

SMALL WORLD

MAGAZINE

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SOUTH AFRICA



THE OHIO STATE UNIVERSITY INTERNATIONAL STUDIES

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SOUTH AFRICA

Chineze Okpalaoka



Chineze Okpalaoka is a senior Development Studies major. She is a member of the Arts and Sciences Honor's program and is completing a minor in Global Public Health. Here is her study abroad story!

"A friend of mine once said, "There should be a word for the simultaneous length and brevity of a single day. Each

hour seems a lifetime but held together just an instant." Time is tricky—both fleeting and endless—and this past month in Cape Town was a testament to that.

The end of May seemed so distant when I first arrived. I had been uprooted from my comfort zone and with my usual need for careful planning. I found it un-

settling not knowing what to expect or who I could rely on for support. My arrival in Cape Town felt like a game of "which of these is not like the others?", and I stood out like a sore thumb. It was as though I had been plopped right in the middle of some really good inside joke, just before the punch line—everyone's laughter a resounding reminder of the fact that I was not home.

Culture shock, perhaps, but this was only the first of several instances in which I would feel this way. And each time, I learned to welcome the new and the unknown with a greater sense of confidence and familiarity of its presence. In no time, South Africa embraced me with her arms stretched wide; I never imagined that I could feel so comfortable so far away from home.

It's impossible to see the world and not come away with a few lifelong souvenirs—lessons that I will carry with me into every area of my life. A friend of mine asked me just the other day to describe my trip in one word. I couldn't. How could I condense the wealth of my experience into a single word? A one dimensional expression just wouldn't do justice to Cape Town's complexity. One word could not contain all of the personal growth I had experienced in such a short amount time. Still, if I had to detail what I learned from my time here, without talking for hours as I probably could, I would say this:

With my own eyes, I finally witnessed the beauty of this country and its people that I had only heard about for so long. South Africa rekindled my passion to see this continent realize her true potential.

"Worrying often gives a small thing a big shadow." At some point I developed a steadfast determination to release fear and welcome challenges. I accepted each situation for what it was, and refused to linger in doubt for more than a passing moment, surprising even myself.

I am capable of doing so much more than I often give myself credit for. It takes a certain measure of bravery (that I did not know I possessed) to willingly throw yourself outside of your comfort zone. If anyone had told me at the beginning of this year that I—lover of comfort and a friend to routine—would fly alone to the tip of Africa where I knew not a single soul, make valuable friends and connections, and single-handedly navigate Cape Town (suburbs, city, townships and all...), I would not have believed it. Now, I know I would not

have had it any other way.

Humility. Somehow, my personal problems that I used to be so fixated on seem so petty in the grand scheme of things. South Africans, especially those in the townships, embodied a strange medley of blatant suffering coupled with unwarranted hope and optimism.

Culture is beautiful and history is very telling, but beneath our differences lie some common threads of humanity—enduring hope, the ability to show compassion to your fellow man, a desire for truth and justice. We are all very alike and still not so alike. And no matter where you go in the world, something as simple as a genuine smile can be shared and understood by all.

One month is not nearly enough time to experience South Africa for all she has to offer!

I am so thankful to TB/HIV Care Association (THCA) for this remarkable opportunity. Initially, I did not know what to expect from working with them. All I could think of on my train ride to my orientation were some of the veteran interns and their horror stories of unpleasant colleagues, dull, long days, and warnings that I should expect to work my way up from paper work to perhaps any amount of hands-on experience. My fears were immediately dispelled as I entered the THCA head office, embraced by one of my cheerful, warm supervisors. From that moment on, I was sure that the TB/HIV Care Association was exactly where I needed to be.

I was placed at the TB/HIV Care Association, through a larger internship-placement agency in Cape Town called Volunteer Adventure Corps (VAC). THCA is a non-profit organization funded both by national supporters like the South African Department of Health, and international entities, such as the CDC and USAID. TB/HIV Care Association, like many organizations, works to prevent the spread of HIV and TB by increasing access to diagnosis, care, treatment, and adherence. What makes THCA unique is that they have adopted an integrated approach to tackling these

frightfully common diseases. Research has shown that because of the prevalence of TB in South Africa, most people who test HIV positive also have or will have TB. The goal of this organization is to provide integrated treatment and prevention methods in such a way that patients with both TB and HIV receive their counseling, medication, and treatment in conjunction, so as to reduce confusion, frustration, and therefore lack of adherence. THCA is a multifaceted organization built from the ground up. It is made up of community care workers who make door-to-door visits within the townships and ensure that THCA patients are adhering to their treatment. It is made up of managers, administrators, trainers, and supervisors, who ensure that the system is running as it should.

Never mind dull days; I immediately hit the ground running—immersed in the heart of field work, alongside the tireless home-based care providers who are literally the engines that keep this organization running. In just my first three days, I worked at a community health fair in one of the townships where we provided free diabetes, blood pressure, TB, and HIV screenings, as well as polio and measles vaccinations for children under five. I must have taken upwards of one hundred blood pressures in just my first day alone. The residents of Imizamo Yethu Township flooded the Iziko Lobomi Community Center, keeping us on our feet from opening at 9am to closing at 4pm. Over my next few weeks, I gained so much exposure to the multifaceted nature of what it means to be an effective NGO, and I only hope I was half as impactful to THCA and the people I worked with as they were to me. "No man is an island entire of itself"; it takes a team of dedicated individuals and a special kind of synergy to make lasting change in the community. I was blessed with the opportunity to work both on the field in townships and in the head office where I observed the inner workings of the organization. In just a month I assisted with data entry and other necessary office jobs, accompanied community care workers on their home visits, worked at a community

initiative to offer free screening and primary health to those who need it, participated in training sessions, learned more than I had ever known about TB, HIV, and Medical Male Circumcision (MMC), practiced facilitating information sessions for community members, and so much more. Most im-



portantly, it was the people I met that made this experience so meaningful. Along the way, every staff member I met was so kind and helpful, and willing to share a part of their daily experiences with me. The locals I interacted with inspired me with their positivity, resilience, and hope.

Part of what I loved about interning through Volunteer Adventure Corps was that not only were we immersed in South African culture, but we interacted with people from many other backgrounds as well. All VAC interns live with people from universities all over the world. My house was filled with people from other South African provinces, the US, the Netherlands, Germany, Australia, Brazil, and elsewhere! We learned from each other's differences, and bonded over similarities and new experiences together. I loved VAC for giving me the independence to explore South Africa however I wanted, while also providing a strong support system in

case I needed it. After work and on the weekends, the interns and I did almost everything Cape Town has to offer. We had high tea at Mount Nelson, attended weekly Xhosa language classes, took a cable car up Table Mountain, hiked Lion's Head, visited the District Six Museum, paraglided off Signal Hill, traveled to the Cape Agulhas (the southernmost tip of the continent), went on a weekend safari, and a bunch of other adventures I've probably forgotten to mention.

I wanted to come to Cape Town and work with the TB/HIV Care Association to confirm my plans for my future. Undoubtedly, being here and seeing so much has affirmed my love for working with people and empowering them to reach their full potential (particularly young girls who, whenever I worked with them, left me with a smile on my face and a burden in my heart to return soon and do more). In the same token, this experience has given me quite a lot to think about. I have seen injustice—startling poverty juxtaposed with immense wealth built on the backs of those who cannot afford to support even themselves. I can never say I understand every kind of pain that people suffer, but I do feel an obligation to extend my purpose and my blessings beyond myself as a helping hand to those in need. I'm not quite certain what future path will allow me to do so, but another lesson I learned here is not to look so far ahead that you forget the importance of even these small, present moments.

I am sitting in the THCA Head Office now, seven minutes to the end of my last day, and it is finally hitting me that tomorrow I won't wake up to Devil's Peak outside my window; I won't rush to the train station with buttered toast for breakfast, hanging from my mouth; I won't stand shoulder to shoulder on the crammed rush hour train into the city; I won't spend my breaks bargaining in the street markets for beautifully handcrafted works of art; oceans instead of mere phone calls will separate me from my new friends ... I can't help but feel

sad, like I'm losing something precious, but I am excited to see my family and old friends once again. And although today will be filled with many lasts and goodbyes, a larger part of me is certain that I will be back in South Africa again. It may be next year, or five years from now, but as my friend told me, "Africa will imprint itself on your heart." And it did. So I don't want to say "goodbye," but rather "see you later." And hopefully later will be sometime soon. Until next time, Cape Town."



OSU's MODEL AFRICAN UNION - Received Outstanding Delegates Award



The **Model African Union** is one of the over 1000 student organizations sponsored by The Ohio State University. Its purpose is to mobilize and engage Ohio State students to participate in Model African Union events both on campus and at schools in the area.

The National Model African Union Conference is hosted by Howard University in Washington DC. The OSU organization intends to send a delegation to the 2015 event, representing Ethiopia and Burkina Faso. Over the next ten months the OSU team will be reviewing the rules of procedure of the simulation, and also learning more about the poli-

tics and economics of Africa in preparation for the conference. A Model African Union class is in the works to be offered.

Last year in February, the MAU attended a four day event, held in Washington DC, at Howard University. Many universities attended and each university represented a country. OSU received an "Outstanding Delegates" award for the 16 students who attended. Half represented Nigeria, half Zimbabwe. The students attending learned a lot about cooperation and the difficulties of diplomatic work. Making concessions is necessary to achieve a successful outcome.

The OSU team had to alter its proposals to the conference in order to gain cooperation from other delegations. This was difficult and stressful work.

The team met many students from other schools. In some cases, new friendships were made.

Each team got to meet with the Ambassador of the country represented by the team. In the case of Zimbabwe a two hour briefing by the ambassador was given to the students. It had a good effect upon the negotiating position of the student delegation.

UNITED STATES AFRICAN COMMAND (AFRICOM)

INTERNSHIP

Patrick Njeru



Patrick Njeru (left) addressing Comorian soldiers during his internship with AFRICOM in Vicenza, Italy.

Patrick Njeru is a junior majoring in Security & Intelligence with minors in Military Science and Swahili. He is a member of the Army ROTC. During the summer he had the opportunity to work with allied soldiers in Vicenza, Italy,

“The United States military has a wide geographical coverage of the world. To better manage and run its operations, the military divided the world into six regions, and each region has its own combatant command which is run by a four star general. The combatant commands are: African Command (AFRICOM), Pacific Command (PACOM)

which is in charge of all the countries around the Pacific Ocean, European Command (EUCOM) in charge of Europe, Central Command (CENTCOM) in charge of the Middle East and Egypt, Southern Command (SOUTHCOM) in charge of South America, and Northern Command (NORCOM) in charge of the United States and Canada. Each of these commands is tasked with a variety of responsibilities, which include but not limited to build relationships with our allies in their respective regions, to train friendly nations armed forces, to promote United States foreign policy objectives, and to respond or act on any

threats against the United States, its interests, or its allies.

The African Command is in charge of U.S military affairs on the whole continent of Africa with the exception of Egypt. Each combatant command has all four branches of the military assigned to it. Although the command’s headquarters are in Germany, United States Army Africa (USARAF), the army component of the African Command is based in Vicenza, Italy. This is the branch of the African Command that is comprised of the army only. There are different brigades under this, ranging from intelli-



gence to infantry brigades. Being an aspiring military intelligence officer, I got the chance to work side by side with the staff of the military intelligence department. The internship program was inclusive of many activities that soldiers attached to the command do on a regular basis.

As an army cadet enrolled and contracted with the United States Army Reserve Officer Training Corps (ROTC), one has many opportunities throughout their college career to engage in different activities and training programs that prepare him or her for their future careers, particularly military based careers. The four year program is designed to build students into capable future leaders. One such opportunity is the Cultural Understanding and Language

Proficiency (CULP) program. This summer, after my sophomore year, I applied and was selected to take part in a two month long internship with the United States Army Command Africa Division.

As a future army officer any leadership role you receive prior to your commissioning is an added advantage because as a commissioned officer one of your major duties is to lead soldiers, both in times of peace and in combat. Prior to the deployment I was selected as my team’s executive officer (XO) by the mission commander. I was tasked with keeping in touch with the rest of the team and making sure that they had all the necessary documents and other mission essential items by the set deadlines. This involved frequent communications with my fellow team members

and keeping my mission commander briefed of all mission related activities involving my team.

The internship was divided into two parts; a three week long military to military interaction with the Comoros Defense Force. This consisted mainly of teaching them our general battle tactics, techniques, and procedures. We had to do all the classes in English so as to improve their comfort and command of the English language. Before we left for Comoros we were briefed on what was expected of us while on the deployment and what the desired outcome was. Comoros, being a friendly nation and a member of the African Union, is expected to contribute troops to missions that are run under the African Union banner. This sometimes leads to them

working side by side with American soldiers. During the duration of the classes we trained and interacted with them mainly using English. The experience in Comoros was exciting albeit challenging. The language barrier was one of the biggest obstacles we faced, while most of my team spoke English as the primary language, we found out that the prominent language on the island was French and a dialect of Swahili known as Shikomoro.

After the three weeks in Comoros, the team headed to Italy. We did a one week tour of different Italian military installations; we went to the Italian cadet training facilities, where we mingled with our Italian cadet counterparts. At these meetings we were expected to create and establish lasting relationships with them because in the future as we go up the ranks side by side with them, we will one day work together to carry out the policies of both our countries. This was followed by a month long staff duty assignment tied to a specific staff officer in Vicenza, Italy. Each team member was assigned to an officer who was in the branch into which the cadet wants to commission.

At first, I was attached to Second Lieutenant Shawn Robertson who was the intelligence officer for the 1st battalion 173rd airborne infantry division. His major task is to collect, analyze, and compile daily intelligence related data from the specific region he is assigned to and brief the commander so that the commander can make an informed decision based on the briefs he receives. Although this is his primary job description, I soon realized that in a unit no matter what your job specification is, if a need arises and you are needed to do something else, you will be tasked out for it. During my time with him, he had been tasked to carry out the battalion's sensitive items check (SI). This is when a complete inventory is conducted on a unit's weapons and combat related equipment. I assisted him in doing this while at the same time we had to go through intelligence reports to brief the

commander about when he asked for them. On some days we worked for very long hours and the lieutenant was honest with me and told me that he was happy I got to shadow him when he was tasked with a lot of work so that I could see what my future career was really like. I enjoyed every single minute of my time with him; I considered it my indoctrination into the intelligence world.

My next assignment was to work with the General 2 section (G2), this office does the same job as an S2 but at a higher level. They prepare intelligence briefs for the Commanding General in charge of USARAF. At this office I was assigned to Major Sink, an army officer with over nineteen years of experience. Just like before, he delegated assignments that were current and relevant to the division's operational needs. I got to research, prepare, and brief his superiors and peers alike on matters relating to the countries in Africa that I had been assigned. This was a challenging assignment for me, but after a walk-through on all the resources and intelligence sources at my disposal to work with I managed to get through it. What I found strange was that at every brief, even after briefing all the facts according to what sources on the ground had collected, the commander always asked, "What is your personal opinion on the issue? What do you think that person or that group intends to do? What is your prediction a few months down the line of what the conditions and situations will be in those countries?"

I knew from the beginning that my major, International Studies specializing in Security and Intelligence was an important field to study, especially in my line of work. But I did not realize how much my classes had actually expanded my knowledge of the domain into which I was preparing to enter. Most of the questions I had to answer about my personal opinion were strongly guided by what I had learned in my classes coupled with the information I had received from the various sources. At the end of the trip, we had the opportunity to

meet with Major General Darryl A. Williams, the Commanding General for USARAF. His questions varied from our experiences with the division to recommendations we had about such future operations. He asked us to compile the changes and suggestions we think will be helpful to the division and to the Army in general. Our team was extremely honored when he told us that he was flying to Washington D.C to meet with General Ray Odierno, the Army Chief of Staff, and that he would personally relay our proposals to him. This was a major milestone for us, since we are so new to the army. We had been given the opportunity to make suggestion that might influence the Army's decisions in the future.

Professionally, this opportunity has had an immense impact on me. I have had first-hand experience in my chosen field. I met and worked with some of the best cadets from around the country. We established a good working relationship which in the future we all will exploit in order to enhance both our careers and the military's objectives. We also got to meet and know senior army officers in the various fields we worked under. This will also be beneficial in the future.

As I write this paper I am humbled by the fact that some of the issues I covered while working at the division's G2 office are happening around the continent of Africa. As I continue with my education and keeping up with current affairs on issues affecting my desired region of operations upon commissioning, I cannot understate the importance of my college career path and the impact it has on giving me an insight into what leads to some of these situations and what the best course of action is to tackle them."



Evan Davis, 2012 International Studies alum, has just been sworn in as a Foreign Service Officer in the United States Department of State. He is stationed at the United State Embassy in San Pablo, Brazil. Congratulations Evan!

FLAS FELLOWSHIP TO STUDY ARABIC

Daniel Neuberg

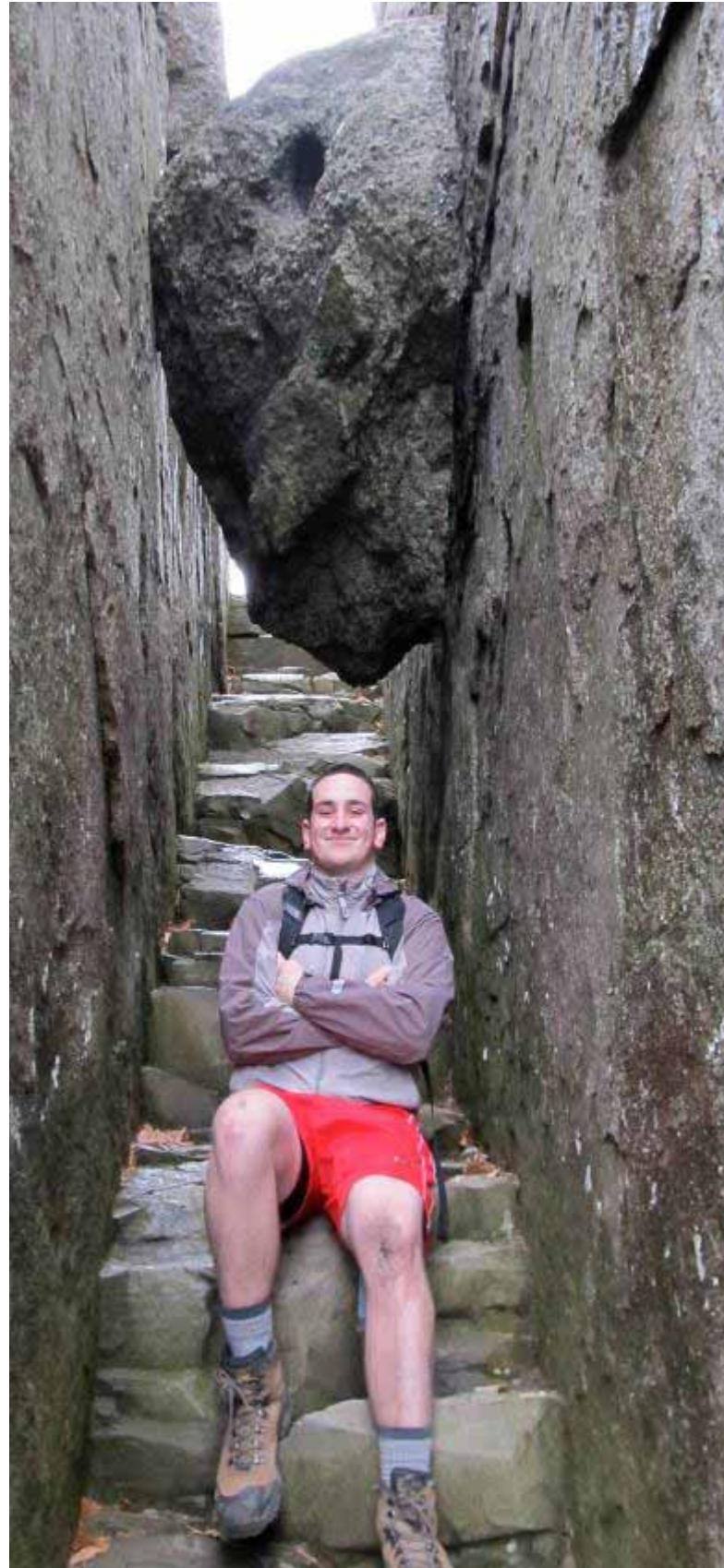
“My interest in Arabic stemmed from multiple visits to Israel, learning Hebrew, and my awareness that I lacked exposure to the neighboring Arab culture, language, and peoples. After studying Hebrew for seven years, I began Arabic classes as a high school sophomore. I eagerly awaited Arabic class each day, and by the end of my first semester, I began to realize how my affinity for Arabic and my Hebrew proficiency complemented my career goals of working in the U.S. Foreign Service or in the intelligence community.

As a sophomore at Ohio State University majoring in Arabic and International Studies, I am enrolled in advanced intermediate Arabic. In order to truly understand Middle Eastern and North African culture, I believe it is fundamental to learn those cultures’ languages and to study the regions where they are spoken. The Arabic language education that I am currently receiving, and will continue to receive till I graduate from Ohio State, will play a central role in my future career plans and ambitions

During the next academic year, I plan to attain enhanced fluency in both formal and spoken Arabic. When I return to Ohio State next academic year, I will take colloquial, and literary Arabic courses in both the fall and spring semesters. This will allow me to complete the majority of Arabic language courses in four years. I also plan to spend a semester abroad in an Arabic-speaking country and to continue participating in Middle Eastern cultural organizations, such as the Arab Student Association. After graduating from school I hope to work for the federal government, and pursue a doctoral degree in international relations.

Fluency in Arabic is key towards achieving my career goals of one day furthering positive change and social justice in the Middle East, through enhanced communication between those who speak Arabic, those who speak Hebrew, and those who speak neither language. Real, practical experiences, combined with Arabic classes at Ohio State through FLAS funding, will give me the opportunity to perfect my language ability, and come closer to achieving my career goals of working in the U.S. Foreign Service or in the intelligence community.

As issues in the Arab world continue to arise, it is vital to understand the culture and language of its speakers in order to design the foreign policy of the United States.”



FOREIGN LANGUAGE AND AREA STUDIES (FLAS) FELLOWSHIP to ST. PETERSBURG, RUSSIA

Travis Frederick

Travis Frederick is a Senior in Security & Intelligence. He was awarded a Summer Foreign Language and Area Studies Fellowship to study Russian language in St. Petersburg. Here is his FLAS application essay.

“It is my intention to study at the Summer Intensive Language Program at the University of Pittsburgh during the summer semester 2014. At the beginning of the program I anticipate having completed the equivalent of three years of Russian language study. I will be able to achieve this level of proficiency by taking a nine (9) credit hour intensive language course overseas at Saint Petersburg State Polytechnic University this spring 2014.

Along with the language course I will be taking 19th Century Russian Literature, Political Science, and Russian History. By the end of the summer program I will have completed the fourth year of Russian study and be ready to take some of the most advanced Russian courses offered at Ohio State the following autumn. These courses are directly related to my course of study as well as my

intended career path. The language requirements for my International Studies major and Russian minor will be completed by the end of the spring program abroad. However, it is not my intention to stop there. I plan on pursuing true fluency in the language so I can be fully prepared to work with the language and work in Russia in the future. After completing the Summer Intensive Language Program I will have one more semester of undergraduate studies at Ohio State.

Then I will be applying to pursue a Master’s followed by a Ph.D. Currently, my programs of interest include the Master’s in Slavic and Eastern European Studies at Ohio State, Pittsburgh’s Master’s in Security Studies and Ph.D. in Slavic and Eastern European Studies, and Georgetown’s Master’s in Security Studies. Working with the programs at Ohio State and Pittsburgh would give me the necessary experience to achieve a higher level of competitiveness for the programs I have listed.

Russian fluency is crucial to my future career. I hope to work for the Department of Defense as an intelligence ana-

lyst. In order to not only be competitive for a job in the field, but to be able to do the job well, it is important to be a subject matter expert in your field. Ideally, I would be tasked with analyzing intelligence coming from collectors in Russia. In order to spot trends and potentially important information in these collections the analyst needs to be able to understand the language, the culture, and be able to analyze writings deeper than the surface level. It is for these reasons that it is crucial to have as deep an understanding of the Russian language and culture as possible. The intensive summer program would be a total immersion in language coming on the heels of a semester in Saint Petersburg. It would serve as a stepping stone for graduate school and a career, but more importantly as an extremely influential step in achieving fluency and high-level working knowledge of the language.

I hope that with experience abroad, I will be ready to take the next step towards graduate school and eventually a challenging and meaningful career in the United States government. “



Kierra Ross

pictured with her team (and top insert) at the National Cheerleader's Association (NCA) College Cheer and Dance Championships. They finished 7th out of 19 teams and went to the finals! Kierra is a sophomore with a major in Security & Intelligence and minors in Global Public Health and Spanish.

OSU Athletics **Kierra Ross**

SUMMER AT THE FOREIGN SERVICE INSTITUTE

Jessica Bachman

Jessica Bachman is a Junior with majors in International Relations & Diplomacy and Communication. Here is her summer internship story!

“The mission statement of the Department of State is to “Shape and sustain a peaceful, prosperous, just, and democratic world and foster conditions for stability and progress for the benefit of the American people and people everywhere”, according to the Fiscal Year 2013 Agency Financial Report, released by the agency in December of 2013. Within this vast organization there are many different components. Foreign Service Officers are one component. They act as diplomats and ambassadors in American embassies, assisting both American citizens abroad, and acting as the representatives of the United States to foreign governments. In order to effectively prepare these diplomats for their life abroad, and equip them with the skills necessary to be successful, the Department of State established the Foreign Service Institute (FSI) in 1948. Today, the Foreign Service Institute includes area and culture studies, professional development, continuing technology education, assistance and transitional help for family members, and language classes.

There are five different schools within FSI. The largest school, and the school to which I was assigned for the summer, is the School of Language Studies (SLS). In one year, the school educates two thousand students in seventy different languages. SLS is headed by one dean, with two associate deans; one in charge of the instruction of language, and the other in charge of management of the school. Under the Dean of Instruction, there are five sections, into which all seventy languages are divided. They are East Asian and Pacific languages (Mandarin,



Japanese, Korean, etc.), European and African languages (French, Nordic languages, Swahili, etc.), Near East and Central Asian languages (Arabic, Urdu, Hindi, etc.), Romance languages (Spanish, Italian, Portuguese, and Romanian), and Slavic, Pashto, and Persian languages (Russian, Czech, Farsi, etc.). Each section has been assigned one “main” language that is instructed most often. Those languages are Mandarin, French, Arabic, Spanish, and Russian. Under the Dean of Management, there are four sections: curriculum and staff development, educational technology, the language testing unit, and

administration.

For each position within an embassy that the student is training for there is set a “goal” for the student to reach, before they can move to post. There are two tests that determine a student’s understanding and preparedness regarding the language. One is an online reading comprehension test and the other is a speaking test. To put it in perspective, I use an example that was relayed to me when I first arrived regarding a post in Senegal. The goal for this particular position was a 3/3, with a session time of 32 weeks. That

means, out of a scale from 1-5, a student would score 3 on the reading test, and a separate 3 on the speaking portion, after studying the language of 32 weeks. The average college program, such as at Ohio State (3 semesters of language instruction to achieve proficiency, or 45 weeks), would put students at a 1/1.

As an intern at FSI, I was assigned to work for the Dean of Management of SLS, Debra Smoker-Ali. The Dean of Management is typically a Foreign Service Officer, and typically stays for two to three years. Debra will leave in August, after being the Dean for three years. Her replacement will be a Management officer from Kiev.

It was very clear, from the beginning, that I would have a lot of freedom within my position. Debra and Melissa, the staff assistant to the Deans, who had previously been an intern in my exact position, made it clear from the beginning that I would have freedom to create projects and duties for myself. I quickly found there were many employees who were grateful for extra assistance, and set myself about finding work to keep my occupied for the first few weeks.

During that time, I created flyers, wrote a student newsletter, tried to organize the “leave” (vacation time), and attended a lot of meetings of every level of administration within SLS. Within a few weeks, I had established myself as a person to whom people could come if they were in need of assistance. I had the opportunity to participate in pilot programs in both French and Libyan Arabic, assist in establishing a program to assist language officers at foreign postings, and assist in gathering data for people who have achieved their language goals ahead of schedule.

It has also been a profound growth experience for me. I had interned previously, and grown leaps and bounds



professionally and personally during that experience, so I didn’t imagine that I would have the same major growth in this experience. However, this experience has been much different than before.

This experience has brought a significant amount of personal growth. The number of staff within SLS is enormous, nearly eight hundred people. To that end, in order to speak with someone, or have a concern or question heard by the appropriate resources, one has to be very proactive and outspoken. I naturally possess neither of those qualities. During my previous interning experience, I was assigned certain tasks, and it was always very

clear what was expected of me. During this experience, however, I learned to take charge of my own time and seek out help, input, and assignments when necessary.

In addition, while here I have learned to overcome my natural reticence when meeting new people. As one can imagine, with four hundred employees and eight hundred students, one is constantly meeting new people. Generally, I hate large crowds, meeting new people, and trying to make conversation with total strangers. SLS has effectively cured me of any reserve or shyness I may have had.

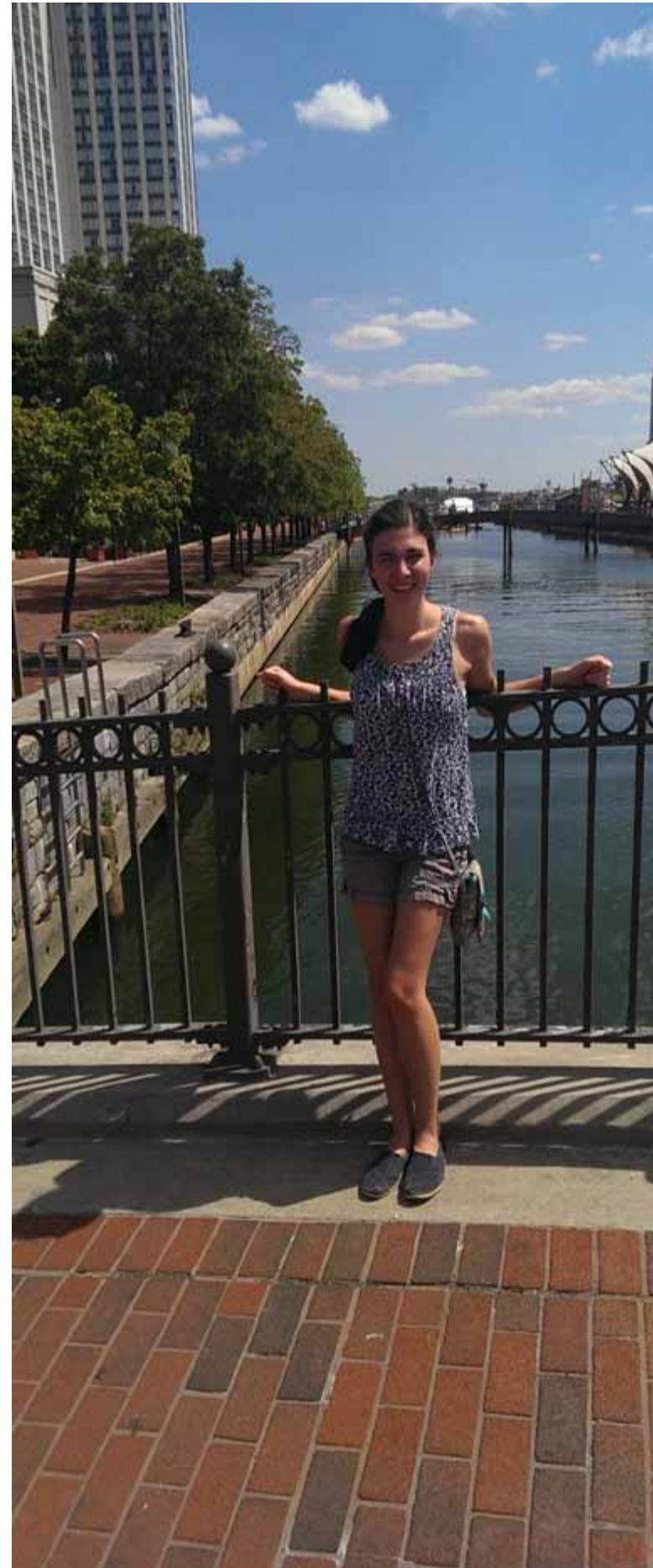
This is important in a professional

setting as well, particularly for someone who is looking to begin a career in a strange city. I have found the best way to find opportunities and possibilities is by speaking with people, including strangers. Melissa Whitlock, the staff assistant in the office, has been enormously valuable in encouraging me to be proactive about meeting people and introducing myself.

I have also experienced professional growth simply by working at FSI. I have met many people, interns and federal employees, who will be a useful network to return to should I decide to make Washington, D.C. my home. As well, many of the entry level positions at FSI are filled by former interns, including the before-mentioned Melissa Whitlock.

Regarding academic growth, I have experienced a bit while here at FSI. I have had many opportunities to practice my French, as well as an opportunity to take the placement test, to better understand where I am in comparison to members of the Foreign Service. I have had more opportunities to practice my Arabic, both the modern standard variety taught at Ohio State, and the more colloquial version I was taught growing up. In addition, I was able to take the placement test in Arabic, and learned that I was at a level most Foreign Service positions require in speaking, if not reading. Certainly, it has inspired me to be more proactive in my language learning, and strengthened my desire to study abroad during the coming summer.

My experience then, at the Foreign Service Institute, has led to significant growth and achievement personally and professionally, as well as a desire to continue work academically. There have been days, of course, when there would no more projects to complete, or where my shy nature prevailed, but in general, my experience at the Foreign Service Institute has been positive. It has encouraged my interest in working at the State Department, and soothed my fears about relocating to a big city far from home. In short, because of this internship, I have become a better person in the present, and gained insight into the person who I would like to be in the future."



EAST, WEST AND CENTER

Michael Gott

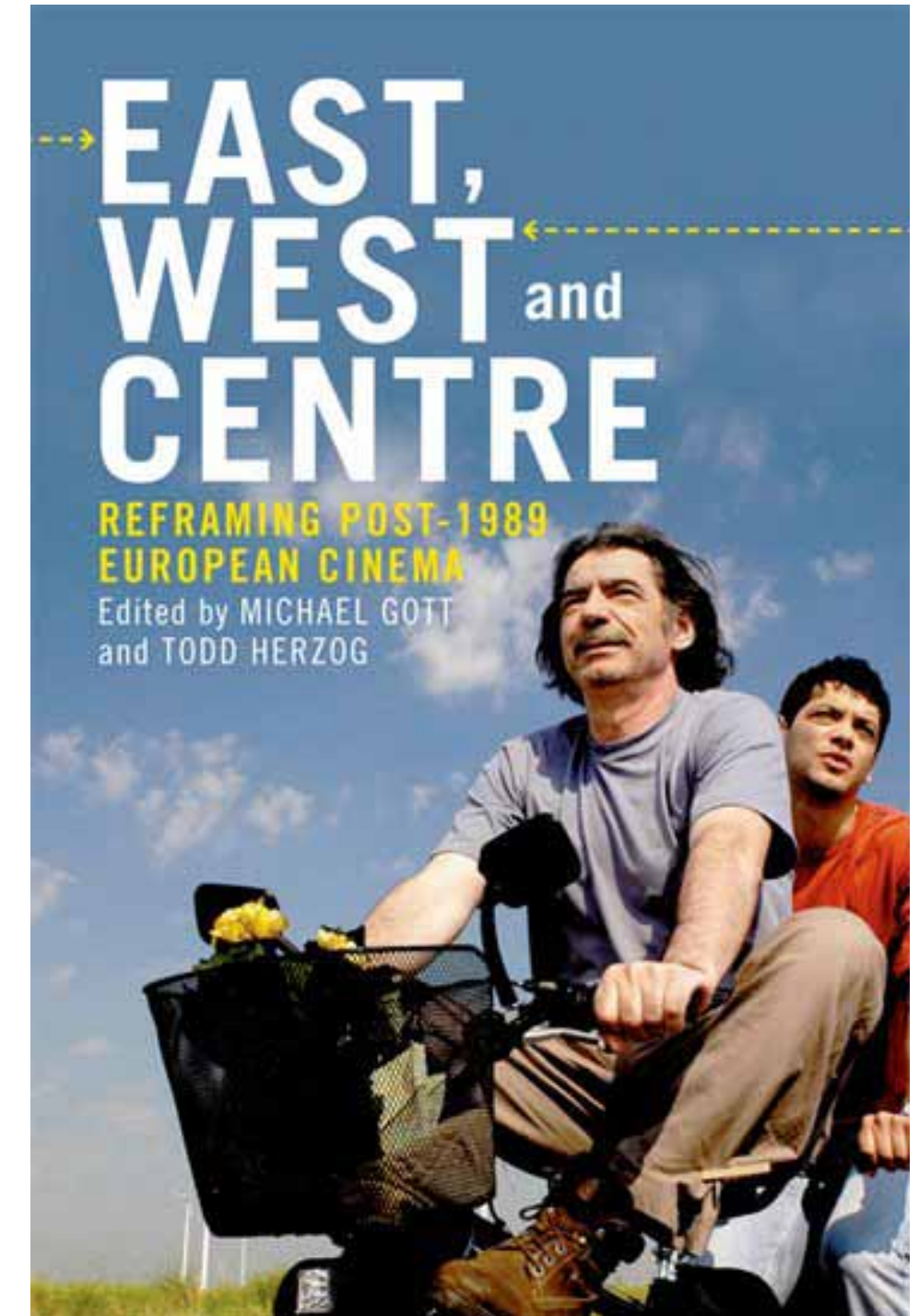
Michael Gott, an IS alum, is currently a Professor of French at the University of Cincinnati. Here is his most recent publication.

"Twenty-five years have passed since the fall of the Berlin Wall and the end of communism in Eastern Europe, and ten years have passed since the first formerly communist states entered the E.U. An entire post-Wall generation has now entered adulthood, yet scholarship on European cinema still tends to divide the continent along the old Cold War lines.

In *East West and Centre* the world's leading scholars in the field assemble to consider the ways in which notions such as East and West, national and transnational, central and marginal are being rethought and reframed in contemporary European cinema. Assessing the state of post-1989 European cinema, from (co)production and reception trends to filmic depictions of migration patterns, economic transformations and socio-political debates over the past and the present, they address increasingly intertwined cinema industries that are both central (France and Germany) and marginal in Europe (Romania, Bulgaria, Lithuania).

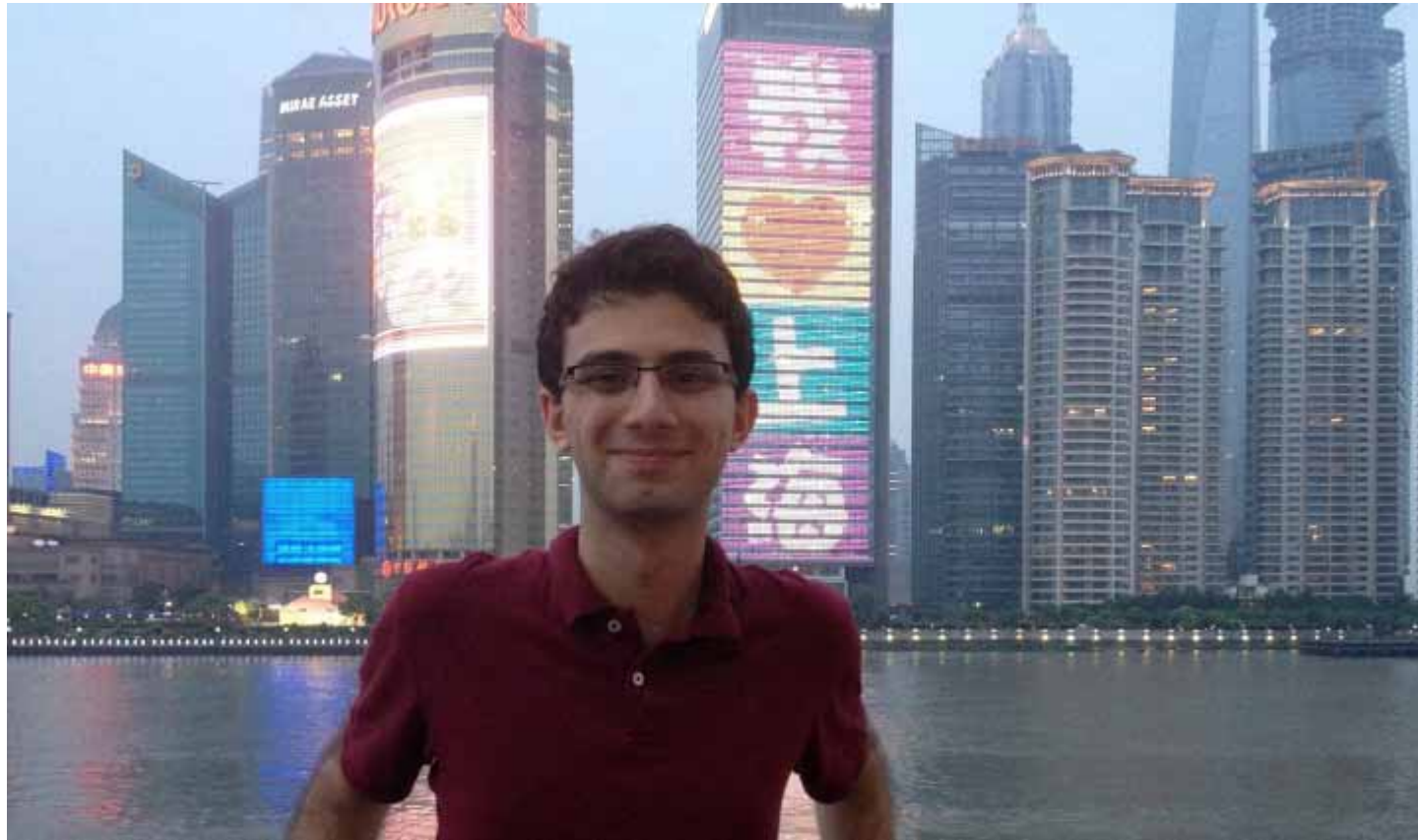
This is a ground-breaking and essential read, not just for students and scholars in film and media studies, but also for those interested in wider European studies as well."

To learn more about this publication and others available through the Oxford University press, go to:
<http://global.oup.com/academic/product/east-west-and-centre-9780748694150?cc=us&lang=en&#>



CRITICAL LANGUAGE SCHOLARSHIP TO CHINA

Vyacheslav Dade



Vyacheslav Dade is a senior with majors in Security & Intelligence and Chinese. Here he shares his essay submitted as part of his application for a Critical Language Scholarship. Vyacheslav was awarded the scholarship which funded his study abroad in China.

"It would be quite difficult to find a country more vital to both U.S. national security and economic interests than the People's Republic of China. The U.S. and China are two very inter-reliant economic powers, so having a good relationship with China is critical. Due to the rapid growth of China's economy, many Americans see China as a threat, and there are many who argue that war with China is inevitable. However, nations that trade with one

another tend to refrain from going to war with one another. The U.S. is China's largest export market and China owns a substantial portion of U.S. debt. If relations with China ever declined, China could potentially cause a global recession by selling off some of U.S. government debt and thereby causing U.S. interest rates to skyrocket. The health of America's economy is critical to national security, and China clearly has an immense influence on the U.S. economy. China also works closely with the U.S. on a myriad of important issues: AIDS, global warming, terrorism, and others. While the political differences between the U.S. and China may be jarring, there is also common ground. That being said, the points of discontent between the U.S. and China threaten the already fragile U.S.-China

relationship, which is why it is of utmost importance for the U.S. government to have people knowledgeable about China in order to tackle these issues.

In regards to U.S. national security, China is of utmost relevance. In 1996, the U.S. and China almost came to war when the Chinese shot missiles just outside of Taiwan's ports in order to protest the President of the Republic of China visiting the United States for the first time. The Taiwan issue remains as complicated as ever. China knows the United States would most likely be morally obligated to aid Taiwan if they ever invaded, but they also feel pressured by their own populace to prevent Taiwan from proclaiming formal independence. The United

States is also deeply involved in the current Diaoyu/Senkaku Islands dispute. Several high-ranking U.S. officials have even theorized that China and Japan could potentially declare war on each other over these islands. If this nightmare scenario ever happened, the United States would be legally obligated to respond to any attack on Japanese territory. In terms of cyber espionage, Chinese hackers, many of whom almost certainly are on the Communist Party payroll, have been hacking U.S. defense contracting firms and the U.S. military. While China's main focus has always been domestic policy, the hacking of U.S. military secrets portrays how far they are willing to go to try and stay militarily competitive with the United States.

Any one of these important issues, or a combination of them, could lead the U.S. into conflict with China in the next few decades. The best way to avoid such conflict is to have more educated people about China working for the U.S. government. While China is a popular topic, there are few who are truly educated about China and even fewer who can speak the language fluently. Misunderstanding China and its intentions is the easiest way for conflict to arise. Education about China is the key to peacefully coexist with China and thereby make the world a better, safer place.

Learning Chinese and becoming knowledgeable about China's culture is crucial to my career prospects. My goal is to work for the government as a policy analyst or intelligence analyst on Asia, and I could not imagine calling myself an "expert" on China without being fluent in the language. To be more precise, I would be most interested in working in Open Source Intelligence, which a number of government agencies have begun relying on more and more. Popular Chinese websites and phone applications, such as Sina Weibo and WeChat, literally have hundreds of millions of users. The U.S. government

must be very interested to use Chinese websites to study trends about the Chinese populace. However, these agencies need analysts who have an extremely strong command of the language. Thus, becoming fluent in Chinese is the first step I must take to become an Open Source Officer. While I am learning Chinese because of my own personal interest in the country and its language, Chinese is also one of the most critical languages that government agencies look for in applicants. If I could attain true professional fluency in Chinese, it would aid me immensely in fulfilling the Boren federal service requirement.

The study abroad program I have selected, CET Harbin, will propel me to a new level of fluency in Chinese. Although my Chinese level has been graded as advanced-low through an Oral Proficiency Interview test, I would personally describe myself as a high intermediate speaker of the language. Spending a long period of time in China in an intense program like CET Harbin will finally allow me to bridge the gap and truly become an advanced learner of Chinese. In career fairs, I have spoken to many government agency recruiters and they have all told me the same thing: Washington is full of language majors who do not have the ability to use their language in a professional setting. Too many people erroneously believe that majoring in a language is enough to use it in a career. My goal is to be able to spend enough time in China in order to gain the language fluency and cultural competence required to be an effective civil servant.

Apart from my proposed Boren program, I have already begun my journey in attaining Chinese language fluency and cultural awareness. I have studied Mandarin Chinese for five years, three in college, and my language abilities were put to the test recently. I was awarded the Critical Language Scholarship last year and was able to spend

two months studying Chinese in Suzhou, China. Although I only spent two months in China, my language ability improved immensely, and being immersed in China taught me many things about the Chinese way of life. I cannot imagine the progress I can make in Chinese if I spent more time in China, which is why it is my goal to spend as much time as possible there. The more fluency I gain in Chinese directly correlates to the success I will have in fulfilling the service requirement.

Apart from Chinese language, my studies at The Ohio State University also directly correlate to a career in government service. Since my major is Security and Intelligence, I have taken many courses where I have learned much about international politics, the U.S. intelligence community and their functions in the past decade, as well as courses on how to be an effective intelligence analyst. I am convinced that taking courses in political science and intelligence studies is the first step in pursuing a career with the government.

China is a monumentally important country to U.S. national security, and the chance of conflict with China escalates the more the U.S. misunderstands China and misinterprets its intentions. My goal is to be an expert on China and a fluent speaker of Mandarin Chinese. By fulfilling this goal I will not only be able to increase my chances of becoming an Open Source Analyst, but also be able to make a real difference in U.S.-China relations."

U.S. EMBASSY, PARIS

Anna Young

Anna Young graduated in Spring 2014 with a major in Political Science and a minor in International Relations & Diplomacy. She was chosen by the U.S. Department of State for an internship at the U.S. Embassy in Paris, France during Spring 2014 semester.

"This spring I had the amazing opportunity to intern at the US Embassy in Paris, France as the political affairs intern. This meant not only was I able to work at my dream job, but I was able to do so with the Eiffel Tower staring back at me from my office window, and it was honestly the best three months of my life. I was able to see some of the most important diplomats in the world including the Qatari and Russian foreign ministers, the UN special envoy to Syria Lakhdar Brahimi, the US representative to the UN Samantha Powers, and even got to meet the US Secretary of State John Kerry. I got to see, read, and do so many things I would have never thought I would have gotten the opportunity to do and met some of the best and most inspiring people along the way.

I learned about this internship through the Diplomat in Residence that came to campus to talk about the State Department Pathways Program internships and I thought it sounded like something I would enjoy. I went ahead and applied, thinking there was no way I would get the internship but thinking I had nothing to lose. The application process is a little stressful because the application is only open for a month, but you just have to fill out a separate USA Jobs resume (which I would recommend doing before the application opens be-



Anna (third from the left, top center) had the opportunity to meet John Kerry during her internship in Paris.

cause you can start on your resume whenever) and write a statement of interest, along with the standard application questions. They then ask you for three regions of the world and two sections you want to work in. I didn't even apply to the political affairs section even though that's where I ended up at, which I am now grateful for because I really felt like any of the other sections I wouldn't have enjoyed as much.

My internship was nothing like I had expected and my supervisors treated me like just another colleague. Being the intern, I was always the first to be

asked to do the small tasks, like getting coffee for visitors, filling the water glass for John Kerry during his press conferences (which to be honest, I actually really thought was so exciting and every time I see a picture of that press conference, I am always so proud of my water pouring skills), and escorting various people to various rooms, but I was also tasked with some of the more interesting things as well. For example, I was able to tag-along to meetings with diplomats and politicians from around the world and discuss things like the French-Mali Defense Agreements, antiterror-



Anna at the Luxembourg Gardens.

ism, and the French municipal elections. I also got to do a lot of stuff independently, such as meet with nongovernmental organizations that work in refugee camps around Syria or go to conferences about claims of torture in Syria and then was asked to write confidential cables on these subjects. The best part about all of this was that, when the work day was done, I would walk over to the Louvre or grab a crêpe and hang out on the steps of the Trocadéro with the other interns and watch the Eiffel Tower sparkle on the hour.

Of course, being immersed in a different country has its challenges. As someone with a minor in French, I thought I was equipped to deal with the language barrier but I quickly realized that the French they teach you in American schools is nothing like actual French

spoken there. The first couple of weeks I was there I had no idea what anyone was saying to me and ended up ordering a lot of food I did not want because I had no idea what the waiter was asking me. I also am pretty sure that I answered a lot of questions completely wrong and made a fool of myself plenty of times by just answering "oui" to something that was not a yes or no question. But, by the end of my time in France I was starting to think in French and felt I had a much better grasp of the language than I had when I first arrived.

I also learned so much about myself as well. One of the things I was dreading about interning was having to network. As someone who can be quite shy, especially around big groups of people, my biggest worry was that I would end up shying away when I needed to be min-

gling. Thankfully, I worked with some of the nicest and friendliest people I could have imagined and talking to them came so easy to me. I made a lot of contacts and a lot of great friends as well with the other interns. It has made me so much more confident in talking to people and networking. Another problem I was worried about was just living in a foreign country by myself, so far away from what I knew. As someone who has a terrible sense of direction and who has never been outside of the United States, basically my entire family and anyone that knew me, including myself, had been worried that I would get horribly lost and have no idea where I was at 11 o'clock at night in a foreign country...which happened many times. But somehow I managed to find my way back and ended up knowing the city a whole lot better because of it. I learned that I am actually perfectly capable of living on my own and being independent, which was something I needed to feel okay with before I graduated this semester.

Overall, this internship ended up being one of the best experiences of my life and I feel so lucky that I got the opportunity to be in such a beautiful city, surrounded by new friends, and doing what I love. I now feel like I have some really great experiences to not only talk about on my resume that will better prepare me for future endeavors but ones that I will always remember. "

Five International Studies Students Recognized by Fulbright U.S. Student Program

University Honors & Scholars Center



This article was provided by the University Honors & Scholars Center. This year, Ohio State had the largest number of undergraduate students recognized by the Fulbright U.S. Student Program with 13 grantees and two alternates. Of the 15 students, six are 2014 graduates of the International Studies program. Graduates Layla Banaie, Eric Connelly, Emily Moore, Calla Sneller and Stephanie Weisfeld, were offered Fulbright English Teaching Assistantships and Evan Sieradzki was named as an English Teaching Assistantship alternate.



Layla Banaie, Germany

Layla Banaie graduated with a double major in International Studies and German and a minor in Geography in 2014. Throughout her four years at Ohio State, one of her priorities was volunteerism; more specifically she was a dedicated member of the Ohio State Rotaract Club. Through this organization, Layla had the chance to not only give back to the community in Columbus, Ohio, but also families in Nashville, Tenn., and Las Tolas, Ecuador, during spring break volunteer trips. Layla was also involved in

various bands on campus, playing alto saxophone in the OSU Athletic Band and clarinet in the University Band. During the summer of 2012, she had the opportunity to study abroad at the Goethe Institut in Dresden, Germany, which motivated her to apply for a Fulbright. Throughout her senior year, she did independent research and presented at the Denman Forum under the topic of "World Cup Commodification." She will spend her Fulbright Teaching Assistantship in Germany, and when she returns she hopes to attend graduate school.

Eric Connelly, Russia

A 2014 Honors graduate, Eric Connelly majored in Russian and Globalization Studies. He spent the summers of 2010 and 2011 in and around the Tyumen region of Russia. Eric pursued his interest in cross cultural exchange academically at Ohio State and received the support of a Foreign Language and Area Studies (FLAS) Fellowship during the 2013-2014 academic year. In the summer of 2013, he attended the

intensive Russian language program "Startalk" at California State University, Northridge. There, he presented on the possible benefits and problems associated with dual citizenship. Eric will spend the 2014-2015 academic year in Russia as a Fulbright English Teaching Assistant, after which he plans to enroll in a master's program in international affairs, focusing on the ways globalization causes national borders to become blurred.



Emily Moore, Indonesia

A 2014 Honors and Magna Cum Laude graduate, Emily majored in International Studies with minors in Middle East studies and Spanish. In the summer of 2013, she participated in a program at the Foundation for International Education in the United Kingdom and Jordan in which she studied peace and conflict resolution and intensive Arabic language. During her time at Ohio State, Emily became a member of Phi Sigma Pi

National Honor Fraternity and served on the executive board as Co-Rush Chair and Alumni Relations Chair. In addition, she tutored high school students in the Columbus area and instructed citizenship classes for refugees. Emily will spend the 2014-2015 academic year in Indonesia as a Fulbright English Teaching Assistant. She eventually plans on completing a master's program in conflict resolution or international affairs.



Evan Sieradzki, Russia

A 2014 graduate, Evan pursued dual degrees in International Studies and Russian. After his first year at Ohio State, Evan travelled abroad through the Russian Intensive Language Program where he studied for two months at Russian State University for the Humanities in Moscow. The following summer he was accepted to the Washington Academic Internship Program through the John Glenn School of Public Affairs where he interned at American Councils for International Education as a John

Glenn Fellow, studying public policy and working full time. Evan also interned at the Center for Slavic and East European Studies, where he helped prepare for the annual Mid-East Slavic Conference at Ohio State. On campus, Evan was actively involved in student life. As a brother of Phi Gamma Delta he created a new annual philanthropic event raising money for the Stefanie Spielman Fund for Breast Cancer Research. He was also involved with Undergraduate Student Government. He has been chosen as an alternate for Russia.

Calla Sneller, Brazil

A 2014 Honors graduate, Calla majored in International Studies and Spanish. After graduating high school, Calla spent a year living in Argentina as a Rotary International Youth Exchange student. While learning Spanish and adapting to life abroad, Calla learned to love the exchange of culture and language. She pursued this passion through many activities at Ohio State, including serving as a Big Brothers Big Sisters mentor, interning at the United Nations Association and promoting

cultural understanding through her membership in Global Leadership Initiative. She also spent a month in Ecuador in May 2013 conducting Honors thesis research on indigenous grassroots movements and volunteering as an English teacher at a local school. Calla will spend 2015 as a Fulbright English Teaching Assistant in Brazil, after which she plans to enroll in a master's program in international affairs or attend law school. She eventually hopes to work for the United Nations or the U.S. Department of State.



Stephanie Weisfeld, Brazil

A 2014 graduate, Stephanie has studied French, Spanish, Italian, Wolof and Portuguese languages. Her sophomore year, she joined Phi Sigma Iota, the foreign language honor society, of which she became president her senior year. She spent the summer of 2012 as an intern in the management and consular sections of the U.S. Consulate in Milan, Italy. The next summer, she studied French and Wolof in Dakar, Senegal. In 2013, she became very involved at the Office of International Affairs at Ohio

State, first becoming an Orientation Leader for international students, and later becoming a student assistant for the International Students and Scholars Office. Stephanie has been awarded a Fulbright English Teaching Assistantship in Brazil for 2015. She eventually plans to work in the study abroad field, either at a private company or at a university.

