TABLE OF CONTENTS

UCIS MISSION STATEMENT ................................................................. 2
MESSAGE FROM THE DIRECTOR ....................................................... 3
GLOBAL VISION IN ACTION ............................................................. 4

STUDENTS
Allyson Cross .................................................................................. 4
Cory Rodgers .................................................................................... 5
Heidi Cook ......................................................................................... 6
Jenna Baron ....................................................................................... 8
Chaunda Wilson ............................................................................... 12
Eric Etchill ....................................................................................... 14
Bence Feher ...................................................................................... 16

VISITING SCHOLAR
Sami Hermez .................................................................................. 5

FOREIGN LANGUAGE
Kichwa .............................................................................................. 7

GLOBAL FOOTPRINT
Consortium: A New Model for Study Abroad ................................. 9
Expanding Study Abroad Opportunities ......................................... 9
Pitt Study Abroad Locations ......................................................... 10-11
Leadership Travel ......................................................................... 10-11
Pitt Travel Registry ........................................................................ 13

COMMUNITY ENGAGEMENT
The Benefit of BRICS ....................................................................... 12
Model African Union ....................................................................... 13

KUDOS
Sheth International Achievement Awards .................................... 15
Saluting Success ............................................................................. 15

TECHNOLOGY
Conversations on Europe ................................................................. 17
Panoramas ....................................................................................... 17

UCIS PEOPLE
New Faces ....................................................................................... 18
Late Breaking News ....................................................................... 19
UCIS Board of Visitors .................................................................. 19

UCIS MISSION STATEMENT

The University Center for International Studies (UCIS) initiates, supports, and coordinates international activities campus-wide at the University of Pittsburgh. Since its founding in 1968, UCIS has worked to establish Pitt’s leadership role in the advancement of global dimensions in the arts, sciences, and professions. The Center’s work encompasses education, research, and public service. UCIS aims to:

- Foster international competency and expertise among Pitt students,
- Facilitate research on international topics and in international settings,
- Serve as an international interface for the institution, and
- Share international expertise with the local and regional community.

CREDITS

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PHOTOGRAPIH: The photographs seen throughout this annual report come from the students profiled or are from Pitt student submissions to the annual University of Pittsburgh International Photo Contest, a program of the Study Abroad Office.

EDITORIAL BOARD: Wendy O’Donnell, Editor, UCIS Marketing and Communications Manager, and Jennifer Creamer, Associate Director of UCIS.

GRAPHIC DESIGN: Tricia McGough

Front cover photo by Kristin Hare in County Clare, Ireland. Back cover photo by Caitlyn McCann in Venice, Italy.
MESSAGE FROM THE DIRECTOR

Let’s start with a question about numbers: What is the UCIS significance of 1,517, 253 and 55? (I will get to the answer below.)

We’ve chosen to focus the 2012-13 annual report on students. As you’ll see, even though we describe our year more fully than that—including articles on faculty, programs, and activities—we devote the bulk of this publication to the stories of six students.

We chose these students because they represent the range of participation in international programming at Pitt. You’ll read—in their own words—about the remarkable work in Senegal and Jordan of Allyson Cross; the software development internship in Japan of Bence Feher; and the transformative study abroad experience of Jenna Baron living with blind students in Kenya. You’ll also read how an unexpected art-cataloging project launched Heidi Cook in a new research direction and on the path to a graduate certificate in Russian and East European studies. How the Show Them the World scholarship gave Chaunda Wilson the financial resources to study abroad and travel internationally for the first time... in Thailand. And how medical student Eric Etchell’s surgical epidemiology research project in Mozambique morphed into one on quality improvement for HIV testing and prevention. We hope that when you read these stories you will be just as amazed and inspired as we were by these students.

Now, the numbers. There were 1,517 students who participated in study abroad last year, the highest number in university history. And, more than 70 percent of these students participated in the 55 Pitt-developed and Pitt faculty-led Panther Programs. That’s quadruple the number of Pitt programs from five years ago and more Pitt programs than ever in our history. Finally, last year 253 students earned UCIS certificates; a number that exceeds all undergraduate majors in the University except Psychology.

It is clear from the numbers that UCIS’ centers and programs have a huge impact on Pitt students. But I think you’ll agree that it is only by reading about individual students’ activities and accomplishments that one comes to appreciate the full extent of UCIS’ impact. I hope you enjoy reading about our students and more generally about 2012-13; as you will see, it really was a remarkable year.

Lawrence Feick
Allyson Cross in the shade outside a mosque in the Senegalese town of Tuba. Her friend, Pape, is teaching her to read the Koran.

**SENEGAL, PERU, JORDAN ... BPHIL, MBA, USAID?**

**Allyson Cross | Junior**

In Senegal I wanted to study French but desired an experience different from Europe. In Peru I organized a sustainable development project with a student organization. I chose Jordan because I wanted to study Arabic and live in the Middle East, and Jordan offers that experience and a great deal of safety. All of the places I have travelled also allowed a rich cultural experience that is just not possible in the classroom.

I chose to do a BPhil because it is a way to unite classroom and cultural experiences, and also enrich my academic experience with research that I was genuinely interested in. The BPhil has been a way for me to combine my interests in economics, the Middle East, and international affairs in a targeted way with valuable research experience. My study will be on the outreach and sustainability of Islamic microfinance vis-a-vis traditional microfinance with the thesis that Islamic microfinance is as sustainable, but the outreach is poorer because there simply aren’t enough firms and they’re not big enough. I will be arguing for the creation and expansion of Islamic microfinance to reach poor populations that would otherwise not take loans because interest is forbidden in Islam.

After completing my undergrad degree, I hope to volunteer with Peace Corps, receive a fellowship to study Islamic microfinance, or come back to work for the American Chamber of Commerce in Jordan. Eventually I want to work as a foreign service officer for the State Department on the economic track or work for USAID.

**MAJOR: Economics**

**LANGUAGES: Arabic & French**

**BPHIL in Global Studies**

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**PITT’S GLOBAL VISION IN ACTION**

*When they graduate, Pitt envisions young women and men empowered with international knowledge, skills and experiences; global citizens primed to assume global leadership roles.*

The Global Vision states that by 2020 the University of Pittsburgh will be a community of faculty, students and staff living globally. The living globally commitment will influence all aspects of our research, teaching and service missions, and will serve to enhance the University’s reputation as a leader in global education. We will:

- Pursue research and scholarship that increase global understanding,
- Develop our students into global citizens and leaders, and
- Improve people’s lives by studying and solving the world’s most critical problems.

Six core strategies for living globally are:

- Develop key global research themes,
- Have deep understanding of local language and culture,
- Focus on a set of key regions and countries,
- Build partnerships around the world with the highest-quality universities,
- Create a limited number of international hubs of Pitt activity,
- Take an interdisciplinary approach to our global agenda.
PUSHING MENTAL BOUNDARIES ON THE MIDDLE EAST
Visiting Professor in Contemporary International Issues

Sami Hermez, PhD, has a flair for engaging his audience and pushing the boundaries of their thinking and beliefs. His topics are some of the most challenging issues facing the Middle East. From Arab identity and nationalism to conflict resolution and the anticipation of violence, Dr. Hermez forces his listeners to consider an issue from a new perspective.

As the UCIS Visiting Professor in Contemporary International Issues, he brought real-life experiences into his classroom teaching. His research focuses on people living with the perpetual threat of war-related violence in Lebanon. With this perspective he was, for example, influential in helping Pitt’s policy-driven GSPIA graduate students grasp the connection between policy and the human experience; to help them understand context for the policies they advocate.

“Bright, young and engaging scholars like Dr. Hermez offer Pitt students exposure to some of the world’s most pressing issues,” said William Benter, whose gift in the form of a permanent endowment funds the visiting professorship.

Dr. Hermez accomplished a wide range of academic and outreach activities during his eight months under the wings of the Global Studies Center. He taught two graduate and two undergraduate courses including Arab Revolutions and Social Movements and The Politics of Culture and Representation in the Arab World. He was the keynote speaker at the annual symposium for the Consortium for Educational Resources on Islamic Studies, and he presented on the Arabian Gulf countries at a weekend-long mini course.

During his time at Pitt, he also presented his research during speaking engagements at three other Pennsylvania universities as well as to Pitt faculty and students in Anthropology and Political Science. And to round off his tenure, Dr. Hermez submitted an article to a top-ranked academic journal in anthropology. He notes that the visiting professorship, funded by the Benter Foundation, “…has significantly helped me to advance my academic career and gain valuable experience in teaching and public speaking.”

RHODES SCHOLARSHIP

After working for a year in Tanzania with a women’s HIV support group, Cory J. Rodgers is now reading for an MPhil in Medical Anthropology under a Rhodes Scholarship (awarded in 2012) at Oxford University.

“I’m still building on the East Africa focus that I began at Pitt’s African Studies Program under Drs. Macrina Lelei and Leonora Kivuva. My research has turned to the social consequences of health interventions for nomadic pastoralists, particularly those tending their herds in the arid lands of northern Kenya,” said Cory from Keble College, Oxford. “I’m really looking forward to some longer-term work in the region as I progress to a doctoral program.”

While at Oxford, Cory continues to support the US-based AIDemocracy network, is a member of the executive committee responsible for establishing the Global Scholars Network, and is coordinator for the Oxford Food Security Forum.

$327,000+
... UCIS grants for faculty research and conference attendance abroad

Rhodes Scholarship winner Cory Rodgers.
Heidi Cook outside the Church of St. Lucija on the Croatian island of Krk. The Baška tablet, an inscribed stone slab dating back to the twelfth century, was discovered in the church in 1851. It is one of the oldest examples of a Croatian form of the Slavic script Glagolitic.

UNEARTHING A LOST ARTIST
Heidi A. Cook | 4th Year PhD Student

“When I entered Pitt’s graduate program in the History of Art and Architecture, I had not imagined my research would extend much beyond the borders of German modernism. However, in the summer of 2010, I was asked to catalog art works at the estate of Croatian-American artist Maksimilijan Vanka.

After his immigration to the US in 1934, Vanka painted a formidable set of murals in St. Nicholas Catholic Church in Millvale, Pittsburgh combining depictions of Croatian peasants and immigrants with Catholic symbolism. As I sifted through hundreds of oil paintings and drawings in a dusty attic what jumped out at me were the bold images of folk culture, unlike anything I had encountered, which Vanka had brought with him from the Kingdom of Yugoslavia. These stunning images of Croatian peasants launched me on a new line of research into images of folk culture in Central Europe.

Central and Eastern European studies was something I fell into almost by accident. However, given the current poor market for humanities PhDs, I am definitely glad that I am doing the Russian and Eastern European Studies graduate certificate. It has helped me think about my work in a more interdisciplinary fashion and connect with amazing scholars outside the field of art history. Ultimately, I think it will broaden the types of academic jobs for which I will apply and make me much more attractive in the job market.”

MAJOR: History of Art & Architecture
LANGUAGES: German, Bosnian, Croatian, Serbian
GRADUATE CERTIFICATE in Russian and East European Studies
STRATEGIC LANGUAGE
Technology Saves a Kichwa Class

Q: What do you get when you mix an Ecuadorian Amazon field school with an Arizona linguist and add a dose of serendipity?

A: A Kichwa language distance-learning class at Pitt.

Until the eleventh hour, it seemed Pitt would not run a Kichwa language class during fall semester 2013, despite having run the class since 1976. The anticipated instructor was unavailable. Instructors for Less Commonly Taught Languages (LCTLs) are prized possessions because of their rarity; their unavailability may cause the demise of a class.

The solution was in plain sight at the Andes and Amazon Field School—the venue for the Pitt in Ecuador summer study abroad program—in the form of on-site director Tod Swanson. It just needed some creative thinking to overcome the distance issue: Tod is on faculty at Arizona State University; the students are at Pitt.

Coincidentally, the University Center for International Studies recently upgraded and expanded its audio-visual equipment and capabilities. Some quick negotiating with Tod meant classes in elementary and advanced Kichwa were back on for the semester using the new distance-learning technology. The Center for Latin American Studies (CLAS) and linguist Alana DeLoge run the recitation on campus for Pitt students.

““This class is far more successful than we dreamed possible given that this is our first attempt at synchronous distance instruction,” said Julian Asenjo, assistant director for academic affairs, CLAS. “Our instructor sits in Phoenix, seven Pitt students, including two with Foreign Language and Area Studies fellowships, meet in a high-tech Center conference room, and we also have technology-connected students in Utah and Indiana.”

Asenjo notes scarce faculty are not the only issue. Because LCTLs at any given university often lack the critical student mass necessary to meet enrollment requirements, a technology solution linking campuses can use a faculty member to instruct students in multiple locations. The success of this new delivery of Kichwa instruction has generated expansion plans for Pitt’s Kichwa distance-learning partners. In addition to the University of Utah, both Brigham Young University and the University of New Mexico are interested in collaborating and sharing a portion of the instruction and cost burdens.

That bodes well for a language spoken by 2.5 million people in the northern Andes of South America. And likely applauded by the Ecuadorian government, which in late 2012 launched a cell phone app entirely in Kichwa for use on Spanish language cell phones—yet another way to strengthen the restoration and sustainability of the Kichwa language.
Jenna Baron on a weekend hike in Embu, Kenya accompanied by her host family’s children. They passed through coffee and tea farms on their way to a nearby waterfall.

MENTOR, RESEARCHER, FUTURE EDUCATOR
Jenna Baron | Senior

Without the African Heritage Room scholarship, I never would have been able to afford to study abroad in Kenya in August 2012.

For six weeks, I lived at a school for blind students, spending everyday with them in classes, mealtimes, extracurricular activities, and free time. Most of our conversations consisted of questions about each of our backgrounds and hobbies. After about a week or so, I became a mentor for students, particularly girls. I heard numerous stories about their lives with visual impairments before coming to the Salvation Army Thika High School for the Blind. Students explained that school was the greatest blessing as it provided an invaluable opportunity to receive an education catering specifically to their unique needs. After talking with students and sensing their growing self-confidence, I felt I had finally found the right field for my future work. My experience with the students at Thika School for the Blind was the first to inspire me to work toward a degree in education policy or a related field.

In November 2013, I will return to Kenya for nine months as a Fulbright Research Scholar. The goal of my research is to document the connection of improved access to education to increased involvement in all aspects of society for persons with visual impairments. I hope to publish my work and pursue a Master’s degree in education.

MAJOR: Cultural Anthropology
LANGUAGES: Swahili & Spanish
CERTIFICATES in African Studies & Global Studies
EXPANDING STUDY ABROAD OPPORTUNITIES

We send Pitt students abroad each semester as well as during summer, winter and spring breaks. They learn first-hand what it feels like to be a stranger in a foreign land. It is an experience they never forget.

For the past five years, the goal of the Study Abroad Office has been to continuously increase the number of students studying abroad and, more importantly, to connect study abroad more closely to the academic programs of the University by increasing the proportion of students in Pitt’s own programs. In part, this goal is achieved by expanding the number of Panther Programs offered by Pitt. During academic year 2012-13, Pitt ran 55 Panther Programs. They covered the globe—from Cuba and Ireland to India and Tanzania—and included subjects as diverse as Portuguese immersion in Brazil, architecture in Central Europe, and Chinese medicine in Beijing.

Today, more than 70 percent of Pitt students studying abroad do so on Panther Programs, up from less than one third just six years ago.

For example, 27 students headed to Florence, Italy for the 2013 spring semester taking part in the first Pitt in Florence program. They chose classes taught in English and Italian (for advanced language students) such as Renaissance art, great works of Italian literature, and global financial systems.

“We launched six new programs this year and plan to launch between six to 10 new programs next year,” said Jeff Whitehead, director of the Study Abroad Office. “New study abroad programs are developed based on student demand for a location in tandem with faculty expertise and interest.”

The new programs launched in the summer of 2013 were Pitt in Brazil, Pitt in Dublin, Pitt in Genoa (Italy), Pitt in Russia and Ukraine, and Pitt in Spain and Turkey. With additional study abroad programs available, more and more students will understand what it means to be a Pitt global citizen.
PIT STUDY ABROAD
PANTHER PROGRAMS

EVERY TERM:
• Pitt in London (fall, spring, summer)

SUMMER:
• Energy Today, Energy Tomorrow (Australia)
• Engineering for a Better Environment (Brazil)
• Engineering in the Americas before Columbus (Peru)
• Engineering the German Way
• Engineering of the Renaissance (Italy)
• French Nuclear Fuel Cycle
• Global Mental Health Professions (Florence)
• Global Supply Networks in Latin America (Uruguay)
• Healthcare Delivery in Birmingham (UK)
• Healthcare Delivery in Palermo (Italy)
• International Internship Program (IIP) Beijing
• IIP Dublin
• IIP São Paulo
• IIP Berlin
• IIP Madrid
• IIP Milan
• Pitt in the Aegean
• Pitt in Augsburg
• Pitt in Brazil
• Pitt in China
• Pitt in Dublin
• Pitt in Ecuador
• Pitt in Genoa
• Pitt in Greece
• Pitt in India
• Pitt in Nantes
• Pitt in Prague and Krakow
• Pitt in Rome
• Pitt in Russia and the Ukraine
• Pitt in Spain
• Pitt in Spain and Turkey
• Pitt in Tanzania—Swahili
• Pitt in Tanzania—Community Health
• Plus3 China
• Plus3 Chile
• Plus3 Germany
• Plus3 Vietnam
• SHRS in Ireland
• Katz Global Research Practicum Russia

FALL BREAK:
• Pitt Greensburg in India

SPRING TERM:
• PittMAP
• Pitt in Florence
• Pitt in Cuba
• Pitt in Ghana
• Student Teaching in New Zealand (Pitt Johnstown)

SPRING BREAK:
• Social Policy in Cuba (Graduate Social Work)
• Comparative Healthcare Systems: US & Belgium (Pitt Johnstown)
• Engineering Senior Design in Panama
• Katz Global Research Practicum in India
• Katz Global Research Practicum in Chile
• Berg Center Ethical Business Practicum in Brazil
• Innovate Program (Engineering in China)
• GSPIA Practicum in Mexico
• SHRS Project-based Technology Design in Mexico

Provost Patricia Beeson
May 2013 | Brazil

Provost Patricia Beeson looks out on a niobium mine in Araxá during a four-city trip with senior administrators and deans. The delegation met with the Brazilian Ministry of Education, Ministry of Foreign Affairs, the Fulbright Commission, representatives of three universities, members of the Executive MBA Board, and key corporate partners. The Provost also hosted an alumni reception in São Paulo in which she presented Pitt alumnus Tadeu Carneiro with a 225 Anniversary Medallion.
While in Seoul, Chancellor Mark Nordenberg recognized seven esteemed alumni (Dr. Byong-Hyon Kwon, GSPIA ’68 pictured with the Chancellor) with Pitt 225 Anniversary Medallions. The Chancellor also met with the presidents of Pohang University, Seoul National University of Science and Technology, and Chung-Ang University, as well as the leadership of the Korea Foundation.

In Chengdu, China, Provost Patricia Beeson signed an agreement with Sichuan University to develop a joint engineering institute. Groundbreaking is expected during 2014 (the artists’ rendering of the new building for the joint institute is pictured). In Shanghai and Taipei, the Provost hosted alumni receptions, and the delegation (senior administrators from the schools of Pharmacy and Engineering, and from UCIS) met with academic partners.
THE BENEFIT OF BRICS

They have been called the trillion-dollar club by *The Economist* and represent almost three billion people. Together they are BRICS—Brazil, Russia, India, China and South Africa—five major emerging economies that have the power to sway markets and influence global negotiations. It is for these very reasons that the BRICS mini course program is so appealing.

In collaboration with Carnegie Mellon University (CMU), the Global Studies Center held its first BRIC mini course—a 14-hour, full-weekend program on India Today—in fall 2008. The collaboration spawned a program in which a minicourse is offered, one country each semester. The South Africa Today program ran in spring 2013 to a waiting-list, over-capacity audience. Pitt and CMU students as well as teachers and community life-long learners grappled with questions such as: What are the cultural responses to globalization in South Africa? What are impediments to South Africa's economic and business growth?

“The goal is for course attendees to gain a broad understanding of the geo-political, cultural, social and corporate factors that define the BRICS countries,” said Veronica Dristas, assistant director of outreach at the Global Studies Center, who has organized the mini course program since its inception. “And the mini course helps Pitt students become more globally aware.”

Building on the success of BRICS, Global Studies has adapted the model to offer a semi-annual, mini-course series on *Muslims in a Global Context*. The latest of these was the Gulf States and Iran, held April 2013.

For Pitt students, the mini courses are a good deal: they are a free, one-credit class if taken as part of a normal semester course load. They add up to a smart way to understand our world.

STANDING OUT IN THAILAND

Chaunda Wilson | Senior

My biggest challenge in studying abroad was accepting myself in a different country. I knew that it was going to be difficult since I was the only African American woman in the program. I have a darker skin tone, natural puffy hair, and I am tall. Those attributes are completely different from the Thai people. I didn't want to be discriminated against. It was very refreshing to see that my physical features didn't matter. One man even said that I looked like Michelle Obama. That was a huge compliment.

I loved taking a tour of the Mae Tao Clinic in Mae Sot that is at the border of Thailand and Burma. The Burmese people do not trust outsiders because their country has been in an ongoing war for 20 years now. I would love to go back and provide the counseling in their mental health center and to discuss the traumatic experiences the people have faced.

I plan on going back to school to get my Masters in Social Work in hopes of becoming a licensed therapist to work with deaf and hearing children. Working with children at risk is something I have always wanted to do!

Chaunda Wilson received the *Show Them the World* scholarship, which is for students on the Pittsburgh campus who have never studied abroad for credit, who are deeply involved in community service, and who require financial aid to make their study abroad feasible.

MAJOR: Psychology

LANGUAGE: American Sign Language

$2.5 million ... student scholarships provided by UCIS centers
SIMULATION GAME

Model African Union

Scott Crawford’s interest in international relations germinated when, as a high school student, he participated in the Model European Union simulation held every winter at Pitt. Fast forward a few years to 2011 when Pitt students Scott and friends Dillon Narry, Ryan Henderson and Abena Botwe-Asamoah met with Macrina Lelei, interim director of the African Studies Program, to pitch the idea of a Model African Union simulation.

“A simulation in which high school students role play as leaders of African nations and discuss African issues from the perspective of Africans is a tremendous education opportunity for local school students,” Scott says.

The second annual Model African Union kicked off on April 15, 2013 bringing together 75 students from five Pittsburgh-area high schools: Baldwin, Burell, North Allegheny, Riverview, and West Allegheny. With guidance from Scott and Pitt student volunteers, the school students acted as the presidents, prime ministers, and delegates from all 54 African countries. They spent an intense day negotiating over conflicting visions for economic development, equal opportunity for women, and peace and security in the aftermath of the Arab Spring.


PITT TRAVEL REGISTRY

A Simple Step.
A Rapid Response.

An earthquake erupts in central China. A train derails in Europe. Civil unrest in northern Africa gives way to public demonstrations. As Pitt sends greater numbers of students, faculty and staff to participate in research and study abroad, how can the institution know if members of its community are affected by international incidents?

Implemented in 2013, the University Travel Registry provides an easy method for registering international trips to address this issue. Before departing, a graduate student, faculty, or staff member can click on a link in the University online portal and fill out a brief form describing their dates of travel, destination details, and emergency contact numbers. Undergraduate students’ travel on study abroad programs is registered through the Study Abroad Office’s website. In event of an emergency, risk managers can quickly determine which Pitt students, faculty, and staff are potentially at risk.

61,582
... Participants in UCIS community-focused outreach events
For 10 weeks in summer 2013, I went to south Mozambique to undertake a surgical epidemiology research project. It is a collaboration between several North American medical schools and organizations, the World Health Organization, and the Mozambican government, with the ultimate goal of building surgical capacity in the region.

I faced several challenges including language barriers, lack of resources, healthcare worker strikes, rebel activity disrupting travel and project plans (forcing me to move north and work on a quality improvement project at a local HIV clinic focusing on high-risk infants), and more pronounced government instability. Whenever I felt frustrated or worn down, I remembered a quote that my mentor shared with me before I traveled to Mozambique: ‘Be infinitely flexible but constantly amazed.’ Taking a step back and realizing why I was there and who I was helping undoubtedly helped me to refocus, re-energize, and realize my challenges were nothing more than small obstacles and opportunities for personal growth.

My summer in Mozambique fortified my desire to embark on a career as a general surgeon with a global focus. I plan on completing a general surgery residency and working as a surgeon at an academic institution with a research, and potentially clinical, focus on improving global health disparities. Specifically I hope to work to increase surgical access and care to the world’s bottom billion.
SALUTING SUCCESS

The Vira I. Heinz Program for Women in Global Leadership placed second among all study abroad programs in the US in the 2013 Andrew Heiskell Award competition run by the Institute for International Education.

The European Studies Center received the 2013 Pennsylvania State Modern Language Association Merit Award for its French language immersion course for middle and high school teachers.

For the second time in four years, Michele Heryford won one of the Confucius Institute Person of the Year awards for her work building Chinese language courses for students across Pennsylvania.

SHETH INTERNATIONAL ACHIEVEMENT AWARDS

Pitt MBA and PhD alumnus Dr. Jagdish N. Sheth and his wife, Madhuri, inaugurated two awards at a ceremony on November 15, 2012. The awards recognize contributions furthering international education and benefiting the international community through professional achievement and societal impact. The Sheth Family Foundation intends to endow the awards.

Dr. Katheryn Linduff won the Sheth Distinguished Faculty Award for International Achievement. A member of the Department of History of Art and Architecture, and of Anthropology, since 1973 and a UCIS research professor, Dr. Linduff teaches undergraduate and graduate courses on ancient Chinese and Eurasian art and archaeology.

The Sheth International Young Alumni Achievement Award was won by Ms. Divia Thani, who is the editor-in-chief of Conde Nast Traveller (India). Ms. Thani is the youngest-ever editor of a CNT magazine. She graduated in three years summa cum laude from Pitt Bradford with a BA in English and creative writing, then undertook a year of research at Pitt on a Brackenridge Fellowship to study under former Honors College dean, Dr. Alec Stewart.

LATE BREAKING NEWS

The Confucius Institute was named one of the 2013 Confucius Institutes of the Year by the Office of Chinese Language Council International. The award ceremony took place in Beijing on December 7, 2013 and represents the fifth time in six years that the Pitt Confucius Institute has won an institute or individual award.
Dressed in yukata (summer kimono), Bence Feher visited Kiyomizu-dera in Kyoto, Japan during spring to view the cherry blossoms.

INTERN CULTURE SHOCK
Bence Feher | Senior

“Japanese culture is just so different from our own that almost every person, event, and experience was an “aha” moment! One that really stands out was when I first started my one-year internship at Fukui Byora, a software developer in Awara City.

My boss called me into a conference room and said my first task was to identify any user interface design flaws of their website. I thought this was my chance to prove myself and show them my training first-hand. I started pointing out places where the user might get confused or lost. I was going on and on until I noticed that my coworkers and my boss were red-faced with steam coming from their ears. This was the big “AHA” moment when I realized I should have said something humble. Even though I learned about this kind of behavior in my studies, it was the first time that I was actually dropped into that kind of situation and I completely fell flat on my face.

Another time, my project leader—with a background in foreign policy and international relations, not software development—pulled me aside for a private conference and told me to slow down and stop being so efficient because it was making him look bad to his superiors.

These kinds of cultural differences are unavoidable. As much as I fought against them and tried to bring my American free spirit into the workplace it was futile. Once I stopped comparing my life abroad with the lives of my friends back home and stopped trying to fight Japanese culture, my job improved. Now I am the lead software designer/engineer at Fukui Byora and I love my job. Everyday I'm gaining experiences that not only make me stand out from my peers but are shaping me into a better and more international human being.”
CONVERSATIONS ON EUROPE
Face-to-Face with European Experts

Offering up-to-date analyses of European issues and timely insight into developments within and around the European Union, the Conversations on Europe virtual roundtable program has perfected a niche and captured a committed audience. Ron Linden, director of the European Union Center for Excellence/European Studies Center, started with an idea to use video conferencing technology for interactive panel discussions about contemporary European issues.

The initial January 2012 Conversation on Europe posed the question: “Is the Future of the Eurozone the Future of Europe?” Since then the program has produced several roundtables each semester. The moderated discussion allows for audience participation across connected sites, including other partner EU Centers of Excellence. In addition, people have participated from locations in Germany, France, Turkey and Ireland. Topics ranged from Turkey’s European Future and Angela Merkel’s personality to the future of NATO. A recent Conversation—conducted entirely in French—was devoted to the proposition, “France as a Global Leader?”

With new technology available at the University Center for International Studies, as many as 24 remote locations may join the conversation using technology as complex as a video conferencing center or as simple as a laptop computer in a coffee shop.

“The Conversations on Europe engage experts, students, and members of the community on topics of current urgency and relevance,” said Professor Linden. “People participate via video and Twitter, and Conversations are archived for access on YouTube (www.ucis.pitt.edu/euce/content/conversations-europe-0).”

UCIS Centers are innovating with great success using a selective and targeted approach to reaching students and academics via technology. The Center for Latin American Studies with Panoramas and the European Union Center of Excellence with Conversations on Europe both have shown that creative thinking and innovative use of technology can increase their impact and reach.

“New forms of communication are changing the way we work in academia,” said Heloisa Pait, a regular Panoramas contributor who teaches sociology of media at UNESP-São Paulo State University. “Panoramas, after its mix of information and reflection, may well play the role of traditional departmental seminars for a diverse group of members and a global audience.”

Articles in English, Spanish and Portuguese run the gamut from the elections in Costa Rica and political reform in Brazil to the effect of global warming on Andean glaciers and the machismo culture in the Dominican Republic. After just six months of scholarly opinion and commentary, the Panoramas audience has grown to over 2,000 unique visitors and over 8,000 hits per month.

Panoramas occupies a space between unedited blogging and a conventional peer-reviewed publication in a multidisciplinary forum of scholarly and research-based debate and articles. Join in the Panoramas discussion at www.ucis.pitt.edu/panoramas.
NEW FACES

KYLE BISHOP
Administrative Assistant
Nationality Rooms Program
BA in English, University of Pittsburgh

Kyle coordinates administrative activities in the Nationality Rooms office. He enjoys being part of a program with a rich history that makes a positive impact on people through study abroad scholarships and cultural events.

MEGAN HORAN
Resource Area Coordinator
Study Abroad Office
BA in Communications, University of Pittsburgh

Megan is the initial advisor for students who plan to study abroad and is the Pitt manager for IFTA programs. She is also responsible for event planning for the Study Abroad Fair, Photo Contest, and International Week.

RACHEL JACOBSON
Administrative Assistant
Asian Studies Center
BA in Japanese, University of Pittsburgh

Rachel ensures the smooth running of the Asian Studies Center. She handles logistics, scheduling and publicity for events and programs, maintains the Center website, and promotes student interest in Asian studies.

MAJA KONITZER
Program Manager
Global Studies Center
BA in Writing/Business, Carlow University; MEd/TESOL, University of Pittsburgh

Maja coordinates event and program communications, publicity and promotions; contributes to grant proposal and report preparation; supervises student ambassadors; and manages office operations.

KATE BOWERSOX
Assistant Director for External Affairs, European Union Center for Excellence/European Studies Center
BA in Studio Art, Denison University; MBA, University of Pittsburgh

Kate serves as a key point of contact for the Center’s External Advisory Board, handles a number of fundraising responsibilities, provides outreach opportunities for K-12 students and teachers, and builds alumni relations.

KAREN MORRIS
Financial Administrator
Center for Latin American Studies
BA in Business, California University of Pennsylvania

With over 25 years experience in finance, Karen is responsible for pre- and post-award grant administration, budget development/reconciliation, and financial planning and management for the Center.

WENDY O’DONNELL, APR
Marketing & Communications Manager, University Center for International Studies
BPhEd in Kinesiology, University of Otago, NZ; MS Public Relations/Affairs, Golden Gate University

Wendy is responsible for raising the visibility and awareness of all UCIS centers and programs as well as international initiatives. From students to faculty to journalists, she is always tailoring our message to the target audience.

MARYANN SIVAK
Assistant to the Director
Nationality Rooms Program
BS in Business, The State University of New York

Maryann uses her multilingual skills to translate articles and develop presentations in five Slavic languages. She also reviews scholarship applications, serves on scholarship panels, and produces content for newsletters and the Nationality Rooms website.

ERIC SWETTS
Administrative Assistant
African Studies Program
BA in Urban Studies, University of Pittsburgh

Eric’s job touches all administrative functions of African Studies, including student registration for the certificate program, newsletter development, and website design. In short, anything that advances the program mission.
Cooking Up Something New

Kathleen Musante says she has spent her research life in kitchens. True, she has spent many, many hours in some of the world’s most modest kitchens talking with women who must provide food for their families, often on a pittance. But to reduce her scholarship simply to kitchens is Kathleen’s humble way of saying she works at the intersection of agricultural research, food security and health in economically marginal communities in Latin America and the southeast US. And for the past 12 years, Professor Musante has also directed the Center for Latin American Studies. She has chosen to step down from that role, effective December 31, 2013 (in part to spend more time in kitchens in Latin America). She leaves an impressive legacy for the Center that includes three successful Title VI applications and over $1 million raised from individual donors. Her energy, vision and pragmatism will be sorely missed by everyone at the University Center for International Studies.

CNN Top 10 Hero of the Year

Kakenya Ntaiya, former Pitt graduate student in Education, was named one of CNN’s Top 10 Heroes of the Year. She established and funds a girls’ boarding school—in her home country of Kenya—to empower girls through education so they avoid early marriage and female genital cutting.

New Center Directors

Anthropologist Nicole Constable takes the helm at the Asian Studies Center, and political scientist Scott Morgenstern leads the Center for Latin American Studies, effective January 1, 2014.
## CONTACT UCIS

**University Center for International Studies**

4400 Wesley W. Posvar Hall  
230 South Bouquet Street  
Pittsburgh PA 15260  

PHONE: 412-648-7390  
FAX: 412-624-4672  
ucis@pitt.edu | www.ucis.pitt.edu

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<table>
<thead>
<tr>
<th>Program</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFRICAN STUDIES PROGRAM</td>
<td><a href="http://www.ucis.pitt.edu/africa">www.ucis.pitt.edu/africa</a></td>
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<td>ASIAN STUDIES CENTER</td>
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<td>CENTER FOR LATIN AMERICAN STUDIES</td>
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</tbody>
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<table>
<thead>
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<th>Website</th>
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