

# SMALL WORLD

M A G A Z I N E

## *coming home to O-H-I-O*

While stationed in Iraq, members of the 346th Psychological Operations Unit, based out of Columbus, pay tribute to Ohio and those who have served before them.

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## Coming Home

We would like to thank Staff Sergeant (SSG) Lon Coleman and the soldiers of the 346th Psychological Operations UNIT, out of Columbus, for the cover photo. Needless to say, it was taken in Iraq. Lon is a Security and Intelligence major at OSU and is scheduled to graduate this Autumn. Another major, Ryan Koch, also in the same unit, had a hand at transforming the photo from color to black and white for a vintage feel! Both men have returned from Iraq this summer.

Lon enlisted in the Army on September 11, 2001. He has since served his country for 8 years. On this second deployment to Iraq, Lon worked face to face with the Iraqi public. His work was in support of the Iraqi elections and assisting in its implementation. For Lon, his deployments to Iraq have broken his college career into several pieces.

He writes: "My pursuit of a college degree has been my greatest example of determination, and the years I have spent pursuing it have been an exercise

in patience! There's no denying that coexisting as a student and a soldier is difficult. The latter always seems to take precedence as a matter of principle, and occasionally survival. I may be 32 years old by the time I graduate, but I'll have earned it just the same!" Lon is scheduled to graduate this Autumn 2010! Congratulations Lon!

Ryan also served in the 346th Psychological Operations Company in the region around Tikrit. His mission was to generate content for fliers, radio and television campaigns in support of US and Iraqi objectives in the area. One example was a campaign to convince civilians to not dump garbage or waste into the canal systems upon which drinking and agricultural water supplies are dependent. In such an arid country, the need to protect clean water is obvious. Ad campaigns also sought to reduce violence through announcing public meetings and forums, and sometimes to enlist citizen involvement in efforts to hunt and capture wanted insurgents. An interesting aspect of his deployment

was time he spent at Tikrit University. There, he assisted in teaching English language classes to local students seeking to later come to the United States to further their education. His students had great curiosity as to what college life is like in the U.S. He still has Facebook friends there contacting him so they can continue to practice their English. Ryan noted that "You can find a lot of different restaurants in Baghdad, including Chinese, but I especially liked the Turkish cuisine."

Regarding the cover photo: Lon's unit participated in the shoot. Several days of observation of light and wind conditions led to getting the photo and movement of the flag just right! All members worked hard to duplicate the stances and postures of the famous Iwo Jima photo that had such a large impact in WWII. This is their expression of appreciation and respect for those who served in all branches of the military before them.

*The bottom left photo is of Lon Coleman and his son. Lon spent the summer catching up with his family. The photo on the right is Ryan Koch (kneeling) with students at the University of Tikrit. Ryan still stays in touch with them on Facebook.*



**Small World Magazine** highlights news and information about the International Studies major at The Ohio State University. If you are a student, faculty or alumni member and have an achievement or story you want to share, please e-mail Karlene Foster at [foster.24@osu.edu](mailto:foster.24@osu.edu).

## The Earthquake in Haiti and Red Cross of Columbus

Karen Weber

My name is Karen Weber. I am a fourth year undergraduate student in the Scholars Program for the Humanities at The Ohio State University. As an International Studies major with a specialization in Development Studies, I am currently working on a Social Work certification in HIV/AIDS. I was chosen to complete an internship with the Emergency Services Department at the American Red Cross of Greater Columbus. Specifically, I am interning for the International Services Program. Though only a small component of Emergency Services, International Services plays a key role in helping the American Red Cross fulfill its mission- "providing relief to victims of disasters and helping people prevent, prepare for, and respond to emergencies." Our primary function is to reconnect Columbus residents with loved ones abroad who have been separated by disaster and armed conflict.

I was preparing to leave at the end of my shift at around 5 p.m. on January 12<sup>th</sup>, 2010. Over one thousand miles away, an enormous calamity was unfolding on the island of Hispaniola in the West Indies. A magnitude 7.0 earthquake ripped through Haiti, its epicenter just miles from the capital city of Port-au-Prince. With the death toll estimated at 200,000 and the number of homeless at 1.5 million, how would the world respond?

As a part of the global Red Cross network response, the American Red Cross has been one of the leading humanitarian organizations in the recovery efforts in Haiti. However, these efforts would be nothing without the good will and determination of the American people to make a difference. International humanitarian aid is funded through donations made to the International Relief Fund. I have seen this first hand. When I returned to the Red Cross on January 14<sup>th</sup>, 2010, everything changed. Most of the staff were focused on helping the public deal with the crisis and contribute



*Karen Weber learned much about how humanitarian relief agencies operate during her internship with the American Red Cross of Greater Columbus.*

to the massive recovery movement. I answered the phone all day, guiding callers through the donation process and answering questions that covered numerous issues. As it happens, the really exciting part of that busy day did not come until later in the evening.

The Red Cross set up a hotline for people to call to make with donations to benefit Haiti. In addition to a hotline number that runs at the bottom of a news screen, a news station may occasionally show a panel of volunteers who are answering phones to receive donations. TV viewers are more likely to make a donation if they see others calling to give money. On this particular evening, I was on such a panel representing the Red Cross during the 5 o'clock news of NBC's channel 4. In two hours we received 275 calls and raised

\$20,000. In retrospect, I never thought I would have the chance to be on television through my internship. More importantly, I never thought I would play such a key role in making a positive change. At first it did not seem possible that an individual could make a significant contribution after such a large scale disaster. But this experience has taught me better. I simply volunteered for a well respected humanitarian organization, and when the time came I was called to roll up my sleeves and help.

### Sources:

<http://mceer.buffalo.edu/infoservice/disasters/Haiti-Earthquake-2010.asp>

<http://www.scncredcross.org/mission.htm>

<http://www.redcross.org/portal/site/en/menuitem.53fab-f6cc033f17a2b1ecbf43181aa0/?vgnextoid=183b9f4a01956210VgnVCM10000089f0870aRCRD>

## New Internship with Ohio Homeland Security



The Office of Homeland Security, part of the Ohio Department of Public Safety, is partnering with International Studies to provide a new internship opportunity for Security & Intelligence majors, in Infrastructure Security. Starting Spring 2010, Security & Intelligence majors have the opportunity to intern with this agency!

The mission of this initiative is to build a safer, more secure, and more resilient Ohio by enhancing protection measures through partnerships with colleges and higher learning institutions, in the coordi-

nation, collection and prioritization of critical infrastructure key resources information in order to mitigate risk by lessening vulnerabilities, deterring threats and minimizing the consequences of terrorist attacks, natural disasters and structural failures.

The internship program will be administered by the Ohio Homeland Security's (OHS), Office of Protection and Security section. The objective is to provide internships to students enrolled in homeland security programs or similar disciplines, with career goals consistent with the mission of this program. All participants will have a minimal background check and must complete the Protect Critical Infrastructure Information (PCII), congressionally mandated certification to protect sensitive information they will be exposed to. IS majors chosen will be provided the opportunity to complete FEMA coursework Incident Command System (ICS), 100 and 200 and Nation-

al Incident Management System (NIMS), 700 and 800 as a requirement of the program. NIMS provides a consistent nationwide template to enable all government, private sector, and nongovernmental organizations to work together during domestic incidents. Student interns will be exposed to the command systems and management systems used in all emergencies, by all first responders, and become familiar with the terminology and structure. With the PCII and FEMA certifications the interns will have basic credentials when they are ready to begin their careers in this field.

The internship program will also provide participants with training in the use of open source research, sector identification and awareness, target hardening information, and an understanding of the terrorist target selection and surveillance cycle.

## WINTER 2011 Bioterrorism: An Overview



When experts consider WMD threats (chemical, biological or nuclear), they must weigh both the likelihood of a state, small group or organization being able to execute such an attack and the lethality of the weapons involved. In this dual calculation, bioterrorism is considered the highest threat. Join OSU's bioterrorism expert *Prof. Michael Boehm* this winter in a study and exploration of this critical national security issue in **Plant Pathology 455**.

This course provides a broad introduction and awareness of the threat of bioterrorism to national and global security. Following an introduction to historic events and government agencies involved in bioterrorism, the course focuses on the impact of bioterrorism on our public health, food supply, and livestock.

Bioterrorism has a long history from the Assyrian times through the Middle Ages to the present time. Since 9/11, however, the U.S. government has increasingly focused its attention and tremendous resources on the problem of national and global terrorism. Today, nearly 30 years after signing the Biological Weapons Convention (BWC), the threat of biological weapons is generally perceived as increasing (Tucker, 2004). Many countries are suspected of possessing or actively seeking a biological weapon (BW) capability, and only until the autumn 2001 anthrax-tainted letter attacks did the US government finally rivet its attention on bioterrorism. The extent and targets of the terrifying dangers of biological weapons in a new type of warfare are largely unknown among the U.S. population as well as our own undergraduate students.



Vulnerable soft targets include our food and fiber system, food plants, food animals and livestock as well as human beings via public health. This course will increase student awareness of bioterrorism, aid students in identifying the main issues that surround bioterrorism, understand our level of national preparedness, and what we as a nation are doing to respond to the threat.

## THREE RECEIVE BOREN SCHOLARSHIP for 2010-11

Three International Studies majors were awarded a Boren Scholarship for the 2010-2011 academic year; **Elliott Klosterman, Nathan Szabados, and Steven Waites**. All three will spend the next year abroad! On the following pages they have shared their personal statements from their winning applications!

Boren Scholarships provide up to \$20,000 to U.S. undergraduate students to study abroad in areas of the world that are critical to U.S. interests and underrepresented in study abroad, including Africa, Asia, Central & Eastern Europe, Eurasia, Latin American, and the Middle East. The countries of Western

Europe, Canada, Australia, and New Zealand are excluded. Boren Scholars represent a variety of academic backgrounds, but all are interested in studying less commonly taught languages.

Boren Scholarships are funded by the National Security Education Program (NSEP), which focuses on geographic areas, languages, and fields of study deemed critical to U.S. national security. Applicants should identify how their study abroad program, as well as their future academic and career goals, will contribute to U.S. national security, broadly defined. NSEP draws on a broad definition of national security,

recognizing that the scope of national security has expanded to include not only the traditional concerns of protecting and promoting American well-being, but also the challenges of global society, including sustainable development, environmental degradation, global disease and hunger, population growth and migration, and economic competitiveness.

The Application deadline for the 2011-12 academic year is February 10<sup>th</sup>, 2011.

To learn more about this opportunity go to:  
[http://borenawards.org/boren\\_scholarship/basics.html](http://borenawards.org/boren_scholarship/basics.html)

### Elliott Klosterman, JORDAN

Elliott Klosterman is a junior majoring in Security & Intelligence and Political Science. He is also completing a minor in Arabic. He was awarded a \$20,000 Boren Scholarship to study Arabic in Jordan during the 2010-11 academic year.

"The single most important region in today's world in determining future global economic prosperity and security is the Middle East. The Middle East is both the lifeblood of the economic world with its vast natural resources, and a region of tremendous social and political instability. Extremism is a serious threat not only to the governments in the region but also to the notion of individual liberty and personal freedom. The resistance posed to modernization by religious extremism has the capability to entirely destabilize a region that should otherwise be a center of economic growth and intellectual advancement. I believe this region is in no way doomed to continue down a path to conflict and war, but changes must be made in order to confront this growing possibility. I see the Middle East and the surrounding region as continuing to be the foremost threat to US national security over the next ten to twenty-five years. This threat to US na-



tional security is what has motivated me to pursue my current academic and career path.

Shortly after graduating high school I enlisted in the Ohio Army National Guard as a Military Police soldier. Serving my country has been a dream of mine ever since the attacks on September 11<sup>th</sup> 2001. I was only twelve years old, but even then I knew the path my life would take. Today I am a Specialist with the *585<sup>th</sup> Military Police Company in Marysville, OH*, and I am currently pursuing my commission as a reserve component military officer through *Ohio State's Army ROTC* program. My academic studies have also been inspired by this threat to US national security as I am pursuing a double major in Security & Intelligence and Political Science while earning minors in both Arabic and Military Science.

I recently had the opportunity to take my studies abroad as I took part in an intensive study of the Arabic language while living in Cairo, Egypt for nine weeks this past fall. While in Cairo, I had the opportunity to interact with people of all different cultures and learn a great deal of the Egyptian colloquial dialect. My immersion in the Arabic and Islamic culture of the Middle East has inspired me to continue my studies in the region. It is only through understanding the diverse cultures of this world that we can begin to resolve its problems.

The culture of the Middle East is unique in that it contrasts so starkly with the impression that many Americans have, given their limited base of knowledge of the region. From my own personal experience I can attest to the truly pious nature of these people. But, it is not this religious ideology that directly translates into extremism. Extremism instead stems from issues of unemployment, conflict with western ideology, and a growing youth bulge resulting in a lack of

sufficient education and resources. The people are not fundamentally opposed to the changes brought on by western influence, but when these influences begin to tear away at their ancient religious and cultural traditions some resentment is to be expected. It is my hope that a happy medium between religious ideology and positive western influences, such as democracy, can work to improve this region's standing in the world and promote global peace and prosperity. In this age of globalization, we, as Americans, have generally come to expect the rest of the world to speak English, but, in the Middle East I have found this to not be true. When I studied abroad in Spain in 2007, I found that the English language was spoken by just about every person with whom I came into contact. While studying abroad in Egypt, I was quick to learn that only a small fraction of the population (outside of hotels or tourist locations) even knew broken English. On a daily basis I was required to speak Egyptian Colloquial Arabic. This general lack of knowledge of English reinforced my previously held belief as to the importance of learning Arabic.

I believe that it's essential for a sizeable percentage of Americans working in intelligence related to the Middle East have experience in the Arabic language. Arabic fluency will of course be necessary when working in the region, but it will also help the analyst to better understand the culture of the people. Daniel Byman has been quoted as saying "Many peoples base their claim to nationhood on language. Through language such vital identity components as history, national myths, and politics are formulated, maintained, and crafted. Control of this language often results in control of an identity." (Daniel Byman, *The Logic of Ethnic Terrorism*, 154). Being able to better understand the culture through language helps the analyst avoid one of the critical errors in intelligence analysis, mirror imaging. Mirror

imaging is when the analyst assumes that people of different cultures or nations think and act similar to how the analyst him- or herself thinks. Through immersion in the language and the culture of the region, the analyst is much more likely to avoid this critical intelligence mistake.

Through this Boren Scholarship I hope to study at the University of Jordan Language Center in Amman, Jordan through the Council on International Education Exchange (CIEE). This program will place me in a country that is pivotal to events in the Middle East, as it lies in the center of the region and borders (or is in close proximity to) Israel, Egypt, Lebanon, Syria, Iraq, Saudi Arabia, and the Palestinian Territories. While Jordan lies at the center of much instability, the tiny state has been able to remain at peace in its recent history and establish a regime friendly to America and other western nations.

In the Army we learn to set goals with an acronym that is easy to remember: SMART. This acronym reminds us to make goals which are Specific, Measurable, Achievable, Realistic, and Time Bound. My academic and career goals take on this general model and work toward my overall goal of establishing a career in the U.S. intelligence community. In order to achieve this goal I have set various benchmarks and academic goals.

This Boren Scholarship will vastly help to advance my academic goals as I will have the opportunity to live with an Arabic family, to become more immersed in the culture as well take area studies and political studies classes while in-country. Living, studying, and traveling through the region will only help to reinforce my already solid base of knowledge in the region and prepare me for my future career in government service."

## Nathan Szabados, KENYA

Nathan Szabados is a double major in Development Studies and African American and African Studies. Nathan received a \$20,000 Boren scholarship to study Swahili in Kenya during the 2010-11 academic year.

"During the summer of 2009, I traveled to Kenya to live and work in Nairobi. Through my travels around the country and work in the Mukuru kwa Njenga slum, I experienced a stimulating, yet jarring culture through the juxtaposition of extreme poverty and great wealth present in and around the city. Living in Nairobi for only one month was not nearly long enough for me to truly understand the people, their culture, politics, or language. During my stay, I received my first informal lessons on U.S.-Kenya relations, which encouraged me to pursue this topic when I returned home. Eventually, I became so intrigued by what I was learning that I shifted my academic focus from Slavic to African Studies.

Kenya is at the geographic center of East Africa and is the United States' strongest connection there, yet its poverty and corruption greatly weaken the country's infrastructure. A similar situation is also present in the neighboring countries of Somalia, Sudan, Uganda, and nearby Democratic Republic of the Congo (DRC). Kenya's role in harboring refugees, easing tension in Sudan, maintaining peaceful borders, and helping the U.S. combat terrorist threats in the area also puts Kenya at the political center of East Africa.

As I learned more about East Africa and Kenya, I proceeded to research study abroad programs so that I could gain more real world experience through interactions and studies there. My research led to the University of Minnesota's Studies in International Development program (MSID) in Kenya. My participation in the yearlong MSID program in Kenya is the next step to further develop my knowledge and interests in the culture and language in East Africa.



Nathan Szabados, Br. Floyd and schoolchildren at Our Lady of Nazareth Primary School in Mukuru kwa Njenga, Nairobi, Kenya.

Although I have studied international issues in American classrooms, I have had a lack of real experience in the field. Working and living with members of local communities in Kenya will more fully educate me about development in both the rural and urban environments. I will participate in an internship that focuses on AIDS education, youth groups, sustainable agriculture, or small businesses. These opportunities simply cannot be duplicated outside of Kenya. Taking courses in which I will study Kiswahili, analyze Kenya on a social and historical level, and conduct my own research under native professors will prepare me tremendously for my future work with the United States government.

The few Kiswahili lessons I received while in Kenya opened me up to the potential and importance of that language. Kiswahili serves as the national language of Kenya, Uganda, and Tanzania and is also used in the eastern part of the DRC, the northern tips of Zambia and Mozambique, and sometimes as a trade language in Rwanda and Burundi. Its prominence was recognized by the African Union (AU), and it serves as the only traditional African language to be one of the AU's five working languages.

I look forward to my future work in East

Africa and Kenya as a member of USAID's Office of U.S. Foreign Disaster Assistance (OFDA). My work will be more meaningful and productive and I will be more culturally sensitive with knowledge of Kiswahili. As a Foreign Service Officer in OFDA, I will use my talents and experiences focusing on economic recovery and humanitarian coordination in East Africa to make important economic, developmental, and political improvements in the local areas of Kenya and East Africa.

During the first few days of my month-long visit to Kenya last summer I received an intensive overview of Kiswahili. I was immediately thrust into the language and culture as I walked through the Mukuru kwa Njenga slum daily to work at Our Lady of Nazareth Primary School. The first few days at the school I talked with the younger children and learned a great deal from them since my vocabulary was initially very limited.

Over the last year, I have taken courses ranging from Introduction to International Studies, to Development Economics, to advanced courses analyzing how children are affected by war and how societies, especially those in Africa, are affected.



Steven Waites, SOUTH KOREA

Steven is pursuing a dual-degree in Chemical Engineering and East Asian Studies. He received a \$20,000 Boren Scholarship to study Korean in South Korea during the 2010-11 academic year.

“Moore’s Law states that process technology doubles in complexity every 18 months. Since the revolution in communication, every year and a half has made the world a seemingly smaller place. Despite having the technology to communicate across the globe, language barriers still exist. As Americans, we have what appears to be a luxury in that English is becoming the de facto language selected for international communication, commerce, and other affairs. However, to cease education and exploration into foreign language cannot be afforded by the American public. Although other countries *do* teach their youth English, it is being taught as a second language, and their native language holds precedence. America needs to push its citizens to pursue fluency in foreign languages to ensure the safety of the country. I would like to be one of the Americans to achieve fluency in a language that is critical to the safety of our country, and therefore am proposing a year abroad in Korea to reach my goal.

For the past 50 years, South Korea and the United States have worked hand in hand. The U.S. helped the South fend off the North in the Korean War, and later supplied the country with necessary capital to jumpstart its economy. After enduring political struggles, the South Korean government eventually embraced democracy, which strengthened its bond with the States. Despite the close ties shared between the two countries, culturally they are vastly different. The U.S. is known as the great melting pot, while South Korea is an extremely homogeneous country. The U.S. is accustomed to dealing with foreigners and their cultures, while South Korea is reluctant to accept other views or stray from the Confucian values passed down from centuries ago. By



Steven working on research in the chemistry lab. He hopes to one day be a part of integrating “clean energy” into the US infrastructure.

studying abroad for a year in South Korea, I anticipate to not only improve my language skills but also have a more robust understanding of the country’s culture. My experience could later be used to ensure that the U.S. and South Korea remain close allies despite the differences in culture and language.

With my backgrounds in Chemical Engineering, East Asian Studies, and Environmental Engineering, coupled with improved Korean cultural and language knowledge, a job in the Department of Energy would fit nicely. With the rate the world is consuming our resources, peak oil will soon be reached and alternatives must be realized in order to ensure peace between countries. Recently Samsung, South Korea’s largest conglomerate, signed a deal with Canada to provide clean energy for the country. As a member of the DoE, I could work with the Korean government and conglomerates to come up with plans to integrate clean energy into the

United States’ infrastructure.

Working in the DoE would be interesting and rewarding. However, I find the prospect of working in the intelligence community to be even more appealing. While perusing the CIA’s website for potential jobs, I stumbled upon a science, technology, and weapons analyst position. As previously mentioned, the U.S. contributed in the Korean War. Relations between the U.S. and North Korea continue to be an area of concern, especially considering the proliferation of weapons of mass destruction. With a greater appreciation of Confucian values, I hope to help in defusing these tensions.

Fostering a greater appreciation for the culture and language of Korea would enable me to employ my academic background in a way to help US national security.

Middle East Studies Center

Student receives MESC Foreign Language & Area Studies Fellowship

The Middle East Studies Center (MESC) awarded a year long Foreign Language & Area Studies Fellowship to International Studies major, Stephanie Sobek.

The MESC is a US Department of Education Undergraduate Title VI National Resource Center (NRC). Since its designation as a National Resource Center in 1988, it has been a valuable resource for OSU students for almost two decades.

The principal reason for the establishment of international and regional programs at the The Ohio State University since the post World War II era has been to realize the bold vision of creating future leaders and experts with the

ability to deal with the challenges of the 20th century and the new millennium. As one of the pioneering Title VI National Resource Centers, the Middle East Studies Center (MESC) at the Ohio State University continues to play a major role in the realization of that vision by contributing to the enrichment of the intellectual environment at The Ohio State University.

The Center will continue to provide opportunities for faculty, undergraduate and graduate students to pursue their academic objectives and contribute to the body of knowledge about the Middle East. The need for knowledge and understanding about other peoples and cultures has never been more pressing.

The mission of the Center is to foster and generate knowledge of the Middle East, its past and current economic, social and political developments, and to promote teaching, learning, research and public awareness of the diverse array of Middle Eastern languages, cultures, and peoples. As a part of that mission, MESC helps OSU to make knowledge accessible to the citizens of Ohio.

Strengthening the performance-based instruction of less commonly taught modern languages of the Horn of Africa, the Middle East and Central Asia, and providing teacher training are the two highest priorities of the program at MESC.

Arabic, YEAR LONG Fellowship  
Stephanie Sobek

Stephanie Sobek is a double major in Middle East Studies and Political Science. She is also a member of the International Affairs Scholars program. Below is her FLAS statement.

“There was not one single significant instance in my life that influenced my decision to study the Middle East. Rather, there were dozens of moments, acquaintances and ideas that incorporated themselves into my life and ultimately became a part of my identity and, thus, my future. It all started with a passion for people and the culture and history that define them. This led to my aspiration to travel and to learn from the people whom I would meet. When I was young, the Middle East was never a desired destination of mine. The passion I now feel toward the region was catalyzed when I was a fresh-



Stephanie while studying abroad in Turkey with the scholars program.

man in high school. I was watching the news, when the anchor announced that Cat Stevens was denied entrance into the United States because of supposed terrorist connections. As I had grown up with Cat Stevens' music of peace and understanding, I found this bewildering. It was then that I realized that since September 11<sup>th</sup>, I, like many Americans, feared Muslims. Due to the Cat Stevens incident, I began to understand that my fear was based on a cruel stereotype, when in reality I knew nothing of the Arab World. Out of curiosity, I began to take a closer look at the Islam religion and the Middle East. I read *The Kite Runner* and *A Thousand Splendid Suns* by Khaled Hosseini. These novels provided intimate accounts of life in the Middle East, and, for the first time, I felt true empathy for the people. However, it wasn't until I read *The Arab World*, by

Elizabeth and Robert Fernea that I began to understand the very complicated relationship between the United States and the Middle East.

My personal experiences further enhanced my passion for the Middle East. The summer before my junior year in high school, I spent a month studying Spanish in Seville, Spain. While my first independent travel confirmed my love for different cultures, languages and history, it was my new Muslim acquaintance, Selma, who furthered my fascination with the Islam religion. Selma introduced me to the very basics of the religion and I found that the differences between Muslims and Christians did not prevent our friendship. I made more Muslim friends during my trip to Turkey with the International Affairs Scholars Program last spring. This was my first

true experience in the Middle East. It was especially rewarding when we visited a mosque and I could read the names of Muhammad and Allah in Arabic. When we viewed a Sufi service, I could understand certain phrases like Al-Hamdu-lillah. Even my very basic knowledge of Arabic gave me the greatest sense of satisfaction.

I have found that my studies and travels have left me with a hunger to better understand the Muslim world. Thus, I have decided to turn this passion into my life purpose. I am pursuing a double major in Political Science and Middle Eastern Studies with a minor in Arabic. Upon graduation, I plan to attend graduate school and teach English in the Middle East. After completing my studies, I hope to obtain a job as a Foreign Service Officer."



### THREE RECEIVE CSEES Foreign Language & Area Studies Fellowships

Three International Studies majors were awarded Foreign Language & Area Studies (FLAS) Fellowships for Summer 2010 and the 2010-11 Academic Year by The Center for Slavic & East European Studies (CSEES). They are Jenee Fortier, Jordan Peters, and Timothy Sroka. All three have shared their FLAS application personal statements in the following pages.

New this year, CSEES offered FLAS fellowships to undergraduate students at OSU! Students at the Advanced level (Russian) or Intermediate level (all other REE&E languages) were eligible to apply for Summer 2010 FLAS or for the 2010-2011 Academic Year.

Founded in 1965 by Professor Leon Twarog as a United States Department

of Education-funded (Title VI) Comprehensive National Resource Center based at The Ohio State University, the Center for Slavic and East European Studies (CSEES) promotes the study of Russia; the former Soviet Union; Central, Eastern and Southeastern Europe; the Caucasus; and Central Asia.

Led by Director Yana Hashamova, CSEES develops new courses and funds existing classes, sponsors lectures, administers a Slavic and East European studies M.A. program, supervises exchange programs with foreign universities, provides monies for library acquisitions, awards Foreign Language and Area Studies (FLAS) Fellowships to OSU students, assists a variety of departments and colleges in furthering the study of the region in numerous ways, provides career services and advising,

and maintains a large video lending library. The Slavic Center hosts numerous conferences throughout the year including the annual Midwest Slavic Conference, which brings together 300+ students, faculty and scholars for one of the largest regional events in the country. CSEES' outreach beyond OSU includes annual language and social studies teacher workshops, guest lectures at local schools, business seminars, collaboration with government agencies, video loans, and a 1,000 subscriber newsletter.

To learn more about the Center for Slavic & East European Studies at The Ohio State University, and events go to: <http://slaviccenter.osu.edu/>

### UZBEK, YEAR LONG Fellowship

Jenee Fortier

Jenee is a Middle East Studies major with an Arabic minor and a Spanish major. She has been awarded a FLAS Fellowship to study Uzbek for the 2010-11 academic year.

"When I embarked on my educational career at Ohio State three years ago, I knew I wanted to take full advantage of the opportunities offered here. I have always been fascinated by languages and cultures, having grown up in a fairly ethnically diverse city with numerous venues through which one can learn about the world outside of his or her own neighborhood. I came with the intention of studying Spanish and then finding another language in which to immerse myself. Taking Arabic opened my eyes to a whole new way of thinking: a new alphabet, a new language structure, a new society and a new way of life. I was hooked. And I wanted more.

In looking for new programs to delve into, I discovered that Ohio State is one of a few universities that offers Uzbek, a less commonly taught language with a growing need for speakers. I must admit, I had very little knowledge, outside of being aware that Uzbekistan is a country in Central Asia, and I referred to Wikipedia for a cursory overview. Seeing that Uzbek had Arabic ties, I was intrigued. I jumped at the chance to not only fuel my desire for learning another language but also to provide myself with another valuable resource when entering the job market. Though I have yet to decide what my future career plans will be, I know without a doubt that I will be utilizing not only the languages I have learned thus far but the knowledge and experience I will have gained through a program such as this. Be it with an organization, a business or the government, I want to be able to interact with others from different backgrounds and of different languages, and I want to be able to not only successfully communicate with them but to understand the culture and lifestyle from which they are coming in order to better facilitate positive interaction. With Latin America under my belt



Jenee plans to add Uzbek to complement her training in Arabic.

(I studied abroad in Venezuela last summer) and the Arab World slowly revealing itself to me (I've applied to study in the Middle East for next summer), I'm looking to expand my horizons. In being able to see the world through the eyes of those who have experienced life in unimaginable ways, I will certainly gain an invaluable insight into the realities of our world, undoubtedly making me a better person than I am today.

At the time of award period, I will have completed my first year of study and be beginning my second. I do not doubt that I will love my second year as much as I have my first. The hands-on learning I have experienced in such a positive environment has allowed me to easily absorb what comes my way, and I have actually enjoyed the time I put into my

work outside of the classroom (teaching myself the Cyrillic alphabet, for example). A program such as this will provide me with an opportunity to not only expand my educational breadth in this area but to further my devotion to its study as well. The learning of a language is not something I take lightly. It is a life-long undertaking that involves more than just paying attention in class and completing the minimum required for homework. This scholarship will provide me with the tools necessary to advance as far as I can with Uzbek, both language-wise and cultural study-wise, giving me the chance to focus solely on my course work."

## Moscow, RUSSIA, Summer 2010 Fellowship

Jordan Peters



Jordan on the balcony of Christ the Savior Cathedral with the Kremlin in the background.

Jordan was awarded a FLAS Fellowship to study Russian in Moscow during the summer of 2010.

"My interest in Russia and the Russian language began my first quarter at The Ohio State University. In high school my favorite class was European history, which covered most of the significant historical events in Western Europe beginning with the Renaissance. While I found this class fascinating, noticeably absent was the history of Eastern Europe and Russia. Consequently, at freshman orientation when I had the opportunity to enroll in a class titled *The Rise and Fall of the Soviet Union*, I was very eager. That class still stands as one of the best classes I have taken at Ohio State, in addition to *Eastern Europe Since World War II*. More importantly, however, as a result of taking that class, I decided to enroll in Russian 101 my freshman year. Initially I planned to simply take Russian through the second year in order to fulfill the requirements for the International Studies degree. Progressing through the first year and

then the second though, I began to really enjoy learning the language and elected to major in both Russian and International Studies.

By the time the intensive Russian language program begins in June, I will have completed the third year sequence at Ohio State. I believe this is a great time to continue my study of the Russian language in-country for a number of reasons. The Russian program at Ohio State is one of the best in the country and provided me with a solid foundation of the Russian grammar; yet immersion into the culture is an important next step in my education. Spending time in Russia and being surrounded by the language will help increase my speaking abilities and vocabulary. Despite the quality of our program, emulating day-to-day situations and conversations is challenging. Certain aspects and nuances of language and culture are best and most effectively learned through spending time abroad. Living in Moscow also creates an opportunity for networking with faculty and students in

similar fields at RGGU, which could be beneficial for research in graduate school and beyond.

Ultimately I would like to be a high school history teacher. Experiencing another culture and its history first hand will enable me to offer future students a more balanced and comprehensive view of Russian history. Studying in Russia will give me the opportunity to teach Russian history and culture in a more exciting way to students by using first hand experiences to bring far-away ideas and events to a more tangible level. Achieving a level of proficiency in the Russian language will allow me to supply students with information and details from primary sources, such as textbooks and government documents, which will be a unique way for students to learn Russian history. In-country experience will ultimately better equip me to teach students because I will have a greater understanding of the country than is possible to attain through textbooks and secondary sources."

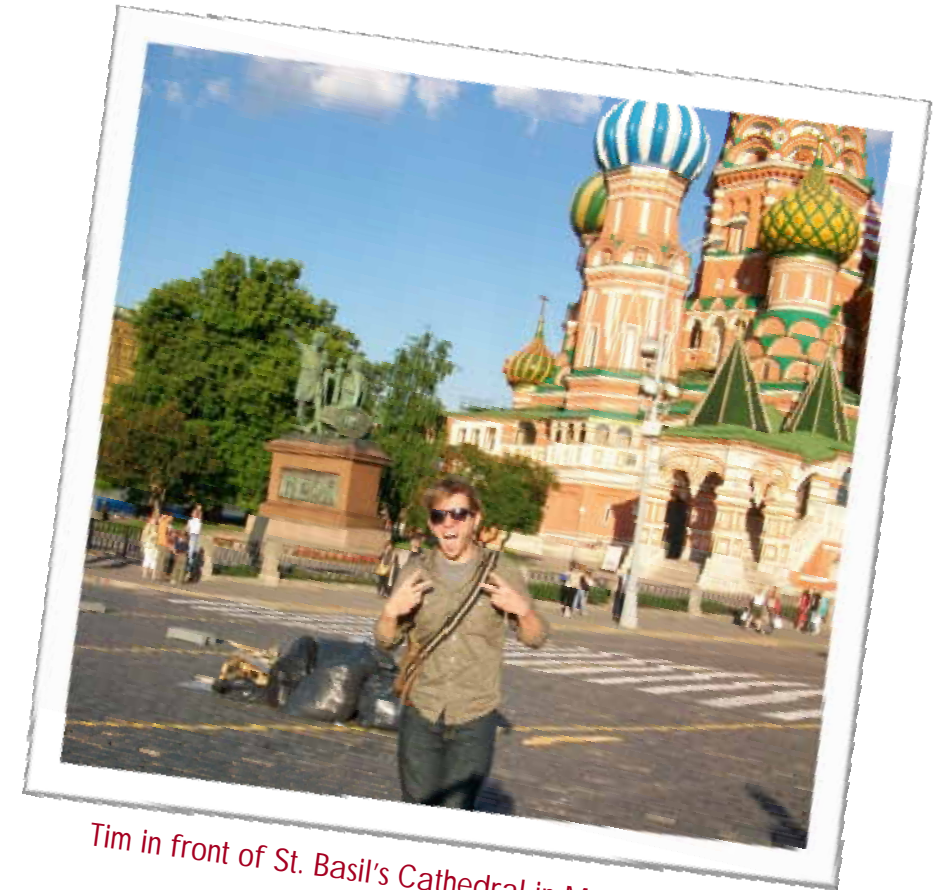
## Moscow, RUSSIA, Summer 2010 Fellowship

Timothy Sroka

Timothy is an International Relations & Diplomacy and Russian double major. He was awarded a FLAS Fellowship to study Russian in Siberia during the summer of 2010.

"I refuse to stop drinking the Kool-Aide—the Russian Kool-aid that is. No, this is not an off the wall reference to vodka; rather I use this framework to establish my relationship, personal and academic to Russia. From the first moment I entered Russian 101, I was addicted to learning Russian. To be honest, I never thought I would study Russian or enroll in Russian language classes under the auspices of OSU with a school in Siberia. Yet, I cannot stop injecting my mind with the skills needed to speak the language or even sit still when thinking about the opportunity to return to the country I now call my second home. And, the love I have for Russian is a love that I want to pay forward. This is the motivating factor for applying and hopefully receiving the Foreign Language and Area Studies (FLAS) fellowship this summer.

With this said, to help quench some of my insatiable thirst for all things Russian, I am applying to return to Russia with OSU this summer. The intensive language program through OSU will cover three fourth-year language courses (Russian 601-603) in addition to a culture course over eight weeks in Moscow at the Russian State University for the Humanities. Language acquisition and improvement ranks as the most important goal for the program, and for me this translates into embellishing upon my intermediate skills so that I can speak, read, and understand Russian at an advanced level for a non-native. Thus, I expect to enter as an advanced intermediate speaker and leave Moscow with the knowledge and skills to understand any medium of communication in Russian with minor difficulty and little dictionary assistance. Yet, in the end, these goals only shed light on a quarter of the benefits that accompany this intensive language study. For I will take home with me two other benefits. First off, I will learn how "real" Russians



Tim in front of St. Basil's Cathedral in Moscow, Russia.

converse, being able to recognize and employ colloquial language; and secondly, build up the confidence to speak in Russian since I will not be able to rely on English to communicate ideas, wants, jokes, and the like.

No, the benefits do not end there, for OSU's program will help me to obtain my academic goal—a Bachelor of Arts in Russian as well as my career goal—using Russian in whatever way possible to "pay-it-forward," specifically my experiences with the language and country. To begin, participating in this study abroad trip to Moscow will not only allow me to complete my fourth year language requirements for the Russian major, but more importantly, the program will help me graduate on time in June 2011. Again, when I first started to study Russian I never planned to declare the language as a major, so currently I am behind in my studies, and this program will help me catch up with others planning to graduate in 2011. Secondly, and most importantly, return-

ing to Russia with OSU will provide me with the necessary skills and confidence to employ my knowledge of Russian in my desired profession—being an agent for change and a resource in the field of international education. This entails developing, implementing, and leading study abroad programs. If this does not pan out, I hope to use my Russian skills in whatever capacity possible to expose others to Russian culture, so that everyone I interact with can learn at least a morsel of what the country has taught me: be humble and be determined, devoted, and diligent to learning, for this will lead to a broader understanding and appreciation for the world. This is what my Russian host family taught me, and accordingly my motivation for studying abroad is to "pay-it-forward," to share my love for Russia and hopefully educate others about the importance of differences amongst the world's people. It makes the world more interesting, exciting, unique, and livable."



STUDENT RECEIVES CLAS Foreign Language & Area Studies Fellowship

The Center for Latin American Studies (CLAS) awarded a Foreign Language & Area Studies Fellowship (FLAS) to International Studies major, Evan Davis, for the 2010-11 academic year!

Founded in 1962, the Center for Latin American Studies (CLAS) has developed and organized a large number of instructional, research, and outreach ac-

tivities focusing on Central and South America, the Caribbean, and Mexico. More than 100 faculty members are involved in the program, 30 from the Department of Spanish and Portuguese and the rest distributed among 14 academic units.

The Center for Latin American Studies at The Ohio State University has a pri-

mary mission of serving, facilitating and stimulating the intellectual needs of the faculty and students involved in Latin American studies in order to foster cutting edge instruction and research on Latin American languages, cultures, societies, histories, politics, economics, and the arts.

PORTUGUESE, YEAR LONG Fellowship  
Evan Davis



Evan is an International Relations & Diplomacy major who won a FLAS Fellowship to study Portuguese during the 2010-11 academic year.

"I am applying for the Center for Latin American Studies FLAS Fellowship for aid to help support my interest in the Portuguese language, Brazilian culture, and Portuguese culture. I have received travel grants from the Honors and Scholars Center and I have participated in two short term study abroad trips, one of which was to Bolivia this past spring break. In addition to my interest in Portuguese, I am proficient in Spanish. As an International Relations and Diplomacy major I feel that my experiences in Latin America, and Brazil specifically, could enhance my career prospects at the state and international level.

My fascination with Latin America be-

gan when I was in the second grade with a student teacher who had previously returned from studying in Mexico. From then on I was always interested in Latin America- its culture, its people, and its music. Growing up I was exposed to traditional Andean music by my parents. This exposure to different cultural aspects led to my distinct interests. I had always wanted to travel the world to learn about different cultures, and the study of Latin American was always a priority. In middle school and high school I choose to take Spanish courses that focused on language, culture, and history.

Upon entering The Ohio State University as a member of the International Affairs Scholars program, I began to be exposed to many aspects of the world which caused me to major in International Studies. In one of my International Studies courses we discussed the rising challengers, or the B.R.I.C.'s theory. This theory states the Brazil, among other countries, is becoming a rising challenger in the world economic market. I wanted to know how a country that I perceived as mostly jungle could be a rising challenger to the United States. In my research, I found that Brazil is one of the fastest growing developing nations in the world and has a rich cultural heritage. This inspired me to take Portuguese courses in hopes of learning

about the people, culture, history, and language of Brazil.

Upon graduating I hope to attend graduate school at Georgetown to study Public Policy. I feel that my experience with Latin American Studies and more specifically the Portuguese language would be beneficial considering Brazil's exponentially growing economy and new position in international relations. If I choose to work for the state of Ohio, I could interact with the Brazilian government and facilitate trade and relations with Brazilian businesses, as Brazil is one of the largest traders with the state of Ohio.

In the fall, I plan on continuing my Portuguese language studies and study of Latin America with Portuguese literature and grammar courses and an International Studies course that focuses on crime in Latin America. With the FLAS fellowship I will be able to gain a better understanding and more in-depth look at Brazil and participate in a study abroad program.


I currently am the recipient of an Excellence Scholarship from Ohio State. It is with the FLAS fellowship that I will now be able to better enrich my mind both in the class room and with personal experiences in other countries."

Monday, September 20, 2010  
12 noon-3pm at Hagerty Hall

# LangFest

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CENTER

For more information about LangFest, please contact the Foreign Language Center, 100 Hagerty Hall, 1775 College Road, Columbus OH 43210, Tel: 614-292-4361 or Email: bias.3@osu.edu

THE OHIO STATE UNIVERSITY  
Office of International Affairs

# STUDY ABROAD EXPO

*know and engage the world*

**OCTOBER 7, 2010 | 10 a.m. – 2 p.m.**


**Great Hall Meeting Room in the Ohio Union**

- Talk one-on-one with the experts and learn more about where you can study abroad
- Process your passport application through the Franklin County Clerk of Courts

Join us for Expo Extras from 10 a.m. – 4 p.m. in the Rosa M. Ailabouni Room, Hays Cape Room and Barbie Tootle Room

Attend one of these sessions to learn more about:

- Getting Started
- Scholarships
- Research Abroad
- Language Learning
- Programs in Development, Sustainability and Animal Sciences



**Visit [oia.osu.edu](http://oia.osu.edu)**  
for a complete schedule of events



## GLOBAL GATEWAY Study Abroad Programs 2010-11

As part of its international strategy, Ohio State is exploring opportunities to open Global Gateway offices in key parts of the world. One of the first opportunities resulting from the Global Gateways is study abroad programs, intentionally designed for first and second year Ohio State undergraduate students of any major. The China and Brazil Gateway study abroad programs address the historic and ongoing need for introductory study abroad programs suited to their needs. Through coursework taught in English and field activities related to the history, culture, society, contemporary issues, and geo-political realities of the Gateway country, program participants will develop the knowledge and skills to comprehend and analyze the major global currents and themes of today's world. Participants will gain the confidence to pursue future international opportunities – study abroad, internships, fieldwork, research, service learning – in their discipline and/or field of study.

### China

The Global Gateway Study Abroad program in China will enable students to experience a diverse and dynamic mix of ethnic, rural, and urban cultures in the historic and geographically varied region of southwest China. Students will gain first-hand insight into the diversity of China and how specific local cultures are affected by rapid social and environmental change. Experiential observations, including lectures, discussions, and field experience, will enrich the program. Students will gain a practical experience and awareness of the multi-cultural nature of China and the many issues surrounding its diversity from the stance of folklore and the environment.

"Sichuan province is one of China's most fascinating destinations, with a diverse and lively cultural mix, amazing natural wonders, and important historical sites," says Mark Bender, the program's faculty director and professor in the Department of East Asian Languages and Literatures. "Our program is based in Chengdu, an ancient capital noted for its causal pace of life, friendly citizens, and tasty cuisine."



### Brazil

The Ohio State Global Gateway Study Abroad program in Brazil will offer a unique cultural experience for undergraduate students who wish to gain an experience with global diversity by living and learning in a foreign country. This program will introduce students to Brazilian history, culture, society, and contemporary issues. Through coursework in the classroom as well as through experiential learning, students will gain a unique perspective of this emerging world power. Lúcia Costigan, and associate professor in the Department of Spanish & Portuguese and Katherine Borland, an associate professor in the Department of Comparative Studies at Ohio State Newark, will be the faculty directors for the Brazil experience.

"The month-long Brazil Gateway program is designed to provide students from any discipline an intensive cultural immersion experience," says Borland. "Students will learn about Brazilian history and culture as well as the regional and ethnic dimensions of Brazil's social inequality in courses taught by Brazilian educators in English. Carefully designed field trips and home stay experiences will enhance students' cross-cultural experience."



## Courses and Credit

Students will earn a total of 10 credit hours for each of these four-week programs (5 credits for each course).

**International Studies 697:** Introduction to the History, Culture and Society of the Gateway Country

**International Studies 597:** Issues of the Contemporary World

To learn more about these exciting programs, go to: <http://oia.osu.edu/gateways>

# NEW - Development in Indonesia

## Gadjah Mada University, Class and Study Abroad Trip, SPRING 2011

(Application deadline, November 1st, 2010)

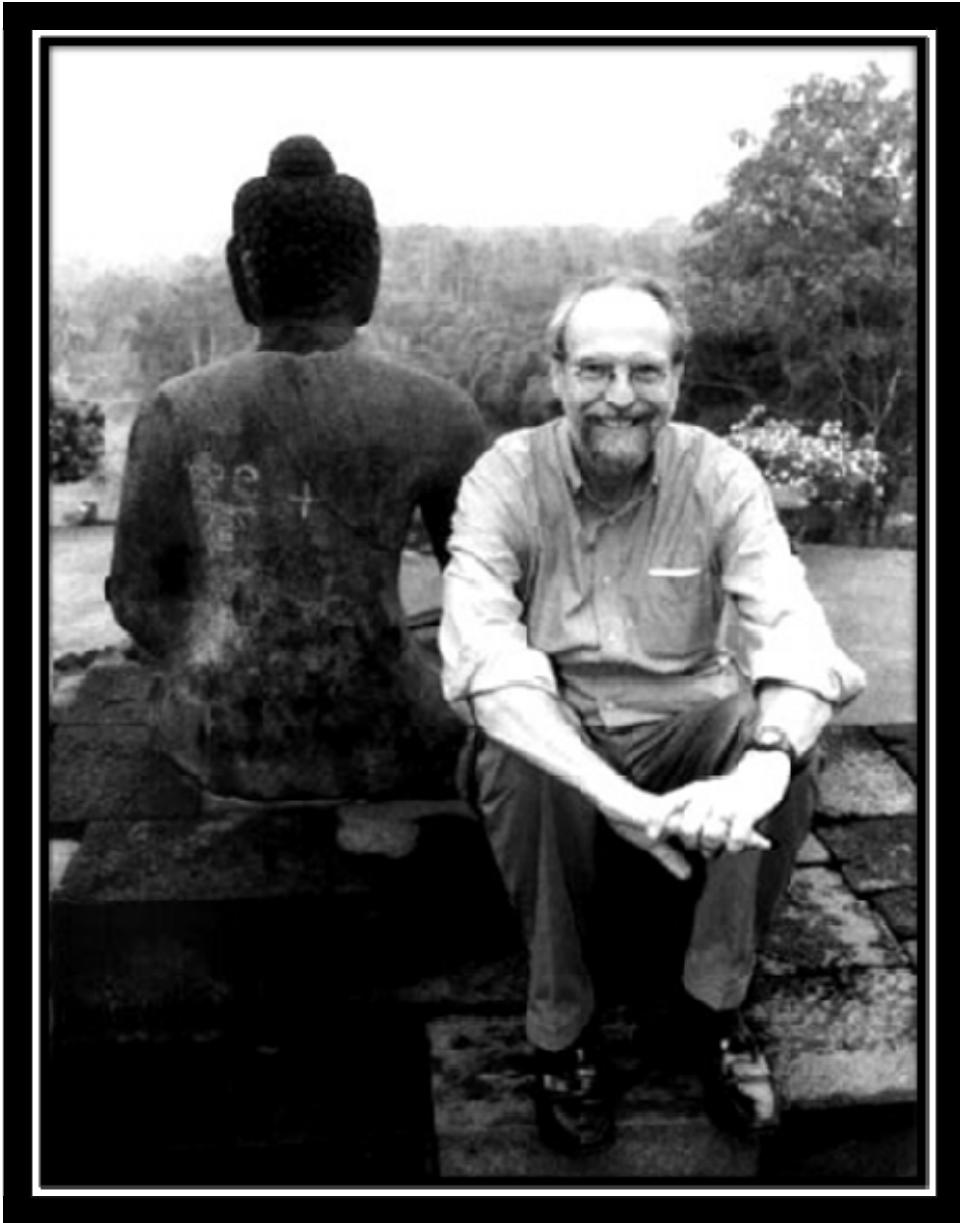
This program will focus on development in Indonesia and consists of two parts: a spring quarter course at Ohio State followed by a four week study portion in Indonesia. The Ohio State course will cover three main topics. The first will be an overview of Indonesia with a survey of contemporary politics, economics, culture, society, and modern history. Second, an introduction to the social science debate about the causes and consequences of different approaches to development in Asia, Africa, and Latin America. The third part will focus on the Indonesian version of the development debate.

While abroad, the group will explore the Indonesian case in-depth utilizing resources at Gadjah Mada University in Yogyakarta. Students will directly observe development projects while out on field trips in the region. During the last week abroad, students will present and defend papers summarizing and evaluating what they have learned about development in Indonesia and its implications for the broader social science debate.

The Gadjah Mada University is an internationally ranked university with more than 40,000 students. Located on the Indonesian island of Java in the ancient royal capital of Yogyakarta, it was founded in 1945 shortly after the Indonesian declaration of independence from the Netherlands. This makes Gadjah Mada the oldest university in the country, and it is regarded as one of the best.

Professor William Liddle from the Department of Political Science will serve as the academic and resident director for this program. Students will stay in residence halls on the Gadjah Mada University campus. There may also be an opportunity to spend some time living with local host families during field trips.

**Courses and Credit**  
Students will earn a total of 15 credit



Prof. Liddle of Political Science (pictured above) will be the faculty director for the Indonesia trip.

hours for this program (5 credits for each course). **International Studies 255** (Spring Quarter pre-departure course) **International Studies 597.01:** World Population, Food and Environment **International Studies 697:** Study at a foreign institution

To learn more about this exciting program, go to:  
<http://oia.osu.edu/programs/by-country/1778-indonesia>

**Find out more about study abroad in Indonesia, by attending one of these information sessions:**

**Wednesday, October 6, 2010**  
12:00 – 1:00 PM  
Room 22, Townshend Hall

**Wednesday October 20, 2010**  
4:00 – 5:00 PM  
Room 109, Oxley Hall

# Two Receive Fulbright Teaching Awards

Congratulations to Lauren Koepke and Katherine Watt for receiving a Fulbright Teaching Award for the 2010-11 academic year.

Lauren Koepke graduated in Spring 2008 with a major in Development Studies. She was a member of the International Affairs scholars.

Katherine Watt graduated Spring 2010, with majors in International Relations & Diplomacy and History. She will

be teaching English in Argentina.

**THE FULBRIGHT PROGRAM** is sponsored by the U.S. Department of State. It is the largest U.S. international exchange program, offering opportunities for students, scholars, and professionals to undertake international graduate study, advanced research, university teaching, and teaching in elementary and secondary schools worldwide. It was established in 1946 by the U.S. Congress to "enable the government of

the United States to increase mutual understanding between the people of the United States and the people of other countries."

The program awarded approximately 6000 grants in 2008, at a cost of more than \$275.4 million, to U.S. students, teachers, professionals, and scholars to study, teach, lecture, and conduct research in more than 155 countries, and to their foreign counterparts to engage in similar activities in the United States.

# Undergraduate Research Prize, University Libraries



Congratulations to Elaine Householder (pictured above) for being selected as the winner of the **2010 Undergraduate Research Prize**, through the University Libraries. Her paper, **Calling the Shots: Northern Irish Youth and Sectarian Violence since 2004**, was completed for Professor Sharon Houseknecht's course, International Studies 615: *Children and War*. Elaine was assisted by

David Lincove, the Libraries' history, political science, philosophy subject specialist. Elaine is also working on her honors thesis and will travel to Ireland this year. This is a good example of how a course can generate a research project!

The Undergraduate Research Prize awarded by the University Libraries is awarded annually in spring to at least one Ohio State University undergraduate student. Students enrolled in any upper division undergraduate course (300 or above) are eligible to participate. Students partner with librarians throughout the research process to produce an award winning project. Submissions are judged by the Libraries' Teaching and Learning Committee, according to criteria described below:

Instructor's assessment of project quality; Appropriate use of library and other information resources, as reflected in the bibliography and journal; Completeness and quality of the research journal; Project significance.

The winning project team (student author, instructor, and the collaborating librarian) are acknowledged at an award ceremony. A prize of \$1,000 will also be presented (\$750 for the student author; \$250 for the instructor).

Winning projects will be submitted to the [Undergraduate Research Prize Collection](#) in the *OSU Knowledge Bank* repository, where they will have a permanent home and Web address.

# Undergraduate Research Grant Awards

Congratulations to the following International Studies majors who received research scholarships and awards.

**BRAZIL RESEARCH CENTER**  
Isabelle Bateson-Brown (International Studies and French) was chosen to represent The Ohio State University at the University of Sao Paulo Undergraduate Research Forum. November 2010, Brazil.

**UNDERGRADUATE RESEARCH AWARDS 2010-11**  
Isabelle Bateson-Brown, \$9,000  
Richard Gallenstein, \$3,500  
Elaine Householder, \$5,000  
Blaise Katter, \$2,000  
Andrew Scott, \$250

**DENMAN WINNERS**  
Rebecca Dulemba (International Studies, Slavic minor), "The New Central European Right's Politicization of Women and Youth: 1999-2009", presented at the Denman Undergraduate Research Forum.

**MORRIS K. UDALL HONORABLE MENTION**  
Stacy Weisfeld (International Studies & French)

# Denman Forum 2010

Do something great!

The Denman Undergraduate Research Forum was held on May 12th, 2010!

Fifteen International Studies majors and minors presented their research. Consider presenting your research too!

Mark your calendar for the 2011 Richard J. and Martha D. Denman Undergraduate Research Forum. It will be held on Wednesday May 11, 2011 at the Recreation and Physical Activity Center (RPAC).

The Denman Undergraduate Research Forum was created in 1996 and is a cooperative effort of The Ohio State University's Honors & Scholars Center, The Undergraduate Research Office, and The Office of Research. The Forum is an opportunity to showcase outstanding student research, and we encourage all undergraduates to participate in research as a value-added element of their education.

For those of you interested in pursuing a research project, the Undergraduate Research Office is a great place to

start. Undergraduate research is one of the higher level opportunities available to you at The Ohio State University!

Undergraduate research topics can arise in many different ways. You might want to delve deeper into a topic from a class. You may have participated in a study abroad trip where a phenomenon or cultural practice intrigued or perplexed you. Current affairs provide a constant stream of puzzles and problems that bear closer scrutiny.

As an institution dedicated to the pursuit of knowledge and understanding of our world, The Ohio State University is an excellent venue for you to pursue your research interests.

Research is not easy. It requires dedication and perseverance. Professors, graduate students, and even other undergraduates are available to provide support, guidance and fresh insights to help you move forward in your research project.

The advantages associated with the

successful execution of a research project can be considerable. For those students considering graduate school, an undergraduate research experience in your background indicates to admissions committees you have started to make the transition from undergraduate level study to the more rigorous, theoretical and research based study at the graduate level. A research paper can provide very high level excerpts for graduate school application writing samples. The close working relationship with a professor or graduate student that can arise during a research project can lead to an excellent letter of recommendation, one that is based upon your actual research performance.

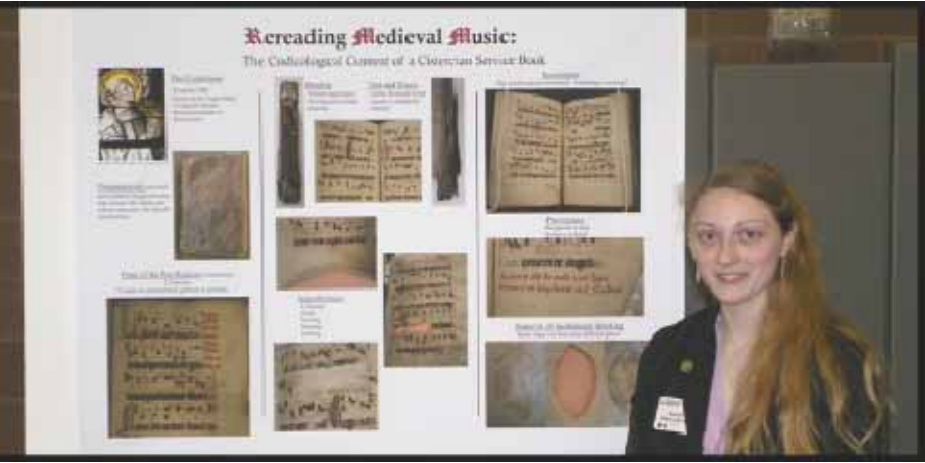
For students not pursuing graduate school, the successful completion of a research project can indicate to future employers your high level of personal initiative and ability to execute a complex plan of action.

Read about the Spring 2010 Denman participants on the following pages!

## Rereading Medieval Music: Codicological Context of a Cistercian Service Book

**Presenter:** Isabelle Bateson-Brown (International Relations & Diplomacy & French)  
**Advisor:** Prof. Eric Johnson (University Libraries)

The Rare Books and Manuscripts Library at Ohio State recently acquired a Cistercian Processional from c. 1400. Recent studies in medieval monasticism have investigated the austerity of life in monasteries and the role of these communities in medieval society, while music has been given less attention despite its importance to monastic life and culture. Singing the Divine Office, processions, and feast day celebrations were fundamental elements in the daily rituals of monastic observance. However, most medieval music, lay or religious, is approached by musicologists interested in the musical qualities of a piece rather



than by historians interested in how music was used on a daily basis or book historians examining the physical characteristics of musical texts. I have approached OSU's newly acquired Cistercian Processional as a physical object and as an example of a religious genre. I am dissecting the life of this book – from its physical make-up and assembly, to the intellectual composition of its

contents, its place in the wider musical and monastic traditions of the Middle Ages, and how it would have been used on a daily basis. To achieve this I will produce a detailed codicological description of the book that will analyze its format, collation, script, binding and mise-en-page with the goal of contextualizing such data within the larger sphere of manuscript culture.

## Expansion and Popularization of TV Globo in Brazil

**Presenter:** Brenda Codoner (Latin American Studies & Spanish)  
**Advisor:** Prof. Ana del Sarto (Spanish & Portuguese)

As of the year 2000, 80% of Brazilian households own a television set, of which 100 million people tune in to primetime each night. The increase in the consumption of television is affecting the lives of Brazilians both at home and abroad. It is the objective of this thesis to investigate the consequences of the increase in mass media consumption in Brazil through the analysis of TV Globo, the fourth largest television network in the world.

To conclude my research I analyzed both the negative and positive effects of television on middle to upper class Brazilians, finding such effects as depression from the lack of T.V shows, the success of TV Globo and government partnerships for education and social



programs. Television's impact on Brazilian culture has mostly been positive and remains an important part of the peoples' daily lives. The introduction of television in Brazil has notably affected the development in interior cities of Brazil, such as the drop in birth rates in Bahia, and access to education, health

care and relations with Rio and Sao Paulo. It is important to investigate the trends of popularization in order to apply them to other countries. The effects of mass consumption can be directly linked with the increased globalization of a homogenized mass media.

## The Impact of Constitutional Property Rights Changes in the Bolivian State

**Presenter:** Margaret DaRocha (International Relations & Diplomacy, Political Science & Spanish)  
**Advisor:** Prof. Marcus Kurtz (Political Science)

Over the past decade Bolivia has undergone tremendous, social, cultural, and political change, most notably in the assertion of rights for the indigenous community under the leadership of President Evo Morales. One of the most important changes that occurred in Bolivia was the voter ratification of a new national constitution in January of 2009. While the new constitution is designed to protect the rights of this historically marginalized population, it also drastically changed the meaning of property ownership and rights in Bolivia. This study focuses on learning how the newly instituted constitution will affect political and economic life in Bolivia, specifically through the lens of the December 2009 presidential election and how the prop-



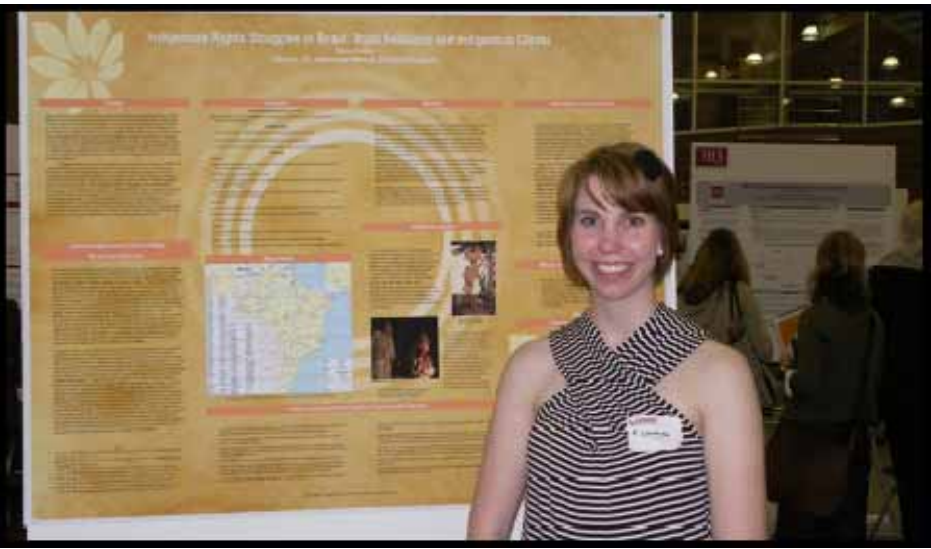
erty clauses are interpreted in the future. Through analysis of events over the last year in Bolivia, specifically those surrounding elected officials and candidates, using newspaper accounts and other resources, a matrix of how the Bolivian government utilizes the new constitution has been created. Thus far,

this research indicates that the changes in property rights are applied inconsistently across the population and often with the intent of short-term political gain. Further, there are also indications that these changes are reducing the opportunities for foreign direct investment and private industry.

Indigenous Rights Struggles in Brazil: State Relations and Indigenous Claims

**Presenter:** Clara Fritts  
(International Relations & Diplomacy & Spanish)  
**Advisor:** Prof. Alexander Wendt  
(Political Science)

Many instances of identity in Latin America revolve around indigenous disputes. More recently, non-governmental organizations have formed and transcended the territorial borders that define the present conflicts to turn them into international issues. These movements have only grown alongside an increased emphasis on the importance of individual human rights. Recent reforms in international law with a focus on the individual have established even more legitimacy for indigenous identity. A case study of Brazilian policy in relation to its indigenous population focusing on two indigenous groups fighting for either territorial or cultural rights is an opportunity to explore new international norms in national dialogue. Depending on the relation to the state, violent, non-violent, terms



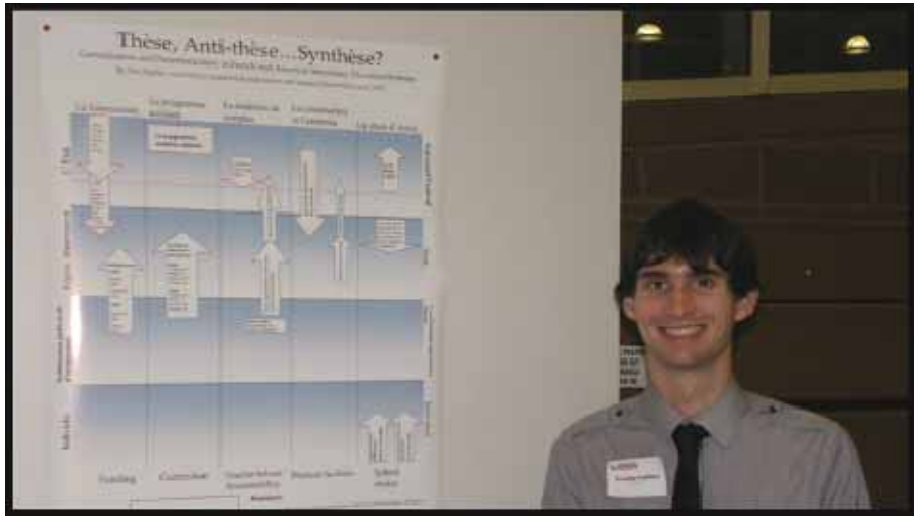
of corrective justice, I propose to determine which of two indigenous groups has been more successful and why. The Macuxi and the Tupi will be used for case studies to compare the difference in gaining cultural rights versus land or territorial rights. These groups have poignant histories and different relationships with the state. The cultural integrity of the Tupi indigenous groups depends largely on their historical use

of agriculture as a means to define their family groups. These coastal groups have also had a higher-level incorporation into the European cultures that arrived during Portuguese colonization. This has manifested itself in civil rights debates and a permeating desire to reconstruct the typical family units through the medium of conservation and biodiversity.

Centralization in French and American Secondary Education Systems

**Presenter:** Timothy Hoffine  
(International Relations & Diplomacy, French & Journalism)  
**Advisor:** Prof. Jennifer Willging,  
(French & Italian)

The French education system has traditionally been characterized by a high degree of centralized, national government control, whereas the U.S. education system has long been highly decentralized with little power reserved for the federal government. Since the development of mass education as an area of national importance in both countries, changes have been undertaken to better accommodate a growing number of students and the variety of circumstances schools face in educating them. These changes have challenged notions in both countries about the importance (and ability) of maintaining their traditional structures of control over education—structures that in part emanate from their historical backgrounds and



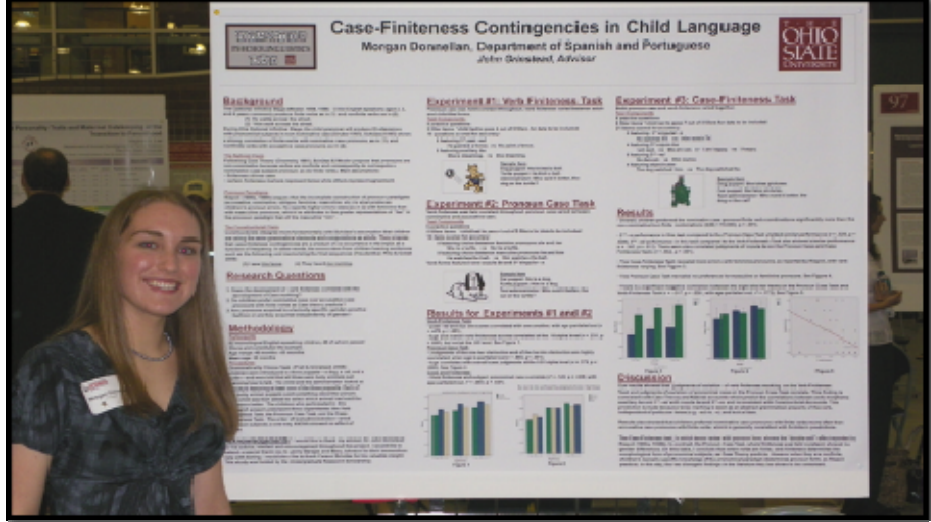
political ideologies. This research will examine whether France, whose highly centralized education system has undertaken some decentralizing reforms, is converging with the education system of the United States, whose highly decentralized system has undertaken centralizing some reforms. By conducting a review of academic literature I am find-

ing that while convergence is occurring in some policy areas (such as curriculum content standards) of education governance, other policy areas (such as school choice) are diverging in terms of the French and American approach to where power over education should exist in each country.

Case-Finiteness Contingencies in Child Language

**Presenter:** Morgan Donnellan  
(Latin American Studies, Spanish)  
**Advisor:** Prof. John Grinstead  
(Spanish & Portuguese)

This study investigates the link between verb endings that mark tense and subject pronoun case forms in child language. Child English-speakers produce both adult-like sentences with finite verbs and nominative case subject pronouns (e.g. He walks across the street.) as well as non-adult-like sentences with nonfinite verbs and accusative case subject pronouns (e.g. Him walk across the street.) I take child English as a domain in which to test the hypothesized grammatical connection between the case of subject pronouns and the finiteness marking on verbs, as proposed by many nativist theories of formal syntax, and contra constructivist theories of language development. The project seeks to determine whether the variation in children's finiteness marking correlates with the variation in their case marking.



In order to test this connection, 62 children (age range = 3;10 – 5;9, mean age = 4.10) were given three independent grammaticality judgment tests of pronominal case, verb finiteness and a combined case-finiteness test. Nativist theories predict a correlation between children's judgments of verb finiteness and subject pronominal case, while constructivist theories, based on frequency of co-occurrence in the input, are not

consistent with such a correlation. The results of the case-finiteness tests showed that children preferred adult-like sentences with nominative case pronouns and finite verbs to the non-adult-like options ( $t(49) = 16.983, p < .001$ ). Further, results showed a correlation between verb finiteness and subject pronominal case, controlling for age ( $r^2 = .145, p = .008$ ; with age partialled out,  $r = .305, p = .037$ ).

The New Central European Right's Politicization of Women and Youth: 1999-2009

**Presenter:** Rebecca Dulemba  
(Slavic & East European Studies)  
**Advisor:** Prof. Jessie Labov  
(Slavic & East European Languages & Literatures)

In the years immediately following the collapse of socialism in 1989 the revival of conservative "family values" and gender roles in the context of a masculinized political culture permeated Central European politics. In Poland and Hungary this movement was championed by the nationalist and religious right. In 1990s Poland, women were notably absent in political participation, representation, and even discourse about traditional women's issues. In Hungary, the same rightist sentiment impassioned Hungarian youth culture, particularly amongst young men.

However, in the last ten years the Central European Right has begun to repo-



sition itself relative to both women and youth. Political discourse over issues pertaining to women is more visible and prevalent, often carried out in the mainstream by a public "feminine face." Increased right-wing willingness to openly engage women in discourse, coupled with unprecedented levels of right-wing female representation and a female populace which no longer dis-

tances itself so strongly from politics, means that women are in fact *becoming* the politics. Concurrently, radical or extreme right-wing youths of the 1990s have been mainstreamed as they have aged. Aligning with a more traditional, conservative rightist identity, many have joined or even, as in Hungary, founded the parties of today's Central European Right with the ability to mobilize new youth for political purposes.

Understandings of Violence Among Northern Irish and South African Youth

**Presenter:** Elaine Householder (African Studies)  
**Advisor:** Prof. Franco Barchiesi (African American & African Studies)

The period of sectarian violence in Northern Ireland from 1969 to 1998 known as “the Troubles” and the oppressive era of apartheid from 1948 to 1994 in South Africa were both characterized by violent sociopolitical conflict implicating youth. Youth in Northern Ireland and South Africa also participated actively in paramilitary organizations, violent sociopolitical protest, and gang activity. The psychological and developmental impact of these respective conflicts upon youth today has been repeatedly studied. However, prevalent scholarship has neglected to examine the reasons why youth have formed such willing participants in violent activity in these two nations. Further, little if any research has examined



these two conflicts in a comparative context, despite Northern Ireland and South Africa's shared legacy of British colonialism. The objective of my study was to better understand the bridge between oppression and violent action among youth in Northern Ireland and South Africa. This past summer, I conducted qualitative, semi-structured interviews among 41 street children, gang

members, and high school and college students. They were asked to describe the causes of violence in their communities, their understandings of justifications for violence, and their suggestions for promoting peace in their nations. The data showed that participants identified violence in terms of navigating their chaotic environment.

Globalization and Family Planning in Guatemala

**Presenter:** Margaret Kuder (International Relations & Diplomacy & Spanish)  
**Advisor:** Prof. Ana Del Sarto (Spanish & Portuguese)

Although considered one of the more progressive countries in terms of family planning in the 1970s, more recent reports indicate only 38% of the Guatemalan population use any form of contraception, the lowest rate of use in Latin America behind Haiti. In response to this low rate of use, many international organizations strive to improve knowledge about and access to contraceptives and other family planning methods. International influences, particularly those of modern or westernized cultures, play a major role in the provision and education about family planning in Guatemala. With such prevalent international influence, one might wonder if this pressure to increase contraceptive use and family planning may



challenge Guatemalan culture and compromise their way of life. Estimates suggest 40-60% of the Guatemalan population is of indigenous descent; a culture that differs greatly from modern culture. Increased contraceptive use or other methods of family planning appear as a logical solution to the high birth rate that results in children that may not have access to adequate nutrition and resources.

Through field work in Guatemala City and analysis of existing literature, I investigate the role that westernized countries have in contraceptive use and family planning in Guatemala and the cultural barriers that impede their use, specifically issues in gender inequality. I explore the interaction of these two seemingly conflicting forces in an increasingly globalized world, and the potential implications of this interaction.

Same Language, Two Worlds: Stereotypes Among Spaniards and Immigrants

**Presenter:** Adriana LaMonte (West European Studies, French, Spanish)  
**Advisor:** Prof. Eugenia Romero (Spanish & Portuguese)

Spain currently claims one of the largest immigrant quotas in Europe. Madrid, its capital city, is one of the country's top destinations. This immigration is a relatively new phenomenon, however, for until the late 1980s, Spain had high rates of outgoing migration (emigration). In May and June of 2009, I conducted two separate surveys – one with Ecuadorian immigrants in Madrid, the other with native Madrid citizens – regarding the contact with and perceptions of each other. Using their responses as a base and as an example, this project analyzes the current situations and opinions surrounding Latin American immigration in Madrid. Based on the stereotypes and perceptions portrayed



in the data, this project focuses on the existence of three main issues: a need on the part of Spaniards to protect their culture through the phenomenon of “otherness,” defining what is Spanish versus what is not; issues of gender in which immigrant women find themselves at an even sharper disadvantage than immigrant males; and the persistence of postcolonial views and roles played by both Latin Americans and Spaniards. To further study this

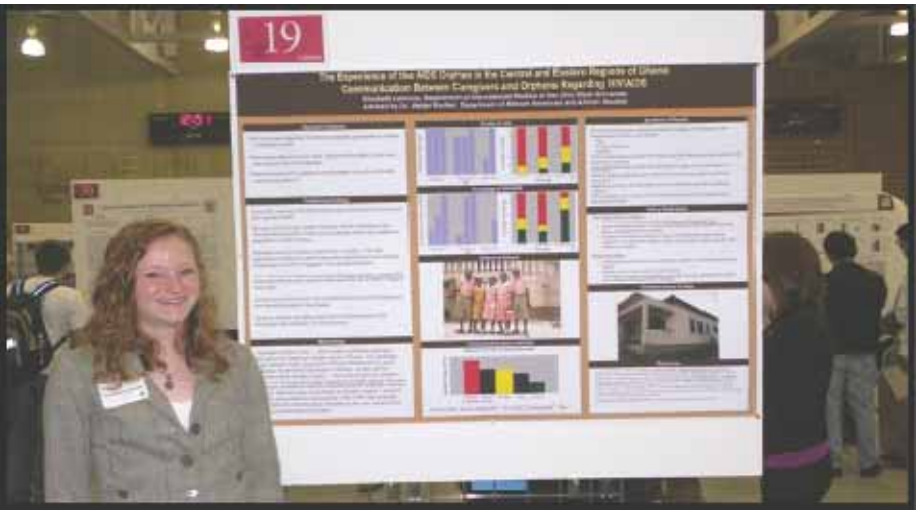
phenomenon, I will also study two examples of fictional literature, the novels *Cosmofobia* (2007), by Lucía Etxebarria, and *Una tarde con campanas* (2004), by Carlos Méndez Guédez, to demonstrate the existence of these main issues in Madrid's society today, and to show that, although the two groups speak the same language and live in the same city, they indeed live in two separate worlds.

Experience of the AIDS Orphan in the Central and Eastern Regions of Ghana

**Presenter:** Elizabeth Lemons (African Studies & Women Studies)  
**Advisor:** Prof. Walter Rucker (African American & African Studies)

While volunteering at an orphanage near Cape Coast in July of 2008, I asked the orphanage director whether the caretakers tell the children that their parents died due to AIDS. The orphanage director responded that this information is withheld from the children because it is stigmatizing, and in some cases the children were not told that their parents had even died. These discussions were avoided as the children were shuffled along to healthy family members and then to the orphanage as their parents became too ill to care for them. This information confirmed my assumptions about the lack of transgenerational communication regarding sex in Ghana.

I traveled to Ghana on July 1, 2009 in



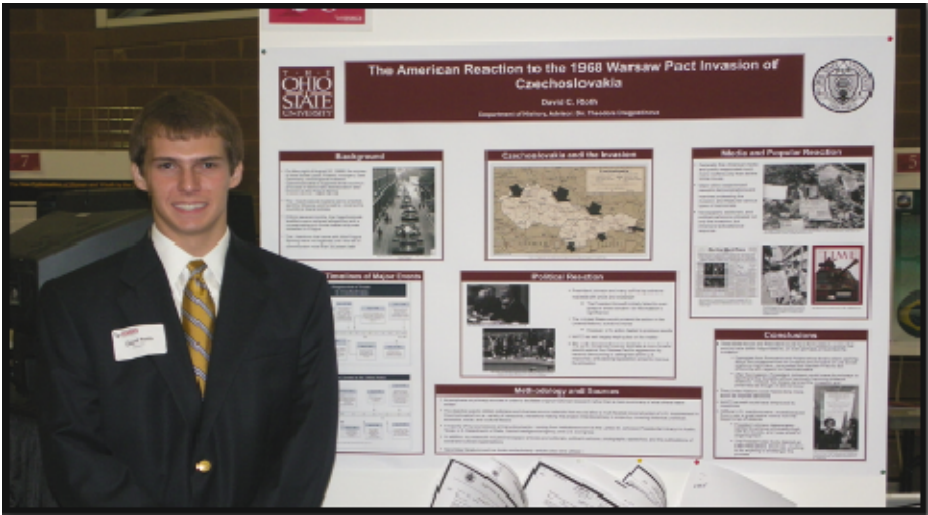
order to conduct a six-week independent research project. I visited three orphanages throughout the Central and Eastern regions of Ghana in order to interview orphans and their caretakers about the nature of their experiences related to HIV and how the disease-related stigma affects the way the AIDS orphans are treated. I was also interested in the accuracy of the information

that the caretakers supply to the children. This senior honors thesis examines the results of the 26 interviews with orphans and caretakers, breaking down information based on geographic location, age, and education. I also expound on the research project by discussing and critiquing the Care Initiative Reform of 2009 and its effects on Ghanaian orphanages.

The American Reaction to the 1968 Warsaw Pact Invasion of Czechoslovakia

**Presenter:** David Roth (History major, minor in International Studies)  
**Advisor:** Prof. Theodora Dragostinova (History)

On the night of August 20, 1968, the armies of the Soviet Union, Poland, Hungary, East Germany, and Bulgaria invaded Czechoslovakia to suppress that country's process of democratic liberalization, later known as the Prague Spring. Although the world did take notice of this grievous breach of sovereignty, many countries, and in particular the United States, responded in a way that was perhaps underwhelming. Ever since the late 1940s America had been actively promoting and supporting democracy and liberalization in Eastern Europe. However, the U.S. failed to continue that support during Czechoslovakia's crisis. This dichotomy then—between America's past actions, rhetoric, and implications of support, and the reality of its abandonment and disinter-



est in Czechoslovakia's fate—requires further examination. The United States' political response to the 1968 invasion of Czechoslovakia is therefore the primary focus of my research. However, there is also an examination of the broader social reply, particularly as to how it correlates to what elected officials were doing and saying. To comprehend why the United States responded as it did to the end of the Pra-

gue Spring, it is necessary to look at not only the personal and political goals of President Johnson but also at the other pressing international and domestic issues of the time. Ultimately, by understanding the motives and reasoning behind the American response, it will be possible not only to better appreciate the framework within which the United States could act, but also the intricacies of American Cold War policy.

Microfinance in India: The Centrality of Relationships

**Presenter:** Charu Vijayakumar (Development Studies, Economics)  
**Advisor:** Prof. Irfan Nooruddin (Political Science)

Microfinance is the provision of microloans and other financial services to those who are unable to access it from commercial financial institutions due to their lack of traditional collateral. As an emerging market with a large percentage of the population living below the poverty line, India is increasingly utilizing microfinance as a poverty reduction tool. Microfinance is by nature a social banking venture. As such, the role of relationships is central to the approach and delivery mechanisms of the financial services. Although many studies have been conducted in regards to the efficiency of microfinance, the relationships that form and affect the approach and delivery mechanisms of microfinance have been largely overlooked. In order to remedy this oversight and better understand the relationship struc-



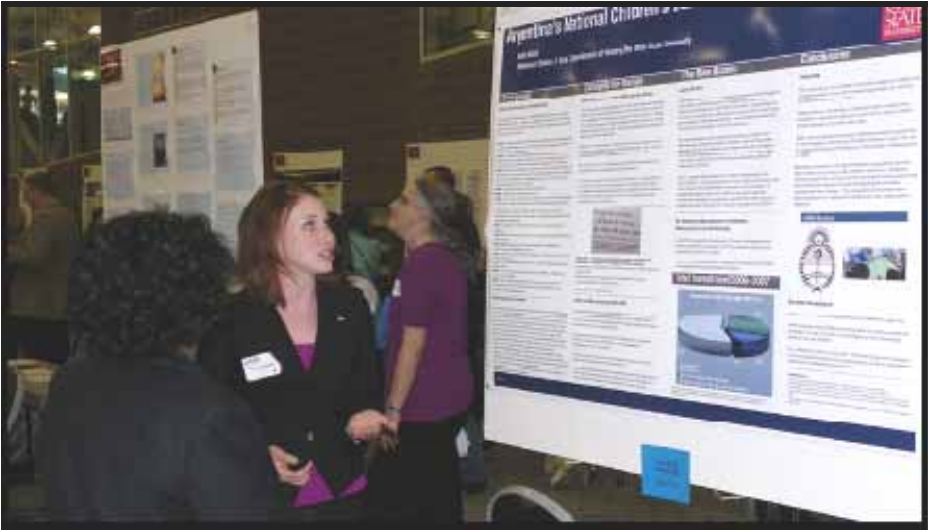
tures in the practice of microfinance in India, this project analyzes two particular relationships; the relationship between the microfinance providing organization and its clients, and the intra group relationships within the client focus groups. The field research consists of a case study of two microfinance providing organizations in the south Indian state of Tamil Nadu. The data

analysis indicates that these features not only form the basis of these relationships, but can work both in the favor of and in some instances against the sustainability of one or both of the relationships considered. Understanding the fabric of these relationships will enable those in microfinance to provide financial services to their target clientele in a more effective and sustainable manner.

Argentina's National Children's Bureau and the Rise of NGO's, Post-1983

**Presenter:** Katherine Watt (History & International Relations & Diplomacy)  
**Advisor:** Prof. Donna Guy (History)

The Consejo Nacional del Nino (National Children's Bureau) has overseen Argentina's child welfare programs for decades. However, in 2006 it underwent a significant overhaul of its staff and design. Several factors influenced this major change, including Argentina's ratification the United Nations Convention on the Rights of the Child in 1989 and creation of a new constitution in 1994. By 2006 the House of Deputies passed legislation outlining the new structure and responsibilities. Using transcripts from congress, newspaper articles, memorandums from the transition, and budgets, this project traces the evolution of the legislation, organiza-



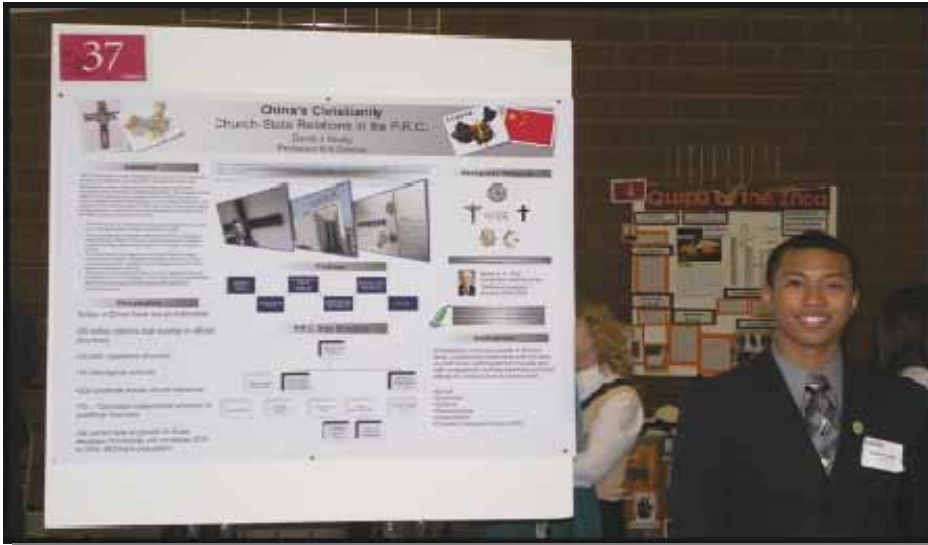
tion, and funding of the Bureau and its beneficiaries. It also examines a parallel trajectory of non-government organizations (NGOs) that rose to fill the shortcomings of the Bureau prior to its overhaul. In a country with precarious social welfare programs, the Bureau, rather than engulf the preexisting organizations, left room to support non-

profits and NGO's both fiscally and logistically. This case showcases the cooperation between government and private initiatives to provide for the children of the country, and with continued examination can serve as a prototype for many other developing countries.

China's Christianity: Church-State Relations in Contemporary China

**Presenter:** David Young (Chinese & East Asian Studies)  
**Advisor:** Prof. Kirk Denton (East Asian Languages & Literatures)

The Chinese government is struggling to cope with the explosive growth of religion in its territory. In this effort, China has developed a unique relationship between state-sanctioned Christian churches and its nominally atheist government. This research is an attempt to analyze and synthesize works by PRC scholars on future prospects towards a theology of church-state relations. The analyses is four-fold, the last of which will remain incomplete due to it being based on research and interviews to be conducted within the PRC during the summer of 2010. The first portion is a historical analysis of Christianity in China from the Qing dynasty to the contemporary PRC. The second portion analyzes efforts of the PRC's Religious Affairs Bureau (RAB), scholars, and the-



ologians to create a patriotic religious atmosphere within the Christian church in China. This includes synthesizing the many differing Christian views and doctrines under the communist umbrella. The third portion analyzes barriers facing RAB and state-sanctioned churches. It presents scholarly views on China's "ideological vacuum" resulting from the disenchantment with Marxist and Maoist ideology. Findings show that the CCP is

in a sense co-opting Christianity to create 'patriotic Christians'. Analysis shows that the so cial, cultural, and psychological effects of Christianity on Chinese society will have broad implications on China's future. The fourth portion will be a case study of a state-sanctioned protestant church in Qingdao. It will compare local perspectives with that of the previous three portions and attempt to synthesize the two.

# ALUMNI Highlights



Jennifer (red jacket) meeting with other OSU alumni during her trip to Indonesia. Once a Buckeye, always a Buckeye!

International Studies graduate Jennifer Marinello represented OSU during a Department of Education outreach trip to Indonesia. Jennifer is the Associate Director for Graduate & Professional Admissions here at The Ohio State University!

'I was given an amazing opportunity to visit Indonesia as a representative of The Ohio State University and U.S. higher education. I was part of a delegation of 12 representatives from across the spectrum of U.S. higher ed--from community colleges to small liberal arts colleges to big state universities--on a trip called "Indonesia-Reconnect", a Department of State sponsored trip which intended to "reconnect" alumni, students and institutions in Indonesia with the U.S. higher education establishment. All of us were administrators from graduate or undergraduate admissions offices. We toured six cities in this the 4th most populous country in the world and had a great reception everywhere. Our visit followed Hillary Clinton's visit in February and a visit from university presidents and provosts in July. Dr. William Brustein, Vice Provost for Glob-

al Strategies and International Affairs, represented The Ohio State University on that visit.

When Secretary of State Hillary Clinton was in Indonesia earlier in the year, she stated that it was our goal to double the number of Indonesian students studying in the U.S. in the next three years. Due to the Asian Monetary Crisis of the late 90's, U.S. immigration policy, and tuition increases, the number of Indonesians studying in the U.S. has dropped by 50% in the last 10-12 years. (Ohio State had 600 Indonesians in the late nineties, today we have 72). While the U.S. has been disengaged with education in Indonesia, Australia, Singapore, the UK, Malaysia and even Canada have become the higher ed destinations of choice for Indonesians. A whole generation of Indonesians did not even consider the U.S. as a possibility for study. All the Indonesians we encountered still know that the U.S. has the best higher education options overall and would like to be able to access them, but were lacking the necessary information. Common complaints were that education in the U.S. was too expensive, not as close as Australia, it is not possible to work

and study, and it was impossible to get a visa to study in the U.S., particularly if you are Muslim. With the exception of being farther away than Australia, none of these complaints are actually based in fact. International undergraduates can obtain scholarships. Graduate students are eligible for full funding, and it is most definitely possible to get a visa if you are Muslim. In fact the U.S. Embassy claims that it has an over 90% approval rate for U.S. student visas. However, too few people apply for them.

We were briefed at the US Embassy in Jakarta, and Ambassador Hume hosted us for lunch and a discussion of how to reach out to Indonesian students and schools. Our Delegation visited five high schools or universities daily in Malang, Semarang, Surabaya, Bromo, Makassar, and Jakarta. Other members of the group visited Medan, Yogyakarta, Solo, and Padang. Every afternoon we presented six workshops to potential students, parents, and school officials on topics such as "How to Write an American Academic Essay," "Undergraduate Admissions", "Community Colleges in the U.S.",

"Graduate Admissions", and "US University Life and Education," and "Admission to Specialized Programs." I left Ohio State information and brochures at each of the Education USA and "American Corners" that we visited. These are US government-supported information centers about US culture and education, usually hosted at a university. In the evenings, we held special events to engage with ministers of education, rectors of colleges, and other school staff in addition to any U.S. alumni in that city. Then, the next day, we repeated the whole schedule in another town, having traveled by plane or car in the late evening or early morning.

We were warmly received at each stop. Some hotels and schools had huge banners welcoming us. We were featured in at least 13 newspapers. A number of magazines will be doing pieces on the delegation as well. I am

happy to report that Ohio State University is very well known everywhere in Indonesia. We have hundreds of alumni, and Dr. William Liddle is the most well-known political analyst in the country. Ohio State trained many mid-career bureaucrats in the 60s - 90's and generations of Indonesians are familiar with our university. We need to build on that notoriety. I invited alumni to attend our dinners nightly and we always had at least four students show up. In Jakarta we had 40! The Alumni are very enthusiastic and would love to help us recruit.

Our welcome was definitely warmer because our president spent time in Indonesia as a child. President Obama has indicated he is going to visit Indonesia next year with his family, and Indonesians are very excited about the visit. During our visit an agreement was signed bringing the Peace Corps back to Indonesia after an absence of 45

years.

The first cohort should arrive there next summer, and in recognition of the most crucial need, they will all be English language teachers. Also during our visit, the Indonesia government erected a statue of President Obama as a child near the school he attended. (The statue of a U.S. president was erected with government support in the capital of the largest Muslim nation on earth, with the stated aim of inspiring Indonesian kids to reach for their dreams!)

Islamic leaders and teachers in Indonesia are open to dialogue. They are a successful Muslim democracy, and it was abundantly clear that U.S. Higher Education needs to capture this moment when the official attitude towards the U.S. is more favorable in order to re-establish our popularity with Indonesian students."

Jennifer with other officials during a meeting with Ambassador Hume, U.S. Ambassador to Indonesia (center with red tie).





Andrea Cornett (2007)

Andrea Cornett graduated in 2007 with a major in International Relations & Diplomacy and a minor in Spanish. During her OSU undergraduate studies, she studied abroad in 2005 in Quito, Ecuador learning Spanish. In the summer quarter of

## Violin Teacher, ECUADOR

2006, she completed an internship in La Paz, Bolivia with i-to-i, working in a state-run orphanage.

Upon graduation from OSU, she returned to Quito, Ecuador to work. She began with teaching English to adults and children with EF International. Since August of 2008, she has been a violin teacher at Colegio Experimental Alberto Einstein, a Jewish K-12 International Baccalaureate-accredited school. She says, "When I had studied abroad in Ecuador with OSU, I became fascinated with the country. I was lucky enough to return and experience the culture and master the language even more. Thanks to OSU, my horizons have expanded exponentially."

During her time in Ecuador, she has traveled throughout the country, going to *La Amazonía*, *La Costa*, and watching volcanoes erupt in *La Sierra*. She also spent one month in Chile, visiting Santiago, La Serena, and La Isla Negra, where she toured one of the homes of writer Pablo Neruda. In July, she returned to the U.S. to pursue a career in international relations.

## Women Take Flight, OHIO

Sheila Kay Thompson was born on December 31, 1964 in Gallipolis, Ohio. Shortly after Sheila graduated from high school she enlisted in the Air Force. In 1990 Sheila graduated from The Ohio State University with a bachelor's degree in National Security Policy Studies (the predecessor to Security & Intelligence). In 1995 she became the first female navigator at the Youngstown Air Reserve Station. Sheila received several decorations and awards while serving in the Air Force, including Aerial Achievement medal and the Antarctica Service Medal.

Sheila Kay Thompson currently serves in the Air Force Inactive Reserves and is active with the New England Air Museum's mentoring program, Women Take Flight.

Sheila's experience in Antarctica resulted in strong feelings about protecting the environment. She writes: "I had the opportunity to travel extensively, serving my country, which I felt/feel strongly about. I have served all over the world. I realized how SMALL our world was during my time, especially on the ice (Antarctica). The world has an end and it really matters how we take care of it and our own choices! We, via the Creator, are left with a charge over the Earth and our future, and it was not this.

I hope future grads take this seriously in all dimensions, Sheila Thompson."

Sheila Kay Thompson (1990)



## Math & Science Teacher, HAWAII

Kenny Ferenchak graduated with degrees in International Studies (Development) and Political Science in the spring of 2007. Following up on his undergraduate research topic, he took a position as a Field Researcher with Resolve Uganda in August of 2007.

For the next eight months Kenny lived between Kampala and Gulu, covering the peace process and reconstruction efforts in northern Uganda. Traveling around the country, he visited displacement camps, attended community meetings, interviewed experts, monitored humanitarian relief efforts and contrib-

uted to various reports for Resolve Uganda.

Having this first-hand access to development efforts sparked Kenny's specific interest in education. After a brief stint back in Ohio working with an after-school program in Youngstown city schools, Kenny accepted a teaching position in Wai'anae, Hawai'i.

He is currently in his second year of teaching 7th grade math and science in this community incredibly rich in history and culture but suffering from high lev-

els of poverty and homelessness. This spring he completed his Master's Degree in Education. His study focused on his school's efforts to spur broader community development, much in line with other models across the country like the Harlem Children's Zone.

Kenny has also continued to pursue his interest in international development. Last summer he and a friend started up a math peer-tutoring program for underprivileged children in Romblon, Philippines. He will return to the town this summer to continue work with the program.

Kenney (left in photo) with his 7th grade class in Wai'anae, Hawai'i. He is currently in his second year of teaching 7th grade.



Kenny Ferenchak (2007)