

Vanderbilt International

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A publication of the Vanderbilt International Office



VANDERBILT
UNIVERSITY



inside

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- Asian Studies Gaining Ground
- Alumna Shares Music with Afghan Children



Joel Harrington, associate provost for global strategy, and Ray Friedman, professor of management, stand with Hong Kong Commissioner for Economic Trade Affairs, USA, Donald Tong.



Vanderbilt leaders in international affairs meet on April 11 to develop strategies to shape the university's global identity.

In early April, Vanderbilt's leaders in international education converged in the central library's beautiful new Community Room. The task at hand: to develop a new vision for international affairs at Vanderbilt.

Provost and Vice Chancellor for Academic Affairs Richard McCarty began the morning underscoring the university leadership's continued strong commitment to global activities and their central importance in imminent discussions about the university's overall strategic plan. The rest of the day was spent discussing big picture goals as well as specific ways to shape Vanderbilt's "global identity".

This focus on international strategy comes at a time when Vanderbilt is at a crossroads in international affairs. After seven years as the university's first senior international officer, Professor Joel Harrington will step down to return to a full-time faculty position in history. As the associate provost for global strategy, Harrington has been instrumental in developing the university's current international strategy, and moving the university to where it is today. You can read our InterVU with Harrington on page 22. Tim McNamara, vice provost for faculty, will be assuming Harrington's role in July. As this issue goes to press, Vanderbilt is interviewing candidates to be the next director of global education (study abroad). These changes in leadership and the development of a new international strategy for the institution make this a crucial time for our university.

Yet, there is energy and excitement in the midst of the changes. We are excited about Vanderbilt's potential impact in the world, and the opportunity to move the university to a new level of global recognition. Despite the transition, our level of engagement will not slow down. Our students are more internationally engaged than ever before, a fact that does not go unnoticed as we continue to develop strategies to internationalize our students both on and off campus.

This issue especially highlights the many ways that our students engage with the world, and their impact even after they graduate, including Amanda Earnest, '03, who is teaching children in Kabul, Afghanistan how to be musicians, and Amelia Brown, '10, who is helping introduce art to children across the world. Katie Des Prez, '11, gives her unique perspective (page 2) as a student in Buenos Aires, who eventually realizes her true abilities to "make it" in a foreign country. This issue also includes our annual study abroad photo contest winners, who capture their excitement of learning a new culture through the lens of their cameras.

The issue highlights academic programs, such as Asian studies, which continue to grow at a rapid pace (page 10), and unique research programs, such as LAPOP (page 6), an example of Vanderbilt's drive to be at the forefront of the global research stage.

We invite you to explore the rest of our spring/summer issue to learn more about Vanderbilt's global engagements and activities. As the university approaches a new era in leadership in international affairs, we will continue to showcase the many accomplishments and aspirations of Vanderbilt in the world. As you will see, we are, and will continue to be, committed to advancing knowledge and transforming lives here and abroad.

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COVER: Street art during the Bicentennial Celebration
in Buenos Aires, Argentina. Photo by Katie Des Prez.

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Buenos Aires Adventures

By KATIE DES PREZ, '11



Here's the thing about Buenos Aires: several hundred bus lines in the city plus several million people equal lots of crowding and confusion. To use the bus, *el colectivo*, you need to find its stop after you've made sure that you know which direction you want to go, so that you don't end up some place way on the other side of town. Drivers just do not have time for stragglers. It's also a gamble to think that they will stop for you if you are in the middle of the street as they turn a corner, so waiting patiently by the side of the road is probably not a good strategy.

Once you have waved like a maniac at the bus driver to get him to stop, you get in and explain where you are headed so that he knows how much to charge you (although I have a sneaking suspicion that they always charged me the highest fare, based on my blond hair, blue eyes, and I-am-totally-lost face). You have to keep an eye out for where you are so that you know when to press a little bell that tells the driver, "Hey, I need you to stop the bus soon." Otherwise he'll just keep going because obviously if you can't press the button then you are a straggler.

If the bus system doesn't satisfy your sense of adventure, the alternative is *el subterraneo*,

more fondly known as the "*subte*." As is the case with most subway systems, the general idea is that you descend into the depths of the city so that you can rocket around in an enclosed space with strangers' elbows apologetically, but necessarily, all up in your face.

Every Tuesday afternoon around six p.m., I had to make it from the middle of the city to its northern, more sprawling outer reaches for my literature class at La Universidad de Buenos Aires. To get on this particular *subte* line in the evening, you essentially have to get a running start and dive into the crowd where, if you are lucky, someone will hold you in by your coat or whatever extremity is most easily accessible so that you don't fall back out onto the platform while the doors squeeze everybody in for a newfound degree of public closeness.

Every once in a while the train operator will just stop and sit around in the tunnel for a little while, maybe to get the passengers to complain (labor union strategy of some sort). Amidst a chorus of cell phone conversations—"I'm in the *subte*. We're stopped. I'll probably be there in the next fifteen minutes to two hours."—I was having my own internal conversation, "Am I currently dead? No. How about now? No. Doing great."



As winner of the first study abroad essay contest, Katie Des Prez '11 (right) got her essay published in *Vanderbilt International*. A Spanish and American studies major, Katie studied and lived with a host family in Buenos Aires during the spring 2010 semester.

About midway through my semester abroad, my family came to visit me. Not only was I moving myself through the city, but also I was in charge of keeping three non-Spanish-speakers in tow. Instead of internal conversations convincing myself that I was not, in fact, going to meet my death, I found myself spouting reminders, "Dad, you can't actually count your cash on the subway... No, Sam, you don't smoke *yerba mate*... Mom, it's okay to say, 'No, thanks,' if somebody hands you a flashlight or a magic

Perito Moreno Glacier, Patagonia, Argentina.



Tomb of Eva "Evita" Perón, second wife of Argentinean President Juan Perón (1895–1974).



Mendoza city sign.



pen, and you definitely don't have to buy it." After a few days, my mother said, "I'm so glad we have you with us. We would be completely lost otherwise, but you're such an expert at getting around."

Sorry, I'm a what? But then I stopped to think about it. As previously confirmed, I thought, I am not dead. Actually, I'm quite enjoying myself. Yes, the subway is uncomfortable, but it is sort of fun to commiserate with your fellow passengers. Even if the train stops, it will start moving again, and that man will stop breathing directly into my nostrils. Not only am I managing myself on public transport, though, I'm making good grades in the most fascinating class I've ever taken, a literature class at UBA. If I'm not mistaken, I believe I got the moody fifteen-year-old I live with, Joaquín, to laugh at my stupid joke—in Spanish—yesterday. And the pet turtle has stopped lumbering into my room and tripping me in the middle of the night, meaning she knows she can't push me around anymore. I guess I've developed a voice in Buenos Aires.

The last two and a half months of my semester flew by like an out-of-control *colectivo*. Once I discovered my *porteña* voice, I wanted to use it, and I felt as if I was running out of time. My host mother, Elvira, started giving me menial tasks in the



The executive palace in Buenos Aires, *La Casa Rosada* ("The Pink House").

kitchen so that I would stop yammering on about Rodolfo Walsh, an Argentine writer, and Adrian Caetano, a film director. During our last family dinner together (a heaping pile of Brussels sprouts and eggplant, which she cooked especially for me, the resident vegetarian) Elvira said, "Listen. When you first got here, I was worried that you were having a hard time. But now I really think

that you need to come back." I told her that she was absolutely right. Hopefully I will be able to manage the return trip without getting struck by an unwieldy bus driver or getting stuck in the underbelly of Buenos Aires. Even if I do, though, now I know I can manage on my own as a bit more (if only a little bit more) than just a lost-looking blond.

Ever-burning flame at the National Flag Memorial in Rosario, Argentina.



Protected architecture in Rosario, Argentina.



Iguazu Falls, between the borders of Brazil and Argentina.



Nashville Welcomes Fulbrighters

The Nashville community welcomed 140 Fulbright students from across the globe into their homes as part of the 2011 Nashville Fulbright Enrichment Seminar. Selected for the second year in a row, Nashville was among nine other cities to host a seminar, including Chicago, IL; Denver, CO; Los Angeles, CA; New Orleans, LA; New York, NY; Philadelphia, PA; San Francisco, CA; and Washington, DC.

The Enrichment Seminars, an integral part of the Fulbright experience, benefit Fulbright foreign students and support the Fulbright Program's overall mission—to increase mutual understanding between the people of the United States and the people of other countries through academic exchange. The seminars give the participants a personal and professional opportunity to meet and network with other Fulbrighters from around the world who are studying in the U.S. Students also develop a better understanding of contemporary life and culture, policy formulation and U.S. public attitudes on nationally and globally important issues.

The Nashville Fulbrighters, representing over seventy different countries, participated in “Greening of the Planet: Global Challenges, Local Solutions,” which was the overall theme for 2011. The students examined the effects of climate change in Nashville and local efforts to respond to environmental challenges. One of the highlights of the seminar was the opportunity to spend time with local residents in their home for dinner.

Vanderbilt helped match the Fulbrighters with members of the community to give students a rare opportunity to meet Tennessee area residents in a more personal way. Hosts were asked to provide dinner for 2-4 students, either in their home or at a local restaurant.

While Fulbrighters have consistently ranked the hosted evening as one of their best and most important experiences in the United States, Nashville hosts were also struck by the impact of having such special guests at their dinner tables.

“I was honored to meet and interact with such a diverse group of scholars, humanitarians, and leaders,” said Brad Major, who hosted several students; Jose McLean from Panama, Igor Munoz, from Dominican Republic, Maria Pia Otero from Argentina, and Manuel Raul Pelaez from Ecuador.

Lee Ann Freeman, M.D., a Nashville pediatrician and an associate clinical professor at the Vanderbilt Children's Hospital, was impressed with the ease of conversation and the respect that everyone had for each other. “We were from five very different countries and everyone was interested in the types of cultures and social norms from each place. These students were so accepting of each other, I felt like we could have talked all night.”

For more information on hosting opportunities in the future, please contact Dawn Hale at the Vanderbilt International Office, angela.d.hale@vanderbilt.edu



Fulbright dinner host, Tracy Jennette, enjoyed an evening with guests from Iraq, Afghanistan, Morocco, and Lebanon.



Aliya Bizhanova hosted a table full of engaging Fulbrighters at the Golden Corral.



Nashville host Yunyi Ren enjoyed the company of Fulbrighters while dining on Asian specialties at local restaurant, Virago.



Co-hosts Kathy and Sal March and Mac and Susan Kelton invited students to a home-cooked meal. Their guests represented Ukraine, Germany, Honduras, and others.



Hosts Nicole Corlew (and friend Kari Rice) shared their evening with fellow journalism enthusiasts from South Africa and India.



Dan and Fran Coode Walsh enjoyed their evening with two Fulbrighters from the United Kingdom and Australia.

MATTERS OF OPINION

Undergraduate Researchers Analyze Latin America Surveys

BY MELISSA SMITH

Sophomore Stefanie Herrmann has seen first-hand the impact that public opinion can have on democracy and political stability. Born to a Colombian mother and German father, Herrmann moved every three years throughout her childhood, living in places like India, the Philippines, and Thailand.

“I lived in the Philippines during [former President Joseph] Estrada’s resignation from the presidency, and left Thailand

just months before the coup d’état against Prime Minister Thaksin [Shinawatra].”

While her sisters were born in Colombia, she was born in Dachau, Germany, because her parents left Colombia in 1989 after drug lord Pablo Escobar bombed the hotel where they worked in Cartagena.

“Protests and political instability were a part of my life,” she explained.

So when Herrmann, a double major in French and European studies and Latin

American studies, saw a new honors course called “Crisis, Public Opinion and Democracy in Latin America,” she immediately signed up.

The course, designed by Associate Professor of Political Science Elizabeth Zechmeister, is intended to give undergraduate honors students the opportunity to work with data collected by the *AmericasBarometer*, studies usually reserved for graduate students and scholars. One of the primary



A LAPOP researcher conducts surveys in Costa Rica.

projects of the Latin American Public Opinion Project (LAPOP), the *Americas-Barometer* is a survey of democratic public opinion and behavior in the Americas. Started in 2004 in 11 countries, the 2010 survey includes responses from over 36,000 people from 26 countries. The data is used by agencies like USAID and the World Bank, as well as the governments of the Latin American countries surveyed.

Students' first project was to work in groups with a LAPOP graduate student to write an *Insights report*. The *Insights* series "provides a short analysis of key policy-relevant data," intended for use by the press and policymakers. Recent reports have been picked up for articles in the *Miami Herald* and the *Washington Post*, among other outlets.

The first of the undergraduate reports to be published online is entitled, "Trust in the National Police." Nabeela Ahmad, '12, Victoria Hubickey, '11, and Francis McNamara, '13, found trust in the police was higher for respondents who self-identified as white, but lower for those who had been victims of crime or corruption. Normally, these reports are written by LAPOP graduate students or faculty. Though graduate students ran



LAPOP researchers pre-test interviews in Costa Rica.

analysis of the data, the undergraduates designed the questions and wrote the report.

After finishing this group project, the students were assigned an individual research project, culminating in a poster presentation at the end of the semester. Over the course of two days, students presented their work

to faculty, students, and staff from LAPOP and other areas on campus.

Mitch Seligson, director of LAPOP and professor of political science and sociology, was enthusiastic about the poster presentations.

"It's pretty exciting to see undergradu-

Protests and political instability were a part of my life.



An interviewer from DATA *Opinion Publica y Mercados* pre-tests a questionnaire in Mexico.

ates using our data in this way. It's a unique opportunity for them."

Herrmann knew she wanted to conduct her research project on former Colombian president Alvaro Uribe. "My mother loved him, but there were all these allegations about human rights violations during his presidency." She looked at presidential approval between 2006 and 2010 and its connection to public opinion about human rights, and found that there wasn't as much of a correlation as one might think.

For Robert Tauscher, a pre-med double major in biology and Spanish, the individual project provided an opportunity to look at connections between democracy and public health. Robert looked for correlations between food insecurity,

malnutrition, and opinions about democracy. His findings were surprising. His research confirmed what he expected—that people who are food insecure are also less likely to be supportive of democracy. What Tauscher did not expect is that food-insecure people are also more likely to be politically active, and have less political knowledge (even when you control for level of education). The outcome seemed to be a potentially dangerous combination of anti-democratic ideals mixed with political activism. Tauscher plans to continue to focus his studies on public health policy, and hopes to travel to Guatemala next year to conduct research there.

One of the biggest takeaways for students in the course was learning how to conduct social science research at this level. “I realized how possible this kind of research is—it’s not some unattainable world,” said

Rebecca Reed, ’12, whose research focused on the connection between religion and life satisfaction. This experience, alongside the opportunity to publish their *Insights* reports online, affords the students graduate-level research opportunities.

In addition to the new honors course, LAPOP also has plans to initiate a new undergraduate research fellowship program this fall. According to Zechmeister, the semester-long fellowship would provide the fellows with an opportunity to participate in applied research on public opinion in Latin America under the supervision of a faculty member.

“It is expected that final research projects will be published on LAPOP’s website and, when applicable, students will be encouraged to submit their research to calls for proposals from academic conferences,” said Zechmeister.



Survey training in Costa Rica.

For more information about the Latin American Public Opinion Project, visit www.vanderbilt.edu/lapop.



Barrios, or neighborhoods, in Mexico where surveys were conducted.

From the World Stage to Senior Day

Nobel Peace Prize Winner and Founder of the Green Belt Movement Named 2011 Speaker

BY MELISSA SMITH

Each May, Vanderbilt University awards its highest honor, the Nichols-Chancellor's Medal, to an individual who "defines the twenty-first century and exemplifies the best qualities of the human spirit." The idea, according to Susan Barge, associate provost for strategic initiatives, is to honor service as an important value right before graduation. "We want students to be reminded of the responsibility of being well-educated," says Barge, who organizes the selection committee each year. This year's recipient and Senior Day speaker was Nobel Peace Prize-winner Wangari Maathai.

In 1971 Wangari Maathai became the first woman to receive a Ph.D. in East and Central Africa. Thirty-three years later, she would become the first African woman to receive the Nobel Peace Prize. She was awarded this high honor for her efforts leading the Green Belt Movement, a grassroots women's organization she founded in 1977 to fight deforestation in Kenya. Since its founding, over 30 million trees have been planted across Africa. But it's not just about planting trees. Dr. Maathai sees the connection between environmental sustainability and peaceful societies.

"It is evident that many wars are fought over resources which are now becoming increasingly scarce. If we conserved our resources better, fighting over them would not then occur...so, protecting the global environment is directly related to securing peace...those of us who understand the complex concept of the environment have the burden to act. We must not tire, we must not give up, we must persist."

The Green Belt Movement empowers individuals to "make critical linkages between the environment, governance, and their quality of life." Over the years, members of the GBM Kenya faced persecution for speaking out against government practices that threatened environmental and economic security. Under the leadership of Dr. Maathai, the women of the movement did not give up. Today, the Green Belt Movement has spread beyond the boundaries of Kenya to also include Green Belt Movement International, an organization that takes the methods and principles of GBM Kenya to countries across Africa and around the globe. GBM Kenya continues to plant trees, but also holds programming on community organizing, food security, water conservation, and



HIV/AIDS, among other issues. Dr. Maathai has inspired and empowered thousands of Kenyan women to build a more stable future for their families.

In her most recent book, *Replenishing the Earth: Spiritual Values for Healing Ourselves and the World*, Dr. Maathai recounts a parable about a hummingbird. The story tells of a devastating forest fire that causes all of the animals to flee, and a brave hummingbird that tries to put out the fire by carrying drops of water in its beak from a nearby stream. The other animals, all much larger than the hummingbird, mock the small bird's efforts. "Without wasting any time and tired of their discouraging words and inaction, the hummingbird turns to the other animals as it prepares to fly back to the river and says, 'Well, I'm doing the best I can!'"

Ed Nichols, a Vanderbilt Law School graduate who created and endowed the Nichols-Chancellor's medal, says, "To me the most important quality that we see in the hummingbird story is to do the best that you can with what you have. Dr. Maathai's life is an extraordinary example of this quality and why she is a deserving recipient of the medal."

For more information on Wangari Maathai and the Green Belt Movement, visit www.greenbeltmovement.org.





Taroko Gorge, east of Taiwan.

Asian Studies

BY CAROLYN MILLER

GAINING GROUND

Asia is the world's largest, most diverse, and most populous continent. It contains the world's fastest growing economies and possesses an abundant pool of academic talent and research opportunities. It seems only fitting, then, that Vanderbilt is seeing an increased interest—both in faculty talent and student demand—in the study of an area of the world so increasingly intertwined with global life in the twenty-first century.

“Our students are not only interested in Asian studies, but they realize the importance Asia plays in their futures and are seeking out experiences that equip them with in-depth knowledge about the region,” says Asian Studies Acting Director, Tracy Miller.

The Asian Studies Program is Vanderbilt's home for the study of the languages and cultures of China, Japan, Korea, India, Vietnam, and other regions of Asia. The program currently offers instruction in



Vanderbilt students at the Mutianyu, Great Wall, People's Republic of China.



Dazheng Hall, imperial palace at Shenyang, seventeenth century, Liaoning Province, People's Republic of China.

Chinese and Japanese language, and hopes in the future to offer courses in Hindi and Korean. Students are strongly encouraged to study abroad, and VU annually sends students to Seoul National University (Korea), Rikkyo University (Japan), as well as CET programs in Harbin, Beijing, and Shanghai (China).

Interest in Asian studies at the undergraduate level, particularly Chinese language study, has increased dramatically: the number of program majors has grown from a handful to between thirty and forty each year.

Asian studies major Cole Garrett, '12, thought he wanted to take Japanese in college after studying abroad in Japan during high school, but Vanderbilt led him in a new direction.

“I became interested in Mandarin Chinese once I started studying here,” he admits.

“The semester I spent studying in Beijing learning Mandarin was one of my best semesters. Thanks to the Asian studies faculty encouraging me to go, I was able to go out and experience a new culture and

history while learning a new language.”

Studying in China was an obvious choice for him—to really improve in a language meant living in a place where he would be required to speak the language on a daily basis.

Garrett intends to apply to the U.S. State Department and other agencies to work as an Asian specialist. “I feel that the background in Asian languages, history, and culture I gained through the Asian studies major has equipped me with the tools to be successful in a field that is in serious need of area specialists,” says Garrett.

Vanderbilt senior Chrystel Marincich dropped her pre-med status in favor of an Asian studies degree in Japanese language and culture.

“I took Japanese during the second semester of my freshman year, and I just loved it. Japan's culture fascinated me; it was different from any I had studied before.”

Marincich, who comes from an Italian community in Chile (her mother is American), was taken first by the language and then drawn into Japanese culture.

“My healthy class enrollments in courses on South Asian history suggest that students welcome the option of studying that region in addition to the regions formerly covered under East Asian studies.” —Samira Sheikh.

“The way the Japanese language is structured and sounds is absolutely beautiful,” she says.

Marincich will soon travel overseas to study Japanese for a year at the Inter-University Center for Japanese Language Studies in Yokohama, Japan. “After that, I will go to Harvard Law School to study international law,” she says.

The increased student demand and desire for a greater breadth of expertise has led to several changes in the program. The first was the change in name from East Asian studies to Asian studies. The shift has simultaneously led to new faculty hires in the last several years. In 2009, the Department of History hired Samira Sheikh, a South Asian historian whose emphasis is in western India. The Department of Religious Studies will have a new chair this fall—Tony Stewart from North Carolina State University—who specializes in South Asian religions.

“With strong leadership from its faculty, the program in East Asian studies has transformed itself into a robust, interdisciplinary program in Asian studies in just a few short years,” says Carolyn Dever, dean

of the College of Arts and Science.

Asian studies has also added stellar young scholars in Chinese literature (Ling Hon Lam, Univ. Chicago Ph.D.) and Vietnamese literature (Ben Tran, Berkeley Ph.D.). Last year, one of the nation’s top scholars of Chinese religions, Robert Ford Campany, joined the program from the University of Southern California, where he was director of the School of Religion.

The addition of new faculty appointed directly to Asian studies, especially the hire of Campany, is a significant step for the program. Most faculty who teach interdisciplinary content courses for Asian studies are Asia experts whose primary appointment is in seven other programs and departments across campus, including history, history of art, human and organizational development, medicine, health & society, political science, religious studies, and the Vanderbilt Institute for Public Policy Studies.

“We are thrilled to have Professor Campany join the Vanderbilt community. His research looks at the broader picture of religious studies—an area of growing interest

on campus—and also dovetails nicely with existing strengths in the program, such as history of art,” says Miller.

For Campany, the motivation to move to Vanderbilt was threefold.

“When Ruth Rogaski (chair of Asian studies) contacted me I was particularly excited by three things: First was the excellence of the Asian studies faculty at Vanderbilt; second was Vanderbilt’s overall quality and its ambition to become even better; and the third reason had to do with Vanderbilt’s relative paucity of attention to Asia when compared to peer institutions. I wanted to be a part of that effort,” says Campany.

Campany’s courses focus on Chinese religious history (ca. 300 B.C.E. to 600 C.E.) and the comparative, cross-cultural study of religion. This includes the history of Chinese religions, Daoism (Taoism), and East Asian Buddhism, but also thematic comparative courses (e.g. religion and food, holy persons in comparative perspective, the living and the dead) which touch on many religious traditions, cultures, and periods.

Miller believes the recent hires, along with the continued strengths in the departments of history and art history, has helped raised the national profile of the Asian Studies Program at Vanderbilt.

Dever agrees that Vanderbilt’s renewed focus in Asian studies will continue to earn a national and international reputation for academic excellence in the field.

“With this record of impressive growth across the curriculum, we are poised for research leadership in Asian studies for years to come,” she explains.

Under the umbrella of Asian studies, students can choose from a broad array of courses in subjects as diverse as Daoism, Southeast Asian literature, modern South Asia, Himalayan art, Japanese popular culture, and Chinese political systems, to name a few.

“I especially liked a class called ‘Crisis Simulation in East Asia,’” says Rebecca



Exterior of the Buddhist Cave Temples at the Magao Grottoes, first excavated in the 4th century, Dunhuang, Gansu Province, People’s Republic of China.



Eastern facade of the al-Kazaruni mosque, built by an Iranian merchant, Ibrahim al-Kazaruni, who lived in Gujarat, India, in the fourteenth century.

Keng, '12, who enjoyed simulations of the decision-making process during critical East Asian historical moments through roleplay and specialized games.

But while Miller is grateful for the recent growth in faculty, she still sees significant opportunities to expand and diversify Asian studies.

Among them is a continued expansion of content on South Asia as well as new options for Korean studies.

“My healthy class enrollments in courses on South Asian history suggest that students welcome the option of studying that region in addition to the regions formerly covered under East Asian studies,” says Samira Sheikh.

Sheikh adds that the Director of Asian Studies, Professor Ruth Rogaski, received a petition from the South Asian student’s organization to offer language instruction in Hindi and Urdu—the main languages of India and Pakistan.

In response to student demand, the program has asked the administration to hire language instructors in these areas. Students have also expressed a desire for Korean language instruction.

“I wish they would add a Korean program,” says Marincich. I feel that Korea is a very important part of East Asia and is

worth studying.”

Garrett agrees, “I would have loved to have had the opportunity to learn Korean while I was here.”

The two Asian languages offered through Asian studies—Chinese and Japanese—are the only languages not housed within a regular department. Other languages, such as Spanish, French and German, are housed in the Departments of Spanish and Portuguese, French and Italian, German and Slavic, respectively.



Tracy Miller with the Calendrical Animal (horse), Tomb of King Wonseong (r. 785-798), 38th King of the Silla dynasty, Gyeongju, South Korea.

“Our program is in very strong shape,” says Miller. “Ideally, we would harness our strengths and eventually move Asian studies from a program into a department. As a global university, it would be appropriate to eventually include Asian languages among its departments of languages and literature.”

Yet, Miller is pleased with the progress Asian studies has made in the last few years.

“Five years ago, we didn’t have enough faculty members to even consider growth to this extent,” she admits. “We now have expertise in history, religious studies, political science, and language among others.” The rapid economic growth and increasing cultural influence of Asian countries has accelerated Asian studies as an area of increasing interest for students and scholars around the world. Asian studies is poised to expand on, and strengthen, what is an already impressive core of faculty and student talent.

“We must become stronger, I think, by becoming bigger, adding faculty and classes and majors, increasing our enrollments, and tirelessly reminding the larger Vanderbilt community that Asia is and has always been an enormous and key area of the world, by any measure. Of course, in our lifetimes its importance will only continue to grow immeasurably,” says Campamy.

A Commadore in

by AMANDA EARNEST, '03

Reprinted from *Quarternote*,
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Kabul

Boom! The cannon blasts at the end of Tchaikovsky's *1812 Overture*. The eighth-graders in my music class don't react, they just listen. To me, it is a great moment of pure genius. To end a piece of music celebrating the victory of war with a cannon blast should get some sort of reaction of excitement: wide eyes, a jump in the seat, a quick turn of the head. I get no reaction from them. However, I, on the other hand, am fighting back tears. Just to take a moment and analyze what I am doing, playing an almost 200-year-old piece of music about war to a group of students who have grown up in war can be a little overwhelming at times. After the piece ends, I ask the class, "What was that sound at the end of the piece?"

"A bomb?" one student asks. I tell him that is a good guess, but that it is a cannon blast, because in those days they didn't use bombs in war, they used cannons. "Oh," the student says.

Then I ask, "What if someone here in Afghanistan wrote a piece of music to celebrate the end of the Soviet invasion, the end of the Taliban regime, or to celebrate the new democracy? Wouldn't that be a great way to celebrate your country's victory?"

"Yes!" they all chime in with agreement. As a class we talk about how cool it would be, and how the composer could take the melodies of their childhood songs and incorporate them into the work. "Then people would recognize it," one student says.

Tchaikovsky's *1812 Overture* is an orchestral piece historically associated with war. There are other pieces that are not conveying the sounds of war at all, yet these children hear war sounds. For instance, a few weeks later I play Handel's "Hornpipe" from *Water Music* for my second-grade class. As we pass out their music listening journals, I remind them of the instructions. I say, "Listen to the piece of music and finish the sentence, 'When I listen to this piece of music, the picture I paint in my head is ...,' then draw a picture at the bottom of the page of the picture you see in your head."

It's Handel's *Water Music*. It's majestic and somewhat triumphant. Surely they'll associate it with a happy image. Though a couple of girls draw pictures of princesses in castles, as I collect their journals I am mostly face to face with pictures of war—battles, blood-stained people, and people in victory standing over dead bodies holding a gun in the air.

These children live in a world that is not normal, and I teach at a school that is the only one of its kind. I live in Kabul, Afghanistan, and teach music at the International School of Kabul. I teach preschool through eighth-grade music, direct the high school choir, and teach a high school general music class that takes an academic look at the history of music and hopefully instills in the students a new appreciation of all music. This school is the only college preparatory, U.S.-accredited school in the country of Afghanistan. I live in a gated compound and walk across the street to my classroom. At



Amanda Earnest, '03, teaches music to students at the International School of Kabul.



Blair alumna Amanda Earnest leads her students in music activities.

our gates are guards holding guns ready to protect us at a moment's notice. There are many times that we do not get to leave the compound, because there are direct threats to Americans outside our gates. This is normal life here, and for my students, it's the only life they know.

Earnest teaches music to students at the International School of Kabul from preschool through eighth grade, directs the high school choir, and teaches a high school music appreciation class.

The music of Afghanistan is comprised of the sounds of helicopters flying overhead so low that the house shakes. The sound of a bomb blast is more common than the sound of a thunderstorm. The kindergarten teacher told me a story of a thunderstorm that came through last spring, and the whole class jumped in fear, running to the windows of the classroom to see the dark clouds.

When I shake the thunder tube instrument in music class, the children scream, but then they suddenly hear a low tremolo coming from outside that is quickly making its way toward our building. As the ground starts to shake violently, we wonder if it's a bomb. After it passes, the debate begins. Was

it a bomb or an earthquake? After a few seconds they realize that it was just a bomb. Just a bomb. Really? I ask myself, have I become so numb to the reality of this war zone that even I think, "It's just a bomb"?

The next day at school, there is no discussion about it. Not even the kindergartners talk about it during morning circle time. But, if there had been a thunderstorm, they would have walked into the classroom talking about it.

Last spring a bomb hit a loaded public bus about a half-mile from our school. We heard and felt the blast in the classroom. There was a pregnant pause at the time, and

then life went on. I remember some of the students talking about it the next day, only because as they rode home after school, they had seen the bodies of the victims lying on the side of the road. No tears were shed. These children have not been taught to cry when someone dies.

This is normal life here, but it is not normal. I am a Commodore living in Kabul, and my music is not the music I played at the Blair School when I was an undergraduate. My music is comprised of the sounds of helicopters flying low, bombs blasting so close that the ground shakes, and children crying at thunderstorms.

A Note from the Author:

"This is so exciting to be able to share a little bit of my world with the Vanderbilt community. Teachers are not normally given much attention in life. I just go to school every day and try to teach my students how to be a better musician than I was at their age. It is very humbling to receive attention about what I am doing in Kabul. I recognize that there are not many people who would live where I live in order to teach music, but at the end of the day I feel like just a normal music teacher.

Blair shaped me into the musician that I am today, and I am so excited to share that experience with my students. I would not have the courage and global-minded acceptance of all people without my Vanderbilt experience, so it's very rewarding to share with my community how I am teaching in a war-torn community."

Art for All

By DAWN HALE

Amelia Brown, '10, spent the majority of the past year in Buenos Aires, Argentina, as part of a “travel year,” before embarking on the next phase of her life. While touring the globe might sound leisurely, it doesn't take long to realize Brown has much more in mind than just sightseeing across the world. Brown has been actively developing a nonprofit organization, *Arte Para Todos* (Art for All), which now includes forty volunteers—Argentinean and American abroad students—working at three sites in Buenos Aires: a girls' home, a slum, and a trailer where homeless children gather during the day.

The original ArtReach organization began on the Vanderbilt campus in 2004. Several times a week volunteers went to low-income areas of Nashville to teach art history and art lessons to children. Because many schools in low-income areas have no art programs, ArtReach succeeded in offering children an education in the arts as well as keeping them off the streets and out of trouble during after-school



A variety of art supplies—paint, paper, glue, and pencils—are provided to any child interested in making art at *Arte Para Todos* (Art for All).



A skateboard serves as a canvas for this young artist.

hours. Brown was one of those volunteers and subsequently served on the board of ArtReach throughout her four years at Vanderbilt.

Art education is as important as mathematics, sciences, and languages, believes Brown. She feels that it is tragic that schools often cast aside art or subdue it to an extracurricular activity. She describes her philosophy, “For those of us who were built to paint rather than compute, or sculpt rather than operate, we must receive the education to better develop our gifts, or even realize we have them.”

Remarkably, Brown says that establishing the organization in Buenos Aires was not that difficult. The girls' home was the first site and a volunteer teacher from the home contacted Brown when she learned about the idea for free art classes. The second site, located in a slum area, came about in a similar way. News of the art classes spread throughout the area. Then a member of the city government's social services branch heard of the project and invited Brown and others to meet with them. Through coordinating with the social services branch, a trailer site was added to bring art to homeless children.

Like each of the sites, the participants are very different.

Participants at the girls' home receive some schooling so they have some experience in creating art along with their other studies. The children in the slums have basic education (most attended a public school), so many of those children had at least drawn before. For the homeless children, *Arte Para Todos* was their first introduction to art. None of the children from the sites had worked outside of basic art supplies, so even the simple use of watercolor paint was an exciting new opportunity.

Brown says she often observes the children as they create their artwork, and notices a common trend of using art as an escape. One homeless boy wanted to paint a portrait of a house while another young girl often painted mountain and beach scenes. "I like creating art because I could go any place I want to," the girl explained.

There are plans to exhibit student artwork in public spaces in Buenos Aires. One such exhibit has already taken place during a benefit for *Arte Para Todos*. But Brown does not plan to stop in Buenos Aires. With her travel year taking her to other countries around the world, she plans to expand the organization to children and young people wherever she goes.

To follow the progress of ArtReach, visit their Facebook page at *Arte Para Todos Argentina*. For more information on Amelia's travels, visit her blog at: adlucemamb.blogspot.com.



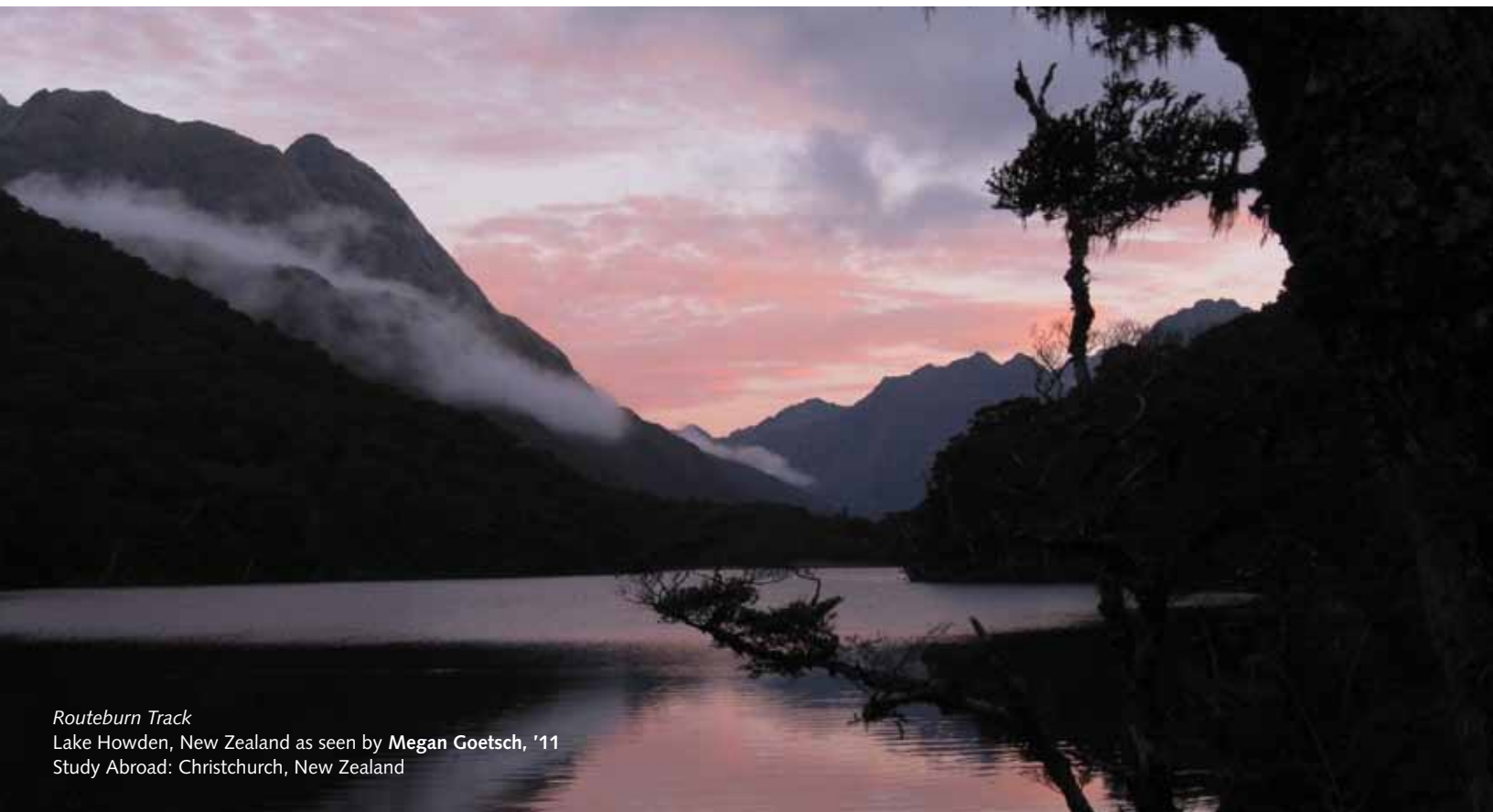
Participants are encouraged to choose their own subject matter when creating art.



A trailer site serves as an artists' studio for kids in Buenos Aires.

OH, THE PLACES WE'VE SEEN!

The Global Education Office's 2011 Study Abroad Photo Contest Winners



Routeburn Track
Lake Howden, New Zealand as seen by **Megan Goetsch**, '11
Study Abroad: Christchurch, New Zealand



On Top of the World
Mt. Kilimanjaro, Tanzania as seen by **Naveed Nanjee**, '11
Study Abroad: Stellenbosch, South Africa





Roman Forum
Rome, Italy as seen by **Kathryn Fox**, '11
Study Abroad: Barcelona, Spain



Orange Tree
Saint-Paul, France as seen by **Drew Heimbrock**, '11
Study Abroad: Vienna, Austria



Petit Fours
Nice, France as seen by **Eszter Szentirmai**, '12
Study Abroad: Aix-en-Provence, France



Christmas Festival
Edinburgh, Scotland as seen by **Kelly Tobakos**, '11
Study Abroad: Edinburgh, Scotland

**The Global Education Office's 2011
Study Abroad Photo Contest Winners**



Aoraki
Lake Matheson, New Zealand as seen by **Karlyn Kattenbraker**, '11
Study Abroad: Christchurch, New Zealand



Wonders Beyond Our Galaxy
Torres del Paine, Chile as seen by **Sarah Moredock**, '11
Study Abroad: Valparaíso, Chile



Locks
Sidi Bou Saïd, Tunisia as seen by **Patrick Smith**, '11
Study Abroad: Aix-en-Provence, France



Casa Noble
Antigua, Guatemala as seen by **Katie Cardenas**, '12
Study Abroad: Quetzaltenango, Guatemala



Santorini Sunset
Santorini, Greece as seen by **Kaitlyn Ramon**, '11
Study Abroad: Siena, Italy



A Man Walks Over Lord Hill's Bridge
London, England as seen by **Chris Phare**, '11
Study Abroad: London, England



InterVU

with JOEL HARRINGTON

Associate Provost for Global Strategy and Professor of History

Joel Harrington will return to research and teaching after seven years as Vanderbilt's senior international officer. Tim McNamara, vice provost for faculty, will take over the role in July.

VI: You were Vanderbilt's first senior international officer. How did you first get involved in international affairs at Vanderbilt?

Harrington: I've had a fascination with foreign cultures and languages my entire life, well before the first time I actually left the country to spend my sophomore year of college in France (also my first time on a plane). My scholarly interests in German history since then have resulted in me traveling regularly to Europe and living in Germany for several years. My work in international affairs at Vanderbilt began with my involvement with McTyeire International House and the foreign language departments (including infamous performances in French-language plays) and evolved through various committee work and my role as Fulbright advisor for Vanderbilt during the late 1990s. During the first years of Chancellor Gordon Gee's tenure, I served on a faculty committee charged with developing

an international strategy for the university. Shortly after that, then-provost Nick Zeppos asked me to work on this project on a half-time and eventually full-time basis.

VI: What is your proudest accomplishment in the position? Which part of your legacy do you think is the most important to carry forward?

Harrington: When I began this position in 2004, Vanderbilt was already a "global university" in the sense that its faculty members and students were working and studying abroad as well as boasting a diverse undergraduate curriculum. What we did not have was a shared sense of where we wanted to go as a global university or what we needed to achieve that. My proudest professional accomplishment has been getting that essential conversation started, keeping it moving forward, and providing some focus along the way. My overriding goal all along has been to keep the emphasis on the academic mission and help shape an infrastructure that best supports what our faculty and students want to do. I believe that our continued success in the global arena will be based on steady and reliable university support for school and departmental goals and initiatives.

VI: How do you feel attitudes toward internationalization have changed since you took office?

Harrington: I feel that most Vanderbilt faculty and administrators now see "internationalization" as more than study abroad and recruiting international students. Obviously these are key parts of that process, and we have made considerable progress in each, but I believe that more and more of the Vanderbilt community understands that the boundaries between our country and the rest of the world are more porous than ever, particularly in higher education. Internationalization of any major research university is a fact of life, not an option to be deliberated, and I really believe that many more educators and students get that than they did seven years ago.

VI: You've said that you would like international to be woven into every part of Vanderbilt's strategic plan. What would that look like?

Harrington: Well, as I said, the nature of research, teaching, and service today are already global in dimension, so our university's new strategic plan will necessarily address that reality within all of its academic goals. Every part of our support infrastructure—legal,



financial, research, HR, public affairs, housing—will accordingly be ever more involved with foreign universities, corporations, and other entities and will need to adapt priorities and procedures accordingly. I also see us involving our many alumni and friends around the world in more imaginative and constructive ways.

VI: Where would you like to see Vanderbilt in 10 years?

Harrington: If we continue on our present trajectory, I believe that in ten years Vanderbilt will be as esteemed outside the U.S. as it is currently within the country. Our reputation as a relatively small research university that is serious about educating global leaders will attract ever more top students and scholars and our work together will benefit communities around the world. I also believe that only a handful of U.S. universities can be truly global in all three of these dimensions—scholarship, teaching, and service—and that Vanderbilt is one of them. In short, I think that we will preserve what is distinctively Vanderbilt while at the same time making a successful transition to the world stage.

VI: Your transition back to teaching must be bittersweet. What made you decide that now was the right time to focus on your research? What will you be doing next year?

Harrington: Yes, truly bittersweet but the right decision for me. I have held this role for seven years now, and my professorial identity was beckoning me back. It has been a genuine privilege to serve my university in this way and the hardest part will be no longer working on a daily basis with many great people I have come to enjoy and admire. I will resume work on my biography of a sixteenth-century German executioner—a project I began during a research leave in Berlin last year—and in the fall I will be teaching two undergraduate courses, one on “The Historical Face of Jesus,” the other “Religion and the Occult in Early Modern Europe.” I am looking forward to spending much more time with my colleagues and students in the History department and occasionally stopping by VIO to say hello and steal some cookies.



Grant Boosts Mozambique AIDS Efforts

■ Carolyn Audet, assistant professor of preventive medicine at the Vanderbilt Institute for Global Health, has received a five-year, \$850,000 federal grant to take part in a broad effort to achieve more effective AIDS treatment and prevention in Mozambique. The President's Emergency Plan for AIDS Relief (PEPFAR) awarded a total of \$5 million to the University of California, San Francisco, (the lead organization in this research), the University of Washington and I-Tech, and Vanderbilt for the collective effort. Audet, principal investigator for the Vanderbilt portion of the research, said the program will provide a broad examination of how medical services are used in the African nation. The grant will fund the testing of new methods to improve patient care, including increasing testing for sexually transmitted infections and family planning, assessing partner status and risky behavior, as well as support and community groups. Audet said the study is important because the funding will improve care right away.

Edited from the original by Carole Bartoo

Heuser Travels to Tajikistan for Fellowship Selection

■ In January 2011, Brian Heuser, assistant professor of the practice in international educational and public policy traveled to Tajikistan to conduct final interviews of candidates for the Edmund S. Muskie Graduate Fellowship Program.

Heuser was appointed to serve as a member of the international selection committee in Tajikistan for the Muskie Program two years ago. The Muskie Program, through the U.S. Department of State, provides fellowships for master's degree-level study to emerging leaders from Eurasia for study in



the United States in strategic fields, including education policy.

Peabody has been a host of Muskie scholars for about the past 10 years. This is the first time that someone from Vanderbilt faculty has participated in the international selection of scholars.

Kelner Wins Award for Book about Tours of Israel

■ Shaul Kelner, assistant professor of sociology and Jewish studies, was presented the 2010 Jordan Schnitzer Book Award in December at the Association for Jewish Studies conference for *Tours That Bind: Diaspora, Pilgrimage and Israeli Birthright Tourism*. Kelner spent seven years researching an Israeli program that brings thousands of young Jewish Americans to the Middle East to cultivate a feeling of attachment to their Jewish heritage. He found that the program creates new ways of expressing Jewish identity that draw on elements of "classic tourism—trying to find the right souvenir, snap the perfect photo, and taste the most authentic falafel."



Vanderbilt Students Well Represented in RISE Program

■ Nine Vanderbilt students participated last summer in the German Academic Exchange Service's (DAAD) Research Internships in Science and Engineering (RISE) program—more than any other university in the country. Chemistry, biology, engineering, and physics students visited universities in Berlin, Leipzig and Stuttgart, among other cities, where they aided doctoral students with research.

"The RISE program provides an excellent combination of summer research experience in high caliber labs across Germany with the really fun and meaningful chance to spend a summer abroad," said Cynthia Paschal, associate dean of Vanderbilt's School of Engineering.

RISE scholarships cover living expenses as well as a three-day retreat in July.

Approximately 300 are awarded each year, with placements lasting between eight weeks and three months. For more information on the RISE program, please visit www.daad.de/rise/en/.

New Fulbright Award Winners

■ Jeremy John DeWaal, a Ph.D. candidate in German history, and Erin Stone, a Ph.D. candidate in Latin American history, received Fulbright Research Grants to study or conduct research for one year in Germany and Spain, respectively. Seven graduating seniors and one M.Ed. graduate received Fulbright English Teaching Assistantships (ETA) to teach English abroad for one year: Alice Bator (HOD and psychology), South Africa; Jessie Bullock (HOD and Spanish), Guatemala; Ellington Griffin (international cultural studies), Brazil; Paul Lehmann (German and anthropology), Austria; L. Wern Ong (biomedical engineering), Malaysia; Benjamin Scott (political science), Vietnam; and Erin Stauber (M.Ed. in reading education), South Korea. Cynthia Villamizer (communications and Spanish) received the Fulbright Binational Business Grant to intern at a Mexico-based company conducting international or legal business.

Projected Histories at the Frist

■ Vesna Pavlović, assistant professor of art at Vanderbilt University, explores our motivations for taking photographs and how we experience them in her exhibit, *Projected Histories*, which runs through Sept. 11. The show will include a series of "found" slides from the vacations of one family over the years, starkly colorful photographs of vacant hotel interiors in Pavlović's native Serbia and a series of photos of basketball fans watching games in Serbia, the United States, and Greece.

"Vesna Pavlović shows that photography's apparent truthfulness allows it to both



conceal and reveal cultural attitudes," said Mark Scala, chief curator at the Frist Center. Born in Belgrade, Serbia, Pavlović earned a bachelor's degree in cinematography from the University of Belgrade and went on to a master's degree in fine arts from Columbia University. Most recently, Pavlović recently received grants from the Vanderbilt International Office to pursue collaborative work in Brazil.

Smrekar Named Distinguished International Lecturer

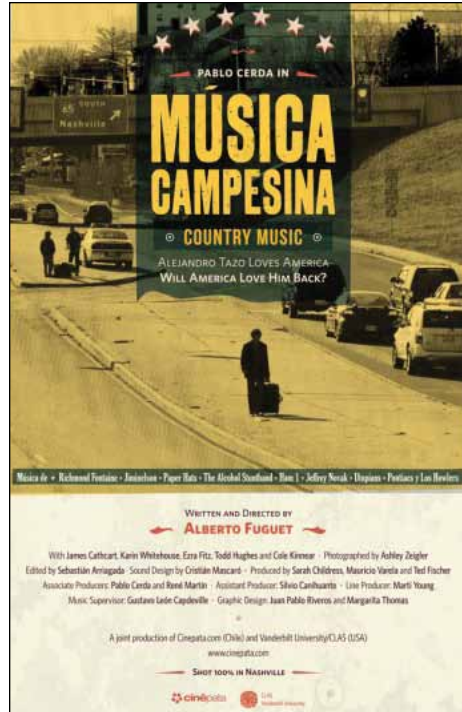
■ Claire Smrekar, associate professor of public policy and education, received an invitation and funding from Fudan University in China, one of Vanderbilt's international core partner institutions, to conduct seminars on the social context for education and social organization of schools as a Distinguished International Lecturer.

Call for Proposals: Deadline June 30, 2011

■ Vanderbilt is excited to announce a new initiative, the Melbourne-Vanderbilt University Partnership Grants Program, designed to take our research partnership with the University of Melbourne to the next level. The MVP Grants Program is now accepting applications to fund collaborative research proposals in health and medical sciences, physical and biological sciences, and social sciences and humanities.

The Partnership Grants Program will provide up to \$50,000 annually for two years to help researchers at both institutions enhance their respective research capabilities through collaboration.

For more information and application instructions, go to www.vanderbilt.edu/dsr/quicklinks/internal-grant.php, or go to the Division of Sponsored Research at www.vanderbilt.edu/dsr and click on "Quick Links," then "Internal Grant Competitions & Information." Vanderbilt applicants seeking further information should contact Assistant Provost Elizabeth Rapisarda at 322-3684 or elizabeth.rapisarda@vanderbilt.edu.



Film Made in Nashville by Chilean Alberto Fuquet Premieres

■ The film *Música Campesina* ("Country Music"), shot by Chilean filmmaker Alberto Fuquet, premiered in Nashville on April 17. Fuquet filmed the movie last spring while he was a visiting resource professor at the Center for Latin American Studies and used several Vanderbilt students behind and in front of the camera during the filming. *Música Campesina* is the story of a young Chilean who finds himself in Nashville by chance while running away from a personal situation. He decides to stay in Music City and ends up re-evaluating his life's choices and what matters most to him. Pablo Cerda, a Chilean television and film actor, has the lead role. English and Film Studies departments provided support for the film. A copy will be available at the Central Library.

Owen Launches New "Americas MBA" Program

■ The Vanderbilt Owen Graduate School of Management will begin enrollments for a new "Americas MBA for Executives" this August. The Americas MBA is an alternative option to the traditional Vanderbilt Execu-

tive MBA, but specifically designed to provide globally minded executives with the opportunity to study management issues in each of the four largest Americas economies—Brazil, Mexico, Canada, and the U.S. Fifteen students from each university will participate together, spending the second year of their two-year degree program in four 10-day "in-country immersions."

In addition to Vanderbilt, the alliance schools include;

- FIA Business School, Fundação Instituto De Administração, São Paulo, Brazil
- ITAM, Instituto Tecnológico Autónomo de México, Mexico City, Mexico
- Simon Fraser University, Beedie School of Business, Vancouver, BC, Canada

For more information on the Americas MBA program, please visit VanderbiltAmericasMBA.com.

Student Gives First-Hand Account of Egyptian Revolution

■ Sloane Speakman, '12, has been popular in the news lately after her study abroad experience was cut short due to the political unrest in Cairo, Egypt. In a recent article in the *Vanderbilt Magazine*, Speakman recounts her experience at American University in Cairo when protests broke out against former Egyptian president Muhammed Mubarek. After three short weeks, Sloane was evacuated to Dubai, and later transferred to Hebrew University in Jerusalem, where she is finishing out the spring semester. Read more about Speakman's experiences at www.vanderbilt.edu/magazines/vanderbilt-magazine/2011/04/change-of-itinerary/ and at www.insidevandy.com/drupal/node/17334.



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Naginamasjid, a surviving mosque from the fifteenth century capital of Gujarat, Champaner, India. Photo by Samira Sheikh.