara.

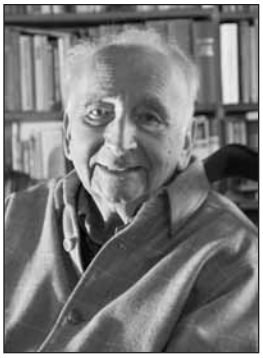
In spring 2005, Neher worked closely with OIP's Roxana Ma Newman to develop an intensive one-week institute, the U.S. Studies Program, hosted by the embassy, taught by IU faculty, and aimed at encouraging South African faculty to consider including aspects of United

continued on page 20

Roxana Newman, Nicola de Jager, Michael Wolf, and Khumisho Moguerane.

Distinguished Professor Emeritus Receives John W. Ryan Award at Founders Day

The John W. Ryan Award for Distinguished Contributions to International Programs and Studies was initiated in 1991 and named after Indiana University's president from 1971 to 1987.



In 2004, Denis Sinor visited the North Pole, nearly a century after Robert Peary first planted the Stars and Stripes in a destination that had eluded explorers for centuries. Peary was 53 when he completed his Arctic adventure. Sinor was 88.

Sinor spent his pre-Pole days as a trailblazer, leading academics, historians, and students into the lives, languages, histories, and cultures of Inner Asia. He is a distinguished professor emeritus in the Department of Central Eurasian Studies in Uralic and Altaic Studies and was appointed to the Indiana University Bloomington faculty in 1962.

Eurasia stretches from the Baltics, Hungary, and Turkey to Central Asia, Tibet, and Mongolia. Central Asia itself occupies 1,542,200 square miles of this region, nearly half the area of the United States. As Sinor's entry in Encyclopedia Britannica explains, Central Asia consists of the republics of Kazakhstan, Turkmenistan, Uzbekistan, Kyrgyzstan, and Tajikistan, countries and peoples who only since 1936 "have identified themselves with politically defined areas and have been recognized by others as ethnically and culturally distinct."

Born in Hungary in 1916, Sinor received a rigorous academic training in Altaic linguistics. Between 1939 and 1948, he received several fellowships in Hungary and France, where he held various teaching and research assignments. After the war, where he served as a member of the French Resistance and later in the Free French Forces, he joined the faculty of Oriental Studies at Cambridge University. During that time, he wrote History of Hungary and more than 100 articles and reviews on the linguistics and histories of Inner Asia.

In 1962, he moved to the United States, bringing his expertise to Indiana University where he created the Department of Uralic and Altaic Studies, now Central Eurasian Studies. In and outside of the department, through scores of publications, articles, reviews, and encyclopedia entries, Sinor worked to promote an appreciation of Inner Asia beyond its geographical and political neighbors, China and Russia.

"What Herman Wells was to IU's area studies in general, Denis Sinor is to the Department of Central Eurasian Studies," says Kumble R. Subbaswamy, dean of the College of Arts and Sciences. "Professor Sinor took the initial spark in this study area and nursed it to flame, bringing in grant money, hiring faculty, and expanding the course offerings, degree areas, library holdings, publication series, and IU's international reputation."

At IU, Sinor established two key and renowned resources for Inner Asian studies. In 1967, he founded, and until 1981 directed, the Asian Studies Research Institute, known today as the Research Institute for Inner Asian Studies (RIFIAS), whose collection of materials, notes Subbaswamy, is "unparalled."

Sinor has received many honors within and outside the United States. He is a member of the French and Hungarian Academies, he is an Honorary Professor of the Oriental Institute of the Russian Academy, was twice the holder of a Guggenheim Fellowship, and was repeatedly honored by UNESCO. The Royal Asiatic Society of Great Britain has established a medal named after him.

But perhaps Sinor's most significant contribution to Inner Asian studies and Indiana University is, since 1963, founding the federally funded Inner Asian and Uralic National Resource Center (IAUNRC). The only one of its kind in the country, the center has helped train and support a strong lineage of scholars, while offering

continued on page 41

Professors Win Guggenheim and Fulbright-Hays Research Fellowships

The Office of International Programs offers congratulations to the following faculty on the Bloomington and Indianapolis campuses who have won prestigious fellowships to conduct research abroad in academic year 2006–2007, on the topics described below.

Guggenheim Fellowships

Guggenheim Foundation Fellowship winners for the year 2006 include 187 artists, scholars, and scientists selected from almost 3,000 applicants.

Daniel James, Bernardo Mendel Chair of Latin American history at Indiana University Bloomington will use his Guggenheim Foundation fellowship to write a book based on his research project, "Class, Ethnicity, and Identity Formation in an Argentine Meatpacking Community" of Berisso in the province of Buenos Aires. The city was home to two of Argentina's largest meatpacking operations—the Swift and Armour companies from Chicago—from the early twentieth century until their closing in the 1970s. The work force was made up of immigrants from all over Europe and the Near East and from the interior provinces of Argentina. It also played a crucial role in the emergence of the social and political movement associated with Juan and Eva Peron. The project has been a joint one with his Argentine colleague Mirta Zaida Lobato of the University of Buenos Aires, with whom he has been working in the community for more than 10 years.

IUB associate professor of English Deidre Shauna Lynch has won a Guggenheim Foundation fellowship to work on a book project entitled "At Home in English: A Cultural History of the Love of Literature." The aim of the project is to offer a cultural history of what it means to love—rather than, for instance, be instructed or moved by—literature. It asks how eighteenth- and nineteenth-century Anglo-American audiences learned to develop intimate and individuated relationships with the print materials that they obtained in an increasingly impersonal marketplace, during an epoch that experienced a boom in publishing and an increase in readership. Looking at the editions, authorial biographies, anthologies, and quotation books that transformed select texts into vernacular "classics" and looking, too, at the commonplace books, diaries, letters, and the marginalia of self-styled "lovers of literature," Lynch will investigate the history of reading practices—the changing and varied ways in which those texts were appropriated and used. In addition to the unique resources of the Lilly Library and of the IU Libraries' purchase of the digital collection Eighteenth-Century Collections Online, she will work at the British Library in London, with side trips to libraries at Leeds and Oxford early in 2007.

Fulbright-Hays Faculty Research Abroad Grants

For 2006–2007, the U.S. Department of Education awarded 25 Fulbright-Hays research grants from a field of 48 faculty applicants and 35 universities.

Sara Friedman, assistant professor of anthropology at IUB, has been awarded a Fulbright-Hays Faculty Research Abroad grant to conduct research in the People's Republic of China for her project, "Citizenship as Official and Everyday Practice: Chinese Marital Immigrants in Taiwan." Despite increasingly tense official relations between China and Taiwan since ties were renewed in 1987, the period has witnessed more than 200,000 marriages between Mainland Chinese and Taiwanese. Her project will study the impact of these marriages on the formation of citizenship and national identity in Taiwan by examining how the Taiwanese state and civil society groups cultivate new citizens and how would-be citizens claim national belonging. The presence of Mainland spouses in Taiwan has sparked intense debates about Taiwan's immigration and citizenship policies and the basis of its national identity. The project will investigate how cross-Straits marriages challenge existing definitions of citizenship and how

continued on page 32

SPEA Project for Ukraine Receives USAID Funding

In September 2005, the long-standing Parliamentary Development Project for Ukraine (PDP), under the direction of Charles Wise (School of Public and Environmental Affairs, IUB), received $500,000 in the form of a cooperative agreement from the United States Agency for International Development (USAID). This agreement will help facilitate legislative reform in Ukraine over its next two parliamentary sessions and supplements a $4.98 million, five-year agreement issued to the PDP in 2003 (see International News, December 2003).

Charles Wise

"Extraordinary events have occurred in Ukraine over this past year," says U.S. Senate Foreign Relations Committee Chairman Richard Lugar. "A free press has revolted against government intimidation and reasserted itself. An emerging middle class has found its political footing. A new generation has embraced democracy and openness. A society has rebelled against the illegal activities of its government . . . . A secure and democratic Ukraine is in the national security interests of the United States, NATO, the European Union, and Russia."

Demonstrations in Kiev's Independence Square, 2004.

The new funds will enable PDP to focus its efforts to advance the role of parliament under Ukraine's new constitution and proportional system of election that took place in January 2006. PDP staff will assist parliament in four areas: legislation to combat corruption, administrative reform, local government reform, and legislation to facilitate integration into international protocols such as the World Trade Organization, Palermo Convention, and European Union.

PDP, a nonpartisan organization with offices in Kiev and Bloomington, has worked since 1994 with members of the Ukrainian Parliament to draft new and reform current legislation that will allow the country to fully democratize, to strengthen the parliament as a transparent, effective, democratic institution through improved legislative-executive relations and increased citizen involvement. It has been assisting parliamentarians in these areas by engaging in policy analysis, legislative drafting support, regional public hearing support, committee hearing support, roundtables with U.S. Congressional representatives, and plenary consideration support.

"This agreement will enhance an already exciting relationship between Indiana University and Ukraine," continues Lugar. "This partnership provides a wonderful opportunity for one of Indiana's top educational institutions to share its research and expertise with a burgeoning democratic nation."

Wise's most recent coauthored article on Ukraine is "The Ukrainian Orange Revolution Brought More Than a New President: What Kind of Democracy Will the Institutional Changes Bring?" published in Communist and Post-Communist Studies (vol. 38, 2005).

—Parliamentary Development Project, SPEA

For a profile of Charles Wise and the PDP, see
www.indiana.edu/~speaweb/magazine/winter05/pdp.html

IU Education Experts Help Strengthen Afghan Schools

A consortium that includes Indiana University's Center for Social Studies and International Education (CSSIE) in the School of Education has received a $38 million grant to restore and improve the educational system in Afghanistan. Over the next five years, IUB faculty will focus on training current and future Afghan teachers about contemporary teaching methods and how to understand and teach English, a key element in the war-torn country's international reemergence.

This spring, the U.S. Agency for International Development (USAID) awarded the grant to the consortium consisting of the Academy for Educational Development (AED), a Washington, D.C.–based agency that specializes in international educational programming; the University of Massachusetts Amherst; and IU Bloomington, which will receive $4 million from the grant. The consortium will send a team to Afghanistan to work on the project, which involves working closely with the country's Ministry of Higher Education, USAID, the U.S. embassy, and a variety of nongovernmental organizations involved with other projects in the country. IU's Mitzi Lewison, a professor in the school's Department of Language Education, is part of this visiting team and has just returned from an exploratory trip to Afghanistan. Other IU faculty and staff are expected to travel to Afghanistan to work with teachers.

"Culturally, economically, socially, and politically, speaking English is a valuable means for communicating in the global community," said Terrence Mason, CSSIE director. He said the overall goal of the Afghanistan Higher Education Project is to help reestablish teacher education programs in Afghan colleges and universities to support the growing demand for secondary schools across the country. "With the political events over the last couple of decades, there have been huge difficulties for schools," Mason said. "Teachers were dismissed; they fled the country. Now, refugees are returning. Part of the effort at stabilizing the country involves restoring the educational system, which requires qualified and competent teachers." Cultural fluency will be important and challenging as U.S. educators address democratic themes that include enhancing the role of women in the educational system and creating greater equity and participation among the many ethnic and linguistic groups.

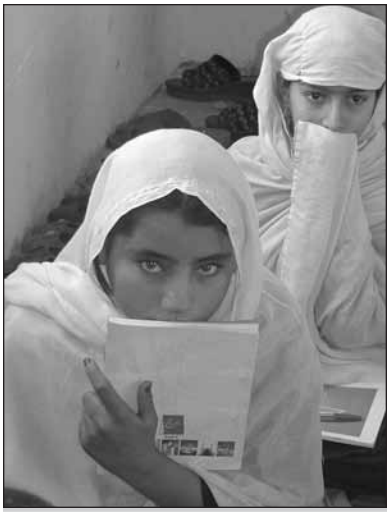


Photo courtesy of Khwaga Kakar

Afghan schoolgirls.

Much of the project's work will involve improving the information technology infrastructure at 16 teacher education programs in the country to provide a way to deliver courses to education majors. IU's part of the project, however, involves faculty exchanges between the two countries. At least 24 Afghans will travel to Bloomington to pursue master's degrees in education, with some of them focusing on teaching English as a second language.

For more than 25 years, Mason's center (until recently known as the Social Studies Development Center) has been developing social studies curriculum and working on a variety of international projects involving social studies and civic education. Its expanded mission allows it to follow the lead of both the School of Education and the university in addressing international issues. Such a move is important, Mason says. "Politically, economically, in many ways we're linked more closely with other parts of the world. Events that occur in Central Asia or elsewhere in the world have implications for our own security, and our own economic and political development."

—Tracy James
IU Media Relations

Kazakhstan's Bolashak Scholars Begin Their U.S. Studies

A group of 28 students from Kazakhstan arrived in Bloomington just in time to begin the spring 2006 semester. This first cohort of Bolashak Program Scholars comprises 24 undergraduate and 4 graduate students.

"Bolashak" means "the future" in Kazakh. Kazakhstan launched this ambitious scholarship program in 1993, by presidential decree. Ever since, the country has been sending its competitively selected students abroad for university study as part of a national effort to meet the rapidly increasing development needs of the country. The Kazakh government's grand vision for its Bolashak Program is to ultimately have "3,000 scholars studying all around the world, all at the same time."

This prestigious program is funded by the Kazakh Ministry of Education and is the culmination of months-long negotiations between the ministry, Indiana University Bloomington's Center for International Education and Development Assistance (CIEDA) in the Office of International Programs, and the

Department of Central Eurasian Studies (CEUS). Elsewhere in the United States, the University of Texas and the American Councils for International Education: ACTR/ACCELS also serve as official placement sites for Bolashak scholars. Among other host countries receiving these scholars are Australia, England, Germany, and South Korea.

Of the 28 students at IU, 6 have been directly admitted into University Division and 22 are receiving preacademic training to improve their English language skills, preparing to sit for the TOEFL, GRE, and/or SAT exams and submitting their university graduate and undergraduate applications for placement at IUB or elsewhere. They plan to enroll this fall for full-time academic study in such fields as informatics, public administration, and biotechnology.

Special gatherings have been held in their honor, including a welcome reception hosted by Patrick O'Meara, the dean for International Programs; Charles Reafsnyder, CIEDA director; and Shawn Reynolds, associate director. They had dinner at the home of Talant Mawkanuli, who teaches both Kazakh and Uyghur and is developing curricular materials for those languages at IUB's Center for Languages of the Central Asian Region (CeLCAR).

Kazakh musicians Dana Tulekbayeva and Nurzhan Baimurzayev play the dombra at the Navruz festival.

Kazakh students prepare dough for a traditional Navruz festival dish.

IU's Bolashak scholars have adapted very well to campus life, having already formed a Kazakh Student Association where none existed before. Many of the students are signed up with IUB's host family program known as Bloomington Worldwide Friendship. Several of the students, in turn, volunteered to host other visiting international scholars for the Department of Central Eurasian Studies' 13th Annual Association of Central Eurasian Studies conference held this year in early April. They were delighted to have had the opportunity to participate in the festivities of Navruz, a traditional Central Asian celebration of the beginning of spring that is observed annually at IUB, this year in late March. They prepared one of their national Navruz dishes and performed traditional folk songs and dances along with students from other Central Eurasian countries.

continued on page 22

IUPUI Global Citizenship Conference Attracts Student Leaders

In February, a one-day Midwest Global Citizenship Conference was held at Indiana University Purdue University–Indianapolis, sponsored by IU's Conversations about Service and Engagement (CASE), Americans for Informed Democracy (AID), IU's Faculty Colloquium for Excellence in Teaching (FACET), and IU's Hutton Honors College. The Indianapolis event attracted almost 140 students and young professionals from 32 universities representing 12 countries. The majority of the students received full- and half-scholarship support from the conference's sponsoring organizations. About 30 faculty from IU participated.

The busy day of activities aimed at inspiring students to be responsible global citizens. In the morning, students participated in an interactive international videoconference that lasted one and a half hours with peers halfway around the globe. They spoke face-to-face with students from Turkey and from several African countries, discussing the meaning of global citizenship and the impact of globalization on cultural identity.

Participants listened to keynote speaker Gillian Sorensen, former assistant secretary general of the United Nations and senior advisor of the UN Foundation, talk about what skills and traits students need to become effective leaders and global citizens. Her advice was: become an expert in something you care about; have humor, spirit, and conviction; become comfortable with decision making and having opinions; build public-speaking skills; learn how to set a meeting and build an agenda; learn to write lean and clear prose; and stay fit and strong ("leaders need tremendous energy").

Participants at the global conference.

In the afternoon, participants engaged in workshop sessions to acquire some of the tools they would need to effectively educate their peers about global issues. For example, in one session, they were asked to draw up a list of the world's most urgent problems; they were then asked the more difficult task of strategizing about how they would work to help solve them.

Ken Smith, professor of English at IU South Bend, summed up his optimism on observing these young participants, posting his comments on an American Democracy Project Weblog (supported by AID) hosted by IUSB: "The students there from colleges and universities across our state and beyond its borders were energized by the conversations. They had tired of the passivity instilled in schools, and they thrived on the chance to measure themselves against real issues. They were interested in complexity, eager for challenges, and willing to take some chances. They wanted to play a role in the world."

Videoconference participants from around the world also had a chance to post their own postconference blogs on the IUSB AID site. One from Uganda noted that while "global citizenship" was an interesting theme, it was perhaps less relevant for their countries given the vastly different economies and technologies. A Turkish participant wondered whether globalization of democracy was possible or if it could be exported to other countries. Smith too wonders:

> . . . if North Americans have tended to use the term global citizenship as a call for being more well-informed about the world, while perhaps people from other places have hoped that the term [w]as a call for a deepening of relationships between peoples, a more profound range of collaborations, and a series of institutional changes leading to several kinds of freedom and opportunity. In other words, I wonder if we in North America have fully understood what other people are hoping for?

AID is a nonpartisan organization whose mission is to raise global awareness on more than 500 U.S. university campuses in a dozen countries by helping to coordinate town hall meetings, hosting

continued on page 42

IUB Senior Is Named Mitchell Scholar

Indiana University Bloomington senior Kathleen Claussen has been named one of 12 national recipients of the 2006–2007 George J. Mitchell Scholarship. She is the fourth IU student to be named a Mitchell Scholar since the program was launched in 1998. This year's competition included 236 applicants from 171 colleges and universities nationwide.

The Mitchell Scholarship recognizes outstanding young Americans who exhibit the highest standards of academic excellence, leadership, and service. Administered by the U.S.–Ireland Alliance, the scholarship is named in honor of former U.S. Senate Majority Leader George J. Mitchell, who chaired the historic Northern Ireland peace process in the mid-to-late 1990s. It is supported by an endowment established by the government of Ireland and allows recipients to pursue a year of graduate study at any one of seven universities in Ireland or two in Northern Ireland.

Kathleen Claussen in Mexico City.

Claussen will seek a graduate degree in international politics at Queen's University in Belfast, Northern Ireland. She received a Bachelor of Arts degree in May with a double major in Spanish and in comparative social policy and ideology—through IU's Individualized Major Program. In addition, she has a double minor in political science and West European Studies. She has had a life-long interest in service learning and community volunteerism. As a sophomore in 2004, Claussen founded the very successful Conversations about Service and Engagement (see p. 42 and International News, Summer 2005).

During her years at IU, Claussen has frequently represented the university at national and international civic engagement conferences. She has conducted research and interned in various countries, including Belgium, Denmark, Mexico, and, most recently, Trinidad and Tobago. In 2005, she was awarded IU's Palmer-Brandon Prize, which she used to fund a study of civil society in Kosovo.

At Queen's University, she will study the topics of citizenship and conflict resolution as they relate to the concept of identity. Then she plans to attend a U.S. law school with the goal of one day becoming an international judge involved in the field of human rights and humanitarian law.

"The affirmation of universal rights and the simultaneous acknowledgment of sweeping disparities throughout the world have compelled me to marry my passion for knowledge with a commitment to action," Claussen says. "I aspire to live up to Senator Mitchell's example: to not only serve the public good but to assertively realize positive change. I'll contribute my experience, hoping to inspire others to join in our collective vision.'

–Ryan Piurek
IU Media Relations

For more information about Mitchell Scholarships:
www.us-irelandalliance.org/scholarships.html

IU South Bend Sociologist Teaches a Semester at Sea

The challenge for us then is how to master and harness the forces that seem to be running away with the planet–growing inequality, spreading violence, and new environmental perils. Can we globalize in ways that are more humane and more respectful of the home that we share? I have become convinced that such a search must be our prime motivation for overseas study and for international travel.

—Scott Sernau

"Humankind's pursuit of knowledge has been intricately linked to ships and the sea. From early civilizations to the modern era, the exploration of distant lands, the exchange of ideas and commodities, and the search for knowledge has occurred in this manner." This fundamental observation drives the mission of the well-known Semester at Sea (SAS) study abroad program, which offers credit-bearing fall, spring, and summer opportunities for U.S. students and faculty to learn through lectures and field trips about global concerns—the environment, population, foreign policy relationships, economics—in the context of the nations visited, and from the security of a floating campus. Academic credit and sponsorship of the program has been administered through University of Pittsburgh for many years but will be assumed by University of Virginia as of summer 2006.

Indiana University South Bend's Scott Sernau, a sociologist whose teaching and research interests include globalization, inequality, and community development, took his whole family for a semester at sea along with almost 700 students and 24 other faculty from across the nation, on a voyage of discovery around the globe that lasted from September to December 2005. There were 10 ports of call, from the Caribbean, South America, South Africa and Mauritius, to Southeast and East Asia, and returning via Hawaii to San Diego. Sernau wrote detailed journal entries of his 100 days, posted from sea on an American Democracy Project Weblog published by IUSB (see below).

Sernau's task was to teach three courses, International Inequalities, Race and Ethnic Relations, and Great Cities of the World, all with an international flavor and an outline that matched each of the ports where their ship MV Explorer docked. As he wrote at the start of the journey, "One of my greatest hopes is to provide a bit of insight into the great intellectual currents themselves that people have sought to explain our changing world, a way to tie together the images and experiences . . . . Even if [the students] forget the details of human ecology, political economy, or world systems analysis, I hope they will begin a lifetime habit of thinking deeply and caring deeply about the planet that is our common home."

Scott Sernau in Guangzhou, China.

On the long ocean stretches between ports, Sernau and his fellow faculty members, joined by local "interport lecturers," discussed with students the preceding or prepared them for the next port of call. This SAS voyage happened to have a distinguished interport lecturer, Bishop Desmond Tutu and his wife, who accompanied the faculty and students on the leg between Brazil and South Africa. Students learned about environmental issues in the Caribbean, the petro-economy of Venezuela; the history of West African slave labor in Brazil;

continued on next page

Semester at Sea *continued from previous page*

Two conversations across cultures in Burma.

deployment of NOAA (National Oceanic and Atmospheric Administration) buoys measuring ocean currents; race and reconciliation in South Africa; historic trade routes and the scramble by colonial powers; the social complexities of India; "the beauty" (golden pagodas) and "the beast" (barbed wire) that is modern-day Burma/Myanmar; the multinationals behind Singapore's success; and, almost everywhere, the stunning contrasts of wealth and poverty. At each port, the students spent four to five days on field trips that opened their eyes to totally new perceptions and perspectives about these countries. Many students also did special service projects arranged with local nonprofit government organizations.

During the long Pacific crossing that took the ship homeward bound, Sernau summed up what he hoped he and his students had learned together in his final weblog posting, "Tending the Planet":

"It is . . . a precarious world. We just narrowly escaped the fury of Hurricane Katrina as we started south. We rerouted our voyage due to terrorist threats and later heard of an attempted pirate attack on a small cruise ship off of Somalia. The day we left India, the Asian news was filled with reports of massive flooding in the south and terrorist bombings in north.

My students have just about completed their semester at sea. Our final student panel debates the pros and cons of globalization. The truth is, however, that we have found few alternatives to the forces that are both uniting and fragmenting the world. Even the ostensibly communist countries we have visited are pursuing global capitalism with a vengeance. The challenge for us then is how to master and harness the forces that seem to be running away with the planet—growing inequality, spreading violence, and new environmental perils. Can we globalize in ways that are more humane and more respectful of the home that we share? I have become convinced that such a search must be our prime motivation for overseas study and for international travel.

I am intrigued by travel that truly encounters both the natural world and the human cultural world, but still I balk at the word "tourism." One of our daily memos began with this quote from Daniel Boorstin: 'The traveler was active; he went strenuously in search of people, of adventure, of experience. The tourist is passive; he expects interesting things to happen to him. He goes "sightseeing."'

Our goal from the beginning has been to be travelers rather than tourists . . . . Students around me take study breaks on the computers by cataloging great volumes of amazing digital pictures. Nice collections all, but will they move beyond "snapshots" to form a vision for the big picture for our planet? . . . Can they maintain that enthusiasm as they go on to tend the amazing natural and cultural heritage we have viewed, and to share it more equitably with our global neighbors? . . . .

I share their excitement about coming home but also know a secret. We never left home. We need to see the whole planet as our home. And we need to straighten up our room. It is a beautiful place."

—RMN

For the complete Sernau journal entries:
ee.iusb.edu/index.php?/adp/category/C75

For more about Semester at Sea:
www.semesteratsea.com

Study Abroad Peru '65 Alumni Reunite at IUB

Note: IU's Peru study abroad program was first established in 1959 and is the university's oldest study abroad program. It was suspended in 1990 for a decade due to political unrest and was reinstated in 1999, on the fortieth anniversary of its founding.

When some people connect, the connection is so strong that nothing—not time, distance, or career demands—can break it. That is what happened to the 1965 IU Junior Year Abroad in Peru group. Forty years ago, these twenty 20-year-olds were handpicked to participate in a program run by the Indiana University overseas study committee and supported by the U.S. Department of State. After a two-week orientation on protocols, culture, and academic expectations, the group boarded a plane that carried them to Lima, Peru, and the start of an adventure that changed their lives forever.

In July 2005, Peru Group 1965 reunited in Bloomington for their fortieth anniversary—it was as if they had never parted. In fact, they have kept in touch throughout all of these years, initially through an annual newsletter that one of its members, Sharon (Goodnight) Sylvester, a Chicago tour director, started in the early 1970s. Later, in 1990, that newsletter evolved into a weekend of memory-sharing every five years.

This year, though, was very special: all living members of the group (except two who could not be found) traveled from as far away as California and Puerto Rico to celebrate their anniversary. For one, Irene (Gnemi) Melendez of San Juan, Puerto Rico, it was the first reunion she had been able to attend. It won't be the last. The 'family' was together again.

"I've taken many groups to many different places," says George Zucker, a former IU Spanish professor who was the program director in 1965. "They were all good and we always had a fine time. But this group . . . this group was special. It was family." The 'family' dedicated the weekend to George and his wife, Jane, who passed away three years ago. They presented him with a memory book and a group photo taken that morning, following a walking tour of the IU campus.

Peru study abroad group in 1965.

Peru Study Abroad '65 group reunited in front of Franklin Hall, with emeritus professor and group leader George Zucker seated in the middle.

According to a memo written several years ago by Merle Simmons, who, beginning in 1961, directed IU's overseas programs for many years, the Peruvian study-abroad program was launched in 1959. "It peaked in 1965," he wrote. "Professor Zucker's was perhaps the most successful year."

It was a year of many different experiences: each student lived with a Peruvian family and attended classes with Peruvian students. They

continued on page 41

School of Optometry Expands its International Links

On January 11, 2006, Gerald E. Lowther, dean of IU's School of Optometry received an honorary degree, Doctor of Philosophy in Human Resource Development, from Ramkhamhaeng University in Bangkok, Thailand. The diploma was presented to Lowther at the graduation ceremony by Her Royal Highness, Princess Maha Chakri Sirindhorn.

Lowther and the optometry faculty have worked with Ramkhamhaeng University over the past five years to develop the first optometry program in Thailand. Later this fall, the Thai university's president, Rangsan Saengsook, is expected to come to IU to sign a renewal of a "Memorandum of Understanding" between the two institutions.

Dean Gerald Lowther receives his honorary degree from Thailand's Princess Maha Chakri Sirindhorn.

The new vision clinic being built in Guanajuato, Mexico.

On the other side of the world, the optometry school has had a long-standing program of clinical care in Mexico. Most recently, it is working with the Department of Infants and Family (DIF) for the Mexican state of Guanajuato, a government unit that provides services for the indigent. The DIF raised about $1 million from the government and private sources to build a new vision clinic in Guanajuato. No university funds were requested for this new clinic, which will be run by the IU school. Looking forward to the completion of the new clinic, Lowther says, "The DIF administration obviously has been very pleased with the services we have provided to thousands of the indigent, many of whom have never had eye care before."

The new facility is much larger than IU's present facility and will contain 10 to 12 examination rooms, an ophthalmic laboratory, an eyewear center, a surgical suite, and reception areas. The surgical suite will allow IU ophthalmologists to travel to Guanajuato to do cataract and other surgeries that are so badly needed in that region. Many patients have cataracts and other conditions that can be corrected with surgery who currently do not have any access to eye care. Three to four students at a time will go to Guanajuato for 12-week rotations. Lowther counts on the new facility to be "a great clinical experience as well as a cultural experience for IU's optometry students."

The new clinic is expected to be completed by spring of 2006, and Lowther will attend the grand opening.

—RMN

Emeritus Music School Dean Encourages Greater U.S. Role for Cultural Diplomacy

In 2004, Dean Emeritus Charles Webb, who led the Jacobs School of Music from 1971 to 1997, was asked by then Secretary of State Colin Powell to serve on a seven-member congressional committee to investigate ways that the United States could improve its image abroad through the exchange of ideas, art, and other aspects of culture.

Charles Webb

Webb served for 18 months on the Committee to Advise the Secretary of State on Cultural Diplomacy. The committee completed its report in mid-September 2005, but its official publication and dissemination was delayed for several weeks, possibly because of its critical stance and blunt language, says Webb.

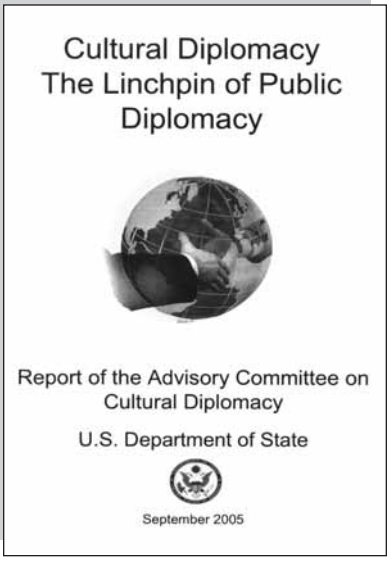
Charged specifically with interviewing Muslims and people of Arab descent, the committee traveled to Oman, Egypt, and England, speaking to a broad cross-section of diplomats, educators, professionals, and average citizens to gain insight into what they thought of the United States. Webb says he was taken aback by the intensity of anti-American feeling he found. With the decline in funding after the Cold War for cultural exchange programs abroad, he says that the "gap in public perception [of the United States was] eagerly filled by those with political agendas at odds with ours—particularly extremists in the Islamic world."

As Webb says, "The report includes many specific recommendations that in our judgment would help to improve diplomatic relationships with other countries and bring about a better understanding between their citizens and the people of the United States." Among these are:

- increase funding and staff for cultural and public diplomacy
- streamline visa issues, particularly for international students
- expand international cultural exchange programs, inviting more Arab and Muslim artists, performers, and writers to the United States
- revamp Al Hurra, the U.S.-funded, Arabic-speaking television station
- set aside funds for translation projects of the most important works from the United States and other countries
- require U.S. officials abroad to participate in embassy outreach activities
- encourage U.S. museums to sponsor tours of artworks and artifacts from museums in the Middle East

Another member of the committee, Christopher Merrill of University of Iowa, concurs: "Cultural diplomacy, low-key as it is, may allow us to get another hearing in the court of world opinion and to heal the breach with the international community."

The full 30-page report has been posted on the music school's Web site, which calls it "a fascinating document that profiles how musicians, dancers, visual artists, theatre performers and cultural presenters can represent an alternative side to the impression of the United States as a militaristic and self-absorbed international superpower."



–RMN

music.indiana.edu/publicity/fanfare/2005/2005.10.07/culturaldiplomacy.shtml

University of Pretoria *continued from page 7*

Farm Inn Conference Center.

Left to right are Shawn Reynolds, Gerald Wright, Joanne Passet, Christine Barbour, and Patrick O'Meara.

States history and society in their curricula. The broad aims were to "explore various aspects of U.S. history, institutions, politics, economics, society and culture, past and present, in an academic and scholarly environment." The institute took place September 26–30 at the Farm Inn conference center outside Pretoria and attracted some 50 faculty participants from a range of South African institutions, including several from universities in Botswana, Swaziland, and Zimbabwe, and from diverse departments that included economics, history, journalism and media studies, political science, public law, and sociology. Participants were enthusiastic, describing the week as "objective, informative, helping to understand 'where the United States is coming from.'"

The institute was an intensive introduction to U.S. history and politics, the first of its kind to be held in South Africa. IUB political science professors Gerald Wright and Christine Barbour spoke on constitutional principles, separation of powers, federalism, political institutions and political processes, and contemporary U.S. politics. Barbour also gave a special lunchtime lecture on the politics of food in America. IU East history professor Joanne Passet covered the founding of the nation, reconstruction, westward expansion, slavery, industrialization, the civil rights movement, and the women's movement. IPFW's political science chair James Lutz spoke on America's role in globalization and, together with Brenda Lutz, on terrorism and homeland security. Time was also available for South African professors to reflect on the content of the lectures from a comparative South African point of view. In addition to these were two videoconference lectures delivered from Bloomington, one on race relations in the United States by Matthew Guterl, chair of the American Studies program and history professor in the African American and African Diaspora Studies department, and the other on the pedagogy of teaching history by historian David Pace.

In April 2006, the UP–IPFW exchange brought two visiting UP lecturers, de Jager from political science and Khumisho Moguerane from sociology, for one week each to the Bloomington and Fort Wayne campuses. At IPFW, they met administrators, faculty, and students in the international studies program, gave class lectures, and talked about their own research. On the IUB campus, they met African studies and American studies faculty, gave guest lectures to international studies major and Global Village classes, and attended two Bloomington conferences related to their own research fields. Their IUB visit coincided with a course on globalization, regionalization, and sovereignty being taught by Randall Baker of the School of Public and Environmental Affairs (SPEA), two sessions of which were interactive video exchanges with de Jager's and Moguerane's students at UP.

A second U.S. Studies Institute is being planned for July 2006, where Baker and IUB historian David Thelen will present lectures. The emphasis for this institute is more on recent U.S. history and political culture, from the depression through the two world wars, a new world order, foreign policy, and the U.S. role in world economics and globalization.

In the meantime, talks have continued between IU and UP involving the American Studies programs at IUB and IPFW with UP's Maxi Schoeman and Marie Muller, dean of the Faculty of Humanities. The goal is to find greater cooperation and financial support for eventually helping UP develop a fuller program of American Studies. Such a program might include short-term exchange visits, using new communications technologies to deliver lectures and online courses, exchange of research materials and publications, and a continuation of the summer U.S. studies institutes.

—RMN

Co-director of Workshop Visits West Africa on Peace-Building Mission

Last fall, Amos Sawyer, co-director of the Workshop in Political Theory and Policy Analysis, was invited to join the advisory board of the Conflict Prevention and Peace Forum of the Social Science Research Council (SSRC). SSRC established the forum in 2000 to assist in strengthening the UN's knowledge about countries and regions in conflict or at risk of conflict, particularly at moments in the UN's policy process when policies are being rethought, decisions made, or operations planned. Sawyer is also very active among experts who participate in workshops to discuss the details of the UN Peace-building Commission that is to be established by the Security Council.

Sawyer was former interim president of Liberia from 1990–1994, as well as former dean of the College of Social Sciences and Humanities at the University of Liberia in Monrovia. He has been at IU and the Workshop since 2001. His work on peace-building in West Africa took him to Liberia twice last fall where he participated in elections, preparation workshops, and discussions of post–elections governance issues organized by the National Democratic Institute and the Carter Center. He also visited Mali, Nigeria, and Ghana to consult on research activities undertaken by workshop-affiliated colleagues in those countries.

Amos Sawyer (second from right) with leaders of civil society organizations in Agona-Swedru, a province in Central Ghana.

Amos Sawyer (right) in Mali with Cheibane Coulibaly, president of Mande Bukari University in Bamako.

IU Archivist Holds Workshops in Liberia

In January 2006, Indiana University Archivist Philip Bantin led four days of workshops on archival management for archivists at the Liberian National Archives in Monrovia, Liberia. These workshops were organized as part of a larger IU Liberian Collections Project directed by Verlon Stone and funded by the British Library's Endangered Archives Programme (see International News, summer 2005). The grant's aim is to conduct a pilot study to preserve and provide access to the National Archives and the Presidential Archives, in particular the personal papers of Liberia's longest serving president, William Tubman (1944–1971).

The workshops focused on arrangement and description of collections, appraisal of records,

Philip Bantin (facing) conducts an archive management workshop at the Liberian National Archives.

continued on page 38

IUB's 2007 Reaccreditation Emphasizes Globalization and Internationalization

Indiana University Bloomington is preparing for the 2007 campus accreditation by the North Central Association (NCA), now known as the Higher Learning Commission. IUB, through the Office of the Dean of Faculties, presented a major plan for the reaccreditation process. In contrast to previous campus accreditation efforts, and because of recent developments in the NCA process, IUB will focus much of its self-study efforts during this cycle on the special emphasis topic of "globalization and internationalization." One of the central themes will be the capacity of all schools and units within the university to prepare themselves to meet the demands of increased globalization. This topic provides the opportunity to inform NCA and peer institutions about the rich strengths IU Bloomington brings to research, teaching, and service in the global arena; to evaluate the dimensions of its traditional international strengths; and to look for new ways to grow to meet the global challenges the institution will face in the next few decades.

Dean of the Faculties Jeanne Sept has announced that Terrence Mason, associate professor of education, director of the Center for Social Studies and International Education, and associate dean of the Faculties, will be helping to lead the campus reaccreditation process that will take place during the 2006–2007 academic year.

"I am delighted that Terry has agreed to chair the steering committee for our globalization self study," Sept commented. "He brings valuable international and global perspectives and an impressive array of research, teaching, and service experience to this task."

For further information about the 2007 accreditation, send an e-mail to accred07@indiana.edu.

Bolashak Scholars *continued from page 12*

In the fall of 2006, CIEDA looks forward to welcoming an additional 18 students to the Bloomington campus and hosting another 28 who have been placed at IUB by other U.S. universities. The presence of the Bolashak scholars on the Bloomington campus will thus continue as CIEDA expects to receive several more cohorts over the course of the next several years. For more information about the Bolashak Program Scholars, contact the program coordinator at CIEDA, Robin Charpentier: tel: (812) 855-0353; rcharpen@indiana.edu.

—RMN

Welcoming the Bolashak scholars (second from left) is Patrick O'Meara, flanked by Charles Reafsnyder and Shawn Reynolds, CIEDA director and associate director, respectively.

IUB and IUPUI Offer Financial Assistance to Incoming International Students

Indiana University Bloomington offers several forms of financial assistance to new international undergraduate students. Through the Faculty Awards Program, international freshman students are considered, along with U.S. undergraduate students, on a competitive basis for modest scholarships ranging from $1,000 to $7,000. Students must have excellent scores on the SAT or the ACT and an outstanding academic record to be considered for an academic scholarship award on the basis of their application materials.

For the 2006–2007 academic year, admitted international freshmen who are nonresidents will receive at least a $1,000 award. This award is renewable for 4 years. Depending upon the student's academic record and his or her standardized test scores, this award could increase in value to $7,000 per year for up to 4 years. Admitted international transfer students who are nonresidents will receive a one-time $2,000 award. This award is not renewable.

For international graduate students, many graduate programs will reimburse international students up to $200 for their SEVIS and visa application fees. Some schools and departments offer fellowships and associate instructorships/assistantships to graduate students. These awards may range from $1,500 to $20,000, payable over a 10-month period. Assistantships usually include a full fee scholarship, which pays for all but $500 per semester of tuition and fees. Awards are limited and usually require service to the department that makes the award. Awardees must meet a very high level of English proficiency, especially for an associate instructor (AI) position. All AIs must have a 550 or higher TOEFL score and must also pass the special Test of English Proficiency for International Associate Instructor Candidates in Bloomington before they begin teaching.

At Indiana University–Purdue University Indianapolis, several undergraduate scholarships managed by the Office of Student Scholarships are open to international students, including Valedictorian-Salutatorian Scholarships ($4,000 for each of 4 years), Distinguished Scholarships ($3,500/year renewable through 4 years), Outstanding Scholarships ($3,000/year renewable for 4 years), Freshman Service Scholarships ($2,000), Academic Excellence Scholarships ($1,500/year for 4 years), and Dean of Faculties Scholarships ($1,250/year for 4 years). Qualified international students also receive Honors Scholarships ($1,500/year for 4 years).

International students at IUPUI may also compete for a Bepko Scholars and Fellows Scholarship. This highly selective program provides on-campus housing for the freshman year, in-state tuition, fees and book expenses for 4 years, and $5,000 per year for up to 4 years of graduate or professional study on the IUPUI campus.

The Schools of Engineering and Technology, Liberal Arts, Informatics, Nursing, Public and Environmental Affairs, Physical Education and Tourism Management, Science and the Herron School of Art each offer scholarships open to international students for their beginning majors.

The Incentive Scholarship program at IUPUI provides $1,000 awards for each of 4 years to beginning undergraduate international students or one-time $2,000 awards for transfer international students. All new international students on IUPUI-sponsored student visas are included in the Visa Fees Voucher Program, a $200 award in the first semester at IUPUI.

IUPUI international graduate students participate in the competitive graduate assistantships for teaching or research through their schools and the graduate fellowship program managed by the Graduate School.

For more information at IUB:
www.indiana.edu/~iuadmit/international/costs
www.indiana.edu/~intlserv/Content/Students/Financial_Aid

For more information at IUPUI:
Undergraduate: www.iupui.edu/~oia/AD/uscholarshipinfo.html
Graduate: www.iupui.edu/~oia/AD/admission_step1.html

World-Renowned School Renamed the IU Jacobs School of Music

In November 2005, Indiana University President Adam W. Herbert announced the naming of the IU School of Music in honor of the late David H. Jacobs and his wife, Barbara Jacobs, of Cleveland. The school will be known as the Indiana University Jacobs School of Music in recognition of Barbara and David Jacobs' long history of leadership and service to IU and to the IU Foundation, as well as their gift of $40.6 million for the school. It is the largest single gift for a school of music at a public university. It is also the largest single gift ever given by individuals to IU.

The Jacobs School of Music, which will begin its second century in 2010 and is considered one of the world's preeminent institutions for the study of music, will use $20 million of the gift to endow graduate student fellowships and $10 million to endow undergraduate scholarships. The gift also establishes endowed faculty positions, including the Dean Charles H. Webb Chair in Music, the Henry A. Upper Chair in Music, and the David H. Jacobs Chair in Music. Additional funds will be used to support a number of varied initiatives within the school. The Jacobs gift qualifies for matching funds set aside by IU for the purpose of supporting endowed scholarships, fellowships, and faculty positions. This will effectively double the annual distribution of income earned on the gift in these areas.

"This extraordinary gift will add even greater luster to one of Indiana University's brightest jewels," Herbert said. "We are profoundly grateful to Barbara and David Jacobs for their generosity, which will enable our School of Music to attain even higher levels of excellence in performance, scholarship, and creative activity. It is with great pride that we name one of the nation's best music schools in their honor."

Jacobs School of Music Dean Gwyn Richards said, "It is impossible to overstate the meaning of this gift to the School of Music. It provides for student support, faculty chairs, and discretionary funding that when coupled with university matching funds creates an extraordinary resource with which to realize the aspirations of our school. The Jacobs have placed in our hands a more certain future, freeing us to plan long term, extend our reach, and strengthen core values. We are indebted to them for their foresight, for their commitment to public education, and for their interest and dedication to the cultural life of our nation."

The Jacobs' son David Jacobs Jr., who was instrumental in inspiring the gift, said, "As a former student of Indiana University School of Music, I have observed many great triumphs of the school over the past 30 years. I hope that my mother's gift will ensure that the excellence for which the school is known will continue long into the future. Nothing would be more gratifying to me than to know that talented and deserving young musicians will be able to pursue a superb musical education because my mother cared."

Photographs of Barbara and David Jacobs.

Charles Webb, who served as dean of the School of Music from 1973–1997, said the Jacobs gift will make it possible for the school to continue its tradition of leading the world in music education, performance, and research. "This gift will greatly enhance the quality we've always considered central to our mission," Webb said. "When you attract first-class students and the best faculty available and provide them with world-class facilities, you have a school that's absolutely without peer." The school has been ranked first in the nation by Change magazine, the Chronicle of Higher Education and U.S. News & World Report.

With more than 1,600 students—approximately half of whom are undergraduates—and more than 1,100 performances a year, the Jacobs School of Music is among the largest institutions of its kind in the world. Its graduates include some of the world's most successful performers, conductors, composers, music

continued on next page

New Dean Leads IU School of Journalism

Bradley J. Hamm is the new dean of the School of Journalism, succeeding Trevor Brown, who had served as dean for the past 20 years. He received a B.A. in communications from Catawba College, North Carolina, an M.A. in journalism from the University of South Carolina, and a Ph.D. in mass communication research from the University of North Carolina.

Formerly an associate dean and associate professor of communications at Elon University in North Carolina, Hamm helped build the new communications school at Elon into a respected, up-and-coming program with 29 current full-time faculty members, including a Pulitzer Prize-winner. In 1999, he was a project coordinator and consultant for the New York Times Regional Newspaper Group on a project involving its three newspapers in North Carolina, "Left Behind," that won a Chairman's Award from New York Times publisher Arthur Sulzberger and second place in the Southern Journalism Awards presented by the Institute for Southern Studies. Hamm has taught at Elon since 1989 and was appointed as associate professor in 2000. Elon's program includes journalism, broadcasting, film, advertising, and public relations and has an undergraduate program that is similar in size to IU's.

Bradley J. Hamm

In looking for a successor to Brown, the search committee sought a candidate who could lead the school through a period when many veteran faculty members are expected to retire and the school will face funding challenges and facility needs. The committee also sought a candidate who could lead the school into a new media era.

Hamm says he is honored to have been selected as the journalism school's next dean. "It has such a wonderful history, and I think that journalism and Indiana University have always gone together in my mind." I think of people like Ernie Pyle and Roy Howard and I think of how famous that program has been. So it's just an honor to be included."

His goals for the IU school "always will be to have one of the finest journalism programs in the nation. We need to consider the future of journalism . . . what the qualities of journalism are, what we are teaching people to do, remembering that, regardless of the form, journalism is essential to democracy."

IU Jacobs School of Music *continued from previous page*

educators, scholars, and managers of arts organizations. The school's vibrant, cosmopolitan atmosphere attracts students from all 50 states and more than 50 foreign countries. Each year, approximately 350 international students come to the school to pursue undergraduate and graduate degrees.

IU celebrated the official moment of its new identity as the Jacobs School of Music with a "Naming Concert" in February 2006 that featured a brass ensemble, the Pro Arte Singers, and a chamber trio, with musicians representing students, faculty, and alumni.

—IU Media Relations

Dean Gwyn Richards (center, facing) greets guests at the Naming Concert.

Ties to China *continued from page 5*

For Ross, the project's educational and cross-cultural objectives are significant: it centers the lives and voices of children in the social studies and global education curriculum, while fostering communication and deeper understanding between Chinese and American school children and their teachers. All the students' work from Batchelor and Xihe schools are expected to be exhibited on a Web site hosted by the School of Education.

Last summer, Ross worked on another nongovernmental project in China, the Shaanxi Spring Bud Project coordinated by Shaanxi All China Women's Federation and Dream Corps for Harmonious Development. The Spring Bud Project is a national movement in China to ensure that impoverished girls have the opportunity to attend school. In October 2005, she and Wang pretested a survey to be distributed this summer to 1,000 eighth-grade girls participating in the Spring Bud Project in the cities of Ankang and Shangluo.

In addition, Ross traveled to Xian, Shaanxi, to work with colleagues on a Ford Foundation initiative that examines the challenges faced by administrators and teachers at China's private colleges and universities as the country shifts its higher education system from an elite to a mass enterprise in order to cope with the burgeoning demand for higher education. During her October trip, Ross also went to Beijing to participate in a conference, First International Forum on Children's Development, cosponsored by the Soong Ching Ling Foundation and UNICEF.

The front entrance of Xihe Middle School.

Heidi Ross speaks with a student at Xihe Middle School.

Another project that Ross is concurrently working on concerns a historic school that she learned about when she was teaching English in Shanghai just after her bachelor's degree. The Victorian-style structure known as Shanghai Number Three Girls School was once an elite missionary school run by Southern Methodist women among whose wealthy students were the three famous Soong sisters, as well as girls from often poor Christian families. After completing her Ph.D., Ross started corresponding with alumnae from this school, amassing thousands of pages of life histories. These histories form the basis of a prospective book project.

"It's a really interesting project because there are several ways that I can go with it," says Ross. "I could pass on the narrative of the lives of the various women I know, and they would tell us a lot about China at the time as well as about how they have gone out into the world since their school days. Or, I could talk about the school from a more academic perspective, looking at the implications of how this school is similar to or different from other schools at the time. In many ways, the lives of these Number Three Girls School alumnae have become intertwined with my own, so deciding how to put this research on paper is a little overwhelming."

In addition to her research projects, Ross found time last summer to accompany Richard Rubinger (East Asian Languages and Cultures) on an undergraduate study tour looking at educational reform in Japan and China. After that tour, she stayed on with IU doctoral student Lijing Yang to assist Laura Stachowski, director of the School of Education's award-winning Cultural Immersion Projects, in setting up a teaching opportunity for IU graduates in Shandong Province (see p. 39).

Ross's multiple projects and activities attest to her deep commitment to understanding China's educational system and the sweeping socioeconomic changes it is undergoing. She says that her collaborations

continued on next page

Kelley School Offers Online Courses to Advanced Technologists Worldwide

Kelley Direct Online Programs in Indiana University's Kelley School of Business is partnering with the Institute of Electrical and Electronics Engineers (IEEE), the world's largest technical professional society, to offer educational programs to its 365,000 members worldwide. Dedicated to the advancement of technology, IEEE publishes 30 percent of the world's literature in the electrical and electronics engineering and computer science fields and sponsors or cosponsors more than 300 international technical conferences each year.

Under the new agreement, the Kelley School becomes an official affiliate of the IEEE Education Partners Program and will provide IEEE members with online courses that meet their professional development needs. Members will have access to Kelley Direct's degree, nondegree, and certificate program classes, as well as the array of online graduate programs, including the M.B.A. degree and a M.S. degree in finance, global supply chain management, and strategic management. Kelley Direct courses are taught by the same faculty who teach in the school's other full- and part-time M.B.A. programs.

"Senior managers in many organizations today are looking to hire and promote people that have technical skills coupled with a sound understanding of business principles," said Daniel C. Smith, dean of the Kelley School. "IEEE is the premiere professional association for electrical engineers in part because of their concern with providing opportunities for their members to develop a complete portfolio of skills. It is an honor to have them as an educational partner and to serve their members with the world-class programs we offer."

Moshe Kam, IEEE vice president for educational activities, welcomed the Kelley School to the growing number of IEEE Education Partners, saying that "access to reliable and prescreened information of this kind is of increased value in these times of increased globalization and competitiveness . . . . Modern professionals are in need of such information in real time in order to retool, get updated in existing areas, learn about the emergence of new areas, and identify the latest in professional areas of interest and in business climate trends." Kam adds, "We look forward to growing cooperation with the Kelley School of Business as the program evolves."

—IU Media Relations

For more about Kelley School offerings for IEEE members:
www.ieee.org/portal/pages/education/partners/eduPartners.html

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Ties to China *continued from previous page*

with Chinese colleagues and her awareness of the complex personal obligations that are present and shape her cross-cultural scholarship are essential to her own learning and thinking as a comparative educator. By traveling to China annually to study the interrelationships involving schooling, gender, social class stratification, reform, and other issues, Ross feels fortunate to be a small part of the fundamental transformations that are taking place: "My efforts to understand the processes of Chinese schooling and culture constantly challenge my 'taken-for-granteds' regarding teaching, learning, and living."

—RMN

Museum Exhibit *continued from page 4*

trapped in polygynous marriages; they are frequently co-wives who conspire to outwit their husbands. Nor are they without options. More than three quarters of all divorces—in 1960 the Margi divorce rate was six times the U.S. rate—are initiated by women. No sound is so characteristic of village life as the sound of women's laughter, no gossip so frequent as the stories of wives eloping with lovers.

Pottery is the exclusive domain of ingkyagu women. The quality of the pots was excellent, and their sale provided a reliable though modest cash income. A woman would typically produce 20 or 30 pots a week to sell in a local market. Sometimes an itinerant entrepreneur would buy 16 to 20 pots, load them on a donkey, and then walk more than 100 miles to the large northeastern market of Maiduguri to sell them. In the 1960s, a local mbilim man had the brilliant idea of "special ordering" a larger number of pots and shipping them by truck to Maiduguri, and the production of pots rapidly increased. In the photo at right, stacks of pots are bound in cornstalk racks at terminals along the roadside to be picked up by trucks chartered exclusively for the pottery trade. This change in the marketing of pottery was far more than economic; it became revolutionary when Margi middle-

continued on page 42

Ptil Yarkur's Grandson Unexpectedly Visits Exhibit

Over the past 30 years, James Vaughan had kept in contact with Waziri Ahmadu, one of the Margi he knew as a boy, and had informed him about the exhibit. Now an agricultural development official with the Nigerian government, Ahmadu happened to be in the United States on business and came to Bloomington for a day, just when Vaughan was unfortunately out of town. Instead, his son, Richard Vaughan (second from left), a librarian in the IU School of Law—Bloomington, took him to the exhibit, where Ahmadu was thrilled to see photographs of his grandfather, Ptil Yarkur, his mother, and many other relatives and friends. Of the traditional rural life depicted there, Ahmadu said nostalgically, "A lot of the scenery, the way of life, it's gone now." Also shown here are Paul and Roxana Newman, who visited the Vaughan family in Margi country during the 1970s.

As he was touring the exhibit, Ahmadu remarked that it would have delighted many people back in Nigeria if only they could have seen it. This comment inspired Vaughan to realize that he could actually put the entire exhibit on a Web site that the Margi themselves could access because computers are now available in many schools and offices in Nigeria. The Web project would reach out to the largest audience possible, not only the Margi and other Nigerians, but also students and scholars worldwide who are interested in African cultures. With support from the Mathers Museum, the African Studies Program, and the Office of International Programs, Vaughan hopes to launch the Web site by the end of summer 2006. For further information on the exhibit or Web site, contact James Vaughan at vaughan@indiana.edu.

–RMN

IUPUI Integrates *continued from page 6*

Affairs and Chancellor's Professor of anthropology and James Perry, director of the American Democracy Project and Chancellor's Professor of public and environmental affairs;

- Introduction to service learning, with Robert Bringle, director of the Center for Service and Learning and Chancellor's Professor of psychology and philanthropic studies;
- Designing and organizing international partnerships, with Ian McIntosh, director of international partnerships;
- Curriculum design, including reflection and engaging the disciplines, with Kathleen Sideli, associate dean for international programs and director of IU's systemwide Office of Overseas Study, and Steve Jones, coordinator of the Center for Service and Learning;
- Legal, visa, and other administrative challenges, with Stephanie Leslie, coordinator for study abroad, and Kathleen Sideli;
- Uses of technology for orientation, reflection, program development, with Hilary Kahn, director of international curriculum;
- Cross-cultural issues, with Claire King, director of Community Outreach and Partnerships in Service Learning, IU Bloomington;
- Understanding culture and cultural understanding, with John Parrish-Sprowl, chair of the Department of Communication Studies, and Hilary Kahn;
- Scholarships and financial aid, with James Fidler, associate director of financial aid;
- Programs for graduate and professional students, with Julie Hatcher, associate director of the Center for Service and Learning;
- Strategic planning on campuses, with Trudy Banta, vice chancellor for planning and institutional improvement.

Before the meeting, participants received articles, an institutional survey, and Service-Learning across Cultures: Promise and Achievement edited by Humphrey Tonkin (IPSL Press 2004), an international service-learning research study funded by the Ford Foundation. Teams and individuals were also given time to begin strategic plans for international service learning at their own campuses.

Participants found the conference extremely beneficial and engaging. John Merrill, from The Ohio State University, commented, "I found the range of topics and the opportunities to interact with many other colleagues most valuable . . . . The workshop was an eye-opener for me as to the amount of interest there is and the amount of scholarly work that has been done to date." Another participant noted, "The time to plan for the future with my team was extremely valuable. This would not have happened had we not physically removed ourselves from the school." Diane Foster, coordinator of service-learning and civic engagement at St. Louis Community College commented, "The workshop was a champagne launch into the wide world of international service-learning—top-notch speakers, challenging topics, and superb accommodations."

—Cathie Carrigan
Communication and Research Specialist, OIA

For more on international service learning:
www.ipsl.org
www.servicelearning.org

Visiting Fulbright Scholar from Gaza Energizes IU Southeast

In the fall of 2005, IU Southeast benefited in multiple ways from the presence of Hassan Abu-Jarad, a visiting Fulbright scholar from the Palestinian Territories who came to New Albany on the relatively new Fulbright Visiting Specialists Program: Direct Access to the Muslim World. The program provides opportunities for U.S. higher education institutions to host specialists from the Muslim world for short-term programs of intensive lecturing and public outreach. The ultimate goal of the program is to increase an understanding in the United States of the Muslim world and civilization.

Abu-Jarad, an associate professor of applied linguistics at Al-Azhar University of Gaza, received his Ph.D. in applied linguistics in 1986 from Ball State University and was a Visiting Fulbright Scholar at St. John's College in Annapolis in 1994. He is a member of the Palestinian Delegation for Negotiation on the Issue of Displaced Persons. He also works extensively with Palestinian youth and is the director of the Creative Thinking through Discussion Program for the Palestinian Youth Community in which he is supervising a project partnered with Save the Children and funded by USAID.

His broad background made him a welcome guest speaker at many IUS venues. He gave presentations in a dozen different courses ranging from classes on nationalism, U.S. foreign policy, religion and society, the sociology of gender roles, education and social issues, and journalism. He spoke off-campus to several schools, where he gave personal views of daily life in the Gaza Strip, and to community organizations like the Rotary Club and the local chapter of the American Civil Liberties Union. He was also the guest speaker at an IUS symposium on the future of Palestine, sponsored by the School of Social Sciences, where he discussed internal political issues, relations with Israel, and economic concerns of the Palestinian people.

As a result of his presentations, IUS students said they had dramatically increased their understanding of Islam, the politics of the Middle East, and the Palestinians in particular, from perspectives they had never before heard. Moreover, Abu-Jarad's participation in classes changed their views about their roles in the world as global citizens. Nearly half of the students in the class on nationalism were moved to record video messages for Abu-Jarad to take back and share with his students in Gaza. As a result of his visit, the IUS political science and international studies programs are hoping to establish on-going, real-time meetings with Abu-Jarad through video-conferencing technology, so students on both campuses could discuss issues of mutual interest.

In summing up his visit, Deborah Finkel, intermin associate vice chancellor for academic affairs, praised him as an excellent and eager speaker: "He was engaging, articulate, well-prepared (with PowerPoint presentations on gender roles, Palestinian politics, etc.), passionate about his topic, and diplomatic with those who disagreed with him. In short, a great addition to our campus this semester."

—RMN

SPEA Establishes Study Abroad Program at Oxford University

The School of Public and Environmental Affairs (SPEA) at Indiana University will begin offering IU at Oxford, a new summer program for undergraduates in July 2006.

The program at Oxford University, directed by SPEA's Kenneth Richards, will run from July 8 to August 5. The courses will focus on public policy, bring in guest lecturers from the Oxford faculty, and include possible field trips to the Oxford Museum, the British Parliament in London, and the museum that houses one of the original copies of the Magna Carta.

"This is going to be a great program for IU undergraduates," said Richards. "Oxford University is such an inspirational setting, and the faculty members there are outstanding. The field trips, which should be a lot of fun, are also designed to complement the course content."

IU at Oxford comprises two SPEA courses: Decision Making in Public and Private Contexts: The Good, the Bad, and the Ugly; and Governance of Private and Public Organizations: Herding Cats. Both courses, according to Richards, are designed to be useful not only to SPEA students, but to anyone who wants to explore how organizations, including government, are run.

"We will be looking at how individuals and groups make simple decisions and how they make far more complex decisions. We will draw on economics, political science, psychology, law, and anthropology to develop an overall understanding of decision making. And the second course, the study of governance, is a perfect complement to the study of group decision making," said Richards.

The program is open to all IU undergraduates. Richards hopes to attract IU students who are studying political science, journalism, and business as well as SPEA students. "We worked very hard to keep the program affordable," Richards explained, "but we did not want to compromise on quality. We are going to be living right in the city of Oxford and enjoying a wonderful variety of meals. There will lots of great activities. It is an ancient city but with all of the modern amenities."

The school maintains continuing relationships with a large number of public agencies at all levels of government; public and private hospitals and health organizations; and nonprofit organizations and corporations in the private sector. SPEA has earned national distinction for innovative educational programs that combine administrative, social, economic, financial, and environmental disciplines.

For further information about the program, contact the IU Office of Overseas Study; telephone: (812) 855-9304; e-mail: overseas@indiana.edu.

—Jenny Cohen, SPEA

Professors Win *continued from page 9*

cross-Straits couples experience the effects of large-scale political processes in their intimate relationships.

Stephanie Kane, associate professor of criminal justice at IUB, has won a Fulbright-Hays Faculty Research Abroad grant for her project, "Water Security in Global Port Cities of the South Atlantic: An Ethnographic Approach." It is an ethnographic study of the use and management of fresh and marine water resources in four South Atlantic port cities that are being dramatically reshaped by the container shipping industry (Santos, Salvador, and Recife in Brazil, and Buenos Aires in Argentina). Fieldwork will focus on legal interactions relevant to infrastructure (port expansion, freshwater distribution, sewage, flood control); water use practices at work sites; and the function and meaning of the coastal landscape. By studying the material and symbolic dimensions of water security across local, regional, and transnational scales, the project aims to reveal opportunities for enhancing public health and ecological sustainability in the global transport niches upon which world trade relies.

Michael Snodgrass, associate professor of history at IUPUI, has won a Fulbright-Hays Faculty Research Abroad grant for his project, "Across the Border and Back Again: Mexican Emigration and its Effects on the Homeland, 1920–1970." The project investigates the effects of emigration and return migration on twentieth-century Mexico. It highlights the national impact of the Bracero Program (1942–1964), a bilateral migratory labor accord that sent five million migrants to the United States and established an emigration culture and migratory networks that persist today. This transnational history of Mexican emigration combines analyses of state policymaking and international relations with regional histories of two key sending states, Guanajuato and Jalisco. Based upon archival research and oral history interviews, it documents Mexico's shifting and controversial emigration policies and their effects on U.S.–Mexican relations. It then examines return migration's effects on the economic, political, and cultural development of the sending regions.

National Summit *continued from page 2*

social or national security issue: ". . . it's everybody's issue," and she exhorted the participants to be mindful: "I hope you will also think about how well you're preparing students to understand the global economy and what resources you're devoting toward this goal."

President Herbert summed up the importance of the meeting: "Because of Indiana University's long-standing international stature, this meeting with the president, the secretary of state, and the secretary of education is particularly significant."

IU's Dean for International Programs Patrick O'Meara said of the summit, "I am delighted that international education is being given such prominence. It is a reflection of the crucial importance of languages and knowledge of other cultures to our national priorities."

—RMN

For information on the proposed NSLI:
chronicle.com/weekly/v52/i19/19a02601.htm
www.state.gov/r/pa/prs/ps/2006/58733.htm

Director of National Virtual Translation Center Visits IUB

Everette Jordan, director of the U.S. National Virtual Translation Center (NVTC) visited the Indiana University Bloomington campus on November 15 to describe the center's mission and recruit translators from among qualified students. The Russian and East European Institute (REEI) coordinated his visit, following up his first meeting with students by interactive videoconference during the summer. More than 40 students from five language and area studies centers crowded into a lecture hall to hear him describe the opportunities available for translators in nearly every language imaginable.

Established in February 2003, NVTC provides translations of foreign intelligence to all elements of the U.S. intelligence community. It acts as a clearinghouse for interagency use of translators to augment existing government translation capabilities. The center is quickly building a team of linguists and translators who work in locations nationwide and virtually connect to the program office in Washington, D.C. "[The center's translators] work part time and full time, and they work on languages from across the globe," Jordan said.

Translators receive assignments through NVTC from a wide variety of government agencies, including the Central Intelligence Agency, Federal Bureau of Investigation, and National Security Agency. They translate written documents, audio and video, articles from the press, and more. The challenge of working on high-priority projects with real-world applications attracts many people to the center's work.

An additional attraction of NVTC is the ability to work from home and to supplement another part- or full-time job. All translators work on contract, so they can take on as much or as little translation work as they prefer. This flexibility allows the government to meet its changing needs as the priorities of government agencies evolve. Currently, NVTC is actively recruiting translators of more than 25 languages, from Albanian to Uzbek, and the center continually accepts applications in all world languages.

Director Jordan emphasized during his lecture that IU presents a natural recruiting pool for NVTC because of the many languages taught through its area studies programs and across its curricula. In an informal survey during his lecture, he discovered that the students in attendance spoke more than 10 languages, including critical need languages such as Arabic and less commonly taught languages such as Uyghur. Jordan even raised the possibility of creating a "pipeline" to channel talented student translators into NVTC. An internship program already exists, and IU students are competitive candidates for those positions. Once the internships are complete, most interns continue on as contract linguists for the center. Expanding the relationship between NVTC and IU would provide a steady stream of new translating talent in service to the United States.

—Neil Gipson
REEI

Honorary Degree *continued from page 1*

At the graduation ceremony are (left to right) Ravdangiin Bold, Sukpantar Altantsetseg, and Baasan Ragchaa.

At the Lilly Library are (left to right) Breon Mitchell, Christopher Atwood, Patrick O'Meara, former President Natsagiin Bagabandi, and Baasan Ragchaa.

members, comprising the internationally known Mongolist György Kara, who specializes in old Mongolian, Manchu, and Evenki texts and philological studies; Atwood, who concentrates on Mongolian nationalism and the modernization of Mongolian culture and regularly serves as an official interpreter for the U.S. Department of State; and Tserenchunt Legden, the current lecturer in Mongolian language and culture.

IU is also home to the Mongolia Society, the oldest and largest academic society related to Mongolia in the United States, brought to IU from Columbia University by Hangin. It is a private, nonprofit, nonpolitical organization whose aims are to promote and further the study of Mongolian history, language, and culture. Each year, the society sponsors a speaker series, an annual meeting, and periodical publications related to Mongolia, and it serves as a general resource in the United States about Mongolia.

Former President N. Bagabandi receives congratulations on behalf of the Mongolia Society from the society's manager, Suzie Drost.

During his two-day visit to Bloomington, Bagabandi was accompanied by Ravdangiin Bold, the Mongolian ambassador to the United States; Sukpantar Altantsetseg, the second political secretary at the Mongolian Embassy in Washington; and a Mongolian journalist, A. Avirmed. Also joining the presidential party were Baasan Ragchaa, currently a visiting scholar in CEUS who served as the official translator for the visit, and visiting scholar M. Saruul-Erdene from the National University of Mongolia.

The group met with Buddhist monks at the Dagom Geden Tensung Ling Monastery in Bloomington. Later that day, Bagabandi gave a public lecture sponsored by the Lilly Library, where director Breon Mitchell had organized a special exhibit that included Buddhist texts written in early Mongolian script and a hand-

continued on next page

Honorary Degree *continued from previous page*

Mongolian musician playing the morin khuur *(horse-head fiddle).*

Mongolian contortionist.

IU's György Kara presenting gifts to the former President.

written account of Marco Polo's travels to Mongolia.

Bagabandi addressed a full audience, stressing the deep ties of respect binding Mongolia to IU and his future hopes for the development of even greater activities of mutual benefit. In an interview following his address, he stressed the educational needs of his country and the particularly useful role of informatics and computers in a vast country with a sparse, still largely nomadic population who would benefit from such innovations as distance education and medical diagnosis at a distance. Bagabandi describes himself as a pragmatist in international relations, aware of maintaining good relations with Mongolia's two large neighbors, China and Russia, while reaching out to "third neighbors" like the United States. As he counseled, "There is a saying in Mongolia: The person with a change of horses can go a long way."

IU Bloomington Chancellor Kenneth R. R. Gros Louis (right) spoke words of welcome to Former President N. Bagabandi at a luncheon in his honor.

Later that day, Ambassador Bold was interviewed by Patrick O'Meara, dean for international programs, for a WFIU program that was aired in February. The final event of the two-day visit was a formal evening reception highlighted with a musical performance by six musicians from Chicago who played traditional instruments and an exhibition by a contortionist—a very popular spectacle in Mongolia—who performed before an enthusiastic audience.

—RMN

Goldman Sachs Foundation *continued from page 3*

A Sample of Past ISIS Outreach Programs

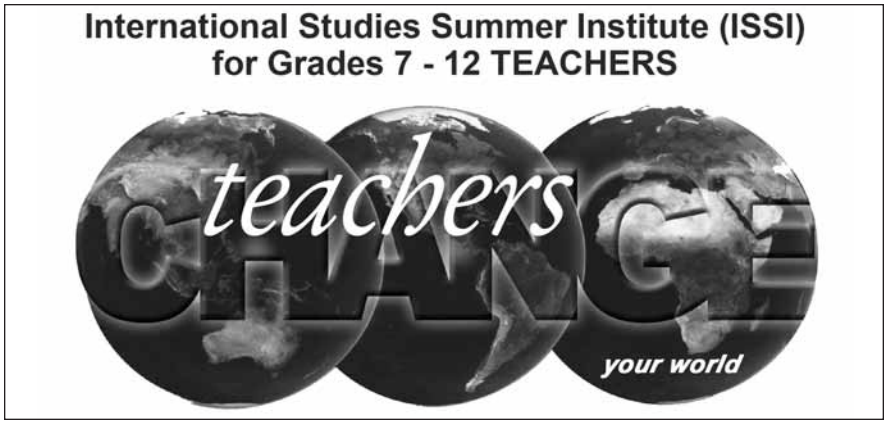
- *Exploring East Asia through Storytelling:* popular folktales from China, Japan, and Korea told by professional storytellers.
- *Plate Tectonics:* for geography classes, discussing active volcanoes and an earthquake profile of the Japanese islands, using graphs and photos of the 1995 Kobe earthquake.
- *The Codices of Mexico:* hands-on introduction to the Codices demonstrating how Aztec history was recorded and preserved without words. Teams of students make their own codices while other teams interpret them.
- *Hungarian Gypsy Music:* materials and audiocassettes of gypsy culture and performances sent to help students prepare for an international fair.
- *Adinkra Cloth of Ghana*: textile arts through slides showing how hand-stamped *adinkra* cloth is made, social contexts for wearing it, and symbolic meanings of its designs.
- *Middle Eastern Foodways*: step-by-step process where students actually prepare *hummus* from fresh ingredients (lemons, garlic, tahini, chickpeas) to be eaten for breakfast, typically on Fridays.

prominent government leaders as well as senior representatives from U.S. educational foundations, business, and industry.

CENTER FOR THE STUDY OF GLOBAL CHANGE

A central mission of the Global Center has been to provide outreach programs that offer international training and programming to Indiana's K-12 teachers by connecting them to IU's extensive resources in international and area studies through interactive video technology. The center's International Studies in Indiana Schools (ISIS) program helps teachers supplement social, cultural, or foreign language studies by featuring virtual "live visits" by members of those cultures who are drawn from IU's large pool of international students, visitors, and faculty experts. Interactive video activities can vary widely (see sidebar). This successful program is a university-wide collaborative effort that depends on the combined efforts of the outreach coordinators of IU's 11 area and international studies centers, with central organization provided by the Global Center outreach staff and that of the Virtual Indiana Classroom network.

The Global Center was also cited for its annual summer institutes for teachers that tackle such important international topics as trade, agriculture, global climate change, populations at risk, and conflict resolution. Each summer, between 40 to 50 middle and high school teachers from the United States and abroad gather for two weeks of training and learning designed to infuse international themes and activities into the social studies curriculum.



EAST ASIAN STUDIES CENTER

Like the Global Center, EASC places great emphasis on reaching out to teachers through two annual flagship programs, both supported through a major grant from the Freeman Foundation. In conjunction with the National Consortium for Teaching about Asia (NCTA), EASC is engaged in a national multiyear program to improve the teaching of East Asia in America's schools. The NCTA seminars consist of 30 hours of training over a 10-week period and are held in different locations throughout the Midwest and South so as to provide opportunities for the greatest number over a broad geographical area. Three main elements comprise the program: the 10-week, 30-hour seminar; completing classroom implementation of three lesson plans on China, Japan, and Korea; and a follow-up report on the implementation phase. These in-depth seminars, led by major scholars in the field, have enriched the knowledge of East Asia for nearly 1,000

continued on page 39

ICIP Hosts Conferences on Iraq and Islam in Africa

The Indiana Consortium for International Programs (ICIP) is a group of 35 colleges and universities in Indiana and Kentucky devoted to encouraging and supporting international dimensions among its member institutions. All eight campuses of Indiana University are members. ICIP's goal is to improve faculty competence, encourage greater student achievement and awareness, develop curriculum, and provide services to assist member institutions in their individual efforts to internationalize their campuses.

Fall 2005 was a busy semester for the ICIP, which helped sponsor several events from academic meetings to outreach events. In early October, it sponsored a one-day conference, Perspectives on Iraq, at Indiana University Purdue University–Indianapolis to discuss the current situation in Iraq. Presentations were given by Zaineb Istrabadi (Near Eastern Languages and Cultures, IUB) on religion in Iraq; Sherri Hilgeman (Anthropology, IU Southeast) and Jan Gabbert (Classics, Wright State University) on the national museum in Baghdad; Robert Olson (History, University of Kentucky) on Turkish nationalism and Iraqi Kurdistan, and Liam Anderson (Political Science, Wright State University) on constitutional issues in post-"Operation Freedom" Iraq. The conference was moderated by Thomas Wolf, professor emeritus of political science (IU Southeast), with local arrangements organized by Susan Sutton (Office of International Affairs, IUPUI). A large number of students from Anderson University, IU Kokomo, IUPUI, and IU Southeast attended. During lunch, the participants were entertained by three members of Salaam Band of Bloomington.

Later in October, ICIP sponsored a faculty development workshop, "Teaching about Islam in Africa: Historical and Cultural Dimensions," that offered an introduction to the topic and a forum for discussing pedagogical strategies and resources for teaching about Islam in a range of courses. The focus was on the history of Islam in Africa and on the ways it is lived and expressed in various cultural forms. Each of the presenters has extensive research experience in West and East Africa. Kelly Askew (University of Michigan), an anthropologist and musician, focused on popular culture and Islam; Ousseina Alidou (Rutgers University), a sociolinguist, discussed how Sahelian women reinterpret colonialism and modernity; and Jonathan Reynolds (Northern Kentucky University) spoke about the history of Islam in Africa and how he integrates the topic into his world history courses. The seminar was organized by the African Studies Program at IU Bloomington.

Robert Olson, Sherri Hilgeman (IU Southeast), Liam Anderson, Zaineb Istrabadi (IU Bloomington).

In addition, the ICIP sponsored its annual intercollegiate Model United Nations Security Council (UNSC) simulation at the University

continued on next page

ICIP's International Grant Opportunities

In addition to the yearly events that ICIP helps sponsor, it awards grants to encourage internationalizing activities at the various member campuses. Twice a year, ICIP accepts grant applications for individual or institutional programs that will help create or enhance international educational opportunities at member institutions. These grants generally run up to $1,000 per project. ICIP institutions and their faculty may apply for financial assistance to promote the following activities through ICIP grants:

- *visits of outside consultants on institutional internationalization*
- *conferences and seminars on international themes*
- *speakers' honoraria*

Instructions and forms for applying for ICIP grants can be found at the ICIP Web site, which is hosted by the University of Indianapolis. ICIP member institutions and individual faculty interested in applying for any of these grants should consult the Web site. They also may contact the ICIP executive director, ***Karen DeGrange*** *at Rose-Hulman Institute of Technology, e-mail: Karen.Degrange@rose-hulman.edu.*

Workshops in Liberia *continued from page 21*

reference service, and records management activities. The workshops introduced the Liberian archives staff to current standards, methodologies, and best practices and provided them with a basic foundation from which to seek more advanced training.

The Tubman papers stacked and in disarray in the Presidential Archives Annex.

Bantin faced a number of formidable challenges in implementing these workshops. Because of the long years of civil war and the lack of maintenance, Liberia's infrastructure has been heavily damaged. For example, electricity is not provided by the country's power grid, but is only available to those who can afford to purchase generators. Consequently, in order to provide access to PowerPoint slides and to the Internet at the training sessions, project staff had to purchase a generator to power the computer and buy the hardware needed to access the Internet. Access to the Internet was especially appreciated by the Liberian Archives staff because none of them had ever actually "surfed the Web."

For Bantin, education and training for the archives staff are among the highest priorities in reestablishing the Liberian National Archives as a vital and trusted repository for the country's records. However, several other essential activities also must occur with education and training. These include additional financial support from the Liberian government, the transfer of the archives to a better facility for storing and providing access to the records, and the appointment of trained and dedicated professionals to lead and administer the archives.

Regarding his experience in the Liberian archives, Bantin said, "It was a difficult trip, but I was glad I went. I was amazed that despite all the poverty and suffering most of the Liberians I met were upbeat and optimistic about the future. I hope that in some small way I have contributed to Liberia's development and rebirth."

For recent update on IU activities in Liberia:
www.slis.indiana.edu/news/story.php?story_id=1132

ICIP Conferences *continued from previous page*

of Indianapolis. As in past years, the two-day program featured several parallel councils, each consisting of 15 two-person teams representing the UNSC member states. This year's agenda items included UN and Security Council reform; African issues (Sudan/Darfur, Côte d'Ivoire, Ethiopia/Eritrea); nuclear weapons and Iran; U.S. embargo of Cuba; and Israel/Palestine. The conference was organized by `Allen Maxwell` of IU Kokomo.

ICIP Web site:
www.uindy.edu/~icip

Kelly Askew, Ousseina Alidou, and Jonathan Reynolds.

Goldman Sachs Foundation *continued from page 36*

educators from middle and high schools who remain committed to incorporating East Asia components into their curricula.

The second annual workshop program, Teaching East Asian Literature in the High School, is an intensive summer workshop for high school teachers of world literature interested in incorporating Chinese, Japanese, and Korean literature into their curricula. Because of the geostrategic importance of East Asia—defined here as China, Japan, North and South Korea, and Taiwan—Americans are now looking at these cultures with new interest. While there has been an increase in teaching about East Asia in the social studies curriculum, there has not yet been a similar effort in the language arts. In the literature workshop, held on the Bloomington campus, participants develop lesson plans for at least one of the literary works covered in the workshop.

Participants from the 2005 Teaching East Asian Literature in the High School workshop.

Orientation session attended by some 150 students signing up to teach abroad in the School of Education's Overseas Student Teaching Project.

CULTURAL IMMERSION PROJECTS

The third IU program recognized by the Goldman Sachs award is the School of Education's Cultural Immersion Projects, which include the Overseas Student Teaching Project. The project is an optional supplement to conventional student teaching requirements that offers preservice teachers a chance to fulfill part of that requirement abroad. Around 150 student teachers sign up each year for this teaching option. Following an in-depth, year-long preparation and a minimum of 10 weeks of in-state student teaching, these preservice teachers spend an additional eight weeks teaching in primary and secondary schools abroad, teaching their area subjects in English and living with host families. Partnerships with schools and education officials now include 12 host countries. In addition to traditional English-speaking countries such as New Zealand and Wales, the latest additions include many non-English-speaking nations such as Costa Rica, India, Kenya, Russia, and Spain. Such immersion experiences allow these student teachers, at a formative phase of their training as K-12 teachers, to learn about educational systems abroad and expand their perspectives on how others view the world, educate their children, and carry out their daily tasks of life.

Most recently, China has been added as a host country, with the Shandong city of Zibo now being a placement site for the immersion program. Stachowski, the program director, worked with Heidi Ross of the school's Department of Educational Leadership and Policy Studies to facilitate the placement and arrangements and sought additional financial support from EASC through its Freeman Foundation funds. Although designed primarily for teacher education majors, the Cultural Immersion Projects' international placements are also open to non-education majors interested in seeking "school internships" abroad and to education majors from other IU campuses and other Indiana public institutions, such as Purdue and Ball State Universities.

—RMN

For more information on these programs:
www.indiana.edu/~global/isis.htm
www.indiana.edu/~global/institute.htm
www.indiana.edu/%7Eeasc/taa_seminar/index.htm
www.indiana.edu/~easc/lit_workshop/index.htm
www.indiana.edu/~cultural/overseas.html

School of Education Hosts Workshop for Korean Science Teachers

Early last fall, Indiana University's School of Education held an intensive five-week workshop that was tailored to a group of competitively selected mid-career elementary science teachers from South Korea. The goal was to train them in the latest methodologies for teaching science subjects, such as biology, chemistry, physics, geology, and astronomy. The Korean teachers especially wanted more exposure to learner-centered and collaborative learning approaches in teaching.

Elementary school science teachers from South Korea.

The teachers' comments were very positive about the workshop: "We are clearly impressed with the methods that U.S. teachers use, with greater emphasis on creative problem-solving activities compared to greater focus on examination results, as is the case in Korea." They found that U.S. teachers have more individual power in developing their curriculum and greater freedom of choice among different methodologies, and they admired the U.S. spirit of individualism.

In turn, the workshop organizers were very pleased: "This has really been a successful program for us," said Terrence Mason, director of the school's Center for Social Studies and International Education who, with Jane Henson, associate director, organized the workshop.

Also participating were Bobae Park, a visiting Fulbright scholar who is the deputy director of the International Education and Cooperation Division of the Ministry of Education and Human Resources Development in Seoul, South Korea, and Carthell Everett of the school's grants and awards section. In addition, some of the participants were science teachers from IUPUI's education division. The delegation of 20 Korean teachers was led by Yong Ju Kwon of the Korea National University of Education. Funding for the workshop was provided by the Korean Ministry of Education, which has been supporting such training programs for several years at different universities in Australia, Canada, and United Kingdom. This was the first time the program has been brought to the United States.

—RMN

Study Abroad Peru *continued from page 17*

ate local food, shopped in the bodegas, and made local friends. They traveled into the majesty of the Andes. And they climbed the ancient ruins of the Incas. But they also experienced what it felt like to live under martial law when guerrilla warfare exploded in the city. They learned to accept as normal the armed guards who rode on every city bus. They shook their heads at a two-class socioeconomic system. They experienced what it felt like to be outsiders.

"The year changed my life," says Coleman Dirhan, a now-retired international banker from Pennsylvania. "If it hadn't been for that year, my career would have taken a different route completely." Coleman had originally planned to become a concert violinist. Although not everyone's career would have been different, each agreed that the year had changed them. "We learned so much about different cultures and about ourselves," says Wynn Ellen (Gruber) Marcum. "I know we look at the world differently." Winn Ellen teaches Spanish at The Ohio State University Newark campus.

For at least one, it was not hard to see how the year had affected them. Nancy (Jones) de Villalobos fell in love with her Peruvian 'brother' that year. She returned to the United States, finished her degree, and then returned to Lima to get married. Her husband died in 1980, but he lives on through their four children and two grandchildren. Nancy teaches English as a second language (ESL) to Spanish-speaking children in southern California.

Most school reunions are formally arranged; not so with this group. By informal consensus they agreed to meet periodically, usually the weekend closest to July 4, with a volunteer who organized all the details. This year, the primary organizer was Cheri (Biddle) Engber, a retired IUB linguistics professor. Richard Lee, a retired Bloomington High School Spanish teacher, arranged the main get-together meal at the Legacy of the Incas, a Peruvian restaurant. And Linda (Jefferson) Segall of Jacksonville, Fla., wrote the dedication plaque to George and Jane Zucker. David Clapp, director of international studies at Wabash College, was able to access the Simmons' memorandum from Kathleen Sideli, the current director of IU's Overseas Study, which referenced the success of the 1965 group. It provided some history that the group had been missing.

The group is not going to wait another five years. They are already planning their next reunion—this time in Lima in 2007.

—Linda Segall
Peru Group 1965 Alumna

Ryan Award *continued from page 8*

sustained instruction in such languages as Estonian, Finnish, Hungarian, Mongolian, Persian/Tajik, Tibetan, Turkish and Uzbek. IAUNRC "is certainly recognized as the best in the nation, if not in the world," notes University Chancellor Kenneth R. R. Gros Louis.

As his adventure to the North Pole indicates, Sinor hasn't slowed in his quest for knowledge or his mission to increase awareness and appreciation of diverse cultures. He remains active in various national and international scholarly societies and currently works with UNESCO, the U.S. Department of Education, and other government organizations.

"To put it succinctly, there is no other person currently on campus who has worked so long and tirelessly to maintain IU's presence in diverse international fora while simultaneously playing a crucial role in developing IU's preeminence in what is now one of its most important international units, the Department of Central Eurasian Studies," says Elliot Sperling, chair of the Department of Central Eurasian Studies.

—Adapted from Founders Day Program

Global Citizenship Conference *continued from page 13*

leadership retreats, and publishing opinion pieces and reports on issues of global importance. The hope is that such efforts will help build a new generation of globally conscious leaders who can shape an American foreign policy appropriate for an increasingly interdependent world. AID is supported by the Rockefeller Brothers Fund, Open Society Institute, DarMac Foundation, Hewlett Foundation, Connect US, and its many participating universities. Collectively, they offer scholarships to students attending AID-sponsored events such as the conference at IUPUI.

Kathleen Claussen

CASE, which did most of the organization for the meeting, is an innovative program within Indiana University's Center for the Study of Global Change, created and directed by IU Bloomington senior Kathleen Claussen (see article, p. 14). It utilizes the scope and power of videoconferencing technology to connect students from around the world for lively interactions and conversations about pressing global issues. Of the conference, Claussen was enthusiastic: "We were overwhelmed by the positive responses to the conference! There were so many good ideas flowing by the end of the day—I know that our conversations have already led to committed action on different campuses worldwide. We could not have asked for a more thoughtful and intellectually stimulating environment, and I am so grateful to all the IU administrators who made it happen."

—RMN

For more information about CASE:
www.indiana.edu/~case

For postconference blog browsing:
globalcitizenconference.wordpress.com

For postconference blogs at IUSB:
ee.iusb.edu/index.php?/adp/blog/optimism_and_global_citizenship/

Museum Exhibit *continued from page 28*

James Vaughan

men and ingkyagu potters began to intermarry, leading to the eventual dissolution of the caste system.

With the independence of Nigeria in 1960 and an emerging regional identity, the horizons of Margi men expanded. Many converted to Islam or, in fewer cases, to Christianity, and that inevitably brought about many changes in customs as they adopted behaviors that they associated with "modernity." They eschewed customs that they now thought of as "pagan," eventually doing away with slavery and adopting Muslim robes as well as Western attire. Perhaps the most important impetus for cultural change came when the ptil converted to Islam, for he then ceased to engage in any traditional rituals, effectively ending Margi public religion. With this, the entire society, even the most remote villages, became vulnerable to change. One might say that the society depicted in this exhibit has virtually disappeared.

—James Vaughan

ANNOUNCEMENTS

OFFICE OF THE DEAN HAS MOVED

The Office of the Dean for International Programs has moved from upstairs to downstairs. OIP Dean Patrick O'Meara, Assistant Dean for Administration Judith Rice, Assistant to the Dean Edda Callahan, and Administrative Assistant Kim Foust have new offices in Bryan Hall, Suite 104, 107 S. Indiana Avenue, Bloomington, IN 47405. All telephone and fax numbers remain the same as before (see OIP Directory, back inside cover).

INTERNATIONAL TRAVEL POLICY FOR STUDENTS

The Office of International Programs' "Policy Statement on International Travel by Students," effective August 15, 2006, has been posted on its Web site (see below). The travel policy applies to IU students traveling on university-sponsored and organized instructional programs, including faculty-led instruction and other sponsored course work, for undergraduate and graduate/professional students. These are facilitated and monitored by the IU Office of Overseas Study.

It is also applicable for individual travel by undergraduate or graduate/professional students planning to pursue research, study, or other university-related business. The policy prohibits use of IU funding to support travel to countries under U.S. State Department Travel Warnings and mandates a waiver form be signed by individuals opting to travel to these countries.

www.indiana.edu/~intlprog/students.html

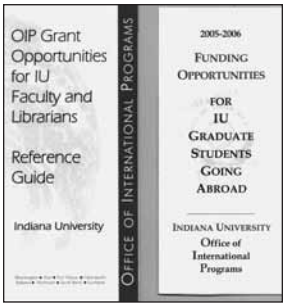
FULBRIGHT SCHOLAR PROGRAM GRANTS FOR 2007-2008 NOW AVAILABLE

Applications are now being accepted for the 2007–2008 Fulbright Scholar Program for U.S. faculty, administrators, professionals, artists, and independent scholars who are U.S. citizens and wish to lecture or conduct research overseas. Each year, about 800 opportunities are available in 140 countries. Awards may vary from three months to one academic year. While foreign language skills are needed in some countries, most lecturing assignments are in English.

The deadline for applications is August 1, 2006. For more information contact your IU international campus representative or contact Rose Vondrasek, OIP, Franklin Hall 315, IUB; telephone: (812) 855-7557; fax: (812) 856-3851; e-mail: rvondras@indiana.edu. Full information and descriptions of the awards and application materials can be found on the Council for International Exchange of Scholars (CIES) Web site at:

www.cies.org

OIP GRANTS AVAILABLE FOR FACULTY AND LIBRARIANS, AND FOR GRADUATE STUDENTS



Each year, the Office of International Programs offers a broad range of systemwide funding opportunities for IU faculty and librarians who hold tenured or tenure-track appointments, as well as for graduate students studying or conducting research abroad. Information on all these grant opportunities is available through brochures and described at the OIP Web site (see below), as well as names of people to contact for assistance.

For IU faculty systemwide:
www.indiana.edu/~intlprog/fac.html

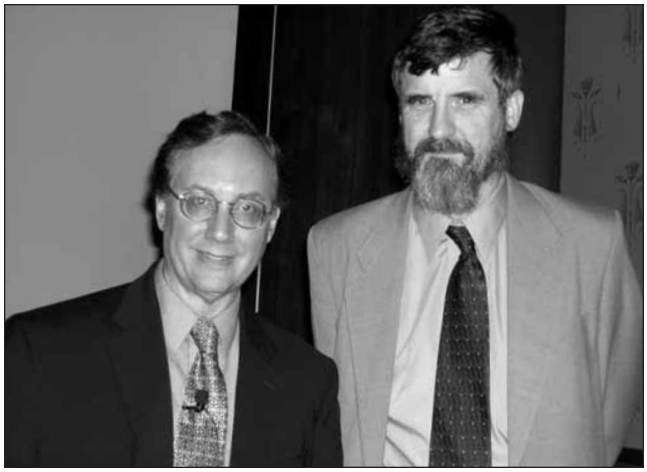
For IU graduate students systemwide:
www.indiana.edu/~intlprog/grad.html

NEW INTERNATIONAL JOB SEARCH SITE

Indiana University's Arts and Sciences Career Services in the Career Development Center has a new subscription Web site, "Going Global," for American students who want to work overseas. Students can access it through the Web site listed below. Click on the first bullet, Subscription Job Listings, then authenticate with your university e-mail and password. On the next page of subscription databases, click on the second one listed, Going Global. You will need to reauthenticate before access will be granted.

www.iub.edu/~career/students/find/other

INTERNATIONAL WHO'S WHO



In October 2005, **Juan Cole**, professor of modern Middle Eastern and South Asian history at the University of Michigan and a nationally noted scholar and commentator on the Middle East, delivered the Wadie Jwaideh Memorial Lecture in Arabic and Islamic Studies on "The Roots of Shiite Power in Iraq." He is shown here (left) with **John Walbridge**, chair of the Department of Near Eastern Languages and Cultures at IU Bloomington.

In January 2006, IU Bloomington's Global Village (GV), an international living-learning residence, held its 2005–2006 banquet, with a record turnout by villagers and faculty teaching in the program. In addition to a selection of international foods, a student-produced slide presentation, a show of appreciation from the community president, and words of wisdom from Director **Herbert Terry** (Telecommunications), there was an official unveiling of the colorful GV mural, painted by student **Lisa Ferguson**, and a musical performance by *Fenix de los Ingenios,* an early music ensemble with musicians **John Lenti** and **Anna Marsh** from IU's Jacobs School of Music.

A. B. Assensoh (African American and African Diaspora Studies, IUB) participated in a leadership conference at the University of Ghana in December 2005. He is seen (left) meeting Ghana's President **John A. Kufuor** and holding a copy of the president's biography, *Between Faith and History,* for him to autograph.

INTERNATIONAL WHO'S WHO

Gathered together is a group of students and their families from Kazakhstan and other Central Asia countries, at the end of a day of festivities celebrating the traditional spring holiday of Navruz that took place on March 26 at IU Bloomington.

Mongolian musicians from Chicago perform on traditional instruments for the formal reception honoring Mongolia's former president, **Natsagiin Bagabandi**, who received an honorary Doctor of Laws at the December 2005 Commencement at IU (*see* p. 1).

In summer 2005, IU Bloomington's Department of African American and African Diaspora Studies, in conjunction with the University of Guyana in Georgetown, Guyana, sponsored an undergraduate/graduate study abroad course titled "Afro-Guyana." It combined five weeks of study in Bloomington followed by two weeks in Guyana led by faculty member **Matthew Guterl**. The aim was to introduce students to the history of race-relations in the only English-speaking country in South America. They were introduced to third world politics and the history of the Caribbean; the struggle against colonialism; notions of imperialism and Pan-Africanism; and contemporary Afro-Guyanese and Indo-Guyanese art, culture, and music. Here, IUB students pose on the terrace of the parliament building, with Guterl standing (tallest) in the last row. Guterl is planning to do a similar program in the Dominican Republic in the near future.

FACULTY AND STAFF NEWS

In November 2005, Randall Baker (SPEA, IUB) was honored with the rank of distinguished professor at the New Bulgarian University in Sofia, a university he has long been associated with. Rector Sergei Ignatov presided over the ceremony. Baker had previously been awarded an honorary doctorate at NBU in 1996. His inaugural address, entitled "Scholarship or Expertise, Wisdom or Learning: the Need for the Liberal Arts Approach," is available online at classwebs.spea.indiana.edu/bakerr/Honors_page.htm.

Christopher I. Beckwith (Central Eurasian Studies, IUB) completed his 2004–2005 Fulbright-Hays Faculty Research Abroad Fellowship in Tokyo this past summer and began a new research project under his Guggenheim Fellowship (awarded 2004, deferred to 2005–2006). He edited a book, Medieval Tibeto-Burman Languages II (Brill, 2005), in which he authored three of the chapters. His book on the Koguryoic language, published by Brill in 2004, is currently being translated into Korean and eventually Japanese.

Harbans S. Bhola (Emeritus, Education, IUB) won the UNESCO–UIE International Award for Literacy Research for 2004–2005. His winning entry, entitled "Adult Literacy for Sustainable Development: Knowledge-Based Discourse for Course of Action," was anchored in two United Nations global initiatives: United Nations Literacy Decade, 2003–2012; and United Nations Decade of Education for Sustainable Development, 2005–2014. It "successfully develops a strong and visionary argument in favor of a more serious consideration of development and the purpose of literacy." The award announcement was made by the director-general of UNESCO in Paris on International Literacy Day, September 8.

Maria Bucur (History, IUB) has co-edited, with Nancy M. Wingfield, Gender and War in Twentieth-Century Eastern Europe (Indiana University Press, 2006).

Judith Ernst (Nutrition and Dietetics, School of Medicine, IUPUI) received a grant for almost $749,000 from the USAID Global Livestock Research Support Program for a three-year project to enhance nutrition in HIV–inflected women and children in Kenya. The project involves the collaboration of colleagues at Moi University Faculty of Medicine in Kenya and at University of California–Los Angeles.

Paul Foster (CeLCAR, IUB) has been appointed the new director of IUB's Center for Languages of the Central Asian Region, a Title VI national language resource center, and is also a senior lecturer in the College of Arts and Sciences. He holds a Ph.D. in Slavic cultures from Columbia University and has years of experience in materials development for less commonly taught languages, especially South Slavic and Balkan languages (Macedonian, Bosnian/Croatian/Serbian). Before coming to CeLCAR, he served most recently as director of postgraduate programs and research from 2001–2004 at South East European University (SEEU) in Tetovo, Macedonia, under IU's U.S.–Macedonia Linkage project.

Jane Fulcher (Jacobs School of Music, IUB) has just published The Composer as Intellectual: Music and Ideology in France, 1914–1940 (Oxford University Press, 2005). She has also been named as musical advisor to the advisory board for the forthcoming PBS film series, Paris—the Luminous Years: the Making of the Modern.

(Photo courtesy of Chris Meyer/IU Home Pages)

Paula Girshick (Anthropology, IUB) has been honored as the 2006 recipient of the African Art Recognition Award by the Friends of African and African American Art of the Detroit Institute of Arts. In conferring the award, the institute recognized Girshick's innovative research and scholarship, extensive publications, and fine record of teaching in the field of African arts. She will present a public lecture as part of the award ceremony, to take place in Detroit in October.

Henry Glassie (Folklore and Ethnomusicology, IUB) has published The Stars of Ballymenone (Indiana University Press, 2006).

FACULTY AND STAFF NEWS

Jane E. Goodman (Communication and Culture, IUB) has published Berber Culture on the World Stage (Indiana University Press, 2005).

Iliya Harik (Emeritus, Near Eastern Languages and Cultures, IUB) spent two months in the fall of 2005 on a Fulbright Specialist grant as a consultant for establishing a course on the study of democracy at the Lebanese American University.

Nadene Keene (English, IU Kokomo) has been awarded a Sasakawa Fellowship to participate in the National Faculty Development Institute at San Diego State University next summer to incorporate Japanese studies into the undergraduate curriculum.

Scott Kennedy (EALC, Political Science, IUB) has published The Business of Lobbying in China (Harvard University Press, 2005), which documents the rising influence of business, both Chinese and foreign, on national public policy in China.

Teresa Kubiak (Jacobs School of Music, IUB) was honored by her alma mater, the Grazyna and Kiejstut Bacewicz University of Music in Łódź, Poland, with an honorary doctorate in May 2005.

Hyo-Sang Lee (EALC, IUB) has co-authored two fifth-year Korean textbooks, Integrated Korean: High Advanced 1 & 2 (University of Hawai'i Press), with Sungdai Cho of SUNY Binghamton and Hye-Sook Wang of Brown University.

Matthias B. Lehmann (History, IUB) has just published a book, Ladino Rabbinic Literature and Ottoman Sephardic Culture (Indiana University Press, 2005). It was named as a runner-up for the 2005 National Jewish Book award.

James Lutz (Political Science, IPFW) has published his second book on the subject, Terrorism: Origins and Evolution (Palgrave Macmillan, 2005), with Brenda Lutz (Sociology, IPFW).

Obioma Nnaemeka (World Languages and Cultures, Women's Studies Program, IUPUI) has edited two new books, Female Circumcision and the Politics of Knowledge: African Women in Imperialist Discourses (Praeger/Greenwood, 2005) and, with co-editor Joy Ezeilo, Engendered Human Rights: Cultural and Socioeconomic Realities in Africa (Palgrave Macmillan, 2005).

William Pridemore (Criminal Justice, IUB) edited Ruling Russia: Law, Crime, and Justice in a Changing Society (Rowman & Littlefield, 2005).

David Ransel (History, IUB) co-edited the volume Polish Encounters, Russian Identity (Indiana University Press, 2005).

Mark Roseman (Jewish Studies, IUB) has co-edited, with Neil Gregor and Nils Roemer, German History from the Margins (Indiana University Press), to appear in 2006.

Alan Rugman (Kelley School of Business, IUB) has authored and co-edited several books that appeared in the past year. The Regional Multinationals: MNEs and "Global" Strategic Management (Cambridge University Press, 2005) shows that most multinationals operate regionally rather than globally; European-American Trade and Financial Alliances (Edward Elgar, 2005), co-edited with Gavin Boyd and Pier Carlo Padoan, is about the nature and extent of trans-Atlantic policy coordination; and New Perspectives on Global Governance—Why America Needs the G8 (Ashgate, 2005) co-edited with Michele Fratianni (IU), John Kirton, and Paolo Savona is a collection of papers presented at the G8 Preconference held at the Kelley School of Business in June 2004.

Marci Shore's (History, IUB) translation from the Polish of Michał Głowiński's memoir appeared in August 2005 from Northwestern University Press under the title The Black Seasons.

In recognition of his services and long-standing relations with the institute, Distinguished Professor Emeritus Denis Sinor (Central Eurasian Studies, IUB) was appointed this past summer as an Honorary Professor of the Oriental Institute of the Russian Academy of Sciences in Moscow (see article on Ryan Award, p. 8).

FACULTY AND STAFF NEWS

Patricia A. Steele, a leader in statewide library associations and longtime Indiana University librarian, was named Ruth Lilly Interim Dean of University Libraries for a two-year appointment.

Lynn Struve (EALC, History, IUB), edited Time, Temporality, and Imperial Transition: East Asia from Ming to Qing (University of Hawai'i Press, 2005).

Susan B. Sutton (International Affairs, IUPUI), associate dean for international programs and Chancellor's Professor of anthropology, has been elected for a three-year term from 2006 to 2008 to the Executive Committee of the Association for International Education Administrators (IAEA), a national organization dedicated to advancing the international dimensions of higher education.

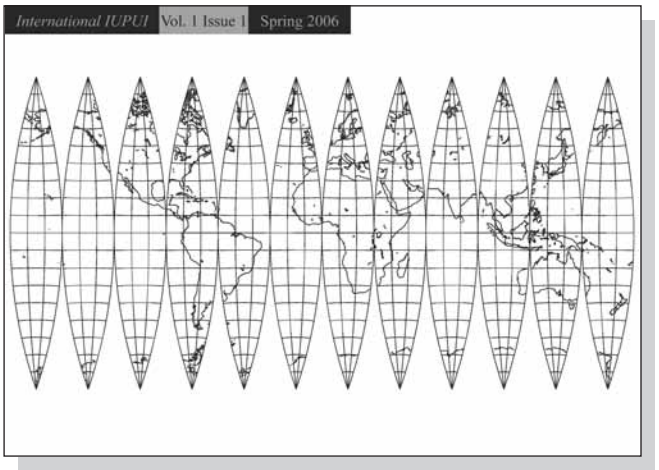
Chalmer Thompson (Education, IUB) has been approved as a Fulbright Senior Specialist in education and took her first assignment in April 2006 to Kyambogo University in Kampala, Uganda, to conduct a workshop in peace and conflict resolution for 25 teacher educators. The primary emphasis of her work is to show how an informed understanding of colonization/neocolonization can be used, not avoided, in peace work. She guided the teachers in working collaboratively to integrate peace-building strategies into college-level curriculum. Her second trip under this award is scheduled for April 2007 where she will again work with the same group of teachers, providing more focused instruction, guidance, and resources to ensure that the new curricula are being carried out.

Christopher J. Viers (International Programs, IUB), associate dean for international programs and director of the Offices of International Services, has been elected to the executive committee of NAFSA: Association of International Educations, to serve for three years as vice president of education and professional development for international education professionals. NAFSA has nearly 9,000 members at 3,500 institutions worldwide in 94 countries.

OIA Announces the Inaugural Issue of International IUPUI

Susan B. Sutton, associate dean for International Programs at IUPUI's Office of International Affairs has announced the publication of the inaugural issue of its online newsletter, International IUPUI, available on their Web site. Volume 1, Issue 1 has 19 pages of articles and photographs.

It will appear twice a year in e-format and is intended as a forum for exploring IUPUI's many international initiatives and reflecting on the global forces that are reshaping both academia and society. International IUPUI contains reports and articles of greater length and depth to compliment the brief notices disseminated through OIA's IntlNews listserv. For further information about the publication or the listserv, contact Cathie Carrigan, OIA's communication and research specialist, at cmcarrig@iupui.edu; telephone: (317) 274-2199.



www.iupui.edu/~oia

NEW IUB FACULTY

IUB WELCOMES NEW INTERNATIONAL FACULTY FOR 2005–2006

Akinwumi Adesokan (Comparative Literature) received his Ph.D. in 2005 from Cornell University with a dissertation entitled "Worlds that Flourish: Postnational Aesthetics in West African Videofilms, African Cinema, and Black Diasporic Writings." He began his writing career as a journalist and critic. In 1996, he won the Association of Nigerian Authors' Prize for Fiction for his first novel, Roots in the Sky (published in 2004). In 1998, he received the PEN West Freedom-to-Write Award, honoring "writers who have produced work in the face of extreme adversity and have defended freedom of expression and fought against censorship." He also co-edits Glendora Review: An African Quarterly on the Arts and has published chapters in African Drama and Performance and The People's Poet: Emerging Perspectives on Niyi Osundare. His other areas of research include global postcoloniality, contemporary global cinemas, nonfictional prose, and cultural theory.

Jeffrey Bardzell (School of Informatics) received his Ph.D. in comparative literature in 2004 from IUB. He leverages research and practice from the fields of the philosophy of language, ancient and medieval literature, postmodern critical theory, semiotics, multimedia authoring, and learning theory, to discover the phenomenological relationships between media and consciousness. His other interests include approaches to integrating diverse information-media experiences (e.g., communications, data, interactive components, video), narratological approaches to interaction design, and the emerging field of ludology. He has designed, developed, and consulted on large learning and e-learning projects for the Indiana Department of Education, Macromedia, Inc., and, at IU, UITS and HPER. He has authored books and articles on e-learning application development, education policy, ancient epic, and multimedia authoring, writing for such publishers as O'Reilly, Macromedia Press, Wiley, and Corwin.

Justyna Beinek (Slavic Languages and Literatures) received her Ph.D. in Russian and Polish literature from Harvard University in 2001 and an M.A. in comparative literature from the University of California at San Diego. Her dissertation was entitled "The Album in the Age of Romanticism: Memory, Nation, Authorship." Her research interests include nineteenth and twentieth-century Russian, Polish, and East European literature's engagement and culture, dealing with issues of comparative literature, film and visual arts, gender studies, Romanticism, postcommunist cultures, national and authorial identity, issues of memory and collecting, autobiographical writings, marginal genres, and the idea of the West. She is currently revising her book-length manuscript "The Album in the Age of Russian and Polish Romanticism: Memory, Nation, Authorship," and preparing articles on Romantic memory, on Witold Gombrowicz's idea of the West in his diaries, while also editing a guidebook on Gombrowicz.

Kelly Caylor (Geography) joins IU after spending the last two years at Princeton University, where he was a postdoctoral research associate working with Dr. Ignacio Rodriguez-Iturbe in the Water Resources group within the Department of Civil and Environmental Engineering. He earned his Ph.D. in environmental sciences from the University of Virginia in 2003, under the mentorship of Dr. Herman H. Shugart, and his B.A. from the University of Virginia in 1996. Caylor's research interests are highly interdisciplinary, but are focused on understanding couplings between mechanisms of spatial pattern formation and temporal dynamics in terrestrial ecosystems across a wide range of scales. He addresses these interests through the use of ecological models, remote-sensing analysis, and field observation, with a particular focus on southern African savannas, and the strong interactions between vegetation structural pattern and surface hydrological dynamics at both local and regional scales in semi-arid ecosystems.

Deborah Deliyannis (History) is a specialist in the history of the Middle Ages with a particular interest in art. She earned an undergraduate degree from Yale University and a Ph.D. at the University of Pennsylvania. She has edited Historiography in the Middle Ages and co-edited Archaeology in Architecture: Studies in Honor of C.L. Striker. Since 2004 she has served as the executive editor of The Medieval Review. She is currently writing a book on Ravenna in Late Antiquity.

Martinus (Mark) Deuze (Telecommunications) holds a B.A. in journalism from the Tilburg School for Journalism, The Netherlands, has an M.Phil. in history and communication studies from the University of

NEW IUB FACULTY

Johannesburg, South Africa, and received his Ph.D. in the social sciences in March 2002 from the University of Amsterdam. In 2002–2003, Deuze was a Fulbright Visiting Scholar at the University of Southern California's Annenberg School for Communication. He has lectured widely at various schools and departments in journalism and communication and media in The Netherlands, Germany, Finland, Portugal, South Africa, and the United States. He specializes in teaching large-scale overview and introductory courses in media and communication theories, and seminars on topics related to new media and (global) society. His research interests include the cultural and technological convergence of media culture in general and the creative industries in particular. Publications of his work include three books, and articles in journals such as Journalism Quarterly, New Media & Society, Journalism Studies, and Media Culture & Society.

Shannon Gayk (English) received her Ph.D. from Notre Dame in 2005. She specializes in medieval literature and culture, especially 14th- and 15th-century writing. Her research and dissertation on the status of images in Middle English texts are already of great interest to scholars and predicted to reshape the ways in which scholars consider that period. She also works at the intersections of religion and literature in the Middle Ages. She was recognized with Notre Dame's Presidential and Distinguished Graduate Student awards in 2005.

Ilana Gershon (Communication and Culture) received her B.A. in the history and philosophy of social sciences from Stanford University in 1993, her M.Phil. from Cambridge University in social anthropology in 1994, and her Ph.D. from the University of Chicago in cultural anthropology in 2001. Her dissertation is entitled "Making Differences Cultural: Samoan Migrants Encounter New Zealand and the U.S. Governments." Her research interests include anthropology of democracy, indigenous self representation, multiculturalism, globalization, migration, kinship, and anthropology of knowledge, with field research in Oceania, New Zealand, and the United States. She is teaching courses in ethnicity, class and the Model U.S. citizen and on the cultures of democracy, as well as an introductory course on international studies.

Landon Shane Greene (Anthropology) received his Ph.D. in sociocultural anthropology in 2004 from the University of Chicago with a dissertation entitled "Paths to a Visionary Politics." He has published various articles on multicultural politics, indigenous movements, cultural property rights, and environmental issues based on several years of research in Peru. Other topics he is interested in include social/cultural theory, race, political economy, sustainable development, and human rights. His appointment is part of the CTE initiative on Development Studies with a focus on Latin America.

Christiane Gruber (Fine Arts, Art History) received a Ph.D. in the history of Islamic art from the University of Pennsylvania in 2005. While pursuing dissertation research in Egypt, Turkey, Iran, and Europe, she examined scores of Islamic manuscripts for her dissertation, "The Prophet Muhammad's Ascension (Mi'raj) in Islamic Art and Literature, c. 1300-1600," and has now published several articles related to this topic. She is currently working on a monographic study to accompany a facsimile edition of The Book of Ascension (Mi'raj-nama), due for publication by Patrimonio Ediciones in Spring 2007. In December 2005 her catalogue of Islamic calligraphies in the Library of Congress appeared as an online exhibition on the library's Web site. She is offering classes in Islamic art and architecture, Persian painting, paleography and codicology, and urban history.

Ho-Fung Hung (Sociology) received his Ph.D. from Johns Hopkins University in 2004. Hung researches and publishes on contentious politics, globalization, nationalism, and social theory. He is currently working on two projects. The first, an extension of his dissertation, determines China's particular trajectory to its current form of modernity by examining how the neo-Confucianist ideology shapes the paths of state formation and social protests from the eighteenth century to the present. The second traces the changing conception of nationhood and frontier in China since 1949 in the light of Beijing's interaction with such intractable regions as Tibet, Hong Kong, and Taiwan. Besides these two major projects, he also writes about the rise of Asia in the modern world-system, orientalist construction of non-Western civilizations in modern social theory, and the globalization of epidemics, among others.

Pamela Laucella (Kinesiology, School of Health, Physical Education, and Recreation) completed her Ph.D. in 2004 at the University of North Carolina–Chapel

NEW IUB FACULTY

Hill's School of Journalism and Mass Communication where her research focused on media portrayals of race and gender. Her dissertation, "An Analysis of Mainstream, Black, and Communist Press Coverage of Jesse Owens in the 1936 Berlin Olympic Games," elucidates the interplay between journalists, media content, and 1930s culture, revealing the potency of journalistic language and discourse in influencing readers' perceptions of history, events, and individuals, specifically Nazi Germany, the Berlin Olympic Games, and Jesse Owens. Most recently, she has worked at Christopher Newport University as assistant professor of communication studies, where she taught sports communication, presidential politics and communication, diversity and the media, research methods, and public speaking. She specializes in sports journalism and sports history and has worked as project coordinator for the NFL Players Association's Native Vision Life Skills camp. She is also a freelance sports writer and reporter.

Dan Li's (International Business, Kelley School Of Business) research focuses on the management of multinational enterprises, particularly in the areas of international strategic alliances. Her research appears or is forthcoming in the Journal of International Business Studies, Journal of Management, Management International Review, Group and Organization Management, Journal of Mathematical Sociology, and Research Methodology in Strategy and Management.

Lauren Morris MacLean (Political Science) received her Ph.D. from the University of California at Berkeley. She has received support for her research from the Robert Wood Johnson Foundation, the U.S. Department of Education, the Social Science Research Council, and the National Science Foundation. Her research and teaching interests include the politics of poverty, the welfare state, health policy, state formation and citizenship in Africa and the United States.

Joshua Malitsky (Communication and Culture) received his M.A. in communication studies from University of North Carolina–Chapel Hill, and his Ph.D. from Northwestern University. His dissertation, "Post-Revolution Non-Fiction Film: Building the Soviet, Ghanaian and Cuban Nations," examines "how documentary film articulates identity ranging from how state sponsored newsreels and documentaries imagine national identity to how film and video artists negotiate their personal identities through recourse to others." His research interests include questions of gender, genre, and historical authority on sports television as well as questions about relationships between technology, marketing, audiences, and aesthetics. He is offering a broad range of courses including Film and Propaganda, The History of Documentary Film, and some documentary film production classes.

Eden Miller Medina (Social Informatics, School of Informatics) completed a dissertation on the history and social studies of science and technology and her undergraduate degrees in electrical engineering and women's studies at Princeton University. Her work addresses the historical development of information technologies in Latin America, particularly the role these technologies have played in creating new forms of governance and advancing state ideological projects. She is affiliated with IU's Center for Latin American and Caribbean Studies. Her broader interests include the study of information technologies in the non-western world and how analyses of technology in these regions can further an understanding of historical processes. She has received grants from the Social Science Research Council, the American Council for Learned Societies, the National Science Foundation, and the Charles Babbage Institute, and has spent the past two years as a Graduate Fellow at the Dibner Institute for the History of Science and Technology.

David Oldenkamp (Main Library) received his M.L.S. from Syracuse University and has a M.A. in international relations from the Syracuse University Maxwell School of Citizenship and Public Affairs. Before joining IU he was the social sciences reference librarian at Muhlenberg College's Trexler Library. As international studies librarian at IU, his principal duties include serving as the liaison and outreach librarian for the new international studies interdisciplinary major, and providing instructional support in IU's new residential program, the Global Village Living-Learning Center. He will serve as the collections and public services specialist for the United Nations depository collection, international documents, and selected nongovernmental agencies.

Bradley Ritts (Geological Sciences) is the Robert R. Shrock Professor of Sedimentary Geology. He received

NEW IUB FACULTY

his Ph.D. from Stanford University and worked for Chevron Overseas Petroleum and Utah State University before joining the IU faculty. His research is primarily focused on the mechanisms and history of continental deformation and non-marine basin formation, as well as non-marine petroleum systems. His research is mostly conducted in eastern and central Asia with an emphasis on the Himalayan–Tibetan mountains, north China, and more recently the Russian far east. He teaches classes in sedimentary geology, petroleum geology, field mapping, and tectonics.

Robert A. Schneider (History) earned his undergraduate degree from Yale University and a Ph.D. from the University of Michigan. He formerly taught at the Catholic University of America. The winner of a Guggenheim in 1995, he has published extensively in the area of French cultural history. In 1995 Princeton University Press published his book, The Ceremonial City: Toulouse Observed, 1738–1780. He has also authored Public Life in Toulouse, 1463–1789 and is completing a study of cultural and intellectual forces in France in the 'Age of Richelieu.' In addition to joining the history faculty, he becomes the editor of the American Historical Review.

Dorothea Schulz (Religious Studies) received her Ph.D. in sociocultural anthropology from Yale University in 1996 and her Habilitation (second doctoral degree required for promotion in the German academic system) from the Free University in Berlin, Germany in 2005. Her research, publications, and teaching are centered on Islam in Africa, gender studies, media studies, public culture, and the anthropology of the state. She has extensive field research experience in West Africa, particularly in urban and rural Mali, where she is currently working on new Muslim networks which stretch beyond the confines of the nation-state and promote a relatively new conception of publicly enacted religiosity (significantly displayed in feminized signs of piety). This work draws on the anthropology of religion, on media studies, and on scholarship that examines gender and religion as modes of producing difference in a transnational context. She has a strong background in critical theory, political anthropology, and the anthropology of social organization and has received numerous awards and fellowships, including a 2005–2006 Fellow from the Society for the Humanities at Cornell University.

Ron Sela (Central Eurasian Studies) is a specialist in the history of Central Asia. He received his B.A. in history in 1995 from Tel Aviv University and his M.A. and Ph.D. degrees from Indiana University. He taught at the University of Michigan and during the past year as a post-doctoral fellow at the Institute for Asian and African Studies at Hebrew University. His research is based on the use of a variety of primary sources produced within Central Asia written in several languages and is aimed at achieving a broader and more detailed understanding of rulership, politics, and society in Islamic Central Asia.

Ayana Smith (Musicology, Jacobs School of Music) received M.A. and Ph.D. degrees from Yale University in 2001. She is a former lecturer and instructor at Yale University and Southern Connecticut State University. In addition to receiving a predissertation research grant and a dissertation fellowship, both from Yale University, she was earlier awarded the Peter Gram Swing Prize in Music from Swarthmore College. Her dissertation was titled "Opera in Arcadia: Rome, Florence, and Venice in the Primo Settecento." Her papers have been presented at the Mellon Fellows Conference at Rice University and at the Yale Dissertation Colloquium. Her research interests are in 18th-century Italian opera, 19th–century art song, and music and literature.

Daniel Suslak (Anthropology and Center for Latin American and Caribbean Studies) is a linguistic anthropologist whose work has focused on language and generational differences in linguistic change in the Mixe Highlands of Mexico. He received a joint Ph.D. in anthropology and linguistics from the University of Chicago. His field experience with Chiapas Zoque and highland Mixe and his long-term involvement with the Project for the Documentation of the Languages of Mesoamerica make him an outstanding contributor to questions of indigenous language documentation and the broader cultural and political environment in which language often becomes a key indicator of identity and strategy for success in a rapidly changing world.

Michiko Suzuki (East Asian Languages and Cultures) received her Ph.D. in Japanese with a minor in comparative literature from Stanford University in 2002. She also holds an M. Phil. and an M. A. in English renaissance literature from Cambridge University and the University of

continued on page 55

2005–2006 VISITING SCHOLARS

The Office of International Programs welcomed the following visiting scholars at IUB for the academic year 2005–2006.

FULBRIGHT VISITING SCHOLARS

Fekade Azeze Adamu is an associate professor in the Department of Ethiopian Languages and Literature at Addis Ababa University in Ethiopia. His visit was for the academic year 2005–2006. He conducted research on folklore in Amharic and his contact was John Johnson, Department of Folklore and Ethnomusicology.

Abdulrashid Alisherov is a lawyer in the Department of Organizational Control at the Namangan Regional Authority, Namangan City, Uzbekistan. He is researching the U.S. judicial system in criminal procedures, especially on a comparative analysis of American legal proceedings and judicial reforms of Uzbekistan. His visit was for the academic year 2005–2006, and his contact was Lisa Farnsworth, Department of Graduate Legal Studies at the IU School of Law—Bloomington.

Ainur Baisakalov is a senior lecturer in the Department of Linguistics at Ablai Khan Kazakh University of International Relations and World Languages in Almaty, Kazakhstan. His visit was for the academic year 2005–2006. His research project is "African American Blues: An Anthropological Study of the Formation of the American Nation." His contact was Ayana Smith in the Jacobs School of Music.

Lola Dodkhoudneva is a senior scientist in the Department of Paleography at Tajik Academy of Sciences in Dushanbe, Tajikistan. Her research project is "Secular and Spiritual Authorities in Pre-Mongol Central Mawarannahr according to the Epigraphic Monuments of Samarqand and Written Sources." Her visit was from January to May 2006. Her contact was Devin DeWeese in the Department of Central Eurasian Studies.

Sergejs Kruks is a lecturer in the Faculty of Social Sciences at the University of Latvia in Riga, Latvia. His research project is "Discourses on Latvian Identity: Balancing between Ethnocultural Sameness and Postmodern Differentiation." His visit was for the academic year 2005–2006, and his contact was Inta Carpenter in the Department of Folklore and Ethnomusicology.

Ananda Lal is a professor in the Department of English at Jadavpur University in Calcutta, India. His research project is on contemporary American performance in theatre and music. His visit was for the academic year 2005–2006. His contact was Sumit Ganguly in the India Studies Program.

Mahmoud M. Lawal is a senior lecturer in the Department of Political Science at Bayero University in Kano, Nigeria, who was affiliated with the Workshop in Political Theory and Policy Analysis. His visit was from September 2005 to March 2006. He is pursuing his doctorate at Ahamdu Bellow University in Zaria, Nigeria. He conducted research on two specific projects, the status of human rights and democratic self-governance in Nigeria, examining citizens' role in defending fundamental human rights and promoting self-governance in a democracy, and assessing the current privatization of two key utility state-owned agencies in Nigeria within the context of on-going globalization.

Shahin Mustafayev is deputy director of the Institute of Oriental Studies at the National Academy of Sciences of Azerbaijan in Baku, Azerbaijan. His research focuses on the history of Turkic peoples, and particularly of the Ottoman Empire and Azerbaijan, on which he has published a number of books. His special field of interest is the publication of Ottoman manuscripts and archival documents of the Russian colonial period concerning the Southern Caucasus and Azerbaijan. His visit was for the academic year 2005–2006, and his contact was Shahyar Daneshgar in the Department of Central Eurasian Studies.

Hajer bent Abdessalem Oueslati is an assistant professor in the Department of English and American studies at the University of Manouba in Manouba, Tunisia. Her visit was for the academic year 2005–2006. Her research project is "Desert Crossings in U.S. Literature and Visual Arts: A Comparative Reading." Her contact was Matthew Guterl in the American Studies Program.

Viktor Pylypenko is an associate professor in the Department of Ethnology and Study of Local Lore, in the Faculty of History at Taras Shevchenko Kyiv University in Kyiv, Ukraine. His research was on "Urban Anthropology: Theories, Methods, and Approaches to Exploring the City." His visit was from September 2005 to

2005–2006 VISITING SCHOLARS

February 2006, and his contact was Sarah Phillips in the Department of Anthropology.

Hermanus Jacobus Wasserman is a senior lecturer in the Department of Journalism at the University of Stellenbosch in Stellenbosch, South Africa. His research project is "Toward a Critical Normative Framework for South African Journalism." His visit was from September through December 2005, and his faculty contact was Maria Grabe in the School of Journalism.

INNER ASIAN AND URALIC NATIONAL RESOURCE CENTER VISITING SCHOLARS

Nazim Hasan-zada is a professor and lecturer on medical psychology and psychiatry in Baku, Azerbaijan, at the Khazar University and the Azerbaijan State Institute for Doctors' Advanced Training. His research and teaching focus on pharmacotherapy, psychotherapy and electroencephalography, as well as on clinical psychology, addiction psychiatry, post-traumatic stress disorder, and neuroscience. He is the author of numerous articles on alcoholism, depression, and stress disorders, and while in Indiana, his work includes using electroencephalography to observe how schizophrenics respond to stimuli.

Munara Mailybekova directs the Humanitarian Lyceum of Talas State University in Kyrgyzstan. She is especially interested in comparative literature and exploring the relationship between Kyrgyz and Native American literature. In addition, she is particularly skilled at performing the komuz, a Kyrgyz national instrument belonging to the lute family, and singing traditional songs. Last spring she assisted the Jacob School of Music's Mary Goetze in creating the Kyrgyz installment of Global Voices in Song, an interactive series with video, music, and text introducing the history, instruments, folk traditions, and major composers of other countries.

Serdar Mamedov is from Ashgabat, Turkmenistan, where he is affiliated with the Turkmen State Medical Institute. There he teaches classes on the environment, nutrition, and health and safety in the workplace and home. While in the United States, Mamedov is studying how a democratic state approaches higher education. Specifically, he is interested in such questions as what share of a nation's resources should be allocated to education, who should bear the cost of education, and who should have power in the field of education. One of Mamedov's primary goals is to find ways Turkmenistan can increase access to higher education, curriculum, and standards.

Artur Tashmetov is from Bishkek, Kyrgyzstan. He has taught history of Kyrgyzstan and philosophy at the International University of Kyrgyzstan and American University of Central Asia, as well as twentieth century history of Asia and Africa at Bishkek Humanities University. His primary interest is in comparative history of nomadic societies, mathematical modeling of their social processes, and the development of nonsedentary benchmarks for that modeling. He seeks approaches to nomadic history that depend neither on Soviet Marxist models still popular in Kyrgyzstan nor on the prevalent Western notion of nomadic and sedentary societies as mutually exclusive, rather than symbiotic.

Gulmira Yemkullova hails from the city of Taraz in Kazakhstan where she teaches English as a second language methodology at Turkish-Kazakh International University. Because Kazakhstan's education system is undergoing massive change, with primary education moving to a 12-year program and universities adopting the American system of credit hours, she hopes the new methods and approaches that she is learning at IU, as well as the new ways of organizing teacher-training programs, will be useful to her colleagues in the Association of English Teachers in Taraz. Her 13-year old son Azat is with her and is attending Tri-North Middle School.

WORKSHOP IN POLITICAL THEORY AND POLICY ANALYSIS VISITING SCHOLARS

Antonio M. Jaime Castillo is assistant professor of sociology at the University of Granada, Spain, whose research activities deal with trust and cooperation and how people can coordinate to solve social dilemmas through institutional arrangements. At the Workshop, he will be working on different papers about trust, institutions, and social networks. He will also participate in an experimental research about public goods and common pool resources, coordinated by Elinor Ostrom and James Walker.

Peters Eseosa Omoregie is a doctoral student of environment and development geography at the University of Ibadan, Nigeria. He was a fellow of the Centre for

2005–2006 VISITING SCHOLARS

Studies in Social Science, Calcutta, India, for the SEPHIS Netherlands sponsored South-South Exchange Program on "History of Development," and a grant recipient and fellow of START/Packard project on Vulnerability to Global Environmental Change. In the fall of 2004, he was a trainee of the International Forestry Resources and Institutions (IFRI) under the Workshop. His research is focuses on the vulnerability of forest communities to deforestation under different property rights regimes in southeast Nigeria.

Irene Ramos Vielba received her doctoral degree in political science and sociology from Complutense University of Madrid, Spain. The core part of her dissertation focused on the use of the Internet for political communication from the Spanish Parliament to Spanish society from a comparative approach. In her second academic year as a postdoctoral visiting scholar at the Workshop, she is working on two projects. The first one deals with political blogs and their impact on democratic participation, especially gathering evidence from Portugal and Spain. The second one centers on an evaluation of the main outcomes of a recent rural Internet program launched in Spain.

Audun Sandberg is associate professor at Bodo University College in northern Norway. He is working on institutional analysis of the governing of natural resources and the evolution of property rights. While at the Workshop, he presented a paper on the constitutional aspects of Sámi indigenous rights in northern Europe and is now working on the property rights aspects of ecosystems and socioecological systems.

Uta Schuchmann is a doctoral candidate at the Otto Suhr Institute of Political Science at the Free University of Berlin and a research fellow at the Global Governance Project, a joint program of German and Dutch research organizations. Her dissertation concentrates on political institutions that regulate the local governance of marine resources, analyzing the role of these institutions in promoting or hindering conservation and sustainable use of coral reefs. She did her fieldwork in rural coastal areas in Palawan, Philippines. She is working on a paper on the relationship between political institutions, social structures, democracy, and sustainable collective action. She also intends to study the interplay of decentralization of authorities for the governance of natural resources on the one hand and global trade on the other hand, and their synergetic chances and risks for ecosystems, food security, and self-governance of local communities.

New IUB Faculty *continued from page 52*

Tokyo. Her current book project, 'Becoming Female in Modernity: Discourses of Love in Japanese Women's Writing, 1910-40,' examines novels by prewar Japanese women writers and the way such narratives represent literary and sociohistorical discourses regarding same-sex love, marital love, and maternal love. Her research focuses on the dynamic intersection of literature, history, and culture, particularly as manifested in women's writing, popular literature, magazines, and newspapers. She teaches courses on Japanese language, literature, film, gender and popular culture.

Vijay Yerramilli (Finance, Kelley School of Business) obtained his Ph.D. from the University of Minnesota. He is a native of India, where he received his B. Tech. degree from the Indian Institute of Technology, Madras, and his M.B.A. from the Indian Institute of Management, Lucknow. His research interests are in the areas of financial contracting, entrepreneurial finance, and corporate finance. He has taught courses on corporate finance and international finance.

NEW FROM IU PRESS

These new Indiana University Press publications focus on international themes and are listed in the current catalogs for 2005–2006. For more information, please contact IU Press directly or find them online.

iupress.indiana.edu

AFRICA

Tongnaab: The History of a West African God
Jean Allman and John Parker
Links the history of an African god to Ghanaian modernity.

Africa's Hidden Histories: Everyday Literacy and Making the Self
Edited by Karin Barber
A private and personal look into the world of everyday Africans as they put pen to paper.

Evangelical Christians in the Muslim Sahel
Barbara Cooper
An intimate look into the work of an evangelical Christian mission in Muslim Africa.

Murambi, The Book of Bones
Boubacar Boris Diop, translated from the French by Fiona Mc Laughlin
The first English translation of this powerful and disturbing novel.

A Dirty War in West Africa
Lansana Gberie
A hard-hitting firsthand narrative on the crushing war in Sierra Leone.

Berber Culture on the World Stage
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INDIA

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International News

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EDITOR-IN-CHIEF
Roxana Ma Newman

Office of International Programs
Indiana University
Bryan Hall 104
107 S. Indiana Avenue
Bloomington, IN 47405-7000

Telephone: (812) 855-8467; Fax: (812) 855-6884
E-mail: rmnewman@indiana.edu

For information:
www.indiana.edu/~intlprog

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