In this issue: In addition to the activities below, this issue reports on making music around the world (p. 36), international student photos (p. 28), globalization and the law (p. 40), and educational reform in Latin America (p. 42).
CONTENTS

IU in the World 2

Europe Gateway: The Next Level of Engagement 10

I-House: 25 Years of Bringing Cultures Together 14

I-House Reminiscences 15

Helen Du and James Guy 16

Spacetime and International Science 20

Monica Tetzlaff in Ghana 24

International Students and their Worlds 28

Learning to See: IU Southeast Completes Two Decades of Biology Abroad 32

Cultures in Harmony 36

Global Is Not Foreign: Alfred C. Aman 40

Learning Other Worlds: Magdalena Herdoíza-Estévez 42

“George’s Kids” Remember: 1965 IU Junior Year Abroad Alumni Reunite 45

Parting Shot 48

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Cover Photo
Monica Tetzlaff’s daughter, Hannah, led by her friend Abigail, playing the Ghanaian game, “Sails,” with traditional cloths at the University of Ghana Legon campus.
SOUTH KOREA

Thirty-six IU Jacobs School of Music students gave up their spring break to represent the university as part of a chamber concert tour in South Korea. The student musicians, under the direction of IU Professors Jorja Fleezanis and Stephen Wyrzybinski, performed concerts at two universities, Sookmyung Women’s University and Seoul National University; at the U.S. Army garrison in Yongsan; and for a sold-out audience at Seoul Arts Center, Seoul’s premier venue for classical music. IU President Michael A. McRobbie and a delegation of senior officials joined audiences that included 170 alumni of the Jacobs School, as well as the families and friends of seven members of the orchestra for whom this trip was a homecoming.
During the visit, IU Jacobs School Dean Gwyn Richards signed a partnership accord with the Seoul National University School of Music. Hwang Woo-yea, Korea’s minister of education, requested a meeting with the IU delegation to praise IU’s efforts in Seoul. At an alumni dinner, with members of one of IU’s most loyal alumni chapters, President McRobbie presented the Thomas Hart Benton Medallion to Se-Ung Lee, businessman and philanthropist who provided initial funding for a nursing exchange program with the IU School of Nursing in which dozens of nursing faculty and students from both countries have participated over the last 15 years.

Korea returned the musical favor this fall as students from Sookmyung Women’s University performed at Auer Hall.
President McRobbie speaks with distinguished guest Martha Tilaar, founder of the foremost beauty products and services industry in Indonesia. Also, Professor Emeritus Alex Tilaar of the State University of Jakarta (M.S. ’66, Ed.D. ’69), prolific writer and education specialist for the Indonesian National Planning Office for 23 years.

Vice President David Zaret (left) talking with IU alumni
in Bloomington in a concert that included a piano duo, vocal duo, piano trio, and wind quintet. Korean alumni of the Jacobs School returned to campus in September for a recital that combined the West and the East with music of major Western composers intermingled with performances of Korean traditional music on traditional instruments.

CHINA

In a brief 24-hour visit to Beijing, President McRobbie met at the IU China Gateway Office with IU students of the Chinese Flagship Program; delivered opening remarks at a two-day conference, “China in the Middle East” (hosted jointly by IU and Peking University); explored new initiatives in arts administration, music, international studies, and mass media with Peking University; and met with IU alumni in China.

INDONESIA

An IU presidential delegation traveled to Bali last spring for the IU Asian-Pacific Alumni Conference. For three days in May, IU deans, faculty, and alumni discussed IU activities and aspirations and participated in panels on global leadership in entrepreneurship, women’s empowerment, education, liberal arts, philanthropy, business, and governance and public policy. The Thomas Hart Benton Medallion was presented to Asma...
IU First Lady Laurie Burns McRobbie moderated a panel on Global Leadership through Women’s Empowerment. The panel included Ibu Nurhaida, of the Indonesian Ministry of Finance expert staff; Pusadee Tamthai, deputy mayor of Bangkok; and Martha Tilaar, cosmetics industry leader.
Ismail and Ibu Nurhaida, two IU alumnae with exemplary records of public service in male-oriented societies. Asma Ismail, master’s degree in microbiology, is Malaysia director general of higher education. Ibu Nurhaida, master’s degree in business administration, has chaired the agency in the Indonesian Ministry of Finance overseeing capital markets and financial institutions.

From Bali, McRobbie traveled to Bogor to deliver the keynote address on “Leading for Change—Innovation and Research” at a conference of the presidents of public universities throughout Indonesia. He also met separately with the leaders of the institutions that are working with IU to improve their administrative processes, a project with USAID funding. From there, he traveled to Jakarta where he opened the day’s trading on the Indonesian Stock Exchange and met with officials of the Ministry of Education and with U.S. ambassador to Indonesia Robert Blake.
The Universidad Nacional Autónoma de México hosted IU Vice Presidents David Zaret and Jorge José on their visit to Mexico City to discuss increased student and faculty exchanges with Latin American universities.

VIETNAM

While the president traveled to Jakarta, IU Provost and Executive Vice President Lauren Robel met with education and government leaders in Hanoi and Ho Chi Minh City. With officials from the Vietnam National University of Social Sciences and Humanities and the Vietnam National University of Science, Robel discussed IU initiatives in Southeast Asian Studies and possible exchanges. She also launched a collaborative government program that brings U.S. scholars and practitioners to Vietnam for monthly talks.

Meeting IU alumni is a priority of these visits, and Robel attended the launch of the IU alumni chapter in Vietnam. IU has more than 300 living alumni in Vietnam. Nearly 40 Vietnamese students are enrolled at IU campuses.

MEXICO

Last spring, Vice President for International Affairs David Zaret and Vice President for Research Jorge José traveled to Mexico City to expand linkages with institutions in Latin America. The Universidad Nacional Autónoma de México hosted the visit and explored the expansion of exchanges and research partnerships begun by the Ostrom Workshop. They met with officers of Mexico’s national science foundation (CONACYT) and with government leaders to discuss increasing academic collaboration, including a bilateral government program to increase the number of United States and Mexico student exchanges.

SEE BLOGS:

IU Goes to Asia: http://global.iu.edu/blog/china-korea-2015/

IU Jacobs School of Music Chamber Orchestra Goes to Korea: http://blogs.music.indiana.edu/south-korea-trip-2015/
Last June, more than 50 heads of leading U.S. and Chinese universities met in Houston to discuss global education, research collaboration, and cultural exchanges.

Liu Yandong, vice premier of the People’s Republic of China, gave the keynote address. President McRobbie spoke to the group on the subject of liberal education and digital education. Here are excerpts from his remarks:

Today, we hear extravagant claims as to how a “digital education” can be a substitute for a formal university liberal education. I could not disagree more. Digital education is a complement, a means to help achieve what have been the enduring purposes of the great universities since their origins 25 centuries ago: the creation, dissemination, and preservation of knowledge.

And whether a student is on our campus or on the other side of the globe, it can also be a tool for liberal education.

Universities can shape digital education to expand our reach, to connect between our institutions, and most importantly, to enable students to access the education they seek. It allows for unprecedented flexibility in location, time, and format. It gives institutions of higher education access to a broader cross-section of individuals.

But the work of shaping the tools of digital education falls to us if universities are to be its masters rather than its servant. We must not cede control of the intellectual property of our courses or fail to capture for ourselves the big data that enlighten better paths to effective instruction. ...

At Indiana University, we also believe that distance education cannot easily replace the guidance and mentorship that take place in a true liberal education through both formal and informal interactions. Nor do we believe it can substitute for the peer learning and motivation generated by the members of a cohort of learners working together on a campus.

Digital education and student mobility are, however, two important pathways for globalizing, enhancing, and enriching a liberal education, but neither can fully substitute for one.
IU’s newest gateway office opens in Berlin this fall. It will be the hub for the university’s activities in Europe. The office, in the Kreuzberg area of Berlin, is IU’s third; India and China Gateways opened in 2013 and 2014. Located in a facility owned by the Council on International Educational Exchange, the IU Europe Gateway provides a suite of offices and a conference room, along with access to conference and learning spaces and to dormitories within the CIEE Global Institute. The arrangement offers flexibility that can accommodate small workshops and conferences for up to 100 participants.

Setting up a gateway office in another country means scaling a mountain of logistic and legal issues. Finding space, arranging space, and filling space on the one hand. Assuring compliance with local and international regulations on the other. “Having managed these things with other gateways, we are fairly well versed in how
to do it now,” said Alexander Batten, director of the
global gateway network. “When we began planning for a
gateway in Europe, Berlin was an obvious choice,” said
Batten. “IU has a long history of university partnerships
in the region. Berlin is affordable, and its location offers
a gateway to both Western and Eastern Europe. Berlin
is also a great place for young people. When I go around
Kreuzberg, I think, wow, I should have spent more time
here when I was twenty.”

Batten added, “Our initial focus was on space, and space
is important. We are discovering that perhaps more
important is having a permanent presence on the ground
to engage with our partner institutions and to make new
connections. While those connections are sometimes
planned, we have found that it often happens through
luck, for instance a chance meeting at a conference with
an important government official.”

“When we began planning for a gateway in Europe, Berlin
was an obvious choice,” said Batten. “IU has a long history
of university partnerships in the region.”

—Alexander Batten, director of the global
gateway network
Hannah Buxbaum, professor of law and academic director for the Europe Gateway, added “In Europe, there is a tremendous amount happening already at the individual faculty level and at the academic unit level. The challenge for the gateway is leveraging those relationships to get to the next level of engagement in internationalizing what we’re doing overseas and here at home. Measures of success include increasing the number of master’s and doctoral students from European institutions who spend significant time here at IU, and setting up new dual degree programs and new international opportunities that IU students would not have otherwise.”

Each new activity at the gateway yields new connections, and those connections can serve other activities that follow. Batten explained, “We had a group of IU study abroad students studying global outsourcing of instructional technology. The faculty member leading the course asked our in-country India Gateway manager to find individuals from government and industry to talk about this from the Indian perspective. She was able to attract a number of experts using connections she had made previously for a different activity. Those experts may be available for future activities. The gateways are creating a continuity of connections and networks that we did not have before. When we started we did not fully appreciate the value of this.”

As activities ramp up, gateway goals include serving our institutional partners, our alumni, and Indiana businesses. Batten outlined some of what is in store. “Our academic partners in Europe are in the same process we are, working to internationalize. Having deeper engagement with U.S. universities is part of their plan. We are interested in collaborating with our partners to provide an international experience for their students who don’t go abroad through access to opportunities at the gateways and through distance learning. Alumni will have access to gateway facilities, and closer contact will give IU students and faculty better access to alumni expertise and experience.”
While increased collaborative research and international opportunities for students are major objectives for the gateways, Batten hopes to put on public events for the local communities. “The Europe Gateway has facilities that would support a concert by students and faculty of the IU Jacobs School of Music. An expert panel discussion on transatlantic data privacy is planned for the Europe Gateway inauguration; it will be open to students at our partner institutions and to the public,” said Batten.

“The gateways are meant to support the whole university, all campuses,” Batten said. “One of the challenges has been getting the word out, letting faculty and administrators know what it is there for, how they can benefit from it.”

Buxbaum added, “We want the gateways to promote the academic priorities of the university. To me, one real success would be using them to support our research on grand challenges—to sustain meaningful engagement of our international partners in our work toward those goals.”

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**ANDREA ADAM MOORE**

Andrea Adam Moore is the newly appointed director of the Europe Gateway Office. Adam Moore was previously the North American director of German University Alliance, a nonprofit consortium of Freie Universität Berlin and Ludwig-Maximilians-Universität München, where she furthered the development of international education by fostering international student mobility, German-American scientific collaboration, and cultural exchange. She brings a wealth of experience and an extensive network of contacts in higher education in Germany and beyond.
I-House: 25 Years of Bringing Cultures Together

International House, or I-House, opened on the IUPUI campus in 1991. Occupying the second floor of a dormitory at the western edge of campus, it served international and domestic students. Demand to live there regularly exceeds availability, and a selection process assures worldwide distribution of students with U.S. students forming a quarter to a third of the group.

The original building had common areas, and students formed the International Club to develop activities in those spaces. International Culture hours every Friday afternoon were among the first initiatives. In 2001, I-House moved off campus while its dormitory was razed and rebuilt. Students returned in 2004 to suites of four bedrooms, two bathrooms, a living room, and a kitchen. Though prompted by I-House, the International Club from the beginning was open to all interested IUPUI students. The club gradually took on a life of its own. The culture hours moved to the Campus Center and have continually attracted 50-70 students a week for a quarter century.

Jill Jean-Baptiste has been program coordinator of I-House since 1996. She notes that I-House has never had to recruit to fill rooms. “As we complete our first 25 years, we are hoping to expand, perhaps double our numbers. We are also looking into ways to re-create larger meeting rooms like ones I-House had in the original building.” The International Club and I-House keep close ties, but Jean-Baptiste sees opportunities for I-House to develop new kinds of programming. “We’ve only just started talking about it, but I’d like to see activities with more faculty involvement, more opportunities to talk about issues, perhaps even the development of a certificate in global awareness.”

Old building or new, I-House retains its familial atmosphere. Open doors, informal get-togethers—especially at mealtime. At Thanksgiving, students pull tables into the hallway for a communal dinner. “We have students of all ages,” Jean-Baptiste said, “new undergraduates and older Fulbright scholars. Like a family, the young students keep the older students active and having fun; the older students encourage the younger ones to keep serious and get their work done. The connections made at I-House are the most important thing. I can see it on Facebook and hear about it otherwise that students who met at I-House 25 years ago are still friends and still keep in touch.”
I-House Reminiscences

Friends from I-House days in the 1990s met one afternoon last summer at Jim and Helen Guys’ house near Lake Monroe. Jim Guy led the conversation, which included Elizabeth Cook O’Neill, whose first degree was in fine arts, now a horticultural expert managing the grounds and gardens for Lucas Oil; and Monica Brock, then a sociology major, now a behavior therapist. They spoke in one voice. Here are some excerpts:

Before college, I didn’t have connections to other cultures, lived in a mostly white farming community. I wanted to break out and see the world, and I wanted to live on campus, so I got into I-House.

Pat Bidding of the international office and then Executive Vice Chancellor William Plater made the original proposal that developed into I-House, which was the first floor of what was then University Apartments. Pat would have each individual’s name posted with a flag on the doors. If you wanted to meet someone from a particular country, you could see what countries were out there.

At I-House, we had our own kitchens. We would cook for each other. When you have those meals and have that intimacy, you talk.

One year I-House gave out awards. Coolest room. Messiest room. Jim got the award for the most entrepreneurial room. “I had put in a vending machine. I never made money because we’d always unlock it because we didn’t have change around.”

Most felt very secure, very safe; most of the time we would leave our doors open. We didn’t have to lock. Just walked in. After class, when everyone returned to their rooms, that was my social time.

I had more international friends than American friends. Yeah, I did too.

In the early days, there was a one-year time limit for living in I-House. Many of us moved upstairs second year; some moved on to other places, but most stayed close to I-House.

There are a lot of reasons why I-House changed my life. I got to know other cultures that I really never knew about. It opened my mind to other cultures and not to think my way is the only way.

We lost the ability to see color or language. We became a true community in that there was no difference. We taught each other how to live. And now because of what we learned at I-House, we continually teach other people how to not see color, not to have the divided culture. We teach our children and other people’s children. There is no reason to see differences.

If I hadn’t been around such a diverse community, I don’t think I would be as good at my job now.

Most all of us are still connected. We stay in touch with Facebook. We may not see each other for years, but we are still close.
Jim Guy grew up in Paragon, Indiana, and Indianapolis. He owes his interest in things beyond the state to Mrs. Gephardt, his third-grade teacher at Chapelwood Elementary School, who filled story time with tales of Marco Polo and of the Great Wall of China. “The Great Wall was a dream I could never get out of my mind.” In Mrs. Lynn’s fourth-grade class, he studied explorers. “I loved those stories. I wrote extra reports.” Jim finally found his way overseas through the Air Force. He lived in Germany and worked on F-4 fighter jets. Back in Indiana, Jim followed a friend to IUPUI in 1995. Through his work in student government, Jim learned about I-House, moved in, and found new friends from Egypt, Kuwait, Malaysia, Albania, and elsewhere.

Helen Du was the youngest child of a large family with a long tradition of government service. She grew up in a traditional Beijing courtyard house at a time when China was just beginning to encourage doing business overseas. “The youngest is always the rebel,” Helen said. “I wanted to do something different.” She earned her bachelor’s degree from the Tourism Institute of Beijing Union University and began working for a Japanese hotel in Beijing that catered to international business travelers. Through contacts there, she did some moonlighting, helping American clients set up offices in China. One of those clients was Cummins, which provided Helen with her first taste of Indiana at its offices in Columbus.

“I helped many small businesses set up offices in China. All of them wanted their own website. This was a new thing in the 1990s. I realized that I needed to learn computer skills. Cummins encouraged me to take courses. I enrolled at IUPUI as a computer science major.” She took up residence in I-House.

When Jim first spotted Helen at I-House, she did not look like the typical reserved student from China. “She was sitting outside I-House waiting for the shuttle to take her to class. Blue hat with USA across the top. White shirt also emblazoned with USA. Red skirt.” When that same student knocked on his I-House room door in response to a flyer Jim had posted about a car for sale, Jim decided that this was an individual he wanted to impress. For a first date, he hired a private plane at Eagle Creek Airport, and the two got to know each other while flying over Indy.
When Helen finished her degree in computer science, Jim gave up on his in psychology to follow her to China. He proposed to her in front of I-House friends during a visit to Kuala Lumpur. They planned to be married in Indiana (on the Fourth of July), but immigration officials wouldn’t allow Helen to travel to the United States for that purpose. Their first wedding license was granted in Beijing. Wedding ceremony followed later on his dad’s farm in Paragon. (Helen came on a business visa.)

Back in Beijing, Helen’s career moved forward quickly, first as an IT consultant, later as marketing director for Microsoft, and more recently as senior team lead for Apple in promoting products and ecommerce in East Asia and Japan.

Jim’s career was a bit rockier. In rapidly growing Beijing, he sold concrete blocks (“okay, but no way an exciting career”). He was successful as a real estate agent working with foreign clients, but he wanted to do something on his own. So he set up a pizza restaurant in Beijing and learned a great deal trying to make “Pizza Guy” a success (“especially the need to respect everyone—all the way from those cleaning the floor to the boss”).

While pursuing a commercial career in Beijing, Jim got a call from a friend asking if he would like a small role in a film. He would play a general and fly in a helicopter. “It was awesome. I made 50 bucks out of it.” Jim had done orientation videos for I-House but had not considered applying those skills. But he made friends in the film industry at Hengdian, “Chinawood” as it has been called, China’s version of Hollywood on steroids located in Zhejiang in East China.

Those friends called him for other roles speaking English, German, and Chinese. “I was lucky last year to have a lead role in a film with Kung Fu master Sammo Hung. I play a Russian mafia boss, a cold-hearted business man who comes to China to buy diamonds and gold. He puts them in a duffle to take back to Russia, and the duffle is stolen. He spends much of the film determined to find the thieves and teach them a lesson.”

Since “falling into” this new career, Jim has appeared in nine films and been part of eighteen television programs, including a role as Russian property owner in “The Old Farmer,” a popular series that portrays rural life in China near the Russian border. “I’m at the beginning of my
career,” Jim said. “There is so much more I need to learn.” The Guys spend much of the year in Beijing and now have a summer home south of Bloomington. Their two sons have caught the film bug. Younger son Augustus wants to be an actor. Older son Alex appeared in a lead role when he was eight. In a film about a Chinese father and an English mother, Alex played their son, “a little brat” (Alex’s words), and had to deliver a tearful scene over his mother’s grave. Alex is interested in becoming a director, though privately he admits that a career as a professional soccer goalie would trump the cinema bug.

When Helen came to Indiana in the mid-90s, she had no intention of staying, but she learned much more than computer science in her time here. “The values and beliefs of Indiana culture were an important influence. People are down to earth, very real. The environment is welcoming and inviting. Life in the city is money driven. Here you sit back and think deeply about what you really believe. These values help me to connect even in Beijing. They remind me of traditional Chinese culture that respects learning, self-knowledge, and curiosity.”

Jim and Helen keep close contact with friends made decades ago at I-House. They hope that school in Beijing and summers in Indiana will assure that their sons feel a part of both worlds. “We love coming to Indiana. During exam time at the end of the school year, the boys get crazy in anticipation.” And as IU ratchets up its programs in cinema, Jim would like to be a conduit for connecting the university to the people he has come to know well in the Chinese film industry.
Jim Guy and his father, William, of Paragon, Indiana, spent the summer extending a deck on Jim’s new house near Lake Monroe.

Jim Guy and Sammo Hung

Sammo Hung, “the living king of Hong Kong kung fu movies,” had not directed a film since 1997. In his much anticipated The Bodyguard (2015), Jim Guy, known in China as 盖吉 利 (meaning very lucky), plays the Russian crime boss, Sergei, who spends much of the movie tracking down a thief and avenging the theft. Said Guy, “The bloody pic of Sergei comes later on in the movie, but I will not tell you what happens. You’ll have to wait and see it.”
Science is the least international and the most international of disciplines. Least because scientists work to exclude the effect of culture and language on their experiments and results. Most because scientific knowledge is the same all over the world. Scientists may not share a common language or background, but they share a common understanding of the scientific problems they are trying to solve. As those problems demand ever-increasing sophistication of precision, speed, and resources, the need for global cooperation increases. Scientists are among the busiest of international travelers, and major advances are rarely made in isolation.

No field of science depends more on international collaboration than particle physics. Major advances—resulting in the Standard Model articulated in the 1970s—fail to provide physicists’ holy grail, the “theory of everything.” Decades of experiments have proved the soundness of the Standard Model, but problems for that model remain, among them gravity, dark matter, dark energy, and the baffling habit of the universe of expanding at an ever faster rate. “Once you have a theory that works, you attack it,” explains IU Professor of Physics Michael Snow. “If it continues to work, you won’t learn anything new. If it fails, you learn something new.” Physicists are trying to find a chink in the armor of spacetime, as Einstein and others defined it, with the hope that the chink might lead to a theory that can encompass these unknowns.

One of the challenges is designing equipment that can produce the extreme environments that are most likely to produce evidence of symmetry violations. Pictured above is part of a device that chills nuclei to temperatures close to absolute zero.
One of the pillars of the Standard Model is symmetry. If you find a spot in deep space, conduct an experiment, and gather results, and then find a different spot in deep space and do the experiment in the same way again, you will get the same results. This symmetry holds even in the most fantastic of circumstances. IU Distinguished Professor Alan Kostelecky explains: “Change matter to anti-matter. Do the experiment in a mirror. Make time go backwards. If you could do all three things, the Standard Model says the symmetry will still hold; the experimental results would be the same.”

In 1989, Kostelecky and his colleagues demonstrated theoretically ways that spacetime symmetry might be violated. If such violations could be shown experimentally, physics would be a step closer to a more unified theory. The proposed Standard Model Extension “got a horse laugh at the beginning,” Kostelecky admits. “It took a long time to figure out how an experiment might be done. Now I would be hard pressed to name a country where someone is not working on this idea.”

As yet, no one has produced experimental results of a violation of the kind Kostelecky predicted, but the IU Center for Spacetime Symmetries, founded in 2010, is committed to trying. Director Mike Snow said, “We have people coming from atomic physics, astrophysics, gravitational physics, almost every subfield. They each have some special angle their measurements can bring to bear on the question.”

It is most likely that violations will be found at extremes—extreme speed, extreme temperature, extremely small spaces. Many assume that experiments require the speed
Mike Snow explains a device that produces and manipulates atoms of helium with spinning nuclei inside.

“I can’t think of a time when I wasn’t international in my perspective. I was interested in physics, and you quickly discover that everybody contributes from everywhere in the world. You never know where good ideas are going to come from.” —Mike Snow

and high energy of a particle accelerator like the Large Hadron Collider in Europe. “As an alternative to building an ever bigger collider, we can rely on the precision of measurements,” Snow said. “If you measure precisely enough, you can address questions that no accelerator can reach. That is some of what we do here.” Snow’s own research involves experiments inside nuclei at temperatures near absolute zero.

Although such experiments are being conducted around the world, “research in physics is much more efficient if you can discuss it with somebody in their physical presence,” Snow said. “Email or Skype manages bits and pieces of the intellectual engagement; often that’s too inefficient. What people especially need for effective theoretical research are elements conducive to concentration: isolation, time, and focus. Researchers and students come to the center from all over. They hang out here for a month or so. We give
Physicists are trying to pierce the armor of spacetime, as Einstein and others defined it, with the hope that the discovery might lead to a theory that can encompass these unknowns.

Every other year, the IU Center for Spacetime Symmetry center convenes a conference, “the only one in the world” according to Snow, on progress towards finding something that violates spacetime symmetries demanded by the Standard Model. The June 2015 meeting brought scientists from 17 countries—including a strong representation from Brazil, and from Hungary, Mexico, Japan, Australia, Azerbaijan, India, and China—to discuss “signals for nonminimal Lorentz and CPT violation” and preceded it with a weeklong training session for scientists wishing to begin research into the problem.

IUPUI Assistant Professor of Physics Le Luo was part of the conference. He explains the importance of having such a variety of eyes on the problem. “The evidence of a violation of symmetry cannot be a single event. You need different experiments from different systems—solid state physics, astronomy, atomic and nuclear physics. You need different expertise, different resources. It cannot be done in a single group or a single place. You need the collaboration from physicists all over the world.”
Monica Tetzlaff in Ghana

For Monica Tetzlaff, IU South Bend associate professor of history, a Fulbright fellowship to teach and conduct research for 10 months in Ghana was her first academic venture abroad. In Legon, Tetzlaff co-taught seven classes in history and interdisciplinary studies at the Institute of African Studies. Her research into the human rights of people accused of witchcraft carried her to the northern reaches of the country. Originally a historian of America, especially African American history, the route to committed internationalist was an indirect but inevitable one.

Tetzlaff grew up in a white community in Florida, “pretty much unaware of racial issues. Teachers were uneasy dealing with the Civil War because it was so controversial. They kept peace by avoiding difficult topics. College really opened things up for me. I was searching spiritually, and courses in African American literature and history helped me to know my own growing up in a different way.” In graduate school, she turned her focus to the Reconstruction period after the Civil War. “I thought early on as a child that war was wrong, but how did we do with the peace? The chance that Reconstruction brought was lost as we abandoned African Americans to racist organizations, sharecropping, and the like. I came to worry more about the way violence was done during the peace.”

This interest in civil rights movements, especially as they relate to African Americans, spurred Tetzlaff to look for context beyond U.S. borders. Her
colleague in South Bend, Associate Professor of Education Kwado Okrah, was born in Ghana and was researching movements in Ghana to eliminate witchcraft accusations. He invited her to join his study and especially to provide the historian’s perspective.

Tetzlaff cites a Gallup statistic that 77 percent of Ghanaians believe in “witchcraft,” an imprecise English term for the existence of spiritual powers for malevolent ends. “All cultures have spiritual beliefs to explain misfortune. Anthropologist Vincent Boi-Noi, bishop of a diocese in Northern Ghana, explained to me that Africans, when bad things happen, ask who, not why or how. Who is responsible for this misfortune?” Witches are believed to injure, sicken, or kill their victims at night. Their envy or anger is considered the motivation for the attack.

“My interest is not why witchcraft accusations happen, but what people are doing to help those accused. As I study the civil rights movement in the U.S., so in Ghana I studied the things people are doing to protect human rights. Those accused of witchcraft are often banished to small villages in rural areas where their powers are kept in check by a traditional priest. Although anyone can be accused of witchcraft, women are the most likely to suffer. Men will fight back; more men are educated and have much more awareness of their rights. In the end, you have the most vulnerable women banished to these villages, and 80 percent of these are widows. They’re told to go away because their families or neighbors are afraid of them and their power. Often children, mostly girls, are sent with them because the older women can’t survive on their own; they need children to work for them.”

At the national level, Ghana has passed laws that offer substantial protection and has ratified the U.N. conventions on the rights of children and the elimination of discrimination against women, more than the United States has done. However, a government short of money and the lack of police have made enforcement at the local levels difficult. “NGOs and community-based organizations take on the witchcraft issue as one of several women’s issues.”
Women living at the Gambaga Outcast Home, one of several villages where those accused of witchcraft are sent. The women’s leader is preparing to divide a donation of sugar.

Work must be done at several levels, Tetzlaff explained. “Improved living conditions, more available health care, more access to education—all would help. These are long-term solutions.” Activists have undertaken micro-interventions that do have a more immediate effect. “After things calm down, human rights workers make visits to the home village to see if a woman can be repatriated. Sometimes families come and take their relative home. Reintegrating takes a lot of work and may not be possible. Some women stay and die in the outcast village.”

To change public opinion, “activists use the radio, put on dramas, and recruit village youth into anti-witchcraft accusation groups. They organize durbars—calling everyone together, providing some food and entertainment (usually singing), and then talking about the issue.”

In the villages themselves, activists teach self-sufficiency skills and provide seed money for agriculture and setting up business ventures in soap making or necklace beading. “At first closing the camps sounded like a good idea, but very quickly I learned that the women themselves were saying, ‘Please do not close the camps; we fear for our lives.’ We hope the outcast homes will no longer be needed in 10 or 15 years, but the priority is the safety of the accused women.”

“Real change comes as people implement national policies,” Tetzlaff comments. “The thing that surprised me the most is the complexity of the solution; it touches all aspects of their lives. International perspective is important as well. There clearly is a problem: 500 to 1,000 women have been banished to camps. But consider the number that the U.S. has jailed unjustly. Ghana has problems, and we have problems. But this is not the only fact I want to take away. I will remember also the beauty in the people’s lives that I am studying.”

Tetzlaff now teaches a new course in modern Africa. “There hasn’t been anyone at IU South Bend teaching African history for a long time.” And although she has no immediate plans, she would go back. “I miss my friends there so much it hurts; they are so far away, and it will be a long time before I see them again.”
THE FAMILY ABROAD

The sojourn in Ghana was a family affair. Husband Brad Laird did volunteer work while there, organizing training for low-cost, biologically friendly water filters, and assisting the Quaker Meeting in Accra. Five-year-old daughter Hannah attended an international school with classmates from all over the world. “My goal was to have Hannah love Ghana,” Tetzlaff said. “She made friends easily. Having a child there opened up a whole different world of friendships for me as well. I would not have had such a wonderful year if it had not been for my family being there.”

“Hannah had a close friend whose mother sold fruit near our house. Abigail [left] was a little older than Hannah [right] and sometimes helped her mother wash and peel fruit after school. Hannah liked to join in, but what she really wanted to do was sell the fruit, which she wasn’t really ready to do at five years old. She carried boxes on her and generally imitated and enjoyed being part of the big people’s work. Mostly though, Abigail came over to our house and played with Hannah. Here the girls are playing ‘sails,’ a traditional Ghanaian game, outside our living quarters on campus.”

Read more of Tetzlaff’s Ghana experiences in her blog at mtetzlaf.wordpress.com.

ACTIVIST ORGANIZATIONS AGAINST ACCUSATIONS OF WITCHCRAFT

- ActionAid Ghana
- Anti-Witchcraft Accusation Campaign Coalition, Kenneth Addae, coordinator
- Pan-African Organization for Research & Prevention of Violence against Women and Children
- Witch-hunt Victims Empowerment Project, Simon Ngota, director
- Tiyina, Bawa Yakubu Abdulai, director
As part of its annual World’s Fare during International Education Week each November, the Office of International Services announces the results of its photo contest. Submissions in three categories—Back Home, Iconic IU, and Student Life—can be viewed on the OIS website, http://ois.iu.edu/events-programs/photo.shtml. The photos provide not only a perspective of the worlds students come from, but also an international eye on sights and sounds familiar to all who know IU.

**BACK HOME**

Abdulrahim Albalawi, winner. Alwajh City, Saudi Arabia, is a small city on the coast of the Red Sea.

Duo Xu. Antique market on the streets of Fuyang, Anhui Province, China. Many of the items are from the Cultural Revolution era.
Sunny Nigam. Recess in a classroom of the Patho Bhavan, a K–12 school in Kolkata, West Bengal, India.
ICONIC IU

Showalter Fountain, Andreas Bueckle, winner

Sample Gates and Homecoming Parade, Sisi Xie

Ernie Pyle sculpture outside the Media School, Yukari Shinagawa
Eman Hassan, winner

Mingjie Li

Rogerio Shieh
Fieldwork has been a traditional part of biology courses for as long as biology has been taught. Claude Baker began the IU Southeast (IUS) biology field course 37 years ago with a field trip to Florida. In 1996, the course took students outside the United States for the first time to Belize and Guatemala. Since then, the class has studied in the Caribbean, Mexico and Central America, the South Pacific, the Middle East, and Africa.

“Traditional field courses go out in the field for two weeks,” Professor of Biology David Taylor explained. “Every morning and evening, students would have lectures and in the afternoons, they would do the hands-on work. The hands-on stuff was important. Professor Baker and his colleagues redesigned the course so that students learned the background in the first fourteen weeks and then left for the field fully versed in the information they needed for hands-on work. The resulting formula won teaching awards.”

In the spring of 2015, 13 students in L303, Field Biology, traveled to the Amazon River basin for ten days to observe and research animal and plant life. Professor David Taylor followed Baker’s innovations. Taylor expected students to encounter as many as 60 birds in Brazil. Early on the course, each student was assigned a list of plants, animals, and insect species to research. “They became the experts. They generated PowerPoints, which they shared around and which became our field guide.” All this was complete before the class had set a foot off American soil. “So when they got into the field, students now said ‘Oh, that’s a parrot. I wonder if it’s a gray parrot,’ rather than ‘Oh, what did we learn last night. I forgot; I was too tired.’”
A few years ago, Omar Attum, associate professor of biology, led the course to Africa and the Middle East. He introduced a research component. Students assisted in a project of attaching tracking devices to green turtles found in the Red Sea. When they returned home, satellite trackers made it possible for students to go to an IUS website and follow the turtles’ movements. On another trip, students studied acacias, the tree most favored by the endangered gazelle. Some of the students’ data were later acknowledged in a published paper.

Students this year visited the Amazon at a time when spring rains had flooded much of the area. As they traveled up the river, one student, Belinda Petri, noted that flowers on plants in the flooded stream were near the water, not on top of the plant. “She proposed that the flowers were keeping just ahead of the rising water,” Taylor said. “We had her develop a research plan. She did sampling along the route. Her preliminary data look like they will show statistical significance in support of her hypothesis.”

The most important skill that students develop in the field—worth half of their course grade—is maintaining a field notebook. “Like Darwin and others before him, students are expected to write down all observations, measurements, research, and a certain amount of narrative,” explained Taylor. “People do well in their field notebooks because initially they do badly. Three days in, we grade the notebooks. Students get F’s, rarely higher than a B. What do they do wrong? They’re not messy enough. They think ‘Okay, I will carefully try to remember things, and I will sit down after dinner and write them down.’ That’s not a useful field notebook. The important thing is to get the detail down when you are there. It can be messy. And you don’t erase anything, just cross out, because you never know what will be useful later.”

“The weakness of the course,” Taylor commented, “is that when it’s over, everybody disperses.” Planners choose a time near the end of term because airfares are cheapest then, but then there is no chance to make use of the
enthusiasm that comes from working together in the field. Every effort is made to make expenses affordable. Over the years, students have stayed in field camps with rough amenities and even on cruise ships (which are cheaper in terms of transport, food, and lodging).

“We’ve always left this course open to a wide spread of students,” Taylor said. “The only requirement is that a student has taken one biology course previously. We teach students all the birds, animals, and plants. Everyone is brought up to the same level.”

Nearing the 20th anniversary of the internationalizing of the course, Taylor and other faculty who have participated over the years are thinking about a reunion. Past participants have opened a Facebook page, L303 Field Biology Alumni, and are considering a celebration on campus.
“We have never lost a student,” Taylor said. “We had students who had never flown in an airplane, who got their first passport. The majority are absolutely thrilled. We’ve had students who changed majors to biology because of the course. On the other hand, we had students who we thought had hated the experience, and then they showed up the next year wanting to go again. Maybe this was more special than I realized.”

**IU SOUTHEAST LEADERS OF THE 2015 FIELD BIOLOGY COURSE**

David Taylor, professor of biology
Beth Rueschhoff, assistant professor of biology
Clint Franklin, senior lecturer in geosciences
Jon Norman, biology laboratory services coordinator
Few people have taken Western classical music to more places in the world than William Harvey. Harvey has taught violin at Afghanistan’s only conservatory of music and was concertmaster of a symphony orchestra in San Juan, Argentina. He appeared as guest artist in Myanmar and directed youth orchestras in Argentina, Qatar, Mexico, Tunisia, the Philippines, and the United States. Ten years ago he founded the non-profit organization, Cultures in Harmony, which has completed 32 projects in 13 countries. Harvey is clear about the organization’s objective. “Promoting Western classical music is not what we do. Our goal is to promote cultural understanding through music.”

Harvey’s association with Indiana University began at age 14 when he joined the IU String Academy. He has earned degrees from IU and Juilliard, and has returned to Bloomington periodically as a faculty member of the String Academy. He was a freshman at Juilliard when 9/11 struck. Families of those caught in the attack were directed to the 69th Regiment Armory in Midtown Manhattan to wait for news. A group of Juilliard students brought their music to the armory and played for hours and hours. Harvey stayed on playing alone till almost midnight at the request of one of the officers, who recognized its soothing effect on those finishing a shift at Ground Zero. “I’ve never understood so fully what it means to communicate music to other people,” Harvey wrote in a letter to friends and family afterwards.

The international dimension of music’s potential came when Harvey joined a trip the Bloomington Muslim Dialog Group had organized to Turkey. “Anti-American sentiment was running high in Istanbul at the time. When we visited one family home, I noticed a beat-up violin in the corner. With permission, I got it out and tuned it. Our host got out an oud, sort of a Turkish lute, and played it for us. He had some Sufi songs in Western notation, and we played them together. By the end of the evening, there were smiles and hugs. I thought: If music can change the atmosphere in this room, can it change the atmosphere in this city, in this country, in the world?”
His answer was Cultures in Harmony, a nonprofit organization committed to projects that take American musicians to localities all over the world, that expose U.S. audiences to world music, and that, through musical collaboration, promote cultural understanding. In its first ten years, the organization brought musicians from Tunisia and the Philippines to perform in the United States. It has sent U.S. musicians to teach master classes in performance and composition, appear in concerts, play alongside local musicians, and introduce music at schools and orphanages. They have performed in major concert halls around the world. They have traveled to a village in the jungle of Papua New Guinea to help young tribal members create compositions to raise awareness about the environment, HIV/AIDS, and cultural perseveration.

Western classical music serves well as the medium of interaction. “Classical music is more neutral. It does not pose the kind of threat that some groups see in Western popular music,” Harvey said. “Still, I don’t go with the goal of promoting Western music. If there are young musicians studying this tradition, as there are in the

“One thing the world needs more of is initiatives that can figure out how to use music to remind each other that we’re not really all that different, and the differences we do have are cause for celebration, not cause for enmity.” —William Harvey
If music can change the atmosphere in this room, can it change the atmosphere in this city, in this country, in the world?

Philippines and in Tunisia, I will teach them. In places where there are fewer students of this music, such as Pakistan and Papua New Guinea, then the promotion of Western music is not what we do at all.”

Western classical training and musicianship and western music notation “enable us very quickly to learn the music of other cultures. I can go to Zimbabwe, listen to someone playing their piece, write it down and play it with them in a way that they find quite beautiful,” Harvey said. For a concert for President Karzai, Harvey arranged Afghan patriotic songs for large orchestra. “Afterwards, a former member of the Taliban shook my hand and told my boss in Pashto, ‘This kind of music is allowed in Islam.’”

Nearly all cultures have their own forms of classical music, and classical musicians in those cultures face many of the same issues. “We can make common cause with classical musicians in Pakistan, who are struggling to convince young people in their country that the music of sitar and

Highlighted in black, Cultures in Harmony projects around the world: Afghanistan, Belize, Cameroon, Dominican Republic, Egypt, Mexico, Moldova, Pakistan, Papua New Guinea, Philippines, Qatar, Tunisia, Turkey, United States, Zimbabwe
The passacaglia is a form of Western music born in early seventeenth century Spain and Italy. It is usually built around a simple musical motif of very low notes. This “ground” is repeated over and over and is accompanied by variations that are often quite elaborate. Cultures in Harmony is taking a “common ground” of four descending notes to countries where they have done projects. Musicians in each country develop variations in their own style. By August 2015, passacaglias have been completed in the Bahamas, Pakistan, and Tunisia with work about to be completed in Egypt, Turkey, and Zimbabwe.

Cultures in Harmony website: [http://culturesinharmony.org/](http://culturesinharmony.org/)

When Alfred C. Aman, Roscoe C. O’Byrne professor of law, received the Ryan Award for his contributions to international studies, the committee highlighted his efforts to enhance the global dimensions of what is now the IU Maurer School of Law. Arriving in Bloomington in 1991 to assume the deanship, Aman had two questions: “How can we best prepare our students to be global professionals?” and “How can the law school connect to other parts of the world?” He saw a “world that had become so interconnected, and so intertwined, that legal systems were becoming more and more dependent on other legal systems and some transnational activities often transcended legal systems altogether.” Law schools “had a major task preparing students for the complex world that all lawyers were soon to enter.”

During his time as dean, the law school expanded its curricular offerings in international law (a subject that had been around for some time). It established or renewed partnerships with institutions and scholars in China, South Korea, Taiwan, Thailand, Japan, France, Germany, England, and Spain. It expanded programs for international students and attracted larger numbers from all over the world. Aman encouraged faculty’s interdisciplinary efforts and in 1993 inaugurated the student- and faculty-edited Indiana Journal of Global Legal Studies. Aman serves as a faculty editor to this day.

Early in his academic career, Aman spent a sabbatical leave at Wolfson College, Cambridge University. His goal, hardly international, was to write about administrative law from a domestic perspective. “Each day I would have lunch or dinner in college. Around the table were students and faculty from all over the world. When I raised a question that I was working on, they all had a take on it from their own perspectives. I realized that we were all dealing with the similar issues from different starting points.”

Increases in the number of law students from abroad brought that perspective to IU. “In my seminar on transnational law, I have had students from China, Korea, Nigeria, France, and elsewhere. In our discussions, they provided a real sense of what it’s like on the ground—on issues like the European Union, or human rights in Nigeria. My international and American students learned so much from each other; it is an entirely different kind of classroom now.”

Aman first grappled with the impact of globalization on the law when he was in legal practice in the 1970s. “It was
a time of deregulation, and many saw that as a reaction to a long period of increased regulation. I saw deregulation not as a reversal but simply a quarter click forward on the dial in response to a new global era in which borders don’t mean the same thing anymore. Technology crosses borders easily. Science made us see the environmental effects of local activities elsewhere, and similarly, markets had to adjust to global competition.”

In legal studies, Aman prefers transnational to global. “Global can sometimes send the wrong message, as though it’s not a global problem if it doesn’t exist everywhere on earth. Legal issues arise when more than one jurisdiction is involved. It doesn’t have to be every jurisdiction on the globe.” His recent scholarly work explores the domestic impact of globalization. “It is a fiction that ‘globalization’ is ‘out there,’ like a force of nature.” Rather, “globalization is embedded in all of our local institutions, public and private.”

As global forces increasingly define local circumstances, Aman sees the danger of a “democracy deficit.” For example, to compete in a global marketplace, public and private institutions seek ever-greater economic efficiencies. One route they choose is outsourcing public services, such as the management of prisons. “If we are going to do things in this new way, we must not forget that there are public aspects that need to remain public. Health care, fairness, discipline—all require a hybrid perspective that accounts for public and private needs. Otherwise, globalization will affect vulnerable population groups adversely.” As Aman explains in his 2004 book, *The Democracy Deficit: Taming Globalization through Law Reform*, “The challenge for law in the twenty-first century is to create the structures necessary for a new kind of democracy to flourish.”

Aman stepped down from the deanship and returned to full-time teaching in 2002, but the school’s international initiatives have continued. The Maurer School has since established new partnerships in India, Myanmar, Ireland, and Great Britain. It has seen a rise in numbers of international students enrolling in the core J.D. program. “The really great law schools of the future,” Aman said, “are going to be the schools that are highly attractive to and highly competitive for the best students from all over the world. Schools would put international issues in a larger frame of reference—exploring in interdisciplinary fashion different legal systems and different kinds of relationships that are created among the players. Students would come not just because they want to work in international law, but because that international perspective will prepare them to be better lawyers no matter what their specialty or where in the state, nation, or world they may practice.”

Aman performs regularly in jazz ensembles with his musical colleagues. It’s an interest that precedes even his interest in law.
Magdalena Herdoíza-Estévez’s contributions to international education are wide ranging. The Ryan award committee noted several. She has helped design the educational systems of several Latin American countries. Her efforts on behalf of non-English speaking students have had a lasting impact in Southern Indiana. For more than a decade, she has taken IU students to urban and rural areas of Ecuador each summer and in the process formed a lasting bond between the IU Southeast (IUS) campus and a Quichua village in the Andes Mountains.

The IUS Summer in Ecuador course begins on campus where students study Ecuador’s culture and education and prepare lessons that they will teach abroad. The group flies to Quito in June. Students live with host families and teach English language, health, and a variety of other subjects at schools in the area. They then travel to Paquibug-San Gerardo, a small Quichua village deep in the Andes Mountains, where they complete service learning projects, assisting in and out of the village’s classrooms.

The annual visit has become the occasion for celebration in San Gerardo, an integral part of the life in the village. Students have planted trees, painted classroom murals, and brought books, musical instruments, and teaching supplies. IU Southeast contributed a complete computer lab to the community. Not just her campus, but also Herdoíza-Estévez’s family have become involved. Upon graduating from IU, her daughter Isabel spent a year in San Gerardo. She and a friend helped the women of the community revive an ancient local tradition weaving baskets. They assisted in developing a local organic quinoa farming industry,
which continues to thrive. Her son, Francisco, and his wife, both dancers with the Colorado Ballet, worked with two IUS participants and additional members of the Colorado Ballet to bring a dance program to the village, a highlight of the 2015 program.

To date, more than 160 students, many of whom were travelling abroad for the first time, became part of and contributed to a world that many Americans never see. Many of these students have brought their skills to schools in Southern Indiana and beyond, working especially in the area of English learning for immigrant students. Others pursued majors in international studies or worked abroad. Two former students have resettled in Ecuador.

Herdoíza-Estévez’s own exposure to unfamiliar worlds began at a much earlier age. When she was five, her family moved from Ecuador to Paris. She started kindergarten there with no knowledge of French or the ways of her peers. “It was hard at first, but I also experienced the beauty of learning another language quickly (as children do), getting acquainted with the culture and the city, and having friends from different places. It made traveling natural to me.”

Returning to Ecuador three years later, Herdoíza-Estévez followed an international academic path: elementary and secondary education in Ecuador; a high school year in Portland, Oregon; university study in Ecuador, then Italy, and back to Paris. She studied art, then education, then sociology and economic development.

In Paris, she began an affiliation with the United Nations that was to continue in various forms for decades. She first joined Ecuador’s delegation to UNESCO in Paris. At the invitation of the Haiti minister of education, she worked on a national plan for education in Haiti. She later designed
curriculum reform in El Salvador, led the evaluation of the Guatemala Mayan education plan, and advised universities in Honduras.

It was her husband’s career that finally brought her to Indiana. Milton Estévez won an international music contest that brought him to Louisville as a representative of South American music. His Apuntes con Refrán for orchestra and electro-acoustics had its U.S. premier in 1992 by the Louisville Orchestra. A short stay in the United States—“good for the children to learn another language and environment”—became a longer and longer one. Milton became composer in residence at the University of Louisville. Magdalena continued her international consulting from an office at the University of Louisville. She took a position in the School of Education at Hanover College and took her first group of students from there to Ecuador in 1998. When a position opened up at IU Southeast, she was attracted to its public status and larger size and has taught there since 2000.

Soon after arriving on the IUS campus, noting the impact of the international on the local, Herdoíza-Estévez developed what is now the New Neighbors Center. It began with a small grant from IU Southeast and was expanded by a $1.1 million federal grant in 2007. Its purpose was to provide training and resources to Southern Indiana K–12 teachers who had immigrant children in their classroom. “It started at Parkwood School in Clarksville, Indiana. At the time, many teachers did not know what ESL meant. We brought resources and trained teachers, principals, and counselors. For several years, there was just a handful of non-Spanish international children. Now there are 30 languages represented in some schools. The program began with four Latino students; now Latino children make up half of Parkwood School. At Parents Night last night we met with 28 families.” Today, the New Neighbors Center has steady partnerships with a dozen schools.

Herdoíza-Estévez will lead one more group of students to Ecuador in the summer of 2016. She plans to retire to Ecuador and hopes to find a new leader for Summer in Ecuador. “There’s a shared experience in the program that is difficult to communicate. It needs someone who has the conviction and love for the work and who understands its impact and its potential.”

The Ecuadorian government has made Herdoíza-Estévez a Prometheus Scholar. She is spending the fall semester in Ecuador working with universities to develop a national policy for mainstreaming of equality in higher education. She hopes that when she eventually retires to Ecuador, IU will use her as a resource to cement stronger partnerships. She has already assisted IU faculty wishing to do research there and has helped students obtain internships. “Quito is an important academic center for Spanish-speaking Latin America. I will be exploring the possibility of including Indiana University in a government project that sends teachers to the U.S. to improve their English teaching and speaking skills. I would really like to see outreach from IU to Ecuador and would like to be instrumental in that effort.”
It wasn’t an ordinary reunion. When “George’s Kids”—an affectionate moniker of the 1965 IU Junior Year Abroad participants—assembled in Bloomington at the end of July 2015, they made their Golden Anniversary reunion special. There were no planned events to occupy them. Instead, on two successive evenings they gathered and talked until their voices were raspy. And then each paid homage to George Zucker, director of their program, and the year spent studying at the Universidad de San Marcos in Lima, Peru.

The original group was composed of 17 girls and three boys. Of that group, one—Jane (Browne) Bove—died in a tragic airline accident, and two cannot be located. The remaining 17, however, traveled from as far away as California and Puerto Rico to return to Bloomington, where their adventure began 50 years ago, to celebrate with George and his son Craig, who was a two-year-old in 1965. (Brother Eric, who was a baby during the year abroad, was unable to attend.)

As he looked at the group having dinner together, George, who in 1965 was an IU assistant professor of Spanish (and later became associate professor of Spanish at the University of Northern Iowa), repeated, “These people are my family. They are my ‘kids.’ I can’t believe it’s been 50 years!”

Although George and his wife Jane (who passed away in 2001) were only three or four years older than at least one student (and not more than five or six years older than the rest), the “kids” respected them if not as parental figures, then as sage advisors who helped guide them through the challenges of new cultural and educational experiences. As David Clapp, one of the three “boys” reflected, “George and Jane supported me, cared for me, and kept me from doing stupid things.”
One of the highlights of the reunion came after a catered dinner of Peruvian fare at the Engbers’, who hosted the reunion: Each of the group read a tribute to George. The collection of tributes was published in a hard-covered book and given to him as a thank-you for the year that changed everyone’s lives.

WinEllen Marcum’s comments encapsulated the feelings that permeated all of the tributes: “Peru was neither a beginning nor an end. It was an integral part of the equation of life. Without it, life definitely would have been much different.”

How different? For one thing, three marriages would not have occurred: Nancy Villalobos married her Peruvian “brother” Tito (the male in the family with whom she lived), a year after returning to IU to finish her degree. Mary Sugar, energized by the Peru experience, became a Fulbright Scholar, studied in Argentina, and met her Argentine husband there. Irene Melendez, a Valparaiso University student who participated in the IU program, planned to use her Spanish skills by spending the first year studying for her M.A. in social work at the University of Puerto Rico, but she met her Puerto Rican husband and never left the island. (She did become a social worker, however.)

The year also brought heightened social awareness. Linda Kelsey reflected, “I think the experience mostly served to reinforce my commitment—begun with the civil rights movement in this country—to human rights and social justice. Before Peru, I had never seen absolute poverty . . . When I read about rising economic inequality in this country, I ‘see’ the affluent residents of Miraflores and San Isidro [suburbs in Lima] living behind high walls topped with broken glass.”

Sue Turner, who spent her career as a teacher, agreed that the year had a profound effect on her vision of the world. “Did it change my reaction to new ideas? To strange, new foods? To injustices, whether they were visited upon the indigenous and disenfranchised in Peru or upon those of different races or cultures in the U.S.? I don’t know who I would have been without that momentous year in Peru.”

Coleman Dirhan declared, “The experience set the tone for my life. I served in the Peace Corps, completed postgraduate studies in international business management, and pursued a successful career in international banking for more than 30 years. I can truly attribute my professional successes to my year in Peru.”

“When I interviewed for my job with Truman State University,” said Cheri Engber, “the president asked me
what effect my year in Peru had on me. I said, without hesitation, that it opened up the world to me.”

Gaining language proficiency and experiencing a new culture were underlying reasons for seven of the 17 who began their professional lives teaching Spanish (some later changed careers), as well as for others in academia and business. Five of the 1965 group eventually enjoyed careers in academia, two in social work, one in international business, and five in other occupations.

Mary Carr said, “My primary motive for participating was to improve my Spanish before starting my teaching career. Little did I know the year in Peru was going to do more for me than improve my Spanish. My experiences there expanded my view of the world and made me more accepting of different people, ideas, and cultures.”

Another “student,” Rita Marsh-Birch, who spent her career using her language skills as a teacher, a university professor of English as a second language, and an interpreter, declared, “Spanish has been a part of my life since ninth grade. Peru was the culmination.”

The Peru experience became an intrinsic part of some lives. Richard Lee said, “My experience in Peru has been interwoven into almost everything in my life. I taught Spanish as a career. After I retired I was asked to teach part-time and then to start a Spanish program at Ivy Tech—that lasted 14 years!”

A number of the group attribute their love of travel to the year abroad. “It instilled a love of travel,” said Diana Glad, “and although I have never been back to Lima, I have been to Chile about a dozen times, to Europe innumerable occasions, sometimes studying, sometimes teaching, but mostly because I like to travel.”

Like Diana, Sharon Sylvester said the Peru experience spurred a lifelong interest in travel. “My three children all studied abroad because I knew what a great experience it would be for them. Peru 1965 let me get out of Indiana and see the world.”

Everyone agreed that memories and friendships were an invaluable result of the year. Linda Segall stated, “As I was digitizing my slides from that year, I realized the legacy from Peru 1965 was not teaching Spanish, speaking the language, or returning to Peru. It was much simpler: the memories, made with friends who became family.”

Izora Harrison agreed: “I became part of a wonderful extended American family of 20 plus four [the Zuckers] and a kind and gently aging Peruvian family of two.”

The Peru 1965 “family” did not start having reunions until 25 years ago. It then began organizing itself every five years for reunions. The group now meets every two and half years, because they realize that age will take its inevitable toll on the group. The next reunion will be in Tampa in 2017.

How can the year abroad be summarized? Sherrie Hitchcock McKenna’s sentiments tell it all: “We were very fortunate to have chosen this experience, and so lucky that the university chose the Zuckers to be our guides.”

In addition to George and Craig (and Craig’s wife Kim), celebrating and reflecting on the year were:

Izora (White) Harrison, with her husband Bob
Cheri (Biddle) Engber, with husband Mike
Sue Turner, with husband Karl Karnaky
Mary (Mullins) Sugar, with husband Marcos
Diana Glad
David Clapp, with wife Bobbie
Sharon Goodnight Sylvester
WinEllen (Gruber) Marcum, with husband Howard
Sherrie Hitchcock McKenna, with husband Jon McKenna
Nancy (Jones) Villalobos
Linda (Jefferson) Segall, with husband Jim Cullipher
Linda (King) Kelsey, with husband Mike
Richard Lee, with wife Becky
Mary Carr
Rita Marsh-Birch, with husband Wade Birch
Coleman Dirhan
Irene (Gnemi) Melendez, with husband Marcelino
Parting Shot: Amazon Cecropia tree

A newly opening leaf of the Amazon Cecropia tree, one of the most recognizable components of the rain forest. “Ants protect this tree. If you touch it, ants will rush to the spot and so prevent other animals from eating it. As we boated through this grove of Cecropia, we had to watch for ants on the trees emerging from the water. Ants will bite anything that seems to attack the tree,” said David Taylor.
A Cultures in Harmony cellist works with a student at the Citizens Foundation School in Karachi, Pakistan (2012).