World Minded

W&M’s International Tennis Team

A Thousand Years of Environmental Change in Polynesia
Senator Tim Kaine visits AidData

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On the cover: Olivia Thaler (left) and Jeltje Loomans celebrate a point won. Photo by Jim Agnew.
The name of our biannual magazine about the Reves Center for International Studies pays subtle homage to the deep and abiding tradition of global engagement at William & Mary. But perhaps we have been a bit too subtle? I still often encounter readers who've never noticed the “W” and “M” of World Minded refer to “W&M.” As you can see, we've modified our masthead in this issue to make the connection clearer to everyone.

In this context, I've been reflecting a bit about what it means to embrace “world-mindedness.” A global mindset is often first sparked by simple intellectual curiosity—about other lands, other cultures, and other ways of understanding the world. A desire to learn more about the world’s diverse peoples can inspire a decision to study abroad, to learn a foreign language, to attend a talk by an international scholar, or to befriend an international student. In turn, one’s first exposure to the thrill and challenge of confronting the essential differences—and the essential similarity—of human beings around the world can be intoxicating in the best sense, inspiring a lifelong desire to deepen and broaden one’s global knowledge. In the end, individuals who become truly “world minded” understand the profound truth of Emery Reves's observation that “nothing can distort the true picture of conditions and events in this world more than to regard one's own country as the center of the universe, and to view all things solely in their relationship to this fixed point.”

In this regard, it’s hard to think of a place with greater world-mindedness than William & Mary. Founded over three centuries ago by visionary Virginians with the support of enlightened monarchs across the Atlantic Ocean, W&M is a university with globalization encoded in its DNA. This issue of World Minded shows once again how global connections and perspectives affect just about everything we do here, including supporting our outstanding international athletes, helping students study abroad, providing a welcoming environment for students from other countries, forging closer ties with key shapers of U.S. foreign policy in Washington D.C., and nurturing cutting-edge research on subjects ranging from the social effects of long-term environmental change in Polynesia to the changing impacts of the First Amendment of the U.S. Constitution in an increasingly global legal context. Indeed, part of what it means to be “world minded,” it seems to me, is to grasp just how much everything connected with higher education in the 21st century truly does have a global dimension—as these articles amply illustrate.

Here at the Reves Center, we are proud to promote world-mindedness in all its forms—in this way building on Emery Reves’s intellectual legacy. As always, please don’t hesitate to contact us if you’d like to share your own global experiences with others in the William & Mary community. We look forward to hearing from you!

Stephen E. Hanson
Vice Provost for International Affairs
Director, Reves Center for International Studies

FROM THE DIRECTOR

Stephen E. Hanson
The William & Mary Difference

Zerabruk's high school sent a lot of students to W&M, but it was her experience on Admitted Students Day that really won her over.

Zerabruk was always interested in international affairs, and one of her favorite memories as an undergraduate was of Morton's classrooms. “They’re small and intimate, and you’re in such close contact with professors. You really can’t beat that.”

One of her goals as a student was to go to South Africa.

The Reves Center made it “very easy” to research and decide on a program. There were several to Cape Town and Stellenbosch—all different programs.

Zerabruk traveled to South Africa the summer between her sophomore and junior years. “It was amazing! The program was great.”

Students stayed one month in a dorm and the best part was, “We weren’t stuck on campus.” They were able to see what it was like in the Townships as well as see the countryside.

After William & Mary

After graduation Zerabruk didn’t know what path to take, and didn’t find development work or academia especially compelling.

It was a friend who introduced her to iJET, a provider of operational risk management solutions, working with more than 500 multinational corporations and government organizations. Capitalizing on iJET’s proprietary technology and network of security, intelligence, and geopolitical experts, they deliver customized intelligence, preparedness, and response solutions to prevent and mitigate threats and risk. iJET is based in Annapolis, and Zerabruk works out of Woodbridge, VA. She’s been there almost 6 years now, and still finds it interesting, working as part of a corporate security team on a World Bank contract.

“I never could find a lane for myself in International Affairs, but I really like this. It’s very practical and very rewarding to help.”

With the World Bank project, the work is constantly changing. “We’re assigned wherever there’s an issue, and then we have to get cognizant of what’s going on and write it up very quickly.” And she’s learning about parts of the world she’s never focused on, such as Bangladesh. “We provide context and background. It’s empowering. It’s helped me grow and learn a lot.”

“I like the field I’m in right now. Its practicality is what I like about it. I learn about new things every day.”

Zerabruk hasn’t lost her love of travel, though, and uses her vacation breaks to explore new places—Brazil, Turkey, or South Africa. She doesn’t like too much time to go by without venturing somewhere: “I get itchy if I don’t get on a plane.”

ALUMNA PROFILE

NAME:
Milen Zerabruk ’05

W&M MAJOR:
International Relations and African Studies

CURRENT EMPLOYMENT:
Watch Officer—Security Operations Center, iJET International

HOMETOWN:
Born in Addis Ababa and grew up in Northern Virginia
Environmental change is nothing new in Polynesia. For centuries, the inhabitants of the volcanic, sea-battered islands have been employing a variety of strategies to adapt to their changing landscapes.

A William & Mary archaeologist has been studying 1,000 years of the islanders’ methods of coping with life amid some rapidly changing ecosystems atop geologically unstable islands. Jennifer Kahn says Polynesians of hundreds of years ago had to deal with issues including deforestation, invasive species and loss of arable land.

Kahn, an assistant professor in W&M’s Department of Anthropology, explained that some of the islanders’ challenges, such as sea level rise and fall, were beyond their control. “They had to adapt to isolation and hard conditions often,” she said.

Other issues were self-inflicted, brought on by a number of practices such as destructive agricultural techniques and overharvesting of natural foods. The ancient Polynesians’ environmental problems were remarkably similar to some of the effects of today’s global warming trends. Kahn says the coping strategies of ancient Polynesians have implications in today’s warming world. “These islands are like the canary in the coal mine for climatic change,” Kahn said. “These people already are having to deal with increased cyclones, and tsunamis and their crops getting wiped out.”

Kahn is leading a group that is studying the islands of Mo’orea, Maupiti, Rai’atea and Mangareva. All were inhabited roughly 1,000 years ago, but the islands vary greatly in age, geological makeup and isolation.

She calls her investigation of the Polynesian ecosystems the “M3 Project.” Kahn’s work has received substantial support from the National Science Foundation, beginning in 2010. The NSF has funded a new portion of the M3 Project through 2017.

Work on the M3 Project alternates between archaeological field sessions on the islands and processing and interpreting artifacts, largely done in Kahn’s lab on the third floor of Millington Hall on the W&M campus. W&M students are involved in both the island excavation and the lab work.

Kahn notes that every hour in the field requires another eight hours spent in the lab; this ratio is why student involvement is so important in her project.

The interpretation of the carefully cleaned and catalogued artifacts will allow Kahn and her team to examine questions such as how the environments on each island affected the development of social systems and the communities’ resiliency to environmental change. Another aspect of the research focuses on how human interaction altered the food webs and landscapes on the islands.

The four islands presented their inhabitants with a range of environmental pluses and minuses. Kahn explains that Mo’orea is a comparatively young, wet island, offering a greater abundance of resources such as rivers and forests. Mo’orea is a valuable benchmark for Kahn, who notes that older, more arid islands such as Maupiti and Mangareva may have had a harder time bouncing back after environmental degradation.

Rai’atea is a blend of dry and wet island characteristics. It is mid-aged geologically, larger than Maupiti—but Rai’atea has a better reef than Mo’orea. However, drastic landscape change can be found on all of the islands.

Kahn and her crew use a variety of methods to assess how the islands have changed after being peopled. “We know that things like taro were introduced, so we can look for taro pollen in our coring and we know that is when humans started to arrive,” Kahn explained.

Insect species are also valuable for tracing the chronology of the islands’ habitation. The islands are so isolated that most species of insects could only arrive as stowaways, often in the soil adhering to the plants that were transported in the canoes. Therefore, identifying and dating various insects provides the re-
searchers another set of markers to determine when Polynesians arrived.

Kahn collaborates with paleo-entomologist Nick Porch, assistant professor at Deakin University in Australia, on the identification and interpretation of insect species. Another member of the team is wood charcoal specialist Emilie Dotte, a researcher at the University of Western Australia, who helps Kahn examine charcoal from the island middens to determine the species of the trees from which the wood was cut.

Kahn explained that when the first settlers appeared, they brought a wide array of foodstuffs such as pig, dog and chicken, in addition to breadfruit, taro and bananas. On the wetter islands, such as Mo'orea, taro grew very well. However, the drier, more arid climates such as Maupiti presented more of a challenge to the Polynesians trying to grow taro.

In an attempt to grow enough crops to sustain the island, Polynesians had to use methods such as slash-and-burn agriculture, which caused a huge amount of change to the islands’ landscape. She found large deposits of charcoal at archaeological sites at the base of mountains, shifted downhill by landslides.

Kahn and her team use radiocarbon dating of pollen and charcoal to determine the time the landslides occurred. Since the charcoal was found in the midst of these pollen cores, she can conclude that the burning techniques were what caused the landslides to occur.

Several hundred years of sustained agriculture had been hard on the land, and eventually Polynesians had to adjust their methods.

She has found archaeological evidence of the introduction of terrace gardening and arboriculture. These environmentally friendly techniques are found later in the island’s history, after environmental problems related to slash-and-burn methods started to show up.

“Our project is showing that human populations are not inherently conservationist,” Kahn said. “They have to learn to be conservationist and it is usually during a period of real stress.”

“Sometimes people have to make really hard decisions,” said Kahn. “That’s what allowed their community to be able to be resilient through time.”

PROFESSOR KAHN RECEIVED FUNDING FOR THIS PROJECT AS A 2014 REVES FACULTY FELLOW. THESE ENTRIES FROM HER PROJECT REPORT EXEMPLIFY THE TIME AND ATTENTION W&M FACULTY LEADERS PUT INTO MAKING SUCH EXPERIENCES VALUABLE TO THEM, TO THEIR STUDENTS AND TO THE LOCAL POPULATION.

▶ Project Goals, Project Location, and Teaching Objectives

One W&M Ph.D. student (Summer Moore) and two W&M undergraduate students (Kelsey Frenkeliel, Kelly O’Toole) participated in my eight week archaeological project on the islands of Maupiti and Mo'orea (Society Islands, French Polynesia). These three students were trained in all aspects of field archaeology, including site survey, site description, site mapping, lay out transects, soil augering, excavation, screening, and laboratory analyses. The three students worked alongside two teams of Tahitian fieldworkers. In addition, each student worked on an independent project: Summer Moore made a wood references collection; Kelsey Frenkeliel made a fish references collection; and Kelly O’Toole participated in the development of community outreach activities.

▶ Providing a cross-cultural international setting for student learning and hands-on participation

Each student worked side by side with local Tahitian workers during the site excavations. This afforded ample time for the students not only to use and apply their French skills, but to have cross-cultural interactions. In addition, the students’ individual projects were carried out with the aid of local residents.

▶ Developing skills within the local Tahitian community and giving back to that community via various outreach events

Over the course of the eight weeks, seven Tahitians participated as part of my excavation crew. Each learned the specifics of archaeological excavation and screening. In addition, on Mo'orea we held a two-day outreach event for 20 Boy Scouts and Girl Scouts from Tahiti. This group visited our archaeological site on Mo'orea for an onsite tour, heard a lecture and viewed the artifacts, and participated in excavation and screening activities. The second day involved a tour of archaeological sites in the 'Opunohu Valley, with a discussion of what time periods the sites dated to, what they were used for, and how the plants and animals in the surrounding vegetation were used in ancient Tahitian society. On Maupiti we also held an open site visit for community members; over 40 individuals attended to view open excavations and the artifacts recovered.
Two majestic birds burst out of a thicket in the middle of a tropical forest, alighting on a branch. They turned sideways, their sleek black plumage and enormous yellow beaks in full view, and I involuntarily gasped. I had no idea what they were, but a sense of wonder filled me. I truly realized that I was abroad.

I saw these birds (Oriental Pied Hornbills) on the island of Pulau Ubin, a short boat ride from the city-state of Singapore. I came to Pulau Ubin to explore new flora and fauna. I came to Singapore, however, to explore a new world.

During my freshman year, I hadn’t even thought about studying abroad. In the fall semester of sophomore year, I interned in D.C. through the William & Mary in Washington Program out of a growing interest in environmental science. When I returned, fresh from an internship in environmental urban planning, the first question that people asked me was: “But when will you actually go abroad?”

I had thought that my D.C. semester would be my only one away from campus. I didn’t think science majors like me could go abroad—class requirements for my majors, Biology and Environmental Science, were seemingly inflexible, and a semester away from a research lab could potentially set any student back.

But I perused the Reves Center’s website for information about study abroad programs in Asia. I looked there because I had visited family in India, but had not been to any other Asian country. The National University of Singapore (NUS) stood out for its lack of a language requirement (English is one of the four official languages of Singapore, along with Mandarin, Tamil, and Malay). Additionally, their biology and environmental science curriculums dovetailed nicely with those of W&M.

I was still unsure, but I knew a former biology teaching assistant of mine who had studied at NUS. When I reached out to him, he shared tales of mouthwatering cuisine, beautiful architecture, and awe-inspiring festivals. I began to consider experiencing this magic for myself.

After many applications, forms, and hours packing, I grew steadily more excited and nervous as I flew around the world to Singapore. During the final flight, as my nose was pressed against the window, I gradually saw a gigantic metropolis emerge from the clouds. As we descended, I could make out tiny trains weaving between glittering skyscrapers. When I exited the airport, I was overwhelmed by the lush greenery dripping out of buildings and decorating every street. It was an interesting contrast from Williamsburg’s colonial garden atmosphere, where the distinction between buildings and bushes is less blurred. The temperature was a steamy 85 degrees Fahrenheit—in January! I soon found that Singapore, just above the equator, was like this year-round. Locals joked that there were only two seasons: sunny and rainy.

NUS’s sheer size was initially hard to grasp as well. A university with 26,000+ undergraduates and countless graduate programs, it’s organized into 13 schools called “faculties,” each with its own panoply of departments. Picking just four courses was so hard! In the end, as I wanted to learn more about tropical plants and animals, taking a plant course and an animal course seemed right. My interests in organic farming led me to enroll in Tropical Horticulture, and my previous bird research in Professor Matthias Leu’s lab inspired me to take Avian Biology & Evolution. I also took an advanced class in Geographic Information Systems (GIS), a type of spatial analysis software that I use in research.

Finally, I decided to really step outside my comfort zone by trying out a beginning Mandarin Chinese class. I thought it would be useful as Singapore’s population is three-quarters ethnically Chinese, along with sizable Malay and Indian minorities. I had always wanted to try Mandarin—and here was an immersive environment in which to do so.

I also wanted to enrich this semester even more as a science student. When I asked Ms. Theresa Johansson of the Reves Center for advice, she encouraged me to join a research lab at NUS. Looking through NUS’s Department of Geography, I found a professor who worked with mangroves. I knew nothing about them, but his lab combined fieldwork with spatial analysis as Dr. Leu’s lab did. I could still explore conservation biology while pushing myself by learning remote sensing, a type of geospatial data collection that I was less familiar with but went hand-in-hand with GIS.

With bated breath, I sent an email to Professor Dan Friess mentioning a couple publications of his I’d read and my interest in his work. Would he accept? He soon wrote back welcoming me to his research team. Over the semester, I learned how to sort through massive amounts of satellite data to figure out the rate of mangrove deforestation in a Malaysian estuary since 2000. I learned not only about tropical ecosystems, but also about the threats facing them. I remember one particular conversation with Dr. Friess where he matter-of-factly acknowledged that shrimp and oil palm farms in Southeast Asia were beneficial economically for those who managed them.
in the short term. It was a surprisingly thought-provoking moment that led me to understand why people cleared forests when they had no other option up the socio-economic ladder. I began to empathize with them.

During one lab meeting, students gave brief presentations about their research. At the end, Dr. Friess challenged us to find links between different projects, ranging from evaluating mangroves’ cultural values, to analyzing nutrient cycles in their soil, or how tides affected their seedling distribution. As we discussed how our seemingly disparate projects related to each other, I wondered for a second if I were back in Williamsburg, with the type of interdisciplinary approach that I would get from W&M.

My Tropical Horticulture professor also helped me connect the dots, but between economics and ecology. One of our major class projects involved groups visiting different horticultural attractions and reporting on what made them work. My group covered Singapore’s organic farms (a growing industry, as Singapore imports 95% of its food), but our professor didn’t want to hear about their environmental innovations. Rather, he pushed us to discover what made them sustainable businesses. It was challenging, but while reinvestigating I realized that our professor wanted us to figure out for ourselves how someone could both save the environment and save money. I still ask myself this question, and I want to keep asking it throughout my career.

Through Avian Biology and Evolution, I got to see Southeast Asia’s overwhelming biodiversity for myself through field trips to parks and nature reserves. With our professor—an incredible man who has been birding on every single continent—pointing, we’d focus our binoculars and see the iridescence of the Purple-Throated Sunbird, or the endangered yet graceful Milky Stork. I made trips to different parts of Singapore to bird-watch on my own, including to Pulau Ubin where I saw the stunning Oriental Pied Hornbills.

But if the exotic flora and fauna helped me see that I was in a new world, the people I met showed me that I had actually found a home in Singapore. The first couple of weeks were the most stressful, as I didn’t know anybody at NUS. The only people who I talked to were the dining hall staff who raised an eyebrow when I mispronounced an order. I ended up having to bring up pictures of room supplies on my phone to show in stores as my American English only went so far with Singaporean English (“Singlish”). Each day ended with my worrying about spending the semester alone. I quickly learned that most other exchange students felt similarly, and I was able to form a close group of friends from all over the world.

I was able to connect with the locals, too. Singaporeans themselves were outgoing and were eager to show me different parts of their island. My classes emphasized group work, which helped me make good friends—people with whom I still keep in touch. I was even able to connect with two NUS students, Vera Yuen and Lee Ningyi, who themselves had studied abroad at W&M! Additionally, once I started listening closely, I found that Singlish wasn’t too hard to understand. I even started to add a “lah” to some of my sentences and responded in the affirmative with an enthusiastic “can!”

Singaporeans in turn listened closely, too. In the U.S., my soft-spoken manner leads many people to mishear me or ask for clarification. In Singapore, for the first time, I could speak only once and be understood—every single conversation was refreshing because of this change. One of my favorite experiences with local friends was when they took me to fly a kite, something I had never done before, in a park in downtown Singapore. Seeing the winds raise my kite in the bright sunset against the vista of Singapore’s famous Marina Bay Sands resort, I could feel my own heart soaring too.

Another of the more touching moments of the semester was when a friend invited me to his home for his family’s Chinese New Year celebration. Giving and receiving good fortune in the form of mandarin oranges and red hongbao packets with a family who welcomed me into their home without knowing me at all meant a lot to me. Even now, this intimate feeling stands out more than the beautiful paper lanterns and explosive fireworks that rang in the New Year.

Experiencing this Singaporean Chinese culture was fascinating, but learning Mandarin itself was another story. I struggled at first to memorize its written characters and to carefully pronounce each word, as their tones were paramount to their meanings. I persisted because I wanted to meet Singaporeans halfway just as they went out of their way to show hospitality to me. It soon paid off. My NUS friends and Singaporeans in the city were pleasantly surprised that I was using Mandarin phrases with them; I was able to connect on a deeper level than if I had stayed with my own language.

I’m very grateful for the Reves Center for making NUS available as a study abroad option. In retrospect, these steps I took in Singapore took a unique kind of courage, one that I didn’t have before I went abroad. I still aim to keep pushing myself and to live each day with such courage. I realized that it’s the key to connecting with others around the world and the key to experiencing wonder, whether it’s through walking through a new garden, speaking a new language or discovering a new bird.
A Swede in Williamsburg

Jimmy Eriksson, a visiting Swedish student at William & Mary, assumed that skydiving for the first time would be his most memorable experience during his stay in Williamsburg.

“But the most exciting thing turned out to be meeting all those people from around the world here and have lively discussions with them. Learning about their culture during personal encounters was an opportunity I will never forget,” Eriksson said.

Eriksson, 19 years old, was nominated by the Borgstrom Foundation for Swedish Students to study for one semester each year, at the College of W&M. All expenses paid. The foundation was established 17 years ago by Len Borgstrom, the former CEO of Abu-Garcia, one of the world’s largest, high-quality sport fishing equipment manufacturers. He lives in Williamsburg, and served for years as member of the Advisory Board of W&M’s Reves Center for International Studies.

“I have no idea why the Borgstrom Foundation chose me for this scholarship,” Jimmy said. “Probably, because I have been engaged in many extracurricular activities during my high school years. I was active with youth organizations at my church and gave children Karate lessons. I have also held down some jobs where I learned skills not always taught in Swedish schools.”

According to Len Borgstrom, the Foundation’s independent selection committee selects candidates for the scholarship with good grades in math and science in combination with the command of foreign languages.

Jimmy has visited America before during family visits in the Midwest. But, he had never set foot in the South. “I asked him, what were his expectations? “I tried not to have any expectations,” he said. “I feared, being disappointed if I put my hopes too high. I wanted to go into all this with an open and fresh mind.”

I asked him also how he compares an education in Sweden with one in the United States.

“I have no experience with studying in Sweden, at college/university level, yet. But my experience at W&M tells me that students in America are more focused on their studies, and work very hard to get as good grades as possible. The professors are also paying more attention to helping students to “think,” instead of “telling” them just what they need to learn. When you are having a problem here, the professors are very helpful. For example, recently, late Saturday night, I have received an email from one of my professors, responding to my questions.”

No doubt, studying at W&M, even for one semester, opened a window for Jimmy Eriksson to a wider world. “I am not sure yet what I want to do,” he said. “But during my time at W&M I became really interested in the field of international relations. Maybe I will pursue this path, or something else. But I know I want to continue with my Chinese studies.”

Recently, Borgstrom showed me a copy of a $100,000 check. It was sent to him by one of his former customers, Johnny Morris, founder and owner of Bass Pro Shops. As Morris’ letter explained, it was to support the expansion of the foreign student visiting program at W&M.

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Tree to Mountain:  
THE WOODBLOCK PRINTS OF TOSHI YOSHIDA

by Kate Hoving

From October through February, the Muscarelle Museum of Art hosted an exhibition celebrating both the work of renowned Japanese printmaker Toshi Yoshida and the way the William & Mary connection can span intellectual disciplines, continents and generations. The exhibit was guest curated by W&M professors of history and art and art history, Hiroshi Kitamura and Xin Wu, respectively, along with students enrolled in a woodblock exhibition curation course.

It was the cornerstone of a series entitled “Visual Cultures of East Asia,” featuring a trio of public lectures on East Asian art, theater and cinema and a family-oriented woodblock print workshop.

An Artistic Dynasty

Toshi Yoshida (1911-1995) was born in Tokyo. His woodblock prints are associated with the sosaku-hanga movement in the early 20th century, which reimagined the collaborative enterprise of printmaking by focusing on the artist as the sole creator versus traditional methods which compartmentalized skills into different roles, such as draftsman, carver, printer and publisher.

A survivor of polio with limited mobility in one of his legs, Yoshida was motivated to travel extensively, visiting India, China, Singapore, Thailand, Argentina, Canada, Spain, Italy, Kenya, Tanzania, and the U.S. Exhibitions of his work have been held worldwide, including at the Museum of Modern Art (MoMA); Museum of Fine Arts, Boston; and the British Museum.

The William & Mary Connection

The idea for the series was born when Professor Kitamura was visiting his mother in Kamakura and learned from her neighbor, Takashi Yoshida (the son of Toshi and a photographer in his own right), that the Muscarelle had contacted him for the rights to exhibit one of his father’s prints. It had recently been donated by Mr. and Mrs. Herbert Liberton.

Knowing that Kitamura worked at W&M, Yoshida offered to help launch an entire show featuring twenty-seven works of his father and grandfather, several of which had never been exhibited. Takashi Yoshida was present at the opening, proudly noting that the striking photograph at the entrance to the exhibit was one he had taken of his father.

TOSHI YOSHIDA
Japanese, 1911 – 1995
Baobabu and Rhino, 1979
Woodblock print
29 1/2 x 24 ins. (74.7 x 60.8 cm)
Gift of Mr. and Mrs. Herbert Liberton

A Q&A WITH LEN BORGSTROM

How did you learn about William & Mary and the Reves Center? Our youngest son Henrik graduated from W&M. I wanted to do something for my home town in Sweden and wanted to encourage youngsters to see other parts of the world. Traveling and seeing other cultures, meeting people of different religions and other ways of living makes you more tolerant and a better person.

My idea was to just set up a foundation to finance a student’s studies outside Sweden. When I talked to our son about this idea, he suggested that I should consider W&M. The school is one of the best in the world, and as I live in Williamsburg, I would be an anchor to the student, who maybe is away from home for the first time.

Our first student came in 1997, I have sponsored a student from Sweden every year since then.

Has anything about your experiences with the students surprised you? Their enthusiasm for W&M.

What about your donation/endowment gives you the most meaning or satisfaction? How all my students have come back as ambassadors for the U.S. They have also continued their studies in Sweden and have all been very successful.
When we speak about globalization we often speak of its importance in terms of public policy or strategy. We speak figuratively or generally of populations, economies, NGOs and treaties. But the value and transformative power of international education—locally, nationally and globally—really comes down to individual, personal experiences. Last fall, the Reves Center learned of how relationships and connections not only span borders, but also generations. Ms. Noriko Watanabe, the Education Counselor at the Embassy of Japan in Washington, D.C., paid a visit to Reves in September to discuss issues and research involving Japanese students studying abroad, including the Reves Center’s exchange program with Keio University, her alma mater.

In the course of her meeting with staff, she shared that her father, Hiroshi Watanabe, had been an international student at William & Mary some 60 years ago and had returned to the campus a couple of years earlier when he attended her wedding in Washington. In 1955, Mr. Watanabe was 24 years old and had graduated from the Law Department of Tokyo University. But his ambition was to work in international business, so he applied for and received a Fulbright Scholarship. He and more than 30 other Fulbright scholars from 19 countries were assigned to W&M for an orientation course. He spent 40 days at W&M before continuing his graduate studies at Syracuse University, where he received his M.A. from the Maxwell School of Citizenship and Public Affairs.

Now in his eighties, Watanabe has very clear and fond memories of his time in Williamsburg, including a newspaper article about his class that he’s saved. “During the seminar, I came across the so-called culture shock, because U.S. and Japan were entirely different in every sense, as it was immediately after the Second World War. His stay in Williamsburg was his first experience abroad, and “it seemed to me that everything was so bright and peaceful.” Watanabe credits his study in the U.S.—just a little more than one year—as one of the “most useful experiences for my 50-year business career . . . and the most valuable experience in my life.” That quite distinguished “50-year business career” included being representative of the Bank of Japan, stationed in Hong Kong, and then General Manager of Mitsubishi Trust & Banking stationed in London.

Clearly still seeking challenges, Watanabe currently is president of eREX Co., Ltd., a company involved in retail and wholesale electric power marketing that generates power by renewable and biochemical energy plants. “My present dream is to contribute to solve the energy problem in Japan by supplying clean energy.”

As for Ms. Watanabe, whose career is devoted to facilitating educational exchanges, her father’s experience had an impact on her, as well: “His global mind and spirit of challenge, which he acquired through his studying abroad experience, inspire me every day.”
That opportunity came on Dec. 5 when Kaine visited AidData, housed at the Institute for the Theory and Practice of International Relations (ITPIR), for a conversation with students, faculty and staff about research initiatives. Helping to organize the visit were W&M Director of Federal Relations Michael Connolly and Associate Vice President for Government Relations Fran Bradford. Other university attendees included Provost Michael Halleran, Vice President for Strategic Initiatives Henry Broaddus and Vice Provost for International Affairs and Director of the Reves Center for International Studies Stephen Hanson.

Kaine told those gathered that he became aware of AidData’s work from Raj Shah, administrator of the U.S. Agency for International Aid (USAID), and felt compelled to visit. He was equally impressed by Hanson’s remark that W&M ranked first among public universities in undergraduate study abroad participation.

“The fact that the USAID Administrator, Raj Shah, leader of our country’s premier international development agency, specifically told Sen. Kaine that he needed to visit W&M and AidData to see the research lab in action, makes me proud to be part of this college community,” said AidData Director of Operations David Trichler. “Our students and faculty on campus are truly engaged in work that is impacting the world.”

The program began with three student presentations from AidData research associates, followed by individual question-and-answer sessions with each student. Rob Marty MPP ’16 spoke to Kaine on how AidData’s geocoded data can be used to examine allocation and effectiveness in new and innovative ways. Lu Sevier ’16 discussed how thinking spatially delineates the boundaries of new territories and further transparency and open government aid efforts. Justin DeShazor ’15 described his experience working on the Senate Foreign Relations Committee and with Transparency International in Uganda.

“Sen. Kaine talked about how policy-makers look to empirical evidence of aid effectiveness to inform development policy and to justify aid budgets—so this made it clear that using AidData’s geocoded data to examine subnational aid dynamics goes far beyond an interesting academic question,” said Marty. “Talking with Sen. Kaine was refreshing in that it showed how ITPIR really helps to catalyze the Ivory Tower to have an impact on the world beyond.”

“AidData students have presented to leaders at USAID, Capitol Hill, the State Department, the World Bank and others,” Trichler said. “We think they are the best spokesmen and women for the College—they are smart, savvy and passionate about critical issues.”

In addition to the student presentations, ITPIR Director Mike Tierney and AidData Co-Executive Director Brad Parks spoke to Kaine on how ITPIR and AidData help to bridge the research and policy gap at W&M. The institute is comprised of five projects: reform incentives, project on international peace and security, violent international political conflict and terrorism, teaching, research, and international policy and AidData.

Following the presentations, Kaine toured the three-story building, stopping to meet and speak with students and staff on each floor. While on the third floor student workspace, Kaine took time to speak with a number of AidData research associates.
If one is to believe company lore, it was a combination of necessity, creativity and substandard hiring practices that resulted in the birth of the Berlitz method of language learning back in the 1870s. Because Maximilian Berlitz neglected to ascertain if the French teacher he'd hired to teach American students could speak English (he couldn't), the students experienced total immersion, very different from traditional teaching methods of the time. And so a new approach—and educational empire—was born.

Some 150 years later, educators continue to look for the most effective way to teach languages and cultural difference. Not only in business, though, but also in study abroad, a student’s fluency and comfort in the language of the country in which she’s studying can be the difference between success and failure. Tools abound—whistles, bells, interactive videos—but what tools are truly effective?

At William & Mary some new methods are gaining traction, and although there’s plenty of creativity and innovation involved, this time the outcomes are based on solid research, good data and empathy.

Jingzhu Zhang, doctoral candidate at the College of William & Mary’s School of Education, is the Project Director of the Virtual Conversation Partner Program (VCPP). A native of China and special education teacher by training, she appreciates the challenges—both obvious and subtle—of pursuing higher education in a foreign language. Her three-year study, Effects of Virtual Conversations with American Students on International Students’ Intercultural Communicative Competence, investigated the effects of virtual conversations with domestic American students on improving international students’ intercultural communicative competence (ICC). Zhang surveyed incoming international students and domestic American students who completed the Virtual Conversation Partner Program (VCPP) in the summer before arriving at William & Mary (one hour per week for three months) on Skype.

Last December her work was awarded the 2014 Marjorie Peace Lenn Research Award for scholarly research by The American International Recruitment Council (AIRC), a consortium of senior administrators at U.S. post-secondary institutions, pathway programs, student recruitment agencies, secondary schools, and non-U.S. educational institutions that work together to establish quality standards for international student placement in the United States.

Genesis of the Study

Zhang has considerable experience with international students, beginning with her studies at the Language and Culture University in Beijing, which is an international campus—4,000 some foreign students and only 2,000 Chinese students. “I really appreciated those four years there with the international exposure,” she recalls. She's been in the U.S. almost a dozen years now, but she hasn’t forgotten the hurdles when coming to a foreign country and making your way.

Zhang’s undergraduate degree is in English Literature. At William & Mary she’s studied special education and worked for several years in WJCC Schools. Based not only on data from the study but also on her own experiences as a student

Above: Jingzhu Zhang is awarded the 2014 Marjorie Peace Lenn Research Award. Photo by Florian Mathias Schafer.
and teacher, Zhang has found that being physically present in the country of target language doesn’t automatically guarantee authentic interactions with native speakers. Interactive opportunities need to be created to bring both international and domestic students together in an informal, social and non-threatening environment where international students can feel equal, valued, and needed.

In approaching her project, Zhang talked with students and realized that students who struggled with spoken English felt isolated and had less success with jobs and social life. She was troubled: “What can I do? I wanted to find a solution—not just for a superficial connection, but for something deeper.”

She initially thought about requiring a blog as preparation for arrival on campus, but students were often already more comfortable with writing and self-reported higher speaking ability than they really had.

And that’s when Zhang realized what they needed was face-to-face connection. Skype offered a widely accessible and affordable means. She also realized they needed to start earlier than when they arrived on campus to begin studies. The virtual conversations began three months before a student’s arrival on campus.

**Structure of the Study**

Three questions guided Zhang’s study: (1) To what extent and in what manner, if at all, did video-based, real-time virtual interaction with American students affect incoming international students’ ICC development? (2) What factors predicted international students’ perceived ICC, if any? (3) Which factors were perceived by participants to contribute to meaningful virtual intercultural communication between incoming international students and American domestic students?

Zhang’s research found that for international participants four factors contributed most to meaningful intercultural discussions with American students: motivation to improve; having had previous intercultural experiences; a feeling of being on equal footing despite inadequacies in language skill, because the Americans

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**VCPP CONNECTION:**

**APRIL ZHENG**

Where are you from? I am from Fuzhou, a mid-sized coastal city in the southeast part of China.

What prompted you to participate in VCPP? I had never been to the U.S. before when I found out that I was admitted into William & Mary through the early decision program. I was both excited and nervous. I wished I could have someone to talk to before I arrived, so I would feel more oriented. When I got the information about VCPP from the Reves Center, I was excited for what it could offer so I signed up for it immediately. And my experience actually turned out better than I would ever expected.

Who was your partner? I was partnered with Conor O’Donnell ’15, an International Relations and Environmental Policy double major. He is from Richmond, VA and was a rising sophomore when we first connected with each other.

What kinds of interaction/conversations did you have? We started to Skype right away when we were paired up and the virtual conversation continued regularly until the week before I departed for the U.S. I remembered that was the summer when Conor just finished taking a 100-level Chinese class, so he was showing me all the phrases and characters he learned from his Chinese class. I told him how I learned English and why I decided to study in the U.S. We also talked about the places we have traveled and the places we wanted to go the most. Those conversations about cultures and languages were most fun and memorable.

He also told me about life at W&M, which was most helpful to me as an incoming freshman. He taught me how to look up for classes, how to quickly register for them (it did help a lot!) and where to buy cheap textbooks, etc. He told me about all the fun things at W&M and Williamsburg. He really got me excited and ready for a totally new experience. The most useful thing he told me was probably to buy a pair of rain boots the first day I arrive.

Did you find it helpful? How? It was and it was even beyond that. I got to practice my English naturally and already knew a lot about what to expect at W&M way earlier before I arrived. I definitely felt more confident with the extra knowledge Conor told me about and I still ask for his help or suggestion when I encounter something difficult at W&M. It was just enjoyable to chat with someone humorous like Conor. I have had a lot of fun.

Did you continue your friendship with your partner after you arrived at W&M? Yes, we have become really good friends for almost three years now. Conor picked me up at the Richmond Airport when I first arrived and drove me to school. He helped me move in and even took me for grocery shopping. And he still jokes about how I looked exhausted and was often zoned-out on that day because of the jet lag. Conor continued to help me after I arrived at W&M. He gave me ideas on where to go for breaks. He introduced me to one of his professors who was looking for Chinese speakers and it became my first research job at W&M. I guess we are still good friends three years after the program because both of us reach out to one another when we feel we haven’t caught up for a while.

Conor is the nicest and most helpful person I met at William & Mary and I feel so lucky to know him through VCPP! I’d recommend every new international student to participate in VCPP because it is really worth it and fun!
showed genuine interest; and the ability to see body language and facial expressions through video-conferencing.

For those students who didn’t have much interaction with native speakers or American culture, they reported being nervous and unsure about themselves at the beginning of the virtual sessions. Some students would prepare a PowerPoint or be very structured ahead of time. Others were more open to letting the conversation progress naturally. Either way, students were learning to strategize how to communicate.

“The point was that they can learn how to initiate small talk, read facial expressions and use gestures,” Zhang notes. “And these are the kinds of things that can’t be taught in rote memorization or repeating phrases.”

Gradually, students felt more able to describe and explain their home culture, having learned more about American culture, too, and were thus in a better position to draw meaningful comparisons.

Initially Zhang had more international students than Americans, but as word spread about the program, more and more American students wanted to volunteer. Zhang didn’t expect the overwhelming interest from domestic American students initially, but after reading their applications that were filled with such passion for the project, she realized that the thirst for intercultural interaction from American students was as strong as that from international students.

With an increasing emphasis on internationalization of American college campuses, Zhang feels that programs like the VCPP may be just one of many ways to provide opportunities for all students to develop greater self-awareness and an understanding of other cultures—in a non-graded, one-on-one, informal setting. The VCPP places the focus on human interaction and moves beyond opinions shaped by what’s on CNN and Youtube.

“This is exactly why intercultural programs like the VCPP are critical,” notes Zhang, “because international students can experience what it is like talking to an American peer in a relatively less-overwhelming environment. As demonstrated by the interview findings, this kind of one-on-one pre-arrival interaction leads to confidence and positive attitudes toward campus life.”

As one participant put it, “The best thing is to give yourself just a little bit of security, at least get to know one person, and start from there . . . this one person you have built a relationship with, you know, and move forward, to get to know more people. That was a good start.”

Zhang loved the students and working with their parents. And her background in special education taught her “to individualize—because everyone is different. And that approach really helped with this project.”

It’s that attention to the individual that enhanced the project. Zhang spent a lot of time pairing up students. “I looked closely at their essays and applications, asking what are their majors? Their motivations?” As she saw it, this should be an opportunity for both partners to learn. “I wanted to benefit both sides.”

One of Zhang’s favorite aspects of teaching is getting to know the students and following their progress: “As a teacher I followed the group from elementary school through graduation from high school. It was similar with the VCPP program. I’ve watched them in some cases since they were freshmen, and now they’re graduating this year.”

Although Zhang refers to this study as “my baby,” she approaches the results as an impartial, seasoned researcher. She says she’s especially appreciated the feedback. “They write paragraphs, not just words. They want to tell a story about what they’ve learned, and each story is different.”

Programs such as the VCPP have the potential to enhance the higher education campus internationalization efforts as a cost-effective solution. After just a few hours of conversations over three months, international participants expressed that they became more involved in campus life after arrival than they imagined that they would have been had they not participated in the program. They were more familiar with campus life and therefore more comfortable in taking initiative.

Finally, Zhang shared that she’s seen the international students being exposed to an aspect of American culture that had been unfamiliar to her, too, when she first came to the U.S. “There’s a tradition of volunteerism and community service here that is not as much a part of other cultures.” She’s pleased to see students participating in service projects with their fellow students while at William & Mary. And that, in some ways, is an outcome that pleases her most of all.

As she recognizes, most international students won’t be staying in the U.S. after their studies. “The majority are going back to their home country, and I want to help them go back to contribute, to change their countries for the better. These hands-on experiences here will change their views. This younger generation is a change agent, and the world will benefit from that.”

“I WANTED TO FIND A SOLUTION—NOT JUST FOR A SUPERFICIAL CONNECTION, BUT FOR SOMETHING DEEPER.”
If sports are a microcosm of life, then an argument just might be made that tennis today is a microcosm of globalization in the modern world.

The International Lawn Tennis Federation (ILTF) was founded in Paris in March 1913, with 15 inaugural members—Australasia (Australia and New Zealand), Austria, Belgium, Denmark, France, Germany, Great Britain, Hungary, Italy, Netherlands, Russia, South Africa, Spain, Sweden and Switzerland. French (with English translation) was the official language.

In 2013, the ITF (“lawn” was, alas, dropped in 1977) celebrated its centennial with 210 member nations—from Afghanistan to Zimbabwe—and its 2014 and 2015 general meetings scheduled in Dubai and Santiago, Chile, respectively.

If you want some local proof of the international nature of tennis, you needn’t look much further than the 2014-15 Women’s Tennis Team.

The team boasts its best record in years, with no sign of slowing down. Remarkable not only for its top-notch play is that of the eight players on the team, all but two are international students. Julia Casselbury ’16 hails from Lititz, Pennsylvania, and Olivia Thaler ’18, from Miami, Florida, but their teammates come from across the globe: Maria Groener ’18, Oslo, Norway; Jackie Lee ’16, Brisbane, Australia; Jeltje Loomans ’15, Houten, The Netherlands; Leeza Nemchinov ’16, Moscow, Russia; Mélanie Roy ’17, Villers Marmery, France; and Cecily Wuenscher ’18, London, England.

Andre Agassi described tennis as the loneliest sport: “In tennis you’re on an island. Of all the games men and women play, tennis is the closest to solitary confinement . . . ” That was no doubt true for him, but William & Mary’s Women’s Tennis Team is, if not the exception to that rule, a shining example of teamwork and cooperation—both in spite of and because of its diversity.

by Kate Hoving

Game… Set … Well-Matched
Even watching a recent practice at the McCormack-Nagelsen Tennis Center, it’s clear these are young women who are hardworking and serious, yes, but who enjoy their teammates and see their individual performance as part of a greater whole.

Cecily Wuenscher doesn’t mince words: “There’s just a good vibe here. You have 100 percent confidence that we’re all going to fight ‘til the end. We don’t all need to win, but we will all do as well as we can.”

Senior Jeltje Loomans is quick to credit everyone on the team, especially the freshmen. “They bring a lot of hard work to the team.”

Head Coach Tyler Thomson and Associate Head Coach Jesse Medvene-Collins also can take some credit for the team’s success as well as its diversity.

So how did the team end up being so international in character?

It turns out, there’s no shortage of interest in coming to W&M, and the competition is fierce. Between Thomson’s reputation for success and the college’s reputation for excellence, he gets “at least 20 emails a day” from abroad trying to interest him in recruiting a player. “Many of these young players have agents promoting them.”

But that doesn’t seem to faze Coach Thomson, who in his calm, measured way, simply states: “My goal in recruitment is to find the best players that fit the W&M profile.”

For him, that means, “strongly competitive, intellectual, and most important—they must be eager to explore their potential. And of course, in the case of international students, they must have high-level English conversational skills.”

Thomson uses the recruitment process to learn as much as he can about the players, traveling abroad if necessary to meet the young women and their families.

If you have any doubts he’s putting sentiment and personality above talent, he’s quick to add: “These players are among the very best in their countries and are here on full scholarships.”

By reaching beyond U.S. borders, Thomson builds the strongest team possible, and both U.S. and international students reap the benefits.

For Maria Groener, the appeal for her was that the pool of opponents for her at home was so small. “Our team in Norway would play a Swedish Club and the ITF in Europe, but especially when you’re top ranked, you’re playing against the same people again and again.”

While American players can find more than enough competition from other Americans across the country, if you’re a top-notch European player, by the time you’ve reached the equivalent of college level, you’ll have had by necessity considerable experience playing against opponents from other countries. That’s probably the reason the idea of multicultural team doesn’t seem at all exceptional.

Another reason international students come to the U.S. is that in some
countries, it’s not always possible to combine a focus on serious athletics with going to college. The concept of scholar-athlete at schools such as W&M is not an option. As Cecily points out, “You have to decide which direction you want to take.”

Loomans acknowledges that there are different names and definitions for things in the U.S. In Europe the teams are managed by trainers, whereas in the U.S. they’re called coaches. The distinction is more than one of word choice, and the young women show their enthusiasm not only for the expertise they gain from Thomson and Medvene-Collins, but also for the mentoring and support that is part of the coaching process.

In their conversation as in their playing, these young women are focused, intelligent, and yet quick to share the floor and hear what others have to say. There’s a lot of laughter and good-natured teasing.

But perhaps not surprising, it’s Coach Thomson who quietly interjects that it would be more interesting to ask Olivia Thaler, one of the two American players, what it’s like to play on such a cosmopolitan team.

The freshman from Miami admits that she’d not only never been abroad, but she’d never left Florida before coming to W&M. For her, it’s a great opportunity above and beyond the tennis playing. “I have lots of new friends in wonderful places I can visit.”

For this native of sunny Florida, her biggest challenge on the team hasn’t had to do with language or culture, but climate; “Before W&M, I’d never played indoors . . . or without my hat.”

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**Top:** Together as a team

**Bottom:** Associate Head Coach Jesse Medvene-Collins

Photos courtesy Jim Agnew
**SOME DISTINGUISHED VISITORS TO CAMPUS**

**Gregory Tepper Lecture Series**

**Professor Alexander Motyl** of Rutgers University came to the William & Mary campus in February to deliver the first lecture in the series Ukraine & Russia: Past, Present & Future of the Region, presented by the Russian and Post-Soviet Studies Program and sponsored by the Gregory Tepper Lecture Fund. His topic was “After Imperial Collapse: Regime Change, Rebellion, and War in Russia and Ukraine.” The timely lectures brought several distinguished scholars to W&M for the series:

- “Putin's Game in Ukraine,” **Professor Valerie Bunce** (Cornell University)
- “The Origins of the War in Ukraine” **Professor Lucan Way** (University of Toronto)

**Professor Nancy Condee** (University of Pittsburgh) will round out the series next fall with her lecture: “Balaclavas & Incense: On Russian Spectacle, the Oscar, and Yalta-Film.”

**EU Ambassador**

In early February, **David O'Sullivan**, appointed European Union Ambassador to the United States in November 2014, visited W&M to meet informally with President Taylor Reveley and deliver a lecture on “Expanding the E.U.-U.S. Relationship to Face Common Challenges.” He held an overflow audience of students, faculty, media and local residents in rapt attention as he touched on a wide range of issues from economics and technology to foreign policy and trade.

Admitting with a good-natured sigh that he spends most of his time explaining just what the EU is, O'Sullivan began by pointing out that the European Union as a whole – and not the U.S. or China – is the world’s largest economy. He went on to correct some of the misperceptions many people, including members of the EU have, noting that, “The EU is neither a United States of Europe nor a United Nations, but a truly supranational body.” As a result, “Like the U.S., which was built by different states bending together, the EU’s goal is not to build a single European culture or language. But its members are fundamentally linked by common values and a common sense of destiny—a voluntary pooling of sovereignty.”

O’Sullivan ended his remarks optimistically. “The European Union has weathered multiple crises and yet has emerged stronger and more united.”

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**MILESTONES**

**Open Doors**

For the second year in a row, W&M has the highest percentage of undergraduates participating in study abroad programs of any public university in the United States, according to a report released by the Institute of International Education (IIE). W&M had 45.8 percent of students study abroad in the 2012-2013 academic year. The university is a leader among global education even when compared with private universities, ranking 20th in the report’s list of top 40 doctorate-granting institutions, both public and private.

**Peace Corps**

W&M is one of the top producers of Peace Corps volunteers in the country for 2015. With 21 alumni currently volunteering in countries across the globe, W&M is ranked 12th among medium-size colleges and universities, which includes schools with 5,000 to 15,000 undergraduates. Last year, the university was ranked 22nd.

Alumni from more than 3,000 colleges and universities nationwide have served in the Peace Corps since the agency’s founding in 1961, including 608 W&M alumni. The university is the fifth-highest producer of Peace Corps volunteers in Virginia this year and ranks third on the all-time list of top volunteer-producing institutions in the Commonwealth.

**Foreign Policy Ivory Tower Index**

For the first time since 2006 when Foreign Policy magazine began ranking the top international relations schools for undergraduates, master’s degrees and Ph.D. programs, W&M has made the list of Top 25 U.S. Undergraduate Institutions to Study International Relations, coming in at 18th.

This ranking makes W&M the top choice in Virginia for the study of international relations and the number two institution without an international relations Ph.D. program.
In his latest book, The Cosmopolitan First Amendment: Protecting Transborder Expressive and Religious Liberties, Godwin Professor of Law Timothy Zick invites readers to examine the First Amendment not in domestic places like public parks and streets, but at and beyond America’s territorial borders.

The book begins with a discussion of transborder First Amendment concerns and concepts, examines several examples of “conversation and commingling” that take place across and beyond U.S. borders, and concludes with a discussion of the First Amendment as it relates to the community of nations.

Zick observes that most First Amendment scholars focus exclusively on the intra-territorial or domestic exercise of expressive and religious liberties. “I think that people generally think about the First Amendment in terms of ‘here’ versus ‘there’ and ‘us’ versus ‘them,’” [referring to citizens and aliens] he says. “A core part of my argument in this book—the ‘cosmopolitan’ part of the argument—is that it is no longer appropriate, if it ever was, to think of freedom of expression and freedom of religion as confined by territory.” He notes that globalization, digitization, and other phenomena have fundamentally altered the manner in which people exercise, and government regulates, First Amendment rights.

Zick also observes that most Americans would be surprised to learn that the rights to speak, associate, travel, and exercise religion across international borders are not clearly established under the First Amendment.

The American First Amendment remains a beacon of freedom around the world. As President Franklin Roosevelt, participants in the U.S. press-government crusade, and countless others since have argued, its principles offer the best hope for world peace and the spread of democracy. However, the First Amendment’s substantive standards and doctrines are increasingly out of step with the liberty models adopted across the community of nations. This poses a rather serious question regarding the extent to which the First Amendment can continue to support and influence the causes of global expressive and religious freedom in the twenty-first century and beyond.

To a large degree, the answer depends on the actions of American officials and the American people. Will we be able to defend First Amendment exceptionalism to foreign audiences who are increasingly skeptical of its benefits? Will we refuse to engage with transnational approaches, even if only to confirm our commitment to First Amendment standards and doctrines? Will we exhibit a commitment to those standards and doctrines with respect to Americans and aliens who engage in cross-border and beyond-border conversations and collaborations? Will Americans insist that executive surveillance programs that sweep in masses of data relating to transnational conversations be limited or discontinued? These questions will have significant bearing on the relevance and influence of the First Amendment in the world community.

For a mature, but still evolving, First Amendment, these are critical questions. But we ought not to focus too narrowly on preservation of First Amendment liberties in their most formal sense. The First Amendment is not going to be repealed. Nor is it likely to be interpreted by courts and elected officials as coextensive with international human rights laws or transnational instruments. Rather, the real battle in the twenty-first century will be between democratic regimes, in which there is now broad convergence on principles such as access to information, freedom of press, and freedom of belief, and authoritarian regimes in which these principles are rejected and violated.

What the people of the world will need—indeed, what they have always needed—in order to prevail in that battle is a repository of wisdom and experience that demonstrates these things: Why freedom must prevail over repression; why access to information is a universal good; why respect for expressive and religious pluralism is critical to global peace; and why self-governance and self-determination are the destiny of all mankind. These are the familiar lessons of the First Amendment. We ought to continue to share them with the world community—not in the hope that they will adopt American standards, but to the end that they might be inspired by the First Amendment’s exceptional principles.
**Opportunities & Challenges at Historically Black Colleges and Universities**

Palgrave MacMillan Publishers

*Opportunities and Challenges at Historically Black Colleges and Universities* grapples with the strengths and challenges that historically black colleges and universities (HBCUs) face as the nation's demographics change.

EDITED BY: Marybeth Gasman and Felecia Commodore.

Sarah Mullen, Global Education Short-Term Programs Coordinator at the Reves Center, is the author of one of the chapters, “Study Abroad at HBCUs: Challenges, Trends, and Best Practices.”

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**Border Politics: Social Movements, Collective Identities, and Globalization**

NYU Press

*Border Politics* offers a lens through which to understand borders as sites of diverse struggles, as well as the strategies and practices used by diverse social movements in today's globally interconnected world.

EDITED BY: Jennifer Bickham Mendez, Professor of Sociology at W&M; and Nancy A. Naples, Board of Trustees Distinguished Professor of Women's, Gender, and Sexuality Studies and Sociology at the University of Connecticut.

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**Pursuing Quality in Higher Education**

The William & Mary School of Education’s higher education program hosted visiting scholar Professor Ellen Hazelkorn for a week in November 2014. She presented a teaching and higher education salon. She also attended the W&M Women’s Network Forum, and joined the higher education faculty and students at the annual Association for the Study of Higher Education (ASHE) conference in Washington, D.C.

Dr. Hazelkorn holds a joint appointment as Director, Higher Education Policy Research Unit (HEPRU), DIT (Ireland), and Policy Advisor to the Higher Education Authority (HEA). She is also President of EAIR (European Higher Education Society) and Chairperson of the EU Expert Group on Science Education (2014). She has over 20 years of senior experience in higher education.

Professor Hazelkorn conducted a teaching workshop during her visit entitled “Pursuing Quality in Higher Education” and reviewed the influence of globalization of knowledge on the notion of quality, as stakeholders want to be assured they are receiving value, and societies want learners to be prepared for the world of work. Yet, there is no agreement on the definition of quality in higher education, as context dictates priorities and definitions.

She emphasized the role of the “total” student experience, which occurs both inside and outside the classroom as student engagement aligns with educational practices. Because employers now require more of their new hires than in the past (because of more complex work situations, higher levels of learning and knowledge and broader skill sets are required on the job), institutions of higher education must adjust programs to include more student experience with practical knowledge and authentic learning opportunities, such as group assignments, participation in research projects, internships, work placements, problem-based learning, and oral presentation.

Institutions must develop and implement a strategy for support and on-going improvement of quality in teaching and learning, in such a way that it is on parity with research.

Professor Hazelkorn’s higher education salon explored “The Role of Policy” in Internationalization. She examined the underlying policy assumptions regarding processes of internationalization, higher education reform, and institutional mission diversity; the implementation effects of policy on teaching and learning—lessons from Bologna; and, the evaluation of reform. She enumerated and described several drivers behind European policy on higher education including harmonization vs. homogenization, globalization, competitiveness, and quality and excellence.

Professor Hazelkorn’s visit was co-sponsored by the School of Education Office of the Dean, the Higher Education Program in the department of Educational Policy, Planning and Leadership, the Charles Center, the Reves Center for International Studies and the Thomas Jefferson Program in Public Policy.
THE REVES CENTER FOR INTERNATIONAL STUDIES’ FACULTY FELLOWS PROGRAM FUNDS A NUMBER OF FACULTY PROPOSALS EACH YEAR THAT INVOLVE STUDENTS EITHER THROUGH STUDENT-FACULTY COLLABORATIONS ON INTERNATIONAL RESEARCH, OR INVOLVE RESEARCH, TEACHING, AND LEARNING THROUGH COMMUNITY ENGAGEMENT. THE REVES CENTER HAS SELECTED THE 2015 REVES FACULTY FELLOWS:

FOR MORE INFORMATION AND A LIST OF PREVIOUS RECIPIENTS, VISIT WWW.WM.EDU/OFFICES/REVESCENTER/GLOBALENGAGEMENT/REVESFACULTYFELLOWS.

“Investigating Human-Environment Interactions and Food Webs in French Polynesia.”

Kahn will continue an international research project focused on a comparative approach to investigate different cultural responses to ecosystem changes within two Polynesian societies. Her project will involve natural science and archaeological field work with William & Mary students in French Polynesia.

“Mobile Phone Ownership and Women’s Empowerment: A Field Experiment in Tanzania.”

Few randomized control trials have tested the impact of mobile phone ownership on an individual’s life and livelihood. This study has the potential to advance our understanding of the impact of the mobile phone technology on women’s empowerment and our understanding of the behavioral effects of mobile phone ownership.

“Brazilian Beach Ridges as Recorders of Coastal Response to Holocene Climate Change.”

This study will investigate the nature and rates of landscape response to short-term (millennial or shorter) climate change, and the imprints of these responses on the coastal environment through study of the Tijucas Strandplain in southern Brazil. It will support the travel of Chris Hein and Claudia Shuman to southern Brazil to collect field data and run a multi-day lab and field course of coastal geology, in partnership with local collaborators.

“Enhancing Multicultural Competencies for Today’s Diverse Educational System.”

Cross-cultural research between William & Mary and the University of the West Indies: Cavehill, Barbados (UWI), to expose students to the challenges and successes of counseling and teaching a diverse group of K-12 students. They will engage with students from minority populations, their families and counselors, some of whom may be multilingual.
2014 STUDY ABROAD PHOTO CONTEST WINNERS

MORE THAN 70 STUDENTS SUBMITTED 180 PHOTOS OF THEIR EXPERIENCES ABROAD FOR CONSIDERATION IN THIS YEAR’S CONTEST. STUDENTS WERE INVITED TO SUBMIT PHOTOS OF ONE IN FOUR CATEGORIES.

1. Location, Location, Location: Photos of cityscapes, shops, landscape, nature, architecture or anything that gives a “sense of place.”
   Aaron Buncher ’15
   “Schism”
   A bridge over rolling turf in rural Western Iceland.

2. Celebration Of Culture: Photos that capture the spirit of the host country.
   Ub Qiu ’16
   “Yarn Dyeing”
   Icelanders dye their own wool yarn with homemade dyes from the sheep they raise.

3. Tribe In Action: W&M student(s) out and about in the world.
   Elizabeth Dabbs ’15
   “Kallimarmaro Olympians”
   Lucy Sotelo ’16, Tyler Reid ’15, and Caroline Lower ’14 pose in the Panathenaic Stadium in Athens, Greece.

   Laura Penalver ’16
   “The Great Escape”
   One lone snail heads for freedom in the local market in Cádiz, Spain.

[STUDENT FAVORITE]

The Global Education Office staff selected the four finalists, and students at the Study Abroad Fair in November voted on their overall favorite, which was Ub Qiu’s photo of yarn dyeing.
THE GLOBAL EDUCATION OFFICE (GEO) STUDY ABROAD PROGRAMS

Summer Faculty-Led Programs:

- Adelaide, Australia
- Saint John, Antigua
- Holetown, Barbados
- Beijing, China
- Prague, Czech Republic
- Cambridge, England
- Montpellier, France
- Potsdam, Germany
- Athens/Nafplio, Greece
- Goa, India
- Galway, Ireland
- Florence, Italy
- Rome/Pompeii, Italy
- St. Petersburg, Russia
- Cape Town, South Africa
- Cádiz, Spain
- Santiago de Compostela, Spain

Undergraduate Exchange Programs:

- Australia: University of Adelaide
- Austria: Vienna University of Economics & Business
- Canada: McGill University
- China: Tsinghua University
- England: University of Exeter
- England: Manchester Business School
- England: University of Nottingham
- France: L’institut d’Études Politiques de Lille
- France: Université Paul-Valéry Montpellier III
- Japan: Akita International University
- Japan: Kanazawa University
- Japan: Keio University
- Netherlands: Leiden University
- Scotland: University of St Andrews
- Singapore: National University of Singapore
- South Korea: Yonsei University
- Wales: Cardiff University

W&M-Sponsored Semester Programs:

- La Plata, Argentina
- Oxford, England
- Montpellier, France
- Seville, Spain

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