Features

International Alumni Reunion: Seoul 2009 5

The Global Academy: School of Health, Physical Education, and Recreation 11

The Global Academy: School of Journalism 15

Susan Sutton and Internationalization at IUPUI 21

Voices and Visions: Taking Higher Education to the Public 25

Preventing the Tragedy of the Commons 29

Business at the Cultural Crossroads 33

Eros in Asia 37

Title VI and Global Competency 39

English as a Foreign Language: More than Grammar and Vocabulary Lists 43

Study Abroad in the 1950s 45

Of Note

Intern of the Year 4

Sunny Sports China 13

Blogging From Abroad 18

Skirting Issues in Amorgos 24

Bridges with Alef Ba 28

Lesson in Sustainability: The Ifugao Rice Terraces 32

Athletic Diplomacy 36

Searching for Cioran 42

Teaching the Global Perspective 48

Parting Shot 50
When she was just three years old, Renita Bakshi had a movie hero. “My parents said I wouldn’t eat if I wasn’t allowed to see a Salman Khan movie,” she says. When she had a chance to have a picture taken with him at a concert, the toddler was too shy, so there was never a record of their meeting. Now Bakshi is a major in marketing and operations management in the Kelley School of Business. As part of the Arcadia London Internship Program, she studied in London in spring 2009. The program included 16 hours of course work (12 of which counted towards her major) and a three-day-a-week internship. Bakshi was disappointed when she did not get the fashion marketing internship she wanted. On her application she had mentioned her long interest in Bollywood movies, and the program offered her instead a chance to work for UK Film Productions Ltd., which included a stint on the London location shootings of Veer, an epic historical drama.

“I missed the welcoming of the cast and crew of Veer because of exams,” she says. “When I showed up on the set on my first day, I began talking with someone I didn’t know, and I told the story of meeting Salman Khan when I was three. It turned out that I was talking to the producer, and after hearing my story, he took me directly to the actor. He’s very generous, a bit shy and self-effacing. We chatted for half an hour.” As assistant production coordinator, Bakshi didn’t get much down time. “My day could begin at 4 a.m. and run until 11:30 at night. I did whatever they asked. I got a new supply of make-up when the make-up artist ran short. I handled the submission and collection of visas for passports. I often assisted in search for locations. I made arrangements with government officials to use the H. M. Treasury Building for a shoot.” During her six months, Bakshi worked on several other productions as well. “Veer was my biggest project and the only film that I went on shoot with.”

Bakshi describes some of the less obvious differences between interning in the U.S. and abroad: “Basically, interning in London exposed me to all the various aspects of the business. That would not happen in the U.S. because U.S. internships are much more structured. Also, corporate culture is not as feedback-oriented as it is in the United States. Don’t expect your supervisor to guide you and encourage you throughout. You have to ask for feedback, and if you don’t, you most probably will not know what your strengths are and what opportunities you have for improvement. In addition, be prepared. Feedback is not a part of the culture. I remember an instance where I asked about my progress and was told just about my areas for improvement, and I thought that I was doing a horrible job. However, at the end of the internship, I found out that I was given one of the best reviews and that my boss used me as an example for the other assistants that he had.”

Bakshi is still on target to graduate next May. The study and internship experience abroad did not set her behind. Rather, it gave her new confidence and a new focus. Bakshi encourages friends to seek an internship outside their field—to diversify and take on the unfamiliar, “so that they can truly understand what they are passionate about.” Her experience on the set of a major film has not changed her marketing and operations focus, but now she would like that career to be associated with a media company. “Now, I believe that I can take any task or feat on, and I have deep faith in my capabilities and capacities,” she says.

Bakshi has been invited to the premiere of the film next December in Mumbai. The Arcadia program named her Intern of the Year. Not surprisingly, she has become a big advocate for study abroad: “It makes you resilient and adaptable, able to deal more confidently with uncertainty and ambiguity.” She advises friends to get to know people outside the program. “If you’re standing in line, introduce yourself. I made my closest friend in London that way.” She sums up her semester by saying, “Living abroad on your own in a country where you don’t know a soul and have to adapt to a new culture is the biggest step towards being fully independent and developing yourself as a person.”
In June, IU alumni from all over Asia gathered in Seoul for three days to hear about their alma mater, to renew and establish friendships, and to share ideas and experiences. IU colleagues provided the gathering with the latest university news and developments.

After the reunion, several hundred prospective students and their parents were given a detailed introduction to IU as they were finalizing their college choices. The visit provided additional opportunities to cement affiliations with Korean universities and scholars. The Michael Maurer School of Law signed an agreement for a joint degree program with Sungkyunkwan University, Korea’s oldest higher education institution. Officials visited KAIST, which is Korea’s MIT, and Ewha, the largest and one of the most prestigious women’s universities in the world. President McRobbie provided a detailed introduction to American admissions procedures for an assembly of several hundred Korean scholars and university administrators in Seoul.
Vice President for International Affairs Patrick O’Meara welcomes alumni to a session on academic developments at IU.

As part of the session on academic developments, Dean of Music Gwyn Richards shows video podcasts of major IU orchestral achievements and of children in the IU young violinists program. “I enjoyed hearing what other schools at IU are doing, rather than just the unit I was part of,” commented one alumnus.
Alumni are always interested in changes on “their” campus. IU First Lady Laurie Burns McRobbie introduces the new master plans for the Bloomington and Indianapolis campuses.

The gala entertainment began with performances by IU alumnae. Eunyoung Yoo (M.M.), violin, Eun-Kyung Song (D.M.), cello, and Min-Jung Cho (Ph.D.), piano, play the Fourth Movement of Felix Mendelssohn’s Trio No. 49 in D minor.

Dr. Se-Ung Lee receives the Distinguished International Service Award from Vice President Patrick O’Meara. Dr. Lee, a major benefactor of the nursing program at IU Kokomo, sponsored the Saturday night gala dinner and entertainment, a highlight of the event.

The Kook Soo-Ho Didim Dance Troupe performs Goojeong-Nori. The drumbeats are said to “drive away all fear and doubt so that life may firmly plant itself in its rightful place.”
The Kook Soo-Ho Didim Dance Troupe performs Kiakcheon Dance accompanied by the yogo, a double-headed drum pinched in the middle.

The Flying Bird’s Dance may have originated in the ancient Korean kingdom Goguryeo, a locus of cultural activity including dance. Performed by the Kook Soo-Ho Didim Dance Troupe, this dance was inspired by the poetry of Lee Baek, a Tang Dynasty poet.

A large and loyal delegation of IU alums from the Philippines attended. Here alumni pose with Eric DeHaan (center), director of international alumni relations.

Farewells after an ambitious three days of information, collaboration, conversation, and entertainment.
President McRobbie provided a detailed introduction to the U.S. admissions process at a plenary meeting of a conference on the role of admissions officers in the selection process.

Members of the IU delegation participate in the signing of a new agreement between Sungkyunkwan University and the IU Michael Maurer School of Law to offer a joint J.D./M.B.A. program. Pictured from left are Seung C. Park, provost of academic and faculty affairs and professor of chemistry at Sungkyunkwan University; Robert C. Klemkosky, dean, professor of finance, SKKU; Lauren Robel, dean, IU Michael Maurer School of Law; and Patrick O’Meara, IU vice president for international affairs.

Patrick O’Meara and Shawn Reynolds with Dr. Hongmin Zi, vice president, Office of Global Affairs, Ewha Womans University, at Ewha’s unique new Campus Complex building. The building extends six stories underground and was designed by the French architect Dominique Perrault.
KAIST, the Korea Advanced Institute of Science and Technology, is one of the country’s leading institutions and a catalyst for Korea’s rapid progress in high-technology industries. KAIST President Nam Pyo Suh discusses his university’s work with IU President McRobbie and other IU officials.
The international story for HPER begins decades ago. The school has had a steady flow of international students for a very long time. One was Yu Mei Lee, who came to IU in 1980 from Taiwan. Her father, Chi Chien Hung, was an important national figure in coaching and became the national basketball coach for Taiwan. Chi was impressed with the level of elite coaching at IU—represented at the time by the likes of Bobby Knight and Doc Councilman—and he assumed an unofficial role as HPER’s chief liaison with China, a relationship that was to last two decades. A visit to China that included HPER faculty and Dean Tony Mobley in the late 1980s resulted in a partnership with the Beijing Institute of Physical Education.

Fast forward a bit more than a decade. The Beijing Institute had become the Beijing Sport University, and it was grappling with delivering summer Olympic games that the nation wanted to be a showpiece of a new era of national identity. Adopting the U.S. model of elite, varsity sports, it turned for expert advice, among other places, to IU’s HPER faculty. Members of Dean Robert Goodman’s delegation there in early 2008 were among the first Western visitors to see the state-of-the-art facilities that resulted from these inquiries. David Skirvin was part of that delegation. He relates that a few years ago Chinese experts examined IU’s facilities and similar sports installations around the U.S. in their efforts to build the best sports facilities in the world, and they succeeded. We are now turning to them. “Today, they are way ahead of us,” says Skirvin.

A similar series of HPER connections has blossomed in Turkey. Ümit Kesim earned his IU HPER degree in the 1960s and was IU’s first All-American soccer star. Now a distinguished professor at Marmara University, Turkey’s second largest university, Kesim has promoted informal exchanges with IU for his entire career. He heads a motor control lab named for Hal Morris, former chair of the IU Department of Kinesiology.

HPER has established a cooperative agreement with Akdeniz University in Southern Turkey, the heart of the country’s tourism industry. A delegation of HPER faculty, including Dean Goodman, visited the two Turkish universities last fall, and found much common ground for discussion—the health implications of smoking, development of facilities for students, and national parks. Turkey has irreplaceable antiquities but only rudimentary systems to protect them or to help visitors enjoy them. HPER’s tourism studies faculty members are now involved in
University faculty members often complain about the tendency in academe for departments to become “silos” or “smokestacks”—isolated units standing in great rows with no connection between them. The demands of internationalization are breaking down the forces of academic isolation. For example, Charles Beeker has directed IU’s Underwater Science Program, part of the Department of Kinesiology, for almost two decades. A group under his direction made headlines around the world with the recent discovery of Captain Kidd’s gold-laden ship, the Cara Merchant. Treasure hunters have searched for decades. The ship sank, it turns out, in eight feet of water off the coast of the Dominican Republic. Beeker’s team has tapped the resources of several HPER departments to preserve the site as a national museum for the Dominican Republic and to repair the reefs that surround it.

The success of the Cara Merchant project has opened doors for HPER’s involvement in other ecotourism projects in the Caribbean. Several IU faculty members and students spent much of the summer in the central mountains of the Dominican Republic in a project under the direction of Zobeida Bonilla-Vega, assistant professor of applied health science. The Constanza region produces at least 80% of the country’s fruits and vegetables and offers a cool climate that attracts local tourism. If the tourism industry there could be developed from a model that includes local input into both economic and health needs of the community, then the region would have a strong, sustainable industry to support its population. However, before ecotourism can be developed, the infrastructure needs to be addressed—clean water, access to health services, effective sanitation, training. Yet, infrastructure development requires significant financial resources, which must be generated by an industry such as ecotourism.

IU faculty and students are there to begin to untie some of these knots. A community needs assessment and formal planning of ecotourism projects are among the main missions, Bonilla-Vega explains, of a cooperative effort between the Department of Recreation, Park, and Tourism Studies under Chair David Compton and the Cluster Ecoturistico Constanza. During the summer, Bonilla-Vega and colleague Fernando Ona supervised students from three academic units of HPER as they assessed the occupational and disability needs of valley residents, mapped the resources of often isolated barrios, and compiled data on water, sanitation, energy supply, irrigation systems, and health care. The data will form the basis for a series of short reports that will eventually drive a comprehensive plan.

The researchers are collecting technical data. At the same time, they are learning what works and what does not work culturally. Any proposals they eventually make must be informed by both, and the current effort includes not only faculty from three HPER departments, but also anthropologists who bring a cultural systems perspective along with experience in ecotourism projects in other parts of the world.

The five-year project is designed to assist the local community’s efforts to build more sustainable industry and better access to health care. For the IU faculty and students involved, the benefits are not only knowing they have helped, but also learning how to translate their research and study into practice. In Constanza, students are learning how to ask questions, how to collect data successfully and discreetly, and how to resolve systematically a welter of disparate issues. These skills will eventually be put to good use in communities all over Indiana. Fernando Ona adds that IU faculty are finding ways to make their research more meaningful, and they are learning how to improve their courses with case studies and pedagogical practices that will involve students in more applied public health work.

Although the seeds were planted decades ago, HPER’s international engagement is flourishing, explains Lloyd Kolbe, HPER’s first associate dean for global and community health, because IU has provided the right environment for them to grow. These essential ingredients include a president...
committed to keeping IU at the forefront of globalization, an international strategic plan to provide a guide for implementation, the encouragement of a vice president for international affairs, and a dean with extensive international research and work experience and an indefatigable interest in moving HPER in international directions.

In May 2009, IU President McRobbie announced the creation of schools of public health on the Indianapolis and Bloomington campuses. Over the next few years, HPER will be transformed into the Bloomington School of Public Health. “That change will be structural more than functional,” Dean Goodman explains. Because public health is focused on prevention, he says, “IU HPER provides a better model than most current schools of public health. Only a few schools have disciplines like exercise science or departments of kinesiology. Yet, our health is dependent on our being active and agile—whether the issue is the reduction in balance problems in the aging, industrial injuries, or overzealous coaches of children’s sports. Few schools have departments of recreation, even though recreation can be one of the strongest ways to promote wellness. And no school of public health has responsibility for recreational sports, which provides the resources for the study of wellness equal to that of a small city.”

Traditional schools of public health tend to emphasize disease prevention, which the School of HPER does as well. The new school of public health at IU Bloomington will continue to give a central place to disease prevention, but it will also focus on community wellness and quality of life, “an innovation that is likely to become the model which others adopt,” says Dean Goodman. “We have developed this model partly as a result of our international activities, for instance, understanding how the Chinese integrate physical activities into their lives.”

Specific public health problems must be solved by addressing local circumstances, but these problems may have arisen from actions across the globe. “We in HPER think globally and locally, and we act in both places,” says Goodman. “There is no way we can maintain the health of our population if we work in isolation. Pollution and disease know no national borders. The job market is global, and students must function on the world stage.”

Currently, HPER has or is developing relationships with 10 major universities in East Asia, part of nearly two dozen such arrangements around the world. In the long run, these relationships will carry IU expertise to major intellectual centers around the world, but IU will also carry back knowledge and expertise that can benefit Indiana. “We are there to learn as much as we are there to help,” Dean Goodman explains. “When we engage with others, we are enriched by what we learn from them.”

Sunny Sports China

Can a country enjoy the benefits of a market economy and a technological society and at the same time avoid their pitfalls? The U.S. has faced one of those pitfalls—the problem of obesity in children—for three decades. Chinese officials recognized that Chinese children may be following the same path. In 2006, President Hu Jintao announced that the government was going to take coordinated action with the launch of Sunny Sports China, a program that will introduce daily physical activity to 1.6 million schools and 270 million school children.

The task of training a generation into the habit of being active is a daunting one. A half hour a day of compulsory activity may be a good beginning, but it is not enough. For the program to be effective, children have to be willing to carry on with the activity even when not required to by their teachers. Parents who are jealous of every academic minute of their child’s training have to be convinced that the time away from study will

• Robert M. Goodman, Dean of HPER; Professor, Applied Health Science
• Lloyd J. Kolbe, Associate Dean for Global and Community Health, HPER; Professor, Applied Health Science
• David Skirvin, Assistant Dean, HPER
• Charles Beeker, Director—Office of Underwater Science and Educational Resources, HPER
• David Compton, Chair and Professor, Recreation, Park, and Tourism Studies, HPER
• Zobeida E. Bonilla-Vega, Assistant Professor, Applied Health Science, HPER
• Fernando Ona, Assistant Professor, Applied Health Science, HPER
• Jade Marie Hart, Senior Administrative and Planning Specialist, Global and Community Health, HPER

IU INTERNATIONAL
As far as the political issues are concerned, promoting awareness of the problems of obesity “is a piece of cake” compared to getting widespread consensus on HIV prevention among youth, Kolbe says. The cooperative effort moved forward quickly when Deans Goodman and Kolbe visited Beijing in 2008. Goodman is a student of Asian culture and is conversant in Mandarin; the combination of cultural, linguistic, and technical expertise made serious discussions easier and made IU an attractive partner.

Important steps toward the realization of the Sunny Sports China initiative were taken in Bloomington in May. A delegation from Beijing spent three days in Bloomington. This first consultation in the U.S. was also the first time that top Chinese government officials, university faculty, and representatives of the sports industry came together for the project. IU brought to the table faculty experts in allied health, kinesiology, and recreation, along with state and federal public health officials. The Sunny Sports proposal was a deceptively simple one—dedicate a half-hour a day to physical activity in every school in China. But the scope of the project and the variety of constituencies involved added complexity at every turn. What do we do first? Second? Some of the meeting was spent developing a big picture of all the stakeholders in the project and then considering how their continuing interest could be assured. Then the participants mapped out a pilot program for one province in China.

“If you take a black box to officials and tell them that if they input money on one side, you will output less obesity on the other,” Dr. Kolbe explains, “they won’t believe in the project.” Too much is at stake. Although the ultimate goal is a meaningful increase in the physical activity of young people, attaining that goal can be broken down into multiple goals along the way, and the success towards reaching each of these goals can be measured. “If you open the box and show them that this first step might be tried—and its success measured—and then another step might be tried and measured, and another, and another, they begin to understand how the project can be managed and calibrated to reach the outcome you want,” he says. One of the first steps is to put a teacher training program in place. “The success of that goal can be measured, for instance, by the number of teachers trained,” Dr. Kolbe explains. The evaluation of data at each step not only helps to assure continuing support, but also “keeps officials’ feet to the fire” to assure that the most ambitious goals are not lost.

But clarification and planning were not the only matters of importance in the visit. “The Chinese value long-term relationships,” Jade Hart, who supports Global and Community Health at HPER, explained. “They were as eager to spend time building social linkages and trust with the individuals who are likely to be partners in this effort for a long time. We needed to keep aware that the success of the meeting, in their eyes, depended on making good progress on both fronts. For example, we learned that they would like to visit an American farm, so we arranged to take them to Peden Farm.” The Pedens have introduced generations of Monroe County schoolchildren to traditional Hoosier farming. After the workshop in Bloomington, Hart visited Beijing for purposes completely separate from Sunny Sports. Inevitably, her Chinese colleagues, recently returned from Bloomington, saw an opportunity to cement ties even further. Although Hart was not on an official visit, her Sunny Sports colleagues arranged a private tour of the Olympic facilities and made sure she got to explore other cultural treasures of the city.

Next steps for Kolbe will be professional journal reports on Sunny Sports and travel to China in August to firm up plans for pilot programs, including assessment with control groups in one or two Chinese provinces. Kolbe is also working with the National Institutes of Health and the Centers for Disease Control and Prevention. Both organizations have mandates to deal with public health issues related to obesity in the U.S. and have shown interest in learning from China’s national initiative. Ultimately, it may be successes in China that drive better successes in the U.S. “Presidents of both countries have made commitments to deal with the public health problems of a sedentary population,” says Kolbe. “Sunny Sports gives us an important opportunity for cooperation. If nations cannot work together to improve the lives of their young people, how will it be possible to collaborate to resolve other issues between them?”
“At one time, newspapers may have had separate international, national, and local desks,” says Brad Hamm, dean of the School of Journalism, as he explains how perceptions in the discipline have developed, “but now it is quite possible that international news is local news.” Journalism in recent years has transcended artificial geographical boundaries, but the idea that international and local news are intimately connected is not new. The visionary international journalist, Roy Howard, wrote in the 1930s that World War I was the biggest local story of our lifetime—with its effect on local families, on taxpayers, on local employment, Dean Hamm explains. “Similarly today, if a local reporter looks at business in Indiana, at health and medicine, or agriculture in the state, the reporter will most likely find a global story. Not only do the people we cover locally have diverse backgrounds, what happens in China, and in countries around the world, can have a direct and powerful local effect on everyone in Indiana.”

As long as journalism has existed as a discipline, it has had an international component, and the School of Journalism has always cultivated international expertise among its faculty and in its academic programs. For more years than most can remember, journalism has had a foreign language requirement twice as stringent as that in most other units. Dean Hamm has led new initiatives in the school to extend that base and assure that journalism graduates leave with leadership and journalism skills certainly, but also with a direct knowledge of the world. “Our aim is that 50% of journalism graduates have an international experience,” he says. “And to that end, we are setting up international programs that will last for the long term.”

Perhaps the school’s most visible effort to assure global competence is the development of a set of courses that incorporate international activities into their requirements. “If you take children to a farm, they will understand where milk comes from,” says Hamm. “In the same vein, journalism students will never understand Ernie Pyle better than they do when they visit Normandy.”
Dean Hamm refers to one of the first of the school’s courses that tie experience abroad to the course’s subject matter. In Owen Johnson’s J460 class, students study the genesis of iconic war journalist, Ernie Pyle. Pyle’s career began with the Indiana Daily Student and continued in LaPorte and then Washington, D.C. When World War II broke out, Pyle broke loose of his editorial responsibilities and became a war correspondent first in the European theatre, then in Africa, and then in the South Pacific, where he was killed by machine gun fire on an island near Okinawa.

Students study his training, his stateside career, and his writings as part of their class work in Bloomington. During an extended spring break, they connect what they studied with the places themselves, visiting London and Paris, via Normandy. The itinerary includes the Imperial War Museum in London, Omaha Beach, the Allied port at Arromanches, memorial cemeteries, and a visit with a photojournalist who met Ernie Pyle while both were on duty during the war.

“For many students, this trip was the first time they needed a passport,” said Professor Bonnie Brownlee. Because the time abroad was limited, participation did not slow students in their degree progress or their efforts in other courses. Because the semester-long course provided intense preparation for what students encountered abroad, the experience abroad was richer and more informed.

Journalism currently offers three additional courses that combine traditional classroom study in Indiana with activities abroad. Bonnie Brownlee’s Media in Latin America course introduces students to the “historical, economic, political, legal, and societal factors that have shaped and continue to shape the media today, in an age of the Internet and instant communication.” After a semester in the classroom, the class travels to Chile where, among other things, they interact with Chilean students at Pontificia Universidad Católica.

“In journalism in the past, ‘international’ was a matter of content—what was reported, not how it was reported,” says Dean Hamm. “Now, journalism needs an international view to understand the future tools of the trade. The best of the new tools are being developed in Japan and Korea. Korea, for example, has invested billions of dollars in the ‘Digital Media City,’ a planned community four miles from the center of Seoul. It will incorporate cutting-edge elements of media technology and of sustainability.”

Faculty members have developed two new classes to assure that IU students have the chance to become familiar with the tools that will drive the future of their profession. One class studies emerging forms of journalism in Bloomington and traveled over spring break to Seoul to meet
with Korean journalists, mass communication professionals and professors expert in these new technologies. Lesa Hatley Major’s class in Technology, Change, and the News introduces students to the history of technology and the ways it is transforming culture in general and the finding and delivering of information in particular. Students travel to Seoul to see its unique developments and meet with the journalists and professionals responsible for it.

Jim Bright’s course focuses on Japan and international public relations. Students spend a full semester studying public relations in Japan and East Asia. During spring break, students visit Tokyo to meet journalists, PR and advertising professionals, and IU alumni living and working in Japan.

“These are not courses for tourists,” Dean Hamm explains. “Although we try to give half of the course time to media issues and half to culture, we don’t focus on the places that tourists usually want to go.” Asserting that what students do in journalism outside the classroom is as important as what they do in class, the School of Journalism has set up Journalism Experience opportunities—working for the IDS or for a radio or television station, for hearing major speakers from around the world, for being part of professional societies, and much more. “Our hope is that with the regular offering of courses with international activities, the Journalism Experience component of the journalism degree will include a permanent opportunity for students to engage the discipline in other parts of the world,” says Hamm.

Another way students can fulfill this international objective is a new summer internship program in London. Students live together in the same building in two- or three-bedroom flats with a common living area and kitchen for eight weeks. They spend three or four days a week working as interns in a British media organization, and they take an evening course in British media and culture.

Careful timing of the international experience has addressed one traditional problem with study abroad by making it more possible to participate and still make speedy progress towards the degree. However, other hurdles remain. The international component is expensive. The School of Journalism has undertaken fundraising and the building of endowments with the goal of providing students with half of the cost of the international component. “Our goal is that the cost does not prevent students from participating,” says Hamm. “We are not there yet, but we decided that we had to develop the international components as we worked to find ways to fund them for students. The more experience outside the traditional classroom, the better the graduate and the better the journalist.”

Ashley Thursby (left) and Lucia Jimenez pose as “news anchors” at Bloomberg Television studios in Tokyo in March 2008. They were among 16 students who made the trip to Japan as part of an International Public Relations course.

Brad Hamm, Dean and Professor, Journalism
Bonnie Brownlee, Associate Professor, Journalism
Owen V. Johnson, Associate Professor, Journalism
Lesa Hatley Major, Assistant Professor, Journalism
Jim Bright, Winslow Visiting Professor, Journalism
It happened the first time I rode the tube.

I had finished drinking my coffee and tried to throw it away. But when I looked around, I couldn’t find a trash can. I couldn’t find one at the next stop or inside the tube station.

One of the first things I noticed on the tube was its lack of trash cans.

I didn’t understand it. The tube is clean, for the most part free of litter. And there are plenty of bins outside.

I asked my co-workers why, and one of them said the IRA used to place bombs in trash cans. While the IRA is no longer a major threat, the bins haven’t been put back. The relatively new emergence of Al Qaeda and other terrorist groups has replaced the IRA in the news.

It made me think about how terrorism affects daily lives. In America, I only notice any changes caused by terrorism if I’m traveling in an airport. Other than that, the threat of Al Qaeda doesn’t touch me in Memphis or in Bloomington.

And while not having a trash can isn’t a major inconvenience, it’s just one example of how a city has to adapt to the reality of bombings.

Comparing Brit and U.S. Reporting
Newspapers in London more like broadcast in U.S.

By Sarah Brubeck
June 18, 2009

Reporting in the states is simple. It’s familiar and comfortable, and reporters always strive to be ethical, or at least that’s what we’re supposed to accomplish.

But in London, the rules aren’t as hard and fast. Brits pose photographs, pick political sides in their coverage and use PR representatives as common sources, all in the name of journalism.

My first assignment involved a protest with the Guide Dog Association in London. While reporting on the protest, I was surprised to see how posed the photographs were. Action shots were taken, but the first thing the protesters did was stand for several group shots from several different news organizations, definitely not something we do in the states.

I’ve also discovered that PR representatives are more aggressive. Whenever I’ve reported in the past, PR representatives send out a press release and help with contacts, but in London, they are more involved. For instance, before any protesters arrived on the scene, I was shaking hands with a councilman’s PR representative and scheduling an interview with the man of power.

... The writing style is different, too. For my internship at a weekly regional paper, the stories are quick and to the point. The writers don’t waste time writing catchy leads. They get the news to you and move you on to the next story.

It’s refreshing, though, to see so many news outlets in one city. At the same time, the newspapers in London are more like broadcast in the states. They have a political viewpoint and all their readers are aware of it. They openly show their biases with no shame and many of the designs are in a tabloid format.

Though I’m adapting to the differences, as an American journalist, I still yearn for a clean design with less biased reporting (though I’m giving American journalists more credit than they sometimes deserve).
Chile: Media in Latin America: Messages & Moguls:
Dictators & Democracy
Exploring Chilean journalism: CNN and Paula magazine

By Samantha Felix
May 19, 2009

We rose early and, dressed to the nines in business attire, all 18 of us met in the lobby to discuss the day’s events. With butterflies in my stomach, hearing “CNN Chile” both excited me and made me nervous. Having just written a 12-page paper on CNN and CNN Chile, it was my duty to fill everyone in on CNN before we left.

When we arrived, we were introduced to two men on staff at CNN Chile. The first man, Rodrigo Fernandez, is the director of technology and operations for CNN Chile. He was followed by CNN veteran, Rolando Santos, the senior vice president for Turner Latin America and the senior strategic adviser in charge of supervising the launch of CNN Chile last December. Hearing these men speak their names, I recognized them from my research paper as two of the most important men related to the launch of CNN Chile. They are real, I thought to myself.

Regaining composure, I listened to Santos explain why he and Fernandez chose the Latin American country of Chile over others. He said three vital factors must come into play: finding good partners who know they are solely there to fund the project and not control it; the ability to do CNN style news without a lot of censorship; and a high interest in media. Chile provided these three things and much more.

Santos also began handing out advice like the free pens we received at the end of the visit. He spoke of experience and literacy, but more important, education. Santos told us everything we would learn today about technology would be obsolete in five years, but not to worry because we should learn what we need for the present and keep moving forward.

France: From London to Paris:
In the Footsteps of Ernie Pyle
Meeting a legend in Paris

By Kevin Pozzi
March 20, 2009

Our first full day in Paris began with a breakfast of chocolate croissants, slices of ham, Swiss cheese and a machine to squeeze oranges into fresh juice.

Following that indulgence, our group boarded the Metro for downtown Paris. After emerging from the mess of tunnels, we found ourselves in one of the older sections of the city. We paused briefly for reflection and photography at the oldest square in Paris, the Places des Vosges, but the children and couples lounging around the park benches added a youthful touch to the historic place.

Our journey continued down a few small alleys to the home of our guest speaker, John G. Morris. At 90 years old, Morris energetically detailed his life experiences in the journalism world—as well as his firsthand interpretations of various 20th century wars.

Morris, who met Ernie Pyle during WWII when he was his tent mate one evening, said, “Ernie was especially nice to me . . . he was the only correspondent to say goodbye.”
Korea: Technology, Change & the News

The DMZ: A close look at history—and the present

By Riley Visiting Professor Dennis Elliott
March 19, 2009

Today was filled with a step back into history through a trip to the Demilitarized Zone, or DMZ.

Although faced with rain and fog, the students learned much from the guide about how South Koreans view the DMZ today. The weather prevented a look at North Korea, but below ground was a different matter. The students followed one of five tunnels that were discovered in the late 70s that were clearly intended to be used as means to invade South Korea. The trip down the tunnel was difficult but the walk back up was even more so. Nevertheless, all survived and appreciated the seriousness and significance of their walk.

While in the DMZ area, the students also visited the last train station stop in South Korea, Dorasan Station, which boasts a modern appearance and expectations of handling a large volume of traffic eventually (“when the country is unified” once again). Included on the tour was a stop at the Freedom Bridge, which has been the scene of much emotion over the years as prisoners were exchanged following the war and South Koreans returned to their homeland.

Japan: International Public Relations

Learning at Nissan

By Anna Schilawski
March 18, 2009

After spending yesterday sightseeing at Nikko, we were ready to get down to business at one of the world’s renowned automobile manufacturers, Nissan. From the agenda, we knew we were scheduled to tour one of the three Nissan plants in Japan, the Oppama plant. However, we did not realize the royal treatment that was in store for us.

Nissan’s team members Yoshie Yamasaki and Kyoko Kushida welcomed us to the plant around 9:30 a.m. It was there we took pictures with the newest car models and viewed a short video. As we toured the plant, we saw Nissan’s vehicle assembly line operate firsthand. I quickly realized why this is something many people dream of seeing in their lifetime. From the detailed inspection of the specific vehicle bodies to the test driving, our class witnessed it all. We learned how Nissan’s synchronized production system functions in a strict manner to uphold standards. The morning ended with a Q & A with one of the highest executive members. Then we had a traditional bento box lunch. We then were ready for the second half of the day at Nissan’s Global Communications and Corporate Social Responsibility Division headquarters, in the Ginza area, a 30-minute train ride from Tokyo.

General manager Okamura began the afternoon presentation, followed by Pauline Kee, Caroline De Gezelle and Kyohei Noguchi. Each talked about sectors of the Nissan headquarters including global, alliance and brand communications. Even though the economic crisis was mentioned, the tone throughout the presentation remained hopeful for the automotive world.

Our day came to an end around 6 p.m., and we toured Ginza, about 30 minutes from Tokyo station. Known for having the world’s most expensive real estate, Ginza also features expensive shopping. We saw melons going for hundreds of dollars, along with the best looking desserts in Japan.

The day would not have been possible without our Nissan tour guides and Hiromi-san. We owe them a big “Arigato” or “thank you” for all their efforts to make the day possible. It truly was a once in a lifetime opportunity and a great learning experience.

Chip Cutter at the end of the Freedom Bridge walkway with a backdrop of messages to relatives of South Koreans trapped in North Korea and remembrances to those lost. Photo by Dennis Elliott
Susan Sutton cannot remember when she wasn’t an internationalist. As a young child, she had a sticker book with room for stickers for countries all over the world. Each month would bring a new set of stickers for a different country. “I poured over the new information as I put each new sticker into the book,” she says. Although Susan didn’t travel the world as a child, her father had seen much of it as a member of the Flying Tigers before and during World War II. He had spent time in China and India, and developed enduring friendships in each of the places to which he was assigned. “The spirit of knowing the world, and knowing it at ground level, was very much a part of my family,” Sutton says.

Although she had no cultural ties to Israel, Susan was fascinated by the kibbutzim there. At 16, this high school student from Teaneck, New Jersey, decided on her own that she would spend a summer on one of these communal farms. “I wrote to 10 of them. Nine wrote back regrets, but the tenth told me I was welcome,” she says. “I slept in the communal dormitories, ate in the communal dining room, wore the clothes that everyone else wore, and got up, like everyone else, at 4:30 in the morning to work in the fields.”

When her Chinese hosts learned that Sutton’s father had been a member of the Flying Tigers in World War II, they insisted on taking her to the city of Kunming in the Hunan Province to see a memorial to that group’s efforts to fly supplies over the Burma Hump to the Chinese threatened with Japanese occupation.

Sutton visits a camp for those displaced by the 2008 conflicts in Kenya. The IUPUI-Moi partnership began in 1994 as a medical student exchange and has since expanded to be a major AIDS treatment, prevention, and awareness program. The partnership now spans nearly every school at IUPUI.
Although she discovered that this communal life was not as attractive as she had imagined, she did learn that she could face the unfamiliar. “I learned that I could travel on my own and interact with people in worlds different from my own and still be comfortable.”

Sutton attended Bryn Mawr, a small, liberal arts college. Though traditional study abroad was developed in such places, Sutton’s own experience was not typical. She spent a semester working in London as a typist at Shell Oil headquarters while living in minimally furnished digs in South London. Traditional study abroad programs emphasized language learning and cultural studies. “My time in London was a working experience, not classroom study, and I learned a great deal from that,” she says.

The experiential approach, Sutton found, is particularly suited to students at IUPUI. “A great percentage of IUPUI students study with a definite professional or pre-professional goal in mind, whether it be engineering, social work, nursing, teaching, or any one of a number of other careers. They want a lot of hands-on work, so we encourage courses that give students experience of the working world abroad. The School of Engineering, for example, offers a three-credit course on green organizations, entitled Go Green. In the IUPUI classroom, students learn how engineering can have a positive environmental impact. Then students travel to Germany to visit factories where these environmentally sensitive engineering designs are being carried out. They see firsthand how the principles taught in the course are brought into active service. The M.B.A. program in Indianapolis takes students to China where they complete a project for a local community or work out a business plan for a small company.”

Sutton notes other differences that make study abroad a challenge for many IUPUI students. “A large percentage of our students work 25 hours or more, and many have families to care for while they study. We have students who are the first members of their families to attend college. We have many part-time students. I think it would be wonderful if all of our students could spend a semester—or a year—abroad; there are undeniable benefits to programs that last that long. However, as a practical matter, IUPUI students have difficulty being away from jobs, families, and the demands of professional school curricula for such a long period.”

The difficulties do not diminish the importance of study abroad. “It is a misconception that study abroad is somehow less necessary for our students,” Sutton continues. “IUPUI students need and deserve the transforming experience that study abroad provides. The most important thing for a study abroad course is making the most of the time you have abroad. Our study abroad programs are mostly short-term, and 60 percent involve service learning. We provide our professionally oriented students with opportunities to practice their skills—a hospital, a law office, a factory. To be a success in your career, even if that career never takes you outside Indiana, you must be able to understand your work in an international context, and you must be able to interact with individuals from all over the world. Increasingly, Hoosier workplaces have managers from abroad, and Hoosiers themselves come from increasingly diverse backgrounds.”

The study abroad programs are one part of IUPUI’s larger goals for internationalization. Sutton explains, “Internationalization cuts across all missions of a university, from teaching
to research. At IUPUI, we try to follow a strategy that advances all of these at one time through partnerships with key institutions abroad, partnerships that have the potential to grow into bi-national academic communities. For example, we offer courses with Sun Yat-sen University in Guangzhou, China. Through video conferencing, students at IUPUI and students in China share the same virtual classroom space and study and discuss the same materials. Though divided by the Pacific Ocean, U.S. and Chinese students are classmates in every sense of the word.

The major example of an academic community that crosses national borders is, of course, the partnership with Moi University in Kenya. It began two decades ago as a simple exchange of medical students, but underwent a dramatic transformation as students and faculty from both institutions dedicated themselves to AIDS treatment and education in the late 1990s. Since then, the project has received more than $100 million in funding and has established some of the most successful programs of their type in Africa. This partnership has recently expanded to include faculty exchanges and joint research in law, education, liberal arts, informatics, engineering, physical education, tourism management, dentistry, public health, library science, and nursing.

Another example of this sort of strategic partnership is IUPUI’s work with the Autonomous University of the State of Hidalgo, Mexico. Some years ago, Juana Watson, an Indianapolis civic leader and former resident of Hidalgo, pointed out that Indy was receiving an increasing number of immigrants from this region of Mexico. This heartland-to-heartland connection developed primarily through the immigrants themselves. But once it was recognized, IUPUI schools began to incorporate it into their international mission. The Schools of Medicine, Nursing, Dentistry, and Social Work set up public health services and education programs in the mountainous regions of Hidalgo. This was followed by direct collaboration with the Autonomous University of the state, a partnership that now includes burgeoning relationships in informatics, liberal arts, engineering, and education. Running across all of these collaborations is the fact that work with communities in Hidalgo greatly informs work with the growing Latino community in Indianapolis.

“All aspects of our lives are shaped by globalization, even when we aren’t consciously aware of it,” Sutton says. “Our personal lives—our choice of house, of a car, of the clothes we wear, our children when they are called to fight for their country—so much of what we do is influenced by global...
issues. More than ever, we are caught up in international networks. In order to understand the issues we face and to plan our lives, we have to be more intensely aware of our connections to the world. Study abroad is for many the first step in understanding how to make good decisions in an international context. Exchanges of faculty and students, along with the other benefits of strategic academic affiliations, provide ways to continue and expand the global consciousness of our campus.”

Sutton adds, “I also have a very personal, philosophical reason for advocating broad participation in international partnerships, study abroad, and other international activities. I believe the world would be a better place if we have more public diplomacy, if all of us interacted and built networks with individuals outside our borders. In doing so, we can come to distinguish governments from citizens; we can avoid stereotypes that mislead us into oversimplifying. The issues we face on a global scale need complex answers, not oversimplification. Our efforts to get to know the world person to person expose the common ground that advances us all and can lead ultimately to our having more moments of peace.”

Skirting Issues in Amorgos —By Susan Sutton

When I undertook field research on the Greek island of Amorgos in the 1970s, there was no electricity, no running water; there were no hotels, no restaurants, and no roads capable of carrying wheeled vehicles of any sort. All travel on the island was by foot or on the back of a donkey. Greek winters can be chilly. When I faced a rainy 40-degree day, after first landing on Amorgos, I bundled up in coat and slacks and then went to the local coffee house. Coffee houses are usually warm, and I wanted to begin meeting people. When I walked inside the coffee house, however, I found some fishermen who had been kept ashore by the weather and had been enjoying a glass or two of ouzo. A purposefully loud discussion ensued among them, along the following lines: “What is this? It looks like a woman, but it’s wearing pants and it’s in the coffee house.” I faced a feminist dilemma; I could assert my right to do both these things and thus stand as a possible role model for village women who wanted change. Or I, the outsider, the intruder, could decide to work within existing practices and understand the community on its own terms. I wrestled with this issue for a bit, but ultimately chose the latter. I wore nothing but skirts the rest of my time there, even when harvesting grapes as is shown in this photograph. In the end this simple act opened doors that would otherwise have been shut, even by local women, and I proudly walked with them—all of us in skirts—when they insisted on entering the first coffee house to get a television on the island. And on my last day on Amorgos, as I was getting ready to depart, I was deeply moved when a woman whom I barely knew came up to me and said I was the only foreigner who ever knew how to dress properly.

I am an explanatory relativist, but not a moral relativist. I strive to understand things through their contexts, but this is very different from approving (or disapproving) them in a moral sense. In truth, I did not like the dress restriction on women that held sway in rural Greece at that time. When you confront the differences that inevitably arise in multicultural situations, however, you have to assess the situation very carefully, including the degree of harm that results from any particular behavior. There are some issues—domestic violence, for example—where I would not have retreated, no matter what the local context. At that time, at that place, however, the Amorgian dress code for women was not such an issue; it was not worth a fight. I decided that dress was not an issue worth a fight. I adapted without feeling compromised, and in adapting, I was able to enter the world of island women more fully than had I stood my ground.

Susan Buck Sutton
Associate Vice President, Office of the Vice President for International Affairs
Associate Vice Chancellor of International Programs, IUPUI Chancellor’s Professor of Anthropology
Voices and Visions: Islam and Muslims in a Global Perspective is a joint effort of several units at IU, along with outside organizations, to provide a window into the experiences of Muslims in the United States and around the world.

Its two podcast series, Muslim Voices and A Crash Course in Islam, have listeners from around the world. In Muslim Voices, listeners can hear a film producer speaking about the intimacy of Ramadan, scholars discussing the Uyghur in China, women speaking about gender and Islam, artists speaking about the role of faith and art, and lawyers, politicians, chaplains, geographers, poets, authors, economists, students, journalists, and others talking candidly about a variety of topics involving Islam and Muslim life. Crash Course in Islam listeners can learn cursory basics about Islam, such as what is the profession of faith, the hijab, the existence of angels, and eating halal.

Both series are available through the Voices and Visions Web site, muslimvoices.org. The site provides a route to many other opportunities for intercultural, active, and cordial conversations about Islam through interactive networks, such as Facebook, Twitter, and monthly interactive chats with "experts." The Facebook page has more than 5,000 visitors per month. All our media productions provide information about additional resources, such as access to relevant chapters from Indiana University Press publications. Ultimately, visitors to our Web site can go as deep and broad as they want, to learn just a little or quite a bit about various facets within Islam. Hopefully, however, they will encounter some perspective or idea, hear an individual's voice, or perhaps observe a slice of life that looks very similar among all its differences and carries some significance. Perhaps, they will learn a bit about themselves.

Funded by the Social Science Research Council’s (SSRC) Academia in the Public Sphere: Islam and Muslims in World Contexts program, the project also sponsors local events, which have included art exhibits, public forums, film showings, artist round-tables, and workshops for businesspeople and the media. These events bring together Muslims and non-Muslims to learn and to teach in an open, unintimidating manner. The goal is to establish a continuing public conversation that challenges stereotypes,
reveals the similarities between the lives of Muslims and non-Muslims, provides education and resources about the diversity of Islam, and builds bridges of understanding between those with different religious backgrounds, as well as between scholars and the public.

During its second year, *Voices and Visions* will expand to video podcasting. Watchers of the *Muslim Lives* videocasts will see a Muslim college student talking about his life and having fun with friends, or they will enter a Muslim home during American holidays like Thanksgiving or Fourth of July.

Connecting with the everyday experience of audiences calls for a reversal of the traditional definition of scholarship, typically based upon research, publications, peer review, funding, and to a lesser degree teaching and service. Issues of misguided stereotypes and misinformation that still too often create barriers between Muslims and non-Muslims cannot be resolved solely by inviting the public to events on campus. All *Voices and Visions* events are held off campus. Activities rely on a reconceptualization of an "expert." Our voices range from scholars with decades of research and academic experience to everyone else who has their own lived experiences, attitudes, and convictions. No one is excluded from the wide-ranging and frank

### PARTNERS

**Indiana University**
- Center for the Study of Global Change
- African Studies Program
- East Asian Studies Center
- Inner Asian and Uralic National Resource Center
- Russian and Eastern European Institute
- West European Studies
- Center for International Business Education & Research (CIBER)
- School of Journalism
- WTIU and WFIU
- Indiana University Press

**Outside IU**
- Social Science Research Council
- Bloomington Area Arts Council
- Islamic Center of Bloomington
- Monroe County Public Library
- Harran Foundation

▲ Director of the Voices and Visions project, Hilary Kahn.

▲ Journalism experts field questions from journalists, students, and the general public at the conference, Uncovering Islam: Representing, Reporting, and Responsibilities. (left, Christine Ogan, and right, Steve Raymer from the IU School of Journalism)
discussions. The project provides IU with the opportunity to explore its role in public scholarship. IU has the opportunity to facilitate public conversations and collaborations where multiple perspectives and experiences are respected, heard, and applied. It is one aspect of the university’s strategic plan to engage in mutually beneficial international partnerships, to promote civic involvement through service learning, to find value in local and international outreach, and to encourage global citizenship among its students.

Through engaging voices, expertise, and reflections of all our lives, Voices and Visions tries to chip away some of the walls we construct around us and to replace them with dialogue, a diversity of viewpoints, and understanding. Please consider visiting our Web site (muslimvoices.org). With an abundance of available resources, you will learn as much as you want about others and, ideally, something about yourself.

The end of the fasting month, Ramadan, calls for great celebration and prayers. The IU Muslim community celebrated the festival of Eid ul-Fitr by taking their prayers and prayer rugs to the fields outside Campus View—and removing their shoes in preparation.
Bridges with Alef Ba

One day when he was about two and a half, Andy started repeating a phrase while playing. His parents, native speakers of Chinese, were confused. The phrase wasn’t Chinese, or English. Eventually, they figured out that they were hearing “I am Andy” in Arabic. More than a year before, Andy’s parents had begun taking him on Saturday mornings to the Monroe County Public Library. Among the many programs he encountered there was Alef Ba, Arabic conversation for children. Until that moment, he hadn’t shown any memory of it.

“Young children learn languages through exposure and experimentation,” explains Naomi Spector. “For them, language acquisition is different. They have no concept of a difficult language versus an easy language.” Alef Ba was developed by Spector in 2005. It began with instruction in Arabic for children to age 7 and has grown into the Bridges program, which includes Chinese and instruction for children up to the age of 12. Under consideration are Hindi or Swahili and eventually a wide range of less commonly taught languages. The program is a triumph of cooperation. The Monroe County Public Library provides the space and materials.

The IU Title VI Center for the Study of Global Change provides administrative support. The Department of Literacy, Culture, and Language Education in the School of Education advises on teaching methods. IU language departments and area study centers assist in the evaluation of the six team leaders and forty volunteers.

“For our youngest children, activities emphasize active play,” Spector says. “If a child wanders off from the group to play separately, a volunteer will seek parents’ permission to join in the child’s game and bring the language to it. Parents are often surprised at how willing children are to speak in the unfamiliar language during such individual sessions.” Regular attendance is not required though most do come every week. For the youngest children, parents must be present in the library during the sessions. Children leave the hour session with packets they can use to continue language practice at home. This year, the program experimented with instruction in Chinese for children eight to twelve. Based on the success of that effort, older children will have the opportunity to study Arabic as well beginning this fall. The programs for older children are more structured, requiring formal enrollment and regular attendance.

This year, the Arabic program for young children had attendance averaging close to 40 students an hour. Children come from all parts of the community. "Many assumed that IU parents would be the ones using the program the most," Spector says. "Although IU families have been strong supporters, we have had even larger numbers of families from the rest of the community. Our biggest problem is finding good materials for children. Much has been done to improve instruction in these languages at the college level and beyond, but we find that we often have to invent our own materials and activities to make these languages work for young kids." The Bridges program gives the IU student team leaders and volunteers a chance to work in the professional environment they will encounter after graduation.
The Workshop in Political Theory and Policy Analysis began as an experiment in how to do research. It brought together a variety of scholars interested in issues related to the preservation of resources, natural and human, and proposed that their common issues might have solutions in common. After 35 years and funding from dozens of foundations and government agencies—including the National Science Foundation, the Ford Foundation, the MacArthur Foundation, the Mellon Foundation, and the U.S. Agency for International Development—the "Workshop" has proved its practical value. Faced with issues of global warming and sustainability, the world has discovered that the Workshop has been building tools for dealing with these issues for three decades. Now the Workshop has been replicated in centers on almost every continent, and the tools it has developed have been applied to cultural and environmental issues around the world.

Elementary algebra students, faced with the dreaded "word problem," learn that if they identify the type of problem, solving it is much easier. If, for instance, they spot a time-rate-distance problem, they immediately know what variables to look for and what formula to plug them into. The Indiana University Workshop on Political Theory and Policy Analysis has entered its fourth decade of research based on problems at the boundaries of political economy and practice. In recent years, their guiding problem type is one that considers what happens when a group of people depend on shared resources. Can the group be sustained? What rules would have to be put into place, what organizations set up, to assure that the resource is not depleted and that those whose lives depend on it can rely on its availability? Their mission is to find commonalities and design principles that will give researchers a leg up on their work by linking it with similar efforts of other scholars and researchers.

From left, Roger Parks, Lin Ostrom, and a student analyze data on police departments at the Workshop in 1977. [Research and Creative Activity]

Cartoonist Bruce MacKinnon's rendering of the tragedy of the commons with his comment on the closure of Nova Scotia fisheries in 1994. Republished with permission from The Halifax Herald, Ltd.

October 12, 2009. The Royal Swedish Academy of Sciences has named Elinor Ostrom, one of two recipients of the 2009 Nobel Memorial Prize in Economics, "for her analysis of economic governance, especially the commons."
This type of problem is, of course, massively more complex than what any of us encountered in elementary algebra, and even after 35 years, there is not complete agreement on what the variables should be or what the formulas are that connect them. Still, researchers all over the world have used the “problem of the commons” as a guide to their work. Environmental issues—such as those related to shared forests, grazing land, fisheries—fit well into this approach. Equally compatible with this kind of analysis are the less palpable resources that cultures own in common—the rights granted by a democracy, for instance, or the institutions put into place to support it. These common rights and institutions are vulnerable to the same dangers as environmental resources. Thus, problems related to sustaining democratic institutions can be parsed in ways very similar to those that can help us understand what is necessary to sustain our natural environment.

Soon after Elinor and Vincent Ostrom founded the Workshop in 1973, Lin Ostrom and her students began an analysis of the Indianapolis police department. The dominant institutional thinking of the 1960s said that bigger was better. School districts were consolidated, and so were police departments, in the name of efficiency. Lin Ostrom’s group attempted to measure that efficiency. They found in studies of the Indianapolis and Chicago police departments that larger meant a better crime laboratory, but larger also meant slower response time to emergencies. When bigger is better, and when it is not, became a central element of the problem of the commons. Although the initial emphasis was national and local, the Workshop dealt with issues that were quickly recognized as “national and local” in every part of the globe.

Every five years, the Workshop convenes what it calls a “Workshop on the Workshop.” The fourth of these, held in June 2009, brought together 144 scholars from 27 countries. Sixteen working groups formed the core of WOW4 meetings; they illustrate the robustness of the Workshop’s idea of commonality. Groups held working sessions on land governance in Kenya and Liberia; irrigation management in Nepal, Thailand, and Pakistan; social services in Trinidad and Tobago; water sharing in rural Africa; forest management in Latin America; national parks in Scandinavia; public administration in China; sustainable mountain culture in the Philippines; and social patterns of urban neighborhoods in the West. The list goes on and on. For WOW4 participants, it was all in a day’s work to identify common elements in these research areas and to seek efficient and practical solutions to matters that touch different continents and disparate parts of our lives.

WOW4 seemed more a family reunion than an international conference. Most if not all participants had spent time in the Workshop in Bloomington—as students, visitors, or research scholars. They all arrived knowing they would find common ground. During a plenary session when several speakers were asked what they found most and least valuable in the Workshop, there was unanimity that most valuable were the familial, nurturing atmosphere, the balance between tolerance and engagement, inclusion and confrontation, and the creation of a community in global variety. The connections among participants went deep; the mere mention of talent shows, the proper way to make

The government established the Tadoba-Andhari Tiger Reserve in the mid-70s. The forest ranger at the right watches helplessly as women harvest thatch from within the reserve. The government can attempt to protect the land, but it can’t fully police the result.
a shot of espresso, or the eccentricities of the building’s facilities needed no explanation; heads nodded instantly in remembrance or agreement. They knew all the standard issues and the in-jokes. If someone mentioned a “Hey!” moment, everyone knew exactly what to expect.

Although she will remain an active researcher, Lin Ostrom will pass the administrative reins to long-term Workshop participants James Walker and Michael McGinnis. The world has in recent years taken up the issues that have been at the heart of the Workshop for decades—ecology and sustainability. “But its work is not done,” both Walker and McGinnis say.

The Workshop’s interest in the problem of the commons began as a challenge to Garrett Hardin’s influential article, “The Tragedy of the Commons,” which first appeared in *Science* in 1968. Hardin sees the destruction of resources held in common as inevitable. He admits of only two solutions: privatize the resource or put it under centralized government control. The Workshop identifies other situations where commons have proved sustainable and so contradict Hardin’s assertion that there are only two solutions. “This third possibility is not one solution but a pointer to ways to find solutions,” McGinnis explains. “There is no panacea. The problem of the commons can be resolved only with the involvement of those who are affected by it. In consequence, a solution that works in one place may not work in another. What remains is trying to figure out conditions under which each option is most likely to succeed, or more realistically, what types of hybrid schemes are most effective in different circumstances, involving different mixtures of partial privatization, some government oversight, and community-based management.”

“The Workshop approach links rigorous scientific analysis to policy relevance,” says McGinnis. “The connection is unusual. On the one hand, you have hard-nosed scientists; on the other you have those who want to change the world. The first group is impatient with the impulses of advocacy; the second is impatient with the deliberateness of scientific research. The coming together of these two groups has reached the status of a new academic discipline with its own professional organization and annual conferences.”

Walker adds, “The Workshop is no longer 513 North Park Avenue, as it may have been in 1983. It is now a set of linkages—including affiliated workshops in Arizona, in China, in Romania, and possibly soon in Mali. It is more than a dozen working groups with collaborators actively connected across the world. Some of those groups will finish their work soon. Others will never be done. It is hundreds of ongoing interactions of alumni and friends working on similar issues of self governance and sustainability.”

“We must protect the commons in order to protect our planet,” Ostrom says. “If the commons collapses, the planet will be in trouble.”
Lesson in Sustainability: The Ifugao Rice Terraces

Two thousand years ago, the lowland Mayas of Central America were just beginning to use the wealth from their successful farming techniques to build cities. In Central Asia the Aral Sea formed a huge fourth “ocean” and fishing industry. The Hohokam of the American Southwest had developed agricultural traditions that would lead to one of the world’s most complex systems of irrigation canals. And high up in the mountains of the Northern Philippines, the Ifugaos built rice terraces and irrigation channels. Today, we have only ghosts of these once teeming social-ecological systems—except that the Ifugaos continue to build and maintain the ancient rice terraces that sustain their culture, much in the way they did when Augustus was overseeing the Pax Romana. An institutional analysis to explain the robustness of this culture was the topic that Eduardo Araral brought to an overflow audience at WOW4. Araral earned his doctorate at IU in public policy in 2006. He now teaches at the National University of Singapore. He has completed research on environmental issues in the Philippines and on urban water management in Asia. Much of his current work involves consulting on the structure of successful bureaucracies in Asian countries in economic transition.

“The cultivation of rice in the rugged mountain terrain in a part of the world regularly visited by earthquakes and monsoons is no small achievement,” says Araral. “The 400 square miles of terraces and irrigation channels regularly break and have to be rebuilt. The culture has a spoken, but no written language, so rituals provide a mechanism for preserving history and tradition.” With no written history, Araral had to rely on piecing together outside sources. Anthropological and ethnological archives and aerial and ground photography were important. He visited the area to see if the cultural perspectives that emerged from the physical evidence and research could be confirmed in the present life of the culture. He watched members of the community work and talked with them about their lives.

Although his research continues, he has reached some tentative conclusions. Primogeniture keeps the land parcels big enough so that if an owner neglects his work, the entire community will feel the impact. Land and families are also intimately intertwined; the land is a physical symbol of one’s heritage and one’s family, and all adult family members put in massive numbers of hours to assure the preservation of this heritage. The culture has 1,500 deities, and individuals spend 50 percent of their time observing rituals that simultaneously honor one or more of the deities and undertake activities to preserve the terraces. Work that in another culture would be relegated to the routine is elevated to the divine. Communities are small enough that individual actions are always visible, and there is a tradition of “Do unto others what you want others to do unto you.”

Buffeted by monsoons and earthquakes, these rice terraces high in the Philippine mountains would not have survived for two millennia without constant maintenance. The Ifugao cultural traditions provide both a framework and an impetus for assuring that this source of community livelihood endures.
For three days last April, academics, entrepreneurs, and policymakers from China and the United States came together to discuss the opportunities and challenges in promoting greater commercial integration as part of a conference on "U.S.-China Business Cooperation in the 21st Century." The conference was the result of cooperative efforts by Zhejiang University along with multiple offices within IU, headed by the Research Center for Chinese Politics and Business and its director Scott Kennedy, who worked on both sides of the Pacific to bring together representatives with the best experience and knowledge about business in the two countries.

During Day 1 (at IUPUI) and Day 2 (in Bloomington), experts analyzed the current business climate in China and the U.S. and outlined the successes and missteps of the past. The goal was to identify better ways to coordinate separate traditions of law, of relationships, of negotiation and trust. The third day provided a legal workshop, site visits to Indiana businesses, and a lecture by IU grad Vincent Mo, a leading Chinese entrepreneur. The sessions tried in systematic ways to outline previous entrepreneurial engagements, and the buzz of activity between sessions marked the beginning and continuation of dialog that all agreed needed to happen to make efforts work in the future.

The overwhelming consensus of the event is that while both countries need to understand the legal and economic frameworks of their very different worlds, technical understanding is not the first step potential world partners need to take. Even in the impatient entrepreneurial world, understanding the rules in two very different countries would not be productive without a deeper cultural understanding. A striking moment came early in the conference when a speaker said that American business needed to recognize that Western entrepreneurs sometimes felt that China did not operate from the rule of law. Immediately, there were gasps from the audience (mostly from Westerners). Was the speaker declaring China to be lawless? Was there any hope of cooperation if China did not acknowledge...
what seems to Westerners an inalienable part of working in the business world?

Again and again, speakers came back to this issue and the need to put the rule of law into a cultural context. Chinese legal traditions grew out of a culture a millennium older than Western legal traditions. To assert that a legal system that is not strictly Western is “lawless” is an example of the kind of ideas that entrepreneurs need to overcome. Conference attendees were indeed warned that a “contract” was more a “jumping off point” in China than the hard and fast commitment it stands for in the West, and that businesses cannot rely on the coercive power of the courts.

At the same time, they heard that American businesspeople had in the past failed to recognize what the Chinese valued in their partnerships. As James Zukin, a partner in a leading investment bank, explained, many Americans may have missed the routes to “simplicity, understandability, and transparency” in their dealings in China because they set more store in negotiations than in mutual trust and because they failed to tune into the importance of relationships as the basis for long-term cooperation. To succeed in the future, Zukin said, “We must recognize that our cultural differences are profound. We must learn Chinese and we must become Chinese at least a little bit” before we can trust ourselves not to miss some of the most important elements of our interaction.

Speakers described constitutional revisions in 1988, 1993, and 1999 that were making the Chinese business environment more adaptable to Western business. East-West interactions have become easier, but Western businesspeople need to know that more will be required of them for partnerships to succeed. Many traditions of business cooperation in China, explains Professor Wang Zhongming of Zhejiang University, developed not so much from lawyers, but from Confucius. The great philosopher emphasized relationships; he recognized the importance of nurturing the connections between individuals. And from Confucius came notions of harmony. “Constancy, modesty, and family values arise from Confucian harmony as does the importance of social harmony and its group orientation,” Wang says. “And these principles guide our business as well as our personal interactions.”

Successful mutual entrepreneurship thus depends equally on a better understanding of the importance Westerners attach to the law as the ground for stability and trust—and on the recognition that in China mutual trust and dependability will arise just as fully from relationships and personal commitments as it does from the law. In the end, the business worlds of both hemispheres will need to learn not just the legal, economic, and political rules of engagement, but also the way their partners engage the rules, how they feel about the way partnerships should grow, and what they feel is important to get out of the arrangement.

In his plenary address, Zhejiang University President Yang Wei called upon universities to promote a cultural division that crosses traditional academic boundaries and thereby act as the catalyst for future entrepreneurial relations. U.S. and Chinese universities can “create new engines for economic and social growth toward the future,” President Yang explains. “We should work together and cooperate to explore new frontiers of sciences, technology, and medicines, and to formulate new models of university education. The latter should encompass broader knowledge access, channel deeper professional schemes, and encourage interdisciplinary studies.”
Partners and Sponsors

Academic Partner
Zhejiang University

Media Partner
Caijing Magazine

Primary Organizers
Research Center for Chinese Politics and Business
IU Office of the President

IU Supporting Units
Office of the Vice President for International Affairs
College of Arts and Sciences
Michael Maurer School of Law
Office of the Vice President for Engagement

Gold Sponsors
Cornerstone Information Systems
The Enlight Foundation

Silver Sponsors
Indy Partnership
Baker & Daniels

Bronze Sponsors
American Chamber of Commerce, People's Republic of China
Simon Property Group, Inc.
City of Indianapolis
Deheng Law Firm

Yang Wei, President of Zhejiang University and Professor of Solid Mechanics, Zhejiang University

Wang Zhongming, Executive Deputy Dean of the School of Management and Director of the Global Entrepreneurship Research Center, Zhejiang University

Scott Kennedy, Associate Professor, East Asian Languages and Culture and Political Science, Indiana University; Director, Research Center for Chinese Politics and Business

Patrick O'Meara, Vice President for International Affairs, and Professor of Public and Environmental Affairs and Political Science, Indiana University

James Zukin, Senior Managing Director and Chairman of Asia for Houlihan Lokey, an international investment bank
Athletic Diplomacy

Athletes do not need a common language to understand one another. Indiana University was one of the last stops for the national youth basketball team from Kyrgyzstan. As part of a Department of State cultural program, seven youth basketball players and two coaches spent a week in the U.S. attending professional and collegiate tournament games, participating in clinics, and interacting with U.S. high school and college and professional basketball players. They spent time with the Indiana Pacers and watched the Indiana high school championship game, won this year by Bloomington High School South. They got to visit South and scrimmage with the champions, but their first stop in Bloomington was Assembly Hall, and it was clear the moment they walked onto the court that their interest wasn’t just observing. Basketballs appeared and informal drills rose spontaneously. Women’s basketball coach, Felisha Legette-Jack, stopped by to encourage them, and though translators were at work, the body language, especially when connected to a basketball, spoke all that needed to be said.

Head of the Kyrgyz delegation was Coach Bakhtiar Kadyrov, a well-known sports figure in Kyrgyzstan. In the summer of 2008, he became a national hero when tragedy struck the team. Seventeen team members were on their way to the Asian Basketball Youth Championship in Iran when their commercial airliner crashed. Coach Kadyrov repeatedly entered the burning aircraft to rescue team members and other passengers.

This visit was not IU’s first effort on behalf of Kyrgyz sports. In 2004, the School of Health, Physical Education, and Recreation hosted a delegation of coaches, teachers, principals, and community recreation workers and provided training for youth recreational sports development. The project included site visits to schools and sports venues in the Osh region of Kyrgyzstan. “The group we trained,” says Lynn Jamieson, professor of recreation, park, and tourism studies, “set up programs that have expanded the opportunities for youth to engage in sport rather than other less desirable pursuits, including recruitment into terrorist groups.” The department also has projects in Algeria and Lebanon and is developing one in Tanzania.
Entitled “Eros in Asia,” the exhibition brought together examples of explicit erotic woodcuts from Japan, drawings and paintings from China, Iran, and India, a remarkable painting from Burma, and one or two examples from Mongolia and Turkey, as well as a sampling of pieces in soapstone and porcelain. The exhibition also included, via computer, images of woodcuts from *Su E Pian (Lady of the Moon)*, a book of Chinese erotica printed about 1610. The book itself is the only complete copy known to exist, and the original remains in a vault. Nowhere else in the world would it be possible to see such rarities in one place; all are part of the collections of the Kinsey Institute for Research in Sex, Gender, and Reproduction.

Some of the drawings were acquired by Alfred Kinsey himself. Most came as donations—anonymous and otherwise—from around the world. “Collections built in this way can be challenging to exhibit,” explains curator Catherine Johnson-Roehr. “We don’t know the exact origins of many of the pieces.” And there are gaps. “Although Japan and China are well represented, we have no original artworks from Korea.” The common theme is a celebration of the sexual urge—sometimes reverent, sometimes satirical, nearly always titillating. “But in all these pieces, there is seriousness as well,” says Johnson-Roehr. “The erotic scene may be surrounded by beautifully rendered landscapes or textile designs. The results are beautiful, and their owners must have prized them and taken great care of them. In many of the pieces, the colors are still brilliant and the images as clear as when they were first created.”
The images in the exhibition in the Kinsey Institute Gallery are undeniably explicit and range over the full terrain of sexual behavior. They demonstrate that the contemporary world does not have a monopoly on sexual adventure. Still, the most shocking items in the exhibit are not the images, but the shoes. For centuries in China, small feet were tremendously erotic, and aristocratic women underwent painful binding to assure their attractiveness. The exhibition included three pairs of shoes worn by these women. The heel of the shoe takes up more area than the entire rest of the sole.

There was a time when the Kinsey Institute did not say much publically about its collection. Only staff and visiting researchers knew its breadth and depth. However, since about 1990, the institute has tried to make its cultural treasures more available. One still has to pass through Kinsey Institute reception to get to the collection, but the welcoming atmosphere and the desire to be informative are sincere. Eros in Asia is one of several exhibitions this year. The next international exhibition hasn’t been set yet; it will probably feature European art from the late 18th through the 20th centuries. The institute now maintains an informative Web site, where images from this exhibition will eventually appear alongside those of past exhibitions (www.kinseyinstitute.org).
Some may still remember the collective shock in the U.S. when the Soviet Union launched Sputnik into a successful earth orbit in October 1957. The U.S. had been trying to be the first to do that. When we failed, Americans panicked. Was the country slipping behind? Was the U.S. losing its place in the world? Sputnik energized Congress to improve its funding for science and math education. Although it was such technical knowledge that put Sputnik into space, Congress realized that its strategic objectives required better training in foreign languages and cultures as well. The National Defense Education Act became law less than a year after the Soviet success. The sixth section of NDEA—Title VI—included provisions for language and cultural education.

U.S. foundations had been concerned for more than a decade that students in the U.S. were not getting the skills they needed to deal with the issues raised by emerging nations and by the Cold War. Long before Sputnik, the Ford and Rockefeller Foundations along with the Carnegie Corporation funded university initiatives in area and language studies. When NDEA-Title VI added federal funding to those tasks, it established core education precepts—language proficiency and multicultural understanding—as the basis for national security and the nation’s international presence, and it made the security mission the province of the Department of Education, not the Department of Defense. For half a century, Title VI has supported the educational mission to teach languages that might not have been feasible under university funding alone, and to explore the regional and global dimensions of political, historical, economic, and social issues.

After 9/11, there was a sudden need for experts who understood the languages of Central Asia. The Persian, Pashto, and Uyghur speakers were available largely because Title VI funding has supported programs to train them. During the Cold War, “national security” meant watching out for the Soviets and avoiding anything that might lead to nuclear war. World politics no longer coalesces around political ideologies. Now, terrorism, scarcity of resources, environmental disaster, and failure to assure basic human rights confront us. The things that threaten global security in the 21st century cannot be
contained by ideology or geography. With their promotion of a broad definition of cultural knowledge, Title VI programs, especially as they were expanded in the 1980s and 1990s, have prepared scholars and experts to look beyond traditional disciplines and traditional boundaries.

IU Bloomington began its involvement in Title VI efforts through the Russian and East European Institute, founded in the 1950s. Today, nine Title VI-funded programs are active on the Bloomington campus.

In spring 2009, the 50th anniversary of Title VI was celebrated with conferences and special events nationwide. IU Bloomington brought area studies experts from all over the United States to discuss the future of area studies programs. The U.S. Department of Education in association with Michigan State University, and the Coalition for International Education and American Council on Education held back-to-back conferences to explore the impact of Title VI and the need for U.S. global competency. The CIE/ACE conference featured Indiana Senator Richard Lugar as keynote speaker and former Indiana Congressman Lee Hamilton as conference chair.

A key message of these half-century celebrations is that the impetus for Title VI in the first place—the need for U.S. global competence—must be articulated and defended every bit as much today as it was in 1958. With the shifting terrain of international issues and the increasing likelihood that an event on one side of the world will quickly affect people around the world, the work of Title VI is not over. Each new generation will have to come to terms with identifying the demands of global competency and assuring that the U.S. has the capacity to meet them.

The Coalition for International Education represents university educators nationwide and advocates for U.S. global competency within education programs, including Title VI and the Fulbright-Hays Program. It has recently opened a Web site to honor the 50th anniversary. Two films and thirteen Web clips show the new global environment through the eyes of political and business leaders, military officers, development specialists, and university faculty and students. A testament to Title VI’s effectiveness is the presence of Title VI alumni from Indiana University who contribute to the effort.

James Collins, IU M.A. ’64 in history, was ambassador to Russia during the Clinton presidency. He opens a film on U.S. Global Competency: A 21st Century Imperative by defining exactly what it is not: “Globalization doesn’t mean everybody in the world speaks English, or that everybody in the world is fundamentally an American with a few differences.” Global competency means first learning languages other than English and second, recognizing that the rules that underlie American culture may not operate in other parts of the world. Robert Gates, IU M.A. ’66 in history, and U.S. Secretary of Defense under Presidents Bush and Obama, notes in the film on Engaging the World that when Americans go to another country, speak the language, and understand the culture, they have shown a “measure of respect” and so have “already made significant gains in the relationship.”

The films explore current efforts in military security and peace keeping, diplomacy and international peace, global business, health care, and education research. For each topic the film follows one person as he or she uses language and cultural training to make a difference. For education research, the testimony comes from Payal Shah, graduate...
student in international and comparative education at IU. She talks about her dissertation research in the state of Gujarat, India, and her efforts to understand what schools can do to empower girls in society. IU is also represented in an interview with Lynne Campbell, K-12 foreign language teacher in the Glastonbury (Connecticut) School System. An advocate for promoting less commonly taught languages (Glastonbury begins Russian instruction at the seventh grade), Campbell completed majors in Russian, Spanish, and French at IU.

The result of these individual portraits is not a clear and simple definition of global competency, but rather images of the different skills individuals have developed to make a successful contribution in places a long way from the U.S. and at home. “Our goal is not only to celebrate the achievements of Title VI and Fulbright-Hays, but to stimulate discussion about the breadth and depth of global competence that Americans need in order to succeed in the 21st century,” says Miriam A. Kazanjian, consultant to ACE and the Coalition for International Education. “Our nation’s needs in this respect are much broader and deeper than they were 50 years ago—in many more languages and cultures, and across most professions. Global competence must become part of our education system’s core mission, from kindergarten to graduate school. We are deeply grateful for IU’s contribution toward making our celebratory events a success.”

View the videos and read the developing conversations about global competency at the ACE/CIE Web site: www.usglobalcompetence.org

**IU Conference Participants in Washington**

**U.S. Department of Education–Michigan State University Title VI 50th Anniversary Conference**

“History and Impacts of Title VI (with focus on area studies)”
Patrick O’Meara, Vice President for International Affairs

“Report on the First Biennial Symposium on Teaching Indigenous Languages of Latin America (STILLA)”
Serafin Coronel-Molina, Assistant Professor of Language Education
Daniel Suslak, Assistant Professor of Anthropology

“The Indiana Project on Latin American Cultural Competency: Triumphs and Pitfalls”
Bradley A. Levinson, Associate Professor of Education

“The Center for the Study of Global Change, Indiana University”
Brian Winchester, Director


“Challenges in South Asia—Security, Governance, and Identity/Cultural Issues” (PDF)
Nazif Shahrani, Professor of Anthropology and Central Asia/Middle East Studies, Indiana University
It would be easy to see Emil Cioran as a thoroughly disreputable character. Born in Romania, he declared his origins to be one of the misfortunes of his life. In his younger days, he dabbled in fascist and anti-Semitic ideologies and engaged in behaviors the most venial of which was skipping most of his classes as a scholarship student in Berlin. However, from his college days, he was part of an important intellectual circle that included Eugene Ionesco and Mircea Eliade. He published influential essays and became master of the pessimistic aphorism, leaving behind such thoughts of cosmic blackness as “To live is to lose ground.”

Ilinca Zarifopol-Johnston was associate professor of comparative literature at IU. She translated two Cioran books from Romanian and became interested in understanding how someone of such apparent intellectual unattractiveness could have been part of the development of a writer of such importance to his age. She undertook her search for Cioran in Romania and in Paris, meeting the aging thinker as he was succumbing to dementia. She found both the philosopher and her own past in the process, but did not live to complete the quest. Her husband, Kenneth R. Johnston, professor emeritus of English and specialist in William Wordsworth and the English Romantic writers, has pieced together the significant elements of her search.

In Searching for Cioran, published by Indiana University Press in December 2008, Johnston offers not only Ilinca’s work on Cioran but her discovery of her own Romanian past. Johnston gave a reading of some of that work at the Lilly Library last spring. He talked of Ilinca’s years of searching but finding only pieces of the answers, of gaps and questions not answered, of brilliant triumphs such as getting access to Cioran’s journals, and long interruptions. He described the book as a “palimpsest,” layers of his own memories of his wife, of her musings and searching for the philosopher and his life and of her own past, of the philosopher’s enigmatic pursuit of ideals and ideologies turned into a declaration of their ultimate absurdity.

The Washington Post has reviewed the book in detail and praised its “valuable material about an important writer’s early life.” It is available through the Indiana University Press at www.iupress.indiana.edu.
Some schoolchildren in Beijing and China study their regular subjects—history, math, physics—in English in the morning and in Mandarin in the afternoon. “Although that makes for a long day in school, children emerge from the schools able to undertake academic and social conversations in English,” says Faridah Pawan, IU associate professor of education. Dr. Pawan has begun a cooperative research project with a Chinese colleague, Wenfang Fan, professor at Tsinghua University, one of the highest ranked research universities in China. In her recent research visit to China, Pawan reports, “I was able to converse with fourth graders in English. We discussed the stories they were reading in English. They have a very good grounding in English and are able to carry on conversation.”

The Chinese government has put Professor Fan in charge of the Dragon Project, a national effort to improve and encourage the teaching of English not only in separate language lessons, but also in the main content of the school curriculum. The Dragon Project also aims to train teachers to teach English “communicatively”—to use the language interactively in conversations rather than simply sitting in the classroom and experiencing “drill and kill” in which students memorize and repeat various aspects of grammar. Pawan and Fan are collaborating on research in the classroom to identify what teachers need to know about English to undertake English instruction effectively. Previously, national education policy in China was formulated from large-scale quantitative studies. Pawan explains, “Research in the field today places a high value on a socio-cultural, place-based, and context-based pedagogy.” One of her roles in this cooperative effort is to work with Chinese educators in undertaking research “that reflects classroom-based realities.”

During her month in China in May, Pawan was assisted by six graduate students from Tsinghua University. They collected data from primary, middle, and high schools. Bicycles provided the best way to get from school to school. “It was the fastest and most effective way to avoid heavy traffic,”
Pawan says, “In addition, cycling is pretty safe in Beijing as the onus is on cars and other motorized vehicles to avoid bicycles. Cyclists don’t seem to feel too threatened by cars. In fact, they can often be seen leisurely cycling amidst heavy traffic sometimes with children and other passengers in tow.”

Pawan and Fan hope through their joint research to enhance the professional development programs for English language teachers at their respective institutions. Pawan notes, “Although I knew there were over 300 million Chinese speakers of English (approximately the population of the U.S.), I was quite surprised by the rigor of English language instruction in the public schools in Beijing and Shanghai. I was surprised by how English is taught via the subject matters, which in my opinion makes more sense and is more meaningful.” Her research sites included six of the finest schools in the Beijing area. A short visit to the outskirts of Chengdu in southwest China made it clear that the quality of English instruction varied widely especially where resources are limited.

The cooperative effort between Tsinghua University and IU on language instruction was one outcome of a delegation headed by Dean of Education Gerardo Gonzalez and Professor Heidi Ross in November 2008. Pawan’s work is supported by the fund for the Advancement of Peace and Education. An anonymous donor endowed IU with a half-million-dollar gift to be used by the School of Education to foster global education through practical means. Besides improving the training of instructors and future instructors at the two institutions, Pawan and Fan hope for an ongoing exchange of materials and expertise. “In the immediate future, our collaboration will result in a joint report, a research article, and a book on EFL professional development for teachers in both settings,” Pawan says.
Study Abroad in the 1950s

He did not have an IU degree, but he had studied in Bloomington, and he was interested in visiting after 50 years away. When the IU Alumni Association received this note recently from Nothelm Steuernagel of Paderborn, Germany, they identified him as an exchange student at IU in the early 1950s. They wrote back and encouraged him to visit. He responded that there had been an even earlier exchange, an American student who went to Germany in 1953, one Judy Abel, with whom he had lost touch.

In 1954, university exchanges at IU were in their infancy. The university had few precedents to work from. Herman Wells himself crafted the first arrangements. He cobbled together funding from Mortar Board Senior Honor Society and from foreign student aid funds; he obtained promises of housing from Halls of Residence and the Pan-Hellenic Association. Nothelm Steuernagel had to pay his own transport here. He crossed the Atlantic on a freighter, a 20-day trip to New Orleans, and reached Bloomington via Greyhound bus on September 23, long after the semester had begun.

Although Nothelm was well-trained in law, no one had considered other requirements for international study. “When I arrived, I knew 10 words of English fluently,” he comments. “It took me six weeks to think in English, and only then could I take part in discussions.” He was placed into courses in law, but discovered that he lacked prerequisites. “I was missing courses on government, sociology, and psychology, which were things not required at home.”

Steuernagel found other aspects of U.S. university life that seemed quite foreign. “The German university takes no responsibility,” he told an Indiana Daily Student reporter in his first term. “The student must care for himself and is responsible for keeping up his studies under both university systems. But the student himself is blamed for any mistakes.
in Germany, while in America, the university is expected to keep an eye on the students."

His first residence was Rogers Center, later part of Ashton Residence Center, and there he encountered social differences as well. "In the dining hall, I sat at a free table. I had hardly sat down when others came up and introduced themselves. In Germany, a stranger would never have sat down at your table."

By the end of his first semester in Bloomington, Nothelm was in his element. He joined organizations like the Cosmopolitan Club and helped organize social activities. Herman Wells wrote to the German university president, "I have had the pleasure to meet Mr. Steuernagel in several social occasions, and I have been highly impressed with his personality and bearing. He enjoys great popularity among his fellow students and represents [you] with honor and distinction."

During his second semester, Nothelm moved to the Delta Upsilon House on Third Street. Leo Dowling helped him find a set of courses that were a better fit; these courses proved useful later on. "IU helped me in my career; later on I had to coordinate a staff of people who had taken courses in social sciences, recreation, and psychology," says Steuernagel. "The courses at IU helped me understand them better."

When he left Bloomington in June, Nothelm travelled around the U.S. and worked in odd jobs, such as a gas station attendant. When he returned to Germany, he earned degrees in higher administration and became director of a detention facility for 16- to 27-year olds.

Steuernagel’s desire to come to IU was fueled by the enthusiasm of Judy Abel, the IU student who traveled to Germany to study in 1953. Although he had lost touch with Judy, the IU Alumni Association was able to find her—surprisingly close to home. She and her husband, Frederick Eichhorn (an IU trustee from 1990 to 2005) had retired to Bloomington. Judy grew up in Franklin, Indiana, and completed her bachelor’s degree in government from IU in 1953. She was active in student organizations, president of her sorority, vice president of Mortar Board, and student member of the Carnegie International Relations Committee. Like her counterpart, she travelled by steamer and arrived at Christian Albrechts University of Kiel in the fall of 1953. In a series of letters to the Indiana Daily Student during her year abroad, Judy provides a unique record of a "close encounter" with a new academic and social world. Her grappling with the differences between institutions and nations will seem familiar to study abroad students even half a century later.

"More students study seriously in Kiel than in a comparable American university," she writes in one of her first letters from abroad, "but there are certainly many students in the U.S. universities who study as much." She attributes the seriousness to the fact that German students begin university when they are two years older than American students. She was impressed that students "who study are not considered 'social outcasts' but rather revered because of their industry."

In academic matters, German students assumed full responsibility over their success or failure. "No parent would dare to blame the university administration or a professor for the fact that his child failed," Judy writes. "The responsibility is the student’s . . . one of the strongest recommendations for the way of student life here in Germany." Ironically, this independence had not yet extended to student activities.

▲ Fraternity brothers, whose residence was separated by five decades, talk about life at the Delta Upsilon House.

▲ IU President Herman Wells kept close track of Judy Abel’s progress abroad.
Student government and student activities were similar on both sides of the ocean, but activities that were left completely in the hands of students in the U.S. were put under the direction of a faculty member in Germany. “German universities are just beginning to see the value in permitting the students to solve their own common problems together,” she writes. Ultimately, though, it was impossible to call one system better than the other. “The best that can be said,” Judy concludes, “is that we can both learn from each other.”

Judy was as active in extracurricular activities in Germany as she was in the U.S., but she did occasionally find adjustments to the new culture a challenge. She reports favorably on the university’s efforts to assure international visitors that they are a welcome part of the university community and notes one event at Christmas arranged by the rector. “I had been forewarned that no doubt I would be asked by the Rector to dance. I enjoy dancing but find that it is beyond my capability to dance the German way and speak German at the same time, for each requires my full concentration. Until one has actually been a foreign student, one cannot fully comprehend the meaning of the word, insecurity,” she concludes.

Judy Eichhorn was on hand to greet Nothelm Steuernagel when he arrived in Bloomington after more than half a century away. There was much to see and discuss, but they agreed that the study abroad experience had changed their lives. “I came back to Germany a different person,” Steuernagel says. “Before Indiana, I was stiff, conservative, maybe a bit pious. I laugh now about notes I wrote then.” But the “great friendship and hospitality” he found in Bloomington and all over the U.S. remained among his strongest memories. “I tried to enact that in my life when I returned to Germany,” Judy’s career took her into student affairs at IU Northwest and community service in Gary. She adds, “The experience expands your whole person. It lets you know what is really important.”
The International Studies Summer Institute has been an integral part of the work of IU’s Center for the Study of Global Change for more than a dozen years. In its first year, the participants were primarily U.S. high school students. The second year included only middle and high school teachers. By the third year, the institute brought students and teachers together and drew its participants from all over the world. Institute speakers and issues change, but every year, the institute brings world experts and leaders to the group either in person or by video conferencing. And the issues consistently reflect aspects of environment, sustainability, democracy, and economic impact. Participants come from around the world not just to learn to see the world through different eyes, but to learn how to teach others this global vision.

Participants have been the institute’s most enthusiastic supporters. This year, of the 22 teachers participating, four have attended in previous years. We asked them what impact the institute has had on their lives and the lives of their students. “I’ve traveled all over the world,” says Attilia Gogel from Dale, Indiana (originally from Italy), who has attended the institute several times. “I’ve always been curious about the world, but the institute gave me a new pair of glasses. I now see things in their entirety.” Jane Martin, a teacher in Fort Wayne, Indiana, complains about the way U.S. students have been taught about the world: “If the world is just geography, students will be taught, but they won’t remember whether Paris or Des Moines is a capital city or a country. We have to find a way for students to have a personal relationship with the world.” Gail Chastain teaches at Mercy High School in San Francisco and first attended the institute in 2001. She adds, “Yes, the world should not just be places in the abstract for students; when they meet others and hear their personal stories, the world becomes real. This approach empowers students. It gives them a role to play; they aren’t couch potatoes any longer. They become activists.”

After he had been through the institute the first time, Dave Barrett had the opportunity to lead a group of Memphis high school students on a study-abroad program to Turkey. He notes the cultural surprises that students who are traveling for the first time experience: “For example, whenever we got to a new place, the local residents were eager to meet the students. The five African American students from our group drew the most interest. It was not uncommon to see other students on the sidelines while our Turkish hosts were having pictures taken with the five, who were feeling especially good about their ethnic heritage.” One of the students has received a scholarship to return to Turkey to study.

When the four institute veterans were asked if they knew if any of their former students had gone abroad, out came a madrigal of places around the world. Many of their students have traveled, and they have traveled all over the world. The students have kept in touch, the teachers are proud to note. It would be difficult to tally the ultimate “effect” of the institute. Teachers reach hundreds, and in the long term, thousands, of students; increasing numbers are actively satisfying the curiosity that their teachers have instilled about the world.

“Teachers at the institute learn from each other as well,” Barrett explains. “The institute allows teachers with a passion for teaching to come together, touch each other’s hearts and minds, and exchange ideas that affect each other’s lives. It is very satisfying when one teacher explains a successful classroom experience to the group, and the response is ‘Wow, I never thought of it that way!’”

Deborah Hutton, assistant director of the IU Center for the Study of Global Change, has directed the institute for the past several years. She has seen the impact that the program has made: “ISSI provides a way for American teachers to experience world issues and connections while still in the heart of the Midwest. We bring the world to them, and they in turn take the world to their students. These four ISSI veterans are among the finest examples of compassionate, dedicated, globally minded teachers. They invest their energies in their students and affect the whole world for the better.”
<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Phone Number</th>
<th>Office Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office of the Vice President for International Affairs</td>
<td></td>
<td>(812) 855-8669</td>
<td>Bryan Hall 104</td>
</tr>
<tr>
<td>Vice President</td>
<td>Patrick O'Meara</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistant Vice President and Chief of Staff</td>
<td>Judith Rice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistant to the Vice President</td>
<td>Edda Callahan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University Director, International Partnerships &amp; Strategic Initiatives</td>
<td>Shawn Reynolds</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Director, Communications &amp; Information Resources</td>
<td>Lynn Schoch</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program Officer</td>
<td>Paul Fogelman</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Office of International Services</td>
<td></td>
<td>(812) 855-9086</td>
<td>Franklin Hall 306</td>
</tr>
<tr>
<td>Associate Vice President for International Services</td>
<td>Christopher Viers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Director, International Student &amp; Scholar Advising</td>
<td>Rendi Schrader</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Director, Information Systems</td>
<td>Jason Baumgartner</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Director, Leo R. Dowling International Center</td>
<td>Sandra Britton</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistant Director, Student Services</td>
<td>Jennifer Bowen</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistant Director, Scholar Services</td>
<td>Joanna Snyder</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistant Director, Client Services</td>
<td>Sally Walsh</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Financial Manager</td>
<td>Paul Butler</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Office of Overseas Study</td>
<td></td>
<td>(812) 855-9304</td>
<td>Franklin Hall 303</td>
</tr>
<tr>
<td>Associate Vice President for Overseas Study</td>
<td>Kathleen Sideli</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Director of Administration and Program Management</td>
<td>Susan Carty</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistant Director</td>
<td>Steven Rose</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Financial Manager</td>
<td>Laura Kremer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Office of International Affairs, IUPUI</td>
<td></td>
<td>(317) 274-7000</td>
<td>902 W. New York St., ES 2126</td>
</tr>
<tr>
<td>Associate Vice President; Associate Vice Chancellor, IUPUI</td>
<td>Susan Sutton</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistant Dean for International Enrollment &amp; Services</td>
<td>Sara Allaei</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Director, Curriculum Internationalization</td>
<td>Dawn Whitehead</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Director, Center on Southeast Asia</td>
<td>David Jones</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Director, International Partnerships and Collaboration</td>
<td>Ian McIntosh</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Director, Study Abroad</td>
<td>Stephanie Leslie</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Associate Director for International Admissions</td>
<td>Nancy Roof</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistant Director for International Admissions</td>
<td>Jennifer Reed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Director, International Recruitment/Retention</td>
<td>Patricia Biddinger</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistant Director, Scholar Services</td>
<td>Mary Upton</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistant Director, Student Services</td>
<td>Sandra Lemos</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Manager, International Information and Communication</td>
<td>Cathie Carrigan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>International Research and Development</td>
<td></td>
<td>(812) 855-8882</td>
<td>201 N. Indiana</td>
</tr>
<tr>
<td>Associate Vice President for International Research &amp; Development</td>
<td>Charles Reafsnyder</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Financial Manager</td>
<td>Mary Lou Kessler</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program Coordinator</td>
<td>Jeff Thomas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Center for the Study of Global Change</td>
<td></td>
<td>(812) 855-0756</td>
<td>201 N. Indiana</td>
</tr>
<tr>
<td>Director</td>
<td>Brian Winchester</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Associate Director</td>
<td>Hilary Kahn</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistant Director</td>
<td>Deborah Hutton</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Polish Studies Center</td>
<td></td>
<td>(812) 855-1507</td>
<td>1217 E. Atwater Avenue</td>
</tr>
<tr>
<td>Director</td>
<td>Bill Johnston</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Honors Program in Foreign Languages</td>
<td></td>
<td>(812) 855-5241</td>
<td>Dowling International Center</td>
</tr>
<tr>
<td>Managing Director</td>
<td>Stephanie Goetz</td>
<td></td>
<td></td>
</tr>
<tr>
<td>International Programs, South Bend</td>
<td></td>
<td>(574) 520-4402</td>
<td>Administration Building A146X</td>
</tr>
<tr>
<td>Director</td>
<td>Scott Sernau</td>
<td></td>
<td></td>
</tr>
<tr>
<td>International Programs, Fort Wayne</td>
<td></td>
<td>(260) 481-6494</td>
<td>Kettler Hall, Room 269</td>
</tr>
<tr>
<td>Director</td>
<td>Jenny Weatherford</td>
<td></td>
<td></td>
</tr>
<tr>
<td>International Programs, Kokomo</td>
<td></td>
<td>(765) 455-9442</td>
<td>Main Building Room 235</td>
</tr>
<tr>
<td>Coordinator</td>
<td>Donna McLean</td>
<td></td>
<td></td>
</tr>
<tr>
<td>International Programs, Southeast</td>
<td></td>
<td>(812) 941-2514</td>
<td>Crestview Hall 017</td>
</tr>
<tr>
<td>Director</td>
<td>Frank Wadsworth</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Parting Shot: Ifugao Rice Terraces

The Ifugao built their first rice terraces in the mountains of the Northern Philippines when Caesar Augustus ruled Rome. Cultural traditions have assured successful maintenance for two millennia. Photo by Eduardo Araral.
The Office of the Vice President for International Affairs is pleased to announce the continuation of grants for tenured and tenure-track faculty as part of the implementation of IU’s International Strategic Plan. Grants for 2009–10 will be awarded in the following areas:

- Attendance at overseas conferences
- Design of an overseas study course
- Faculty language improvement
- Development of on-campus international conferences and workshops
- Research overseas
- Support for short-term international visitors
- Short-term faculty exchange opportunities

Deadlines and details can be found at:
www.indiana.edu/~ovpia/ovpia/funding/uWide.php