This new agreement will allow MBA students at NAU to earn a second MBA after one year at HKBU and in the process gain deep insights into Chinese business culture. This kind of immersion experience is impossible in the United States and will afford students unique skills that are readily marketable in the business world given the prominent position occupied by China in the global economy. Acquiring this experience in Hong Kong, one of the world’s leading centers of commerce as well as an English-speaking environment, will make this a particularly attractive opportunity for American students. Students from HKBU, on the other hand, will have a chance to learn about American business culture during the 10 months it will take to earn the MBA from NAU, enabling them to bring back practical insights to better understand and negotiate the rapidly growing commercial ties between the East and the West. “The impact of global enterprises around the world is growing dramatically,” says Marc Chopin, Interim Dean of the Franke College of Business, “and through this agreement the world will impact education in the FCB.”

“NAU is delighted to partner with HKBU in this exciting academic enterprise,” says Provost Grobsmith. In addition to the bilateral student exchange agreement that allows undergraduates from both institutions to spend a semester or a year at the other school, this new agreement will create a second track for student exchange between the two institutions. Recruitment has begun at both program sites and students may begin to enroll at either NAU or HKBU as early as fall 2009.
The Intersection of Politics and Global Education

By Dr. Harvey Charles

At a time when the nation is fixated and preoccupied by what, for all intents and purposes, is a presidential race of historic proportions (i.e., the first African American presidential candidate of a major party and the first woman vice-presidential candidate of the Republican party), it might be useful to reflect, if only briefly, on the intersection of politics and global education. There is no question that the progress of global education in the United States has been significantly affected by political factors occurring both within and outside of the country. Equally true is the fact that whoever is elected president may very well determine whether the cause of global education is advanced or retarded in the coming years. Any discussion of the future for global education in the United States, therefore, must be informed by an examination of its intersection with political events and decisions.

What might well be the first significant political decision to influence global education in the post–World War II era was the passage of the Fulbright Act in 1946, signed into law by President Truman. Named for Senator William Fulbright of Arkansas, this piece of legislation, arriving at the end of a long and destructive conflict that claimed the lives of millions, was intended to promote “mutual understanding between the people of the United States and the people of other countries of the world.” In the ensuing years, this program has sponsored more than 275,000 individuals to engage in a variety of educational activities. Of this number, nearly 50,000 visiting scholars have come to the U.S. to participate in research and/or teaching activities and a slightly smaller number have been U.S. academics going overseas for a similar purpose. No other government-sponsored program has been as successful in facilitating international education exchange.

Not unlike many other global education initiatives, the Title VI and Fulbright-Hays programs were forged in the context of national defense. These programs support “foreign language, area, and international studies infrastructure-building at US colleges and universities” and “ensure a steady supply of graduates and expertise in less commonly taught languages, world areas and transnational trends.” They have been the target of much attention in recent years in light of American military intervention in Iraq and Afghanistan and the ensuing realization that the U.S. is inadequately prepared in terms of experts with the appropriate linguistic skills and cultural insights to help support the military missions in these areas. The additional funding that is now being made available through the federal government for the study of less commonly taught languages is ostensibly intended to address this deficit, but will most certainly help Americans to understand parts of the world that we have, for too long, not understood or simply ignored. A corollary to this is the recent implementation of the ROTC Language and Culture Project, which aims to create “an environment in which the study of language and culture as well as overseas study is no longer an exception to the cadet/midshipman experience but becomes instead an ROTC norm.”

The events in Tiananmen Square, Beijing, in 1989, sponsored primarily by Chinese students seeking greater openness and freedoms, is an example of political forces far removed from our shores affecting the global education agenda in the United States. The significant number of Chinese students at American colleges and universities at that time were able to mobilize public opinion in support of their peers in China and lobby Congress to enact legislation to allow them to extend their stay in the United States after their non-immigrant status expired. This event placed a spotlight on the important role played by international students in American colleges and universities, both in terms of the diversity they bring and their contribution (particularly at the graduate level) to the nation’s preeminence in science and technology.

The attacks of 9/11 elicited a response from the U.S. government that had the opposite effect in terms of openness to international students and scholars. Although only 2 of the 19 hijackers had initially entered the United States on F-1 (student) visas, the State Department quickly implemented visa-issuing policies that had the effect of discouraging thousands of prospective international students from coming to the United States.
The two major mountain ranges of northern Mexico, the Sierra Madre Occidental in the west and the Sierra Madre Oriental in the east, conserve extraordinary forests of great biological diversity. In 2007 and 2008, we sampled study sites across both ranges for fire-scarred trees, measurements of forest structure and species composition, and wildland fuels. Our research team from Northern Arizona University is collaborating with several Mexican and American partners, including Dr. José Villanueva-Díaz from Mexico’s national forest research agency; Dr. Eladio Cornejo from the Universidad Narro in Coahuila, Mexico; Dr. Don Falk from the University of Arizona; and Dr. Peter Brown of Rocky Mountain Tree-Ring Research in Colorado. Climate patterns that we are assessing include precipitation, drought, El Niño-Southern Oscillation (ENSO), Pacific Decadal Oscillation (PDO), and Atlantic Multi-decadal Oscillation (AMO). Using tree-ring analyses of past fires, we are examining the impact of climate on fire occurrence and synchrony over large regions. We investigate forest and fuel structures to see how past fires affected them and to predict how future fires might behave, especially under changing climate conditions.

The information being developed in this project has many applications. Landowners and natural resource managers in northern Mexico can use the fire, climate and forest data to help develop management plans that are better suited to sustainable fire management as climate varies. Conservation of Mexican forests also has direct benefits for the U.S., because many migratory species cross the border during their life cycles and because both nations share important watersheds and airsheds. Another key application of the research is to improve understanding of large-scale climate and fire disturbance patterns of North America by adding sites in previously unstudied forests, such as in the northeastern region of Mexico, where El Niño/La Niña reverse their wet and dry effects. Improved knowledge about fire and climate interactions and trends over time will permit better forecasting of the environmental effects of short-term and long-term climate change.

Our international partnership is supporting two doctoral students at NAU, one from the U.S. and one from Mexico. In addition, we are supporting two NAU undergraduates carrying out thesis projects to reconstruct a climate chronology from tree rings and to investigate the sensitivity of co-occurring pine species to climate over an elevational gradient. In Mexico, the project assisted a Mexican student to complete an M.S. study on forest fire history as well as two undergraduates working on thesis projects related to tree regeneration and management history. The international scope

What determines when forest fires will occur?

Why do some forests burn more than others? How do El Niño and other climatic factors influence forest fires? Do widespread climate events or local characteristics, such as fuel, topography and ignition events have the greatest effect on fire occurrence? These are questions we are trying to answer in this study focused on fire, climate and forest structure in the mountains of northern Mexico. The findings that emerge from this study will have implications for regions in the United States and around the world that struggle with the challenge of forest fires. The project, funded by the National Science Foundation, is developing a new network of long fire and climate chronologies together with measurements of fuel dynamics in northern Mexico.

(Continued on page 18)
African Image, Mass Media and Popular Literature: Lessons for a Curious Community

By Prof. Ishmael Munene

Earlier this semester, Northern Arizona University played host to an African writer in a well-publicized community event that concluded the 2008 Summer Reading Program. Coming hot on the heels of two other well-publicized events by speakers of similar deportment—the Sudanese Lost Boys and Paul Rusesabagina of Hotel Rwanda fame—Ishmael Beah’s speaking engagement was as much a statement about NAU’s commitment to diversity and global engagement as it is a reflection of the interface between mass media, popular literature and the image of Africa in Western epistemological discourse.

On the whole, the sponsors and organizers of these speaking engagements have all operated in good faith. They have attracted captivating speakers who, besides presenting their firsthand accounts of experiences in Africa, enrich campus-wide conversations on global human conditions, including alienation, exile, tragedy, love and redemption. That these thematic concerns transcend ethnicity, gender, race, religion and socioeconomic status cannot be denied. Nor can it be gainsaid that committees responsible for organizing these events have invested considerable amounts of time, energy and financial resources to identify and bring engaging speakers. In particular, the Summer Reading Program book selection committee goes through a laborious and time-consuming process to select an appropriate reading text for those on the threshold of their university education.

But beneath the procedural selection of texts and guest speakers lie more profound questions arising from the wider implications of such choices on the image of Africa. It is an image fashioned in the colonial era, nourished and sustained by global hegemonic forces of Western mass media institutions. At its core, it is an image of barbarism and chaos. The 19th-century myth of the “dark continent” remains firmly ingrained in Western consciousness, reinforced by inordinate negative press coverage. While Africa’s troubled hot spots number fewer than 10, images of deprived and depraved Africans continuously inform the global discourse about the 53-nation continent.

This paradigm provides the lenses for understanding why Ishmael Beah, Paul Rusesabagina and the Sudanese Lost Boys have become subjects of media sensation and in demand on the college-speaking circuit. They typify “Afropessimism,” the barbarian other. It is inconceivable that a former child gangster in Chicago, Los Angeles or New York would undergo redemption, rehabilitation and become a best-selling author, as Beah did. Such efforts would invite charges of benefiting from crime and exploitation. To the best of my knowledge, we are yet to see a “redeemed” child in the Bosnia-Herzegovina conflict visit American colleges on a speaking tour. For Beah, the African, that is hardly a bone of contention.

That our well-publicized speakers and authors have all been men is hardly surprising. Part of the Western construction of the Africa image has been the subjugation and subordination of women due to hegemonic masculinity. Women’s role in the solution of African crises has been systematically avoided or overlooked by the press. The first woman in Africa to win the Nobel Peace Prize was Kenya’s Wangari Mathai, in 2004, based on her work in environmental activism and governance. News media questioned the judgment of giving such an award to an environmentalist. A professor of veterinary medicine and a published author, Wangari has remained deeply involved in grassroots efforts at environmental conservation. Her “story” lacks the gravitas of media sensationalism associated with Beah and Rusesabagina and therefore never makes it to the level worthy of a speaking tour.

The individualization and subsequent commoditization—commercialization—of the African conflict narrative is also telling. There is a conscious subjugation of community efforts. Beah, Rusesabagina and the Lost Boys have achieved material (Continued on page 18)
Embedding Study Abroad in the Academic Program

By Prof. Paul Helford

The rise of globalization as possibly the most dominant phenomenon in the second half of the 20th century has been enabled not insignificantly by technologies that facilitate global communication. Be it television or radio, telephones or faxes, these communication technologies have become indispensable to the growth and even the survival of the global economy. As ubiquitous as they are, these devices are based on old technology. The computer, whose applications have grown exponentially in the last 25 years, has spawned a whole new range of communication options that do more, go farther, cost less, afford better quality and allow access by many more people. In short, communication is central to the increasing interconnectedness and interdependence of our world, and as communication has become more global, so has the need for academic programs in communication to reflect a global posture.

It was this realization that led to the creation of the international minor in Northern Arizona University’s School of Communication. It was not enough, however, to create a minor in International Communication and simply offer relevant courses. The guiding philosophy of the international program, as stated in the undergraduate catalogue, is “to develop theoretical and practical knowledge of international communication through a combination of traditional coursework and practical experience while interacting with people of other cultures.” It is this basic premise that underlies the international program’s engagement with the Department of Communication at the Hanzehogeschool in Groningen, the Netherlands, an arrangement that began in 1997.

At the heart of this relationship is a commitment to facilitate the exchange of students between both institutions, and just as important, to allow students to participate in this academic experience away from the home campus, immersed in another culture, without delaying graduation. In fact, two of the courses required in this minor (COM 223—International Communication Skills and COM 323—International Communication Theory) can only be satisfied by a study abroad experience. The School of Communication has worked diligently with the Hanzehogeschool, and subsequently with NHTV Breda University of Professional Education, also in the Netherlands, to agree on an appropriate semester-long curriculum that would be taught in English and include both required courses. Students who successfully complete the curriculum at one of these schools typically transfer up to 9 lower-division hours and up to 9 upper-division hours. The Center for International Education is currently working with the School of Communication to identify other international partners that can serve as sites for students in the international minor.

Many faculty advisors in various departments across campus whose students return from a semester abroad face the difficulty of finding course equivalencies so that a student’s degree progression is not delayed. The School of Communication has effectively modeled a strategy in which study abroad is embedded in the minor in International Communication so students can participate in an exchange with a seamless transfer of hours.

The School of Communication has also built into the international minor sufficient flexibility so that students are not limited to the two Dutch universities to fulfill the study abroad requirement. Working with a faculty adviser in the program, students may elect to pursue programs at other universities in areas such as media program management, media marketing, imagineering and interactive multimedia concept development. Faculty advisers assist in identifying alternative courses in these programs to fulfill the COM 223 and COM 323 requirements.

The International Communication minor has enjoyed overwhelming success in facilitating study abroad experiences for communication students while keeping them on track for graduation. In addition, the bilateral exchange structure has offered the advantage of allowing international students from these partner institutions to spend a comparable period of time at NAU. Through this program, the School of Communication has demonstrated that it is possible to design programs that can accommodate a study abroad experience, enrich learning opportunities and maintain academic rigor without compromising progression toward graduation. Department chairs interested in designing a similar program for their majors or minors are encouraged to meet with the Vice Provost for International Education.

Paul Helford is Principal Lecturer, School of Communication.

Students at the NHTV Workshop in the Netherlands get hands-on video production experience (above)
Global Industry Generates Global Engagement at NAU-HRM

By Prof. Paul Wiener

The hospitality industry has been going global for decades, with international travel growing every year and hospitality businesses expanding their operations in other countries to compete in this global market.

Northern Arizona University’s School of Hotel and Restaurant Management (HRM) is responding to these developments with a more deliberate effort to focus on global learning. HRM has partnership agreements with two universities in England, two in the Netherlands, two in Germany and one in Macau. The partnerships allow for student and faculty exchanges and facilitate additional cooperation between the institutions. HRM also is pursuing other international opportunities in Poland, Hong Kong and China. In addition to the opportunity to study abroad, students at HRM get an international flavor in their Mountain Campus classrooms. Ten percent of the HRM enrollment for fall 2008 comprises international students, enabling domestic students to gain an international perspective from their classmates without ever leaving Flagstaff.

Since 1990, HRM’s Summer Studies in Europe program has offered a five-week European hospitality educational opportunity. The program gives students a chance for a limited European experience, even if they cannot commit a full semester to study abroad. The program combines studies at Dutch and Swiss hotel schools with travel and firsthand experience of European hospitality operations and standards.

HRM recognized the growing need for a global perspective in hospitality seven years ago by offering a second degree track at HRM, the B.Sc. in International Hospitality Management (IHM). The IHM degree doubles the foreign language requirement to two years, requires students to spend a semester studying abroad, and requires additional international business courses in place of the usual upper-division electives.

Yet another competitive advantage that HRM students can pursue is the chance to earn two degrees, one from NAU and the second from one of our partner universities in Germany or the Netherlands. Although the double degree program requires the student to meet the graduation requirements of both schools, transfer credits and coordinated curricula allow this to be done in four years. The two degrees from institutions that have an international reputation for HRM training makes our students much more competitive in the world of work, while preparing them for global citizenship.

Paul Wiener is Associate Professor of Hotel and Restaurant Management.
One of the exciting developments to emerge from Northern Arizona University’s recent engagement with Chinese universities has been the study abroad program offered over the past three summers. Recognizing the need for and value of reciprocity in our relationships with partner universities, NAU has not only been serving as host to Chinese students in the 1+2+1 and 2+2 programs, but also has created opportunities for NAU students, faculty and staff to explore the history and culture of China and learn about the Chinese higher education system through these monthlong learning experiences. Not surprisingly, the experiences have been transformative for practically all participants, and students have returned with new and more nuanced perspectives on China.

Although the program was originally designed for graduate students in College Student Affairs, interest quickly spread to faculty and staff and they have taken part alongside students. More than 65 participants have benefited from this program over the past three summers. The experiences have proven invaluable to all three groups, in gaining perspectives that are possible only in

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NAU faculty from all disciplines are invited to apply to the Center for International Education (CIE) to participate in one- or two-week teaching stints at Chinese partner institutions. These teaching experiences may occur in December or in late May or early June. In addition to presenting no more than three to four lectures per week, faculty are expected to interact with host faculty, exploring opportunities for collaboration in research, etc. Applicants who are accepted will receive a modest stipend from CIE toward airfare, and will receive room, board, ground transportation and be taken on sightseeing trips by the host university. Interested faculty should submit a statement of interest (that includes a commitment to infuse global perspectives in courses taught subsequent to this experience) not exceeding two pages and a CV to Dr. Harvey Charles, Vice Provost for International Education, at least three months prior to the intended teaching appointment. Further questions about this program may be directed to either Dr. Charles (harvey.charles@nau.edu) or Daniel Palm (daniel.palm@nau.edu), China Coordinator.

Summer Study as a Window into Chinese History and Culture
By Prof. Thomas Joseph Destefano

SHORT-TERM TEACHING OPPORTUNITIES IN CHINA
The narrative of diversity in the United States is one that is often quite narrow, typically referring to race and/or ethnicity and even more often, pertaining to whites and blacks. What is generally lost sight of is that many societies around the world deal with challenges brought about by marginalized groups seeking to move from the periphery to the center or efforts of the majority to stall or reverse such progress. Diversity, however, is both local and global, and Germany offers a contemporary example of how diversity intersects in rather profound ways with global concerns.

Is that something by which I see myself or something that allows others to see something in me? I prefer neither my Turkish nor my German culture. I live and strive for a cultural mixture.... That's how I see myself.

So I would preferably awaken japanesey on a futon in rooms with transparent sliding doors. Then I would love to breakfast englishly, then inscrutably chinesely, zealously and eager. The best would be to eat frenchly and bathe romanly, as satiated as a animal, gladly would I hike bavarianly and dance indianly as a bird on the back of an elephant and dream turkishly of the Bosporus.

Do I therefore wish for something to see myself in or something that others can see me by?

from: flugfänger, verlag artinform, Karlsruhe, 1987. Trans. by M.Reese for purpose of this article only. All rights reserved.

The author of this piece, Turkish-German poet Zehra Çirak, is a product of Germany’s relatively recent and increasing diversity. With her husband, German sculptor Jürgen Walter, she addresses the uncertainties, aspirations and frustrations of the “Other” in a society—what it means to embody diversity.

Issues of diversity in German society bear some resemblance to American issues. Yet in the Federal Republic of Germany, the establishment, challenging, loosening and redefinition of cultural boundaries has been occurring for about four decades, whereas the United States began its history of mass immigration much earlier.

Çirak’s piece on stereotypes is intended, paradoxically, to point to similarities in the needs, desires, problems and solutions of both mainstream and minority populations. Çirak seeks to underscore universalities, not differences. She does this by making the reader walk on new ground mentally via convolutions of language and meaning.

Çirak’s entire work argues that if either the mainstream or the minority insists on seeing itself as unaffected by the other, progress is hampered, what she calls abut-ting co-existence. So her works are nothing if not thought-provoking. Joachim Sartorius, former head of the German Academic Exchange in Berlin, describes Çirak:

Basically, her poems are all disruptions.... She seeks the paradoxical, the other.... She takes up many words at the very point where they are most commonly used.... Then she manipulates them, puts idioms happily on their heads.

Sartorius calls Çirak’s mental abode one that has “doors with two handles and falsely hung windows that direct the vision of the reader inward.” And Çirak’s external dwelling, Germany, is a place she views as an inherently globalized country, whether it consistently presents itself as one or not. She forms her texts so the reader has to look inward and think differently, for she believes that is necessary if society is to achieve diversity.

Why the poetic push? The self-segregation of minorities in the Federal Republic has increased rather than decreased. Çirak and her husband, therefore, conceived of a series of pieces illustrating various hindrances to diversity. Like Çirak, Walter has been described as disruptive or disturbing. No surprise that he sees his message as “get your a----s off the ground!” And then, he admonishes, get on the globalization bandwagon—or else it’s going to leave you—a person or a country—behind! Walter and Çirak use both his bizarre and surreal sculptures, as well as her linguistic headstands, to expose as false the mythology of separateness to which both German and Turkish communities seem to have subscribed. In short: Çirak and Walter lament any tendency to ignore the need to dissolve boundaries.

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When I was an undergraduate majoring in chemistry, a chemical disaster occurred in Bopal, India. Forty tons of methyl isocyanate gas were released from a Union Carbide fertilizer plant, killing up to 20,000 people. This tragedy caused me to reflect on my career path. As a future chemist, would I be contributing to environmental disasters like Bopal, Love Canal, and Three Mile Island? I began to question whether advances due to chemistry and science were beneficial to mankind. I suspect that few people today would argue that we should give up computer chips, advances in chemotherapy treatments, solar power, advances in nanotechnology, treatments for HIV, batteries for hybrid vehicles, and hydrogen fuel cells. However, this dichotomy between the good and the bad of chemistry continued to be an ever present obstacle for me as I continued down my chemistry path.

In 1986, the Chernobyl Nuclear Power Plant in the former Soviet Union released a massive amount of radioactivity when an explosion destroyed one of its reactors. The global implications of the advance of science and its potential problems began to take shape in my mind. Could I pursue a career in chemistry that would promote the positive aspects of science and chemistry, while not neglecting the negative impacts that can accompany growth and discovery? This teaching moment crystallized a desire to pursue academic positions rather than industrial positions.

Fast-forward to 16 years of teaching college level chemistry, and I finally have the opportunity to develop and teach my “dream” course: “Chemistry – the Good, the Bad, and the Ugly.” The primary goal of this course will be to show how science, with an emphasis on chemistry, has both helped and hurt the Earth. A further goal would be to look for solutions, through science, to solve current problems facing the planet, including global warming, pollution, antibiotic resistant bacteria, peak oil, deforestation, and other pressing issues. Problems that have a global impact, such as global warming, are exceedingly important to study and discuss with the next generation of citizens and scientists. In addition to the science, there is clearly an ethical component involved when facing problems of a global nature. We are potentially not only impacting our community and our country, but also the world. If we trained our scientists to think beyond the laboratory, would it be possible to create a future where potential pitfalls and downsides were given due consideration before building that fertilizer plant or that nuclear waste disposal site? A past advertising slogan for DuPont was “Better Living through Chemistry.” Their current slogan is “The Miracles of Science.” To move forward in the 21st century, we need to embrace the miracles of science in a responsible and ethical manner. I hope that I can do my small part to persuade students to look at the big picture and to consider the global implications of science and scientific discoveries. As Sir William Bragg, Sr., a Noble Prize winning physicist and chemist, so insightfully said, “The important thing in science is not so much to obtain new facts as to discover new ways of thinking about them.”

Brandon Cruickshank is Professor and Chair of Chemistry and Biochemistry.
The following is an abbreviated version of the recommendations of the Faculty Development Subcommittee for faculty development of the Task Force on Global Education as presented to the Task Force.

1. Faculty need experience in international research, teaching and/or service activities in order to be better equipped to infuse a global perspective into teaching/learning activities for students. We recommend:
   1.1. Support for faculty to seek out and engage in international research, teaching and service activities.
   1.2. Financial support and other resources that encourage and assist faculty to engage in international research and/or teaching during sabbaticals.
   1.3. Support for faculty wishing to attend professional meetings overseas for the purpose of presenting papers or making other tangible contributions to such meetings.
   1.4. Creation of a position for a development officer at CIE.

2. Faculty need to develop more in-class and out-of-classroom academic experiences with a global focus for students. We recommend:
   2.1. That faculty be encouraged and supported to develop faculty-led study abroad, internship abroad and research abroad programs.
   2.2. The development of regional faculty-led programs (e.g., programs on the Colorado plateau).

3. International visiting scholars enrich the academic milieu and augment opportunities for students to have encounters with global perspectives on campus. We recommend:
   3.1. Support for faculty exchanges.
   3.2. Support for hosting international scholars at NAU.
   3.3. On-campus housing for visiting scholars.
   3.4. Creation of a database of visiting international scholars at NAU who can be tapped for guest presentations.

4. A reward structure at NAU will encourage and support faculty to engage in international research, teaching and service as well as incorporate global perspectives into courses. We recommend international research, teaching and service be incorporated into:
   4.1. COFS document as criteria for promotion and tenure.
   4.2. Faculty Statements of Expectation.
   4.3. Faculty Annual Review.

5. Hiring faculty with interest and background in international research, teaching and service will support the university mission of strengthening global education. We recommend:

Under the leadership of the chairman, Prof. Tom De Stefano, five subcommittees have been established to engage in in-depth deliberations and offer carefully considered recommendations for review by the Task Force.

These five subcommittees include: student development, faculty development, infrastructure/advancement, community engagement and global learning. Two of the subcommittees have already presented recommendations to the Task Force. The following is a summary of their recommendations. The full text of these recommendations may be found at http://international.nau.edu/aboutCIE/taskforce/minutes/htm.
5.1. That global commitment be a criterion for seeking out well-qualified faculty for NAU.
5.2. That a commitment to global education, ultimately to be defined by the Task Force on Global Education, be written into unit-level (e.g., department, school) strategic plans.

The following is an abbreviated version of the recommendations from the Infrastructure/Development Subcommittee as presented to the Task Force in April 2008.

1. Create adequate and more functional space that can support the activities of the Center for International Education and the global education agenda in general.

2. Assign a Development Officer to CIE.

3. Establish a chapter of the Phi Beta Delta Honor Society at NAU to serve as a forum for the recognition of faculty who are actively engaged in internationalizing the curriculum.

4. Increase funding opportunities to support students participating in study abroad programs.

5. Increase funds to support the development of new short-term study abroad programs and courses that are scalable and sustainable in light of NAU’s strategic initiatives.

6. Raise awareness and seek funding that directly supports new initiatives that integrate global experiences with global learning.

7. Enhance funding opportunities to support NAU faculty in teaching and research activities abroad.

8. Create an emergency loan fund that responds quickly and simply to the needs of international students.

9. Identify and pursue funding for endowed positions that directly support global education.

10. Identify and pursue funding and library resources that support global research and learning.

An Approach to Infusing Global Learning in the Curriculum

Recommendations from the Global Learning Subcommittee as well as the other two subcommittees will appear in the spring issue of NAU Global.
Public health professionals are now able to be much more effective in preventing disease and illness as a result of developments brought about by globalization. For example, the globalization of some technologies enables more rapid sharing of information about spreading diseases and facilitates international collaboration that helps prevent pandemics. Globalization has also helped provide medications that save many lives.

However, many public health professionals also recognize that economic globalization has not been beneficial for many people, particularly those in developing countries. Economic globalization is an accelerated pace of cross-border financial transactions and exchanges that usually include hyper-growth, privatization, commodification, homogenization, integration and conversion of national economies; deregulation; movement of capital; and corporate concentration. In recent decades, economic globalization has been implemented primarily through trade agreements. Recognizing the implications of trade agreements for health, several years ago the American Public Health Association (APHA), the world’s largest public health organization, established the Trade & Health Forum to focus on trade-related health issues. The association also has policies aimed at protecting health in a globalized economy.

APHA members and many other organizations work toward trade agreements that ensure the availability of low-cost medications; access to the results of research about the effectiveness of medications; environmental protection; and affordable vital human services (including health care, water, education and energy). Also included are protection of worker safety; a minimization of harm from tobacco, alcohol and other unhealthful consumption behaviors; minimization of the migration of health care workers; and a reduction in inequality.

Public health principles related to economic globalization stipulate a variety of protections, including that health concerns should overrule trade considerations; that trade agreements should promote democracy, equity and well-being; that health services should be exempt; that environmental impact studies of trade should be conducted; that labor rights should be protected; that access to medicines is essential; and that tobacco control is a priority.

One major concern about economic globalization is the emphasis on privatization of services essential to the survival of significant portions of the population. These services include health care, social services, education and access to resources such as water. All too often, privatization reduces access to these services, increases the cost to individuals, reduces privacy and confidentiality, and reduces transparency and accountability. Economic globalization often requires national governments to cut their budgets for health services, social services, and education, thus further reducing their availability.

Economic globalization has sometimes come at the expense of democratic processes and the protection of human rights, particularly in the global South. In some countries the indigenous peoples often suffer the greatest detrimental health effects of economic globalization. Transnational logging operations and dam construction, for instance, can displace indigenous peoples to the fringes of urban areas, where they live in poverty and unhealthy conditions. Commodification can desecrate indigenous sacred lands, destroy medicinal plants and supplant subsistence farming. Industrial single-crop export agriculture often replaces local food supply farming.

Economic globalization policies also allow others to patent medicinal plants and seeds that indigenous peoples have cultivated for centuries, thus removing access to use of their traditional resources.

An overarching concern to public health professionals is the lack of transparency and the subjugation of democracy with which trade agreements are often implemented. (Continued on page 20)
Partnering among indigenous groups around the world in a global effort is crucial to the development of effective environmental management systems to ensure that sustainability. Despite the rich heritage of indigenous knowledge in ecological and environmental phenomena, Native Americans are the most underrepresented group among undergraduate and graduate student populations in the natural sciences as well as among science faculty.

AIS students participate in the Undergraduate Mentoring in Environmental Biology (UMEB) program, funded by the National Science Foundation through the University of Kansas and Kansas State University to identify exceptional students with an interest in careers in either basic or applied research in environmental science or ecology.

AIS—in conjunction with Haskell Indian Nations University, the University of Kansas and Kansas State University—has established collaborative relationships with Gorno-Altaisk State University in Siberia and the Sustainable Development and Ecological Education Center in Ukraine to cooperatively develop and implement educational tools and resources that can be used to enhance environmental management. These initiatives have focused on two principal objectives: to empower citizens to participate in democratic efforts to improve the environment and to provide the environmental education and information that is needed to allow for effective participation.

These collaborative relationships have also allowed for reciprocal visits by delegations of faculty and students from these universities to the Siberian Altai Republic (homeland to the Altaian indigenous people), the American Southwest and Ukraine. During these visits, there has been an exchange of information on communication, education and environmental issues relating to indigenous populations in the United States and in the Altai Republic. For the past four summers, students from these universities have traveled to the Altai Republic to continue work on the long-term water-quality-monitoring program and to introduce new methods of measuring small-mammal populations there.

In April 2006, the 20th anniversary of the Chernobyl catastrophe was commemorated at an International Forum, “Twenty Years after Chernobyl: Look to the Future,” organized by the Ukrainian, Russian and Byelorussian governments. This forum posed questions about the state of the Chernobyl station and shelter, technical aspects of radiation, proper management of nuclear wastes, and the human health impacts of the catastrophe. AIS and its collaborative partners organized a roundtable, “Living with Radioactive Contamination: A Discussion between Generations,” as a registered ancillary event of the International Forum. The goal of the roundtable was to create an international dialogue between generations to promote an understanding of the impact of multigenerational trauma on societies caused by catastrophes, particularly those involving radioactive contamination in Ukraine, and on American Indian lands.

Opportunities for Native Americans to promote the sustainability of their own communities are significantly enhanced by working together with other indigenous communities and nongovernmental organizations around the world to foster the information, education, resources and political initiative necessary to support their cause. The AIS program’s involvement in these initiatives empowers its students to learn from the successes and challenges experienced by other indigenous communities, and ultimately to assume leadership roles for the advancement of indigenous community and natural environment sustainability.

Octaviana Trujillo is Professor and Chair of the Applied Indigenous Studies Program.

By Prof. Octaviana Trujillo

What could be more specifically identified with a particular locality than that which is “indigenous”? And yet the unique approach of Northern Arizona University’s Department of Applied Indigenous Studies (AIS) is deeply grounded in a global orientation. This approach evolves from the realization that the advancement and very survival of indigenous communities in the United States, as throughout the world, is inexorably tied to factors that are global in scope.

Sustainable indigenous communities and a sustainable natural environment are areas of significant concern to Native Americans, as increasingly reflected in the programmatic focus of AIS. Indigenous communities in the United States and around the world have long endured environmental practices that have had a deleterious effect on the health of both community members as well as the land that they inhabit. Powerful commercial interests, particularly mining companies, often engage in practices that further degrade the environment, destroying the capacity of the land to provide sustenance for these communities and threatening both human health and biodiversity sustainability.
Ms. Samia Ashraf is a bright, affable Pakistani woman, an alumna of Northern Arizona University who graduated in the mid-1980s. An accomplished career woman, wife and mother, Ms. Ashraf conscientiously lives a life rooted in her Pakistani heritage and identity while embracing American ways of life.

Ms. Ashraf arrived at NAU in January 1980 and elected to major in business administration. While she was a student at an Islamic school in Islamabad, Pakistan, Ms. Ashraf's school adviser recommended that she study at NAU specifically because of the relatively small classes (the freshman class of 1980 was just 150 students) and the unique relationships between faculty and students. “My first class was anthropology,” she recalls. “The professor invited me to his family’s home for dinner and to do laundry. I never had a teaching assistant acting as a professor. I had a terrific international student experience.”

Ms. Ashraf was quite active as a student at NAU. She served as president of the International Club, the student-run organization for international students and their American counterparts. She also went on to serve as a residential adviser on a “quiet floor, which made for me a wonderful experience,” she says. “Living in a dormitory gave me an opportunity to learn a great deal about American students. I considered myself an ambassador; of course, I was not paid, but I was an ambassador nonetheless.” As a student, she lived in the “South Quad,” in the now six-story Reilly Hall, which was then considered a “high-rise.” At that time, Sechrist Hall was a male-only dormitory, while Gabaldon was for women students. She remembers those days fondly.

Northern Arizona University has gone on to play an important role in Ms. Ashraf’s life. While at NAU, she took fencing. After graduation she moved to Seattle, Washington, where she met her husband, a fencing instructor. Ms. Ashraf currently works for SEALAND transportation as a terminal operator in the Seattle harbor. In describing her job, she reports, “I work in logistics, helping computer geeks to communicate with each other.”

A few years ago, Ms. Ashraf established the “Fatima Scholarship” to support a female Pakistani or Indian student during her studies at Northern Arizona University. “What goes around, comes around,” Ms. Ashraf says. Since she was supported by a scholarship during her studies at NAU, she wanted to continue that tradition. For her scholarship, Ms. Ashraf chose “Fatima,” the name of her mother, who passed way in 2000, as well as the name of the Muslim Prophet Muhammad’s daughter. Fatima represents the image of a “strong woman.” By supporting the education of a female student from Pakistan or India through the Fatima Scholarship, Ms. Ashraf, again, links her Pakistani heritage with her NAU experience.

Ms. Ashraf firmly believes that it is easier to label others than to understand them. It is her wish that she, both through the Fatima Scholarship and her life, supports NAU students as they follow her path and honor their history while pursuing their education and life in the United States.

Nancy Currey is Senior Program Coordinator for Recruiting at the Center for International Education.
After months of planning, NAU alumni in Kuala Lumpur, Malaysia gathered on October 25th for a reunion.

Vice Provost for International Education Harvey Charles and Director of International Admissions and Recruiting Mandy Hansen attended the event. Amid hugs, hearty laughter and good food, the alums, numbering approximately 25, reminisced about their time at NAU. Some of them hadn’t seen each other in more than 15 years. Others had come from distant parts of Malaysia. In fact, three of the alums came from Jakarta, Indonesia just for this event. They all had fond memories of their time at NAU and deeply appreciated the convening of the event as well as being able to share the day with two representatives from NAU. Special thanks go to Say Kiat Tān, Anis Whittingham, Angie Lee, Aziathon Rahimah and Raj Rajaratnam for their help in organizing the event. The Center for International Education hopes that this will be the beginning of a sustained relationship with alums in Malaysia and the first in a regular pattern of outreach to international alums around the world.
The Role of International Students in Advancing the University’s Goals in Athletics

By James W. Hardy

The NAU cross-country and track-and-field teams have a strong tradition of excellence in the classroom and in competition. As evidence, these teams have earned 76 Big Sky Conference titles in program history and more than 900 Conference Academic Awards since 1989. Additionally, the teams have produced over 100 NCAA All-Americans, 17 NCAA top-10 finishes, 27 NCAA top-25 finishes, and 10 NCAA champions in track and field and cross country. This impressive record of success would not have been possible without the contributions of international students from around the world who come to NAU both to pursue programs of study and to be athletes in NAU’s well-regarded cross-country and track-and-field teams.

Historically, the track-and-field and cross-country programs focused recruiting efforts within Arizona and the southwestern states. However, after a few successful recruiting efforts with Swedish athletes, it became clear that this was a winning strategy and we have expanded our recruiting efforts of international students ever since. Recruiting international students offers many advantages, including educating students who are a bit more mature because they tend to be somewhat older than American athletes. The international athletes are willing to share perspectives from their country, which enriches the academic and athletic environment for our students, and they bring a healthy attitude to academic engagement. Our international students have received more than 280 academic awards and over 400 athletic honors, including 8 NCAA individual champions. Although our recruiting efforts are still heavily focused in Arizona, the Southwest, and many other states in the U.S., our appreciation and understanding of global diversity within a university setting, as well as the opportunity to create an atmosphere of higher expectations, has brought about a commitment toward recruiting internationally.

International student-athletes come to NAU with the hope of contributing to a team, engaging in a different way of learning and embracing people from various cultures. Their presence allows their domestic peers to learn about other cultural traditions, and helps them to develop respect and appreciation for difference. Understanding that each person is unique and brings a different perspective to the team creates an environment that fosters a team spirit, as everyone works together in striving toward excellence.

Although the cross-country and track-and-field teams have a great deal of experience winning championship titles, this is only one among a number of objectives. Most significantly, we care about helping our student-athletes realize their fullest potential as they strive to achieve their academic, athletic and professional goals. We feel fortunate to have international students who enrich the learning experience of all our students, contribute to our athletic successes, and offer us a chance to help transform their lives.

James W. Hardy is Head Track and Field Coach/Director of Cross Country.
Understanding the Global Perception of War, Violence, Torture and the Role of Peace Psychology

By Prof. Sherri McCarthy

In the aftermath of World War II, there was a nearly universal consensus that such a conflict should never happen again. And yet, it did not take long before the Cold War was born and dozens of acts of aggression were initiated by both state and non-state actors that continue to this day. What appears constant is the seemingly unquenchable capacity among humans for savagery. Freedom from violence has been asserted as a basic right for human beings since 1945 by many nongovernmental organizations (NGOs), including the United Nations. Nevertheless, information from the World Health Organization indicates that there has been an alarming rate of increase in violence around the world. The need to understand the phenomenon of war and how it is perceived is therefore crucial to efforts to end war and other forms of violence.

This need to understand is the objective of the Group on International Perspectives on Governmental Aggression and Peace (GIPGAP) in its current project using the Personal and Institutional Rights to Aggression and Peace Scale (PAIRTAPS), a survey instrument that assesses social attitudes of ordinary citizens toward peace and war. To date, the survey has been administered to samples in nearly 40 countries throughout North, South and Central America, Eastern and Western Europe, Africa, Asia, the Pacific Islands and the Middle East. Preliminary data have already been presented at several national and international psychology conferences and will eventually comprise the core of a four-volume series of books to be published by Praeger Security International titled State Violence and the Right to Peace: The Views of Ordinary People.

Preliminary findings of this group presented at professional meetings and published in journals relate attitudes to Bandura’s Theory of Moral Disengagement (see Bandura, Barbaranelli, Capara & Pastorelli, 1996, in Journal of Personality and Social Psychology) and integrate the differing histories of various countries in terms of engagement in war, military dictatorships, police actions and socio-religious histories with citizens’ modern views. Some of the findings are surprising, others are disturbing, and yet some are hopeful. A sample of these findings include: (a) Those born in the U.S. show significantly more tolerance for governmental aggression (e.g., violence against citizens by the police/military, invasion of another country, ignoring treaties and killing civilians) than individuals living in the U.S. but born elsewhere do; (b) Individuals from developed countries show more tolerance for most forms of governmental aggression than individuals from developing nations do; (c) In most countries, men, in general, show greater tolerance for governmental aggression than women do; (d) Within the U.S., men, Republicans and Christians show more support for a nation’s right to wage war than women, Democrats and agnostics/atheists do; (e) In most countries, there is a positive correlation between age and tolerance for security measures, including torture; and (f) Attitudes of citizens within countries seem directly related to socio-historic factors within countries, including involvement in previous wars and modal internal national security practices. For example, Russians were significantly more likely to support both war and national security measures than Brazilians. Russians and Russian-American immigrants were significantly more likely to approve of security measures, including torture of terrorists, than other groups, with Russian-American immigrants showing the highest level of support for such practices.

Understanding the factors that govern how citizens perceive war, violence and torture, how tolerant they are of security measures that negate rights to privacy and safety, and how willing they are to permit acts of aggression on their behalf is essential to peace psychology. If we wish to find ways to circumvent war and improve the quality of life for all, we must understand how to prevent the development of “mindsets” that allow for actions such as those demonstrated in the concentration camps of Nazi Germany, in Guantánamo Bay, and on every war front. For as long as war continues to be a global phenomenon, we all have an obligation as global citizens to be actively engaged in advocating for peace. The GIPGAP project is clearly an important tool to help in this necessary work. Furthering our understanding of this process in an interdisciplinary and constructive manner is critical to establishing and advancing world peace and an acceptable quality of life for humankind.

If you would like to assist in the project by asking your students to complete the survey, completing the survey yourself, monitoring updates of information, or in other ways, please visit http://people.bu.edu/gipgap/.

Sherri McCarthy is Professor of Educational Psychology at the Yuma Branch campus of NAU.
The Intersection of Politics and Global Education  
**(continued from page 2)**

United States. In fact, 2004–05 saw a decrease in the growth of international students in the U.S. for the first time in about 30 years. A number of graduate programs experienced significant declines in the enrollment of international students. Thankfully, changes have been made that allow a much smoother flow of international students to the U.S., a phenomenon that for all of its other virtues has far-reaching implications for the global scramble for intellectual capital.

It is a reasonable assumption that political leaders who have had significant international experiences and possibly international academic experiences may be more inclined to support policies that advance global education. Most of John McCain’s international experience was acquired as a member of the armed forces, including his imprisonment in Vietnam for five years and as a child of parents in the armed forces stationed around the world. Some of Barack Obama’s formative years were spent in Indonesia with his American mother and Indonesian stepfather. Of course, his father’s Kenyan ancestry has led to his travel to and interest in that part of the world as well. Although neither candidate has made specific commitments to global education, they both understand by virtue of their professional and personal experiences, and by our stunning failures in Iraq, that America’s standing and effectiveness on the global stage will require American citizens who can negotiate an increasingly interdependent and interconnected world. The chaos recently witnessed in the global financial markets that had its genesis in the U.S. mortgage industry should make this need even more urgent. The Bush administration’s rhetorical support for the Lincoln Commission’s recommendation that one million American students per year for the next 10 years be funded to engage in study abroad experiences is noteworthy and demands our fervent advocacy for congressional approval and funding. Regardless of who wins in November, however, we all have an obligation as educators to first recognize the pivotal role that politics plays in education and advocate for policies that will advance the goal of preparing students to be globally competent.

**Interaction of Fire, Climate, and Forest Structure in Northern Mexico**  
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of the work has been broadened because two of the students working in Mexico are from Paraguay and a Spanish scientist joined our field campaign in 2008. The diversity of ecosystems, cultures and research interchanges has contributed to a valuable experience for both the students and scientists involved.

Pete Fule is Associate Professor in the School of Forestry. Larissa Yocom and Citlalli Cortes Montano are doctoral students in the School of Forestry.

**African Image, Mass Media and Popular Literature: Lessons for a Curious Community**  
**(continued from page 4)**

success in the West, yet the resolution of the conflicts in Sierra Leone, Rwanda and Southern Sudan was a collective community effort, with enormous grassroots input. Hardly are these efforts fodder for the Western media, popular literature or the campus speaking circuit.

While these events are invariably informative, even riveting, and broaden the NAU community’s exposure to global perspectives, it is important that they inspire a willingness to deconstruct stereotypes about various regions and ethnic groups in Africa. In effect, they provide an occasion to move beyond the messages that can lead to feeling overwhelmed, discouraged or angry and see instances of positive engagement and hopeful activism by people taking control of their lives in the face of impossible odds. Indeed, Ismael Beah’s presentation succeeded in conveying exactly these sentiments. NAU students need these perspectives now more than ever, as they prepare for life in an increasingly interconnected and interdependent world and as some elect to pursue service learning experiences, be they in Africa or other parts of the developing world, including areas in America where conditions mimic quite closely these very circumstances. Further, while fiscal constraints may preclude the possibility of an African Studies Department, a robust African Studies minor within the Ethnic Studies Department could be the linchpin for providing the critical tools necessary for the deconstruction of stereotypes about Africa.

Ishmael Munene is an Assistant Professor in the Department of Educational Leadership.

**Summer Study as a Window into Chinese History and Culture**  
**(continued from page 7)**

such international settings and in acquiring greater sensitivity to the needs of international students on American campuses.

The program collaborates with partner universities in China that serve as hosts for one week at a time. In addition to room and board, host universities provide academic instruction. Students from these institutions who intend to enroll as 1+2+1 students at NAU serve as guides to
small groups of program participants in their discovery of important cultural traditions and local landmarks in China. The interaction establishes relationships that continue when the Chinese students arrive in Flagstaff and helps to ease the adjustment of the students to the NAU campus and local community.

While in China, NAU participants attend lectures in the morning and use afternoons and weekends for field trips, cross-cultural experiences, music and art demonstrations, martial arts events and social activities with Chinese students. Lecture topics have included the Chinese philosophies of Daoism, Buddhism and Confucianism; Chinese cultural traditions; Chinese history (ancient and contemporary); and Chinese higher education. Symposia for faculty and staff participants were provided on issues related to higher education in the United States and China, as well as discipline-specific topics.

Students sometimes offer compelling accounts of their experiences. Rich Williams, who participated in the summer 2008 program, says, “My trip to China has been a life-changing experience. The ways it has changed me cannot be written down on a page as proof that I have absorbed information. But it can be seen in the way I view the world around me. It has been enlightening to look at a society that is five thousand years old, rich with its own history and culture. In America, we have traditions that last about as long as clothing fads, but in China there are traditions that have endured thousands of years. My experience has been one I will never forget, and wish some day to repeat in the future.” Kelli Weiling, another summer 2008 participant, remarked, “Before I left on the trip, I was pretty sure I wouldn’t be going back to college in the fall. I saw it as a waste of time and especially because of my last semester; I really didn’t have the passion and drive to be in college anymore. Now, after the trip, I’ve enrolled in classes for the fall. I know now that I want to travel the world and teach English. I want other people to be given the same luck I was given. I’ve signed up for an entry-level education class in the fall and I can’t wait to see if I really do have what it takes to reach for the dreams I have.”

These comments are typical of student participants who return to NAU more in touch with themselves and more knowledgeable about another slice of the world. Several have chosen to enroll in Chinese language or history classes, others have decided to attend semester-long study abroad programs; some have committed to internships in China and others have made commitments to teach English for a year at host Chinese universities.

The faculty and staff who participate report both personal and professional benefits from their attendance. Several collegial relationships between NAU faculty and staff and their Chinese counterparts have developed from these symposia, some resulting in articles in professional publications. Dr. Tim Thoma son of the Department of Educational Psychology co-authored articles on the practices of counseling psychology in China with Xiao Qiong of Xi’an Shiyou University. Others were thankful for the insights they gained about higher education in China and indicated increased sensitivity to the needs of 1+2+1 students when they come to NAU.

The program has not only had an impact on the NAU community, but on greater Flagstaff as well. In 2007 Mayor Joseph Donaldson was a participant and used the opportunity to establish a friendship with the City of Qingyang, China, the home city of one of the host universities. His visit paved the way for the mayor of Qingyang and a delegation to visit Flagstaff and NAU later that fall.

The program will continue again in summer 2009 with tentative plans to visit the cities of Chengdu and Beijing and the Tibet region.

Tom DeStefano is Professor of Educational Psychology and Director of the China Summer Study Abroad Program.

KULTURIDENTITÄT/ CULTURIDENTITY
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Their mutual piece, consisting of a text and an object, is titled “With the Eyes of Another” and features a pistol with glasses. The text conveys the notion that one cannot force community to occur, while the sculpture points out that both violence and the wrong perspective within society is a hindrance to community, to diversity, to globalization:

to see like my neighbor
when he stands at his window
to hear what he can listen to
be like him so to speak
to take the same dog walking
to sleep with the same woman
to feel his fear of me
yet no fear of him
avoid him every single day
and to close the doors silently
be him on days like these
with the eyes of another

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In this respect Çirak echoes the sentiment of another German-Turkish writer, Zafer Senocak, who has called for the dissolution of an ethnically defined concept [of history], but this may be a while in coming. In the meantime, Çirak offers some hope and a dose of realism, too:

because you know that bridges have ends
you don’t have to be in a hurry to cross
but on bridges is where it’s the coldest

Marilya Veteto Reese is Prof. of German

1 See Footnote 3.
2 Text from Sartorian’s speech for the 1993 Holderlin Award ceremony provided by Zehra Çirak, translated by Marilya Veteto Reese solely for the purpose of this article. All rights reserved.
3 Comments preceding reading at Loyola College’s Berlin Literatureseminar, Hotel am Müggelsee, July 3, 2006.
Economic Globalization and Health

(continued from page 12)

ments are negotiated and enforced. Trade agreements are developed and disputes resolved in secret and with virtually no input from health professionals. Those trade agreements then supersede national, state and local laws designed to protect health and the environment. The public health community has proposed solutions to address their concerns about economic globalization. The protection of health within the trade system could be improved with public health representation on the Advisory Committees to the U.S. Trade Representative (USTR), if a public health advisory committee to the USTR is established and if a congressional oversight committee on public health and trade is created. Greater transparency and accountability for the World Trade Organization is needed. Corporate reform, redesign, increased regulation and alternative business strategies could also help. The mission of universities gives them a special role in conducting research on the association between economic and public health outcomes. Additionally, universities can offer a curriculum that incorporates courses about the health effects of economic globalization and thus help students to become more aware of the links between the global economy and public health.

William H. Wiist is Professor in the Department of Health Sciences at NAU, and Program Planner, Trade & Health Forum, of the American Public Health Association.