Can pleasure be serious? In recent years, my students in Victorian literature and culture courses have proven again and again that the resounding answer is yes. To enrich our understanding of novels such as Charles Dickens’ “Bleak House” or Rudyard Kipling’s “Kim,” students dive into The University of Iowa’s outstanding collection of 19th-century magazines in search of Victorian views of childhood, pets, abandonment, adoption, marriage customs and fashions, street performers, missionaries, Buddhism, and colonialism. Carefully turning these crumbling pages, they discover letters of travelers to Africa and India—important locations for these novels—advertisements for tropical medicines, satiric cartoons of the authors and their views, reviews of abbreviated and often propagandist theatrical versions of the novels, and witty as well as poignant comments from Victorians themselves about their reading pleasure.

Drawing upon materials that we sometimes too easily dismiss as “entertainment” or popular culture, students fashion what anthropologists would call “thick description” of the cultural context that gave rise to artifacts like novels which we tend to study in isolation. We enhance our study of the 19th century as students strive to comprehend the past through its denizens’ pleasures. At the same time, students heighten their own pleasure in studying literature by tracing the endless unfolding of popular contexts in which the novels were situated.

My own study of Victorian attitudes toward aging and old age dramatically matured, shall we say, when I looked beyond predictable contexts for investigating aging, such as medical and religious literature. Like my students, I found that activities, texts, and images denigrated as foolish pleasures rather than staid scholarship often eloquently expressed feelings about aging.

Cartoons, stage stereotypes, the sudden explosion of aging animal “autobiographies,” such as Black Beauty, the plans for Queen Victoria’s two coronation festivities, fashion advice to aging men and women, and characters designed more to entertain than edify, such as Bram Stoker’s undying Dracula or the age-resistant hero of Oscar Wilde’s “The Picture of Dorian Gray,” vividly illustrated Victorian fears of supporting an aging population, concerns about their own encroaching late life, yet also the longing to age with dignity and the respect of the community. Given my and my students’ serious desire to gain a deeper, more nuanced understanding of the past, I was especially grateful to bring a group of scholars to The University of Iowa who share our preoccupation with the seriousness of pleasure.

Appropriately opening on April Fool’s Day, the annual Interdisciplinary Nineteenth-Century Studies Conference (INCS) focused this year on the topic “Serious Pleasures,” demonstrated again and again that pleasures offer rich insights into the hopes, fears, anxieties, and desires of a culture.

Imagine the following hypothetical scenario . . . A University of Iowa international student was pulled over by a police officer one night. As the 30-year-old student began to step out of her car, the officer yelled, “Freeze!” The student kept moving, not understanding “what” she was supposed to freeze. For her it was a sign of respect to step out of the car, but for the officer it was an act of defiance. The officer, finally realizing that she was unfamiliar with the rules, motioned for her to stand still, and she complied. Although this is a fictional scenario, it could become a very real situation in Johnson County—home to more than 2,500 international students and scholars who attend The University of Iowa.

“Misunderstandings arise out of miscommunication, or in not having the opportunity to have experiences with individuals from other cultures,” says Claire Cardwell, an international-student adviser with the UI Office of International Students and Scholars (OISS). Cardwell has spearheaded a program called “Painting the Lanes for a Better Understanding: Between the International Community in the Johnson County Area and Local Law Enforcement.”

This program came to fruition when Cardwell, in collaboration with Johnson County law enforcement agencies, received a $10,000 grant from NAFSA: Association of International Educators to provide information about American laws to international students. The grant is matched with $30,000 from UI International Programs.

The program that started in June 2003 is providing an opportunity for the international community and local law enforcement agencies to have positive interactions. “Most of the time these two groups come in contact with one another is when there is an arrest or in writing a ticket,” said Cardwell. “The grant provides an opportunity for the international community and law enforcement officials from Coralville, Iowa City and UI Police Departments and the Johnson County Sheriff’s Office to have a better understanding of what causes each group to react or behave in a certain manner.”

“I think the police officers also got to know some of our cultures, our pride in our joint family ties, the level of intellect in a non-English speaking international crowd. They have had very little international exposure, and I am glad to have taken this ride to ward off some of their misconceptions or lack of knowledge.”

- Rina Chaudhary, UI humanities student, India
benefiting from these increased interactions. "While on the one hand I came to know that they are also human beings with the same emotions and troubles, I think the police officers also got to know us, the international students and their families," Cardwell said. "We discussed our experiences, our observations about Iowa, and the officers shared their stories of life as a police officer."

"I feel the information I presented was useful to the students, and it will hopefully make them feel more at ease should they encounter law enforcement here," said Lt. Steve Fortmann. "It's important to familiarize them with the legal system here and ensure it is followed."

"I'm glad to have taken this ride to ward off some of their misconceptions or lack of knowledge," said Amadou Ouedraogo, a 43-year-old UI student from Burkina Faso. "The ride-along program helps promote a better relationship between law enforcement and the Iowa City community, and it's great to see officers welcome the increased understanding that comes from these interactions."

Her vision started becoming a reality when police officers conducted PowerPoint sessions for incoming international students last fall. The presentations focused on the following areas: what to do in an accident; costs associated with an accident; taking the driving test; and public intoxication.

"In our country, we are scared of the police and stay away from them," said Maneewan Sanubol, a UI student from Thailand. "I wouldn't blame her mother for fearing the police. Having been fed a wholesome diet of Hollywood action thrillers in our home countries, we anticipated getting involved in a high-speed police chase. Fortunately, for us, the ride remained mundane."

"In our country, we are scared of the police and stay away from them," said Sanubol, and I nodded my head vehemently in agreement. "It was a once-in-a-lifetime experience."

If stopped for speeding in India, I would be expected to offer the officer some money, listen to the mandatory warning and drive along with a hole in my wallet but without a ticket in hand. "There's a lot of power in a ticket, and stay away from them," said Sanubol, and I nodded my head vehemently in agreement. "It was a once-in-a-lifetime experience."

As we started our "tour" of the city, though, our uneasiness gave way to fascination and curiosity. We realized that this was going to be a once-in-a-lifetime experience.

Sanubol had confessed earlier that she was very apprehensive about the ride-along. "Had my mother known I was making this trip to the police station, she would have told me not to come," said Cardwell. "It's very important to familiarize them with the local law enforcement here and ensure that they feel safe and secure while in Iowa."

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INDIAN CINEMA

LOCATING POPULAR

Indian CINEMA IN IOWA

BY COREY K. CREEKMUR

> > ON DECEMBER 8th 2001, THE ENTERTAINMENT INDUSTRY TRADE
journal “Variety”’s box office list of films playing in the United States
identified the Tom Cruise thriller “Vanilla Sky” as the number one
moneymaker, grossing $35 million after an opening weekend on more
than 2000 American screens. The comedy “Shallow Hal,” earning
$1.49 million, made the list at number nine, while the French import
“Amelie” appeared at number 10 after generating around $773,000.

However, the chart neglected to include another film that had
opened on 73 U.S. screens on December 14th and since earned
$1,010,000, a total that should have allowed it to securely occupy
“Variety”’s number 10 slot. There has since been some confusion over
who was to blame for this oversight. The U.S. office of Yash Raj films,
the unreported film’s distributor, claims that when the box-office
figures were accurately submitted, “Variety” simply didn’t believe that
an “unknown” film with an “incomprehensible” title like “Kabhi
Khushi Kabhie Gham” could have been playing to packed houses
across North America, including the NaSa Cinema in Fremont,
California, which screened the film to almost 20,000 people that
weekend. Whatever the reason for its omission, the first popular
Indian film earning a spot within the “Variety” top 10 was almost
unprecedented.

At that moment, however, I was traveling in India, where “Kabhi Khushi
Kabhie Gham” (which can be translated as “Sometimes Happiness,
Sometimes Sorrow”) could hardly be ignored; a record 400 prints (out
of 613 released internationally) appeared on screens throughout India.
Posters for the film were plastered everywhere, from slums to five-star hotels.
The soundtrack, released weeks earlier to generate hits that would be well-
known to the film’s first audiences, topped the music charts, and its
advertisements—featuring scenes from “K3G” —were selling briskly as a holiday gift item. Across the media, on radio, television, and in
newspapers and magazines, “K3G” was ubiquitous. In fact, a professor I met
at the prestigious Film and Television Institute of India in Pune told me that
because the film really wasn’t very good he had only seen it twice! When I
returned to Iowa City in January, I discovered that “K3G” was still playing in
theatre across North America, though you couldn’t have known this from
ads in mainstream newspapers or promos on television. Indeed, as I had
come to recognize, the world’s most popular cinema still occupies a curious,
seemingly “underground” place in the United States, where widespread
recognition of the Hindi-language films produced in Bombay (now officially
Mumbai) is only now beginning to surface. Unlike other “cult” audiences,
however, which share a secret knowledge of and affection for obscure films off
the radar of most audiences, the international audience for popular Hindi
films may contain close to a billion people, and includes grandparents and
taxi drivers who are as devoted in their film viewing as the hip young
aficionados who typically define film fandom.

Although I have also become an unapologetic fan of Hindi movies, my
background as a film scholar has persistently drawn my attention back to this
curious cultural gap: why has such a popular body of work, which has
existed for almost as long as Hollywood cinema, remained largely
invisible to American movie fans and, more surprisingly, to Western
film critics and historians? This imbalance was dramatized for me a few years
ago when I was told that the latest Bombay blockbuster, “Kuch Kuch Hota
Hai” (“Something Happens”), would have a single screening at a theatre in Cedar
Rapids on an early Sunday morning, the only time when the theatre could be
rented for a special show. After dragging two of my colleagues out of bed that
morning but assuming there was no need for us to rush, we arrived at the
theatre just before the film was to begin only to find, as the sign outside
Indian cinemas consistently read, “house full.” A kind man, who perhaps
thought that these hapless non-Indians were simply lost, offered us his
remaining tickets, and we settled into our seats for the movie which, like most
popular Indian films, provided a masala (or spicy mix) of songs, laughs, and
tears for a full three hours. At the time, I couldn’t help but wonder how and
why a film that was unadvertised in local media and which even my more
adventurous colleagues and students probably didn’t even know existed could
pack a theatre in Cedar Rapids on an early Sunday morning. I’m since
learned that such events are common throughout North America— even as
mainstream audiences remain oblivious to Indian cinema, these enormously
popular movies are one of South Asia’s most persistent exports, and an
important cultural link between the great Indian author and Nobel
Laureate Rabindranath Tagore famously distinguished as “the home and the
world.” Whatever those who are often identified as NRIs (Non-Resident
Indians) watch a Hindi film anywhere in the world— whether in London,
New Jersey, North Africa, or Cedar Rapids —they symbolically go home.
Like most movie fans that became students and then professors of film
studies, I was fascinated by and regularly exposed to prominent national
cinema throughout my formal and informal education. German
Expressionism, Italian Neo-realism, the French New Wave and China’s Fifth
Generation were all a part of any basic exposure to world cinema, and for a
while I studied Japanese cinema in addition to the American cinema that was

figure 1: The 1964 publicity book cover with Raj Kapoor, Vijayanthimala
and Rajendra Kumar. Provided by RK Films.
as familiar to me as air and water. Indian cinema was a part of my education too, but only through the work of a single figure, the Bengali master Satyajit Ray, whose famous "Apu Trilogy" is still commonly recognized as one of the great triumphs of post-WWII cinema. Besides Ray, sometimes there were vague rumors of another, vast Indian cinema which, it was implied, deserved no further attention. That cinema was massively underestimated, including literary critic (and major film fan) Priya Kumsar of the English department, for my ongoing education in Indian cinema and culture. The South Asian Studies Program has been a rich source of visiting scholars presenting their exciting ideas on Indian cinema and media, and I've even had the privilege of returning to the student-run center of the classroom to study Hindi with Philip Lutgendorf, a UI associate professor of Asian languages and literatures. He and I have also regularly asked the library to acquire Indian films on DVD, a format that finally allows one to watch films in decent versions outside India. We've told that these have become among the library's most popular items though, again, cinema has frequently played a major role in redefining national identitites that were previously marked by indigenous folk arts. At the same time, films can travel easily and are often received readily across national borders. As an associate professor in the UI department of cinema and comparative literature, and as the current director of the Institute for Cinema and Culture, I have gladly inherited the responsibility to help bring international cinema to cinema the attention of Iowa students, faculty and citizens. The Institute for Cinema and Culture is especially dedicated to offering series (as we have recently) on topoi such as Greek, Iranian and Icelandic cinema, or on Asian versions of film noir and science fiction as "uniquely" American. Such series often feature North American premieres of films that don't otherwise circulate in the United States. In my own teaching and research, Hindi cinema offers the exciting opportunity to introduce students and colleagues to a body of work that, for millions of people, however, needs no introduction. As 

...
This was one of many things that I didn’t know until I became a Peace Corps volunteer in Samoa. I didn’t know the proper way to husk a coconut; how to weave a basket from palm fronds; that pigs would happily eat coconuts as their daily meal; that on the evening of the first full moon in October, and only then, a strange delicacy called palolo, marine worms, come rising out of the Pacific ocean.

There were other more personal, less tangible things that became clear to me as well. I learned that time is a relative term, that the whole world doesn’t view the United States the way I thought they did, and that personal relationships are the best starting point for understanding each other’s points of view.

On this tropical South Pacific Island, every day of the week was full of new experiences that I soon grew to appreciate. Sundays were my favorite. On those days, even after the early morning prayers and services, there were voices in the air as well on these days — young men in the plantation gathering coconuts, taro, and breadfruit for the Sunday feast; the occasional loud burst of a breakfast potato frying on the tin-roof of my house; men, women and children talking and laughing as they shuffled down the road to church, and those same people once in the church, filling the air with perfect four-part harmonies.

While I knew the importance of a Peace Corps volunteer to be a goodwill ambassador of the United States, I was surprised when I realized that these students were not so different from the ones back home. They didn’t always want to do their homework, and they goofed around if they could get away with it, but they also appreciated a fair teacher who made learning interesting and who gave them a chance to continue their education.

Being a Peace Corps volunteer also meant dealing with frustrations. I was at times troubled by the place that education took in the value structure — well behind family affairs, village activities, working in the plantation and celebrating many local holidays. When classes wouldn’t start on time, or would end early, or perhaps were cancelled altogether for any number of reasons, I would wonder what exactly was the point of my being there? In time though, I grew to appreciate the same cultural phenomena that frustrated me.

It was nice to see personal relationships and respect for others take precedence for once, even if it was at the expense of teaching at times. And although I could never completely shake my American obsession with time, still getting the urge to glance at my watch, a relaxed, less hasty, and generally less worrisome attitude was a refreshing change.

Ultimately, though, it wasn’t my love of, or my frustration with the culture, that I remember when I think of my Peace Corps experience, nor is it the sights and sounds of the islands.

I think more often than not of the people that I became friends with, their faces smiling in my memory. I think of my newborn host sister, Andrea — named after my own sister in the United States. I think of Maifea and Falole at our local store, always ready to chat about the weather or the latest news from America. I still remember my host family the day I moved out, dabbing tears from their eyes. And of course I remember well my very last day on the island, taking a taxi to the airport.

As I passed my tin-roofed house one last time, I saw my old students coming to school, shuffling across the rugby field, book bags over their shoulders. The feeling that I should be stopping and joining them for the first days of the next school year was overwhelming. Then I saw him. My year 13 physics student. A young man, who had lived across the road from me during my entire Peace Corps service, who wasn’t a stellar student but tried hard.

The pungent aroma of smoke from cooking fires, coconut husks and shells burning slowly, wafted gently through the air, often mixed with the fresh scent of a morning shower and nearly always combined with the salty texture of a gentle sea breeze. There were voices in the air as well on these days — young men in the plantation gathering coconuts, taro, and breadfruit for the Sunday feast; the occasional loud burst of a breakfast potato frying on the tin-roof of my house; men, women and children talking and laughing as they shuffled down the road to church, and those same people once in the church, filling the air with perfect four-part harmonies.

Of course, my job in this country wasn’t to enjoy the sounds and smells of island life, but to teach high school. Monday through Friday I took the short stroll from my house to Wesley College (Ko’o Lotofoa), where approximately 400 students attended to the daily chores of high school. I taught upper level physics and math, and also got to teach general science to some of the younger students. I eventually resettled to a bilingual Samoan-English classroom for some of these students, although every student must take exams in their second language of English, not only to get into the university, but just to get in to the next year of high school.

I was overwhelmed, not only by my first teaching job, a new educational system, a new language, and being a minority for the first time in my life, but also by the culture shock of doing it all in an unfamiliar place with new customs and values. Soon, however, I realized that dropping coconuts from the tops of trees worked exceptionally well for gravity experiments, and that the best place to study wave frequencies was down at the beach. Much the same way that my teaching methods adapted to this place, my attitudes did as well.

I soon realized that these students were not so different from the ones back home. They didn’t always want to do their homework, and they goofed around if they could get away with it, but they also appreciated a fair teacher who made learning interesting and who gave them a chance to continue their education.

I was at times troubled by the place that education took in the value structure — well behind family affairs, village activities, working in the plantation and celebrating many local holidays. When classes wouldn’t start on time, or would end early, or perhaps were cancelled altogether for any number of reasons, I would wonder what exactly was the point of my being there? In time though, I grew to appreciate the same cultural phenomena that frustrated me.
He was standing next to the road, waving for my taxi to stop. "Taofi fa'amaloloma!" Stop please.

Onosii’s (whose name in English means "patience") ran to greet me. "I thought I missed you. I just wanted to give you these," he said, while placing two home made slus, similar to Hawaiian leis, around my neck. "I just wanted to say thanks. I never would have gotten into UPY without you." (University Preparatory Year.) To get in, you must pass a test in all of your subjects, and for Onosii to do it he had to repeat his last year of high school after failing his first attempt at the test, and go through the same physics class with me twice.

We shook hands, and I half-mumbled something about him being my favorite student, but I didn’t hug him. I don’t know why – some jumbled mixture of Samoan etiquette, American haste, proud happiness, and profound sadness. "Ta Suafai," I said. Goodbye. Then I instinctively added, "See you later." We’ll meet again.

I watched the villagers pass by as we drove on. Two young children were picking up leaves in front of a yellow and lime-green house, another was sweeping off the concrete floor of the ubiquitous open-air Samoan hut. At one point the road came really close to the water, nearly touching it, just as the sun peeked over the horizon. With faint whispers of cloud around the edges, colors of baby blue and pale rose combined in the sky to begin the day. The water was motionless, reflecting every detail of the morning crescent as I passed one last time.

It was the same drive that my entire group of Peace Corps volunteers, all 20 of us, had made our first day in the country—the same time of day, watching the same clusters of villages, the same large, smiling people in sarongs, the same white-washed churches—but this time it was going in the opposite direction. The excitement and nervousness of starting life in a new country had been replaced by this fulfilled, sad, uncertain feeling of leaving.

I had never before had this feeling when leaving a place, especially a place that I had come to call home. I didn’t have a word to describe this feeling because I’d never truly had it before. In fact, I found myself able to describe it more easily in Samoan than in English. I was sad when I had left my family in the United States to join the Peace Corps, but it was only for two years. It wasn’t the same as this feeling. It had something to do with the fact that although I had made a small impact on those around me, the feeling of leaving.

In the back of a taxi, on his way to the airport.

The Peace Corps has three goals: to provide skilled workers for international projects such as the WiderNet Project. In the future, Wells is the Peace Corps representative and works on a number of international projects including education.

Peace Corps has three goals: to provide skilled workers for international projects such as the WiderNet Project. In the future, Wells is the Peace Corps representative and works on a number of international projects including education. Wells is originally from Adair, Iowa, son of Bill and Anita Wells. He was a Peace Corps volunteer in Samoa from 1997-2000. Wells has also studied and taught English in a number of countries in the 21st century and has also been involved in other projects such as the WiderNet Project. In the future, Wells is the Peace Corps representative and works on a number of international projects such as the WiderNet Project. In the future, Wells hopes to work either in the U.S. or abroad in the field of international education.

For more information on Peace Corps at UI, visit: www.iu.edu/peacecorps/ or call (319) 335-6447.
The university setting is an ivory tower, disconnected from the reality that surrounds us. But concerned about obscure theories rather than practical everyday lives. Some would say that communities, our society, our world.

In his annual address to the community in September 2003, Skorton observed: "How privileged we are to live the life of the mind, to be entrusted with and to use the tools of scholarship and creativity, to realize their transforming effects on ourselves, our communities, our society, our world."

Some would say that living the life of the mind means people in academia are more concerned about obscure theories rather than practical everyday lives. Some would say that the university setting is an ivory tower, disconnected from the reality that surrounds us. But does living the life of the mind divorce us from the realities of our world?

Nothing could be further from the truth. Through our outreach activities, we extend our resources beyond the boundaries of the campus.

UI International Programs (IP) and the UI Center for Human Rights (UICHR), along with many other centers, colleges, and departments, lead the way in providing valuable services to our society and our world.

**UI International Day**

Humankind bears witness to incredible developments and benefits from advancement in numerous areas that help to improve our daily lives. Yet, the reality is that countless people around the world continue to live in societies where persistent social ills are part of everyday life. At the UI, there are many opportunities—not only to learn about these issues—but also to explore solutions that empower students, educators and the public to make the world a better place.

Each fall for the past seven years, 250 to 300 students have gathered on the UI campus for International Day to learn about human rights issues. Buses arrive from towns such as Muscatine, West Liberty, Tiffin, Anamosa, Cedar Rapids, West Branch, Columbus Junction, Marshalltown and Winterset. Middle and high school students attend workshops conducted by UI faculty, students, and staff, as well as community members and governmental officials.

Students are not just passive listeners at workshops and keynote addresses. They also get to interact with their peers from across the state. In 2003, the planning committee voted on “Our Human Right to Education” as the theme to promote awareness about the challenges of receiving quality education in the global context. Workshops offered included the following: women’s rights and leadership in education, breaking through the perceptions of the Middle East, modern slavery, child labor in the world, bring your own chair: education without the individuals who believe strongly in providing these educational opportunities to upper elementary through high school students. Volunteer representatives from the UI College of Education, International Programs, the UI Center for Human Rights, the Iowa City Human Rights Commission, the Stanley
Foundation, Grant Wood AEA, Iowa City Community Schools, and other institutions, constitute the planning committee. Severe budget constraints at the UI and across the nation have made it challenging to continue these programs. But commitment by faculty, staff, students, and members of the community to share their expertise on a pro-bono basis has enabled us to continue these programs despite a challenging budget environment. We believe it is important to support the students’ classroom teachers and to provide these future leaders opportunities to delve into serious global issues and, as evidenced below, become problem-solving citizens.

On February 3, 2004, three students from Hoover Elementary School in Iowa City received the “Outstanding Youth Citizen Award” from Iowa City Mayor Ernie Lehman. These students learned about critical international issues during International Day 2003, at the screening of the documentary film, “The Flute Players,” and in their classrooms. Over the past year, they focused on learning about child labor, and have contributed in their own ways.

One of these students, Seth Saeugling, shared the following as he received his award from city council members:

“Being a good citizen to me means making a difference in our world. Our world is a place where people need our help. We cannot abandon this fact, we cannot turn our backs on the desperate people who are crying for help...one of the ways to make a difference in the world is to raise awareness about the different topics that need attending to. At Hoover, we have made a difference throughout the world, by collecting boxes and boxes of school supplies. These school supplies were given to needy children in Kyrgyzstan, Thailand, and Cambodia.”

Seth’s classmate, Zoe Grueskin, another outstanding youth and a participant in International Day 2003, said “a good citizen is a dreamer, a goal-setter. Someone who can imagine a way to make their school, city, state, country, or world a better place to live in, and finds a way to make it a reality.”

The year 2004 will be especially meaningful for both the students and the UI. The committee has voted to dedicate the next International Day’s theme to “International Human Rights, Arts and Culture” in support of Skorton’s declaration of the Year of Arts and Humanities beginning in July 2004. Workshops throughout the day will ask students to ponder over what it means to have a human right to arts and culture, and, equally important, how arts and culture have helped us to promote and protect human rights. The day promises to be fun and exploratory. Young minds will venture to digest and dissect the rights that make us human and humane.

THE FLUTE PLAYER – IOWA STUDENTS COME FACE TO FACE WITH A FORMER CHILD SOLDIER

Who better to explain to children the atrocities of war and human rights violations than Arn Chorn-Pond, a Cambodian who lived through the Khmer Rouge Killing Fields as a child? Chorn-Pond is internationally renowned and respected for his commitment to social justice. His boundless and borderless passion has allowed him to crisscross the globe, from Cambodia to Palestine to South Africa and places in between. He promotes concepts we all cherish — dignity, freedom, peace and justice. As a newly-arrived refugee in the U.S., in the early 1980s, Chorn-Pond began sharing his tragic life story, hoping to raise greater awareness about children in armed conflicts. At an age when most teenagers are preoccupied with what sports team to join or the latest fashion craze, Chorn-Pond spent his time talking about the challenges of living through war and his internal conflict of being forced to kill or be killed. He became the child spokesperson for Amnesty International and helped launch the world concert tour for human rights in the late 1980s, traveling the world with Bruce Springsteen, Sting and other musicians who joined forces to bring greater awareness of human rights violations.

Today, Chorn-Pond continues to work for human rights and the promotion of peace. His life story was recently captured in a documentary, “The Flute Player.” IP, along with the UICHGR, the Labor Center, and the Bigou, pooled together resources to sponsor the Iowa debut of this award-winning documentary. They invited Chorn-Pond to the UI campus as part of International Education Week.

During his time on campus, he met with faculty, students, local community members and elementary school students. After Chorn-Pond visited their classes during the day, students from Hoover and Lucas elementary schools in Iowa City were invited as special guests during the evening screening and received front row seats. William Reisinger, interim dean of IP, welcomed everyone to the university and invited the students to speak with Chorn-Pond after the screening. The students took full advantage of this opportunity.

Despite being on the road for several months and having done numerous guest appearances throughout the U.S., Chorn-Pond drew tremendous inspiration and energy from the students’ enthusiasm to learn about critical global issues. Through him, the students were able to personally connect with 300,000 children in Cambodia who are still forced into these life and death situations.

How do we measure the impact of these outreach and educational services? Is it doing any good? Have we made a difference? One student’s views answer these questions.

LASTING IMPACT

Bjorn Horland, a sixth grader, and one of the 70 students who met Chorn-Pond after the screening, wrote the following poem.

O Arm, O Arm, O Arm
Let the Khmer Rouge be damned.
Your country’s call is heard
And the rest of the world has been lured.
To come to your needing aid.
The world is very tough,
But for some that’s not enough.
Some strive to make life hell
Until the final bell.
That signals the end of the war,
The bell has long been waited for.
At life opens its loving doors.
The final price was paid
As many lives were laid
Before the solemn eyes of death.
O Arm, O Arm, O Arm,
We promise not to forget.
We promise not to forget.
March 2004

Transforming Effects: continued on page 16.
The conference organizers made a concerted effort to solicit contributions from a panoply of disciplines and world regions. Participants included sociologists, economists, historians of science, medicine, architecture, theatre, music, and historical anthropologists as well as scholars working in languages other than English. Collectively, the papers were marked by rigorous attention to the impact of cultural differences. Race, class, ethnicity, gender, age, religion, politics, and geographical and national distinctions all influenced 19th century lives, institutions, and arts.

The opportunity to host this exciting conference at The University of Iowa arose from a modest beginning. Our university boasts an adventurous band of faculty members and graduate students whose work explores the 18th and 19th centuries and traverses disciplines as well as geographical locations. In the fall of 2001, Dorothy Johnson, the director of the School of Art and Art History; Downing Thomas, chair of French and Italian; Roberta Marvin, a scholar of opera who is now director of International Programs’ Office of Grants and Development, Kim Marx, professor of Theatre Arts, and I founded the university-wide Eighteenth- and Nineteenth-Century Interdisciplinary Colloquium (ENCIS). Our goal was to host two lectures each semester featuring scholarship with an international emphasis by University of Iowa colleagues. Within two months, more than 100 faculty members and graduate students from The University of Iowa, Coe College, Cornell College, and Grinnell College had joined us.

ENCIS members were grateful to receive a grant from International Programs the following year to fund a distinguished lecture series on 18th and 19th century European Studies. We hosted our first three visiting lectures on European entertainments in spring of 2002-03. Topics ranged from the rise of the museum in Europe to haunting stories of a growing international exotic animal trade. In 2003-04, prestigious visitors addressed the expansion of European empires into Latin America, the cultural domination of Indian readers by British novels, and the impact of global conquest on European painting.

The great success of our lecture series inspired us to invite INCS to campus, and we were grateful for generous funding, including an International Programs Major Grant, an Arts and Humanities Conference Grant, a Humanities Iowa award, and support from the UI Graduate College, the College of Liberal Arts and Sciences, and the College of Law.

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the conference and the diversity of participants, who came from six countries and 12 disciplines and included graduate students alongside faculty members.

The format of INCS allows for unusually engaged and productive exchange among scholars, students, and the local community. Unlike many conferences in the humanities at which individuals deliver a series of papers, leaving little time for discussion, the INCS conference structure fosters vigorous scholarly exchange. Panelists submitted essays in advance, and all conference papers were posted on a protected Web site. During the actual sessions, panelists briskly and inventively presented key questions or insights to launch discussion, for example by projecting slides of related paintings, cartoons, stage properties, or key personalities. Then the panel and the audience plunged into a whirl of debate, discussion, questions, and panelists left with excellent suggestions for developing their ideas further, and conversations cascaded into coffee breaks and ensuing panels.

These concurrent panels were punctuated by three plenary events. The conference opened with a unique lecture and performance by renowned scholar Derek Scott from the School of Music at Salford University in Britain. In his presentation, “The Musical Source: Rationam Amusament in the Home,” Professor Scott delighted the audience by balancing insightful analysis of the role music played in orchestrating family values and family groups with his own renditions of long-forgotten songs. Participants then trooped to The UI Art Museum for a reception in the midst of The University of Iowa’s stunning collection of European drawings and African art from across the centuries.

The second plenary “Crossing Continents in the 19th-Century Magazine,” featured three leading scholars in the history of 19th-century magazines. This session illuminated the crucial role texts, images, and advertisements in magazines played in constructing audiences’ perceptions of the political events and cultural values of other nations. Thus, each speaker considered the unexpected transnational insights discoverable in magazines of the past, Julie Codell, former director of the School of the Art at Arizona State University, demonstrated the wit and subservience of colonial magazines published in India. Lina Survello, a professor of Spanish at Pennsylvania State University, fascinated Americanist scholars in our midst by detailing the curious interpretation Spanish magazines offered of the plot and politics of Harriet Beecher Stowe’s “Uncle Tom’s Cabin.” Our own Kathleen Dilliley, of The University of Iowa English Department, demonstrated how Britain’s most important pictorial journal, The Illustrated London News, offered a window into the Crick War and crossing British class and national tensions through the responses of an Italian sketch artist—illustrator and of British readers to the American conflict.

The final plenary, “ Orientalism in the Theatre,” put the stage on-stage. University of Iowa theatre scholar Kim Marra launched this provocative panel with a look at impresario David Belasco’s theatrical and cultural values of other nations. Thus, each speaker considered the unexpected transnational insights discoverable in magazines of the past, Julie Codell, former director of the School of the Art at Arizona State University, demonstrated the wit and subservience of colonial magazines published in India. Lina Survello, a professor of Spanish at Pennsylvania State University, fascinated Americanist scholars in our midst by detailing the curious interpretation Spanish magazines offered of the plot and politics of Harriet Beecher Stowe’s “Uncle Tom’s Cabin.” Our own Kathleen Dilliley, of The University of Iowa English Department, demonstrated how Britain’s most important pictorial journal, The Illustrated London News, offered a window into the Crick War and crossing British class and national tensions through the responses of an Italian sketch artist—illustrator and of British readers to the American conflict.

Of course, conference participants interested in serious pleasures were delighted to learn they too would be indulged, along with the larger community. Therefore, the conference closed in a blaze of light, color, and sound thanks to the American Magic–Lantern Theatre. This exciting theatre group puts on a dazzling demonstration of wide-ranging visual effects created by illuminists in what has come to be considered the most direct ancestor to cinema. The show combines entertainment with education by reenacting and interpreting how the slides and magic lantern work, how the slide shows anticipated techniques film depends upon today, and how audiences responded to the shows in light, color, and sound thanks to the American Magic–Lantern Theatre. This exciting theatre group puts on a dazzling demonstration of wide-ranging visual effects created by illuminists in what has come to be considered the most direct ancestor to cinema. The show combines entertainment with education by reenacting and interpreting how the slides and magic lantern work, how the slide shows anticipated techniques film depends upon today, and how audiences responded to the shows in light, color, and sound thanks to the American Magic–Lantern Theatre. This exciting theatre group puts on a dazzling demonstration of wide-ranging visual effects created by illuminists in what has come to be considered the most direct ancestor to cinema. The show combines entertainment with education by reenacting and interpreting how the slides and magic lantern work, how the slide shows anticipated techniques film depends upon today, and how audiences responded to the shows in light, color, and sound thanks to the American Magic–Lantern Theatre. This exciting theatre group puts on a dazzling demonstration of wide-ranging visual effects created by illuminists in what has come to be considered the most direct ancestor to cinema. The show combines entertainment with education by reenacting and interpreting how the slides and magic lantern work, how the slide shows anticipated techniques film depends upon today, and how audiences responded to the shows in light, color, and sound thanks to the American Magic–Lantern Theatre. This exciting theatre group puts on a dazzling demonstration of wide-ranging visual effects created by illuminists in what has come to be considered the most direct ancestor to cinema. The show combines entertainment with education by reenacting and interpreting how the slides and magic lantern work, how the slide shows anticipated techniques film depends upon today, and how audiences responded to the shows in light, color, and sound thanks to the American Magic–Lantern Theatre. This exciting theatre group puts on a dazzling demonstration of wide-ranging visual effects created by illuminists in what has come to be considered the most direct ancestor to cinema. The show combines entertainment with education by reenacting and interpreting how the slides and magic lantern work, how the slide shows anticipated techniques film depends upon today, and how audiences responded to the shows in light, color, and sound thanks to the American Magic–Lantern Theatre. This exciting theatre group puts on a dazzling demonstration of wide-ranging visual effects created by illum
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Love,

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Figure 1 > The cover of Victoria Fomina's book entitled, "Letter to the Colonel."
My America is in shorts and denim, pot-bellied and pumped. Chicken drumstick, playing soccer (during the period of pre-revolution Russia was flooded with American chicken drumsticks which were fondly called "legs of Bush" - the elder.) The eternal "OK," "hai," "you’re welcome" and "panel discussion."

My America is chocolate-colored, nourished by African magic, an inimitable embodiment of flowing new styles. My America consists of calm sophisticated towns that mimic refined Europe, but the hamburgers and chips for lunch reveal her origins. It’s comfortable and quiet here, like in a library, and nothing happens.

More precisely, everything happens a bit formally and reminds one of something not so long ago forgotten and overcome. I was moved to tears when I saw the signs in a museum in Los Angeles: "Museum display: do not touch." Are you standing in line? Yes, I am. The line – for freeloaders, just as at home: organized free picnics and all sorts of programs.

I like it that America is a country of hybrids. I am Russian, my husband – Scottish, our son – an American by definition.

America is a country of active hybrids of the Christian persuasion. A very important aspect of Christianity – the striving to live a life as if it’s the only one we have. Everyone works here, self-improving, for that reason there is a distance between people which a Russian can interpret as coldness. But you make a Russian work and he will quit drinking as well, and, like a good boy, will become withdrawn.

Here there are brand new churches on every corner, even three churches on one. They substitute for hobby clubs. Russia, strange as it may seem, still preserves the Medieval line; churches endured uprooting and survived, thanks to stoic mysticism.

We are both free now. But Russian freedom is younger, that’s why it’s flashy and insecure. American freedom is mature, calm and wise with limitations essential for its survival.

We both are relatively young, but Russia is a bit older, that’s why she had time to make a mess of things, and now sits quietly and digests, tail between its legs. America, on the other hand, is bushy and, in its period of blooming, indulges her legs. America, on the other hand, is bushy and, in its period of blooming, indulges her legs. America and Russia are countries of unlimited possibilities. Only if in America everything is possible after a while, in Russia everything becomes possible at the last moment, like a student’s ability to learn Russian the night before the exam.

America is a bit embarrassed about its wealth and prefers not to advertise it. Russia, on the contrary, throws money to the wind, risking and prefers not to advertise it. Russia, on the contrary, throws money to the wind, risking and prefers not to advertise it. Russia, on the contrary, throws money to the wind, risking and prefers not to advertise it. Russia, on the contrary, throws money to the wind, risking and prefers not to advertise it. Russia, on the contrary, throws money to the wind, risking and prefers not to advertise it. Russia, on the contrary, throws money to the wind, risking and prefers not to advertise it. Russia, on the contrary, throws money to the wind, risking and prefers not to advertise it. Russia, on the contrary, throws money to the wind, risking and prefers not to advertise it. Russia, on the contrary, throws money to the wind, risking and prefers not to advertise it. Russia, on the contrary, throws money to the wind, risking and prefers not to advertise it. 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A completed application, several exams, and numerous interviews later, Kamol Mustaev finds himself in a large, but modestly furnished, shared office on the ground floor of the International Center at The University of Iowa. The professor of American postmodern drama and literature from Uzbekistan was able to edge out approximately 1,000 applicants to be chosen as one of the 120 Junior Faculty Development Program (JFDP) participants in the U.S. this year.

The University of Iowa Center for Russian, East European and Eurasian Studies (CREEES) is one of 57 host institutions across the country. Seven of the participants— including Mustaev— are spending their year doing research, taking classes, and preparing curricula, with guidance from local professors and faculty.

“The primary focus [of the program] is the development of teaching materials,” said Russell Valentino, Mustaev’s faculty mentor, CREEES director, and UI associate professor in the Russian department. Every year, JFDP— funded by the U.S. Department of State— gives professors from 15 Eurasian and Southeast European countries the opportunity to acquire additional knowledge in their field of expertise as well as learn different perspectives on teaching methodologies.

For Mustaev, being in America presents a perfect opportunity to experience the U.S. educational system and learn new ways he can help improve the evolving educational system in Uzbekistan.

“Uzbekistan began to rebuild their educational system in 1991 after they gained their independence from Russia,” said Mustaev. During that time, there was a lack of standardization among the different institutions of higher learning, and many teachers were using different grading systems, which caused much confusion for the students and faculty, Mustaev added.

Since then, the country has begun to standardize their curricula and grading methods, which is similar to the percentage points system used by many American professors and teachers.

According to Mustaev, the educational system still faces a lack of resources and funding. Although all the students in his home institution of Samarkand State University have access to the 1,500 or so computers, higher priority is given to students pursuing scientific and mathematical degrees.

Blythe Burkhart, instructional programs and research projects coordinator at UI International Programs, helps Valentino administer the JFDP program on the UI campus.

“We are very fortunate to have several JFDP scholars on campus every year,” Burkhart said. “They not only study and learn here, but they also serve as valuable resources by sharing their unique cultures and talents with us.”

According to Valentino, a lot of the foundational work for becoming a participant in JFDP is done in the potential participant’s home country.

American Councils is an international non-profit organization that administers the program with funding from the U.S. Department of State, Valentino said.

The applicants are then asked to take several tests and go through an interview. Afterwards, their applications are sent to Washington, D.C., for further review and evaluation. Finally, a list of the applicants accepted into the program is sent to the host universities so that they can be paired up with a faculty mentor.

Initiated two decades ago, the JFDP program has flourished into a highly respected and very competitive program that garners hundreds of applications from not only junior faculty but also from some senior faculty members. “They call it junior faculty development but many senior faculty apply to come— there are people who have been deans for years wanting to come,” said Valentino.

“Giving junior faculty the opportunity to add, revise and improve their curricula is a wonderful way to help advance the educational institutions of developing countries.”

Kamol Mustaev, professor of American postmodern drama and literature, Uzbekistan

figure 1: (left, Photo by Kent Nguyen) JFDP Scholar Kamol Mustaev and his faculty mentor (right) Russell Valentino, director of the Center for Russian, East European and Eurasian Studies at The University of Iowa.
It’s quite understandable why many professors would want to spend a year of their lives in the U.S. Upon first glimpse of his office, Mustaev was quite pleased. “I have a table and a computer. In Uzbekistan, I am the head of a department, and I don’t even have a computer,” Mustaev recalls. While in the U.S., Mustaev is issued stipends to pay for his food and lodging. He also gets reimbursed for any books or materials that he purchases for his classes and also has access to university services and resources.

The participants spend nine out of the 12 months in their host city. The remaining months are reserved for a more independent, directed project in the city of the participant’s choice. “When we first got here, I thought maybe I could do an internship in a larger city somewhere in California, but after a while, I decided I wanted to stay in Iowa,” Mustaev said.

Valentino understands Mustaev’s decision, adding “They look around, compare the treatment some other colleagues receive [at other universities] and see that the UI is a really good place.”

Understanding that his time in the U.S. is short and valuable, Mustaev has attempted to make the most out of his experience. Taking 12 classes, totaling 32 credit hours, along with additional educational seminars on topics such as Web design, Mustaev doesn’t want to waste a moment of his time. “I’m not sure if I’ll have this opportunity again.”

Mustaev finds this experience not only valuable on a scholarly and academic level but on a more cultural level as well. He has been taking everything from tap and salsa dance and saxophone classes to literature and drama classes.

Mustaev and the other JFDP participants volunteer for the Free Lunch Program every fourth Wednesday of the month. They spend their time washing literature and drama classes but on a more cultural level as well.

“Many participants are very research oriented. They come to the U.S., they get their work done and then they go home,” Valentino said. “Kamol is different.”

In an effort to gain more knowledge in areas other than his field of study, Mustaev has also volunteered for the WiderNet project, putting computers together and preparing them to be shipped to Africa. Mustaev has also increased his knowledge of grant writing through his work with Roberta Marvin, the International Programs grants and development officer. He sees his newfound knowledge in grant writing as a major asset, not only to himself, but also to his colleagues at home.

“The primary thing is working on new curricula,” said Mustaev. His main objective when coming to the U.S. was to gain more knowledge in his field of study so that he could advance his course work. However, as he began taking classes and exploring the resources of the university, he realized that there was more to education than just lectures. While he has been here, Mustaev has bought hundreds of DVDs that he hopes will supplement his curricula and enhance his students’ learning in a manner with which they may not be familiar.

“The benefit [of having JFDP participants] is that we get all these people that come to the classes and change the nature of the classes simply because of their presence,” Valentino said. “It’s a kind of enrichment, a kind of luxury that we have because of them.”

Giving junior faculty the opportunity to add, revise, and improve their curricula is a wonderful way to help advance the educational institutions of developing countries, said Mustaev. He explains that although the junior faculty may not have much power to change things now, they will have the tools and skills necessary to allow them to acquire more powerful positions, giving them the opportunity to truly advance their country’s educational system.

As Valentino put it, “The State Department wants the scholars to go back and revolutionize their educational system.”

2003-04 JFDP Participants

Kamol Mustaev

Mustaev is the head of the Russian and Foreign Literature Department at Samarkand State University in Uzbekistan. His area of interest is American post-moderns drama and literature. Russell Valentino, director of the Center for Russian, East European and Eurasian Studies (CREEES) and UI associate professor in the Russian department, is his faculty mentor.

Anzhela Rozova

Rozova teaches practical translation at the Khmelnitsky Technological University of Podillia in Ukraine. Rozova is currently writing her thesis on John Updike’s literature. Her mentor at the UI is Christopher Merrill, director of the International Writing Program.

Severa Sharapova

Sharapova is an associate professor at the Tashkent State Institute of Oriental Studies in Uzbekistan. She is the author of two monographs concerning the foreign policy and the cultural, historical and social factors and image of the Republic of Uzbekistan. Sharapova’s mentor is Brian Lai, assistant professor in the UI political science department.

Irina Tabanova

Tabanova is an instructor in the department of foreign languages at Comrat State University in Moldova. She teaches several disciplines including lexicology, phonetics, morphology and syntax. Tabanova’s mentor is Catherine Ringen, a professor in the UI linguistics department.

Tilda Chikvaldze

Chikvaldze is an associate professor of history at Tbilisi State University in Georgia. She is also the deputy director of the Center for American Studies at Tbilisi. She is currently working on a graduate curriculum for classes on American studies. Her mentor is Jane Desmond, UI professor of American studies.

Yana Kazakova

Kazakova teaches courses on communicative speaking, grammar and lexicology in the Department of Linguistics, Kirovohrad Social Pedagogical Institute “Pedagogical Academy,” in Kirovohrad, Ukraine. Her mentor is Roumyana Slabakova, a professor in the linguistics department.

Sanja Gracic-Stefanovic

Gracic-Stefanovic is an assistant professor in the department of international studies at the University of Belgrade, who visited the UI campus from August through December of 2003. Her faculty mentor was John Reitz, law professor in the UI College of Law.
These outreach programs serve as a catalyst for nurturing young minds to directly engage in issues and to participate in the process of finding solutions to complex global issues.

Our access to the tools of scholarship and creativity at the UI allow us to provide these valuable outreach services. The commitment by those working at the university and the surrounding communities enables us to develop programming ideas that have a lasting impact on the growth and development of students and community members.

Young people are our future leaders. With these educational and outreach activities, we are able to raise awareness of critical global issues and, perhaps, enable these future leaders to help find solutions to some of society’s most persistent problems.

***FOR MORE INFORMATION ABOUT THE FLUTE PLAYER, VISIT: www.thefluteplayer.net***

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**CHIVY SOK**

Sok also co-teaches a research seminar, International Human Rights and Child Labor with Burns Weston at the UI College of Law and an undergraduate seminar on child labor with Rex Honey, UI geography professor. She joined the UICHR after five years of working at Columbia University’s Center for the Study of Human Rights where she was the program coordinator and later program director. Prior to joining the UICHR, she worked as a consultant to the Cambodian Association of Illinois to help in the effort to establish the first Killing Fields Memorial and Museum in the United States. She holds a bachelor’s degree in political science from the University of California at Santa Barbara and a master’s degree in international affairs from Columbia University School of International and Public Affairs with a specialization in East Asia and human rights.

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**BUFFY QUINTERO**

Quintero joined the IP staff in 2001. Prior to joining IP, she was a high school art and German teacher in West Liberty, Iowa. Quintero holds a bachelor’s degree in art education and German from The University of Iowa. She is certified to teach art and German in the state of Iowa.

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In this issue we would like to thank all of our contributing photographers: Malli Akyea, Mani Bhatti, Kent Nguyen, Victoria Fomina, Michael Steenerson, and Ofelia Bazan for their donations of time and effort to the success of this issue. To suggest future story ideas please contact Lois J. Gray at 319-335-2369 or lois-gray@uiowa.edu.

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**INTERNATIONAL ACCENTS**

International Programs

Spring/Summer 2004, Vol. 4, No. 2

Publisher: Teresa L. Manum
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To request additional copies of this publication, or to suggest future stories, please contact Lois J. Gray at 319-335-2369 or send a mail to lois-gray@uiowa.edu. Or, you can send them to Lois J. Gray, Managing Editor, External Relations Department, International Programs, 100 International Center, The University of Iowa, Iowa City, Iowa, 52242-1802.

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IP Congratulates International/Global Studies Graduates

International Programs launched its first ever undergraduate major in international studies in fall 2003, and we wish to congratulate the 19 graduating seniors this May who are leaving with an international background.

The new major was developed as a multi-disciplinary combination of the existing global studies program and the award-winning area studies programs. This new major offers a unique option to all international studies students: they can choose a combination of generalized international studies courses and thematic or regional concentrations to give them both a global understanding and the power to apply this understanding regionally.

Currently, an estimated 200 UI students are enrolled as international studies students. More information on the major can be found at: www.uiowa.edu/intl/studies/

Graduating seniors from the international studies program in spring 2004:

Emilia Briscoe, Iowa City, IA, area of concentration: East Asia.
Callie Chastain, Leon, IA, area of concentration: Europe; future plans: seeking work in related field.
Claire Collis, Cedar Rapids, IA, area of concentration: global artistic tradition and change and African studies; future plans: attending law school.
Aaron Greenberg, Wilmette, IL, area of concentration: Latin America Studies/international politics and international relations; future plans: work, possibly at U.S. State Department.
Lindsey Greve, Ankeny, IA, interests: studying developing countries and how their politics evolve and are influenced by the rest of the world; future plans: she will serve in the Peace Corps teaching English in an African nation.
Bian Li, Ankeny, IA, area of concentration: development; future plans: working in investment banking in Chicago.

Graduating seniors from the global studies program in spring 2004:

Seungin Bae, Pusan, South Korea, area of concentration: Russia; future plans: working with an NGO.
Elisabeth Carlson, Lombard, IL, future plans: moving to Chicago.
Carla Piere Gini, Oak Park, IL, area of concentration: development/economics – Western Europe/Italy; future plans: working in Rome, Italy, for an American university’s study abroad program.
Perla Gomes, Sioux City, IA, future plans: attend graduate school for urban and regional planning.
Carrie Marsh, Sioux City, IA, area of concentration: environment and natural resources; future plans: to promote environmental sustainability.
Josephine Ng, Cedar Rapids, IA, area of concentration: international legal system – International Law; future plans: researching human rights issues in Europe with Human Rights Action.
Miko Post, Norwalk, IA, area of concentration: African development; graduating with certificate in global health studies.

Painting Between the Lanas: continued from page 3

afraid of the police here,” said Haylett. Iowa City Captain Matt Johnson believes that more information never hurts. “Due to the economic realities the city is facing, we are having to use our limited resources differently. Officers have had to pick up on duties that were historically taken care of by community relations personnel,” said Johnson. “But this program is helping us get a broader perspective and the information we are receiving is fostering a better understanding of the international community.”

Jenna Montgomery, an OISS graduate assistant who moved to Iowa City last August, believes that officers are excellent community resources and their work demands that they know their community well and the laws that govern it. “When anyone moves to a new city, one tends to avoid police officers until it is absolutely necessary to interact with them,” she said. “This program helps the international community feel more welcome, especially in a time when immigration and tourism regulations have been tightened.”

In December, Cardwell organized a student panel entitled “International Perspectives: Lack of Governmental Infrastructure, Illegal Seizures, Doing Time, and Bribery.” In this hour-long presentation to police officers, international students from Ghana, India, Ukraine, China and Sudan shared anecdotes and personal experiences to show how the law enforcement agencies operate in their countries.

“Most of the times when a cop stops you on the streets, you expect to be harassed,” said Modei Akyea, from Ghana. “And the easy way to get out of the situation is to bribe the officer.” In the same presentation, Guangming Du, from China, explained how, in his country, bribes are given indirectly in the form of gifts and one could, thus, bypass all the paperwork and get away with breaking the law.

“In our society, bribes are just a way of life,” said Svitlana Dembskovaya, a graduate student from Ukraine. “It’s the way work gets done.”

Gordville Police Officer Ron Wenman was surprised at how the law enforcement agencies in these countries functioned. “This talk helped me understand why international students are suspicious of police officers here,” he said.

Yiyun Li, a 31-year-old UI Chinese student, explained how the police system works under the control of a central government in China. Li went on a jail tour as part of this program and realized that while in China there is a Bureau of Police in the government, which controls all levels of police systems, in the U.S. there seem to be different systems independent of each other.

“I am not sure if the police work better here because of the system, or the system back home is bad because of corruption, but I do think this has been a wonderful opportunity,” said Li.

While both students and officers think this program is a great way to dispel myths, Winklabeled believes that more people need to get involved in the program. “For those officers who have 11 p.m. to 7 a.m. shifts, it is difficult to be part of such programs,” he said. “I would like to have every officer involved in this program at least once a year.”

Chauhary, a humanities student from India, says there is no doubt that the program has helped international students feel more at ease with the police officers. “I think it was a wonderful idea to see every aspect of a society in which you are living. Claire has taken a huge responsibility to be the liaison between the international community and local law enforcement. The fear of the unknown has been replaced by the feeling that there is a protector and it definitely gives you more confidence.”

Figure 3: (bottom left) Grant initiator Claire Cardwell, Lt. Steve Haylett, deputy sheriff of Johnson County Sheriff Department, and graduate assistant Jenna Montgomery.

Figure 4: (above) Lt. Steve Haylett, deputy sheriff of Johnson County Sheriff Department, speaks with an international student.
Making Today Out of Yesterday

BY SANDRA BARKAN, ASSISTANT DEAN OF UI GRADUATE COLLEGE

NEW YORK, MID-AUGUST 2003. We are a group of men and women all about the same age, who had, for the most part, not seen each other, or even been in contact for 40 years, but had one important thing in common that had brought us all to New York to spend three intense days together—we had all spent a critical year of our lives together in France as participants in the Hamilton College Junior Year Abroad.

Almost all of the 33 initial participants came. One had died shortly before the reunion, a few others are now living in France or other distant places and couldn’t come. But the rest of us had come, because our year in France had been an important juncture for us, and we were eager to share it again with those who had been part of it initially.

Hamilton College is a small liberal arts college in upstate New York, which had one of the early study abroad programs. The director of our program, M. Morena, taught French at Hamilton College. And a few of the participants in the program were students there. But most of us went to school somewhere else. We were students in large state universities, Ivy League colleges, small liberal arts colleges. We came from as near as Cornell University, my school, or as far away as the University of Alaska. We were studying for degrees in French, but also in political science, history and other fields. We had traveled together to France in a French line ship, because that was how most people traveled to Europe at that time; it was, believe it or not, less expensive than a plane. We brought with us not light cloth suitcases, but massive trunks.

For all of us, it was our first trip to Europe. And unless our parents were immigrants or had fought in WW II, it was unlikely that our parents had been to Europe either. At that time, still relatively close in time to World War II, Europe remained rather exotic; we didn’t know what we would be able to buy, or even where to buy it. We brought a year’s supply of shampoo, or toothpaste, or even toilet paper, in those massive trunks. Ludicrous, to think of today, but that’s how it was then.

Our first six weeks were spent in intensive language training in Biarritz, in southeast France, best known as part of the French Basque country and a beach resort for the British. Then on to Paris where, as students at the Sorbonne, we studied French art, and went to the museums, French theatre, and went to the plays; French literature, and scoured the bookstores, French politics, and watched the French police beat up demonstrators protesting the war in Algeria, and generals involved in that war parachute onto the Champs Elysees as the war drew to a close.

We lived with French families (Francois Mitterand was the brother-in-law of Mme. Delachenal with whom I lived, though at that time he was just “Oncle Francois.”) We had French friends. And we discovered, quite importantly, French food and wine. Cheeses that were nothing like Kraft, “Oncle Francois.”” We had French friends. And we discovered, quite importantly, French food and wine. Cheeses that were nothing like Kraft, and breads that you couldn’t just crush into balls in your hand. And we bought French clothes and tried to look French.

That was then. Gathered together in New York, we hugged and shared stories, and found that virtually nothing we had done in all the years following our time in France had been more important. All of us used the experience and the language skills we had gained in one way or another. Interestingly enough, the women in the group, most of whom had initially planned to be high school French teachers, had become, with one exception, everything but. Like many of the other women, after I got my master’s degree in French literature, teaching certificate in hand, I became a high school French teacher.

But that didn’t last long as, influenced by my husband, I became interested in African literatures. After studying in London, and in an African studies master’s program at Makerere University in Uganda, I moved on to teaching in a university, eventually getting my Ph.D. in comparative literature.

Though I now spend most of my time as a dean in the UI Graduate College, I continue, not only to teach, but also to serve on doctoral committees of students in the French department as well as other departments, and to use French regularly, speaking to students, campus visitors and others. There have been many trips to teach and to conduct research in Francophone Africa and France, all of which has built on what I learned in that first trip to France, including the confidence I gained when I realized I could function effectively outside of the United States.

As for the other women in my junior year abroad group, they became university professors of French and English as a Second Language, some serving as department chairs or in other university administrative positions; a simultaneous translator at the UN; a lawyer; a chief financial officer at Con Ed in New York who also serves on a college board having gotten a Ph.D. in French; a psychologist; an arts director; a staff member for the Legal Defense Fund; and so forth. The men have served in military intelligence in Vietnam, or as military translators in southern France; they, too, became professors of French, philosophy and other fields, and two were departmental chairs; they were lawyers for the World Bank or for Cartier and Swatch, based in Switzerland; an international banker at Bankers Trust, covering the Middle East and Africa and then working for the Perrier Organization in Gursseao, Netherlands, Antilles; and a doctor who is a distinguished cancer researcher.

All of us have returned to France many times, for professional reasons and for fun. One has lived there for the past 20 years, others for different periods of time. Most of us have stayed in fairly close touch with the families we lived with and the friends we made. It was amazing how much we had to talk about, how much we agreed that our “today” was substantially the result of our junior year abroad. There will be another reunion soon, we agreed. To put this one together, the two women who had decided that a reunion was called for spent two years finding

Because of the impact that my own experiences living, studying and conducting research outside of the United States have had on me, I have successfully urged many students to seek out similar experiences,”

all of us, and would never have succeeded without the Web. But now we’re found, and we know that we need to talk again soon, that our shared experiences must be shared some more.

Because of the impact that my own experiences living, studying and conducting research outside of the United States have had on me, I have successfully urged many students to seek out similar experiences. For most of our University of Iowa students, however, study abroad and research abroad represent a substantial financial challenge. Yet these opportunities should be available to all.

Contributions, even small contributions, to the Office for Study Abroad, International Programs or to the Graduate College for the T. Anne Cleary Fund; and so forth. The men have served in military intelligence in Vietnam, or as military translators in southern France; they, too, became professors of French, philosophy and other fields, and two were departmental chairs; they were lawyers for the World Bank or for Cartier and Swatch, based in Switzerland; an international banker at Bankers Trust, covering the Middle East and Africa and then working for the Perrier Organization in Gursseao, Netherlands, Antilles; and a doctor who is a distinguished cancer researcher.

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Contributions, even small contributions, to the Office for Study Abroad, International Programs or to the Graduate College for the T. Anne Cleary Fellowship for dissertation research outside of the United States, can make an enormous, life changing difference for our students. There are few other contributions that can have a similar impact.

“A young man” (54x37)
SURVEY ILLUSTRATES POSITIVE IMPACT OF Study Abroad
BY MANSHI BHATIA

A different culture, cuisine, method of study, people—it is one thing to go abroad on a week-long vacation, and quite another to spend a semester, or even a year, in foreign lands. Why would anyone want to leave the comfort of home for such a long period of time?

“I highly recommend going abroad,” says Crystal Crow, a UI senior with a French major and Chinese minor, who is currently in Angers, France, for a year through the International Student Exchange Program. “It teaches so many things outside of a language and a culture that are important. I have learned much about myself and my capacities that I didn’t previously know. I am more independent and more confident in myself.”

Crow, who is graduating in May 2005, is not alone in her beliefs.

17,000 study abroad alumni interviewed for the 2002 Longitudinal Alumni survey conducted by the Institute for the International Education of Students (IES), agreed that their experience abroad enabled them to learn something new about themselves. The survey measured the longitudinal impact of study abroad on select achievements, behaviors and beliefs.

On a scale of one to five, these alumni rated the following as the most influential consequences of their study abroad experience:

• allowed a better understanding of own cultural values and biases;
• served as a catalyst for increased maturity;
• increased self-confidence;
• continues to influence perspective on how they view the world;
• influenced interaction with people from different cultural backgrounds.

“Although the positive long-term impact of studying abroad seems obvious to anyone who’s had the experience, the IES study provides the first statistical evidence of the influence of international study on key behaviors, attitudes and accomplishments,” says Janis Perkins, director of the UI Office for Study Abroad.

The IES survey also shows that after completing their university courses, 54 percent of these study abroad returnees have worked, or are working, abroad; 40 percent use a foreign language on a regular basis; 55 percent use a foreign language in their workplace setting; six percent completed Ph.Ds and 32 percent remain in contact with host country friends.

Perkins says that this quantitative study was much needed. “Based upon anecdotal information, I have often told students that studying abroad increases self-confidence. Now I can state it as fact,” she says.

According to the survey, the study abroad experience not only influenced the personal development of these individuals, but it also had an impact on their social outlook. Those interviewed agreed that their experience continued to influence their participation in community organizations, continued to influence the choices they made in their family life, caused them to change or refine their political and social views, enabled them to tolerate ambiguity, continued to influence their political and social awareness, and influenced them to seek out a greater diversity of friends.

Crow is finding all this out for herself in France where she has encountered some people who did not like her because she was an American. “I was very nervous at the beginning considering the current political situation is touchy. However, I appreciate being able to see a different perspective of my country’s foreign policies. It gives me some insight into how stereotypes are formulated between cultures,” she says. “People are people, no matter where you go in the world. Of course, there are differences, but the similarities run deep.”

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