Faculty Affiliate Research » Tomiyama Taeko’s Art and Remembrance of the Asia Pacific War
by Laura Hein, History

Faculty affiliates present recent research from books, articles, and project proposals.

Tomiyama Taeko, a Japanese visual artist born in 1921, is changing the way World War II is remembered in Japan, Asia, and the world. Her work deals with complicated moral and emotional issues of empire and war responsibility that cannot possibly be summed up in simple slogans, making it compelling for more than just its considerable beauty. Since Japan was imperialist but not Western, attention to her work also disaggregates issues that are usually bundled together, creating opportunities for both comparative and transnational analysis. I am also interested in identifying the strategies that individuals use to gain critical distance from their own societies and governments and to find effective ways of expressing dissent.

Japanese today are still grappling with the effects of World War II. Largely because of the epidemic in Nigeria. Current global data show that for every two infected persons started on antiretroviral treatment (ART), five are newly infected with HIV, and that Nigeria has the second largest number of persons living with the disease.

Research Alliance to Combat HIV/AIDS (REACH): Leading the Way for Bolder Action on HIV/AIDS Prevention
by Richard Joseph, REACH Principal Investigator, and Nkem Dike, REACH Associate Project Director

In 2006, the Research Alliance to Combat HIV/AIDS (REACH) was launched at Northwestern University and the University of Ibadan, Nigeria, as a social science, community-based research program to address the HIV/AIDS epidemic in Nigeria. Current global data show that for every two infected persons started on antiretroviral treatment (ART), five are newly infected with HIV, and that Nigeria has the second largest number of persons living with the disease.
Welcome from the Director

by Hendrik Spruyt

Once again the Buffett Center has concluded a very successful year thanks to your help and interest in our activities. Although we slightly reduced the amount of events in which we were directly engaged (yes really), the number of attendees rose quite dramatically to more than 4,000. Among those events, talks by Nobel prize winning economist Amartya Sen and physician Paul Farmer, who acted as special envoy to Haiti, inspired audiences. Ambassador Richard Williamson, the Buffett Visiting Professor in spring, delivered a chilling reminder of our moral obligations in the face of mass murder and atrocities.

While space limitations prevent me from going into great detail, suffice it to say that aside from our already established working groups, we organized or co-organized conferences and workshops on a wide variety of issues. Among the topics covered, just in this past spring quarter, were: the future of Middle East studies; Arab-Israeli relations; Turkey’s role in international politics; HIV/AIDS policy in Africa; and North American energy policy. Similarly, the new working group in security studies has gotten off to an excellent start.

Our support for undergraduate and graduate studies has been a source of pride for us. Our Global Engagement Summer Institute (GESI) expands each year. This summer 67 GESI students traveled to Uganda, India, Bolivia, and Nicaragua to explore how theoretical training and experiential practice come together once one “gets into the field.” The program fills a critical niche in our curriculum and gives students hands on experience while working on development issues. This year we also celebrate our 5th anniversary of the Center for Global Engagement (you can find further information on our activities in this area in a special insert in this newsletter).

Our study abroad programs also drew in solid numbers with 14 students going to Istanbul, 15 to Prague, and 7 to Croatia. The numbers are exceeded by our students’ enthusiasm and grit, as one student reported, “I still had an AMAZING time studying abroad even when stressful stuff happens. No matter what life throws at you while you are away, you are still capable of having a positive experience no matter what.” (The student in question had suffered a broken foot and a computer crash.)

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MISSION

The Buffett Center sponsors and facilitates collaborative interdisciplinary scholarship on crucial problems facing the world. Our activities promote dialogue on international affairs thereby enriching educational programming at Northwestern. Working with a variety of organizations and communities, we contribute to preparing exemplary global citizens.

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inconsistent and ambivalent actions of the government, Japanese are widely seen as resistant to accepting responsibility for their nation's violent actions against others during the decades of colonialism and war. Yet some individuals, such as Tomiyama, have produced nuanced and reflective commentaries on those experiences, and on the difficulty of disentangling herself from the priorities of the nation despite her lifelong political dissent. Tomiyama's sophisticated visual commentary on Japan's history—and on the global history in which Asia is embedded—provides a compelling guide through the difficult terrain of modern historical remembrance, in a distinctly Japanese voice. Now at age 89, Tomiyama is enjoying an unprecedented level of public recognition and is hard at work on her latest painting series, on Afghanistan. She has been featured in several recent exhibitions and publications in Japan and my co-edited book, Laura Hein and Rebecca Jennison, eds., *Imagination Without Borders: Feminist Artist Tomiyama Taeko and Social Responsibility*, will soon appear from University of Michigan East Asia Center Press. The Northwestern University Library has created a stunning website to accompany the book, viewable at: http://imaginationwithoutborders.northwestern.edu.

Since 1980, Tomiyama has produced powerful images related to Japan's war in Asia, exploring the complicity of ordinary Japanese as well as of the wartime government for causing Asian suffering. Tomiyama is particularly interested in exploring the complex ways that people can simultaneously be victims and perpetrators, sometimes with the same act. She focuses on remembrance not as trauma but as a moral stance of empathy. In other words, rather than primarily trying to remember what was done to her, she wants to remember what she allowed to be done to others in her name but now regrets.

Tomiyama is frequently inspired by creative artists in other genres, such as the musical composer Takahashi Yūji, playwright Romain Rolland, and poets Kim Chi Ha and Muriel Rukeyser. These artists, like Tomiyama herself, have all tried to change their societies through their art and Tomiyama is clearly stimulated by contact with other politically minded creative artists beyond Japan's shores. Tomiyama also drew more from her own life experiences as the years went by. Each big artistic breakthrough came when Tomiyama thought of a visual image that allowed her to transform her private memories of the war into a narrative that can—and now does—function as public remembrance.

The first image that spoke to both her pre-war memories and her postwar sense of outrage was the shaman, an often female figure in much Asian folklore, who commands powers that are neither good nor evil. Early histories and myths suggest that such female shamans played an important role in ancient Japan, as they did in much of northern Asia. Tomiyama imagined
these shamans travelling from Siberia across the steppes of Asia and then continuing by sea farther south, connecting the region through religious ritual and stories of the gods rather than through military domination. The shaman, in her hands, represents an ancient political and religious past that challenges the importance of patriarchy, Shintoism, and the Japanese imperial family, and therefore the antiquity of the Japanese state, by suggesting an alternative pan-Asian history that might have been. (The silent spirit in Miyazaki Hayao’s 2001 film, *Spirited Away* is another version of the shaman.)

Tomiyama first depicted the shaman in *Memories of the Sea*, which focused on the Korean girls and young women who had been conscripted to provide sex to Japanese soldiers during World War II. Borrowing from the tradition of medieval Japanese picture scrolls, she painted a narrative, in which a young girl asks the shaman’s help in finding her lost sister, whose bones lie at the bottom of the sea. The jewel-colored paintings depict the detritus of war—broken bodies, cast-off weapons, rusty chains, and the hulls of sunken ships. Tomiyama wanted to redress the wrong done to these women and to their families by bringing their story into public remembrance. While many Japanese (including virtually all soldiers) had known about this practice during the war, they had thought of the women as doing an unpleasant duty, much like the men drafted into the Army. Typically, they felt pity for them without questioning the policies that had led to their enslavement. Similarly, the few women who had survived the war were dishonored in their own societies as well as in Japan and had not yet reframed their personal memories as a great social injustice. The first to speak publicly, Kim Hakson, did not do so until 1991, four years after Tomiyama painted this series. Tomiyama had deliberately set out “to speak for those whose experience had been silenced by modern history,” in the process also finding a surer voice for herself.

After finishing *Memories of the Sea*, Tomiyama began to think more deeply about her youth in Manchuria. Tomiyama had spent her adolescence in Harbin, where her father worked for Dunlap Tyres, a British corporation. Manchuria was a lively transnational space, which, like other frontier towns, was full of colorful people. The Japanese who lived there were joined by Chinese, Koreans, Russians, and many others, all proposing different visions for Manchuria. Some people wanted to create model planned cities, others to go back to the land, while others just hoped for fast cash. Manchuria attracted very right-wing people who saw Harbin as Japan’s beachhead for conquering East Asia, but it also sheltered college-educated left-wingers whose skills were valuable in the colonies, despite their political beliefs. Manchuria showed how localities simultaneously served to support and undermine the legitimacy of the state, an insight that Tomiyama expresses in her art. As a colonial frontier, it was also one place where the racial hierarchy within the Japanese empire was most
clearly visible, something that made Tomiyama vaguely uncomfortable even as a girl.

The image of the fox finally allowed Tomiyama to express this uneasiness. The fox was central to both *Harbin: Requiem for the 20th Century of 1995* and *Fox Story of 2000*. As in Europe, the East Asian fox is a trickster character, able to shape-shift and bewitch humans. Tomiyama borrows from the long irreverent tradition of satirical animal imagery in Japanese art, much of it explicitly celebrating political dissent. She started painting foxes after her artistic collaborator, composer Takahashi Yūji, penned an opera *Foxes* (*Kitsune*), which, in turn, was based upon the research of medievalist Yamamoto Hiroko. According to Tomiyama, Yamamoto “explored the connection between the fox spirit in Shintō and the structure of authority, particularly in relation to the emperor system.” Just as with her reworking of the shaman, Tomiyama was inspired by a scholarly feminist rereading of religious mythology and by the creativity of artists working in different media than her own.

In both series, Tomiyama painted the Japanese of the 1930s and 1940s as bewitched into sending their sons to war for the glory of the Empire. She uses the theme of bewitchment to capture her horror at her own younger complicity in the war. In a depiction of a fox wedding, the groom is dressed in his army uniform, already prepared to leave for the battlefront. Since few soldiers expected to return, many married hastily and hoped to sire an heir before their own lives were cut short. Japanese families uncomplainingly sent their young men to be killed and their young women to live as impoverished widows with small children. Tomiyama included in this painting several apron-clad lady foxes, whose clothing identifies them as member of the Patriotic Women’s Association, emphasizing the large role played by civilians, including women, in enforcing the expectation that young Japanese should procreate and die for the nation.

Tomiyama is also deliberately countering the aesthetics of Japanese fascism, particularly the way that the wartime Japanese government used cherry blossoms to celebrate its subjects who died young for the nation. The foxes in these two series dance and parade under cherry trees in bloom, representing the callousness of the Japanese state toward the lives of its colonial and Japanese victims, reminding us that war, above all, is not pretty.

Tomiyama’s paintings and prints provide an alternate way of framing the wartime experience, giving other people a sharply self-critical but also ethically engaged way to connect their personal experiences to public remembrance. Her long-term efforts to depict her own memories help explain why the subjects of Japanese responsibility for war and empire moved to the forefront of debate in Japan in the early 1990s. Tomiyama’s exploration of such difficult issues also provides a model for the rest of us to think about our own societies and how we choose to remember our pasts.

*Imagination Without Borders: Feminist Artist Tomiyama Taeko and Social Responsibility* by Laura Hein and Rebecca Jennison, eds. (University of Michigan East Asia Center Press, forthcoming fall 2010)

The Northwestern University Library has created a website to accompany the book: http://imaginationwithoutborders.northwestern.edu.
Researching how prevention issues are perceived, understood, and practiced within communities in Nigeria is therefore critical to developing more effective means of combating the epidemic.

The current extent of the epidemic:

- 3 million Nigerians living with HIV and AIDS
- 339,000 new infections annually
- Only 14 percent have had HIV Counseling and Testing (HCT)
- 70,000 HIV positive births annually
- 182,000 AIDS deaths annually
- 911,000 Nigerians requiring ART (but 350,000 on treatment)
- 2.2 million AIDS-orphaned children
- 244,000 HIV positive pregnant women

Unless major advances are made in all aspects of the campaign, these alarming statistics will worsen. REACH, after almost four years of field staff training, protocol writing and data collection, began at the end of 2009 analyzing the research data. These findings have now been shared with national and local policymakers in Nigeria, members of the study communities, and a large number of researchers and policy officials in international meetings.

REACH researchers have returned to the twelve study communities to share site specific findings with them. Community members and leaders took part in one-day dissemination sessions and were given the opportunity to discuss how they could use the data to enhance HIV/AIDS prevention. In the Yoruba-speaking communities, a play was performed that helped convey messages more vividly. In addition to the community dissemination events, REACH held several larger dissemination meetings in May 2010 in Nigeria and the United States where the interim report was launched: www.bcics.northwestern.edu/documents/reach/REACH_Report.pdf. At Nigeria’s Fifth National Conference on HIV/AIDS, May 2-5, 2010, a REACH forum was co-chaired by Professor John Idoko, Director General of Nigeria’s National Agency for the Control of AIDS (NACA). Another dissemination followed in Ibadan where REACH has had its offices. Both events were well attended. During the discussions, important points were raised that will be taken up in the course of further analysis of REACH data and in future research. In the United States, REACH findings were also presented at dissemination events at Northwestern University, the Chicago Council on Global Affairs, and the Brookings Institution.
In each of these events, highlights of the REACH program were presented: research objectives, methods, and instruments; information about study sites; insights on gender and high risk behavior; use of voluntary counseling and testing; and recommendations for curbing Nigeria’s epidemic. Audiences were provided detailed information about the quantitative and qualitative social science methodology used, including focus group discussions and in-depth interviews. A combined power-point presentation can be viewed at: www.bcics.northwestern.edu/documents/reach/dissemination_presentation_May2010.pdf.

An example of many questions raised: “Why has only 14 percent of Nigerians taken advantage of available HIV counseling and testing?” According to REACH findings, there is stigma associated with just walking into a clinic for testing. Although testing centers may be in close proximity to the homes of residents, the fact of being seen walking into a clinic could lead to other persons assuming that an individual is infected with HIV. Some respondents mentioned the cost of testing as a disincentive. On average, it costs approximately $4.60 for a test, which is expensive for people in a country where the majority live on less than $2 a day. From the study findings, over 86 percent of those who never tested believe they would die soon if they were diagnosed with HIV infection, despite the widespread availability of drug treatment.

Less than 20 percent of those interviewed in REACH study sites had tested for HIV in the prior 12 months, compared to less than 7 percent reported in Nigeria’s demographic health survey. Sixty-five percent of adults had never tested and so had a surprisingly high 62 percent of pregnant women. About a third of pregnant women who were tested did not return for their results. Therefore, only a minority of HIV positive Nigerian women benefit from drug treatment that can greatly lower their chances of transmitting the virus to their babies. Education was found to be a significant factor in HCT uptake, with HIV testing increasing with education level. More respondents with post-secondary education were likely to get tested compared to those with only primary or no formal education. What these statistics suggest is the enormous advances that must be made for HIV testing and treatment to become a routine aspect of Nigeria’s health care and thereby serve as an incentive to reduce the current prevalence rate of 4.6%. The importance of community-based research is further demonstrated by the wide variation among Nigerian communities. In the case of REACH’s twelve study sites, HIV prevalence ranged from about 1% to over 10%.

With regards to sexual practices, the REACH study found that male study respondents are four times more likely to have more than one sexual partner outside marriage or regular sexual relationships. Persons aged 25-39 years are more likely to have more than one sexual partner outside a regular relationship. This age group is the one that shows the highest HIV prevalence in Nigeria. Transactional sexual networking was also found to be prevalent in some study communities amongst women driven by financial and other considerations.
In association with NACA and other organizations, REACH hopes to contribute to a substantially scaled-up HIV prevention program in Nigeria. A key component of this program would be expanding the community studies that REACH has conducted on the barriers to effective prevention and treatment. In so doing, REACH would generate a data set that better reflects Nigeria’s highly diverse population. Based on research already completed, REACH recommendations are as follows:

- Mobilize traditional and other community leaders to address community HIV/AIDS awareness/behavior change
- Provide incentives to groups, communities and health facilities to increase HCT levels
- Use myriad networks to disseminate more accurate information and confront stigma based on ignorance
- Target specific barriers to HCT using community surveys
- Reduce sharply the number of persons who have not had an HIV test in any 12 month period
- Provide HIV tests and appropriate counseling as routine aspects of healthcare services
- Engage communities and myriad public, private and religious institutions in action programs focused on achieving high and sustained HCT rates
- Take HCT door-to-door using rapid testing methods
- Target the specific barriers to HCT increase such as ignorance about risk, assumed costs of drug treatment, confidentiality concerns, and uncertainty about follow-up care
- Develop more effective ways to reach vulnerable youths, especially girls
- Engage political, religious, community and entertainment leaders in high-profile prevention events
- Design innovative approaches to combat stigma
- Commit Nigerian funds over several years to prevention and care so that a greater proportion of expenditures is covered domestically.

These recommendations complement ideas being advanced by NACA such as introducing routine testing, rapid tests, and mobile HIV/AIDS teams. In view of the low testing rates by respondents 15 years and younger, REACH will work with NACA to clarify current policies on the age of consent for HIV testing. Other issues to be addressed include overcoming known barriers such as travel costs and fees, house-to-house testing, and the quality and availability of post-testing support.

In October 2010, NACA and REACH will jointly host a conference in Abuja to bring together representatives of national and international agencies for the purpose of exploring bolder action strategies. Highlights of this conference will be further discussions of REACH data and findings, the pursuit of greater synergy between biomedical and behavioral research and policy action, and the application of ideas distilled from the Vienna AIDS Conference of July 2010 to strengthening Nigeria’s response to the epidemic. It will also mark the start of REACH’s transition into a national entity after five years of pioneering social science research on HIV prevention.
The Center for Global Engagement (CGE) is celebrating its fifth anniversary of preparing the next generation of leaders for a life-long commitment to global social change. CGE has developed an innovative set of interdisciplinary curricular and co-curricular programs that have helped nearly 1,000 undergraduates from institutions around the country – and around the world – gain the knowledge, tools and experiences to confront today’s global challenges. This innovation has helped CGE and Northwestern University to become nationally and internationally recognized leaders in supporting students who passionately aspire to be positive global change agents.

**What characterizes the Center for Global Engagement?**

**Student-centered programming.** CGE has its roots in student engagement and action; it was created in response to a demand from students for an education that would not only provide them with a strong academic understanding of global challenges but also give them the hands-on experience and practical tools to be effective change agents. CGE takes seriously students’ desire to gain the skills and resources to make a difference. Whether students are planning a national conference on human rights or designing a sexual health curriculum in a conservative Indian village, students are in charge and responsible for the success of their conferences, projects, and overall international education. In all of our programs, students play the defining role in creating curriculum, conferences and seminars that add value to their co-curricular pursuits; in turn, they become better thinkers and contributors to classroom learning.

**Rigorous international education and training.** A cornerstone of all CGE-sponsored curricular programs and student groups is a commitment to rigorous education and training that prepares students to be effective agents of social change. CGE draws on faculty and coursework from across Northwestern University, particularly the Weinberg College of Arts and Sciences, the School of Communication, and the School of Education and Social Policy. In the field, students test academic theory with action, and gain a variety of tangible experiences, ranging from designing and implementing community development projects abroad through the Global Engagement Summer Institute, to installing an electronic medical record-keeping system at a public health center in Ghana with the student group GlobeMed.

**A commitment to communities.** CGE students learn that to enact real change in the world, they must take local communities seriously. With philosophical roots in the Asset-Based Community Development Institute at Northwestern, CGE teaches students to leverage the strengths, rather than focus on the weaknesses, of communities. In order to achieve lasting, people-powered change, all CGE students learn to listen to, and work directly with, communities experiencing the challenges of poverty and social injustice.

**Interdisciplinary engagement.** CGE draws participation from dozens of academic disciplines and universities, offering each student a unique opportunity to engage with complex issues. An engineering student moves beyond classroom-based solutions to leverage local knowledge and create appropriate, affordable technologies, while a pre-medical student discovers that an HIV/AIDS positive community requires not only anti-retroviral drugs but also alternative income sources in order to afford a healthier diet. CGE students – no matter their expertise – learn that they can add value to development projects while gaining a broader understanding of the mutually reinforcing interplay between disciplines. (Continued on back cover.)
**GESI Growing**

The Global Engagement Summer Institute (GESI), CGE’s flagship academic program, celebrated its fourth summer in 2010 with important programmatic changes including: $75,000 worth of need-based scholarship funding, expansion into two new country sites (Bolivia and Nicaragua) and a university partnership in India to explore the country’s development approaches from the perspective of Indian scholars, private sector contributors, and NGO practitioners.

**Increase in Participation.** GESI began in 2007 with 16 Northwestern students. This year the program grew to 67 students, 55 percent of which were Northwestern students. The other students represented 26 different universities. Of the non-Northwestern students, 85 percent report that they will be able to apply the GESI coursework credits toward their graduation or major requirements. By providing academic credit, GESI enhances a student’s curricular program, even as it provides significant pre-professional international experience.

**Increase in Diversity.** This year, in order to increase the socio-economic diversity of GESI participants, the Buffett Center invested $75,000 in need-based scholarship funding for Northwestern applicants. Preference was given to applicants with strong academic records and financial need. Sixty-four percent of scholarship recipients were from underrepresented minority groups.

**Deepening Development Discourse in India.** New in 2010, GESI initiated collaboration with the Udaipur School of Social Work (USSW) and the Ashoka Foundation’s Youth Ventures program. In Udaipur, GESI hosted a conference for its 20 students in India, 25 select USSW graduate school students, and two Youth Venturers (young Indian social entrepreneurs supported by Ashoka Foundation to create social change in slum communities of Mumbai).

The conference addressed development issues in India in a comparative perspective and facilitated cross-cultural peer-to-peer learning through reflection and discussions between GESI participants and local students. Topics included: *The Development Journey: From Gandhian to Nehruvian to Mammohanomics; Micro v. Macro Approaches to Development – Experiences through Self Help Groups and Banking Finance; Lost in Transit – Issues around migration; Power to People: Grassroots Governance and Developmental Politics* and more.

Speakers included USSW faculty, NGO and government officials as well as private-sector actors working toward social change on the subcontinent like Neelima Khetan, Chief Executive of Seva Mandir, a well-known Indian NGO headquartered in Udaipur; Ajay Mehta, Executive Director of the National Foundation for India, a philanthropic trust that supports civic action for promoting democracy and social justice; Ashgar Ali Engineer, a prominent Islamic Scholar and Chairman of the Centre for Study of Society and Secularism; Rita Soni, the Country Head for Responsible Banking at YES BANK; and more.

GESI partnered with SevaYatra, a social enterprise that connects volunteers to NGO work in India, to organize the conference. Joy Mischley, Program Director for SevaYatra, states, "Universities often want to engage local populations in educational and service opportunities that are similar to those offered to the US students, creating more reciprocity. I have rarely seen this desire translated to action. However, it was a great pleasure to see local students from Udaipur engaged with GESI students as peers in this seminar. The USSW students were appreciative for the opportunity to interact with both social sector experts from India and American students in an academic environment. It is uncommon for university students in a less metropolitan city like Udaipur to have access to the range of experts brought together. Northwestern has demonstrated an effective and feasible step toward reciprocity. It would be wonderful to see more civic engagement and study abroad programs implementing similar models.”

**GESI’s Impact.** In the interviews that follow, you will read the stories of three academically dissimilar students who have allowed the GESI experience to guide their academic and professional development in profound ways. Through the program’s interdisciplinary approach, a budding engineer, scholar and business entrepreneur are using their GESI experiences to promote positive global change in diverse ways. (See pages iii - v.)

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**SAMPLE GESI ALUMNI INSTITUTIONS**

- Brown University
- College of William and Mary
- Duke University
- Fordham University
- Georgetown University
- Grinnell College
- Harvard University
- Indiana University
- Rice University
- Swarthmore College
- Tufts University
- University of California – Berkeley
- University of Chicago
- University of Colorado – Boulder
- University of Illinois – Urbana Champaign
- University of Minnesota
- University of North Carolina
- University of Pennsylvania
- Vanderbilt University
- Wellesley College
- Yale University

*GESI has hosted undergraduates from 33 colleges and universities since the program opened to non-Northwestern students in 2009.*
Ellen Abrams is a mechanical engineering student who participated in GESI 2009 in Jinja, Uganda. She used her engineering skills to help launch an initiative for grandmothers to raise mushrooms for income generation in order to care for their grandchildren who were orphaned due to HIV/AIDS.

What impact did GESI have on your life?
I learned a tremendous amount from my GESI summer: about the challenges of development work, about Asset-Based Community Development, about myself, and about the world. I was wonderfully surprised to learn that my comfort zone was much larger than I thought. Before GESI, I was excited about the challenge of living in rural Uganda. But instead of obstacles, I found that regardless of plumbing, lack of Internet, and other modern comforts, it just made sense for me to be in Uganda. It seemed that wherever you go in the world, life is lived day-to-day. I loved the rhythm of life that summer, our project and the people we worked with, and my home and host family.

How have you leveraged these experiences since last summer?
My goal is to combine my mechanical engineering degree with my passion for community development abroad. I spend three quarters of the year studying the engineering portion, wrapped up in textbooks, labs, and lectures. GESI was a way to balance engineering with a summer of very real, very hands-on community development learning. After graduation, when I apply to various programs or organizations I will explain that in one hand I have a bachelor of science in mechanical engineering and in the other I have my experiences with community development, which are the most significant experiences I hold.

How did being an engineering student impact your GESI experience?
I am drawn to the systems thinking aspect of engineering. Piecing things together in networks of effort and flow, cause and effect, input and output. I see beauty in how things function, but also in the mystery of real people. My goal is to combine systems thinking with the beauty of the individual, the idea that communities are made up of individual people, with names and homes, thoughts and stories. There were great opportunities to use my systems thinking for our GESI project and I was able to contribute in this way. For example, we designed and built small sheds with and for a group of locals participating in our project. To date, they were the largest things I had designed and built that did not fall down! We also mapped out the implementation of our project itself very systematically, which I felt uniquely able to contribute to. That I might be able to apply engineering in this sort of way has inspired me to stick with my major.

How do you integrate your GESI experience, Global Engagement Summit (GES) experience, and Engineers for a Sustainable World (ESW) involvement?
Each of the three is very different but link together well. Through GES and GESI there is an overlap of people who form a vibrant curricular and co-curricular engagement community on campus. In ESW I am an engineer who also understands the human engagement side of things. For GES, I am a committee member who understands sustainable technologies and systems analysis. It is a small taste of how I want to combine the two post-graduation.

Why are experiences like GESI important for undergraduates?
GESI was a great way to get out of the bubble that can form around you on a college campus. My experiences in Uganda have brought me closer to being able to embody the idea of "wherever you go, there you are." Unlike other travel or study abroad experiences, in GESI we lived as a part of our host families and communities. I now have a deep appreciation for living in a new place as opposed to just traveling, touring or visiting.
GESI Profile: Nikolai Smith

Nikolai Smith participated in the inaugural year of GESI – then Engage Uganda – in 2007, as a rising junior and education and social policy major. His Engage experience informed not only the remainder of his distinguished undergraduate career at Northwestern, but also his work as a William Clinton fellow with the American India Foundation in Bangalore and his intended academic study of social movements.

Honors and Awards at Northwestern
Keyman Modern Turkish Studies Research Grant from the Buffett Center; Humanity In Action Fellow; Morris K. Udall Congressional Scholar; International Program Development Fellow; Hess Research Fellowship Fund (for research in Gulu, Uganda)

What impact did GESI (then Engage Uganda) have on your life?
Engage further cemented my life goal to empower working class individuals to engage in democratic processes, such as collective decision-making. I learned to remember that starting and finishing a project in 3 or 10 months, especially as an outsider, is not the goal. Instead, I now approach these short-term experiences by being open to learning and collaborating on existing projects with existing organizations rather than focusing on "producing" something.

How have you leveraged these experiences since graduating from Northwestern?
In 2009, I graduated and went right into the Clinton Fellowship for Service in India, immediately able to use the lessons and experiences from Engage in my work. The organization I worked for in India tried to impose programs and platforms on people, and through Engage I learned that most people reject what they don’t understand or what they have no relationship with. This is especially true when programs involve decision-making in their community. Engage taught me to ask the question of why people would participate in a democratic platform in which they have no democratic say, whether it be in the campaign’s language, planning, implementation, etc.

How did your Engage experience inform your work as a Clinton Fellow? How will your experience in Uganda affect your next steps?
Engage teaches you to be realistic in your own expectations and to make these and your skills known to the organization you work with. Engage also taught me the value of praxis, where one combines the study of theory and history with action and reflection. In terms of next steps, I'm looking at doctoral programs in sociology where I want to study the theory and history of community organizing, social movements, and activism tactics while working with current social movements.

Why are experiences like GESI important for undergraduates?
Students can't study in a vacuum. Life is about learning and acting. Engage reminds students that if they want to get involved in working towards social justice, they need to not only study both the history and theory of the work they are doing, but also apply this knowledge to what is actually occurring on the ground in collaboration with grassroots social movements and community-based organizations.

Students need to see the effects of global hierarchies and connect these dynamics of power with those operating in the U.S. Especially for students coming from elite U.S. universities, it is important to bring these lessons of advocacy home. For instance, I became interested in comparing the exploitation and inequalities in Northern Uganda to the exploitation and inequalities in Northern Chicago. By putting students in groups and partnering them with existing organizations, Engage deemphasizes our obsession with societal change coming from exceptional individuals or from the educated and upper classes, and focuses instead on the potential of groups and communities coming together in their own emancipatory struggle.
GESI Profile: Catherine Wu

Catherine Wu, a rising senior at Wellesley College, majoring in political science and economics, was a notable non-Northwestern GESI 2009 participant. Her time in India with the nonprofit branch of a large microfinance firm inspired Catherine to leverage her family business background to pursue creative enterprise and entrepreneurship solutions in the developing world. This summer, Catherine interned at Shokay, a social enterprise that creates income-generating opportunities for Tibetan yak herders and rural Chinese women through developing and marketing yak fiber woven goods.

Explain why you chose to participate in GESI.
I participated in GESI because I was considering pursuing a career in the field of development. I had never done any work in the field but had become very excited about development because of all the hype around Jeffrey Sachs, microfinance, and the like. I had heard a lot about how the developed world had the tools to alleviate many of the problems plaguing developing countries and wanted to see for myself how programs like microfinance operated in practice.

What impact did GESI have on your life?
Participating in GESI and working in the field with a small nonprofit branch of a microfinance organization in India gave me a more realistic picture of what development work looked like on the ground and a better idea of how I could use my own skill set, assets, and existing networks to contribute to international development. For me, the public and nonprofit sectors were too inefficient and slow. I come from a family business background, and I realized that a lot of the experiences, knowledge, and networks that I had were in business and that the most practical and effective way that I could contribute to international development was through the business world. This led to my interest in social entrepreneurship and my internship this summer in the social enterprise Shokay.

My experience with GESI also made me realize the importance of connecting with people whose values and worldviews are aligned with yours. Working in the nonprofit and public sectors can be demoralizing – I saw how easy it is to become cynical and think that people don’t care. I think especially as a young adult, it is important to find a group of people who care passionately about the same things you do and to hold onto that network and support each other.

How have you leveraged these experiences since last summer?
My experience with GESI last summer led to my interest in social entrepreneurship as a way to leverage my business background with my interest in nonprofits and development work. I also wanted to try working in a part of a world that I felt a greater personal connection to. Most of my extended family still lives in Taiwan, and I visit East Asia often. It happens that Wellesley has a partnership in China with the organization Ventures in Development, which is sustained by the two social enterprises, Meixiang Cheese and Shokay, so I decided to apply and participate in the program.

How has your GESI experience informed your work as an intern this summer with Shokay?
My GESI experience helped prepare me to work in foreign environments and small organizations. Working in a small nonprofit in India was very challenging for me, but it taught me to be resourceful, flexible, and how to be cognizant of cultural differences in the work environment. These skills have been very useful this summer.

Why are experiences like GESI important for undergraduates?
GESI gives you the kind of exposure to living in a foreign country that is different from a lot of other study abroad programs and from traveling. You live in a home stay, work in a small nonprofit, and work in groups, which gives you a variety of different perspectives through which to process your experience.

Additionally, being away from the social networks that you are familiar with and in a completely foreign cultural environment gives you the space and opportunity to develop a more complete worldview. Especially as an undergraduate, when you have more time to explore and to develop and focus on yourself, I think that it is a great opportunity to have greater exposure to societies and cultures that are different from your own and to gain a greater understanding of how most of the world outside of the U.S. operates. Programs like GESI make undergraduates more aware of how the decisions we make in the developed world impact other countries.
Global Engagement Summit (GES)

Building the capacity of the next generation of change leaders to partner with communities and produce responsible, sustainable solutions to shared global problems

The Global Engagement Summit (GES) is a student-organized five-day training conference for undergraduates from across the world committed to global change. The conference also provides its attendees a mechanism for raising funds to support student-designed international community development projects. GES’s Northwestern student organizers partake in a year-round curriculum that explores the intricacies of executing international change-based projects. As a co-curricular student group, GES members focus their energies on doing good, and help hone the skills necessary to transform those ambitions into the capacity to create effective and sustainable solutions to some of the world’s most trying problems.

The summit itself has brought together hundreds of undergraduate delegates from around the world to interact with each other and with experts in nonprofit management and international development. The format is varied, consisting of panel presentations, small group discussions, and workshops.

The topics include project management, strategic planning, intercultural communication, engaging local populations in international projects, social entrepreneurship, politics of development, and more.

Delegates are expected to go beyond understanding the theories and history of development, and to implement their learning by initiating innovative solutions to problems in the form of international projects. GES supports these projects by helping students raise money to fund them through the GES Global Giving Challenge, which posts student projects on globalgiving.org for four weeks. At the end of that time, the project that raises the most money is granted a permanent spot on the website for ongoing fundraising. To date, the Global Giving Challenge has raised over $150,000 for student projects.

The projects of GES delegates have already touched lives and communities around the world, and have improved because of the theoretical and practical foundations gained at the summit. Projects have begun to help trafficked women and girls in India, hungry Tibetan refugees, victims of gender violence in rural Ecuador, and many more who look forward to a better future because of the commitment of GES students.

Allie Bream, 2009-10 GES Co-Director
Northwestern University, Class of 2010
Commitments Department Intern, Clinton Global Initiative Resettlement and Adjustment Intern, World Relief Chicago Princeton in Africa Fellow, World Food Program in Ethiopia

“The skills I gained through GES and the Global Engagement Summer Institute are unavailable anywhere else at NU, and arguably anywhere else in the world. These programs go beyond the nuts and bolts of development—history, economics, politics—by integrating tangible skills necessary to implement change.”

GES by the Numbers:

5 years of engagement

331 delegates participating in the conference and engaging in global change
42 countries represented by delegates
117 universities sending delegates
139 facilitators sharing their professional expertise and learning alongside delegates
252 Northwestern student staff members supporting GES’s year-round programming
2 Norris Center Awards for Best Outstanding Community Service Event
150,787 dollars raised through the Global Giving Challenge

Allie Bream seized as many opportunities for global engagement at Northwestern as possible in order to carve out a career path for working in international development. Combining co-curricular experiences, leadership positions, study abroad, international research, and internships, Allie was able to prepare herself to earn a fellowship in Ethiopia with Princeton in Africa immediately after graduation, working with the World Food Program in the public information department. “The sum of my experiences has left me with a set of best practices: I know that it is pivotal to engage the community in a project, that goal alignment is essential to working with NGO partners, that project monitoring and evaluation is necessary to ensure effectiveness, and that development is a frustrating yet fulfilling process.”
Northwestern University Conference on Human Rights (NUCHR)

Challenging assumptions and broadening perceptions to realize the universality of human rights

NUCHR is known as the United States' largest student-organized annual conference on human rights, but its activities run throughout the year and include a seminar taught by Northwestern professors, exposure trips in which students experience the complexities of human rights issues first-hand, and ongoing programming bringing speakers to campus and building support for universal human rights.

Each year NUCHR brings together over 50 student delegates from across the country with policy-makers, activists, and academics to participate in a three-day summit addressing a specific human rights issue. At the conference, delegates are tasked with problems outlined in case studies. The issues are never simple; delegates must consider the topic from economic, political, social, religious, and cultural perspectives to design potential solutions and implementation strategies.

In addition to the conference itself, NUCHR organizes an annual seminar course taught for credit by Northwestern professors. This course brings together students from diverse disciplinary backgrounds and gives them an academic foundation to form the base of their work in human rights. Through the coursework, students are exposed to the complexities of human rights including the disparities between design and implementation of solutions to human rights violations.

The work of NUCHR goes beyond the classroom and the borders of campus. In 2010, NUCHR students went on an exposure trip to gain a better understanding of that year's conference topic, Urban Slums: The Shadow of the Humanitarian Generation. Traveling to Buenos Aires, Argentina, the group met with slum residents, government officials, and local aid workers to understand the problems of urban slums and explore the ways human rights issues have been addressed there and what the impact has been.

By helping students challenge their assumptions, providing forums for critical discussion, and linking academics with action, NUCHR has given hundreds of students across the country an opportunity to participate in human rights work and activism, and also provided a means to think about this work critically in light of the complexity of the issues at hand.

Since co-founding NUCHR, Northwestern alumna Jen Manne has gone on to do great things. Her experience creating the conference and leading the NUCHR student group for two years inspired her to pursue a career in international public health. She has been a Fulbright Fellow in South Korea, where she began an HIV/STD prevention and education program in the areas around U.S. military bases. She worked with the Ministry of Health in Guatemala to evaluate its Chagas Disease Control Program, and then developed a risk map for Chagas Disease control operations for the Ministry of Health in Peru.

Currently pursuing both her PhD at the Harvard School of Public Health and her MD at the Boston University School of Medicine, Jen will continue to work in the fields of human rights and international public health, and inspire others to join her. She has already taught several courses at Harvard, including HIV/AIDS in Developing Countries: Epidemiology and National Responses. She has also won a staggering number of fellowships and awards, including the Korean Federation for AIDS Prevention Outstanding Service Award, the Harvard University Council of Alumni for Social Enterprise Fellowship, and the Infectious Disease Society of America Medical Scholars International Research Award.
GlobeMed grew out of a small student group on Northwestern’s campus, wrestling with the undergraduate’s role in addressing inequities in global health. Since 1999, GlobeMed has expanded its model and now boasts 33 chapters at universities across the country and a national headquarters located in Evanston on the Northwestern campus. Each chapter has a unique grassroots health partner that students work with year in and year out—learning about their partners’ public health work, volunteering on-site during summer trips, and raising funds to support them. GlobeMed has grown into a nonprofit whose impact reaches from Mexico, to Nepal, to Ghana, and beyond. Since 2007, they have raised over $200,000 for grassroots partners, and have prepared over 500 students to make lifelong commitments to global health.

GlobeMed’s early model involved collecting medical supplies from local hospitals, doctors, and pharmacies, and shipping them to medical and relief organizations around the world. This strategy gave the group the illusion that they were helping but they often felt they were missing something important.

Two significant events catalyzed a change in the group’s philosophy. The first was when team members from Northwestern’s Global Medical Relief Program (GlobeMed’s precursor) travelled to Guatemala on a one week medical mission trip. The team came back discouraged, feeling they were incompetent to address the massive health needs of the poor, rural communities they were trying to serve.

The second significant turning point was a relationship formed with a grassroots community organizer Joseph Achana in Ho, Ghana. With Joseph, the students hatched the idea that undergraduates could help support the construction of a small community-based health center, eventually to become the HOPE (Health Outreach and Peer Education) Center. The students came back to Northwestern and raised nearly $60,000 to fund the construction of the HOPE Center, and secured four full-time nurses to work there.

This represented a massive shift in the approach for undergraduates in global health work. The notion that students could connect considerable resources to community leaders who were committed to doing good work in their own communities seemed to be the missing link to the fundamental question these students were wrestling with: what is a student’s role in global health?

An accomplished student in both of his majors, biology and computer science, Lalith may be most recognized for his work in the area of global health and participation in GlobeMed. During his first year as a graduate from Northwestern, Lalith will be continuing work on two projects started during his time working with GlobeMed: travelling to Ghana to implement a community-based education program emphasizing proper nutritional practices for children, and founding a software company using Virtual Clinic Technologies, which he developed as a result of his experiences working with the HOPE Center.

When asked about the impact GlobeMed had on his education and expertise within his majors, Lalith said, “I learned that improved technology does not automatically mean improved health care, but instead can be used to enhance existing strategies and perhaps even create better ones. It is this type of technological diplomacy that I am excited to develop with my company and in my future.”

To see Lalith’s Virtual Clinic Technology in action and learn more about the HOPE Center, visit www.virtualclinicsite.org.

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**GlobeMed**

Tying action with education and training to improve the health of communities, and catalyze a generational movement of young people who care deeply about global health and have the skills to make change happen

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**Lalith Polepeddi**

2009-10 GlobeMed Chapter President
Northwestern University, Class of 2010
Davis Projects for Peace Recipient
Creator of Virtual Clinic Technologies

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**Northwestern’s GlobeMed Chapter:**

**GlobalhealthU Curriculum:**
A year-long series of on-campus discussions, workshops, and lectures, helping members develop a foundational understanding of issues impacting global health.

**Global Health Summit:**
Students from campuses across the U.S. come together annually at Northwestern to learn about global health issues, strategize how to improve GlobeMed’s efforts to impact health around the world, and share inspiration and energy with each other.

**HOPE Center in Ghana:**
A partnership allowing students to work with a medical center in order to improve medical care and facilities in the developing world. In addition to helping fund the Center and securing local staff to work there, GlobeMed at Northwestern has already worked with the HOPE Center to construct a pathology lab on-site, and install an electronic medical records system.

**BEHIV (Better Existence with HIV):**
A partnership with a Chicago organization affording students the opportunity to compare HIV/AIDS management in Africa and the United States.
Mind the Gap: A Postgraduate Global Engagement Fellowship

Each year, Northwestern sends over two thousand talented young people off into the “real” world: into law firms, business internships, or graduate school. For many, the transition out of college means an abrupt end to their global involvement and exploration. Many are simply swallowed by the “gap” between the passions that drove them on campus and their new world of financial need and career development.

CGE’s Mind the Gap Fellowship allows two Northwestern students passionate about global change and engagement to complete a six-month to year-long project on a human rights or development topic which is pre-selected by the fellowship organizers each year. The project can be activism, research, or a combination of both. The grant was established in the belief that the chance to work closely with global communities and nonprofit organizations for 6-12 months after college will help students better understand the connections and complications of the world they inhabit; indeed, it will better prepare them for a global world, wherever they fit in.

By Susannah Cunningham, Northwestern University, Class of 2007

When I received the Mind the Gap Fellowship, I was told that the fellowship was as much an investment in me as much as it was an investment in the project. As an outgoing senior seeking my Great Next Step, I could not have heard more comforting words.

Originally, I submitted the Mind the Gap proposal to act as a researcher on Sudanese conflicts and human trafficking to the Africa and Middle East Refugee Assistance (AMERA). However, when I spoke with AMERA staff as well as with experts at the American University in Cairo, no one knew of any significant human trafficking in Egypt—only voluntary illegal migration from Sudan, through the Sinai, and into Israel. My proposal was rejected. But, in a strange twist, because of my time ensconced in Sudanese politics/human rights abuses and my experience working directly with refugees while at Northwestern, AMERA offered me a legal caseworker internship where I could concentrate on the claims of asylum-seeking clients.

The stories that I heard as a RSD (Refugee Status Determination) caseworker both moved me, for their triumphs in survival, and broke my heart, for what survival cost each of them. This wasn’t my original plan, but what I was learning about international law and the UN system, paired with the good that I was able to do for the 24 people who sat in front of me and shared their stories, gave me a satisfaction beyond compare.

In September 2008, I decided to start a new refugee legal rights clinic called the Resettlement Legal Aid Project (RLAP) with a Berkeley grad named Jeff whose most significant management experience was running a yoga meditation center in California. We were, to say the least, an unlikely pair for this undertaking. But there were thousands of Iraqi refugees in desperate situations in Cairo, and for one reason or another, no one seemed to be helping them.

So, from September to May 2009, with a phalanx of eager interns, we bumbled our way through clients’ RSD and emergency resettlement cases. We maintained about 18 graduate interns at any given time, and gained professional respect as a refugee service provider among our peers and senior policy officials at the UN and the U.S. State Department. We also received small grants from private human rights foundations, various branches of the UN, and the U.S. State Department’s Bureau for Population and Refugee Migration.

To date, we’ve handled over 700 refugee resettlement cases for individuals and families from Iraq, Darfur, South Sudan, Somalia, Eritrea, and Ethiopia. We have what, from all external reviews, is the strongest psychosocial department for refugees in Cairo.

The work is still rigorous, but every few days the staff treats me to another story of an endangered refugee resettled safely to Australia, the UK, or the U.S. I could not be prouder of the work that all of my partners in and outside of RLAP have done to make refugees’ lives in Egypt and, now elsewhere, just a little bit better.

And then I have to stop and realize that all of this would not have been possible but for the Mind the Gap Fellowship. I could have never afforded to move to Egypt or to volunteer as a legal intern. A monetary risk on an undergraduate to do something of worth, a confirmation that even a little bit of support, financial and moral, can go for miles.

While Susannah Cunningham still lives in Cairo, she recently left RLAP in the steady hands of two fantastic managers and lawyers, and became the chief of staff for Timeline Interactive, the first and only globally competitive game development studio in the Middle East. “This is an opportunity to challenge myself outside the nonprofit sector,” she states.
The Davis Projects for Peace program enables undergraduates around the country to design grassroots “projects for peace” that use a summer to address global social issues. Intentionally, no clear definition for “peace” is offered so as not to limit the imagination. The program, which began in 2007, is run through the University of California-Davis and supported by Kathryn Wasserman Davis, an accomplished internationalist and philanthropist. At Northwestern, CGE and the Office of Fellowships work together to facilitate the grant process. Each year, Northwestern nominates two student proposals, with a guarantee that the Davis Foundation will fund at least one of these.

The grant provides $10,000 for a summer project with a nonprofit focused on some dimension of enabling peace in a global world. Many student projects will revolve around direct volunteerism, philanthropy, or development work. The project can be driven by research or a more applied experience, so long as it connects the participant with an established organization.

### A History of Davis Projects for Peace Grant Recipients

**2007:** Jama Joy Bernard and Maggie Schmitt traveled to South Africa for their project: “Sports for Development and Social Change.” They produced a film investigating how soccer was being used as a tool by innovative grassroots organizations to spread awareness about HIV. The film seeks to inspire young global health students and professionals to consider alternative and creative approaches to development work. The film has been promoted by several health organizations.

**2007:** Manjari Ranganathan traveled to India to implement "Shantipatha: An Initiative for Social Empowerment in Rural Karnataka, India". Her project worked to increase social and economic empowerment in the rural villages of Karnataka, India through seed funds for education and entrepreneurship.

**2008:** Sean Campbell-Massa and Katherine Wofsey traveled to Uganda to implement “Teaching Science and Health in the Kabwoya Village” to improve secondary science and math education for rural students while preparing them for the Ugandan National Exam. It also focused on encouraging proactive community involvement in healthcare with emphasis on HIV/AIDS prevention.

**2008:** Emily Eisenhart traveled to Egypt to implement “Building Peace through Arts Collaboration” to initiate a child-focused, arts-based program to promote mutual tolerance and understanding between young refugees from diverse cultural backgrounds living in strongly marginalized border communities.

**2009:** Cristina Thomas and Gokila Pillai traveled to India to implement “Project Female” to decrease anemia in India through educational workshops and by providing access to iron supplements through doctors.

**2010:** Daniel Perlman and Lalith Polepeddi will use their Davis Projects for Peace award to implement a “Preventative Health and Food Security” program in Ho, Ghana (see article on page viii).
Student Conceptions of International Experience Study

By Dr. Bernhard Streitwieser, Dr. Gregory Light, Shyanmei Wang, and Dr. Denise Drane

The Student Conceptions of International Experience (SCIE) Study – a joint research project between CGE and the Searle Center for Teaching Excellence – is an innovative effort to investigate, map, and eventually assess the variation in students’ understanding of international experiences.

Many existing program evaluations in the rapidly-growing study abroad sector rely on standardized post-program questionnaires to gather student feedback on satisfaction, linguistic gains, or intercultural competence developed while studying abroad (Teagle Foundation Report, 2008; Engles & Engles; 2004). While the best of these studies have made important contributions to our understanding of the study abroad experience, less attention has been paid to the impact of study abroad on the ways in which students understand international experience.

To fill this gap, the SCIE Study is developing an instrument to assess a wide sample of students’ conceptions of international learning experiences. The study employs Phenomenography, a research method well established in higher education studies, to provide a broad framework for a deeper understanding of how students approach and make meaning of international educational opportunities.

Phase 1 of the study – qualitative interviews and analysis – has been completed. The resulting categorization of student conceptions of international experiences is already contributing to CGE and the Buffett Center’s understanding of their international educational programming. The new typology consists of four categories of student conceptions of international experience (observing, interacting, participating, and adopting), varying across three dimensions (being in the other culture, relating to the other culture, and learning/changing in the other culture).

According to CGE Director Professor Brian Hanson, “It’s very helpful to understand the various educational and conceptual understandings across these different dimensions in order to design programs that are going to achieve meaningful outcomes. I know the study will be useful going forward because through administering these surveys to students, we will gain a clear sense of which outcomes we’re actually achieving and how we can modify our programming in order to most effectively achieve our goals.”

These results from Phase 1 were used in Phase 2 to develop a draft of a 70 item survey instrument to assess students’ conceptions of and approaches to international experience. As a first step in the validation process, 29 undergraduates from Northwestern completed the survey and were then interviewed to gain insights into how they understood the questions and suggestions for improving the questionnaire. In June, the second draft was piloted on a sample of undergraduates from universities and colleges across the United States consisting of both outgoing study abroad students as well as students who expressed interest in studying abroad. Data from this pilot study will be subjected to factor analysis to reduce the total number of items on the survey. The third draft of the instrument will combine the results of the factor analysis with feedback from experts in study abroad. It is anticipated that the third draft will be completed in the fall of 2010. In addition to creating the survey for wide release to the study abroad community, the results of the research are also being disseminated through conference papers and in academic journals.

The team has presented the new typology at four conferences in the U.S. and abroad. It has been well received.

Meet the CGE Staff

Nicole Patel is assistant director at CGE. Prior, she spent three years working in India on development projects.

Nicole has studied in Chile and South Africa. She is on the steering committee of the Campus Affinity Group of the Building Bridges Coalition and is a consultant to the American India Foundation, an NGO supporting development work in India. She is a recipient of the William Clinton Fellowship for Service in India and a Northwestern alumna.

Meghan Beltmann is program manager at CGE and the Buffett Center. She created and now administers the Northwestern University Global Opportunities (NUGO) website, global.northwestern.edu. Meghan also works with undergraduate student groups, international visiting scholars, and is the founder and co-chair of AHEAD@NU, the Association for Higher Education Administrators’ Development. She is a graduate of Northwestern’s MSEd program in Higher Education Administration and Policy.

Bethany Park is program manager for CGE’s Global Engagement Summer Institute. She graduated from Georgetown University’s Walsh School of Foreign Service with a BSFS in Latin American Studies and International Development. While at Georgetown, Bethany interned for the Washington Office on Latin America, a policy nonprofit advocating for social and political change in the region. She has lived and studied in Ecuador and Mexico and has managed student service teams in India.
Northwestern’s Commitment to Excellence

Northwestern has a distinguished history of designing experiential learning programs that challenge students to utilize their field experiences to inform their academic knowledge. Our students are critical thinkers as well as engaged actors.

Furthermore, dynamic, student-led initiatives have helped define Northwestern as an institution that supports undergraduate innovation to address global problems. In this tradition, seed funding from the Provost and the leadership of the Buffett Center for International and Comparative Studies has enabled CGE to support student groups like the Northwestern University Conference on Human Rights (NUCHR), the Global Engagement Summit (GES), GlobeMed and its national conference in Global Health, and, most recently, the195.com, Innovations for Emerging Markets, and Global Water Brigades. These groups connect the Northwestern community with the world and the world with the University in ways that maximize both student learning and international impact.

Finally, Northwestern’s commitment to excellence shines in the context of CGE’s emphasis on informed action. Students involved in CGE have real impact on the world: they design conservation projects in India, educate Ugandan youth on HIV/AIDS through sports, and inform their peers about international social entrepreneurship and human rights. These efforts – and the transformed lives that result – are testimonies to the significance of CGE’s work.

The Next Generation of Global Leaders

CGE’s commitment to students is ongoing. By providing professional and academic support, funding opportunities for students to conduct engagement projects abroad, and a network of like-minded future leaders, we demonstrate our dedication to the next generation of change makers. Whether developing social enterprises for rural Tibetan yak herders or helping African refugees in Cairo gain legal asylum, current students and alumni are fulfilling CGE’s mission to become experienced, capable and compassionate global leaders, no matter their professional calling.

If you would like to discuss opportunities to support the Northwestern University Center for Global Engagement, please contact Nicole Patel at nicole-patel@northwestern.edu or call 847.467.0844. Donations can be submitted online at giving.northwestern.edu/nu/cge. Your donations are tax deductible. We thank you for your continued support.

Cover story continued
New & Recent International and Comparative Faculty

Several new faculty joining Northwestern specialize in international and comparative issues. We encourage our affiliates to introduce themselves to these new colleagues. Additionally, keep an eye out for our Faculty & Fellows Colloquium schedule for opportunities to learn more about their research.

**Deborah Cohen** is a professor in the history department. Her research focuses upon the history of modern Britain and Europe. Her first book, *The War Come Home: Disabled Veterans in Britain and Germany, 1914-1939* (California, 2001), was awarded the Social Science History Association’s Allan Sharlin Prize. Her second book, *Household Gods: The British and their Possessions* (Yale, 2006), won the American Historical Association’s Forkosch Prize and was co-winner of the North American Conference on British Studies’ Albion Prize. She is the co-editor, with Maura O’Connor, of *Comparison and History: Europe in Cross-National Perspective* (Routledge, 2004). Her new book explores families and social stigma in modern Britain.

**Zayd Dohrn** is an assistant professor in the Department of Radio/TV/Film. He holds an MFA from NYU and is finishing his dissertation at Columbia University. As a playwright and screenwriter, he often writes about issues of immigration and globalization. His dissertation focuses on theatre riots and performance as a tool of political mobilization in Europe and the former Soviet Union.

**Kyle Henry** is an assistant professor in the Department of Radio/TV/Film. His feature narrative directing debut *Room* premiered at both the Sundance and Cannes film festivals in 2005, and was nominated for two FIND Independent Spirit Awards. His feature documentary *University Inc.*, about the corporatization of higher education, and *American Cowboy*, about a gay rodeo champ, received wide festival play, with the former touring colleges/universities through the U.S. as part of an initiative entitled The McCollege Tour, funded in part by filmmakers Michael Moore and Richard Linklater. Several of his films, such as *Light from the East* and *Letters from the Other Side*, have international and comparative themes.

**Rebecca Johnson** is an assistant professor in the Department of English and the Alice Kaplan Institute for the Humanities, where she teaches courses in Middle Eastern literary and cultural studies with a special focus on modern Arabic literature. Her dissertation, “Oriental and Occidental Tales: A History of the Novel in Translation,” written at Yale University, studies the intertwined early histories of the Arabic and English novels. Her research interests also include pre-modern Arabic prose genres, cosmopolitanism, and the poetics and politics of translation. At Northwestern she will be offering courses on The Arabian Nights and on cosmopolitanism from a Middle Eastern literary perspective.

**Cynthia Kinnan**, a college fellow in the economics department, is a development economist with research interests in how households in developing countries use financial products and informal networks to insure risk, finance investment, and save. She has studied informal safety nets and the use of financial institutions in rural Thailand,
the interaction of savings access and informal insurance in rural South India, and the impacts of microfinance in urban South India. She holds a PhD in economics from MIT. She will present a paper titled “The Impact of Microfinance: Evidence from South India” at the Buffett Center Faculty & Fellows Colloquium on October 29.

Rob Linrothe was recently appointed as associate professor in the Department of Art History. In 2008-09 Linrothe was a scholar in residence at the Getty Research Institute in Los Angeles. In December 2008 he gave a paper on his fieldwork in Ladakh and Zangskar (culturally Tibetan areas of India) of the previous summer at the Institute for Art History and Institute of Tibetan and Buddhist Studies at the University of Vienna. His essay “The Commissioner’s Commissions: Late Thirteenth Century Tibetan and Chinese Buddhist Art in Hangzhou under the Mongols,” was published in Matthew Kapstein ed., Buddhism Between China and Tibet (Boston: Wisdom Books, 2009).

Elaine Romero has led a writer’s life. She saw Disneyland with the King of Zululand and once fed the poor with Mother Teresa in Paris. Romero’s work has been developed, produced, and/or commissioned by over a dozen theatres, including The Goodman Theatre and the Kennedy Center for the Performing Arts. In addition to having many of her plays produced next year, Walking Home will be published in Spanish in Argentina as part of a series of contemporary world drama. She holds a BA from Linfield College and an MFA from UC Davis. Romero is a lecturer in the Department of Radio/TV/Film.

David Shyovitz, a college fellow in the history department, studied at the University of Pennsylvania, where he received his PhD in 2010. His research focuses on the intellectual and cultural history of medieval and early-modern European Jewry, with a particular emphasis on Jewish-Christian and Jewish-Islamic relations. His particular interests include comparative theology, the history of the body, and the interrelationship between religious law and practice. From 2008-2010, he was a fellow at the Center for Jewish Law and Contemporary Civilization at the Benjamin N. Cardozo School of Law in New York.

Jacob Smith, assistant professor of radio/television/film, joins the Northwestern faculty after teaching at the Institute of Film and Television Studies at the University of Nottingham, United Kingdom. His research in media history is centered on questions of performance, technology, and sound. His second book, Spoken Word: Postwar American Phonograph Cultures (University of California Press, forthcoming), brings a diverse range of spoken word phonograph records into dialogue with scholarly work on the history of the postwar entertainment industry and media consumption in the American home. He is currently completing a manuscript on modes of nineteenth century popular stunt entertainment in the United States and United Kingdom, and the role they played in the construction of modern media spectacle and celebrity.

Scott Sowerby, an assistant professor in the Department of History, earned his PhD from Harvard University in 2006. He specializes in the history of early modern Britain and early modern Europe. He is completing a book manuscript on political reform and social change in England at the time of the ‘Glorious Revolution’ of 1688. He also has research interests in comparative imperial history, cosmopolitanism, Enlightenment thought, religious heterodoxy, and the politics of the English cloth industry. Before coming to Northwestern, he was a lecturer in the Program on History and Literature at Harvard University.
İpek K. Yosmaoğlu is an assistant professor in the Department of History. She received her PhD from Princeton University in 2005. Before joining the faculty at Northwestern, she was a member of the history department at the University of Wisconsin-Madison, and a fellow at the Institute for Advanced Study in Princeton. She is completing a book manuscript titled “A World Undone: Violence and the Politics of Nationhood in Ottoman Macedonia, 1897-1908.” Her publications include articles on press censorship, ethnographic cartography, census practices and gendarmerie reform in the late Ottoman Empire.

New Visiting Scholars

This fall we have a strong group of visiting scholars in residence, who have much to contribute to the intellectual life on campus. We encourage you to read through the bios to identify people you would like to get to know during their stay. We will also be featuring these visitors in our Faculty & Fellows Colloquium series throughout the year.

Javier Bassas Vila. French Interdisciplinary Group (FIG) Visiting Scholar, received his PhD from Université de la Sorbonne-Paris IV and Universitat de Barcelona (2009). He specializes in phenomenology and its relation to language and literature; nowadays, he is working on phenomenology and politics. He has translated into Spanish books by J.-L. Marion, J. Derrida, C. Malabou, and edited books by J. Rancière, A. Badiou and S. Žižek, among many others. He is co-editor of the collection “Ensayo” (Essay) published by Ellago Ediciones and editor of the collection “Pensamiento A tiempo” at Ediciones Casus Belli. He organizes the yearly “Congress on Philosophy” with Arts Santa Mònica and Institut Français de Barcelone.

Melody Barnett Deusner is the Terra Foundation Postdoctoral Teaching Fellow in American Art (2010–2013) in the Department of Art History. She specializes in the study of late nineteenth-century American painting and mass culture in an international context. Fascinated by the roles that art objects play in constituting communities of viewship and action, she examined Aesthetic paintings as catalysts of corporate and political network formation in her University of Delaware PhD dissertation, “A Network of Associations: Aesthetic Painting and its Patrons, 1870–1914.” Her research has also been supported by the Smithsonian American Art Museum, the Luce and Kress Foundations, and the Metropolitan Museum of Art.

Jason Hannan is a visiting scholar in the Program in Rhetoric and Public Culture. He completed his PhD in Communication at Carleton University in Ottawa and is currently a Social Sciences and Humanities Research Council of Canada postdoctoral fellow. Hannan’s research interests concern the nature and structure of moral disagreement in liberal democracies, and public controversy in bioethics and health care. While at Northwestern, he will study the international controversy over physician-assisted suicide and the right to die, focusing on differences in public argument and moral language in North America and Western Europe. In a related study, he will examine the shifting representations of death and dying in visual media.
Shalyn Hockey administers the Center for Forced Migration Studies’ (CFMS) summer institute, research projects, organizational structure, and partnerships. She assists Professor Galya Ruffer with her work on sexual violence and theories of justice in the DRC. She also works on the Center’s Haitian Resettlement and Needs Assessment Project. Shalyn is a 2009 Northwestern graduate (learning and organizational change, international studies honors with a concentration in Latin America and economic development, and minor in economics), past director of the Northwestern University Conference on Human Rights (NUCHR), and past co-chair for the Global Engagement Summit (GES). Before coming to CFMS, Shalyn passed the State Department’s Foreign Service Exam and is waiting for her placement, but also applying to law school for fall 2011.

Lei Grace Luo is a visiting scholar at Kellogg School of Management. Her fields of interest include social capital, organizational behavior, corporate culture, industrial economics and international comparative studies. Her recent research focuses on the relationship between social capital and small and medium enterprise (SME) financing behavior with a sample of 384 SMEs in China. During her stay at Northwestern, she plans to conduct further research into this topic with the database she has just built. She has a diverse educational background, including a master of British and American literature, an MBA, and a PhD in industrial economics.

Joana Masó, French Interdisciplinary Group (FIG) Visiting Scholar, is assistant professor of French literature and essay at the University of Barcelona, and received her PhD from Université de Paris 8 and Universitat de Barcelona. She has translated into Spanish texts by H. Cixous, J. Derrida, C. Malabou and J.-L. Nancy, and she has published articles and anthologies on some of these authors. She has edited “Escrituras de la sexualidad” (2008), “La llengua m’és l’únic refugi” by Hélène Cixous (2009) and “Cixous sous X” (2010). She is the co-editor of the collection “Ensayo” (Essay) published by Ellago Ediciones (Spain) and the co-director of the first edition of the Barcelona’s festival on Essay.

Zakes Mda is the visiting writer in residence at the Center for the Writing Arts (CWA). Mda is a South African writer, painter, filmmaker and music composer. He has published 16 books, eight of which are novels and the rest collections of plays, poetry and a monograph on the theory and practice of theater-for-development. His works have been translated into 20 languages, including Catalan, Korean, Serbian, Norwegian and Italian. They have won a number of awards including the Amstel Playwright of the Year Award, the Commonwealth Writers Prize for Africa, the Zora Neale Hurston/Richard Wright Legacy Award and designation as an American Library Association Notable Book. His novel Gion, set in southeast Ohio, was nominated for the NAACP Image Award.

Hassan J. Ndzovu is a postdoctoral fellow in the Program of African Studies, visiting Northwestern for the 2010-11 academic year, and a lecturer in the Department of Philosophy and Religious Studies at Moi University in Kenya. He was recently awarded a PhD in religion from the University of Kwazulu Natal in South Africa. His dissertation was entitled “Religion and Politics: A Critical Study of the Politicization of Islam in Kenya.” In 2007 Ndzovu was a visiting scholar at Northwestern’s Institute for the Study of Islamic Thought in Africa (ISITA), where he was involved cataloguing and analyzing popular religious materials from Kenya.
Marta García Novo is a visiting scholar with the Institute for the Study of Islamic Thought in Africa (ISITA) from September 1 to October 30. Novo is a PhD candidate in Arabic and Islamic Studies at the Centro de Ciencias Humanos y Sociales-Conseil Superior de Investigaciones Científicas, Madrid. Her main fields of research are Islamic law in pre-modern West Africa, the history of the Islamic West (al-Andalus and the Maghreb), and scholarship in pre-modern Islamic societies. She will present a paper titled “Islamic Law and Slavery in pre-Modern bilad al-sudan: Readings on Ahmad Baba’s Mi’raj al-su’ud” at the Program of African Studies on October 13.

Mathilde Provansal is a visiting scholar for the French Interdisciplinary Group (FIG). She studied sociology and anthropology at the Ecole Normale Supérieure (Lyon), and completed a study in urban sociology about residential trajectories, residential choice and immobility for her thesis. For the past two years she has worked on research led by Bernard Lahire, professor of sociology at ENS (Lyon), on the social construction of reputation as seen with Nicolas Poussin’s masterpiece, La fuite en Egypte. During this year at Northwestern University, Provansal plans to attend courses in cultural sociology and sociology of art in order to further her research.

Sabrina P. Ramet, Buffett Center Visiting Scholar, is a professor of political science at the Norwegian University of Science and Technology in Trondheim and a senior research associate of the Centre for the Study of Civil War, PRIO, Oslo. Born in London, England, she earned her undergraduate degree in philosophy at Stanford University and her PhD in political science at UCLA. She is the author of 12 books and editor or co-editor of 24 books. She has conducted field research in Slovenia, Croatia, Serbia, Bosnia-Herzegovina, Macedonia, Poland, and elsewhere in Europe. Her most recent publication is an edited collection, Central and Southeast European Politics Since 1989, published by Cambridge University Press in 2010. She will present a paper titled “Bosnia-Herzegovina Since Dayton” at the Buffett Center Faculty & Fellows Colloquium on October 1.

Michael Reif, a visiting pre-doctoral scholar at the Buffett Center and the Department of Sociology, studied sociology, social policy and economics at the Georg-August-Universität Göttingen (Germany) and the Université Marc Bloch Strasbourg (France). His main interests are historical sociology, economic sociology and institutional theory, and his master’s thesis was on Galton’s problem in comparative welfare state research. Currently, he is a doctoral fellow at the Max Planck Institute for the Study of Societies and is preparing his dissertation about the intellectual and disciplinary division of sociology and economics in the United States and Germany at the beginning of the 20th century. During his time at Northwestern, Reif plans to investigate the U.S. case.

Kim Searcy, assistant professor of history at Loyola University-Chicago, joins the PAS community for the 2010-11 academic year as a visiting scholar with the Institute for the Study of Islamic Thought in Africa (ISITA). Searcy’s research interests include Islamic revivalism in nineteenth-century Africa, slavery in Muslim Societies, the role of Islamic mysticism in African Islamic polities, and Islam and the African diaspora. He is the author of State Formation in the Sudan 1885-1898: Symbols, Ritual and Ceremony during the Mahdiyya (forthcoming, Brill Academic Publishers) and “The Mahdi’s Attitudes on Slavery, the Slave Trade and Emancipation” in Islamic Africa (1,1: 2010). He is currently collaborating with Marcia Hermansen on a book titled Muslims in America.
No doubt these students faced challenges on their journeys abroad. But those challenges were met by skillful organization, support on the ground by the institutions with whom we partner, and by the very determination of our students to go out into the world and face these challenges head on. Kudos to them and all those who help us run these programs.

For those less familiar with our activities, or perhaps new to Northwestern, let me reiterate that the Buffett Center seeks to provide a focal point for comparative and international studies across disciplines. We invite all colleagues and students from any school to join us. The best way to become familiar with what we do is to peruse our website and/or request to be added to our extensive email list.

This year once again is shaping up nicely with a full array of interesting and exciting events. Tracy Kidder’s book, Mountains beyond Mountains, which deals with the work done by Dr. Farmer (who as noted earlier addressed a Buffett audience earlier this February), has been chosen as the Northwestern One Book. This will provide a signal opportunity for the various undergraduate groups associated with the Buffett Center to further explore connections between theory and practice and examine how they can “make a difference” in less fortunate societies.

Our Faculty & Fellows Colloquium continues as before on Fridays from 12-1. Working groups and conferences are already scheduled for the fall with the other quarters filling up rapidly as I write this message. This year’s Buffett Visiting Professor will be Professor Bernhard Zangl, who will bring us European insights into the role of the state and the European Union in today’s globalizing economy. All in all we welcome more than 20 new faculty and visiting scholars.

In short—to those returning—welcome back. To those new to Northwestern, I hope you will join us at the Center to meet colleagues and friends among our undergraduates, graduate students and faculty.

Finally, let me wish you all the best for the coming academic year.

Bernhard Zangl to Give Roberta Buffett Visiting Professor Lecture in International Studies

Bernhard Zangl will deliver the lecture “Nation States and International Organizations—A Relationship in Transition,” on Monday, November 15 at 4pm in the Louis Room, Norris Center, 1999 Campus Dr., Evanston, Illinois.

Zangl is professor of global governance and public policy at the Ludwig-Maximilians-University Munich, Germany, where he also serves as director of the Munich Center on Governance, Communication, Public Policy and Law.

He graduated from the University of Tübingen and received his PhD from the University of Bremen. He was John F. Kennedy Fellow at Harvard University and Jean Monnet Fellow at the European University Institute in Florence, as well as assistant and then associate professor of international relations at the University of Bremen.

Zangl’s research focuses on the transformations of modern governance arrangements and the resulting transformation of modern states and global order. Specializing in international institutions, he has researched the legalization of international institutions. Among his recent publications are: “Judicialization Matters! A Comparison of Dispute Settlement under GATT and the WTO” in International Studies Quarterly and “On the Transformation of Warfare – A Plausibility Probe of the New War Thesis” in the Journal of International Relations and Development (with Monika Heupel).

While at Northwestern, Zangl will teach a graduate seminar, “International Law and International Politics,” and an undergraduate seminar, “International Relations Theory.”

Roberta “Bertie” Buffett Elliott endowed the Buffett Visiting Professorship in International Studies, which brings to campus leading scholars from around the world to build international relationships and provide educational opportunities for Northwestern students.

For information about past Buffett Visiting Professors, visit www.bcics.northwestern.edu/programs/buffettprofessor.
Fall Events Calendar

Buffett Center Open House
Tuesday, September 28, 4pm to 6pm - Buffett Center

Faculty & Fellows Colloquium » Bosnia-Herzegovina Since Dayton
Sabrina Ramet, Buffett Center Visiting Scholar
Friday, October 1 at 12pm - Buffett Center Conference Rm.

Keyman Modern Turkish Studies » Turkey, Islam, Nationalism, and Modernity
Carter Findley, Ohio State University
Monday, October 4 at 4 pm - Buffett Center Conference Rm.

Faculty & Fellows Colloquium » Does Female Empowerment Promote Economic Development?
Matthias Doepke, Economics
Friday, October 8 at 12pm - Buffett Center Conference Rm.

Tariq Ramadan: What I Believe
Tariq Ramadan, University of Oxford
Friday, October 8 at 4pm - McCormick Tribune Forum, 1870 Campus Dr., Evanston

The Enigma of Capital
David Harvey, CUNY Graduate Center
Thursday, October 14 at 7pm - McCormick Tribune Forum, 1870 Campus Dr., Evanston

Faculty & Fellows Colloquium » It Only Took a Few: Czech Fascists and the Holocaust
Benjamin Frommer, History
Friday, October 15 at 12pm - Buffett Center Conference Rm.

Conversations with Terrorists: Middle East Leaders on Politics, Violence and Empire
Reese Erlich, journalist
Wednesday, October 20 at 4 pm - McCormick Tribune Forum, 1870 Campus Dr., Evanston

Faculty & Fellows Colloquium » Transformations of Sufism in Africa
Ruediger Seesemann, Religion
Friday, October 22 at 12pm - Buffett Center Conference Rm.

Faculty & Fellows Colloquium » The Impact of Microfinance: Evidence from South India
Cynthia Kinnan, Economics
Friday, October 29 at 12pm - Buffett Center Conference Rm.

Keyman Modern Turkish Studies » Fahir Atakoglu Piano Recital and Republic Day Reception
Friday, October 29 at 7pm - Norris Center McCormick Auditorium (recital) and Louis Room (reception), 1999 Campus Dr., Evanston

Andrew Wachtel on Central Asia
Andrew Wachtel, president, American University of Central Asia
Tuesday, November 2 at 12pm - Buffett Center Conference Rm.

A Call for Judgment: Sensible Finance for a Dynamic Economy
Amar Bhidé, Tufts University
Wednesday, November 3 at 4pm - Buffett Center Conference Rm.

Faculty & Fellows Colloquium » Up and Out of Poverty: The Social Marketing Solution
Philip Kotler, Kellogg
Friday, November 5 at 12pm - Buffett Center Conference Rm.

Development Series » The Lab: Creativity & Culture
David A. Edwards, Harvard University
Thursday, November 11 at 7pm - McCormick Tribune Forum, 1870 Campus Dr., Evanston

Faculty & Fellows Colloquium » Right to Exit (And Not Return): Youth and Women Clientalism in Post-Conflict Liberia and Sierra Leone
William Murphy, Anthropology
Friday, November 12 at 12pm - Buffett Center Conference Rm.

Roberta Buffett Visiting Professor Lecture » Nation States and International Organizations—A Relationship in Transition
Bernhard Zangl, professor of global governance and public policy, Ludwig-Maximilians-University Munich, Germany
Monday, November 15 at 4pm - 205B Louis Room, Norris Center, 1999 Campus Dr., Evanston

Faculty & Fellows Colloquium » Strategies of Rebel Cohesion in Difficult Environments
William Reno, Political Science
Friday, November 19 at 12pm - Buffett Center Conference Rm.

The Buffett Center is located at 1902 Sheridan Road in Evanston. All events are free and open to the public.
For additional information visit www.bcics.northwestern.edu or call 847-467-2770.
More than eleven thousand unique visitors have accessed NUGO since the website launched in April 2010, including users from all 50 states and Puerto Rico, as well as 136 other nations around the globe. Though a majority of international site hits came from places like China, Germany, India, Canada, France, and South Korea, many came from as far afield as Nigeria, South Africa, Malaysia, Pakistan, Colombia, Peru, Saudi Arabia and Morocco.

The broad geographic spread of visitors indicates Northwestern’s expanding global profile, and that the site has been a resource not only for current faculty, staff and students, but also for prospective students looking to learn what Northwestern has to offer.

NUGO is the dynamic searchable website that maps international programs and profiles the academic interests of Northwestern’s faculty and administrators across the University.

The multi-faceted website provides users with instant access to information on nearly 300 international programs offered by Northwestern. Among the most popular searches in the past four months were the 159 programs for undergraduate students, in particular study abroad, fellowships and awards, and internships and pre-professional opportunities.

The People Search feature now profiles over 300 Northwestern faculty and administrators, and that number will soon exceed 400.

Visit www.global.northwestern.edu to experience NUGO and explore its many features. To add your Northwestern faculty or administrator profile, or if you know of an ongoing international program at Northwestern that is not currently on the NUGO site, contact NUGO Program Manager Meghan Beltmann at global@northwestern.edu.

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