When is the back of a painting more important than the front?
Global Connections: Building the Future, Bridging the Past
William Plater: How Internationalists Are Made
Sustaining University Growth in Guangzhou and Indianapolis
Owning Art
Mastering Global Debate
An Ambassador’s Vision: Unity in Diversity
Harmonious Friendships: SKKU and IU
Musical Union: Europe’s Day
Mongolia in the Midwest
Peace Corps and the School of Education: Teaching English in Mongolia
Communication and Health Care in Kenya
Protecting Today: Translating Emotion
Honoring Languages and Cultures
Parting Shot

(Left) Panel from an altarpiece: Flagellation of Christ (German, late 15th century). Herman Wells purchased this painting from a London gallery in 1967 and donated it to the IU Art Museum in 1985. After extensive research, the IU Art Museum Provenance Project determined that the painting had been taken from a German museum at the end of World War II. READ MORE ON PAGE 14.
The tools of distance education—videoconferencing and all the vast array of Internet resources—have made the global university possible. Intercontinental communication has become a daily routine—in classrooms, laboratories, research libraries, and conference planning. While these tools have enhanced global education, they did not create it. And the new technologies cannot, by themselves, sustain it.

At certain points of the process, personal, direct contact makes all the difference. Over the past year, President Michael McRobbie and Vice President for International Affairs David Zaret have pursued these contacts, investigating potential alliances, solidifying new and old partnerships, and meeting with IU alumni and friends.

In the fall of 2011, McRobbie and Zaret attended the 10th
anniversary ceremony of the South East European University. IU helped to establish this university in Tetovo, Macedonia. It is open to all, and for the first time offers speakers of Albanian the opportunity to earn college credit through study in their own language. McRobbie had attended the opening of the university in 2001 and was awarded an honorary doctorate at the 10th anniversary celebration. The IU connection continues as Zaret joins the SEEU Board of Trustees.

Zaret also went to West Africa to participate in the inauguration of a major development project at the University of Liberia, whose infrastructure was destroyed in decades of civil war. That USAID project, which is led by Charles Reafsnyder (IU associate vice president for international research and development), begins with efforts to rebuild the facilities and programs that support the training of medical workers. Zaret also visited the University of Ghana to revitalize exchange and study abroad opportunities with one of Africa’s premier universities. He consulted with American students in Legon about student opportunities in Ghana and with entrepreneurs who have been working with Kelley School of Business interns.

In each of these places, the IU delegation ensured that time was reserved to meet with IU alumni and friends. “I’m not sure most people realize the breadth and depth of the friendships IU has established over the years with IU graduates who have returned home and their families,” Zaret said. “Everywhere we went, those who had spent time in Indiana were eager to hear about their campus and where it was headed.”

Southeast Asia

Southeast Asia was the focus of an IU delegation in May 2012. “IU has had strong ties with Southeast Asia. One of our first institutional development projects occurred in Thailand. Our largest alumni nationality group is Malaysian. IU was the lead university for ten years in the development of a new campus in Malaysia,” Zaret said. “Yet, although IU can boast more area studies programs than most U.S. universities, we don’t have an area studies program for Southeast Asia. One part of our mission was to explore ways to change that. We were also exploring opportunities to increase research and study abroad opportunities.”

The delegation’s first stop was Bangkok, where the prestigious National Institute of Development Administration (NIDA) was celebrating its 50th anniversary.
In the mid-1950s, IU worked with Thammasat University in Bangkok to establish a program in public administration. This program became the core of a new graduate institution, NIDA. IU’s Thai colleagues have always honored its connection with IU. They prepared an exhibition of photos and materials (many of them provided by IU Archives) from the early days of the program. President McRobbie gave an address at NIDA on the challenges higher education administrators face in the next decade.

Discussions at NIDA included increased connections with IU in law, public administration, and business. IU officials also spoke with senior administrators of another long-standing partner, Chulalongkorn University. Much of the discussion there was about the development of a program in Thai Studies and prospects to support research and teaching Thai students.

IU also has deep connections with Burma, where it directed a program that brought Burmese refugees to Indiana to complete degrees. The IU Center for Constitutional Democracy works with reform leaders in Burma as the country struggles toward democracy. IU officials sought guidance from the mission director of USAID and the U.S. ambassador to Thailand about institution building in Thailand’s neighbor as Burmese democracy slowly thaws.

In Singapore, President McRobbie signed a new exchange agreement with the National University of Singapore. One of the early cooperative efforts with this premier university in Southeast Asia will be a partnership between the NUS Asia Centre for Social Entrepreneurship and Philanthropy and IU’s Center on Philanthropy. They spoke with U.S. Ambassador to Singapore, David Adelman, who also offered observations about the situation in emerging Burma and briefed the group about the efforts of member countries of the Association of Southeast Asia Nations (ASEAN) to develop an economic union that would represent a total population of 600 million, more than the European Union.

That subject of conversation continued in Indonesia with the ambassador to the U.S. mission to ASEAN, David Carden, an IU graduate. The president signed a partnership agreement with Indonesia’s Gadjah Mada University in Yogyakarta and discussed the potential for study abroad. In Jakarta, McRobbie and Zaret explored opportunities for collaboration and exchange with the University of Indonesia. If IU is to develop its Southeast Asia Studies capacity, it will need the expertise and advice that top universities of the area can provide.
Malaysia was the last stop. It included meetings at the University of Malaya and the Universiti Teknologi MARA (UiTM). The latter began life as the Institut Teknologi MARA (ITM). With the help of IU as lead in a Midwest consortium of universities and with the dedication of several hundred U.S. faculty members recruited through IU over 10 years to teach on a campus in neighboring Shah Alam, ITM and IU worked closely to establish a campus in Malaysia that drew some of the country’s most talented students to American-style instruction in English. The delegation met with the rector of UiTM, Dato’ Prof. Ir. Dr. Sahol Hamid Abu Bakar, who had worked with IU in those early days and who remembered friends in Indianapolis and Bloomington.

The official meetings that consumed most of the delegation’s time will shape IU’s future academic programs. Southeast Asia Studies will grow in large part due to the expertise of new friends and colleagues in relationships established during these visits. Each discussion also explored possibilities for study abroad as IU works to expand both the number of students going abroad and the number of countries they go to.

**Connecting with Alumni**

These ports of call also included time with alumni and friends—more than 100 in Bangkok, 80 in Singapore, more than 200 in Jakarta, and more than 150 in Kuala Lumpur. Alumni included senior government officials and major industrial leaders, and the interest in IU was both broad and intense. Alumni quizzed officials about IU’s academic future and changes in its academic missions. In Indonesia, alumni called upon the president to predict where IU basketball would stand after the next season. (The president hedged on specifics, but declared the team would rank very high.)

There were unexpected connections. Several alumni felt they had met Vice President Zaret before, but couldn’t place the connection, especially since this was Zaret’s first visit to Malaysia. It took some time for these former IU business majors to realize that they had been required early in their IU program to take a sociology course—Professor Zaret’s sociology course.

The resources that these alumni can provide the university are immeasurable. They recruit students, assist faculty in getting access to needed research opportunities, provide internships for IU students and graduates, and advise on future directions in their home countries. While their time at IU is past, their interest is very much present.
In a visit to Washington, DC, Field Marshall P. Phibunsongkhram (left), the Prime Minister of Thailand, and President Herman B Wells (right), of Indiana University, signed an agreement on May 3, 1955, aimed at strengthening public administration in Thailand. In the center is Governor Harold E. Stassen, Director of the U.S. Foreign Operations Administration.

President McRobbie addresses the Singapore Alumni Club.

President McRobbie and Laurie McRobbie at a welcome dinner at the home of Mr. and Mrs. Tilaar.

Sombat Thamrongthanyawong (pointing), president of NIDA, provided IU visitors a personal tour of the NIDA campus. Dr. Sombat was the first graduate in the doctoral program in public administration at NIDA in 1989. He has been an active teacher and administrator at NIDA since then and is well known for his public service to Thailand. At a ceremony later in the day, President McRobbie awarded Dr. Sombat the Thomas Hart Benton Medallion, IU’s highest honor for someone outside the university.

Telegram from Herman B Wells to the Thai Prime Minister, Plaek Phibunsongkhram, noting the beginning of one of IU’s earliest institutional development efforts.

Thai alumni loyalties to their alma mater go back decades. In a formal meeting of alumni and the IU delegation, President McRobbie fielded questions and explained university priorities.

President McRobbie talks with Dato’ Shahran Laili (BS’80) and his wife, IU alumna Datin Halimatolhanin, at the Kuala Lumpur reception. For the occasion, Dato’ Shahran Laili wore the letter jacket from his undergraduate days at IU in the 1970s.

After the Southeast Asia visit, Vice President Zaret traveled on to Beijing and Seoul for additional meetings. Korea has an active and dedicated alumni group. Here, Zaret talks with Mr. Dongwan Kim (SPEA MA) and Mr. William Joo (Kelley MBA) during the Korea Alumni Club’s annual spring picnic at the summer home of Mr. Youngjin Kim (Kelley MBA).

President McRobbie presents H. A. R. Tilaar with the Hart Benton medal at an IU alumni reception in Jakarta. Tilaar (MS’66, EdD’67) has written more than 20 books on Indonesian education and has served for more than two decades in administrative roles that have shaped education in his country.

Seated is Vorasak Pienchob (BS’60, MS’61 Phys Ed; MS’62 Educ), the founder and former president of the Thai Alumni Chapter. Dr. Pienchob is one of Thailand’s best-known authorities on physical education. His wife, Sucharit Pienchob, holds master’s (’59) and doctorate (’76) degrees from the IU School of Education. At the Bangkok alumni reception, they were presented with a photo that shows her in traditional Thai costume for a culture day at IU Bloomington.

The first panel in NIDA’s exhibit on the history of its partnerships with Indiana University.

"IU is eager to do more to cover Southeast Asian languages and societies. With over 600 million people, growing economic importance, and a rich cultural legacy, the region demands the attention of research and teaching at any university that wishes to train international citizens." —David Zaret
When William Plater came to Indianapolis in 1983, he knew exactly what needed to happen. An institution in only its second decade of existence, developed independently by two separate universities on campuses in different parts of the city with its main campus pushed on one side by the offices of the state government and on the other side by some of the state’s most important medical facilities—Indiana University–Purdue University Indianapolis needed to fulfill its potential as a world-class urban university. How that would be accomplished defined Plater’s professional journey of now almost 30 years.

“The ’80s was a period of enormous ferment and change,” Plater said. “I was attracted by the opportunity to work at a campus on the brink of growth and self-definition; with a clean slate, we could think about the university in different ways. With the resources of the city all around us, we had the chance to define a role built out of the interaction between campus and community through service to the community, from units across the curriculum and through the strategic use of the expertise of our professional schools.”

Beyond the local dimensions that consolidated the institution onto one campus and that solidified ties...
between campus and community, IUPUI had to define a global role to serve both its faculty and its students. “The world won’t stand still,” Plater said. “The Indiana economy depends on global activity and will come to depend on its international trade more and more. Our faculty had to facilitate this, and our students needed to be prepared for workplaces at home and abroad that were requiring ever greater familiarity with international issues.”

Plater was not born an internationalist. “I didn’t even have a passport until I was 30.” In 1987, Dean of Faculties Howard Schaller groomed Plater to succeed him. Schaller warned that a generation of faculty who had been active abroad was retiring, and Plater would have to ensure that its achievements did not get lost. “He took me along on a visit to IU projects in Hong Kong, Thailand, and Malaysia. From then on, the international piece of IUPUI’s future preoccupied me personally.”

With Plater’s encouragement, the campus’s international capacity rose from what could be achieved through an office with funding of $500 a year in the 1980s to the multi-department, multi-service unit that exists today. He outlined the international strategy that the campus developed to make the best use of this office and other campus resources. “Our international affairs couldn’t be like IU Bloomington, with its many offerings in languages and area studies. We needed to build from our strengths in professional education, medicine, and law, for example. Partnerships with Moi University in Kenya and Sun Yat-sen University in China, each of which now involves multiple IUPUI units, were the early fruits of these efforts.

When Plater left the position of executive vice chancellor and dean of the faculties in 2006, emeritus began to appear in
some of his titles, but he can hardly be said to have retired. He founded the International Community Development Workshop, a cooperative effort of the Indiana Policy Institute, the IUPUI Office of International Affairs, and IUPUI’s Center on Philanthropy. The object of the workshop was to forge linkages that would provide a conduit for IUPUI expertise to assist in strengthening Indianapolis’s future as an international city. “We looked to create a common ground for government, nonprofits, corporations, and, of course, the university. One project, for example, was a study of the regions of the campuses with which we had partnerships to determine opportunities for economic and social investments that reflected the strengths and needs of Indiana and the target area abroad.”

After more than five years, Plater has passed the management of the workshop on to others, but only to move on to projects in accreditation and interactive scholarship. As countries—China, India, and Korea, for example—seek university training for larger and larger portions of their population, universities on both sides of the Pacific have sought ways of cooperative education on a welter of models. “While accrediting bodies of both institutions and of specialized disciplines have awakened to the need to consider higher education globally,” Plater said, “the policies and guidelines are not yet comprehensive, systematic, or well coordinated.” Of particular concern is the growing number of joint and dual degrees; students do work at universities in their home country and in the United States and can earn a single degree that names both universities (not very common), or they might earn separate degrees from each institution based on the same work.

As senior advisor to the Western Association of Schools and Colleges, the chief accrediting agency for California and Hawaii and points west, Plater is working to rationalize the pursuit of international academic cooperation in East Asia and build a basis for confidence and trust. “We are attempting to determine a process that will allow us to accredit a limited number of universities in other countries. Such a process needs to ensure that standards match what the association applies in the United States but at the same time to respect valuable national differences in the delivery of higher education. The association has created a new policy on joint and dual degrees, which will have a significant impact on how member institutions interact with counterparts around the world.”

Plater’s most recent venture is as senior advisor on educational strategies and international affairs to a new learning technology company, Course Networking. The company has just rolled out open-source software that will allow instant and on-the-fly scholarly collaboration and course projects between institutions across town or at distant ends of the earth. The code is being written in Guangzhou, China.

One indicator of the length and breadth of Plater’s service to IUPUI is the size of his email mailbox. “I’m told I have one of the biggest email boxes in the system, but in there are documents and plans to which we need ready access to sustain IUPUI’s contacts with universities from Cairo to Zhejiang, Lima to Vancouver, Eldore to Melbourne. They inform our work right now, and I can’t imagine the loss if they were to be packed away somewhere where we can no longer use them.”
Matthew Arnold, the Victorian educational philosopher, saw the progress of culture in the alternation of *epochs of expansion* and *epochs of concentration*. Both epochs move us forward, but each requires different tools: the creativity of the artist for expansion, the insight of the critic for concentration. The growth of the university through periods of expansion and consolidation was very much on the minds of two experienced university administrators as they explored the progress of university campuses on opposite sides of the world. William Plater has seen the IUPUI campus through more than two decades of rapid expansion. Cheng Wang, deputy director in the president’s office at Sun Yat-sen University (SYSU), has seen a similar rapid expansion of this university in the South China city of Guangzhou.

While strategic planning has guided both campuses for several years, these two senior administrators emphasize its particular importance as campuses consolidate their advances. It’s one thing to begin new programs; it’s another to see that they are established in a way that will sustain them for many years. Wang works closely with the department of planning, which supports the entire institution of more than...
50,000 students. “If SYSU is to establish itself for the long term as a world-class university, we need to be scientific in managing our resources,” Wang said. He has joined the IUPUI Office of the Chancellor for several months to study IUPUI’s administrative practices.

Plater has written strategic plans for the IUPUI campus since the 1980s and is the principal architect of its internationalization efforts. In the last decade, IUPUI’s global partnerships have focused on the search for “a few well-matched institutions” that offer the promise of long-term mutual benefit. SYSU has roots in a Christian missionary college founded in Canton in 1888; it adopted many of the Western traditions of higher education, even to the point of teaching some of its courses in English. In addition to a core program in liberal arts, it has a major medical school, a top-ranked public affairs program, and strength in business and engineering—an academic profile similar to IUPUI’s. About six years ago, the IUPUI faculty was asked in an open meeting whether their research interests would be well served by a partnership with this important university in South China. The response was positive, and the first exchange visit was arranged in 2007.

“The match looked really promising,” Plater said. “We saw the solid common ground where each institution could take advantage of the expertise and knowledge of the other. But we were acutely aware of our own ignorance. Their English abilities exceeded our mastery of Chinese, and we had much to learn so that we didn’t attempt to superimpose our values. One big worry was the extent of the autonomy of Chinese faculty. How much would that affect our faculty’s ability to pursue their research interests?”

Worries on the part of the Chinese faculty, explained Wang, also included language issues, but their concern, ironically, was that their English wasn’t as strong as they would like. And they were uncertain about success at the individual level. Would individual faculty members find appropriate partners? Would faculty members from the two universities meet just once or twice, or would they find a basis for broader cooperation? They understood that a successful partnership required this individual compatibility.

IUPUI faculty learned that while extra caution would be required in pursuing social science research in China (a subject taught differently in China than in the United States), there was little to worry about in the field of medical research, where advances
of joint research would produce unquestionable benefits on both sides. Early important products of this collaboration included the SYSU Center on Philanthropy, set up with the support of IUPUI and major grants from the Rockefeller Brothers Fund, and a cooperative summer program between the two universities’ law schools.

Recently, interest in IUPUI’s accomplishments and expertise resulted in a contingent of 37 SYSU senior academic administrators, led by Vice President Chungshen Chen. The group visited Indianapolis for two weeks last spring to learn about innovative strategies for teaching and to explore the campus and community firsthand. “There is no substitute for direct knowledge,” Wang said. “The group established connections that will serve both universities for years. And they noticed things that one might not expect to encounter in a long-distance conversation.” They were impressed with the level of community engagement and the expert resources of the Center for Teaching and Learning and the Confucius Institute. “The group also noted the facilities available to students—the campus center, the large number of computers in public areas, the campus shuttles, the chairs and desks everywhere.”

One of the sessions arranged for the SYSU delegation was an introduction to Course Networking, the new software package developed at IUPUI that makes possible instant and ad hoc global classrooms. Plater said, “In three years with this software, 10,000 SYSU students and 5,000 IUPUI students could be interacting on a daily basis.”

“We saw the solid common ground where each institution could take advantage of the expertise and knowledge of the other.”
Last winter, IU President Michael McRobbie gave a painting from the IU collection to a small museum outside of Berlin. The painting, the Flagellation of Christ, was one of only three in the IU collection painted in Germany before 1500. It was a gift to the university from Herman B Wells. The decision that this painting should no longer be part of the IU collection was based on a body of historical data that has been made more accessible and more systematic over the past 15 years thanks, in part, to the Internet. That data told IU experts that the painting, whose ownership IU never had any reason to doubt, did not in fact belong to the university.

President Wells was an avid collector. While visiting London in 1967, he purchased a fifteenth-century oil of the Flagellation of Christ from the Gallery Lasson. The gallery was a prominent dealer in art works from the era before the nineteenth century, and nothing about the painting appeared suspicious. He donated this favorite painting to the IU Art Museum in 1985, and it helped to fill an important void in the collections. In the years that followed, the painting was meticulously studied by IU Professor Molly Faries and her students. It had already been established that the Flagellation was a side panel from an altar piece from an unknown church, probably near Cologne. Faries and her students worked with experts and determined that it was painted on wood from an oak tree cut down in the 1480s.

In 2004, a fax arrived at the IU Art Museum from the Jagdschloss
Grunewald, a small museum outside Berlin. The fax outlined the looting of the museum’s paintings at the end of World War II and noted the loss of one painting in particular. The fax noted, “A colleague informed us about a quite similar panel in your collection.” That was the beginning of an extensive discussion. The German museum produced prewar images of the painting and many other clues that the painting President Wells had purchased was in fact a piece that had been stolen from the museum by a soldier who took it to London after World War II.

One of the most compelling bits of evidence was a collector’s mark on the back. Nineteenth-century lumber merchant Edward Solly had a distinctive way of marking the backs of paintings he collected. Solly’s firm purchased Baltic timber for British naval vessels of the early nineteenth century. While managing the family business in Berlin, Solly amassed a collection of 3,000 works that was particularly strong in Medieval and Renaissance painting. In 1821 he sold the collection, and it soon became part of the Royal Gallery of Berlin. The collector’s mark on the back of IU’s painting matched other works in the collections of the Berlin museums precisely.

In 2006, Adelheid M. Gealt, director of the IU Art Museum, announced that, based on the evidence IU had collected and the German museum provided, the painting rightfully belonged to Jagdschloss Grunewald, and IU would return the painting to Berlin. Michael McRobbie led a delegation that fulfilled the promise in a ceremony last November at Charlottenburg Palace in Berlin.

Although the history of an art work’s ownership has always been of interest to museums and collectors, the subject has become especially important as a result of the actions of the Nazi regime in Germany. “The Nazis imposed their own view of art on their world,” explained Jennifer McComas, curator of Western art and chief researcher into the provenance of the European works in the IU collection. She explained that they looted private Jewish collections to build their own. They repatriated German art from museums in countries they overran, and they purged an entire era of German Expressionist art that they felt was “degenerate.” Adding to the confusion of ownership, after the war, many valuable pieces

(far left) Panel from an altarpiece: Flagellation of Christ (German, late 15th century). Herman Wells purchased this painting from a London gallery in 1967 and donated it to the IU Art Museum in 1985. After extensive research, the IU Art Museum Provenance Project determined that the painting had been taken from a German museum at the end of World War II.

Jennifer McComas heads the IU Art Museum’s Nazi-Era Provenance Research Project and is charged with tracing the ownership of European art produced before 1946 that is in the museum’s collection. She is also curator of the university’s collection of Western art after 1800 and is currently preparing a special exhibition of German Expressionist art for fall 2012.
disappeared as the occupation soldiers returned home.

A coordinated public effort to deal with wartime looting began as a result of a conference in 1998. Delegations from 44 countries and 13 NGOs met in Washington, DC, to discuss, among other things, international responsibility for art works removed from their rightful owners during and immediately after World War II. The meeting produced a strong consensus that museums around the world should investigate the provenance of their collections and provide publically accessible reports on their results.

In the fall of 2011, McComas assembled an exhibition at the IU Art Museum that surveyed the disruptions of Nazi Germany. Entitled “The Spoils of War,” the exhibition featured works from the IU collections that represented both the Nazi purge of German modern art and the Nazi confiscation of older German paintings. The stories of how these pieces made their way to Bloomington included items that left Germany in a hay wagon or were hidden with non-Jewish friends. One painting of a shepherd boy that belonged to a Jewish family in Berlin escaped confiscation through the sale and gift of this and other paintings to an American cousin in the mid-1930s. The painting found its way to Bloomington through a New York art dealer in 1982. It was not until 2010 that the IU Art Museum made the connection between a label on the back of the painting that was inscribed with the Berlin family name of Remak, and renowned IU Professor and 73-year Bloomington resident Henry H. H. Remak, nephew of the original owner.

Honoring the spirit of the 1998 conference, the IU Art Museum’s Nazi-Era Provenance Research Project has tagged 800 pieces of European art for further research. McComas has been engaged in discovering the history of those pieces for the past eight years. “The process is not simple and the results are rarely straightforward,”
Shepherd Boy with Hat and Staff (Giambattista Piazzetta, 1720s) escaped Nazi appropriation by being sold to family members in the United States before the Nazi regime could find it. In 1982, IU acquired the work from a dealer in New York City after the death of the American relative whose purchase brought it to the United States. In 2010, the IU Art Museum made the connection to Indiana University Distinguished Professor Henry H. H. Remak, who never knew that his Berlin uncle's painting had found a home in the same town that adopted him in 1936.

President Michael McRobbie returned the 15th-century altar panel to the Jagdschloss Grunewald Museum in a ceremony at the Charlottenburg Palace in Berlin. U.S. Ambassador to Germany Philip D. Murphy attended and described the return as “an extraordinary gesture on behalf of Indiana University. . . At the end of the day, all is whole, all is at peace, as a result of this ceremony today.”

For more information, see the “Indiana University Art Museum Provenance Project” online: www.artmuseum.iu.edu/provenance.
An innovative new movement or degenerate art? Adolf Hitler was emphatically of the latter opinion. He felt the German Expressionists’ colors were all wrong and their drawing crude and distorted. In his eyes, they didn’t know how to paint; their work was proof of the degeneration of German culture and should be rooted out so that German museums could be given over to works Germans should be much more proud of. In fact, the Nazis chose German Expressionism as an object lesson for their countrymen. They collected 600 Expressionist paintings in a spectacular exhibition of “Degenerate Art” in Munich in 1937. They wanted the public to see what needed to be cleansed from their culture. Thirty-two works of Ernst Ludwig Kirchner found their way into that exhibition.

Kirchner’s Boats on the Elbe Near Dresden was not part of the Munich spectacle but would have met the criteria for inclusion. Kirchner spent much of his life on the edge of a nervous breakdown and moved to Switzerland for his health in 1917. The painting went with him and so escaped the Nazi purge. He had been a founding member of Die Brücke, an artist group that was a major force in German Expressionism, but he spent much of his later life in semi-seclusion and in fear of Nazi retribution. In fall 2012, this painting may be part of an exhibition, curated by Jennifer McComas, that will explore the development of IU’s German Expressionist collection.

THE COMPLICATED ISSUE OF ART OWNERSHIP

Ownership of art is a complicated matter. On the one hand, there is ownership of the physical object, the particular concern of provenance research. If at some time in its past a work was taken illegally or acquired falsely, then the prior owner has a claim. In respect for this principle, IU returned the German altar panel. Physical ownership, however, is rarely documented perfectly, and each case raises issues of its own.

On the other hand, art is international. Works of art, as an aspect of human culture, belong to everyone. Western esthetics says that great works of art deserve a global audience; politics and national boundaries should not define what art an individual might seek to appreciate.

The Third Reich violated both terms of ownership. They wanted to bring home what they saw as “great” German art, and they wanted to get rid of German art they saw as degenerate. To the highest echelons of the Nazi Party, rightful ownership hardly mattered. They appropriated works of German and other European masters that had been legally acquired by owners in other countries. At the same time, they were eager to sell away the German art of the Expressionists—which they vilified in public exhibition as something German people should not value. Art became subservient to an inauthentic view of culture and distorted political objectives.
What is wrong with this picture? It is spring break at IUPUI, yet students are pouring out of the Campus Center. On this March day, more like a day in May, students are everywhere—huddled around tables outside and in. Look closely, and they appear to be high school students. Look more closely still, and they are all in business attire—suits, ties, white shirts, dresses—not the expected school attire. There were conversations everywhere, and there was an earnestness in the air, with occasional hand raising rather than interruptions.
What is wrong with this picture? Nothing at all. This is the Model United Nations, an annual local tradition begun so long ago in Indianapolis that no one is quite sure exactly when, and now perpetuated by IUPUI. Records do show that the first Model U.N. predated the United Nations itself as the Model League of Nations in the 1920s. The Indianapolis event is considered one of the oldest high school versions of the diplomatic simulation.

Students are assigned countries and represent those countries as part of a U.N. committee—the Security Council, UNESCO, etc. For a day and a half, committees hammer out resolutions, then discuss, bargain, compromise, and vote on them. Awards are given for best delegate and best delegation at each committee. The students who win are the ones who have done the most effective job at building consensus and negotiating the compromises that get resolutions passed and “get the job done.”

“I hope many will learn that cooperation is a better way to settle differences than conflict. It is hard to determine a true definition of what winning is. Is it the student with the trophy at the end of the day? Is it the student that worked cooperatively with other students to solve problems? Is it the student that sat quietly and ‘took it all in’?”
To participate, students have to leave their own opinions and prejudices at the door and accurately represent the views of their assigned country. They have to sniff out the views of others and establish trust and leadership in their groups. Participants need to be political, but not stubbornly partisan. They have to network, listen, speak well off the cuff, identify conflicts that could stall the process, and propose solutions that large numbers of participants are willing to support.

To accomplish this, students spend months researching their countries and issues and developing position papers that are circulated before the event. They have to become familiar enough with parliamentary procedure so that progress on their resolutions is not torpedoed by the process. Although each year sees a large number of new participants, some have participated in model U.N. programs as many as seven times before. Some students earn course credit for their participation, and the activity becomes a semester-long project. Others do it as an extracurricular activity. Still, the commitment to engaging nearly intractable problems and negotiating a complicated, unforgiving process is strong throughout the entire session.

All this sounds not only difficult, but austere and ponderous. Discussions are often unpredictable and occasionally frustrating. At one session of the UNESCO, debate on a resolution to provide funds to countries to build their education systems got stalled on the issue of accountability—standardized tests vs. sensitivity to each nation’s culture. Students reported that the Indianapolis Model U.N., at least this year, was more informal than some, and many liked that. Sessions had all the intensity of the real thing at times, but there were lighter moments. Rumor has it that the Security Council considered (and passed) a resolution to abolish the United Nations and replace it with the Ministry of Magic. The occasional lightening up, they said, made the serious work more doable.

Some of the award winners acknowledged that they are looking toward careers in diplomacy or politics, so the skills they learned to negotiate the Model U.N. successfully had a direct impact on their futures. But most students said they are not headed toward careers where the international dimension is obviously useful. They pointed to the value of learning to speak confidently and knowledgeable, of working with others who don’t necessarily share their views to find consensus, of thinking quickly and clearly, as skills they valued in themselves or in support of any career they might follow.

Students at several high schools were invited to comment on the value of the Model U.N. Comments were extensive, and at Fishers High School, a debate flared up not just about the worth of the simulation, but about the
international political process itself. Here are some brief excerpts of their discussion:

The aspect that I enjoy most is that people put aside personal feelings and become the delegate of the country. It also allowed me to learn how to back up everything I say with facts and specific observations from the countries. For example, I remember in my freshman year, my group had received the country of Morocco. That meant we had to spend two days defending the fact that the government only allows for limited rights of the people pertaining to aspects like speech. I did not agree with the country, but I had to put aside my personal beliefs and become a Moroccan delegate. Which in return, allowed me to expand my understanding and see many issues in a different light.

—Tina Nguyen

I am researching nuclear energy and Finland’s response to it. The frustration doesn’t come from finding the information; that’s easy. The problem is, which side of the argument does Finland take? They have four efficient nuclear plants and have two more planned, but in a recent interview, the president of the country said she didn’t like them and that the two that are planned shouldn’t be built and that the four existing plants should slowly be shut down. So it’s really annoying to try and pick a stance to argue for at the conference.

—Jessica Tillman

My first year at the IUPUI conference, my partner and I won best delegation. Our country was Uganda and the topics related to education about sex in developing countries and creating better schools in developing countries. Obviously, Uganda is a developing nation, so you would think that all we could do is sit back and let the big boys decide what to do for us. But I was not about to let that happen. My partner and I worked with every country in that room to find solutions, and we were able to let other countries that were developed sponsor our resolution. Therefore we received all the aid we needed, and our resolution passed. So even the smallest country in the room was able to get all the other nations to agree that we knew what was best for us.

Most people who ask me about MUN ask me if it’s just another nerdy club, and maybe to some people it is. But to me, in the end, it’s being able to sit down, and write a whole position paper about the problems in a country and how I think the country I am representing will want to solve

“It’s not just a club… it’s honestly teaching me to be a better, more disciplined, more confident person.”
John McCormick, IUPUI professor of political science, has been faculty sponsor of the Model U.N. for 13 years. A native of the United Kingdom, McCormick has written extensively about the European Union and will spend the next academic year on a Fulbright Grant at the College of Europe in Bruges, Belgium. He sees the Model U.N. as an important way to get high schools involved in an activity on campus. “Anything we can do to help high schools is a useful service.”

Jeremy Bellotti was director of this year’s event. He completed his MA in International Relations. He starts a new position as Senior Development Manager with Peace and Sport, a global NGO based in Monaco, and plans to enter law school for international law in a year. He had the major task of tailoring the delegate handbook to establish the topics to be debated and marshaling the masses of students, their teachers, evaluators, and proctors through the two-day event. “We need to give high school students more credit,” Bellotti said. “They can be more competent than many adults in dealing with world issues. In some ways, they have a better perspective on issues because they can more easily distance themselves from the theory they don’t find necessary in the public debate. At the Model U.N., they become much more engaged, and they interact with others more than they ever have.”

Behind the Event

The point of compromise is not only to create positive interaction between parties or between a leader and the follower, but rather to build a trusting relationship on which further cooperation is possible. Often the most successful leaders are those who think of the long run, and in the long run nothing is more crucial than compromise—which in the end leads to further cooperation.

Model United Nations at Fishers High School provides an organized way to express my outlook on the world. Though I participate in many debates throughout the school day, civilized debate is actually quite rare. This is mainly because many people fail to consider alternative viewpoints and truly be objective. Furthermore, understanding someone else’s viewpoint is a skill and debating with people who are able to do so changes the quality of debate.

—Akshay Daga

—Vera Kotylar

Jeremy Bellotti organized this year’s Model U.N. “We should be listening to youth, rather than talking about youth.”
AN AMBASSADOR’S VISION:  
Unity in Diversity

“The power of India’s example for the rest of the world is that you are able to balance diversity and difference and to create unity from it.”

As India’s ambassador to the United States, Nirupama Rao “stands at the nexus of two of the world’s most important democracies,” said David Zaret, IU vice president for international affairs. In a lecture at IU last spring, Rao was resolutely hopeful that the enormous political power represented by these two governments can be marshaled for positive change. She discussed the major world issues—terrorism, economic crises, inequitable treatment of women and children, the gap between our technology and our ability to use it wisely—and repeated again and again that by working together we can solve these problems, and that we really do not have any other choice.

“Better mutual understanding and closer working relations will be critical to the future of both countries,” Zaret said. “Rao brings the wisdom and insight of long diplomatic experience to ensure that the remarkable progress that the two countries has made will continue.”

After her lecture, Rao participated in Profiles, a weekly program of IU’s public radio station WFIU, which tries to present the person behind the public face of important figures. The program asks guests to speak candidly about their lives and to select pieces of music that have special meaning. Rao has mediated enormous diplomatic issues for four decades, and the discussion ranged over issues related to Iran, Afghanistan, China, and Pakistan, as well as the United States and India. But when Profiles asked about her life,
her thoughts turned to Kerala, the region on the southwest coast of India where she was born. “It’s the place where the monsoon hits first before traveling northward to provide much needed rain to the dusty inland plains,” she told the radio audience. Her father was in the army, and she was raised elsewhere in India, “so there was always this longing to know more about the place where I was born.”

As an emblem of that nostalgia, Rao offered up a lullaby that was sung to her when young, that she sang to her two sons, and that is sung to all babies in Kerala. “It’s about the man in the moon, the uncle who lives in the moon and all the goodies he’s going to bring you, and all the things you can ask him for; he’s almost like a Santa Claus sitting there, and he’s going to really transform your life.” The importance of the lullaby is more than its nostalgic associations. “It really is associated with the history of my state, and the kind of sentiment that spoke of egalitarianism and equality, that fought effectively against prejudice and divisions of caste or community; it harkens back to a time when there was great progressive change in my place of birth.”

Memory of a past world she would like to know better is a theme of Rao’s poetry as well. “Being a poet and being a diplomat—I think the two existences are not contradictory. Being a diplomat allows you to express yourself creatively, to understand the power of language, and to be able to project a point of view in an effective and as compressed but meaningful manner as possible. Poetry is also about language and using language as a vehicle to communicate very deep meanings and to express the voice of one’s inner soul.”

Both roles require vision. When asked what holds India together, Rao reveals the personal and political vision that has driven progressive leaders since Mahatma Gandhi. “It is the idea of India and the fact that we are one nation united. Even if we are different regions, different languages, and different ethnicities, I think there are certain cultural ties that bind us together. There is a certain identity that is Indian, common to each and every one of us. India today, as the world’s largest democracy, prides itself on its ability to create unity out of this diversity. I think the power of India’s example for the rest of the world is that you are able to balance diversity and difference and to create unity from it. You have to go to India to understand how unique and precious India’s example is.”

A collection of Rao’s poems, entitled Rain Rising, can be read online at: http://lit.alexanderstreet.com/sali/view/1000604501.

The full Profiles interview is available on the website of the Indian Embassy to the United States: http://www.indianembassy.org/.
IU President Michael McRobbie visited Sungkyunkwan University (SKKU) in 2008. SKKU began as a Confucian study center in 1398. Its name translates roughly as an institution for building a harmonious society of perfected human beings. The original campus in Seoul is now SKKU’s center for humanities and social science. A second state-of-the-art campus in Suwon is dedicated to the natural sciences. While in Seoul, President McRobbie signed a university-wide agreement of friendship with SKKU President Jung-Don Seo. It provided the basis for individual agreements between academic units. Currently, SKKU has formal agreements with IU’s College of Arts and Sciences, the School of Informatics and Computing, the Kelley School of Business, and the Maurer School of Law.

Vice President for International Affairs David Zaret visited the campus in June 2012 for discussions on faculty exchanges between the IU East Asian Studies Center and the SKKU Academy of East Asian Studies. Officials also considered establishing a bilateral agreement to exchange visiting research graduate students and the possibility for more IU undergraduate participation in the SKKU International Summer Semester.

University-wide agreements now provide the basis for cooperation in ways that were not yet imagined at the signing. Two of those unexpected projects,
fruits of the strategic primary agreement between universities, are described below.

**Economic Interconnection**

Some experts say that Korean students are among the most academically competitive in the world. Sungkyunkwan University is Korea’s oldest university, with roots in Seoul going back to 1398. IU students had a chance to share the scholarship of their Korean colleagues recently when 24 SKKU economics students came to Bloomington to participate in a conference on economic research. The SKKU agreement with the College permits undergraduate economic majors to earn dual degrees.

The presentations by undergraduate students from the SKKU Department of Global Economics (where courses are taught in English) were highly technical—including titles like Loss Aversion and Fiscal Policy, and Analysis about the Effect of Exchange Rate Volatility on Exports—and highly professional, with reviews of research and methodology. Their conclusions suggested how interconnected the world economy is: Fluctuations in exchange rates (the Korean won is the most volatile currency in the world) produce fluctuations in production so that potential loss from one is canceled by gain in the other. The U.S. response to its economic crisis of 2008 has indirectly benefitted Korea by making the results of Korean research and development of increased interest in the United States. IU graduate students and faculty members prepared formal responses to the presentations, and a sizeable audience of advanced IU undergraduates questioned speakers and respondents.

Dr. Young Se Kim, chair of the SKKU Department of Global Economics, explained that the students had been working in groups for two months to research and prepare their presentations. When they return to Korea, they turn the presentations into formal papers.

The day was packed with nine research sessions and a luncheon.
presentation by Gerhard Glomm, professor of economics. Korean students joined American students at a dinner at the Global Living-Learning Center. “The dinner was a real success,” Kirstine Lindemann, conference organizer, said. “I have multiple requests for email addresses; students want to keep in touch.”

The College of Arts and Sciences hosted the conference and arranged for the Korean students to spend a day in Chicago, where they toured the Federal Reserve Bank and the Mercantile Exchange.

**Career Connections**

When the National Science Foundation (NSF) provided grants to universities around the
country to increase the number of underrepresented minorities who become university faculty members in science, math, and other technical subjects, the directive was to innovate. Yolanda Treviño, IU director of the Midwest Crossroads Alliance for Graduate Education and the Professoriate (AGEP) accepted the challenge. She considered her own bilingual and bicultural roots and wondered about the possibility of a professional development program that would introduce AGEP students to a university experience in another country. Shawn Reynolds, who leads IU’s international academic partnerships program, thought of IU’s fast-growing exchange with Sungkyunkwan University in Seoul. SKKU had already established formal links with arts and science, business, law, and informatics at IU.

SKKU was enthusiastic. The result was a weeklong program that took seven advanced IU graduate student delegates, some of whom would be getting passports for the first time, into Korean university laboratories, company research centers, and historical and cultural venues. “The students have worked hard academically to get where they are. Preparing for a world of career opportunities, some had yet to come to the awareness that they could be what they had not yet seen—themselves as truly global scholars and researchers,” said Treviño.

Before they left, the student delegates prepared presentations of their research for delivery at SKKU; they also took Korean language classes at the Asian Cultural Center. Once on the ground in Seoul, the group found huge welcome banners and a staff wholly committed to them. “I was impressed by the absolute seriousness with which SKKU took the visit,” Treviño said. “For the entire time we were there, they made us their top priority.” Maxine Watson, who also accompanied the group, added that while the hospitality was undeniably sincere, SKKU had its own interest in the students. “SKKU wants to internationalize,” said Watson. “They particularly want faculty from abroad who will teach in English. For that purpose, they

AGEP delegate Alfonse N. Pham, Ph.D. student in physics, presents “The ALPHA [electron storage ring] Project at Indiana University” to graduate students, postdoctoral researchers, and faculty at Sungkyunkwan University.
have created attractive three-year appointments that would allow postdoctoral research. Our hosts had worked with many visitors from abroad, but I got the feeling that we might have been the first contingent from the United States.”

Before departure, “shyness and hesitancy were dominant emotions among some delegates,” said Treviño. Representing computer science, chemistry, physics, public policy, and sociology, the students weren’t sure what they were getting into. “I was very apprehensive about going abroad because I was worried about navigating a large foreign city,” said Deidre Redmond, IU doctoral student in sociology from Cleveland, Ohio. After encountering a new cultural world off campus and surprisingly familiar state-of-the-art laboratories on campus, hesitancy gave way to eagerness and energy. “I am happy that I took the leap,” continued Redmond. “I realized that I can navigate a large foreign city.”

Nancy Ortiz, a chemistry Ph.D. student from Laredo, Texas, saw similar opportunities. “Visiting Seoul, South Korea, and meeting great scientists at Sungkyunkwan University and Seoul National University has highly influenced my future academic and career ambitions. One cannot overstate the value of learning cutting-edge chemistry from leading research scientists while also having the opportunity to establish new collaborative opportunities between IU and the host institutions. During my time there, I was able to share my research involving the controlled growth of branched metal nanoparticles and also discuss innovative approaches for the predictive synthesis of nanomaterials.”

For Ortiz, too, the onsite visit tamed the daunting fear of managing life in a foreign city. “I never expected that I would very quickly be able to navigate and explore the city independently without knowing the language or surroundings.”

For both Ortiz and Redmond, the NSF/AGEP search for innovative approaches to diversifying the professoriate worked. Redmond reported after her return to the United States, “If given the chance, I would take a post-doc abroad, whether to teach or to research.” And Ortiz concluded, “In all, this wonderful experience has been pivotal in reframing my scientific and personal global perspectives, and has reaffirmed my desire to pursue a career abroad.” Leah Davis, a graduate student from Atlanta, Georgia, studies public policy and technology. She added that the tour “further redefines the University Graduate School’s commitment to helping minority graduate students achieve their goal as a professor in the academy.”

Participating Faculty and Staff
Yolanda Treviño, Assistant Dean, University Graduate School
Maxine A. Watson, Associate Dean, University Graduate School
Shawn Reynolds, University Director of International Partnerships and Strategic Initiatives
Terence Henderson, Director, International Affairs, Sungkyunkwan University

Participating Students
Girté L. Davis, Ph.D., Public Policy and Information Science, 2012
Lewis C. Jones, Anthropology, Ph.D., 2014 anticipated
Jose Lugo-Martinez, Computer Science, Ph.D., 2013 anticipated
Nikole D. Miller, Ph.D., Linguistics, 2012
Nancy Ortiz, Chemistry, Ph.D., 2013 anticipated
Alfonse N. Pham, Physics, Ph.D., 2013 anticipated
Deidre Redmond, Sociology, Ph.D., 2013 anticipated
Beset with the growing pains of political and economic crises, the European Union has not had much to celebrate recently. However, the power in the unity of purpose was never more evident than at a performance of the European Union Youth Orchestra at the IU Auditorium this spring. More than 100 musicians from 27 countries in the European Union filled the stage, under the leadership of Vladimir Ashkenazy. They began (in deference or cheekiness) with the very American “Outdoor Overture” of Aaron Copland. Mark Kaplan, IU professor of violin, was the soloist in Max Bruch’s well-known first violin concerto, and the orchestra concluded with the less often heard Alpine Symphony of Richard Strauss—all huge, demanding musical celebrations.

The problematic word in the name of this orchestra is Youth. One of the requirements for membership is age—14 to 24.

“"It is possible to work across nations to create something beautiful."
Ida Heimann Larsen of the Royal Danish Embassy saw the orchestra like the EU itself, as successful unity in diversity.

years old only. But in a blind sound test, their virtuosity and confidence would make their youthfulness difficult to discern—except perhaps in the excess of exuberance radiating from the stage. But their exuberance is not confined to youth, as Maestro Ashkenazy exhibited throughout in his animated conducting. Although his age qualification for membership expired more than 60 years ago, he connected with his musicians at a very personal level.

This tour began in the United States at the University of North Carolina and found its way to Bloomington via Carnegie Hall, the Kennedy Center in Washington, and Boston Symphony Hall. Alix de Mauny, development manager for the orchestra, explained that the majority of musicians are of college age, so they schedule their two tours a year for the college vacation periods. Each tour demands a new audition. Although most of the 3,000 who audition must be turned away, the program tries to spot budding talent, and has special programs to develop that talent and build the supply for future years.

The orchestra looks for ways to involve its audience, de Mauny added. Each venue offered a different local soloist or ensemble, and each performance included local musicians; in Bloomington three string players were chosen by the IU Jacobs School of Music. On this tour, the orchestra experimented with a special event for Maryland high school students to interact with the musicians. Members of the orchestra are not paid for the tour but, with the help of 22 sponsors, all their expenses are covered. “We are polling our alumni to see how participation in the EUYO affected their lives,” de Mauny said. “Early reports indicate that the experience made a real difference to their careers.”

Overture to Europe Day 2012

Since fall 2005, the European Union Center at IU Bloomington has provided the campus and community with resources for understanding the history and current affairs of a Europe seeking to align political and economic activities. In a reception following the concert, the EUC highlighted May 9 as Europe Day, the day in 1950 that French Foreign Minister Robert Schuman proposed that European countries pool their coal and steel resources, which had been devastated by World War II. That was the first impulse to European political cooperation. Ida Heiman Larsen, Minister-
Counselor at the Royal Danish Embassy in the United States, spoke about what that impulse represented and where it has led and will lead us in the future:

I haven’t asked the musicians of tonight’s concert, but I am absolutely certain that when they were practicing the pieces we just heard and were fully absorbed by the music, it didn’t even occur to them that Anu was from Finland, Vasil from Bulgaria, Cecilia from Italy, or Magnus from Denmark. They were just young people, working together, creating something amazing that was much greater than the sum of their individual contributions.…

Whatever you are involved in—be it research, politics, business, culture, or whatever—you are certain to have or get some interaction with Europe or Europeans. So I would like to end my speech tonight by challenging all of you to follow the shining bright example of the EU Youth Orchestra in overcoming—or even better, embracing—our differences and go out there and create some magic. For your personal enrichment and for our common future prosperity and security. 

Vladimir Ashkenazy, EUYO Music Director

Alix de Mauny, Development & Marketing Manager, EUYO

Ida Heimann Larsen, Minister-Counselor at the Royal Danish Embassy in the United States

Lois R. Wise, Director, European Union Center

Brant Beyer, Project Manager, European Union Center

**Some European Union Center Events (2011–12)**

**Lectures**

“A Comparison of Fiscal Centralization and Integration in Europe and the U.S.,” Gregor van der Beek, Professor of Economics at the University of Koblenz

“Roma as the ‘Jews of the 21st century,’ the Scapegoats of the European Union,” Gábor Daróczi, Director of Romaversitas Foundation

“The Euro Crisis: Sovereign Debt or External Imbalances,” Michele Fratianni, Professor of Economics, Università Politecnica delle Marche, Ancona, Italy

“Power Play: Energy Security and Sustainability among the EU’s Eastern Partners?” Peter Thomson, former Director of the Sustainable Development Department in the Europe and Central Asia Region of the World Bank

“The Implications of Turkish Membership for the European Union,” Neill Nugent, Professor of Politics, Manchester Metropolitan University (UK)

**Workshops**

“Indiana and the EU: Our Economic Relationship with Europe.” WFIU’s Noon Edition. Experts from the Indiana Business Research Center and the EU Center talk about Indiana’s economic ties with the EU.


The European Union Midwest Professors Workshop: “Teaching about the EU in the Midwest.”


Institute for Curriculum and Campus Internationalization

**Webinars:**

*The European Debt Crisis & Its Implications for the U.S.*

*The Euro Crisis and European Integration Supranationalism: The Case of the European Union*
Mongolia is the only Communist country that has made a successful transition to stable, multiparty democracy.

The meeting of the presidents had half a century of mutual interests to celebrate. Professor Dr. Tumur-Ochir Sanjbegz, president of the National University of Mongolia (NUM), that country’s premier institution of higher education, met with IU President Michael McRobbie last winter to discuss the continuing agreement between the two universities. Mongolian Studies at IU began with the arrival of Denis Sinor and his efforts to establish a formal program in the study of the countries at the heart of Asia. The idea has had enduring value.

“IU is the only institution in North America with a Mongolian Studies program that includes faculty with a long-term commitment to the language and culture of Mongolia specifically,” explained Christopher Atwood, chair of Central Eurasian Studies. “We are probably the only university with a graduate student group who have set up a Facebook page with regular conversations in Mongolian.”

The Mongolian Society has been based at IU since 1963, and in addition to a doctoral program in Mongolian Studies, IU offers a regular program
of lectures and presentations throughout the academic year. One such event brought the head of the General Archival Authority of Mongolia, Dr. Demberel Ulziibaatar, to speak about the resources that the archives offers to scholars.

Some of the allure of Mongolian Studies lies in a past that seems almost mystical because it has been so inaccessible to the West for so long. For example, IU alumnus Brian Baumann has been studying a 14th-century manuscript, Öyin-i geýigülügücü (Illumination of the Mind), for more than a decade. It survived in a single copy, a Buddhist manuscript in the Beijing Library. Its 114 folios in verse outline the religious principles of the time, and buried in its religious poetry about the afterlife is a world view that sets Buddhism as the antithesis of the overreaching of Ghengis Khan.

We have as much to learn from Mongolia today as from Mongolia in the past. “Mongolia is the only Communist country that has made a successful transition to stable, multiparty democracy,” said Atwood. “North America and East Asia face many of the same issues of environmental science and climate change. Mongolia is a useful place to study the scientific monitoring of global warming.” The formal agreement between NUM and IU makes possible research into the effort to track the path of humankind across the world. “One IU graduate student is studying the bioanthropology of early nomads through the analysis of DNA of peoples of the Bronze Age. In order to bring DNA samples from ancient skulls back to the United States legally, the student’s university must have formal relations with a Mongolian university. The formal agreement is part of our effort to show respect for human subjects.”

Atwood is working on two projects, one on the campaigns of Ghengis Khan, utilizing sources that survived only in Chinese and Persian translations, and the other a “social historical investigation that questions the idea of tribes and kin-based society among the nomads of the Eurasian steppes.” And he sees future research into the application of demographic, economic, and climate-historical methodologies applied to Mongolian history. His achievements in Mongolian studies were recognized last winter with an honorary doctorate from the Institute of History of the Mongolian Academy of Sciences. He is only the fourth recipient of such an honor from the institute, and the first American so honored.

IU Professor Christopher Atwood is the first American to receive the honorary doctorate from the Institute of History of the Mongolian Academy of Sciences in Ulaanbaatar.
Peace Corps volunteers take up assignments all over the world, and many are assigned to teaching English as a second or foreign language (ESL/EFL). The IU School of Education offers a flexible master’s program that can be completed online or face-to-face, or through a combination of both mediums. Its Department of Literacy, Culture, and Language Education also offers a professional development certificate program in teaching English as a second or foreign language for individuals interested in entering into or updating their credentials with the latest developments in the profession.

Recognizing that the Peace Corps experience is a significant benefit to English language teachers and that advanced formal instruction in the teaching of English to non-native speakers could help Peace Corps volunteers, the IU School of Education has brought together several resources and established a new IU degree associated with the Peace Corps Master’s International program. Volunteers can enroll at any time before, during, and after their tour. They can complete work online or face-to-face. They receive six graduate credits for their Peace Corps experience and, upon completion of the program, they receive a master’s degree in language education with an emphasis on ESL/EFL instruction.

The director of this new initiative is Faridah Pawan, associate professor of education. “This new program combines the practical and theoretical in ways that benefit both modes of understanding the teaching experience,” Pawan said. “We are excited that IU’s
partnership with the Peace Corps will bring more to participants than the sum of what either institution could do on its own.”

Joan Connor is one of the first students to undertake the new program. Her Peace Corps assignment is English language teacher and volunteer in Zuunmod, about an hour south across the Khentii Mountains from Ulaanbaatar, Mongolia. She is assigned to a school where she teaches elementary and secondary students. Connor took up the Peace Corps position after 12 years of teaching in Texas public schools. That experience, and her IU course work have immediate use on site.

“Mongolia is implementing a more student-centered classroom,” Connor said. “This process will require years of restructuring. The learning has been teacher-directed, with rote responses and grammar-based methodology. Tests are the determining factor in Mongolia for university selection, graduation, and medals won. Hence, teachers have traditionally been expected to teach to the test. I am trying to create the student-centered classroom that Mongolia plans to implement. Although comfortable with traditional teaching methods, the students respond with eagerness to my inclusion of songs and games, tongue twisters and proverbs. Like children elsewhere, competition is a source of pleasure for the students—they love it. It is a sight to see the medals worn at graduation by some of the students, draped and pinned and dangling. And they are such good competitors, sometimes even helping out the opposing team!”

Part of Connor’s work is building relationships with the community. “The schools are the center of many activities. Parents may be playing in a volleyball tournament, or students may be staying late to study. The students have intermittent breaks throughout the day and spend time in and out of school. The students run through the halls and life gets very boisterous in this Mongolian school environment.”

For both her teaching and outreach, “sustainability is the goal,” Connor added. “For example, I am hoping to meet with the Chamber of Commerce director and work with her as she is developing a women’s cooperative for this province to empower women to create entrepreneurial activities.”

Connor admitted that “it took nerve” to quit her teaching job in the States, and she is hopeful but not yet sure of the difference that decision will make. “Will I advance any student’s English skills during my weekly lesson?”

“What difference can an American create in a Mongolian classroom once or twice a week? I may never have the answers, but I keep a positive attitude and a song in my heart.”

“These students are learning Japanese at the Cultural Center in Zuunmod. I have been teaching those that want to learn English as a supplement after their Japanese lessons.” (Joan Connor)

http://education.indiana.edu/mi/MastersInternational/tabid/14099/Default.aspx
Susan Shepherd’s career in linguistics began with an interest in exploring the interconnections of oppression and empowerment in language. She studied languages that some had judged inferior to “real” language—such as American Creole and Black English—and found in them subtleties and complexities that belie that judgment. She became adept at American Sign Language, and in 2009 carried that interest to Kenya as part of a Fulbright-sponsored study tour organized by the IUPUI Office of International Affairs.

IUPUI’s presence in Kenya was already well established through the School of Medicine’s partnership with Moi University on HIV/AIDS prevention and treatment. An ongoing problem for that endeavor had been communication—how to assure that messages of good hygiene and health care were heard by large segments of the population. Shepherd immediately saw the ramifications of this problem among the deaf. Deaf children were hidden away; in families with many children, the deaf child would be the last to have the chance to go to school. While there were schools for the deaf, they were located in a few urban areas, and Kenyan culture puts ties to family and community ahead of education.

The natural question, then, was how to communicate with this population to ensure that they...
could make decisions about their health and know what to do when they were ill. Shepherd chose locations in three Kenyan cities, Webuya, Eldoret, and Maseno. Each location had a school for the deaf and an AMPATH clinic. She set out to interview health care providers and deaf adults about their health care experiences. “Basic communication was a huge challenge,” Shepherd explained. “Kenya has two official languages—English and Kiswahili—but get away from the cities and you will find at least 40 indigenous languages. Some of the deaf learn to sign, but Kenyan Sign Language is not the same as American Sign Language. There are similarities but just enough to make communication fail when there were unexpected differences. And in some areas communication depended on home-grown signs that were beyond the best of our interpreters.”

Shepherd found that local interpreters—nearly all volunteers—were necessary and valuable intermediaries; they reduced the discomfort of communication failures and increased trust. And even with local interpreters, layers of language incompatibilities had to be overcome before the interviews could successfully reveal the situations that the deaf faced in dealing with health issues. “Research is still ongoing, and we are a long way from settling on conclusions of the study, but we are learning. Health care workers have admitted to us, for example, that they have resorted to making health care suggestions that were easy to explain rather than providing the best advice.”

One likely outcome of the research is the development of visual materials to supplement verbal communication regarding health issues. Besides one training manual for teachers of the deaf, no such materials exist in Kiswahili. Because clear communication on these issues is a problem that goes well beyond the deaf community, the materials developed as a result of this research will serve the wider Kenyan community in any situation where language gets in the way of good health.

IUPUI campus grants have funded some of Shepherd’s efforts so far, and AMPATH has provided modest on-the-ground support in Kenya. Recognizing more than a decade of cooperative effort from the IU School of Medicine and

“IUPUI Associate Professor of English Susan Shepherd (back left), with some of the children learning about health care and communication at a Kenya school.

Moi University in HIV/AIDS prevention and treatment, IUPUI established a strategic alliance with Moi to extend their partnership into other productive areas. Susan Shepherd’s combination of the work of the linguist and health care provider is one outcome of that alliance.

“And in some areas communication depended on home-grown signs that were beyond the best of our interpreters.”
Envy the small child who needs no more motivation to pick up a language than having it spoken around her. While speaking a second language is a practical skill, learning to speak as an adult often involves long periods of effort with little of the kind of practical application that brings a feeling of accomplishment. This spring, 14 IU students joined students at nine other universities in an effort to make an important Japanese documentary film accessible to an American audience.

When the Great East Japan Earthquake hit last year, Yuka Kan’no was attending classes as a junior at Yamanashi Prefectural University. The campus, located in an inland valley, was not affected. However, Kan’no’s hometown, Rikuzen-takata, on the ocean 400 miles northeast, was devastated. Kan’no lost her home and three close friends. In response she created a 70-minute documentary, Protecting Today, in which she interviews survivors in her hometown, including her mother and childhood classmates and their parents. The film was presented at the Yamanashi Film Festival in 2011 and attracted the interest of the national press.

Kazumi Hatasa, professor at Purdue, saw that news story and felt the documentary should be seen in the United States. Normal procedures to fund and develop such projects would have delayed its screening a year. Hatasa devised a way to speed up the process so that the film could make an impact while memories of the event were still vivid. He had the film divided into pieces that groups of advanced students of Japanese could translate efficiently. Then he charged those tasks to 10 universities.

IU’s portion of this effort was directed by Keiko Kuriyama, assistant professor of East Asian Languages and Cultures and the coordinator of the Japanese Program at IUB. She paired Japanese language students who are native English speakers with native Japanese speakers to transcribe interviews and commentary from the film. Through this unique form of parallel processing, Protecting Today was available to U.S. audiences in April, just nine months after Yuka Kan’no conducted the original interviews.

Students consulted on every frame to get the English subtitles right.
IU graduate student Jude Coulter-Pultz worked with Naori Yashimura, exchange student from Doshisha University in Kyoto, to translate an interview with Yurie Sasaki. He explains the difficulty of translating memories painful to express:

The entire interview with Ms. Sasaki was difficult to translate, because she was quite emotional as she was speaking. She alternated between taking long, slow pauses and then quickly rushing through her next thought. This part was especially challenging because Ms. Sasaki was struggling to find the right words to explain her feelings, so she left many of her sentences unfinished. Also, when she hesitated, she used expressions like “nandarou” or “saa,” which are difficult to translate into English. Naori and I ended up using “it’s like” and “you know,” but of course the translation still isn’t perfect.

「。。。時間は経てば経つほど少しはいいのかな、と思ったら、経つにつれて、なんだろうなぁ、苦しんだよね不思議と。なんだろう。すんごいおっきな穴があいてて、でも、たぶん、なんだろうなあ。。。ものすごいおっきすぎてさあ、全然埋められないんだよねあ。」

I thought that as time went by, things would get a little better, but...

The more time passes, it’s like...

It’s really painful. I don’t get it.

It’s like... this big hole has opened up, but... maybe...

It’s like... it’s too big, you know?

I can never fill it in.

The following students assisted in preparing the translation:

Jude Coulter-Pultz, EALC M.A. candidate
Yasuhiko Harada, D.M. Student, Early Music Institute at IU Jacobs School of Music
Amy Klouse, EALC M.A. candidate
Chisato Kojima, Linguistics Ph.D. candidate
Emily Mathes, Library and Information Science M.A. candidate
Misako Matsubara, EALC Lecturer
Jennifer McDougall, Senior student, EALC
Yuta Mori, SLS M.A. candidate
Bethany Muncy, Senior EALC
John Quarles, EALC M.A. candidate
Kohei Suzuki, SPEA/Political Science Ph.D. candidate
Naori Yoshimura, Exchange student from Doshisha University, Kyoto
Shoko Yuchi, Exchange student from Doshisha University, Kyoto

Screen shot of an interview with Yurie Sasaki, who lost her father, mother, and brother in the devastation of her hometown by earthquake and tsunami in 2011. From Protecting Today, a documentary by Yuka Kan’no.
The program is 50 years old and its name still causes confusion. “I get calls all the time for the Hutton Honors College,” said Stephanie Goetz, director of the Indiana University Honors Program in Foreign Languages. But despite the challenges in its name, the program has completed its first half-century with the same spirit and success, and with largely the same objectives, as when it began.

The program was established with Ford Foundation funding in 1962 as a summer language immersion experience for advanced high school students. Numbers were small and there were just three sites—in France, Germany, and Mexico. It has since expanded to Spain and now has a total of nine sites.

Each year, a large field of applicants from Indiana high schools is winnowed to a select group that will spend seven weeks abroad. During that time, participants receive tailored instruction in grammar, culture, conversation, literature, and phonetics, all taught in the language of the country. They undertake field trips and afternoon activities in choir, theatre, and sports. And they live with host families. They sign on to a strict honor code that includes a pledge
to speak no English during the program, to refrain from dating, drinking, and smoking, and as much as possible to observe the customs of their host families. This promise to undertake complete language and cultural immersion requires commitment and fortitude of participants and leaves them with an experience they will remember all their lives.

The Golden Anniversary celebration of the program brought more than 100 people to Indianapolis. Every decade was represented, including a participant from the very first Mexico Program in Oaxaca in 1962. Attendees performed folk music, reminisced about their time abroad, and discussed ways to reach prospective participants and to establish an alumni association.

The impact of the program and its continuing importance to the lives of its alumni were very much on the minds of conference speakers:

Think of how society has changed since the early 1960s—with today’s easy communication devices: email, the Web, cell phones, Twitter, and Skype—yet the program design, including the language commitment, has remained the same. Students live the language and the culture each and every day, morning, noon, and night. They have relationships abroad based on face-to-face relationships—not virtual ones! The result is that almost all program graduates have reached college with advanced knowledge of the language, and they return home never quite the same as when they left just two brief months before!

—Kathleen Sideli, Associate Vice President for Overseas Study

Do you remember your flight or train ride or bus ride to your Honors Program host city? Do you remember how so very tired you were from the many weary hours of travel, how you were plunged into your foreign language without mercy, how the adrenaline alone kept you going until you reached your host city? Do you remember getting that huge lump in your throat thinking, so this is what the "No English Rule" is like—and then thinking a few seconds later, can I really do this? And do you remember the moment when you realized you could? What a feeling!

—Stephanie Goetz, Director, IU Honors Program in Foreign Languages

The time abroad opened up a wider world, one of differences but also of that common unity that makes us all part of the human family. Every journey that we undertake is a journey in time and in space. But it is also a journey into ourselves. The journeys made by thousands of young people taught them self-reliance and stretched their confidence beyond what they might have imagined possible.

—Patrick O’Meara, Vice President Emeritus for International Affairs and Special Advisor to the President
Parting Shot: Samsung Library, by Nancy Ortiz

The Samsung Library on the Suwon campus of Sungkyunkwan University preserves the traditional library functions for research and study in a world where the book is only one of many
communications media. It has soundproofed study rooms, state-of-the-art digital access to materials, and teleconference and communications facilities that keep the entire world nearby.
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