“I’m on top of the world”
Reflections of a Boren Scholar
Reflections of a Boren Scholar: “I’m on top of the world”

David Young returned this fall from a year abroad in Taiwan as a Boren Scholar. During the year he studied Chinese language and culture, traveled the cities and countryside, and even learned more about his family lineage.

Boren Scholarships are provided through the National Security Education Program (NSEP), a major initiative by the United States government designed to build a broader and more qualified pool of U.S. citizens with foreign language and international skills. Boren Scholarships provide up to $20,000 to U.S. undergraduate students to study abroad in areas of the world that are critical to U.S. interests and underrepresented in study abroad, including Africa, Asia, Central & Eastern Europe, Eurasia, Latin America, and the Middle East.

“This past year has been one of the best of my life. Looking back, I’m simply grateful for the chance to experience another culture, learn a new language, and meet lifelong friends, all while discovering a new part of myself.

My junior year was spent learning Mandarin Chinese in Taipei, Taiwan. Taiwan is a small island off the southeastern coast of China, approximately 245 miles long and 89 miles wide. Being ethically half Taiwanese, with a family that I’d never met before in my life waiting for me on that tinny island, on top of leaving the United States for the first time on my own, made me the most excited I have ever been as I began my study abroad.

The bulk of my time was spent studying Mandarin Chinese in the International Chinese Language Program on the campus of National Taiwan University. The curriculum was the most intense study regimen that I’ve ever experienced. It included eight hours of homework and study outside of the four hours of class each day. For the first few weeks I had begun to think that I’d volunteered for some form of torture. However, after adjusting to the program and meeting many new friends, I began to adapt to the rigorous schedule. In the end, the results were satisfying and well worth it.

Besides school, there was so much to do and see! Walking around Taipei was new in itself. Street stands with fresh fruit and food, ranging from the simplest to the most exotic I’ve ever seen, covered the crowded streets. How Taiwanese love to eat, and given the chance food is present at nearly every occasion.

In the Winter I was lucky enough to go with a few classmates and climb to the peak of Jade Mountain, one of the highest mountains in southeast Asia, higher than Mt. Fuji, at 3,952 meters (12,966 ft). I then went scuba diving on the north-east side of the island. In addition, I also had the opportunity to walk up to the top of Taipei 101, the tallest completed building in the world.

I took time to visit many Buddhist and Taoist temples during my stay. The immaculately detailed temples are a sight to see, with the smell of incense accompanied with the sound of chanting and prayers filling the air around you. It’s unique, and showed just how diverse the world really is, and how little we see from back home.

During spring break, I took a short flight to Brunei in the Philippines with a few classmates and went snorkeling, parasailing, and tasted the delicious sea food.

The Chinese New Year and the Lantern Festival in Taiwan were the most amazing times in my stay. Both were such festive times and brilliantly displayed Taiwan’s culture. The Chinese New Year is itself centuries old and gains significance through several myths and traditions. Ancient Chinese New Year is a reflection on how the people behaved and what they did. It is filled with just as much history and culture as Thanksgiving and Christmas hold for Americans.

The origin of the Chinese New Year is itself centuries old and gains significance through several myths and traditions. Ancient Chinese New Year is a reflection on how the people behaved and what they did. It is filled with just as much history and culture as Thanksgiving and Christmas hold for Americans.

For me, the Lantern Festival was the most magical holiday during my stay. Wishes and prayers are written on large lanterns by the three feet tall and five feet tall and then lit from within and released into the sky. Lanterns are simultaneously released into the sky, sent away with cheers, rising above, carrying the promises of everyone to the spirits. The sight is breathtaking as the lanterns shrink in the distance and look like stars.

Towards the end of the year, I honestly didn’t want to leave. The country had become a second home. My teachers, classmates, and new found friends had become family. I was able to progress from entry level Chinese to fifth level Mandarin in one third of the time it would’ve taken me in the States.

But that was just one part of the many lessons learned and wisdom gained from that tiny island. I will most definitely return. I truly feel that life is meant to be lived to the fullest, and there is so much of it to be experienced.”

After returning in the fall, David immediately started on an internship at the Global Resources Center at The George Washington University, in Washington D.C. He participated in this internship through the Washington Academic Internship Program, offered at OSU through the John Glenn School of Public Policy. This gave him the opportunity to apply the language and cultural skills learned during his study abroad in a real world setting.

If opportunity ever comes knocking at your door, I wholeheartedly encourage you to answer. And if you’re more like me, go find opportunity’s door yourself... and don’t stop knocking until it opens up!”

David returned this fall to immediately begin an internship with the Global Resources Center, through the Washington Academic Internship Program.

East Asian Researcher to Teach at OSU

Dr. Jeffrey Hornung is a visiting scholar at The Ohio State University for the 2009-10 Academic Year. He is part of a collaborative effort by The East Asian Studies Center, The Marvelon Center for International Security Studies, The Department of Political Science and International Studies to bring an expert to OSU to teach undergraduate courses.

Among the classes he is teaching are International Studies 501, International Relations of East Asia (winter 2010), Political Science 635 Government and Politics of Japan (winter 2010), and a Japanese foreign policy class (spring 2010).

Dr. Hornung received his Ph.D. in August 2009 from The George Washington University. His Masters Degree is from Johns Hopkins and his Bachelors Degree is from Marquette University.

Dr. Hornung's research interests include Chinese foreign policy in the region, Japanese foreign policy, and American foreign policy. Among his many teaching and research experiences is his participation in the Japanese Exchange and Teaching Program (JET) from 1997 to 2000.

Also, he was awarded a Fulbright Fellowship, and with it he studied and served as a “citizen ambassador” in Tokyo, Japan 2005-2006.

Students Study Weapons of Mass Destruction

International Studies 555, The Development and Control of Weapons of Mass Destruction, taught by Dr. Jeffrey Lewis, aims to provide students with the knowledge and skills necessary to think critically on many of the most important security issues that will affect us all in coming years. The goal of the course is to provide students with the technical understanding necessary to filter through the hype and misinformation that often surround public discussions of these weapons.

The highlight of the course is a guided tour of OSU’s 500 kilowatt research nuclear reactor located on west campus!

This class was featured in the December, 2004 issue of Time Magazine!
Climate Change, Water, and Conflict in Israel and Palestine

Wilson Dizard, a Development Studies and Arabic major, spent Spring 2009 in the West Bank and Israel conducting research for his honors thesis.

"I travelled to Israel and the West Bank to research my senior thesis, Climate Change, Water, and Conflict in Israel and Palestine. My research goal was to determine how climate change will affect water politics between Israelis and Palestinians, both today and in the future. I conducted my thesis with grants from the Colleges of Arts and Sciences and the College of Social and Health Systems. I received enormous help and great advice from my advisors, Dr. Becky Mansfield in International Studies.

I conducted interviews at Israeli and Palestinian universities with academic experts in the issue of hydro-politics and diplomacy. I also spoke with farmers and government officials from families with the region's water problems. I found the two sides had distinctly different narratives built around water and its management. The Palestinians' arguments emphasize their claims of national rights to drill into the aquifers underneath the West Bank and Gaza Strip, which lie beneath Palestinian and Israeli territory. The Israeli narrative, however, seeks to address the Palestinian population's demands for water with an increased supply from the Israeli water network, including fresh water processed at desalination plants along the Mediterranean coast. Israel would then sell the desalinated seawater to the Palestinians. To many Israeli experts and policy makers, desalination and increased Palestinian seawater reuse in agriculture are the best ways of adapting to demand from a rapidly expanding population and the added stresses of less rainfall and hotter summer temperatures, anticipated consequences of climate change.

In light of these facts, my basic recommendation for the peace process is the abandonment of the "two-state solution" in favor of a single state, where Palestinians receive suffrage and civil rights as Israelis and both peoples manage their shared water resources in concert.

(Continued on page 4)
This plan demands major concessions from both Israelis and Palestinians, who would have to adopt their identities dramatically. However, such integration will follow the course of history better than an abrupt and inevitably incomplete Israeli disengagement from the West Bank, whose population is already around 20 percent Israeli settlers (incidentally, Israel’s population is approximately 20% Palestinian). With their complementary demographics, Israel and the Palestinian Territories have essentially constituted a single state since the Six Day War in 1967, when Israel defeated Jordan and Egypt and occupied the West Bank and Gaza Strip. The two-state solution needlessly looks a four-decade trend of economic, infrastructural, cultural, and linguistic integration between Israeli and Palestinian societies.

As far as water is concerned, the reason for a single state is simple: over the long term, there’s likely not enough liquid sovereignty to serve the needs of a new country. Or, to put it another way, in the long run, I doubt Israel and Palestine will be able to share the water they have as two sovereign, separate states. The establishment of a bi-national Israeli-Palestinian state would vastly simplify the challenge of water management.

Unfortunately, the current trajectory of diplomacy and staunch Israeli opposition to integrating the West Bank and Gaza Strip as parts of Israel, thereby transforming the character of the Jewish state, make such a graceful solution to a perennial hydro-political crisis highly unlikely. And, unfortunately, there’s the possibility that no proposal can create a permanent peace between the two peoples.

Microfinance in India: A bottom up approach

Charu Vijayakumar, a Development Studies and Economics major, traveled to India Summer 2009 on a research grant through the Colleges of Arts & Sciences Honors Office.

“Although India has a rapidly growing economy, a large percentage of its population still lives below the $1 a day poverty line, and a much larger number live below the $2 a day poverty threshold. These people live on the margins of the Indian economy, struggling to make ends meet on a daily basis. The lack of a steady income makes them unable to afford education, healthcare, housing, and other basic necessities. In an effort to fight such crippling poverty, numerous organizations have established microfinance programs throughout the country. Most of these microfinance programs focus on serving women for three main reasons: to promote women’s empowerment, to address their increased responsibilities as mothers, and to reward their high loan repayment rates (Burra, et al.).

Unlike many other development projects, microfinance offers a sustainable approach to poverty alleviation. The role of the microfinance institution (MFI) is built on the practice of providing collateral-free small (micro) loans to loan recipients. As such, if one member of the group fails to meet the repayment requirement, the other members of her group must pay for her. Since these groups consist of women from similar localities, this system exerts social pressure on the loan recipients to repay their respective portions. Given the increasing popularity of microfinance programs in the developing world, there is a growing amount of literature available on the subject. The literature tends to be top-down in its approach, however. Focus is placed predominantly on the microfinance institution itself, highlighting the model of the bank, loan cycle procedures, and institutional sustainability (Robinson, 2002). Scant attention is paid to the recipient’s perspective. To remedy this oversight, I took a bottom-up approach to the analysis of microfinance programs. The aim of my thesis is to better understand why some loan recipients succeed and why others fail. For the purpose of this study, success and failure are defined, respectively, by timely repayments and defaulting on repayments of the loans taken.

The primary question addressed is: under what conditions are microfinance loans repaid and not repaid? At the beginning of the loan process, most of the recipients are in relatively similar financial situations. Yet, for reasons to be investigated, some women are able to repay their loans while others are not. Although MFIs in general boast high repayments rates, scarce information is made available about those who default and the conditions that led to either result. In order to understand why some women succeed, it is equally important to understand why others do not.

Bibliography:
Charu Vijayakumar, (fifth from left) while in Kanyakumari, Tamil Nadu, conducting interviews.
The effect of the expansion and popularization of mass media through TV Globo in Brazil

Brazilians were initially inclined to watch television during the period of military regimes, 1964-85, due to the subsidy of television sets in a “then largely illiterate country” [2]. Scholars have consequently researched the influence of television in rural areas to identify cultural changes due to media. [3] TV networks such as TV Globo, the fourth largest in the world, have dominated the market since its inception. Thanks to a “horizontal” line up consisting of a soap opera, national news, another soap opera and local news, viewers are kept glued to their seats [4]. This has allowed TV Globo to introduce social programs on television because they know viewers are watching. Telecurso 2000 was a program introduced to help students obtain education through TV viewing. The students would buy the booklets and watch the transmissions at a set hour each day, giving them the opportunity to learn [5]. Mass media expansion has helped Brazil expand its education processes as well as develop areas that are less industrialized [6]. In order to meet research objectives I interviewed TV Globo administrators to obtain statistical information about the rates at which programs have been increasing in popularity. I also obtained firsthand accounts of success stories such as “Telecurso 2000” and the AIDS campaign in less developed regions of Brazil. I will compare the development in the rural and urban cities of the state of Sao Paulo, as cities have also been affected by the popularity of television. To conclude my research I will analyze both the negative and positive effects of television on the general population, and interview students that watch TV Globo on a day-to-day basis. Television’s impact on Brazilian culture has been positive and remains an important part of the people’s daily lives. The introduction of television in Brazil has notably affected the development in certain regions. It is important to investigate the trends of popularization in order to apply them to other countries. The effects of mass consumption can be directly linked with the increased globalization of a homogenized mass media.

Symbolic Associations of Violence: The Bridge Between Oppression and Action Among Youth in Northern Ireland and South Africa

“My name is Elaine Householder, and I am a third year undergraduate student in the Honors Program at The Ohio State University. I am majoring in International Studies, with a specialization in African Studies, and pursuing minors in French and International Relations and Diplomacy. This past summer I traveled to Worcester, South Africa. My research trip was funded by an international research grant provided by the College of the Arts & Sciences Honors Office.

I became interested in learning more about South Africa after I enrolled during my sophomore year in a History of South Africa course taught by Professor Franco Barclesi. Prior to taking this class, I probably could have only given a vague answer as to who Nelson Mandela was and where apartheid took place. Professor Barclesi’s course provided a much more in-depth analysis of the country’s past and current struggles with racism and inequality that I had encountered in any other African Studies course. The more that I read about and studied South Africa’s past, the more I recognized affinities between the country’s own divided history and the concurrent “Troubles” in Northern Ireland. South Africa’s “Truth and Reconciliation Commissions” in particular caught my attention, as I struggled to understand how individuals so devastated by the divisive apartheid system could ever reconcile with their memories and the legacy that violent struggle left for succeeding generations.

I approached Professor Barclesi with an idea for an honors thesis project, one that would examine comparatively the relationship of today’s youth with violence in South Africa and Northern Ireland. Under the guidance of Professor Barclesi, I am currently comparing the extent to which symbolic associations of violence form the bridge between oppression and action among youth in Northern Ireland and South Africa. I intend to demonstrate that, given the historical context of apartheid in South Africa and “The Troubles” in Northern Ireland, the glorification of violence in often absolutist spiritual terms has driven disadvantaged young people to consider sectarian conflict as a means to salvation from oppressive socio-political conditions. In providing an ideological purpose behind seemingly anomie youth violent behavior, I hope...
that my research will proliferate meaningful alternatives for conflict resolution which take into consideration youth’s current perspectives on violence.

My trip to South Africa this summer through the Institute for Field Research Expeditions was designed to complete the primary portion of field work required to complete this honors thesis project. Through IFE’s five-week program, I conducted qualitative research in the form of semi-structured interviews concerning marginalized youth’s personal perceptions of sociopolitical violence in post-apartheid South Africa. Interview respondents were young former gang members, runaways and orphans served by the Dreamcatcher Foundation, the grassroots organization with which I volunteered as part of a local day care program. I was placed in charge of a class of 34 two-year-olds, responsible for teaching them their numbers, reading to them, doing arts and crafts, playing games with them on the playground, serving their snacks and lunches, and of course, cleaning up all of their messes. Every afternoon, I worked with abused and abandoned youth, developing a film project that the children completed prior to my departure.

In conjunction with conducting the above field research, this summer I stayed with local host families and was immersed in the vibrant South African culture while working side-by-side with local South Africans committed to change in their communities. I volunteered primarily with street children, orphans and runaways served by several grassroots organizations. Every morning I assisted local day care programs. I was placed in charge of a class of 34 two-year-olds, responsible for teaching them their numbers, reading to them, doing arts and crafts, playing games with them on the playground, serving their snacks and lunches, and of course, cleaning up all of their messes. Every afternoon, I worked with abused and abandoned youth, developing a film project that the children completed prior to my departure.

In addition, I planted trees and participated in traditional dance classes alongside at-risk youth, and taught street children basic computer skills.

By volunteering directly with my proposed research population in a local grassroots setting and interviewing these youth regarding the struggles they face in their daily lives, I gained an eyewitness look into the lives of socioeconomically disadvantaged youth in South Africa which I feel will prove invaluable toward completing a quality honors thesis project. While some of the my experiences were haunting, such as observing children as young as two years old being exploited by gangs, the youth I served and interviewed taught me so much about myself and my capacity for compassion. I am so grateful for the opportunity to serve a small part of my life with them, and I hope to return to South Africa sometime in the near future.

For now, though, I have to content myself with the memories I made and the friends I met this summer. South Africa is truly an amazing destination for the world traveler. Despite the stigma many travelers have regarding Africa as a place teeming with disease, war and famine, I found South Africa to be a country bursting at the seams with life and adventure. Whether I was cage-diving with crocodiles, riding an ostrich, petting a cheetah or eating braai (South Africa’s version of a barbecue), my trip to South Africa this summer is one that I will never forget.

Next fall, I plan to complete the second portion of my honors thesis field research by studying abroad through Arcadia University at the University of Ulster at Magee in Londonderry, Northern Ireland. I will engage in volunteer work at a local non-profit organization specializing in cross-cultural mediation. I am not sure if I will be able to top my journey to South Africa, but I trust that my experience in Northern Ireland will be just as memorable.

To learn more about study abroad trips to South Africa, or explore dozens of other destinations, go to:
http://ioa.vsu.edu/study-abroad.html

(Continued from page 9)
two years of university study before applying for the scholar-
ship. As an International Studies student, I was eager to par-
ticipate in such a program because I felt that after living
in Korea for half a year, I would have gained innum-
erable “real life” experiences that would give me more to
draw upon in future courses.

After six months living and teaching in South Korea, I feel
like I left the TaLK program with much more practical living
and teaching experience than I ever could have acquired
through my classes at Ohio State.

As a result of this program, not only do I feel confidently pre-
ned to pursue a career in foreign language education, but I also feel assured in know-
ing that I have developed enough basic teaching and sur-
vival skills in order to follow my long term goal of teaching Eng-
lish as a second language in a
developing country.

Even though it will be years before this goal is fully real-
ized, I feel that having served as a TaLK Scholar has added
another layer not only to my personal life, but also to my profes-
sional aspirations.

This new layer will, hopefully, give me a new lens through
which I can perceive the world around me and make me mar-
tetable enough to obtain an-
other ESL position—thus per-
peting a lifelong cycle of
teaching, learning and growing
as a global-minded thinker.

To learn more about teaching English in Korea go to:

TaLK, Teach & Learn in Korea
http://www.talk.go.kr/

(Continued from page 11)

Finding my Career, through Internships

Kaitlyn O’Connor always knew what she wanted to do
after graduation. “My senior year of high school, I knew
exactly what I wanted to ma-
jor in — International Studies — and I knew exactly where I
wanted to end up after graduation — working for the
federal government. As a Security and Intelligence ma-
jor, I did my research on what types of things federal gov-
ernment employers look for in applicants. Knowing that Co-
lumbus, Ohio is not the ideal place to gain experience in
foreign affairs, I set out to test at least two different career
fields via internships that would also build to make me a
strong candidate for a future career.

Spring quarter of my freshman year I landed my first intern-
ships. I had the opportunity to intern for Representative Dan
Stewart in the Ohio House of Representatives. It was a
really good internship, but I solidified my desire to work at
a level higher than state poli-
tics.

My sophomore year I had the
opportunity to work on a presiden
tial campaign in Iowa for a couple weeks leading up to the
taxes. This
tin for a variety of issues that decision makers
need to know about. I in-
terned in the Homeland Se-
curity Program, where I got to
study and contribute to a number of projects compar-
ing the United States’ home-
land security tactics with other countries. This program
also had a biosecurity com-
ponent, and I got to watch the
H1N1 outbreak unfold
from Washington, D.C.

Not only did I have an intern-
ship I loved, I got to experi-
ence Washington, D.C. in the
spring with the beautiful
cherry blossoms! We took full
advantage of all the free mu-
sesums and events and thor-
oughly enjoyed our spring. Of
course I missed being on cam-
pus in the spring and being
involved with various organi-
sations, but how could I turn
down this chance?

As a Glenn Fellow, Kaitlyn O’Connor had the
opportunity to meet OSU legend Archie Griffin!

One of the biggest lessons I
walked away with was that
once you are in, it is so much easier to move around. Many
of the people I met and
worked with started as
teachers in their respective
offices — whether that was in
Congress or a think tank or a
lobbyist firm or whatever.
Therefore, as I begin my job
search, I know that as long as
I find an entry level position in a sector I want to work in,
it is an in and once there I can move around until I find
something I would have learned in class back in Ohio.

Of course I could have learned this from talking to any of
my

universities and events and thor-
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Of course I could have learned this from talking to any of
my
I have loved every minute of my current internship! I get to study political affairs in Lebanon, Syria, Israel, and the Palestinian Territories, an area that is never boring. I know that I could never have come this far if it were not for all of the opportunities that I have had.

One of the things that I love that is that, unlike the think tank world, where they just write to add to the scholarly knowledge of experts, when I write something or do some research on an issue for my office, I know that someone higher up is actually going to use that information to make a difference. I work directly for the foreign policymakers, even though I do not make comments on policy in my pieces. This is a field that I want to end up in, where I can make a difference and study how the United States interacts with other countries at the same time.

I may be graduating in June 2010 from The Ohio State University with a piece of paper that says I am a double major in Security & Intelligence and Economics, and a double minor in Arabic & Spanish, but in reality I see it as the opportunity to finally work in a career field I now know that I want to work in. And this time around, I am paid! To learn more about these internships and study abroad programs, go to:

www.state.gov
Study Abroad in Egypt:
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Study Abroad in Egypt:
http://oia.osu.edu/programs/by-country/168-egypt
Washington Academic Internship Program:
http://glennschool.osu.edu/programs/washingtonint/
After graduating with a dual degree in International Studies and Political Science in 2004, Mark Ryan immediately came back to Ohio State to acquire a Master of Public Administration through the John Glenn School of Public Affairs.

After completing his Master’s degree, Mark joined the United States Government Accountability Office (GAO) in Washington, D.C. as an analyst. There, he has the opportunity to work on numerous issues pertaining to federal policy, such as the use of federal stimulus funds and pandemic preparation in the United States and abroad.

However, it was outside his career where Mark had the opportunity to use valuable lessons from his time in the International Studies program.

“I help organize short-term mission trips to England and Haiti for my church in Northern Virginia. In Haiti I have witnessed people surviving and thriving despite the oppressive poverty. I have been blessed to learn from the International Studies Program’s faculty and staff, and I definitely applied everything I learned in the program, from language skills to cross-cultural relations.”

Maria Shikary graduated in 2005 with a major in International Relations and Diplomacy. She is currently a fourth year medical student at The Ohio State University College of Medicine!

As an undergraduate student Maria participated in study abroad trips to Ecuador to study Spanish. During her first year in medical school she traveled to Africa to work at an HIV/AIDS clinic in Njeru, Uganda. In medical school, she has been involved with an international health interest group which raises money to fund scholarships for medical students who wish to study abroad.

Maria is the fundraising director for “Ride for World Health”, a student group whose goal is to educate Americans about issues of global health and raise funds for healthcare organizations by organizing a cross-country bicycle ride.

Maria completed an ambitious 3,300 mile journey to help raise money for this cause! Maria’s next step includes entering a residency program in pediatrics!
Medical Sales, CANADA

John Bikis graduated in 2004 with a major in World Economy & Business. “After graduation I started out as a regional sales representative with a medical device company covering north-east Ohio. After about two years I joined a medical publishing/software company as an academic sales representative covering twelve US states. I was then promoted to hospital sales representative covering the entire country of Canada. The best part of my job is interacting with all kinds of people and being involved in complex situations, while at the same time doing what I love best… traveling!

My position as a Canadian Sales Representative has taken me to places I never knew existed. It is truly a diverse country. My time at OSU really helped with focusing on real-world situations. The International Studies program provided me with real world traveling. The program also gave me the ability to market myself in many different areas while trying to start a career.”

Defense Contractor, QATAR

MBBS International is an American company that provides a variety of in-country support services and logistical assistance to American Department of Defense (DOD) contractors and governmental and non-governmental agencies working in the Middle East, South-West Asia and Africa.

My position with MBBS International is Project Coordinator. As project coordinator I work directly with the US Department of Defense to address their needs in Kuwait, Qatar, Iraq, Djibouti, Pakistan, and Afghanistan. As a matter of fact, I just got back from Kuwait and Dubai in December, so my job does involve lots of travel in the Middle East. With my position, one of my duties is to find linguists for different DOD contractors. This usually includes languages such as Arabic, French, Dari, Urdu, Panjabi, etc.

MBBS International is an American company that provides a variety of in-country support services and logistical assistance to contractors to the DOD.

We offer staffing, procurement, translators, sponsorship and in-country assistance for cargo transportation and logistics management.

Because we specialize in military contracts, we have a unique understanding of the special needs of our clients, and are familiar with the U.S. base procedures and have working relationships with key base personnel.

OSU Programs

Francille M. Firebaugh Study Abroad Scholarship
DEADLINE: April 2, 2010

The Charles B. Rangel Undergraduate Scholarship
DEADLINE: February 12, 2010
http://www.foreigndiplomacy.org/rangelundergradscholarship.html

The Benjamini A. Gilman International Scholarship Program
DEADLINE: April, 2010
http://www.gilman.org

The Benjamin A. Gilman International Scholarship Program aims to broaden the student population that studies abroad by supporting undergraduates who might otherwise not participate due to financial constraints. The Gilman Scholarship Program aims to support a diverse range of students who have been traditionally underrepresented in study abroad, including students with financial need, interested in studying in diverse countries outside of Western Europe and Australasia, minority, disabilities.

Charles B. Rangel International Affairs Fellows Program
DEADLINE: February 12, 2010
http://www.foreigndiplomacy.org/rangelundergradscholarship.html

The Benjamini A. Gilman International Scholarship Program provides up to $20,000 for U.S. undergraduate and graduate students to add an important international and language component to their educations. These scholarships are for travel and study in an international program of the student’s choice, providing them a critical and less-commonly sought edge.

Student Conservation Association (SCA) Conservation Internship Program
DEADLINE: throughout the year
Get Real Conservation Experience! With SCA you’ll gain critical hands-on education and practical experience. The SCA offers internships in a variety of sciences to students in all 50 states.

The Thomas R. Pickering Undergraduate Foreign Affairs Fellowship
DEADLINE: February 8th, 2010
http://www.state.gov/

The Thomas R. Pickering Undergraduate Foreign Affairs Fellowship program provides funding to participants as they are prepared academically and professionally to enter the United States Department of State Foreign Service. Women, members of minority groups historically underrepresented in the Foreign Service, and students with financial need are encouraged to apply.