LIBROS CARTONEROS
IU Wells Library exhibition

IU CINEMA
The power of international film

IU’s NEW INTERNATIONAL BUILDING
A new home for IU’s global initiative

ENCOUNTERING THE GLOBAL
Photography contest winners
Angelia Wimbley, “Kindness to All Creatures,” Ban Phon, Thailand. Office of International Affairs, IUPUI. 2nd place, Cultural Adventure.

On the second morning of our home stay with a host family, we were invited to join the villagers in giving alms to monks from area temples. It was doubly heartwarming for me, as a dog lover, to witness and capture the kindness also bestowed upon this curious pup.
In November 2012 President Michael A. McRobbie led an IU delegation, including Vice President of International Affairs David Zaret, First Lady Laurie McRobbie, and Associate Vice President for International Partnerships Shawn Reynolds, to Brazil, Argentina, and Chile.

The first visit by an IU president to South America was made by Herman B Wells in 1941. That trip lasted more than a month and included stops in Panama, Colombia, Ecuador, Peru, Bolivia, Chile, and Argentina. It marked a turning for Indiana University, towards the international perspective it has today. Wells devoted an entire chapter of his memoirs to the trip and concluded, “All at once I became conscious of the world scene.”

IU Goes to South America

The first visit by an IU president to South America was made by Herman B Wells in 1941. It marked a turning for Indiana University towards the international perspective it has today.

The next visit by an IU president came 32 years later, when John Ryan met with study abroad students and IU program directors in Peru and Brazil in 1973.

The 2012 delegation focused on exploring potentials of cooperation with universities in the region and on connecting with IU alumni wishing to be part of the IU Alumni Association network. Shawn Conner, associate director of international partnerships at IU, reported these meetings in detail in his blog, “IU Goes to South America: Presidential Visit 2012,” available at https://iu.edu/~iunews/blogs/south-american-2012/.
**November 1**

Vice President for International Affairs David Zaret began earlier than the rest of the delegation—in Porto Alegre, Brazil. He met with a dozen faculty members at Universidade Federal do Rio Grande do Sul. These were preliminary discussions reviewing potential areas of faculty collaboration, including health management, public health, leadership, entrepreneurship, informatics and computing, and international studies.

Zaret also visited Parceiros Voluntarios, a nonprofit agency that works with volunteer organizations in the state of Rio Grande do Sul. A representative of the agency will participate in IU School of Philanthropy seminars in 2013.

**November 5**

The full delegation met with U.S. Ambassador Thomas Shannon in Brasilia to discuss Brazil’s higher education initiatives, including programs that assist Brazilian students who wish to study in other countries. Discussion of these programs, which have the potential of increasing numbers of IU students from Brazil, continued with Dr. Denise Neddermeyer, who directs the Federal Agency for the Support and Evaluation of Higher Education. She explained that national programs also support Brazilian professors and scholars who wish to conduct research abroad.

**November 6**

The Universidade Federal Fluminense has strong programs in medicine and science research as well as the first film studies program in Brazil (founded by Nelson Pereira dos Santos). Rector Roberto Salles led informal discussions regarding common grounds for cooperation with President McRobbie and the IU delegation.

In Rio de Janeiro, the Academia Brasileira de Letras (Brazilian Academy of Letters) signed an agreement of cooperation with IU, its first with a U.S. university. The partnership was made possible through contacts
over years of research by IU Professor of Portuguese Darlene Sadlier. Of special interest to the academy is the promotion and support of the Portuguese language around the world. The agreement will give Portuguese scholars at IU broader access to research materials, and IU students and faculty will benefit from regular visits of distinguished academy members. Cicero Sandroni, past president of the academy (second from right, above), introduced McRobbie to the academy’s resources.

Nelson Pereira dos Santos made the first of his 25 major films in 1955. He founded modern Brazilian cinema, and in all of his work, ranging from documentaries to dark realism to parody, he celebrates Brazilian culture. His innovations in cinematic storytelling have won him awards in film festivals around the world. After the signing ceremony at the academy, McRobbie recognized dos Santos’s international achievement with the Thomas Hart Benton Mural Medallion, which honors individuals who exemplify the values of IU and the universal academic community. The distinguished filmmaker will visit Bloomington in the spring to participate in an IU Cinema retrospective of his work.

In São Paulo and later in Rio de Janeiro, McRobbie met with officials from the Fundação Getúlio Vargas Schools of Law to complete the groundwork for a formal agreement. IU’s ties with these institutions have been developed through the work of IU Professor of Law Christiana Ochoa, whose work in human rights law provides a common ground of interest.
November 7

The Universidade de São Paulo is Brazil’s largest university (with 90,000 students) and has been ranked as the top university in Latin America. Its music faculty has worked with IU faculty for several years, and the Kelley School of Business is finalizing a faculty exchange program. McRobbie signed an agreement that will expand the number of disciplines that can collaborate on advanced faculty research and student exchange. At right, Vice President Zaret describes IU’s resources for international study to Adnei Melges de Andrade, vice rector for international relations.

The delegation also visited the Instituto Baccarelli, which was begun 17 years ago with the goal of bringing music education to children of Heliópolis, at one time São Paulo’s largest slum. IU faculty, including pianist Arnaldo Cohen and violinist Joshua Bell, have previously worked with students there. The delegation heard and talked with performers in the institute’s chorus and symphony.

IU doctoral student in cello André Micheletti (to the right of President McRobbie in the photo above) teaches at Instituto Baccarelli this year. One of his students, a talented 11-year-old, performed for the delegation (right). Some of the institute’s orchestral students will come to Bloomington to participate in a summer workshop.
November 8
McRobbie and the delegation travelled inland two hours to the rolling hills and subtropical forests of Campinas and its state university, ranked second in Brazil and strong in science and technology research. Again, the goal was to open avenues of cooperation and thus expand the academic resources available to each institution. McRobbie and Fernando Ferreira Costa, president of the Universidade Estadual de Campinas, began a process that will lead to a formal agreement.

November 9
From Brazil, the delegation travelled to Argentina to explore potential cooperation with two Buenos Aires institutions, Universidad Austral and Universidad Nacional de La Plata (which has one of the world’s finest museums of natural history). Below, President McRobbie (right), Vice President Armando Eduardo De Giusti (center), and Dean of Economic Sciences Martín López Armengol (left), discuss mutual international resources that IU and Universidad Nacional de La Plata might share.

November 12
The delegation’s last day in South America included visits to two universities. The Universidad de Chile was founded in 1842. Its alumni include two Nobel laureates and 20 heads of state. Discussions here focused on international studies, business, and informatics, and on ways IU and the Universidad de Chile could work together through short courses, customized academic programs, and collaborative research. The university offers a number of its business courses in English, and that provides the opportunity for undergraduate study abroad that would combine English instruction with the opportunity to improve mastery of Spanish. Professor Erich Spencer, director of international affairs (center, above), led the delegation on a tour of the university’s School of Economics and Business.

The final visit was to the Pontificia Universidad Católica de Chile. Founded in 1888 with an emphasis on training for the professions, it has the finest law school in Latin America, according to the QS Top Universities rankings. President McRobbie and Rector Ignacio Sánchez Díaz signed an agreement of cooperation and spoke about exchanges in communications and in other disciplines (photo, top of page 7).
Expanding the World of IU Friends and Alumni

Wherever the IU presidential delegations go in the world, they discover alumni who prize their time at IU and are eager to retain ties. The delegation to South America left each of the countries it visited with a new IU Alumni Association chapter. The president presented proclamations to each. Patricia Volpi Panteado (MBA’01) will serve as chapter president for the new Brazilian Chapter of the IU Alumni Association. Gabriel López (MBA’02) and Andrés Basso (MBA’02) will be Argentina’s copresidents, and Penelope Knuth (BM’77) is the new president of IUAA’s Chile chapter.
In August 2012 IU President Michael A. McRobbie announced the establishment of the School of Global and International Studies on the Bloomington campus. The new school will be part of the College of Arts and Sciences and will bring together 350 faculty who teach international subjects, including more than 70 languages; three federally supported national language flagship programs and two national language resource centers; and 11 Title VI international centers that reflect IU’s 70-year commitment to concentrated research and teaching related to specific regions of the world.

The numbers are substantial, but even more so is the mission that collecting many of these resources under one roof will serve. President McRobbie noted that “there is hardly a part of American society that is not affected by global forces” and that IU must be “investigating, analyzing, and exploring these forces.” Universities have recognized this need, but they are still learning what those global skills are and how to help students develop them. The consolidated forces of the new school will allow IU to give concentrated attention to defining global competency and to assuring that its students gain the skills to be globally competent.

Executive Dean of the College Larry Singell Jr. brings an economist’s view to the subject. He sees an important piece of the new competency in the ability to know when an apparently local issue has a global dimension.

“A haircut is a local phenomenon and very likely nothing more than that, but other areas of our economy, once perceived as local, have global dimensions.” Accounting used to be perceived as purely local—subject to rules and regulations developed separately by each country. But no more. “There are accountants all over the world who have been trained in the United States, and international financial transactions that once involved slow and complex arrangements can now be managed with a few keystrokes. Fewer and fewer things have just a local dimension. We need to understand when the matters we face are purely local and when they are not.”

Associate Dean for International Programs Maria Bucur-Deckard has responsibility for managing the planning of the new school. She reinforced the need to be able to recognize the links between local and global. “They happen in unexpected ways,” she said. “One would think a Florida real estate firm would not need to reach beyond the state, but one I know of is involved in transactions that involve a quick turnaround. That firm has found its edge by working with Jewish Orthodox women in Israel. Honoring family obligations and custom, these women do not work outside their homes, but they have access to a world of information on their home computers. Real estate transactions involve extensive and time-consuming checking of credit and the like. So each evening, the firm in Florida sends requests for such checking to its team in Israel. Because of the
time difference, the women can complete the background checks while their colleagues in Florida sleep. And when the firm opens for business in the morning, it has all the information it needs to proceed. “This system works because of technology and because the firm understood the limits and opportunities of other cultures,” said Bucur. “People everywhere in the world are thinking about ways to use technology and the instant global connections it provides. Our students need to understand how all this fits together—not just the technology, but the differences in culture—and how to use that knowledge effectively.”

Global competency requires not just learning about similarities and differences among cultures around the world, but also acquiring perspectives that encompass more than one discipline. One can’t simply be an anthropologist or a computer scientist in the global environment; one has to be able to see through the eyes of each. And the complexities don’t end there. Bucur related a conversation with a U.S. State Department official who noted that at one time representatives from two countries could get together and work out agreements between them; but now, the impact of that bilateral arrangement on other countries around the world has to be a significant part of the discussion and the settlement that results.

Research, too, may see significant changes as the global and international forces of the university unite. Asked what sort of book she would like to see scholars of the new school produce, Bucur’s answer was highly personal. “I’d like to see something about conflict mediation, a sophisticated but accessible study of what drives conflict in separate cultural encounters, and how humans can become better equipped in a nonpolarized way to deal with those conflicts.”

Maria Bucur-Deckard, Associate Dean for International Programs, School of Global and International Studies in the College of Arts and Sciences; John W. Hill Chair in East European History

Anthony Koliha, Director of International Programs, School of Global and International Studies in the College of Arts and Sciences
Someone returning to Bloomington after a few years away will discover a major change to the city’s cultural landscape. In January 2011 the IU Cinema opened in what was once the University Theatre—with new seats, new state-of-the-art digital and film equipment, and with the old Thomas Hart Benton murals and intimacy. It took on the mission of ensuring that films not be screened by the commercial theatres had a local venue that could show them at their best. In its first year of operation, the IU Cinema offered hundreds of movies, lectures, and other activities, and recorded attendance of about 50,000.

Jon Vickers came to Bloomington in 2010 to be the cinema’s first director. As his Indiana license plate suggests, Vickers has a particular affection for international film, and his programming efforts have ensured not only that Bloomington audiences have access to current and past international films, but also that some of the directors who made those films (“they’re like international rock stars,” he says) come along with their work. In fall 2012 the cinema screened dozens of international films and hosted visits by some of the world’s most important directors, including Werner Herzog, Claire Denis, and Walter Salles.

Deep at heart I am an explorer, but it’s not the places I go to, but the characters I find when I get there, not the horizontal movement across the globe, but the vertical look deep into the characters themselves.

—Werner Herzog
“The movies are an empathy machine, drawing us into other lives, allowing us to identify with those of other races, genders, occupations, religions, income levels, or times in history. Good films enlarge us, and are a civilizing medium. Bad films narrow us. No films at all impoverishes us.”


Herzog spent several days on campus talking with students and faculty, including question-and-answer sessions with IU President McRobbie and with Gregory Waller, professor of communication and culture.

“Out of all films produced in the world, the portion of U.S. productions is very small,” said Vickers. “We would be neglecting our duties as a cinémathèque if we didn’t pay attention to films made outside the U.S. It is more satisfying to me to hear and see stories about other cultures when they have been made by people from within those cultures. They don’t have the constraints of the bottom line that the Hollywood industry has. They tell stories and focus on details of everyday life that are more realistic than the majority of films made for Hollywood.”

A significant part of the cinema’s mission is to support academic study. It devotes 50 percent of its program time to films offered in partnerships with academic units. Vickers works with an advisory committee chosen by the deans to filter and approve department requests for screenings—the demand far exceeds the availability. In the fall semester, the cinema offered 58 partnered programs (films and lectures) representing 34 IU academic units, a third of them international. “Not many programmers would give up control of half of their schedule, but I don’t see it that way,” said Vickers. “I see the opportunity to diversify our program and to ensure our relevance with the university, to build audience through course requirements. As long as we are screening films that we are proud of, the program benefits.”

The result last fall was at least a dozen series that contained significant international offerings serving departments all over campus. Included were films from Poland, the Czech Republic, China, and Japan. These were part of the College Themester program “Good Behavior, Bad Behavior: Molecules to Morality.” Also, there were films from Ghana and Nigeria offered with African Studies and the Black Film Center/Archive; Tibetan new wave cinema, with sponsors from Central Eurasian, Inner Asian and Uralic, East Asian, and Tibetan Studies; a retrospective of Jan Švankmajer films...
in cooperation with Russian and East European Studies; and the “Cubamistad: A Celebration of Cuban Art and Film,” with the help of sponsors, including La Casa, Spanish and Portuguese, Folklore, Latino Studies, and the Center for Latin American and Caribbean Studies.

Building an audience for international and other art film is not a new issue for Vickers. He and his wife established a thriving art cinema in a small town in Michigan, and he built up the University of Notre Dame’s art cinema in South Bend. Since his arrival, the IU Cinema has reached out to bring in audiences from the Boys and Girls Clubs and from the local high schools. It offers the CINEkids Series. “We try to find good international films that get kids used to reading subtitles at a young age.”

Another strategy to bring in new groups is to offer really good entry-point films, films that offer stories, stars, or directors familiar to the commercial audience, but that have been successful outside the Hollywood industry. In fall 2012, one major attraction in that regard was the visit from leading Brazilian director Walter Salles, and the sneak preview of his new film of Jack Kerouac’s On the Road.

Bloomington has never been without an audience for films made outside the major markets, but now that audience can see films screened at the very highest technical quality. Even visiting filmmakers comment that their efforts have never looked so good. Bringing stories, places, characters, and issues from all over the world to audiences in Bloomington, IU Cinema plays an important role in the campus’s effort to become more globally aware.

With awareness comes empathy. Vickers points to Roger Ebert’s definition of movies as an “empathy machine, allowing us to identify with those of other races, genders, occupations, religions, income levels, or times in history.” Vickers adds, “I think that is particularly relevant to international film. It is something we need.”
Many of a certain age—particularly those who were in elementary school in the ‘50s and ‘60s—will remember 16 mm films produced by the U.S. government, Encyclopedia Britannica, Inc., McGraw-Hill, or National Educational Television. They often provided the only glimpses of other worlds that U.S. schoolchildren had the opportunity to see. By the 1970s videotape and documentaries with large budgets and prime-time aspirations, like Kenneth Clark’s *Civilisation*, began to replace the older formats.

From about 1940, IU’s Audio-Visual Center (then part of the Extension Division and later, Instructional Support Services) was the depository for U.S. government films. In time, it became the state’s most active lender of educational films to schools, museums, clubs, community centers, and churches in the state. As the move to videotape made 16 mm films “obsolete,” the center became a repository for what other institutions and organizations no longer wanted. In 2006 what was then a collection of 34,000 reels formed the core of the IU Libraries Film Archive. IU Libraries has supported the transition from lending library to historical archive with a dedicated film archivist in the Wells Library, support for resources to digitize the collections, and an off-site storage environment designed to minimize deterioration.

All of IU’s film collections are now stored in a climate-controlled environment at the university’s Auxiliary Library Facility; the environment should preserve them for more than 200 years. Films that show serious deterioration already are kept frozen in a special vault.
“We have the largest educational film collection in any university library,” said archivist Rachael Stoeltje. There are films available nowhere else in the world, and rarities such as 30 titles from the 1950s CBS series *You Are There* and the world’s most complete collection of *Encyclopedia Britannica* films. Stoeltje is guiding IU Libraries’ plans for a special viewing room for researchers and space for preservation work. She receives new submissions all the time and requests from all over the country to view films or to use clips from the collection.

The International Federation of Film Archives recognized more than 70 years ago that film media needed special attention. Since 1938, it has been the world leader in both preservation of film and promotion of its history. It is an exclusive international club. Based on its work in building and managing the educational film collection, the IU Libraries Film Archive was invited to become only the 17th U.S. member, joining such institutions as the Library of Congress, the Museum of Modern Art, and the Harvard Film Archives. Stoeltje went to Beijing to accept the invitation at a conference that included representatives from 48 countries.

Darlene Sadlier has been using educational films from the collection for many years in her classes in Latin American cinema and culture. “One film that is helpful in a discussion of the history of race relations in Brazil, for instance, is *Brazil: The Vanishing Negro,*” she said. It is a 30-minute film produced for public television in the 1960s, showing Afro-Brazilian religious ceremonies and the daily lives of Brazil’s black population. “It was an informative resource when it was first produced, but it was also polemical because it discussed the benefits of racial mixing, or rather whitening, of the Brazilian African population, to the detriment of its heritage,” Sadlier said. “In recent years, Brazil has recognized its African heritage with affirmative action laws and a holiday dedicated to national race consciousness. With this film, we can look back and consider how far the country has moved to acknowledge its long-held myth of ‘racial democracy.’”

Sadlier has published extensively on the histories, languages, and cultures of Brazil. Her latest book deals...
with the Good Neighbor policy adopted by the U.S.
government during World War II to cultivate stronger
alliances with countries in the Western Hemisphere. The
Office of the Coordinator of Inter-American Affairs, a
World War II U.S. government agency headed by Nelson
Rockefeller, was instrumental in promoting this policy
during World War II, and the agency’s 16 mm films were
a major tool in that effort. “When I started looking into
this subject, I checked out IU’s holdings and found a large
number of the films the agency produced. As I widened
my research, I realized that
no institution except for the
Rockefeller Archive Center
itself had a more complete
collection.”

The government project
to make short, 16 mm
documentaries about Latin
American countries attracted
major filmmakers, such
as John Ford and Gregg
Toland. Toland was the
cinematographer for Citizen
Kane; he spent over a year
in Brazil. “The point of the
films was to highlight how
much North and South
Americans are alike,” Sadlier
explains. “They mostly
emphasized Latin America
as a white, middle-class, and
highly industrial society.
This was both what the U.S.
government wanted to show
U.S. audiences and what
countries like Brazil wanted to project.”

The films were made in English and dubbed in Spanish
and Portuguese. They were popular all over the United
States, and the Office of Inter-American Affairs made sure
that those in the countries where the films were made
were able to see them. “The agency supplied 16 mm
projectors, the generators, and even transportation to take
the films to people in the rural interior,” said Sadlier.

“There has been a huge boom of interest in
documentaries—both their production and their history,”
explained Sadlier. “Scholars are coming to understand their
historical importance as a means to understand our past.”

Darlene Sadlier, Director of the Portuguese Program;
Professor, Department of Spanish and Portuguese
Rachael Stoeltje, Film Archivist, IU Libraries Film Archive
“I never believed that apartheid would be beaten on the battlefield. I concluded early on that the critical struggle over apartheid would be above all else a propaganda battle.”

—Peter Davis

Among the holdings of IU’s Black Film Center/Archive is much of the life’s work of Peter Davis, including his unique film records of South Africa before the end of apartheid.

Today an iPhone and the right app can capture breaking news anywhere and broadcast it instantly around the world. In 1960 it would have taken a team of five or six just to capture the news. Peter Davis entered film journalism at another such moment of technological breakthrough. The handheld camera that could record sound made it possible to replace a crew of six with just two. That meant journalists could be dispatched just about anywhere—down the street, across the globe—and the cost was a fraction of what it had been.

Davis began his career working for Swedish television. He produced a series about his native Britain—including portraits of British public schools and the Chelsea Royal Hospital for pensioned soldiers—intimate interviews offered mostly without comment. At the same time, the new technology allowed him to go farther afield—to Belize, to Jamaica, and, importantly, to Cuba, where he recorded rare footage of the early days of Castro’s Cuban Revolution.

A 1974 project for the humanitarian agency CARE took Davis to 14 countries in Africa in 28 days. He didn’t set
out to observe the difference in the lives of the oppressed and their oppressors in Africa, but seeing it defined his career for the next three decades. Davis produced 12 full-length documentary films of his own and worked on many for other producers, all especially rich in the history of apartheid. “I never believed that apartheid would be beaten on the battlefield,” Davis wrote in a 2008 article for the African Activist Archive Project. “I concluded early on that the critical struggle over apartheid would be, above all else, a propaganda battle.”

The South African government limited what Davis could film. To get into the country, Davis chose a subject that would appeal to the apartheid censors—the history of the Afrikaners. He called the film *White Laager*, a reference to the circling of covered wagons that the Boers used to protect themselves as they moved into hostile territory. But the image became a metaphor for a ruling minority constantly trying to keep the conquered at bay, the formerly oppressed becoming oppressors. Davis said his strategy was to talk only with Afrikaners, and that worked until he and his crew talked to one too many dissenters in that group. Special branch police arrived at their hotel room in the middle of the night, took them to prison, and the next day expelled them forever, or so the government intended. The day they left South Africa was June 16, 1976, the first day of the Soweto Uprising.

He finished the film using film libraries in the United Kingdom, most notably the collection of International Defence and Aid Fund for Southern Africa, which had collected materials since the mid-1950s in support of the anti-apartheid movement. *White Laager* appeared in 1977, when the memory of the Soweto Uprising and police brutality that resulted in the death of hundreds of prisoners, including Steve Biko, was still fresh.
Davis’s next project was to tell the other side of the story in a documentary he called *Generations of Resistance*. It followed 70 years of protest against apartheid. Because he was blacklisted, he could not enter South Africa legally. The crew of two began their work in Zambia and Tanzania. Finally, a bit of luck enabled the Davis crew to get into Lesotho, a country completely surrounded by South Africa. From there, they slipped into the supposedly independent province of Transkei. From Transkei, they reached most of South Africa without passing through border crossings. One interview Davis wanted badly was with Winnie Mandela, but the authorities made phone contact impossible. The Davis crew slipped across the Transkei border and drove 10 hours to the township where she lived.

“We found Winnie at her small cinderblock house busy helping a young student with her schoolwork, but she broke off to receive us,” Davis said in a brief memoir. “We started the interview, arranging with one of Winnie’s friends to have each 10-minute can of film spirited away as soon as we had shot it, in case of accidents. Halfway into the interview, Winnie raised her hand—a car had stopped outside the house. ‘The Special Branch,’ cautioned Winnie. But our luck held, and incredibly, they drove away again.” Bayard Rustin, the American social activist, tried to make the same crossing a few days later and was caught by the South African police. Davis used the Transkei route again later to collect materials for documentaries on Winnie and Nelson Mandela.

With the ending of apartheid, Davis was once more allowed back into the country. He and co-producer Daniel Riesenberg investigated the impact of the media on the historical process. Davis completed part of this project at IU Bloomington, with the help of the African Studies Program, which developed print materials, and Radio and Television Services, which helped prepare the film. The result was the 1994 two-part documentary *In Darkest Hollywood: Cinema and Apartheid*. Davis explored the role of movies as a force both supporting and attacking the oppressive regime. In the ’50s and ’60s, the occasional depictions of black South Africans—in South Africa and in Hollywood—mostly avoided politics, as if apartheid didn’t exist. Hollywood continued to avoid the issues into the 1980s. It took the violent repression of the mid-1980s to inspire producers and directors of fiction films to pay attention and fill the void of information. More than 30 years of stereotypes, misinformation, and lack of knowledge were followed by incisive films like *Cry Freedom*, *A Dry White Season*, and *Mapantsula*.

Davis’s sojourns in Africa produced 2,000 reels of film and 40 boxes of notes, research, photographs, and outtake stills. The Black Film Center/Archive and the African

### IU African Studies prepared the viewer’s guide for Davis’s two-part documentary, *In Darkest Hollywood*. 

### IU African Studies prepared the viewer’s guide for Davis’s two-part documentary, *In Darkest Hollywood*.
Studies Program at IU brought Davis and his irreplaceable documentary materials to Bloomington. “Their support was critical in keeping the archive intact and making it useful as a historical resource,” Davis said. All materials are now available to scholars and researchers in IU’s Black Film Center/Archive (www.iu.edu/~bfca).

During his travels, Davis met Dolly Rathebe, whose jazz singing career took off after she appeared in a 1949 all-black film, was stalled throughout the period of apartheid, and then blossomed when apartheid ended. From 1989 until her death in 2004, she was a symbol of artistic achievement in the face of adversity. Davis recorded this triumph in his 2007 Travels with Dolly. This musical interest fueled a study of another musical star. Davis conducted extensive interviews with the friends and family of Hoagy Carmichael, tracing the musical career of Indiana’s most famous songster.
“It’s remarkable to me that sitting in a room in Bloomington, Indiana, is so much of the history of southern Africa. This really helps define Indiana University as a major international center.”

—Patrick O’Meara, special advisor to the president

Peter Davis is the founder of Villon Films. For more information about his work, see www.villonfilms.ca. Some of the information in this article came from Davis’s historical remembrance, “Documenting Apartheid: 30 Years of Filming South Africa,” African Activist Archive, 2006, available at http://africanactivist.msu.edu/document_metadata.php?objectid=32-130-36C.

The Hoagy Carmichael sculpture outside the new IU Cinema (left). You can’t make a documentary about Hoagy Carmichael without his music, and royalties to use that music are expensive. Like Hoagy himself, Peter Davis’s documentary, with its extensive interviews with Hoagy’s friends and family, sits at the entrance of the cinema world, awaiting sponsorship for the royalties before it can be screened.
Researchers studying cultures around the world often capture their research data as moving images. Video has the power to collect raw data and capture research and social contexts in ways that print cannot. As technology links the world through broad and instant communication, collaborative research is more feasible and more necessary. However, when that research exists as moving images, the mechanisms and opportunities for sharing can be difficult to manage. IU has been involved for a decade in a project to preserve the video research of scholars and to store it in a way that is useful and accessible to scholars and teachers.

Ruth Stone and her University of Michigan colleague Lester Monts conducted extensive research in Liberia for three decades, much of it captured on videotape. Twelve years ago, they wondered what would become of that video record. Typically, it would sit on a shelf somewhere to be found only by scholars aggressively searching for it. Although the production quality of the material was not equal to what might appear on television or in the cinema, the research value was high. Together they devised a plan that would allow such work to be of service for a long time as a web-based archive. The project would collect video research materials from scholars all over the world. The recordings would be well organized and documented, and available to others. The Andrew W. Mellon Foundation liked the idea and provided the funding necessary to make the archive a reality.

The result is the EVIA Digital Archive Project. Researchers apply to participate. If the quality of their research passes a peer review, they are invited to use software developed by the project to annotate each recording, noting content at several levels of specificity and indexing by time. The annotations are peer reviewed and made available online with the recordings. Users around the world then have long-term access to high-quality moving images, all with a detailed road map.

The value to researchers is obvious, but the archive’s uses do not end there. Stone sees the potential for important classroom use. “An instructor teaching a course with a segment on drums, for example, can find high-quality video images from around the world to show students,” said Stone. The instructor would find 744 video clips of drums, to be exact (according to a quick search of the collection). A similar search for “dance” produces more than 1,000 results.

Ruth Stone, Indiana University, Laura Boulton Professor of Folklore and Ethnomusicology; Associate Vice Provost for Arts, Digital Arts; Interim Director of the Institute for Advanced Studies, Office of the Vice Provost for Research

Lester Monts, University of Michigan, Professor of Music (Ethnomusicology); Senior Vice Provost for Academic Affairs EVIA Digital Archive Project: http://www.eviada.org/
Mark Turrentine, professor of surgery at the IU School of Medicine and director of the IU Health Heart Transplant program, received the 2012 John W. Ryan Award for Distinguished Contributions to International Programs and Studies in recognition of his success in bringing the cardiac surgery skills of Riley Hospital to children in Amman, Jordan, and Kampala, Uganda.

Long interested in the cardiac needs of children overseas, Turrentine found a way to help through the assistance of the Gift of Life Program, an arm of Rotary International, and other organizations willing to fund the high cost. Initially, a few of these children and family members were brought to Indianapolis for treatment at Riley. The cases were often complex and expensive, as much as $70,000 each, and even with generous foundation support, the program could not expand. Travel to the United States was a strain on families and follow-up care was complicated to arrange.

Many of the referrals to Indianapolis came from Amman, Jordan. The greater U.S. military presence in the Middle
East after 2001 created an informal network that identified local children in need of cardiac surgery. In 2004 Turrentine began to explore the possibility of taking the needed surgical and medical skills to the children. In March 2007 Turrentine and his Riley team went to Jordan for the first time. In five years, “Team Indy” has made 10 trips to Amman and has added Kampala, Uganda, as a destination for three additional trips. “Where we would do four or five cases a year here,” Turrentine explained, “we can now do 30 cases a year there for the same cost.”

As if a sixfold increase in service were not enough, Turrentine quickly noted other benefits. “In the U.S., we can fix a child but can do nothing more. When we go overseas we can fix a child, but we can also train. We can educate nurses. We can build relationships. It’s an investment in building out a program.” Each year when the team makes its visit, Turrentine notes subtle changes. “In our first surgical visit to Kampala, the hospital had nothing for their sharp instruments. We even found some on the floor of the ICU. We had brought along our sharps box so I could work with the tools I was most comfortable with. The next year we went, they had made their own sharps boxes just like ours. They had been monitoring the way we worked, and just by watching how we worked, they were making our practices part of their culture.”
As soon as we got to the hospital in Kampala, I just stepped back and watched everybody take off and do what they do. They did a wonderful job interfacing with their counterparts and helping them. It was a perspective of them that I hadn’t appreciated before.”

—Mark Turrentine, professor of surgery at the IU School of Medicine and director of the IU Health Heart Transplant program

The most important part of this training effort is the team. “Other programs will pull people from various places, people who have never worked together, and who don’t always get along,” Turrentine said. “We took 14 people to Uganda; all of us had worked together at Riley. As soon as we got to the hospital in Kampala, I just stepped back and watched everybody take off and do what they do. They did a wonderful job interfacing with their counterparts and helping them. It was a perspective of them that I hadn’t appreciated before. Because we work together every day at home, we can do a better job demonstrating how an integrated medical team works.”

Turrentine and his team have succeeded in both medical outreach and community outreach. “Our original intent was not to do the most complicated cases over there. We wanted to keep things simple and get good outcomes,” Turrentine said. “The problem is, that doesn’t happen.” They couldn’t turn away cases because they were complicated. “We have done every type of complex case except for a heart transplant, and we have one of the lowest mortality rates among the hundreds of centers that report to the Society of Thoracic Surgeons. Our mortality overseas is at or below our mortality here at home.”

The exchange of medical experience has gone both ways. The doctors overseas have become much more cautious about removing breathing tubes after surgery. They only do that during the day now, when personnel are available if something goes wrong. Turrentine has promoted a change in anesthetic practices back home. “Over there, we do complicated procedures with shorter hospital stays and the same or better outcomes. One of the reasons is that they don’t use a lot of narcotics there. If you keep kids sedated and on a ventilator longer, they are more prone to infection. Our culture doesn’t want kids to appear uncomfortable or cry, even a little bit. Kids there are tough. What the patients want most after surgery is water. I have suggested to the nurses here, let the patient have a little bit of water. That is almost better than morphine.”

The reputation of Team Indy in the Middle East needs no marketing department. They had planned an informal side trip to Iraq. The trip was not advertised or reported in the papers, but people came from everywhere, driving many hours and through checkpoints, to sit for another eight or nine hours, which they did without complaining. “We expected to have a look at the facilities and see five or six of our post-ops,” said Turrentine. “We ended up with 35 clinic patients.”

“Medicine is a very personal thing over there, as opposed to the culture of business that medicine has become here,” Turrentine said. “This is what we envisioned medicine to be when we were medical students.” Turrentine works with foundations to provide funds for hospital expenses, for travel, and for lodging and board on site. But no member of the team is paid; they contribute their paid time off to the effort. “Everybody that has gone has wanted to go again,” Turrentine said. “It has become a part of their annual life. The folks there are part of our family. We have no closer friends here than they are to us.”

In Jordan and in Uganda, medicine is a family affair. One-and-a-half-year old Tabitha was scared of the “Muzungu” (what the Ugandans call white people), and her mother wanted to walk her back as far as she could to surgery. Megan Richards, R.N., reassures.
“I go because I think in our own way we are making world peace. On our second trip, we had a little boy from Iraq. He was on the schedule, off the schedule, on the schedule, off the schedule. Finally we did the surgery. Afterwards, the mother, talking through an interpreter, told me, ‘You know my husband was killed in the war by an American, and I hated Americans, and I couldn’t conceive that I would let Americans touch my son’s heart. I came over and I wanted to trust you, but I couldn’t stop thinking about that. But now that the surgery is over, I look at you guys and see how you treat the kids and other people. I see that you are just like us. You care about the kids; you are about people. Nobody asked us our religion. Nobody asked us where we were from. You just took care of my son. When I go back to Iraq, I will tell everyone I know that Americans are not the bad people we are told they are.’ So I’m hoping she tells a dozen people, and those dozen people tell others, ‘Did you hear that Amar got surgery and the Americans were really good to him?’ We hope that we spread something that is not just the propaganda they hear there.”

—Becky Clark, R.N., operating room nurse and a chief organizer for the Team Indy programs abroad.

**Team members:**

- Dr. Mark Turrentine, Cardiothoracic Surgeon (Amman/Uganda)
- Dr. Anne Farrell, Pediatric Cardiologist (Amman)
- Dr. Timothy Cordes, Pediatric Cardiologist (Uganda)
- Dr. John Breinholt, Pediatric Cardiologist (Uganda)
- Dr. Scott Walker, Pediatric Anesthesiologist (Uganda)
- Dr. Matt Hamilton, Pediatric Anesthesiologist (Uganda)
- Dr. Stephanie Kinnaman, Internist, Rotarian
- Becky Clark, R.N., OR, (Amman/Uganda)
- Jill Riley, R.N., OR (Amman/Uganda)
- Molly Shea, R.N., OR (Uganda)
- Rachel Beach, R.N., OR (Uganda)
- Megan Richards, R.N., ICU (Amman/Uganda)
- Katie Snyder, R.N., ICU (Amman/Uganda)
- Kara LaLiberte, R.N., ICU (Uganda)
- Mike Horner, Perfusionist (Amman/Uganda)
- Jennifer Helman, R.N., PNP, ICU (Uganda)
- Lisa Bauermeister, R.N., Cardiac Catheterization Lab (Uganda)
- Miranda Applegate, R.N., ICU (Uganda)
- Janelle Leary, R.N., Cardiac Catheterization Lab (Uganda)
- Sheila Rocchio, R.N., ICU (Uganda)

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- The Indiana Clinic
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Web addresses of the blogs:

http://rileyinternationalheartmissions.wordpress.com/
http://rileymiddleeastmissions.wordpress.com/
Study abroad is a life-changing experience. The statement has become such a cliché that we forget how deeply inscribed those experiences are. Spending time studying abroad can affect our choice of career, our choice of friends—our choices of where and how we will live our lives. Some study abroad programs have an impact well beyond the students who participate: to the recipients of their enthusiasm and service abroad and to those in the home community who hear the results. IU Southeast’s Summer in Ecuador program, which has completed its 11th year, is a case in point.

In 2001 Magdalena Herdoíza-Estévez conceived a program for IU Southeast education students built around two weeks of intense activity in Ecuador. Students had preparation ahead of time and reports and presentations afterwards. They earned three credits towards their degrees. In Ecuador, students studied history and culture. They also taught classes, worked in communities, and lived with local host families. Getting outside school walls, they came to know and work in a world very different from southern Indiana.

Over the years, the stay in Ecuador has increased from two to three weeks. Students from other IU campuses and other universities have participated, and the program has expanded from education majors to include students studying English, business, criminal justice, sociology, communications, and Spanish, to name a few. The original two Ecuadorian partner schools, América Latina...
School and Quitumbe, are still part of the program, and an additional partner, the Bicentenario Municipal School, has joined the project. What began as just a brief side trip became an enduring relationship that was to pull in all of the IU Southeast campus.

The course begins with nine meetings in May to sort out logistics and fundraising, to master basic information about Ecuador’s culture and education system, and to prepare lessons that the study abroad students will teach in Ecuador. The group travels to Quito in June. There students settle in with host families, teach English language, health, and (new last year) informatics at the partner schools, participate in debriefing seminars, conduct research, and visit cultural sites. Though surrounded by Spanish speakers in Quito, participants are not required to speak the language. “The new learning environments need to unsettle our students just enough,” Herdoíza-Estévez explained. “We want them to experience the discomfort of not being able to communicate easily; this places them in a position to understand and empathize with immigrant students and families in the United States.”

The major service learning projects take place in Paquibug-San Gerardo, a Quichua village of 500 in the mountains four hours south of Quito, within sight of Chimborazo, the highest mountain in Ecuador and in the entire equatorial region. The first visit was included early on to provide a chance for students to see an indigenous village. When they arrived, they were greeted by a parade of residents waving tree branches and banners. The IU Southeast group realized that a longer-term commitment was in order. In yearly visits since then, the IUS group has helped plant trees and painted murals in the classrooms. They have done storytelling projects and health care education. Over the years, they have provided books, musical instruments, lamps for the classroom, teaching supplies, a sewing machine; the list goes on. The IU Southeast campus contributed a complete computer lab to the community, the only state-of-the-art lab in the region.

When the IUS visitors learned that only one woman in San Gerardo still knew how to make shigras (bags made of natural fibers and colored dyes), they helped to set up a training program and a market. The teachers at the local school, members of the majority culture of the country, were always included in activities, and as they watched the interactions, they began to think of the Quichua language not as something to replace with Spanish, but something that should be preserved alongside Spanish. They are beginning to encourage grandmothers to speak Quichua to their grandchildren.

The most recent group included computer science and informatics students for the first time. At a debriefing session last August, the presence of these techies was a hot topic. Most had no teaching experience or training. Herdoíza-Estévez observed how surprised the computer science majors had been when they saw young children and their teachers in the mountain village working with computers. One computer science student commented, “They put their resources to uses I never would have considered. PowerPoint became a way to do math exercises. They don’t have an idea of how computers are used elsewhere, so they have used their imaginations and envisioned games to teach the younger kids. They are already thinking like programmers.”

“... It’s not only what they learn, but what they teach, what service they perform, what excitement they convey both abroad and at home, and what they do with the knowledge for the rest of their lives.”

—Magdalena Herdoíza-Estévez
Advisor to the computer science group) Joseph Hollingsworth (see sidebar) said, “All five students discovered that they are truly passionate about computing. They realized this when they were in the Ecuadorian classrooms. They saw themselves deeply wanting their students to learn the material and get the thrill of seeing a computer do what you program it to do.” Said one major when asked about what he valued most about the trip, “I hope that maybe something I said might have influenced one of the kids, at least, and geared them to computer programming, or some field related to my field.”

Six years ago, the summer program began professional development programs for the teachers in Quito; since that time IUS has delivered units on ESL teaching, special education, and assessment. The U.S. embassy in Ecuador sponsors internships that bring Ecuadorian teachers to New Albany for three weeks of consultation with IUS students and faculty, and observations and presentations in local schools.

At the debriefing session in August, students learned that the “summer” program they signed up for would keep them busy for a long time to come. Gloria Murray, mentor to the education students, cautioned, “Things don’t end today. Once you are in this program, you are in it for life.” There followed sign-up sessions for meeting with Quito teachers visiting IUS, for a 50th-anniversary Sister-Cities celebration between Quito and Louisville, for talking to students in various IUS departments, for visiting high schools and elementary schools in the area. Sign-up sheets filled quickly.

In building a paper computer, students pay attention to all the parts of the real thing. Students at the Bolívar Chiriboga School in Paquibug-San Gerardo caught on quickly to how these tools—new to their lives—can be used.
So far, 126 students have been part of the IUS Summer in Ecuador program. Each year alumni go back. “One is now teaching at our partner school for the fourth time,” Herdoíza-Estévez said. When the IU Southeast campus held a celebration for the 10th anniversary of the program, every annual cohort was represented. The connections were not just on one side, however. Several Ecuadorian teachers paid their own way to attend that celebration.

The program’s impact spreads across places and time. Greg Smedley, who was part of the program in 2005, speaks for many of the participants: “The lessons I learned on this trip about acceptance, cultures, and diversity will forever impact who I am as a person and as an educator. This was one of the most profound learning experiences of my life.” Debbie Zehnder had the opportunity to go to college for the first time when she was in her 40s. She was part of the Ecuador program in 2004 and 2005, and now teaches in rural southern Indiana: “I am committed to teaching my students acceptance and inclusiveness through the study of the Spanish language and Latin American culture. I place great emphasis on the value we each bring to the world, in my role to help them become proactive, global citizens.”

Just about anyone who has been on a study abroad program knows that being in and exploring a new place is at least as important as taking courses there. The Summer in Ecuador Program began with that recognition and has expanded. Herdoíza-Estévez explained, “It’s not only what they learn, but what they teach, what service they perform, what excitement they convey both abroad and at home, and what they do with the knowledge for the rest of their lives.”
Participant Comments from the 2012 Debriefing

The reason I got into education is that I wanted to change the world. I wanted to help kids grow into productive citizens, and I wanted to leave my mark. And now it’s bigger than that. It’s not just me doing it for them but also them working in me. It’s more of a relationship.
—Lauren Skarda

This was my first time teaching with a language and culture barrier. I’ve never been to a foreign country like this. I only speak English. I walked into a room at San Gerardo, and one little girl just clung to me the whole time. I couldn’t talk to her so much, but we interacted without words. I will remember that, and I will miss her forever.
—Amanda Taylor

If you need to do something, you can do it. If you need to climb the stairs of the Basilica, you can do it. If you sprain your ankle on Day 4, you’re going to make it. Every time there was a challenge, we met it and we kept going.
—Erin Cook

I knew that nothing lasts forever; I learned that there is beauty in that. When we were at the school on our last day, we were all sad. It was so bittersweet that it wasn’t going to last forever. On the other hand, there were moments when things weren’t going well in the classroom and I was thinking “Thank god this doesn’t last forever!” There were moments when I was sick and on the bus and was so glad knowing that this is not lasting forever. There were moments when I wanted to be with my host family forever. We need to enjoy and accept that this isn’t going to be forever.
—Lauren Skarda

Summer in Ecuador Instructors and Advisors

Magdalena Herdoíza-Estévez, IU Southeast Professor of Education, New Neighbors Project Director
Gloria Murray, Dean, IU Southeast School of Education, Associate Professor of Education
Joseph E. Hollingsworth, IU Southeast Professor of Computer Science
Alicia Dávila, América Latina
Margarita Bustillos, Quitumbe
Johanna Ramírez, Bicentenario

Program website:
http://homepages.ius.edu/MHERDOIZ/pages/summerinecuador.htm

Video of the 2012 Cohort:
http://www.youtube.com/watch?v=17FCE84RbCs

See also: Magdalena Herdoíza-Estévez, Study Abroad in Higher Education: Building Global Citizens and Intercultural Leaders (Linus Publications, 2011)
After his return with the Summer group, Joe Hollingsworth had only a few weeks at home before he headed back to Quito for the fall 2012 semester. Based at the University of San Francisco Quito (USFQ) on a Fulbright Scholar grant, he was there at a time when Ecuador was taking drastic action to improve university-level training. Last spring, government officials closed down 14 universities (serving 38,000 students) that did not meet basic academic standards. There are plans to build four new universities and to establish standards that will apply throughout the country.

Hollingsworth was on leave from the IU Southeast Center for Teaching and Learning, which he has directed for two years. Colleagues at USFQ tapped into that experience in their efforts to design course and degree assessment programs. He was also asked about the design of twenty-first century classrooms—with online course management and flipped teaching. “Online course management can be developed for free with open source applications, and these applications can help flip a classroom, so that traditional classroom business (lectures and the like) is provided ahead of time via software and Web tools, allowing instructors to devote more class time to individual issues,” Hollingsworth explained.

At USFQ, Hollingsworth studied how Ecuadorian students deal with computing courses, which too often “slaughter” U.S. students, whose fail rates in introductory courses can reach 60 percent. “I gathered data on how Ecuadorian students respond to computing pedagogy, and I hope to incorporate the lessons I learn from that into what we do at IU Southeast.”

Finally, after the success of the initial computer science study abroad team, Hollingsworth plans to take a group every other year on the Summer in Ecuador project. During his time in Quito last fall, he built closer relationships with partner schools. All this progressed as he worked to master Spanish, to find challenging bike routes, and to settle into life at almost 10,000 feet above sea level. You can read the story of his stay in his blog, “Joe’s Excellent Adventure” (joeecuador.blogspot.com).
Ian McIntosh is IUPUI’s liaison to universities and organizations around the world that have formal affiliations with the Indianapolis campus, and he teaches courses in anthropology. His international interests began 30 years ago with a purely national interest. He wanted to learn more about his country’s Aboriginal peoples, so in 1981 he took a position as a liaison and welfare officer in Mount Isa, a rich mining community in northeast Australia.

Abundant mineral resources made Mount Isa a pocket of wealth in Queensland, but McIntosh found hundreds of people living in poverty along a dry river bed that divides the city between “mineside” and “townside.” In one section, they lived in huts without electricity or water, all sharing a single water tap. All of the residents were indigenous Australians. Some had been dispossessed of their land by the mining operations. Some had run away from a harsh Christian Brethren mission, or were part of the “Stolen Generation” of Aboriginal children who the government declared would be better off taken away from their families. Some had been starved off their land in the neighboring state by the barbed-wire enclosure of water sources by large American ranch owners who did not want them around. All of these “Long Grass People” needed help from the state welfare system that McIntosh, as a welfare officer, represented.

As McIntosh quickly learned, from the state government’s point of view, his mission had no social justice dimension. It was apparently not to improve the conditions of those in his charge, but to provide a public image of concern. Little money was forthcoming for improved living conditions, education, or jobs; about all that was funded was his own job. He was frustrated on the one hand that he could offer only a listening post or a hand in friendship to those in need of practical help, and on the other by their reasonable assertion that the money he was making really belonged to them.
“Reconciliation is hard. It’s messy. Peace is offensive. Becoming friends feels awful. Looks awful. But is the right thing to do. Reconciliation is a bastard—because it grabs you by the throat and says, ‘You need to live with this person who spent the last 40 years trying to kill your people.’ And that is the hardest thing on God’s earth to do.”

—David Porter, advisor to the British government on the Northern Ireland conflict

The urge for reconciliation between the Aborigines and the non-Aboriginal peoples was not strong in the Australia of 1981. Only 14 years before had the Australian government acknowledged them as persons to be counted as Australians. Previously, they had been considered “wards of the state.” Government leaders and industry knew that they wanted to develop the resources under the regions where Aborigines lived. Political and economic forces were not hampered in their efforts by pangs of conscience, or a need for reparations, apologies, or participation.

Things have improved by fits andstarts since then. In 1989, conscious that the interests of some Aborigines and non-Aborigines were beginning to merge, the government established the National Agenda for a Multicultural Australia and a Council for Aboriginal Reconciliation. It included explicit commitment to the acknowledgement of cultural identity, to social justice, and to economic efficiency and amelioration. But legislators quickly backed off many of these provisions or supported specious implementation. “In 1993, Native Title legislation mandated that private companies that wanted access to Aboriginal land for mining and the like had to negotiate with the Aborigines who lived there or had historical or cultural ties,” explained McIntosh. “Aboriginal power ended there, however. If the negotiations did not go well, companies could proceed. Only in one area of Australia, the Northern Territory, did the Aborigines have actual veto power over private development of resources.”

The first decade of the new millennium saw increasing participation in National Sorry Day, a day committed to recognizing what had been done to Australia’s original populations and what needed to be done in reparation. In 2008, a new government issued a formal apology for the disruption caused to the Stolen Generation forced from their families. In 2013, Australian citizens will vote on a referendum to recognize Aboriginal and Torres Strait Islander people in the Australian Constitution.
His early experiences in Queensland led McIntosh’s research in two different but related directions. He met individuals who were willing to share some of the beliefs and traditions of one of the oldest continuous cultures on Earth. One in particular was the late David Burrumarra, MBE, whose own education was steeped in the Dreaming, the sacred code underlying the Aborigines’ cultural, legal, and social behavior. McIntosh has written about this code and the history of its unfolding to Westerners. His biography of Burrumarra, *The Whale and the Cross*, is read by schoolchildren across northern Australia.

The other direction of McIntosh’s research grew out of the bureaucratic frustration of working in a world that was not ready or willing to confront its history. “The problems in Australia are hardly unique; everywhere in the world you can find groups in various stages of conflict and reconciliation with one another,” explained McIntosh. “Reconciliation Studies is just now beginning to take hold in universities around the world. It is based on the recognition that while details might be different, the problems to be resolved and methods of resolution have much in common. Those working in this field try to apply the lessons of successes in one part of the world to similar conflicts in other areas.”

For the past 20 years, McIntosh has been committed to the academic and practical applications and the teaching of Reconciliation Studies. “We use the word in two ways: as a goal and as a process. I can’t point to any place in the world that has fully accomplished the goal of reconciliation, but there are many, many places where we can find successes in the process, case studies in atonement that can take your breath away.”

Although it is simplistic to think that the transfer of a successful strategy in one area of the world to a conflict in another will always provide positive results, there are common elements. “Groups who have been in conflict for a long time cannot begin to reconcile their differences until they have mutually acknowledged the truth,” McIntosh said. As described in South Africa’s *Truth and Reconciliation Commission* report, truth comes in many shapes and sizes. It can be the history of the conflict between the two groups in a rendition that both sides would agree upon. With events like the Bridge Walk for Reconciliation across

Siriya Qadada of Gaza University describes her IUPUI summer project with the Center for Research and Learning on women’s empowerment in the Gaza Strip.
the Sydney Harbour Bridge in 2000, when 300,000 people marched to acknowledge the historical mistreatment of Aboriginal people, Australia has begun to face its common, negotiated historical truth.

Another element essential to the reconciliation process is the recognition of mutual interest. This has been a sticking point in Australia for decades. “The non-Aborigines see reconciliation in terms of economic parity; Aborigines should have the same responsibilities, rights, opportunities, and benefits as other Australians. The Aborigines see the essence of reconciliation in the national recognition of their identity and culture, and also their land rights. From this perspective, formal apologies, explicit recognition in the constitution, and a treaty or treaties are essential.”

McIntosh is tracking the reconciliation process in more than 100 countries. His major projects have been in Mali, Kenya, Armenia, Australia, and with the Rwandan diaspora. He has organized or participated in reconciliation events related to Zimbabwe, Guinea, South Africa, Canada and U.S. Native Americans, Guatemala, Tibet, and Israel/Palestine, to name a few.

He regularly teaches courses at IUPUI on truth and reconciliation. In spring 2012, he offered a class focusing on the Gaza Strip. The class enrolled students at IUPUI and at a private university in Gaza. Students “met” in IUPUI’s Global Crossroads videoconferencing classroom. “We advertised the course as a virtual study abroad program,” McIntosh said. Early on, students had to prepare six-minute videos introducing themselves, their families, and their communities. Afterwards, students were paired. They learned about life in the Gaza Strip from being part of these virtual host families and from panels of Palestinian and Israeli speakers. Despite the 6,000 miles separating them, students were intimately in touch with the lives of their counterparts in the Gaza Strip, just as if they were taking part in an actual study abroad opportunity. (See sidebar, page 36.)

It is difficult to deny the value of reconciliation. When it works, there is less violence and fewer deaths. The study of reconciliation can have equally positive results, as reported by a student in the virtual study abroad class:

“The interaction with our Gaza partners was most beneficial because I was able to gain an inside perspective of the situation, which is invaluable for learning how things really are on the ground. I was interested in the Palestinian-Israeli conflict prior to this class. However, now it has become a passion of mine, and I hope to pursue a career in peace, conflict, and reconciliation studies, so that I may have an impact in the future.”

Ian McIntosh became interested in the study of the processes of reconciliation while a welfare officer in northeast Australia. Last summer, he took his now global perspective on reconciliation, developed over decades of activism and teaching, back home in a prestigious workshop at the University of Queensland.
There’s no 25 miles on Earth like the Gaza strip. It’s a nightmare. Initially, I was only going to cover the Gaza perspective in the “virtual study abroad” course; the Palestinian voice is rarely heard. However, halfway through the semester there were major sustained bombings. Gaza participants reported that neighbors had been blown up. Some IUPUI students were getting very bitter just from hearing what their new friends were going through.

Students needed to hear from a broader range of voices. I wanted students to talk to people who were seeking a just solution. For instance, I wanted students to be exposed to Jews who were working for the greater common good. So for the next class, I brought in a rabbi, a member of J Street who is in favor of a two-state solution. “I want justice for Palestinians” was his message; he has a monthly fast for Gaza in Indianapolis every third Thursday. He was wonderful because he was talking the language of peace in a reconciliatory way.

Then we did a link to a Hebrew University professor who wants a one-state solution where everyone is equal, Jew and Arab together. In an event linked to the class, I brought in a survivor of the Holocaust who is also a Mengele twin, Eva Mozes Kor. Kor was the subject of the controversial documentary “Forgiving Dr. Mengele” and the founder of a Holocaust museum in Terre Haute, Indiana. She talked about forgiveness. We also met with a former member of the Israeli Defense Forces. He takes the role of a dove, but still, in trying to portray the view of life on the ground in Israel towards Palestinians, he scared the life out of us with his descriptions of the seemingly intractable problems.

For the whole of the second half of the semester, we examined every reconciliatory gesture, grassroots particularly, that we could—chefs for peace, ex-combatants for peace, musicians for peace, football for peace. The class ended with joint presentations in which students proposed solutions to issues of borders, refugees, settlements, and Jerusalem, based on their joint research on the pathways to peace.

—Ian McIntosh

Each student in the IUPUI-Gaza University class was asked to post to YouTube a five-minute video of themselves and things they wanted their classmates to see. Some of the Gaza videos offered the following views:

The IUPUI students responded with views of their campus and community. The videos may be viewed on the YouTube channel IUPUIGazaDialogue:
Students were eager to meet the challenge of new ideas of entrepreneurship, here proposed by Kelley School of Business professor Tatiana Kolovou.

Arab Students Explore Western Entrepreneurship

Last summer 100 students from the Middle East and North Africa came to Bloomington for three-and-a-half weeks to improve their business and entrepreneurial skills. All spoke the same language, but coming from six countries spread over 2,500 miles, they represented a broad range of cultures that rarely interact. Christine Davis and Fred Perry of the Kelley School of Business’s Institute for International Business were the chief organizers for IU. “It probably wouldn’t have happened before the Arab Spring,” said Perry. And Davis added, “With the Arab Spring, and new opportunities for interaction, it had to happen.”

Undergraduates at universities in the region were invited to apply through a Facebook page. The requirements were an interest in entrepreneurship and no previous visit to the United States. Almost 6,000 responded with ideas for local businesses or for new ways of improving the economies of their new local area. The Coca-Cola division representing the Middle East and North Africa, whose CEO, Curt Ferguson, is an alumnus of the Kelley School of Business, provided significant financial support for the project and did much of the work to identify 100 candidates for a month-long study trip to the United States Numbers were winnowed down through peer voting on Facebook and in-person interviews at U.S. embassies. The U.S. State Department was also a major financial supporter.

Participants represented countries from Morocco to Jordan. Half came from Egypt. The group also included students from Algeria, the Palestinian territories, and Tunisia. Bringing them to Bloomington required months of negotiation with immigration, government, and nongovernment authorities. Of three participants from Gaza, “It’s a miracle that they got here,” Perry said. It took the cooperation of Hamas, Israel, Palestine, and Egypt. (See sidebar, page 41.)
Once in Bloomington, the students were set a full schedule of workshops and classes that provided an accelerated introduction to the Kelley undergraduate curriculum. Following the Kelley model, students were also assembled into 19 teams, each charged with developing and selling a business plan. The teams were country based because ideas had to address practical, local conditions. The competition was intense. The first job was to select a project, either a team member’s proposal or something new. Then, using what they were learning in workshops and classes, they researched markets and costs and assembled a feasibility study for the ultimate showdown.

Projects ranged from tools for reducing electricity consumption, to irrigation and anti-frost systems, to fashion for veiled women, to a mobile app for dealing with public transportation. On the final day of competition, the teams were put into four rooms to choose semifinalists. Then Kelley faculty and corporate judges chose a winner from the four. When the winner was announced at the final banquet the uproar astounded the Bloomington guests, who were not prepared for the energy of some of the Arab world’s most highly committed students getting their first taste of entrepreneurship in the Western style. “This was an enthusiastic, intelligent group,” said David Zaret, vice president for international affairs. “They asked challenging questions, and the conversations that resulted were stimulating and memorable.”

Ten of the proposals were selected for presentation to a State Department audience in Washington, D.C., a visit that also included VIP tours of the Pentagon and the Capitol, and presentations at the U.S. Chamber of Commerce. They then traveled to Coca-Cola headquarters in Atlanta. They were introduced to the World of Coca-Cola exhibition and given a rare audience with Muhtar Kent, Coca-Cola CEO.

Students returned home with a strong desire to keep in contact with both IU and with each other. Davis and Perry have been
challenged to set up mechanisms to make that happen. Facebook has continued to be useful, and they have set up a mentoring web page with 16 current IU M.B.A. students available to answer questions and to share business ideas. The site will be kept alive as long as there is interest. Plans are already in place for bringing another group to Bloomington this summer. “Eventually, we want to turn this into a year-long program,” said Davis, “with contact and interaction over the Internet before they come, and conferences, reunions, and perhaps even master classes after they leave.”

The students are now back home in their college classes. They are keeping in touch with each other, and they are reaching out to NGOs to seek funding for the projects they developed here. One or two have been interviewed on TV. “We have word that students are moving forward. One student will open a café in the spring. A sandboarding club is being formalized into a business, and the winning idea—the public transport app—is in operation,” said Perry. There have been questions about coming to IU for graduate work. Although it is heartening to see business plans coming to fruition, Davis emphasizes another important result. “Many of these students had never been away from home, possibly never studied a business subject, and never spoken in a public forum,” said Davis. “They discovered last summer that their ideas were valued in the West as well as at home. It was especially satisfying to watch their confidence grow.”
Getting Participants from Gaza City to Hebron. Distance: 43 miles

1. Participant completes form with details about travel.
2. Sponsor submits forms to the U.S. Consulate.
4. Several Israeli departments, including Shin Bet and Ministry of Interior, approve travel.
5. Approvals are reported to the Erez Crossing; Erez Crossing reports approvals to the U.S. Consulate; U.S. Consulate reports approvals to sponsor. Denials are not explained.
6. Sponsor drafts travel request letter in Arabic and individuals deliver it to the Palestinian authorities (Hamas).
7. U.S. Consulate picks up participants at Erez Crossing in official government cars, transports them without stopping to the West Bank.
8. At end of trip, U.S. Consulate completes above process in reverse.
9. Participants complete this process twice, once for the visa interview, once for the actual travel.
An exhibition at the IU Wells Library last fall featured the latest in a long tradition of alternative publishing—reaching from the minstrels of the Middle Ages, to the broadsides of the eighteenth and nineteenth centuries, to the underground presses of the twentieth century. The books at first glance appear to be crudely made, lacking every bit of the slickness of a best seller. Collectively, they represent an effort to produce something that both serves and reaches those that the mainstream ignores. Luis González and Denise Stuempfle assembled samples of the Latin American Studies collection for the exhibition, which also included a workshop in making these books and a presentation for the Wells Library IQ Wall.

In 2001 Argentina faced a major financial crisis. The government froze bank accounts and later deregulated currency exchange. Unemployment grew to almost 25 percent. Argentina, which had had a persistent garbage problem, legalized scavenging. In the desperate search for income, people roamed the streets for materials that recycling centers would purchase. Cardboard boxes were

Libros Cartoneros:
Books from Boxes

Since learning of the emergence of the cartonera publisher movement in Argentina, Luis González (right) has searched the world for vendors and publishers who are willing to provide these publications, which are not part of the standard book trade. As a result, IU’s collection now numbers about 500 items, representing more than 20 publishers from Latin America and Spain. Denise Stuempfle (left) catalogs the collection and so faces the unenviable task of formalizing a movement that resists convention and rules. She has published one article on the cartoneros and is at work on two more that are drawing professional attention to the collection.

Denise Stuempfle, Cataloger of Latin American, Iberian, Latino, Chicano-Requeño, and Latino Studies

Luis A. González, Librarian for Latin American, Spanish and Portuguese, Chicano-Requeño, and Latino Studies
especially prized. Those who collected these boxes came to be called cartoneros.

The efforts of the cartoneros inspired a new use for the materials they collected. Two graphic designers and a writer founded the alternative press, Eloísa Cartonera, in Buenos Aires in 2003. They purchased the boxes—at a much higher price than the recyclers paid—and then used them to cover books. They hired the cartoneros and their children to paint the corrugated cardboard covers and to assemble the books, often bound by hand with string or wire. The books featured the works of authors who could not find mainstream publishers, and occasionally works of sympathetic established writers, who allowed the presses to publish their works without paying royalties. Publishing runs rarely exceeded 150 copies. Books were sold on the street and at book fairs for one or two dollars.

Other publishers sprang up in Argentina, Peru, Brazil, Chile, Mexico, Paraguay, and other Latin American countries. The grassroots industry has extended to Europe (Spain, France, and Switzerland), to Africa (Angola and Mozambique), and even to one small press in the United States. Estimates of the number of cartoneras, as the publishers of libros cartoneros came to be known, range now from 60 to 70 worldwide. According to Stuempfe, the presses are proud that they are in sync with the rest of the world’s recycling movement, and they have helped the recycling families to survive economically. They provide cheap reading materials for children and adults who cannot afford mainstream publications. Their books have come to represent a counterculture emphasizing free speech and social inclusion.

Poetry is the most frequently featured content, but the books also include political writings, short stories, children’s stories, memoirs, and even pornography. “Each publisher has its own ideas of its countercultural mission, but all are committed to resisting homogeneity and to serving the needs of their community,” explained Luis González.

Evita Lives, by Néstor Perlongher, is a series of sexual/political fantasies about the famous public figure in Argentina. The title recalls the Peronist slogan, “Evita vive.” The book was originally published in Spanish in 1983 but has been made available by the Eloísa Cartonera in an English translation (2010).

O gato peludo, by Brazilian Wilson Bueno, is a popular morality tale for children about a cat and mouse. Dulcinéia Catadora of São Paulo published this edition in 2010 with text in both Spanish and Portuguese.
Andrea Ocampo Cea's *Patio 29: la democracia imaginaria* is an essay on the “forcibly disappeared” persons of Chile’s 1973 military coup. It was published in Santiago by Animita Cartonera. The design incorporates the cardboard corrugations.

James Canary, head of conservation at the Lilly Rare Book Library, led a workshop as part of the exhibition. He assists Nuha Salibi in assembling her first libro cartonero. Photo courtesy of Sarah E. McAfoose.

The exhibition included a multimedia production on the IQ Wall of the Wells Library, shown here displaying the inside of *Un derecho & un revés*, poetry by Bárbara Durán. This view (below) shows the diagonal cut that effectively makes two volumes, with one set of poems under *derecho* and another under *revés* (Cuernavaca, Morelos, Mexico: La Cartonera, 2009).
It is unlikely that James McGee will go back to Zimbabwe soon. He was U.S. ambassador there from 2007 to 2009. During the 2008 election, Ambassador McGee, in the name of fair elections, encouraged candidates to challenge Zimbabwean President Robert Mugabe. The president was angered and declared of McGee, “As long as he carries on doing that, I will kick him out of the country.”

In his departure speech in July 2009, McGee did not back down on his commitment to democracy and human rights. The ambassador pointed to some progress, but continued a policy line committed to democratic change: “Zimbabwe is at least working on recovery. But at the same time, so much remains to be done. The rule of law and human rights are still under attack.” And challenging the current ruler, McGee declared, “For real change to take hold in Zimbabwe, average Zimbabweans must do what the founders of the U.S. did 238 years ago. They must stand up for their rights and demand a government of their choosing that serves their interests. If they do so, I promise that the United States will support them in their quest.”

McGee served in the U.S. Air Force in Vietnam from 1968 to 1974. He returned to the United States to complete his bachelor’s degree at Indiana University, and in 1981 entered the Foreign Service. He served in Nigeria, Pakistan, The Netherlands, India, Barbados, Jamaica, Côte d’Ivoire, Swaziland, and Madagascar before taking on the difficult assignment in Zimbabwe. He has been a passionate advocate for the democratic process and has spoken out repeatedly against political violence. His work in Africa also involved combating human trafficking and supporting HIV/AIDS interventions and hospice care. He continues to advocate for democracy in Zimbabwe and elsewhere.

Ambassador McGee came to Bloomington last fall to receive the 2012 College of Arts and Sciences Distinguished Alumni Award. While here, his schedule was filled with conversations with faculty and visits to classes; students drilled him on issues ranging from the current African political situation to human trafficking.

McGee spent much of his career in the heat of political and social turmoil, situations that required mastering large quantities of information and exercising acute diplomatic expertise. When asked what his studies at IU gave him to help in those efforts, his answer was basic to the liberal arts tradition:

“IU gave me a couple of things. IU taught me how to use my mind, think quickly, analyze material. At IU, I perfected my writing skills to the point where I could write coherently and rapidly. I don’t care what your major is, without that ability you’re not going to get along in the world. Writing is the culmination of, number one, having the curiosity to get out there and get the information; and number two, analyzing the information and taking the important from the non-important and distilling it down to something someone wishes to read. I don’t care if you’re in business, in government, or in an NGO, whatever you’re doing, you just really have to have these skills to be an effective and interesting person.”
Forty years ago, Professor of Education James Mahan started a program that made it possible for prospective teachers to do their student teaching on American Indian reservations. Two years later, he extended the program to include destinations in six countries abroad. Last year, the School of Education’s Cultural Immersion Projects sent student teachers to 17 countries around the world, and has attracted a record 120 new applicants for future assignments. The program has won one international and two national awards.

Cultural immersion is not an easy route to fulfilling the student teaching requirements for certification. The two-year process begins with monthly classes and assignments in which students study the cultures and education systems of their destination countries. “Students need to be prepared for their professional and personal responsibilities in their host schools, families, and communities, and to ensure that they understand this is not a ‘backpack through Europe’ sort of experience,” explained Laura Stachowski, director of the program and faculty member in the School of Education. “Through the prep phase, students learn to think more deeply about culture, values, and perspective consciousness.”

Indiana state-approved programs won’t allow student teaching requirements to be met entirely with overseas experience, so IU students begin with at least 10 weeks of student teaching in Indiana before they undertake an eight-week stint abroad. Once overseas, they maintain regular contact with the campus back home, and they are required to complete a community-based service learning component in addition to full-time student teaching. IU alumnus Keith Jepsen endowed a scholarship program that provides the extra support needed for selected students. But for many, existing financial aid may not cover the added expense.

“The program changed my life. If I hadn’t done it, I can’t imagine what I would be doing now.”
—Laura Stachowski, School of Education
Still, the program has become so popular that it now serves other IU campuses and other Hoosier institutions as well. Students at Butler, Ball State, Indiana State, and St. Joseph’s College have found teaching internships through IU’s program. IU recently established the Global Gateway for Teachers as an extension of the Cultural Immersion Projects. The Gateway manages the network of in-country consultants who find schools that want these student teachers and that are willing to assist them with living arrangements. “Our most popular destinations are Australia, New Zealand, Ireland, and Britain,” Stachowski explains. “We have recently expanded to Italy and Norway. I am also seeing more interest in teaching in India, Kenya, Costa Rica, and Spain.” Students who go to Spanish-speaking countries are required to have competency in the language, but for the rest, teaching is done in English.

Stachowski was part of the program herself and went to England to teach in the 1970s (photo center above). “I worked in all subject areas with hearing-impaired students at Northlands High School in Preston, an industrial city in Lancashire. I echo what many of my students have said: The program changed my life. If I hadn’t done it, I can’t imagine what I would be doing now.” Photo right: Stachowski visiting Brontë country with the children of her homestay family.
Several faculty members at the Lynhurst 7th and 8th Grade Center are products of the Cultural Immersion Projects. Program alumnus and Lynhurst principal Dan Wilson explains why:

I completed the program with a teaching experience at the Matravers School, Westbury, Wiltshire, in Southwest England during the fall and winter of 1992. It was such a powerful experience that it feels like yesterday to me! The Cultural Immersion Program is exactly the experience needed by teachers to prepare them for our needs right here at home. Many of the schools in the United States with the greatest need for high quality teachers have student populations that are highly diverse. The school in which I am principal conservatively has more than 30 cultures represented!

For me, teaching in England wasn’t about preparing for a specific group of kids. It was about learning how to teach kids that have a completely different background than I had. It taught me how to learn about my students. It drills down to simply knowing how to discover their likes, dislikes, customs, beliefs, and values, as well as what they have learned so far. The better a teacher knows the student, the more effectively the content can be made relevant to that student’s life. Knowing how valuable this was for me makes me look at it as a major asset for anyone applying for a position at Lynhurst Center.

The program not only prepares them for our students, but also prepares them for the hard work as teachers at Lynhurst Center. The program was a graduate-level program of high rigor that had to be completed simultaneously with the existing undergraduate program. This required a deeper level of commitment and hard work than most undergraduate students would choose to endure. We were expected to work every day, with the teaching experience taking priority over any chance to go and see the sights. My school days in England were followed by late, late nights of studying and preparing for the next day’s lessons. As a student of U.S. history, I quickly discovered that the Humanities program in the U.K. involved a deeper and more vast curriculum than the short history of our country could provide.

This program doesn’t just involve overseas experiences. Some of the students stay in the United States, and have experiences that are just as valuable. For example, some of the teachers go to teach Native Americans in the Southwest. I’ve had two teachers with this experience, and they were both outstanding. I currently have a teacher who taught in New Zealand with this program, and she’s proving herself to be an exemplary teacher, as well. They have all shown themselves to be quick to adapt to the diversity in our school and have established strong rapport with our students and their families. None of them have had any trouble adapting to our high expectations. In fact, they’ve thrived with them. To me, this program gives its students a significant experiential edge over other candidates for teaching positions in my school. I know our district, as a whole, values this very kind of experience very highly.
For my cultural immersion project, I travelled to Kabula, Kenya, lived with a host family, and taught kindergarten and first grade for two months. The most important lesson I learned was that I am not only an educator, but I am also an advocate.

During a walk one day, my host mother, Mama Betty, discussed how difficult it is for her to find food to feed all the children at her school, Epico Jahns Academy, which also happened to be where I was teaching. There were days where she would wake up wondering where the food would come from; then at lunchtime the food would somehow happen to be ready because they were able to scrounge it up from somewhere. There were days that she would go into Kabula, and she would have worries that she would not be able to get food because her funds were so low, but her dear friends would loan her food because they know she is trying to feed the children in her school. On one of the days I was not teaching at Epico Jahns Academy, I traveled to a nearby school with Mama Betty. The director of the school had a chicken coop he had built for his school. This sparked an idea.

I asked Mama Betty what she thought about having a chicken coop strictly for the students of Epico Jahns; chickens that would support the children’s growth both physically and mentally as well as financially support their needs when supplies begin running low. Mama Betty was excited. The next step for me was to email home to friends and family to see if they would be willing to donate to help fund my project. The donations began coming in, and I was able to raise $1,500, which was more than enough money to complete my project and have money left over for maintenance and feed for the chickens.

Building the coop took a total of two weeks; it was hard work! We had no access to shovels, so we made shovels out of tree branches and dug three-foot-deep holes to stabilize the structure. The walls were made of wood posts and tree branches, which I then stuffed mud in between to complete the walls (after about four coats of mud)! We had to even out the floor with straight sticks, pound the floor with wood to make it even and stable, and then we were able to lay down sawdust. The chickens arrived on my last day, 40 chickens in all. I recently talked with Mama Betty, and she explained that the children are now eating an egg every Friday!

A student teacher recently traveled to Kenya, and she has built an additional chicken coop alongside mine. I have been informed that the older chickens will be moved to the new, smaller coop, and my chicken coop will then be used to raise baby chicks!

—Courtney Reecer
Encountering the Global: Student Photography

IUPUI and IU Bloomington students who have returned from study abroad programs and IU Bloomington international students are invited each year to submit their best photographs to competition. Their submissions capture everything from antics to the awesome. A few examples here represent the results of the international eye in training.


Xu is pursuing her Master of Science degree in Accounting in the Kelley School of Business. She is from China.

Most of the locks and ribbons were left by lovers who wished that their love could be witnessed by the mountain and last as long as the mountain exists.

Evangeline Magno. The Kilometer Zero—the Center of Madrid at the Puerta del sol, taken with other CIEE students. Alcala-CIEE Summer Program, Alcala, Spain, 2012.


Pasupuleti is pursuing his Master of Science degree in Human-Computer Interaction Design through the School of Informatics and Computing. He is from India.

Most of the tourists who visit the fort take an elephant ride to reach the top. Elephant rides resonate a king-like status in India.

Ping Hsu, “Neighborhood in Macau.” Office of International Services. Winner, Back Home category. Hsu is pursuing her B.S.B. in accounting in the Kelley School of Business. She is from Hong Kong.

These apartments have been here a long time and the people who live there stay a long time. Neighbors have a strong relationship with each other, which attracted me to take my photo.


This man in downtown Accra holds his child as he watches the chaos. Imagine the world around you spinning. It is a world where the sidewalk is your front yard and taxis never stop running.
Parting Shot:
Tropical Glaciers, by Erin Cook

The Chimborazo volcano has been inactive for 1,500 years. Although it is just one degree south of the Equator, Chimborazo’s top, at almost 21,000 feet above sea level, is completely covered by glaciers. Erin Cook was part of IU Southeast’s 2012 Summer in Ecuador program. “This photo was taken from the schoolyard in San Gerardo. You can see the mountain from almost anywhere in the village. The small hut in the foreground next to the stack of bricks is a traditional mud-walled house that some of the villagers still live in. There are also well-constructed brick homes with glass windows in the village, and everything in between. The small path is the dirt and gravel road into the village.”