

SMALL WORLD

MAGAZINE

Conserving wildlife in **THAILAND**

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Wildlife Conservation in THAILAND

Andrew Greene



Andrew Greene (right in photo) gets to meet some of the local wildlife during his internship in Thailand. “My internship experience has revitalized my scholarly aspirations. As a Development Studies major, I hope conservation and development projects will always be a part of my career.”

Andrew Greene is a senior majoring in Development Studies, with a minor in International Economic & Social Development. He participated in an environmental conservation internship. Here is his story.

“For four weeks this summer, I was given the life-changing opportunity to volunteer in conservation work in Thailand. I worked in establishing infrastructure for Wildlife 1 Foundation, a non-profit organization in Thailand that works to end the illegal trade in wildlife in Southeast Asia and to provide a healthy and happy lifestyle for animals that have been rescued from the trade. Being a Development Stud-

ies major, this proved to be a fantastic opportunity for me to work in developing a conservation project and gain international experience.

I lived with the other volunteers in a small bungalow encampment within a town called Chiang Dao, a suburb of Thailand’s cultural capital and second largest city Chiang Mai. Each day, we travel by taxi (the bed of a converted pickup truck) to our project site with Wildlife 1. International Student Volunteers, the organization that made this trip possible, organized our involvement with this project, and our stay is to last two weeks before swapping with the next group of volunteers. Be-

cause Wildlife 1 is only in its formative stage, our tasks largely involve developing the project site to become more operational. The site of the project is in a valley and surrounded by jungle with several rice paddies near by. This site serves as the sanctuary for the rescued animals as well as the future living quarters for volunteers.

During my involvement with the project, the sanctuary housed three animals: NungDao, a Rhesus macaque; Jacques, a stump-tailed macaque; and ChoBa, an Asiatic black bear. ChoBa was bought from a trader in Myanmar (there are not yet laws against animal trade in Myanmar) where she was des-

igned to be milked for her bile, which is used in traditional Chinese medicine. Bear paws are also considered a delicacy in parts of East Asia despite the threat to bear populations. NungDao and Jacques had both been rescued from the trade in Thailand with the help of local officials because they were being traded illegally. NungDao was luckily young when she was rescued, but Jacques had spent over three years in a small cage and had developed neurosis and habits such as chewing himself and pacing. All three of the animals are unfit to be returned to the wild, as the two monkeys are social animals that must form groups and the bear has spent its entire life in captivity. Wildlife1’s goal with these particular animals is merely to provide them with a decent life.

During the project, I took part in accomplishing a number of goals. I worked on clearing the fields that surrounded the site of brush so we would be able to build there and also to help keep wild animals away. I worked in setting up the unfinished guest house’s water system and took part in building a compost pile that the used water would drain through, thereby filtering the water as well as providing nutritious soil to some banana trees that we planted around the compost pile. I was afforded the opportunity to experience many new development tasks as well. A fellow Ohio State traveler and I worked together to build the foundation to a new primate enclosure in the field we had cleared. I also built things such as a driveway, signposts to mark the site’s entrance, and a garden where produce would be grown for the future volunteers.

The greatest part of doing work like this was that every morning I could reflect on and see how much had been accomplished since the day before. Also, it was work that was really important to me. I relished the opportunity to learn something new every day and in the process work to save animals and educate the public about

them. Getting to see one’s accomplishments on a day-to-day basis is extremely invigorating.

Each morning would start at about 6 a.m., when the sun rose. After breakfast, the commute, and some thoughts on what needed to be done for the day, we were each assigned our day’s tasks and would begin working around 8:30. As the one of the tallest and strongest volunteers, it was expected of me each day to accomplish some of the more physical duties. Some of my work included mixing and transporting cement, measuring and sawing through pipe to fashion signposts, digging trenches for the water system and for the foundation of the new primate enclosure as well as for the garden. We would all gather in the unfinished guesthouse, at the time just a floor and roof with no walls, and serve lunch at around noon. Lunch would be a buffet of local cuisines and we would share it with the local workers, who would share folktales and Thai history with us in exchange. The work after lunch would be more laid back, as we were always ambitious in the morning when the temperature was cooler. Between 3:30 and 4:00 was the typical end of our workday.

In terms of what was expected of me specifically during the project, I believe I did diligent work and satisfied the project leaders’ expectations. I was the principal worker on building the signpost that marked the project and made it official, contributing something that was very important to the project. I was also chiefly responsible for building the foundation to the new primate enclosure. The existing enclosure was a couple hundred meters from the guesthouse, and this new one would be next to it and away from the jungle where the primates were occasionally harassed by wild dogs. Building the new enclosure required measuring out the perimeter, digging a level trench to lay cinder blocks in as markers, and laying cement over the area once the cinder blocks were level and the perim-





eter was marked. This is something that was very satisfying to reflect on each day, as I could observe the progress being made and the finished foundation.

One day we took a field trip after lunch to a nearby hill tribe village. There are many different hill tribes in Thailand, each with their own language, culture, and customs. On this day, we trekked through the village to a school where we would be interacting with young children from the village and teaching them some English. I've never viewed myself as much of a teacher or as being very good with kids, but I must say that this was one of the most rewarding opportunities of the trip. Though the children's native language was not Thai, they had learned Thai in school and had some familiarity with English as well. We taught them a few basics in the short time we were there, but it was rewarding because we could see that these children in this remote mountain village on the opposite side of the world were very much like chil-

dren back home. They would tease each other, encourage each other, try their best at the unfamiliar exercises we assigned to them, and were above all excited to meet strange teachers from a far off land. Going to that school made me wonder how I might have felt if I were visited by a foreign teacher at that age in my small town. I am very thankful that I was able to share that time with the children and with my fellow volunteers.

My internship experience has revitalized my scholarly aspirations. As a Development Studies major, I hope conservation and development projects will always be a part of my career. Before I did this study abroad trip, I was feeling very unsure about my future. I was certainly interested in international studies but I was not sure if living abroad and becoming a part of foreign cultures and speaking foreign languages was what I would want to do with my life. Living and working in Thailand, seeing the progress of my work each day, the steps the organiza-

tion was able to take with regards to influencing local wildlife policy, and speaking Thai and eating Thai food were huge positive reinforcements in my career choice. Because of this trip, I am much more sure of my abilities to positively contribute to the world in the field of development.

Volunteering with Wildlife 1 has shown me what working in international development is like and has reassured me that it is what I want to do. I will be graduating with a B.A. in Development Studies next year, and this trip has given me interest in pursuing a graduate degree and perhaps another trip to study abroad. The experience allowed me to use my knowledge and determination to give to Thailand, but Thailand gave me the confidence to go forward and continue to achieve in higher education. This internship was definitely a milestone in my pursuit to better myself and my field of study."

U.S. Department of State, AUSTRIA

Michelle Peasley



Michelle Peasley, visiting the Schonbrunn Palace (means beautiful spring) during her internship in Vienna, Austria. The palace has over 1400 rooms and is one of the major tourist attractions in Vienna.

Michelle Peasley is a senior majoring in Security & Intelligence. She was selected for a U.S. Department of State internship in Vienna, Austria. Here is her story about her internship experience!

"Growing up, I had always dreamed of living abroad. Europe especially sounded like so much fun and the U.S. seemed so boring. So, when I got my chance this spring semester, I jumped on it. I heard about State Department internships from a friend at work who was planning to intern in Russia. I figured that since I have taken German language courses since high school, I would apply to intern in Austria. I was very excited when I received the offer

to intern with the U.S. Embassy in Vienna's Public Affairs section.

The application and security clearance took a while, but upon reaching Vienna, it was all worth it. Wanting to go in with an open mind, I barely did any research about where I was going to be spending the next three months. In hindsight, that was probably not the best idea, but it all worked out and I am loving my time in Vienna. When I first got here, I was admittedly terrified and spent the first few days forcing myself not to get on a plane to return home. Thankfully, I got past that, and I am very glad I did.

Something that really helped was the

surprise of there being so many local staff members as opposed to American Foreign Service officers. I had not expected that, but it was great having people who really know the area giving you suggestions on places to go, what places to skip, and helping you practice the language.

I started my internship during a very busy time for the Public Affairs section due to a major anniversary: the 175th anniversary of U.S. – Austria diplomatic relations. They were in the middle of planning a large gala to commemorate this event. They had an exhibit and book mostly complete, but I was able to help quite a bit with the video. All of these materials were used at the gala



Michelle visiting Lake Bled, located in Slovenia. You can see the medieval-era Bled Castle at the top of the hill. Next to the lake is the town, Bled, which has existed since Mesolithic times.

which was one of the most exciting and also nerve-racking experiences that I have had. While I was there working, I had plenty of time to talk with attendees and to get some refreshments. It was quite the experience to be getting a glass of water and having the President of Austria standing next to you.

Something I have realized about being here is that while I am an intern, I am not going on coffee runs or filing stacks of memos. I have been given assignments that officers typically handle – writing letters and speeches, helping run events, and helping give presentations to name a few. Part of this comes from the idea here that being an intern is not just what we can do for the Embassy staff, but also, what they can do for us. It took me a little while to realize what exactly that meant, but I figured it out and started asking for work that interested me, allowing this internship to be a lot of fun.

Another part of why I think I was given so much to do is my experience. I had worked in a professional workplace for about two years before getting this internship, and I really think that it prepared me quite well. I knew how to write a business letter, how to handle myself in meetings and how to communicate with others. That experience seemed to allow the staff to be comfortable asking me to do more work.

Outside of work, I have had a good bit of time to explore Vienna and to travel around Europe. Getting to see everything here has been amazing and makes me wish I had more time to keep travelling. That being said, I am very glad to have had this time to work abroad as well as travel. It is a completely different experience working in another country with citizens of other countries and needing a visa to do that work.

Being abroad has been a great experience for me and I would suggest it to

everyone. You get to experience a different way of life, meet new people, and test yourself in many ways. I am very glad to have been in Vienna and I am looking forward to continuing this work in the future. “

To learn more about student internships with the U.S. Department of State go to:

<http://careers.state.gov/students/>

It is a Small World After All: WORLD RELIEF

Margaret Clemens



Margaret Clemens (above) is a junior majoring in Development Studies. “As I researched World Relief I was amazed how their ideology aligned seamlessly with mine, and I reached out to the volunteer coordinator. “

Margaret Clemens is a junior majoring in Development Studies, with minors in Non-Profit Studies, and Youth Development. She participated in an internship with World Relief. Here is her story.

“I’m sitting quiet and shoeless in a small apartment. I’ve just been served a large plate of grapes and a Fanta, the latter I sip as I watch a Nepalese movie playing in the background. All around me there are people chattering in Nepali, animated and with large smiles on their face. I can’t even begin to understand what they are saying, but every now and then I catch “Maggie” or “World Relief,” so I know at least some of it has to do with me. I catch the irony of the situation and smile at the humor; me, a white girl from the suburbs now sitting as the guest in a Nepali home, and it’s not even the first time this week. I don’t truly fit in here, yet there’s nowhere else I’d rather be.

I began as an intern in January of my sophomore year at World Relief, an international non-profit organization with offices in 17 countries and 23 branches in the United States. They describe their vision as this: “In community with the local Church, World Relief envisions the most vulnerable people transformed economically, socially, and spiritually.” As a Christian organization, World Relief partners with local churches and organizations to “STAND FOR THE VULNERABLE;” this focus includes equal opportunities for children, women, the displaced, and the devastated.

Although World Relief is multifaceted within international aid, the Columbus office is solely focused on refugee resettlement. World Relief began under the name “War Relief Commission” in 1944, and since then has resettled more than 220,000 displaced, persecuted, and suffering refugees. In Columbus we’ve seen refugees from all

over the world, mostly from Somalia or Nepal, and many with stories complicated both by bureaucracy and the language barrier. As they arrive and we move them into their new home I try to imagine what must be going through their minds: how did I get here? Interestingly enough, that’s exactly what I was thinking.

The road to my present begins with something that many believe belongs in the past: faith. Not everyone will agree with me, but I think it’s important to mention how I got to where I am now. The reason I desire to help the poor, needy, and suffering is because they are created beings, just like me, and there is a God who loves those who are hurting more than I ever will. In our society it is hard enough to live a life committed to serving other people, and harder still if behind each person you help is hundreds more that you cannot. The problem can be overwhelming, and even more so when the



“Earth is a big place. Huge. We all want to make a difference. Who knows where the journey will take us, but now, through the refugee community, the world is coming right here to Columbus, Ohio.”

reality sets in that we’ll all eventually die, no matter what kind of life we’re living. A modern perspective today is that we should “love everyone,” but this has no basis if humans are simply biological processes who lack inherent value and will inevitably die. Value and purpose must come from an external source, a source outside our finite lives. We cannot help everyone, and for that reason I have to believe there is a God who can give us an opportunity for redemption, and did, with His son’s death.

I do not mean to preach, but I do hope to give context to my background and how I found myself at World Relief. My church, Xenos Christian Fellowship, has partnered with World Relief to provide employment, housing, and furniture for refugees resettled in Columbus. I’ve taken International Studies classes where refugee resettlement was mentioned but I did not know how to get involved or what organizations are doing the most good. I believe international aid should be sustainable, organic, removable in time, and ultimately

address more than material needs. It needs to be personal, involved, and loving on an individual level. As I researched World Relief I was amazed how their ideology aligned seamlessly with mine, and I reached out to the volunteer coordinator.

That summer I was matched up with Safio, a Somali refugee, as a friend and English partner. We met weekly for an hour or so in her apartment for that summer. Now, Safio has a job, has completed ESL classes, and no longer needs a weekly partner. Working with Safio helped me realize my heart for the international refugee community and was the reason I was so eager to apply for an internship position at World Relief. It happened so quickly; I received the role of School Enrollment Liaison, set my schedule, and walked into the office on my first day completely unsure of what lay ahead.

As the School Enrollment Liaison, my official duties revolve around getting the refugee children enrolled in school. This is more complicated than I ever

expected, involving numerous trips to the doctor for vaccinations and health screenings, meetings with the Columbus City School district, and mountains of paperwork. Once again, the language barrier only inhibits my communication with clients. This past Monday, I took a new 16 year-old Nepali refugee to get her vaccinations at the Columbus Health Department. So far my experience with Nepali people has been thoroughly enjoyable; no matter what obstacles they face in the resettlement process, I have yet to see frustration, fear, or any hint of negative emotion. When I arrived in the Nepalese apartment for the first time, all 5 feet, 10 inches of me, I can imagine my initial impression might’ve been rather distressing for the extremely petite family (a relatively common trait among Nepalese people), but they smiled on as the young girl climbed into my car, trusting completely that she was in good hands. I cannot promise she knew where we were going or that it involved seven vaccinations, but she seemed unfazed by the awkward situation as we drove downtown, even

attempting to make conversation with the little English she knew. At the Health Department I filled out the daunting pile of necessary paperwork and we waited in the lobby for an hour as the wheels of administrative bureaucracy slowly turned. Finally we were called up to the desk to answer a few questions before being taken into the back room to see the nurse and receive the vaccinations. Most of the questions were simple, not requiring much thought.

“Does the patient have any history of cancer?” “Does the patient smoke?” Both no. Then the woman asked, “Does the patient eat eggs?” and I had to pause, not sure of the answer. The woman behind the desk explained that because protein from eggs is used in the live virus vaccinations, an allergic reaction to eggs would have severe consequences. I looked down at the girl’s face and friendly smile, but her eyes betrayed her lack of understanding, and so I tried to ask if she’d ever eaten eggs.

“Eggs? Do you eat eggs? Like for breakfast?” She looked at me blankly as my eyes pleaded with her, begging for understanding, but there was none to be found. I tried creating an egg with my hands, even gesturing the action of breaking it open, but the girl did not comprehend. Feeling increasingly helpless I glanced around the room, wondering how far I was willing to go to make her understand. There were probably ten or so people in the waiting area, not counting the other employees at the desk, ten very good reasons not to act like a chicken in this public setting. Unfortunately, I saw no other option and slowly began to bend my elbows into wings and muster up a clucking noise. I was a millisecond from a chicken imitation that would easily seal my fate as a lunatic in the eyes of every uninformed bystander, when the woman at the desk had the genius idea to quickly pull up an image of an egg on her computer to show my client. The girl nodded and gave an affirming,

“Yes, I like!” bringing an abrupt end to the matter. I slowly exhaled and relaxed my chicken-like stance, thanking God I avoided making an utter fool of myself.

Since beginning at World Relief no two days have been the same, and I’ve learned more than I could ever dream of. Culturally, I’ve learned that when entering a Nepali household it’s polite to take your shoes off, sit down, and accept any drink they offer, usually soda. Another helpful note, if you’re with a native Somali person it is impolite to give a thumbs-up, as that is considered obscene. This wouldn’t normally be a problem, but I made the mistake of obsessing about this specific gesture (one that I rarely utilize) and was so tempted to use in front of Safio that I had to sit on my hands.

I strongly encourage anyone interested in International Studies or simply in helping people to acquire experience outside the classroom. Anyone can read a book on theory but it will never be the same as fully immersing yourself. With that in mind, when you’re looking for an internship, volunteer opportunity, or whatever you choose, I found it is imperative to remember three things. First, stick with your convictions: don’t compromise on what you know is important. We have the rest of our lives to make compromises, don’t do it when it comes to what you truly value as important. Fight for what you believe in, not what is easiest to fight for. Second, do the research. Did I know anything about Bhutanese refugee camps before this year? Not in the slightest, but I took the time to understand the people with whom I’d be working. This goes beyond just reading Wikipedia; don’t be afraid to ask questions! The more you protect your pride the less you’ll learn. Finally, be willing to get outside your comfort zone. I never imagined bowing and saying “Namaste” outside the context of a joke, nor did I think I would have to explain to a person who speaks minimal English what it means to be an

organ donor. In case you were wondering, it’s actually very difficult to make organ donation not sound terrifying; “When you die, parts of your body goes inside someone else’s body.” Yikes. The point is, we all have a vision for what we want to do and who we want to be, but none of us know what it will take to get there. Maybe you’re like me, and you trust a higher power to provide the foundation, motivation, and ability to serve others. Or, maybe you’re relying solely on your individual drive, goodwill, and effort. Whatever the case, be willing to get outside of your ego and comfort zone to do something that scares you. I promise you will not be disappointed.

Earth is a big place. Huge. We all want to make a difference. Who knows where the journey will take us, but now, through the refugee community, the world is coming right here to Columbus, Ohio. As usual, Disney got it right: it is a “small world after all,” and as OSU students we are in a better position than most to welcome its arrival. In the end, it comes down to this well-known phrase in the activist community: “When all is said and done, make sure more is done than said.”

To learn more about World Relief Columbus, go to:

<http://worldreliefcolumbus.org/>

Fulbright to TAIWAN

Adam Kong

Adam Kong graduated Spring 2013 with majors in Chinese, East Asian Studies, and World Economy & Business. He was selected for a teaching Fulbright to Taiwan. Here is his Fulbright application essay.

“It was a typical Saturday in Cincinnati, Ohio. I was ten years old and itching to play “tag” with my friends. However, something a bit more academic was at hand. My father had assigned me Chinese language homework, which included memorizing characters and reciting phrases. Before I could go out and play, I had to pass a vocabulary test and recite an old Tang Dynasty poem. I recalled thinking to myself how useless learning a language was; could a foreign language make me better at “tag”? No, but little did I know my language lessons as a child would play a major role in my adult life, eventually influencing my desire to become a Foreign Service Officer.

Growing up speaking both Chinese and English taught me the importance of cross-cultural exchange. Throughout my youth, my parents took me to visit family in China. One summer, while visiting my grandparents in Lu An, I met a boy named Peng Weiwei while playing basketball at the local elementary school. Our friendship was my first with someone of a different nationality and marked the beginning of my interest in other cultures. Not only did I learn how to find common ground (basketball and movies), but also developed communication skills for my future. It was around this time I realized I wanted to do something with my life that continuously incorporated new ideas and experiences.

In 2009 I was admitted to Ohio State University and majored in both International Studies and Chinese. It was an initiative of mine to expand on my

hobbies, including starting an a cappella group, rock climbing, teaching, and improving my Chinese. Furthermore, I studied away from campus through various scholarships and grants to enhance my cultural knowledge of other areas. During my 2011 Semester at Sea study abroad, I met American diplomats stationed in six different countries with backgrounds in accounting, teaching, the Peace Corps, and even ski instructing. I learned that diplomacy was more than just implementing American policy but also sharing culture, exchanging ideas, educating others, and developing relationships. The Consul for Political Affairs in Barcelona told me about his experience as an English teacher and how it led him to pursue a career in diplomacy. The following year, while attending Beijing Language and Culture University (BLCU) on a Gilman scholarship, I spoke to American diplomats at the American Cultural Center and learned firsthand how valuable cultural education was to diplomacy through briefings and interviews. It became clear to me that a career in diplomacy is what I want. I joined OSU English Conversation Partners to get more involved with the international student population.

My partner was Victor, a Taiwanese Ph.D. student. We often conversed about the differences between Taiwanese and U.S. culture, debating everything from foreign policy to bubble tea. Through him, my interest in Taiwan grew as I learned about the pop music phenomenon Jay Chou and moon cakes of the Mid-Autumn Festival. Furthermore, while working at my school’s climbing wall I met Taiwanese climbers who told me about their country’s outdoor culture. When I completed my Chinese major a year before graduation, I decided to tutor Chinese to help retain my language skills. During a tutoring session, a stu-



dent of mine told me about a conversation he had with an elderly Chinese couple. Using the skills from our lesson, he was able to communicate with them and maintain a conversation. The sense of pride I felt was irreplaceable and solidified my desire to teach.

Throughout my experiences abroad, I discovered that the most important ingredient for communication was mutual understanding. Once a diplomat understands their host culture, they can bridge differences, educate others, and develop relationships. I believe an ETA will help me develop these skills, thus representing the first step to becoming a diplomat.

Upon my return, I look forward to furthering my education by attending graduate school in foreign relations and applying the lessons I learned in Taiwan in my career.”

Adam invites you to follow his Fulbright experience in Taiwan!

<http://newglobalperspective.wordpress.com/>

Fulbright to BRAZIL

Charles Baker

Charles Baker graduated this summer with a major in International Relations & Diplomacy and a minor in Spanish. He has been awarded a teaching Fulbright in Brazil for the 2013-14 academic year. Here he shares his application essay.

“The stench of the city dump causes me to gag yet again and menacing dogs bark ferociously as our translator instructs my classmates and I to lock the van windows and gather our belongings for the final time. Today is a bittersweet day, as it is my last day teaching English, grading papers and facilitating recess at the Francisco Coll School in the heart of Guatemala City’s dump zone. Our translator had soberly explained the racial stratification of her country, as we noticed the children in this community were all either biracial mestizos or of indigenous descent. Those hours in the classrooms in Guatemala sparked a realization within me: education can be a societal equalizer.

As the children of the dump community flock to school, they are doing more than practicing arithmetic and parsing sentences—they are beginning their climb out of the slums. After class that day, in a mixture of elation and earnest dedication, I promise myself to return to Latin America to understand more of the vibrant and varied cultures and also to work as a teacher, expanding educational access. As a rising high school senior, those two weeks in Guatemala City greatly influenced my plans for undergraduate studies, leading me to search for universities with robust study abroad programs in Latin America.

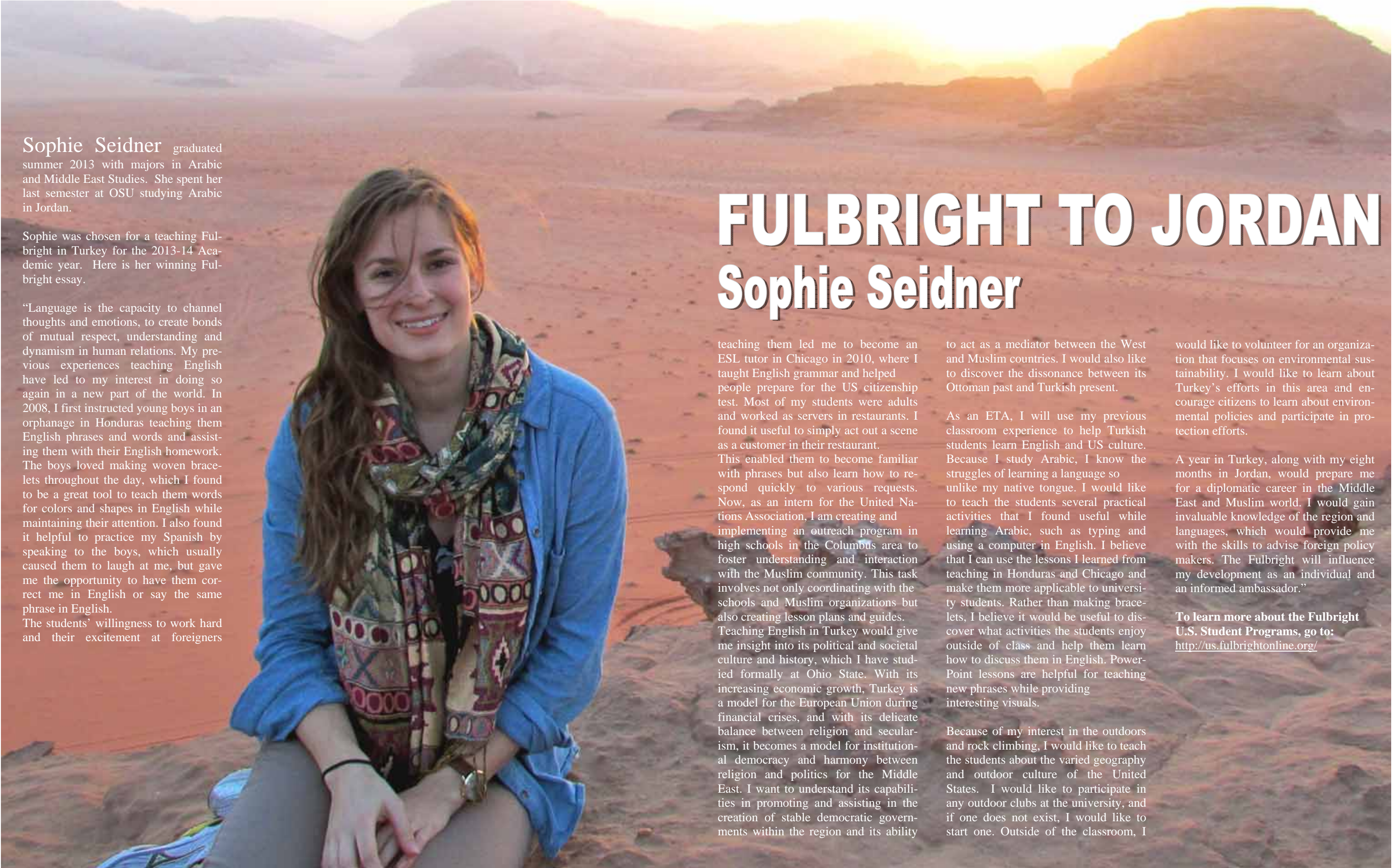
The next opportunity for immersion in Latino culture occurred my sophomore year at Ohio State University through a homestay study abroad program in Quito, Ecuador. Living with a host fam-

ily for an academic term was truly a formational experience. Whether studying the Spanish language and Andean culture in school or discussing US-Ecuadorian cultural differences over tea with my host parents, my desire to live and teach in Latin America only grew stronger. It was not until I returned to the US, however, that I was specifically drawn to Brazil. I enrolled in Portuguese classes for Spanish speakers my junior year. As my professor spoke of her home country, I quickly became enthralled with Brazilian culture and history. I began researching Brazilian healthcare in a political science class, presenting on the experience of Brazilian immigrants in the US for a Spanish course, and practicing Portuguese over coffee with other Lusophiles. With Brazil’s historic affirmative action policies passed by congress in summer of 2012, thereby expanding educational access to lower socioeconomic classes, it was now readily apparent that an ETA in Brazil would offer me the experience I had promised to make a reality four years earlier on that last day in Guatemala.

In the year following my final year of undergraduate studies, I plan to teach English in Brazil, by way of either an ETA or through a non-governmental organization. Afterwards, I will seek a graduate degree in international higher education. An ETA in Brazil offers an unparalleled chance to work in a diverse, post-secondary environment. Learning that Brazil’s expansive population consists of a medley of people from culturally and racially diverse backgrounds became an intriguing point of focus for me as I learned more about interculturalism and the challenges of living and working in a multicultural society through my internship with the Ohio State University Multicultural Center.



After completing this year-long internship, I decided to seek a career in higher education, beginning as an immigration coordinator and eventually working to become director of a university office of international affairs. As an ETA in Brazil, I would serve the future English teachers of Brazil and return to the US poised to take that which I learned in Brazil about societal inclusiveness through higher education and integrate those values and ideas into my position as an administrator in international higher education. Thus, for me, the opportunity of a Fulbright ETA in Brazil is not merely a nine month experience abroad, but rather the foundation for a lifetime of service to others in education.”



Sophie Seidner graduated summer 2013 with majors in Arabic and Middle East Studies. She spent her last semester at OSU studying Arabic in Jordan.

Sophie was chosen for a teaching Fulbright in Turkey for the 2013-14 Academic year. Here is her winning Fulbright essay.

“Language is the capacity to channel thoughts and emotions, to create bonds of mutual respect, understanding and dynamism in human relations. My previous experiences teaching English have led to my interest in doing so again in a new part of the world. In 2008, I first instructed young boys in an orphanage in Honduras teaching them English phrases and words and assisting them with their English homework. The boys loved making woven bracelets throughout the day, which I found to be a great tool to teach them words for colors and shapes in English while maintaining their attention. I also found it helpful to practice my Spanish by speaking to the boys, which usually caused them to laugh at me, but gave me the opportunity to have them correct me in English or say the same phrase in English.

The students’ willingness to work hard and their excitement at foreigners

FULBRIGHT TO JORDAN

Sophie Seidner

teaching them led me to become an ESL tutor in Chicago in 2010, where I taught English grammar and helped people prepare for the US citizenship test. Most of my students were adults and worked as servers in restaurants. I found it useful to simply act out a scene as a customer in their restaurant.

This enabled them to become familiar with phrases but also learn how to respond quickly to various requests. Now, as an intern for the United Nations Association, I am creating and implementing an outreach program in high schools in the Columbus area to foster understanding and interaction with the Muslim community. This task involves not only coordinating with the schools and Muslim organizations but also creating lesson plans and guides.

Teaching English in Turkey would give me insight into its political and societal culture and history, which I have studied formally at Ohio State. With its increasing economic growth, Turkey is a model for the European Union during financial crises, and with its delicate balance between religion and secularism, it becomes a model for institutional democracy and harmony between religion and politics for the Middle East. I want to understand its capabilities in promoting and assisting in the creation of stable democratic governments within the region and its ability

to act as a mediator between the West and Muslim countries. I would also like to discover the dissonance between its Ottoman past and Turkish present.

As an ETA, I will use my previous classroom experience to help Turkish students learn English and US culture. Because I study Arabic, I know the struggles of learning a language so unlike my native tongue. I would like to teach the students several practical activities that I found useful while learning Arabic, such as typing and using a computer in English. I believe that I can use the lessons I learned from teaching in Honduras and Chicago and make them more applicable to university students. Rather than making bracelets, I believe it would be useful to discover what activities the students enjoy outside of class and help them learn how to discuss them in English. Power-Point lessons are helpful for teaching new phrases while providing interesting visuals.

Because of my interest in the outdoors and rock climbing, I would like to teach the students about the varied geography and outdoor culture of the United States. I would like to participate in any outdoor clubs at the university, and if one does not exist, I would like to start one. Outside of the classroom, I

would like to volunteer for an organization that focuses on environmental sustainability. I would like to learn about Turkey’s efforts in this area and encourage citizens to learn about environmental policies and participate in protection efforts.

A year in Turkey, along with my eight months in Jordan, would prepare me for a diplomatic career in the Middle East and Muslim world. I would gain invaluable knowledge of the region and languages, which would provide me with the skills to advise foreign policy makers. The Fulbright will influence my development as an individual and an informed ambassador.”

To learn more about the Fulbright U.S. Student Programs, go to:
<http://us.fulbrightonline.org/>

FAVELA HOUSING IN BRAZIL: THE SALVADOR CASE

Shelby Stults



Shelby Stults is a senior majoring in Globalization Studies. She conducted research Summer 2013 in Brazil. Here she is taking a break to enjoy the breathtaking scenery.

Shelby Stults is a senior majoring in Globalization Studies, with minors in Development Studies and Portuguese. She applied for a travel grant through the Arts and Sciences Honors office to fund her research in Brazil during Summer 2013, with the help of her faculty advisor, **Prof. Kevin Cox of Geography**. She was awarded \$6,000 in support of her research! Here is her research grant application as a model for those of you planning to undertake your own research project.

RESEARCH PROJECT:

CONTEXT

Urban informal housing in Brazil, sometimes called favelas, grotas, or baixadas, and identified in the coun-

try's census as housing in 'sub-normal agglomerates' has long been a part of the urban fabric and a focus of academic interest. The numerous differences between formal and informal living settlements in these urban areas include standards of construction, but the most prominent difference lies in the legal ownership of the land it sits upon; areas of informal housing have typically been the result of land invasions and people living there do not enjoy title to the land.

Currently, the majority of academic research only focuses on the informal housing in southeastern cities of São Paulo and Rio de Janeiro, neglecting 8.7 million other subnormal agglomerate residents. For the last several

months I have been using statistical data from a variety of sources to compare and contrast demographic differences of favela residents from northeastern and southeastern cities. This data has allowed me to draw distinct differences in the median wage, condition of the home, and overall composition of subnormal agglomerate households in the northeastern cities of Salvador, Fortaleza and Recife, and the southeastern cities of Belo Horizonte, Rio de Janeiro, and São Paulo. My research project focuses on the northeastern city of Salvador.

RESEARCH OBJECTIVES

I want to explore related aspects of favela housing in the city. There are many gaps in the current academic



"Urban informal housing in Brazil, sometimes called favelas, grotas, or baixadas, and identified in the country's census as housing in 'sub-normal agglomerates' has long been a part of the urban fabric and a focus of academic interest."

literature. Statistically, more people live in favela housing in poorer cities. This raises questions about Brazilian housing policy: What is that policy with respect to the favelas and what provision is made for housing poorer people? Second is the issue of granting favela home owners rights to land. Why has this been so difficult? Third and finally, I want to explore the question of the stigmatization of favela residents. In Rio, stigmatization comes from images of criminality that don't apply in Salvador. On the other hand, the fact that the city has been slow to grant tenure rights suggests that other factors might be in play.

STUDY SITE

Obviously one can't possibly hope to solve the problem of regional variation with respect to informal housing in Brazil in one research visit. The objective, however, would be to obtain more complementary data in a single northern city. Salvador da Bahia would provide a good setting for conducting further research. It is the third largest city (by population), the second largest city by percentage of people living in subnormal agglomerates, and has a vibrant historical development different from that of Rio de Janeiro. Additionally, I was fortunate enough to spend time in Salvador last summer on

a previous study abroad trip with Ohio State, and this allowed me to become familiar with the city.

RESEARCH METHODS

In pursuing my research goals I want to speak to a number of different people. First are local officials, elected and non-elected, who will be knowledgeable about housing policy at provincial and local levels. It has been difficult to collect a significant amount of information regarding local policy and how national programs such as Minha Casa, Minha Vida and Família Bolsa affect informal housing in Salvador. By interviewing officials I will be able to bridge this gap between national policy objectives and results at the local level. Secondly, I wish to interview field directors of NGOs who deal with favela leadership, particularly the Pracatum Social Action Association, which is very active in Salvador. Third are directors of favela resident associations. Every favela has an association and there are 242 that are recognized by the Brazilian census. Pracatum will provide an opportunity since they work with resident associations on a daily basis. Additionally, resident associations will provide a different viewpoint on housing policy and tenure than the local officials. Finally are academic researchers in the planning departments of the

Federal and State Universities of Bahia, both located in Salvador, who have conducted research on the Brazilian favela.

The most effective approach to gathering information from these contacts is to conduct and record intensive interviews on a predetermined outline of questions and topics. This format will allow me to pursue unanticipated lines of inquiry. A problem is making contact with favela residents themselves without compromising my safety. What I plan to do is ask selected resident association directors or NGOs to organize small groups of residents with whom I can discuss the issues of housing policy, tenure policy and stigmatization.

In conclusion, the ability to travel to Salvador, Brazil will provide an opportunity to research and analyze many factors of urbanization, subnormal agglomerate policy, and the relationships between informal and formal housing that would not be possible relying only on statistical data. This research trip would allow for a qualitative, anthropogenic perspective that extends into the lives of those living in a vibrant community with cultural, historical, and political implications of urbanization in the past, present, and future.

Chinese Aided Special Economic Zones as a Means for North Korean Reform

Adam Kong

Adam Kong graduated in Spring with majors in Chinese, East Asian Studies and World Economy & Business. He completed a research thesis culminating in graduating with Research Distinction. Here is the abstract from his research thesis.

The purpose of this thesis is to provide an introduction and analysis of the special economic zones (SEZ) that are being established in the Democratic People's Republic of Korea (North Korea or the DPRK) in conjunction with the People's Republic of China (China or the PRC) and to determine whether these SEZs will result in an "opening up"¹ of North Korea. Beijing, known historically for its pragmatic economic policies, typically invests into regions that it believes can increase the amount of foreign direct investments (FDI) by corporations and other nations. However, in the case of the special economic zones in North Korea, China is attempting to do far more than what their South Korean (Republic of Korea or ROK) counterparts are doing with the Kaesong Industrial Complex (KIC), which is to capitalize on the low labor costs in North Korea and encourage economic reform.² In comparison to the KIC, which almost entirely focuses on manufacturing, Beijing seeks to create a zone that would allow exports, imports, manufacturing, financial services, and tourism. This is part of China's overall Changchun-Jilin-Tumen (Changjitu) Plan, which focuses on boosting the economy of Jilin, a province that has lagged behind China's rapid coastal development. Chinese investors believe that the geostrategic location of the Rason Special Economic Zone can help the Changjitu Project achieve a 19% growth rate and create an output of over \$200 billion by 2020.³ The plan

would also mean that Rason would become a transportation hub for the countries in North East Asia, including landlocked Mongolia, Russia, Japan, and South Korea.

However, North Korea is not China. Therefore, the SEZ models that China experimented with during its opening-up era cannot be used as a panacea for North Korean economic failure. Whether an SEZ is supported by China or South Korea, it will always be limited by the North Korean regime. Armed guards, internet restriction, a lack of economic understanding, and threats of nuclear attacks by North Korea prohibit these zones from becoming industrious regions that could help stabilize the country. As a result, even Chinese aided SEZs will follow a historic trend of stagnating or failing unless North Korea makes significant changes in its policies.

1 "Opening Up" is a reference to China's "改革开放", or Gaegekaefang, which was what China called its economic reforms in the late 70's and early 80's (Grasso 2009).

2 In an interview with David Kang conducted by the Council on Foreign Relations (CFR), Professor Kang elaborates on the potential of investing in North Korea through SEZs. For a more detailed explanation of these benefits, refer to Teslik In sources cited.

3 Lee, Yeon, and Jeong Kang. "The Changjitu Project and China-North Korean Economic Cooperation." BISA Annual Conference, 2011. 4



Denman Forum 2013

The Denman Undergraduate Research Forum was held on March 28th, 2013.

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

For those of you interested in pursuing a research project, the Undergraduate

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

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

The advantages associated with the successful execution of a research pro-

ject can be considerable. For those students considering graduate school, an undergraduate research experience in your background indicates to admissions committees you have started to make the transition from undergraduate level study to the more rigorous, theoretical and research based study at the graduate level. A research paper can provide very high level excerpts for graduate school application writing samples, or when applying for jobs.

Read about the Spring 2013 Denman participants on the following pages!

Hops Shortage and the Difficulties of Staying Organic

Cassandra Clark and Emily Pavkov



Presenter (s): (left to right)

Cassandra Clark (Globalization Studies & Sociology);

Emily Pavkov (Sociology)

Advisors:

Prof. Andrew Martin (Sociology) & Dr. Lindsey Chamberlain (Sociology)

Hops are the female flowers of the hops plant. They are typically used as a flavoring agent in beers. This study centers on a local Ohio brewery, Rockmill Brewery, and the current and fu-

ture uses of hops in the brewing process. Given the FDA's recent alterations to the regulations of organic labels, in order to continue marketing as organic, breweries must switch from non-organic to organic hops. This research looks at the predicted shortage of hops, exploring the varying global climates where hops can be grown, as well as the difficulties this presents throughout the beer industry. We look specifically at the implications this will have on a local organic business and

options they must consider for alternative distributors. The majority of the research is based on literature review, with in-depth contributions from hops experts and brewers. This information will be given to Rockmill to allow them to explore their options. The preliminary conclusions have found a variety of different distributors available to Rockmill Brewery that will allow them to continue to market as an organic brand and to expand their business.

On the Conditions of the Possibility for Transcending the Capitalist Nation State in Chiapas, Mexico: A Karatani Analysis

Rebekah Kartal



Presenter:
Rebekah Kartal
(International Relations & Diplomacy and Spanish)
Advisor:
Prof. Joel Wainwright (Geography)

This research brings the thought of philosopher Kojin Karatani to bear on a social movement in southern Mexico. Karatani analyzes the modern social formation as the result of three modes of exchange – reciprocity of gift and return, plunder and redistribution, and commodity exchange – which combine to form the capitalist nation state. Through the examination of Kant’s moral imperative, Karatani contends

that so long as we live within the confines of the capitalist nation state, we will treat others merely as a means to an end. Yet as Karatani illustrates, Kant’s ‘kingdom of ends’ could only be achieved through the transcendence of the capitalist nation state—a condition which seems impossible. My thesis argues that the Zapatistas of Chiapas provide a living political illustration of the struggle to transcend the capitalist nation state. Zapatismo challenges the continued exploitation and inequality that the capitalist nation state engenders through the creation of autonomous regions (called *caracoles*). By building communal organization, the *caracoles* have developed autonomous

education, health, and justice programs. The Zapatista movement calls on civil society to join them in creating a world of many worlds. Through its faith in the transcendence of the capitalist nation state the EZLN (Ejército Zapatista de Liberación Nacional) nourishes a different type of social formation, which Karatani calls association.

“The Ties that Bind” in the New World: Intergenerational Transmission of Culture in a Dual Identity Context and the “Diversity Immigrant Visa” Program

Yasmin Kavarizadeh, Aida Tahiraj, Inaam Aissa



Presenter (s): (left to right)
Inaam Aissa (Criminology);
Aida Tahiraj (International Relations & Diplomacy);
Yasmin Kavarizadeh (International Relations & Diplomacy)
Advisor:
Dr. John Moe
Department of Comparative Studies & English

The Diversity Immigrant Visa Program (also known as the Green Card Lottery) allows 55,000 people each year to immigrate to the U.S. Little academic research has been done on the impact of the system on individual emigrants. This study focuses on cultural transmission and acculturation of the newly arrived emigrants. The methodology includes in-depth fieldwork with emigrants from Algeria, Albania, and Iran

and demographic analysis of U.S. Census data. The results of the research indicate a different pattern of assimilation from the immigration of the late 19th century. Using this title, “The Ties that Bind,” we recognize the familiarity of the phrase. In fact, it is part of our story—to assimilate into the New World of American culture, while retaining an eye to our previous world—the worlds our families left to accept the challenge of relocating in the U.S.

For us, it is the story of the famous “American Lottery,” not unlike families at the end of the 19th century. A sample of our fieldwork is the following personal narrative: “From the time I was born until I left my native Algeria at the age of ten, I experienced civil war first hand. Even though I was just a child, I remember vividly the times

when the electricity was cut off and I would be terrified that the terrorists were heading towards my neighborhood. I was fortunate in the sense that none of my family members were among the many Algerians who were in the wrong place at the wrong time. I was unfortunate in the sense that I had to leave everything and everyone I knew one day because it was simply not safe to continue to live in Algeria. That was the reason my parents decided to come to America, the land of the free.” (Inaam)

Intra-Communal Violence in Southwest Russia and the Government's Reaction to Extremism

Peter Marzalik



Presenter:
Peter Marzalik
(Security & Intelligence & Russian)
Advisors:
Prof. Anthony Mughan (International Studies)
Dr. Jeffrey Lewis (International Studies)

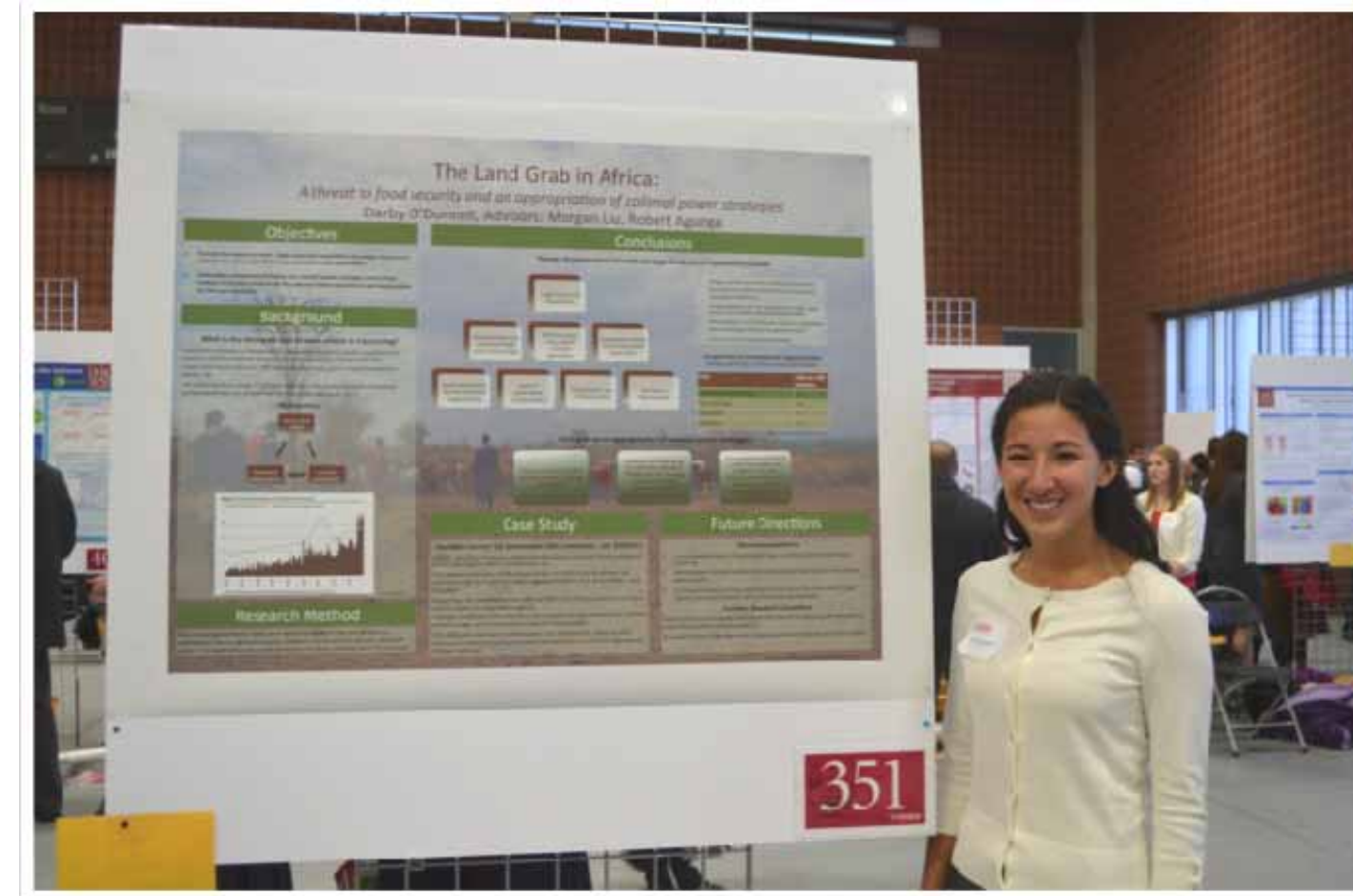
On July 19, 2012, head mufti Ildus Faizov was nearly assassinated and his deputy Valiulla Yakupov murdered by a radical Islamic sect in the city of Kazan in Tatarstan, Russia. This unprecedented terrorist attack was motivated by the extremists' outrage at their leaders' moderate prescriptions on Islamic fundamentalism. Such deadly intra-

communal violence triggered a strong military response from the Russian government. In line with Putin-era security policies, the Federal Security Service (FSB) continues to actively pursue extremists in the conflicts of the North Caucasus. However, initial inquiries suggest the dissatisfaction of ethnic minorities with federal mandates extends beyond this war-torn area. Through news source analysis and survey data, this study examines the growing trend of nationalist fervor and Islamic radicalization in the republics of Tatarstan and neighboring Bashkortostan. The field research is currently ongoing, and conclusions will be pre-

sented in preliminary form. The results of this project will provide important knowledge pertaining to political violence in a region not heavily studied in current academic circles.

The Land Grab in Africa: an Expansion of the Colonial Mentality

Darby O'Donnell



Presenter:
Darby O'Donnell
(Development Studies and Arabic)
Advisor:
Prof. Morgan Liu
(Comparative Studies & Anthropology)
Prof. Robert Agunga
(Agricultural Communication)

The continued demand for substantial food and energy supplies has motivated the recent surge of large scale land acquisitions in Sub-Saharan Africa (SSA). Collectively known as the "land grab," Oxfam has estimated that approximately 1000 deals have been made or are in the process of being finalized in SSA, with the total amount of land equaling the size of Western

Europe. Significant case studies indicate that these land grabs are not in the interest of the affected rural populations and pose serious threats to food security. Thus, we must evaluate why these deals are proceeding with little scrutiny from the international community and receive continued ideological support from international organizations (IOs) and Western governments.

This research will argue that international organizations and Western governments are facilitating these land deals under the guise of sustainability and ecological consciousness. Further, multinational corporations are employ-

ing manipulative measures to obtain government and local support. Combined, these actions suggest an expansion of the colonial mentality used to exploit the African continent for centuries. The research will center on the Herakles Farms land acquisition in Cameroon as a case study.

In the wake of the global food crisis, understanding the land grab, the complicit actors and the effects on local populations is essential to the cessation of the African continent's exploitation.

Comparative Nationalism: Assessing the Role of Nationalist Ideology in Independence Movements within Multinational States

Benjamin Osheroff



Presenter:
Benjamin Osheroff (Security & Intelligence)
Advisor:
Dr. Tatyana Nestorova (International Studies)

This project compares the phenomenon of nationalism in two distinct independence movements in the post-Cold War period. The goal is to illustrate the different ways in which nationalism manifests itself in the Balkans and in the Caucasus, and to reveal what aspects have aided a movement's success in achieving some measure of in-

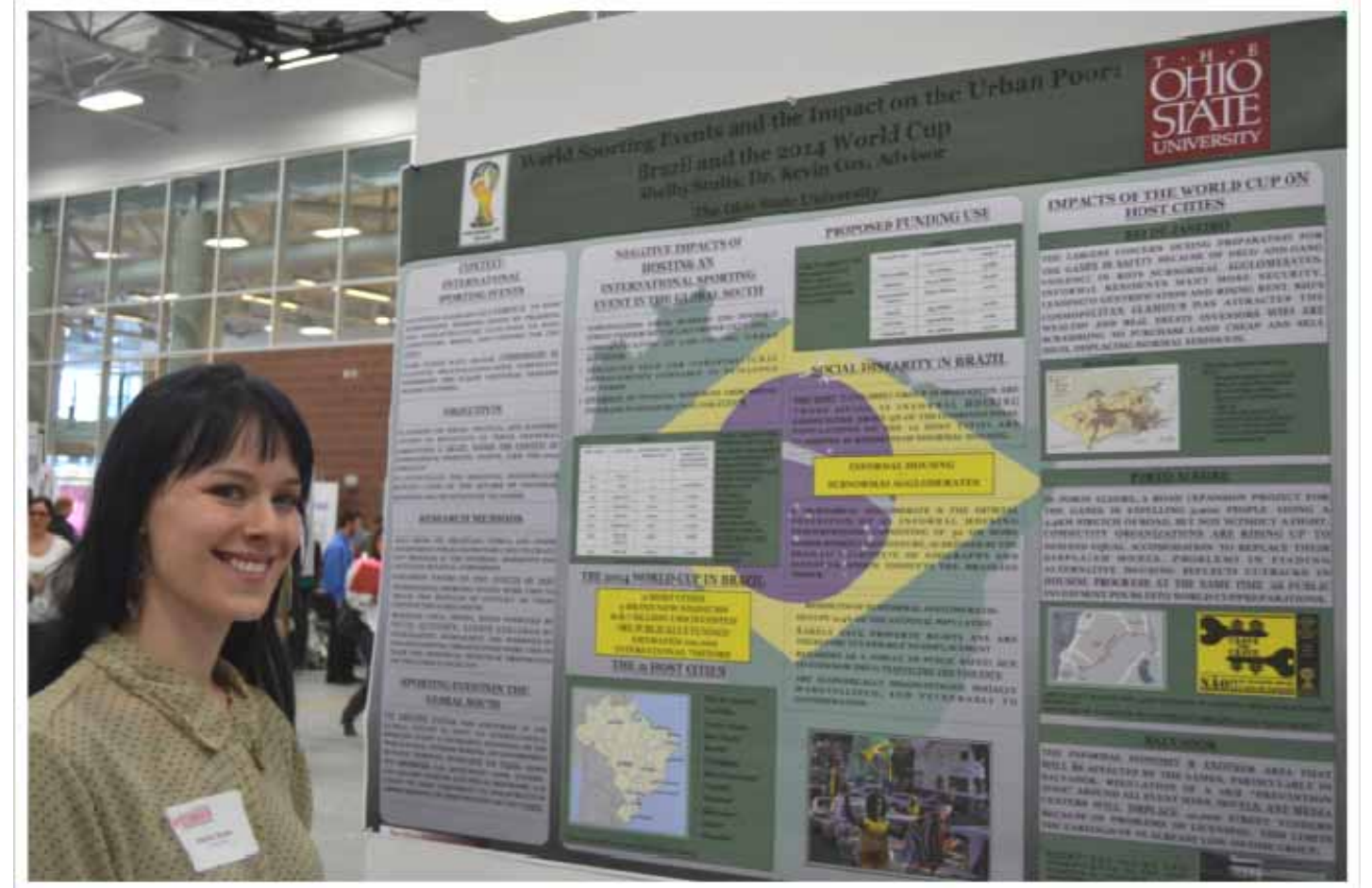
ternational recognition. Using Anthony D. Smith's model of symbolic nationalism set forth in his work *Nationalism and Modernism*, which includes the elements of common myth, language, and religion, the researcher examines the role of such aspects in the nationalist movements of Bosnia and Abkhazia in order to offer a greater understanding of the impact of nationalist ideology in both movements.

Through the comparison of these cases, the researcher will be able to determine what aspects of nationalism contribute the most to the effort to

achieve international recognition, in addition to measuring the forces of competing nationalism in multinational states, in this case the former Yugoslavia and the republic of Georgia.

Variations in the Brazilian Favela

Shelby Stults



Presenter:
Shelby Stults (Globalization Studies)
Advisor:
Prof. Kevin Cox (Geography)

Informal housing in Brazil, sometimes called favelas, grotas, or baixadas, and identified in the country's census as housing in 'sub-normal agglomerates' has long been a part of the urban fabric there and a focus of academic interest. On the other hand, although sub-normal agglomerates are characteristic of urban Brazil as a whole, there exists little research on them outside of São Paulo or Rio de Janeiro, even while housing conditions are often worse. Further investigation into these regional variations will assist in a more com-

plete understanding of informal housing of Brazil as a whole. Data from the Brazilian census and other academic publications were used to provide the basis for statistical comparisons of favela conditions across 20 different cities.

Two regional groupings of cities emerge: one in the northeast and one in the southeast. This contrast raises a number of important questions. In the poorer, northeastern cities the proportion of the population living under favela conditions is higher. This puts the spotlight on Brazilian housing policy and its shortcomings, and these are explored. Another major issue has been the reluctance of cities to provide

favela dwellers with private property rights. This may be because of a reluctance to provide them with the city services entailed by that concession. Part of these politics includes the advantages private utility companies gain if the favelas are not part of the city.

The question remains why these factors might have been more apparent in northeastern cities.