A newcomer to any city is likely to ask about the local culture. In Flagstaff, that question will produce a global answer, and Northern Arizona University is a big reason why. That partly explains why I’m here.

Of the many factors that drew me to NAU, the university’s sincere dedication to international education ranked high among them. NAU has always been fortunate to be immersed in the local culture. Now, through strategic partnerships and policy initiatives, the university is transforming itself into a global campus with a dynamic infusion of international perspectives.

In fact, any university truly interested in cultivating a vibrant academic and cultural environment must be deeply committed to international partnerships, study abroad programs, and a thriving community of international students and visiting scholars. The issue is not new to me. In my many years of leadership positions in higher education, I have witnessed—and experienced—the rising importance of international programs, especially today as we strive to produce graduates who have a more refined awareness of other cultures. Business calls for it, diplomacy requires it, and our collective approach to issues of global reach demands that we broaden our perspectives.

If I’m looking for a clear example of how global our lives have become, I don’t have to look far. As someone of German-Irish heritage, I married an international student while I was in college. Tom was born in Vietnam and grew up in Hong Kong, and our son married a woman from Taiwan.

I have traveled to China four times over the past decade and visited seven major sites and several rural areas throughout the country. My visits included...
Interdisciplinarity and International Scholarship: Requisite Features of 21st-Century Scholarship

By Dr. Harvey Charles

Utilizing insights, methods, principles, and even hunches from multiple disciplines can push the boundaries of knowledge and open up new vistas of discovery and innovation that no one discipline can. The Interdisciplinary Panel on Climate Change (IPCC), for example, offers dozens of instances where scholars from around the world and from diverse disciplines come together in research teams to bring their unique expertise to bear on understanding and trying to mitigate what is arguably the greatest challenge facing humankind in the 21st century. Much the same can be said of the effort to understand and defeat Ebola, the frightening disease that has so far taken the lives of thousands across West Africa and threatens to become a global pandemic. Indeed, as Palmer (2001) says, “the real-world research problems that scientists address rarely arise within orderly disciplinary categories, and neither do their solutions” (p. vii).

In addition to the importance of interdisciplinarity, there is a growing body of evidence that the best research involves collaboration in research teams that are diverse. This should come as no surprise, as the age of globalization has bequeathed to us technologies that facilitate real-time communications and access to information that a mere generation ago would have been unimaginable. Beyond these instrumental advantages, however, is the realization that the diminishing significance of national borders and the urgency to bring the best and the brightest minds together permits us to harness the advantages of diverse groups of researchers working together in pursuit of discovery and innovation. And this new reality should attract the interest of educators, scholars, and even students, as the major challenges that now face humanity, and knowledge required of our graduates to succeed in this radically different environment, have direct implications for the sciences and interdisciplinarity character of our teaching, research, and learning.

Adams (2013) believes that we now inhabit the fourth age of research, having progressed through the individual, the institutional, and the national to arrive at the international.

There are also vast intellectual resources the world over…untapped in the absence of international collaboration.

By Prof. Luke Pionsky

Overseas collaborations are much more likely to reach a wider international audience and thereby achieve broader impact in our disciplines. Guerrero Boté, Olmeda-Go- mez, and de Moya-Anegón (2012) addressed this very issue and found a strong association between international coauthorship and number of citations.

Some may argue that this discussion is not pertinent to their fields. To be sure, there are certain disciplines that lend themselves more readily to international collaboration. As an applied linguist interested in the processes by which languages are learned, I find that the value and benefits of international collaboration are immediate and firmly grounded in the culture and history of the discipline. In August 2014, for example, I co-organized a symposium held at a conference in Brisbane, Australia, that consisted of seven presenters with six unique nationalities and institutional affiliations.

(continued on page 14)
Why Did (Should) the STEM Major Cross the Ocean? 
The Value of Exploratory Trips in Promoting STEM Internationalization

By Prof. Eck Doerry

Even as the world’s high-tech economy continues to globalize rapidly, spreading research, design, and manufacturing facilities and teams across geographic, national, and cultural boundaries, the number of U.S. engineering and science (STEM) students who incorporate international learning experiences in their training has remained stubbornly low.

According to the 2013 Open Doors report on internationalization in U.S. higher education released by the Institute of International Education (IIE), just 3.9 percent of engineering graduates and 8.9 percent of natural science graduates incorporate any sort of international experience into their undergraduate studies. Further filtering this number to eliminate short-term (four- to six-week) summer programs in favor of substantial semester or yearlong experiences reduces this statistic to less than 1 percent in engineering.

When the figures are compared to those of other leading STEM economies, like Germany, where an estimated 24 percent of engineering students have logged substantial international experiences during their undergraduate studies, it’s clear that the U.S. is lagging behind in producing students prepared to compete for top jobs in the global STEM workplace.

One of the most difficult challenges in getting science and engineering students to study abroad is simply selling the basic value proposition: Why should students doing an already challenging STEM major increase the effort, complexity, and cost of their engineering education, while at the same time very likely delaying their graduation dates, all just to get some international exposure?

The conventional sales pitch for international training, revolving around “expanding horizons, learning a new language, and experiencing a foreign culture,” may be very attractive to students majoring in languages, the arts, or the social sciences, but it is not particularly compelling for STEM majors. Engineers and scientists are generally very practical and efficiency-oriented by both training and nature; activities that don’t contribute directly to their career goals may often be seen as “wasting time.”

In the Global Science and Engineering Program (GSEP), we have been quite successful in recruiting STEM majors by focusing recruiting efforts very specifically on the value of internationalized STEM training as a distinct, tangible advantage in competing for the most desirable jobs with global companies after graduation. This is no mean feat given the extraordinary level of global participation and resources required by GSEP, participants must commit in their freshman year to an intensive five-year track that integrates STEM studies with language and culture training, includes an entire year of study and internship abroad, and results in two bachelor’s degrees at the same time.

The GSEP group exploring the city of Bordeaux.

The call for submissions specifically invited international participation, and within the exhibition are works from the United Arab Emirates, Iraq, Russia, and Hong Kong as well as those of a number of American painters.

Our global community faces a turning point today in which economic, environmental, and ethnic pressures threaten the integrity of whole societies. The Arab Spring, wars arising from religious extremism, and, conversely, the efforts of many nations to maintain stable, consensual societies, are among the themes we address in this exhibition.

It is no small irony that in just the last several months the concerns represented by the contributing artists in our exhibition have, if anything, grown more dire. World powers continue to fight back against religious extremism in territories where, not coincidentally, access to oil is also at stake. Faith, politics, and commerce contend with one another for the world’s attention.

(continued on page 15)

The Global Narrative on Canvas

By Prof. George Speer

The NAU Art Museum inaugurated its 2014–15 season with a juried painting exhibition on the theme of Painting in the World: Reflections on Politics, Violence, and Reconciliation. The call for submissions specifically invited international participation, and within the exhibition are works from the United Arab Emirates, Iraq, Russia, and Hong Kong as well as those of a number of American painters.

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(continued on page 16)
Globalization from the Bottom

A Model to Understand Social, Cultural, and Educational Integration

By Prof. Mariella Herold

The cliché phrase “citizen of the world” has never had more significance to me than during these last 90 days as I was traveling across Europe. As part of my sabbatical leave, I embarked on a world exploration to better understand the implications of globalization outside the United States through a close examination of European educational systems in Italy, Germany, Romania, and Spain. I have always believed that through observing schools (which are microsocieties) and interviewing students, educators, teachers, and administrators, we can predict future societal orientations with a certain degree of accuracy. My intention was to take a “snapshot” of the Old World almost 15 years after the implementation of the European unification in order to gauge its level of integration and social cohesion.

The pioneering work of a number of researchers (Bauman, 1999; Bessoz, 2001) has focused on the analysis of the profound transformations occurring in Western societies, characterized by the high mobility among multilingual people and groups, as well as on the relationship between global culture/local culture and the multilayered dynamics that affect interactions among people. The multilingual composition of new global societies opens up a whole range of issues related to interethnic coexistence and integration. Current European Union (EU) policy efforts aimed at integrating people and promoting a new “citizen of the world” identity do not entirely eliminate inequalities. Instead, old disparities are reconfirmed and new challenges are being created.

“Globalization from the Bottom” looks at individuals and their social networks as the units of analysis.

One of the preliminary common themes that has emerged from the interviews I have recently conducted reveal European teachers’ sense of frustration resulting from the new EU challenges that have surfaced after more than a decade of economic integration. Most European educators seem to believe that the EU is still a good theoretical concept, founded on the principles of world peace. However, its implementation has become a “trial-and-error” experiment that still lacks clear policies for cultural and social integration. They also feel that schools are left on their own to face the new social and cultural coexistence challenges while struggling to build a fair educational environment.

(continued on page 17)

Tracking Plague: An Undergraduate’s Journey to Becoming a Global Scientist

By Cedar Mitchell

The plague. For many of us this name calls to mind an eradicated disease of medieval history, and brings up images of the infamous Black Death, which lasted five years and claimed the lives of a third to half of the European population in the 14th century. But in fact, Yersinia pestis, the causative agent of the plague, circulated more widely than most people realize, and the disease has been linked to three major global pandemics throughout the past 1,500 years. Unbeknownst to many, this ancient nemesis of humankind is still around and considered a reemerging infectious disease in many parts of the world today. It remains a dangerous threat to human health due to its high morbidity and fatality rates if it is not treated properly and promptly.

In recent decades, the plague has claimed more lives each year in Madagascar than in nearly any other country. For many of us, it is spread throughout the world today. In Madagascar, we wanted to study the genetics of Y. pestis in Madagascar since 2001 through collaboration with the Institut Pasteur de Madagascar (IPM). Using whole genome sequences of Y. pestis strains, MGGen researchers have published genetic tools that are useful for understanding plague transmission patterns in Madagascar. Unfortunately, these tools require sophisticated technology that is not readily available in many underdeveloped countries, like Madagascar.

Since the plague remains an important public-health threat in Madagascar, we wanted to make the genetic approaches developed at MGGen accessible to our IPM colleagues. As an undergraduate researcher at MGGen, I have had the opportunity to make this goal a reality with the help of my supervisor, Dr. David Wagner, who is an expert on plague genetics and ecology. Last year, I was granted an NAU Honors Undergraduate Research Award to fund the development of genetic tools specifically for the equipment available to our colleagues at IPM. Under the guidance of my technical mentor, Dr. Dawn Birdsell, I redesigned our published methods and performed tests to demonstrate that the modifications were as accurate as the original tools. This successful effort removed the technical limitations that had previously prohibited IPM from collecting genetic data. Ultimately, data generated by these modified tools will be highly informative for tracking plague across the Malagasy landscape and pinpointing the sources of new disease outbreaks.

(continued on page 18)
Earlier this year, I had the opportunity to travel to Nepal to participate in a United States Agency for International Development (USAID) assignment for the John Ogonowski and Doug Bereuter Farmer-to-Farmer Program, coordinated by the nonprofit Winrock International.

While on assignment, I was to conduct a weeklong workshop for faculty and staff at the Agriculture and Forestry University (AFU) in Rampur, Chitwan (Baratpur Campus, actually). This newly founded university (established in 2010) had requested statistical expertise to provide a comprehensive workshop introducing and applying an “easy to run and simple statistical system” that could help “researchers to summarize and analyze data and to teach one another these or other software packages. Like many others, I use an open-source software programming language and environment for statistical analyses and computing called simply “R.” Leading academics and researchers from around the world use R to develop the latest methods in statistical, computational, and quantitative analyses, and its use has grown substantially in recent years. Understanding that there are many choices in statistical software, I saw this assignment as an excellent opportunity to introduce a subset of the Nepali academic community to R. Why R? you may ask. Because it’s a free, open-source toolkit; it has excellent tools for creating graphics; it promotes experimentation and exploration; and most importantly, it has a healthy and helpful online community.

At this point, I must admit that I had never done anything like this before. The assignment would be both my first time conducting international work and visiting a developing country, let alone traveling to south Asia, Nepal, which is located in the Himalayas and, bordered by China and India, recently became the Federal Democratic Republic of Nepal (2008). Following a decade-long civil war, the Nepali people have made great progress in terms of human rights, environmental policy, infrastructure, and economic development. Despite slow initial development, Nepal is making steady advancements, and the governments of Nepal and the United States are committed to helping the nation of Nepal become more developed.

I approached this assignment expecting very little, and was completely prepared to improvise as needed, which is a good thing when visiting a country with questionable power and communication infrastructure, let alone food and water security. Everything I read about Nepal before embarking on this journey had to do with trekking in the Himalayas. And while this was a little unnerving for me, I think it added to my experience and forced me to have little to no expectations. Although the workshop only lasted six days, I believe this experience was hugely successful for me and for my Nepali counterparts. I truly believe that I helped (albeit just a little) a developing country’s people increase their statistical capacity in agricultural and natural resource research indirectly through introducing them to R.

While at AFU, I assisted a variety of scientists, including plant pathologists and breeders, veterinarians, foresters, economists, and agronomists. Following their introduction to the R language, the scientists set out to analyze their data sets and various experimen
tal designs, most of which focused on food security and hypotheses related to natural resource conservation. One specific example, a study in which I eventually became a coauthor, was the growing inclination for solving conflicts violently, the institute seeks alternative educational pathways that foster intercultural understanding, empathy, and moral courage. We subscribe to an ethics of hospitality that reminds us to acknowledge and respect differences and to extend welcoming hands to strangers. We are all neighbors sharing the same fragile planet.

global education is facing new challenges as more and more countries have gone into crisis mode. Today, global education is facing new challenges as more and more countries have gone into crisis mode. Rival factions vie for power and employ violent means to impose their views on others. Territorial disputes, religious strife, narcotics wars, abductions, endemic diseases, human rights abuses, and sheer regional lawlessness have turned international travel into unpredictable, hazardous journeys. This state of affairs inevitably affects study abroad programs, as increasing travel warnings restrict cultural immersion and experiential learning.

As director of the Martin-Springer Institute, I am exploring new global education opportunities for NAU students. The institute was founded by Holocaust survivor Doris Martin and her husband, Ralph, with the mission of attending to the experiences of the Holocaust in order to relate them to today’s concerns, crises, and conflicts. Because of this past summer, I spent 12 days in Israel and the West Bank at the height of the violent crisis, with Hamas rockets falling into Israeli territory and the Israeli Defense Forces pummeling the Gaza Strip with heavy aerial and artillery shelling. In the midst of this confrontation—which pulled people apart and pushed them into entrenched partisan positions—a group of 18 Israelis and Palestinians met for several days for a dialogue seminar that I helped to facilitate. The participants feared not only for their physical safety but were also afraid of the social consequences for breaking with the codes of loyalty to their own communities. In situations of violent destruction and human loss, individuals are expected to express their allegiance only to their own group. It is all the more remarkable that we were able to create a safe space where people could express their feelings and experiences, many of which were raw, cruel, and still unprocessed. Surprisingly, it was precisely the presence of the “other” that made possible such a caring and supportive encounter.

NAU students will not have a chance to travel to Israel or the West Bank anytime soon, since travel restrictions do not permit study programs.

(continued on page 18)
Uncovering the Backstory
The Parallel Narrative of Post-Colonial Landscapes in Namibia
By Prof. Martin Kalb

Complex legacies of German colonialism
are rarely on the minds of today’s tourists in
Southwest Africa. Instead, thousands of them flock
to modern-day Namibia
every year to experience
a stunning landscape, a seemingly untouched
African wilderness, and
safe seaside resorts.
Numerous colonial sites that still shape the
topography, however, are often merely the backdrops for vacation
photographs, underlining the hidden, silenced, and
forgotten colonial legacies of Germany’s first African
colony.

Recent events in the capital of Windhoek encapsulate some more-current
discussions surrounding Namibia’s past. As a modern
and vibrant city dominated by administrative buildings and businesses, Windhoek
is a place where the signs of German colonialism have been increasingly imperiled. Whereas Christuskirche
and the former German
Alte Feste fort still overlook much of the city, the massive Reiterdenkmal equestrian
statue portraying a German soldier has been moved. Discredited overnight in
December 2013, the statue now sits in the courtyard of the
Alte Feste, demoted to the status of a regular artifact
sitting in a courtyard of the
Alte Feste.ubiquously

A monument near the site of this former battleground.
In 1904, at the opening of this violent conflict, the Herero
people besieged a German
garrison in Omaruru. Captain Victor Franke was able to hold out against the attack,
making him a hero for
German settlers. In 1908, the Franke Tower was built,

In seaside Swakopmund, tourists can also easily
miss the larger legacies of colonialism responsible for the charm
of the town. Originally
established near the British enclave and harbor of Walvis
Bay, this was the place where most settlers arrived from
Germany. Although skilled members of the West African
Krunen group generally helped in the disembarking process, several newcomers
were lost in the cold
south Atlantic Ocean. The
construction of a long wall

(continued on page 19)
interdisciplinary
(continued from page 2)

ternational age. His research shows that the rise in total annual output of research papers is due to an increase in domes-
tic achievement, which has stagnated, but a rise in interna-
tional collaboration. Furthermore, papers published as a result of international collaboration are cited more frequently than purely domestic ones. Using citation as a marker, Adamic concludes that the best science comes from international collaboration, and ominously predicts that “institutions that do not form international collaborations risk losing competitive
chisrtment, and countries that do not nurture their talent will lose entirely.”

This seems quite consist-
ent with the work of Katz and Litcs (1997) and
Soorsyamoorthy (2009), who demonstrated that research that
involves international collaboration results in higher citation rates over research from domestic in-
house collaboration. Nanr and
Huang (2004) go on to suggest that research involving multiple international collaborators doubles the citation rates over those lacking such collabora-
tion.

Finally, and most recently, Freeman and Huang’s (2014) study of 2.5 million scientific papers published over more than 20 years revealed that “interdisciplinary research by groups of scholars that reflect ethnic and
gender diversity has a tendency to be published in higher-impact journals and to receive citations than others. In effect, the scholarly contributions to science are greater when the scholarly group is diverse than a single group of scholars. Phillips (2014) may actual-
ly offer some insight into this fascinating business characteristics of the groups and the significance of what they produce. She be-

Interdisciplinarity

(continued from page 3)

Each of our own localized research contexts and expe-
riences figure prominently in our talk.

Of course, there are also challenges to collaborating internationally. There are lo-
gistics to overcome, institutional
priorities and politics tomotivate, and interdisciplinary and methodological
practices to bridge. The benefits of collaboration are obvi-
ously, however, are greater in both of these aspects
than the costs. As a result, NAU scholars must prioritize international collaboration both individ-
ually and institutionally. Doing so will lead to greater productivity and impact in our respective fields. And you never know, you might just have to go to Costa Rica every once in a while.

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tation-Science.pdf

Liu Ponsky is an assistant
professor in the Department of
English.

bachelor’s degrees upon graduation at NAU
and
gained much experimental experience that
have pioneered to keep GSEP
mean for their careers. When
international training might
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of students to nearly 200.

In this way, the participants

STEM Internationalization

The GSEP team gets an introduction to optical physics experiments and research in a laboratory in Dresden.

In sum, the “tangible value” of international experiences is not merely con-
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Collaborating with people like me: Ethnic co-
authorship within the US. The National Bureau of Economic

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Global Conflict (continued from page 9)

in embattled countries. Perhaps such constraints rob our students of opportunities to see difficult realities and learn from them. But our educational mandate is also to protect students from personal harm. The Martin-Springer Institute, however, offers programs “at home” that shed light on harsh global realities. We want students to be exposed to these realities so that we can then seek alternative pathways.

For example, this fall we teamed up with the NAU International Film Series to host two movies: Aftermath (Hand, 2012), which looks at how contemporary Poland remembers the violence against their Jewish neighbors during the Holocaust, and Budrus (Israel/Palestine, 2009), which documents a Palestinian woman’s resistance to the construction of the Israeli separation barrier. Also this fall, the institute, together with the United States Holocaust Memorial Museum, hosts a three-day academic symposium on campus titled Jews and Muslims: Challenging the Dynamics of Hate.

We also want to take NAU students on actual study tours abroad, especially students from U.S. minority backgrounds. To that extent, we want to explore possibilities with a South African university as well as with the Center for Reconciliation Studies at the University of Jena, a city in the former East Germany.

The tagline of the Martin-Springer Institute reads, “Global Engagement through Holocaust Awareness”: it calls us to look at the pervasive harm affecting our communities, not in isolation but with awareness to the past and the present, the local and the global.

For information on the Martin-Springer Institute, visit us at nau.edu/martin-springer/ and like us on Facebook.com/MSIanAU.

Violent Conflict (continued from page 9)

Global Narrative (continued from page 5)

Consumé, one of three canvases by Karen Gutfreund, juxtaposes a backdrop of the American flag with silhouettes of gas pumps reimagined as the twin towers of 9/11. The brand label “Fireball Gasoline” remarks the nexus of oil resources and military aggression, as does the figure of Uncle Sam demanding that patriotic Americans consume ever-greater quantities of oil, regardless of the human costs. Another Gutfreund canvas titled Life/death employs much the same background, against which floats an incongruous image of the adorable Garber baby. The artist wants us to imagine how very different our reaction to the deaths of Middle Eastern children would be if those images in newspapers, television broadcasts, and websites were of white victims.

Several works in the exhibition address our country’s internal history of political and racial violence. A work by R. M. Thomas titled Sitting Bull in Protest at Wounded Knee syntheses imagery from the artist’s childhood with emblems of governmental policies toward Native Americans. Any baby boomer will recognize the black and white postcard evokes a romantic perception of the West, in which the extinction of bison is mourned rather more than the extinction of Indigenous inhabitants.

Several works in the exhibition address issues of immigration, accommodation, and assimilation. Does a host nation have the right to expect immigrants to assume that culture’s values? Whose identity takes precedence? What is the morality of border enforcement? Alma’s identity by Rafael Blanco reflects the artist’s realization that different cultures in the United States occupy different territories of self-identification and experience. In this work, a young Hispanic woman holds flags of the United States and Mexico, not aloft in triumph and love of country but to her sides, as if she is deciding between the two. The background evokes the troubled border between Mexico and the American Southwest, while the distance between the figure and the community restate’s the immigrant’s dilemma of loyalties and identities.

The museum hopes that this exhibition will create an imaginative space in which our visitors can recognize the global import of events and, perhaps, articulate their own perspectives through a broad spectrum of imagery.

Consume, Karen Gutfreund

The artist altered an iconic photograph of Sitting Bull so that he appears to be wearing a Navajo rug beard beneath a straw hat. Sitting Bull was Lakota, culturally and geographically far removed from the Southwestern Indians. The Navajo weaving is thus a dual reference to Anglo-American disregard for the multiplicity of cultures among Indigenous peoples and to the commercialization of Navajo culture. The straw hat refers to vicious policies through which Native Americans claiming to have had spiritual experiences were imprisoned in asylums and kept docile through medication. The postcard evokes a romantic perception of the West, in which the extinction of bison is mourned rather more than the extinction of Indigenous inhabitants.

Several works in the exhibition address issues of immigration, accommodation, and assimilation. Does a host nation have the right to expect immigrants to assume that culture’s values? Whose identity takes precedence? What is the morality of border enforcement? Alma’s identity by Rafael Blanco reflects the artist’s realization that different cultures in the United States occupy different territories of self-identification and experience. In this work, a young Hispanic woman holds flags of the United States and Mexico, not aloft in triumph and love of country but to her sides, as if she is deciding between the two. The background evokes the troubled border between Mexico and the American Southwest, while the distance between the figure and the community restate’s the immigrant’s dilemma of loyalties and identities.

The museum hopes that this exhibition will create an imaginative space in which our visitors can recognize the global import of events and, perhaps, articulate their own perspectives through a broad spectrum of imagery.

Globalization from Bottom (continued from page 6)

system for all nation-state members and new immigrants. Thus, transnational approaches have emerged to address the impact of fluid migrations across borders, as well as the social, cultural, and educational consequences of “globalization from the bottom.” (Ambrosini, 2008, 2011).

From a methodological perspective, “globalization from the bottom” looks at individuals and their social networks train of analysis that transcends former nationalist boundaries into looking at the human costs. Another Gutfreund canvas titled Life/death employs much the same background, against which floats an incongruous image of the adorable Garber baby. The artist wants us to imagine how very different our reaction to the deaths of Middle Eastern children would be if those images in newspapers, television broadcasts, and websites were of white victims.

Several works in the exhibition address our country’s internal history of political and racial violence. A work by R. M. Thomas titled Sitting Bull in Protest at Wounded Knee syntheses imagery from the artist’s childhood with emblems of governmental policies toward Native Americans. Any baby boomer will recognize the black and white postcard evokes a romantic perception of the West, in which the extinction of bison is mourned rather more than the extinction of Indigenous inhabitants.

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Violent Conflict (continued from page 9)

in embattled countries. Perhaps such constraints rob our students of opportunities to see difficult realities and learn from them. But our educational mandate is also to protect students from personal harm. The Martin-Springer Institute, however, offers programs “at home” that shed light on harsh global realities. We want students to be exposed to these realities so that we can then seek alternative pathways.

For example, this fall we teamed up with the NAU International Film Series to host two movies: Aftermath (Hand, 2012), which looks at how contemporary Poland remembers the violence against their Jewish neighbors during the Holocaust, and Budrus (Israel/Palestine, 2009), which documents a Palestinian woman’s resistance to the construction of the Israeli separation barrier. Also this fall, the institute, together with the United States Holocaust Memorial Museum, hosts a three-day academic symposium on campus titled Jews and Muslims: Challenging the Dynamics of Hate.

We also want to take NAU students on actual study tours abroad, especially students from U.S. minority backgrounds. To that extent, we want to explore possibilities with a South African university as well as with the Center for Reconciliation Studies at the University of Jena, a city in the former East Germany.

The tagline of the Martin-Springer Institute reads, “Global Engagement through Holocaust Awareness”: it calls us to look at the pervasive harm affecting our communities, not in isolation but with awareness to the past and the present, the local and the global.

Violent Conflict (continued from page 9)

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For information on the Martin-Springer Institute, visit us at nau.edu/martin-springer/ and like us on Facebook.com/MSIanAU.
Tracking Plague
(continued from page 7)


A. J. Vogler et al.

mBio 4.1

Maritime Spread of Pan- Decade of Plague in

1. A. J. Vogler et al.

References

undergraduate degree. From it has greatly sup-

The importance of global learning in the curriculum is undeniable. To be successful, higher education must create

intentional opportunities to compare, contrast, and learn from other cultures through the study of science, business,

engineering, and the social sciences.

I believe that all students should embrace a reward-

ing educational and personal experience on our campus. Visiting scholars and inter-

national students play an important role in making our campus more diverse. They can bring their knowledge and perceptions to students here who have yet to travel outside the United States. And I hope our students will share their own views and traditions with our inter-

national guests. Such an exchange is a valuable part of a strong education.

NAU, and in particular the Center for International Education, has created a rich learning environment on campus. It’s an outstanding achievement to consider that more than 1,200 internatio-

al students, representing more than 200 countries, attend NAU. It is difficult to quantify what they bring to the campus experience and classroom discussion. Just imagine a student from Arizona who has no interna-
tional experience: perhaps that student is in an engi-

neering class with someone from Brazil, or is a member of a social group with a stu-

dent from South Korea. The lessons that can be learned during classroom and casual interactions go far beyond anything that can be taught, and I have no doubt those lessons will remain with the students long after college. And they should. Global interactions have become a routine aspect of many careers, so it’s our responsi-

bility to prepare students in every way we can.

I look forward to learning more about the extensive international programs on this campus and becoming more involved in the stra-
tegic direction of our global initiatives. NAU has much to be proud of in this area and is poised for even more ac-

complishments in the future.

Ruins
(continued from page 13)

Declaration of Arbroath and summoned the Scottish nobility to witness its historic proclamation. That this seminal event transpired at Arbroath specifically because of the abbey’s import as a pilgrimage site devoted to a high-profile Roman Catholic saint has been largely forgotten. Arbroath’s religious significance has been submerged by a largely secular and nationalist narrative. The restored chapter house—site of the original signing—features the Declaration in facsimile, the centerpiece of a larger exhibit that includes an audiotape of the Declaration read aloud by Scottish celebrities like Sean Connery, and abundant documentation of the Declaration’s ongoing import in Scottish history.

The gift shop proffers an expansive array of Declaration-related souvenirs ranging from replicas of the document itself to postcards, paperweights, and pillows emblazoned with Scottish flags, from the country’s medieval coat of arms to the modern tartan. They are also available. There is also evidence that Thomas Beckett’s foundational significance here beyond an image of the abbey ruins printed on a tea towel.

The Historic Scotland staff I spoke with confirmed an increased number of visitors in the months leading up to the September 18 referendum. The heightened interest in Arbroath Abbey and its famous Declaration at this time offers a superb case study of the ways in which historic venues are often appropriated, reinvented, and commodified in response to contemporary exigencies. Arbroath’s rebranding as a national pilgrimage site began in 1920, when a pageant reenacting the Declaration’s historic signing was mounted to celebrate the document’s 600th anniversary. This major cultural event, staged in 1948, imparted a specifically Scottish color to the many patriotic celebrations inspired across Europe following World War II. While the unapologetic “Declaration of Opportunity” Alex Salmond made at Arbroath proved insufficient to rally a pro-

independence majority, the vote, this medieval ruin remains a powerful symbol of Scotland’s ongoing quest for its own national identity.

The de-proclaimed Rethelmond in the courtyard of the Alt Fest in Windhoek (Summer 2014)

The new Independence Museum and the statue of Sam Nujoma in Windhoek (Summer 2014)

Martin Kahl is a full-time lecturer in the Department of History. He is currently working on a project focused on the German genocide in the Pacific Southwest Africa, funded for that purpose traveled to Namibia in summer 2014.

Andrew J. Sánchez Meador is assistant professor in the School of Forestry and program director of biometrics and forest management at the Ecological Restoration Institute.

Cedar Mitchell is a senior mi-

crobiology major with minors in Spanish and chemistry.

Statistics and “R”
(continued from page 8)

recently published in the International Journal of Research, and focused on ex-

amining the effects of gamma radiation on genetic and photosynthetic efficiency of maize (corn) production. The scientists involved implemented a complicated research design and requested my assis-
tance in completing the appropriate analy-
ses. I worked collaboratively, largely via Facebook, to conduct the analyses, interpret results, and publish the study all with a 13-hour time difference.

On a personal note, this assignment was
tative. So in early January, I will travel to IPM to fulfill the final portion of our project. Generous financial support from the Center for International Education and other departments at NAU, as well as from nu-

merous individual contrib-
utors, has helped to make my travel to Madagascar possible.

Through the use of these efficient genetic tools, we know that our Malagasy colleagues will now be able to perform genetic studies of the plague. This capability will increase the power of their epidemiologi-

cal investigations, lead to more effective disease management, and con-
tinue to inform the wider scientific community about the demographics of plague outbreaks in Madagascar. The opportu-
nity to introduce such an important and timely topic during an interna-
tional exchange is a valuable part of my own experience learning about Madagascan culture and the challenges that they face with the plague.

New President
(continued from page 1)

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# International Visiting Scholars at NAU
## Fall 2014

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