In Nepal with Reves Faculty Fellows

ALSO
TA-NEHISI COATES AT ASWAD INTERNATIONAL JUSTICE LAB LAW SCHOOL USING TECHNOLOGY TO EDUCATE, ENGAGE & RECRUIT
Established in 1989, the Reves Center for International Studies is today one of the premier centers of its kind in U.S. higher education. Its mission is to support and promote the internationalization of learning, teaching, research and community involvement at William & Mary through programs for education abroad, international students and scholars, and global engagement across the university.

William & Mary is the number one public university for undergraduate study abroad participation, with almost 60 percent of the university’s undergraduates studying outside the U.S. before graduation. More than 1,200 international students, scholars and their families from nearly 70 countries have come to William & Mary. And the Reves Center encourages and assists numerous international strategic initiatives across the university, including the William & Mary Confucius Institute, which offers Chinese language and cultural activities to the campus and community, and Global Research Institute, co-sponsored by the Faculty of Arts & Sciences, which supports faculty and student collaborations to find solutions to pressing global problems.
I write this letter in the midst of an unprecedented global crisis. The COVID-19 pandemic has threatened the health of hundreds of thousands of people, damaged the global economy, and upended normal social life on every continent. It has forced universities around the world—including William & Mary—to cancel study abroad programs, close dormitories, and move courses fully online for at least the rest of the spring semester. In academia, as in all other spheres of our society, we are working as best we can in a state of seemingly nonstop emergency response, while holding out hope that calmer times will soon return.

At a time of such pervasive uncertainty, it may seem premature to ask big questions about the meaning of this historical moment. Yet as preoccupied as we may be with short-term problem solving, we must still focus our attention on the future we are trying to achieve. We must ask: what is the purpose of global education and research at a time like this? As national borders are shut, international flights are cancelled, and global commerce is disrupted, one might think that the novel coronavirus has brought the post-Cold War era of globalization to a decisive close.

Yet paradoxically, the COVID-19 pandemic is itself a profoundly global phenomenon. The rapid spread of the virus through global and domestic networks of travel and trade has ultimately shown the futility of purely national approaches to halting it. In countries around the world, diverse cultures and societies are quickly learning to adopt new global social practices, ranging from “social distancing” to Zoom videoconferencing. Universities, too, are sharing our responses to this crisis with our international partners in real time, working to maintain cherished relationships of reciprocity that will reignite active academic collaborations once the pandemic has finally passed.

Whatever the future may hold, then, it is almost impossible to imagine that humanity will somehow “return” to a world of hermetically sealed social units with no global interaction. Indeed, such a world has never truly existed. On the contrary, the post-pandemic world will need global expertise, global analysis, and an understanding of diverse global perspectives more than ever before. We will therefore not waver in our commitment to advance the internationalization of teaching, learning, research and community involvement at W&M.

FROM THE DIRECTOR

Stephen E. Hanson
Vice Provost for International Affairs
Director, Reves Center for International Studies
ANNOUNCING THE
2020 Faculty Fellows

Each year, a committee of faculty and Reves staff awards Reves Faculty Fellowships to support faculty-student research and collaboration on internationally-focused, engaged scholarship. The initiative is open to full-time William & Mary faculty in all academic units. Proposals are invited from faculty with significant experience in the international arena as well as those seeking to expand the focus of their work to include international, global, and/or trans-national approaches.

JENNIFER KAHN
ANTHROPOLOGY
“Differential cultural responses to social change and ecosystem change in Polynesian chiefdoms”

Ethnographic, linguistic, and archaeological research has established that all Polynesian societies descended from a common Ancestral Polynesian culture. Thus, the varied forms of island socioecosystems of Polynesia reflect differential trajectories of dynamic interactions between island populations and societies with their natural environments, leading to new and at times radically transformed landscapes and emergent sociopolitical formations. This research project seeks to identify those characteristics and processes of island environments and societies which allowed some chiefdoms to develop substantial resilience, while others were transformed into states of high instability and in some cases collapse. The research will apply archaeological and anthropological approaches including zooarchaeology, ethnoarchaeology, GIS mapping, and excavation of rockshelter and ritual site complexes to identify prime movers leading to sociopolitical change on the island of Rurutu (Austral Islands).

SHANTÁ HINTON
BIOLOGY
Continuation of 2019’s Fellowship: “Characterizing MK-STYX domain’s role in cellular specialization”

Stress Granules (SG) are large cytoplasmic RNA-protein complexes that form under stress. When SG remain too long, they become toxic, disrupting cellular balance, possibly resulting in neurodegenerative disorders such as Alzheimer’s, ALS (amyotrophic lateral sclerosis), Parkinson’s, or dementia, highlighting the importance of understanding how SG are cleared. The 2019 Reves Faculty Fellowship enabled a Student-Faculty team to do research at the Lunenfeld-Tanenbaum Research Institute (LTRI) at Mt. Sinai Hospital in Toronto, Ontario. Their research demonstrated that the DSP domain of MK-STYX is the domain that decreases the stress granules. The investigation will continue in 2020 to obtain statistical analysis in exploring the molecular mechanisms by which MK-STYX regulates SG by addressing the following questions: Which domain of MK-STYX elicits the decrease in stress granules? Do MK-STYX, or truncated constructs, bind to different proteins within the cell to decrease SG?
In the field of anti-cancer research, a wide range of natural products have been reported to have significant inhibitory activity on the growth of cancer cells. Thus, they represent good starting points for the development of effective drugs. One key requirement within the development process of a new drug is the easy access to the chemical substance, which constitutes the natural product. Although these compounds occur in nature, only small amounts of the natural product can be isolated from large amounts of plant material and other natural sources. It is therefore imperative to find effective ways to synthetically generate these compounds in the laboratory. The goal of the proposed project is the design and execution of novel and innovative synthetic methodologies to get access to bioactive molecules in sufficient quantities. In collaboration with Dr. Hamid Nasiri and Prof. Volker Zickermann at the University of Frankfurt, they will attempt to synthesize quinone based natural products and subsequently test them against isolated mitochondrial complexes and cancer cells.

Recent empirical studies have shown that weather shocks have significant effects on socio-economic outcomes such as agricultural output, labor productivity, economic growth, health, and conflict. Few studies, however, have directly estimated the effects of such shocks on the incidence of poverty. This study proposes to estimate such a relationship for Indonesia by evaluating the impact of temperature and precipitation anomalies on the incidence of poverty in Indonesia. They will collect and compile district-level data from multiple sources for the years 2002-2018 and exploit the variation in weather outcomes over time within districts to estimate causal effects. This project is being conducted in collaboration with Sudarno Sumarto, the senior policy advisor at the National Team for the Acceleration of Poverty Reduction (TNP2K) in Indonesia, and Pasita Chaijaroen, a former William & Mary economics faculty member currently affiliated with Vidyasirimedhi Institute of Science and Technology in Thailand. TNP2K is already assisting with the data collection. Two W&M Summer Fellows will assist with the project.

For more information and a list of previous recipients, visit
www.wm.edu/offices/revescenter/globalengagement/revesfacultyfellows
ANNOUNCING THE
2020 Drapers’ Faculty Fellows

A limited number of fellowships are provided through the generosity of the Drapers’ Company. Founded over 600 years ago, the Drapers’ Company is incorporated by Royal Charter and is one of the Twelve Great Livery Companies in the City of London. Supporting education has been one of the primary aims of The Drapers’ Company for centuries and continues to be the main focus of the Company’s grant making today. The Company assists schools, colleges and universities in many ways, from serving on the governing body to providing grants for scholarships, prizes and research. The Drapers’ Faculty Fellowship, administered by the Reves Center, provides support for archival research by the fellows, with the potential involvement of W&M graduate and/or undergraduate students at institutions in the United Kingdom.

AUDREY HORNING
ANTHROPOLOGY

“The Transforming Narratives: Archives, Archaeology, and Community Engagement in the Drapers’ Company Plantation Village of Moneymore, Northern Ireland”
The archaeology and built heritage of the Plantation is contested heritage in Northern Ireland, where society remains divided into two demographically equivalent communities, broadly drawn as Catholic/Nationalist, and Protestant/Unionist. Today’s divided identities are understood to be rooted in the 17th-century expansion of British power over Ireland, expressed in part through the importation of loyal British settlers as part of the Ulster Plantation scheme in which the Drapers’ Company were notable participants. In the present, Moneymore survives as a small rural village, but very little archaeological work has focused on it. There is a high likelihood that extant deposits survive and that buildings may mask surviving remains from the early seventeenth century. The research questions underpinning this project include: What can archival and archaeological research reveal about the character of cultural entanglements on the seventeenth-century Drapers’ Company proportion? How can archaeologists best develop practices that contribute to peacebuilding in post-conflict societies?

PHILIP ROESSLER
GOVERNMENT

“The Cash Crop Revolution, Colonialism and the Making of Modern Africa”
The structure of the modern African state and its severe spatial inequality can only be explained by understanding the interactive effects of geography and institutions—in particular how soil suitability for cash crops, such as coffee, cocoa, cotton, groundnuts and palm, determined the spread of commercial export agriculture with the end of the slave trade in the early 19th century and, in turn, shaped and was shaped, by imperial conquest and colonial state-building.

Roessler and his team of William & Mary students have been the first to systematically point to colonial extraction and its effects on inequality and on gender and ethnic inequality and politicization of ethnicity. High-levels of spatial inequality are found to hinder a country’s economic growth and increase the risk of civil war—and thus may represent the root cause of the vicious poverty-conflict trap that affects many low income countries, especially in Africa. The fellowship will enable extensive research into the colonial archival material at the London School of Economics’ British Library of Political and Economic Science, including migration data, ethnic censuses and first-hand accounts.
Students, scholars, and community members gathered together on January 31 to celebrate the launch of the International Justice Lab (IJL) with a roundtable discussion, “International Law and Justice: Challenges and Challengers in the 21st Century.” The roundtable featured Wayne Sandholtz of the University of Southern California, Tanisha Fazal of the University of Minnesota, and Layla Abi-Falah ’17, J.D. ’20, with IJL founder and director, Kelebogile Zvobgo as the moderator.

Provost Peggy Agouris opened the event and highlighted the importance of labs like IJL. “IJL’s mission requires that it — that we, actually — engage with challenges facing international law and justice in the 21st century and contemplate its defenses and defenders. And so we have Kelly [Zvobgo] and three experts in the field here tonight with us, to transmit their insider insights.”

Zvobgo began the roundtable with a message for students and faculty interested in international law and justice: “If we pursue questions that are important to scholars, to policymakers, to activists, and very importantly to future generations, building and using the very best data, leveraging new tools, and applying novel methods, I think — I am convicted, really — that we can bring important answers and solutions to bear on the world today.”

Each of the roundtable participants shared their perspective on the most pressing challenges to law and justice in the world today, leveraging their research expertise. Fazal discussed the current crisis among medical humanitarians: “Increasingly they see real tension between the work that they want to do and their ability to abide by the founding principles of humanitarianism, which are neutrality, impartiality, independence, and humanity.”

Next, Sandholtz discussed the ongoing erosion of democratic norms, backlash against international institutions, and state withdrawals from human rights obligations. “International law at the moment appears to be in a watershed crisis in several ways, in the sense that the rules and the institutions that have governed politics since WWII are under a lot of stress,” he said. What’s different about this new wave of authoritarianism,“ he continued, “is that these are elected authoritarians. They’re coming to power not through coups and revolutions but through democratic processes, and then they use democratic forms to undermine and erode democratic institutions from within.”

Abi-Falah also remarked on stark changes in international politics relating to criminal justice. “The state of international criminal law is going through a very serious transition and change right now that’s going to have an incredible impact on the practice of international criminal law and moreover on how we, as students and future practitioners, can participate in it.”

Abi-Falah cited her internship with the International Residual Mechanism for Criminal Tribunals, where she observed the decline in international criminal prosecutions. “Budget cuts and downsizing from international funding fatigue in the midst of cases winding down — alongside critiques of the lack of effectiveness of international courts and political gridlock — have all come together and resulted in many of these offices, as you walk down the halls, being left completely empty,” she said.

After these discussions of global political problems, one thing was clear: international justice is more important than ever before. “When I heard that the International Justice Lab was coming to William & Mary’s Global Research Institute, I was really proud, really excited,” Abi-Falah said. “Mostly, I was also really jealous of you guys, the students. I really wish I was still an undergrad here now, and I could be part of this. I just want you guys to know you have an incredible experience here, and engaging with GRI, engaging with Kelly [Zvobgo] and this new program. Any place that you want to go, this place will get you ready.”
In 2019, a team of fisheries biologists from the Virginia Institute of Marine Science (VIMS) traveled to Nepal to study the country’s freshwater fishes. Their goal was to understand how national parks—primarily designed to protect large land animals—may also protect fish habitats and diversity. Thanks to the terrific photos they took to chronicle their experiences, we can “accompany” Dr. Mary Fabrizio, Dr. Troy Tuckey, and Vaskar Nepal (Ph.D. candidate) on their expedition.

Their journey began at an American Fisheries Society (AFS) meeting in 2018 in Puerto Rico.

Fabrizio asked Nepal, “What are your career goals? What do you want to accomplish?” She wanted to give him the tools and experience to achieve his goals. Nepal responded, “I’m halfway through my Ph.D., but I don’t know anything about fishes in Nepal. That is something that bothers me; that keeps me awake at night.”

The next morning, Fabrizio responded: “Vaskar, I had an epiphany last night. I realized I have some money from an award to study fishes in Nepal. Would you be interested in doing that?” They were on their way.

Their next step was to join forces with Troy Tuckey and look for ways to pool their resources to fund their project. Luckily, they had all earned accolades and financial backing: a Plumeri Award for Faculty Excellence (Fabrizio); a Dean’s Fellowship (Nepal); and an award from the W&M Development Support Fund (Tuckey). The three then submitted their joint proposal to Reves and received the 2019 Reves Faculty Fellowship.

They decided focused on two locations for examination: Chitwan National Park (south) and Bardia National Park (west). These parks are renowned for protection of wildlife, but with seemingly not as much focus on aquatic life.
Team VIMS: Virginia

Team VIMS: Nepal

**Team Nepal (L-R):**

- Dr. Mary Fabrizio (VIMS)
- Dr. Rahul Ranjan (Assistant Professor, Fisheries Program, The Faculty of Animal Science, Veterinary Science and Fisheries, Agriculture and Forestry University, Rampur, Chitwan, Nepal)
- Vaskar Nepal (VIMS)
- Dr. Troy Tuckey (VIMS)
- Krishna Paudel, a Ph.D. student, whose advisor is Dr. Ranjan.
- Dr. Hemanta Dhakal (kneeling) (Lecturer, Department of Zoology, Prithvi Narayan Campus, Tribhuvan University, Pokhara, Nepal)
**Staying Healthy**

Mosquito-borne illnesses and hepatitis pose real risks in Nepal, requiring the team to obtain vaccinations, and take malaria pills every day. Mosquito netting was also essential.

Because they were going to be in the field, away from any source of help, they had to be self-sufficient: they took two suitcases full of first aid supplies: bandages, splints, salt pills, sunscreen and bug spray.

Thanks to good preparation and safeguards in the field, no one on the team was bitten by a mosquito.

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**Staying Cool**

Most of their days had temperatures of 100 degrees or higher, but they had to wear long sleeves and pants for protection against mosquitos. Dealing with the heat was a key component of their daily plan.

It was a challenge to find shade in order to set up makeshift laboratories. They used tents and whatever they could find—including fallen trees—to protect themselves, their instruments and the fish.
The team was not quite as sanguine as their guide at the sight of Bengal tiger-prints, but they bravely encountered many forms of wildlife including poisonous snakes, pythons, marsh crocodiles and rhinos.

Thanks to acquiring the necessary permits, when the team was confronted by park rangers on elephants (below), they had all the papers to explain their research.
Collecting Fish and Data

Accessing Remote Areas
Due to a lack of maps and roads, it took at least two hours to get to their sampling site each day.

In many areas, there were cliffs on the edge of the river. They could drive up to the edge of the cliff but couldn’t easily get down.

There was lots of walking through the elephant grass and thick forests.

Although it was the dry season, some of the rivers still had high and fast flowing waters.

Some sites were ankle deep, so too shallow to set up their gear.
Managing with Local Supplies

They shipped equipment to Nepal ahead of time, but didn’t want to ship heavy items like anchors or bulky items like floats for their nets. Instead, they used bags of rice filled with river rocks to secure the nets, and other “flotation devices” – whatever they could find.

In addition to fish, their nets also collected lots of trash—like flip flops and hair brushes. Lots of plastic is thrown in the river, and it often clogged the nets.

Measuring the Fish

The Nepalese permit required the researchers keep every specimen alive and return them all to the water, which meant measuring and photographing them while in the field.

Most of the fishes they encountered were relatively small (mostly minnows, loaches, barbs, and small catfishes). Many of the fish also turned out to be great jumpers, so covers were necessary to keep them in the buckets.

Research Findings: Nepal Fish Facts

- Days in the Field: 12
- Individual Fish Found: 518
- Number of Species Identified: 33 or possibly 34
- Initial Conclusions: Based on their preliminary results, they determined that the National Park does seem to provide some protection of diversity and individuals.

They also identified challenges facing the fish population:

- Subsistence living of human population stresses natural resources and environment;
- Heavy fishing pressure – fishing from sun up to sun down;
- Rock removal for roads removes fish habitats; and
- Shoreline armoring to protect local communities during the monsoon season.

Right: The team presented its findings to the Zoological Society of Pokhara. [This was adapted from a presentation by Nepal, Tuckey and Fabrizio at VIMS.]
W&M and St Andrews continue relationship with study-abroad program

BY NATHAN WARTERS

Editor’s Note: Although due to COVID-19 this summer’s program to St Andrews has been canceled, we look forward to relaunching it in the future.

William & Mary and the University of St Andrews began offering a joint degree program in the fall of 2011, providing students of both universities a unique opportunity to learn on both campuses.

However, the relationship between the second oldest institution of higher education in the United States and the oldest university in Scotland extends much further and continues to grow.

Continuing a successful affiliation with St Andrews that has spawned the joint degree program and various student exchange partnerships, William & Mary is offering its students an opportunity to participate in an upcoming summer study-abroad program run by the Global Education Office in the Reves Center for International Studies.

The St Andrews study-abroad curriculum will take place over four weeks in July and August and consist of two courses, one taught by program director Frederick Corney titled “Mythic Scotland Through its Culture,” and another taught by a St Andrews faculty member titled “Scotland’s Evolving Landscape.”

The application deadline for students is Feb. 3. The program requires an eight-week, one-credit preparatory course during the spring semester. In that class, students will familiarize themselves with the history, geography and culture of Scotland and St Andrews.

Corney has taken students abroad several times, traveling to locations such as St. Petersburg, Russia; Potsdam, Germany; Cambridge, England and Prague.

“I like doing these,” said Corney, the history chair. “You get to know the students. You get to know different places. So as more and more of these programs grow, I think they’re looking for areas where it makes sense.”

According to an Institute of International Education study, 57.7 percent of William & Mary students participated in study-abroad programs in 2017–2018, the highest percentage of any public university in the United States.

Each study-abroad opportunity offers a unique experience for the students and instructors.

“We are delighted to be working together with St Andrews to offer this exciting new summer study abroad program opportunity for students. The Global Education Office and the International Studies Advisory Committee developed this program to increase study abroad opportunities for students, especially those interested in STEM courses abroad,” said Sylvia Mitterndorfer, director of Global Education in the Reves Center for International Studies.

Corney’s course in Scotland will provide a broad overview of Scottish culture as it is perceived by the Scottish through an examination of the major mythic moments and personalities of Scotland’s historical narrative.

“I’m trying to get the students used to asking questions about Scottish culture. You don’t just see a kilt or hear bagpipes; you try to find out why the tartan is such an elemental sign of Scottishness, that kind of stuff,” Corney said. “Why does every Scot I know constantly quote poet Rabbie Burns? There are good reasons for that. It’s about when the Scottish national identity was built, romantic nationalism in the early 19th century. We’ll look at various key memory sites in Scottish history with the students. We’ll visit some. We’ll do visits around Edinburgh.
“The International Studies Advisory Committee developed this program to increase study abroad opportunities for students, especially those interested in STEM courses abroad.”

Above: Photo courtesy of Anne Hyslop ’07.
Opposite: Photo courtesy of Tucker Higgins ’17.

and Glasgow. If possible, we're going to get the students up to the Isle of Skye and Loch Ness and Inverness.”

Corney researches locations and finds places that would interest him and the students. He looks for “hooks,” and interesting stories that students might latch onto. For example, author George Orwell wrote “1984” on the Isle of Jura in Scotland.

“He's got this shack, and he's writing '1984,' and it's pretty bleak up there,” Corney said. “Anywhere around the North Sea coast is pretty bleak on either side of whatever country you're in, Denmark or Norway or Iceland, so if you're reading '1984' and you kind of have a sense of where he's writing, in this cold hut somewhere, that kind of stuff is interesting.”

A faculty member from St Andrews’ School of Geography & Sustainable Development will teach a course titled “Scotland’s Evolving Landscape,” which will address themes such as physical landscapes, cultural landscapes, climate change, population change, landscape management and sustainable development.

“Scotland has a spectacularly changing landscape,” Corney said. “It’s amazing stuff. One moment you’re walking through the heather on fields and the next you’re in these massive mountains and it looks like a blast site. It’s absolutely spectacular.

“They’re going to look at populations and how climate shapes the landscape, how humans shape the landscape, and then they’re going to get into issues of sustainability and what Scotland is doing towards sustaining its environment in what is a very exposed part of the North Sea up there.”

Corney has instructed at least a dozen study-abroad groups during his time at William & Mary. He is excited about the opportunities to visit some sites he's always wanted to visit, and he's excited to provide those experiences for the students as well.

“It’s fun to do,” he said. “I wouldn’t have done so many of these programs if I didn’t enjoy them.”

William & Mary and St Andrews is expanding their partnership through this study-abroad program, and they continue to explore ways to build on their budding relationship.

“The collaboration that connects W&M and St Andrews is transformational and multi-layered,” Mitterndorfer said. “We deeply value the opportunity to work with our St Andrews colleagues to develop high impact international experiences through the joint degree program, the semester and year student exchange program, the First Abroad spring break exchange program and now this summer program.

“When you have two institutions so closely aligned and deeply connected, such a partnership is ideal for creating new programs and opening up new opportunities for our students.”
When freshman Alfredo Bozalongo first came to the United States from Spain, Guatemalan teammate Marcos Villeda contacted him about his interest in a possible roommate agreement.

“It was kind of surprising for me,” Bozalongo said. “I did not expect to have someone on the team that speaks Spanish, so I knew that would be one of the best choices I could make. I’ve been very lucky.”

International recruitment in intercollegiate sports is a growing trend in higher educational institutions in the United States. With over 20,000 international student-athletes within the National Collegiate Athletic Association (NCAA), the international student-athlete contributes much to the diversity and internationalization of their classrooms, campuses and communities.

On Feb. 7, three Tribe men’s soccer players and their coaches sat with Reves staff to discuss the topic of social and cultural adjustments of international student-athletes. The Reves Center would like to send a special thanks to Reeves Trott ’19, former Tribe player, for organizing the discourse.

Joining the discussion was Alfredo Bozalongo ’22 from Spain, Marcos Villeda ’22 from Guatemala and Patrick “Diba” Nwegbo ’22, who was born in the United States, but of parents from Nigeria, West Africa. They make up three of over 700 international students enrolled at William & Mary.

“We have certain things that influence the way that we recruit which, over the years, have caused us to develop a model that we think works for the school here,” said Head Coach Chris Norris ’95, former Tribe soccer player.

“We aren’t heavily based on recruiting internationals like a lot of our competitors are, but we really feel strongly about trying to bring in the...
right international talent to enhance our program.” International student-athletes experience very different dimensions of the student experience than their domestic counterparts. The presence of international students aids the development of a more cohesive student-oriented culture; however, the transition and developmental experience, especially the social and cultural integration process, can sometimes be challenging.

Cultural heritage is the root of identity, as identity preservation is the keeping of close ties to a support network in the home country—all essential actions for international student-athletes.

Bozalongo said that he preserves his culture with frequent phone calls back home.

“As I am from Spain, my family and I have a six-hour difference in time, so I always try to call them every Sunday at 3 p.m. (9 p.m. in Spain), because it’s the perfect time to do a ‘sum up’ of the week and talk about the upcoming week,” Bozalongo stated. “I usually try to FaceTime with them (my parents, sister and uncle) for about an hour.”

Some social adjustments were more difficult for certain players to make.

“The clearest example was eating dinner at 6–7 p.m., as I was used to having my last meal at about 9–10 p.m., so every time I went to bed I was starving,” Bozalongo said.

The players spoke on the relationship between food and culture as Villeda described a recent visit to a local Mexican restaurant, a familiar cuisine freshman Villeda was eager to sample.

“All of the workers were from Central American countries,” Villeda said. “There were two workers that I met there that were Guatemalan. I ordered the burrito and it was very well done.”
n the shadow of the 400th year of 1619, that marked the beginning of enslavement in British North America, William & Mary had the honor of hosting the 10th Biennial Conference for the Association for the Study of the Worldwide African Diaspora (ASWAD) at the Williamsburg Lodge.

The ASWAD conference, “Remembrance, Renaissance, Revolution: The Meaning of Freedom in the African World Over Time and Space,” ran from Nov. 5–9 and brought to Williamsburg nearly 1,000 international scholars, activists, and artists from more than 30 countries to explore the ways in which African people around the world have fought against oppression and created new cultures and identities. Robert Trent Vinson, incoming president of ASWAD and Frances L. and Edwin L. Cummings Professor of History and Africana Studies at William & Mary, had worked tirelessly for over two years, first, to bring the conference to William & Mary (besting competitors such as Emory University); and then, in collaboration with colleagues and conference coordinator Chadra Pittman, to craft a powerful and compelling conference.

Vinson’s guiding influence was felt throughout the week in its panel discussions, African and African Diaspora film festival, and artistic performances by guest artists and W&M faculty, but nowhere was it more evident than at the keynote address on Friday, November 8 at the Williamsburg Lodge.

In front of a standing-room-only audience, including President Katherine Rowe, Vinson opened the event by explaining that the keynote would not be a lecture, but actually a discussion...
between two friends and classmates from his days as a student at Howard University: journalist, intellectual and author Ta-Nehisi Coates and professor of history at Temple University, Ben Talton. Vinson also explained that the keynote was also special because it was both an ASWAD and William & Mary event, as it was also the 2019 George Tayloe Ross Lecture on International Peace, an annual lecture presented by the Reves Center for International Studies. He then thanked Stephen Hanson, Vice Provost for International Affairs and Director of the Reves Center for his steadfast support of the conference and invited Hanson to deliver the formal introduction of Coates and Talton.

Vice Provost Hanson emphasized that to host the ASWAD conference was a huge honor for William & Mary, and particularly important for the university due its own long historical associations with slavery and Jim Crow segregation. He noted Coates's manifold intellectual and artistic contributions to America and the world, and thanked both Coates and Talton for their kind generosity in sharing their insights with ASWAD and the William & Mary community.

The easy give and take between Coates and Talton was as genuinely heartfelt as it was salient. The loosely structured discussion touched on a variety of topics, such as Coates' process of writing his first novel, *The Water Dancer*, his experiences at a Historically Black College/University (HBCU), and the relationship between journalism and activism.

Talton also asked Coates about his recent absence from social media and the consequences of his rise to fame. “It never occurred to me how much of an audience [my Twitter feed] would actually have,” Coates explained. “But then when it became a ‘thing’ it changed the interactions I had with people. I was frustrated with this persona and what people thought of me before I said anything. My wife has this saying: ‘You never want to be bigger than the sound.’ And I was becoming bigger than the sound.”

Although *The Water Dancer* is perhaps technically considered a work of fiction, Coates described the extensive research that went into his portrayal of slavery in the pre-Civil War Antebellum South to make the work as historically accurate as possible. Coates describes not only using scholarly sources, but also seeking out as many primary sources as possible to embody the intricate details of what life as a slave for his protagonist Hiram would have been like.

“It was always the primary sources that got me, and I always sought them out to the extent that I could,” Coates said. “Historians sometimes have a tendency to linger, even leer, at some of the more visceral details; the whippings, the rape. All of that happened and people should know, I’m not arguing about hiding that. But there is a way that we can use our lenses and our cameras not to linger on these scenes of brutality and raise the identity of the people.”

Talton then connected the importance of fiction to better understand people's contextual circumstances. “In a sense, we are using fiction to fill in the holes that are left, using fiction to get at that history,” Talton chimed in. “I remember when I was in college and a friend of mine and I got in a car and drove south. We said that we were looking for slaves. Anytime we saw a plantation we pulled off and tried to imagine what it was like to be there.”

Talton, with some playful protest from Coates, asked Coates to read a few passages of his novel out loud. Coates' captivating voice and masterful prose echoed through the auditorium, the audience hanging onto his every word as he gave voice to his characters. “The people become human. They don't just become people something happened to. They don't just become slaves, they become people who were actual human people,” said Coates. “You can restore that kind of humanity [in a novel].”

His detail and dedication to the truth have distinguished Coates as a journalist. During his time as a writer for *The Atlantic*, Coates recalls having the ability to learn extensively about his topics of interest, which is what led him to explore and ultimately become one of the leading proponents of reparations.

“There was a lot of time to read, there was a lot of time to engage with people. I had someone who was actually paying me to write these deeply researched articles. It was a time of tremendous growth for me,” said Coates.
Above: Afrodite, the African Cultural Society’s Dance Team at William & Mary entertained the audience before the keynote address.

Right: Professor Vinson introduced the program.

Opposite page: Coates and Talton engaged in a lively and far-reaching conversation.

(All photos by Kelly Spence)
Although Coates is an important figure with influential work, especially in activist spaces, he is quick to clarify his role as a writer and distinguish between the goals and methods inherent of activism and journalism. “I pride myself on my journalism and my journalistic work and I’m very careful about stepping into the territory of activism,” said Coates. “Writing is activism though,” countered Talton.

Later on in the conversation the topic resurfaced. “I came into this as a journalist and we’re schooled a certain way on how to approach and think about things,” Coates said. “I think it’s important for me to occupy a certain lane. I think I need distance to see.”

Throughout the discussion, both Coates and Talton often acknowledged the role their educational institutions and other scholarly work has played in shaping their perspectives and their work. In particular, they focused on the importance of HBCUs in cultivating their communities and learning.

“People always say if you go to an HBCU you’re not in the real world; they’re not preparing you to deal with the real world. But what they’re really saying is it must be inferior because it’s black,” Talton said. “Look at all of the people that came from HBCUs and the network that you have there.”

After the presentation concluded, Coates answered a handful of questions from audience members, including international scholars, local community members, and William & Mary faculty and students.

“First I just want to say how honored I am to share this space with you. I have yet to find another author who has brought me such joy and understanding in each one of his books, so thank you,” began Maya Farr-Henderson, a senior sociology major at William & Mary. “You talk about this concept of ‘Mecca’ and how you found Howard to be so transformative in your experience, and I was wondering if you have any other advice for finding your own Mecca and once you arrive, how do you receive that education, how do you recognize it?”

“You join ASWAD,” Talton joked, to the delight of his audience.

“I get that question a lot when I go to white schools,” said Coates. “It’s tough because I was never in that situation. I think your organizations and your community become that much more important, and that was not something I had to do much of when I was your age.”

One audience member, who identified herself as a professor and ASWAD member, thanked Coates for his work and the stimulating discussion, and asked if he could tell them some of the professors who had nurtured his love of lifelong learning. “We were at the history department at Howard at a great time,” Coates responded. Talton and Coates excitedly started naming faculty they remembered. They interrupted each other as they recalled the men and women who had influenced them. “To be eighteen, nineteen, twenty years old and to have that on a regular basis and then to have people to go outside class and talk about it...I wouldn’t be here without that,” said Coates. 📚
It’s 7:25 am on a Friday morning in February at the Law School.

There isn’t a single student in classroom 133, but the professor, Carlene Klein, has already written on the white board the agenda for the day, and is readying her console, sitting so the video camera installed at the far end of the room can see her, and the microphone is placed correctly.

Precisely at 7:30 am — 8:30 pm in China — Klein takes a breath, flashes her captivating and welcoming smile and begins: “Good evening. I hope you are well.”

Gradually her monitor screen fills with her students’ faces, one at a time, as they log in.

Klein speaks at a normal pace but with clear and careful enunciation. She exudes enthusiasm and warmth, but there is no wasted chit-chat; like her students, she is intent on making efficient and effective use of the next two hours.

The assignment from the previous class had been to be able to describe in less than a minute what it looks like where they live. So Klein checks in with each student.

This spring the Law School’s English Bridge students are all from China, but located in various cities: Beijing, Tianjin, Weihei, Foshan and Guangdong. One student is currently in Malaga, Spain (where she was when the coronavirus broke out, so unable to return to China yet); and another is working in New York. The coronavirus is keeping the students in China in quarantine, so it may be that this class is the one thing in their lives that hasn’t been disrupted since the outbreak.

One by one they describe where they are. Rose lives in Tianjin. It’s cold outside. She describes the snow covering the trees. A student in Shanghai is confined to her house

W&M IN THE WORLD

English Bridge Program: Technology as a Means to Educate, Engage and Recruit

BY KATE HOVING

Carlene Klein shows her students in China the way she uses her lips and teeth to pronounce different consonants. Photo Credit: Kate Hoving
because of the virus, but remarks that she can tell it’s not as windy as it can be this time of year, which makes it nice. Frank is surrounded by bookshelves in his den — “I love to see your room with all those books!”, Klein exclaims. But no one can match Grace, who is in Malaga. She volunteers to turn her laptop around so everyone can see the view of the beach outside her window. Before too many facetious groans from the group, though, Klein brings things back on course.

“Remember, for this class, we’re in America. In Virginia. In an English-speaking class. OK? Let’s roll.”

Creative approach to finding and serving a new demographic

The English Bridge Program — an online and live-remote educational certificate program at William & Mary Law School — is the brainchild of Jennifer S. Stevenson, Associate Dean for Graduate Programs, Director, LL.M. Program & Professor of the Practice of Law; and Patricia E. Roberts, Vice Dean, Clinical Professor of Law, Director of Clinical Programs, and Co-Director of the Lewis B. Puller, Jr. Veterans Benefits Clinic.

The Program began with the fall 2019 session, and is now in its second (spring) session, which started January 31 and will end in May. The Veterans Benefits clinic at the Law School has a certificate program with an online component and taped lessons, but the English Bridge Program is the first truly remote venture for the Law School.

William & Mary Law School’s Master of Laws Degree (LL.M.) program is designed for foreign-educated students and attorneys, and has successfully recruited and educated talented students from around the world for 30 years. Roberts and Stevenson, knowing that innovation is necessary to keep a program robust and growing, saw an opportunity to create a complementary program by expanding on existing capabilities, talents and resources at the Law School.

“We’ve had the Summer Legal Advantage program for many years, along with the freestanding summer program that we did for students who won’t necessarily come to the LL.M. program but want an experience in the U.S.,” Stevenson describes. “So we began looking for a way to reach candidates not in the LL.M. program, but who are either trying to get into the LL.M. program or just want to enrich themselves by doing this class.” Stevenson explains.

The English Bridge program is what has enabled them to reach a new demographic.

“They’re a different cohort than we’ve had before, because most

Students are graded on their oral and written assignments and receive a certificate upon completion.

Klein brought her experience as an instructor in the Legal Advantage Program (Summer English Study for International Students & An Introduction to the Study of American Law), but she, Stevenson and Roberts needed to create something new, with different goals, parameters — and time zones.

“The Legal Advantage class is a second language learning environment (learning a nonnative language in the environment the language is spoken). The class is three hours per session which allows for more collaborative time as well as for covering more material,” Klein explains. “By contrast, the Bridge class is a foreign language learning environment (learning a language in the environment of one’s native tongue). Also, due to the time difference, it is only two hours per class which condenses the content.”

Legal English in the Bridge program focuses on basic language proficiency in the four language skills: speaking, listening, reading and writing. It integrates all four through functional, practical, and task-based lessons and activities that focus on correct pronunciation and getting accustomed to reading and discussing civil and criminal cases. Klein also schedules private 10–15 minute conferences to discuss students’ projects, pronunciation scores and subjects that focus on the individual’s progression. Klein notes, “I continue to brainstorm how to serve the Bridge class better within the time constraints. This semester, I am incorporating some prerecorded grammar lessons to allow more time in class for discussion.”

There is no language proficiency test for entrance into the program. Candidates self-report their language ability, but it’s difficult for language learners in any language to assess their conversational ability accurately. “They all have had
numerous English classes in China, but in some cases, the Bridge students find it more difficult to acclimate to English based on how they have been taught in China – which is mostly focused on grammar rules and less on application,” Klein explains. “Many feel uncomfortable with the interactive application of English at first, so it takes more work to get them all to want to communicate in English. I try to encourage the students to imagine that they are in America so that we can treat it more like an immersion class.”

And this is where Klein’s expertise and sensitivity are clearly so key to the success of the program. “Building a rapport with the students in either class (live or online) is paramount,” says Klein. “Teaching English to other language speakers is a risk-taking activity for the students because most feel so vulnerable. Unlike lecture type courses, language learning courses force students to speak. Furthermore, they must endure criticism of their pronunciation or understanding of the language.”

Roberts has noticed that having the Bridge program has helped in improving the speaking ability of students in the LL.M. program. “Jen does a tremendous number of interviews for the LL.M. program, and if their English isn’t proficient enough, she can now suggest, ’Why don’t you take English Bridge? So they get the 30 hours of proficiency training and are then more likely than to succeed at William & Mary.”

**Drawing on multiple experts**

Besides the high-quality English language training, the students in the Bridge Program are also taught by talented professors from across the Law School who focus on a variety of different areas. This enables the students to have access not only to a wide range of expertise, but also to a variety of men and women with different teaching styles and speaking and writing styles.

Many of the Global Lawyering courses are taped. This spring’s courses are taught by:

- Jennifer Stevenson: Legal Writing Assessment
- Aaron Bruhl, Associate Dean for Research and Faculty Development and Rita Anne Rollins Professor of Law: Introduction to the U.S. Legal System
- Professor Thomas McSweeney: Introduction to Common Law
- Anna Chason, Professor of the Practice of Law, and Assistant Director, Legal Practice Program: Oral Reports
- Laura Killinger, Director, Legal Practice Program, and Clinical Associate Professor of Legal Writing: Introduction to Criminal Law
- Jennifer Franklin, Professor of the Practice of Law: Introduction to Advocacy
- Various W&M Law Faculty teach: Introduction to Legal Analysis; Client Counseling/Interviewing; U.S. Law Practice; and, Alternative Dispute Resolution (ADR).

**Using Existing Technology in innovative ways**

Another choice was to find a reliable, cost-effective method for real-time transmission. The Bridge Program uses existing technology at the university. Zoom, which is available to all William & Mary staff, faculty and students, is a cloud-based conferencing solution that provides both video and audio conferencing, mobile collaboration, screen sharing capabilities and online meetings. “I love Zoom because it allows for break-out rooms to do group discussions and partner work,” Klein says.

The program leaders are still considering the right balance between synchronous versus asynchronous teaching, and are careful not to use a method or tool that isn’t going to be effective and easy for the student and the teacher.

Classes are conducted in Williamsburg on Friday and Saturday mornings, and some Saturdays are video-taped lessons. “Interestingly when Jen and I were first designing this program, we thought we’d make it all live, but the students in China don’t want it to be all live. They want some of it taped,” explains Vice Dean Roberts. “They’re practicing attorneys, and they’d like to have access when it works for them. I also think that because of the language difference, it’s helpful for students to go back and re-play the tape. So that’s been a change in this second iteration of the program.”

It makes for early mornings for Williamsburg teachers, but the fact that the students are working attorneys is key to the way they structure the schedule. “We do it on [what is their] Friday and Saturday nights precisely because they’re all practicing lawyers or doing something in the legal fields; they’re all working people,” says Stevenson.

Stevenson isn't present at every class, but she pays close attention and finds when she does sit in, she is able to answer legal questions that may come up in the language discussions. “Jen is really intent on quality control and making this a high-quality program for William & Mary,” explains Roberts.

**Face-to-Face in Beijing**

The final weekend of the course was designed to be a live, interactive experience, so Stevenson and Roberts flew to Beijing in October and taught the fall cohort in person. “It was a great experience and really cool first, because it was my first trip to China.
but we were also able to do some recruiting,” recalls Roberts. “We did the teaching, but we also interviewed some potential LL.M. candidates. Our spring cohort includes some of the candidates we met in Beijing.”

Students worked together with Stevenson and Roberts for twelve hours over two days. The English Bridge group practiced client interviewing, negotiations, and other lawyering skills while immersing themselves in English language practice. After the weekend, a final legal writing assignment capped their months-long experience in U.S. law and global practice.

Roberts was astonished at the lengths to which the students went to get to the classes in Beijing, even knowing that the classes would be recorded for those who couldn’t make the trip. “I couldn’t believe how far some of them had come. Somebody spent nine hours on a train, and someone else took two airplanes. Their determination to take part was humbling.”

“This program is a tremendous commitment for them. You look at how many Friday and Saturday nights they’re giving up after working all week, and add to that the financial commitment, which isn’t small. And it’s hard work,” says Roberts.

While in China, Roberts met with the leadership of the Tianjin Bar Association to promote the Bridge Program. They have 10,000 members, and they sometimes supplement their members’ professional development. “It’s been tremendous that they have agreed to feature the program on their website and let their members know they will provide some tuition.”

Stevenson and Roberts anticipate Tianjin will be a growth market. Even without the tuition support (because the agreement was finalized after the start of the session), about one third of the current class is from Tianjin.

And the “bridge” to the LL.M. also seems to be working. In fact, three students of the English Bridge Program are now enrolled in LL.M. this spring. One of them, Jason Guo, had majored in law as an undergraduate and worked for a year in a Chenggong law firm in Shandong province before participating in Bridge. He enrolled specifically to prepare to apply to the LL.M. Program. “I participated because I wanted to attend William & Mary.”

He is grateful not just for the improvement in his English language skills. “I’m used to the Chinese legal system, but the Bridge Program helped me understand the legal framework and concepts of the United States, which helped me adapt much more quickly to studying at an American law school.”

Greater enrollment in the Bridge Program will increase the workload, but Roberts is optimistic. “I do think it’s going to grow considerably, which means there will be more administrative work, but hopefully, there will be less work on implementation and curriculum design.”

Klein is very enthusiastic about the program. “I believe that the Bridge course was a brilliant idea for the Law School. Hopefully, this instills the self-confidence to come over to the U.S. and complete the LL.M. program, which in-turn affords them better job opportunities in their countries.”

Despite the coronavirus, Stevenson hopes to finish this English Bridge class in China. “The opportunity to have the course culminate in an in-person, executive training format is our goal. However, the live-remote technology gives us the flexibility to reach across oceans, if necessary, and connect the oldest law school in America to the rest of the world.”
The International Studies Advisory Committee (ISAC) is an advisory committee to the Dean and the Faculty Affairs Committee, mandated to provide support and guidance to A&S faculty initiatives in international studies.

Q: Amy, how did you come to William & Mary?
AQ: I came here in 2009. It was a very exciting place to get a job right out of graduate school.

Q: What’s your focus area in sociology?
AQ: I focus largely on the harmonization of trade regulations at the global level and from a sociological perspective. I’m really interested in inequality and power. I think about how the renegotiation of trade rules and the creation of new rules and regulations reproduce global inequalities in new ways. I’m part of the international relations program as well; I was hired to contribute to both.

Q: Did you study abroad when you were an undergraduate or at any time?
AQ: I didn’t do a formal study abroad program through my university, but I did take various trips abroad. I spent a semester in Costa Rica doing community-based development work. And I spent a semester in Switzerland doing an internship with the United Nations and the High Commission on Human Rights.

Q: Sylvia, how did you come to W&M?
SM: I was here as an undergraduate, class of 1996 and then I returned in August 2010 to direct the Global Education Office at Reves. I had served in a similar capacity at Georgetown University for many years. W&M was an institution that I really trusted, and I saw it was willing to innovate and do different and new things. The joint degree had just been agreed to, and that was significant; and the university had also decided on the vice provost [of international affairs] model and so it seemed there were a lot of positive developments happening with internationalization at W&M.

THE STRUCTURE AND ROLE OF ISAC

Q: Is a faculty advisory committee like ISAC the standard model?
SM: I would say it’s standard for universities to have some kind of committee. At my previous institution, I was the chair of the committee that was comprised of the deans for the undergraduate students from across all the schools because we were doing a lot of policy setting, program evaluations and proposals. I think the model probably depends on the institutional culture more than anything. I really love the model here because faculty governance is so important at William & Mary. And so to have a faculty committee dedicated to international matters—both study abroad but...
Q: Do you have to have been a program director to be a member of ISAC?

AQ: It’s an elected position, so the nominations and elections committee finds candidates who want to run. Of course, you have to be willing to stand for the committee, and I think that in some cases that has resulted in people that have led study abroad programs before or have global research agendas. For instance, I haven’t led study abroad but I’ve conducted research in many countries, and that’s my whole focus of teaching and research. But I think everyone on campus has a stake in what we’re doing. It’s not just about study abroad. You may be in the STEM field and haven’t led study abroad, but you do have lots of interactions with researchers in other countries. The global reputation of William & Mary and its research is really important to you and to getting grants, so you have a real stake in our international activities. We get a really diverse group because people have different interests and different kinds of global engagements, and that makes for a dynamic committee with lots of different viewpoints.

Q: How often do you meet?

AQ: We meet every two weeks for an hour and a half.

Q: Now that surprises me…

AQ: It surprised me, too! When I joined the committee, I thought it would be a couple of times a semester, but it’s surprising how even so, it usually feels as if we still don’t have enough time to deal with everything.

ISAC is charged with a few different mandates. One piece, of course, is to oversee the study abroad programs, all the different dimensions of that, such as choosing program directors and approving new pilot programs. There’s a lot of oversight there -- you go through applications and give them a critical eye. That takes a lot of time and in the last few years that is what ISAC has really focused on and tried to do very well, and I think it has.

But as Sylvia alluded to, part of our mandate is also to provide faculty governance. We advise FAC [Faculty Affairs Committee] and the Dean of Arts and Sciences on international priorities and a strategic vision for international issues. That’s the piece that we’ve been focusing on more this year. We’ve been participating in the strategic planning process; in the search for the new dean of arts and sciences; and in ongoing conversations about the COLL 300. We’ve also been trying to think very strategically about what our vision should be. We’ve been collecting input from faculty about how the “global” fits into William & Mary’s Vision and Mission.

I think most everyone shares the commitment to be a global institution, that we should have global engagement, but that can look very different, depending on whether you’re in the STEM fields, the humanities, or the social sciences. It’s been very interesting working with a committee that represents all those different areas and hearing their perspectives and trying to bring those perspectives together in a coherent way that keeps everyone happy and engaged and excited to be part of global and international engagement. We want faculty to know that we’re a forum for discussion about more than study abroad, and that we’re a safe space for sharing diverse faculty views.

“We want faculty to know that we’re a forum for discussion about more than study abroad, and that we’re a safe space for sharing diverse faculty views”

SM: I’m thrilled with the work ISAC is doing this year. It’s so easy for study abroad to be seen as its own distinct activity – “Oh, and then off they go!” -- and not connected to the larger vision and mission. Working together with ISAC allows us to inform our decisions about what we do in study abroad. So by ISAC saying STEM was really important, it allowed us to reinforce it in other ways, too. We could say, “Look it isn’t just us saying this is important.”

In tandem with GEO’s Diversity and Inclusion plan, we did some diversity and inclusion work a few years ago where ISAC started infusing diversity and inclusion into our calls for program directors. Expanding departmental initiatives by connecting to a broader faculty committee, allows us to better meet the institution’s needs, our students needs and develop the kinds of projects to be connected and intentional.

I’ve seen ISAC under different names and different formats. At first it was focused just on study abroad, and then it became the vision and study abroad, but with two separate sub-committees. I think we’ve hit a really great spot now, bringing both together.

AQ: I think another thing about this kind of partnership that ISAC and the GEO have that’s really important is the cross-fertilization between study abroad and the internationalization of the on-campus curriculum. One of the things that we’ve been talking about with COLL 300 is how students meet the criteria by doing study abroad, study away and embedded programs or through the on-campus COLL 300. And we’re asking, how do we cross-fertilize ideas from across these different
programs to make them all stronger? How do we deepen engagement with people outside of the U.S. and with non-Western intellectual traditions? How do we pull people out of their comfort zones, even if they’re staying on campus? And also, how can we strengthen the study abroad experience? On-campus, we have a lot of fantastic community-engaged research. How can we deepen students’ interactions with the local community when they’re studying abroad to engage more deeply with different people and cultures?

**SM:** ISAC is in many ways one of the nexus points and how these varied initiatives come together. ISAC has spent considerable time thinking about the learning outcomes and recognizing that there are differences between different kinds of programs and that even within the faculty-led space that there can be really different learning goals which we should not try to measure on one kind of rubric.

**CREATING STUDY ABROAD PROGRAMES WITH THE GLOBAL EDUCATION OFFICE**

**Q:** What is the process in creating a study abroad program?

**SM:** I would say most of the time there’s a faculty-driven piece to this. Often what happens is that an individual or a group of faculty will get an idea, will reach out to me, and we’ll have a preliminary meeting. I then will let ISAC know about the ideas that are percolating. It depends on the proposals, but we try to give faculty many different choices for how to get involved.

A few years ago, GEO created an avenue for pilot programs where individual faculty members can say “I want to propose this for one time or to test the idea,” and then there are proposals for what we want to develop for evermore or at least for the next decade with an institutional program. And so that’s where ISAC would also be looking at the proposal and asking questions about impact and sustainability: How does this enhance opportunities for students? Does this meet students curricular needs and interests? Do we have enough departments and faculty involved to sustain a program for many years? Do we have good onsite partnerships in order to develop the program?

There are definitely a number of conversations that happen before a formal proposal comes through. And then that proposal goes to ISAC. We do a preliminary review, and that’s a very thorough examination. Sometimes it leads to repeat meetings, going back to the faculty or inviting them in to discuss it further or to get more commitments from more stakeholders. Then ISAC makes a recommendation on whether to move forward and request a preliminary site development trip. If GEO is able to support moving forward with the proposal, ISAC chooses the person who participates on the faculty side. Along with someone from GEO, it’s a two-person team. After the site visit, they write a report that goes to ISAC for final approval.

The new St Andrews summer program is an example of a program that was developed based on GEO and ISAC identifying a need and an opportunity, not just a pilot but intended for the long term. It came out of joint conversations with ISAC around evaluations of some of our other programs, asking where we see student demand. Over the course of two years ISAC did informal surveying of various opportunities with a special interest in STEM. We looked at a number of different sites, and in the end, we decided on a summer program in St Andrews given our longstanding excellent and multidimensional partnership.

That was an example of how there was plenty of faculty interest, we knew that—and we certainly saw that with the call for program directors—but the program was also the result of ISAC’s really intentionally asking, “How do we think about strategy? How do we meet student needs? How do we think about what we want these programs to be?”

**AQ:** That’s one of the things that we’ve been talking a lot about this year and last year -- about being intentional around a few different axes. Last year Seth Aubin was chair. He’s a physics professor, and he was very interested in helping to encourage more STEM participation. STEM students have lower participation than other students, and part of encouraging them to do study abroad was also encouraging STEM faculty to lead study abroad and encourage their students. Seth did some great outreach across the STEM disciplines, and we had a lot of success last year in getting STEM faculty to be program directors for summer study abroad and to be program reviewers for some of the study abroad programs under review. It was very successful.

GEO also did outreach with under-represented students to ensure their access to study abroad and their understanding of what opportunities and financial support are available, which is really important. We’ve also been thinking very carefully about geographical diversity and trying to open up more study abroad opportunities outside of Western Europe.

**SM:** Most of the program development—St Andrews aside, and that was really a kind of reconfiguration thinking about Cambridge and its interests in general—has been in locations that we’ve been thinking very carefully about geographical diversity and trying to represent students to ensure their access to study abroad and their understanding of what opportunities and financial support are available, which is really important. We’ve also been thinking about what we want to develop for evermore or at least for the next decade with an institutional program.

We’re super excited about the relatively new Rio de Janeiro program of course. Last year we ran a Mauritius program with a health law emphasis, which was really competitive, and we’ve been encouraging Botswana and Ghana and lots of other opportunities as well. Oman ran again this winter, and we also had a winter program in Geneva, and that was on the Public Health axis (visiting the World Health Organization), so that was speaking to the STEM perspective.

**AQ:** We’re sending out surveys to gauge faculty and student interest on new and different programs: Who
might like to do this? Where in the world might they like to go?

Q: It’s a lot of work to be a program director. Is recruitment a challenge?

AQ: I do think it is becoming more competitive. Faculty are becoming more and more interested in leading study abroad, which actually makes our job harder. Now we have to choose among their proposals.

SM: They’re all amazing.

AQ: And that is a really hard part of the job. Because we get so many really interesting proposals from faculty. And we say, “I want to go on all of these programs!” It’s very difficult to pick one.

Q: Do you find that there is an advantage to a W&M faculty developed and faculty led program as opposed to a third-party program?

AQ: I think [a W&M faculty-led program] is a really exciting opportunity for faculty and students to engage with one another in a different setting. Students probably have a degree of comfort, particularly if they’re going to a place that’s very different. They feel like they can count on the professor that they know and have taken courses from and feel confident in that experience.

The summer programs are great in that way and I think that the faculty also find that their relationships with the students deepen and that engagement is just very valuable. So I think both sides feel it. I still love it when the students do the full semester study abroad, when they go by themselves for a longer period of time. I still feel like that’s the best experience, but I think students do really benefit tremendously from the faculty-led programs.

SM: And it turns out we don’t see summer and longer-term programs as mutually exclusive.

In fact, we’re seeing a connection between the summer W&M programs and participation in longer programs.

We have very high semester- and year-long numbers—we’re ranked nationally for year-long program participation compared to much larger universities—and I think we’ve been able to maintain that success, going against the trends in our field, because one of the things we see at William & Mary is a good number of repeat students. A student will go on a summer faculty-led program, and then say, “Okay, now I feel I can commit for a semester.”

These faculty-led programs also allow us to tailor the experience to the W&M values of close faculty connections and research. So many of the faculty say these students [they’ve led on study abroad programs] are the students who later ask them for recommendations. Also, we know at W&M we value undergraduate research. Well, a number of our programs have research components. For instance, if you go to Cadiz, you’re doing your own research project, you’re working with the faculty before you go, and then you conduct the project there. Projects could be across a whole range of fields, mentored by a faculty with whom you might continue to study when you return to campus, and later connect perhaps with a senior project. That wouldn’t be the same experience with a third-party program, which offer a number of other exciting and valuable opportunities.

Q: Sylvia, you attend the ISAC meetings, but what is your role?

SM: My position is as a permanent member of ISAC but on an ex-officio basis.

AQ: ISAC would kind of fall apart if Sylvia wasn’t there! No, not kind of. It would fall apart if Sylvia wasn’t there. The faculty committee members have three-year terms, so there’s always turnover, which is great because you get a lot of different input from people across campus and across different disciplines, but the Global Education Office provides the continuity and institutional history. You know what we’re supposed to be doing on a month to month basis.

SM: And I think just having that sounding board of the committee and also just making sure as many people are as engaged is really important. One thing we haven’t talked about is there’s student representation on ISAC as well.

AQ: Yes. They apply through the Dean’s office. It’s really useful that students participate. They often offer interesting perspectives that make us think about things differently.

SM: It is a really well-functioning committee and relationship with GEO. There’s a great deal of trust.

AQ: Also, for ISAC, everybody knows that with regard to study abroad decisions, Sylvia and GEO are involved in the practical implementation of the programs and so we deeply value her opinion.

We’re thinking about the academic side and our intellectual concerns and pedagogy, but Sylvia is the one that has to think about the finances and our liability and students’ safety. We have to think about those things, too, but those aren’t our everyday lenses. We really count on her and trust her to bring those dimensions in for us.

As I said, ISAC would fall apart without Sylvia.

2019 – 2020 ISAC MEMBERS

Deborah Bebout (Chemistry)
David Feldman (Economics)
Xin Conan-Wu (Art History)
Thomas Payne (Music)
Amy Quark (Sociology)
Gang Zhou (Computer Science)
Grace Gormley ’20
Clarissa Bielmea ’21
John Donahue, Professor and Dean for Educational Policy - ex officio
Teresa Longo, Dean for Interdisciplinary Studies, Director of the Charles Center, Professor of Hispanic Studies - ex officio
Sylvia Mitterndorfer, Director, GEO - ex officio
The short film *Scales* tells the folklore-based story of Hayat, a young girl who challenges the tradition of her fishing village where the sacrifice of young girls is done to appease monsters in the sea. The film premiered in 2019 at Critics’ Week at the Venice International Film Festival, where it won the Verona Film Club Award. *Scales* was screened on Friday, January 31 at the Kimball Theatre. Ameen was a special guest.

Writer/director Shahad Ameen was born and raised in Jeddah, Saudi Arabia. She earned a Bachelor’s degree in Video Production and Film Studies from the University of West London and also holds a degree in Screenwriting. Her short films include Our Own Musical (2009) and Leila’s Window (2011), which played at the Gulf Film Festival and was named Best Film at the Saudi Film Festival. Her short film Eye & Mermaid (2013) premiered at the 2013 Dubai International Film Festival and was selected for competition at the Toronto International Film Festival, Stockholm Film Festival and Norway’s Kortfilmfestivalen in 2014. Eye & Mermaid was also awarded First Prize in the Emirates Film Competition and Best Cinematography at the Abu Dhabi International Film Festival in 2014.

**How long have you been in the film industry?**
I started making films when I was very young, but I went to film school after I graduated from high school, so I’ve been in it for 10 years.

**With the movie “Scales,” what did you want to portray through the main character?**
The film was always about the sanctity of life, how I discovered life is more important than traditions and the values that we sometimes push on ourselves. For me, it’s always about the father choosing life over death, choosing the love of his daughter over tradition; and that’s why the film’s main character’s name is Hayat [or “life” in Arabic], that we should love life more than anything.

**I noticed you used traditional music in the movie. How important to you was the choice of music?**
Oh! [laughs]. That was the hardest thing ever, because the film did not demand music. We worked with two brothers — French composers, and they were awesome — but I think they were very upset with us at the end because we started taking all of the music out, and we just kept one song of theirs that you hear throughout. We ended up producing the music to the minimum, and I just loved it. I thought melodies were not going to work with this film; melodies are already there in the sound of the sea, the wind. Our sound designer did an amazing job with everything, and we wanted to have this very silent world. We ended up keeping that one rhythm. I felt that I didn’t need music unless it went with Hayat with what was happening with her, that the music would convey it.

**How powerful to you is the message of tradition and deviation from what is expected?**
For me, that was one of the most important things, because when you get to look at the world as an outsider, you get to see it much more clearly; but when you’re inside of it, that is the only belief you have. That’s what I went through when I left Saudi
Arabia, when I decided to look at the world from my position in it — from who I am — not what my parents taught me.

I did not throw what they taught me away, I kept it with me, but I decided to make my own way, make my own understanding, I decided to become more open-minded to the world around me, and that’s one of the hardest things that people can do. That’s why every time I meet someone who is from a very strict belief system and still manages to get themselves outside of it, I’m so proud. Because I know how hard it is to get yourself outside of a belief system; not to criticize it or anything like that, but just for once, as an individual, to make your own understanding. For me, that’s what Hayat goes through. She is the outsider. She is the other. She is the one who looks at the world from that point of view, from that of the sea. In the end, she comes to the understanding that she can forge her own way; she can become an individual in a society, while at the same time respecting certain things in the society.

You mentioned one of the main messages of your movie was a feminist one; one of empowerment. How important do you believe this theme is?

I feel like feminism is becoming more of something that you sell, and I’m hating it. Why use feminism as something that we can sell and create media attention around? For us as women, we know ourselves, we know our story, we know why we’re feminists. Why are we allowing other people to hijack our stories? That’s what they’re doing. And it’s really frustrating over the last couple of years, where suddenly feminism has become not a concept but rather, something that you buy and sell. I don’t remember. Maybe it was because of my strong mom and aunt, but since I was a kid, I was a feminist. Even when I didn’t understand what feminism meant, I was a feminist, just instinctively. I hate it when women come up to me and say, “Oh, we’re not feminists, because we appreciate when a man opens a door for us.” And my reaction was, “Yes, reduce feminism to this stupid concept.” I believe every woman is a feminist whether she knows it or not.

What advice would you give women in the industry?

Be honest. Be very honest with the stories that you’re telling. I feel that I was making films before, but I was being very dishonest. I was in film school and was still trying to find my voice and wasn’t being raw with myself. I feel every filmmaker when they make a film should be completely honest, completely naked, completely truthful with what they’re trying to say. Because if you lie for a second, everyone will notice it that it’s not you.
If you’ve been reading Foreign Policy and using Carnegie Corporation’s U.S.-Russia Relations website, you know that, given the United States and Russia’s history of cyber-attacks, military encounters, geopolitical competition, economic sanctions — and even the risk of nuclear annihilation — getting the relationship between them right is more important than ever.

This fall, we gave readers a turn to chime in with their ideas with our 2019 student and professionals essay contest.

While Carnegie Corporation does not endorse any specific viewpoint, it strongly endorses continued thoughtful conversation aimed at improving global stability and peace. Based on originality, clarity, and argumentation, Foreign Policy picked two winners — one in the undergraduate category and one in the professionals category. The winning student essay by Grace Kier ’20 follows:

ABOUT GRACE KIER’20

Hometown: West Chester, PA
Majors: Global Studies, Russian and Post-Soviet Studies Concentration and Government

GRACE KIER IS A MURRAY 1693 SCHOLAR
The 1693 Scholars Program is a highly selective merit-based scholarship. All freshman applicants are reviewed as potential 1693 Scholars. There is no separate application process. Students selected as 1693 Scholars represent the very best and brightest of William & Mary’s entire applicant pool, demonstrating outstanding academic promise and the desire to engage with and enrich the world around them; they are individuals with imagination, insight and conviction. 1693 Scholars receive Virginia tuition, fees, room and board annually. In addition the Scholars work closely with distinguished faculty mentors, planning their own course of study and enjoying access and support reserved at most universities exclusively for graduate students.

SELECTED W&M ACTIVITIES
• Editor-in-Chief, The Monitor: Journal of International Studies
• Member of Dobro Slovo Slavic Studies Honor Society
• Studied abroad in St. Petersburg, Russia, on a W&M faculty-led program.

SELECTED AWARDS
• Phi Beta Kappa member, Ann Callahan Chapel Prize Winner
• Foreign Policy Magazine Essay Contest Winner
• Robert M. and Rebecca W. Gates Scholarship: Merit-based scholarship for academic year study abroad awarded to an outstanding student with exceptional academic ability and a demonstrated interest in the field of Global Studies, International Relations, or Africana Studies.
• Gregory M. Tepper Award for Summer Study in St. Petersburg, Russia
• Reves Center for International Studies, Funding for Unpaid Summer Experience (FUSE) Scholarship
The United States and Russia Must Work Together on Nuclear

BY GRACE KIER ’20

Winning Essay for the 2019 Foreign Policy and Carnegie Corporation Essay Contest

A tired soldier sits in an office, counting down the minutes until he gets to go home. He thinks about what he will eat for dinner, maybe whether he will watch something on TV or read a book. Suddenly, there is a ping on his screen: “INCOMING OBJECT.” He sees a foreign missile about to enter his country’s airspace and must immediately evaluate the threat: Is the object a nuclear weapon? The soldier knows that the future of his country and the entire world hinges on his decisions in the next two minutes. Should he flag the missile as a nuclear weapon, causing the release of his country’s nuclear arsenal? Or should he wait two painfully long minutes to see if it is simply a weather probe? In either scenario, being wrong is deadly.

This terrifying scene actually did play out in 1995, when a weather missile was launched over Norway but was mistaken by Russian soldiers as a nuclear weapon. Fortunately, cooler heads prevailed, and no nuclear weapons were launched. The question, however, remains: If the same thing were to happen in 2019, would a similar decision be reached—by either the United States or Russia?

In order to improve global security and avoid the type of scenario described above, the United States should further engage Russia on arms control and nuclear security; these issues are inherently intertwined with other key issues in the U.S.-Russian relationship, including cybersecurity and geopolitical competition. By effectively engaging Russia on nuclear security, the United States would see tangible results in these other sectors as well, thereby improving global security across many dimensions.

The primary way the United States should engage with Russia is by building a stronger arms control relationship between the two countries.

This task should begin by simply holding candid talks between experienced American and Russian career diplomats to address a variety of points of contention in the current arms control regime, including notions of strategic stability and accusations of cheating on treaties.

The ultimate goal of these proposed talks must be two-fold: the implementation of concrete risk reduction measures and a follow-on agreement to the New Strategic Arms Reduction Treaty, or New START, which expires in 2021. Risk reduction measures can include actually using the presidential hotline between Washington and Moscow and moving the risk status of some weapons down from high alert.

Such measures could possibly prevent a horrific nuclear strike and would increase overall trust in the relationship. A follow-on treaty, which should be implemented after the extension of New START, must properly address the new concerns of each side, some of which were raised as the countries levied mutual accusations of cheating on the Intermediate-Range Nuclear Forces Treaty, which the United States subsequently left.

A follow-on treaty is paramount: If New START, the only remaining bilateral arms control treaty between the United States and Russia, disappears, so too do the last measures through which each country can verify that the other has not massively rearmed. Without verification mechanisms, any vestiges of trust between the two countries would be short-lived and would ultimately dissipate, with the countervailing result of an even greater arms race and increased risk of an unintended nuclear war.
Panel talks transatlantic affairs amid Brexit

BY ETHAN BROWN ’21

On Tuesday, Jan. 28, William & Mary hosted a collaborative panel discussion on the future of U.S.-British-European relations. The talk, which was co-sponsored by the Reves Center for International Studies and the Washington D.C.-based U.S.-Europe Alliance, sought to contextualize Brexit by analyzing other trends in European affairs and predict the United States’ role in future conversations regarding the European Union.

After three and a half years of parliamentary negotiations and global press coverage, the United Kingdom formally left the EU Friday, Jan. 31. The UK’s departure marks the beginning of an uncertain future in Europe, which the four panelists analyzed using their unique career backgrounds. Executive Director of the U.S.-Europe Alliance Scott Cullinane introduced the panelists by warning that decades of cooperation between the United States and European countries does not guarantee effective collaboration, and he cautioned that issues like Brexit undermine strong transatlantic partnerships.

“Past success is no way a guarantee of future performance,” Cullinane said. “The success of the transatlantic relationship is not a fluke or an accident. It happened because leaders on both sides of the Atlantic made the right choices, and today our generation is faced with similar choices. Will we work to continue the transatlantic relationship in this century or let it drift into irrelevance?”

The panel discussion was moderated by President of the U.S.-Europe Alliance and specialist in Balkan and Turkish affairs Richard Kraemer ’94. Senior Fellow of the Transatlantic Democracy Working Group Susan Corke ’96, Chancellor Professor of Government Clay Clemens ’80 and Executive Editor of The American Interest Damir Marusic joined Kraemer for the talk. All panelists relied on their different professional backgrounds to provide critical reflections on Brexit.

Kraemer began the conversation by giving a brief overview of the UK’s history in the EU. The UK’s departure marks the beginning of an uncertain future in Europe, which the four panelists analyzed using their unique career backgrounds. Executive Director of the U.S.-Europe Alliance Scott Cullinane introduced the panelists by warning that decades of cooperation between the United States and European countries does not guarantee effective collaboration, and he cautioned that issues like Brexit undermine strong transatlantic partnerships.

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Kraemer began the conversation by giving a brief overview of the UK’s history in the EU. The UK’s first joined the EU’s predecessor organization, the European Community, in 1973. This decision was overwhelmingly approved by the British public in a referendum two years later in June 1975, a result that seemingly foreshadowed a stable future for British-European relations.

More than a decade later, the 1992 Maastricht Treaty formally established the EU, and members of the European Community—including the UK—were fast tracked towards membership and the benefits it entailed, including the free movement of labor and capital. Britain’s government in the early 1990s chose not to hold another public referendum specifically on EU membership, which Kraemer explained as a move that ultimately sowed the seeds of discontent among British citizens who felt jaded by their country’s automatic accession.

“This was such a great idea that no one really felt in the United Kingdom, or at least in the government at the time, which was Labour, that they actually needed to go through the referendum process like they had back in 1973,” Kraemer said. “This opened up the door for a very long period of resentment from a number of Britons that felt that they hadn’t really had an opportunity to participate as an electorate in whether or not the United Kingdom was going to be in the European Union.”

This resentment played an increasingly prominent role in British politics until its apex in June 2016, when the UK narrowly voted to leave the EU in a national referendum. The poll sparked three years of political turmoil, and the country’s exit last week marked another chapter
in Britain's tumultuous relationship with continental Europe. Panelists discussed the historical ambivalence of Britons towards their peers across the English Channel as a key contributing factor towards Brexit's success, and emphasized it as something that political strategists should have been more cognizant of in the run-up to the 2016 vote.

“Little did anyone know at that time that 40 years later, this would still be an issue for the EU and in and for British politics,” Clemens said.

Britain’s departure comes at an unstable time for the EU, which faces existential concerns over its enlargement and the rise of illiberal regimes in member states Poland and Hungary. While the UK’s exit lowers the number of EU member states from 28 to 27, numerous states in southeastern Europe are eager to become new members. The potential accession of Albania and North Macedonia into the union was shot down by French President Emmanuel Macron last year, who claimed that the EU must address its internal issues — including ones that drove the UK to leave — before adding additional states.

“Brexit was disillusionment. … Macron, a Europhile, who always talks about a ‘Europe which protects’ … he realizes, in fact, that the institution are getting weaker and his arguments for not expanding Europe have been that we’ve lost one of the biggest creditor nations to the EU, but we’re going to let in a lot of poor countries right now,” Marusic said. “… Is that a smart thing to do?”

While significant for the UK’s relationship with Europe and its ties to the United States, Brexit has had more immediate consequences in the British Isles. Brexit has reignited cries for Scottish independence and intensified concerns over the recreation of a hard border between Northern Ireland and the Republic of Ireland. Panelists noted that these developments could disintegrate the UK and undermine its long-term viability as a consolidated state and should be closely watched in the coming months as Brexit unfolds.

Instability aside, panelists offered a glimmer of hope that Brexit may bring the UK closer to the United States, reinvigorating the two countries’ tenuous transatlantic relationship. Facing issues like Brexit, EU dysfunction and American political volatility, panelists agreed that states on both sides of the Atlantic have recently faltered in promoting strong, effective global governance.

However, Corke noted that the United States, Britain and European allies are fully equipped to rededicate themselves to the transatlantic partnership moving forward.

“The alliance needs to rededicate itself to its values,” Corke said. “… The world is safer with the U.S. and Europe working together to defend democracy and our collective security. … It will be hard, but the time is now to build a strong foundation for this rearranged relationship.”

The article originally appeared in the Flat Hat. A video of the panel is available on the Reves youtube channel: http://bit.ly/reves_brexit 📹
Alumnus Abroad
A Q&A WITH JAMES TONEY ’01

Where were you born? What do you consider your hometown?
I was born on a naval base in Jacksonville, North Carolina. My dad was a Marine. We moved around a lot, so it is hard to answer this question. I spent the most time in Baltimore City and County. My mother now resides in Silver Spring, MD, so I usually start conversations about this question overseas with the answer, “Maryland...outside of D.C.”

Why did you choose to attend William & Mary?
I spent high school in Blacksburg, Virginia, home of Virginia Tech. My stepfather worked there. It’s where I played basketball with friends, used the library, hung out... Tech was and is the epicenter of that town. My whole goal in high school was to get good enough grades to go back to Maryland on a full scholarship because I had been obsessed with Maryland basketball since I was little.

It was my guidance counselor who mentioned William & Mary. He thought I had a real chance with my academic record, and thought the small, endearing campus would be a good fit for me. When I told my mother, she said, “Never heard of it. I’m not paying for an application fee to a school I’ve never heard of!” So, I applied out of spite, just to prove that I could get in. I did get a full scholarship to attend University of Maryland, College Park (but only for in-state tuition, which I no longer qualified for), but after seeing W&M’s campus, and that it was a place I could afford to attend thanks to generous scholarships and grants, AND the academic record — no brainer. Being accepted was especially gratifying to announce to all of the friends, family, and even teachers who doubted me!

What was your major? Any particular reasons you chose it?
My intended major was biology when I arrived at William & Mary. Being first generation, I really wanted to do my family proud by becoming what my mother intended me to be—a doctor or a lawyer. Those were signs of success in Ghanaian culture. But after spending many long nights with close friends studying for exams, I really didn’t feel that becoming a doctor was my path. Thanks to the liberal arts opportunities William & Mary provided, I found that I was really enjoying and putting much more effort into all of my other studies. Psychology started to stick out. I did continue taking biology and chemistry classes through my sophomore year to prove to myself I wasn’t just changing my mind because they were too “hard.” Got a 97 on that last chemistry final!

I ended up graduating with a B.S. in psychology, once Tevera Stith ’97 [then assistant to the dean of admission] helped me map out a 4-year course plan during the second semester of my freshman year to make sure I would graduate on time and still include the classes that I wanted to take. I squeezed as wide of a variety of courses that I could get out of that William & Mary education! And thanks to her, I still managed to study abroad AND graduate on time!

Did you study abroad while you were a student? Is so, where and why?
Yes, I went to Adelaide, South Australia. Honestly, my reasoning was a bit embarrassing, but I’ll be honest: when I found out that a kid who started from the inner city and didn’t have a dime to his name could go overseas with a direct tuition exchange, I spun the globe on the second floor of the Reves Center and asked, “How far are you willing to send me?!” Ha! I figured, this might be my only chance to go overseas, so I might as well go as far away as I can and have the experience of a lifetime. I also asked what the English-speaking options were; I’m a talker, and was a little squeamish about trying to survive far from home. And I grew up in a household with two dialects from Ghana along with English being spoken regularly. Seems so silly, looking back.

I still visit friends that I made in Adelaide to this day around the world. I attended my best friend from

Did you have a favorite course while you were at W&M?
Tough. I loved so many. African American music with Prof. Philips my freshman year was the first time in my entire life that I took a class dedicated to people who look like me. It was an awakening. One of my professors wanted to publish my final paper that I wrote for my Affirmative Action elective—passing on this is still one of my life’s biggest regrets. Could be a lot worse, right? And drama/theatre—I had no idea that I had a talent for the stage until this course. I still tell my students that you should try a wide variety of activities when you are young to find talents that you may have never known that you had. I didn’t discover a passion for the stage until right before I studied abroad, and I felt that it was a missed opportunity by finding out so late in my education.

Who were your professors that you still keep in touch with? What was one of their traits that made you appreciate the discipline of learning?
I’m a talker, and was a little squeamish about trying to survive far from home. And I grew up in a household with two dialects from Ghana along with English being spoken regularly. Seems so silly, looking back.

I still visit friends that I made in Adelaide to this day around the world. I attended my best friend from
Adelaide’s wedding just two years ago — 18 years later.

Do you have a favorite memory or memories of your time at W&M?

Too many to count! It’s a cliché to say this, but William & Mary really brought me out of my shell. It shaped who I am today; especially the opportunity to study abroad. I loved being a tour guide. I loved living in Lodge 8 on the back side of the campus center (heard that it’s gone now?). I fell in love for the first time.

Ah, I’ve got one: My friend Jason Sam (’00) and I were co-presidents of the African Cultural Society for two years together. We put together, along with our amazing members, the school’s first African Cultural Night. We thought only 50–70 would show up, and only organized food and drinks for about 100 people. After 150+ people were seated with tickets, I will never forget rushing downstairs to the convenience store outside of Lodge 1 to clear all the snacks and drinks they had off the shelves to stretch out the food and drinks! We danced, we had a fashion show, authentic West African cuisine, acted out an Anansi story. That was a night I’ll never forget, and was probably my proudest achievement while I was there.

What career path(s) have you pursued?

I intended to become a clinical psychologist sometime down the road after I graduated. But I studied abroad 1st semester of my senior year (with special permission from the head of the psychology department), and ended up completely falling in love with living aboard. I had no idea what to do with myself to get back overseas. I rushed an application to the JET Program [an educational and international exchange initiative administered by the Japanese government] days before the deadline, and didn’t even get an interview. Luckily, a friend who graduated came back to campus and talked about his first-year experiences as a Teach for America corps member.

Got me! I did my two year TFA commitment in Los Angeles at Norwood Street Elementary School, falling in love with education and staying on at the school another two years. The international bug was never out of my system, so I ended up re-applying to the JET Program after four years of teaching experience and a master’s degree in Education. They made the right call hiring me (ha), which led to two years living in Japan. Still my favorite country to date; I visit every 1-2 years.

And I’ve been teaching K-12 ever since. A year in Venezuela after Japan. Three years in Doha, Qatar, followed Venezuela. And now I’m at my second school in Singapore: Singapore American School. I’ve been living on this amazing little island for nine years and counting.

Do you have any current projects/passions you would like to share?

Education is my main passion. I’m glad I chose a proactive career path; it fits my personality much better. Instead of waiting for people to come to you after they have problems, why not give them the knowledge to overcome the problems before they arise? I’ve always loved basketball, and have been coaching ever since I moved overseas in 2005.

How do you think your experience at W&M has affected your life and decisions you have made?

If Chon Glover of the Office of Multicultural Affairs hadn’t talked me into applying to go abroad, I don’t know what I would be doing right now. If I were never given the opportunity to become a tour guide, I never would have come across multitudes of parents who loved me and told me after the tour that their biggest regret was never studying abroad. All of the activities I did at William & Mary built up my confidence to step out into the world and take what I felt I deserved. And if I never took that leap of faith to study abroad, I never would have moved overseas, met my wife, and started my beautiful family. My little boy is 10 months old now.

Do you have any advice for current students?

It’s not just about the academics. Take advantage of EVERY opportunity that presents itself. Make tons of friends, especially older ones; their advice and connections and experiences may prove invaluable. You only get to do college once.

Is there any advice you wish you’d received?

Nope. I listened to the great advice I received while I was there, and succeeded.

Do you think international experience as a student is helpful in future life and career?

I have literally been working overseas for fifteen years. Everyone should study abroad when they have the opportunity. Travel is great, but immersing yourself in a culture for an extended period of time is way better. You get more of the ins and outs, nuances, pros and cons. And maybe you’ll make some friends that last a lifetime. 😊
Recently Published Books
BY W&M FACULTY

KASHMIR: OXFORD INDIA SHORT INTRODUCTIONS
By Chitralekha Zutshi, Professor of History
This short introduction untangles the complex issue of Kashmir to help readers understand not just its past, present, and future, but also the sources of the existing misconceptions about the region. Kashmir emerges in this account as a geographic entity as well as a composite of multiple ideas and shifting boundaries that were produced in specific historical and political contexts. Published by Oxford University Press.

COMMON LAW’S FIRST PROFESSIONALS
By Thomas J. McSweeney '02, Professor of Law
This book tells the story of the first people in the history of the common law to think of themselves as legal professionals. The judges who wrote worked hard to establish that the common law was just one constituent part of the Roman-law tradition. This small group of people, working in the courts of an island realm, imagined themselves to be part of a broader European legal culture. They made the case that they were not merely servants of the king: they were priests of the law. Published by Oxford University Press.

MAKING THE CASE: NARRATIVE PSYCHOLOGICAL CASE HISTORIES
AND THE INVENTION OF INDIVIDUALITY IN GERMANY, 1750-1800
By Robert S. Leventhal, Associate Professor and Program Director of German Studies, Program Director of Judaic Studies
One hundred years before Freud’s psychoanalytic case-histories, the narrative psychological case-history emerged in the second half of the eighteenth century in Germany, cutting across the disciplines of medicine, philosophy, law, psychology, anthropology and literature. As one reviewer has noted, the book represents “a groundbreaking contribution to the history of psychology [...] an important continuation and refinement of Foucault’s investigations into the inventions of the self.” Published by de Gruyter.
JENNA ISKANDAR ’21
SUMMER INTERNSHIP, U.S. CONSULATE IN GUANGZHOU, CHINA
Due to generous funding from the Reves Center, I was able to pursue an 11-week long internship with the U.S. Consulate in Guangzhou, China. I spent my time as an intern in the Public Affairs division and was able to gain unique insight into the current state of U.S.-China relations.

As an International Relations and Chinese Language and Culture double major, I was able to add depth and expertise to what I have learned in the classroom. The opportunity to learn from career diplomats and get a taste for working life with the State Department was invaluable.

The highlights of my summer were: meeting the U.S. Ambassador to China; creating a gif that garnered over 1 million views on the Consulate’s Weibo account; and the implementation of a month-long social media campaign countering disinformation about traveling to and studying in the United States.

In the years to come I hope to be able to help other students find their passion and pursue their goals just as I have been helped.

Your Gift Matters.

With the support of private donors, the Reves Center awards a number of scholarships to international students each year. These scholarships help alleviate financial hardship, make educational opportunities possible, recognize achievement, and allow W&M to attract top students from around the world.

To learn about making donations to the Reves Summer International Internship Fund or to other Reves Center Scholarships, contact Kate Barney, kabarney@wm.edu.
The world awaits . . .

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Ireland: Galway
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South Africa: Cape Town
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France: Université Paul-Valéry Montpellier III
Japan: Akita International University
Japan: Keio University
Netherlands: Leiden University
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Singapore: National University of Singapore
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Beijing (2020)
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