



SMALL **WORLD**
MAGAZINE

AUTUMN 2011

Somalia

THE OHIO STATE UNIVERSITY INTERNATIONAL STUDIES

33 Townshend Hall
1885 Neil Avenue
Columbus, OH 43210-1222 USA
(614) 292-9657
internationalstudies.osu.edu

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SADO, Food Security & Livelihood Program, SOMALIA

Abdullahi Isse Abdulle



International Studies alumni, Mr. Abdullahi Isse Abdulle, (center) discussing with the Somali Prime Minister (left) his concerns about population movements. "People have lost all livelihood assets and they do not have anything to eat. If not assisted, they don't have any choice but to abandon their homes and seek assistance in Kenyan and Ethiopian refugee camps."

[Editor's Note: Mr. Abdullahi Isse Abdulle is a Spring 2010 graduate from The Ohio State University, where he majored in Development Studies. After graduation he travelled back to Kenya and Somalia to assist his people. An earlier story about Mr. Abdulle appeared in the Spring 2010 edition of *Small World Magazine*. It can be seen on the International Studies website: <http://internationalstudies.osu.edu>. Below is his update.]

"I have joined a national humanitarian

organization called "Social-life and Agricultural Development Organization (SADO)" www.SadoSomalia.Org as a Food Security and Livelihood Program Officer.

In my country, Somalia, 50% of the population of 10 million are in need of emergency assistance. A crisis has been created by two consecutive years (2010 and 2011) of failed rains. Serious droughts have hit the agro-pastoral and pastoral communities (the main source of livelihood for the majority of

the people). All kinds of crops have failed due to the lack of soil moisture. They even die at the germination stage. According to the United Nations' Food and Agricultural Organization (FAO), almost 90% of pastoralists have lost more than 95% of their livestock. Southern regions of Somalia, where many poor people live, are in a humanitarian crisis. Around 2.8 million people have no food to eat. The UN has declared famine in five regions of Somalia, including where SADO operates. According to the United Nations



ABOVE: Mr. Abdulle greeting one of his clients. INSERT: He enjoys drinking local tea with American hip-hop artist *Mama Sol* and local man in the field. *Mama Sol* was in Somalia to raise funds for food relief.

High Commissioner for Refugees (UNHCR), more than 200,000 Somalis have crossed the Kenyan and Ethiopian borders seeking food and water, while more than 430,000 are now internally displaced persons (IDPs).

In our attempt to save lives and mitigate the impact of the droughts, SADO has launched a massive humanitarian emergency intervention targeting the most vulnerable and affected communities. The SADO Food Security and Livelihood Program, which I have the privilege to manage, is currently implementing livelihood support projects in the south-central regions of the country. This program assists around 10,000 households (60,000 people) with unconditional food and cash transfers. These families receive food or cash which is equal to a "minimum food basket" (MFB). MFB means the "amount of food

one household of six members can survive upon for one month". In our program, there are also economic recovery initiatives that are intended to support people to feed themselves without external assistance. Around 200 irrigation water pumps, 20,000 tons of variety seeds, and farming tools are distributed for the next rainy season to riverine and rain-fed farmers. SADO also creates jobs that are based on Cash-for-Work and Food-For-Work. We have employed thousands of people who earn money for food or have dry rations distributed to them after work is completed.

As part of its coverage of the crisis, the BBC interviewed me. "I know and like what I am doing," I told them. I added, "With tremendous support from my organization, I am working hard to save many human lives and their liveli-

hood assets, especially livestock. Helping the people in need is both my profession and passion."

I am a strong advocate for assistance to the drought affected people inside Somalia in order to keep them in their homes and villages. People have lost all livelihood assets, and they do not have anything to eat. If not assisted, they have no choice but to abandon their homes and seek assistance in Kenyan and Ethiopian refugee camps. I believe if the people fleeing from hunger are assisted in their home areas, they will be able to resume their farming when the Deyr 2011 rains start in October 2011. Otherwise, they will remain in refugee camps forever like other Somalis who entered Kenya and Ethiopia during the 1991-1995 collapse of the Somali state and civil conflict. They are still refugees."

The Day the Earth Shook, JAPAN

George Lea



ABOVE: George (right) with roommates on Day 8 of their cycling excursion. "We had planned to visit northern Japan, but my roommate mentioned that he had never seen the city of Kyoto. Upon learning this, we quickly decided on Kyoto as our new destination. We would be traveling west, not north, later proving to be a decision that may have saved our lives."

"Aimlessly flipping through the pages of my test I heard the first phone vibrate just a few seats behind me. Just minutes before our professor had reminded us to either turn our phones off or put them on silent mode. I lifted my head to see the disgruntled look on the professor's face that I was expecting. However, as the rest of our phones began to vigorously vibrate and ring, all within seconds of each other, his look slowly turned into one of fear. By now it had been over a month since March 11, and there was not a soul in the classroom that wasn't aware of what was about to happen. At once, we all clinched on to our desks as we timorously awaited the shock.

The earthquake that hit Japan on March 11 was one that nobody could have foreseen. Researchers suggest that an earthquake and tsunami of that magnitude hits the region once every 1000 years. This just happened to be the year I decided to study abroad at the International Christian University in Tokyo, Japan. At the time it hit, I was 500km west of Tokyo battling my own dilemmas as I was pedaling my way up and down snowy mountain roads. Just weeks before this, my roommates and I had sat down to plan a bicycle trip up north when one of them mentioned he had never seen the city of Kyoto. Upon learning this, we quickly decided on Kyoto as our new destination. We would be traveling west, not north, later

proving to be a decision that may have saved our lives.

Although I did not physically feel the impact of the earthquake that day, it is not to say I did not feel the effects. Just days after the quake, the incident at the Fukushima power plants occurred. All television channels were filled with coverage of the earthquake, tsunami and radiation. There was not a channel that would dare show anything unrelated to the matter for the week to follow, as people were glued to their television sets seeking the latest updates. The only commercials that ever aired were from Advertising Council Japan, better known as AC Japan, an organization that aims to improve communication and

environmental issues within Japan by sending out messages to bolster public morale and ethics. By the end of the week, there was not a person in Japan with television access that could not quote the AC commercials.

The streets were noticeably quieter than before. There were fewer people going out, eating out, shopping and visiting friends. Even most businesses took a short leave. The word *jishyuku*, meaning self-restraint, was often thrown around to explain this behavior. Most thought it was better to lock themselves in their homes at a time like this as a way to pay respect to those directly affected. This in turn led to people spending less which ended up hurting the economy, only adding more problems to the already disheartened country.

Aftershocks, similar to the one that

struck during my exam, became a regular occurrence for people living in the eastern part of Japan. I was often woken up to either the eerie earthquake alert produced by my phone or an actual aftershock itself. I would often sit up and watch the books on my shelf rattle as my bed made slight left to right movements. Despite growing quite accustomed to the daily shocks, I would be lying if I told you that I never thought "this time may be my last."

It's hard to say if I was more terrified of the siren-like alert my phone made or the aftershock itself. There were countless times where an alert would sound but no shock would be felt. The numbers were staggering, some sources estimate over 1000 aftershocks had occurred within a month after 3.11. Similar to how many Americans will never forget the exact time, location

and what they were doing when 9-11 occurred, I will never forget my experiences in Japan on the 11th of March. Even as the circumstances surrounding Japan seemingly worsened in the days following 3.11, it was amazing to see the country come together as one, relentlessly fighting to overcome the disaster. With help and aid from countries around the world, Japan has battled and continues to battle in hopes of making a full recovery."

Sources:

<http://www.bbc.co.uk/news/science-environment-12740649>

<http://www.brucesussman.com/earthquakes-volcanoes/japan-aftershock-numbers-map/>



ABOVE: While on his study abroad program, George lived in Global House, which had a tradition of wearing these Power Ranger suits at random places, and made all freshmen wear them! "I had the brilliant idea a few days before our departure to wear these out on our trip, however, it was either too cold or too hot for just the spandex suits. So I made them promise at the very least that we would wear them once we got to Kyoto. We hesitated when the day came, since it was just two days after the earthquake hit, but we thought it important to give some people a good laugh. It worked." George is on right in the Green Suit!

THREE RECEIVE CSEES Foreign Language & Area Studies Fellowships



Three International Studies majors were awarded Foreign Language & Area Studies (FLAS) Fellowships for Summer 2011 and the 2011-12 Academic Year by The Center for Slavic & East European Studies (CSEES). They are Sarah Keyes, Michael Niday, and Brian Rinz.

All three have shared their FLAS appli-

cation personal statements in the following pages.

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.

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

Sarah Keyes



Sarah Keyes (senior) was awarded an academic scholarship for 2011-12 from the Center for Slavic & East European Studies at The Ohio State University to study intermediate Uzbek.

"I am double-majoring in security and intelligence and Arabic, but I have also completed a minor in Russian and have recently started taking Uzbek classes. Although there is no minor available in Uzbek, I plan on taking all the offered classes. I am currently in 102, and I will be taking 103 in spring, 104 next autumn, and 201 and 202 the next two

quarters. As of now my proficiency is elementary, but by the end of next year when the program ends I estimate I will be at the intermediate level, with a strong enough command of the language to engage in casual conversations with native speakers, write essays on a given topic, and to easily navigate through a city (i.e. order at restaurants, use bus or taxi service, read signs, rent apartments, etc).

I believe strongly in the importance of critical languages. I hope to work at an intelligence agency someday, perhaps the NSA or CIA. Part of working in the intelligence community revolves around analyzing countries and events and their impact on world affairs, as well as estimating future actions based on present knowledge. In order to accurately analyze any country or group, it is essential to understand their mindset, worldview, and culture, and most importantly their language. Before you can begin to delve into any of these other aspects, you have to be able to understand what your target is actually saying, making language the most important element in such a field. The government has long sought speakers of Russian, Chinese, Arabic, etc. as these areas have constantly been of high impor-

tance to the United States. But Uzbek is a much less commonly taught language, and as such is in high demand. Central Asia is becoming an increasingly important region in the world today. From its strategic location, to oil and natural gas reserves, to competing influence and interest in the region by Russia, China, and the United States, to the emergence of terrorist groups such as Hizb al-Tahrir, the Islamic Movement of Uzbekistan that often send recruits to fight in Pakistan and Afghanistan, the region is now often in the news. Due to its rising influence, speakers of Central Asian languages such as Uzbek are becoming increasingly sought after by government and intelligence agencies.

I hope to someday use my knowledge of Uzbek that I will acquire under the FLAS program to our country's benefit, and to encourage others to study an increasingly-critical language."

To learn more about the Critical Needs Languages sought by the United States government go to: <http://clscholarship.org/>

RUSSIAN, SUMMER Fellowship

Michael Niday



"My reason for applying for this FLAS is to advance my language skills in Russian as well as to develop a better understanding of the Russian culture. I anticipate that at the end of this school year I will be wrapping up the third year series here at Ohio State and should enter the study abroad program at the intermediate level. The program that I am applying for will present me with the opportunity to progress from the intermediate towards the advanced level of Russian and prepare me to potentially make a career with my language skills.

This coming summer I intend to study Russian language and culture through Ohio State's intensive language program at the Russian State University for the Humanities. After reviewing my options I chose to apply for this program for a number of reasons. To begin with, I studied at this university last summer through the very same program. I believe this benefits me because I not only learned about the area last summer, but I also learned how to take full advantage of the study abroad experience. It took me a few weeks to adjust to Russian life, however, this time around I feel as though I could start back where I left off last summer. In an intensive language program that is only so many weeks long, I believe this will prove

crucial to my improvement, which is in the end my main objective. I learned a great deal last summer, however, I feel that this program still has a lot to offer me as a returning participant.

This program focuses specifically on the major aspects of language learning such as mechanics, speaking, listening and reading as well as mixing in lessons on culture. I can honestly say that studying abroad has been one of the best experiences of my life, and I am eager to go abroad again and continue on the path to becoming fluent. I consider this to be one of my most important personal life goals, and it will not only benefit me as a person but in my career and education as well. The FLAS will be a critical component in allowing me to return to Russia due to the financial stress that a study abroad program poses. However, I firmly believe that investing in me will prove beneficial, as I have already shown to be able to conduct myself in an international setting and have excelled thus far in my Russian language courses both at home and abroad.

Upon completion of my degree programs, I intend to seek work in some government capacity. Currently I am interested in intelligence work as well as diplomacy or the Foreign Service. While

these are varying careers, my main interest is beginning a career in which I can use the language skills I am spending my college career perfecting. I have paired my Russian major with another in Security and Intelligence and am also working on a minor in Italian. It goes without saying that I am extremely interested in the world at large and want to turn this interest into a potential career and life. Along with advancing my career opportunities, this study abroad program will help me complete my double major and minor in a more timely fashion. This program is designed to fulfill three academic quarters worth of work in only nine weeks, which will help to offset the time commitment that I have put on myself.

Again, I cannot stress how important study abroad is to my personal and professional aspirations, and the FLAS gives me the opportunity to participate in this program again. With this aid I intend to build upon the foundation that I created last summer and do everything I can to come back with a better ability to communicate in the Russian community."

RUSSIAN, SUMMER Fellowship

Brian Rinz



"If provided with the financial means to do so, I plan to study Russian language and culture this summer at the Russian State University for the Humanities (RSUH) in Moscow. The program will provide an ideal linguistic and cultural immersion setting, which I believe will catalyze learning and improve my fluency in speech, as well as my ability to read, write, and understand Russian to levels that would be otherwise unobtainable while studying in the United States. As a Russian and International Studies (Slavic & Eastern European Studies) major, achieving a high level of competency in Russian is especially important to me.

From personal experience, I can say this study abroad program will substantially help in enhancing my Russian proficiency. Last summer, after completing my first year of Russian, I took part in this same program at RSUH. After spending eight weeks studying in Moscow, I felt my language skills had improved tremendously. I did not merely imagine this improvement, my score on the oral proficiency test administered prior to departure and upon return rose from "Novice-High" to "Intermediate-Low" in two months. I now feel that,

with an even more solidified grasp on the basics of Russian through another year of study, I am in prime position to advance my skills to the next level, making study abroad even more important and useful, in my opinion.

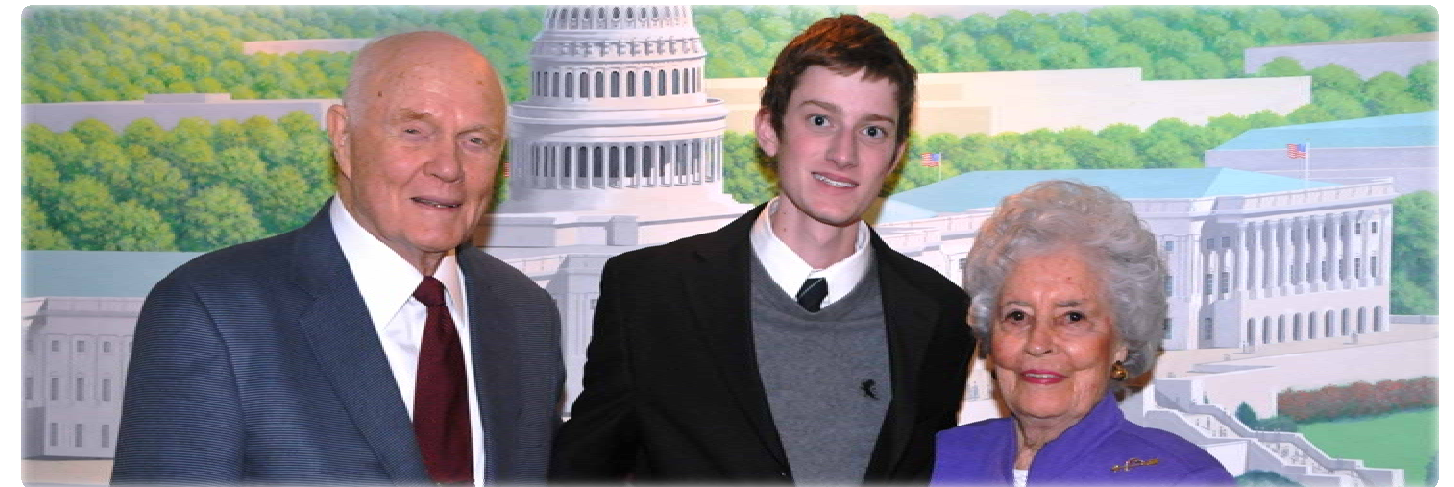
My aspirations, however, are not limited to excelling academically and graduating with a Bachelor's degree in Russian. I also plan to eventually attend graduate school and earn a Master's degree in Russian area studies. More importantly, however, I fully intend to use the knowledge and skills I acquire as an undergraduate and graduate to serve the government of the United States. Since high school, I have considered a career in government service. In my opinion, my skill set, attitude, work ethic, and motivations would be best employed in this kind of setting. I have a strong desire to work for something greater than myself that contributes to the well being of the world. I have already considered many different outlets to accomplish this. Thus far, I have researched linguist careers in the Army and the Air Force, various positions in the CIA, NSA, and other such institutions. I have also looked into options at the United Nations. I have attended many

of the government career fairs on campus and been in e-mail contact with various people associated with some of these agencies.

The most enticing prospect that I have contemplated, however, is a career in the Department of State, possibly as a Foreign Service Officer. I have applied for an internship with the State Department at the Moscow embassy for summer 2011, for which I was not chosen as a primary selectee, but I still plan to apply for the internship again in the fall or the spring. Working for the government is my ultimate career goal and I am completely dedicated to its pursuit. In academics, I have always strived to challenge myself to achieve at the highest possible level and still improve every quarter. My future work in the government will be no different. My motivation to gain knowledge in my areas of specialization and succeed in the future is only matched by my desire to leave behind a stronger United States and a better world than I inherited. I can promise that any investment into my future will not be squandered."

An [Im]perfect Path to Employment

John Hunter



John participated in an internship in DC, through the Washington Academic Internship Program. He had the honor of meeting Senator Glenn and his wife.

Whether you are an incoming freshman or starting your "victory lap" as a fifth-year senior, you have probably given at least a fleeting thought to the dreaded life after the completion of an undergraduate degree at The Ohio State University.

While telling my [im]perfect path to post-graduate employment, I hope you will be able to learn something about the oft-vague and difficult process of getting a job.

I started at Ohio State in September 2007 as an "Out of Stater" from Pittsburgh. From the onset, I knew my major would be International Studies. *Lesson One:* To get the maximum benefit from all that OSU has to offer – internships, student organizations, study-abroad programs – declare your major early.

Freshman year involved taking three Spanish language courses before failing to pass the SLRPE. *Lesson Two:* Listen to your failures; they're telling you where *not* to go. Letting go of what's not working for you will free you up to figure out what you're ultimately better at.

The start of my sophomore year included one of the most obscure courses offered by OSU, Serbo-Croatian 101, which became a vital part of my Slavic minor. *Lesson Three:* Take advantage of the unmatched course offerings at OSU by taking a course about a subject that

you are either uncomfortable or unfamiliar with, whether that be a rare language (like Bosnian, Croatian and Serbian) or the superb Int'l Stds 501 series (like Living Jerusalem, offered every Spring).

At the beginning of Winter quarter of my junior year, I took the initiative to expand my international experience outside of academics by taking an internship for International Studies credit at Community Refugee and Immigration Services (CRIS). I ended up interning at CRIS until Winter Break of my senior year. *Lesson Four:* Get internship experience to enhance your academic experience.

I travelled to Jerusalem for two weeks as a supplemental part of the Int'l Studies 501: Living Jerusalem course in the summer between my Junior and Senior years. This trip is hopefully going to be offered again in June 2012. *Lesson Five:* Study Abroad trips, regardless of length or location, will always allow you to mature personally, academically, and professionally.

During Winter quarter of my senior year, I interned and lived in Washington, DC as a Glenn Fellow in the John Glenn School of Public Affairs' Washington Academic Internship Program (WAIP). *Lesson Six:* Build upon your three years of collegiate experience with a senior capstone experience like WAIP, a semester study abroad trip,

research project/thesis, or another internship.

My college career ended in DC with my graduation in March 2011 because three internships, two study abroad trips, and a major and minor later I was ready to enter the professional world.

From March until June, I engaged in the impersonal, tedious, and arduous process of finding a job. After fifty-plus job applications, I interviewed for, received, and took a Government Relations Program Assistant position with a non-profit organization in Washington, the Parkinson's Action Network. *Lesson Seven:* Perseverance cannot be understated as the most important attribute necessary during the job searching process. It can be extremely difficult to maintain optimism in a process that you have very little control over and that takes you through the emotional highs and lows of job interviews and rejection letters.

When people ask me how I ended up getting a job, I tell them my [im]perfect path: the complex mosaic of my life between high school and the receiving of my college diploma. I cannot identify one specific part of my path that allowed me to get the job offer, because the entire mosaic is the reason I am working on K Street, five blocks from The White House in Washington, DC.

New America Foundation, WASHINGTON D.C.

Joseph Sadek



Joseph Sadek participated in the Washington Academic Internship Program, through the John Glenn School of Public Affairs. He worked at the New America Foundation, which is a nonprofit, nonpartisan public policy institute focusing on new ideas to address the next generation of challenges facing the United States. His project paper focuses on Lebanon.

Paper Abstract: The United States and the United Nations know what is at stake in Lebanon. The growth of armed militias like Hezbollah will negatively affect the region. In a recent memo to Sec. General of the UN, Ban Ki-moon, UN official Terje Roed-Larsen said Lebanon was the most important geopolitical point in the region (illoubnan.info). The US understands the need to act.

There are a few policy options the United States can implement to neutralize Iranian influence and ease tensions in Lebanese politics. It has to be approached by ending sectarianism and disarming Hezbollah. If executed collectively one could get the best outcome. Doing any one of these would increase stability in Lebanon and the region.

First and foremost, US diplomats can mediate talks to discuss the mistrust and

grievances amongst the ruling parties in Lebanon. Many of Lebanon's domestic political issues can be sorted out if the parties came together and talked (Sterling 2). As in international politics, greater iteration amongst parties allows the parties to better understand each other. The same applies to the deadlocked domestic political arena (Oye 7). Sectarianism has only increased in Lebanon. Bringing in a foreign moderator could create a space for the sects to come together. This method worked during the Taif agreement, which ended the Civil war in 1989 (Karyem).

One might argue that if the majority of Arab states wanted to solve the issues in Lebanon they would have negotiated Hezbollah's disarmament on their own. However, Hezbollah's armament is directly linked to Israel. As of right now only the United States can productively negotiate and engage with Israel and Lebanon at the same time.

Another approach is to engage Syria, and help promote a productive Lebanese-Syrian relationship. Iran projects its power in Lebanon primarily through Hezbollah, mainly in the form of weapons. Many of the weapons that Hezbollah's fighters obtain cross Syria's borders (Department of State). The increase in Hezbollah's weapons stockpiles obviously makes Hezbollah more

threatening domestically. The weapons build up also threatens the southern border with Israel. The US does "have some cards to play" in the Syria game. Engaging the Syrian regime would be a productive way to end Hezbollah's arms acquisitions.

Engagement shouldn't be too hard for the Obama Administration. Since its beginning there has been active engagement with nations the US had traditionally snubbed because of their regime type. This administration, on the other hand, has sought diplomatic ties with Syria recently. An example of the renewed relationship was the reopening of the US embassy in Syria this year (Robert). The US can create conditions and increase incentives for Syria to forbid weapons from travelling across its borders. This would do three things. First, it would greatly disrupt Hezbollah's ability to acquire weapons. Secondly, as a result, Hezbollah would feel isolated because domestic pressure, along with no Syrian ally, would leave the organization without any foreign support. Finally, a reduction in its ability to acquire arms would ease tensions on the Israeli-Lebanese border. If Israel knew that Hezbollah wasn't getting stronger, their policy of military build-up on the border would end.

After having exhausted its ability to mediate domestic political disputes and cutting off the flow of arms the US has a last option. As I said earlier, it's best to implement all of these policies in a holistic approach, however this last one is the strongest, but hardest to execute. The US can effectively change its policy towards Israel to make realistic progress on the Palestinian issue. The Palestinian-Israeli conflict directly or indirectly affects many conflicts in the region. In fact, the cause of many Islamic extremists is to destroy Israel due to the "Palestine issue." Hezbollah is partly in that category. They see Israel as a detriment to Arab well-being. Their own followers were products of occupation and feel a sense of unity with the Palestinians. The US can take a more aggressive posture with Israel on settle-

ments to bring the Palestinians back to the negotiating table. If a viable peace deal can be brokered, that would greatly hinder Hezbollah's legitimacy. Hezbollah could no longer call Israel an aggressor when it has made peace with the Palestinians. Also, Iran

could no longer justify resistance against Israel. In fact, if Hezbollah and Iran did continue to maintain an aggressive posture, they would be seen as the aggressors. As I said, this final policy suggestion is the hardest to grasp and is likely impossible in the short-run. How-

ever, the US posture towards Israel must change. A broad range of policymakers believe that. It's best for long-term US security in the region. For the purpose of this paper it is also the best policy to weaken Iranian influence over Lebanon.

CIEE Scholarship

Logan West



The Council on International Educational Exchange, a world-leader in international education and student exchange programs, awarded Logan West with a prestigious Scholarship to South Korea. Logan spent March 18-26, 2011 in South Korea. Logan is one of 75 university students selected to participate in the second annual South Korea Scholarship Program for university students, which is referred to in Korea at the Korea – US Youth Network.

Students were hosted by Yonsei University, South Korea's oldest and most acclaimed university located in Seoul, South Korea. Students attended aca-

demical lectures, and participated in tours and cultural excursions throughout the program, with the intention of fostering understanding and diplomacy between the U.S. and South Korea.

CIEE has partnered with the Korea Foundation, a nonprofit organization aimed at promoting awareness and understanding of Korea throughout the international community, to enhance goodwill and friendship through the implementation of various international exchange programs.

On March 17 Logan set off to represent the United States and The Ohio State

University. The program began in one of four U.S. gateway cities, where students were met by CIEE representatives who provided them with a pre-departure orientation to prepare them for their experience abroad.

Qualified students are encouraged to apply for future programs; Students interested in applying for the scholarship should visit:

<http://www.ciee.org/southkorea>.

Thomas R. Pickering Foreign Affairs Fellow, 2012

Evan Davis, a senior in International Relations & Diplomacy, was selected as a Thomas R. Pickering Foreign Affairs Fellow for 2012! The Thomas R. Pickering Graduate Foreign Affairs Fellowship Program provides funding to participants as they are prepared academically and professionally to enter the United States Department of State Foreign Service. This scholarship provides up to \$40,000 per year for a two year graduate program in public policy, international affairs, public administration, or academic fields such as business, economics, political science, sociology, or foreign languages. Evan has shared his application essay below.

"My parents were not able to pursue a college education. However, as I was growing up, they instilled in me the value of a college education. The values they instilled in me are what have led me to where I am today. The successes I have achieved have not been without struggle.

At age ten, my mother was killed by a drunk driver. From the day my mother died, I have found an outlet through academics. My first major exposure to the world took place during the summer of my freshman year of high school. I participated in the People to People Student Ambassador Program and traveled to Austria, Italy, France, and Switzerland. Through this program, I gained an interest in other cultures and

international relations. Partaking in a home stay, volunteering at an orphanage in Austria, and touring the United Nations in Geneva were the beginning of an overwhelming interest in international affairs.

From age sixteen I have been employed to support myself and pay for college. With the ever-changing dynamic of my family, I knew that I would be held financially responsible for my academic future. Throughout high school, I worked to achieve greatness in my studies and graduated in the top of my class. Prior to entering The Ohio State University, I chose to major in Biochemistry even though I knew it was not my passion. To help fuel my interests, I applied and was admitted to the International Affairs Scholars program, which gave me guidance and allowed me to refocus my academic passions. This program continued to expose me to the world and concept of globalization. As a result, I chose to follow my passions and major in International Relations and Diplomacy and Political Science, later declaring a minor in Portuguese. As a member of the International Affairs Scholars Program, I participated in study abroad programs to Turkey and Bolivia, giving me insight into each country's culture and history, while allowing me to see their impact on an international scale.

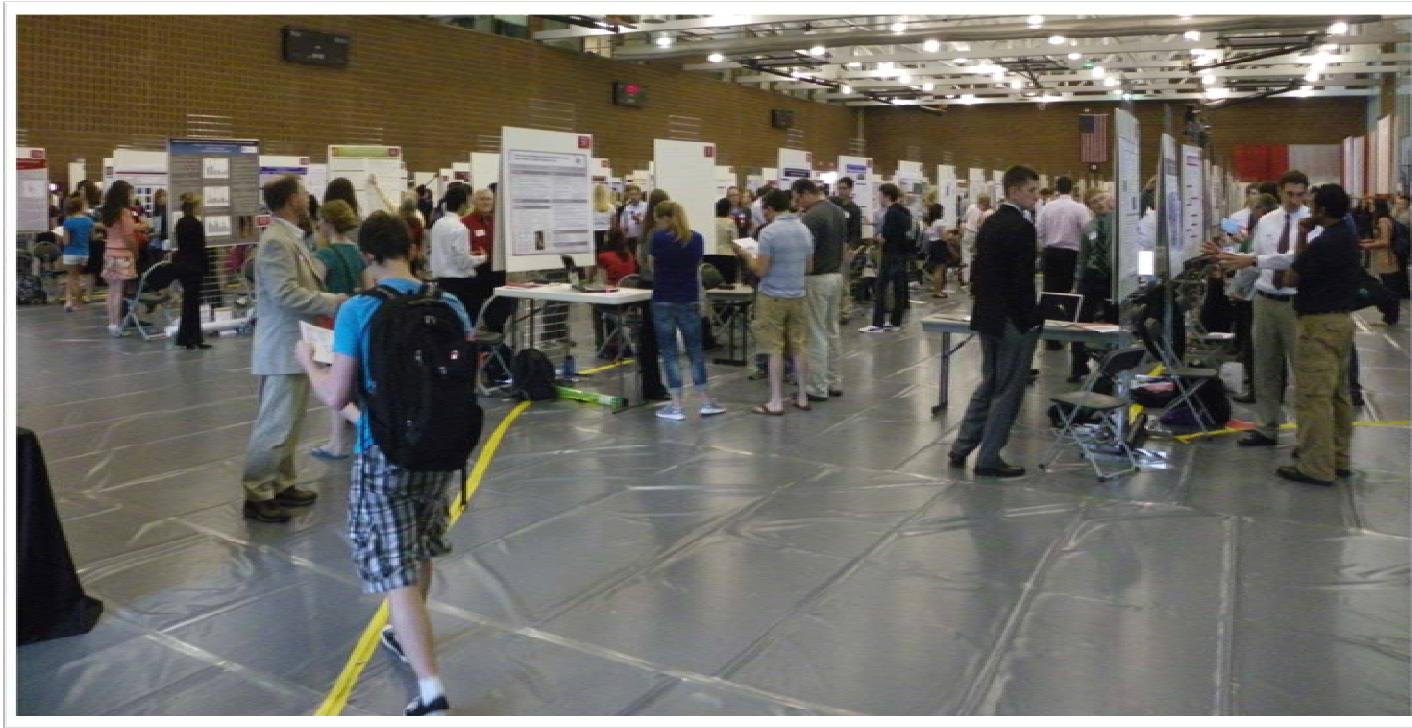
After studying Spanish, I chose to study Portuguese. I was compelled to learn

Portuguese by my studies, which taught me about the growing importance of Brazil in the world's economic and political arenas. This was a choice that would change my college career. After studying Portuguese for only two quarters, I received a Foreign Language and Area Studies Grant for the study of advanced Portuguese and Brazilian culture. This grant allowed me to focus my studies on an area of interest and provided me with exceptional opportunities - special lectures, cultural events, diplomatic interaction, and travel to Brazil. Consequently, I have gained an in-depth look into Brazilian culture, history, and politics. As a recipient of this award, my interests were solidified, and this caused me to delve further into international affairs.

Upon graduating, I plan to get a Master's Degree in a field related to International Studies. I believe my academic experiences will be beneficial, considering Brazil's rapidly growing economy and the development of Latin America. I am confident that my talents, skills, and compassion will allow me to make cultural exchanges to connect the world and promote democracy and freedom. Ultimately, I plan to work for the State Department. My dream is to be Secretary of State, but my goal is to join the Foreign Service and focus my career on Latin America. Although this is a profound goal, I believe that with the proper conviction, motivation, and discipline, I can make it a reality."



2011 DENMAN Undergraduate Research Forum



The 16th Annual Denman Undergraduate Research Forum was held on May 16th, 2011.

Nine International Studies majors presented their research. In the following pages you can learn about the many topics studied in depth by your fellow students. Consider presenting your research too!

Mark your calendar for the 2012 Richard J. and Martha D. Denman Undergraduate Research Forum. It will be held on Wednesday May 9, 2012 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

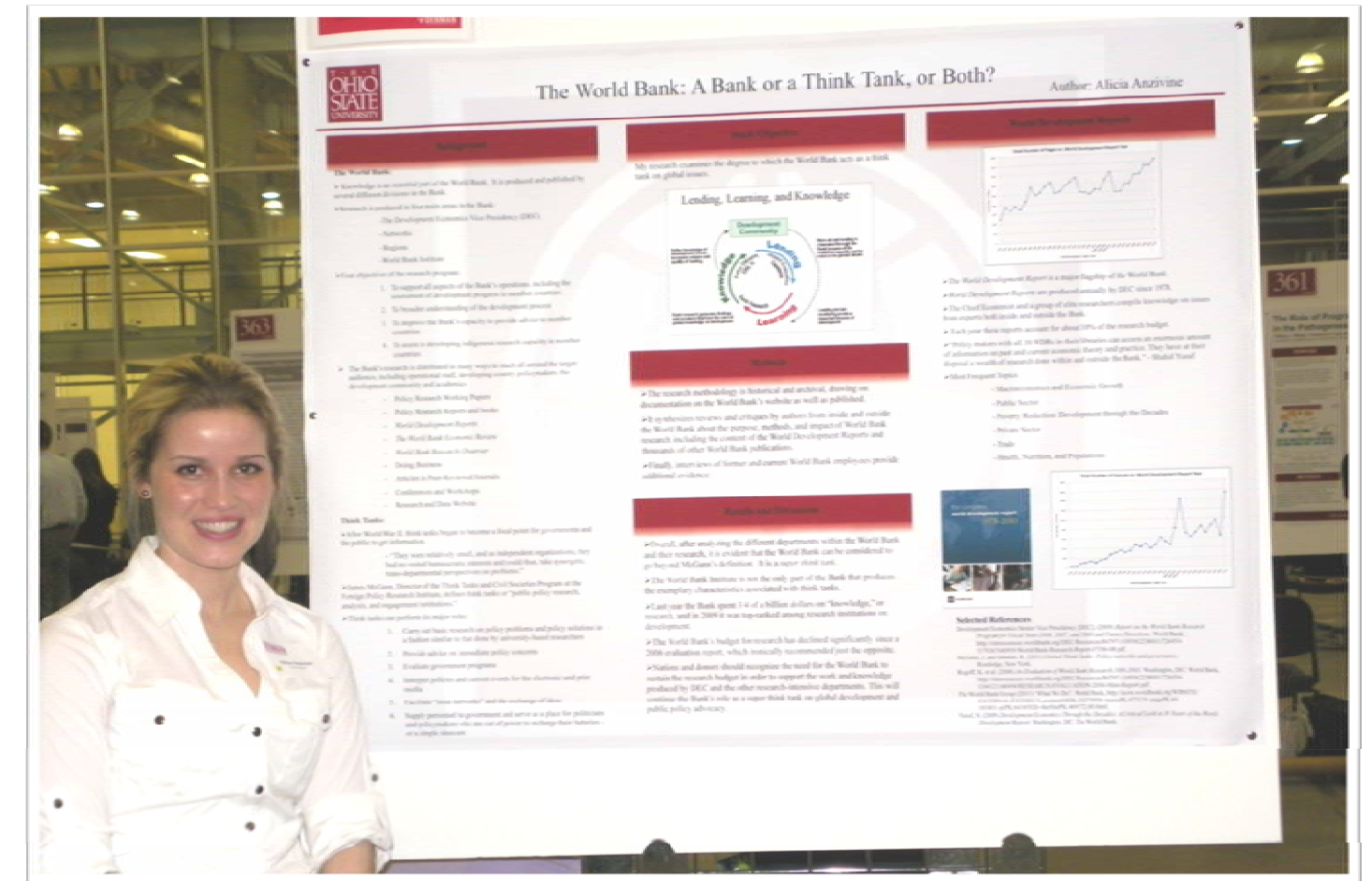
project.

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.

The World Bank: A Bank or a Think Tank, or Both?

Alicia Anzivine



The World Bank: A Bank or a Think Tank, or Both?

Presenter: Alicia Anzivine
International Relations & Diplomacy

Advisor: Prof. Edward Malecki, Geography

James McGann, Director of the Think Tanks and Foreign Policy Program at the Foreign Policy Research Institute, defines think tanks as "public policy research, analysis, and engagement institutions." Until recently, McGann did not consider the World Bank a think tank because of its relationship with rich governments. In 2009, McGann ranked the World Bank Institute, a division within the Bank, among the top think tanks worldwide. McGann does not consider other research branches of the

World Bank think tanks. However, the Development Economics Vice Presidency, known as DEC, is the central research arm of the Bank and exemplifies all think tank characteristics. My research examines the degree to which the World Bank acts as a think tank on global issues.

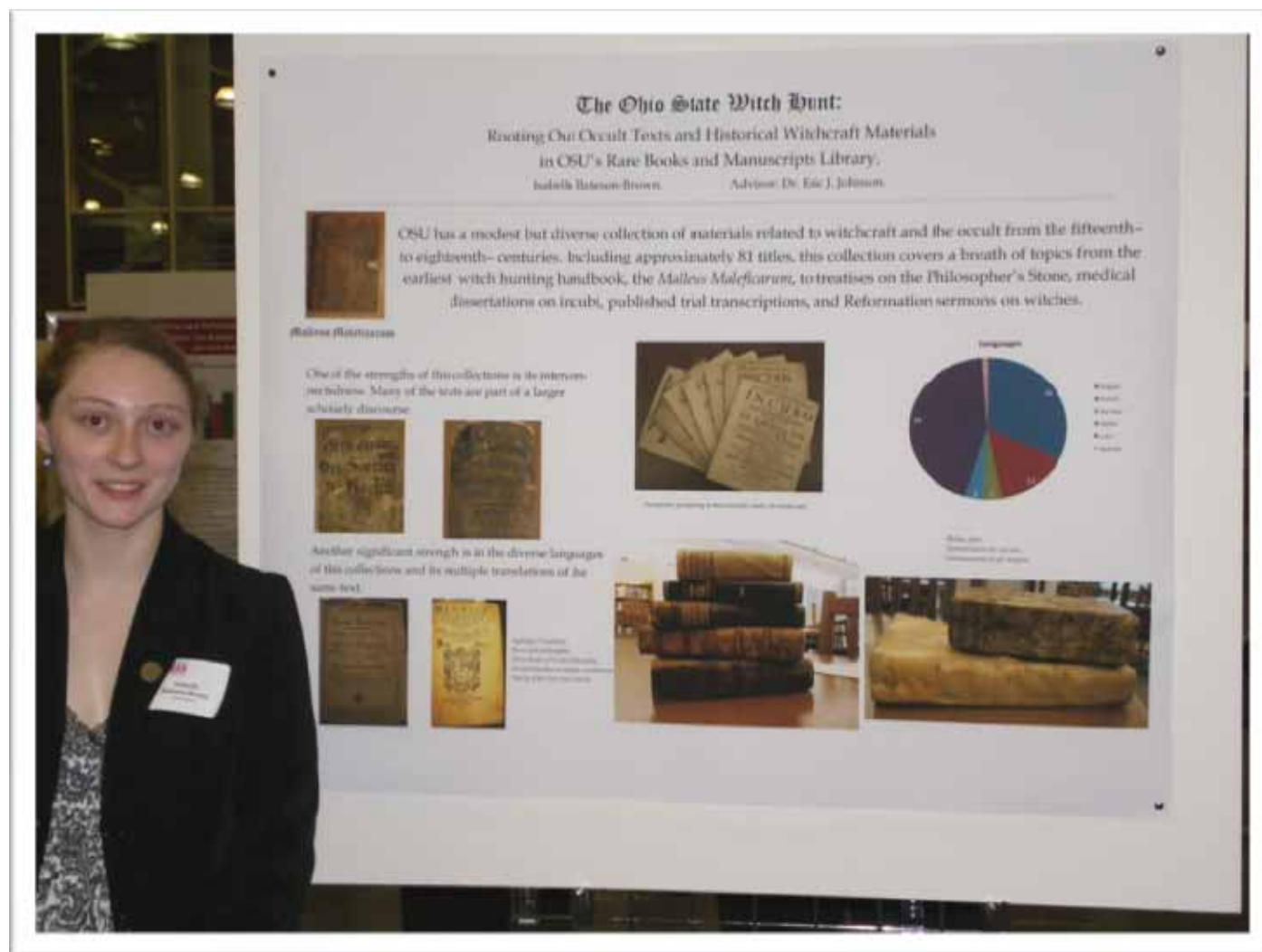
The research methodology is historical and archival, drawing on documentation on the World Bank's website as well as published sources. It synthesizes reviews and critiques from inside and outside the Bank about the purpose, methods, and impact of World Bank research, including the World Development Reports and thousands of other World Bank publications. Finally, interviews of former and current World Bank employees provide additional evidence. Overall, after analyzing the different

departments within the Bank and their research, it is evident that the World Bank goes beyond McGann's definition.

Last year the Bank spent \$750 million on "knowledge," or research, and in 2009 it was top-ranked among research institutions on development. The World Bank's budget for research has declined significantly since a 2006 evaluation report, which ironically recommended just the opposite. Nations and donors should recognize the need for the World Bank to sustain the research budget in order to support the work and knowledge produced by DEC and the other research-intensive departments. This will continue the Bank's role as a super think tank on global development and public policy advocacy.

Ohio State Witch Hunt: Rooting Out Occult Texts and Historical Witchcraft Materials in OSU's Rare Books and Manuscripts Library

Isabelle Bateson-Brown



The Ohio State Witch Hunt: Rooting Out Occult Texts and Historical Witchcraft Materials in OSU's Rare Books and Manuscripts Library

Presenter: Isabelle Bateson-Brown
International Relations & Diplomacy

Advisor: Prof. Eric Johnson, University Libraries

Throughout history the topic of witchcraft has interested theologians, medical doctors and laymen. The Rare Books and Manuscripts Library at The Ohio State University contains materials from the fifteenth to eighteenth centuries that touch upon these witchcraft and occult

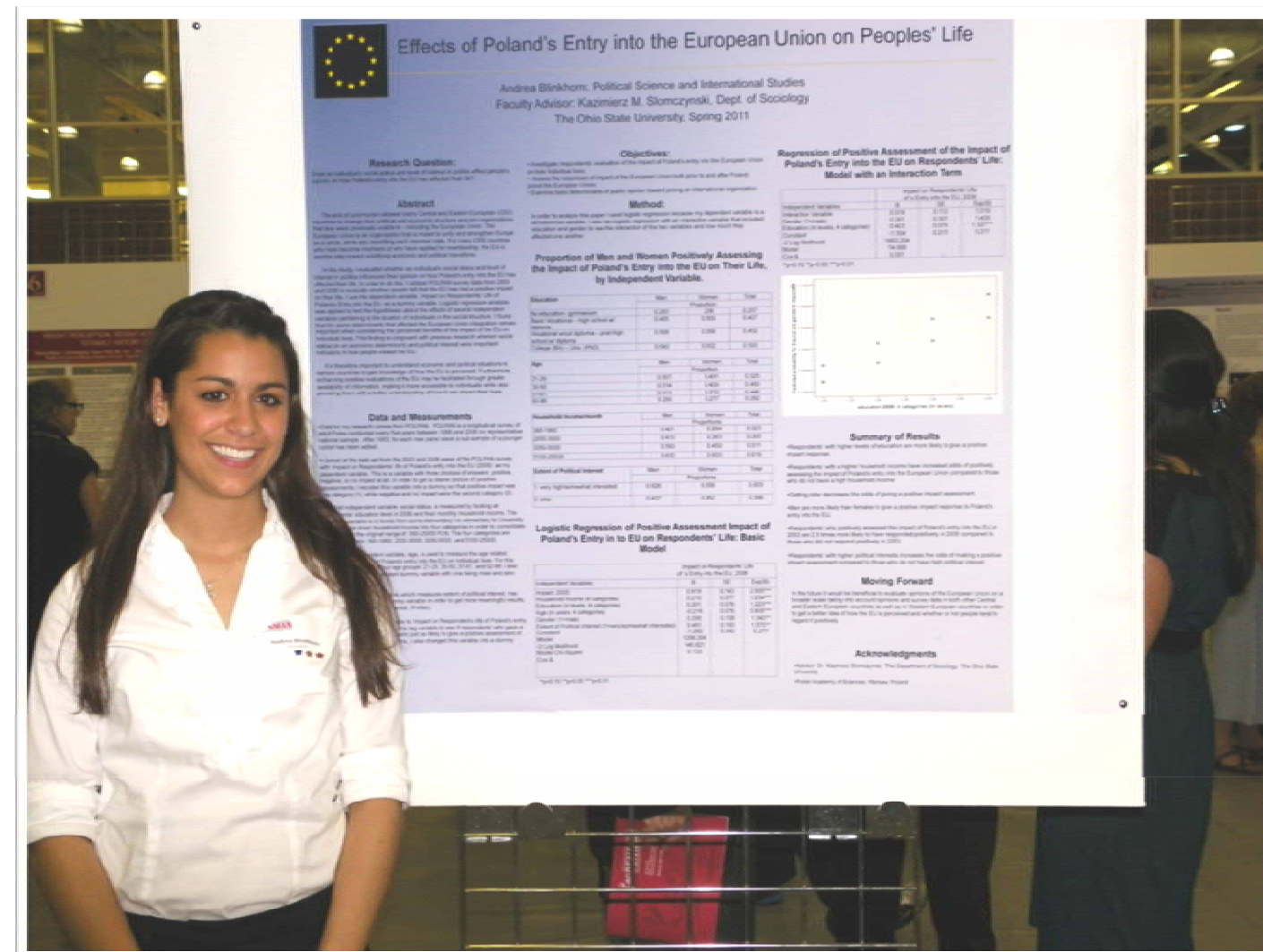
subjects, but so far these materials have never been fully analyzed or codified as a coherent research and teaching collection.

To redress this deficiency, in this project I will perform a research-based collection assessment and formal descriptive bibliography of the diverse witchcraft, magic, and occult related materials in OSU's collection. To achieve this goal, I will complete a collection overview and produce an annotated descriptive bibliography based on a detailed codicological analysis of each artifact that will account for their provenance and publication history, generic content and context, and reader reception. My pro-

ject will combine a number of research approaches including linguistic, historical, and literary analyses as well as the scientific evaluation and description of books as physical objects. The types of research required for this project will give me invaluable knowledge and experience that will help to further my specific career goals in the areas of library science and special collections management. My research will also provide Ohio State University Libraries' Rare Books and Manuscripts Library with an essential reference tool that will present the library with a precise, annotated and full accounting of its important collection of witchcraft-related materials.

Effects of Poland's Entry into the European Union on Peoples' Life

Andrea Blinkhorn



Effects of Poland's Entry into the European Union on Peoples' Life

Presenter: Andrea Blinkhorn
International Relations & Diplomacy

Advisor: Prof. Kazimierz Slomczynski,
Sociology

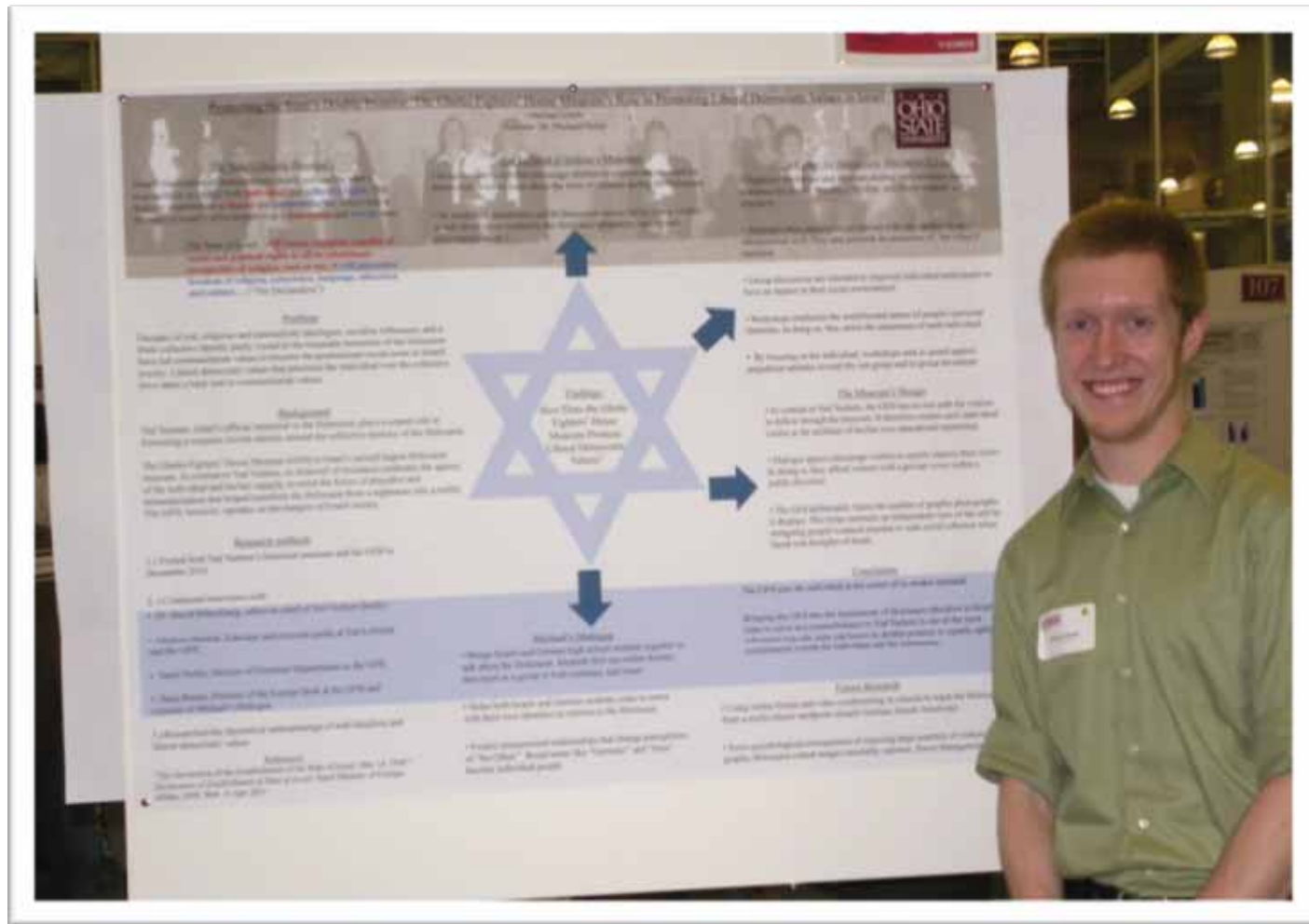
The end of communism allowed many Central and Eastern European (CEE) countries to change their political and economic structures and join organizations that they were previously unable to – including the European Union. The European Union is an organization that is meant to unify and strengthen Europe as a whole, while also benefiting each member state. For many CEE countries who have become members or who

have applied for membership, the EU is another step toward solidifying economic and political transitions. In this study, I evaluated whether an individual's social status and level of interest in politics influenced their opinion on how Poland's entry into the EU has affected their life. In order to do this, I utilized POLPAN survey data from 2003 and 2008 to evaluate whether people felt that the EU has had a positive impact on their life. Logistic regression analysis was applied to test the hypotheses about the effects of several independent variables pertaining to the location of individuals in the social structure. I recoded the dependent variable, Impact on Respondents' Life of Poland's Entry into the EU, into a dummy variable. I found that the same determi-

nants that affected the European Union integration remain important when considering the perceived benefits of the impact of the EU on individual lives. This finding is congruent with previous research wherein social status (or an economic determinant) and political interest were important indicators in how people viewed the EU. It is therefore important to understand economic and political situations in various countries to gain knowledge of how the EU is perceived. Furthermore, enhancing positive evaluations of the EU may be facilitated through greater availability of information, making it more accessible to individuals while also providing them with a better understanding of how it can impact their lives.

From the Pit of the Ghetto to the Pinnacle of Liberalism

Michael Eizyk



From the Pit of the Ghetto to the Pinnacle of Liberalism

Presenter: Michael Eizyk
International Relations & Diplomacy

Advisor: Prof. Michael Neblo, Political Science

An inherent clash between liberal and communitarian values is deeply ingrained in Israeli society. Although Israel's Declaration of Independence upholds the state's commitment to protecting all of its citizens' social and political freedoms, decades of war, religious and nationalistic ideologies, socialist influences, and a collective identity rooted, in part, in the traumatic memories of the Holocaust have buried these liberal values under an anti-liberal

ethos of collectivism. This study addresses the ways in which the Ghetto Fighters' House Museum, Israel's first Holocaust museum, strives to promote liberal-democratic values in Israel's highly communitarian society.

After touring the museum and collecting brochures and pamphlets, I spoke with four educational guides and administrators at the main museum, its children's museum (Yad LaYeled), and its Center for Humanistic Education regarding the museum's educational programs and teaching philosophy. I then researched the theoretical underpinnings of liberalism, individualism, and democratic thought. In doing so, I discovered that the museum's leitmotif of resistance is not only essential to its mission of educating a global audience about Jewish

partisan movements and uprisings in ghettos and concentration camps during World War II, but is also a medium through which the museum promotes a liberal culture of individualism that empowers the individual to stand apart from the crowd, to make independent judgments, and, if necessary, to resist coercive state powers. The findings add to a growing body of scholarship that demonstrates how Holocaust education and commemoration in Israel have been transforming as a result of the gradual resurfacing of liberal-democratic values in Israeli society. Given that the collective memory of the Holocaust is a fundamental component of Jewish-Israeli identity, the spread of liberal values in Holocaust education has tremendous implications for Israeli society as a whole.

The Expansion of Ecotourism and its Implications for Tanzania's Maasai

Kathryn Hogan



The Expansion of Ecotourism and its Implications for Tanzania's Maasai

Presenter: Kathryn Hogan
International Relations & Diplomacy

Advisors: Prof. Edward Malecki, Geography & Prof. David Kraybill, Agricultural Economics

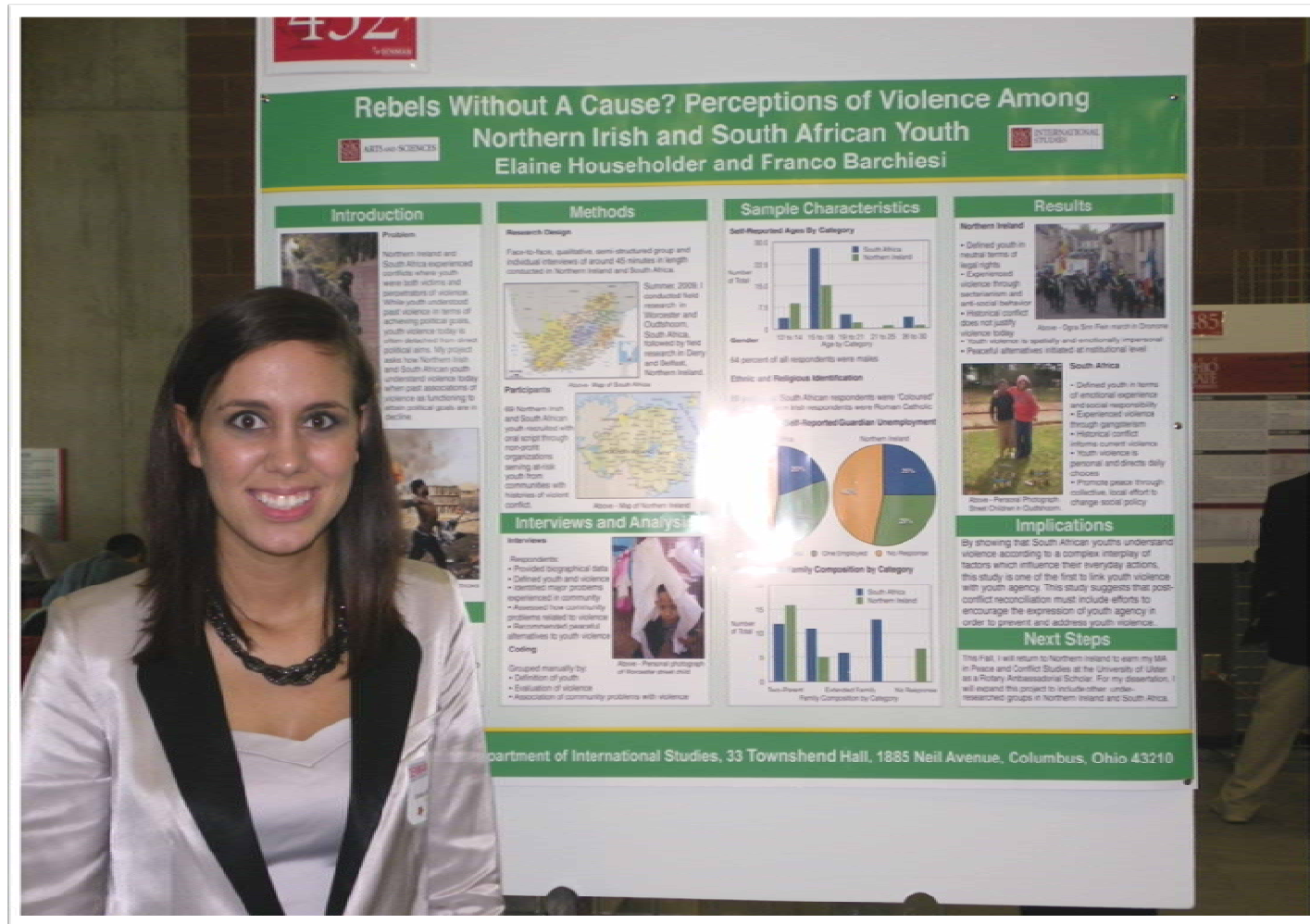
The Maasai are a group of semi-nomadic pastoralists that have traditionally lived in the Serengeti Plains. Historically, the Maasai have faced a plethora of land tenure issues. The government and environmentalists have created challenges for the Maasai in the past, and today, the tourism industry is creating issues as well. Tourism companies often advertise as ecotourism companies, implying that they embody

the principles of ecotourism and execute these principles in their business models. However, this is not always the case. The impact of tourism on the Maasai has attracted the attention of non-governmental organizations, international organizations, journalists and bloggers from all over the world. The purpose of this study is to examine how ecotourism manifests itself in Tanzania and the implications it will have for the Maasai. There is a myriad of definitions for ecotourism. Various organizations and scholars have put forth definitions for ecotourism, and this study will analyze them in order to determine an applicable framework for ecotourism. This framework will then be used to evaluate the tourism companies that operate in Tanzania and affect the Maasai. These evaluations will allow us to dis-

cern between companies that truly practice ecotourism from those that do not. My methodology integrates various sources. My research is a synthesis of printed sources, online sources, historical documents, reports from non-governmental organizations, accounts of various journalists and bloggers, and reflections from my personal experience in Tanzania. Current research shows that spurious ecotourism companies do exist in Tanzania, and as a result, the Maasai are negatively affected. Current research also shows that genuine ecotourism companies operate in Tanzania and can empower the Maasai. This study suggests that ecotourism can positively impact local groups such as the Maasai; however, companies must truly emulate ecotourism principles in order to make these positive impacts.

Symbolic Associations of Violence in Northern Ireland and South Africa

Elaine Householder



Symbolic Associations of Violence in Northern Ireland and South Africa

Presenter: Elaine Householder
African Studies

Advisor: Prof. Franco Barchiesi, African American & African Studies

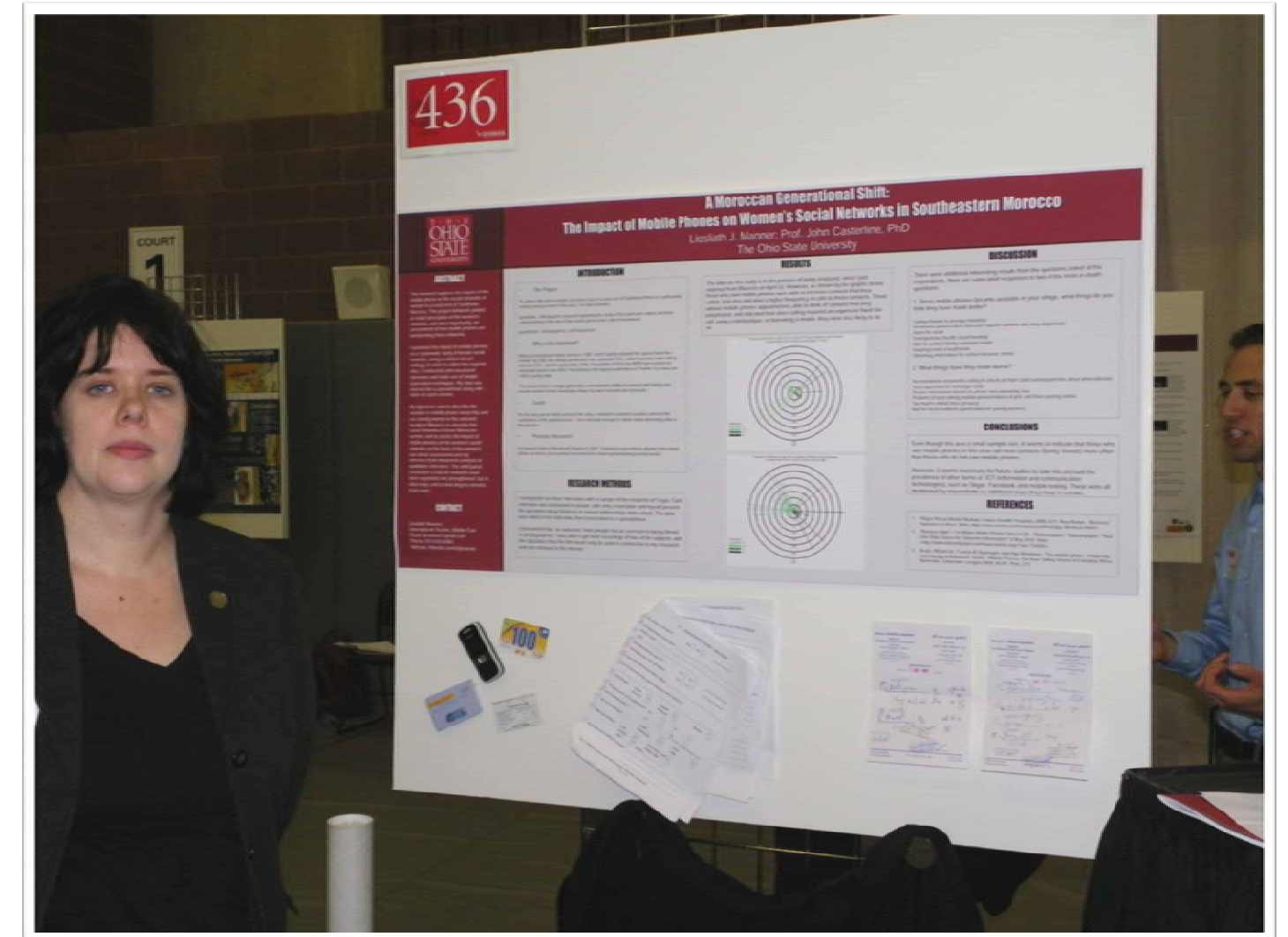
The period of sectarian violence in Northern Ireland from 1969 to 1998 known as 'the Troubles' and the era of apartheid from 1948 to 1994 in South Africa were both characterized by violent sociopolitical conflict involving youth as active participants in paramilitary organizations and violent sociopolitical protest. While youth violence of the past was signified politically, persistent youth violence in these two nations is often regarded by scholars as purpose-

less, being attached to no direct political goals. So, what is the place of violence in the symbolic universe of post-conflict youth? How do youth in South Africa and Northern Ireland experience and understand violence in their everyday lives? And how do their approaches to violence determine their abilities to function in society? To answer these questions, I have conducted qualitative, semi-structured interviews in both Northern Ireland and South Africa among seventy street children, gang members, and high school and college students. Respondents were asked to define themselves as youth, describe their understanding of justifications for violent behavior and experiences of violence in their communities, and propose solutions to address violence in their nations. In interpreting the results, I

employed a conceptual framework of youth agency which argues that violence is part of the discursive processes through which youth position themselves in their communities as purposive actors. The comparative findings indicate that South African youth have a much more personal and nuanced understanding of both youth agency and violence than do Northern Irish youth, who regard violence in spatially and emotionally remote terms. By acknowledging that young people are purposive agents engaged in a process of interpreting and attaching significance to violence, my research aims to provide an innovative perspective to aid conflict resolution by empowering the subjects of violence with the capacity to become protagonists in its overcoming.

A Moroccan Generational Shift: The Impact of Mobile Phones on Women's Social Networks

Liosliath Manner



A Moroccan Generational Shift: The Impact of Mobile Phones on Women's Social Networks

Presenter: Liosliath Manner
Middle East Studies

Advisor: Prof. John Casterline, Sociology

This research will explore the impact of the mobile phone on the social networks of women in a rural area of Southeast Morocco. The project fieldwork will yield a description of the women's networks, and more importantly an assessment of how mobile phones are transforming these networks. I will examine

the impact of mobile phones via a systematic study of female social networks, using a relation-based strategy. In order to collect the required data, I will conduct semi-structured interviews and make use of simple observation techniques. These one-on-one interviews will be recorded, but I will also be entering data into a spreadsheet and taking notes on each session. My objectives are to describe the variation in mobile phone ownership and use among women in the selected locality in Morocco, to describe the social networks of these Moroccan women, and to assess the impact of mobile phones on the women's social networks on the basis of the women's own direct assessment and

my inference from interpretive analysis of qualitative interviews. The anticipated conclusion is that the networks have been expanded and strengthened, but in what ways and to what degree remains to be seen. My hypothesis is based on prior research done on Moroccan social networks (Ennaji) and the effect of cell phones on cultural behavior (Fischer).

I have been overseas conducting my field research, and returned on April 16th. I began collecting data on April 7, after obtaining permissions from the local authorities.

Bilingual Education and Human Rights in Two Urban Indigenous Communities

Justin Schulze



Bilingual Education and Human Rights in Two Urban Indigenous Communities

Presenter: Justin Schulze
Development Studies

Advisor: Prof. Ulises Juan Zevallos-Aguilar, Spanish & Portuguese

In the past twenty years great strides have been made in the effort to bring intercultural bilingual (Spanish and an indigenous language) education (IBE) to all indigenous peoples of Ecuador and Bolivia. Nearly all rural indigenous villages in the two countries have access to IBE. Yet, despite recent surges in indigenous urban migration, very few bilingual schools exist in Ecuadorean and Bolivian cities. This study seeks to deter-

mine whether urban indigenous peoples have the right to bilingual education, whether they desire it for their children, and how urban IBE differs in the two countries.

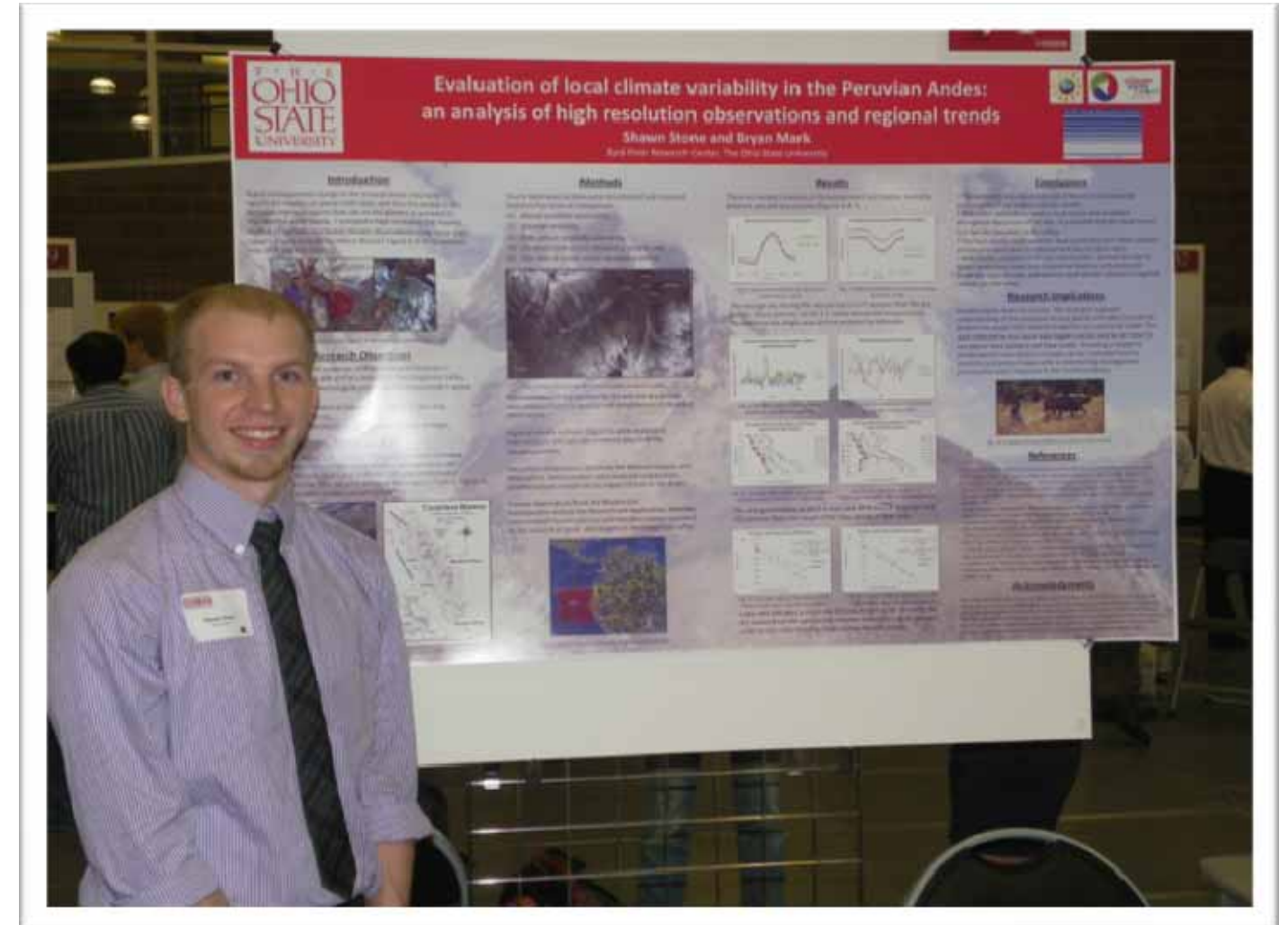
Referencing international human rights declarations and national constitutions, this study finds the lack of urban IBE in both countries represents a violation of human and civil rights and denies indigenous people the right to self-determine their future. An analysis of seventy interviews conducted in Quito, Ecuador, and Santa Cruz, Bolivia, reveals that nearly all urban indigenous people would prefer that their children attend bilingual schools. Finally, the manner of implementation of bilingual schools in each city demonstrates a difference in the roles played by the Ecu-

dorean and Bolivian governments in promoting urban IBE. This study shows that while IBE schools in Quito were created as a result of "bottom-up" campaigns led by parents and communities, IBE schools in Santa Cruz are currently being opened by municipal governments utilizing a "top-down" approach.

By exploring the controversial issue of urban indigenous bilingual education, this study highlights the need for governments to reconsider or reaffirm their dedication to minorities' rights in the face of an increasingly fluid society less defined by traditional boundaries.

Evaluation of Local Climate Variability in the Cordillera Blanca

Shawn Stone



Evaluation of Local Climate Variability in the Cordillera Blanca

Presenter: Shawn Stone
World Economy & Business

Advisor: Prof. Bryan Mark, Earth Science

Rapid environmental change in the tropical Andes may have significant impacts on glacial melt rates, and thus the people in the Peruvian highland regions that rely on the glaciers as a means to regulate the water supply. We analyzed a high-resolution (i.e. hourly) archive of spatially distributed climate observations from the Cordillera Blanca (8-10°S) between July 2006

and July 2010. These observations were collected by using a network of Lascar Data Loggers. The network consists of nine lascars arranged throughout the Llanganuco valley. The lascars range from 3458 to 4775 meters above sea level. Analyses of the four-year data set were conducted on three temporal scales: diurnal, seasonal, and inter-annual. Altitudinal variability was also considered. Data processing was comprised of five levels of analyses: (1) steps taken to consolidate and give confidence to the collected data; (2) a review of diurnal variability and trends; (3) a review of seasonal variability; (4) a review of inter-annual variability and trends; and (5) an evaluation of trends across elevation gradients. The evalua-

tion of diurnal and elevational patterns between seasons was conducted in a similar fashion. This data can be used as an input to our glacier mass balance and flow model where the finer spatial resolution on important hydroclimatic inputs will allow better evaluation of how local topographic influence can modify regional climatic signals.

Providing a model to predict glacial mass balance changes can be a valuable tool for scientists and policymakers alike in determining management practices for water resources in the Cordillera Blanca.