



SCHOOL of INTERNATIONAL SERVICE

# Diplomatic Pouch



## A Message from the Dean

On October 13, I wrote to AU Provost Scott Bass requesting that the University initiate a search for a new Dean of the School of International Service. Having served as SIS Dean for more than 24 years, I feel a deep and special personal tie to the entire SIS community — to all of SIS's students, faculty, staff, alumni, and friends. I suspect that those of you who have been close to me over the years are fully aware that this service has given me enormous pleasure and satisfaction. I am immensely grateful to all who have given me this opportunity to play a role stewarding the ideals of the founders of our school.

I wrote Dr. Bass in mid-October because I believe that the School should have a new Dean in place to begin the 2011-2012 academic year, and because it is my hope that the search for and the accession of the new Dean will be as smooth as possible. Knowing that such a process normally begins with a worldwide solicitation, it was my thought that making my request nearly a year before the actual transition would give the process the time to cast a wide net and to carry out full deliberations. I would have made this request at

*continued on page 2*

## SIS Launches Three New Degree Programs

Three new degree programs will be available in the School of International Service (SIS) beginning this year. Prospective graduate students may now pursue two additional graduate degrees: one in social enterprise, and one in partnership with the Peace Corps: the Master's International. The third, the Global Scholars program, will offer undergraduate students the option of a three-year bachelors degree, with the possibility of adding a fourth year in graduate work.

According to the SIS website, the social enterprise degree was created "to assist you in acquiring the knowledge, skills, and mindset necessary to launch a new Social Entrepreneurial venture or play a key leadership role in an existing one." The two-year curriculum offers a four-pillar approach: core courses, a specialization, learning-by-doing projects, and professional development opportunities, all concluded with a capstone project

"Social Enterprise is a hot subject, worldwide, as walls between the traditional sectors — public, private, and NGO — are crumbling. SIS students are activists. Many have gone out and started new organizations or led change initiatives in existing ones. We created this new degree to support these efforts, as well as to acknowledge this fast-moving global trend," explains Robert Tomasko, director of the Social Enterprise Institute. "The program builds on courses already taught in International Development, International Peace and Conflict Resolution, and International Communication. It also partners with the Kogod School of Business and the School of Communication to tap into resources these schools have to offer our social enterprise students."

Combining theory and practice, the Master's International graduate degree is the result of a new partnership between American University and the Peace Corps. Students accepted into the Master's International program will complete one year of academic core classes before embarking on twenty-seven months of training and service in the Peace Corps. After participants have completed their service abroad, they will return to SIS to finish their coursework.



AU Provost Scott Bass and Peace Corps Director Aaron Williams (seated) with SIS faculty, staff, and student alumni of the Peace Corps. Photo by Annie Lyon.

Information about these programs can be found on the SIS website, <http://www.american.edu/sis>, or on the Graduate Admissions website at <http://www.american.edu/sis/admissions/Degree-Options.cfm>.

The signing ceremony between SIS and the Peace Corps took place in the fall, at which American University Provost Scott Bass commented, "Through the Peace Corps experience, we believe our students will bring a richer, more complete perspective to the classroom and, later, to their lives and careers." 51 alumni from AU are currently serving with the Peace Corps in posts around the world, and the 2010 Peace Corps report ranked American University number three among medium-sized colleges and universities for alumni serving as Peace Corps volunteers.

The Global Scholars Program, designed to be an accelerated course of study, will admit 25 students in its first freshman class in 2011. Students will not only take their core courses together in an honors seminar-style format, but they will live together as a cohort in a Living Learning Community, which is designed to supplement classroom learning

with lectures, community trips, and mentoring programs. Study abroad, whether as a summer or semester program, is encouraged as a way to enhance learning. Students who would like to incorporate a graduate degree into their work may even explore the option of turning their three-year degree program into a four-year BA/MA.

The Global Scholars Program "represents the best of American University's strengths in undergraduate education: academic excellence, engaged student-centered learning and living-learning experiences, opportunities for international study, research, and internships, [and] eminent faculty who are experts in their fields," explains Phyllis Peres, Vice Provost for Undergraduate Studies and Interim Dean of Academic Affairs. "AU ... trusts that it will serve as a model of excellence in undergraduate education, particularly for the development of other 3-year bachelor programs."

## TABLE OF CONTENTS

- 2** New Faculty to Join SIS
- 3** Q&A with Professor John Richardson
- 4** AU Graduate Study Abroad Numbers Surpass National Average
- 5** Alumni Success Stories
- 6** Graduate Research Award Winners
- 7** Dr. Lusane Publishes Book on Race Relations
- 8** Calendar of Events

## A Message from the Dean – *continued*

the very beginning of the fall semester, but I felt that I should wait until the completion of the dedication of our glorious new building. In no way did I want any uncertainty, however positive, to accompany the opening of SIS's new home.

I am extremely pleased that our school is so well-positioned to make important new contributions to what SIS founder Dwight Eisenhower called the "waging of peace" through international service. I believe that the vision of SIS's founders has been affirmed powerfully by today's School with its more than 3,000 students, its nearly 100 full-time faculty, its 40+ professional staff, its more than 10,000 alumni and its beautiful new 70,000 square foot building, designed to build community, to enhance transparency, and to preserve the environment.

That vision has also been affirmed by the school's latest new programs, approved during the past few months. Two new degree programs will begin in 2011: an undergraduate degree program, the Global Scholars Program, which will allow gifted students to complete an SIS BA (with two study abroad experiences) in three years and a masters program, the Master of Arts in Social Enterprise in which students will learn to apply entrepreneurial business practices to address significant social problems. SIS has also initiated new partner programs, one with the Peace Corps and one with AU's Washington College of Law. The Peace Corps Master's International Program will permit Peace Corps volunteers to earn masters credit through their Peace Corps experience; International Organizations, Law and Diplomacy Program, created together with WCL, will allow graduate students to enhance their professional knowledge of the intersection between law and diplomacy through dynamic courses offered during the summer in Washington, DC and Geneva, Switzerland.

In closing, I want to wish you the best for 2011. I look forward to continuing to enjoy my service as SIS Dean (and my memories of the Giants' World Series victory) through this academic year and the summer of 2011. I hope that I will be able to see you before long, hopefully on campus in the new SIS Building.

Louis W. Goodman, Dean  
School of International Service

# New Tenure-Line Faculty to Be Hired for 2011-2012 Year

**G**rowing interest in the School of International Service (SIS) has resulted in a further expansion of the faculty and student body.

Seven new faculty members are expected to be hired for the 2011-2012 academic year.

The positions created include:

- International Communication
- International Organizations
- Transnational Crime
- Food Security
- Epidemiology
- Public Health
- Korea Studies

"These are areas in which SIS has been strong for a long time; we need more capacity there," explains Dean Louis Goodman, noting that enrollments in each of the SIS master's programs are growing.

SIS expansion goes beyond faculty and students. The new SIS building, dedicated in September 2010, is a 70,000 square-foot "green gem" that allows for a more efficient use of space and energy. More study abroad programs are being offered in SIS than ever before (see page four for a complete list of Summer 2011 programs), and SIS has been, and remains, the most applied-to school of international relations in the country. SIS opened in 1958 to a class of 80 students from 36 countries; in contrast, over fifty years



Dean Louis Goodman (r) introduces Assistant Professor Maria De Jesus (l) at the 2010 Opening Ceremony. Dr. De Jesus was one of three new tenured or tenure-track appointments joining the faculty in August.

## Over the past three years, SIS has hired fifteen new professors who are either tenured or on the tenure track.

later, the school now boasts over 3,000 students and 90 full-time faculty, all from 150 nations.

Faculty growth in 2011 is the continuation of a steady trend. Over the past three years, SIS has hired fifteen new professors who are either

tenured or on the tenure track. "All of this hiring has resulted in a very unique faculty, born in 33 different countries. It's really unusual," comments Dean Goodman. [This is a] growing, dynamic place," he adds. "It isn't a blip – it's the way SIS is."

### FACULTY PUBLICATIONS

Recent faculty publications include:

- **Amitav Acharya:** *Human Security: From Concept to Practice* (World Scientific Publishing Company, 2010)
- **Robert Albro:** *Roosters at Midnight: Indigenous Signs and Stigma in Local Bolivian Politics* (SAR Press, 2010)
- **Patrick Thaddeus Jackson:** *The Conduct of Inquiry in International Relations: Philosophy of Science and Its Implications for the Study of World Politics* (Routledge, 2010)
- **Matthias Matthijs:** *Ideas and Economic Crises in Britain from Atlee to Blair (1945 – 2005)* (Routledge, 2010)
- **James Mittelman:** *Hyperconflict: Globalization and Insecurity* (Stanford Security Studies, 2010)
- **Shadi Mokhtari:** *After Abu Ghraib: Exploring Human Rights in America and the Middle East* (Cambridge University Press, 2010)
- **Anthony Wanis-St. John:** *Back Channel Negotiation: Secrecy in the Middle East Peace Process* (Syracuse University Press, 2010)

### FACULTY TENURE ANNOUNCEMENTS

**C**ongratulations to **Deborah Brautigam** (International Development) and **Randall Henning** (International Economic Relations) on their promotion to full professor, and to **Sharon Weiner** (U.S. Foreign Policy) on her promotion to Associate Professor!

### FACULTY AWARDS

In the summer of 2010, Ashoka: Innovators for the Public collected syllabi on social entrepreneurship from over 34 universities around the world, and **Nanette Levinson** of the International Communication program was honored as having "one of the top ten most rigorous and innovative exemplars of the syllabi collected." Her syllabus for "Communication, Culture and Social Entrepreneurship" is now featured in the *Ashoka U Curriculum and Teaching Research Guide*.

### UPCOMING CONFERENCES

- The EU and US in Comparison: The Constitutional Genesis and Evolution of Federalized Democracy
- SIS Career Week
- Eisenhower Symposium
- Hunsburger Lectures
- 14th Annual SIS Undergraduate Research Symposium
- International Communication Program Alumni Convocation
- Innovations of Student Leadership Conference

# Q&A With Professor John Richardson

RETIRING PROFESSOR JOHN RICHARDSON SAT DOWN FOR AN INTERVIEW ABOUT HIS EXPERIENCES AT SIS AND AU – THE SURPRISING WAY IN WHICH HIS CAREER TURNED, WHAT HE’S MOST PROUD OF IN HIS 35 YEARS AT AMERICAN UNIVERSITY, WHY SIS STUDENTS ARE FANTASTIC, AND THE BIG SHOES THAT THE NEW SIS DEAN WILL HAVE TO FILL.

**After 35 years, what is so special about the AU community, and SIS in particular, that has kept you here?**

It must be all the things that people often say about students. Maybe the best way to illustrate it is the saying that if you’re talking with a group of students, say, at the University of Michigan, they’ll be talking about football, and if you talk with a group of SIS students, they’ll be talking about international relations. SIS students are engaged in their lives with the subject matter they are studying in the classroom, to a much greater degree than most students. Students are seeking an opportunity to have what they are learning in the classroom translate into challenges that they’re pursuing outside of the classroom, and I think that faculty are seeking new challenges for themselves or responding to challenges that the changing circumstances of international relations demand of them.

SIS has also provided me the opportunities to do different kinds of things — I came to AU as head of applied computer science, and then I taught all the quantitative analysis courses in SIS. And then I started teaching in international development, and then I became director of doctoral studies, and then I became director of the Center for Teaching Excellence [now the Center for Teaching, Research, and Learning]. I’ve taught, but I’ve had an opportunity to do interesting managerial things under very senior people at the University who have all been flexible enough and empowering enough. If one was seeking avenues to be innovative and creative in four very different arenas, there were great opportunities to do so. So for me, SIS and American University have all been great opportunities for building institution-building and creativity and experimentation. Those are things that make life worthwhile.

**Speaking of creativity and new challenges, one role of yours that’s been focused on in the press has been serving as the Resident Faculty Member in Anderson Hall, which you’ve very nicely termed “being the Dorm Grandpop.” How has that aspect of your work adapted your role as a faculty member? Has it changed how you’ve seen the students?**

I think I have become more aware of what it’s like to be a student, and the kind of challenges students have to deal with, and [I’m] better able to communicate that perspective to people at the University who haven’t had the opportunity to share the kind of close relationships — living, learning relationships — that I have had. It certainly has changed me by making me more willing to listen, and learn, and to approach each relationship with a set of students or individual students in a new way, because the students of today are different than the students of ten years ago, and certainly different than the students of 35 years ago, when I first encountered them in the classroom, or 50 years ago when I taught my first class.

**How, particularly, have students changed in 35 years?**

I started teaching in the 1960s, of course, and I don’t think the students of today are less idealistic than students in the 60s were, but I think they are more tempered and realistic about their idealism. Students are more accepting and tolerant of the fact that people of their age and older are struggling with their ideals and how to implement them, and that they’ll have to, too.

I assign response papers to take a personal experience or a personal perspective and interweave that with the class material. It was impressive the kind of diversity of views, the nuance of those views, and the degree to which they were

for the most part communicated with respect for views that differed. I know [that] would have been less characteristic of students in the 60s. These students are respectful of the people they’re reading, and of their differences, and react when the people they’re reading are not respectful of opposing positions.

**How do you see the future of SIS, especially given the departure of Dean Goodman?**

It’s important to describe what is distinctive about SIS and what it’s become under Dean Goodman’s leadership. To an unusual degree, SIS is a product of Dean Goodman’s leadership: his accessibility, his flexibility, his vision, and his ability to exemplify and bring forth in people very high standards and very high qualities of work. So leadership makes a difference. SIS is a resilient culture and has talented faculty members, but the choice of the next dean is going to be an important one. There aren’t that many leaders who combine vision and skill in realizing that vision, who can draw forth support for that vision from a university faculty, a bunch of individualists, and a staff in an empowering way. A leader who combines vision and the ability to empower is an unusual leader. I haven’t known that many of them. To sustain the truly remarkable institution that SIS has become is going to require a leader of that quality.

**You have seen, in 35 years, students, faculty, trends, ways of thinking come and go, and you’ve had your own personal successes. What are you most proud of throughout your tenure, not just at SIS, but at AU as a whole?**

Probably I would rank first what I’ve learned from living in Anderson Hall. It has involved interactions with students in ways that might very well not have happened, and because it’s been such



Dr. John Richardson speaks at the 2010 Fall Dinner, at which he was named SIS Faculty Member of the Year. Photo by Rachel Lincoln.

a great learning experience. I think that would be the thing that I may be most proud of because it was something so different than I planned on.

I think that second would be growing the Center for Teaching Excellence and, in particular, the opportunities my leadership position provided to win support and visibility for what became CTE’s AV Systems and Services Group. This was a team of truly dedicated and selfless staff members whose contributions had not been fully recognized.

I suppose the third would be the role I played strengthening the PhD program in SIS. Under Dean Goodman’s leadership, it was a good program, but it wasn’t visible in the way that it became and remained. But of course the special thing was to have the opportunity for the nine or ten years that I did that to work with a whole generation of doctoral students. I was able to facilitate a culture of creativity and empowerment for them.

How would I like to be remembered? As a productive researcher-scholar-practitioner who happened to live with students in a dorm, who worked to create a humane, empowering culture for Ph.D. students and who then worked to create an organization — and culture — that delivered great IT customer service and faculty development support. I did these other things, from time to time, over a 35-year span, while pursuing an active career as a scholar-practitioner and sharing the fruits of that with students and wider communities. That’s the way I’d like to be remembered.

“SIS undergraduates are wonderful young men and women. They’re just fabulous human beings. They’re idealistic, they’re smart, and they are sensitive, and they’re respectful of each other. I hear people say mean things about young people, but that has not been my experience at all. It’s a privilege to work with them and learn from them.” — John Richardson

## MEET THE SIS ALUMNI RELATIONS AND DEVELOPMENT TEAM



Back row from left: Elizabeth Willard Thames, Assistant Director of Development; Morris Jackson, Director of Development. Front row from left: Ema Gantcheva, SIS/BA '06, MA '08, SIS Alumni Chapter Chair; Judy Donner, Coordinator of Development and Alumni Relations; Nikki Graham, SIS/BA '01, SIS Alumni Chapter Vice Chair. Photo by Annie Lyon.

Greetings from the SIS Alumni Relations and Development team! We’d like to take this opportunity to introduce ourselves to you. We seek to engage and involve alumni, parents, and friends of the School of International Service worldwide. Additionally, our local alumni chapter endeavors to keep alums networked through activities and events in the Washington, DC area.

We look forward to the opportunity to hear about your experiences as an SIS student, and now, as an SIS alumnus or alumna. In the coming months, you may receive a call, email, or letter informing you that we will be in your area and would like to meet with you. And if your travels bring you to the DC area, please let us know, so that we may give you a tour of the new SIS building. We hope to see you soon.

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Students studying abroad in Delhi in 2008 ride in a rickshaw. Photo courtesy of Rebecca Bellinger.

## STUDY ABROAD

# Students Present International Research at Study Abroad Symposium

## AU, SIS Graduate Study Abroad Numbers Exceed Nationwide Average

The Institute of International Education has announced in their "Open Doors 2009" report that 59.8 percent of American University students study abroad, ranking AU fifth among the doctoral institutions that give course credit for study abroad programs.

"5.6% of graduate students nationally participate in programs abroad," notes Leeanne Dunsmore, Associate Dean for Program Development and Graduate Admissions for SIS. "SIS is the largest school of international relations in the United States, with over 800 graduate students, and over 40% of our graduate students spend time abroad. Our commitment to preparing graduate students with global competencies is evident."

Not only does the school prepare its students well, but many of the students enter their program with an intrinsic desire to study abroad or do field research. "Part of our success is that students who come to SIS are internationally-minded to begin with," comments Rebecca Bellinger, Director of International Programs. "They're searching for ways to get abroad and do internships, and we have both programs and funding in place to help them do that. We give them the tools to get abroad."

Bellinger adds, "The other reason for our success is that our programs respond to student demand. During the orientation each year, we survey the incoming students: what they're interested in and what they want to study. We evaluate what programs we have and respond by creating new programs that relate to student interest during their two-year tenure at SIS."

The breakdown of the SIS study abroad destinations are nearly the opposite of the national trend, which measures primarily undergraduate student mobility: 35% of SIS students choose to study in Latin America; 25% in Africa, 20% in Asia, and 10% in the Middle East. The remaining 10% is comprised of 9% studying in Europe, and 1% visiting multiple destinations during their time abroad.

Study abroad destinations for graduate students in SIS reflect their programmatic interests; students in Latin America are focusing on development and the environment. The non-traditional destinations reflect SIS's distinctive strengths in conflict resolution, development, the environment, and foreign policy. The school's mission of service and strengths in applied research are reflected in the high levels of participation in study abroad.



Laura Scobey, SIS/MA '11, presents her research project, entitled "Media Bias in the Arab-Israeli Conflict: Competing Narratives," based on her work abroad in the summer of 2010. Photo by Annie Lyon.

Throughout the course of International Education Week (November 15 – 19), the SIS Abroad program hosted a week-long symposium featuring students who had participated in the 2010 Summer Abroad programs in Mexico, South Africa, China, Malaysia, Brussels, and Israel and Palestine.

The alumni of these programs shared their research in an academic forum, which allowed not only their American University colleagues to learn from their work and experiences abroad, but spoke of the merits of these programs to students interested in attending these and others in the summer of 2011. Faculty-moderated discussions followed the presentations, and attendees sampled the cuisine of that night's region.

"SIS is extremely proud of the outstanding original research done by its students," said International Programs Associate Jeannie Khouri, "and proud of the SIS summer abroad programs' quality, variety, and opportunities they give to do research."

The students conducted most of their research while abroad, most often in an internship, but also through interviews with coworkers, embassy personnel and NGO staff.

During International Education Week, the regional abroad programs for 2011 were announced:

- **ASEAN Studies:**
  - Globalization, Governance, & Security: Perspectives from Malaysia
  - Economic Development & Global Integration: Perspectives from Vietnam - *New!*
- Ecuador: Diversity, Development & Sustainability in the Andes - *New!*
- New Zealand: Sustainable Agriculture in Comparative Perspective - *New!*
- Israel: A Mosaic of Cultures, Entities, and Landscapes - *New!*
- China: Inside Rising China
- EU: Politics and Policies in the EU: Internship Program in Brussels
- South Africa: Democracy & Development in South Africa
- Mexico: Post-Development Landscapes and Emerging Forms of Political Organization in Oaxaca
- Galapagos Islands: The Practice of Environmentalism

(See below for application deadlines)

### STUDENT PRESENTATIONS DURING INTERNATIONAL EDUCATION WEEK 2010

#### AFRICA

- Generations Lost: The Enduring Effects of Apartheid on South Africa's Education System
- The Epidemic of Violent Crime in South Africa: An Analysis of the Causes of Uniquely Violent Crime
- Trade Unions in South Africa
- Using Humanitarian Assistance to Combat Xenophobia in De Doorns, South Africa

#### LATIN AMERICA

- Communication, Power & Tourism: How Photographic and Staged Tourism Images in Oaxaca, Mexico Reflect and Reinforce Postcolonial Narratives
- The Water Problem in Oaxaca: Persistent Legacies and Stalled Reform Measures
- *Guerreros del Camino*: A Study of Central American Migrants in Mexico and Undocumented Immigration as a New Form of Civil Disobedience

#### ASIA

- Human Trafficking in a Migration Context: Malaysia's Culture of Exploitation in Persons
- Globalization and Islam in Malaysia
- Confucianism and Patronage in the Political Economies of Singapore and Malaysia
- Rising China: The Century of Humiliation and Chinese Foreign Policy

#### MIDDLE EAST

- The Evolution of Palestinian Women's Role in Palestinian Society, the Israel/Palestine Conflict, and the Peace Process
- Media Bias in the Arab-Israeli Conflict: Competing Narratives
- An Analysis of the Relationship between Israel and Hamas
- Israel's De Facto Annexation of the Jordan Valley Through Ethnic Cleansing

#### EUROPE

- (E)Merging Strategic Concepts: Comparing US, NATO, and EU Security Strategies in a Complex, Globalized World
- European Neighborhood Policy: A Conflict Management Tool?

## INTERESTED IN STUDYING ABROAD?

Want to have incredible experiences all over the world? Summer and fall application due dates are approaching! For further information about the programs, or to download an application, visit <http://www.american.edu/sis/sisabroad/>.

#### Summer 2011 Application Priority Deadlines

Belgium	January 18
China	February 28
Ecuador	February 28
Israel	February 28
Malaysia and/or Vietnam	February 28

Mexico	February 28
New Zealand	February 28
South Africa	February 28

#### Fall 2011 Program Deadlines

Sciences Po (Grad and undergrad)	February 1
American University in Cairo	February 28
China Studies Institute	March 14
Peruvian Diplomatic Academy	March 14
UPEACE Semester	April 4
Universidad Carlos III	April 4
Ritsumeikan University	April 4
Asia Pacific University	April 4
Korea University	May 2
Sookmyung Women's University	May 2

# Student profile: Neha Raval, SIS/MA '12

BY SALLY OKINE, SOC/BA '13

“Growing up in diversity, seeing different immigrant cultures, seeing intolerance and studying abroad made me realize the importance of Human Rights advocacy,” said Neha Raval, SIS/MA '12 [International Peace and Conflict Resolution (IPCR)]. From 2007-2009, Raval worked for the Peace Corps and became a community volunteer in Moldova in Eastern Europe. She started a youth volunteer and activism center that provided children with a peer-to-peer education program. Volunteers were trained in topics such as drugs and alcohol and civic education and then went to neighboring towns to teach others about these topics.

Raval later became the co-director of a girls' empowerment camp called GLOW (Girls Leading Our World). Its goal was to provide a safe space for girls to learn about topics they may not otherwise learn about in their villages, such as human trafficking, domestic violence, sexual education, civic activism and leadership. “We wanted to empower the girls to return to their villages and start a project using the skills they learned at camp.” Raval feels that “all that hard work, building relationships, putting time into getting to know people are benefits ... that [I] can apply in the future.”

In her short time at AU, Raval has managed to get involved in several different endeavors on campus. She currently works in the Community Engagement Center as a Graduate Assistant for the Alternative Breaks Program here at AU. “It's wonderful to work with students who are interested

“Seeing intolerance towards immigrant cultures and going abroad really opened my eyes to the importance of human rights advocacy.”

in various social justice issues and are passionate about the countries which they are traveling to,” she says, commenting on the meaningful programs that are run out of the center.

Raval is also a part of the IPCR Coalition for Diversity and Inclusion, whose goals include recruiting domestic students of color to the IPCR program. Her role includes being a representative student on the coalition, being an ambassador, and speaking with new students about the IPCR program and the opportunities it offers.

Raval is currently studying human rights because of her passion for others. “I've always been a person who supports human rights; now I want to make it a career.” She plans to ultimately do non-profit management in the human rights sector. “Seeing intolerance towards immigrant cultures and going abroad really opened my eyes to the importance of human rights advocacy.”

Raval's advice to IPCR students is to “get involved as soon as possible. Speaking with faculty, staff and other students can take you a long way.”

## Join SIS on Facebook and LinkedIn

Are you a part of the LinkedIn and Facebook generation? SIS! Alumni are encouraged to join the SIS alumni LinkedIn group, “American University School of International Service Global Alumni (Official).”

The alumni LinkedIn group is a “tool that our alumni leverage to build and maintain relationships, network with global professionals, and gain valuable career advice,” explains Wim Taylor, one of the undergraduate advisors for SIS. Thousands of alumni share insights on global, environmental, political, and economic trends, networking and reconnecting with classmates.

Current students and alumni can belong to the LinkedIn group “School of International Service,” and the SIS group on Facebook, “School of International Service – American University,” is for everyone – students, faculty, staff, friends, and alumni – interested in keeping up with the goings-on at SIS. Join our online communities at <http://linkd.in/fR6LRY> (LinkedIn) and <http://on.fb.me/hzDzCL> (Facebook).



**LinkedIn**

## Sophomore Gets a Jump on Life Goals After Attending Development Conference

THE HARAMBE BRETTON WOODS SYMPOSIUM, HELD IN APRIL 2010, HELPED NOELINA NAKIGULI, SIS/BA '13, NETWORK AND PLAN FUTURE AFRICAN DEVELOPMENT PROJECTS.

When Noelina Nakiguli, SIS/BA '13 applied for a spot at the April 2010 Harambe Bretton Woods Symposium, she figured she didn't have much of a chance.

The sophomore international studies major knew that the demand for places at the seminar focusing on African development would be high, and that only about forty students would be admitted.

Little did she know that not only would she be accepted to the program, and that she would be the first participant from American University, but that the symposium would make such an impact on her that she would volunteer to chair the next year's conference.

The symposium's goal is “to bring together the bright minds of Africa to engage in a strategic, concerted and sustained development of Africa,” which matches almost exactly with Nakiguli's individual plans for her future.

She learned about the conference from her advisor, Wim Taylor, and needed no prodding to apply. “He asked me to look at the website, and I did it that same day. I remember being at work and thinking, ‘I have to do this.’”

It wasn't just the opportunities to meet other students (58 others from 43 universities, representing 22 African countries and 10 host countries) that drew Nakiguli to the conference. Having moved to the United States from Uganda with her family in 2004, she knew not only how lucky she is, but how large the potential for making an impact back home can be.

“I realized how fortunate I was to be here [in] the U.S. and at an American university, and the fact that I was getting this high education and how many people back home are not. So I tried to view some of the challenges facing the country back in Uganda. My goal is to go back and be able to engage in progressing and evolving the country.”

But she's not waiting until she finishes school to get started. Her most immediate plan is to return to her home country before the end of the year to kick off a program for young adults on leadership and social justice (“molded on the American extra-curricular system,” she explains).

Nakiguli's ultimate goal is to use literacy



Photo courtesy of Noelina Nakiguli.

skills to increase intergenerational collaboration. “I remembered back home when I really wanted to read, but there were no books,” she recalls. “So I thought, ‘How about a public library, where people can read, and young people studying with [other] young people can start talking, and could bridge the gaps we have impeding development, between generations, [and] ethnicities?’ Those are some of the biggest challenges the country is facing right now.”

With plans to cap off her work at SIS with a law degree, Nakiguli knows that hard work and passion can make a more developed Africa, with the help of her compatriots. “As a person and among my fellow Africans ... we can make the Africa that we desire.”

## JOIN THE SIS ALUMNI CHAPTER

Be a part of the SIS Alumni Association and network with fellow alums, help plan programs and events, and stay connected with the School. The Alumni Chapter hosts professional events each season, where guest speakers lead candid discussions on pressing global issues and social concerns that affect the international community. Annual events feature the SIS Fall Dinner and the Spring Embassy Reception.

If you are a student approaching graduation, consider the networking opportunities available at alumni events. You will meet SIS alums, get their advice on entering the work force, and get inside information on upcoming job openings in the area. For more information on the university's largest Alumni Chapter, please visit [www.american.edu/sis/alumni/alumni-events.cfm](http://www.american.edu/sis/alumni/alumni-events.cfm).

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## GRADUATE RESEARCH AWARD RECIPIENTS

Over twenty graduate students were recently awarded grants by the School of International Service and the Graduate Student Council to support expenses associated with research projects. The students profiled here personify the academic excellence, ingenuity, and collegiate cooperation that make SIS and its programs exceptional.

### **YELENA OSIPOVA** **SIS/MA '11, INTERNATIONAL COMMUNICATION**

Throughout her life, Osipova has been aware of the consequences of the Armenian Genocide, and she has begun to study its effects in an academic vein. Her focus on communication, public opinion and policy-making led her to write a paper on “the informational-relational framework of communication to analyze the immediate efforts of the Turkish government and Turkish-Armenian community in their ‘information struggle’ against the Armenian-American advocacy groups in Washington, D.C. and around the country, and suggested overall strategic and tactical improvements for the Turkish approach,” she writes. She presented her findings at the Conference on Turkish and Eurasian Affairs at St. Mary’s College of Maryland on November 23, 2010.

A native of Armenia, Osipova’s past internships include the United Nations Department of Public Information in her home country and the Washington, D.C. bureau of *The Armenian Reporter*. She has served as the editor of SIS’s *Journal of International Service* and blogs at Global Chaos and RuNetEcho at Global Voices Online.



### **OYVIND OFSTAD** **SIS/MA '11, INTERNATIONAL PEACE AND CONFLICT RESOLUTION**

While studying various countries’ “whole-of-government” approaches to the current challenges in Afghanistan, Ofstad has been able to maintain ties with the Peace Research Institute Oslo (PRIO), with whom he has interned last summer and worked regularly throughout the semester. He used his Graduate Research Award funds to cover travel expenses to Oslo so that he could continue to intern with PRIO in December and January.

As his research has delved more deeply into the policy approaches between the actions of Norway and the United States in Afghanistan, Ofstad has asked a number of questions: “Do the differences primarily reflect domestic political interests, as often suggested, or also historical legacies...? Have the actors adjusted their approaches as a result of new experiences in Afghanistan?” Eventually, Ofstad’s research will form the basis of his master’s thesis.

### **LAURA FRESCO** **SIS/MA '11, INTERNATIONAL COMMUNICATION**



The Madrid train bombings of March 2004 impacted Fresco not as a traveler, but as a student of international relations, Spanish, and anthropology, especially as memorials to the tragedy’s victims sprouted up in the Atocha train station where the bombings occurred. How do these memorials

affect tourism, and the sense of nationalism among the Spanish? “Tourist experiences have been ignored ... thus there is no evidence as to what motivates individuals to produce and orchestrate nationalism through tourist attractions, such as the Madrid Atocha train memorial,” Fresco observes. “Little is written on the connection between the rhetoric of the production and performance of nationalism through memorials (on the ground and online) and its connection to tourism literature.”

In order to bridge this gap, Fresco will use her Graduate Research Award for research for her master’s thesis, spending two weeks in Madrid, conducting interviews among Spanish and foreign nationals about their motives for visiting the memorial, what is being communicated to them through these visits, and the importance of the commemoration to them. She intends to use this case study to form the basis of her master’s thesis, arguing “that memorials reflect the ways in which we construct and perform acts of nationalism.”

### **SARRA TALIB,** **SIS/MA '11, DEVELOPMENT MANAGEMENT**

Focusing on urban development, Talib is particularly intrigued by the prospects of transport and infrastructure development within large cities. She used her award to fund travel costs to Buenos Aires in December 2010 for the conference “Seminario de Transporte: Movilidad Urbana en Buenos Aires y Otras Ciudades Latinoamericanas,” which will feature Argentinean government officials discussing their cities’ strategic planning, with academics and scholars also in attendance.

“The short but intensive immersion will help me form ideas for continued research in Latin American cities as well as [others] that aim to be ‘world cities,’” Talib notes. “I plan to use the knowledge that I gain from this conference in my practicum work, and perhaps even to start building a stronger presence of urban studies and urban development here at SIS.” Talib has worked with IBM Global Business Services in both Washington, D.C. and London, England, and interned as an information analyst at The World Bank.

### **JACQUELYN CHI** **SIS/MA '11, INTERNATIONAL COMMUNICATION**

“I have always loved food,” confesses Chi, who has been able to combine this personal passion with her studies throughout her time at SIS. With courses in Communication and Social and Economic Development and International Public Relations, Chi discovered her interest in slow food, and how these “programs contribute to economic empowerment efforts in developing countries.”



Chi submitted a paper on slow food and international development to the *SIS Journal of International Service*, and presented this same work at the Food Studies and Communication seminar at the National Communication Association convention in November in San Francisco, CA, with her Graduate Research Award covering some of the travel costs. “The seminar aims to better understand the way in which food connects disparate interests in such things as cultural identity, climate change, history, sustainability, and power. I explored several of these topics in my own paper on slow food and development, and hope to continue doing so in my larger research of the power of food as a cultural diplomacy and nation-branding tool.”

### **JAMILA AISHA BROWN** **SIS/MA '11, MASTERS IN INTERNATIONAL SERVICE**

As a member of the workforce, Brown’s work suits her studies toward the Master’s in



International Service executive degree (with concentrations in International

Peace and Conflict Resolution and International Development). She is the founder of Global Awareness Project Consulting, a group that focuses on initiatives and target-specific programs for communities of color.

With an interest in the Afro-Central American community (commonly called Garifuna), and the effects that mega-tourism has on the Garifuna, their culture, and lands, Brown will use her Graduate Research Award to travel to Costa Rica to participate in the Organizacion Negra Centroamericana’s General Assembly. As she examines the double-edged sword of tourism (“despite a strong desire to see social and economic development in their traditional lands,” Brown explains, “in some cases, tourism has presented a threat to land titles and an increase in pollution”), she will begin her independent study about the Garifuna’s response to international development.

### **SAWYER BLAZEK** **SIS/MA '11, INTERNATIONAL POLITICS**

Blazek used his Graduate Research Award to partially fund his trip to Africa in December 2010 to conduct research for his thesis, “Power Struggles and State Collapse: A Comparative Examination of Madagascar and Somalia.” Through interviews and work in the country’s capital, Antananarivo, the university in the in that city, and with employees of the government and non-affiliated groups, Blazek seeks “to identify and connect how political power struggles in Madagascar and Somalia may affect government service provision, security conditions, and country stability.”

Having volunteered and lived in Madagascar in the past (specifically with an orphanage, Akany Avoko, where he will be conducting research on this upcoming trip), Blazek is already familiar with the effects of power struggles on the small country and its inhabitants, though in-depth studies have not yet been done. He explains that “this examination will contribute to our understanding of the dynamics of power struggles, at a theoretical and practical level, and how they may affect and erode the authority, legitimacy, and capacity of the state.”

### **AMELIA FRANK-VITALE** **SIS/MA '11, ETHICS, PEACE, AND GLOBAL AFFAIRS**

After spending time abroad in Oaxaca, Mexico in 2010 with SIS, Frank-Vitale formalized her intentions with the Institutional Review Board to focus her thesis work on “the phenomenon of Central American migration through Mexico towards the United States.” She will return to Mexico in January 2011 to interview migrant workers and how recent changes in Mexico’s immigration policy have affected their experiences.

Frank-Vitale is no stranger to advocacy for migrant workers; she has worked extensively with Immigrants’ Rights Work, UNITE-HERE, and Workers United/SEIU in the American southwest, and both majored in as an undergraduate and plans to pursue a doctoral degree in anthropology. She is currently working toward an MA in the interdisciplinary Ethics, Peace, and Global Affairs program.

## Innovative Intercultural Management Institution Program Trains Diplomats

It's not unusual for students affiliated with the School of International Service to present projects to their colleagues on the cultures of countries around the world. The lunch-time presentation on December 1 dealt with breaking down stereotypes, specifically profiling women in the culture of the United Arab Emirates.

But the people doing the lecturing weren't part of the usual SIS classes. They weren't dressed like usual denim-clad students, either: the men were dressed in sharp three-piece suits, and many of the women wore *chadors* or *hijab*.

The presentation was part of the Intercultural Management Institute's United Arab Emirates Diplomatic Training Program (UAEDTP), which is currently winding down its second year. All of the participants in the group are diplomats from the worldwide embassies of the United Arab Emirates, participating in the 12-week program to learn more cross-cultural expertise.

"IMI's experts conduct seminars and training in the areas of international communication, broaching such topics as international negotiation, conflict resolution, culture shock, working in a multicultural environment, and re-entry shock," explains Dan Deming, director of IMI. "[UAEDTP] provides them with a highly customized curriculum that fosters international understanding."

This curriculum includes intense programming, says Jack Zetkolic, director of the



Diplomatic participants in the Intercultural Management Institute's training program. Photo by Annie Lyon.

UAEDTP. "The training is practical," he remarks. "We have very few lectures; almost all the content is hands-on: negotiations, on-camera media training, [and] roleplaying. This is something most countries in the world don't have."

The selection process for participants is "very rigorous": they must have strong English skills, and still be relatively new to the diplomatic life. The embassies have been generous, Zetkolic notes: "to give up one person for three months is a pretty big deal."

Those three months are busy indeed, not just

with the classroom exercises, but with trips, too: to New York City, to see the United Nations and New York Stock Exchange, to the landmarks of Washington, D.C: the State Department and the Pentagon, particularly. The group even spent one week at Gettysburg College at the Eisenhower Institute, studying leadership and public policy.

Participant Rafeya, part of the diplomatic staff of the UAE embassy in Brussels, Belgium, praised the program for honing her diplomatic skills.

"We have to be gray, rather than black or white," she observes.

## SIS Professor Examines the History of African Americans at the White House in New Book

**THE BLACK HISTORY OF THE WHITE HOUSE IS ASSOCIATE PROFESSOR CLARENCE LUSANE'S LATEST BOOK ABOUT RACE RELATIONS IN THE UNITED STATES.**

Comparative and Regional Studies Associate Professor Clarence Lusane has published a groundbreaking book on the history of the White House — but not the version told in schoolbooks. *The Black History of the White House* (City Lights Books, 2011) is a story of America's most famous address.

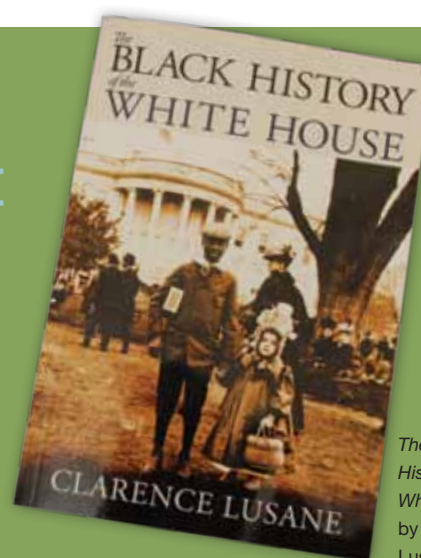
Throughout his book, Professor Lusane covers the history of the White House and the African-American lives involved in building and maintaining the structure and serving its inhabitants, from the Revolutionary War era to 2008, when, as Lusane says, it became "of great international interest that for the first time in U.S. history, the 'first family' in the White House was going to be a black family."

Each chapter examines a segment of American history and government and the African-American involvement in shaping that

era. Moreover, each chapter is prefaced with the true story of an African-American person close to the White House; Hercules, the cook (and slave) to George Washington; Elizabeth Keckly, a freed slave who became a dress-maker and friend to Mary Lincoln; and Abraham Bolden, the first African-American Secret Service agent, who was assigned to the personal protection of President John F. Kennedy.

"This book is narrative-driven," comments Dr. Lusane in the book's introduction. "More than anything, it is the stories of real people who have challenged the racist dimensions of U.S. power and privilege that convey the history and experience of African-Americans and their shifting relationship to the White House."

Writer and critic Robin D.G. Kelley writes, "In this beautifully rendered narrative, Clarence Lusane recasts the whole of American history by revealing how slavery and emancipation,



*The Black History of the White House*, by Clarence Lusane.

racial violence and civil rights, the black freedom movement and white supremacy, and dozens of unsung black heroes shaped the U.S. presidency and federal government in profound ways."

Dr. Lusane is also the author of *Colin Powell and Condoleezza Rice: Foreign Policy, Race, and the New American Century* (Praeger, 2006), *Hitler's Black Victims: The Experiences of Afro-Germans, Africans, Afro-Europeans and African Americans During the Nazi Era* (Routledge, 2002), *Race in the Global Era: African Americans at the Millennium* (South End Press, 1997), and *No Easy Victories: A History of Black Elected Officials* (Franklin Watts, Inc., 1997), among others. His research interests include international race politics, human rights, and electoral politics.

## IPCR to Host Annual Innovations in Student Leadership Conference

On February 26th, 2011, SIS will host the fifth-annual Washington-area Innovations in Student Leadership Conference, focusing on media and conflict resolution. It will look at innovations in new media and social media, how media can be used as a tool for conflict resolution practitioners, and the challenges faced by journalists and other media outlets operating in conflict zones.

The ISL Conference, started by an AU student and rotated among host schools, is a collaborative effort of several peace and conflict resolution programs from around the Washington metro area, including American, Georgetown, George Washington, George Mason, and Johns Hopkins Universities.



Professor James Lee, Associate Director for AU's Center for Teaching, Research, and Learning, speaks at the February 2010 ISL Conference. Photo courtesy of the ISLC.

Networks within the Innovations in Student Leadership Conference connect conflict resolution students, academics, and practitioners from the Washington, DC metropolitan area and provides compelling panels, discussions, and lectures on timely issues in the field of conflict resolution.

The cost is free for all participants; lunch and beverages will be provided. Planned panels include "Platforms for Peace: Innovations in New/Social Media," "The Power of Media in Building Peace," and "On the Front Lines: Reporting from Conflict Zones."

For more information on the conference, please visit the International Peace and Conflict Resolution homepage at <http://www.american.edu/sis/ipcr/index.cfm>, or last year's conference web page at <http://islconference.wordpress.com/>. Questions can be directed to [innovationsinstudentleadership@gmail.com](mailto:innovationsinstudentleadership@gmail.com).

# DiplomaticPouch

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## SIS Featured Events

FOR A COMPLETE LIST OF EVENTS, PLEASE VISIT [WWW.AMERICAN.EDU/SIS/CALENDAR](http://WWW.AMERICAN.EDU/SIS/CALENDAR)

### JANUARY 19

#### Faculty Benefit Reading

7:00 p.m. in the SIS Founders Room

### JANUARY 21

#### Friday Forum

Speaker Series  
4:00 p.m., location TBA

### JANUARY 24

#### GEP Guest Speaker

11:00 a.m. in the SIS Founders Room

#### International Communication Welcome Back and Graduate Research Dinner

4:30 p.m. in the SIS Founders Room

### JANUARY 28

#### Friday Forum

Speaker Series  
4:00 p.m., location TBA

### JANUARY 28 – 30

#### International Development Skills Institutes

9:00 a.m. in the SIS Beacon Conference Room

### FEBRUARY 2

#### U.S. Foreign Policy SRP Requirements Workshop

4:30 p.m. in the SIS Beacon Conference Room

### FEBRUARY 3

#### SIS Alumni-Student

Networking Reception  
7:00 p.m. in the SIS Founders Room

### FEBRUARY 4

#### Friday Forum

Speaker Series  
4:00 p.m., location TBA

### FEBRUARY 4-6

#### International Development Skills Institutes

9:00 a.m. in the SIS Beacon Conference Room

### FEBRUARY 5

#### Saturdays @ SIS

2:30 p.m. in the SIS Atrium

### FEBRUARY 7

#### ASEAN 2030

Workshop  
9:00 a.m. in the SIS Founders Room

### FEBRUARY 9

#### AU Islamic Lecture Series

3:00 p.m. in the SIS Founders Room

### FEBRUARY 11

#### Friday Forum

Speaker Series  
4:00 p.m., location TBA

### FEBRUARY 11-13

#### International Development Skills Institutes

9:00 a.m. in the SIS Beacon Conference Room

### FEBRUARY 15

#### “Back-Channel Negotiation” with Prof. Anthony Wanis-St. John

3:00 p.m. in the SIS Founders Room

### FEBRUARY 16

#### Eisenhower

Symposium  
Time TBA in the SIS Founders Room

### FEBRUARY 18

#### “From the Little

School to the Strange House: A Mother-Daughter

The Davenport Lounge is busier than ever in the new School of International Service building! Stop by for a coffee or sweet treat from 8:00 a.m. to 8:15 p.m. Mondays through Thursdays, 8:00 a.m. – 5:00 p.m. on Fridays, and 11:00 a.m. – 5:00 p.m. Saturdays and Sundays.

### Journey Writing

#### Against State Terrorism”

3:30 p.m. in the SIS Founders Room

### “Prison Writings”

12:00 p.m. in the SIS Beacon Conference Room

### FEBRUARY 18

#### Friday Forum

Speaker Series  
4:00 p.m., location TBA

### FEBRUARY 18-20

#### International Development Skills Institutes

9:00 a.m. in the SIS Beacon Conference Room

### FEBRUARY 22

#### 2nd Annual Al-Alwani Public Lecture

3:00 p.m. in the SIS Founders Room

### FEBRUARY 23

#### Hunsburger Lecture

3:00 p.m. in the SIS Founders Room

### FEBRUARY 24

#### International Communication

Recent Alumni Panel  
5:00 p.m. in the SIS Founders Room

### FEBRUARY 25

#### Friday Forum

Speaker Series  
4:00 p.m., location TBA

### FEBRUARY 25 – 27

#### International Development Skills Institutes

9:00 a.m. in the SIS Beacon Conference Room

### FEBRUARY 26

#### Innovations of Student Leadership Conference

8:00 a.m. in the SIS Founders Room

### MARCH 5

#### Saturdays @ SIS

2:30 p.m. in the SIS Atrium

### MARCH 6 – 13

Spring Break; no classes

### MARCH 15

#### “Countdown to Zero”

6:00 p.m. in the SIS Founders Room

### MARCH 18

#### Friday Forum

Speaker Series  
4:00 p.m., location TBA

### MARCH 19

#### Mindfulness

in Education Conference  
11:00 a.m. in the SIS Founders Room

### MARCH 21

#### Lecture by U.N.

Assistant Secretary-General Taye-Brook Zerihoun  
12:00 p.m. in the SIS Founders Room

### MARCH 22

#### 14th Annual SIS

#### Undergraduate

#### Research

#### Symposium

4:00 p.m. in the SIS Founders Room

### MARCH 25

#### Friday Forum

Speaker Series  
4:00 p.m., location TBA

### MARCH 25 – 27

#### International Development Skills Institutes

9:00 a.m. in the SIS Beacon Conference Room

### APRIL 1

#### Friday Forum

Speaker Series  
4:00 p.m., location TBA

### APRIL 2

#### Saturdays @ SIS

2:30 p.m. in the SIS Atrium

### APRIL 1 – 3

#### International Development Skills Institutes

9:00 a.m. in the SIS Beacon Conference Room

### APRIL 6

#### International

#### Communication

#### Student Forum

#### Graduate Study

#### Research Symposium

5:00 p.m. in the SIS Founders Room

### APRIL 8

#### Friday Forum

Speaker Series  
4:00 p.m., location TBA

### APRIL 11

#### SIS Grad Day

7:00 a.m. in the SIS Founders Room

### APRIL 14

#### Alumni of the Year

Dinner  
6:00 p.m., location TBA

### APRIL 22

#### International

#### Communication

#### Program Alumni

#### Convocation

4:00 p.m. in the SIS Founders Room

### MAY 5

#### International

#### Communication

#### Program Annual

#### Conference

9:00 a.m. in the SIS Founders Room

### MAY 7

#### Saturdays @ SIS

2:30 p.m. in the SIS Atrium

### MAY 8

#### SIS Commencement

1:00 p.m. in Bender Arena

## AU Abroad Wins Grant to Start Study Abroad Partnership in Syria

AU Abroad Director Sara Dumont was recently awarded a grant from the Bureau of Educational and Cultural Affairs (a division of the U.S. Department of State) to partner with Higher Institute of Languages (HIL) at the University of Aleppo in Syria in beginning a self-sustaining semester-long study abroad program at the university in spring 2011.



Dr. Kristin Smith Diwan

The program partners with CET, a private study abroad organization based in Washington, D.C., and collaborates with the Language and Foreign Studies department and

the Kogod School of Business and College of Arts and Sciences, in addition to SIS. The University of Aleppo faculty will teach up to six specially-designed English and Arabic language courses, refining the curriculum and expanding the ability to teach Arabic to incoming U.S. students. The collaboration between AU and CET will eventually create a network of partner universities in the United States to send students to the new program.

In addition to the language courses, the program offers supplementary content courses, such as “Islamic Finance,” “Middle East History and Politics,” and seminars in the Middle East, Syrian history, and the country’s society and culture. Participation in community service opportunities and immersion into the student life of the University of Aleppo will also add to the students’ cultural experiences, and increase their proficiency in both Modern Standard Arabic and the local Levantine dialect.

CRS Assistant Professor Kristin Smith Diwan, who is the academic advisor for the program, explains, “The program has been received enthusiastically by AU students, and has already attracted interest from other universities, as a large number of non-AU students will be enrolled in the program in the spring.”

The study abroad program is the first of its kind to be established in Aleppo, which is not only the largest city in the Levant, but one of the oldest continuously inhabited cities in the world.