

BRIDGES

ALUMNI MAGAZINE



A PUBLICATION OF THE BYU DAVID M. KENNEDY CENTER FOR INTERNATIONAL STUDIES

Letter from the Director



Each fall I meet with the freshmen at new student orientation who are interested in international majors. They are eager, excited, and nervous to be starting their college career, and the question they usually ask is, “What can I do with this major?”

The answer is that there are many paths they can take. I always ask, “What is your passion?”

The Kennedy Center is “the heart of international engagement for the BYU community.” Our desire is to raise global awareness and competency and to equip our students with “international perspectives and tools to promote intellectual, physical, and spiritual well-being throughout the world” (Kennedy Center Mission Statement, June 2017). To be successful, our students need to find their passion.

In addition, our students need guidance to be successful; they need the help of talented and engaged alumni. Students learn from those who have gone before them, and they are eager to hear alumni share both their challenges and their expertise. Alumni who are willing to give of their time to answer questions at AMA (Ask Me Anything) events, mentor students, provide internships, or share their wisdom make a huge difference in the lives of students who are still trying to figure out big decisions—including life after graduation. Your success is critical to the success of the next generation of Kennedy Center students.

I have been blessed by exceptional mentors in my life who have given me opportunities to learn and develop outside the classroom. They have taught me essential skills, have helped me think through potential paths, and have been examples of how to manage work and family roles. I wouldn’t be where I am without their support. All of our students need mentors and examples to help direct their passion.

I hope you enjoy this issue of *Bridges* on global career exploration, but even more, I hope it will motivate you to share your wisdom and experience with the next generation of Kennedy Center students.

Renata Forste

Features

The Path Not Taken

2 *The State Department is the end goal for many Kennedy Center majors, but grads often go in a different direction—just like these seven alums who found unlikely places for their international skill sets.*

All Men by Nature Desire to Know

12 *The liberal arts often get a bad rap for being, well, useless. Convinced otherwise, Kevin Blankinship discusses why we should embrace them for a fuller, more contemplative life.*

€OUNTRY RISK: CAREER AT THE €ROSSROADS

16 *As part of the Kennedy Center’s new Ask Me Anything series, alumnus Joshua Loud gave students an insider’s look at a career in country risk and international investment.*

GRANDPA’S PHOTOS

22 *When student Taylor Dahl found a collection of international photos his grandfather had taken more than sixty-five years earlier, he grabbed Gramps’s camera and took a trip abroad.*

Departments

- 26 **Infographic** | If States Were Nations
- 28 **Travel** | Fresh Takes on Travel
- 30 **Lecture Spotlights** | Walder and Fowlis
- 38 **Recommended Reads** | On Careers and Living and Working Abroad

News

- 40 **Alumni Update** | The Life of a Consular Fellow
- 44 **From the Kennedy Center** | Meet the Global Women’s Studies Executive Committee

BRIDGES

ALUMNI MAGAZINE

2018 ISSUE 1

*An expression of research, opinions,
and interests for the internationally involved.*

PUBLISHER
RENATA FORSTE

MANAGING EDITOR
CORY W. LEONARD

EDITOR
J. LEE SIMONS

ASSISTANT EDITORS
ERICA SUGGS
KIMBER SEVERANCE

COPY EDITOR
LENA M. PRIMOSCH

ART DIRECTOR
A.J. RICH

DESIGN
BYU PUBLICATIONS & GRAPHICS

PHOTOGRAPHERS
CLARK MORLEY
BRADLEY H. SLADE
MARIO ALCAUTER
BYU PHOTO
GETTY IMAGES

Published by the
David M. Kennedy Center
for International Studies
Brigham Young University
Provo, Utah

© 2019 Brigham Young University.
All rights reserved. All communications
should be sent to *Bridges*, 237 HRCB,
Brigham Young University, Provo, UT 84602.

Let us know what you think.



801-422-2652
kcpublications@byu.edu
kennedy.byu.edu

Cover Illustration by Woody Harrington



Illustrations by Woody Harrington
PORTRAIT ILLUSTRATIONS BY MICHAEL CHO

The Path TAKEN

The Path TAKEN

The Path TAKEN

The Path TAKEN

The Path NOT TAKEN

The Path TAKEN

The Path TAKEN

The Path TAKEN



Many students in international majors or minors start with an aspiration to be State Department diplomats or USAID workers. However, statistics reveal that, after they graduate, most of these students choose different paths. This article explores seven Kennedy Center graduates who have moved in unexpected directions while still relying heavily on their international relations background. Though their end goals have changed, these alumni didn't dramatically overhaul their dreams; rather, they adapted them as unanticipated opportunities emerged.

By Sarah Jarman



Go Ahead and Dream: Johnny Harris

Major: international relations

Career: videographer at Vox

Johnny Harris's journey to Vox, a popular news agency based in Washington, DC, illustrates the often-convoluted path of a dreamer.

When Harris initially began at BYU, he dabbled in a few different programs, such as film and jazz, but he ultimately became an international relations major after serving a mission in Mexico. Although he knew he wanted to travel, meet new people, make videos, and create dynamic graphics, a job that combined all of those interests didn't, to his knowledge, exist.

After graduating in 2013, he moved out to Washington, DC, and began working at a restaurant. Eventually, he landed a gig at the Center for Strategic and International Studies (CSIS), where he created dynamic international relations media content. However, CSIS was more of a stepping stone than the end goal.

"There is space in DC where international affairs and high-quality media arts is coming together, and I didn't even know it existed," Harris said. "Even though I did not blossom at CSIS, that is where I cut my teeth and found my voice and my brand: I am an international affairs guy who does motion graphics."

Harris eventually applied to the American University and, as a result of his unique love for both international relations and videography, received a full scholarship to earn his master's degree in media arts.

While at AU, Harris applied to Vox and was rejected, but instead of assuming defeat, he persisted. "I spent the Thanksgiving holiday at my in-laws' house in Florida. When everyone went to bed, I would sneak out and make a video," Harris explained. "[I created] a big animated video résumé. My now-boss watched it, and that was how I got the job. . . . I think they admired the persistence."

At that time, Vox was the Wild West in many respects because the company was so new. Harris felt like he was left to create his own adventure. So he asked his boss if he could film a documentary on Cuba. The project resulted in Vox Docs and then the current Vox Borders, a series that documents stories from borders across the globe in an effort to "humanize the people and communities divided by lines on a map," said Harris.

In advising students about how to get their dream job, Harris said: "You have to talk to people. . . . You as the student need to be active and assertive. . . . You need to question yourself, what it is you want to do, and then really investigate whether that exists in the real world."

Patently Collect Experience: Michael Monroe

Major: economics

Minors: international development, political science

Career: consultant at Booz Allen

Michael Monroe knew by the end of his undergraduate studies that he wanted to influence public policy, help the government provide public goods more efficiently, and encourage economic development. The elusive part was the how-to.

With a major in economics, he considered working for a think tank, at a Department of State post, or in an academic setting. But it wasn't until Monroe started a master's degree at the London School of Economics that he seriously thought about a career in public consulting. Eventually, Monroe became a consultant with Booz Allen, where he works with organizations such as the Department of Defense and Homeland Security, Intel, NASA, and the IRS.

"I provide management consulting to government executives to help them make data-driven decisions, and then I help design and implement better technology to enable teams to analyze, visualize, and interact with their data," Monroe said.

Monroe's background in international relations has proved to be a necessity in his work. "Influencing change within public sector institutions requires an understanding of incentives, politics, economics, data analysis, and rhetoric," he explained. "My experiences in the Kennedy Center helped me to better understand all of these concepts and hone my ability to debate, negotiate, and influence."



Humanize the
people and
communities
divided by lines
on a map.

—Johnny Harris

I came to find the industry of my job matters much less to me than the environment and people of my career.

—Rebecca Wiseman

Additionally, Monroe emphasized that learning to be compelling and persuasive—whether in high-stakes or one-on-one meetings or when speaking in front of a large audience—has been vital for his success. He also discovered that becoming an early adopter of new technologies and paradigms was essential to keeping his skills relevant.

He shared some advice he had received from Noelani Porter, a former Kennedy Center advisor. “Buck up and dive right into the job market. Don’t go right off to grad school; jump into the job market first. Get your feet wet. Grad school will always be there as a reset button. Remember that you’ll change careers and jobs several times,” Monroe said.

Monroe also stated that sometimes it makes more sense to hone your skills in the private sector and then move into the public sector down the road. He said, “Maybe reaching that perfect think tank or diplomatic post will require some patience and collecting a variety of experiences to get you there.”

Embrace the Career Pivot: Rebecca Wiseman

Major: international relations

Career: technical recruiter at Qualtrics

When Rebecca Wiseman was in her undergrad years, she envisioned working in academia and traveling to colleges and high schools across the United States to increase awareness of the European Union (EU) and European studies. She ultimately wanted to work with the EU either as a diplomat, as an advisor, or in an academic role.

Fast forward to the present, and Wiseman is in a very different place—working in tech at Qualtrics.

“My mom is a software engineer, and I always thought tech jobs were reserved for people that enjoyed math or coding,” Wiseman said. “I was never really good at either, so I didn’t consider going into tech until a friend referred me to Qualtrics.”

Wiseman’s primary role at Qualtrics is to find and hire software developers. She is also involved in other hiring projects, such as revamping the Qualtrics intern program and working with the campus recruiting team.

While Wiseman has done a career pivot, she states that her time at the Kennedy Center has been fundamental in helping her recognize what skills she has and how she can apply them in her current role. Her consequent advice is to “learn what environment you thrive working in and what natural skills you bring to the table, and then find a job—in any industry—that aligns with that environment and skill set.”

Several of those skills that Wiseman has found most valuable are the ability to debate and negotiate. “Working at a startup company means there are a lot of undefined processes and all ideas are welcome—both good and bad,” she explained. “I often need to debate with my peers and managers the pros and cons of the options laid before us.” Wiseman chalks up her negotiating skills to her experiences in both Model United Nations and Model European Union.

Wiseman may not be educating students about the EU, but she has learned a few things that have allowed her to embrace her new path. “You may be surprised just how many career paths open up when you prioritize the way a company feels to you rather than worrying about a specific industry, organization, or title,” she said. “I came to find the industry of my job matters much less to me than the environment and people of my career.”



Push Your Passion: Madeleine Gleave

Majors: economics, political science

Minor: international development

Career: policy and advocacy officer at the International Rescue Committee

Although Madeleine Gleave’s job with the International Rescue Committee (IRC) is expected for someone who graduated with an international development minor, Gleave’s responsibilities have often dealt with quantitative data.

“I’ve always been really drawn to the power of data and technology for development and humanitarian work. Some of my earliest school projects at BYU were a design for an online portal to coordinate disaster relief efforts after the earthquake in Haiti and a website built off of Google Maps to show the locations of various local NGO projects across Uganda,” Gleave explained.

She has wanted to work in the humanitarian and development field since high school, and soon after coming to BYU she quickly took advantage of the research opportunities available. Gleave said, “I was involved in Model United Nations and got particularly interested in issues of human trafficking, refugees, and the Millennium Development Goals.” She



also worked as a research assistant for the AirData project and then in the Political Economy and Development Lab.

After graduating from BYU, Gleave worked at the Center for Global Development before attending Heinz College at Carnegie Mellon University. While there she came to understand more about predictive modeling, big data computing, and artificial intelligence. Yet even with all of her data analytic skills, implementing them and getting results is still an uphill battle.

“Making data and technology accessible and relevant is key,” Gleave said. “One of my greatest passions is creating and communicating through data visualizations to help everyone—policy makers and the public alike—understand why data-driven policies are so important.”

Using her data analysis skills, Gleave produced a data visualization for a blog post titled “Seven Graphics That Explain Energy and Poverty,” which was shared more than 850 times on Facebook and 3,000 times on Twitter.

Gleave credits her mentors and her experiences as a research assistant as critical catalysts for her success. Consequently, she advised, “Take advantage of two things at BYU: research and faculty mentorship.” Gleave worked nearly three years for Dan Nielson in the Political Science Department and traveled with him to Uganda twice. “I know there are many other faculty like him across the university who go above and beyond for their students,” she said.

See Rejection as Redirection: Tom Torgerson

Major: international studies

Minor: Latin American studies

Career: senior vice president at DBRS

Tom Torgerson planned to major in accounting, but after serving a mission in Argentina, he changed his approach. “Latin America piqued my interest in international affairs and economics,” Torgerson said.

Torgerson also knew he wanted to make a difference, which also drew him to careers in international affairs and public service, specifically economic analysis. So he attended graduate school at UC San Diego’s School of Global Policy and Strategy and subsequently interned with the Office of International Affairs at the U.S. Department of the Treasury.

He eventually spent ten years with the Department of the Treasury before moving to DBRS, an independent and privately held credit-ratings agency.

At his current job, Torgerson does a lot of writing and methodological research. He also develops data platforms, models, and analytical tools for DBRS. “I am the lead analyst on a few specific countries, including Argentina, so I keep tabs on major developments relating to those countries—economics, public finance, and politics,” Torgerson explained. “Ultimately, my job is to help make sure we provide the most accurate credit ratings possible on the countries we cover.”

Torgerson’s background in international relations has helped him understand how countries interact with each other economically, financially, and strategically, and according to Torgerson, that has been “absolutely essential” to his career.

Moreover, mentors and quantitative skills were key in putting Torgerson on his current path. “First, good mentors are worth their weight in gold. A few of my BYU and UCSD professors played that role,” he said. “Second, quantitative skills—including a knowledge of accounting, econometrics, statistics, and my irrational fondness for spreadsheets—have seemed to give me an edge in many situations, either when seeking a new position or simply performing well in the one that I have.”

Torgerson also stressed the importance of seeing failure in the right light. He said, “I believe I experienced my own share of rejections and disappointments in searching for the right job and career. At the time, they were very hard to get over. However, looking back I can see that I wasn’t really prepared for those positions anyway, and I later found something else that was a much better fit for me. I had to learn to look at rejection as redirection.”

I had to
learn to look
at rejection
as redirection.

—Tom Torgerson



In taking the risks
I have to work
with startups and
development, I have
found much greater
rewards money
could not buy.

—Michael Gray

Learn to Communicate Well: Taryn Davis

Major: sociology

Minor: Spanish

Career: project manager and senior associate at Development Gateway

After an internship in the Dominican Republic through the Kennedy Center, Taryn Davis became fascinated with the idea of a career in international relations—something she had not seriously considered before.

“I knew I wanted to do nonprofit work and liked the idea of doing international travel, but I did not know much about the international development world at the time,” she explained.

Davis is currently a project manager and a senior associate at Development Gateway, a company that provides global advisory services and technology solutions to make development data easier to gather, access, use, and understand. “I work on technology programs that are focused around tracking, managing, and utilizing development data. The main program I work with is an aid management platform, which entails working with administrative offices in different countries—in Malawi, for example—to help them enter their country’s data into our systems,” she said.

Davis uses both quantitative and qualitative skills on a day-to-day basis while working with governments, NGOs, or multilateral and bilateral donors. A lot of her work involves utilizing “softer skills,” such as figuring out how to get a hold of colleagues in other countries. “How to get your colleague in Tanzania to respond to your email can be hard to do. You have to figure out what is important to them,” she said.

Davis also noted that getting the right numbers or results from the data is only the first step to success: “Without a knowledge of how to apply the results, the numbers don’t matter,” she said. “I am not a developer; I don’t write code or anything. This has been a difficult learning curve, but understanding how to communicate with the organizations I work with, as well as knowing how to use and understand data I collect, has been critical,” Davis said.

Davis advises doing a lot of internships and talking to people of all walks of life. And in order to get what you want, she says that taking risks is a part of the game.



Look Beyond the Money and Prestige: Michael Gray

Major: Middle East studies/Arabic

Career: founder at IF Ventures and head of products at COO Pula

It is your ability to hustle and your passion—not your grades—that are indicators of future success, said Michael Gray. “I had average grades,” he said. “However, I was an excellent researcher, people leader, planner, and well spoken.” With a lot of hard work, Gray leveraged these abilities, and with the help of his professors, he received a Fulbright Scholarship to assess the impact of technology on Arabic youth in Kuwait.

But when Gray got to Kuwait, his path became clouded. Initially he had hoped to settle into a career as an ambassador or to work within the State Department. Instead he was taken aback by the individuals he dealt with on a day-to-day basis.

“I was exposed to Embassy life, human rights violations, and the impact of very wealthy Arabs, which was such a different culture than the Levant Arabs,” Gray explained. “After dealing with many government leaders that were egocentric due to strong cultural traditions, I grew less interested in spending time with such people.”

As Gray began to contemplate different career options, he realized he needed more of a creative, entrepreneurial, and people-focused job.

“I shifted my international relations end goal from a diplomacy route—which I believe opens doors in emerging markets, improves policies, and prevents wars—to the private sector development route,” Gray said. “This route . . . scales social impact using economic principles, business innovations, and financially sustainable models [reliant on] good government regulation and business friendly policies.”

Gray went on to found IF Ventures, a move that has allowed him to combine all of his various consulting work and skills under one umbrella. In the process, he has recognized that his international relations degree often gave him an edge.

“I find I actually have more business acumen than those without an international relations background and can see practical solutions,” Gray said. “For all I’ve done in my career, I could have easily earned a lot more money in a straight corporate or cushy government role, but in taking the risks I have to work with startups and development, I have found much greater rewards money could not buy.” ■



KEVIN BLANKINSHIP



EMBRACING THE LIBERAL ARTS FOR A FULLER, MORE CONTEMPLATIVE LIFE

ALL MEN BY NATURE DESIRE TO KNOW

When I was growing up, my father and I would listen to cassette-tape recordings of Alan Watts, the British popularizer of East Asian religions and a key figure of the 1960s counterculture movement. In one lecture, Watts invited audience members to consider alternate notions of God alongside the Judeo-Christian stereotype of a kindly old man with a long white beard. “Instead,” Watts pondered aloud, “imagine a deity of unfathomable darkness, like the Hindu goddess Kali, ‘the black one,’ who represents personified wrath and who is often depicted wearing a garland of severed human heads.”

Naturally these words and images disturbed my young Christian sensibilities. I was especially troubled by the suggestion that God might not be the luminous father figure I had been raised to worship.

“Dad, if we believe that God really is a kind old man who blazes with light,” I asked, “then why should we even consider another view—especially one so gruesome?”

“Because not everyone believes the same as we do,” he answered. “It’s important to consider how other people see the world, even if we choose to see it differently.”

I was stunned. With a few simple words, my father, along with Alan Watts, had changed my perspective forever. In that moment I experienced what Thomas Kuhn called a paradigm shift—a change in basic assumptions that leads to a complete revolution in thinking. I now believe it is my father’s most important legacy.

To put it crudely, of what value are the liberal arts



That experience and others like it initiated me into a lifelong passion for languages, literature, art, philosophy, and religion. As I have dedicated myself professionally to these fields, I am often asked why. This is understandable in part; in reading job-market reports, it seems that the riches of the “creative economy” are reserved for but a few. Also, for the past four decades, college tuition costs have outpaced inflation by several hundred times, while state legislatures have increasingly divested from public universities. Together with the 2008 recession, these factors have justifiably caused a great flight of students from the arts and humanities. So why would anyone with such modest aims as raising a family or joining the middle class gamble their hard-earned money on a university degree in sociology or comparative literature? To put it crudely, of what value are the liberal arts?

While the question is understandable as noted, its skeptical orientation ignores basic facts that prove the liberal arts’ practical value. The first is a misconception about the phrase itself. Rather than the more limited sense of the fine arts, such as painting or sculpture, the liberal arts stem from the Latin *artes liberales*, a kind of universal education befitting a free citizen of classical Greece or Rome. This was opposed to the *artes serviles*, the applied crafts that required physical exertion and were practiced by slaves. (One of the wonders of modern civilization is that the kind of learning once reserved for aristocracy can now be enjoyed by everyone.) Since at least the medieval period, the liberal arts have included the sciences *and* the fine arts and humanities. The goal of this broad-based approach is to furnish a learning experience that pertains not just to one field, as with a vocational degree, but to many.

At its core, such an expansive goal recognizes that the sciences are not at odds with the arts and humanities, as C. P. Snow observed half a century ago in *The Two Cultures*.¹ Architects and archaeologists have long understood this fact, but other professions are starting to take notice. Medical practitioners now seek to understand the human context of suffering, as shown by a recent addition to the MCAT—a section called “Psychological, Social, and Biological Foundations of Behavior.” Tech workers recognize the need for insights from the philosophy of mind for artificial intelligence projects. Human-computer interaction draws on media studies, design, and psychology to improve interfaces between technology and the people who use it. The burgeoning field of “narrative economics” considers the way stories affect how people make financial decisions.

The emergence of new fields goes along with a second fact, which shows a liberal education’s practical application: the title of one’s major does not always equal the title of one’s job. As Fareed Zakaria told the 2017 Bucknell graduating class, “It is quite possible [that] in five years you will be working at a company that wasn’t founded yet. In ten years, you may work in an industry that didn’t exist today. So what exactly is the kind of training you need?”² This career unpredictability even includes STEM fields, which shift quickly as new innovations replace old ones. For that reason, Zakaria asserted, a broad education is the best way to develop the intellectual agility necessary in a fluid labor market.

Third, the liberal arts in general and the humanities in particular teach a skill that occupies pride of place in what Daniel Pink calls “the conceptual age.”³ That skill is communication. As companies compete to put products into the homes of ordinary people, they realize the importance of using words and images that ordinary people understand. For example, the ubiquity of classical mythology in advertising—Nike, Pandora, Saturn cars, Oracle Database, the double-tailed siren of Starbucks—reveals the importance of cultural symbols to the marketplace. Also, communication is vital in today’s globalizing economy. Knowledge of foreign languages has become a priority for any organization with interests abroad, as seen in the growing demand for website “localization,” namely the process of adapting a website to local language and culture.

But to speak only of the liberal arts’ practical value is to give them short shrift. Just as important, if not more so, are the intangibles that flow from a broad-based education. One of these is that learning itself is pleasurable, as anyone who has attended live theater or developed a new talent can attest. Another is that, in a time of widespread mistrust of mainstream media, weighing arguments and evidence has become an essential skill for everyday life, and that is gained through a liberal arts education. A third immaterial benefit of the liberal arts is that they enrich our cultural references, elevate our level of conversation, and encourage more self-awareness.

In short, a broad liberal education helps us to achieve what economists now term “human flourishing,” or what classical philosophers used to call “the good life.” Of course, the “good” signaled here does not necessarily mean religious and civic morality. Many are tempted to tout the arts and humanities as a path to positive social agency, as indicated, for example, by studies showing that empathy is promoted by reading fiction. But as Lee Siegel pointed out in a 2013 *New Yorker* piece, empathy is not always consonant with right action. Used to improper ends, empathy can in fact “enable someone to manipulate another person with great subtlety and finesse.”⁴ So we should be cautious to assume that broad learning automatically inculcates ethical thought and behavior.

Instead, a liberal arts education’s most valuable contribution beyond practical benefit is to encourage a more reflective way of life. Reading political philosophy may not make us moral, but it does urge us to think more deliberately about what morality means. Exposure to foreign cultures might inspire as much provinciality as cosmopolitanism, but at least it forces us to confront our own cultural assumptions, even if we finally decide that those assumptions are the ones we want to maintain.

Making the time and space for such reflection speaks to a secondary benefit of the contemplative life, which is slowness. To mull over age-old questions entails a lifetime of thought—a slow, grainy meditation that is both increasingly rare and an ever more-needed corrective to the digital age’s breakneck pace.

Above all, living a reflective life makes us more human, as I began to appreciate many years ago while listening to Alan Watts with my father. Consistent thoughtfulness nurtures a deeper, richer existence by feeding a basic mortal urge: the search for truth. Aristotle famously begins his *Metaphysics* by saying, “All men by nature desire to know.”⁵ As if in affirmation of this claim, the history of human endeavor speaks to a relentless drive to unravel the mysteries of the natural world, to understand our own place within that world, and to define goodness and beauty. For that reason, the intangibles of universal learning are probably best enjoyed as savory in their own right. And insofar as a liberal arts education fosters this enjoyment, it benefits all who receive it. ■

Notes

1. See Charles Percy Snow, *The Two Cultures* (London: Cambridge University Press, 1959).
2. Fareed Zakaria, “Commencement Address by Fareed Zakaria,” *Bucknell University*, 21 May 2017, [news-and-media/events-and-calendars/commencement/photos-speeches-and-videos/commencement-speeches/commencement-2017-fareed-zakaria-address](https://news-and-media.bucknell.edu/news-and-media/events-and-calendars/commencement/photos-speeches-and-videos/commencement-speeches/commencement-2017-fareed-zakaria-address).
3. See Daniel H. Pink, *A Whole New Mind: Why Right-Brainers Will Rule the Future* (New York: Berkeley Publishing Group, 2005).
4. Lee Siegel, “Should Literature Be Useful?” *New Yorker*, 6 November 2013, [newyorker.com/books/page-turner/should-literature-be-useful](https://www.newyorker.com/books/page-turner/should-literature-be-useful).
5. Aristotle, *Metaphysics*, book 1, chapter 1.

For further reading, take a look at the references listed in the notes as well as these texts:

- George Anders, *You Can Do Anything: The Surprising Power of a “Useless” Liberal Arts Education* (New York: Little, Brown and Company, 2017).
- J. M. Olejarz, “Liberal Arts in the Data Age,” *Harvard Business Review* (July–August 2017): 144–45, hbr.org/2017/07/liberal-arts-in-the-data-age.

A liberal arts education’s most valuable contribution beyond practical benefit is to encourage a more reflective way of life.

INTERVIEW

€OUNTRY RISK: CAREER AT THE €RO\$\$ROADS

**AN INTERVIEW WITH
JOSHUA LOUD**
By Eleanor Lewis
(History, 2019)



Joshua Loud from the European Bank of Reconstruction and Development (EBRD) came to BYU on 9 August 2018 as part of the Ask Me Anything series. In this interview, which was taken from that event, Loud talks about his professional path, shares insight into international country-risk careers, and addresses the exciting realm of emerging and “frontier” markets—as well as the value of an interdisciplinary perspective in the workplace.

What is country risk?

Country risk is a discipline that seeks to understand and manage the broad, macro risks that affect investments in a country, including economic, political, social, financial, security, or even environmental risks. Both the beauty and challenge of country risk is that it's such a diverse, interdisciplinary space; I can spend one day getting up to speed on Mongolian government debt markets and the next day studying Moroccan trade policies.

My job allows me to be involved in the big academic questions of international politics but with a practitioner's perspective. It requires a nuanced understanding of politics and economics; incentives, motivations, system constraints, and cultural trends all play an important role. I form expectations of how politics and the economy will develop and assess the implications for our investments. It is obviously not a matter of knowing every detail about the political or economic situations of eighty countries; rather, the key is to know enough to recognize where to spend my time and to have the proper toolkit to get up to speed as quickly as possible.

Who cares about country risk and how do they use that information?

Most large financial corporations, both in banking and in asset management, will have a country-risk team. Similar teams exist in energy and telecommunications. I previously worked for General Electric helping to manage the risks from its complex global operations. There are also opportunities on the public side: the Treasury Department, the Federal Reserve System, and other sectors have people who look at these issues. I've found development banks to be a great place to work. The job exposes me to a unique set of issues in countries that are a bit off the typical investor's path, and I get satisfaction from knowing that my work is helping to make a difference. Ultimately, the information provided by

country-risk teams helps organizations decide whether a given project proposal makes sense, how investments should be allocated across countries, and, in some cases, whether projects can be structured to help mitigate some of these risks.

How did you find your way into the field of country risk?

I was always torn between my interests in political science and economics, so I majored in both at BYU. Still unable to decide, I applied to graduate programs in both fields, and being accepted to a PhD program in political economics in Stanford's Graduate School of Business (GSB) allowed me to defer my decision a bit longer. While working as a teaching assistant for an MBA course at the Stanford GSB, I finally realized what I wanted to do. The course was called Strategy Beyond Markets, and it taught students how companies can navigate the various forces they face outside the traditional market environment, which includes dealing with governments, regulators, NGOs, the media, and so on. My section focused on companies operating in emerging markets, and as I was listening to students discuss their own experiences around the world, it clicked that this was for me.

Even once I had the goal in mind, it took a lot of effort to get there. My PhD program was geared toward helping students find academic jobs, and I had to be very entrepreneurial to find something outside of academia. Ultimately, I accepted an offer with the U.S. Treasury Department as a research economist looking at financial stability. This experience, specifically the exposure to practical finance, has been a huge asset to me.

I got my first job in country risk on a team at GE Capital. GE has complex operations all over the world, from building power plants to leasing jet engines, and the team helped GE's senior leadership make decisions about the appropriate size of total investments they should make in each of these countries. GE often invests



locally in the domestic currency, and our job was to understand the potential problems in converting profits back to dollars and repatriating them to the states. I had primary responsibility for Europe and East Asia.

Since 2015 I've been in London managing country risk for the EBRD.

What is your current position?

As an associate director in the Risk Management Department and the head of the country-risk team, I am responsible for all thirty-eight economies in which we invest, as well as around forty developed countries in our treasury portfolio, in which we invest our capital when it is not being deployed in our countries of operations.

In our country-risk team, we have partially divided the responsibilities regionally, and I focus more on our higher-risk countries or those where we have the largest investments. I also oversee the analysis in the other regions because, ultimately, these are also my responsibility. Given the team's scope, each member has significant responsibility, and I'm fortunate to work with people who are extremely smart, very talented, and really hard workers.

There are a lot of economists at the EBRD and many more people who have in-depth knowledge about our countries, but my job is to be the devil's advocate—to think about the things that could go wrong with an investment, ask probing questions, and ultimately ensure our investments are secure.

Why do you consider yourself a "pseudo-diplomat"?

I'm obviously not a diplomat, in the sense that I do not represent the interests of an individual country. On the other hand, employees of international organizations are afforded certain diplomatic immunities. So while I don't have a diplomatic passport, I do have a diplomatic visa and diplomatic plates on my car. The thing that distinguishes the EBRD from a normal commercial bank is that our shareholders are the governments of sixty-seven countries, including developed traditional-donor countries, the countries where we invest, and, most recently, China and India. Each of these countries has invested capital in the EBRD, and my job is to protect this investment. I have the opportunity to travel to our countries from time to time to meet with government officials

and other market participants to get a better understanding of the situation on the ground. So when I'm sitting across the table from a representative of the ministry of finance or the central bank, I represent the interests of our sixty-seven shareholder countries. It is my job to protect the bank's assets, which are their assets.

What is the EBRD?

The EBRD is a multilateral development bank that is kind of like the World Bank in that the primary objective of our investments isn't necessarily to make a profit but rather to achieve a desired development objective. We're part of a community of regional development banks, each of which has a regional focus, such as the Asian Development Bank or the Inter-American Development Bank. Or there are banks that focus on countries that share some common principles, such as the Islamic Development Bank.

What makes the EBRD different from other development banks?

Our focus is primarily on private-sector development, which is complementary to the more public-sector approach taken by other institutions. I think our emphasis on three criteria—transition impact, additionality, and bankability—is indicative of how our approach sets us apart. We assess each loan for its *transition impact*, or, in other words, the way in which a loan helps a country transition toward becoming a market-oriented economy. In addition to being good investments, the loans need to help us achieve our development objectives. *Additionality* means that our investments should be complementary to private finance rather than crowding other investors out. After all, the development of private financial markets is itself an important element of development. And *bankability* means that our projects should be commercially viable; we only lend to projects that we expect to succeed and generate sufficient profit to repay the loan. Our projects are loans, not grants.

What types of projects receive funding from the EBRD?

The EBRD invests in a number of different projects across many sectors. In 2017 we invested €9.7 billion across 412 projects. The investments vary significantly in size, from a few hundred thousand dollars to several

My job is to be the devil's advocate—to think about the things that could go wrong with an investment, ask probing questions, and ultimately ensure our investments are secure.

hundred million dollars for large infrastructure projects. We invest heavily in the energy sector, including in green energy projects like solar or wind farms, and we are also involved in the infrastructure sector, which would include things like a new stretch of motorway or a new metro system for a large city. And we lend money to individual corporate clients across a number of sectors, including manufacturing, agribusiness, and so forth. Lending money to local banks is also a significant part of our business. It can be difficult to get financing to small companies in remote areas, but lending to local banks allows us to leverage their branch networks and increase the availability of financing in these underserved areas. We can also work through the local banks to achieve development goals, such as lending money to the banks at favorable rates but with a specific mandate to use the funds for things like women-owned businesses or environmentally friendly projects.

The breadth of projects we see is part of what I find so exciting about the EBRD. For example, a few years ago the EBRD provided a Mongolian ice cream producer with the equivalent of a few million dollars to expand operations. Because the company primarily sells to the domestic market and earns its revenues in domestic currency, it preferred to borrow in Mongolian *tugruk*, but there weren't many lenders willing to lend in *tugruk*. The EBRD was able to lend them the money they needed in local currency, which enabled them to expand their operation without taking on unnecessary exchange-rate risk, and the company continues to grow and thrive.

Another example is a funding package for a series of large solar plants in the Egyptian desert that was signed in 2017. The EBRD worked with partners, such as the

Green Climate Fund and the Islamic Development Bank, to provide \$335 million in financing for a plant that will be the largest solar plant in Africa. It's exciting to look at a project like this one that will help meet the energy needs of Egypt's growing population and do so in a sustainable, environmentally friendly way.

How is the bank structured? Why do they need a country-risk team?

The banking team has the responsibility to find and propose projects, and once they submit a proposal, a number of other teams are given a chance to comment. Risk management will assess the financial viability of the project, a legal team will review the proposal, environmental specialists will assess the environmental impact of the loan, and a team of economists will assess the development impact of the project. Once all sides have had a chance to draft their opinions, the proposals are presented to our operations committee, which makes a decision on whether to pursue the project. If approved, we conduct additional due diligence, which may include things like site visits. Once all the additional information has been gathered, each team drafts an opinion based on all available information. Projects are again submitted to the committee, and those approved are then submitted to the board for final approval.

The country-risk team's role in this process is multi-faceted. We determine a rating for each country that serves as a measure of a country's riskiness, and these ratings impact, directly or indirectly, every project we do, including pricing.

Some projects involve loans given directly to governments or to projects that will have a guarantee of

There are many things to love about country risk: It provides an opportunity to work with interesting people from interesting places.

repayment by a government. In these cases, I will write an opinion on the acceptability of the government as a financial counterparty—in other words, whether we can be confident that the government will have the means to repay us the proposed amount in full and on time. We also look at concentration risks. It would be imprudent to lend too much money in any one place relative to our ability to withstand losses, even if the probability of anything going wrong were remote.

We try to keep up to date on key developments in our countries to brief senior leadership. By keeping them informed of events and providing them with our views on future developments, we have a chance to influence the bank's decisions.

What is the role of a shareholder in the bank?

Shareholders have delegated the responsibility for most of the day-to-day operations to the staff. While they retain final approval over projects, they primarily focus their efforts on bigger-picture issues. For example, in recent years they've asked us to concentrate more on environmental issues, and we have increased the share of our lending that goes to green projects. The board is obviously instrumental in large strategy questions, such as expanding our regional mandate.

How do the shifting political tides (in shareholder nations and in nations receiving loans) affect your work?

Shareholder politics have less of an effect than you may think. Our overall mission hasn't changed since the bank's inception, and we don't change course every time a shareholder elects a new prime minister or president. Our board represents such a diverse set of countries, and given that

even our largest shareholders control only around 10 percent of the vote, our institutional structure creates a certain stability. In terms of nations that receive loans, it can make quite a difference. In an extreme case, a new regime could elect to nationalize an industry in which we're invested. Even significant changes in regulations could make currently performing projects unprofitable. A change in government can have big consequences for sovereign creditworthiness.

What does your day-to-day workload include?

I keep on top of material, political, and economic developments in our countries on a daily basis. I'm frequently looking at project proposals, but I also spend a lot of time writing or updating our country-risk assessments, which other colleagues can leverage when considering projects. My team keeps a library of these reports available as a resource to the bank's staff to inform others on our thinking. Every few months I'll travel to one of our countries to meet with government officials, representatives of other international organizations, and key players in the business community. It's amazing how much more you can learn on the ground than relying solely on desk-based analysis sitting in London.

How would you describe the work-life balance of your current job?

While we work hard, those who work in development banks have an excellent work-life balance. It's not like working at an investment bank or a big law firm. I tend to get to the office by 7:30 a.m. and can usually leave by 6:00 p.m., and I rarely have to work weekends, although I am usually tethered to my email. The EBRD gives us twenty-six vacation days—double what I got at GE. And

London is a very convenient hub for travel to Europe, so my family and I have the opportunity to do quite a bit of exploring during my time off.

What are the most interesting places your job has taken you?

Traveling to interesting places is one of the most rewarding aspects of my job, and I enjoy different places for different reasons. I love Turkey—a beautiful country with an incredible history and culture—and Istanbul may be my favorite city. I love Cairo because Egyptians might be the warmest people I know. If you ever have a chance, do yourself a favor and try Georgian food—it's easily my favorite cuisine across our region. But my favorite individual trip was to Uzbekistan in the summer of 2017. I'll admit I didn't know much about Uzbekistan prior to joining the EBRD, but Uzbekistan has a history and cultural heritage that would compare favorably to anywhere on earth. And Samarkand is one of the most beautiful cities I have ever seen.

What is the most fulfilling part of working in country risk?

There are many things to love about country risk: It provides an opportunity to work with interesting people from interesting places. It allows me to indulge my various interests in economics, politics, and financial markets. It has provided me the opportunity to travel to fascinating places. But probably the thing I love most of all is that I'm constantly learning. Every day presents a new set of issues, and I love the challenge of trying to understand just enough of an issue to make an informed decision before I have to move on to the next thing.

What is the future of country risk?

This is a great question that I'm not sure I can answer. In more developed countries, the availability and quality of data continues to improve, which allows for more sophisticated models and analyses. But this isn't true everywhere, so analysts will continue to need good qualitative assessment skills. And as long as political and social factors are an important element of country risk, I'm not sure it can be a purely quantitative discipline. My hunch is that there will always be a role for judgment; I think it is fair to say that in the future it will be

critical that analysts have the quantitative skills to work with increasingly complex models.

What advice can you give to students or young alumni interested in working in country risk?

Probably the most traditional path into country risk would be to attend a well-regarded master's program in international affairs (see APSIA.org), such as Johns Hopkins SAIS or Columbia SIPA, and then look for an internship or entry-level role. The number of openings in financial institutions is somewhat limited, but if this is your goal and it isn't happening right away, finding an opportunity that will help you build your toolkit, perhaps in the public sector, is a great way to make yourself a stronger applicant. My working on domestic financial stability issues may have seemed like a lateral move given what I ultimately wanted to do, but the skills I gained while at the Treasury Department made me a much better analyst and a much stronger applicant.

If you're interested in a career in country risk, graduate school is critical. It probably goes without saying that stronger programs will open more doors. But you should also think carefully about the type of program you choose. Country risk is a broad discipline, and you could benefit from a number of different backgrounds—international affairs, economics, or even an MBA with an international focus—but you still need to be able to convince a hiring manager that you have a basic working knowledge of economics and finance.

And it never hurts to network.

What are some essential books that you would suggest reading to learn about country risk?

I suppose it depends on your background. If you have less exposure to economics, Ruchir Sharma has a few books that are interesting and accessible. I'm currently reading David Lubin's new book, *Dance of the Trillions*, which has been really good. *Prisoners of Geography* by Tim Marshall convincingly demonstrates the role that geography plays in modern geopolitics. Given my background in economics and politics, history has always been a relative weakness for me and has been a focus in my reading. With that in mind, *The Silk Roads* by Peter Frankopan is the best book I've read in the past few years. ■

In the south hallway gallery hang student Taylor Dahl's winning images from the Kennedy Center 2017 Photo Competition. A diptych of a street leading up to the Roman Colosseum, the side-by-side images eerily resemble one another with two key differences: they were taken more than sixty-five years apart by Taylor and his grandfather Paul Eugene Dahl.

GRANDPA'S PHOTOS

Seeing Europe Across Time

Photos by Taylor Dahl



Paul Eugene Dahl, 1950



Munich, 1950



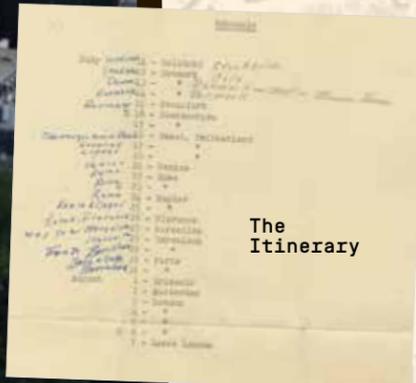
Oberammergau, Germany, 1950



Munich, 2017



Oberammergau, Germany, 2017



The Itinerary



Linderhof Palace, 1950



Linderhof Palace, 2017



Grandpa, 1950



Me, 2017



Me in Paris, 2017

GERMANY

Using the same Argus C3 film camera, Taylor reshot fifty-nine photos across Europe taken by his grandfather in 1950. He traveled to Amsterdam, Basel, Bavaria, Florence, London, Lugano, Munich, Paris, Rome, Vatican City, and Venice to create unique juxtapositions and updates on classic as well as lesser-known sites.



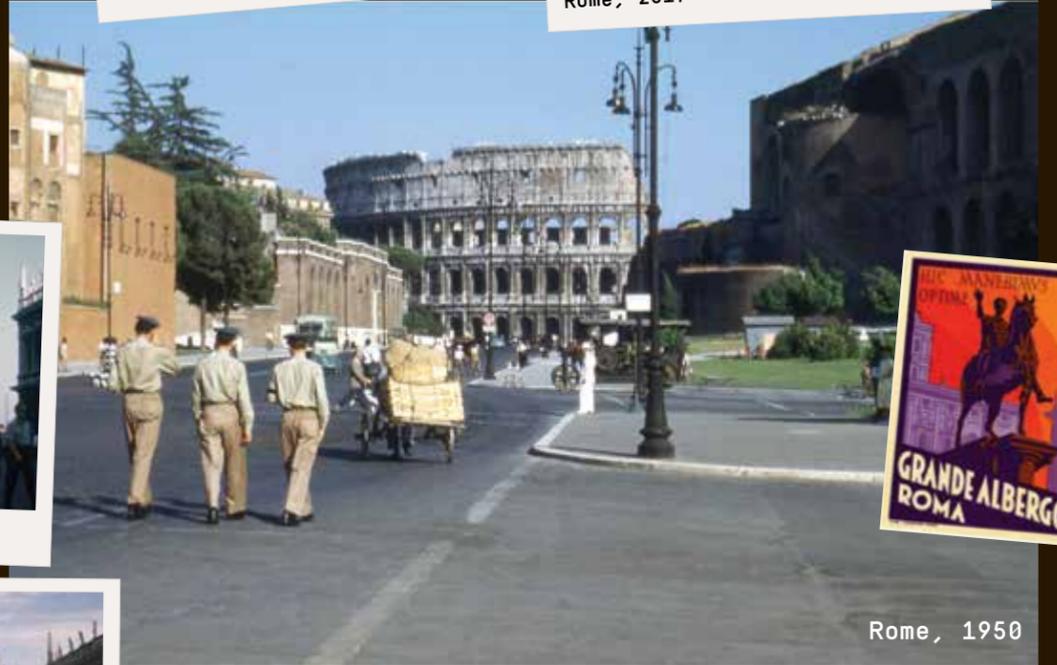
"The images were found in a huge box that my dad inherited from my grandpa," Taylor said. "It was full to the brim with slides. The photos spanned over five decades. Some of them no one in my family had seen in over fifty years. Some, never."



Rome, 1950



Rome, 2017



Rome, 1950



Venice, 1950



Venice, 2017



Rome, 2017

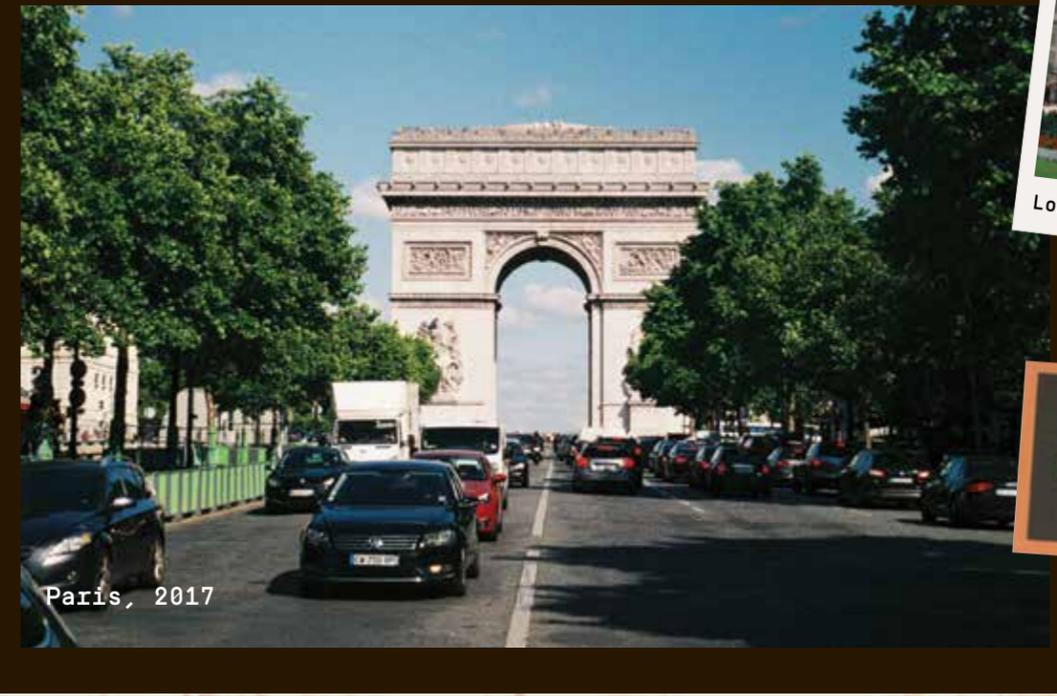
ITALY



Paris, 1950



London, 1950



Paris, 2017



London, 2017



PARIS / LONDON

"I was intrigued with fifty-nine photos, taken in 1950 in Europe. I researched online and mapped their exact locations," said Taylor.

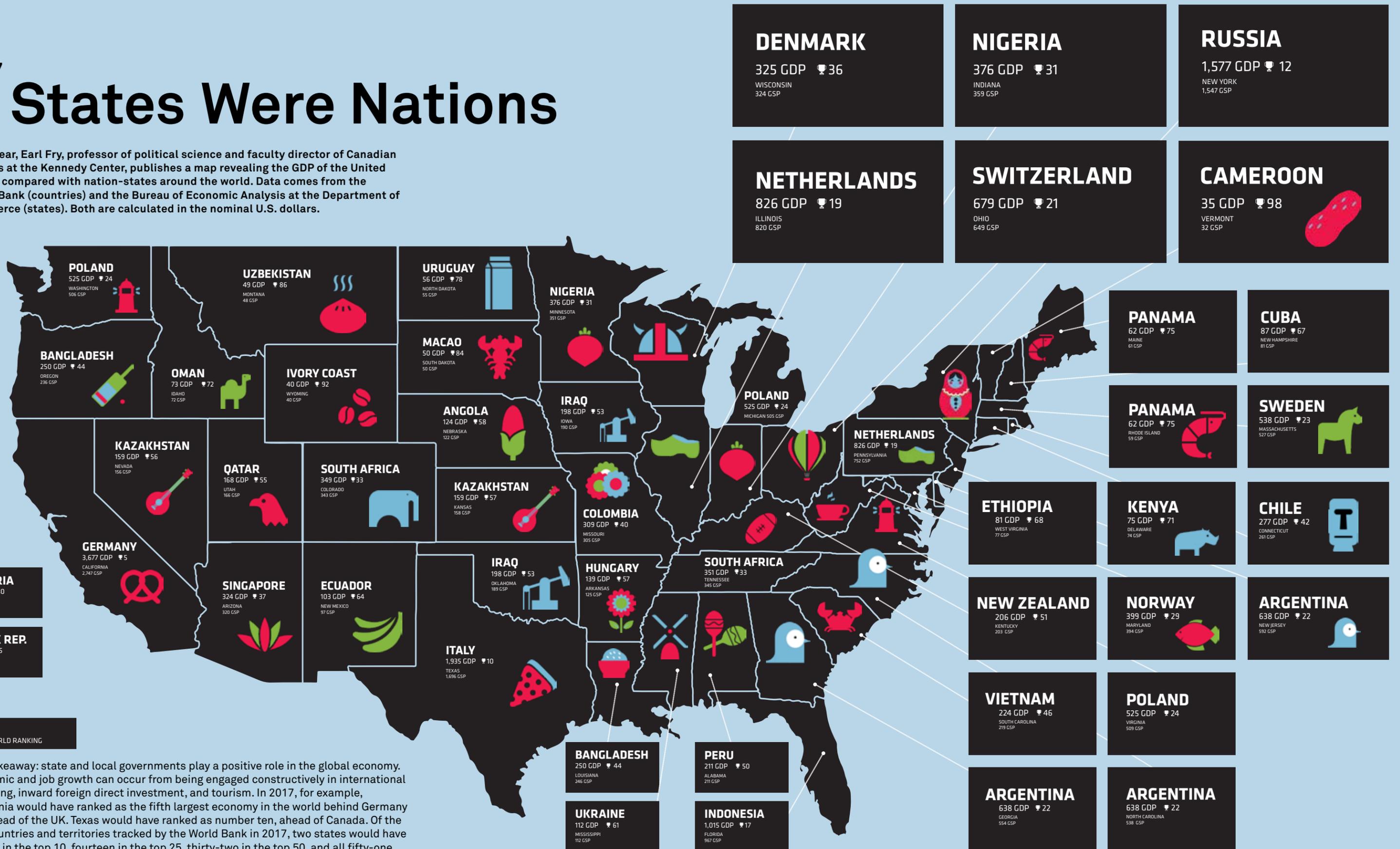
Watch for the 2018 Kennedy Center Photo Competition winners to go on display later this semester—and take a look at past winners at kennedy.byu.edu/photo.



2017

If States Were Nations

Each year, Earl Fry, professor of political science and faculty director of Canadian studies at the Kennedy Center, publishes a map revealing the GDP of the United States compared with nation-states around the world. Data comes from the World Bank (countries) and the Bureau of Economic Analysis at the Department of Commerce (states). Both are calculated in the nominal U.S. dollars.



One takeaway: state and local governments play a positive role in the global economy. Economic and job growth can occur from being engaged constructively in international exporting, inward foreign direct investment, and tourism. In 2017, for example, California would have ranked as the fifth largest economy in the world behind Germany but ahead of the UK. Texas would have ranked as number ten, ahead of Canada. Of the 200 countries and territories tracked by the World Bank in 2017, two states would have ranked in the top 10, fourteen in the top 25, thirty-two in the top 50, and all fifty-one (including the District of Columbia) in the top 98.

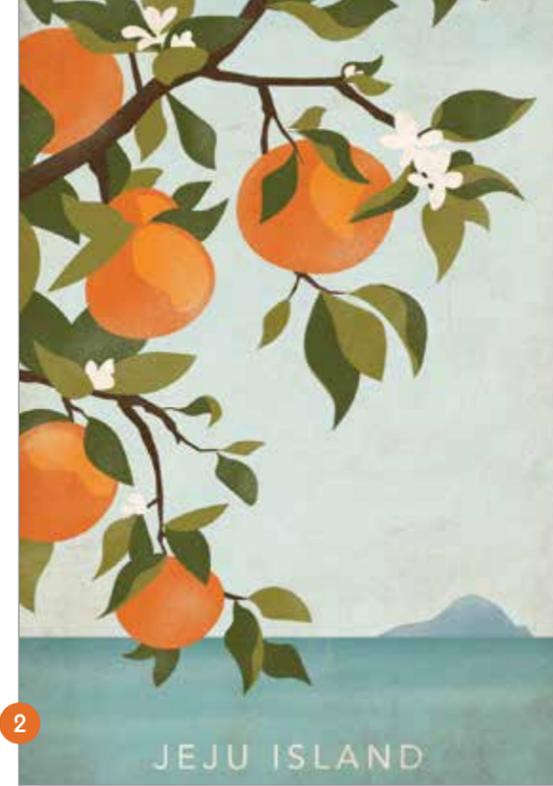
Travel

Fresh Takes on Travel

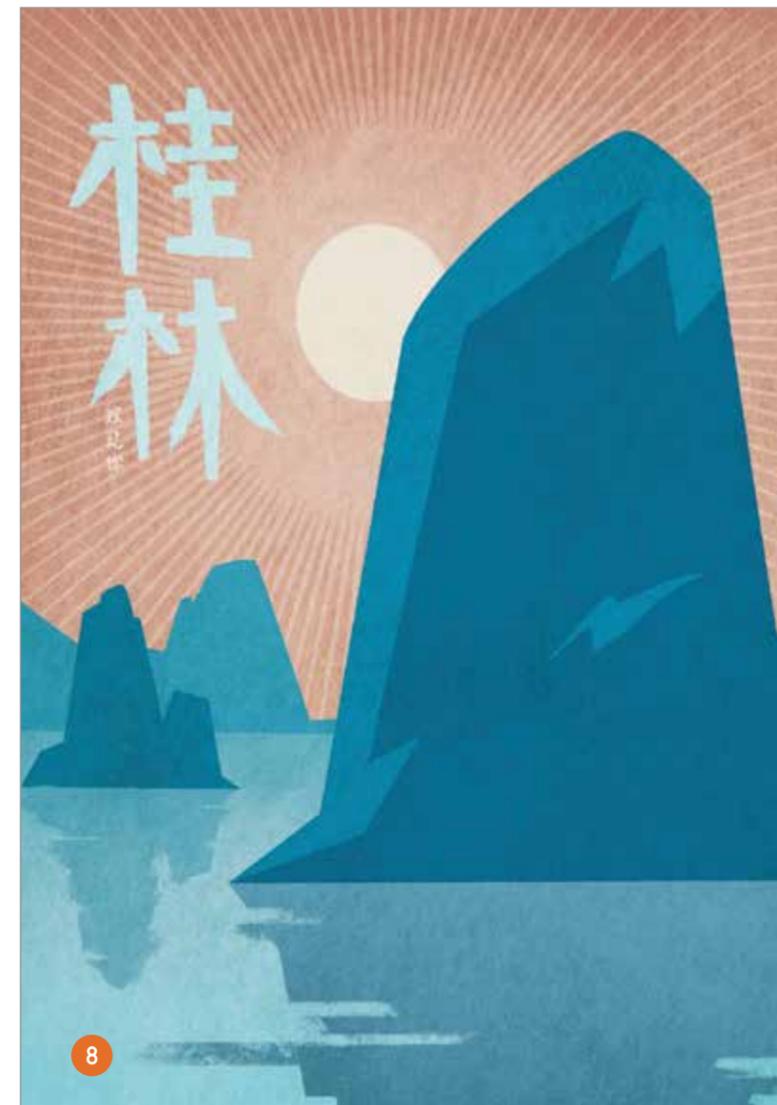
For railroad or aviation companies selling the experience of travel, exoticism was just fine. Since the creation of Jules Chéret's three-stone lithographic process in the 1880s, travel posters have served as visual voices for locations and cultures. More than simply directing traffic, they promote an idea and seek to elicit an emotional longing for something new and desirable, for human connection and adventure. These original travel posters were created by BYU illustration students in DEIL 310: Intermediate Digital Illustration, taught by BYU illustration professor David Dibble, tapping into the same desire to explore the world around us.



1



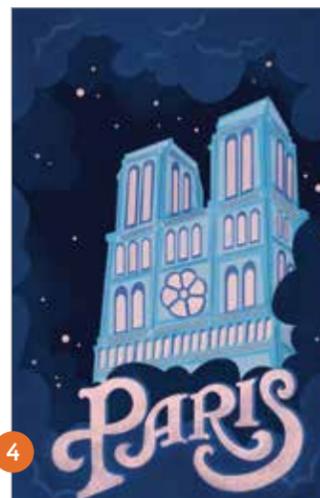
2



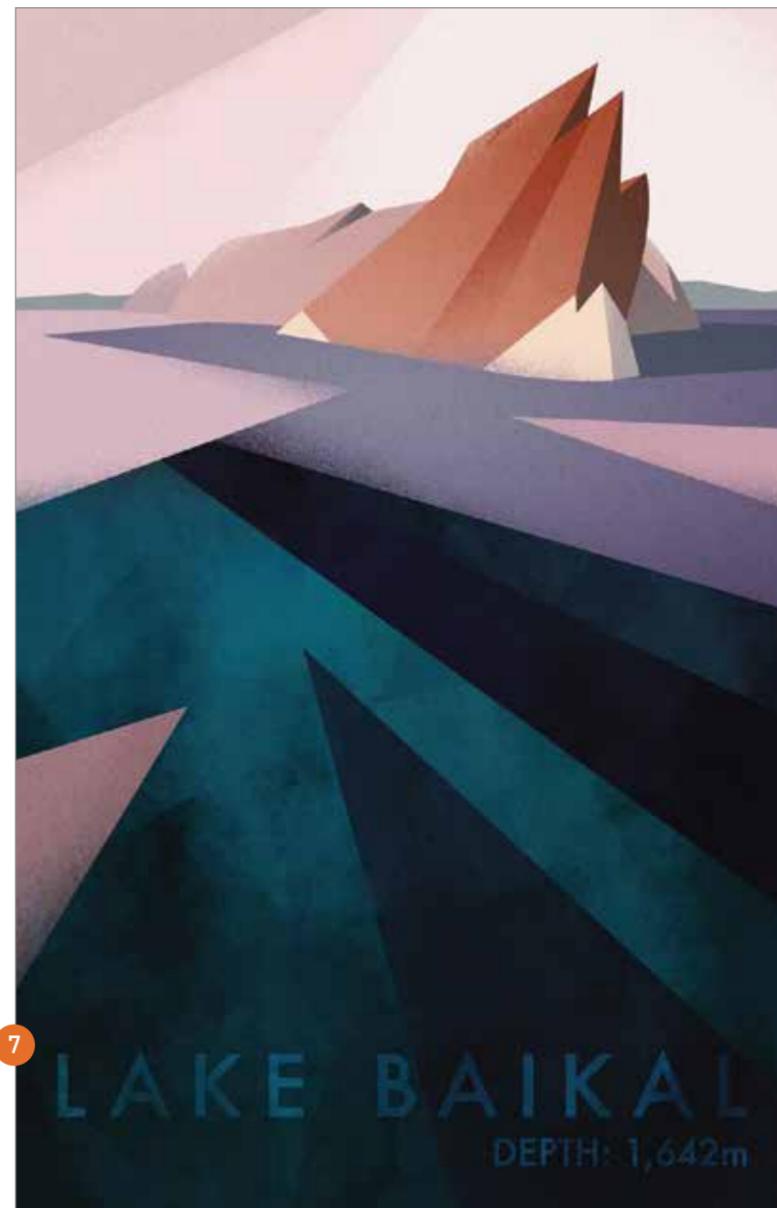
8



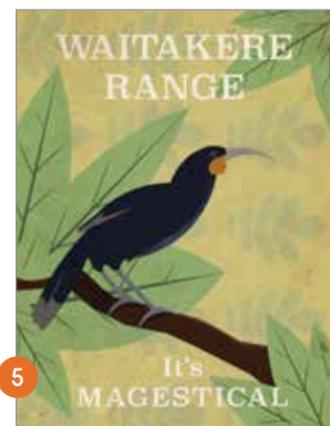
3



4



7



5



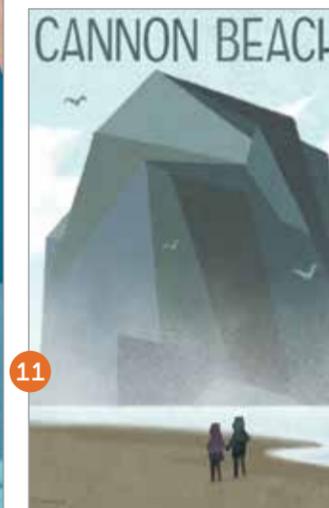
6



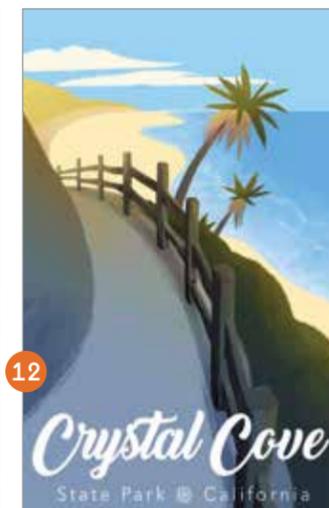
9



10



11



12



13



14

1. Sean Oh
Neon Signs in Seoul, South Korea

2. Dasol Jeong
Jeju Island, South Korea

3. Amelia Hillebrant
Finland

4. Jessica Whittaker
Notre Dame Cathedral, Paris, France

5. Claire Forste
Waitakere Ranges, New Zealand

6. Stephen Martin
Otavalo, Ecuador

7. Connor Mathewson
Lake Baikal, Russia

8. Lauren Larsen
Guilin, China

9. Adan Yazzie
Rapture, Atlantic Ocean

10. Ashley-Kate Tufts
Balboa Island, Newport Beach, California, USA

11. Lincoln Cluff
Cannon Beach, Oregon, USA

12. Rebekah Concidine
Crystal Cove State Park, Orange County, California, USA

13. Daniela Vicente Navarro
Lake Titicaca, Peru

14. Rachel Whiting
Tatioine, Outer Rim

Lecture Spotlights



A Celtic Connection

In October 2017 the Kennedy Center welcomed Scottish Gaelic singer and musician Julie Fowlis and her band for a casual morning encounter following their performance the evening before at the Pardoe Theatre. Fowlis is the singing voice of Merida in the movie *Brave* and is one of approximately 50,000 Gaelic speakers left in Scotland. The clear quality and impeccable control of her voice are perfect for the haunting Gaelic airs and fast-paced *puirt à beul*, or mouth music (vocals meant to imitate instruments), common to the traditional music of Scotland. Fowlis also plays a multiplicity of whistles and flutes, the highland pipes, and a bellows-type instrument known as the shruti box.

Fowlis—along with band members Duncan Chrisholm on fiddle, Tony Byrne on guitar, and her husband Éamon Doorley on a guitar and bouzouki crossbreed—described the social nature of music in Scotland and Ireland, which is what eventually brought them together. Between playing and singing, Fowlis and the band discussed their instruments and the traditional music and languages of Scotland and Ireland. They shared some of the history of the songs they sang and played a variety of airs and ballads about love, war, politics, and work.

Fowlis spoke of what it was like growing up in North Uist in the Outer Hebrides of Scotland—one of the sole remaining places where Gaelic is spoken as much as English—and learning songs as a child simply by hearing them sung frequently. Traditionally, none of the songs Fowlis sang would have had any instrumental accompaniment. Furthermore, Gaelic songs were never written down; instead, they were passed down orally, making variation quite common. Fowlis found many of the songs the band plays on archived recordings and then worked with the band members to arrange the instrumentation.

The visit from Fowlis and her band was a blessing to the students and faculty who were present. “What an exceptional experience when Julie and her bandmates gifted us their songs and stories,” said one attendee. “Her crystalline, lilting voice was something from another time and place, and hearing about her Scottish upbringing left me feeling like I had come to know her.”

Another attendee said, “The music lifted my soul and carried me somewhere far away to some mysterious and surreal world. Gaelic is such a beautiful, rich language, and Julie will not let it be forgotten.”

Aaron Rose, a Kennedy Center employee, said: “To have Julie perform Gaelic folk songs in an intimate setting felt more like a fireside session in a small pub in rural Scotland. As she shared stories of home, heritage, and longing, her music reminded us to ponder our roots and gather close to us those we love most.”

The mystery of the Gaelic language and the haunting melodies of Scotland’s airs and songs find interest with people from all backgrounds. Fowlis and her band flawlessly executed their musical selections and left the audience with a desire for more.





The Cultural Revolution from a Current Perspective

After his first official trip to China, President Donald Trump praised the Chinese for the elegant reception he received and claimed that Chinese president Xi Jinping is the most powerful leader since Mao Zedong. Since dominating China from 1949 to 1976, Mao has become a symbol of national unity, and Xi Jinping gladly accepts the mantle of leading after him.

But what was Mao’s rule really like?

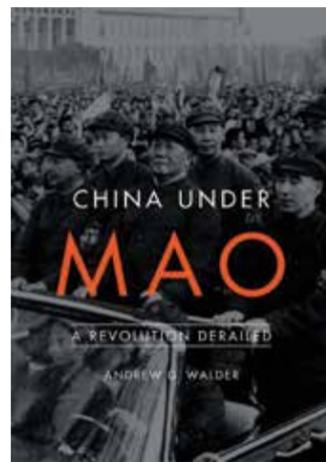
Details of his reign are widely passed over in the education of the Chinese people. Andrew G. Walder, a professor of sociology at Stanford University, is the author of the Kennedy Center’s fall 2017 book of the semester, *China Under Mao: A Revolution Derailed*. In it, Walder describes China during Mao’s reign. He also discusses communism in Mao’s China and how Mao’s policies led not only to his achievements but also to his failures. In Mao’s idea of communism, Walder said, “you had to have one leader who was the fountainhead of all truth, that everyone had to obey, and that was the only way that the revolution could move forward and that they should and could progress.”¹

Overall, Mao’s reign is considered a catastrophe, Walder said: “The Cultural Revolution, which was [during] the last ten years of Mao’s life, was the greatest disaster to befall the Chinese people since 1949.” Large numbers of people were killed in Mao’s political campaigns, universities were gutted and shut down, China’s research capacity was destroyed, the economy completely fell apart, and China fell far behind its neighbors. In the decade before the Cultural Revolution—the Great Leap Forward—Mao pushed China to develop rapidly. His policies led the country to an industrial depression as severe as the 1930s Great Depression in the United States. Thirty million eventually died from starvation in a famine; hundreds of thousands of citizens were killed for various “crimes”; and countless officers were “purged” and sent to the countryside to become slaves and die because they had spoken against Mao.

Mao’s problem with universities and researchers was that “they would set themselves up as an elite above the masses,” said Walder. Mao was anti-elite, and he destroyed anything he perceived as belonging to the elite class. The drastic results of the Great Leap Forward and the Cultural Revolution set China’s progress back. Since then, China has done its best to rewrite its history and pass over Mao’s reign, but his memory and legacy live on.

Andrew G. Walder is the Denise O’Leary and Kent Thiry Professor in the School of Humanities and Sciences at Stanford University. Before Stanford, he taught at Columbia, Harvard, and the Hong Kong University of Science and Technology. A specialist on the sources of conflict, stability, and change in communist regimes and their successor states, Walder has published widely on these and related issues. His other books include Communist Neo-Traditionalism: Work and Authority in Chinese Industry and Fractured Rebellion: The Beijing Red Guard Movement. Walder received a PhD in sociology at the University of Michigan.

1. Quoted comments by Andrew Walder are from KBYU Radio’s Top of Mind with Julie Rose, broadcast 15 November 2017.



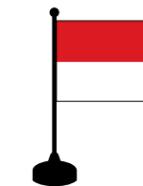
13 September 2017
Lessons from Revolution: The Arab Uprisings in Comparative Context

Quinn Mecham, associate professor of political science, BYU; and Chad Nelson, assistant professor of political science, BYU



3 October 2017
Indonesia—U.S. Relations

Budi Bowoleksono, Indonesian ambassador to the United States



SEPTEMBER

OCTOBER



20 September 2017
Early America's Underrated Foreign Policy Genius

John Allen Gay, executive director, John Quincy Adams Society



27 September 2017
Lessons of October: The Fate of Democracy and Socialism in the Age of Revolution and Counter-Revolution

Ronald Grigor Suny, William H. Sewell Jr. Distinguished University Professor of History, University of Michigan

@BYUKennedyCtr
“Understanding the past is the only way to understand the present or the future.”
#kennedylive



@BYUKennedyCtr
 “I have learned that passion is a competitive advantage.”
 #kennedylive

4 October 2017
Are Seismic Changes Now Disrupting Canada–U.S. Relations and the Future of NAFTA?

Earl H. Fry, professor of political science and endowed professor of Canadian Studies, BYU

19 October 2017
Research and Analysis: Journalism and the *Deseret News*

Allison Pond, senior editor for in-depth and special projects, *Deseret News*

OCTOBER



@BYUKennedyCtr
 “People, principles, policy, process. . . . I found that if I did things in this order, politics would follow.”
 #kennedylive

1 November 2017
Eurasia Panel: Faculty Fretting: What Could go Wrong in Europe and Asia?

Celeste E. Beesley, assistant professor of political science, BYU; Wade A. Jacoby, professor of political science, BYU; Kirk W. Larsen, associate professor of history, BYU

16 November 2017
Political Strategy
 Ally Isom, director of institutional messaging, The Church of Jesus Christ of Latter-day Saints

NOVEMBER



11 October 2017
Will the European Union Survive Until 2025?

Michael Leigh, senior fellow, German Marshall Fund of the United States



25 October 2017
Chavez’s Venezuelan Revolution: What Happened?

Sam Handlin, assistant professor of political science, University of Utah, and Laura Gamboa-Gutierrez, assistant professor of political science, University of Utah



8 November 2017
Revolutions Panel: Times of Refreshing: Making Sense of the American, French, and Haitian Revolutions

Karen E. Carter, associate professor of history, BYU; Christopher Hodson, associate professor of history, BYU; and Matthew Mason, associate professor of history, BYU

@BYUKennedyCtr
 “How to adapt to life abroad? Talk less and listen. Be attuned to culture.”
 #kennedylive

14 November 2017
Everything You Wanted to Know About Diplomacy Careers (so You Can Tell Your Parents over Thanksgiving)

John Dinkelman, chargé d’affaires to the Bahamas, U.S. Department of State



6 December 2017
Revolutionary Changes in Global Public Health

Reshma Naik, senior policy analyst in international programs, Population Reference Bureau

13 December 2017
The Women's Revolution: Second-Wave Feminism, c. 1960–1990

Renata Forste, director of the David M. Kennedy Center for International Studies and associate international vice president, BYU; Kif Augustine-Adams, professor of law and Ivan Meitus Chair, BYU; and Heather Belnap, associate professor of art history, BYU

DECEMBER



6 December 2017
Café Europa: Beyond Les Mis: Revolutions in European Art, Dance, Literature, and Music

AnnMarie Hamar, Department of German and Russian, BYU; Luke Howard, associate professor of music, BYU; Tom Spencer, associate professor of German studies, BYU; moderator: Daryl Lee, associate professor of French and Italian, BYU

14 December 2017
Enduring ROK–U.S. Alliance and Partnership: Linchpin of Peace and Security and Driving Force for Prosperity

Jimin Kim, deputy consul general and acting head of mission in San Francisco, Republic of Korea

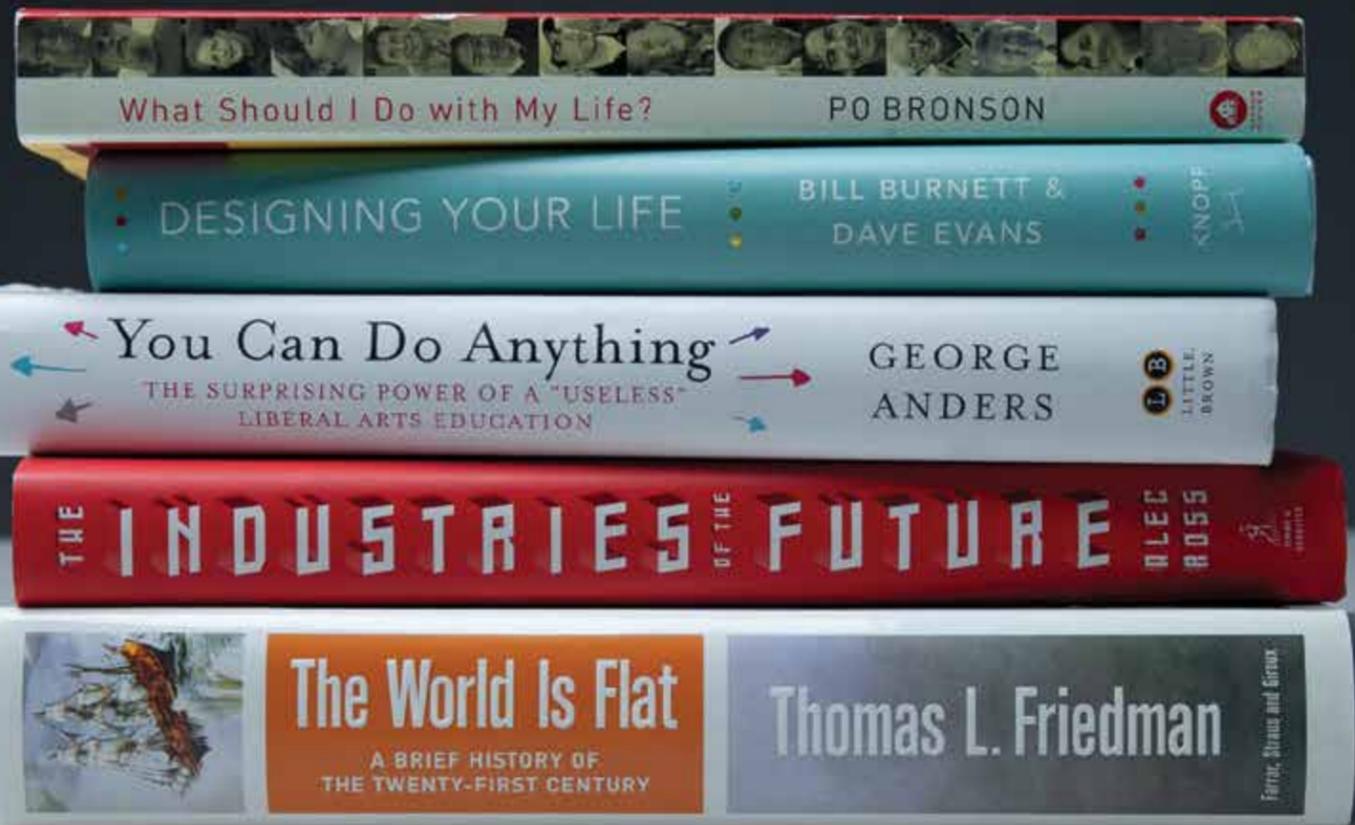


@EchelonCopy
 “@BYUKennedyCtr, don’t know why it took me so long to follow this account. I’m an alumnus—best college at BYU. :)”

@QuinnRice “Yo @thebyubuzz this looks like a good time. Wednesdays at noon lecture series [Revolutions] in the @BYUKennedyCtr. Check it out!”

Recommended Reads

on Careers and Living and Working Abroad



What Should I Do with My Life? The True Story of People Who Answered the Ultimate Question
by Po Bronson

Careers can take strange turns, and this book offers meaningful stories from real people as they dealt with the stuff of life—confusion, fear, failure, and restarts.

“Shooting an Elephant”
by George Orwell

Fiction can be a great teacher about living and working abroad, which has been the setting for and subject of novels such as Graham Greene’s *The Quiet American*, Paul Theroux’s *The Mosquito Coast*, and Barbara Kingsolver’s *The Poisonwood Bible*. In this short essay Orwell masterfully addresses the complex role and interaction of culture, power, and values when working in a foreign setting.
—Jeff Ringer, associate international vice president, Brigham Young University

You Can Do Anything: The Surprising Power of a “Useless” Liberal Arts Education
by George Anders

This book ranks as one of the better new explorations on how a broad, liberal arts education mixes well almost anywhere in the world of work.

Careers in International Law: A Guide to Career Paths in International Law

For those looking to move into the practice of international law, this guide offers personal insights from global leaders in the field; lists of scholarship, fellowship, internship, and other opportunities; and advice for networking and professional presentation.

The Zen of Fulbright: The Unofficial Guide to U.S. Fulbright Scholarships
by Thomas Burns

This book is a compilation of interviews with former Fulbrighters, campus representatives, and study abroad specialists. It gives useful tips for the application process and provides sample essays for the various components of the application. The book also offers advice from past Fulbrighters about how to create a winning application, avoid pitfalls, and maximize the Fulbright experience. It is a recommended read for anyone considering the U.S. Fulbright Scholar Program.
—Kristen Clarke Kellems, research development specialist, BYU College of Family, Home, and Social Sciences

Designing Your Life: How to Build a Well-Lived, Joyful Life
by Bill Burnett and Dave Evans

Using a design-thinking approach, the authors help readers re-envision their futures and create the kind of life they actually want to live.

The Industries of the Future
by Alec Ross

What will the jobs of tomorrow be? This former State Department innovation advisor offers some ideas for what changes are in store as well as how we can tackle the resulting challenges.

The World Is Flat: A Brief History of the Twenty-First Century
by Thomas L. Friedman

Friedman fueled the ongoing debate on globalization with his own brand of provocation in *The World Is Flat*: a book about how ten forces, or “flatteners”—such as outsourcing, insourcing, and the internet—made managing people, technology, and business a seamless menagerie. True, it’s not quite that simple, and now that the book’s over ten years old, it might seem passé, but it is interesting recent history and still standard reading for many international business classes and multinational enterprises (like Proctor and Gamble). Why? He nailed some of the flatteners perfectly, and certainly the globalization debate is as fresh as ever. Love the book or hate it, those of an international mindset need to be facile with the book’s points and counterpoints.
—Bruce Money, director, Whitmore Global Management Center, BYU Marriott School of Business

Alumni Update

Add Your Update on LinkedIn

Make a big career move? Get a new degree? Publish a book? We want to hear from you to help others reconnect and help students see what's possible. Update your bio, join our LinkedIn group, and we'll do the rest. [In other words, your info will magically appear here in our next issue.] Let us know if you have questions at kennedycenter@byu.edu.

'86

DAVID N. CAMPBELL (管希偉), a former Canadian civil servant, teaches courses in national security and international relations at BYU–Idaho. Campbell also advises Sigma Iota Rho. He served in the Taiwan Taipei Mission from 1982 to 1984 and received an MA in political science from the University of British Columbia and a PhD, with areas of study in international relations, comparative politics, and China, from the University of Toronto. *BA: political science, 1986*

'00

AL LANDECHE has been a business process analyst at Goodman Manufacturing since 2005. *BA: international relations; minor: management, 2000*

'01

OLLI-PEKKA NISSINEN is managing director of Kullo Golf Club and sole trader in management and media relations at Tmi Olli-Pekka Nissinen in Helsinki, Finland. Nissinen received a JET specialist degree in sports management from the Haaga-Helia School of Applied Sciences, Vierumäki campus, and an MA in intercultural encounters from the University of Helsinki. *BA: international relations; minor: European studies; emphasis: international law and diplomacy, 2001*

'02

DAVID S. LEE (李乘雨) has been a senior lecturer at the University of Hong Kong since 2015. Lee received a JD from the University of California, Los Angeles, and an MA with emphases in East Asian studies, economic development, and North/South Korea from Harvard University. He also received an MS in organizational and social psychology from the London School of Economics and Political Science. *BAs: international politics and Asian studies; minor: Korean, 2002*

'09

MILES HANSEN recently stepped down as director for Gulf Affairs on the U.S. National Security Council to assume a new role as president and CEO of the World Trade Center Utah. He previously served as a U.S. Foreign Service officer in Armenia, Saudi Arabia, the United Arab Emirates, and Washington, DC, and as a junior consultant with the

International Trade Centre in Bishkek, Kyrgyzstan. He received an MA in international relations from SAIS at Johns Hopkins University. *BA: international relations, 2009*

'11

CRAIG LIENING is commander of Company C of the 307th Airborne Engineer Battalion, a 35-man Airborne Signal Company capable of worldwide deployment within eighteen hours of notification. Liening is responsible for three retransmission teams and three network node teams and supervises all automated information systems, network management, computer network defense, electromagnetic spectrum operations, and information assurance. He served in the Japan Tokyo North and Japan Tokyo Missions from 2006 to 2008. *BA: Asian studies; minor: military science, 2011*

'15

COLLINS CARRINGTON is a translator for Maltese and Italian at the Missionary Training Center in Provo, Utah. *BA: Italian; minors: Middle East studies and global business and literacy, 2015*



THE LIFE OF A CONSULAR FELLOW: A NEW WAY TO EXPERIENCE THE STATE DEPARTMENT

Looking for a way to break into the State Department? Becoming a Foreign Service consular fellow just might be the solution.

Trevor Smith, a double major in international relations and linguistics, as well as a former Chinese Flagship participant, took the consular-fellow route and encourages others to do the same. In fact, Smith noted that he was treated exactly like an entry-level consular officer.

“I was given all the same responsibilities and opportunities for broader participation as any other consular officer, including what we called portfolio responsibilities within the section as well as assignments outside of the section, such as going on public affairs trips and helping with consulate events,” Smith said.

He also explained that consular fellows have access to the same training and support resources as Foreign Service generalists (also known as Foreign Service officers). For example, fellows can use the library or take online courses through the Foreign Service Institute.

Most individuals interested in joining the State Department want to be a Foreign Service

generalist. However, the consular fellow position offers an alternative way to learn about what life is like in the Foreign Service without making the long-term commitment that the Foreign Service generalist position requires.

“I now know what it’s like and have a better idea of what I will want from it if I apply for a career position in the future,” Smith said. “Aside from that, I loved living in [Shenyang,] China, and had awesome coworkers. . . . The pay combined with benefits is quite good—better than what you see on the offer once all the adjustments and living-abroad benefits are factored in.”

Another advantage to becoming a consular fellow is that the State Department’s requirements for the position are not as broad as those for a Foreign Service generalist. Instead, the State Department primarily looks for qualities that make someone a good visa applicant interviewer and processor. Smith explained that the agency doesn’t recruit particular majors for the fellow position; however, graduate and professional work experience are helpful.

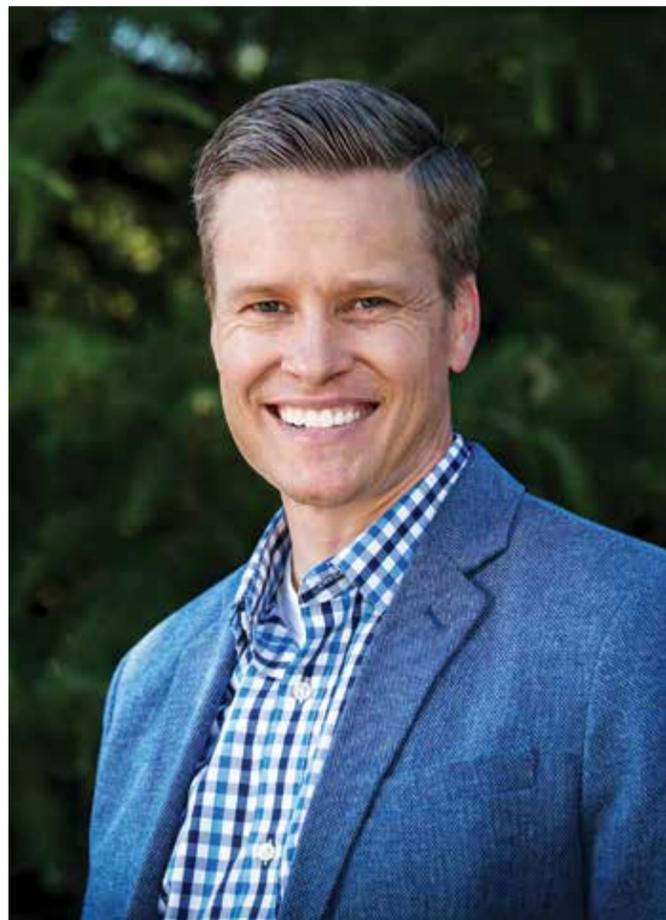
There are a few downsides to the position—but none big enough to deter those interested from applying. “Visa interview work can be wearing, but

it’s what you’re applying for, right?” Smith said. “Although there were, of course, inconveniences at times (the air pollution was pretty bad), there was no particular aspect or responsibility of the job that I felt detracted significantly from the experience.”

Alumni Spotlights

Help Wanted: Global Mentors

Share your experience directly with a Kennedy Center student. Our Kennedy mentor program is getting a reboot: sign up to help advise and guide students seeking careers in global business, law, development, diplomacy, national security, or other subfields. Watch for info on our webpage and social channels—and help become what @AdamMGrant calls “someone who sees more potential in us than we see in ourselves.”



geopolitical domain and effectively bridge my two interests: international relations and computational models.

What interesting connections have you discovered in computer science? How were they shaped by your study of international relations?

As an intern at the Lawrence Livermore Center for Global

for several weeks. In the end, however, it came together in a very satisfying way. To make the experience even more impactful, Professor Grover called me into his office and was very complimentary—an experience I will never forget. From that moment on, projects for me were

“The liberal arts are about igniting your imagination, while STEM is about disciplining your imagination.”

—Joseph Johnson

Security Research, I was asked to explore the opportunities and limits of artificial intelligence within the global security domain. The typical thing to do is to dive into the literature and come up with a survey of what is being developed. From the survey, one can evaluate each application case-by-case to judge its viability and utility. However, I just could not bring myself to do that.

An experience I had in Professor Mark Grover’s Latin American studies senior seminar changed the way I approached projects. Our class project consisted of choosing a country—I chose Ecuador—and writing a paper based on three books Professor Grover chose that were related to the country. The catch was that the books were not necessarily interrelated. We had to find the common themes. The project was challenging, and I felt stuck

about finding relationships between seemingly unrelated phenomena.

Back to the internship, further research into the issue resulted in a melding of a well-known business model and a critical theory on artificial intelligence.

What are your thoughts on the importance of the liberal arts in the face of so much discussion about STEM?

The liberal arts are about igniting your imagination, while STEM is about disciplining your imagination. If you experience too much of the discipline up front, your imagination becomes stunted, in which case, ironically, both the liberal arts and STEM lose.

Sylvia Nasar wrote of Nobel Laureate John Nash: “Nash’s genius was of that mysterious variety more often associated with music and art than with the oldest of all sciences. It wasn’t merely that his mind worked faster, that his memory was more retentive, or that his

power of concentration was greater. The flashes of intuition were nonrational. . . . Nash saw the vision first, constructing the laborious proofs long afterward” (*A Beautiful Mind* [New York: Simon and Schuster, 1998], 12). I feel the liberal arts by nature celebrate this divergent thinking.

What academic and professional advice would you give to current students?

Do not be in too much of a hurry to be at the top of your field. Your twenties and thirties are a time to make mistakes, to let the gospel sink into your hearts and minds, and to take advantage of how your work and your Church callings allow you to naturally interact in the most diverse settings of your

adult life. As you get older, you will have a foundation upon which to make your dreams come true.

HONORED ALUMNA

The Kennedy Center welcomed Karin Hoops Berg (international relations, 1998) back to campus as our 2017 honored alumna on October 5, 2017. She is an award-winning partner at Katten Muchin Rosenman, a top national law firm, where she focuses on cases of “insolvency, bankruptcy, complex loan workouts and restructurings, and secured and unsecured financing.”

Berg works with clients at all stages of money-lending

“Some of the best advice I received was ‘In life you are going to have very busy and difficult times. But don’t forget to enjoy the times that are good.’”

—Karin Berg

relationships and across many industries, from health-care to manufacturing. She’s involved in the Turnaround Management Association and is chair of the Chicago Network of the International Women’s Insolvency and Restructuring Confederation. She also serves on the Kennedy Center International Advisory Board and organizes Kennedy Center events in the Chicago area each year.

In a Kennedy conversation we spoke to Berg about the value of her degree, highlights and memories from her various classes and professors, and important insights from career successes and setbacks, as well as dealing with sexism in the workplace and at church. She urged Kennedy Center students to prepare for their future by staying informed, working hard, and going abroad.



Kennedy Center Alumni Award

#KennedyTech

EXPLORING THE KENNEDY CENTER TO TECHNOLOGY CONNECTION

An interview with Joseph Johnson (BA: international studies; minor: Latin American studies, 2005)

How did you decide to return to graduate school?

My first motivation was economic. I had a growing family and was in a business analyst role with little upward movement. Applications for better positions elsewhere were being ignored, and I realized I needed an advanced degree. When I came across information about the BYU computer science MS and PhD programs, I realized they could be a way to move from business to a military and

From the Kennedy Center

In the News

A YEAR IN CHINA

Over the decades, BYU's China Teachers Program has been sending teachers to seventeen universities in eight cities in China to teach a range of subjects. On April 1, 2017, a new Chinese foreign teacher law was announced that made it more difficult for BYU teachers to go to China. However, due to the close relationship that BYU has nurtured through the program over the past thirty years with the Chinese universities and their administrators, all of the BYU teachers who applied to teach for the 2017–18 academic year were accepted.

Each August, a two-week workshop is held to help prepare the teachers to teach. The workshop offers classes on history, Mandarin, and teaching techniques, among other helpful subjects. In addition, as a thank-you from BYU, a conference is held in Hong Kong during the Chinese New Year break in February to provide teachers with additional training.

A new partnership was recently established with Xi'an's Northwest University, home of the Helen Foster Snow Research Center. The teachers there teach classes on oral and written English, medicine, law, history, accounting, advertising, and leadership.

China Teachers group for the 2017–18 academic year

Prepare now to participate in the China Teachers Program. Learn more at kennedy.byu.edu/chinateachers.

FALL FAIR FUN

The annual Study Abroad Fall Fair gives BYU students an opportunity to learn about available international programs, socialize, and enter a giveaway for a chance to win free airfare to their chosen program. The fall 2017 fair hosted about 1,500 attendees, two of whom were the lucky winners of the airfare giveaway.

"The fair is our largest PR event in the year," said Aaron Rose, a coordinator for International Study Programs.

BYU boasts around seventy-five study abroad programs in countries all over the world. The fair not only exposes students to these phenomenal educational opportunities but also brings cultural experiences to campus. In fall 2017, a lively Mariachi group, Trio Los Charros, played for the event.

According to Rose, "People come for the info, the fun, and

the excitement of the event"—as well as for the free Kona Ice and popcorn.

MUN PREP

The 28th annual BYU Model United Nations High School Conference hosted more than 600 students from more than twenty schools across Utah Valley in October 2017. The students chose to participate on one of eight committees led by BYU student directors from the Kennedy Center's MUN program. The BYU students helped staff the conference and began preparing in late summer for the event.

After each participating school was assigned a country to represent, the high schoolers worked to understand their country's point of view and position, both holistically and topically. At the conference, participants discussed global issues and contributed meaningful solutions to some of the world's most challenging topics—such as creating counterterrorism strategies for fighting violent extremism and xenophobia, improving the



status of women in post-conflict developing countries, and evaluating the importance of cybersecurity.

WOMEN'S STUDIES GOES GLOBAL

In fall 2017 women's studies was approved to join the Kennedy Center as global women's studies. "The current women's studies program was approved in 2011, and previously the women's studies minor was housed in the former Women's Research Institute," explained Renata Forste, Kennedy Center director. "We are excited to have this minor join the Kennedy Center family; it will be a strong addition."

Information on the women's studies minor will soon be added to the Kennedy Center website at kennedy.byu.edu/academics-research/majors-minors-programs, and in fall 2018 the Global Women's Studies Office was relocated to the center's north hall.

Global Women's Studies (GWS) Executive Committee (from top, left to right): Valerie Hegstrom, coordinator of GWS and associate professor of Spanish literature; Kif Augustine-Adams, professor of law; Wendy Birmingham, assistant professor of psychology; Rebecca de Schweinitz, associate professor of history; Roni Jo Draper, professor of teacher education; Chad Emmett, associate professor of geography; Connie Lamb, GWS senior librarian; Brianna Magnusson, associate professor of health science; Marie Orton, professor of Italian language and literature; Delys Snyder, assistant teaching professor of English; Charlotte Stanford, associate teaching professor of comparative arts and letters

ARE THERE GEEKS IN CHINA?

BYU faculty member Matthew B. Christensen's book *A Geek in China: Discovering the Land of Alibaba, Bullet Trains and Dim Sum* was awarded gold in the guidebook category at the 2017 Lowell Thomas Journalism Competition in October 2017. Christensen is director of the BYU Chinese Flagship Center and a professor of Asian and Near Eastern languages. These awards are the most prestigious in travel journalism and were announced at the annual conference of the Society of American Travel Writers.

"People come for the info, the fun, and the excitement."

—Aaron Rose

The Fortunate Few

Each year several students receive scholarships to further their academic study abroad. Most of these scholarships are specific to certain areas of study or languages, but the experiences they fund include much more—including new sights, sounds, foods, and cultures—for an adventure of a lifetime.

Summer 2017

Asia FLAS [7]

Joseph Andersen [Chinese]
Nathan Anderson [Indonesian]
Sara Denkers [Russian]
Romy Franks [Japanese]
Julie Graham [Chinese]
Stefan Lehnardt [Russian]
Joseph Scott [Vietnamese]

Latin America FLAS [5]

Maria Cano [Quichua]
Barrett Hamp [Quichua]
Marisa Hart [Brazilian Portuguese]
Rachel Houldridge [Guarani]
Sydney Jorgensen [Brazilian Portuguese]

Critical Language Scholarship [4]

Phillip Ng [Chinese]
Emily Peterson [Turkish]
Adam Strathearn [Indonesian]
Henry Thompson [Arabic]

Gilman Scholarship [4]

George Bennion [Japan]
Brooke Carroll [Malawi]
Julia Anne Cook [Namibia]
Hunter Hill [Latvia]

Fall 2017–Winter 2018

Asia FLAS [25]

Aaron Bame [Japanese]
Natalie Barkdull [Indonesian]
Aaron Blake [Japanese]
Caleb Cranney [Chinese]
Jacob Fredericksen [Japanese]
Howard Green [Japanese]
Alex Harper [Chinese]
Jacob Hermansen [Russian]
Alistair Hilton [Chinese]
Braden Hutchinson [Japanese]
Chloe Jensen [Vietnamese]

Nathan Jensen [Chinese]
Zachary Larsen [Chinese]
Robert Lucas [Korean]
Kori Mann [Chinese]
Rachel Martin [Japanese]
Sarah Matthews [Russian]
Garrett May [Tagalog]
Sarah Quan [Chinese]
Kate Raynor [Tagalog]
Kylan Rutherford [Tagalog]
Jarom Sederholm [Korean]
Jacob Stebbing [Russian]
Lindsey Walker [Chinese]
Alexander White [Russian]

Latin America FLAS [16]

Kevin Augustin [Haitian Creole]
Faith Blackhurst [Brazilian Portuguese]
Maria Cano [Quichua]
Barrett Hamp [Quichua]
Marisa Hart [Brazilian Portuguese]
Nathan Hogan [Brazilian Portuguese]
Michael Morris [Brazilian Portuguese]
Melanie Packard [Brazilian Portuguese]
Benjamin Passey [Haitian Creole]
Scott Raines [Brazilian Portuguese]
Eric Rands [Brazilian Portuguese]
Nathan Richardson [Brazilian Portuguese]
Suzanne Shibuta [Brazilian Portuguese]
Alexander Wambach [Brazilian Portuguese]
Anthony Wride [Brazilian Portuguese]
Hannon Young [Brazilian Portuguese]

Gilman Scholarship

[4 Fall]

Joseph Butcher [China]
Nathan Connell [China]
Sarah Nicholas [China]
Brett Sherwood [Latvia]

[2 Winter]

Joseph Andersen [China]
John Westhoff [China]

Boren

[1 Fellowship]

Carly Madsen [Thai]

[2 Scholarships]

Alex Harper [Chinese]
Zachary Larsen [Chinese]

ALL THE UTAH TRAILS YOU WOULD WANT TO HIKE

It surprised us to learn that one of our most popular Pinterest boards (@BYUKennedyCenter) highlights local activities—perhaps advising alumni what to do when visiting Provo?

But next time you're in Utah, add this resource to your list as well: Recent BYU graduate and Model UN alumna Ciara Hulet has launched Cici Outside, a website with short informational videos highlighting Utah's best hiking trails. Ciara tells readers what the hike looks like, if it's worth it, how hard it is, and where to go to start trekking.

The idea came to Ciara on the top of Mt. Whitney (elevation 14,505 feet). Throughout the hike, she kept thinking how nice it would have been to have seen a video of the trail beforehand. It was then she realized that—with her journalism degree—she had all the tools to make those videos herself.

Ciara hopes her website will help people get off their screens and on the trails. Check out her videos at cicioutside.com.



1



2



3



4



5



6



7



8

Kennedy Scholars

This award is open to all full-time BYU students, with an emphasis on students who have an international or global focus, which they have demonstrated through majors, minors, participation in Kennedy Center programs, theses, research projects, or internships. These are the 2017–18 scholars:

1. Eric L. Rands
2. Eleanor C. Cain
3. Jacob T. Inman
4. Nate A. Blackhurst
5. Kaylee Taylor
6. James W. Hodgson
7. Alexander J. Haag
8. David C. Bates

study abroad is not a luxury



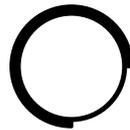
Give today to make international study programs available to all BYU students. Visit vimeo.com/kennedycenter to watch our latest online shorts featuring alumni who give regularly, and become one of the 1,000 alumni who give at least \$10 a month. So far, 158 students have been helped. We need your help.



kennedy.byu.edu/donate

Brigham Young University
David M. Kennedy Center
for International Studies
237 HRCB
Provo, UT 84602

Address Service Requested



DAVID M.
KENNEDY CENTER

FOR INTERNATIONAL STUDIES

*“What’s clear is that the curiosity, creativity, and empathy
you develop in college help you make your own luck. Rapid,
disruptive change doesn’t ruin your prospects; it can actually
play to your advantage.”*

—George Anders, *You Can Do Anything*