

Vanderbilt International

VOL. 3, NUMBER 1, FALL/WINTER 2010

A publication of the Vanderbilt International Office



inside

- Quest for Books in **Cuba**
- Water and Culture in **Bangladesh**
- Teaching Music in **Costa Rica**



Michael Feldman, '13, and Nicholas Hall, '13, dressed in traditional Ugandan kanzus. The two Ingram Scholars spent the summer in Kampala, Uganda, with an organization called "Empower African Children."



Vanderbilt Chancellor Nick Zeppos welcomes faculty from the University of Melbourne. Melbourne and Vanderbilt are committed to building a new kind of strategic international partnership with a goal of meaningful and long-term collaborations across all academic fields.

More than sixty years ago, legislation best known as the Fulbright Act was passed and signed by President Harry S. Truman into law. The bill's purpose was to promote "international good will through the exchange of students in the fields of education, culture, and science." Since its inception in 1946, the program has provided approximately 294,000 participants worldwide with the opportunity to observe each others' political, economic, and cultural institutions, exchange ideas, and embark on joint ventures. In any given year, Vanderbilt has an average of 23 faculty, students, and staff moving across borders as part of the Fulbright program. We invite you to read about our "Fulbrighters," in this issue of *Vanderbilt International*.

In addition to our Fulbrighters, Vanderbilt faculty, students, staff and alumni continuously move beyond borders for research, study and work. For librarian Paula Covington, a trip to Cuba was an important piece in her quest to acquire new materials for the collections in Latin American Studies. You can read about Covington's journey to Cuba in this issue and the surprising challenges that face bibliographers in trying to find important documents from other countries.

On page 26, we learn about a new interdisciplinary course—Water, Culture and Social Justice in Bangladesh—that included a nine-day expedition throughout Bangladesh to learn how scientists and engineers can work better with social scientists to address environmental challenges.

First-year students also learned that education is not limited to the classroom, even before they arrived on campus. Students were sent Greg Mortensen and David Oliver Relin's critically acclaimed book, *Three Cups of Tea*, which focuses on Mortensen's success building schools in remote areas of Afghanistan and Pakistan. They then spent the first semester discussing the book with their friends and professors. You can read about the Three Cups of Tea initiative on page 6, including Mortensen's visit and Tyler Hicks' photo exhibition, "Histories Are Mirrors."

Vanderbilt's commitment to international education is also evident through the summer projects of Ingram Scholars, recipients of a unique scholarship program based upon academic merit and community service. These young scholars have taken advantage of opportunities for volunteer service beyond the borders of the U.S. as part of the Ingram Program.

Another way Vanderbilt facilitates the movement of our students and faculty beyond our borders is to remain committed to the development of institutional relationships with universities overseas. This fall, Vanderbilt welcomed a senior-level delegation from the University of Melbourne, one of Vanderbilt's core partners, which was an important step in confirming our commitment to ongoing research collaborations at the university-wide level. You can read more about the visit on page 24, and the ways that the partnership is moving forward.

We hope you enjoy this issue of *Vanderbilt International*, and invite you to view the magazine online at www.vanderbilt.edu/vio.

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COVER: Men guide traditional country boats down
the Buraganga River in Old Dhaka, Bangladesh.
Photo by Jonathan Gilligan.

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Now Boarding

Alumni Join Together for Adventures Around the Globe

By TRACY ROSENBERG



From France to Antarctica, Argentina to Egypt, Vanderbilt alumni are on their way. The Vanderbilt Travel Program, offered through the Alumni Association, provides participants with an opportunity to experience other parts of the world while continuing their education along the way. Alumni are accompanied by Vanderbilt professors whose expertise helps them guide these interesting and thought-provoking trips.

Over the next twelve months, groups of Vanderbilt alumni will travel to Argentina, Chile, Morocco, Ghana, Italy, France, Greece, Turkey, Scotland, South Africa, Peru, and Russia, among others.

“These trips are a cultural and educational opportunity for our alumni,” explains Cary Allyn, director of the Vanderbilt Travel Program. “With our professors guiding these trips, it provides opportunities for continuing education that is uniquely Vanderbilt.”

Commodore connections across the globe can be found almost everywhere. In addition to Vanderbilt professors, the groups also try to meet with alumni and current students in the places they visit. Professors and staff working abroad share their projects and experiences, giving access to parts of the world normally far from the tourist’s itinerary.

This January, a group of alumni from Vanderbilt, the University of Virginia, and Western Kentucky University will embark on a trip around the world. In a specially outfitted Boeing 757 jet, they will fly to destinations such as Peru, Easter Island, Samoa, Australia, Cambodia, India, Tanzania, Egypt, and Morocco. The travelers will be accompanied by professors from each university, including Jane Landers, professor of history at Vanderbilt.

“I am truly excited about this adventure we will share together,” says Landers. “Having led Vanderbilt alumni trips to Kenya, Cuba, the Amazon, and Peru, I already know the careful planning that goes into making these trips exceptional educational and cultural experiences for all involved,” she says.

During the trip, participants will visit the Pyramids of Egypt, the temples of Angkor Wat, see the splendors of the Taj Mahal, and the beauty of the Great Barrier Reef.

“Travelers will get a chance to see a bucket list’s worth of exotic destinations in one trip,” says Allyn.

While touring, the participants also support the communities they visit, through donation of funds or supplies. The tour operator, TCS and Starquest Expeditions, partners with local organizations such as orphanages, artisan groups, primary schools, and medical teams. A trip to Jaipur, India, for example, includes a donation to Jaipur Foot, an organization that distributes prosthetics to impoverished people in India and throughout the world.

Travelers will hear lectures from the professors on the plane, preparing them for the places they will visit and giving them an academic background. As a historian, Landers will present historical perspectives on various destinations. Different excursions will be available in the various locations, such as hiking or taking a culinary tour.

But, even for Landers, there are sites that she has never seen before. “This is a once-in-a-lifetime opportunity for all of us.”

The “Around the World” trip will be offered again in the future due to the high levels of interest it has sparked.



Sharing

Three Cups of Tea

First Year Students Get a Taste of Life a World Away

BY TRACY ROSENBERG

This fall, two events prompted Vanderbilt students to examine the issues facing communities in the Middle East and Central Asia. The first was the inaugural Commons Reading program in which the entering class and faculty heads of house all read the same book prior to the start of the academic year. The second was an exhibition of photographs by award-winning photographer Tyler Hicks, based on his book *Histories are Mirrors*.

Commons Reading is a new program that will “provoke lively debate, new perspectives, intellectual challenges, and even some fun for the newest first year students of Vanderbilt University,” according to Frank Wcislo, associate professor of history and dean of The

Commons. This past summer, the class of 2014 and the faculty heads of houses in The Commons read *Three Cups of Tea: One Man's Mission to Promote Peace... One School at a Time* by Greg Mortenson and David Oliver Relin. Mortenson came to campus in September to talk with students about his work building schools for girls in the Middle East and the path that led him there. Faculty heads of houses blogged their reactions to the book and students responded. Students expressed their own reactions in various forms—including essays, poems, paintings, and songs—with prizes awarded for the best student comments and expressions.

Three Cups of Tea created an opportunity for students and faculty

GHAZNI, AFGHANISTAN. AUGUST 26, 2002 Despite death threats from the Taliban, about 2,500 Afghan girls attended a school a year after they fled this village, which was captured in 1995. Lingered Taliban forces attacked the school, bombing its yard and damaging a wall. Nobody was hurt, but leaflets scattered threatened death to any women or girls who returned to school. This school is one of thousands that reopened since the lifting of the Taliban's ban on education for girls.





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(above) KABUL, AFGHANISTAN. AUGUST 18, 2002 The walls are marked with shell and bullet holes from years of war.
 (below) KHOIST, AFGHANISTAN. AUGUST 5, 2002 A man with his herd of sheep on the road just north of Khost, about 150 kilometers south of Kabul, in eastern Afghanistan's Paktia Province.

to discuss important—and sometimes difficult—issues before school was even in session. Mortenson's story is one imbued with hope and faith in humanity. For many students, reading about the ability of one man to have a positive change in the world was an inspiring way to start an undergraduate education. As Chalene Helmuth, faculty head of Sutherland House and senior lecturer in Spanish, said, "It seems to me that *Three Cups of Tea* extends to you who are entering Vanderbilt in 2010 an explicit invitation to make your own three things: 1) A commitment to making the world a better place, to leaving it better than you found it... 2) An interest in being challenged, in locating yourself in the pathway of the provocative... 3) A desire to do the work required to understand the matter at hand."

Along with the Commons Reading, over 800 first-year students viewed *Histories are Mirrors: The Path from Afghanistan to Iraq*, an exhibition of photographs by Tyler Hicks shown in the Vanderbilt Fine Arts Gallery. Featured in a variety of international publications, Hicks captured in images the devastation of the World Trade Center in 2001, the lives of today's soldiers, and the geography of the countries in which U.S. soldiers have been fighting.

Through a Vanderbilt Visions (one-semester, university-core program) module designed by Associate Dean of Arts and Science Martin Rapisarda, students were asked to reflect on the photography exhibit to complement their reading of *Three Cups of Tea*.

"*Histories are Mirrors* exhibition provided a convergence of a number of factors and the results are impressive. It not only coincided with

the Commons Reading of *Three Cups of Tea* but also provided an occasion for The Commons and the Fine Arts Gallery to collaborate in a meaningful way," Rapisarda says.

Taken together, *Histories are Mirrors* and *Three Cups of Tea* ask the newest Vanderbilt students to consider the major issues of the day, both the world's darkest moments and those points of light worth emulating. If Vanderbilt students take this message to heart, the class of 2014 will be sure to accomplish great things during their four years at Vanderbilt and beyond.



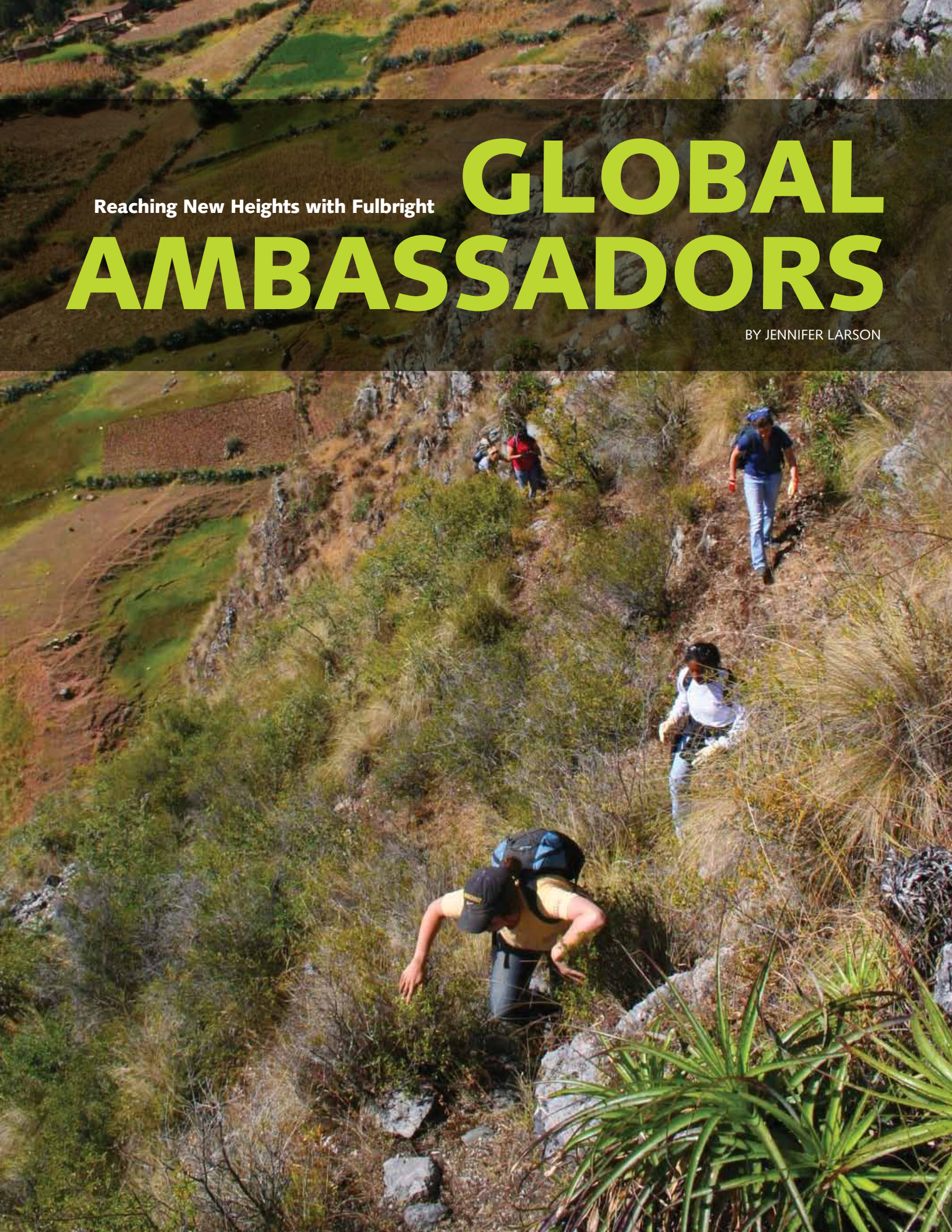
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Tyler Hicks is a Pulitzer Prize-winning artist whose work has been published by the *New York Times* and other prestigious publications. Hicks' photographs portray war in Afghanistan and Iraq up close. His photographs can be seen in the book, *Histories are Mirrors: The Path from Afghanistan to Iraq*, which is accompanied by essays by two-time Pulitzer Prize-winning *New York Times* reporter John F. Burns and longtime *New York Times* Middle East correspondent Ian Fisher, whose text provides insight into the most recent upheaval in Iraq.

Reaching New Heights with Fulbright

GLOBAL AMBASSADORS

BY JENNIFER LARSON



Created in the aftermath of the Second World War, Senator J. William Fulbright believed educational exchange was an essential vehicle for peace and mutual understanding between individuals, institutions, and future leaders. Through his efforts, more than 300,000 alumni have received funding to undertake graduate study, advanced research, and teaching through the Fulbright International Education Exchange Program.

Recently, Vanderbilt has experienced an uptick in the numbers of students and faculty who have either come to the university through the program or carried the banner for the university into another country.

“The university is an international place. Look at the faculty, look at the people we bring in,” says Lyn Fulton-John, director of the Office of Honor Scholarships.

Fulton-John works with many students who are deciding to apply for a Fulbright award, then shepherds them through the application process. Having this involvement with Fulbright highlights Vanderbilt’s role as an international institution, not just a strong regional university, notes Fulton-John.

“We can’t survive as an educational environment without this exchange of ideas. And this exchange of ideas is occurring in all corners.”

Having a strong Fulbright presence also benefits the rest of the university—including



Vanderbilt Ph.D. candidate, Danielle Kirin, conducts bioarchaeological research as part of her Fulbright-Hays fellowship.

the people who may not get the chance to travel overseas, but who do get to sit next to a Fulbright scholar in the classroom for a semester and trade ideas.

The Fulbright Program operates in two modes: a U.S. citizen receives funding or other support to go to a foreign country (U.S. Student Program, U.S. Scholar Program, and Teacher Exchange Program) or a non-U.S. citizen comes to the U.S. (Foreign Student Program, Visiting Scholar Program, Teacher Exchange Program).

With the financial support of the program, students and scholars are able to immerse themselves in projects, whether

they are teaching fourth-graders in Japan or conducting archaeological research in Peru.

Through its involvement with the various Fulbright programs, Vanderbilt raises its international profile, too. Across the world, more people become familiar with the university from their interactions with Fulbright scholars who either hail from Vanderbilt or visit Vanderbilt through one of the fellowship programs.

Kristin Lynne McGraner, program director for the Fulbright Distinguished Awards in Teaching at Vanderbilt’s Peabody College, believes that the goals of Fulbright strengthen the university as a whole.

“We have an institutional commitment to globalization and internationalization at Vanderbilt,” says McGraner. “And I think that it is an emphasis that really resonates with students, with staff and with faculty across the university.”

Fulbright Research Fellow Named

Kaci McAllister, '10, a former study abroad peer advisor with the Global Education Office, is currently in Germany as a Fulbright Research Fellow. Kaci, affiliated with the University of Tübingen, is researching the effects of World War II on the German family structure. While a student at Vanderbilt, Kaci studied abroad in Regensburg, Germany, and in Beijing, China.



Jessica Yen, '09, works with students at Li-Sing Elementary School in Yilan, Taiwan, as part of the Fulbright English Teaching Assistantship Program.

Being a “Fulbrighter”

How Cultural Exchanges Illuminate Student Perspectives

BY JENNIFER LARSON

Imagine being provided an opportunity to live and work in another country—to fully integrate into a host community, increasing your language skills and knowledge of the culture.

That’s what Vanderbilt graduate Jessica Yen, ‘09, experienced as part of the Fulbright English Teaching Assistantships (ETA) program. Thanks to the Fulbright ETA, Jessica spent the past year teaching English to fourth, fifth, and sixth graders with two local teachers at Li-Sing Elementary School in Yilan, Taiwan.

Although she is of Chinese descent, Jessica grew up speaking English at home. She started formally studying Mandarin after her sophomore year at Vanderbilt and spent some time abroad in Beijing. When she returned from her overseas experience, she knew she wanted to find more ways to learn



Jessica Yen, ‘09, spent a year teaching English in Taiwan.

about Chinese culture. That’s when she discovered that her goals were perfectly aligned with the Fulbright program.

ETA Fulbright awards provide graduating seniors, recent graduates, and some master’s students a chance to visit other countries and really get to know a part of the world far from their home and university. The ETA program is a cultural ambassadorship almost as much as it is anything else.

Known as “student ambassadors,” the program is much more than just teaching, explains Lyn Fulton-John, director of the Vanderbilt Office of Honor Scholarships.

Students also work on a specific project, unique to their new country, immersing themselves in the culture as they devote their time to the project.

“They’re getting that global perspective, and it’s not just as an observer. It’s as a participant,” says Fulton-John. “Fulbright isn’t about ‘let’s just go out and watch.’ You take the initiative. There’s a lot more buy-in on the students’ part because they’re driving it.”

Jessica’s project is a good example. Every Tuesday, she and other ETAs ran an “English Village,” complete with a mock shopping mall and bank for students who came from all over the county to practice their English with native speakers. She spent the month of December putting together a Christmas show with English songs for her school.

“It was crazy—the most extreme holiday celebration I have ever been a part of,” Jessica says. “There were smoke screens, laser lights, bubbles, costumes, make-up, and the principal of the school was dressed up as a Christmas rock star.”

ETA student ambassadors have to grapple with what it means to introduce American culture to others when they develop their projects. They have to integrate culture into the classroom when they begin their teaching assistantships and learn why it’s important to be cognizant and sensitive of others’ cultural norms.

“For a lot of students, they’re forced out of their comfort zone,” Fulton-John says.

That was definitely true for Jessica. She had to get used to a completely new set of daily routines. She learned to meticulously sort out all the recyclables from the trash, and she had to become accustomed to eating out for meals.

“I also had to adjust to living life in a

different language environment,” she says. “Although I had studied some Chinese before, my language level was barely sufficient.”

But, getting out of the comfort zone has been extremely worthwhile. Not only has Jessica’s ability to speak Mandarin dramatically improved, but she has also learned to love the hospitality of Taiwanese culture and appreciate the people who have made it so.

“I think one of the great benefits of the program is the cultural and language exchange with the people you work with and meet by living in the host country,” Jessica says. “You get a totally new experience outside of your life in the United States, and there are always Fulbright people around to support you.”

Fulbright Specialist Program

Andy Norman, M.D., assistant professor of obstetrics and gynecology and a core faculty member of the Vanderbilt Institute for Global Health (VIGH) went to Ghana, Africa, this summer as a Fulbright Specialist. The program sends the best and brightest teachers in specialized disciplines to train others around the world where the need is great.

As part of the program, Norman is among a group of top-level specialists for a period of up to five years. Fulbright pays for up to two medical schools to receive



Norman’s services. In June, Norman left for Ghana, Africa—where he has been on many mission trips over the years—to conduct surgical repairs of vesicovaginal fistula (VVF), a devastating side effect of prolonged childbirth. Norman spent six weeks teaching ob/gyn clinical rotations for medical students at Ghana’s School of Medicine and Allied Health at the University for Development Studies.



Vanderbilt's first cohort of teachers graduate from Peabody's Distinguished Awards in Teaching.

The Distinguished Fulbright Awards in Teaching: Sharing Educational Strategies Around the Globe

Peabody College of Education was the proud recipient of one of Fulbright's newest programs, the Distinguished Awards in Teaching. As the program's first host university, Vanderbilt welcomed a cohort of highly accomplished primary and secondary teachers from around the world for academic coursework and individual research projects.

"Peabody faculty and staff work with fellows to generate projects that are intellectually rigorous and deliberately focused on local needs within the fellows' home countries. Our ultimate goal is high impact in the advancement of cross-cultural learning and educational improvement in fellows' home countries," says Andy Van Schaack, assistant professor of the practice of human and organizational development.

The program was one of two new Fulbright programs for Peabody—the other being the Hubert H. Humphrey Fellowship Program. The programs were created to foster an ongoing dialogue between teachers from a variety of countries and to encourage cross-cultural learning.

"We want to expose our students to the world," says Andy Van Schaack, "We need to take our classroom to the world, and one way we can do this is to bring the world to our classroom." Twenty educators from thirteen countries—including Paul Wilton of Cape Town, South Africa, who received a Distinguished Award in Teaching—participated in two programs.

Wilton, a biology teacher, is a modest,

45-year old man who teaches at the Oprah Winfrey Leadership Academy for Girls, where he relishes every day that he gets to walk into a classroom and spend time with students. When he found out that he had been selected for a Fulbright award and was on his way to Nashville, he was stunned, but grateful.

A few months later, he found himself thousands of miles away from home, attending classes and seminars at Vanderbilt, and observing classes in high schools such as Hume-Fogg Academic High School. He also travelled to Atlanta, Memphis, and New Orleans, spending several days observing new schools that had been set up in the wake of Hurricane Katrina.

Along the way, Wilton soaked up as much information about the U.S. educational

system as he possibly could and made distinctions between it and the systems in his home country. "It has really been very empowering at a professional and a personal level," Wilton says of the entire experience, which included learning how to conduct research and apply for grants for a project back in South Africa.

Wilton is working on rolling out the pilot project that he developed during his Fulbright experience at Vanderbilt. Dubbed the "Five Computer Classroom," he is putting five computers in a series of seventh-grade classrooms. He hopes that the students will use them to collaborate on projects, which would mark a change in teaching methodology that is commonly used there.

He also hopes to see them boost their technological and presentation skills. "The computers themselves simply create the opportunity for all these different things to happen," he explains.

Kristin L. McGraner, the program director for the Fulbright Distinguished Awards in Teaching Program, compliments Wilton's persistence, compassion, his open-minded, curious nature, as well as his creativity in problem solving. She and Van Schaack both believe that other students and faculty at Peabody benefitted from having him around.

"When I think about Paul, he is Fulbright," McGraner says. "He embodies all

Fulbright Eco-Leadership Grant

Six gardens planted around Library Lawn on the Vanderbilt campus are designed to help rebuild a habitat for pollinating animals that play an important role in our food supply. The gardens are funded by a new Fulbright Canada Eco-Leadership grant and Vanderbilt student group SPEAR (Students Promoting Environmental Awareness and Recycling). Worldwide habitat destruction and the use of pesticides have resulted in a decline, and in some cases extinction, of pollinators—butterflies, birds, bats, and honeybees—that spur plant growth. More than one-third of all food consumed each day requires animal pollination.

Vanderbilt is among the first universities to benefit from the Eco-Leadership Grants, which are awarded to current and recent

Fulbright students and scholars to engage in environmental action in their host or home communities. Christine Rivas, the 2009–2010 Canada–U.S. Fulbright Visiting Research Chair at Vanderbilt, won the grant and developed the idea for the project with students from SPEAR.



the characteristics and qualities that you would associate with the recipient of a Fulbright award, and he is such an advocate for social justice, particularly for children and young people.”

Wilton, for his part, said he is grateful for the support he received from Vanderbilt, his professors, and the other Fulbright scholars with whom he worked. He is eager to put into practice all that he learned.

“I’ve been blessed with the fact that I was selected,” he said. “I’m basically just an ordinary teacher in the classroom.”

Fulbright-Hays: Immersed in Research, Immersed in Culture

Danielle Kirin is working on her Ph.D. in bioarchaeology at Vanderbilt...but in Peru.

Through the Fulbright-Hays program, Danielle was able to fulfill her dream of conducting research in the field and learning the endangered language of Quechua in the mostly untouched Andahuaylas province of Peru.

“I consider myself an anthropologist at heart, and the opportunity to really immerse myself long term in the local community, while also conducting bioarchaeological dissertation research, really appealed to me,” says Danielle, who has been a graduate student at Vanderbilt since 2005.

Unlike Fulbright student programs such as ETA, the Fulbright-Hays scholars may be returning to continue research in a country where they’ve already spent considerable time. Danielle first visited Peru as an archaeology field student in 1999.

The funding from Fulbright-Hays has given her an uninterrupted, intense period of research that Danielle calls “a really rare and wonderful experience for a grad student.”

When she’s in the field, home is a small adobe house with a dirt floor and no indoor plumbing, about two kilometers from a small village called San Antonio de Cachi. With Peruvian colleague and archaeologist Enmanuel Gomez, she’s been excavating small burial caves from a pre-Incan culture called the Chanka, which is believed to be a bellicose society that lived in the south-central highlands of Peru for

400 years. As part of her research, Danielle is examining skeletons for signs of trauma that might signal violence in those people.

During her time in Peru, she’s been able to form bonds with local Andahuaylans and teach two courses at the local university. In addition, she assisted in opening a new local museum, worked with American and Peruvian university students in learning and using bioarchaeological methods, and conducted archaeology workshops for school-aged students from all over the province.

“And of course, I’ve also been able to attend village carnivals, had my fair share of fried guinea pig, and walked through some

of the most breathtaking landscape in the world,” she says.

“To say that I am enriched by these vivid experiences would be an understatement.”

Danielle’s faculty adviser, Tiffany Tung, is a former Fulbright scholar with a deep interest in Peru and in developing relationships with others who are conducting research in the same arena. To be able to work with Danielle as she conducts her research has been a lot of fun, said Tung “To see her embark on her own independent research is fantastic,” Tung says. “I think this is going to lead to a really stellar dissertation.”

Fulbright Core Grant Programs

Fulbright U.S. Scholar Program:

U.S. scholars lecture and/or conduct research overseas

- Fulbright Distinguished Chairs Program
- Fulbright International Education Administrators Program
- Fulbright German Studies Seminar

Fulbright Visiting Scholar Program:

Foreign scholars lecture and/or conduct research in the U.S.

Fulbright Specialist Program:

Faculty and professionals serve as expert consultants overseas

Fulbright Scholar-in-Residence Program:

Colleges and universities host foreign academics to lecture

Fulbright U.S. Student Program:

U.S. graduating college seniors, graduate students, young professionals, and artists participate in:

- The Fulbright English Teaching Assistantships (ETA) Program: U.S. students serve as English teaching assistants overseas
- Fulbright/mtvU Awards: U.S. students conduct research around an aspect of international musical culture
- Critical Language Enhancement Award: Intensive language study for Fulbright students from the U.S.

Fulbright Foreign Student Program:

Foreign graduate students, young professionals, and artists study and research in the U.S.

- The Fulbright Foreign Language Teaching Assistant (FLTA) Program
- The International Fulbright Science and Technology Award: Doctoral study in the U.S. in science, technology, and engineering

Fulbright Teacher Exchange Program:

Exchange of teachers from primary and secondary schools

- Distinguished Fulbright Awards in Teaching Program: Exchange of select U.S. and foreign teachers to pursue individual projects, research, courses for professional development

Hubert H. Humphrey Fellowship Program:

Professional development and non-degree academic work for career professionals from developing and emerging countries

Fulbright-Hays Program:

Research and training overseas for U.S. K-14 pre-teachers, teachers, and administrators, pre-doctoral students, and post-doctoral faculty, as well as to U.S. institutions and organizations

Other grant opportunities:

Fulbright Business Grants, Fulbright Journalism Grants, and Fulbright Country-Specific

For more information on Fulbright, visit

https://us.fulbrightonline.org/overview_typesgrants.html

Where in the WORLD?

VIO Database Tracks Vanderbilt Activities Worldwide

How many study abroad programs does Vanderbilt have in China? Does the university have any ongoing projects in Africa? What international collaborations is the School of Engineering involved in?

Over the last few years, Vanderbilt has become engaged in an ever-expanding range of projects and partnerships around the world. The Global Education Office now offers more than 100 study abroad

opportunities in locations as diverse as Sweden, Egypt, China, and New Zealand. Vanderbilt faculty seek out new international collaborators and students are volunteering in a growing number of overseas locations.

As the number of international projects grow, it becomes increasingly difficult to keep track of all the global activities that Vanderbilt is involved in, explains Dawn Turton, former executive director of the Vanderbilt International Office (VIO).



To solve this problem, VIO and the Vanderbilt Institutional Research Group (VIRG) have been collaborating over the last year on a global activities database to catalog international projects, grants, and agreements. The database was launched this fall and currently holds over 600 records of international projects.

“The international activity database has the potential to bridge a lot of gaps in what we know about Vanderbilt in the world,” says Carolyn Miller, who manages the project for VIO. “By knowing the university’s international collaborations, faculty and staff can connect on mutual areas of interest and capitalize on those relationships to build even stronger partnerships throughout other areas of the university.”

The database, constructed by VIRG’s Patricia White, senior systems analyst, and Rahul Suryavanshi, computer systems analyst, provides information on the global activities of Vanderbilt’s schools and colleges and is searchable by region and country, VU school/college, faculty/staff name, international partner, and activity type. Among the types of activities listed in the database are research collaborations, study abroad programs, international courses, and institutional agreements with overseas partners.

To add information on their projects, faculty and administrators can log into the database and create an international activity profile.

“One of the great features of the database is an activity summary for each search,” explains Turton. “If you enter ‘China,’ for example, you will get a brief overview of all our activities in that country as well as more detailed profiles for each project.”

Faculty and staff involved in international projects may search or add an activity to the database at <https://virg.vanderbilt.edu/webtools/vio/login.aspx>

“It’s important that people submit their information,” explains Miller. “The database is only as good as the information that is entered into it.”

If you have questions about the database, please contact the Vanderbilt International Office at vio@vanderbilt.edu.

Scholarly Pursuits

Ingram Recipients' Summer Projects Expand International Reach

By BRYN SAMUELS

In the summer of 1994, Vanderbilt students Michael MacHarg, B.A. '96, and Zac Willette, B.S. '96, paved the way for future students of the newly founded Ingram Scholars Program, volunteering their time as part of the first Ingram summer project. MacHarg worked with the homeless at "Empty the Shelters" in Atlanta, GA, while Willette wrote a manual on curriculum-based alternative breaks for "BreakAway" in Nashville, TN.

Since that first summer, the number of programs has expanded to include projects in 50 U.S. cities and 41 countries. Scholars have devoted their time to volunteer with issues such as women's health education in India, homeless campaigns in Washington, D.C., gang youth rehabilitation in El Salvador, microfinance in Israel, and HIV/AIDS outreach in San Francisco, CA. This past summer included 15 summer projects, eight of which were international.

Conceived in 1993 by E. Bronson Ingram, president of the Vanderbilt University Board of Trust from 1991–1995, the Ingram Scholar program is distinguished by the requirement that the scholarship recipient not only volunteers for community service but designs and implements projects that address significant societal needs. Since his death in 1995, Ingram's endeavors have been continued by his wife, Martha Ingram, former chair of the Vanderbilt University Board of Trust.

"Bronson didn't put any expectations on the Ingram Scholars about the summer projects," says Martha Ingram in her biography of Bronson Ingram. "It didn't matter what they did as long as it was something useful. It could be handing out sheets of music at the symphony. He never raised the issue of whether it was conservative or liberal or whether it agreed with his agenda. He just thought it was important for them to get hands-on experience during the summer."

The mission of the eight-week summer project is tailored to each scholar's skills and represents an opportunity to dive deep into a service

interest and partner with a community or organization. Scholars participate in at least one project and receive a \$5,000 stipend to assist with program costs. According to Marshall Eakin, director of the Ingram Scholars Program, the intention is for students to develop a sustainable experience that provides meaningful support to the community in which they volunteer. "The summer projects allow Ingram Scholars to develop and carry out significant service projects that assist communities from Nashville to India while developing their own leadership skills."

During the academic year, Ingram Scholars attend weekly meetings to discuss service-learning, civic engagement, and how to best utilize their particular skill set. With guest speakers, library research sessions, and peer workgroups, they learn how to forge relationships with communities and how to prepare for a safe and productive experience. Summer projects may also involve Vanderbilt professors in the Faculty Fellows program, created to partner Ingram Scholars with faculty members and service-oriented research.

Over the last year, international project destinations have been as widespread as Jamaica, India, Uganda, and Israel. As part of the project, the scholars write online blogs about their experiences.

Michael Feldman, '13, and Nicholas Hall, '13, spent the summer in Kampala, Uganda, with an organization called "Empower African Children." One of the most important lessons they learned was to listen and learn as a means of service. "Sometimes we're in such a hurry to share our world with others that we forget to learn. But in between playing games, doing laundry, and eating delicious food, I've begun to observe how others live, to step back and realize that this project is more than me and what I can provide. It's an opportunity to understand others," says Hall.

Whatever the destination, the scholars return to Vanderbilt changed by their experience and eager to implement the lessons they have learned. "Ingram Scholars come back from these summer projects transformed by their experiences" explains Eakin. "They are inspired to develop long-term, sustainable service projects and organizations."

Elin Bunch, '13, and Tara Mullally, '13

The allure of an international project is usually to stretch and explore new cultures and landscapes, but Kingston, Jamaica, was not new territory for Elin Bunch and Tara Mullally. Elin had served at Marigold Child Care Centre in Kingston in past summers and Tara was traveling back to her birth country. The women were involved in the daily routines of a Kingston orphanage—playing with, feeding, and teaching dozens of children who were under their care.

They learned one of their greatest lessons, one which emphasized

Elin Bunch (second from right) and Tara Mullally (fourth from right) and other volunteers helped transform the Marigold Child Care Center in Kingston, Jamaica, during their Ingram summer project.





Michelle Spada (right) meets Regina, a student at the Maasai Girls Education Fund in Kenya.

the importance of partnership in these projects, midway through their eight weeks there. “I blamed the caregivers for the lack of love and many of the problems—putting soiled diapers back on the children, withholding water from them, pervasive anonymity—because it was easy, but I did not realize the blinders it bound to my eyes. I did not realize that in doing that, I not only sealed myself off to the caregivers, I blocked my chance at reaching genuine understanding of the hurt and suffering of Marigold,” said Elin.

Elin and Tara spent the remaining few weeks talking with the caregivers, inquiring about their wishes for the children and center, understanding their struggles, and then finding ways to meet those needs. They reached out to local Rotary Clubs and other organizations for donations of diapers and clothing, volunteers from a nearby college to teach weekly craft classes, and maintenance support for the building. They ended the project not just as volunteer caregivers for the children but as members of the Marigold team who will continue to care about all children who pass through Marigold’s doors. Read more of their experience at <http://irieblossoms.blogspot.com>.

Arielle Samet, '11

Arielle Samet traveled to Herzliya, Israel, to study Israeli-Jewish-Arab relations to better understand the issues that lie at the heart of the Jewish-Arab conflict and to work on solutions. She worked at the Center for Jewish-Arab Economic Development (CJAED), which is partnered with the Sulam Loan Fund. As founding co-president of Vanderbilt’s Microfinance Club, the opportunity was a perfect fit for Samet.

“After one week at CJAED, it is refreshing to not be influenced by a political view. It is an office where Israeli Jews and Arabs work together to deal with societal problems on a micro-level by empowering Arab men and women through education, financial literacy, and entrepreneurship. It is clear that the staff’s personal intentions are aligned with the organization’s goal to create a sustainable Israeli society by promoting peace through the prosperity and self empowerment of both major ethnic groups.” Samet worked to create a loan assessment questionnaire and also worked with grants for Mevo Carmel, a green business industrial zone. Read more from Arielle Samet at <http://asamet.wordpress.com>.

Michelle Spada, '12

This summer Michelle Spada had the privilege of working with The Maasai Girls Education Fund (MGEF), which was created to improve the literacy, health, and economic well-being of Maasai women and their families in Kenya through the education of girls and their communities. Living with and among the women of Maasai, Spada was immersed in day-to-day life in Kenya. In addition to making

meaningful friendships, Spada also developed a newsletter, fundraising campaign, alumni network, and cash management plan for MGEF. Along the way she learned stories of incredible courage, loss, and growth.

One particular story was about a 12-year-old girl, Regina, who encountered MGEF at a crucial moment—right before her father planned to sell her into marriage. Thanks to MGEF’s intervention, Regina is now 12 years old and attending school. “Her story is so similar to that of thousands of other child brides around the world,” said Spada. “It is the same story of Nujood—the first child bride to win a divorce in Yemen—only Regina never had to be married off, never had to experience that pain and abuse because of the incredible, life-changing work MGEF is doing.”

Spada returned full of hope for the continued success of MGEF and her own appreciation of the power of education. “An education opens so many doors of opportunity and allows these young women to be independent and stand up for themselves. In essence, it gives them power in a society in which the power usually lies in the hands of men.” Read more from Michelle Spada at <http://spadakenya.blogspot.com>.

Michael Feldman, '13, and Nicholas Hall, '13

Michael and Nick’s blog about their project in Kampala, Uganda, with Empower African Children (EAC) described long days drafting logic models, house visits with scholarship students, interviews with teachers and families, and lots of new Ugandan friends. Their program assessment project aimed to highlight the results of the EAC and to help lead EAC to even more effective programs for Ugandan children.

Despite a major bombing in Kampala during their visit, both Feldman and Hall were determined to stay. Their post-bomb blog highlighted the importance of education as a solution to poverty. “Of course, my family and friends want me to come home... But, I came here to complete a project; a project that is even more important and close to me because of the recent attacks,” says Feldman. “If Uganda ever needed help, the time is now. Around the world, people will be more aware of global education issues, and maybe, just maybe, there will be some kind of change for progress in Africa.” Read more from Michael Feldman and Nicholas Hall at <http://feldmanhall.blogspot.com>.

The popular Spirit of Uganda music and dance group, a program of the non-profit organization, “Empowering African Children” (EAC) where Michael Feldman and Nicholas Hall volunteered as part of the Ingram Scholar program.



My Quest for Cuban Books



By PAULA COVINGTON

A colleague of mine has likened the acquisition of Latin American materials to guerrilla warfare. Sometimes this is all too apt—as was the case a couple of weeks ago when a bomb went off near my hotel in Bogotá, Colombia. Fortunately, however, the analogy of guerrilla warfare is generally applied because of the difficulty in collecting materials from Latin America and not because of any real security concerns.

Among the difficulties are the limited budgets and small press runs of publishers in Latin America. There may be only five hundred copies of a new novel, and even fewer for an academic treatise. On top of that, reliable booksellers, willing to deal with the headaches of preparing catalogs and of shipping to the U.S. (and whose prices are affordable) are hard to find. Valuable work is often published by a private institution, such as a major bank, and distribution is primarily to their principal customers, with only a handful of copies left over that may be available to educational institutions like Vanderbilt.

The national libraries in many countries are also of limited help, since their funding fluctuates wildly in times of turbulent politics, and their security is often lax. As a result, most bibliographers at major American institutions with Latin American interests find it best to travel to one or more countries to buy books, identify and talk with booksellers, and establish contacts with major public and private institutions.

Vanderbilt's interest in Latin America is long-standing and stretches across many





Cuban dealer is a virtual impossibility. Gaps of forty-plus years in the holdings of many types of Cuban materials are not unusual in American universities. An even more serious potential problem is the total loss of documents and records in Cuba due to the crumbling infrastructure in the country. Leaking church roofs, rotting windows in government buildings, and the like have exposed fragile paper to water, wind, and the depredations of insects and small animals.

The challenge for me began as soon as I first landed in Cuba. I arrived late on a Friday evening and the van that picked me up wound its way through the Plaza de la Revolución in the middle of a million-person protest march orchestrated by Fidel against the U.S. I didn't know anyone and was very aware of the fact that telephone communications home were unavailable.

I discovered that the national library was closed for lack of electricity. When it opened, I arrived with some basic supplies of disks, pens, and post-it notes and I was shocked at the gratitude and the way these treasures were carefully shared. Over the next few days as I worked to collect materials, I encountered families facing many hardships.

Despite the scarcity of resources, Cuban society is vibrant and very upbeat. The

disciplines. All of the scholarly activity involving this area requires support in the form of books, databases, special collections of manuscripts, pamphlets, maps, and other materials in the Heard Library. We have long emphasized Latin America as a significant collecting area and hold many resources that are unique in the United States (and sometimes beyond), such as much of the material in the J. León Helguera Collection of Colombiana, and the Wauchope Collection of anthropology and archaeology. We recently acquired the papers of Manuel Zapata Olivella, often referred to as "the Dean of Black Hispanic writers." Developing and maintaining this resource and helping researchers are my principal roles as the bibliographer for Latin American and Iberian Studies.

Our specific interest in Cuba is a direct result of a research project led by Jane Landers, professor of history and director of the Ecclesiastical and Secular Sources for Slave Societies Project. The project aims to preserve documents from slave societies and involves digitizing records of the churches in Cuba which provide valuable historical and genealogical information about the families of slaves. I traveled to Cuba twice as part of a team from Vanderbilt and was able to attend the Havana book fair on behalf of the library in addition to the preservation project.

A country such as Cuba poses special problems for U.S. scholars and institutions. Some of these result from our own nation's decisions to place boycotts and travel restrictions on interaction with Cuba. Obtaining permission to travel there for academic reasons is a complex process, and became even more so during the last two years of the prior administration.

Buying books or journals directly from a

The sixteenth-century Plaza Vieja is one of the earliest attempts at urban planning in the New World with private homes, balconies, and arcades. Slaves were sold in the square, and the auctioneer would stand on one of the balconies to conduct the auction.



Cubans I met went out of their way to be helpful to me. A professor helped me locate new writers' literary works, and the librarians advised me on ways to fill in long gaps in journals. UNEAC, the writers' and artists' union, is a thriving hubbub of artists, students, and speakers. Publishing is subsidized by the government and new books can cost as little as 50 cents, which makes it easy to stay within the U.S. restrictions on expenditures.

In fact, there were several mechanisms for collecting materials. The Havana book fair features writers and books from a wide variety of Latin American countries. Dealers

of antiquarian books can be found bargaining in the plaza but care has to be taken that these are not stolen. Economic hardships have resulted in the sale of families' private libraries and stolen books. As a safeguard, the government requires people to obtain a *comprobante* (special voucher) to take pre-1940 imprints out of Cuba. My trip also included a visit to Matanzas to digitize records and, while there, to a workshop where a group of artists attempted to create beautiful "artists' books" from scarce resources. This yielded a number of books for our library's special collections.

The books and journals I acquired on my trips are now part of Vanderbilt's significant collection and many gaps have been filled. Students are able to study new Cuban writers, as well as other topics on Cuba from the perspective of Cubans. The artists' books from Matanzas have been exhibited in Special Collections. And many of the records are now digitized, safely preserved and hosted on the library's website, available for all scholars to use. It has been gratifying to those students and faculty who worked on this preservation project to see the diversity of users both here and abroad—from those tracing their Afro-Cuban ancestry to students writing path-breaking dissertations on the Atlantic World Diaspora.

Vintage American cars add to the sense of a Fifties time warp in Old Havana.



Photos by Andrew McMichael, assistant dean, Potter College of Arts & Letters and associate professor of history at Western Kentucky University

An example of the condition of the African records kept in churches in Cuba.



Paula Covington is the Latin American and Iberian bibliographer at Vanderbilt and a senior lecturer in Latin American Studies.

Center for Latin American Studies
Receives \$2 Million Federal Grant

COLLABORATION Without Borders

By ANN MARIE DEER OWENS



From hosting distinguished scholars and colloquiums to organizing children's storytelling at Nashville's downtown library, the Center for Latin American Studies (CLAS) continues to expand its collaboration in Tennessee and beyond.

Their efforts were recognized this year by the Department of Education when the center was designated as a Comprehensive National Resource Center (NRC). The recognition was accompanied by a \$2 million grant and makes CLAS part of a select group of just 13 comprehensive centers in the country. CLAS will receive the funding over the next four years, and the award will provide many more opportunities including increased funding for graduate students working in Latin America.

Comprehensive centers such as CLAS are designed to promote "a national capacity" in modern foreign languages and international studies. For CLAS, that means fostering educational, cultural, business, and other relationships between the United States and Latin America.

That mission remains more vital than ever, according to Edward F. Fischer, professor of anthropology and the center's director.

"We know that the future of the United States has become increasingly intertwined with that of Latin America in everything from energy supplies to what's on our dinner

table," Fischer says. "This award recognizes the national importance of our unparalleled faculty expertise in key areas of research and public policy ranging from political participation and economic development to languages, history, and the arts."

As Vanderbilt's oldest and largest interdisciplinary center, the center was originally called the Institute for Brazilian Studies when it started in 1947. While maintaining one of the strongest concentrations of Brazilianists of any university in the United States, the center's faculty also has particular strengths in Mesoamerican anthropology and archaeology, the study of democracy building and economic development, Latin American literature and languages, and African populations in Latin America and the Caribbean.

"The Center for Latin American Studies is a place of remarkable energy and innovation," Carolyn Dever, dean of the College of Arts and Science, said. "The faculty is committed to the synergy of teaching, research, and service in a broad range of high-impact programs. With the support of the Department of Education, the center is posed for new leadership in the critical area of Latin American studies."

In addition to business roundtables, public lectures, and teacher workshops, the center offers an undergraduate major and master's in Latin American Studies as well

as joint degrees with the Owen Graduate School of Management and Vanderbilt Law School. During the past three years, more than 200,000 people have attended center-sponsored art exhibits, workshops, and other public events.

Liberation Theology Four Decades On

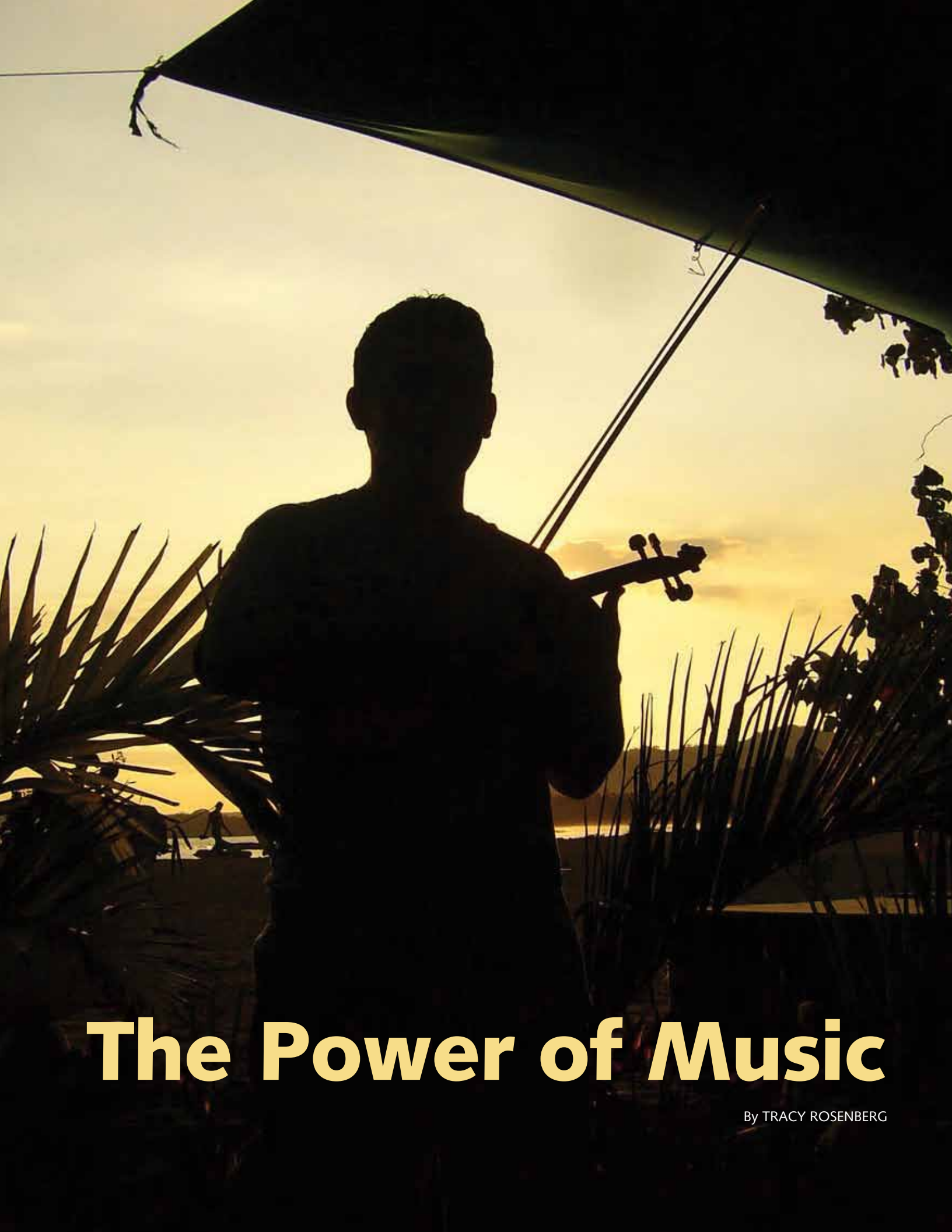
In commemoration of the 40th anniversary of Gustavo Gutiérrez's landmark *A Theology of Liberation*, the Vanderbilt Center for Latin American Studies is sponsoring a year-long series of events focusing on the intersection of theology, poverty, and politics.

The series was kicked off with a keynote address from Gustavo Gutiérrez, known worldwide as the "father of the movement."

March 28, 2011 • 5 p.m. • Ecology, Gender and Liberation in Brazil, a roundtable with CLAS Visiting Resource Professor Ivone Gebara, Fernando Segovia, and Marshall Eakin.

April 14, 2011 • "Liberation Theologies 2011: Epistemological and Ethico-Political Questions," a lecture by Otto Maduro.

Visit www.vanderbilt.edu/clas for more information.



The Power of Music

By TRACY ROSENBERG

The directors of Costa Rica's SiNEM (Sistema Nacional de Educación Musical) program are dreamers. Lately, their dreams have been coming true. SiNEM is a national music education program spread throughout Costa Rica. Its main goal is not to teach students how to play musical instruments, although that is an inevitable side effect, says Arturo Gonzalez, a conductor in the SiNEM program. The real goal is to change Costa Rican society through music. Vanderbilt, through a partnership that involves both Blair School of Music and Peabody School of Education, is helping to create that change.

SiNEM schools bring together populations both urban and rural, rich and poor. Through music classes, children are given opportunities they would not otherwise have to develop culturally and academically.

"For us this is not just a musical program. It is a social program because our society is changing with it," said Arturo.

For many children, the SiNEM classroom becomes a second home. The children view fellow student musicians as part of their new "family," and music teachers are viewed like parents for taking the time to listen to students' musical compositions. SiNEM teachers have seen miraculous effects on some students, giving them strength, hope, and confidence in their personal and academic lives.

An added benefit, according to Arturo, is something called social symbiosis.

"Many villages have really poor people... but right next door may be the most expensive place to live in Costa Rica. For the rich, they may not understand the situation outside their own neighborhood. This program brings together the rich and the poor. The rich kid goes to the poor kid and they talk and share about their rehearsal or performances."

For SiNEM teacher Jorge Siliézar Ruiz, the program is significantly shaping the youth culture in his town. Ruiz teaches in Pochote, a small fishing village, far away from the capital San Jose. Only accessible by boat, Pochote is poor, and held a reputation for child prostitution.

"The families basically survive off fishing. This program brings different opportunities for the kids, who are using SiNEM as an alternative to build their livelihood," said Ruiz.

The program touches almost all the families in Pochote by providing the community with another outlet besides school, which in Pochote is only three hours a day. "They are used to a lot of free time. They are using this time now to study music."

Ronny Mora Campos has similar stories from his school in Acosta. "My program is in the mountains, in a community of farmers. I have 150 students between five and nineteen years old. This is the first time in the history of this town that we have violins, violas, cellos, string instruments," said Campos.

Little by little, SiNEM is changing how the students feel about themselves.

All the SiNEM teachers have seen marked improvement in the academic achievement and behavior of their students. They believe

that learning to play an instrument involves not only skill, but also determination, discipline, and a view towards the future—qualities that are also reflected in academic achievement.

According to Campos, his students are studying better in school and are reaping the rewards. Some of them travel now to the national theater, the second-tier orchestra in Costa Rica.

"Some of my kids have played in front of our president and were in photos in the newspaper. Their parents were very proud. The kids are changing, definitely," said Campos.

Thomas Verrier, director of wind studies and associate professor of music at Blair, was invited to Costa Rica in 2008 and was impressed by SiNEM, then in its first year.

"I was immediately taken by SiNEM's sense of purpose and by the commitment of the instructors that I met. The concept of musical creativity as a transformative experience is at the heart of SiNEM's approach," said Verrier. He now serves as one of SiNEM's primary consultants and teaching mentors.



Jorge Siliézar Ruiz with his students in Pochote, Costa Rica.

Since then, the relationship between SiNEM and Vanderbilt has grown significantly, resulting in numerous visits between Vanderbilt and Costa Rica and a formalized agreement between the university and the Costa Rican minister of culture. Through this relationship, SiNEM teachers are learning new pedagogical methods, both generally and for specific instruments, and how to better organize their time and their classrooms.

Specifically, in 2011, SiNEM will initiate the Instituto de Desarrollo Profesional, a series of specialized training courses taught by Blair faculty which are organized into two tracks—orchestra pedagogy and conducting. Blair has teamed up with Peabody College to send students from its teacher education program to work in SiNEM schools for a week each year. Two Blair students will also participate this year.

For SiNEM, Vanderbilt provides important skills in music pedagogy and access to new methodologies in music training.

"We have professionals—very professional musicians and teachers in Costa Rica—but our program is not just about music," said Arturo. "The benefit provided by Vanderbilt is not just to SiNEM. It is to Costa Rica."

One Athlete's Journey from Poverty to Empowerment

RISING ABOVE

By RYAN SCHULZ

Darius Coulibaly (right) presents a delivery of 250 mosquito nets to the village of Princess Town, Ghana.





Darius Coulibaly (right) sits in a bed sheet tent in Haiti to talk with Henry, whose home collapsed during the earthquake.

Instead of wondering what he could do for himself, Darius Coulibaly, '02, would rather ask what he could do for others. At 7'1", the former Vanderbilt basketball center has not just stood out because of his height; he has also stood out because of his generosity.

Raised in poverty in Côte d'Ivoire (Ivory Coast), Africa, Coulibaly grew up with very little. He had no electricity and was without running water. He witnessed people dying at a young age because of the spread of disease and the lack of health care. At age 12, Coulibaly lost a friend who fell ill after eating a mango. Seeing this, he vowed to do something about the struggles of everyday life of those around him.

"I thought about being a doctor, but as I got older I thought about if there is a different way," Coulibaly said. "I really wanted to help poor people."

For Coulibaly, there was a different way. In December 2005, Coulibaly founded Empowering the Poor Inc., a nonprofit 501(c)(3) organization based in Fredericksburg, Va., with a mission to empower poor communities.

Instead of giving handouts, the focus of Empowering the Poor is to empower poor communities to self reliance through education, health care, and micro-loan programs. The organization works with villages in sub-Saharan Africa as well as citizens in the U.S.

"I knew from day one that giving handouts was not the solution," Coulibaly said. "I know how much money Africa receives in foreign aid, but yet we can't get clean water for the people. The poor must realize that they are the solution and they have to do it themselves,

and they have to do it through knowledge. They do not need to rely on handouts because handouts don't solve poverty."

Empowering the Poor focuses on assisting the less fortunate by enhancing literacy and academic abilities and providing disease education to prevent the spread of infectious diseases. Through education, Coulibaly hopes to equip poor communities with prevention and treatment methods to combat diseases such as AIDS and malaria. Furthermore, the organization helps build local health centers, distributes mosquito nets, and delivers medical supplies to those in need.

Coulibaly came to the U.S. at age 17 and graduated from Greensboro Day High School in Greensboro, N.C. before coming to Vanderbilt. Coulibaly was a four-year letter winner and averaged slightly under

10 minutes per game over his career at Vanderbilt, while earning a master's degree in economics.

Coulibaly credits his time at Vanderbilt for helping to get the organization up and running.

"My time at Vanderbilt was a tremendous resource," Coulibaly said. "I didn't have to have a lawyer to do all the paperwork when I was setting up the organization. The knowledge I gained in graduate school was great. You learn so many skills in college, and my time at Vanderbilt was huge."

Coulibaly's passion for bettering the community carries over to his career, where he is a high school special education teacher in Fredericksburg, Va.

"Teaching gives me a lot of flexibility," Coulibaly said. "In the summer times that is when I go to Africa. It's not a lot of money, but it gives me the flexibility to do what I like to do which is empowering poor people. To me, I will never change that."

Ryan Schulz is the assistant communications director for Vanderbilt Athletics. This original story was printed in *Commodore Nation*, June 2010.



Collaborating Down Under

By PRINCINE LEWIS

University of Melbourne and Vanderbilt Join Research Forces

Vanderbilt University and Australia's University of Melbourne have taken their academic partnership to a new level—committing \$500,000 in joint seed funding over the next two years for research collaborations, expanding exchange programs for students, faculty and staff, and sharing space in Vanderbilt's Office of Federal Relations in Washington, D.C.

The announcement came at a two-day meeting at Vanderbilt on Sept. 15–16 between Vanderbilt officials and University of Melbourne Provost John Dewar and a senior leadership delegation from his university.

"I am thrilled with the relationship that Vanderbilt enjoys with the University of Melbourne. It is one of the leading universities in the world and our partnership will strengthen both institutions across a range of areas. Our colleagues from Melbourne are remarkable for their talents, their energy and their commitment to excellence in all that they undertake," said Richard McCarty, Vanderbilt provost and vice chancellor for academic affairs.

Vanderbilt began its partnership with the University of Melbourne in 2007 when the universities committed to building a new kind of strategic international partnership. The goal was a meaningful and long-term collaboration in virtually all academic fields, yielding new discoveries and scholarship, enhanced graduate and

professional training, innovative curricula, and sharing information and best practices in administration and governance.

"Similar philosophies toward cross-disciplinary scholarship of our two great institutions are what make this partnership possible," said Dr. Jeff Balser, vice chancellor for health affairs and dean of the Vanderbilt University School of Medicine. "However, it will be the numerous collaborations occurring across both our campuses that will propel us forward."

To date, the partnership has generated more than 20 active research collaborations ranging from free radical chemistry and intellectual property rights to the reform of mathematical education and water resource management. The joint effort offers different levels of seed funding for promising new joint projects, in addition to the ongoing exchange of researchers and students and a variety of joint administrative initiatives.

Several of the ongoing collaborations have been funded by seed grants from the Vanderbilt International Office (VIO). Norman Tolk, professor of physics and director of the Center for Molecular and Atomic Studies at Surfaces, and Jim Davidson, research professor of electrical engineering, received funding to collaborate with faculty from Melbourne.

"We are excited by the opportunity to strengthen our existing

Mary McClure Taylor greets Melbourne Provost John Dewar, as he signs his name in the visitors' log in Kirkland Hall.



Provost Richard McCarty discusses strategy with the Melbourne delegates.





University of Melbourne delegates, including Provost John Dewar (center front), outside Kirkland Hall.

collaboration with the University of Melbourne, as part of the broad academic partnership with Vanderbilt,” said Tolk. “This partnership advances our mutual interests in the development of diamond-based quantum optical devices and laser techniques for the creation and analysis of diamond.”

“It’s not just that there are lots of opportunities to collaborate between individual researchers,” said University of Melbourne Provost John Dewar. “It’s the fact that there is real commitment from the leadership to set the tone on both sides and a strategic perception that this is important because without that none of this could work. You can have all of the similarities and opportunities to collaborate but without the leadership it’s just not going to fire.”

The University of Melbourne is a public research university of

approximately 25,000 undergraduates and 12,000 graduate and professional students. Founded in 1853, the university comprises 12 faculties (schools) as well as the top medical center in Australia. Melbourne is consistently ranked among the world’s top universities and has taken a leadership role in transforming Australian higher education with its “Melbourne Model.” This visionary curricular restructuring offers six broad undergraduate degrees in arts, biomedicine, commerce, environments, and music and science, as well as a full range of graduate and professional degrees.

Princine Lewis is a senior public affairs officer at Vanderbilt and television projects producer.

Bill Rochford, VUMC’s director of client and community relations, gives the Melbourne group a tour of the medical center.



Chancellor Nicholas Zeppos welcomes Melbourne delegation to Vanderbilt.





WATER WORKS

Taking a Transdisciplinary Approach in Bangladesh

By MELISSA SMITH

Few countries are more affected by water than Bangladesh. Water flows through and around most of the country which is home to the Ganges-Brahmaputra river delta, the world's largest. Each year, the delta is filled with waters flowing downstream from the Himalayas, causing flooding over as much as 60% of the land, temporarily or sometimes permanently displacing thousands of citizens.

Cyclones regularly strike the coast, and rising sea levels threaten to displace even more of the 150 million residents who crowd one of the world's most densely populated countries. Surface water supplies carry diseases like dysentery, while the ground water is tainted with arsenic on a scale unheard of in other parts of the world. At the same time, the flooding that displaces so many of its citizens also sustains them. Bangladesh depends on the water from those floods to produce valuable crops for use within the country and for export.

It is into this complex environment that 17 faculty and students from Vanderbilt traveled as part of a course on water, culture and

social justice in Bangladesh. Steven Goodbred, associate professor of earth and environmental sciences; Jonathan Gilligan, research associate professor of earth and environmental sciences; and Brooke Ackerly, associate professor of political science led the trip. The group spent



nine days traveling throughout the country with faculty and students from Dhaka University in Bangladesh to learn how scientists and engineers can work better with social scientists to address environmental challenges.

The course provided a unique opportunity for students to work productively with colleagues in other fields, a skill that is particularly important in addressing issues like the ones facing Bangladesh. "You can't put a solely technical solution on a problem that is technical, political, and social," says Gilligan.

Ackerly expands on that notion, giving the example of well-building efforts. "An engineer may look at the lack of access to clean water and decide to build a communal well for the entire village. What the engineer might not realize is that in a culture like that of Bangladesh, it would be considered inappropriate for a woman to leave her house alone to go to town for the well. As women are the ones gathering the family's water, putting a well in the middle of town won't solve the problem. If, however, the engineer worked with a social scientist to first learn

more about the community, they could develop a solution that fits better with the way the people live.”

The majority of students traveling were graduate students in earth and environmental sciences (EES), but there were also students from civil engineering, anthropology, and education. Due to the diversity of backgrounds, everyone got something different from the trip. As Gilligan puts it, “There is no common experience except that we all went to the same places.”

For Kimberly Rogers, a Ph.D. candidate in EES and the teaching assistant for the course, the trip was the most recent of several she has made to Bangladesh. She blogs about the important difference between this trip and all the others, “The course and this trip are the first time I’m able to formally explore how the social constructs and customs impact the science.”

Mattox Hall, one of two undergraduates who participated in the trip, expresses similar feelings about the experience, “It was a research trip in name, but it was really so much more than that.” For Mattox, experiencing the chaos of the capital city and spending time with the students from the University of Dhaka were as important as learning about the environmental issues facing the country.

Throughout the trip, participants repeatedly commented on the overwhelming



Villagers doing laundry on the banks of the Jamuna River, near Sirajganj.

optimism of the people they met along the way. In the face of flooding, rising sea-levels, and shortages of clean water, the people of Bangladesh are quick to point out how far they’ve come in the last 30 years. Poverty and mortality rates have decreased significantly, and the GDP is increasing with the growing agricultural productivity. Bangladesh has also taken a proactive role in addressing the issues, with policies like the Flood Action Plan of 1990 which called for a flood control strategy to increase preparedness as well as make the most of the flood

waters for agricultural and other uses.

A transdisciplinary approach is necessary to tackle the complex environmental problems faced by countries around the world. Social scientists need to work alongside environmental scientists and engineers to tackle the problems faced by Bangladesh and other countries around the world. More importantly, the scientists need to work with the people who live there every day. “If there’s one universal research tool, it’s humility,” says Ackerly.

Propelled by hand in a traditional Bangladesh country boat, TIES participants are ferried to shore to explore a new island forming at the mouth of the Ganges-Brahmaputra river.



Transdisciplinary Initiative on Environmental Systems (TIES)

The Department of Civil and Environmental Engineering and Department of Earth and Environmental Sciences collaborated to create TIES, a program that involves faculty and students from the natural sciences, engineering, and key social disciplines, including the social sciences, the humanities, law, and education. The centerpiece of this initiative is a unique transdisciplinary course that focuses each year on an environmental issue that is of global significance, and which is embodied in a particular field site to be studied by participants. This capstone course is required of all environmental sciences Ph.D. students and includes a field study at the case site.

InterVU

with YUAN ZHUANG



Through an engineering exchange between City University of Hong Kong (City U) and Vanderbilt (VU), students Yuan Zhuang (City U) and Amanda Chen (VU) spent a semester experiencing each other's university and a new culture. Vanderbilt International had a chance to catch up with them after they returned home to get their perspectives on their experience.

VI: Tell us a bit about yourself. Where are you from? What's your hometown like?

Yuan: I'm a computer science major from City University of Hong Kong, and my hometown is Qingdao, a coastal city in East China. I stayed there for eighteen years and then my family moved to Beijing.

VI: Had you been to the U.S. before?

Yuan: No, this was the first time. I like southern cities, like Nashville and Gatlinburg. It's more relaxed here. New York is very fast-paced. It's more like Hong Kong, actually, with the tall buildings.

VI: How was your experience at Vanderbilt different from City U? Are there ways that it is the same?

Yuan: I found that classes here are generally harder. The schedule is kind of different, because every day you have some lecture to go to, some homework to do, but at City U most of us have a day off every week and more time on your own. Here, the size of classes is much smaller, so it is much easier for students to interact with the professor. In my university, most of the classes are 100 students.

VI: How did you like Nashville? What kinds of things have you done in the city?

Yuan: The people here are really friendly. When you are walking on the street, people will smile at you or say hi. That was amazing. When I first came here I went downtown several times, because they told me the live music in the bars was really good. It's really nice; everybody knows how to sing the songs.

One of my friends and I love to find good places to eat to try different foods. I went to Loveless Café and had chicken and dumplings, which surprised me, because China has dumplings, too. They're so different!

VI: Did you travel outside of Nashville while you were at Vanderbilt?

Yuan: I went to New York and D.C. for spring break and then I also went to Atlanta, GA, Louisville, KY, Sweetwater, TN, and Gatlinburg, TN. I loved it there. We stayed there for a week and did a little hiking, saw the waterfalls.

VI: If you could talk to other students at City U about coming to Vanderbilt, what kind of advice would you give them? Would you recommend it?

Yuan: Of course. If they have a chance to come here, definitely they should come. You leave the place you are used to, the life you are familiar with, and you learn a lot of things from that. You get used to a new place, make new friends, it's amazing. It's also a very interesting experience to get to know other people's cultures and make friends with people from different cultures.

VI: What would you tell students from Vanderbilt who are thinking of going to City U?

Yuan: I'm from City U, so I love City U a lot. In addition to studying, there are a lot of opportunities to get involved in different types of activities—student clubs, associations, things like that. Hong Kong is, in my opinion, the place where Western culture and Chinese culture mix well. So if you go there, you won't leave Western culture completely, but you get a chance to experience Chinese culture.

VI: Tell me your favorite story about living in Nashville.

Yuan: I rode in a police car once here. It was during the Super Bowl. My friend and I were going to Sam's Sports Bar, but we were going in the opposite direction and were lost. We saw a police officer, and asked him if he could take us there, and he agreed. So we went by police car to see the Super Bowl. And since you can't open the door from the inside, the policeman opened the door for us. It looked cool.



InterVU

with AMANDA CHEN

VI: Tell us a bit about yourself. Where are you from? What's your hometown like?

Amanda: I am a senior majoring in biomedical engineering. My hometown is Reston, Virginia, which is a suburb of Washington, D.C. Reston has a lively, yet peaceful, environment—a great place to grow up.

VI: Had you been to China before? Have you ever traveled outside of the U.S.?

Amanda: Before the exchange, I had never been to mainland China before, but I'd been to Taiwan several times with my family. I was definitely excited to explore more of Asia and learn more about the culture on my own.

VI: How was your experience at City U different from Vanderbilt?

Amanda: I would say that a large number of Vanderbilt students are active members of both the Vanderbilt and Nashville communities, which I think is facilitated by the fact that the majority of students live on campus. However, at City U, the majority of the students commute to classes; the dorms are mainly for exchange and other non-local students. I definitely missed Vanderbilt's campus life, but I very much enjoyed being able to take time away from classes and to experience the way of life in Hong Kong. My classes in Hong Kong were pretty difficult, and I definitely spent many late nights in the library working alongside local students, as I do at Vanderbilt.

VI: How did you like Hong Kong?

Amanda: I loved Hong Kong. I loved being able to walk outside late at night to packed markets and restaurants and meeting local people. I frequently took the ferry to different islands for hiking trips; on the islands I was really able to observe the vast societal differences among Hong Kong people. It was nice to be able to experience the hustle and bustle of Hong Kong's city streets during rush hour and then travel to a nearby island and experience a drastically different environment.

VI: Did you travel outside of Hong Kong while you were at City U?

Amanda: Yes. Hong Kong is a convenient location in that it is fairly easy to travel to mainland China and throughout Southeast

Asia. We had two long breaks, so I went to Thailand, mainland China, and Taiwan.

VI: If you could talk to other VU students who are thinking of applying to the exchange, what would be the advice you would give them? Would you recommend it?

Amanda: I would advise them to go into the program with an open mind. It is too easy to go to City U/Hong Kong and stay within your comfort zone (like spending time with Americans, confining yourself to the more Western areas of Hong Kong, or living mostly in your dorm room). I found myself falling into a routine after awhile of going to the same places and not making enough local friends; Hong Kong is a small place, yet I left feeling as though I hadn't explored enough of it!

VI: What would you like to tell students from City U about VU?

Amanda: I would tell them that Vanderbilt may seem like an intimidating place at first and that it may be a little difficult to adjust to the environment, but it doesn't take long to grow to love the place. Vanderbilt has a wonderful environment, both academically and socially, and the campus is beautiful. Although Nashville is considered a city, it cannot compare to Hong Kong in terms of the number and density of people and the way of life. I think City U students would really benefit from experiencing the campus, the slower pace of life that is characteristic of the South, and the daily routine of American college students.

VI: Tell me your favorite story about living in Hong Kong.

Amanda: My favorite story about Hong Kong would be the time one of my good friends played in an inter-hall soccer match with local students. My other friends and I all went to support him, thinking that we would easily be the most spirited fans. Since the only activities we had ever seen local students engaged in were studying or watching movies in the residence halls and library, we were not expecting them to be interested enough in sports to show up. Much to our surprise, the local students appeared with all sorts of noisemakers and posters and really outnumbered us. It was amazing to see how supportive the students were of one another. It was the first time we realized how misled we had been in our perceptions of the local students.

Faculty Recognized with International Awards

■ Dr. Kenneth Galloway, dean of Vanderbilt's School of Engineering, has been accepted as a member of the Global Engineering Deans Council. The GEDC serves as a global network of engineering deans who work for the advancement of engineering education and research.

Dr. Sten Vermund, professor of pediatrics, medicine, preventive medicine, and obstetrics and gynecology and director of the Vanderbilt Institute for Global Health, received the Alumni Lifetime Achievement Award from the Albert Einstein College of Medicine.

Dr. Ginger Holt, associate professor of orthopaedics and rehabilitation, has been named the American Orthopaedic Association 2011 ABC Traveling Fellow. It is among the most respected traveling fellowship in orthopedics, identifying future leaders of the specialty and acting as a catalyst to accelerate their careers.



Holt

Dr. Janos Sztipanovits, E. Bronson Ingram Distinguished Professor of Engineering, professor of electrical engineering and computer engineering, has been elected an External Member of the Hungarian Academy of Sciences (HAS), Engineering Sciences Section. Eminent Hungarian scholars with outstanding achievements in their fields who live in foreign countries may be elected to the HAS.

Curb Center Partners with Sun Yat-Sen University

■ Vanderbilt's Curb Center for Art, Enterprise, and Public Policy, in cooperation with the American Folklore Society, signed an agreement with Sun Yat-Sen University in China in October. The agreement launches a three-year partnership with the Curb Center and the Center of Chinese Intangible Cultural Heritage at Sun-Yat Sen.

Excavating Megiddo

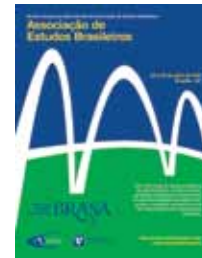
■ Six divinity graduate students participated in an archaeological dig at Megiddo, arguably one of the most important sites for biblical archaeology in Israel. From 7,000 BCE through the early Jewish and Christian period, over twenty settlements were built at Megiddo, making it a treasure trove of historical artifacts. There have been three major excavations of the site, with the first beginning in 1903, and culminating most recently with an excavation led by Tel Aviv University. Since 1998, over thirty Vanderbilt students and three faculty members have participated in summer excavations.

Vanderbilt Moves Up In International Ranking

■ Vanderbilt University has ranked 51st on the 2010–2011 Times Higher Education World University Rankings, moving up from 140 last year. Started in 2004, the rankings are widely considered a global authority on higher education performance. "The ranking reinforces something that we already knew, that Vanderbilt's presence and reputation on the global stage is increasing and that it is in large part due to our talented faculty and our focus on creating a diverse and dynamic campus community," Joel Harrington, Vanderbilt associate provost for global strategy, said.

Vanderbilt Brazilianists Play Major Role at International Conference

■ Vanderbilt Brazilianist faculty Marshall Eakin, Jane Landers, Celso Castilho and Emanuelle Oliveira, participated in the Tenth International Conference of the Brazilian Studies Association (BRASA) in Brasília, Brazil. The group was joined by students Courtney



Campbell, Joanna Elrick, and Nicolette Wilhide. BRASA, which is housed at Vanderbilt, is an international, interdisciplinary group of scholars who support and promote Brazilian studies in

all fields. Marshall Eakin serves as BRASA's executive director. Former Vanderbilt professor and distinguished economist Werner Baer (University of Illinois, Urbana-Champaign) was honored with the BRASA Lifetime Contribution Award. During the conference, Dan O'Maley, a VU doctoral student in anthropology, was recognized as a recipient of the Brazil Initiation Scholarship. The scholarship targets aspiring Brazilianists and seeks to heighten the student's interest and deepen his/her commitment to Brazilian studies in the United States.



Bill Ivey, Director for the Curb Center, Professor Jiang Mingzhi of Sun Yat-Sen University, and Juwen Zhang of the American Folklore Society, perform selections from a traditional Chinese opera during a welcome dinner.



2010–2011 Humphrey Fellows

Peabody Welcomes Humphrey Fellows

■ Peabody College of Education and Human Development welcomed 13 Humphrey fellows from 11 countries for the 2010–11 academic year. The Hubert H. Humphrey Fellowship Program honors the late senator and vice president and his lifelong commitment to international cooperation and public service. The program brings accomplished mid-career professionals from developing nations and emerging democracies to the United States for ten months of professional development and cultural exchange activities. Nominated by U.S. embassies and Fulbright Commissions, Humphrey Fellows are selected based on their potential for leadership and their commitment to service in the public or private sectors. The fellows are:

Layla Al Yusuf, *Bahrain*

Baikita Yankal, *Chad*

Ya Rachel Valery Kouame, *Cote d'Ivoire*

Zalak Kavi, *India*

David Kabita, *Kenya*

Khin Latt, *Myanmar*

Ram Hari Lamichhane, *Nepal*

Fati Bagna Seyni, *Niger*

Nadia Ashraf, *Pakistan*

Zaheer Iqbal, *Pakistan*

Lubna Mohyuddin, *Pakistan*

Amal Abu Hejleh, *Palestinian*

National Authority

Soraya Faculo, *Philippines*

International Education Policy Masters Students Share Experiences

■ The September poster session for Vanderbilt's International Education Policy and Management (IEPM) and Master in Public Policy (MPP) programs reflected the diverse summer experiences of 25 Peabody students. Nine countries and six U.S. cities were represented at the poster session, which afforded second-year students the opportunity to evaluate and share the results of summer experiences in international education policy. Internships varied widely, from the Tennessee Immigrant and Refugee Rights Coalition to the Korean Education Development Institute. In addition to their posters, students brought educational materials, photos, and souvenirs from their adventures. The inaugural event was inspired and led by second-year masters students,



Irina Kruglova presents at the poster session.

who hope to make it an annual tradition. The poster session was well-attended, with visitors including representatives of several state educational agencies, community partners, Vanderbilt departments outside Peabody, and Peabody faculty and students.

Upcoming Great Performances

■ Great Performances at Vanderbilt celebrates its 36th season in 2010–2011 with a seven-event lineup including the international offering, “Tango Buenos Aires” and the return of the Cuban orchestra, Afro Cuban All Stars. One of Argentina’s great cultural exports, “Tango Buenos Aires” offers authentic tango, created for the *Jazmines* festival at the famous cabaret Michelangelo, with live music under renowned bandleader,



PHOTO COURTESY OF COLUMBIA ARTISTS

Osvaldo Requena. Following in the vein of legendary Cuban orchestras such as Los Van Van and the Buena Vista Social Club, the group has become known as one of the greatest orchestras today. The series also paid homage to Mexico’s bicentennial with the Grammy award winning “Mariachi Los Camperos de Nati Cano in a tailored *Dia de Los Muertos* (Day of the Dead) repertoire.

For complete season details, visit www.vanderbilt.edu/greatperformances.

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Shrine of the Báb in Haifa, Israel. Vanderbilt Ingram Scholar Arielle Samet, '11, worked in Herzliya, Israel, at the Center for Jewish-Arab Economic Development as part of the Ingram Scholars summer projects.