In this issue of Global Perspectives you'll find the following stories:

1. Global Strategies – A Q&A with William Brustein
2. Soldiers learn about Afghan culture
3. From the city of Maroua to the Logone Floodplain
4. Project: Fulbright-Hays dissertation research in the United Arab Emirates
5. Ohio’s teachers learn how to go global in the classroom
6. Students from China learn about college life at OSU
7. International Scholar Profile: Stelios Kazantzidis
8. OSU professor delivers address at Charles Darwin Symposium
9. News from Study Abroad
10. Scholarships will enhance opportunities to study in China

Global Strategies – A Q&A with William Brustein

William I. Brustein, PhD was appointed Vice Provost for Global Strategies and International Affairs on July 1, 2009. His work at Ohio State is dedicated to fully integrating international and multicultural experiences to the academic units within the university and expanding and enhancing our global reach. Each quarter, Dr. Brustein will answer questions in this column as they relate to the topic of internationalization at Ohio State.

What does it mean to internationalize a university?

Internationalization means that the heart and soul of a university is committed to preparing and graduating globally competent students. There is a systematic and focused effort to include internationalization in the strategic plans of all academic units; adding international components to the curriculum; barriers to study abroad are eliminated; requiring foreign language proficiency; creating international internships; creating faculty incentives for
international contributions; senior international officers have a seat at the decision-making table; barriers to international student recruitment and retention are eliminated; partnering with immigrant communities to draw upon their expertise; and global partnerships are a priority.

It is the infusion of all of these components combined that provide a foundation for building a global university that add value to existing goals and missions.

What are your top three priorities?

1. Establish “Gateways” for Ohio State in other parts of the world. These are multi-faceted centers that capture the strengths of Ohio State. Gateways will provide us with a presence in other countries that can be used for continuing education, international student recruitment, alumni and donor relations, study abroad in-country orientations. They can serve as a base of operations for faculty, joint and dual degree programs as well as locations for Ohio-based corporations to provide executive training programs. The Gateways are an international engagement component that will enable us to broaden our relationships and deepen our investment in key parts of the world. Currently under consideration are Ohio State Gateways in China, India, Brazil, Turkey and the Horn of Africa. Europe is also high on the list and possibilities include Poland, Russia or the United Kingdom. It is important to note that decisions about locations will be driven by the strengths and interests of Ohio State.

2. Internationalize the curriculum. We want to develop a method to provide international learning experiences that will be based on global competency skills. Students need to have a global awareness that allows them to work effectively in international settings; be aware of and possess the ability to adapt to diverse cultures; be familiar with global change; be able to communicate across cultural boundaries; and comprehend the international dimension of one’s field of study.

3. Increase student mobility – inbound and outbound. We need to eliminate the financial and curricular barriers for our students - for faculty leading study abroad programs and for international students coming here to our campus. These experiences - for both inbound and outbound students - play a significant role in the value of their education in terms of diversity, cultural awareness and academically.

For more information about Dr. Brustein's viewpoints on internationalization, readers can view It Takes an Entire Institution
One hundred and fifty marines from the 3rd Battalion, 25th Lima Company, based at Rickenbacker Airport, are now more familiar with Afghan history and culture as well as Islam. Ohio State’s Middle East Studies Center conducted the workshop to give the Marines an insider’s perspective about the Afghan lifestyle and culture should they be deployed to Afghanistan.

Alam Payind, director of the Middle East Studies Center, and faculty-in-exile from Kabul University spoke about Afghan history and the history of conflicts in Afghanistan over the past 2,500 years. There were also sessions on cultural theory, how to negotiate terms of cultural differences, and information about the Pashtun culture, the dominant ethnic group in Afghanistan.

“The soldiers asked a lot of good questions and they were hungry for details about how the culture governs their way of life,” said Cory Driver, outreach coordinator for the Middle East Studies Center.

The Marines expressed much interest in knowing about how cultural norms and mores would affect interactions between Afghans and Americans serving in Afghanistan. The workshop helped teach the soldiers how to reconcile being sensitive and understanding of other cultures while maintaining their own culture; and as a result of increased interaction with and comfort level of Afghan women, female American soldiers were advised to make it known that they are women either by removing their helmets when safe to do so, or by displaying their hair or face.

The Middle East Studies Center has presented other workshops for members of the National Guard and military engineers and medics.
Driver said the feedback after these workshops has always been positive and the groups are grateful to have information about the areas of the world where servicemen and women are working.

**From the city of Maroua to the Logone Floodplain**

For three months during winter quarter, Kristen Ritchey took daily trips from the city of Maroua to the Logone Floodplain, conducting research – under the guidance of Professor Mark Moritz – on labor relations between the independent (absent) owners and the hired herders of cattle.

A senior majoring in anthropology with a minor in dance, Ritchey followed up immediately on Moritz’s plea for students to join him in the fields of Cameroon. During her stay, she conducted 80 interviews, delving into the lives of the owners and the herders trying to determine how economically sustainable their lives are, and if there is a chance to move from one socioeconomic level to another.

Since Moritz had been conducting research on open access management in Cameroon for the past 16 years, Ritchey stayed with a friend and his family, much of the time spent sleeping in a tent in the middle of a flood plain. “I learned a lot about the culture,” she said. “Everything is done on African time. It’s not a fast-paced society – things just take a little longer. And families seem to enjoy each other more. All their meals are taken together as a family.”

Moritz’s work led Ritchey to develop her own research theme that concentrated on labor contracts and money, and asking tough questions about income and expenses, whether there was enough money to buy food
and clothing and medical care should the need arise. “The independent herders could just sell one of their cows, but the hired herders had to rely on their income, or market goods given to them from the absent herd owners like clothing or millet,” she explained. “But if there was an extra need – like sickness in the family – then they had nothing to sell to acquire money to care for the sick. They had no economic security net. And the question became, ‘Could the hired herders become independent owners?’ The hired herders remained optimistic, but it didn’t happen very often.”

Each of the interviews she conducted took at least an hour and were facilitated by an interpreter. Ritchey learned that more often than not the expenses of the herders far outweighed their income of 80 cents per day.

The result of the research Ritchey conducted determined that socioeconomic mobility does exist, but it is rare and certain criteria almost always existed. “For a herder to become independent, he more than likely was given cattle by a family member, or he was paid in cattle rather than in cash,” she said.

Her experience in Cameroon was “the best thing I ever could have done,” she said. “Living and working with the people, gives you way more experience than you can get in a classroom.”

View a video of Kristen Ritchey and Professor Mark Moritz conducting research in Cameroon.

Project: Fulbright-Hays dissertation research in the United Arab Emirates

Michael Ewers, a PhD Candidate in the Department of Geography, was awarded a Fulbright-Hays Doctoral Dissertation Abroad Grant from the U.S. Department of Education. In
August he returned from 11 months of dissertation fieldwork in the United Arab Emirates. His wife, Cheryl, and two and a half year old daughter, Eleanor, accompanied him to the UAE. He was affiliated with UAE University in Al Ain, but conducted most of his research in the cities of Dubai and Abu Dhabi.

My research interest in the UAE is driven by the interaction of four key facts about the country: First, the UAE is small, both in size and population. It is the geographic size of South Carolina and has a population of approximately 5.5 million. Secondly, the country is mostly populated by foreigners. These are almost entirely temporary guest workers and their families who cannot obtain citizenship. Only about 20% of its total population and 10% of its workforce is comprised of Emirati citizens. Thirdly, it is rich. Despite its small geographic size and population, the country holds approximately 10% of the world’s known oil reserves. The UAE is the second richest country in the world per capita - surpassed only by its Gulf neighbor, Qatar. Lastly, the UAE’s development is both recent and spectacular. The federation of seven emirates was established in its current form in 1972. Its rapid transition into a modern economic power since has been driven by two oil price booms, from 1973-86 and from 1998-2008.

What has always interested me most about the combination of these four factors is what role they play in the country’s efforts to create a future for its people after oil. In particular, the UAE is pouring money into creating diversified, non-oil economies, best exemplified by the spectacular growth of Dubai. The country is also trying to educate its local population so that the country can be less dependent on skilled, foreign workers. Yet, the country’s diversification efforts have actually stimulated new inflows of expatriates. In the UAE, large oil reserves and small (local) populations have reduced incentives to create local human capital, instead promoting a dependence on foreign workers. In order study this dynamic, I conducted an employment and human capital survey with over 300 companies. I also conducted key informant interviews with representatives of dozens of companies throughout the country.

Before spending this year in the UAE, I had taken a number of much shorter research trips to the country and the region. What really made this trip stand out, in addition to the length of time, was that I brought along my wife and daughter. The Fulbright-Hays Doctoral Dissertation Research Abroad grant is one of the few funding sources that provide additional allowance for a spouse and/or child. In most cases it is very difficult for a graduate student to bring their family along for extended overseas dissertation fieldwork. This was a great opportunity for my family to spend time together and for my daughter to learn about peoples and cultures outside of Ohio. I did
not expect that having my family with me would change my research, but it really did. Most significantly, I had a much greater level of interaction with Emirati citizens than I had experienced during previous trips. During all of my past trips throughout the Middle East I have always noted the importance that people in the region place on their families, children and hospitality. It was a truly incredible opportunity to experience this first hand.

**Ohio’s teachers learn how to go global in the classroom**

As the new school year begins, more than 100 K-12 teachers in Ohio are ready to incorporate new ideas, themes, materials and technology into the classroom to help internationalize their lesson plans.

The Office of International Affairs and Ohio State’s five Area Studies Centers collaborated with educators around the state to present the 2009 Global Institute, a three-day workshop for teachers in grades K-12 held on Aug. 3-6 on the campus of Kent State University. The Global Institute is a partnership among Ohio State, Kent State University, the Ohio Department of Education and the Ohio Geographic Alliance.

The Center for African Studies, Center for Latin American Studies, Center for Slavic and East European Studies, East Asian Studies Center and the Middle East Studies Center provides outreach programs, teacher training and informational resources to K-12 teachers across the state to help integrate and increase knowledge of world regions across curricula and subjects.

Approximately 100 teachers were selected from more than 200 applicants to attend the Institute. Teachers from 26 different school districts
and specializing in all subject areas learned about international resources they could bring to the classroom, share and learn new methods and materials and network with other teachers to receive tips about internationalizing lessons.

“It was a very diverse group of teachers who were interested in learning more about different regions of the world,” said Lance Erickson, assistant director of the Center for Slavic and Eastern European Studies. “It was a great opportunity for us to share our insight and let them know about all the international resources they have at their disposal,” Erickson said.

The five Area Studies Centers at Ohio State offer supplemental material and resources such as books in other languages, foreign films, and they can even call upon international students and scholars to make presentations in the classroom. Each day of the conference focused on different themes of exploring global issues, internationalizing instruction and integrating technology. Teachers participated in group and discussion-based, break-out sessions on world issues and regions, and subject-specific instruction. Teachers also attended workshops on incorporating new media, such as video conferencing with international students and schools into lesson plans.

Some of the highlights from the conference included:

- **Kelechi Kalu**, a professor in the [Department of African American and African Studies](#) and director of the Center for African Studies at Ohio State, discussed the demographics of today’s world populations, and the disparities among them.
- Discussions of world regions were led by representatives of Ohio State’s Area Studies Centers.

- Ohio State visiting artist, **Jingfei Li**, described and demonstrated the art of Chinese kite making to Institute attendees through video conferencing. Teachers also had the opportunity to speak with teachers from Brazil over the Internet.

**Students from China learn about college life at OSU**
Global Perspectives


Thirty-four Chinese students from Wuhan University visited Ohio State to develop their English speaking skills in an American setting and to learn more about college life in the United States.

“We believe that to learn English as a second language, the learner has to learn how to use English in the target cultural environment and to communicate with native speakers to reach that goal,” said Minru Li, program specialist for the Foreign Language Center and coordinator for the program.

The students visited different political, cultural and social points of interest at Ohio State and in Columbus including the RPAC, Ohio Stadium, the Columbus Zoo and an Ohio courtroom. Students also traveled to Cincinnati to tour the National Underground Railroad Freedom Center to learn more the racial history and diversity makeup in the U.S.

Students also attended lectures at Ohio State on American culture such as the importance of sports, tips on applying for graduate school and they participated in English-building activities including striking up conversations and asking questions about Ohio State to students and faculty.

Ohio State and Wuhan University have been sister universities for more than 27 years. This is the second year that Ohio State has hosted students from Wuhan for this program.

International Scholar Profile: Stelios Kazantzidis
What is your home city and country?

Athens, Greece

What is your degree in and where did you earn it?

I have a PhD in Physics from the University of Zurich, Switzerland. The title of my PhD thesis was: "N-body Simulations of Galaxies and Halos in Cold Dark Matter Models."

What department are you in at Ohio State?

I am an Astronomer at the Center for Cosmology & Astro-Particle Physics (CCAPP). CCAPP is a joint initiative between the OSU Departments of Astronomy and Physics whose goal is to provide a scientific environment for research at the interface of cosmology, astrophysics, and high energy physics.

What are your research/specialty interests?

My research interests span a wide range of topics in theoretical astrophysics and cosmology, from structure and galaxy formation to supermassive black holes and the nature of dark matter.

How long have you been in the United States?

I arrived in the United States in September 2004. Prior to assuming my appointment at Ohio State, I conducted research at the University of Chicago and Stanford University.

Why did you choose Ohio State?

The Center for Cosmology and Astro-Particle Physics at The Ohio State
University is one of world-leading centers in astronomical research. Being part of the CCAPP unique environment has provided me with lots of opportunities to interact with its scientists and visitors and establish numerous new collaborations.

What have you been doing at Ohio State as part of your exchange visit?

I have been conducting astronomical research in computational astrophysics, cosmology, and galaxy formation.

What has most surprised you about your experience in Columbus?

I was impressed by the welcoming and friendly Midwestern atmosphere of Columbus.

What has been the hardest thing to adapt to since you've come to Columbus?

The fact that there is essentially no public transportation to the Port Columbus International Airport.

What is the most fun/exciting thing you've done since you've arrived at Ohio State?

Visiting the museums and the arts district.

How has the Office of International Affairs helped you adapt to campus life?

The Office of International Affairs has been extremely helpful in a variety of issues, the most important of which has been my recent visa application.

OSU professor delivers address at Charles Darwin Symposium

Tim Berra, an Ohio State Professor Emeritus in the Department of Evolution, Ecology, and
Global Perspectives

*Organismal Biology* has been named a **Fulbright Senior Specialist**. As part of the award, Berra traveled to Darwin, Australia in September to deliver the keynote address at the Charles Darwin Symposium commemorating the 200th anniversary of Charles Darwin’s birth and the 150th anniversary of the publication of Darwin’s famous book *On the Origin of Species*.

During his six-week stay at **Charles Darwin University**, Berra will present a series of lectures on the diversity of Australian fish life and also lecture at Flinders University in Adelaide, South Australia. This is Berra’s third Fulbright grant. "I owe my career to the Fulbright program," Berra said. Berra has specialized in research on the unique evolutionary traits of Australian fish, such as the nursery fish, for most of his career.

Berra was selected by Charles Darwin University as the keynote speaker after recently publishing a book on Darwin’s personal life, *Charles Darwin: The Concise Story of an Extraordinary Man*. Berra said he plans to put a human face on Charles Darwin and his theory of evolution with stories about aspects of Darwin’s personal life such as his marriage and family.

Berra has always had an interest in Darwin “As a biologist, everything we do goes back to the theory of evolution.” When teaching introductory biology courses, he always included the history of the theory of evolution in his courses. He wrote a book *Evolution and the Myth of Creationism* which Ohio State used as a supplemental reading material for Biology 101. Berra then decided to write a concise biography of Darwin focusing on his personal life.

“I wanted to write about Darwin as a person because creationists have tried to demonize him as a way of discrediting the theory of
evolution. Darwin was a decent, empathetic human being with a wonderful family life, a loving wife, and 10 children, and he also happened to have the greatest idea that the human mind ever had,” Berra said.

The Fulbright Senior Specialist Program provides funding for American professors to travel to foreign institutions to conduct research, give guest lectures, provide teacher training and give special conferences or workshops. Faculty members stay at the host institutions anywhere from two to six weeks.

News from Study Abroad

**Getting Started sessions** - Students who may be considering studying abroad but don’t know where to begin should attend a Getting Started session offered Monday - Thursday by the Office of International Affairs. Students receive basic information about studying abroad including, how to select a program that meets their academic goals, along with other practical information about finances, the application process, and other available resources.

**Scholarships** - There are close to 50 scholarships listed at oia.osu.edu for students in need of additional funding for their study abroad program. The scholarships are available for a wide variety of majors and interests including, business, arts and humanities, African and African American Studies, French and Italian, East Asian studies and many more.

**Supplemental study abroad health insurance** - Ohio State students traveling to international locations for the purpose of undergraduate or graduate /dissertation research, internships, or independent study which is part of their academic program, are required to enroll in the university’s supplemental study abroad health insurance which is provided through HTH Worldwide. The supplemental insurance includes coverage for emergency assistance, evacuation, and repatriation. The coverage is available through the Office of International Affairs.

**Faculty advising students traveling independently** - Faculty advising
Global Perspectives

students who will be traveling abroad independently, are required to refer students to the Office of International Affairs at least one quarter in advance of their travel plans, so they can be advised of the supplemental health insurance program, U.S. embassy registration procedures, and any restrictions that may apply if a travel warning has been issued by the Department of State.

**Scholarships will enhance opportunities to study in China**

More students in the Ohio State Chinese Flagship program will have the opportunity to study in China with the help of a new scholarship made possible by the Chinese Consulate General in New York City.

The Chinese Consulate has established the three-year scholarship program for students in recognition of Ohio State’s participation and high achievements in a language and culture competition sponsored by the Chinese government.

*Shaun Newcomer* and *Micah Wallin* received the scholarships for the 2009-2010 school year and are currently studying in China.

The scholarships provide funding for two Ohio State students – based on their educational qualifications – to study for a year at any Chinese university and will cover the cost of tuition, fees, international student medical insurance and housing as well as provide the student with a spending allowance.

“Since the purpose of these scholarships is to recognize and reward superior performance, students with strong academic records who have demonstrated serious, sustained commitments to achieving a high degree of proficiency in Chinese language and culture will be chosen to
receive the scholarships,” said Huanzhen Zhao, program director and curriculum specialist of Ohio State’s K-8 Chinese Flagship Program and Bridge Competition coach.

The Consulate learned of Ohio State’s success with its Chinese language program through the Chinese Bridge competition. Since 2004, Ohio State Students have participated in the regional Chinese Bridge Competition sponsored by the Chinese Ministry of Education. Formerly called The Chinese Proficiency Competition for Foreign College Students Worldwide, the purpose of the competition is to encourage non-Chinese speaking students to attain high levels of proficiency in the Chinese language and cultural arts. The regional competition is held annually in New York City and the finals of the competition are held in China. Ohio State students have won more regional and international prizes at the Chinese Bridge Competition than any other university in the world.

**Autumn 2009 Global Perspectives**

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