

# SMALL WORLD MAGAZINE

**SPRING 2011**

Photo: "Cape Verde", taken by Nelson Carson. Read about Nelson's amazing Peace Corps experience in the Alumni Highlights section.

CAPE VERDE ISLANDS



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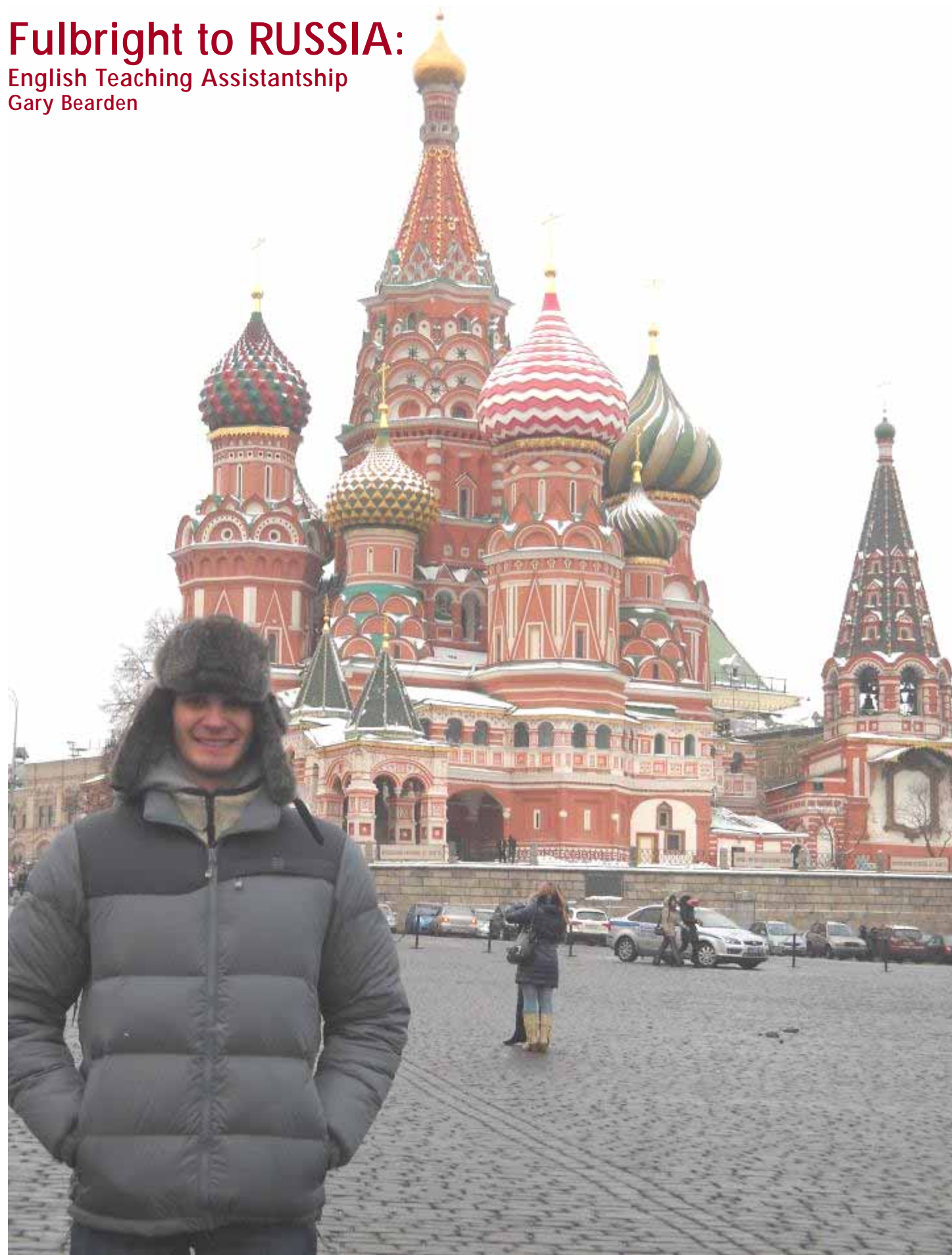
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# Fulbright to RUSSIA:

## English Teaching Assistantship

### Gary Bearden



Gary Bearden is graduating this spring with degrees in French, International Relations & Diplomacy and Russian, with a minor in Economics. He was awarded the prestigious Fulbright Teaching Assistantship and will be working in Russia starting in the fall. Here is his Fulbright application essay.

"As a young man of Latino heritage, my friends and family are often awed when I tell them of my interest in Russia. What originally attracted me to Russia, however, was not how much familial history I shared with it, but the sense of diversity which it embodies. I found the country's unique combination of both the European and the Asian to be a great complement to my experiences growing up as a member of a multi-racial community. Furthermore, after having extended my exposure past language and political history, I found myself allured further by taunting hints at the meaning of the Russian soul. In the works of talented Russian writers like Dostoevsky and Pushkin, as well as in the music of Russian composers like Tchaikovsky, I saw a rare and timeless bond which seems to connect Russians across generations.

In addition to undertaking traditional studies of Russian at Ohio State, I also spent one of the most meaningful summers of my life completing an intensive language program in Tomsk, Siberia. For seven weeks in the summer of 2009 I attended classes and lived in a typical Russian apartment with a host family. I was even privileged enough on multiple occasions to hear my "father's" stories about life in Siberia as Russia transitioned from the Soviet Union, through Perestroika and into the modern Russian Federation. His stories, along with my own social experiences such as sitting in a Russian classroom, riding the bus, or even bartering at a local market, served to fill the cultural gaps which textbooks and courses at my university simply could not. Additionally, being the first American my family had ever met, I was often able to give them small portions of America. Despite a lack of traditional ingredients, for example, I managed to share the American fondness for baking cookies on my host-brother's birthday.

In my fourth and final year at the Ohio State University I have worked very



Gary with his host Mom, Olga. "I believe that normalizing informal interactions between Russia and the US will go far in improving our sometimes strained (political) relationship."

hard to prepare myself for a future career in immigration. Academically, I am committed to my own success, as well as that of my peers. By graduation, for example, I will have earned a triple degree with more than double the required amount of hours required for an undergraduate student, while simultaneously maintaining a GPA near the top of my class. Similarly, as part of my university's Humanities Scholars group, I am actively engaged in peer-to-peer tutoring, as well as serving in my third year as a mentor to underclassmen and first year freshmen.

As a student in International Studies, I have learned much about the importance of positive Russo-American relations on issues ranging from weapons control to medical research. For this reason, my interest in Russia flows very well with my plans to work as an immigration specialist. I am aware of the current restrictions inhibiting travel between our two nations, and having struggled with visa requirements for family members in the past, I can under-

stand the frustrations which can accompany a simple family visit. I plan to use my own personal experiences and language abilities in combination with those from the Fulbright ETA to facilitate travel to and from the United States. I believe that normalizing informal interactions between Russia and the US will go far in improving our sometimes strained relationship.

As the son of a Mexican mother and an American father, I believe that growing up as a minority in the United States has allowed me to embrace and appreciate my American identity in a very unique way. To this end, a Fulbright English Teaching Assistantship will allow me the honor of not only sharing my personal familiarity and professional knowledge of American society, but also allow me the privilege to continue to learn about Russian culture, language and a country that fascinates me. "

To learn more about the Fulbright Program, go to:  
<http://www.iie.org/fulbright>



## Bureau of International Narcotics & Law Enforcement Affairs

Julia Barham



Julia Barham standing at the podium during a press briefing at the State Department. "Each day, my work evolved into exciting projects that were making a tangible difference in U.S. foreign policy worldwide."

**Julia Barham** is graduating this spring with majors in Security & Intelligence and Spanish. She will begin a position in her field upon graduation. Last summer she participated in an internship with the **U.S. Department of State** with the Bureau of International Narcotics and Law Enforcement Affairs. Here is her story.

"The summer of 2010 was the time of my life. After learning that I would be interning with the U.S. State Department in Washington, D.C., I couldn't help but ponder what type of work I'd be assigned or what influential people I'd have the opportunity to meet. The mere thought of living in D.C. for the summer presented an added bonus, and I soon began to make a list of every museum I needed to visit before my departure. Despite constantly imagining what my

life would be like as an intern, none of my daydreams could have prepared me for what was in store.

Prior to reporting for work in mid-June, I received little information about my duties as an intern. The only correspondence I had included a letter stating that I was assigned to work within the Bureau of International Narcotics and Law Enforcement Affairs (INL). To be honest, I'd always envisioned myself working in intelligence analysis, so I knew I would be out of my element working on foreign policy issues. Any fears I experienced were soon allayed by my new colleagues who immediately treated me with kindness and respect, while providing a strong support network. On my first day, they sent me to represent the State Department at a money laundering conference at the

World Bank, which became the impetus for my collection of professional name-tags that now serve as mementos.

Each day, my work evolved into exciting projects that were making a tangible difference in U.S. foreign policy worldwide. I would often pair with another colleague to represent State at meetings where other federal agencies, branches of the military, and members of the intelligence community were in attendance. I worked on various tasks involving visa procedures, human smuggling, terrorist financing, government corruption, and wildlife trafficking. And those are just to name a few. The greatest challenge of the summer was acclimating to the seemingly endless list of acronyms and government jargon, but even that became second nature after several weeks.



Julia (left) had the privilege of meeting former Secretary of State, Madeleine Albright, during her book signing at the Smithsonian Castle. "Throughout the entire ten weeks my colleagues were extremely supportive and propelled me to consider a career in public service by exposing me to their work and allowing me to use my skills on priority projects."

I also had the responsibility of coordinating several events and meetings between diplomats. On one occasion, I was given the responsibility of communicating with the Austrian Embassy to set up a direct meeting between their Ambassador to the U.S. and the Assistant Secretary of INL. A week later, I was one of four guests allowed to attend the meeting. Another responsibility I received was to write a speech for my supervisor on transnational illicit threats in Southeast Asia. Several months later, I received a thank you e-mail with a hyperlink to the final speech he'd given in Taipei.

As an intern at State, I also had the opportunity to visit the Pentagon, attend a National Security Council meeting at the White House Conference Center, and hear Secretary Clinton speak on my birthday. Throughout the entire ten weeks my colleagues were extremely supportive and propelled me to consider a career in public service by expos-

ing me to their work and allowing me to use my skills on priority projects. To this day we maintain contact and their encouragement provides motivation during my search for employment.

Though it goes without mentioning, living in Washington D.C. allowed me to be a tourist each weekend I was there. After lucking out with awesome roommates after answering a blind ad, I soon crossed off all of the museums on my list and then some. The District is perfect for those who prefer to have a social life during the day and for those who prefer to experience their social life at night. It also didn't hurt to be in a city where so many great minds join forces in the name of public service. Within ten weeks I'd met the first female Secretary of State Madeleine Albright, former Bush adviser Karl Rove, and political pundit Tucker Carlson. One of my most favorite memories, however, was experiencing the Fourth of July fireworks on the National Mall.

As I approach the end of my academic career, I am entirely grateful that I had the opportunity to intern with the U.S. State Department. Due to a summer of exposure and excitement, I am now aware of dozens of other employment positions that I would have never known about, and I opened my mind to work in foreign policy as a career. All of my experiences were influential and solidified my desire to return to Washington D.C. upon graduation in the spring.

The best way to tell if something is worthwhile is by asking yourself if you would do it all over again. If given the chance, would I intern again with the State Department? Absolutely."

To learn more about internships with the **State Department**, go to: [www.state.gov](http://www.state.gov)



## Mexican Consulate, MIAMI

Carmen Flores-Carrion



Carmen Flores-Carrion interned at the Mexican Consulate in Miami, Florida. "Towards the end of my freshman year, as I sought out possible internships, it never crossed my mind how much I would be exposed to during my experiences."

Carmen Flores-Carrion is a senior majoring in International Relations & Diplomacy and French, and a minor in Economics. Here is her internship story.

"Towards the end of my freshman year, as I sought out possible internships, it never crossed my mind how much I would be exposed to during my experiences. During my Summer 2010 internship I met and listened to various individuals-from human trafficking victims to President Barack Obama.

I began my summer in Miami, Florida at the Mexican Consulate. I pursued this internship because of my interest in diplomacy. I was placed in the Department of Protection. This office provides varied services, but first they assist and ensure that the Mexican citizens understand their relationship with the United

States authorities. That way the services offered to Mexican citizens are easier to accomplish. A few services include: visiting citizens who are detained, in prison, hospitalized, or in poverty. The Consulate may offer some sort of representation, aid, or advice in legal matters-especially those dealing with human rights. They also help in the representation of Mexican citizens when dealing with civil demands and custody of children.

By assisting in these services I was able to meet people in need. One of my more important encounters was documenting a woman's plea for help. She was illiterate and wanted to write a letter to the Mexican government, so I was asked to be her scribe. This process was difficult. I learned her father's death the previous year and her moth-

er's death that summer were a result of drug dealers wanting their property. By then, her main concern was keeping her siblings in Mexico safe and seeking justice for her parents' deaths. Towards the end of my stay, I met two trafficking victims. These Mexican women had been persuaded to go to the U.S. to be waitresses and earn tips to send back to their family. Upon arriving in the U.S. they were exploited in New York and Miami. From what I understood, the men in charge would fly these women from city to city for their clients. I was dazed when I found this out. Could it be that I was once on a flight next to a human trafficking victim? These women were courageous to ask for help. They had been in this nightmare since 2001, had become pregnant in 2003 and gave birth to children fathered by the same men who exploited



As part of her internship Carmen was invited to volunteer during the Congressional Hispanic Caucus Institute Conference, where she had the privilege to hear President Obama speak.

them. Their children had been taken away so they could continue their work. It was being reunited with their children that drove them to escape. But why did they wait until 2010? Her answer was, in sum, "we couldn't trust anyone." Fortunately, they trusted a nonprofit organization called the International Rescue Committee, which collaborates with the Consulate to help these individuals.

While some individuals were asking for justice, one man was in dire circumstances due to the justice system. He had been wrongly accused. He had a name that is common in Mexico. He was placed in prison on death row as a result of these charges. Luckily, a lawyer investigated his case in depth and was able to obtain his release after DNA testing.

After one short month I was exposed to many different issues that I was not aware the Mexican Consulate dealt with. These experiences have led me to search for other problems worldwide and how they are being fixed. I did not have to search for long and across other countries.

In the months of August and September 2010 I was an intern for Laura A. Cordero, a Superior Court, Family Court Judge in Washington D.C. By sitting in her court I learned of the many problems children ages 21 and younger experience. I saw many cases of neglected and abandoned children in foster care. My greatest shock here was to hear kids my age (18, 19, 20 years old) who give the impression they cannot move forward. They are fortunate to have the U.S. government provide stipends to achieve a better education or acquire a skill that can get them through life. Yet these kids often decide to fail and skip school and do not begin looking for a job. They have many individuals who want them to succeed, the foster parents, social workers, lawyers, mentors, and the judge. They are constantly reminded of their obligations before turning 21 because by then, the judge cannot give more orders to help them; they are on their own. Sadly some of these kids go from having an apartment to living in a homeless shelter because the government no longer gives them stipends.

In addition to sitting in court I was invited to volunteer during the *Congressional Hispanic Caucus Institute (CHCI)* yearly conference. During this two-day event people fly in from across the U.S. to attend or participate in panel discussions. These discussions were about issues that Latinos face in the U.S. today, from health to education. My job was to direct people to different locations, the sign-in desk, the restroom, and specific rooms. Little did I know that the second day on the conference I was going to be asked to help out another group-the Secret Service.

The First Lady, Michelle Obama gave the opening speech for the second day of the conference, speaking about the health of Hispanic children. It was great to be a part of the team who ensures her safety and to hear her speak. To finish the conference the CHCI hosts an annual award gala inviting the President and the First Lady. I was lucky to guide congressmen and women to their seats as well as hear the President speak. It was inspiring to hear President Obama speak in person, especially about Latinos."



## OFFICE OF INTERNATIONAL AFFAIRS, OSU

Timothy Sroka



Timothy while studying abroad in Moscow, Russia on a Foreign Language and Areas Studies (FLAS) scholarship.

**Timothy Sroka** is graduating this quarter with majors in International Relations & Diplomacy and Russian. In the fall he will attend New York University to study International Education, specifically cross culture exchanges and training with an area focus on Eastern Europe and the former Soviet Union. His internship helped solidify his future career plans. Here is his internship story.

“That was easy.” As clichéd and ubiquitous as this Staples catch phrase may appear, it is the best frame with which to capture the process of landing my current two-quarter internship with Ohio State’s **Office of International Affairs**. No, I do not want to imply that my work at OIA is simple or that landing this internship involved little to no effort. However, I want to highlight the fact that by simply asking, one can obtain an experience previously thought to be unattainable. After two summer intensive language programs in Russia, I knew that I wanted to study and one day professionally enter the field of international education. I began the frantic search for graduate programs to apply to and panicked about finding the proper “real-life,” hands-on experience to not only assure myself of my ambitions but to also demonstrate to graduate admissions committees that I am devoted to pursue the field academically and professionally.

With my mind running in circles of how to accomplish the latter, the proverbial light bulb appeared above my head around mid-Fall quarter, and I quickly sent an email to my former study abroad program coordinator and rock star intern supervisor, Elizabeth Angerman, to inquire about internship opportunities within OIA. After exchanging e-mails for several weeks and receiving approval from the Department of International Studies, as well as the directors of Ohio State’s Study Abroad and International Students and Scholars teams, Elizabeth and I had successfully proposed OIA’s first undergraduate internship for academic credit.

As far as the OIA internship is concerned, my duties do not fall under the typical category of bureaucratic intern drudgery, but rather I have been entrusted with several projects. From revising a study abroad program book for Ohio State’s language program in Russia, to analyzing how to best run international student orientation and check-in after the quarter to semester change, my duties have been quite varied. I have learned a plethora of important phrases and processes pertinent to the work of both teams. Whether it be learning about the financial complexities of study abroad programs or adding alphabet soup terms important to international students to my vocabulary,

I have learned that international education is field that involves many minute details that students do not necessarily consider.

Not only do I frame my OIA internship in light of Staples’ slogan, I also consider it to be one of the most worthwhile experiences of my undergraduate career. Quality is the only word that I can use to properly describe the people I work with, that is, the staffs that I interact with are of such a high caliber and have a great interest in presenting me substantial work as well as explaining the ins-and-outs of their jobs, that I see my internship as something I do for fun rather than to just simply gain experience.

For example, whether it is at a Study Abroad or an International Students and Scholars team meeting, the members of each staff will stop to explain the jargon used to make sure I understand what is going on, and nothing beats the resulting feeling of being included. Again, all this developed from the “easy” and simple question of whether or not an internship was possible. My advice to anyone wanting a similar experience: if it does not already exist, simply ask. You might be surprised at the result.”

## Bureau of International Organization Affairs:

Working to Create Human Rights Policies of the United States

Kathryn Bashour



Kathryn Bashour recommends any student to pursue an internship with the State Department. “I have never had a more rewarding experience. To know my work was helping to end human rights violations made the late nights worthwhile.”

**Kathryn Bashour** is a senior majoring in International Relations & Diplomacy and with a minor in Spanish. She was selected for the State Department summer internship program.

“My internship at the U.S. Department of State had very humble beginnings—it all began with a visit to the International Studies office in Townshend Hall. One day, after feeling pressured by my peers who were nailing internships all over the country, I went to my advisor to ask about courses for Winter Quarter and to ask if I should apply for any internships. My advisor promptly handed me a 45 page information packet and application instructions manual for an internship at the State Department. It took four hours on a Sunday morning to complete the first step of the application process and another month to acquire all of the required information and documentation before I formally submitted my application to the Department. The next step was an eight month waiting period during which I received two preliminary offers in two separate offices in the Bureau of International Organization Affairs. I finally received full clearance to begin work in

the State Department one week before I was set to move into my apartment in Washington, D.C.

My first day at work was filled with briefings on appropriate work behavior, how to report suspicious activity within the Department, and how to transport classified information. Interested by the presenters, I investigated the duties of the Department further. The mission of the U.S. Department of State is founded on creating democratic, secure, and prosperous relationships between foreign governments and the United States. Applying these pillars to the 21<sup>st</sup> century, the Department focuses on three elementary beliefs, “... our freedom is best protected by ensuring that others are free; our prosperity depends on the prosperity of others; and our security relies on a global effort to secure the rights of all.” Through my experience, I found the Department truly upholds these pillars.

My day-to-day work involved compiling documents and briefings for my supervisors and the Assistant Secretary as well as one of her Deputy Assistant Secretaries. My work never involved watching

from the background; instead, I was asked to sit at the table at meetings involving foreign dignitaries or representatives from other governmental agencies to participate in discussions involving international issues. After working in the Office of Human Rights for a few weeks, I was assigned the task that would become my project for the rest of my internship. I was in charge of processing data for the Human Rights Council 2011 Review.

The Human Rights Council is a body of the United Nations that is devoted to monitoring human rights around the world. Many of the 47 member states of the Council submitted suggestions for improvement to the Council, and it was my job to determine which of these suggestions aligned with the U.S.’s proposals and goals for the Review and which of these suggestions either had no impact on the U.S.’s desired outcomes or did not line up with U.S. ambitions. I was in charge of making the preliminary review of the suggestions to determine which capitals the United States was going to need to lobby to help get U.S. propositions heard and implemented. The Chief of Human Rights and the Director of the Office of Human Rights then assessed my work before it was sent to the U.S. Ambassador to the Human Rights Council for use in negotiations before the Council.

The most difficult aspect of this internship was the demanding nature of the work. My work day was longer than most interns because deadlines had to be met with respect to different time zones. Since the Human Rights Council meets in Geneva, Switzerland, my work had to be submitted at the absolute latest no later than 3:00AM in Washington, D.C. to be available at the opening of business in Geneva. Even though the work was difficult and exhausting, I have never had a more rewarding experience. To know my work was helping to end human rights violations made the late nights worthwhile.

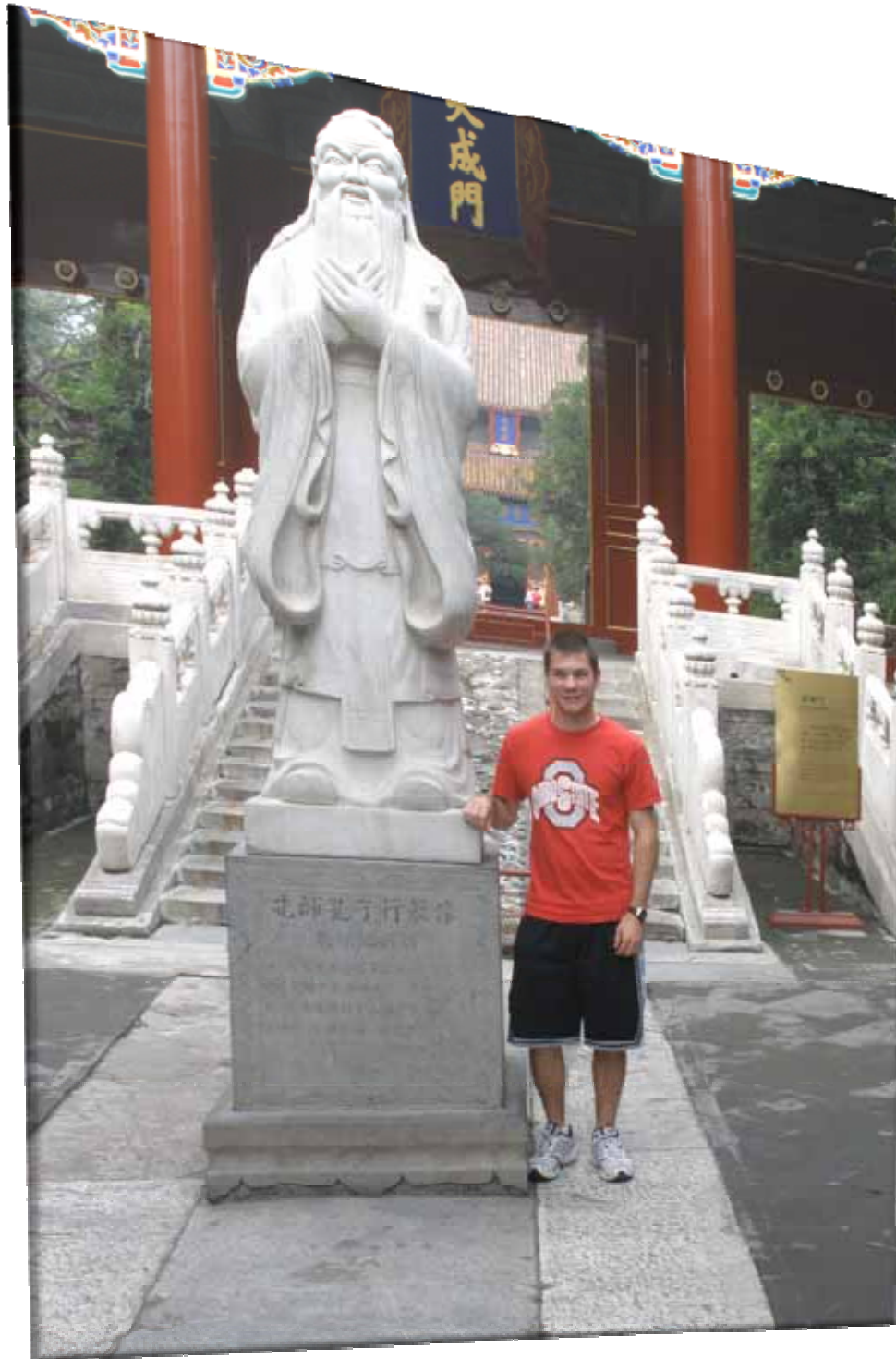
My experience at the Department of State was incredibly educational and enlightening, and I highly recommend the program to other students.”



## Determining the Role of Internet Marketing

in a Product's Success

Nicholas Lincoln



Nicholas while participating in the CFAES Beijing Experience study abroad program, where he studied at the Chinese Academy of Agricultural Sciences.

*Nicholas Lincoln* is graduating this spring with a Dual Degree in Economics and Security and Intelligence. He is a member of the university's honors program. During his time at OSU Nicholas participated in the CFAES Beijing Experience study abroad program where he studied at the Chinese Academy of Agricultural Sciences. He is completing an Honors thesis under the guidance of Prof. Richard Steckel in the department of Economics. Below is his thesis abstract:

### Research Abstract:

Internet advertising spending has been growing in recent years, and is projected to overtake television and radio advertising within a decade. Market research by Experian has shown that over 60% of consumers of every age group research a product online before making a purchase, but there is little research in forecasting a product's success based on its online popularity. This study examines the influence of internet advertising on a product's online popularity, as measured in search queries, and whether this can predict sales revenue. The sales data, ad spending, and Google search volume of several Apple products was collected and developed into a distributed lag model to test for correlations. Preliminary results suggest that there is a strong positive correlation between a product's search volume and sales. The correlation between internet ad spending and search volume appears to be weak however, suggesting that consumers learn of the product through alternative sources. The results of this study could be used to determine the effectiveness of internet advertising and whether Google searches can predict sales revenue.

To learn more about study abroad programs go to:  
<http://oia.osu.edu/study-abroad.html>

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

Alicia Anzivine



Alicia spent time in Europe during her study abroad program to Oxford, England. A study abroad experience can lead to a research topic.

*Alicia Anzivine* is a graduating senior majoring in International Relations & Diplomacy and Political Science. She presented her research at the 2011 Denman Undergraduate Research Forum.

**Research Abstract:** 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. But, 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.



# The Expansion of Ecotourism

## And Its Implications for Tanzania's Maasai

Kathryn Hogan

Kathryn Hogan is a graduating senior completing dual-degrees in International Relations & Diplomacy, and Political Science, with a minor in African Studies. She conducted research for her honors thesis last Autumn, and presented her

findings at the **Spring 2011 Denman Undergraduate Research Forum**. Here is her honors thesis abstract.

**Research Abstract:** The Maasai are a group of semi-nomadic pastoralists that

have traditionally lived on the Serengeti Plains of Africa. Historically, the Maasai have faced a plethora of land tenure issues. The government and environmentalists have created challenges in the past, and today, the tourism industry is

ecotourism companies and those that are not.

My methodology integrates various sources. My research is a synthesis of printed sources, online sources, historical documents, reports of non-governmental organizations, accounts of various journalists and bloggers, and reflections on my personal experience in Tanzania. Current research shows that ecotourism

companies that do not embody the ethics and practices of ecotourism do exist in Tanzania, and as a result, the Maasai are being negatively impacted.

Current research also shows that genuine ecotourism companies operate in Tanzania and can empower the Maasai. The preliminary findings suggest that there is a need to clearly define ecotourism, as well as a need to edu-

cate consumers. If companies were held accountable to ecotourism principles, it is likely that the Maasai would face far fewer negative effects from tourism, and would begin to benefit from it.

To learn more about the Denman Undergraduate Research Forum, go to: <http://denman.osu.edu/describe.aspx>

Top: Kathryn gathering cooking fuel with her host Mom.

Below: Kathryn spending time with the children of her host family.



creating issues as well. Tourism companies often advertise themselves as providing an "ecotourism" experience, implying they embody the principles of ecotourism and execute those principles in their business model. Tourism in Tanzania and its subsequent effect on the Maasai have attracted much attention

from non-governmental organizations, international organizations such as the United Nations, and journalists and bloggers worldwide.

Many of these groups believe that certain 'ecotourism' companies do not actually embody the values of ecotourism

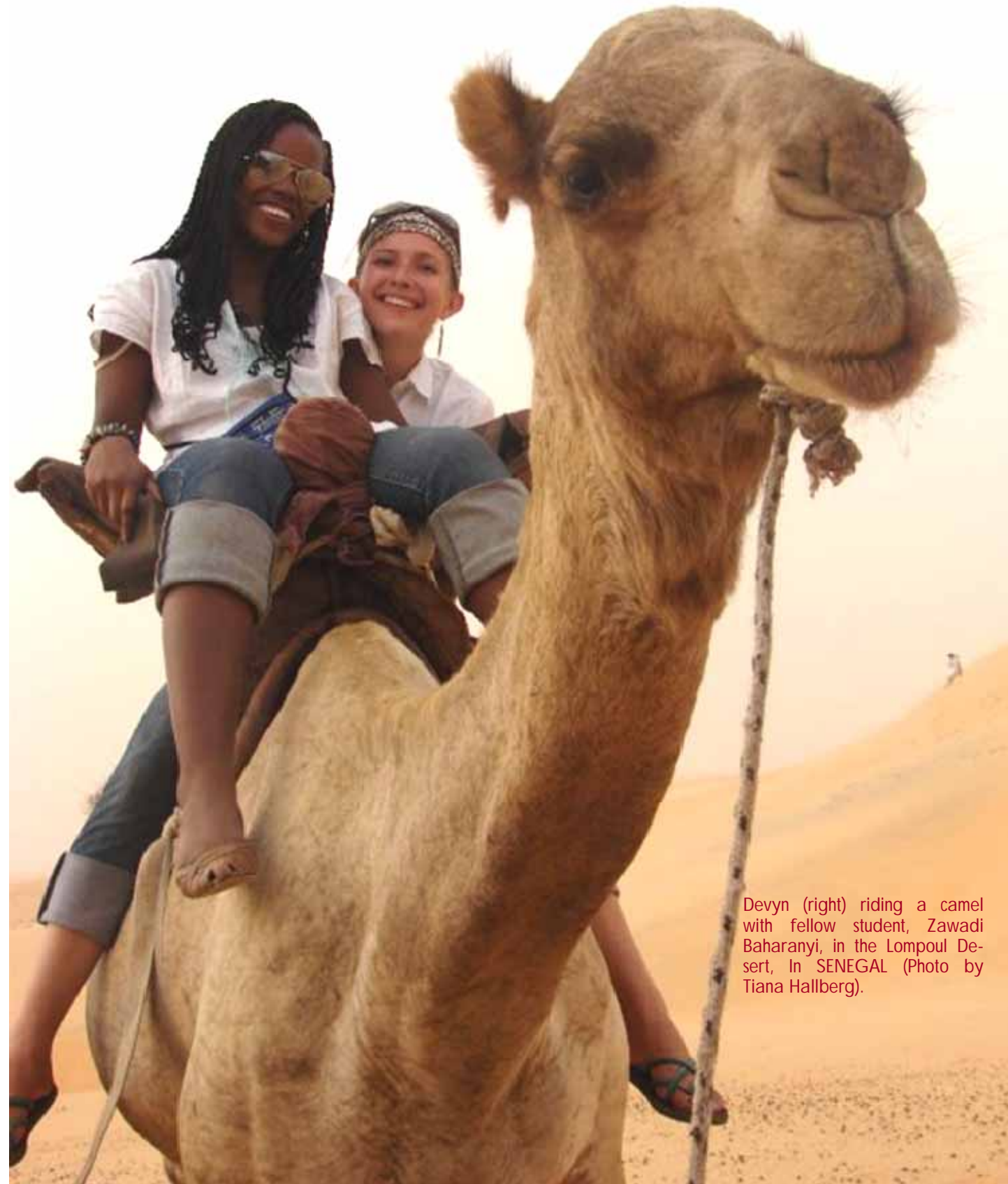
and, as a result, are having negative effects upon the Maasai. This study will define ecotourism and then utilize that definition for the evaluation of the tourism companies that operate in Tanzania.

These evaluations will allow us to discern between companies that are truly



# Individual Decision Making & Economic Growth

in South Africa and Kenya  
Devyn Paros



Devyn (right) riding a camel with fellow student, Zawadi Baharanyi, in the Lompoul Desert, in SENEGAL (Photo by Tiana Hallberg).

Devyn Paros is a graduating senior majoring in Development Studies and French. She was selected for the President's Salute for Undergraduate Academic Achievement, as well as an alternate for the *Fulbright Teaching Award* to Ghana, Africa. During her tenure at OSU she not only participated in a study abroad to Senegal but completed a research project on Kenya and South Africa. Here is her travel story, and research abstract.

'Last January, I took off to Dakar, Senegal to spend four months studying abroad through the University of Minnesota's Studies in International Development Senegal program. Majoring in French and International Development, I couldn't have found a program more suited to my interests and goals.

My trip started off great in no small part due to the phenomenal staff at the West African Research Center (WARC) where we studied. They helped us make the most of our home stays, classes, and internships – they also organized amazing field trips! During the first half of the program I took classes in French, Wolof, international development, micro-business and alternative economies.

Our teachers were all practitioners in some area of development, which provided a unique opportunity to learn about more practical aspects of what it is like to work in a developing country on issues including education, health, the environment, and the economy.

The more exciting part came during the second half of the semester when I interned at a local microfinance institution. I worked with both INAFI (International Network of Alternative Finance Institutions) and one of their local partners, FDEA (Women's Enterprise Development in Africa) that works primarily with female clients. At INAFI, I studied current challenges in the microfinance sector, like mission drift and social performance management.

I coupled this research with fieldwork at FDEA and learned about microfinance from a practitioner's perspective. Shadowing credit agents, I spent days running around different neighborhoods, visiting clients in the markets and at their homes. I also attended credit committees, where credit applications are

vetted. Overall, I walked away having a better understanding of the different forces at play in an NGO that has an obligation to both a social and financial mission—they can definitely be difficult to balance.

Outside of the classroom, I traveled throughout Senegal, making trips to the cities of Saint Louis, Djoudj, Lompoul and Toubacouta as well as to the southern region of Casamance. I miss Senegal enormously, my host family most of all. Some of my most memorable moments were learning how to cook Senegalese food, attending a traditional wrestling match, following the African Cup, and spending time in my family's region of origin, where I got to participate in a wedding.

In return, I shared some American traditions with them; pumpkin pie, pancakes, barbecue sauce and American football. It was an unforgettable experience and I can't wait until I get the chance to go back to visit my family and friends. Until then, thank goodness for Skype!

The photo shows me riding a camel with fellow student, Zawadi Baharanyi, in the Lompoul Desert. The picture was taken by Tiana Hallberg.

I presented my research at the 2009 *Denman Forum*. My research advisor was Prof. Kelechi Kalu. The project is entitled "Individual Decision Making and Economic Growth in South Africa and Kenya. Here is my abstract:"

**Research Abstract:** Sustained economic growth has long been identified as crucial to political and economic development. However, economic growth remains a challenging goal for African countries that struggle to attract foreign direct investment (FDI). Prior research focuses heavily on variables like state structures and institutions to explain economic development. That approach tends to disregard the impact of individual level or personal factors on development policies.

This research seeks to evaluate whether individual decision-making explains why some countries succeed at achieving economic growth through investment and others do not. Methodologically, this will be done by comparing South Africa and Kenya.

South Africa benefits from consistently high levels of FDI, sustained growth, a well-developed market and the highest GDP in Africa. In contrast, Kenya has low GDP, stagnant growth and low levels of FDI. While these countries share violent colonial legacies, political unrest and ethnic diversity, they also benefit from diverse natural resources and ready access to international markets. Nevertheless, South Africa and Kenya have progressed at vastly different rates.

Theoretically, I plan to use Ruth Lane's politics model to analyze individual decision-makers in South Africa and Kenya, emphasizing Kenyan President Mwai Kibaki and former president Thabo Mbeki of South Africa. Lane's politics model emphasizes the role of individual decision makers in understanding policy outcomes. She insists that conclusions drawn at the state level should be analyzed as being the result of individual interactions rather than products of the system as a whole.

To evaluate the effects of individual decision-making on economic growth, I will first examine how the leaders' decisions and agendas impact their countries' political and investment climates as well as their ability to attract and maintain FDI. Given that investment does not guarantee growth per se, this project also seeks to explore the role of decision makers in how they deploy FDI to achieve economic growth. Although my research is in progress, conclusions drawn based on individual-level analysis will have distinct relevance to African states, governments and citizens, where strong leaders seem to be more at the center of economic development policies compared to more established political institutions and structures in developed nations like the United States and France.

To learn more about the **Denman Forum**, go to:  
<http://denman.osu.edu/describe.aspx>

To learn more about **Fulbright** teaching opportunities, go to:  
<http://www.iie.org/fulbright>



## Protecting the State's Double Promise:

The Ghetto Fighters' House Museum's Role in Promoting Liberal Democratic Values in Israel  
Michael Eizyk



Michael during his research trip to Israel. "The pictures of the aqueduct were taken at the Ghetto Fighters' House Museum (in the far north of Israel, about 15 minutes south of the Lebanese border). The picture with the road signs was also taken at the Ghetto Fighters' House Museum. *Lohame Hagetaot* is the transliteration of ghetto fighters."

**Michael Eizyk** is graduating this quarter with majors in International Relations & Diplomacy, and Spanish. He is also completing minors in English and Hebrew. He conducted research during Summer 2010 for his honors thesis. "My plan is to spend next year in Israel taking language courses and getting acclimated to the culture. I hope to start my Masters program in Conflict Research, Management, and Resolution at Hebrew University of Jerusalem in the autumn of 2012."

**Research Abstract:** An interdependent relationship between liberal and communitarian values rests at the heart of Israel's self-conception as a Jewish and democratic state. Its Declaration of In-

dependence clearly outlines the state's responsibility to ensure collective rights while also equally protecting all of its citizens' individual freedoms. However, decades of war, religious and nationalistic ideologies, socialist influences, and a thick collective identity partly rooted in the traumatic memories of the Holocaust have led communitarian values to become the predominant social norm in Israeli society. Yad Vashem, Israel's official memorial to the Holocaust, has played a major role in creating a common Jewish identity around the collective trauma of the Holocaust.

In contrast, the Ghetto Fighters' House Museum strives to promote liberal-democratic values that prioritize the

individual over the collective. The museum's decentralized design, ambivalence towards displaying graphic depictions of Nazi atrocities, and multicultural educational programs all play a role in developing an ethos of individualism. Furthermore, the museum's leitmotif of resistance is a medium through which it promotes a liberal culture of individualism that empowers the individual to stand apart from the crowd and openly denounce and resist prejudicial attitudes. One of the most influential ways the State of Israel can honor its dualistic commitment to both the individual and the collective is by bringing the Ghetto Fighters' House Museum into the mainstream of Holocaust education in order to serve as a counterbalance to Yad Vashem.

## Spanish Democracies:

A Comparison between Success (1979) and Failure (1931)  
Blaise Katter



Blaise Katter conducted research in Spain for his undergraduate research project. In it, he compares the early 1930s and late 1970s Spanish political transitions to discover why one led to an authoritarian system and the other to a modern democracy. He looks at how electoral laws and the development of political parties affected these transitions.

**Blaise Katter** will graduate this spring with majors in Political Science and West European Studies, and a minor in Spanish. He will begin Law School in the fall. During his time at OSU he not only studied abroad in Toledo, Spain, but completed an honors thesis entitled "Spanish Democracies: A Comparison between Success (1979) and Failure (1931)." Here is his abstract:

**Thesis Abstract:** Since the fall of the Spanish dictatorship in 1977, Spain has emerged as one of the leading econom-

ic powers in the modern world. Their successful transition to democracy is one of the leading worldwide examples for other countries trying to transition from totalitarianism to democracy. However, this is Spain's second attempt for a successful transition. In 1931, the Second Republic failed to usher in a stable, successful democracy following centuries of Monarchical rule. This paper looks at the institutions, parties, and electoral law to analyze the successes and failures of each regime. What were the structural deficiencies in the Second Re-

public that led to its collapse, and how did the successful transition overcome these hurdles? Relying on interviews, newspaper articles, and literature written about the period, this paper attempts to isolate and explain the impact the electoral law and party development had on the longevity, stability, and operation of Spain's two democracies.



## The Cause & Effect of Vietnam's Whirlwind Economic Transition into the 21<sup>st</sup> Century

Taylor Shermer



Taylor sporting a turban while in Morocco. "We took an excursion there during my semester abroad in Granada, Spain. During the trip we also did some volunteering at a local school; it was unbelievable! The Africa sign was for an auberge, or camp site, in the Sahara desert, which is where we were staying."

**Taylor Shermer** is graduating this spring with degrees in International Relations & Diplomacy, Philosophy, Political Science and Psychology, with a minor in Spanish. A research project, for her was just "icing on the cake"!

**Research Abstract:** Vietnam's economy has been exponentially on the rise for the last few decades. Since the end of the Vietnam War, the country has set its sights on lifting itself out of destitution, and reconstructing a new environment for itself that is rich with political and economic stability. Over the past twenty years, Vietnam's growing economy has catapulted the nation into the 21<sup>st</sup> century, bringing with it immense prosperity, the likes of which most Vietnamese people never deemed possible.

Just a few decades ago, Vietnam was ravaged by war. The country was divided politically; people could barely feed their families. Astonishingly, Vi-

etnam not only survived this depressed period, it managed to spring from rock bottom to its current situation as a burgeoning Southeast Asian economy. Vietnam's economic journey has been a truly incredible one.

Vietnam has made numerous strides toward development, ranging from political and economic government policies enacted in response to increased privatization and entrepreneurship, to agricultural and environmental implementations that specifically benefit the Vietnamese population. With its increasing economic power comes an entirely new set of challenges.

The point of my research paper is to investigate the cause of Vietnam's current economic success, and evaluate the positive and negative implications this success has on the country's economic welfare, and the Vietnamese citizens' qualities of life. To facilitate this exam-

ination, the thesis is broken down into two main parts: 1. the first section evaluates Vietnam's economic success, and provides a description and explanation of this success, and 2. the second half explores the consequences and negative side effects of the country's economic success, including how these effects do and do not impact the Communist political system and how the government might change its policies and structures to better respond to these issues. Beneficial policies and programs are distinguished from detrimental ones, in the hopes that by making these distinctions one can realize the reach and impact of Vietnam's economic growth and finally see how much the Vietnamese people have gained because of the country's reform, as well as how far it has the potential to go.

## Reflections of a Graduating Senior: Saying Goodbye

Coty Martin



Graduating Senior, Coty Martin, and friend Blue, enjoying some down time. Coty's advice to anyone, especially students new to OSU, "get out and experience as much as possible, because four years goes very quickly."

In September of 2007 Coty Martin arrived at Ohio State as a young freshman, unsure of what he wanted to do with his life. Upon arriving on campus, he began exploring majors by taking various GEC's to see what may be a good fit. Then, in spring 2008, he took a GEC listed as International Studies 201. The class, taught by Professor Young-Bae Hwang, convinced Coty that he was interested in studying culture and international relations. That quarter he officially changed his major to International Studies, focusing on International Relations & Diplomacy.

Over the years since spring 2008, Coty has thoroughly enjoyed his coursework as an International Studies major and his time here at Ohio State. He has been involved in several different organizations such as the Stadium Scholarship Program and the Holiday High School Program and currently is involved with the Office of Minority Affairs' Post-Baccalaureate Preparation Program as a mentor and the Alpha Tau Zeta Chapter of FarmHouse International Fraternity. Coty has been working at the Department of French and Italian since Winter Quarter 2009 and has completed his minor in Italian.

He also has participated in undergraduate research and during winter 2011 interned with the Ohio Department of Homeland Security. One of the most interesting courses Coty said he has taken during his time at Ohio State, and one he highly recommends, is International Studies 501: *The Troubles in Northern Ireland* taught by Dr. Jeffrey Lewis. "This was probably one of my favorite and most influential courses during these past four years" he commented. At the time, he had a growing interest in the various mafia organizations present in Italy that he has learned about in several Italian courses. The following year Coty began working with Dr. Lewis, studying further the similarities between two organizations: the Camorra of Italy and the Irish Republican Army of Northern Ireland. Currently, his research has moved toward understanding community policing in Northern Ireland.

Starting in November 2010, Coty began applying to several universities including the University of Georgia, Wright State University, East Carolina University, North Carolina State University, and the University of South Carolina for graduate school. Coty recently

accepted an offer from East Carolina University and in August will begin his Master of Arts in International Studies with a concentration in Security Studies. At East Carolina University, the Master of Arts in International Studies is a 36-semester-hour program that focuses on intercultural understanding, interdisciplinary experiences, and diversity through four components: core courses, concentration, field experience, and foreign language and cultural competencies. "Regretfully during my time at Ohio State I have not had the opportunity to take part in one of the various study abroad trips the university offers. Thankfully, an important component to the master's program at ECU is a minimum of ten weeks abroad to better my understanding of a particular nation and its people" Coty commented. He has not decided where he will be doing this study abroad but is considering Northern Ireland to continue his research or Italy to advance his language skills. "Upon completion of my Master's I have not decided whether to pursue a Ph.D. in the field of International Studies or to begin working in a career that utilizes my knowledge of security studies and culture." In any eventuality, he would like to teach someday, hopefully even returning here to Ohio State.

Coty's advice to anyone, especially students new to The Ohio State University, is to get out and experience as much as possible, because four years goes very quickly. "Get involved on campus, whether it be through Greek life (which has been a substantial part of my college experience), through philanthropic groups, major-related groups such as the International Studies Club, or just something you are interested in (I was in the OSU Mountaineer's club for a time)." Coty believes "these experiences provide opportunities you could never imagine and chances to make friends you will stay in contact with probably for the rest of your life. I have truly enjoyed my time at Ohio State and am thankful for the opportunities and friends I have and lastly...Go Bucks!!!"





# The President's Salute to Undergraduate Academic Achievement - 2011

The President's Salute to Undergraduate Academic Achievement recognizes a select group of undergraduates who are exemplary students, as demonstrated by their performance, curriculum and related experiences.

- Alicia Anzvine**  
International Relations & Diplomacy, Political Science
- Member of the Ohio State Division I Field Hockey Team 2007-2010; Big Ten Scholar Athlete; Academic All Big Ten Selection; Fall Academic All Conference Team; OSU Scholar Athlete; NFCA National Academic Squad
  - OSU National Buckeye Award
  - Ohio State Housing All Star
  - President of Baker Hall East Activities Board
  - Member of the National Society of Collegiate Scholars
  - The Ohio State University Denman Undergraduate Research Forum Participant 2011
  - Member of Pi Sigma Alpha (National Political Science Honorary Fraternity)
  - Study Abroad, Oxford University in England
  - Interned at The Raine Group, LLC in New York, NY (An Investment Bank Boutique)
  - Research Thesis: The World Bank: A Bank or a Think Tank, or Both?*



- Julia Barham**  
Security & Intelligence, Spanish
- International Affairs Scholar
  - Ralph D. Mershon Study Abroad Scholarship
  - Study Abroad: Bulgaria, Mexico, Spain
  - 2011 College of Arts and Sciences Certificate for Excellence in Scholarship
  - Ohio Homeland Security, Infrastructure Protection Internship (Columbus)
  - Bureau of International Narcotics and Law Enforcement Affairs, State Department, D.C., Internship
  - Summa Cum Laude



- Isabelle Bateson-Brown**  
International Relations & Diplomacy, French, Medieval & Renaissance Studies
- Recipient of a \$9,000 Undergraduate Honors Research Scholarship
  - Recipient of the Arts and Sciences Undergraduate Research Scholarship 2010-2011
  - Paper Presentation at the International Congress on Medieval Studies, "Re-reading Medieval Music: The Codicological Context of a Cistercian Service Book."
  - Participant in the Brazil Research Exchange with the University of Sao Paulo, Brazil, 2010
  - Accepted to the University of York in the UK for an MA in Medieval Studies starting Fall 2011.
  - Thesis: "The Ohio State Witch Hunt: Rooting out the Occult Texts and Historical Witchcraft Materials in OSU's Rare Books and Manuscripts Library".



- Jamie Colley**  
Computer & Information Science, Minor: International Studies (Security & Intelligence)
- Software developer at McKesson, Internship
  - Project Manager and Software developer at JPMorgan Chase & Co, Internship
  - Teaching Assistant in the CSE Department, Internship
  - OSU CSE Departmental Award (2010), Departmental Research Award (2009),
  - Departmental ACM Award (2009) Certificate for Excellence in Scholarship from the College of Arts and Sciences
  - President of the Association of Computing Machinery for Women
  - Volunteer for Catholic Social Services, The Newman Center, Project Linus, & St. Brendan Church, Volunteer



- Jaime Gusching**  
Development Studies, International Business
- National Fulbright Scholar Finalist
  - U.S. State Department Critical Language Scholarship, two time winner
  - Fisher College of Business PaceSetter Honoree and Scholarship recipient
  - Co-chair of The Alleviating Poverty Through Entrepreneurship Summit
  - Foundation for Sustainable Development participant



- Gary Bearden**  
International Relations & Diplomacy, French, Russian  
Minor: Economics
- Studied abroad in the summer of 2009, Summer Intensive Russian Language program in Tomsk, Russia.
  - OSU's Distinguished Merit Scholarship; Francille M. Firebaugh Study Abroad Scholarship; Miriam G Schwartz scholarship for outstanding student of Russian
  - Internships: Spanish Media Translator, Mondokio International News, US Senator Sherrod



- Michael Eizyk**  
International Relations & Diplomacy, Spanish, Minors: Hebrew and English
- Scholarships include: Received a Ralph D. Mershon Study Abroad Scholarship (2010), the Melton Center's Ellen E. and Victor J. Cohn Study Abroad Scholarship (2010); Chick Evans Caddie Scholarship (2006-2011); Pressey Honors Research Grant and a Melton Center for Jewish Studies' Student Travel & Research Grant (2010)
  - Inducted into Sphinx Senior Class Honorary
  - Studied Hebrew, modern Israeli history, and



- Blaise Katter**  
West European Studies, Political Science  
Minors: Spanish
- Member Ohio State Honors Program
  - Byrd Scholarship recipient
  - Ohio Academic Scholarship recipient
  - Maximus Scholarship recipient
  - College of Arts and Sciences research grant



- Taylor Shermer**  
International Relations & Diplomacy, Philosophy, Political Science, Psychology  
Minor: Spanish
- Study Abroad: ISA Program in Granada, Spain
  - Distinguished Merit Scholarship, Buckeye Plus Scholarship, Pathways Scholarship
  - Ohio PIRG (2008), Repower America (part of the Alliance for Climate Protection)(2010),



- David Young**  
International Relations & Diplomacy, Chinese, MA Chinese SP12
- Boren Scholar, National Security Education Program (NSEP): \$20,000
  - Mershon Center For International Security Studies, Study Abroad Scholar: \$5,000
  - James F. and Barbara Young Sipp, John Glenn Fellow Scholarship: \$2,000, & OSU Scarlett and Gray Scholarship: \$9,000
  - NCS National Society of Collegiate Scholars, September 2008



- Brown, Social Science Automation, Analyst, Infrastructure Protection, Ohio Department of Homeland Security
- Chair of the Humanities Scholars Community Service Committee, and advisor
  - Teaches a course on US Citizenship Saturday mornings a the Columbus Literacy Council
  - Recipient of the prestigious Fulbright ETA, starting in Fall 2011, to teach at "Immanuel Kant" Baltic Federal University in Kaliningrad, Russia
  - Accepted to Georgetown University Autumn 2011.

- conflict resolution for 3 months at Hebrew University of Jerusalem (2010)
- Worked as an English teacher for 6 months in South Korea through the Teach and Learn in Korea (TaLK) program. (TaLK is supported by South Korea's Ministry of Education, Science & Technology; 2009)
  - Volunteered as an English conversation partner in Madrid for 3 months (2008)
  - Thesis Research: "Protecting the State's Double Promise: The Ghetto Fighters' House Museum's Role in Promoting Liberal Democratic Values in Israel"

- Cotting Award for Foreign Research
- Studied abroad in Toledo, Spain
- Thesis Research: "Spanish Democracies: A Comparison between Success (1979) and Failure (1931)."

- Internship
- Vice President of the Golden Key International Honor Society (2009-2010)
  - Research Thesis: "The Cause and Effect of Vietnam's Transition into the 21st Century"

- Youth Ambassador for Peace, June 2006
- John Glenn School of Public Affairs, Glenn Scholar
- Denman Undergraduate Research Forum, Research Presenter



## Peace Corps: Entering a Third Year of Service

Nelson Carson (2006)



Nelson Carson participating in a local celebration while a Peace Corps volunteer in Cape Verde. "It seems like every third person can strum the guitar and sing. There is music everywhere and it is an important part of peoples' lives. I have come to enjoy the quality and pace of life here."

Nelson Carson graduated in 2006 with a dual-degree in French and International Relations & Diplomacy. He spent the first year after graduation teaching English in France through the *French Teaching Assistantship Program*. But he wasn't done with learning about other cultures. He joined the Peace Corps the following year for a two year assignment in the Cape Verde islands. He loved it so much that in Autumn he signed on for a third year! Here is his update.

"The most exhausting part of the process is the application process and the pre-service training. Once you get beyond that, the actual service time will seem to fly by. You are interacting with people in the real world, doing real things. This is where the satisfaction lies. There can be an overload of culture-language-technical details at the very start. But, once you begin your work, you feel like you belong and life becomes "normal." My main task is to teach English to high school students. I also organize and

participate in many community improvement projects. I cultivate youth volunteerism through beach clean-ups and epidemic awareness programs. Dengue fever has been a big scare. Mosquito control is critical, and another island in the Cape Verdes island chain had a severe outbreak. It sent many people to the hospital, and the military had to help in the control effort.

I have come to appreciate the pace of life on the island. Not everything operates as "efficiently" as we would expect in the states, but things always seem to work themselves out. There is always an underlying current of helpfulness that leads to tasks being completed. I was working on the creation of a boys camp. This involved the Ministry of Education, Red Cross and the National Park Services, and negotiations can go on for months. It can seem as if little progress is being made. But, then in the final days everyone seems to come through. It was an exercise in bureaucratic patience!

The island is full of music and social life. I live in a town of population 5000, and I have found I enjoy the easy familiarity of knowing almost everyone I meet anywhere I go. Every town has a patron saint and a yearly festival for that saint. Visitors come from around the country and around the world to celebrate and reconnect with family and friends. I enjoy the liveliness of the town and the deep sense of connection its people share with one another. It seems like every third person can strum the guitar and sing. There is music everywhere and it is an important part of peoples' lives. I have come to enjoy the quality and pace of life here."

To learn more about the **French Teaching Assistantship Program**, go to: <http://www.frenchculture.org/spip.php?rubrique424&tout=ok>

To learn more about the **Peace Corps** go to: <http://www.peacecorps.gov/>

## Re-charting French Space:

Transnationalism, Travel and Identity from the Postcolonial Banlieue to post-Wall Europe

Dr. Michael Gott (2002)



Michael has some advice for students contemplating graduate school. "Taking a break from school before starting graduate studies is highly recommended. If I could do it over again, I would not have enrolled directly in grad school after finishing my BA."

Michael Gott graduated from OSU in 2002 with a double major in International Studies (Western European Studies) and French Literature. "I spent my final year in France in an exchange program with the University of Franche-Comté, in Besançon. Franche-Comté is sometimes called the Wisconsin of France. They do produce a lot of cheese and are crazy for "le football," but this comparison is primarily based on the slow pace of life and woodsy setting. I opted to go there—rather than Paris—because language professors consistently recommend smaller, provincial towns as the best places to improve language skills. After

graduating I did a MA program in French and Francophone Studies at U.C.L.A. I then took a break from school and worked as a high school French teacher and later for an information technology company that provides services to the Federal Government.

This is a good time for the second lesson of this informative article: taking a break from school before starting graduate studies is highly recommended. If I could do it over again, I would not have enrolled directly in grad school after finishing my BA. Graduate studies can be very intense and stressful, and I personally

believe that working in the "real world" for a while is a great thing to do (many graduate schools also tend to agree).

This applies particularly to doctoral studies, which can take up to six years to complete. I started back in a PhD program after three years off and was ready to go and had a clearer idea of my research goals. I defended my dissertation in December, 2010 at the University of Texas, Austin. My degree is in French and European Studies and I also studied Czech. I was again able to go abroad as part of my program, spending the 2009-2010 academic year teaching at Paris 13 University and the summer of 2009 at the University of Brno on a FLAS fellowship. My dissertation is a cultural history of artistic responses to contemporary identity politics in France and is entitled "Re-charting French Space: Transnationalism, Travel and Identity from the Postcolonial Banlieue to post-Wall Europe" (believe me, this is no more abstruse than most dissertation titles). I am now experiencing the very tight academic job market for the first time and working on what will be my first published project, co-editing a collection on identity in post-1989 French road movies (aptly entitled *Transnationalism, Mobility and New Migrations in the Contemporary French-Language Road Movie*) that is due to appear with Intellect press in 2012.

Free advice that you did not ask for but will be glad to have: When looking into graduate programs, find out what their summer funding options are. Many elite private schools now give automatic summer funding and expect their students to use it to prepare for MA or qualifying exams or to sit on the beach reading Camus. At many state schools, there are limited options for summer funding and students have to apply to teach or work with a study abroad program or find an off-campus job. Often these positions are not available to first-year students (especially those on fellowship), so planning ahead is essential. Summer is a good time to complete additional language requirements and many schools have funding for summer FLAS grants to study languages that you may need for research or as part of your program. "