UM’s School of Public Health Makes Global Commitment - and Global Impact
From Costa Rica to China, the School of Public Health has been emphasizing international programs - including a new Global Health Certificate, research initiatives and study abroad courses across the world.

International Education Authority Gives Workshop & Lecture on Intercultural Teaching and Learning
Michael Paige leads faculty and staff seminar on teaching to a multicultural classroom, offers public lecture on integrating intercultural learning and provides series of personal consultations.

UM English Professor Shares Personal Account of Study Abroad’s Impacts
For the past 10 years, Michael Olmert has taken groups of students to London for an insider’s view into British culture. The results? Life-changing.

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MARYLAND INTERNATIONAL is the newsletter of the Office of International Programs (Saúl Sosnowski, director; Joseph Scholten, associate director) and the interconnected group of offices under its auspices, including International Education Services (Valerie Woolston, director), Study Abroad (Michael Ulrich, director), the Institute for Global Chinese Affairs (Robert Daly, director), the Confucius Institute at Maryland (Chuan Sheng Liu, director), Global Communities (Monica Emery, coordinator) and the Maryland English Institute (Marsha Sprague, director). Issues are published twice during the fall and spring semesters and once during the summer. To submit story ideas and/or photos, please contact the editor, Kellie Corcoran, at corcoran@umd.edu or 301.405.4312.
t welcomed a new Dean, Dr. Robert S. Gold, in 2002, and was converted from the College of Health and Human Performance into its current state in 2007. And, with such tremendous growth, there is a new resolve that is continuing to reverberate among faculty, students and in future projects: the commitment to globalism.

Dean Gold has led the School through this virtual metamorphosis—adding new academic units, promoting and participating in international partnerships, and expanding the School’s study abroad offerings. The driving force behind the School-wide commitment to globalism is the understanding that the world’s health systems are truly global, and truly interconnected.

“Not only do we have a global economy, but the health of the world is dependent upon health everywhere – not just in one place,” explains Gold. “I am also fortunate to be here with a President [Dr. C.D. Mote, Jr.] who recognizes that someone cannot be formally educated unless they’ve had international exposure.”

The University’s new Strategic Plan has challenged the campus to implement global perspectives in all academic units. Dean Gold sees this mandate as a valuable opportunity for SPH to address such issues. The School has a number of initiatives already in existence—study abroad programs spanning the globe, partnerships in China and elsewhere that produce cutting-edge research—and many more programs on the horizon. SPH is committed to making a difference in the global health sector, equipping students and faculty with tools for change, Dean Gold says.
President Mote encourages all undergraduate students to go abroad during their four years at Maryland. SPH is providing its students with many ways to pursue this goal, offering study abroad programs across the globe. Past programs have taken students to Shanghai, China, for a Kinesiology martial arts course; to Oaxaca, Mexico, to study family dynamics; and to London, England, for a course on the global marketplace of sports. All provide a unique component to any education: the chance to gain first-hand experience with alternate viewpoints and methodologies.

“Not only do our students have an intense exposure to British culture during our two-week course, but they also gain a different lens to look back at their own culture, to examine both the positives and negatives and the similarities and differences,” explains David Andrews, Professor of Kinesiology and faculty co-director of the summer program to the U.K. “So it broadens their outlook, and also provides them with another point of reference to compare their own lives with something else.”

And all the programs, no matter their location, leave a lasting impact on their students.

“The most valuable elements of the trip were site visits to some of the most prestigious sporting organizations and the amount of exposure to real life professions,” says UM student and past London participant Chad Prima. “Our instructors set us up for success – with the amount of networking opportunities we had, I’m not worried about finding a job.”

Moving forward, SPH will work to provide even more international opportunities for both graduate and undergraduate students. “The way to do this is to have grants directly for educational or research purposes, and additional opportunities for students to go overseas and create linkages around the globe,” Gold explains. “My ultimate goal is to create international internships and service programs by working with other on-campus departments; I see a connection for us with virtually every academic unit.”

GLOBAL RESEARCH BUILDS LINKS

From pursuing a Fulbright in India, to conducting research in China, SPH faculty can be found on all corners of the globe. The vast compilation of research endeavors yield promising results, and lasting ties to universities across the world.

Fulbright to India Expands Health Base
Professor of Public & Community Health Dr. Donna Howard was recently named a Fulbright-Pai scholar, and is now spending five months in Manipal, India, in the Department of Community Medicine at Manipal University. While abroad, Howard is conducting joint research with Manipal faculty on dating relationship attitudes and practices. She has also delivered a series of lectures on contemporary public health issues in the U.S., including illness and disease; risk communication; and public health ethics. She hopes to bring unique perspectives to her colleagues in India, and also notes that she has been forever enriched by her experiences.

“My interactions with faculty and students at Manipal University will undoubtedly broaden my understanding of the public health issues that affect our global community,” she says. “I expect to be a more insightful and sensitive teacher, mentor and researcher as a result of my Fulbright experiences. And I also hope to develop ongoing collaborations and have pilot data that will not only lead to important publications but provide the necessary groundwork for future applicants.”

Relationship Research in China
One faculty member who has experienced a particularly fruitful international research collaboration is Dr. Norman Epstein, Professor of Family Sciences. In the early 1990’s, Epstein began working with Dr. Fu-Guo Chen of Shanghai Second Medical University in China, on cross-cultural relationship standards. This
partnership resulted in reciprocal visits between Epstein and his Chinese colleague, and research published in the *Journal of Marital and Family Therapy*.

Eventually, this work led to another collaboration between Epstein and Dr. Xiao Yi Fang of Beijing Normal University’s Psychology Department, the foremost psychology department in China. Their on-going research, which will soon be submitted for publication, examines Chinese parent/child relationships and parenting of children with anxiety and depression. More recently, Fang was awarded a Fulbright to study in the SPH Family Sciences Department for 10 months.

“A lot of the problems facing families in the U.S. are similar to those across the world, and partnerships help us develop the most effective treatment approaches,” Epstein explains. “To develop a family therapy approach that is really useful to the widest range of families across the world, we need to work together to maximize cultural sensitivity and flexibility.”

**Tobacco Control in Costa Rica**

Dr. Robert Feldman, Professor of Public & Community Health, is truly committed to cross-cultural collaboration. A former Peace Corps volunteer in Nigeria and Kenya, he has previously conducted health psychology research in Kenya, Australia, and, most recently, Costa Rica. Feldman spent nearly a year in San José, Costa Rica, as an International Invited Professor of Psychology at the Universidad de Iberoamérica, where he worked on smoking cessation research in the workplace. This study is a continuation of research he has conducted in the Maryland/Washington area. Feldman hopes his research will eventually lead to successful smoking cessation programs, and continues to collaborate with his Costa Rican colleagues.

“International collaborations like these are important for a number of reasons,” Feldman says. “Joint research means the University of Maryland can offer its technical expertise, and the collaborating organization its knowledge of the local situation; collaborations can likewise lead to faculty and student exchanges.” Feldman also believes that “the best way to fully understand another country is to immerse oneself in the culture and language of that country.”

**CUTTING-EDGE ENDEAVORS**

Recently, SPH has begun orchestrating a number of international initiatives, which will soon be implemented to equip scholars with the knowledge to aid health systems across the world.

**Certificate of Global Health**

Nationwide, there are only about a dozen universities offering a Certificate in Global Health. The University of Maryland’s SPH plans to make that number a lucky 13. UM’s Certificate program, which is currently in the development process, will offer a quick, comprehensive program in global health for working professionals, ultimately increasing that health workforce both domestically and abroad. One of the courses, an Intro to Global Health, was offered in 2008 and by summer 2009, SPH will add three additional global health-oriented courses: health communications, program planning and development, and social marketing.

“We have a large audience coming from state and local government, international development organizations, multinational and national donors, etc., that would be interested in sharpening and updating their knowledge in global health, and many students who would like to get a taste for global health” explains Muhuddin Haider, Research Associate Professor and one of the guiding forces behind the Certificate program.

Haider explains that SPH is committed to training a competent public health workforce, equipped with the tools to promote change both abroad and on the home front. “If we want to take a leadership role in the overall world economy, we must produce a young American generation that is prepared for global health challenges,” he says.

The Certificate program will be formally offered sometime in 2009.

For more information on the School of Public Health, visit www.sph.umd.edu
OIP Welcomes Intercultural Expert Michael Paige For Lecture & Workshop on Teaching and Learning

In support of the University of Maryland’s Strategic Plan, the Office of International Programs brought Dr. Michael Paige to campus on September 22 and 23 to discuss how students can become more effective language and cultural learners, and thus increase their intercultural effectiveness. Dr. Paige is Professor of International and Intercultural Education at the University of Minnesota, and a prolific author and researcher in many areas of international education, including study abroad, international students, language learning and increasing intercultural learning.

In a series of consultations, workshops and lectures, Dr. Paige focused on how the University could collaboratively “consider how to study diversity and different cultural perspectives in its academic programs, courses and units with the aim of enhancing mutual understanding and preparing students to function in today’s multi-ethnic, multicultural societies at home and abroad.”* He led an engaging seminar for faculty and staff on “The Multicultural Classroom: An Interactive Discussion about Who You Teach and How;” a workshop for faculty engaged in study abroad programs; and an open lecture on “Integrating Intercultural Learning: Here, There and Everywhere.”

According to Paige, simply increasing the number of students who study abroad and the number of international students who study at the University of Maryland will not enhance the education of our students. Faculty and students must be engaged in various methods of intercultural teaching and learning. Paige, along with other colleagues, has recently produced a series of three new guides for students, study abroad professionals and language instructors, which are showcased in the book, *Maximizing Study Abroad Strategies for Language and Culture Learning and Use* (“Maxa”). Upon introduction to “Maxa”, many of UM faculty in attendance enthusiastically embraced the concept of adding an on-line course, or a segment to existing courses on intercultural competency.

For more information on Dr. Paige, his research and publications, visit http://cehd.umn.edu/edpa/People/paige.htm.

*The Strategic Plan for UM, May 2008

By Valerie Woolston, IES

PHOTO: Internationally-minded campus members gather for an intercultural workshop, led by Michael Paige.

Left to right: Valerie Woolston (International Education Services); Michael Paige; Rebecca McGinnis (Confucius Institute); Rebecca Oxford (Education); and Karen Watts (Smith School)

Office of International Programs Awards First Faculty Study Abroad Grants

In support of the major expansion in UM’s Study Abroad offerings as called for in the new Strategic Plan, OIP recently launched a new grant program for faculty. The first recipients of the Study Abroad Course Development grants are Dr. Michelle Rowley, Assistant Professor of Women’s Studies, and Dr. Jacqueline Wallen, Associate Professor in Family Science. Professor Rowley’s course will take students to the Grenada and Trinidad campuses of the University of the West Indies, where they will engage in a combined academic and service learning program on domestic violence and women’s advocacy. This course will build on and expand existing ties between UM and UWI. Professor Wallen’s course will take students to several Scandinavian countries (in particular, Norway) to learn about their policies, practices and research on family and children’s health, especially in comparison to those in the U.S.

The next Study Abroad Course Development grant competition will take place in the Spring 2009 term (for courses offered Summer term 2010 or Winter term 2011). Application Deadline: February 15, 2009. For further information, including application materials, visit: http://www.international.umd.edu/oip/511.
International Awards Ceremony

On November 5, the Office of International Programs held the annual UM International Awards Ceremony. President Mote presented Jan Sengers with the Distinguished International Service Award, which recognizes significant contributions to the development of international programs at UM. Provost Nariman Farvardin presented the team of Mark Varner, Robert Hill, Dale Johnson, Brad Paleg and Pavel Sorokin with the Landmark Award, to honor their exceptional long-term achievements in support of international life at UM and overseas.

Professor Jan Sengers was recognized with the Distinguished International Service Award.

Professor JAN V. SENGERS has been a faculty member at the University of Maryland since 1968, first in the Institute for Molecular Physics, subsequently in the Institute for Physical Science and Technology, and also as Affiliate Professor in Chemical Engineering and in Mechanical Engineering. He served as Director of the Chemical Physics Program (1978-1985) and as Chair of the Department of Chemical Engineering from 1994 to 1999. In 1997 he received the title of Distinguished University Professor. Professor Sengers is an internationally recognized scholar in experimental and theoretical thermodynamics and statistical physics of soft condensed matter science. He is a Fellow of the American Physical Society, American Association for the Advancement of Science, American Society of Mechanical Engineers, American Institute of Chemical Engineers, International Union of Pure and Applied Chemistry, World Innovation Foundation, and Honorary Fellow of the International Association for the Properties of Water and Steam. In 1980 he was elected correspondent of the Royal Netherlands Academy of Sciences; in 1991 he received the Touloukian Medal of the American Society of Mechanical Engineers; in 1992 an honorary doctorate degree from the Technical University Delft; and in 2002 he received the title of Academician Emeritus of the International Academy of Refrigeration of the Russian Federation.

Sengers has been actively involved in professional matters on many international committees. At the University of Maryland he took the initiative of establishing the Burgers Program for Fluid Dynamics and established a vibrant collaborative exchange program with the J.M. Burgers Centre in The Netherlands. Additionally, he has made extraordinary contributions to science education in continental Europe. In 1996 he was given the task of making a comparison between the level of university education in physics and astronomy in The Netherlands and the level elsewhere in Europe and in the USA. His report was the first review report that contained a strong plea to change the 5-year curriculum into a 3+2 bachelor and master structure, not only in The Netherlands but across Europe as well. These recommendations have now been adopted in The Netherlands, Belgium and other European countries.
Dr. MARK VARNER, Dr. ROBERT HILL, Mr. DALE JOHNSON, Mr. BRAD PALEG, and Dr. PAVEL SOROKIN have developed and implemented a multi-faceted program that incorporates distance education technology and subject matter expertise. The group established a distance learning center (RDLC) in Southern Russia that has garnered national recognition for innovation, and through video-teleconference, has brought world-renowned veterinary experts to a province far from Moscow. After nine years of effort, the result has been ground-breaking. This team has helped build the technological capacity of several Russian universities, modernized their curriculum, and created a regional center for education.

The RDLC is located at Stavropol State Agrarian University in Stavropol, Russia, a region with few opportunities for continuing education. This program involves one university, four institutes, the Ministry of Agriculture in the Stavropol Region, practicing veterinarians, a U.S. non-governmental organization, small businesses and farmers in the North Caucasus region of Russia, and the four different units of the College of Agriculture and Natural Resources. Drs. Varner and Hill have taught nearly 150 Russian faculty members to use distance education technology since 1999.

Dr. Varner received his Ph.D. in Physiology from North Carolina State University in 1981. He has been with the University of Maryland since that time as a Professor and Extension Specialist and currently as Director of the Undergraduate Program in Animal Sciences. Dr. Hill’s Ph.D. (1984) is from Iowa State University, in Soil Physics. He also has been with the University of Maryland since receiving his degree, and is a professor in the Department of Environmental Science and Technology. Mr. Johnson received his M.S. in Agricultural Economics from Cornell University in 1986, as well as a Certificate in Financial Planning in 2006. He is a Regional Farm Management Specialist with the Extension Service at the Western Maryland Research and Education Center. Mr. Paleg has a Graduate Certificate in Distance Education and Technology from the University of Maryland University College, as well as an M.B.A. from Virginia Polytechnic Institute. He is currently the Coordinator and Distance Learning Specialist of the Office of Information and Education Technology’s Distance Learning Unit for the College of Agriculture and Natural Resources. Dr. Sorokin received his Ph.D. in 1986 in Agriculture (Farming Systems) from the Moscow Institute of Agricultural Engineers, currently the Moscow State Agro-Engineering University, where he is currently a professor in Agribusiness management.

Nominations for next year’s awards will be accepted in Spring 2009. An e-mail requesting nominations will be sent to all faculty at that time.
The course has six focal points: BRITISH HISTORY, LITERATURE, DRAMA, ARCHITECTURE, ART HISTORY, and ARCHAEOLOGY. The course meets every day (no break days) at 9:30 a.m. and we spend the next 13 hours together. We walk and I talk and point and they take copious notes. We go to museums, historic houses and sites, galleries, lectures. We also do behind the scenes tours with scholarly friends of mine at the British Museum, the Natural History Museum, the Linnean Society, Parliament, the National Theatre, the Victoria and Albert Museum, and archaeological sites.

We go to the house museums of Keats, Dickens, Darwin, Sir John Soane. We pay special attention to Roman and medieval London. We go to about 15 churches, four cathedrals, a Christopher Wren-style 18th-century synagogue, two medieval castles, and two ruined monastic sites.

For a contrast, we also spend three days in the tiny East Anglian town of Castle Acre, where the kids live among a 15th-century church, a ruined monastic priory of the 13th century, and a motte-and-bailey castle. They attend (and enjoy – Jews, Muslims, and Christians) evensong at Canterbury and Norwich cathedrals. When we’re in London, we go to a play every night; last year we went to 17 plays (no musicals!). The kids get to stand up on their hind legs in Parliament and place their hands on the dispatch boxes (I have a tame MP who gets us a special private tour).

They visit with scholars working on the Sir Joseph Banks papers; they see the William Smith 1815 “Map that Changed the World” at the Geological Society. They hold in their hands the plant specimens that Linnaeus worked on in 1735. Or the botanically perfect plant collages that Mrs. Mary Delany, a friend of Dr. Johnson, made in the 1770s.

After they return to the States, they write 30 pages of papers for me: three short ones and a 12-pager on a topic of abiding concern to them that they picked up in England.

This truly is a life-changing course. They will never be the same. One Maryland student, English major Ginny Sampson (B.A., 2002), took this course in the summer
of 2001; she was awarded her Ph.D. in English (Romantic Poets) from Durham University in 2007. Many others have also returned to England to get fine MPhil's or MA's: Doug Kern '06 and Jennifer Brooke '05 just did. A number of others are studying there now. Based on her undergraduate paper that Hannah Baker '04 wrote for me after this course, she convinced the editors of “The Oxford English Dictionary” to move back the earliest use of the unusual verb ‘to botanize’— because she’d seen it in a Mary Delany letter. Baker went on to get an MA in English at College Park and is now working on a Ph.D. dissertation at York University in the UK.

This is the sort of intense immersion that no semester-long course in the states can ever reproduce. Every day - I kid you not - students say to me: “I want to spend the rest of my life studying the Pre-Raphaelite Brotherhood.” Then, the next day it’s Darwin, or the Archaeology of Shakespeare’s Rose, or modern infill architecture, or Roman Britain, or St. Thomas More, or the Dissolution of the Monasteries, or the amazing JMW Turner collection in the Tate Britain gallery. And it’s the same when they see Oxford for the first time. Or the Avebury Stone Circle. Or when one of them gets pulled up on stage at the Globe during a performance of a Shakespeare play they’ve only just read on the plane coming over. It’s constantly stunning.

Of course it’s demanding and tiring; and I’ve no time for my own research and writing. But I love it. There’s something about talking for 3 weeks straight from no notes - apart from the building and historic site before you. I love it. And I’m quite prepared, like Macbeth, to ‘die in harness,’ teaching this one...

BLOGGING ACROSS CHINA - A Study Abroad Course Recap

This summer, 11 University of Maryland students on the Study Abroad course, “Exploring Confucius’ China,” traveled across China’s Hebei province to explore language and areas of China influenced by Confucius. Here is a glimpse into the course, as seen through blog entries of one student, Robyn Chau.

MONDAY, JUNE 23

This past weekend we went to Tai An, the hometown of Confucius, or Kongzi. We were able to view the Kong graveyard, which currently contains 74 generations, from Kongzi himself, his son, grandson, and so on. Aside from the historical sites, our group seemed like the main attraction everywhere we went. After leaving Confucius’s town, we visited a site that had been erected in honor of the achievements and contributions of another great Chinese philosopher, Mencius. This was a much quieter and less busy area, and non-Chinese are rare here. The elderly and children especially would stop walking/biking/playing and just stand and stare as we walked by, with expressions as if saying “they really do exist!” I wonder what kind of international exposure children receive in different areas of China.

SUNDAY, JUNE 29

This weekend we went to Beijing on a whirlwind trip. First, we stopped at Tian An Men Square, where we saw several government buildings and the actual body of Chairman Mao. Seeing Mao was an experience, because it is highly regimented and highly secure. Bags and purses aren’t allowed, and neither are cameras. There is huge support for Chairman Mao; several people were purchasing flowers to lay under his portrait inside the memorial while bowing and paying respects. The line is hurriedly ushered through a room that has the body of Mao inside a glass-enclosed area about 10’ away from the lines of people, and you aren’t allowed to stop walking. One elderly man bowed three times to Mao’s body, and then fell to his knees and started praying, but guards rushed over and pulled him up, telling him to keep moving.

TUESDAY, JULY 22

From China’s east coast to my home east coast - I’m back from my trip. My sleep cycle isn’t entirely restored (some adjustment has happened, but I’m still not feeling sleepy until around 4 or 5 a.m., and then sleeping until about 11:30 a.m. each morning). I’m not used to not hearing Chinese everywhere, and my stomach is still getting used to D.C. cuisine. It’s great to see friends and family again, and now that I’ve been back, my trip to China feels like it was months ago. The purpose of the trip was to expose us to as much of the different parts of China as possible, which it did. From here on, it’s up to me to individually start to pursue the rest of it.

To read more student blogs, please visit www.freewebs.com/umdinchina/
With more students studying abroad, European institutions have begun to internationalize their curricula by asking professors to deliver their courses using English as the language of instruction. However, tasking non-native speakers with teaching/delivering classes in English is often challenging – and that is where the Maryland English Institute (MEI) at the University of Maryland is making a big impact.

MEI offers a unique program, the English for Teaching Seminar, to help non-native English speaking professors hone language abilities and learn the nuances of teaching in an English-language-based classroom. Eleven professors from across Germany recently came to UM for the two-week seminar, which concluded the first week of October. One participant, Gerhard Schmücker, says his university, Nürtingen-Geislingen, is committed to globalizing the campus, and fully supports the availability of English courses.

“We received amazing feedback about the peer observation portion,” Linda Sahin, Associate Director of MEI, says. “The UM professors the group met were extremely welcoming, and this provides the chance for them to develop ongoing relationships, if they are interested.”

Apart from peer observation, participants have morning language instruction from MEI staff, afternoon writing exercises, and a series of microteaching workshops.

Applications for the EFT program, which runs every September, can be found online at www.international.umd.edu/mei/6890.
TREASURES OF UM: Katherine Anne Porter Room

Spanning nearly 1,300 acres, it comes as no surprise that the University of Maryland holds untold treasures of the academic and historic kind. Yet few realize that one such treasure, the Katherine Anne Porter Room, lies in the heart of campus, within the Hornbake Library.

Katherine Anne Porter is widely regarded as a master of short fiction, and received both a Pulitzer Prize and National Book Award for *The Collected Stories of Katherine Anne Porter* (1965). Her life, which spanned part of the 19th and 20th centuries, took her across the world to personally witness history’s transformative people and events. She was in Mexico following the 1920 Revolution, Germany prior to World War I, Paris following the War, and the nation’s capital during World War II, where she continued to live under the Kennedy and Johnson administrations. She used her experiences to fuel many of her short stories and was a literary heroine to many.

In 1968, Porter bequeathed her papers, personal library and memorabilia to UM; the Katherine Anne Porter Room was created in McKeldin Library in 2001. Now housed on the second floor of Hornbake, this stunning space was designed to resemble her Washington D.C. home’s parlor. The room features a 3,700-volume book collection and priceless heirlooms, including an 18th-century rosewood desk used by Porter; an antique typewriter; a 400-year old Spanish chair; exquisite pieces of Mexican pottery; and much, much more.

“Porter is one of the most important figures in literary history, and showed what women can do that falls out of the ordinary,” says Beth Alvarez, Curator of Literary Manuscripts/Archives & Manuscripts. “She lived through interesting times in history, led an interesting life, and left gems of her writing behind.”

The Katherine Anne Porter Room is open Mondays and Thursdays from 1:30-4:30 p.m. For more information, contact Beth Alvarez at alvarez@umd.edu.

INTERNATIONAL IMPLICATIONS OF THE STRATEGIC PLAN

The University of Maryland’s strategic plan calls for an augmented international profile, increasing the number of international students who come to College Park, and sending more American students overseas. The University’s, “Between the Columns,” recently interviewed Valerie Woolston, Director of International Education Services, regarding the plan’s commitment to quadrupling the number of international students at UM over the next decade. Woolston discussed recruitment efforts, funding challenges, and the University’s new general education program, and was quick to highlight the benefits of such a mandate. “Both American students and our faculty will have access to intercultural and international views in their conversations with these new students, both in and out of the classroom,” she says. “Everyone will learn more.”

To read the entire article, visit http://betweenthecolumns.umd.edu
FIRST ANNUAL AMEEN RIHANI LECTURE SERIES PROMOTES PEACE IN THE MIDDLE EAST

Ameen Rihani, distinguished Lebanese writer and thinker, was an ambassador between Eastern and Western cultures — and championed the problems facing both through his writing. The University of Maryland recently paid tribute to Rihani by inaugurating a lecture series in his name. The Ameen Rihani Annual Lecture Series examines challenges and opportunities facing the Middle East. The keynote lecture, “Towards a Diverse and Pluralistic Arab Society,” was given by Dr. Marwan Muasher, Senior Vice President of External Affairs for the World Bank.

“The reason why I chose this lecture series is because images of Arab culture are so negative in the media and general public,” explains Dr. Suheil Bushrui, UM Professor and Kahlil Gibran Chair for Values and Peace. “We thought that by bringing humanists and writers who have a universal message of hope, unity and peace, we could help both the Arab community and general public realize Arab culture is not always like this.”

Muasher’s talk gave a sobering depiction of challenges facing the Middle East today — namely, religious fanatics and political leaders who denounce democracy. Often using the words of Rihani, he offered suggestions towards peace and change. “[Diversity] is treated as a source of weakness and disunity rather than a source of individual and communal empowerment,” Muasher says. “We in the Arab world must work together with other civilizations to reverse a culturally constructed paradigm of a clash of civilizations and replace it with dialogue based on the principles that have guided Rihani and many others in the region: peace, moderation, inclusion, pluralism, and positive diversity.”

Muasher acknowledged that a commitment to these ideals, coupled with valuable opportunities for change — through education of youth, and a steadfast resolve for moderation, reform and peace — will yield real development in the Arab world.

Muasher closed his lecture by invoking the words of Rihani:

“Teach your pupils freedom in thought and deed, honesty in thought and deed, and tolerance in thought and deed.”

HERE, THERE & EVERYWHERE - UM’S WORLDWIDE REACH

If you want proof of UM’s worldwide reputation and reach, consider the recent experience of Classics Department Chair Hugh Lee. An internationally-renowned authority on ancient Greek and Roman athletics, Lee has long since come to expect a flurry of interview requests when the Olympics roll around. Before this past August’s celebrations, Lee was invited to speak at a Confucius Institute workshop for a delegation from the Humanistic Olympics Studies Center of Renmin University, which was helping to organize the recent Beijing Games. This talk led to a further invitation for Lee: to speak at a major conference in China sponsored by The Beijing Organizing Committee for the Games of the XXIX Olympiad. Little did he expect, however, to find a familiar face on one of the conference’s Environmental Policy panels — UM Public Affairs Professor Matthias Ruth (pictured at right).

After several memorable days in Beijing, Lee set off on a brief trip through eastern China, which concluded with a stop in Hong Kong. While there, Lee decided on a whim to visit the Hong Kong Museum of Art. Its major exhibition? A traveling collection of materials from the Roman villas of ancient Campa-
Each year, UM’s chapter of the State Department-sponsored educational initiative, the Hubert H. Humphrey Fellowship Program, brings journalists and media experts from across the world to UM’s Philip Merrill College of Journalism to expand their skills. This year’s Humphrey Fellows:

Nada Al-Wadi of Bahrain is senior journalist and editor at Alwasat daily newspaper, where she covers parliamentary sessions and politics.

Utku Cakirozer of Turkey is a foreign correspondent with Milliyet newspaper’s capital bureau in Ankara.

Gibbs Dube of Zimbabwe is a seasoned journalist and a journalism instructor at the National University of Science and Technology in Bulawayo.

Grace Githaiga of Kenya is the executive director of EcoNews Africa, a sub-regional NGO dedicated to disseminating information about sustainable development, and to influencing policy formation.

Tomi Haryadi of Indonesia is a press officer for the World Health Organization in Indonesia.

Allazam E. Issaka of Chad is a telecommunications engineer with Radio Broadcasting of Chad.

Svetlozar Kirilov Ivanov of Bulgaria is an associate professor of Sociology and Media at Sofia University.

Dewan Mahmud of Bangladesh is a senior reporter with The Daily Prothom Alo, the largest daily newspaper in Bangladesh.

Rosangela Malachias of Brazil is a journalist and a consultant at the University of São Paulo’s Race Development and Social Inequality Program.

Jaffar Zein Mjasiri of Tanzania is an investigative reporter with the Tanzania Standard Newspapers, Daily News.

Luisa Peirano of Uruguay is the director of International Affairs at the University of Montevideo.

Eitan Prince of South Africa is a lecturer in radio at the Rhodes University School of Journalism and Media Studies.

Luisa Fernanda Rodriguez Quiroa of Guatemala is a journalist at Prensa Libre, a daily newspaper, where she covers politics and migration issues.

Phuntsho Wangdi of Bhutan is the editor of Kuensel newspaper.

Pictured from left to right:
First row: Phuntso Wangdi, Rosangela Malachais, Gibbs Dube, Tomi Haryadi
Second row: Director Lucinda Fleeson, Nada Al-Wadi, Eitan Prince, Luisa Fernanda Rodriguez, Grace Githaiga, Deputy Director Serap Rada
Third row: Dewan Mahmud, Allazam Issaka, Svetlozar Ivanov, Jaffir Mjasiri, Luisa Peirano

Source: Clark School of Engineering
To submit story ideas and photos, please contact the editor, Kellie Corcoran, at corcoran@umd.edu or 301.405.4321.