INTRODUCTION
THE INTERNATIONAL ACTIVITIES OF INDIANA UNIVERSITY
SPRING 2014

IU GOES TO AFRICA
DEVELOPING POSSIBILITIES AROUND THE WORLD

VOICES OF CENTRAL AMERICA
Remembering struggles in El Salvador

COMING TO THE UNITED STATES TO STUDY
International students making their way at IU

WATER AND THE FUTURE
Modeling farming and climate change in Kenya
The Hopeseekers

AIDS has decimated the adult population in Swaziland. As a result, large numbers of children have become primary caretakers and caregivers in their households. The response of IUPUI and the Indianapolis community to the needs of these children will be featured in the fall issue. Photo © Josef Kissinger for SOHO, Indianapolis-based Saving Orphans through Healthcare and Outreach.
IU International is published by the Office of the Vice President for International Affairs, Indiana University.

Copyright © 2014 Trustees of Indiana University

To request a copy or subscription, or to submit information for publication, please contact the editor.

Vice President for International Affairs
David Zaret

Editor
Lynn Schoch

Designer
Jeff Green

Produced by
IU Communications

Office of the Vice President for International Affairs
Indiana University
201 N. Indiana Avenue
Bloomington, IN 47405

Telephone: (812) 856-5861
Email: Lschoch@iu.edu
Website: www.ovpia.iu.edu

Photo Credits

CONTENTS

IU Goes to Africa 2
IU in Africa 14
Raga, Taal, and Sarod: Indian Classical Music 17
Lee Feinstein: Ambassador Extraordinary and Plenipotentiary 18
Protests in Turkey 20
Voices of Central America, Jeff Gould 22
Business, Dhaka, and Honoring a Historic Partnership 28
Coming to the United States to Study 32
Water, Climate Change, and Preparing for the Future—Kenya and the U.S. 38
Milestones of the Office of Overseas Study 42
Moments Abroad 44
IU and Mongolia 48
Parting Shot 52
A presidential delegation from Indiana University visited three African countries in August and September 2013. IU has had ties with Africa for more than half a century. President Michael A. McRobbie, the first sitting IU president to visit Africa in more than two decades, recognized this history and emphasized the need to assure its continued growth. “South Africa, Kenya, and Ghana are democracies that represent three of Africa’s most dynamic, fastest-growing economies, and they offer fertile ground for IU as we look to grow study-abroad opportunities for our students, generate faculty research collaborations across our respective continents, and recruit top students from sub-Saharan Africa to pursue an education at IU and bring with them a unique cultural perspective.”

IU’s involvement in Africa has spanned a remarkable range of activities, most of which can be found in the university’s acclaimed African Studies Program, long recognized as one of the leading centers for the interdisciplinary study of Africa. The program, which celebrated its fiftieth anniversary in 2011, is one of 11 federally funded Title VI area studies centers in IU’s new School of Global and International Studies, the largest number of such centers anywhere in the United States. The program offers more African languages than any other U.S. college or university, as well as a wide spectrum of academic offerings that includes African art, film, folklore, history, literature, music, public health, and more.

Since the inception of the African Studies Program, IU has provided instruction in 52 African languages. The university regularly teaches Akan/Twi, Arabic, Bambara, Swahili, Wolof, Yoruba, and Zulu, from the elementary level all the way up to the most advanced levels. IU faculty have also published more books on African languages and linguistics than any other U.S. institution. In addition, the relocation of the National African Language Resource Center to IU Bloomington (IU is the only university with such a center) has served to further strengthen its position as a premier institution for the teaching of African languages.

Ryan Piurek, director of news and media at IU Bloomington and a graduate of the IU School of Journalism, was part of the delegation. In his daily blog (excerpted here) and his photographs, Piurek tells the story of the IU-Africa connection.
From top to bottom:
Gordon Institute of Business Science (GIBS) Dean Nick Binedell and President McRobbie sign an agreement of cooperation that will most immediately affect activities in the Kelley School of Business, represented here by Dean Idie Kesner.

Entrance to the GIBS main classroom building. The map shows the U.S., Western and Eastern Europe, India, and China set on top of Africa; there is still space left for Japan and many of the world’s islands.

After signing a new partnership agreement, President McRobbie and Dean Kesner were interviewed in the GIBS campus television studio so that the news could be passed along to faculty, staff, and alumni.

The IU delegation visited the young GIBS campus with flags flying after Africa Week, a celebration of the continent’s recent achievements.

JOHANNESBURG, SOUTH AFRICA

Activities began with a visit to the nation’s premier business school, the Gordon Institute of Business Science. GIBS is part of the University of Pretoria, one of South Africa’s leading research, teaching, and learning universities. It is situated in a beautiful green-field campus that lies just outside the suburb of Sandton, Johannesburg’s business hub. To say the school is on the fast track to success would be a gross understatement. Established a little over a decade ago, the school is already considered the top business school for executive education in Africa. Just last year, the Financial Times ranked the GIBS executive M.B.A. first in Africa and sixtieth in the world.

Part of the school’s mission is the effort to develop a sophisticated business infrastructure in South Africa that, in the words of one GIBS faculty member, “rewrites the literature” of an Africa of famine and war and introduces the world to a diverse, dynamic economy energized by increasing intellectual activity.

Demonstrating a shared commitment to adding to South Africa’s intellectual and social capital, the leaders from IU and GIBS concluded the morning meetings by inking a new, formal partnership agreement that calls for, among other collaborative activities, the sharing of
faculty expertise, collaborative research projects, and, most importantly, future study abroad opportunities for students from both institutions.

After the signing, GIBS officials provided an opportunity for the delegation to tour the Diepsloot settlement, which GIBS is using as a “learning lab” that is intended to provide students with a better understanding of the needs and aspirations of Africa’s “emerging less poor.” In crowded, noisy, dusty Diepsloot, half the total population (400,000, living in a 5-square-kilometer area) is unemployed. It was striking how friendly and forthright members of the township were, as they enthusiastically welcomed members of the IU delegation into their shops and, in one instance, their family home.

On the second day in Johannesburg, the delegation visited GIBS’s parent institution, the University of Pretoria (UP). Similar in size and scope to IU’s Bloomington campus, UP, with about 45,000 students—not counting another 18,000 or so enrolled in its distance education programs—is one of the largest suppliers of high-level skills to the African economy, addressing the nation’s growing need for graduates in teaching and technology, science and engineering, and several other key development areas. UP has launched a major strategic initiative—UP 2025—designed to position the university as the leading “research-intensive” university in Africa and elevate its stature in the larger global marketplace.

In a meeting with UP officials, McRobbie was also keen to note that IU provides instruction in seven of South Africa’s 11 official languages (and 8 of 11 if you count English). Upon hearing about IU’s language prowess, and after learning about the university’s considerable information technology resources, Irma Eloff, dean of the faculty of education at UP, nearly leapt from her seat. “IT and languages, I’m impressed!” she said. Eloff surveyed the emerging African markets that UP seeks to better serve. “We simply cannot have a country where there are
so many different languages spoken but where we cannot provide anyone to teach those languages.”

UP President Cheryl de la Rey, in a meeting later in the day, suggested a number of logical possible partnerships between UP and IU, including in areas where both universities have sizable strengths: education, law, the health sciences, and the humanities.

Also on the second day, McRobbie and IU Vice President of International Affairs David Zaret had a productive discussion with South Africa Minister of Higher Education and Training Blade Nzimande, who was visibly impressed upon hearing about IU’s long history of engagement in Africa. The discussion centered around opportunities for educational collaboration in South Africa in such areas as language studies and the health sciences and the possibility of IU hosting master’s and doctoral students from South Africa.
Shortly before members of the IU delegation met with senior leaders at the University of the Western Cape (UWC)—a public university located in the Bellville suburb of Cape Town, South Africa—President Barack Obama delivered remarks from the steps of the Lincoln Memorial commemorating the fiftieth anniversary of the historic March on Washington and the heroism of its leader, Dr. Martin Luther King Jr. In his address, Obama spoke about the spirit of the march and the sacrifices made by thousands of Americans, “men and women, young and old, blacks who longed for freedom and whites who could no longer accept freedom for themselves while witnessing the subjugation of others.”

Three years before the March on Washington and halfway across the world, the South African government, seeking to racially segregate higher education under the system of apartheid, established the University of the Western Cape as a school for colored students only. Its first 166 students were given limited training for lower-to mid-level positions in schools, the civil service, and other institutions that would serve a separate colored community. UWC remained this way several decades, during which its leadership was primarily white.

As UWC continued to grow, so, too, did the campus’s intellectual and innovative spirit, much of which became focused on making the university freer and more democratic. By 1982 UWC’s leadership had formally rejected the apartheid ideology on which it was established, and a year later the university gained autonomy on the same terms as established white institutions.

With the official abolishment of apartheid in 1994, UWC was a major player in the formation of public policy and preparing South African students for a wide range of high-level careers. When Nelson Mandela became president, he took with him nearly a third of the university’s leadership team (including its president) to build his cabinet. The university now has an enrollment of more than 20,000 students.

The IU delegation and the leadership of UWC agreed that they are academically well matched, most notably in such key areas as education, the life sciences, and the arts and humanities, and that they would seek ways to further student and faculty exchanges. UWC is eager to build partnerships in the area of creative activity, which, sadly, apartheid denied to most of South Africa’s population.

UWC Deputy Dean and Director of the Centre for Humanities Research Premesh Lalu led delegation members on a tour of UWC’s impressive archive related to Robben Island, the island off the coast of Cape Town where Mandela and other anti-apartheid activists were
imprisoned. The IU delegation didn’t have to look very far for a real-life example of that struggle in UWC Dean of Research Renfrew Christie, a classmate of IU’s David Zaret at Oxford during the 1970s. The former student leader at the University of Cape Town, who is white, spent seven years in prison, some on death row and some in solitary confinement, jailed by the apartheid government for spying on the nuclear weapons program for the African National Congress.

Christel House was founded by Indianapolis philanthropist Christel DeHaan to help children around the world overcome poverty and realize their hopes and dreams. In South Africa, Christel House (which also has centers in India, Mexico, the U.S., and Venezuela) provides more than 700 K-through-12th-grade children from some of Cape Town’s most impoverished communities with a quality education, as well as proper nutrition, health care, and a safe, nurturing environment. The school has a 100 percent graduation rate over the last four years, a 99 percent retention rate, and a 98 percent attendance rate.

Impressive as those statistics are, they are no substitute for seeing these amazing students, all fully uniformed and full of energy, in their learning environment. The entire Christel House student body, teachers, and staff had gathered to welcome their Hoosier guests. McRobbie told the attentive students about the importance of education, how inspired he was by their accomplishments, and how he hoped that, one day, they might even continue their studies at IU.

Nestled in the slopes of Devil’s Peak mountain, the University of Cape Town (UCT) boasts top-ranked programs in a number of areas, including business, economics, education, geography, history, law, psychology, and politics. It also counts five Nobel Laureates among its alumni. Enrollment at UCT has grown by a third each decade since 1950. Today, the university has over 25,000 students, half of whom are black, and it now has over 110,000 alumni around the world.

Deputy Vice Chancellor of Internationalization Thandabantu Nhlapo spoke of the university’s need to produce graduates who are internationally competitive and committed to engaged citizenship and social justice. UCT Deputy Vice Chancellor Sandra Klopper, who is also a professor of African art, suggested there may be potential for collaboration in the arts, law, music, and the natural sciences, among other areas, adding with a laugh, “You know, I think more than half of my colleagues in African art received their training at IU!” Klopper’s comments came right after Harold Kincaid, a professor from the UCT School of Economics, introduced himself to the delegation by telling the group that he possessed a total of three IU degrees.
ROBBEN ISLAND

It’s almost impossible to put into words what it’s like to walk around Robben Island, an island about three miles west off the coast of Cape Town, where Nelson Mandela was imprisoned behind bars for 18 of his 27 years during South Africa’s apartheid era.

One could describe the 8-foot-by-8-foot jail cells where Mandela and many other political prisoners, including South Africa’s current president Jacob Zuma, were held captive, the solitary confinement areas, the lime quarry where inmates worked, but it would simply not give this historic setting its proper due.

Coincidentally (or maybe not so much considering IU’s many South African connections), Robben Island’s CEO is Sibongiseni Mkhize, who spent eight weeks studying at IU Bloomington in 2001 as part of an African Studies summer program and who met with members of the IU delegation during a special alumni dinner earlier in the week.

When Mkhize found out the IU delegation was coming to South Africa, he arranged a special tour, led by Sipho Msomi, a former Robben Island inmate. Sipho was arrested by the South African police in 1984 when he was only 20 years old, along with five other young organizers for the African National Congress. One of those organizers, he said, was tortured to death.

Msomi spent four of his five years in prison at Robben Island. Today, he leads tours of the island, recounting his and other prisoners’ tales of sacrifice, while giving his guests a strong sense of how the island has been transformed into a beacon of African pride and spirit.

Msomi took us to the jail cell where Mandela was imprisoned and slept on the cold stone floor, often with just a thin blanket to protect him from the island’s often frigid temperatures. He also showed us to the courtyard where inmates gathered, talked about the cement bags and toilet paper that Mandela and others could sometimes use as writing surfaces, and brought us to the solitary confinement area where he, himself, spent 10 months.

Msomi then sent us off on a short bus ride to another area of the island, where Robert Sobukwe, who became president of the Pan Africanist Congress in opposition to apartheid in 1959, spent six years in solitary confinement, his imprisonment renewed annually by the minister of justice in a procedure that became known as the “Sobukwe clause.” The clause was never used for anyone else, and Sobukwe, who lost the use of his vocal chords while at Robben, was ultimately held under house arrest by the national government until his death in 1978. Before his death, though, he earned a degree in economics from the University of London.

Finally, it was on to the lime quarry where Mandela and others were sent to work until their hands blistered and bled. The barren quarry, which wouldn’t be out of place back home in Bloomington, Indiana, could have simply been a place of great hardship. Instead, it was transformed, through education, into a place of hope. Here, at what became known as “Robben Island University,” many of South Africa’s most prominent prisoners at the time, including Mandela, engaged in discussions and debate over a wide range of topics, including democracy, socialism, political protest movements, and more.
AMPATH, the Academic Model Providing Access to Healthcare, was conceived in the late 1980s by four IU physicians (Bob Einterz, Joe Mamlin, Charlie Kelley, and Dave Van Reken), each of whom had experience in developing countries. The program initially intended to link faculty and resources at the IU School of Medicine with the fledgling Moi University Faculty of Health Sciences—later to be renamed the Moi University School of Medicine. Today, with 20 million Africans estimated to be infected with HIV, the virus that causes AIDS, AMPATH, a partnership among IU, Moi University, and the Moi Teaching and Referral Hospital, is one of the largest and most comprehensive academic centers for the treatment of AIDS in the world. The program serves a population of 3.5 million people in over 500 urban and rural clinical sites throughout western Kenya and has enrolled more than 160,000 HIV-positive people. In its efforts to develop a successful system for treating HIV/AIDS, the program has expanded attention to other areas critical to Kenyans’ survival, including food and income security, and noncommunicable chronic diseases in sub-Saharan Africa such as heart disease, hypertension, diabetes, and cancer that are projected to far exceed that of HIV.

President McRobbie became the first IU president to visit the program. Dr. Joe Mamlin, one of the program founders, expressed his gratitude at the recognition as he led a tour of the project. Program director Dr. Sylvester Kimaiyo said, “I do not think I would’ve started an HIV program without the braveness and support of my colleagues at IU. It was thought that you couldn’t start an HIV hospital in Africa. Just impossible. But we did it. We started it. And now we are one of the biggest HIV programs in the world.”

Just getting children to an AMPATH clinic is a huge achievement because the costs and stigma associated with having a child with HIV causes many families not to seek treatment.
Program officials led the IU delegation on a tour that included a pediatric clinic that daily sees 100 children exposed to HIV, half of whom will contract the virus. They visited the data center where, with the help of the Regenstrief Institute at IUPUI, ragged scraps of paper records are entered to a new, high-tech records system, and the new Chronic Disease Building, which will provide outpatient clinics, research space, and classrooms when it is completed in 2015.

And then there was Njoki. In 2002 Njoki was pregnant when a prenatal exam revealed she was HIV-positive. Left by her husband and alone on the streets of Eldoret, she found her way to AMPATH, where she eventually learned to string beads into ribbons and necklaces that she was encouraged to sell. Today, she is production manager of the Imani Workshops, established in 2005 to provide job training and income-generation activities for those affected by HIV and others in need. The group now employs more than 100 members and sells jewelry, bowls, stationary, bags, and other items, with 100 percent of the sales income reinvested in the workshops. Njoki spoke proudly of coming to IU and to the Herron School of Art and Design at IUPUI, where she received several months of training. “So now,” she laughed, “I, too, can say that I am a member of IU.”

One afternoon I went to visit a rural health clinic operated by AMPATH, and from there to an individual home in a remote village to sit in on a clinical visit. We rode there in a four-wheeled vehicle over the worst roads I’ve ever seen, just a sea of water and red mud. The object of the visit was a female head of the household. After a negative AIDS test, and good blood pressure results, she relaxed and insisted at the end that we have some of her tea, roast corn, and, a special luxury, fermented sour milk. The ‘living room’ in this one-room shack uses old calendars for decoration. No electricity. But this is a relatively prosperous household, with several acres and cows. The gourd held by the woman contains the sour, fermented milk. She gave me a similar (but empty) gourd as a present.

—David Zaret
Moi University started in 1984 as Kenya’s second public university with a first class of 83 students and just one faculty member. Today, it has more than 30,000 undergraduate and postgraduate students and four campuses, including the main campus in Eldoret and another in the western part of the town. Moi also boasts 14 schools, including newly established schools of aerospace science, biological and physical science, and tourism, hospitality, and event management.

Among its more established units are the Schools of Dentistry, Nursing, and Medicine, which, as Vice Chancellor Richard Kiprono Mibey and other Moi leaders pointed out, would not have been possible without the support of IU. As a result of the AMPATH project, these schools have partnered with IU on a number of service learning and faculty exchange programs that have helped them grow into some of the best academic programs in Kenya.

To ensure the continued impact of this decades-long collaboration, IU President McRobbie and Mibey signed a new IU-Moi partnership agreement. Additionally, the two leaders inked a sub-agreement between the IU School of Journalism and the Moi Department of Communications, a program that has experienced major growth in correlation with one of Kenya’s fastest-growing industries, mass media.
ACCRA, GHANA

The University of Ghana (UG), with enrollments of more than 36,000 students a year, is the country’s oldest public university. President Michael McRobbie is the first IU president to visit. The IU delegation talked with five faculty members, all of whom were beneficiaries of IU scholarships to study in Bloomington.

Kodzo Gavua is a senior lecturer in the Department of Archaeology and Heritage Studies. He had the opportunity to come to IU in 2002 and spend a year working alongside faculty members in IU’s departments of anthropology and folklore and ethnomusicology. While at IU, he also sought instruction in computer literacy, music, and basic studio engineering, and he even learned how to play West African percussion. Folks in Bloomington might remember him as the leader of the popular “Afro Hoosier Intl” dance band.

In 2009 Emmanuel Asampong was a visiting scholar in Bloomington, where he had the opportunity to assist in research on HIV being conducted by IU Bloomington School of Public Health Associate Dean Michael Reece and his team at the Center for Sexual Health Promotion. Today, he is a clinical psychologist and lecturer at the UG. While at IU, he helped link IU public health students with students in Ghana.
Alexina Arthur, senior lecturer in the UG’s Department of Modern Languages and scholar of Russian literature, says she spent the majority of her time at IU (time, she says, that was far too short!) devouring countless books and scouring newspaper archives documenting Russian-African relations when she wasn’t helping her daughter adjust to life and academic expectations as a Bloomington middle-school student.

Pro-Vice Chancellor E. Kweku Osam, who did his undergraduate work in linguistics at UG with Samuel Obeng, director of IU’s African Studies Program, proudly mentioned that three current UG linguists received their training at IU.

“Indiana University has been critical in the life of this university and in developing our faculty,” Osam told members of the IU delegation during a meeting in which leaders from both schools discussed ways to expand a partnership between IU and UG that dates back two decades.

IU has deep ties to Ghana, where more than 100 IU students studied abroad last year. Additionally, more than 20 students from Ghana were admitted to IU this fall.

In 2011 the IU Kelley School of Business’s innovative Global Business and Social Enterprise began sending Kelley M.B.A. students to the country to act as business consultants to local entrepreneurs.

IU’s Mathers Museum of World Cultures has multiple ties to Ghana scholars. Most recently, IU art history graduate student and Mathers collaborator Brittany Sheldon, who is currently in Ghana, has developed an exhibition based on her research on traditional decoratively painted houses. Her exhibition, State of an Art: Contemporary Ghanaian Bambolse, will be presented this fall at the Ghana Museums and Monuments Board.

All in attendance at the meetings agreed that there was room to expand the ties between their respective universities, particularly in IU’s areas of strengths—including those in African language instruction, information technology, and public health.
IU in Africa

BY RYAN PIUREK

IU’s history in Africa spans a wide range of academic, cultural, and legal activities. In 1986 the South African Council on Higher Education (SACHED) formed Khanya College to assist talented black students who wished to pursue a university education, but, due to their disadvantages, were having difficulty obtaining entrance to South Africa’s leading universities.

That same year, IU became involved in Khanya, joining forces with SACHED to provide preparatory first-year university courses for black South Africans who demonstrated potential for pursuing an undergraduate degree. Working with faculty and tutors from South Africa, IU faculty developed undergrad courses—modeled after the university’s successful Independent Study Program—in economics, history, literature, mathematics, physics, psychology, and sociology. IU faculty graded the South African students’ major assignments and final exams, and students who successfully completed the courses received an IU transcript. That IU transcript enabled them to gain admission to the top universities in South Africa, such as the University of Cape Town and Witwatersrand University (Wits).

According to IU Emeritus Vice President Patrick O’Meara, a native South African who directed IU’s African Studies Program at the time, at various points more than 100 Khanya students were enrolled in these courses each year. In the first three years alone, more than 400 students completed the IU course of study. In addition, John Samuel, the head of Khanya College, visited IU on different occasions. Former IU President Thomas Ehrlich went to Khanya College in 1990, and IU faculty members...
and a number of Khanya faculty and administrators also made reciprocal site visits.

Almost immediately after the end of apartheid, IU and Wits launched an initiative to improve the retention of Wits’s black South African students. As part of the initiative, which was funded for three years (1992–94) by the U.S. Information Agency’s University Affiliations Program, IU made available opportunities and programs for South African professionals in such areas as counseling, guidance, and skills learning.

Helping to address a great need in South Africa for skilled professionals with experience in writing laws, IU spearheaded the creation of the Legislative Drafting Program for South Africa, in partnership with the University of Pretoria, which the IU delegation visited in an effort to reignite collaborative efforts between the two institutions. The project helped train more than 70 mid-level professionals over a three-year program that included service-learning training in South Africa; internships in the U.S.; video-conferencing technology for lectures and consultations; professional visits to Washington, D.C., for South African trainers involved in the certificate program; and the establishment of a consulting network of Indiana academic and legislative professionals.

In the mid-to-late 1990s, IU developed a regional internship program that brought two dozen mid-career professionals to the U.S. from the countries of Zimbabwe, Botswana, and Malawi for eight-week internships. In a separate program, IU placed more than 200 professionals from South Africa in arts, business, education, government, law, media, public health, and social service internships in cities all across the U.S.

The Nadine Gordimer collection in the IU Lilly Library consists of the papers of the acclaimed South African writer and winner of the 1991 Nobel Prize in Literature. The collection of 6,700 items includes correspondence with her colleagues, literary agents, and publishers, and with magazines in which many of her short stories first appeared. It also features draft and final versions of her stories, articles, book reviews, novels, short story collections, speeches, and story ideas, as well as a diary Gordimer kept when she was 11. Additionally, the Lilly Library houses a collection of 1,200 items relating to the distinguished South African playwright Athol Fugard.

IU’s Black Film Center/Archive features much of the life’s work of Peter Davis, including his unique film records of South Africa before the end of apartheid. Among the nearly 2,000 reels and 40 boxes of notes, research, photographs, and outtake stills are materials related to White Laager, a film on the history of the Afrikaner people, Generations of Resistance, a film on African nationalism, and two documentaries on Nelson and Winnie Mandela.

Below left: IU Vice President David Zaret in Liberia with Amos Sawyer. Sawyer was the president of Liberia’s interim government from 1990 to 1994. In recent years, he has divided his time between Liberia and IU, where he is a research associate affiliated with the Ostrom Workshop.

Below center: Vice President Emeritus for International Affairs Patrick O’Meara with South African leader Nelson Mandela in 1990.

Below right: Legal advisors from Indiana assist post-apartheid South African students in the process of legislative drafting.
An important aspect of the presidential delegations abroad is the opportunity to meet with alumni and learn more about what IU graduates are doing around the world. Alumni meetings were held in each country, and the delegation officially inaugurated three alumni chapters during this visit.

South Africa
IU’s first alumni chapter in South Africa is led by founding chapter president Nolutho Diko, who spoke movingly in Johannesburg about what the university has meant to her and her family.

Ghana (right)
Abdulai Salifu Asuro receives the charter of the Ghana Chapter of the IU Alumni Association. Asuro, president of the chapter, earned his IU Ph.D. in folklore with minors in linguistics and African studies. He is rector of the Tamale Polytechnic in Northern Ghana.

Kenya (above)
At a lunchtime meeting President McRobbie presented the charter for the new IU Kenya Alumni Chapter to Eunice Kamaara, first president of the group.

Kenya (left)
At the alumni gathering, Laurie Burns McRobbie talks about political leadership with Dr. Susan Chebet, formerly of Moi University, but now a representative in Parliament.
Raga, Taal, and Sarod: Indian Classical Music

When Amjad Ali Khan came to Bloomington for a week in September 2013 as the first artist in residence of the School of Global and International Studies, he was in much demand. A premier performer of Indian classical music, Khan has released more than 30 albums exploring the traditions of raga (melody) and taal (rhythm) that have been the work of his family for six generations.

Central to his visit was the teaching of an intensive 1 credit introduction to the classical artistry of Indian music, presented, as it is traditionally done, in the context of demonstration and participation. Students were introduced to the sarod, a lute-like instrument with as many as 25 strings, variously used for melody, drone, and chords. Khan demonstrated traditions of improvisation, an essential element of Indian classical performance. He hoped especially to reach students who were experienced in making music, either playing or singing. “I’d like students to realize and feel music as a way of life,” Khan said. “Music is not just music; it is beyond music. Music has connected the world; it’s a common thread.”

Part of the course was a public demonstration in Auer Hall. In addition, the Khan family talked and made music with students at the Dhar India Studies Program, visited classes, and presented a concert at Lotus World Music and Arts Festival. In October, the Khan family appeared in performance at the Buskirk-Chumley Theater along with Carrie Newcomer to promote their 2011 CD collaboration, Everything Is Everywhere. The visit was part of a Khan family tour that included concerts at the United Nations and the San Francisco Jazz Festival, as well as performances in Boston and Chicago.

“Music is not just music. Music has connected the world; it’s a common thread.”
—Amjad Ali Khan
Ambassador Lee Feinstein is the inaugural dean of the IU School of Global and International Studies. He comes to IU with a distinguished diplomatic career and considerable experience in international policy making, law, and ethics.

Lee Feinstein: Ambassador Extraordinary and Plenipotentiary

*Lee Feinstein talking with an IU audience last fall*
Ambassadors speak for their country. Their word is their country’s word, and the “full power” of this personal accountability is marked in the traditional title of ambassador extraordinary and plenipotentiary. Indiana University has recently hosted visiting ambassadors and other diplomats from India, Poland, Azerbaijan, Mongolia, the United Kingdom, Australia, and Lithuania. In addition, IU can boast former ambassadors in residence. Feisal Istrabadi, professor of practice in law and international studies, served as ambassador and deputy permanent representative of Iraq to the United Nations. Rajendra Abhyankar, visiting professor in SPEA, was part of India’s diplomatic corps for more than 36 years, serving as ambassador to the European Union, Belgium, and Luxembourg, Syria, Turkey, and Azerbaijan.

A new member of IU’s plenipotentiary ranks is Lee A. Feinstein. U.S. ambassador to Poland 2009–12, Feinstein has accepted the deanship of IU’s new School of Global and International Studies (SGIS). His challenge is to fashion a school where the whole is greater than the sum of its parts, no easy task when those parts include area studies and other international centers that have already established worldwide reputations.

In such roles as national security director to Hillary Clinton during her 2008 presidential campaign and senior advisor on peacekeeping policy in the Office of the Secretary of Defense, Feinstein has proved his ability to find common ground on pressing and complex international issues. Feinstein has the “ability to work effectively across partisan lines,” said former Indiana Congressman (and distinguished scholar at SGIS) Lee Hamilton.

Former Senator Richard Lugar adds “Ambassador Feinstein is one of the leading arms control scholar-practitioners in Washington and has worked in government and the private sector in support of agreements that have improved our national security and helped to make the world a safe place. His intimate knowledge of the major global issues of the day makes him an ideal founding dean of the SGIS.”

Feinstein grew up on Long Island, earned degrees from Vassar College, the City University of New York, and Georgetown University Law Center. He has written extensively on international law and international ethics. He is a member of the Council on Foreign Relations and has taught previously at George Washington University, the City University of New York, and the University of Georgia.
Memories are fading of the U.S. anti-war protest movement of the 1960s and 1970s. But there are periodic reminders of the force of popular protest in democratic cultures. Last June, Vice President David Zaret, in Istanbul on university business, found himself in the midst of demonstrations that brought back memories of a generation past.

Protests began in late May and were sparked by a government plan to replace one of the last remaining parks on the European side of Istanbul with a shopping mall. That initial protest became the seed for what grew into 5,000 demonstrations involving an estimated 3.5 million people across Turkey’s political spectrum and morphed into more general opposition to the policies and rhetoric of the ruling party. Like the Vietnam protests in the U.S., there was much spontaneous action but no central organizing body.

Zaret captured images of the city in the midst of the upheaval. Taksim Square, adjacent to the threatened park, was the site of massive demonstrations. Istiklal Caddesi is a main thoroughfare leading to Taksim Square. It also saw many clashes with police throughout the summer. This was a side of Istanbul that Zaret had not seen before. This is “one of my favorite cities,” Zaret said. “Istanbul is about the intersection of food, water, and heavy historical memory. It is inadequately described as ‘Islamic.’ The art and architecture of this culture are heavily inflected by central Asian, Byzantine, and Roman antecedents.” In previous visits, he captured images of a more tranquil city.
One of the many burned-out cars and other vehicles left in the square after clashes between protesters and police.

Protesters barricaded streets leading to Taksim Square.

Below: Vehicles burned in the demonstrations were also converted to bulletin boards. Below right: “I commend the quiet spaces of the Church of the Holy Saviour in Chora, also known as the Chora Museum, and its exquisite Byzantine mosaics and frescoes. It was constructed just over 1,000 years ago.”—David Zaret  
Bottom: The Galata Tower in Karaköy, a neighborhood in the Beyoğlu district. “This area is one of my favorite places in the city,” Zaret said. The tower keeps watch over İstiklal Caddesi—at a more tranquil time.”
For his work on behalf of Latin America and Latin American history, Jeffrey L. Gould was honored with the Indiana University John W. Ryan Award for International Programs in 2013. His 25 years in the IU history department have been punctuated by books in English and Spanish that are regularly cited as authoritative sources for modern Latin American history. For 13 of those years, he directed the Center for Latin American and Caribbean Studies. In addition, he produced two full-length feature documentaries on Latin America and has now begun preliminary work on a third.

Gould began his career working with unions, first in Turin, Italy, and then in upstate New York. Although his sympathies supported those who got a raw deal from factions in power, he found himself at odds with union organizations that failed to serve their constituencies because of their own corruption.

One of the first reporters on the ground after the Sandinista revolution in 1979, Gould (second from the right) was assigned to interview survivors who lost family members in the fighting.

Voices of Central America

Jeffrey Gould was awarded the John W. Ryan Award for International Programs in 2013 for his decades of work documenting the political developments and their impact on the peoples of El Salvador and Nicaragua.
and misuse of union power. His first exposure to Latin America came when he and his new wife visited her family in Costa Rica. Like many trips that would follow, the short visit turned into an extended stay. During the next four years, he encountered firsthand peasant cultures that faced conditions that were familiar but even more intense than those of workers back home.

That initial stay included the moment of revolution in neighboring Nicaragua when Sandinista rebels overthrew the Somoza government. “It was a period of brutal repression. The national guard was gunning down any male between 15 and 25,” said Gould. “I signed on with a Dutch television crew. We were on the first plane that landed after the revolution. My job was a grizzly one; I was charged with interviewing people who had just lost loved ones. I went to the burial grounds and talked to widows and brothers. I will never forget. Despite the trauma of the moment, everyone had important things to say. I remember the brother of a woman I was interviewing. He told his sister, ‘You’ve got to pull yourself together for this international audience; people need to know what we went through here.’ She pulled herself together and told the story of her husband’s death at the hands of the National Guard.”

The experience became the basis of Gould’s dissertation and much of his later research. “I wanted to understand the stories I was hearing. I wanted to know what led to the revolution.” He first studied the peasant movement in Nicaragua in the 1950s and 1960s, and then turned his attention to the disappearance of the indigenous people of Nicaragua and to the massacre of 1932 in El Salvador. The central question that much of his research tried to answer was what happens when a people are told over and over that they don’t really exist?

This “myth of the mestizaje” began in the late nineteenth century. “In 1895,” Gould explained, “35 percent of the population of western Nicaragua declared themselves to

Celina Velasquez and her neighbors in the village of Perquin were eager to talk about what went right and what went wrong in the civil war of the 1980s.
be Indian. A quarter century later, that number was down to 4 percent. What happened? There were no massacres, no wars.” Gould’s answer begins with land owners of mixed heritage who discovered the potential wealth of coffee plantations. They needed land and workers. Much of that land was held in common by indigenous groups. To appropriate their lands and indenture a labor force, they declared that because there were no more “pure” Indians, that all had become mestizos (of combined Spanish and Indian heritage), arguments of heritage and indigenous rights were no longer relevant.

For individuals who felt their Indian heritage, this “myth” created a cognitive dissonance and a sense of frustration. In nearby El Salvador, a similar denial of rights contributed to a revolt that brought a horrific government response in which 10,000 individuals, most particularly males 12 and older, were killed in cold blood by government forces. That government remained in power for 60 years after the massacre, and the implicit government policy was to make the events of 1932 as invisible as possible. The slaughter was not talked about. The disenfranchisement of the peasants continued, as

David from the village of Agua Zarca in Morazan, El Salvador: “I am proud that I can offer this testimony. Many compañeros died along the way. It’s true that we have opened up a political space, and we got rid of military rule. But the economic system was left intact, and it still dominates us.”

did the myth that there was nothing left of the indigenous cultures. “Of course, that contributed to the revolts of the 1970s and 1980s and the slaughter of tens of thousands of civilians,” Gould concluded.

In the late 1990s, Gould’s work took a new direction. With the support of Fulbright and NEH grants, Gould talked with survivors of the revolts. He continued writing, but began to use the materials of his research to make documentaries in a joint effort with Carlos Henriquez Consalvi, founder of a museum dedicated to preserving El Salvadoran history.

The first film appeared in 2002. 1932: Scars of Memory (Cicatriz de la Memoria) collected personal interviews and archival footage to tell the story of how the growing divide between rich and poor led to the massacre and to an aftermath that tried to erase the event from El Salvadoran history. Gould explained, “Everyone knew it was a big deal, a traumatic and taboo subject. There had never been a film about 1932. I was able to give a more accurate portrayal of who got massacred and why. This led to much discussion.”

The documentary was shown in schools, community centers, and other venues—to tens of thousands, most of whom would not have had the opportunity to read the history. “The most interesting part of the reaction had to do with ethnic relations. What does it mean to be an Indian? A ladino?”

Gould and Consalvi followed the first documentary with La Palabra en el Bosque (The Word in the Woods), released in 2011. It traced the history of the revolt that seemed an inevitable consequence of the suppression and invisibility of the first. In the early 1970s, peasants in a remote region of El Salvador tried to reestablish a culture of early Christian communities based on communal land and communal labor. Perceiving encroachment on its authority, the government responded with torture and executions and then in the 1980s with a scorched earth policy. In the film, the survivors of the interviews speak with authority and energy; they seem to be eager to have the chance to tell their stories. The documentary concludes with a spirited discussion among several survivors of whether the world that came after the peace treaty of 1992 justified the deaths of a hundred thousand soldiers and civilians.

Gould is now at work on his third documentary about a different kind of enemy. It will trace the consequences of the failure of the El Salvadoran shrimp industry in the 1980s. He sees his work in film as a complement and enhancement to his printed scholarly work. “Both efforts require the collection and sorting of massive amounts of data, and doing that for film leads to insights that are useful in print. Also, things get recorded in a film interview that aren’t accessible through written or recorded spoken word—gestures, facial expressions, intonations.”

Also, Gould said, “I had imposed on people, taken their time, accessed intimate details of their lives, appropriated their culture and memories for my research. Yet, my scholarship was inaccessible to most of them. I felt I should somehow return the results of my research. The documentary films were a way I could give something back.”
Below: The film crew in a mangrove swamp. “My current project is grueling, a bit dangerous, and somewhat unnerving. It’s not something I planned on doing,” said Gould.

In the 1980s, a combination of labor strife, owner corruption, and overharvesting brought a thriving shrimp industry to an end. The latest project of Gould and Consalvi looks at what has happened to the 15,000 Salvadoran families who depended on that industry. “There was no safety net for them, no schools, no employment alternatives.” The project has attracted cinematographer Guillermo Escalon, whose credits include numerous documentaries and full features with a special interest in the struggles of individuals in Latin America, and filmmaker Thomas Lennon, who won the Academy Award for Best Documentary Short Subject for one of his films about modern China.

The children have no schools to go to, the parents no jobs, so the family nearly every day of the year travels across Jiquilisco Bay to the mangrove swamps to harvest curiles, a type of mollusk popular to eat with beer and rum in Central American bars. “The family spends all day collecting these mollusks, which don’t fetch a high price. The resulting family income is about $70 a month.”
The worst of the 1932 massacre affected the western regions of the country.

Civil war began in 1980 with death squads and a scorched earth policy against peasant supporters of government resistance forces.

The shrimp industry of Jiquilisco Bay failed in the 1980s.

Sandinista Revolution 1979

The state of Indiana as a direct size comparison

Left: Jeff Gould, left, and Guillermo Escalon (behind the camera) talk to a resident of a community hit by the collapsed shrimp industry.

1932: Scars of Memory is available from Icarus Films:
icarusfilms.com/new2003/scar.html

The Word in the Woods is available from films Media Group:
ffh.films.com/id/24426/La_Palabra_en_el_Bosque_The_Word_in_the_Woods_in

The Museo de La Palabra y la Imagen, founded by Carlos Henriquez Consalvi to preserve the records of El Salvadoran history, can be found here:
museo.com.sv/en/
Bangladesh was on the radar of IU Kelley School of Business students and faculty last fall, thanks to an extended visit by Dr. Golam Mohammed Chowdhury, who recently completed a three-year term as the director of one of South Asia’s oldest business schools, the Institute of Business Administration, part of the University of Dhaka. Chowdhury met privately with faculty and students. He sat in on courses and taught a few, met with faculty and students from all over campus—all with the goal of bringing the universities in the two countries closer together.

Connection between Bloomington and Dhaka is not a new idea. Chowdhury’s visit was made possible by an effort to honor a friendship that began almost 50 years before. In the mid-1960s, the University of Dhaka undertook a project to build an institute for business administration. It was one of the first of its kind in South Asia, and because there were no models in the region, Dhaka officials found assistance halfway around the world. With the support of the Ford Foundation, M. Osman Yousuf, M.B.A.’76, celebrated IU’s connection to the Institute of Business Administration at the University of Dhaka in the 1960s with a fellowship, in honor of his father, Dr. Md Osman Ghani, that brings a faculty member from Dhaka to Bloomington biannually. The fellowship is one of the prime movers of the institute’s connection with IU and could be the first step in reviving the partnership between IU and the institution it helped create.
Dhaka sent several faculty members to study at IU, and IU sent a resident advisor and staff to Dhaka. The IU imprint can be seen today. When Bloomington undergraduates take Business K201, they study computers in business. Dhaka students also take K201, and in their course they study computers in business.

IU’s Herman B Wells directed the institution-building efforts of the 1960s. He said of Dhaka, “It is one of my favorite cities, and your university is one of my favorites.” The project established a fast friendship between Wells and the vice chancellor of Dhaka University, Dr. Md Osman Ghani.

Institutional ties were undone by the 1971 war that led to Bangladesh’s independence from West Pakistan. Bangladesh began to partner more closely with India, which was at the time cultivating political ties with the Soviet Union. Still, the personal ties continued. Ghani sent two sons and two grandsons to Indiana University. One of those sons, M. Osman Siddique, MBA’74, served under Bill Clinton as U.S. ambassador to Fiji. The other son, M. Osman Yousuf, MBA’76, began a prominent business career working for the Corporation for Public Broadcasting and is now the president and CEO of the SYF Group, which advises and promotes business ventures between Bangladesh and the rest of the world.

As the hundredth anniversary of the birth of his father approached, Yousuf searched for a way to honor him. In consultation with the Kelley School, Yousuf and his wife, Veronique Yousuf, endowed the Herman B Wells–M. O. Ghani Faculty Fellowship, which supports the visit of a professor from the Dhaka Institute of Business Administration for three weeks, every other year, in residence at Kelley. “As a sponsor of this fellowship, I not only wanted to honor the pivotal role played by Indiana University School of Business toward the establishment of the Institute of Business Administration in 1966 at Dhaka University, but also to recognize and celebrate the contributions and personal friendship of Chancellor Wells and Vice Chancellor M. O. Ghani,” said Yousuf.
Chowdhury, the first Wells-Ghani fellow, lived during his stay in a suite at the Foster International Living-Learning Center. “Suddenly, I feel like a student. In Dhaka, everybody knows me as Professor Chowdhury. Here, I’m cool. I was regretting that I couldn’t be young again and join the crowd. Students are very welcoming. They go out of their way to say hello.” When faced with doing his laundry (for the first time in very many years), Chowdhury did not find much help in the usual places, but a student saw his predicament, led him through the process, and even lent him the ready cash that the machines needed. “People in Bloomington are like people in Dhaka. We are very informal. Very casual. Here I find people warm and hospitable. Our students would be very comfortable in this atmosphere.”

The University of Dhaka attracts top undergraduates from a country of more than 150 million people. “They would have no trouble academically here, though they would have to adjust to a greater variety of teaching methods. Most classes at the institute are taught with traditional methods. Classes are more interactive and more online here. Of course, our students are up to date with this; it’s our faculty who face the biggest adjustment.”

It is equally true in Indiana as it is in Bangladesh that education is key to a life of successful service for individuals and for building prosperous economies. I am pleased to see the spirit of education and partnership inspired by Herman Wells and Dr. Ghani being continued today.

—Former Senator Richard Lugar
Chowdhury feels that Bangladesh offers a social and economic background “very conducive to global relationships. Bangladesh is the only country in that region that has excellent relationships with all its neighbors, and it’s strategically located between South Asia and Southeast Asia. Bangladesh is a modern Muslim majority country, open to other cultures and religions.” He offers a complex explanation from the country’s unusual history. Although the genocide of 1971 remains vivid in memories (Chowdhury himself lost two brothers in that war), the people of Bangladesh associate it with a military junta and not the majority of Pakistanis. Bangladesh and India share a Bengali culture that spans the border between the two countries. “Even our national anthem was written by an Indian.”

Part of the fellowship requirement is that the recipient report to students in Dhaka about his or her experience at IU. “They need to know about the programs and standing. They can find out from the Internet, but hearing it from the horse’s mouth is different,” Chowdhury said. Yousuf added, “The visiting fellow is also required to provide a seminar, open to senior faculty members from all reputable business schools in Bangladesh, to share experiences and lessons learned at the Kelley School and focus on modern business school pedagogy.”
FROM UGANDA AND SOUTH KOREA TO INDIANAPOLIS

Sharifah Kyazike and Juyeon Han came to IUPUI as first-year students. Sharifah spent much of her childhood in Ngando, a small village in Uganda, before moving to the capital, Kampala, for her secondary education. She has won several scholarships and awards for her studies at IUPUI. Sharifah has been a Life-Health Sciences intern and is now a junior in biology at IUPUI. Her goal is to become a surgeon and take those skills back home where she can “make a difference.”

Juyeon Han also grew up in a small town, Nonsan, South Korea, and at the age of 18 spent two years in Seoul. Her major is applied mathematics. She is president of the IUPUI Golden Key International Honour Society. She has decided to pursue a lifelong dream of a career in veterinary medicine.

Both Sharifah and Juyeon are active in the IUPUI International Peer Mentoring Program, which provides
an international mentor to groups of new international students. For Sharifah and Juyeon, coming to Indianapolis was their first encounter with life in the United States, and the surprises of those early days remain vivid in their memories.

Juyeon went through customs in Los Angeles. “When I got off the plane, customs officials in uniform were being very casual. In Korea, officials bow to you; they are very nice to you and say, ‘May I help you?’ Here I still remember one official lady chewing gum, leaning with one leg; she was very casual in asking for my passport. Chewing gum and talking at the same time is bad manners in Korea. I started thinking some crazy things. ‘Is she treating me this way because I’m Asian?’ After living here three years now, I understand these manners. I know that’s it not that they wanted to be rude.”

Sharifah’s first impression was a difference between life in a village and life in the city. “I was raised in a small village. No tall buildings. It is rare that you see a car passing. There are not very many people, but if you go walking in the street, you always find somebody. Here there’s nobody in the streets. If you’re lost you just keep going round and round until you find your way.”

Adjusting to the new world meant taking the initiative and seeking out opportunities for interaction. Sharifah advised, “I would definitely tell new students to go to the Office of International Affairs. That is the starting point for meeting new people. When I met my mentor, she took me to I-Club (the International Club). Someone there introduced me to the African Students Association. I have even gone to clubs I didn’t belong to—the Timmy Global Health Club, the Biology Club.”

Taking the initiative is difficult. “It was not easy at first. I was very nervous at the beginning because of my accent. I worried that people wouldn’t understand me because I speak differently. But you have to try things. I used to try to make friends in class, ‘Oh, hi, how are you?’ Some people will not respond, some will. Americans are interested in talking to people from different places; they are willing to learn.”

Juyeon had a similar beginning. “For my first two years, I was a very quiet student. I didn’t do anything else but just go to classes. When I was a junior, I started thinking, ‘Other than having good grades, what else did I do?’ I wanted friends so I started with the Math Club because I’m a math major. It was not enough, so I joined the International Honour Society and even took an official position. I-Club is all foreign students, and all have accents, so I don’t care about my own accent or grammar and such. On the other hand, at the first meeting of student government, the students were dressed nicely. They addressed ‘Madame President’ about ballots, objections, motions, calling a vote. I was so lost. When I went back home I looked up council meetings in America.”

Top: Juyeon Han at the entrance to Seoul’s Namsangol Hanok Village, a restoration of village life in the midst of one of the world’s largest urban areas

Bottom: At the international peer mentoring kick-off event, seven teams competed with “minute to win it” games. Juyeon (on the right) is setting up “noodling around” in which contestants pick up six penne noodles placed on a table using only a piece of uncooked spaghetti in their mouths.”
Cultural differences often pop up in surprising ways. Juyeon remembered first encountering her professors outside class. “It was so awkward for me to wave to older people. When I was first here, I met my math professor in the hallway. He waved his hand. For a second I started thinking so many things. I couldn’t simply wave my hand. ‘Okay, he’s older, he’s a professor, I cannot wave my hand, but this is America.’ All these thoughts just happened in one second and I bowed and waved at the same time. If my American friends saw me, they must have thought, ‘Why does she do that; she’s so weird,’ instead of understanding that she’s doing that because she’s Korean.”

In adjusting to these differences, Juyeon and Sharifah were surprised to find how much they themselves changed. Juyeon related, “I went back to Korea for the first time in two-and-a-half years last December. I really wanted to go home. I missed my family, Korean food, having a mom to cry for when I’m sick, rice cake on New Year’s Day. Very minor things, but they made me want to go home so bad. When I went back, I realized that I had...
changed. People here always hold a door; that is not the Korean way. At a subway station I was holding the door for the next person, and everyone was looking at me, ‘Ah, you’re so kind, thank you.’ But no one else took over, so I was holding the door for like 10 people, and they were thinking, ‘Maybe she’s not Korean.’ Back in Korea, there were things I missed that I never thought I would miss—things like mac and cheese. When I came here and went to a Japanese restaurant, I thought, ‘This is a rip-off; this is not fresh fish.’ But when I was in Korea, I said, ‘This is not a burger. It’s not even the right size.’”

Sharifah found that her work as a mentor has a big effect. “When I spoke at the mentor symposium, my self-confidence improved a lot. It opened doors for me; I have self-confidence that I didn’t have before. The way I used to speak when I came is not the way I speak now. The more you talk to Americans the more you change the way of talking.”

Sharifah summed up the best advice from her own experience. “I think when students make a choice to go to America to study, they are making a very big commitment. So I would advise when students come here, they should take that commitment very seriously. They should take all the initiative, all of the courage, and be brave, and explore, so they can have a very good experience.”

FROM MEXICO AND UZBEKISTAN TO BLOOMINGTON

Rebeca Garcia Gil grew up in Mexico City. Her first visits to the U.S. were to major cities as a tourist with her parents. She came to IU Bloomington in 2010 to study journalism; it was her first encounter with the American Midwest. She has studied abroad on an IU program in Ireland, and she was president of the International Latin American and Spanish Students Association. She has not decided what she will do when she completes her degree, but she is considering law school and possibly working in international humanitarian law or international human rights law.

Gulrukh Shakirova completed her first two music degrees in Uzbekistan. She came to the U.S. to study at
the International Center for Music at Park University, near Kansas City, Missouri. She has performed throughout Uzbekistan, France, and the United States. In Bloomington since 2010, Gulrukh completed her artist’s diploma last summer and is now working on her doctorate in piano performance, studying under Menahem Pressler. She won the Jacobs School of Music’s Mozart piano concerto competition in 2012 and looks forward to a performance career.

The culture shock of the Bloomington students related more to issues common to domestic and international students. Both came from large cities, and both needed time to adapt to a less urban atmosphere and a very large university campus.

Rebeca initially was unsure about her choice. “If you asked me three years ago, I would cry and say I regretted coming to Bloomington. I even applied for a transfer because I didn’t want to be here. The world thinks they know American culture because of television, but it’s not the same once you’re here when you try to interact with the people. It got pretty tough sometimes. In my dorm, I was with all Americans and was just clueless. I didn’t know what to say to people. After a time, I realized the problem was me, not IU, and I decided to look into the brighter side of things. I branched out to international students, and up until today almost 80 to 90 percent of my friends are international, not just Mexicans, but friends from all over the world.”

Gulrukh knew the Midwest before coming to Bloomington. “I already had my culture shock in Kansas City.” What she had to adjust to was the size of the campus. “I knew everyone in the International Center for Music in Kansas City. Here, I still see people who are in music and I never met them. Now I have good friends, and they are very diverse. We don’t have time in the music school here to get bored. When I first came to IU, I thought, “Wow! So many people!” You have to take care of yourself. You have to get used to the system, lots of offices. You learn how to communicate, to show yourself, ask questions. You have to grow and get more independent and more mature; those obstacles make you learn and be stronger. Then you can go out into the world.”

Rebeca worked for the IDS newspaper during her first year. “The article I liked most doing was one on the tenth anniversary of 9/11. Through the Muslim Student
Association, I found two students from Pakistan and one from Turkey who had been in their home countries on September 11, 2001; I talked to them about their experiences when the attack happened. Her decision to consider a law degree came from a class she took with IU Professor Steve Raymer. “My professor worked for 40 years as a National Geographic photographer. The class was on visual communication and reporting on war terrorism and humanitarian intervention. Professor Raymer not only taught me how to grab a camera, he asked me if I had considered a career in law. The idea changed my life. I had never thought of foreign correspondence as an opportunity for me. I went to Ireland last semester, interned for an NGO that did really cool stuff for immigrants in Ireland and the UK. That defined things for me.”

Gulrukh noted that IU has improved her professional skills. “Performing is the most important part for me. Gaining more professional stage experience and learning the repertoire. I have met lots of good people that I would never have met any other way.” The doctoral program has kept her busy, especially with its teaching requirement. Gulrukh teaches piano to nonmajors and music majors whose area is not piano performance. “I am also grateful that I have had experience as a teacher. As a teacher, you have lots of different students. With some students it’s so easy; they get it immediately, and everything works. With others you have to learn how to approach them, what pieces will work for them, and what they need. I have seen students grow more confident.”

As far as adjusting to life in an American university, both agreed, as Rebeca explained, “It’s the tiny things that you don’t think will matter, but they do once you get here. For example, in Mexico I address my teachers and my parents with the formal You pronoun. They are figures of authority and respect. In Mexico, when you go into a room you say good morning, and you would never enter, not say hello, and just sit down. Here people don’t say good morning, and they leave without saying good night.” Gulrukh added, “I was shocked when someone was eating in class. That was never acceptable at home. Now I realize that they are not rude. I have got used to it. It took me a year to achieve a mature understanding of Americans.”

For Rebeca and Gulrukh, coming to IU is their study abroad experience, and both would recommend study abroad to their IU classmates and friends. Rebeca said, “I started from zero, I think. Study abroad gives you a sense of self-fulfillment because you have to learn to be by yourself. Back home, there is the comfort of family and friends. Here, I sometimes eat meals alone, and I have to be okay with it. Something Indiana University taught me is that having new experiences can change you for good. Things that you see, that you touch, that you hear—those are the things that stay with you. So I would encourage students to have as many of those things as they can.”

Gulrukh also emphasized seeking out things that are different, and she imagined advising an IU student who might be headed to her home country. “Tashkent is such a different culture, ancient and beautiful. Being in that environment, smelling freshly made bread. Best melon in the world. Meet people who are very welcoming. We always like guests. If someone comes unexpectedly, take everything you have and put it on the table. We don’t ask if you would like something. We just say please have it.”

Gulrukh performed at the IU Art Museum as part of the International Services Fall Concert Series. Here she is talking to the audience (standing room only) about the pieces by Brahms and Pletnev that she will play.
Oversimplification. One size fits all. These are notions that have no place in the Ostrom Workshop. The workshop, whose full name is the Vincent and Elinor Ostrom Workshop in Political Theory and Policy Analysis, is completing its fortieth year of exploring institutional, social, political, and environmental issues all over the world. That research, notably on how people can collectively manage resources for sustainable use, earned the late Elinor Ostrom a Nobel Prize in 2009.

The new co-director of the workshop, IU geography professor Tom Evans, leads one of the last projects Ostrom worked on. His team, together with scholars at Princeton, Dartmouth, Oberlin, and the University of Colorado, is investigating the impact of climate change on areas that experience periods of water shortages. The teams, under a three-year grant from the National Science Foundation, are studying 100 communities in two areas of the world that face major adjustments in their farming practices because of climate change—semiarid regions of Colorado and New Mexico on the one hand and the central plains of eastern Kenya on the other.

Evans described the challenges of climate change for Kenyan farmers. "eastern Kenya has distinct dry seasons. The growing season is short. Temperature is not a constraint, but water is. As climates change, so the time
of year when water is available also changes. The timing can be a very difficult for farmers to figure out. They never know consistently when they are going to have water in the streams. When it hasn’t rained for a couple of weeks and thousands of people are drawing water out of the stream, it is hard to predict if a farmer will have water on a particular day.”

Shortages do not affect all users equally. Farmers upstream can count on more reliable supply, but farmers downstream depend on upstream conservation if there is to be water left for their farms. “Having different rules in place to make sure that there is some equity at all levels is really important. Our project is looking at what kinds of organizations and what level of governance lead to an equitable and sustainable allocation of water.”

The problem is not strictly environmental, and it is not strictly social. The goal of the project is to build a model that incorporates what happens to the supply of water and what farmers and governing units do in response. “We have been learning about the social dynamics, the government dynamics, and the physical dynamics of what has been happening for the past two years.” This data collection touches several disciplines. “In Kenya, the IU group is talking to farmers whose families depend on their crops: “How much did you plant this year? How big are your fields? What did you plant? How many children do you
have? For what months of the year do you lack irrigated water?” The IU team is building a GIS database, mapping road networks, and analyzing satellite imagery and topography. “Then we talk to community organizations and ask what would happen if somebody didn’t pay their fees in a month, in two or three months. We try to understand the actual rules they are using to deal with management problems in their communities.”

“At the same time, the group from Princeton is thinking about the social dynamics. They are primarily responsible for the physical science involved, measuring water flows and monitoring water levels at different places and times and noting different amounts for different farmers along the line. The University of Colorado and Dartmouth team members are coordinating analysis of our sites in New Mexico and Colorado.”

The effort to collect a wide variety of data is a hallmark of the IU Ostrom Workshop. As Evans explains, “Anybody can make a model, but if you don’t have the right kind of data, you don’t know whether your model is good or not. You can propose theoretical models that may not have much data behind them, but we try to build models that are directly tied to data from specific sites. Further, we work hard to collect data for enough places to produce generalizable results. Research on one or two communities can be so specific that you can’t draw conclusions relevant for other places. What Ostrom did was to promote a methodology for environmental governance research to get consistent data from a variety of places.”

Solutions to changes in water availability involve everything from choosing drip systems for irrigation; to building dams and retention areas, or holding tanks; to the cost and benefits for a farmer to install a pump; to developing better communications among farmers up and down the river; to evaluating the effect of setting up pay-per-use schedules; to developing rules for local governance through community cooperatives or national regulations based on centralized control. Data is being collected in areas where there is high-level governance with not much going on locally and areas with high-level governance with much going on locally. Solutions rarely involve a single governance approach or a uniform policy. Rather, they are polycentric, involving the interaction of local and central governance.
Using a GPS device and traveling on the motorcycles of local guides, IU Professor Tom Evans maps the water pipe network of the Miarage community in consultation with project caretakers.

Modeling should accommodate all these options. It “needs to do a reasonably good job of producing the dynamics of what has happened in the past,” says Evans. “Once we are able to have confidence that the model is doing a good job of reproducing historical patterns, we can then generate future scenarios to ask a number of ‘what if’s.’ We can input different rainfall patterns, and determine how the system might need to respond to be able to have sustained agricultural production.”

In Kenya, where population growth will affect farmers as much as climate change, a successful model will be sensitive to both. According to Evans, “Even if the amount of water resources remains constant over the next 10 years, population growth will create pressure on that finite resource. Kenyan farmers depend on their crops to support their families. For them, it’s about survival and development. If we can establish a good understanding of how the structures are working now, we might be able to plan in a better way for the social and environmental changes that might happen in the future.”

Climate Change and Governance Project

Indiana University Research Team:
Tom Evans (Professor Geography and Ostrom Workshop)
Dan Cole (Professor Maurer School of Law and SPEA)
Paul McCord (Graduate Student—Geography)
Jampel Dell’Angelo (Postdoctoral Scholar—Ostrom Workshop)
Liz Baldwin (Graduate Student—SPEA)

Investigators at Other Institutions:
Kelly Caylor (Associate Professor Princeton U. Dept. of Civil and Env. Engineering)
Michael Cox (Assistant Professor Dartmouth College—Environmental Studies)
Krister Andersson (Associate Professor U. Colorado—Political Science)
Camille Washington-Ottombre (Assistant Professor Oberlin College)

The first full calendar year during which the Office of Overseas Study carried out its operations in the Leo R. Dowling International Center at 111 S. Jordan Avenue was 2013. While the Center may have outgrown the needs of IU’s ever-expanding international student population, it has turned out to be an ideal location for study abroad activities. Undergraduate students who live in the residence halls near the Center stop in on their way to class to look over numerous resources as well as check in with the Overseas Study advising staff, who are available for walk-in appointments every day.

For more than 40 years, IU students have had a centralized place to inquire about study abroad opportunities all over the world. The relocation of Overseas Study to the Dowling International Center coincided with its fortieth anniversary. To commemorate the occasion, the office hosted a special reception on December 7, 2012, to welcome friends and colleagues to its new space to recognize four decades of study abroad programming. In its 40 years of operation, the office had sent 40,000 students abroad. In honor of the move and the occasion, the main meeting room in the Center was named after the founding director of Overseas Study, Professor Walter T. K. Nugent, who first took on responsibility for study abroad when he was associate dean of the College of Arts and Sciences from 1967 to 1972 and then founded the office in 1972. He selected renovated space in the refurbished old library on Indiana Avenue, now Franklin Hall. Nugent expanded study abroad programming and built institutional systems to facilitate student registration and financial aid portability from throughout the IU system while also ensuring quality oversight by a centralized faculty committee. He was associate dean for international programs from 1974 to 1976 before leaving Overseas Study to devote himself full time as chair of the IU Bloomington Department of History. Now a professor emeritus from the University of Notre Dame, he was present at the anniversary event for the naming of the Nugent Room, which was a surprise to him and to the attendees.

The Nugent Room has hosted myriad events in the past year, including information and orientation sessions for students, workshops on study abroad for faculty and staff, welcome events for high school students and their parents on Red Carpet Days, and video conferencing with students abroad to bring together outgoing students.
with their peers who are already abroad. The Office of Overseas Study also employs a dozen peer counselors who are available on a daily basis. They are returnees who were abroad for a semester or an academic year and have undergone training to assist prospective participants. Working with students allows returners to articulate the steps they themselves went through to choose a program, prepare for it, and successfully complete all aspects of the experience. Increasingly, students also have volunteer and internship experiences as part of their programs abroad. In fact, Overseas Study created a new advising position to concentrate on experiential programming—service learning, internships, volunteering, or research.

Study abroad is now considered an integral part of an IU degree. On the IU Bloomington campus, 25 percent of students who graduate with a B.A. or B.S. degree have had at least one international credit-bearing experience. And IU was ranked by the Institute of International Education as fifth in the U.S. for the total number of students abroad for 2011–12.

The culmination of the anniversary recognition efforts will be the publication of the history of Overseas Study at Indiana University this spring, as recounted by all of its directors. IU students have left their global footprint for many decades and will continue to do so in the coming years. The written history provides insight into how programming decisions were made and how participation went from 100 students a year in the 1960s to 3,000 students today.

A segment from the soon-to-be-published 40th Anniversary Retrospective: Overseas Study at Indiana University (Kathleen Sideli and Walter Nugent, editors)

As recounted by Merle E. Simmons (1918–2008) in 1992 about his site visit to Europe with Dean Doner, Purdue University, in 1966.

The students being gathered around us in Hamburg, we asked them what they had to report about their experience abroad. Our queries at first met with almost total silence. The students were simply taking time to think before formulating their answers. There was no attempt by the students to dazzle either Dean Doner or me or their fellow students with the brilliance of their observations; rather they all seemed to be genuinely concerned with convincing us that considerable thought had gone into the formulation of their usually very quiet and very responsible answers.

In Strasbourg the atmosphere at our interview was much more lively. Students were quite animated and even emotional, though they always displayed also a certain basic intellectual discipline. They seemed to want to bring great intelligence to bear upon their analysis of all problems. A French eighteenth-century rationalist like Voltaire or Rousseau would have been proud of them. Dean Doner and I felt that our group interview had been very fruitful and we came away impressed by the quality of the thought processes that went into our students’ responses.

Madrid was another world. Dean Doner and I could hardly ask a question before we were besieged by spontaneous and multitudinous answers coming from all directions. There was no hesitancy on the part of anyone to express himself/herself with confidence and vehemence on practically any topic that came up. Nor was there any hesitancy to step on or interrupt someone else’s comments in midair. The volatility of the Madrid group coupled with its very constructive attitude and its determination to give Dean Doner and me a real earful were overwhelming.

So it was that Dean Doner and I concluded that there were certain normative psychological differences between the German, French, and Spanish cultures which our students had picked up as part of their acculturation process. An interesting phenomenon, it led us to reflect that not all popular stereotypes should be considered either totally groundless or destructively negative in their consequences. On the contrary, our students in Hamburg, Strasbourg, and Madrid all seemed to have turned whatever allegedly stereotypical characteristics they had acquired from their contact with their respective cultures into real positives. In so doing they had simply succeeded in becoming in some small measure Germans, Frenchmen, and Spaniards, at least for the time they resided in Europe.

Merle E. Simmons led in the founding of the academic-year programs in Madrid, Strasbourg, Hamburg, and Bologna, and he created two programs in Mexico and a graduate program in Madrid.
The study abroad programs in Bloomington and Indianapolis give returning students a chance to exhibit their experiences in an annual photo contest. The Office of Overseas Study in Bloomington awards in two categories: places and people. The Indianapolis Office of International Affairs chooses the best photos overall and in the categories of most picturesque, powerful moments, and cultural adventure. The photos here are a selection from the first-, second-, and third-place winners.

Moments Abroad


Alicia Albertson, Chinese Checkers, Beijing, China. “Several Men Play Chinese Checkers at the Temple of Heaven.” Category: cultural adventure.

Emily Potts, Squishing Through the Amazon, Ecuador. “A friend took a picture of me following the other students and our guide as we carefully walked through sometimes knee-high mud swamps, searching for animals and understanding the diversity of the rain forest.” Second Place Overall.
Roberto Mesa, Dictators’ Wall in Berlin, Berlin, Germany. “I found these pieces of the Berlin wall near Checkpoint Charlie.” Category: powerful moments.

Tyler Smith, Morning Walk to Oxford Tutorial, Oxford, United Kingdom. “The New College Cloisters are known for their beautiful courtyard and ancient stonework. I was blessed to have this as my morning walk with my Oxford professor of business. These walks reminded me of the many great minds who have come before me and who have yet to come.”
IU and Mongolia

Mongolia has been a focus of IU scholars for almost three-quarters of a century. Last summer, a group of IU alumni, along with IU Mongolia expert Christopher Atwood, visited historic and contemporary sites in and around the South Gobi.

Top: IU’s global reach at Moitsog Els, South Gobi

Center: Petroglyphs at Khavtsgait in Bulgan county South Gobi

Bottom: The main stupa (reliquary) at Khamaryn Khiid, the hermitage of the famous early nineteenth-century Mongolian poet, playwright, painter, doctor, and mystic, Danzanravjaa. It was destroyed in the 1930s, but has been rebuilt by the “curator” of Danzanravjaa’s things, whose family had kept them hidden during the communist era.
IU’s first link with Central and Inner Asia was forged in 1943 when the Army Specialized Training Program called upon IU to teach military personnel several Eurasian languages, including Turkish and Hungarian. The early efforts brought faculty experts who were organized into the Program in Uralic and Altaic Studies in 1956. Denis Sinor came to Bloomington in 1961 to head that program. Sinor, in pursuit of the linguistic and cultural connections of his homeland, Hungary, with areas of Asia reaching as far as Mongolia and even Korea, hired IU’s first instructor of Mongolian, John Gombojab Hangin, in 1963.

From that seed has grown enduring academic programs and institutional ties:

- Department of Central Eurasian Studies
- Ph.D. in Mongolian Studies
- Location of the Mongolia Society in Bloomington
- Honorary degree for Natsagiin Bagabandi, president of Mongolia for eight years
- Partnership agreement with the National University of Mongolia
- National Resource Center for Inner Asian and Uralic studies
- Denis Sinor Research Institute for Inner Asian Studies
- Important language centers, including a summer language workshop that draws students from all over the U.S.

More recently, IU’s Kelley School of Business has partnered with the American University of Mongolia to offer an M.B.A. for global executives, beginning in 2014.

Among the most active promoters of expanding ties between Mongolia and IU is Associate Professor Christopher Atwood, who has established an international reputation with his *Encyclopedia of Mongolia and the Mongol Empire*, declared a valuable resource even for those in Mongolia, because it includes the full reach of Mongolian history and culture in Asia, well beyond Mongolia’s current frontiers. Because of its wealth of natural resources and its steady move toward Western democracy, Mongolia has come under increased interest from industries worldwide.
Last summer, the IU Alumni Association offered a tour of Mongolia, put together by Nomadic Expeditions and its program coordinator, Delgerjargal Uvsh. “Deegii Uvsh emailed me to see if we were interested in setting up a trip to Mongolia,” explained IUAA travel officer Karen Conrad. “Deegii’s mother works as a Mongolian language instructor at IU; her father was a visiting scholar here, and two of her brothers were attending IU.” Atwood agreed to be a guide for the trip. He provided participants with a reading list ahead of time, led the group through four presentations based on what they were seeing and visiting, and, Conrad said, responded to every question of interest: “wildflowers, animals, history, culture, Buddhism, and so on.” He had the assistance of Gereltuv, described by Atwood as “not just a guide but a real student of Mongolian history, nature, and politics, and passionately concerned about his own country’s history.”

The tour began and ended in the urban center, UlaanBaatar, and included chances to see natural landmarks and cultural artifacts. It included visits with local nomadic families and much more. Asked what she found most surprising, participant Joan Richards responded with memories of the nomadic families:

I think the one surprise for me was seeing how beautiful the nomadic lifestyle is. It was apparent that the families we visited were in harmony with the environment and with each other, every member understanding what role they played in the family and the family’s business. Small children helped to butcher a goat, made fried bread, displayed the family’s handicrafts. Affection between family members was palpable, from the great-grandparents to the toddlers. I couldn’t capture that on film but the pictures are in my heart.

Atwood, despite his expertise, was as surprised as the other members of the tour. “How much real, vivid, in front of your eyes history we could see in Mongolia—from Bronze Age tombs, to unique Xiongnu (“Hun”)-era rock drawings, to the Mongol imperial capital and Buddhist temples, destroyed in the 1830s and 1940s and now being rebuilt. We could see all the different historical layers in Mongolia in an absolutely breathtaking and pristine environment.” He adds, “I really underestimated how much I would enjoy talking about the latest changes to the IU campus, the sports teams, and Bloomington over dinner in the Gobi.”
The Gobi is not a desert as we know them. It’s a “high”
desert—approximately 5,000 feet above sea level—so it’s
not covered in sand, but gravel. There is vegetation, but it
is sparse. That’s why the herds have to be kept moving all
the time.

We saw many, many herds of horses, camels, and sheep
and goats (these last two travel together). Somewhere
reasonably close by is the herder. Sometimes we would see
him, but usually not. Because all the animals range freely,
each family brands their animals. The nomads support
themselves by selling the wool and camel and goat hair.

Dotting the landscape are individual families occupying
anywhere from one to three gers. Often, one ger is where
the grandparents live. Another may be just the kitchen.
But many times it’s just one ger, all alone, in the middle
of nowhere. A third of the population lives as nomads
in the Gobi. Yet it is possible to stand in front of a ger,
survey the horizon in every direction and see nothing,
nothing, nothing that is man made—no fences, no
telephone poles, no other gers—not even roads. How the
drivers of the four SUVs we traveled in knew where we
were going, none of us Americans will ever know. Either
the cars moved along a rutted path or, very often, just
moved along. We always reached our destination but
how it happened will forever be a mystery.

The dimensions of gers are universal, with the door
always facing south—a big help for anyone lost in that vast
expanses of desert. All gers are wrapped in man made heavy
wool felt, plus there’s a stove in the middle of the single
room. Nights get very cold in the high desert.

The people are amazingly hospitable. The majority of
our multi-ger visits were not prearranged. In fact, our
first drop-in occurred when Gerel, our Mongolian guide,
stopped a man whizzing across the turf on his motorcycle.
We learned later that the conversation between the two of
them went more or less like this: “I am the guide to the 11
Americans in these SUVs, and I would like to take them
to see the inside of a ger, showing them how Mongolian
nomads live.” The response: “Just follow me. You can visit
my ger. My family will be happy to have you visit.” Women
enter a ger on the left, men on the right. What follows next
is a hospitality ritual—the passing around of the bowl of
airag (fermented mare’s milk) so everyone can take a sip.

The group dropped in on this family of herders in South Khangai province.

We met children of all ages, but that was only because of
the time of year (August). Usually, even the very young are
in boarding schools in the county seats. This policy has
paid off. Mongolia has a very high literacy rate.

Many of the gers have some modern conveniences. They
are solar powered—the panel is right next to the ger and
also keeps the family’s cell phones up and running. There
may be a pickup truck parked beside the ger. That makes it
much easier when it’s time to move again—which happens
at least twice a year. And a motorcycle. One ger we visited
even had a TV—with young children in front of it watching
cartoons. Often, to the side of the ger is what looks like a
clothesline attached to two posts, but there are no clothes
there. Instead a horse is tied to the line. That’s the “taxi
service” in case someone needs to check on the herd(s).

It takes a little over an hour to dismantle a ger and the
same amount of time to put it back together again. Though
we never actually saw either process, we did come across
one family that had planted itself in a new location the day
before. The kitchen ger was up and functioning, but the
family ger was scattered about. All the wooden pieces—the
posts and the trellising on the inside of the ger that give it
its round shape—had just been brightly painted again and
were drying, propped against everything in sight. The ger
would be reconstructed the following day.

“No fences, no telephone poles, no
other gers—not even roads. How the
drivers of the four SUVs we traveled in
knew where we were going, none of us
Americans will ever know.”
Parting Shot: The plains of eastern Kenya

Near the Mpala Research Centre and Wildlife Foundation in Laikipia, Kenya. An IU team from the Ostrom Workshop (see page 38) works with other U.S. universities and local Kenyan communities to build models of sustainable farming in the nearby region of the Likii River, an area experiencing changing patterns of rainfall. Photo: Jampel Dell’Angelo.