

NAU GLOBAL

A Publication of the Center for International Education



A New President Renews NAU's Commitment to Global Education

By NAU President Rita Cheng

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

(continued on page 18)

the university is transforming itself into a global campus with a dynamic infusion of international perspectives

In December, Stefan W. Hell, William E. Moerner, and Eric Betzig will share the 2014 Nobel Prize in Chemistry

for their achievement in optical microscopy (Chang, 2014). Clearly, their groundbreaking work was deemed so significant by the Nobel committee as to deserve the world's most prestigious award. The unprecedented contributions they have made to the field of optical microscopy, however, are not the only things worthy of note. Consider that all three were trained as physicists, discovered and used innovations in chemistry, and applied these innovations to study biology at the microscopic level. Chang (2014), citing Sven Lidin, chairman of the Nobel Committee for Chemistry, says of their work that "Biology has turned into chemistry" and "chemistry has turned into biology." Interdisciplinarity is at the heart of the amazing contributions these scientists made to circumventing the diffraction limit in order to see details within cells that previously eluded the most powerful microscopes. This is as compelling a case as one can make for the role of interdisciplinarity in solving the most intractable problems facing humanity.



Interdisciplinarity and International Scholarly Collaboration:

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 Intergovernmental 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 disci-

plinary categories, and neither do their solutions" (p. vii).

In addition to the importance of interdisciplinarity, there is a growing body of evidence

there is a growing body of evidence that the best research involves collaboration in research teams that are diverse

that the best research involves collaboration across national borders 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 the skills and knowledge required of our graduates to succeed in this radically different environment, have direct implications for the global and interdisciplinary 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 in-

(continued on page 14)

An astronomy professor I had as an undergrad used to joke about the sun and moon coordinating eclipses in such a way that he and other astronomers would get to travel to destinations like Costa Rica and Turkey in order to observe and study them. Having recently returned from a six-month-turned-year-and-a-half study abroad experience, I remember thinking how great it would be to travel and work with individuals from all over the world. I was clueless, however, about the real value of such efforts. As I briefly describe here, the benefits of scholarly cooperation across borders reach far beyond the occasional overseas meeting (see Harrap, n.d.).

First, at a very practical level, working with scholars in other countries can yield access to resources not available in our local, regional, or even national context. The type of "resources" will vary across geographic areas and academic domains but might include, for example: (a) research equipment and natural/environmental data sources in the physical and life sciences, (b) texts and archives in the visual arts and humanities, and (c) different participants, demographics, and institutional settings, which can help establish the "generalizability" of findings in education and the social sciences. (With respect to the last point, determining external validity of a given relationship can only be achieved through systematic replication and research synthesis/meta-analysis across contexts; the range of human and social attributes cannot be captured in U.S.-based psychology participant pools or in any such range-restricted sample for that matter.)

There are also vast intellectual resources the world over, many of which go bidirectionally, untapped in the absence of international collabora-

International Scholarly Collaboration Is Increasingly No Longer a Choice

By Prof. Luke Plonsky

tion. In my own experience, scholars from overseas with whom I interact invariably bring new perspectives and ideas based on research traditions, theoretical and methodological approaches, training, and departmental structuring that differ from what is found in the U.S. Last winter, for instance, I taught a one-week intensive course on quantitative research methods for PhD students in the Netherlands. The students' background in this area was quite different from those of students in the U.S., leading me to reflect considerably on my own approach to graduate-student training in research methods.

We might even consider fruitful cross-pollination to be a matter of professional ethics and responsibility to those who have contributed to and/or funded our own training

and research efforts. That is, to the extent that we do not support scholarly endeavors of others who might benefit from our input and, likewise, to the extent that we fail to identify individuals elsewhere who might improve our own

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

efforts, we fall short of maximally informing and advancing our respective disciplines, theoretical models, and applied domains.

Overseas collaborations are also more likely to reach a wider international audience and thereby achieve broader impact in our disciplines. Guerrero Bote, Olmeda-Gómez, 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 (think anthropology). 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)

Prof. Plonsky and colleagues in Brisbane



NAU Fulbright Scholar Recipients for 2014-2015

Paul Donnelly – Professor of Religious Studies to the Central University of Himachal Pradesh, India (2014-15)

Marin Sands Robinson – Professor of Chemistry and Biochemistry to the National Institute of Chemistry, Ljubljana, Slovenia (Spring, 2015)

Guy Senese – Professor of Education to Ankara University, Turkey (2014-15)

NAU GLOBAL

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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 that 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 graduate and 8.9 percent of natural science graduates incorporated any sort of international experience into their undergraduate studies. Further filtering this

the conventional sales pitch for international training is not particularly compelling for STEM majors

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 GSEP group closing off the trip with a walking tour in downtown Bordeaux.

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 commitment of added time 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

(continued on page 15)

The Global Narrative on Canvas

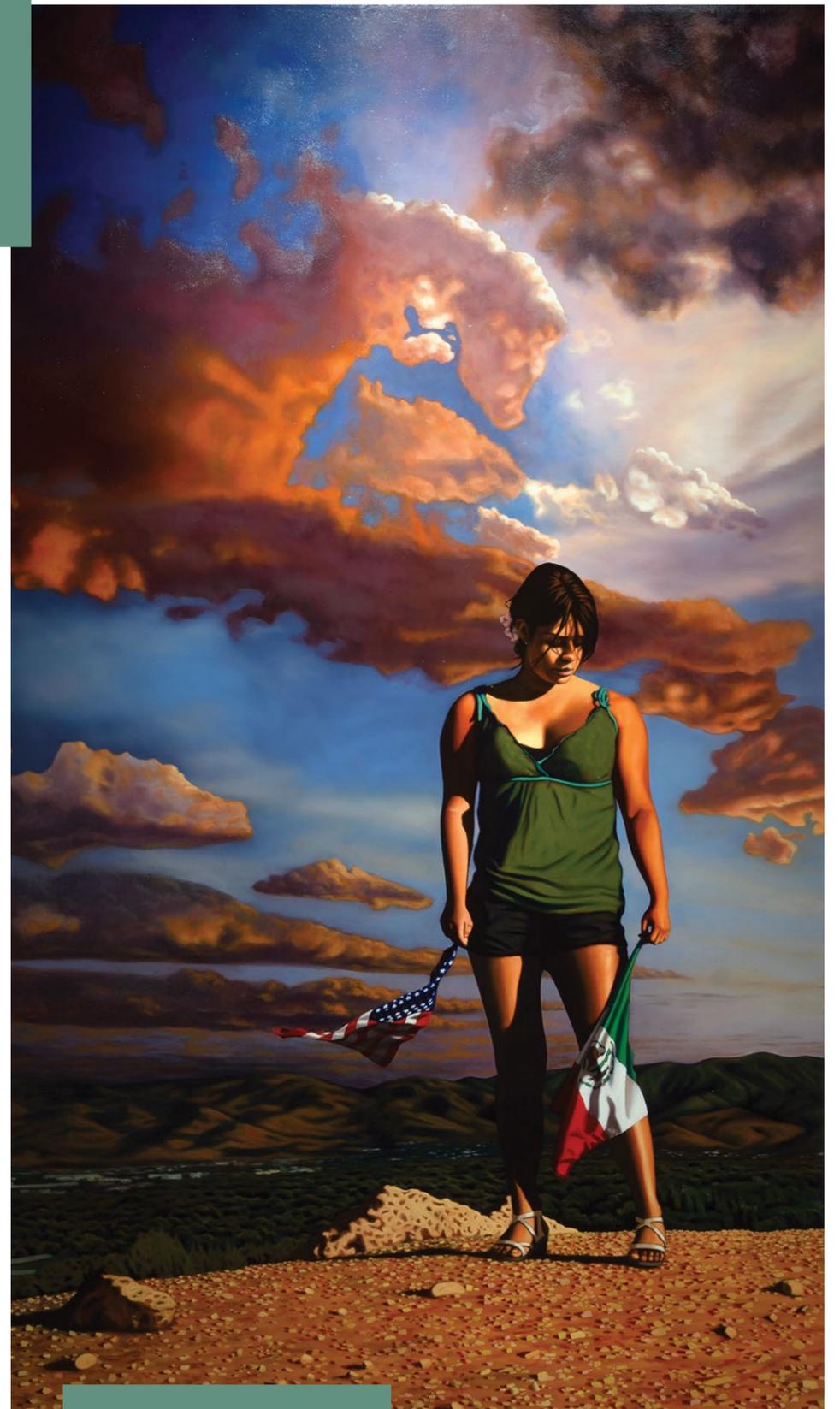
By Prof. George Speer

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.

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 16)



Alma's Identity, Rafael Blanco

Globalization from the Bottom

A Model to Understand Social, Cultural, and Educational Integration

By Prof. Mariella Herold

The clichéd 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, Switzerland, 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; Besozzi, 2001) has focused on the analysis of the profound transformations occurring in Western societies, characterized by the high mobility among multiethnic people and groups, as well as on the relationship between global culture/ local culture and the multilayered dynamics that affect interactions among people. The multiethnic 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

(continued on page 17)



Poster made by children in an elementary school in Canton Berne, Switzerland



Interviewing teachers and school administrators in Italy (Prof. Herold seated at right)

Tracking Plague:

By Cedar Mitchell

An Undergraduate’s Journey to Becoming a Global Scientist

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. Although the plague is an easily treatable disease, Madagascar lacks the resources to effectively pinpoint sources of plague outbreaks and track patterns of the disease as it is spread throughout the country. To help shed light on this problem, a group of researchers at the Center



Cedar Mitchell (background) with visiting scientist Voahangy Andrianalivoarimanana

for Microbial Genetics and Genomics (MGGen) here at NAU have been studying 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 Hooper 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.

in recent decades, the plague has claimed more lives each year in Madagascar than in nearly any other country

Our final goal is to transfer these modified genetic tools to our collaborators at IPM. In August 2014, MGGen hosted a research scientist from Madagascar for hands-on training. I worked directly with her to pass on my technical knowledge and the application of these molecular genetic tools. The training went remarkably well and reinforced a collaborative relationship characterized by intellectual exchange and significant goodwill. To ensure that the technology transfer to our IPM colleagues is successful, MGGen would like to send a representative to IPM to provide onsite follow-up training and help troubleshoot any technical problems. My strong personal interest in international travel, combined with my experience with this technology, well qualified me to be a represen-

(continued on page 18)

Reflections on Teaching Applied Statistics and “R” in Nepal

By Prof. Andrew J. Sánchez Meador



Prof. Meador (center) visiting with faculty

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 information with a computer.” I was told that AFU students and faculty were currently using SAS and GenStat (U.S.- and U.K.-based commercial software) but lacked expertise 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.

Aid activities are key to empowering local people to solve their own specific problems.

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 experimental 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

(continued on page 18)

global education is facing new challenges as more and more countries have gone into crisis mode.



Director Björn Krondorfer, with Dome of the Rock in Old City of Jerusalem

In the Face of Violent Conflict, Global Education Really Matters

By Prof. Björn Krondorfer

Global education begins at home but does not end there. As a matter of fact, when we are visiting a foreign country and are ignorant of its past and present, we remain tourists, satisfied by superficial encounters with exotic people and places. But if we only study from books and do not dare travel to a culture different from our own, we never gain the experiential knowledge that helps us to move from an imaginary abstraction to a real place.

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

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.

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 Israel 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, crude, 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 17)



An impromptu memorial on human losses in Palestine/Israel, summer 2014



OF THE SCHOOL OF COMMUNICATION



Angelé Anderfuren, M.S.
Lecturer

- Collaborating with Australian colleague on a course on TV News Story Production involving students from NAU and UoW. Students produced stories that was then posted on a jointly developed website.

Laura L. Camden, M.A.
Associate Professor



- Lecturing at The University of Wollongong in Wollongong, New South Wales, Australia in the area of photojournalism for a semester
- Developing and setting up a trilateral international exchange program between NAU and The University of Wollongong in New South Wales, Australia and Umea University in Sweden.
- Mentoring for photojournalism students in the Tibetan Refugee Settlements in Mainpat, India



Rodrigo de Toledo, M.F.A.
Professor

- Interactive net art work and animation exhibited in significant inter nation venues including Canada, France, Italy, Turkey, Scotland and Cuba

Peter Friederici, M.S.
Associate Professor



- Taught a seminar on effective science communication for graduate students attending the University of Hamburg's School of Integrated Climate System Sciences
- Reported on Germany's clean-energy transition for InsideClimate News
- Conducts research on how German and American journalists cover climate change
- Reported on Japan's efforts to sequester carbon for Miller-McCune magazine



Paul Helford, M.A.
Principal Lecturer

- Hosted video production workshops for students from the Netherlands over the past 11 years
- Supported international communication minors in pursuing semester-long study abroad

experiences
 • Modified cinema course (EMF 382) to include segments on the film industry around the world



Chris S. Johnson, M.F.A.
Associate Professor

- Gave lectures on Animation and presented creative work to students and faculty at the Far East University, Seoul, South Korea

- Worked for three months at the firm Media Innovations in Mexico City, Mexico
- Presented work at the Expesarte Digital Festival, Mexico City, MX
- Conducted a workshop on digital art and design at the Art Institute of the Universidade Federal do Rio Grande do Sul, Porto Alegre, Brazil
- Exhibited and lectured at the 3rd Petrobras Exhibition of Virtual Reality, Rio de Janeiro, Brazil

Janna Jones, Ph.D.
Professor



- Ongoing 7-year collaboration with Australian colleague on co-taught online course looking at relationship between Australian and US cinema and rituals of cinema going in both countries

Kurt Lancaster, Ph.D.
Associate Professor



- Hired to create a documentary style promotional video for the American Community School in Amman, Jordan in March 2014: <https://vimeo.com/89585456>.

- Currently headed to Germany to present "Production House Cinema: Cinematic Storytelling in Commercial and Promotional Videos" at The Image conference in Berlin, Oct. 29-30, 2014.



Norm Medoff, Ph.D.
Professor & Director

- Taught advertising and electronic media for the CIMBA consortium in Italy (2008)
- Awarded Fullbright Grant to travel to The Netherlands (2011) to participate in media curriculum revision



Mark Neumann, Ph.D.
Professor

- Gave lectures on researching visual culture to doctoral students and faculty at the Sorbonne, Paris
- Presented research on amateur film at the "Children and nontheatrical media: from film to video" conference at the University of Glasgow
- Keynote speaker for the "Mapping the City in Film: Mapping, Memory and the City" conference at the University of Liverpool

Richard Rogers, Ph.D.
Professor



- External reviewer at Al Akhawayn University in Morocco for institutional accreditation bid for program in communication studies



Julie Schutten, Ph.D.
Assistant Professor

- Presented a keynote address on gender, constructing nature, environmental management, and alternative symbolics at the Conference on Environment in Uppsala, Sweden in February 2009.
- Presented my research on ecofeminism to the faculty and graduate students of the Environmental Communication Unit, part of the Department of Urban and Rural Development at the Swedish University of Agricultural Sciences.

Mary Tolan, M.A.
Professor



- Traveled to both Sweden and Australia to help develop a trilateral international exchange program between NAU and The University of Wollongong in New South Wales, Australia, and Umea University in Sweden.

- During my sabbatical, I lived and traveled in Ireland for nearly a year. I wrote about the country, the people, and my experiences for newspapers and magazines.



Jon Torn, Ph.D.
Associate Professor

- Presented multiple papers at international conferences in the Czech Republic and the United Kingdom

Laura Umphrey, Ph.D.
Professor

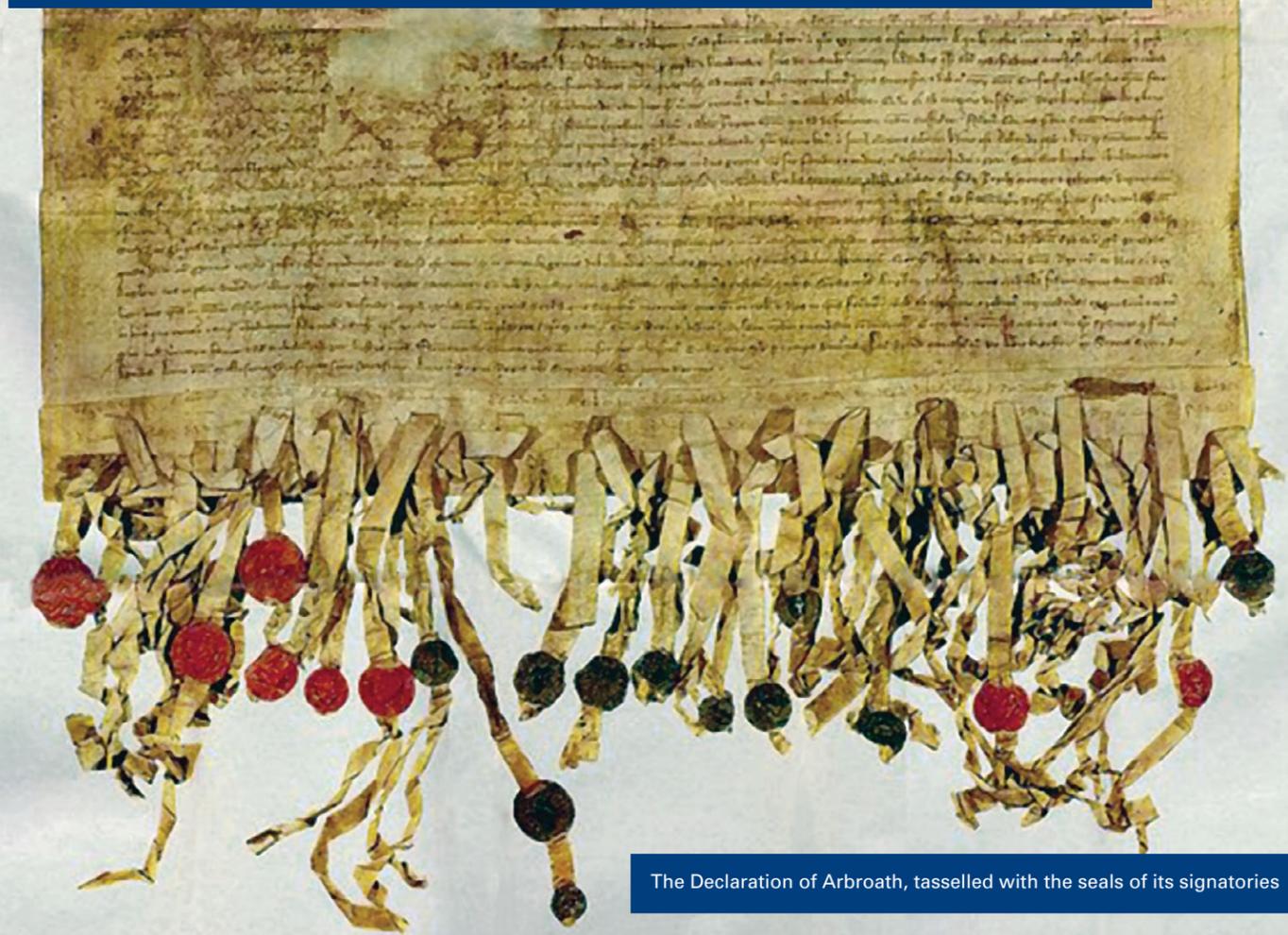


- Published research in the International Journal of Wellbeing that tests a proposed model of the relationship between hope and wellbeing, as expressed through self-compassion, relational social skill, communication apprehension, and life satisfaction

Ruins as Sites of Global Learning

By Prof. Alyce A. Jordan

What a Medieval Abbey Says about a Modern National Debate



The Declaration of Arbroath, tasselled with the seals of its signatories

One month before the historic referendum on Scottish independence, Alex Salmond, leader of the Scottish National Party, held a campaign rally in the coastal village of Arbroath. Although today better known as the home of “Arbroath smokies” (a popular variety of locally smoked haddock), Arbroath boasts a profound place in Scottish history.

In 1320, the Scottish nobility gathered here in the presence of their king Robert the Bruce to sign the Declaration of Arbroath, an impassioned proclamation of Scotland’s status as a sovereign nation. The selection of Arbroath as the site of this momentous event rested on the fame of its medieval abbey, built by an earlier Scottish king, William I, in honor of Saint Thomas Becket. One of the most famous saints in medieval history, Thomas Becket, archbishop of Canterbury, was murdered in Canterbury Cathedral by knights loyal to King

Henry II. Becket’s dramatic story has inspired a litany of artistic production from Chaucer’s *Canterbury Tales* and T. S. Eliot’s *Murder in the Cathedral* to Hollywood blockbusters. (The 1964 film *Becket* was nominated for 13 Academy Awards, including for best picture.) Founded in 1178, just five years after Becket’s canonization, Arbroath Abbey figured among the wealthiest monastic institutions in Europe. Having fallen into ruin following Henry VIII’s suppression of Catholicism in 1536, the site is today admirably managed by Historic Scotland. While

Becket’s history is recounted in the digitized walk-through timeline, primary emphasis focuses on Arbroath’s centrality as the fountainhead of Scottish nation building. Medieval pilgrims flocked to the abbey to venerate a martyred saint; modern tourists come to venerate the Declaration of Arbroath.

Arbroath Abbey’s import in medieval Scotland was such that the monastery’s abbot often doubled as the country’s chancellor. Such was the case in 1320, when Abbot/Chancellor Bernard Kilwinning crafted

(continued on page 19)

Uncovering the Backstory

The Parallel Narrative of Post-Colonial Landscapes in Namibia

By Prof. Martin Kalb



Franke Tower, Omaruru, Namibia

death camps, resulted in the destruction of the Herero and Nama peoples; it also pushed most survivors of this first genocide of the 20th century into discriminatory labor conditions. In February 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,

Numerous colonial sites are often merely the backdrops for vacation photographs

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 slightly hidden from the ever-present tourist gaze. The fort itself is a rather empty space these days, given the recent opening of the Independence Museum next door. A statue of Sam Nujoma, the former leader of the SWAPO party and Namibia’s first freely elected president,

stands tall in front of that futuristic building, arguably reclaiming the site. In other spaces, away from Windhoek, legacies of German colonialism remain seemingly unchallenged. With German settlers increasingly threatening the livelihood of African cattle farmers and other local groups in the late 19th century, Namibia’s War of Resistance

Namibia’s War of Resistance provided the framework for Germany’s first genocide.

provided the framework for Germany’s first genocide. Lothar von Trotha’s well-known *Vernichtungsbefehl* extermination order, and the subsequent creation of labor, concentration, and

a monument near the site of this former battleground. Today, that tower is the main tourist attraction in the small town of Omaruru, conveniently located at the edge of the battlefield and within walking distance of several German-owned tourist lodges. The Herero cemetery, on the other hand, in the city center, remains largely forgotten.

In seaside Swakopmund, tourists can also easily miss the larger legacies responsible for the charm of this resort. 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 Krumen group generally helped in the disembarking process, several newcomers drowned in the cold south Atlantic Ocean. The construction of a long wall

(continued on page 19)

Interdisciplinarity

(continued from page 2)

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

This seems quite consistent with the work of Katz and Hicks (1997) and of Sooryamoorthy (2009), who demonstrated that research that is the product of international collaboration results in higher citation rates over research from domestic in-house collaboration. Narin and Whitlow (1990) went further in demonstrating that research involving multiple international coauthors show double the citation rates over those lacking such collaboration.

Finally, and most recently, Freeman and Huang’s (2014) study of 2.5 million scientific papers published over more than 20 years revealed that research produced by groups of scholars that reflect ethnic and geographical diversity tends to be published in higher-impact journals and to receive more citations than others. In effect, the scholarly contributions to science are greater when the scholarship is done by a diverse group of scholars.

Phillips (2014) may actually offer some insight into this fascinating relationship between diversity in research teams and the significance of what they produce. She be-

lieves that diversity actually makes us smarter. She writes that diversity promotes hard work and creativity; it makes participants in a diverse context more diligent and open-minded; it enhances creativity; and it encourages the search for novel information and perspectives. In effect, it is not good enough to have access to intellectual capital as a nation or even an organization. It is even more important that the academy produce a diversity of scholars and that these scholars intentionally seek out collaborators who come from different backgrounds as a way to achieve the best possible outcomes in terms of discovery and innovation.

Notwithstanding the constraints of the siloed structure of the academy, which may not disappear anytime soon, colleges and universities have a real obligation to foster both interdisciplinary and international scholarly collaboration. The recently announced Call for Proposals for the Global and Interdisciplinary Research and Teaching Fund at NAU is intended to achieve just this objective. Others seem to see the value in this idea as well, at least in terms of interdisciplinarity. Just recently, the University of Michigan decided to extend a two-year-old program that provides seed money for research by requiring that grant recipients work in teams of three, and that one of the three comes from a different discipline, thus creating an intentional interdisciplinary partnership (Basken, 2014). NAU is fortunate to have among its ranks a number of scholars in many of the disciplines across campus who engage in precisely this kind of research, research that is interdisciplinary, involves international collaboration, and is of a global character. This trajectory will most certainly ensure that NAU will be among the most progressive institutions in terms of how we prepare our students and in terms of the contributions we make to the discovery of new knowledge.

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International Collaboration

(continued from page 3)

Each of our own localized research contexts and experiences figured prominently in our talks.

Of course, there are also challenges to collaborating internationally. There are logistical priorities and politics to navigate, and theoretical and methodological traditions to bridge. The benefits of collaborating internationally, however, are greater in both number and weight. As a result, NAU scholars must prioritize international collaboration both individually 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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Luke Plonsky is an assistant professor in the Department of English.

STEM Internationalization

(continued from page 4)

bachelor’s degrees upon graduation (see <http://nau.edu/gsep> for more information). Nonetheless, students clearly do respond to a clear articulation of the career benefits of internationalized STEM training: in just three short years since launching the program, GSEP participation has grown from under 20 students to nearly 200.

At the same time, it is clear that a purely rhetorical argument has limited efficacy. Without some more concrete basis for understanding the concept of “globalized STEM work context,” students (particularly those who have never traveled) simply have little or no basis for grasping what unique benefits their international training might offer, and what it could really mean for their careers. When this intangible conception of internationalization’s benefits collides with the very real challenges of weaving foreign languages and cross-cultural preparation into a STEM major, a substantial number (about 40 percent) of GSEPs lose motivation, falter, and drop out of the program. Clearly, even the most compelling arguments for preparing for a globalizing STEM economy are not enough; stronger medicine is required.

One mechanism that we have pioneered to keep GSEP scholars motivated, engaged, and moving forward is to make the value proposition offered by international experience real and tangible via short “exploratory trips.” These compact 12- to 14-day trips are fully organized and led by NAU faculty and staff, and allow 10 to 20 GSEP scholars to briefly visit selected GSEP international partner institutions in Germany, France, and Spain, ostensibly as a tantalizing preview of what students can expect



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

when they go abroad, but also to drive home the global nature of modern STEM industry and what it will take to succeed in a global STEM career. Each partner visit is designed as a balanced mix of professional and social events: stops at classrooms, laboratories, research labs, and local STEM companies are intertwined with social occasions (e.g., a barbecue) with local STEM students; presentations are made by our group to local students about NAU and university study in the U.S.; and the schedule includes local sightseeing excursions. In keeping with the “show me the value” motto, particular focus is given to highlighting classroom and internship experiences that simply would be impossible to get back home at NAU.

In spring 2014, we pioneered this concept with a trip to visit GSEP partner universities in Dresden (Germany), Bordeaux (France), and Alicante (Spain). The impact was overwhelming: In Dresden, our partner university offered the students a tour of their new automotive engineering institute, an entire building of sophisticated labs sponsored by Mercedes-Benz and other companies; in Bordeaux, the group visited the university’s aircraft engineering and maintenance institute, again a major complex containing everything from jet-engine test stands to entire jetliners; and in Alicante, the group toured a

local software company that specializes in preprocessing video games produced by gaming companies around the world for marketing and distribution. Participants immediately recognized the key value proposition: I can get training and experience here that I could never get at NAU; having an internship like this on my resumé would very obviously put it at the top of any heap. At the same time, they heard again and again how these companies and labs work together continually and intimately with foreign subsidiaries, suppliers, and fellow researchers; it was clear that modern STEM practice may not mean that you have to live abroad, but it definitely means working together on a daily basis with teams from other countries. It is difficult to imagine a more concrete and compelling demonstration of the value of internationalizing one’s STEM education.

Of course, practical and financial barriers make it impossible for every GSEP student to participate in this sort of exploratory trip. To leverage the positive effect, all participants were required to keep daily travel journals and were put into two-person “documentary teams,” each of which was assigned a two- to three-day segment of the trip to document. The group then jointly prepared a presentation for the first GSEP general meeting in fall 2014, describing the trip, showing pictures, and sharing insights.

In this way, the participants themselves were profiled as “global witnesses,” available to the rest of the GSEP cohort as tangible and enthusiastic evidence of the value of STEM internationalization.

In sum, the “tangible value” of international experiences for skeptical, evidence-oriented STEM majors can be very difficult to convey in words and statistics alone, regardless of how convincingly the pitch is made. Ultimately, they need to see it for themselves or at least hear it from a peer who has seen it. Short exploratory trips provide a compact, cost-effective way for a subset of students to get a taste of the global STEM context and can have positive motivational effects for an entire international program. In general, it is critical to leverage students returning from successful international experiences to engage and motivate younger cohorts following behind, creating a synergistic cycle and ultimately fostering an educational culture in which international experience is, in fact, a normal and essential part of STEM education in the U.S., just as it already is in leading STEM nations around the world.

Eck Doerry is faculty director of the Global Science and Engineering Program and professor of computer science.

Global Narrative

(continued from page 5)

Consume, one of three canvases by **Karen Gutfreund**, juxtaposes a background of the American flag with silhouettes of gas pumps reimagined as the twin towers of 9/11. The brand label "Fireball Gasoline" restates 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 **LifeDeath** employs much the same background, against which floats an incongruous image of the adorable *Gerber* 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** synthesizes imagery from the artist's childhood with emblems of genocidal policies toward Native Americans. Any baby boomer will recognize the black and white test pattern from the first decades of television that provides the background in this piece. Its inclusion here prompts us perhaps for the first time to ask why the broadcast networks chose to incorporate a crude stereotype of an "Indian Chief" into a technical design that otherwise suggests target practice.



Consume, Karen Gutfreund

The artist altered an iconic photograph of Sitting Bull so that he appears to be wearing a Navajo rug beneath a straitjacket. Sitting Bull was Lakota, culturally and geographically far removed from the Southwestern Indian nations. 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 straitjacket 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 restates 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.

George V. Speer is director of the NAU Art Museum and associate professor of art history.

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 potential 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* (Poland, 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 town'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 are exploring 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 alertness 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 at [facebook.com/MSIatNAU](https://www.facebook.com/MSIatNAU).

Björn Krondorfer is director of the Martin-Springer Institute and Endowed Professor of Religious Studies.



Palestinian seminar members portraying "Lost Homes" in a living sculpture

Globalization from Bottom

(continued from page 6)

system for all nation-state members and new immigrants. Thus, transnational approach theories 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 point of view, "globalization from the bottom" looks at individuals and their social networks as the units of analysis that transcend former nationalist limitations and rescue the

cultural bonds that exist beyond the boundaries of all nation-states. The question lies in redefining the relationship between receiving countries and new residents, building transnational ties, and mixing diverse cultural identities and multiple attachments and loyalties.

As my 90-day visit to Europe comes to an end, I reflect on some of my experiences on this journey that are fresh reminders of our shrinking world, and on the importance of adopting a boundless, global identity. Memories of a monolingual, undocumented Ethiopian teenager who failed to disembark in Lugano while traveling on a Swiss train come to mind. The German-speaking Swiss train conductors actively searched for

Arabic- or Swahili-speaking passengers, who unsuccessfully attempted to communicate with the adolescent. Not long after an Ethiopian-speaking train passenger was identified, the issue came to a positive resolution. I also think of a Romanian taxi driver in Bucharest and my unsuccessful attempts to explain my destination to him, assuming that English had become the lingua franca of the world. The taxi driver anxiously tried to express himself in English, and when I asked if he could speak French or Italian, he responded that he had lived and worked in New York for two years and that he could speak in Spanish. Or, while I was observing a math lesson taught in German at a primary school in Heidelberg, a German

teacher raised in Tenerife, Spain, was mixing Spanish words in an attempt to also reach two Mexican children at her school.

On a daily basis during this trip, I was reminded that there is a dynamic and complex moving and mixing of the world's population, a phenomenon that is now being called "globalization from the bottom." I am also reminded that the quicker we begin to prepare our U.S. students to live in this interdependent environment, the more successful they will feel.

Mariella Herold is an associate professor in the College of Education.

Tracking Plague

(continued from page 7)

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 numerous individual contributors, 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 epidemiological investigations, lead to more effective disease management, and continue to inform the wider scientific community about the demographics of plague outbreaks in Madagascar. The opportunity to introduce such an important technology in a place that can truly benefit from it has greatly supported and encouraged my pursuit of becoming an international researcher, even as I pursue my undergraduate degree.

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Cedar Mitchell is a senior microbiology major with minors in Spanish and chemistry.

New President

(continued from page 1)

formal meetings with leaders of partner universities and government officials in order to advance relationships and strengthen joint education and research programs. I have been very impressed on each return to China with the significant growth in their universities and the vast industrial and technological developments. In addition, Tom and I, along with our children, have enjoyed visiting the historical Cheng family village and learning more about contemporary China from relatives there.

I've also had my own experience leading study abroad in Germany and China. Those opportunities were meaningful for me and nothing less than transformational for the students who were involved. And in my academic research, I have compared tax and government regulations, analyzing how cultural differences affect accounting practices and decision making.

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 rewarding educational and cultural experience on our campus. Visiting scholars and international 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 international 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 international students, representing more than 70 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 international experience: perhaps that student is in an engineering class with someone from Brazil, or is a member of a social group with a student 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 responsibility 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 strategic direction of our global initiatives. NAU has much to be proud of in this area and is poised for even more accomplishments in the future.

Rita Cheng is Northern Arizona University's 16th President.

Statistics and "R"

(continued from page 8)

recently published in the *International Journal of Research*, and focused on examining the effects of gamma radiation on germination and photosynthetic pigments of maize (corn) production. The scientists involved implemented a complicated research design and requested my assistance in completing the appropriate analyses. We 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 hugely eye-opening. Now I clearly see the need for further technology transfer and

assistance so that developing countries can benefit from global advancements and increase their own capacity. Aid activities, such as my assignment, are key to empowering local people to solve their own specific problems. I now firmly believe that the countries of the developed world cannot help solve the problems of the developing world solely through providing physical or fiscal goods, but we can lessen the learning curve and empower individuals by providing help in understanding emerging technology and practices.

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.

Uncovering Backstory

(continued from page 13)

known as the Mole brought only temporary relief, given that sandbars limited access. Authorities eventually pushed for construction of a jetty, especially once the Herero and Nama uprisings required an increase in German troops and resources. At that point, Swakopmund experienced a massive economic boom: the city grew into the beautiful seaside resort it is today, with numerous German buildings erected around that time. These buildings still dominate the city center and remain a major attraction that brings many tourists to Swakopmund, most of them unaware of the larger stories of war and genocide behind the city's early economic prosperity and current charm.

Namibia's tourist sites tell many other stories, especially since former German Southwest Africa later became part of South Africa. Germany officially lost all of its colonies following World War I, although a small German community remains in Namibia to this day. Apartheid sustained and complicated colonial legacies after World War II, adding yet more layers onto the country's complex landscape. In March 1990, Namibia finally became independent, while still wrestling with the layered legacies of colonialism that remain part of this country's history.

Martin Kalb is a full-time lecturer in the Department of History. He is currently working on a research project tied to the German genocide in the former Southwest Africa and for that purpose traveled to Namibia in summer 2014.

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



The de-proclaimed Reiterdenkmal in the courtyard of the Alte Fest in Windhoek (Summer 2014)

Ruins

(continued from page 12)

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 subsumed by a largely secular and nationalistic 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 its image. Scottish flags, from the country's medieval coat of arms to the modern saltire, are also available. There is little evidence of Thomas Becket'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. Another major pageant, staged in 1948, imparted a specifically Scottish cast to the many patriotic celebrations that transpired across Europe following World War II. While the impassioned "Declaration of Opportunity" Alex Salmond made at Arbroath proved insufficient to rally a pro-independence majority vote, this medieval ruin remains a powerful symbol of Scotland's ongoing quest for its own national identity.

Alyce A. Jordan is professor of art history.

International Visiting Scholars at NAU Fall 2014



Visiting Scholar	Department	Host Faculty	Home Institution
CHEN, Minglin	Biological Sciences	Russell Benford	CCIEE- Chinese Center for Int'l Exchange Education
CHEN, Yan	English	William Crawford	Hefei University (China)
CONCOSTRINA, Laura	Forestry	Matthew Bowker	University of Lisbon (Portugal)
CUI, Feng	Geography, Planning and Recreation	Alan Lew	Nanjing Agricultural University (China)
DE ALBUQUERQUE, Fabio	Forestry	Paul Beier	N/A Brazil
DENG, Fang	W. A. Franke College of Business	Chris Scherpereel	Guangdong Polytechnic Normal University (China)
DENG, Hong	Biological Sciences	Alison E.M. Adams	Shaanxi Normal University (China)
ENDANG SUNARYA, Sitti	Forestry	Yeon-Su Kim	University of Mataram (Indonesia)
GAO, Hongyan	Geography, Planning and Recreation	Alan Lew	Guizhou University of Finance & Economics (China)
GUO, Li	School of Communication	Simon Sinaga	Hefei University (China)
HAAPOJA, Heidi Henriika	Anthropology	Kelley Ann Hays-Gilpin	Helsinki University (Finland)
HAN, Guosheng	Geography, Planning and Recreation	Alan Lew	Shangdong Normal University at Weihai (China)
HE, Jingming	Geography, Planning and Recreation	Alan Lew	Zhejiang University of Technology (China)
HE, Tong	W. A. Franke College of Business	Yulei Zhang	Guangdong Polytechnic Normal University (China)
HU, Haisheng	Hotel Restaurant Management	Paul Wiener	JiangXi University of Finance (China)
HUANG, Enwu	School of Communication	Christopher S. Johnson	Fujian University of Technology (China)
JOO, Ji Hyuk	School of Communication	Peter Friederici	Far East University (South Korea)
KANG, Xilai	Health Sciences	Roger Bounds	Shaanxi Normal University (China)
LEI, Zhen	College of Education	Norbert Francis	Shaanxi Normal University (China)
LI, Hui	W. A. Franke College of Business	Chris Scherpereel	Harbin Institute of Technology at Weihai (China)
LI, Wangxia	English	John Rothfork	CCIEE- Chinese Center for Int'l Exchange Education
LI, Yafei	Social & Behavioral Sciences	An Tuan Nguyen	CCIEE- Chinese Center for Int'l Exchange Education
LI, Zhifei	Geography, Planning and Recreation	Prof. Alan A Lew	Hubei University (China)
LIU, Zhuannian	Civil & Environmental Engineering	Chun-Hsing (Jun) Ho	CCIEE- Chinese Center for Int'l Exchange Education
LLAMA, Joseph	Physics & Astronomy	David Trilling	University of St. Andrews (Scotland)
LU, Anwen	Sustainable Energy Solutions	Frank Spitznogle	Chongqing University of Post (China)
LU, Zheng	English	Karen Renner	Shanghai Dianji University (China)
MA, Li	Music	Todd Sullivan	Shaanxi Normal University (China)
MOMMERT, Michael	Physics & Astronomy	David Trilling	Institute of Planetary Research (Germany)
NIRBAN, Geetesh	Comparative Cultural Studies	Bruce M. Sullivan	University of Delhi (India)
OKUDA, Takaichi	English	William J. Crawford	Kansai University (Japan)
PAN, Fan	English	Douglas Biber	Huazhong University of Science & Technology (China)
PENTEADO, Paulo	Physics & Astronomy	David Trilling	N/A Brazil
PORTO MUNIZ, Fernando	Philosophy	George Rudebusch	Federal University of Rio de Janeiro (Brazil)
SHI, Haiqi	W. A. Franke College of Business	Yulei Zhang	Beijing International Studies University (China)
SONG, Xiaozhou	English	Luke Plonsky	Fujian University of Technology (China)
SONKAR, Kanchan	Chemistry & Biochemistry	Matthew Gage	Gautambuddha Technical University (India)
THIROUIN, Audrey	Physics & Astronomy	David Trilling	Instituto de Astrofisica de Andalucia (Spain)
WAN, Jinjin	Geography, Planning and Recreation	Prof. Alan A Lew	Nanjing University of Post and Telecommunications (China)
WANG, Degen	Geography, Planning and Recreation	Alan Lew	Soochow University (China)
WANG, Li	Geography, Planning and Recreation	Alan Lew	Anhui Normal University (China)
WU, Hui	Hotel Restaurant Management	Claudia Jurowski	Hefei University (China)
XU, Mingxiang	Forestry	Matthew A. Bowker	Northwest A&F University (China)
YAN, Zhiyong	Chemistry & Biochemistry	Alvin Altamirano	CCIEE- Chinese Center for Int'l Exchange Education
YANG, Junmin	Electrical Engineering & Computer Science	Sheryl Howard	CCIEE- Chinese Center for Int'l Exchange Education
YANG, Minmin	English	Okim Kang	CCIEE- Chinese Center for Int'l Exchange Education
ZENG, Li	Politics & International Affairs	Zachary A. Smith	Chengdu University of Information Technology (China)
ZHANG, Jiafan	Civil & Environmental Engineering	John Tingerthal	CCIEE- Chinese Center for Int'l Exchange Education
ZHANG, Man	English	Douglas Bieber	Central China Normal University (China)
ZHAO, Jing	English	Angela Hansen	Beijing International Studies University (China)
ZHAO, Yu	Mathematics & Statistics	Jin Wang	CCIEE- Chinese Center for Int'l Exchange Education
ZHAO, Yunge	Forestry	Matthew A. Bowker	China Academy of Sciences & Resources (China)
ZHOU, Xinshun	History	John Leung	Shangdong University Weihai (China)