



BRIDGES

ALUMNI MAGAZINE

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

Letter from the Director



During the summer and fall of 2016 I directed the London Centre study abroad with two faculty colleagues and eighty-three wonderful students. One of our students was Joey Tirado-Grundvig, a first-generation college student from a small town in Illinois. Joey was a Global Opportunity Scholarship recipient. As a sociology major, he was immersed in our discussions of national identity (the theme of our program), and he was thrilled to be in London. His enthusiasm for the experience was contagious. The opportunity to study abroad opened a new world of confidence and expertise for him. Joey came home confident in his abilities to learn, to work with others from diverse backgrounds, and to interact in new and challenging environments. He recently graduated and has accepted a job with an HR firm.

At the David M. Kennedy Center, our aim is to provide students with opportunities to develop cultural competence as they study, explore, and learn from a global perspective. It is exciting to watch students develop an intercultural mindset. Those who are in our majors and minors expand their thinking through interdisciplinary study and global exposure. They learn to work in a global society and to serve in an international church. We are excited about President Worthen's Inspiring Learning initiative, which encompasses mentored research, studies abroad, field studies, and internships. Here at the hub of international experiences at BYU we seek to inspire our students to learn and to receive inspiration as they learn to solve global problems.

In this issue of *Bridges*, we focus on the importance of global competence. As faculty and staff at the Kennedy Center, we are excited to help students develop into culturally sensitive and adaptive individuals. We are looking at ways to expand opportunities to reach more students and also at ways to assess and improve the quality of their international experiences. Our alumni are important in this process as mentors and advisors; we look forward to your continued support!

A stylized, handwritten signature in black ink that reads "R Forste". The letters are fluid and connected, with a large, sweeping "R" and a cursive "Forste".

Renata Forste

Features

TOWARD GLOBAL COMPETENCE

2 Developing global competence amounts to much more than being travel savvy; it's about immersion, integration, and knowing. And it's offered through BYU.

MAKING GLOBAL POSSIBLE

10 Now in its third year, the Kennedy Center's Global Opportunity Initiative has helped sixty-three students go abroad—all thanks to you and other friends of the center.

AN INTERVIEW WITH RENATA FORSTE

16 The Kennedy Center's new director, Renata Forste, sat down with Bridges to answer some questions about her background and where she hopes to take the center next.

On Being Christian in India

24 When confronted with a difference in morals while studying abroad, one student found peace and connection through following Christ.

Departments

- 22 Infographic | A Global Metro-Map Thought Experiment
- 28 Travel | Who to Follow on Instagram / Top Airports
- 30 Lecture Spotlights | Live from Provo
- 36 Recommended Reads | Your Global Competence Summer List

News

- 38 Alumni Update | From IR to Software Engineer?
- 42 From the Kennedy Center | Honoring Cotopaxi's Founder and More Highlights
- 46 Featured Students | Two More BYU Borens

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and interests for the internationally involved.*

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The photos in this article are the winners from the Kennedy Center's annual student photo contest.

TOWARD GLOBAL COMPETENCE



GOING ABROAD IS ABOUT MUCH MORE than experiencing the joy—and difficulty—of travel, filling your Instagram feed with adventuring, or even doing your GE or major coursework in a different country. It is about gaining deep international understanding and know-how—something that is becoming more and more crucial as the world develops and connects. At BYU, a key part of students' experience abroad is developing global competence, and the David M. Kennedy Center for International Studies is at the forefront, leading campus toward this important aim.



GLOBALLY COMPETENT STUDENTS are lifelong learners. They are able to adapt and contribute knowledge and understanding to a world that is constantly, rapidly evolving.

Global competence is a crucial shift in our understanding of the purpose of education in a changing world. Students everywhere deserve the opportunity to succeed in the global economy and contribute as global citizens.

—ANTHONY JACKSON, VICE PRESIDENT FOR EDUCATION, ASIA SOCIETY

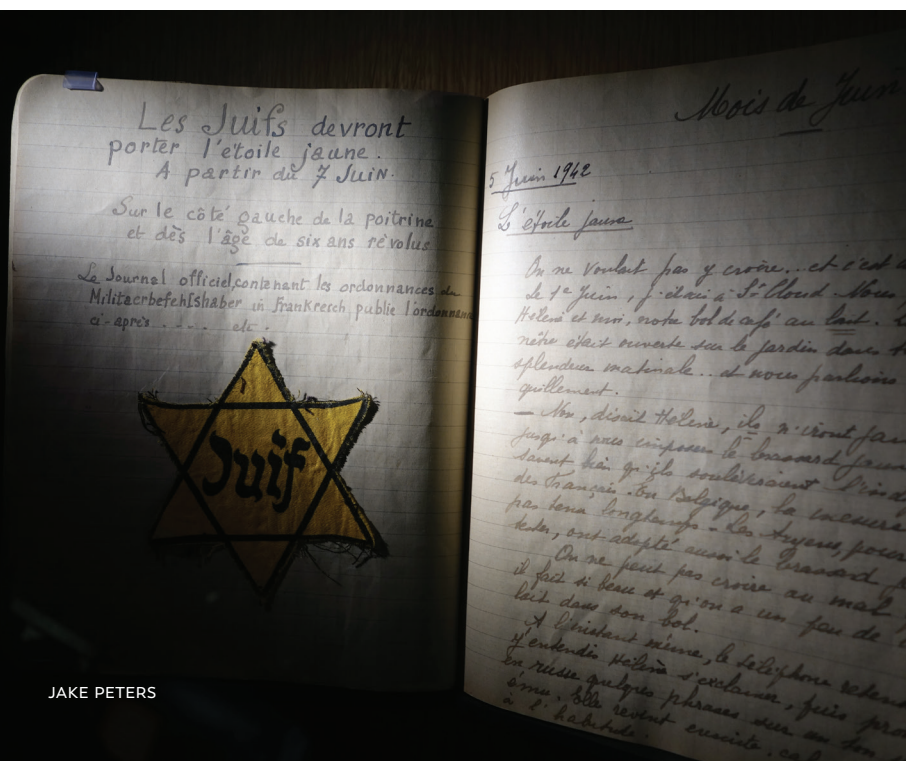
“GLOBAL COMPETENCE,” CENTER FOR GLOBAL EDUCATION,
ASIASOCIETY.ORG/EDUCATION/GLOBAL-COMPETENCE



TRULY global leaders act as bridge builders, connectors of resources and talent across cultural and political boundaries—relentlessly dedicated to finding new ways of creating value. They don't just think and act global, they are global.

—ÁNGEL CABRERA

"WHAT BEING GLOBAL REALLY MEANS," INTERNATIONAL BUSINESS, HARVARD BUSINESS REVIEW, 19 APRIL 2012, HBR.ORG/2012/04/WHAT-BEING-GLOBAL-REALY-MEANS



JAKE PETERS

In truth, the world is not nearly as connected as [some] writers would have us believe. Despite talk of a new, wired world where information, ideas, money, and people can move around the planet faster than ever before, just a fraction of what we consider **globalization** actually exists. The portrait that emerges from a hard look at the way companies, people, and states interact is a world that's only beginning to realize the potential of true global integration. . . . Globalization's future is more fragile than you know.

—PANKAJ GHEMAWAT


"SOVEREIGNTY, BORDERS, AND REAL LIFE," IN GLOBAL POLITICS IN A CHANGING WORLD: A READER, ED. RICHARD W. MANSBACH AND EDWARD RHODES (BOSTON, MASSACHUSETTS: HOUGHTON MIFFLIN HARCOURT PUBLISHING, 2009), 21

A useful way of thinking about where culture comes from is the following: culture is the way in which a group of people solves problems. . . . A problem that is regularly solved disappears from consciousness and becomes a basic assumption, an underlying premise. . . .

A fish discovers its need for water only when it is no longer in it. **OUR OWN CULTURE IS LIKE WATER TO A FISH.** It sustains us. We live and breathe through it.

—ALFONS TROMPENAARS

RIDING THE WAVES OF CULTURE: UNDERSTANDING DIVERSITY IN BUSINESS (BURR RIDGE, ILLINOIS: IRWIN PROFESSIONAL, 1994) 6, 21

A photograph of a man with dark hair, wearing a grey sweater over a blue and white checkered shirt, sitting in a wicker chair in a workshop. He is looking towards the camera. In front of him is a large, shallow, dark-colored bowl. To his left is a wooden bucket. The background is a yellowish wall with a wooden-framed mirror or window. A single light bulb hangs from the ceiling, casting a warm glow. To the right, there is a pile of debris and a plastic bag hanging from a wooden post.

**While basic skill development
and workforce preparation skills
are important in the American
education system, a paradigm
shift must take place recognizing
that in order to be truly globally
competitive, we must be GLOBALLY
COMPETENT.**

—JUSTIN W. VAN FLEET AND REBECCA WINTHROP

"TO BE GLOBALLY COMPETITIVE, WE MUST BE GLOBALLY COMPETENT."
UP FRONT, BROOKINGS INSTITUTION, 29 SEPTEMBER 2010,
[BROOKINGS.EDU/BLOG/UP-FRONT/2010/09/29/TO-BE-
GLOBALLY-COMPETITIVE-WE-MUST-BE-GLOBALLY-COMPETENT](http://BROOKINGS.EDU/BLOG/UP-FRONT/2010/09/29/TO-BE-
GLOBALLY-COMPETITIVE-WE-MUST-BE-GLOBALLY-COMPETENT)



INTERCULTURAL COMPETENCE is emerging as an important competency, not only within the United States but also around the world. It is especially relevant to employability, the increasing diversity of the world in which we live, and the pressing global challenges confronting us. . . . While other terms represent intercultural competence—global citizenship, cultural intelligence, global learning, and so on—they all infer the knowledge, skills and attitudes needed to interact successfully with others from different backgrounds. The focus on intercultural competence is growing out of the internationalization movement which is becoming more central in many colleges and universities, and is driven by economic and social factors. . . . In the U.S., intercultural competence is seen as key to global workforce development and foundational to 21st-century skills.

—DARLA K. DEARDORFF

“SOME THOUGHTS ON ASSESSING INTERCULTURAL COMPETENCE,”
VIEWPOINTS, NATIONAL INSTITUTE FOR LEARNING OUTCOMES
ASSESSMENT, 15 MAY 2014, ILLINOIS.EDU/BLOG/VIEW/915/113048



The crux of intercultural adaptation is the ability to have an alternative cultural experience. Individuals who have received largely monocultural socialization normally have access only to their own cultural worldview, so they are unable to experience the difference between their own perception and that of people who are culturally different. The development of intercultural sensitivity describes how we gain ***the ability to create an alternative experience*** that more or less matches that of people in another culture. People who can do this have an intercultural worldview.

—MILTON J. BENNETT

"BECOMING INTERCULTURALLY COMPETENT," IN *TOWARD MULTICULTURALISM: A READER IN MULTICULTURAL EDUCATION*, ED. J. S. WURZEL (NEWTON, MASSACHUSETTS: INTERCULTURAL RESOURCE CORPORATION, 2004); EMPHASIS IN ORIGINAL

A solid understanding of globalization is key to an engineer's success in today's global society. Globalization involves the ability to understand that the world economy has become tightly linked with much of the change triggered by technology; to understand other cultures, especially the societal elements of these cultures; to work effectively in multinational teams; to communicate effectively—both orally and in writing—in the international business language of English; to recognize and understand issues of sustainability; *to understand the importance of transparency* while working with local populations; and to understand public policy issues around the world and in the country in which one is working. It will be these fundamental capacities that will enable 21st-century engineers to develop into professionals capable of working successfully both domestically and

globally.

—PATRICIA D. GALLOWAY

THE 21ST-CENTURY ENGINEER: A PROPOSAL FOR ENGINEERING EDUCATION REFORM (RESTON, VIRGINIA: AMERICAN SOCIETY OF CIVIL ENGINEERS, 2008), 3



BAYLEY GOLDSBERRY

Leaders who possess a *global mindset* are able to interpret and decode situations from multiple, even competing, points of view. They have an insatiable interest to learn about other cultures. They care to understand other people's perspectives and suspend their judgment to do so. They are knowledgeable about economic and political issues around the world and can grasp the inherent complexity of international affairs from multiple national perspectives. Finally, they nurture relationships with associates and friends around the world and have a unique ability to transcend cultural barriers and cultivate trust.

—ÁNGEL CABRERA

"WHAT BEING GLOBAL REALLY MEANS," INTERNATIONAL BUSINESS, HARVARD BUSINESS REVIEW, 19 APRIL 2012, HBR.ORG/2012/04/WHAT-BEING-GLOBAL-REALY-MEANS



ENGLISH

is an important language . . . , and to that extent, it is easy for Americans to travel and maintain a certain level of engagement with people in other parts of the world. That, in some sense, is a limitation . . . because there is a sense that somehow the rest of the world all speaks English anyway. . . . One can get the impression that English *might* even be enough. . . .

. . . If the goal of the overseas engagement for Americans is building trust, is reaching agreement, is establishing rapport with people, is understanding not only how we see the world but how they view the world—what their aspirations are—then it is very, very important that we get out of our own skins and that we somehow look at the world in other ways. That is the criticality of learning other people's language.

—DAN E. DAVIDSON

"INSIGHT: DAN DAVIDSON," INTERVIEW, YOUTUBE, 12 NOVEMBER 2013, 1:11–3:08, YOUTUBE.COM/WATCH?v=5HI_GP0LYFC



**The new idea that aims to
change who goes abroad.**

**ILLUSTRATION
BY CHRIS GALL**

It's easy to imagine that most BYU students participate in educational programs abroad. After all, "the world is our campus"—at least it's been on the sign that has welcomed everyone to BYU since the 1960s—and becoming globally competent seems to be a shared goal. Most students have heard about programs open to anyone in any major that offer a semester or term abroad in places such as Paris, Madrid, Siena, or the BYU London Centre. More departments and faculty members than ever are creating major-specific programs, such as International Industrial Design Studies in Europe and China Student Teaching in Guangzhou. The value of the programs, cited by the thousands of students who have studied abroad, is impossible to ignore. And BYU's top-twenty-five ranking from the Institute of International Education just about confirms the university's international focus.

The numbers tell another side of the story. The fact that last year about 1,800 students participated in study abroad programs, internships, field schools, and direct enrollments in more than twenty-seven countries on 127 different faculty-directed programs is impressive. And yet nearly two-thirds of all BYU students don't participate at all in an international study program.

**MAKING
GLOBAL
POSSIBLE**



“I really wanted to go on the Ecuador study abroad program, but I’m barely making ends meet with tuition and rent and everything. I’ve worked as many as four jobs during a semester. The gap between paying for school and a study abroad is several thousand dollars that I just don’t have without help.”

—SYDNEY JENSEN, LINGUISTICS



THE GLOBAL OPPORTUNITY PLAN

Across various international, educational, and professional organizations, discussions regularly address the socioeconomic challenges that face students—from the high cost of undergraduate tuition to study abroad programs that can reach the higher end of \$30,000 per semester!

To increase the number of BYU students who participate and, more important, to change the culture so that every BYU student has a financial pathway to go abroad, the Kennedy Center is trying something new. Created in 2015, the Global Opportunity Initiative identifies students from all majors and colleges for whom finances are a primary obstacle to participating in a BYU international study program. Faculty directors nominate candidates, ensuring that the students are qualified. This nomination process is effective because faculty members are usually more aware of the financial challenges that face those who apply for their study abroad, internship, field school, or direct enrollment program. Then a Kennedy Center representative interviews the nominated students and explores their needs and their desire to participate. So far the results have been impressive.

REAPING THE BENEFITS: A STUDENT’S PERSPECTIVE

Coming from a lower income family in Robinson, Illinois, Joey Tirado-Grundvig reached a major milestone when he was accepted to college. “Childhood was pretty intense,” he remembered. “We didn’t have a lot of money, so I’m used to living without things like electricity, water, and gas.” It wasn’t easy for him to come from that environment to BYU, where growing up with social capital is easily taken for granted. Joey had to worry about attending school without a safety net to fall back on.

“Ever since I was young I have always loved the idea of going somewhere else—anywhere else,” Joey said. “And for someone who grew up in a small,

isolated area, I never had an opportunity to travel.” So when a friend told him about the London study abroad program, Joey assumed it wasn’t possible. After working additional hours, taking a higher-paying summer job in Alaska, and applying for department and college scholarships, Joey was still unable to participate. But his faculty director, Professor Renata Forste, nominated him for a Global Opportunity Scholarship, and he could go.

The immediate benefits for Joey were similar to those experienced by many other students: immersion in the culture, credit for general education coursework, new perspectives on careers and life, and opportunities to serve and interact with Latter-day Saints in London. “I was a Sunday School teacher for the youth ages twelve to seventeen,” Joey recalled, “which was a huge blessing and one of my favorite experiences.”

After Joey returned to Provo, his experience in London regularly came up in job interviews, which led to two separate offers in human resources, his preferred area of work after graduation. “[The study abroad] has changed how I look at life and how I view what I want,” Joey recognized. “All of that has increased my confidence.”



Financial Barriers

Ask most students and they will tell you that going to college requires hard work—including paid work. Going abroad costs even more than a normal semester, which means that money is a major barrier to international student experiences. Faculty members report that sometimes students will apply and cancel several times as they try to piece together the thousands of dollars required. In the end, students frequently comment, “I’m not the kind of person who studies abroad.” But if a BYU student is not that kind of person, then who is?



By the Numbers

Joey is just one of a small but growing coterie of students who have studied abroad with the help of a Global Opportunity Scholarship. In three years, a total of \$192,561 has been awarded through sixty-three scholarships. Recipients represent more than forty-six programs from forty majors from nearly every college. And word is just getting out across campus.

2015: 6 students

2016: 11 students

2017: 46 students



Before the study abroad, I didn't think I had as much potential as somebody else because of my situation. The whole experience changed who I am.

—MARLENE CORNIA, POLITICAL SCIENCE





A small group of supporters helped launch the Global Opportunity Scholarships, with contributions ranging from a small, monthly online donation to a significant investment in the program, funding dozens of students. More support will be needed in 2017 and in coming years.

Last summer BYU president Kevin J. Worthen announced an initiative for what he called “inspiring learning.” He said:

While traveling in a foreign country can be a life-changing experience, through careful and thoughtful planning, the impact of the experience can be magnified severalfold. Similarly, internships provide insights into the skills required to succeed in an occupation, but increased planning and foresight can make the experience considerably more meaningful by ensuring that certain kinds of activities occur and that there is adequate opportunity for reflection. I challenge all involved in such activities to make sure we are maximizing the amount of good that can result from them. [“Inspiring Learning,” BYU university conference, 22 August 2016]

This overarching effort complements and guides the Global Opportunity Initiative. In fact, three of the six students spotlighted by President Worthen in his address were scholarship recipients in 2016, and with more than forty students studying internationally on Global Opportunity Scholarships during the spring 2017 term, the stories are pouring in about how an experience abroad is more than simply travel and study. The students are developing new talents, finding new ways to serve, and gaining new perspectives they previously had not imagined.

It doesn’t take much to make a difference. Whether large or small, regular donations are valuable to the Kennedy Center’s efforts to send students abroad. Donations may be made online at kennedy.byu.edu/donate.

Learn more about Sydney Jensen’s Ecuador study abroad experience: vimeo.com/154757784.

Hear four of the first Global Opportunity students say thanks: vimeo.com/154755096.





AN INTERNATIONAL CONNECTEDNESS

The New Director's Vision

Renata Forste became director of the David M. Kennedy Center for International Studies in January 2017. Forste received a BS and an MS in sociology from BYU and a PhD in sociology with an emphasis in demography and statistics from the University of Chicago. She taught at Western Washington University for three years and has been teaching at BYU for twenty-two years. Forste and her husband, Mike, will celebrate thirty-two years of marriage in August. They are the parents of three daughters. The oldest is married and has a little girl, the second works in Salt Lake City, and the third is an illustration major at BYU. The two oldest are both BYU alumnae.

An Interview with Renata Forste

PHOTOGRAPHY
BY BRADLEY H. SLADE

How did your international interest begin?

I served a mission in Argentina. That is when I got a passport and traveled outside of the United States. I was hooked; I loved it.

I came back and took a world religions class from Spencer Palmer. He was taking a group of students to Korea on a spring term study abroad. It was very cheap at that time. I had enjoyed the world religions class, so I talked my dad into helping me with the funding. We went to Japan, Korea, and Hong Kong. It was such a different experience. I had been in Latin America, but now I could see Asia and better understand that part of the world. I went to high school in St. Louis, and I didn't understand the history of and the differences between the U.S. and China, Japan, and Korea. That study abroad broadened my view. After I got married, we went on a study abroad to Vienna. This was back when we could do a rotation and tour all around Europe. Then, as a faculty member, I went to London three times.

It all started with my mission experience, when I realized there was a whole world out there and another way of seeing things. Yet people are the same. As a demographer, I'm interested in universal human experiences. Everybody is born, everybody dies, everybody has family, and most everybody moves. But how we do those things—and the cultural expectations and norms surrounding birth and death—are different. That's what is really interesting.

As the previous Latin American studies coordinator, what is your interest in and experience with Latin America?

My interest with Latin America also began on my mission, where I learned to speak Spanish. When I was Latin American studies coordinator, Tim Heaton and I started a project in which we traveled to Bolivia multiple times to look at patterns of family formation and family interaction. Infant mortality rates are high in parts of Bolivia, so we worked through the Benson Institute and researched children's health. We also studied how giving resources to families could help parents make better decisions so that they could better help the health of their children. In some cases, when we give money to the family, it is the wife who knows what the children need, but it is the husband who controls the purse. If the couple doesn't have good dialogue, then the children often don't get the resources they need. We looked at how we could promote healthier family interactions to deal with issues like domestic violence and in turn provide better health for children.

Recently you gave the Cutler Lecture. Could you share some themes from that talk?

The Cutler Lecture is sponsored by the BYU School of Family Life. My interest is in women's and children's health. An undergraduate student and I worked on and published research that used an international sample of thirty-eight countries. We looked at family satisfaction and the gender division of household roles. Basically, households in which husbands and fathers are involved have higher family satisfaction. Then, having just come back from the London study abroad, I used more recent data from the U.S. and from Britain that looked at men's and women's differences in terms of family roles and housework. Essentially, a lot of the patterns are still the same; women still do more housework than men. However, families in which the husband is more involved have higher satisfaction, and the wife is happier.

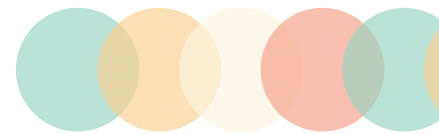
Part of what I focused on in the lecture was how, as a society, we don't tend to value housework and what women do in the home. We don't put a dollar amount on it. It's not prestigious. As members of the Church, we really should value housework, because we value family. If we truly value family, men should be willing to participate in housework; we should all participate, because we think it's important.

What administrative positions have you held prior to this one, and how will they influence your work as director?

I was an associate dean over curriculum in the College of Family, Home, and Social Sciences working under David Magleby. Then I was department chair for six years. Being an associate dean before I was chair helped me have a better idea of how a college works. The dean's office deals with the bigger picture, but it's really with the department chair where the rubber hits the road. That's where you deal with faculty members to help them get rank, status, and tenure; take care of the hiring; and work with student issues. We were also working on learning outcomes. I had a lot of experiences as department chair that are helping me now as director of the Kennedy Center.

These positions have given me a better sense of both the academic side and the educational support side, though this is the part I need to learn more about. I have a sense of how colleges operate, how the different entities on campus operate, and how we can draw from those different resources. By pulling together these groups of people from across campus, we can create a synergy here at the Kennedy Center to address important global and international issues. That's what I'd like to see happen.

The David M. Kennedy Center for International Studies is the heart of international engagement for the BYU community. By supporting and implementing interdisciplinary international experiences on campus and abroad, the Kennedy Center raises global awareness and competency and equips the community with international perspectives and tools to promote intellectual, physical, and spiritual well-being throughout the world.



What value do we at the Kennedy Center add by having students major or minor in area studies programs or participate in international experiences?

I've been doing a lot of reading on the subject. Some people refer to it as international literacy, and some call it global competency. Essentially, it is value added through international participation. What value do we at the Kennedy Center add by having students who are either majoring or minoring in area studies programs or participating in international experiences? What is it that we give students that they couldn't get any other way? I think we give them cultural competency and cultural sensitivity.

The international experiences we offer are different than what a mission gives, because students get the academic aspect, too. A mission experience, for those who serve internationally, can help them with language and give some sense of the culture, but they don't have the history, the economic understanding, and the social understanding of the culture.

How do Kennedy Center programs fit into the larger globalization of the world we work in now, where everything is connected? How do we prepare students to work in that kind of world? How do we serve in a global church? What can these programs do to develop cultural competency? We've been looking at different models and ways we can measure and ensure that we are preparing students. Our goal is to help students have reflective experiences in which they begin to develop the attitudes and skill sets they need to be culturally competent and to think and translate that into the workplace or church service. That's the direction I see us moving, and part of the question is, how do we articulate that move?

An international study program is required with the MESA major. Is it possible to require international study for all majors?

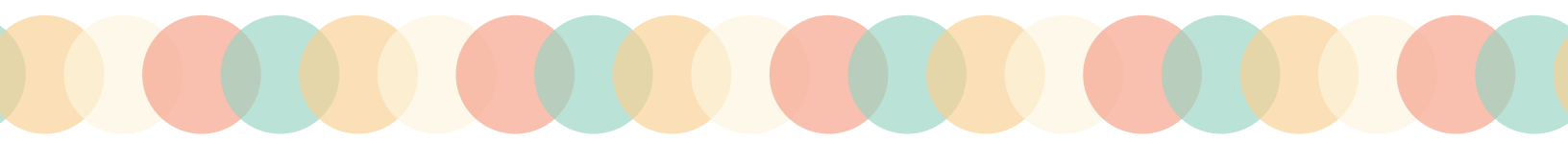
Most of the Kennedy Center programs heavily recommend international study. What will have to be confronted—and this is what Middle East studies/Arabic has struggled with as well—are financial challenges. As we move forward, can we encourage more global opportunities? Can we fund-raise? With President Worthen's move to more experiential learning, we could reach a point where every student has that kind of experience.

Right now the question is how we can make international study affordable. There aren't a lot of majors that require students to go abroad; to expand that expectation will require making international study affordable to all students. Certainly, if we could make it more affordable to more students—if not most students—a lot of students would choose to go. If we start telling them early on that it is an expectation, then they can plan for it if they declare a Kennedy Center major or even if they come to campus as a freshman. We can fold it into the president's initiative.

Why is global competence so important?

I just finished reading a report that Alan Parkinson in the BYU Department of Mechanical Engineering wrote. He talks about thirteen reasons why engineers should be prepared to work in a global world. Increasingly, whatever your discipline is, we have to recognize that we are all interconnected. Even though you may not work internationally, you're going to be working with companies associated with different global entities. Global competence is critical, and that's why I first said it was a literacy.

We used to talk about literacy—people needing to learn to read and write to function in the world. Now we talk about media literacy—people needing to learn to consume media, because students are now



constantly connected, and they need to understand how media works. It's the same thing with globalization. The decisions students make are going to affect the lives of people across the planet. It's important for students to develop skill sets that allow them to interface internationally and to understand appropriate communication and behavior in a cultural context. They need to be sensitive to those differences. They need to have the background to understand how we all are interconnected, how history works as a connection, and how to think and problem solve in a way that connects across global resources.

This applies in the Church. We have more members outside than inside the United States. We need to be sending out Church leaders. I think a lot of people, especially at BYU, go on to become leaders in their communities and leaders in the Church. They need to think globally, not just in terms of our Utah roots.



We want to make sure we are giving students the richest opportunities we can while instilling within them the desire to receive inspiration and to use the blessings and resources they have to better the world around them.



What are your thoughts on the future of the Global Opportunity Initiative?

I think it's absolutely critical to expand it. I had a student with us in London last fall who was a Global Opportunity student and who had never been outside of the United States. He served his mission in Ogden, Utah, and he grew up in a single-parent household. He worked all summer driving a bus in Alaska so he could raise money to go abroad. Even then it wasn't quite enough. Without the Global Opportunity Scholarship, he would not have come back to school. He would have had to take another semester off to work. With the scholarship, he participated in the fall semester in London and then came back in winter to finish up his classes and graduate.

The enthusiasm, the excitement, and the engagement he brought to that program were intoxicating. Everything was new to him, everything was exciting to him, and it filtered to all of the other students. The experience gave him a lot of confidence and helped him know that he can compete in a global environment. Studying abroad gives students a competitive edge when it comes to applying for graduate programs or for jobs.

Increasingly, studying abroad is not an opportunity just for students who can afford it but for all of our students on campus. It's there for those students who don't have families who travel to Europe or elsewhere for a family vacation. These are the students who are going to benefit from the scholarship. Global Opportunity is critical to extending the reach of Kennedy Center programs to more and more students so that the financial aspect doesn't become a barrier that keeps them from progressing. It ties into President Worthen's Inspired Learning initiative.

What are the implications of President Worthen's Inspiring Learning initiative for the Kennedy Center?

We are very much a part of it. President Worthen continually mentions examples of inspired learning as study abroad programs, field studies, and internships. He brought up a point in one meeting that part of inspired learning is for students to have "life-changing" experiences. Inspired learning is also about helping students learn how to receive inspiration. We need to help them not only to develop academically and intellectually, in terms of their discipline, but also to develop spiritually. We give them the confidence that they can go any place in the world and receive inspiration that will help them move the work forward.

Wanting to give back is an important aspect that international experiences can give our students. It's these students—like those with Global Opportunity Scholarships—who have been given this opportunity to see what the experience does for them. They want to turn around and share that blessing with other people. That's my hope!

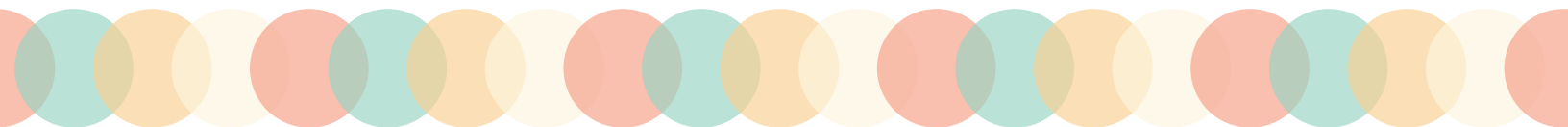
I see us interfacing exactly on board with what President Worthen wants this inspired learning experience to be. We want to make sure we are giving students the richest opportunities we can while instilling within them the desire to receive inspiration and to use the blessings and resources they have to better the world around them. President Worthen has said that you can go on a study abroad anywhere, but the difference here is that you also receive inspiration.

What has surprised you most since becoming director?

I didn't know beforehand all that the Kennedy Center is involved with. I didn't understand how complex it is. You have everything from developing strong, rigorous academic programs to trying to be the hub of research associated with international work. This is done by drawing faculty together, bringing intellectuals to campus, and hosting the international academic and intellectual rigor that is a component of all student programs. The Kennedy Center also deals with prominent international security issues, publishes *CultureGrams* and *Bridges*, updates the website, and connects with alumni. It's a very busy place.

What is your vision for the Kennedy Center?

In my view, the Kennedy Center can be a place to bring together students and to create an energy around problem solving. There are a lot of our brothers and sisters who are suffering, and they don't have the opportunities or resources we have. How do we address these global issues? If we can think globally and internationally about what the challenges are, we will bring people together from across campus and across disciplines to a place where they can start to think of solutions to these problems. That's what I would like to see the Kennedy Center do—help campus be more issue focused rather than area focused.



For example, I was talking to one of the engineers on campus, and he brought up the issue of clean water. In my mind I said, "Sure, we can have a discussion about clean water." Clean water not only affects engineers but people in public health and in women's studies, because it's the women who have to walk miles and miles to get the water. These are problems that do not have a single-discipline solution. If we can be the place that brings people from across campus together, then we can train our students to think about these issues more broadly and to think about potential solutions. When we send them out, they will be better at thinking outside the box in a global context and will pull from multiple places to problem solve. At the Kennedy Center, we bring together disciplines, students, and faculty to learn and problem solve. We will become the place that encourages discussion and synergy.

What have you learned from students while on study abroad?

We have phenomenal students at BYU. What I really like about the students—and I see this every time I teach—is that they get it. They understand how blessed they are, and they want to give back. It is exciting to take them someplace and to have them immersed and to see the lights come on. They start to think, "What could we do to expand opportunities for others so that they can have these kind of experiences?"

BYU students are unique. Because of the gospel, they have a desire to live a Christlike life. When they are exposed to the world around them, they take that understanding and use it to think beyond borders about their brothers and sisters everywhere. They use that Christlike perspective to address issues and challenges that people are dealing with anywhere in the world.

When I was at other universities, it wasn't necessarily like that. Often it was all about themselves and how they could make money or get ahead of others in their career. Whereas BYU students, generally because of the gospel, come with the understanding that we are all interconnected spiritually. When students understand how we are interconnected globally and culturally and understand the history and culture, the economics, and the politics, they are prepared to serve. They start to see how they can make a difference. International study provides such an invigorating environment. ■

What if every corner of the globe were connected by a world metro system? London author Mark Ovenden answered this question visually for his 2003 book, *Metro Maps of the World*. Updated for the Kennedy Center in 2013, his map shows cities with commuter rail systems either currently in use or planned.

Follow the pink line from Barcelona to Novosibirsk. A ride on the brown line will take you from London to Guangzhou—as long as you don't miss your connection in Tabriz. Just as this map blurs lines between countries and draws unexpected connections, the Kennedy Center can take you from a lecture on Japanese geopolitics to a study abroad in Sweden. Add a minor in area studies to any major to gain a global perspective in your area of interest.

Find your connection at [#KennedyMetro](#) on Facebook, Instagram, Twitter, and Snapchat.

World Transit System

Designed by Mark Ovenden





BY KRISTEN NICOLE CARDON

*Adapted from an essay written for a
BYU travel writing class in 2011.*

Bildungsroman:
On Being
Christian in

India

ILLUSTRATIONS BY VISNEZH





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L DAY IN McLEOD Ganj, India, my host mom, Tam Kho, woke up at 6:00 a.m. to make *balep*—bread—for breakfast. By the time I woke up at 6:30, she was sitting on the floor of her tiny kitchen mixing flour, baking soda, and water with her hands as she repeated the Dalai Lama’s mantra of compassion: “*Om mani padme hum.*”

As I washed my face, Tam Kho left her balep dough and walked to the large framed photograph of His Holiness the 14th Dalai Lama that sat on a shelf behind bright orange curtains. She picked up the golden tiered dish beside the picture, carried it outside, and dumped yesterday’s water offering over the railing of the deck. I sat on the red velvet cushion and leaned against the side of my bed. She returned, walking slowly so as not to spill the dish that she had just filled to the brim with some of her precious, clean water. She repeated the mantra softly as she walked. When she placed the water offering carefully on the books that lined the shelf, I opened Isaiah to my maroon bookmark and started chapter forty-four. Tam Kho returned to her balep dough, the rhythm of her kneading following the cadence of the mantras.

Trisong, my host uncle, was finally waking up at ten past seven as I was flipping pages to Alma in the Book of Mormon. Tam Kho stood up and walked to His Holiness’s picture again, ticking prayer beads one by one as she went. She repeated, “*Om mani padme hum,*” as she slid each one. I finished reading in Alma, Tam Kho returned to the kitchen, and we all sat around the table for breakfast.

It was a typical morning, at once Buddhist and Christian. It reminds me of my childhood prophet teaching us to live respectfully with those of different faiths (see Gordon B. Hinckley “This Is the Work of the Master,” *Ensign*, May 1995). And, really, once you witness Tam Kho’s devotion to His Holiness the Dalai Lama and her devout morning rituals, you can’t believe that Christians are the only good people in this world. There I was, a nineteen-year-old college student, learning Christian tolerance in a real-life context. It was easier than I thought.



And then, on my fifth day in McLeod, Tam Kho slept inside instead of on the bed in the corner of the porch. The porch bed was Lhamo's, Trisong's older brother. I fell asleep wondering why she'd come inside.

It happened again the next night. In my mind, I reviewed the introductions from the day I met my host family. Trisong was the one who helped me carry my suitcase. He told me he was my *khu*, my uncle. When we got to the house, he introduced Lhamo Kyab, his brother, and Tam Kho, his sister-in-law. Hadn't he said sister-in-law? He definitely had.

So why on earth would Tam Kho change from the porch bed to the double bed inside? I remembered vaguely a discussion of polyandry from a Tibetan language class, thousands of hours and thousands of miles away from this new reality. It was either something inappropriate, which meant that there would be some drama, or she was actually married to both of these brothers.

I waited a day to decide.

The next morning I woke up early when Lhamo Kyab came home from his yoga class. I sat up and looked at Trisong's bed—there was Tam Kho, still asleep. It wasn't until I was there in the room with the still-sleeping Trisong and Tam Kho and the calmly smiling Lhamo that I accepted the family structure as polyandrous.

Wait, what?

How could Trisong introduce his wife as his sister-in-law? How could he marry his brother's wife? How could Lhamo accept that? How could they all live in the same one-room house? How can *I* live in that same one-room house?

It was deceit—betrayal, even. I never imagined there would be something so foreign, so outrageous as this corrupted version of marriage. Even though their home was my one refuge in that town, my fragile trust in them shattered to the point that I couldn't even look them in the eyes. Wasn't it awkward enough that we were all living in that same room, trying to pretend that we knew each other well enough to be a temporary family?

We ate breakfast like nothing had happened. Tam Kho smiled her warm, accepting smile at me, and I looked away, refusing amity from this woman with whom I could not possibly stay. I spoke as little as possible.

The next day I emailed the university coordinator in charge of my program. I was hoping that she would validate my uneasiness, tell me that I had license to be aloof from my host family. In short, I was hoping that this one situation didn't require me to be a Christian, to tolerate people who are so different from me and to love them anyway. Tolerance, I thought, should only go so far.

To my disappointment, the coordinator responded enthusiastically, "How cool about your host family! What an interesting experience for you." She was genuinely excited about the things I could learn by living with a polyandrous family.

It's easy to be tolerant when all you are doing is keeping to yourself while Tam Kho gives a water offering and chants a mantra. It's different when she offends your sensibilities by being married to two brothers at the same time. What do you do when it's right there in the same room, in the bed next to yours? As a Christian trying to respect diverse cultures and religions, should I stay or could I leave?

What is a Christian? My name derives from the term, and I have always taken pride in the fact that while other names mean "beloved" or "wisdom," mine means "follower of



But WHAT HAPPENS WHEN HIS FEET DON'T quite *fit in my shoes?*

Christ.” Sitting in Sunday School, safe in the Rocky Mountains, it’s hard to imagine a situation in which you truly would *not* know what Jesus would do. We role-play, we share personal experiences, we study scriptures, and we *know* what Jesus would do at any given time, in any given moment. To follow Christ is to do what He does, to do what He would do if He were wearing my shoes.

But what happens when His feet don’t quite fit in my shoes?

A few days after I discovered the polyandry in my host family, my bag tore. I dug through my suitcase to find the needle and thread that my intuitive mother had sent with me and sat on the red plastic porch chair to try my hand at sewing.

Lhamo saw me through the window and motioned for me to hand the bag to him. Seeing that I did not have black thread to match, he called Tam Kho from the kitchen and explained the situation in rapid Tibetan. She, a tailor by trade, hurried to her sewing machine and pulled out a bucket of supplies. She cut a long thread from her black spool and carried it over to us. Then she sat next to Lhamo, watching him thread the needle and correcting his technique as he began to sew the bag.

As he stitched, he told me to watch what he was doing, preparing me for the three more times that my bag would tear that summer. When he was about halfway through, he handed me the bag, inviting me to try. He took it away quickly as he saw my clumsy attempt to imitate his masterful stitches.

“Look,” he instructed.

Lhamo smiled to himself as he worked, talking to Tam Kho and grinning in response to my many thank-yous. Periodically, Tam Kho would look at me and smile. Tam Kho’s smile is the most memorable aspect of her appearance, but you don’t need to memorize it, because she smiles all the time.

Lhamo began joking in broken English, telling me that I carry too many heavy things in my bag. He imitated me, trying to carry a burdensome bag and falling over from its weight. I laughed. He laughed, too.

I would be staying with them for the rest of the summer. ■

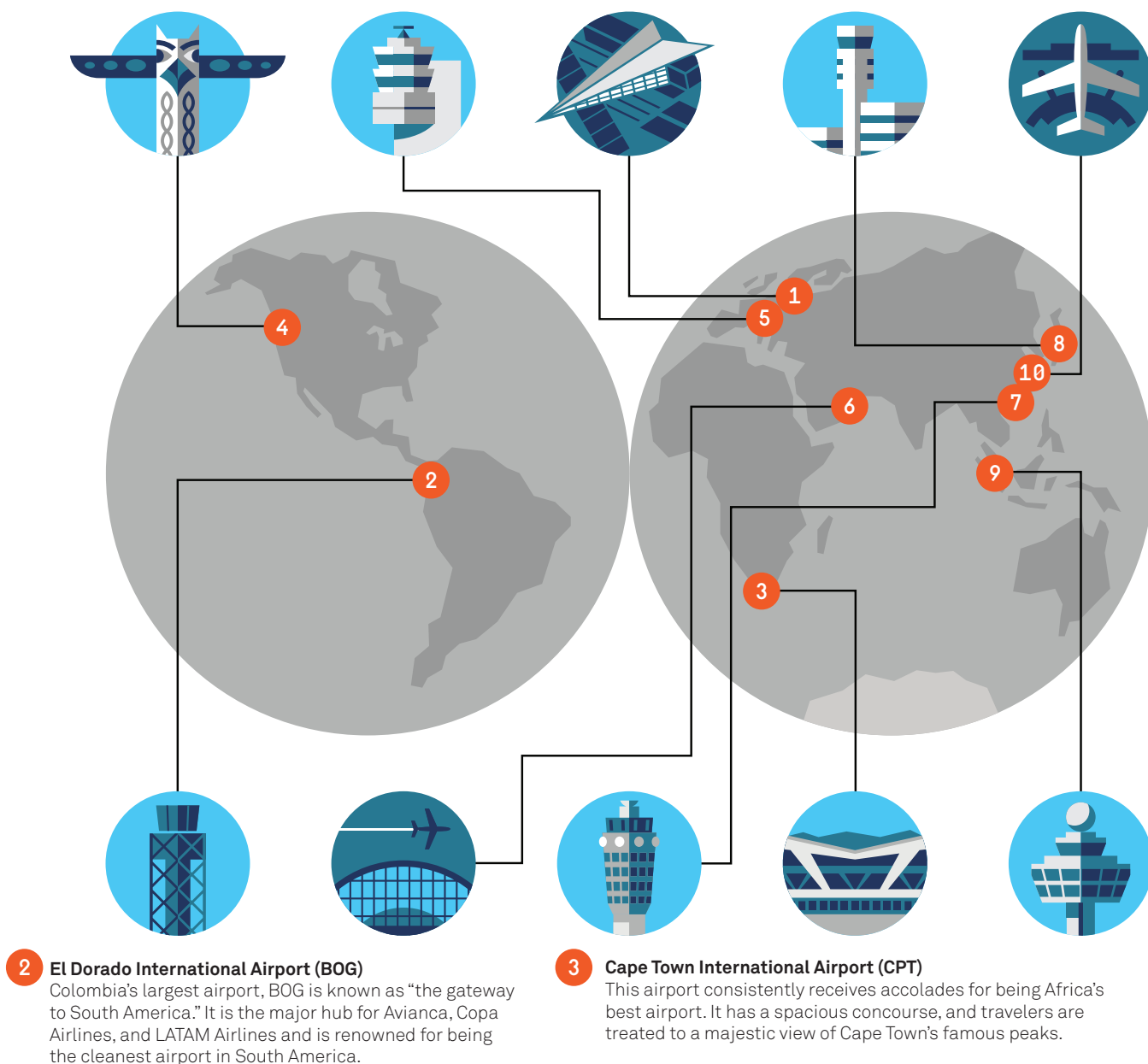
Travel

Trapped in the Airport

Nobody likes delays or layovers, but when you have to spend some time in transit, these airports aren't bad travel destinations by themselves.

1 Copenhagen Kastrup Airport (CPH)

There is a reason that the Danes are known for their design prowess. CPH is sleek, clean, and easy to maneuver. The airport is unique among many European airports in that it is readily accessible from downtown Copenhagen. The terminals are only several metro stops from the city's main attractions and incur no extra transportation costs, making Copenhagen an attractive pit stop for any European traveler.



2 El Dorado International Airport (BOG)

Colombia's largest airport, BOG is known as "the gateway to South America." It is the major hub for Avianca, Copa Airlines, and LATAM Airlines and is renowned for being the cleanest airport in South America.

3 Cape Town International Airport (CPT)

This airport consistently receives accolades for being Africa's best airport. It has a spacious concourse, and travelers are treated to a majestic view of Cape Town's famous peaks.

ILLUSTRATION BY SCOTT ROBERTS

- 4 **Vancouver International Airport (YVR)**
Not many airports can boast a seaplane terminal, but YVR can. YVR is quickly becoming known as one of the cleanest, most efficient airports in North America, and its collection of Pacific Northwest native art adds to its charm and woodsy feel.
- 5 **Zürich International Airport (ZRH)**
The hub for Swiss International Air Lines and a destination for many European business travelers, ZRH also houses the headquarters of many important Swiss companies. In 2019 ZRH will strengthen its reputation as a business center with the completion of the Circle, a corporate complex that will host some of Europe's most important conferences only a few hundred feet from the terminals.
- 6 **Hamad International Airport, Qatar (DOH)**
With a construction price of more than \$16 billion, it comes to no surprise that this hub of Qatar Airways represents the Middle East on this list. DOH is the only Middle Eastern airport to receive five stars from Skytrax, and its focus on luxury certainly explains its accolades. A simple Google search is enough to showcase its spectacular architecture and ambiance.
- 7 **Hong Kong International Airport (HKG)**
HKG breaks the top ten in nearly every category. Not only does it accommodate more than seventy million passengers every year, but it also handles some of the most intense cargo traffic, living up to Hong Kong's reputation as an international trade hub. The airport also has expansive entertainment offerings, including a golf course. By 2030, HKG will complete its three-runway system—the first of its kind—permitting one flight to take off about every thirty-six seconds.
- 8 **Tokyo Haneda Airport (HND)**
Beginning as a WWII aviation outpost, HND has transformed into one of the top five busiest airports in the world. Despite such traffic, HND continues to be regarded as one of the most efficient and cleanest airports. With its close proximity to downtown Tokyo, HND will likely remain at the top for a long time.
- 9 **Singapore Changi Airport (SIN)**
Since 2013, SIN has had the honor of being “the best airport in the world,” according to Skytrax. To anyone who has visited SIN, this comes as no surprise. There are walls covered with lush greenery, the concourses are endowed with fine art and sculptures, and travelers can choose from a comprehensive list of entertainment options—including a giant slide.
- 10 **Incheon International Airport (ICN)**
Rounding out the list is Seoul's Incheon Airport. Full of amenities and entertainment options, from golf courses to ice skating rinks, ICN is also certified as the cleanest airport in the world. Perhaps most important to travelers is that ICN is known for its fast customs processing: twelve minutes instead of the average forty-five.

Ten to Try on Instagram

You can expand your world by easily following these Instagrammers—after @BYUinternational, of course, where you can find a fresh feed about BYU students abroad.

@thebucketlistfamily

This family of four—husband, wife, and two young kids—is taking over Instagram island by island. Each day the family appears in a different tropical destination, sometimes snorkeling with dolphins and other times basking on the beach. For anyone with a young family and wanderlust, this account is golden.

@anna.everywhere

When Anna includes “everywhere” in her handle, she means it: she has covered the entire planet. From natural pink lakes in Mexico to blue hot springs in Iceland, she often posts from some of the most unique travel spots around the world.

@girlseatworld

Want to know what to eat in your next destination? Check out this clever account in which Mel snaps photos of wherever she's at with food in her hand. From gelato in Milan to burgers in Times Square, this girl has got you covered.

@ourtravelpassport

Ryan and Sam combine incredible photography with an affinity for exotic locales—from jeweled waters in the Mediterranean islands to ancient temples in Southeast Asia to national parks in the western United States. The couple are an inspiration to anyone looking to satisfy their travel bug.

@thecreditkids

Ever wondered how you can become one of those well-traveled Instagram users? BYU grads Brady and Mary share how they maximize credit-card and loyalty-program miles to travel the world for free. Check out their travel log as they go around the world affordably.

@travelsandchill

With a goal to inspire couples to travel more and deepen their relationships, this account takes submissions from those who have found joy in traveling the world together. Start here for inspiration on where to go.

@expertvagabond

Six years ago Matt sold everything he had and embarked on what became one of the craziest around-the-world adventures Instagram has ever seen. He has a special interest in bonding with the people and cultures he encounters. If you are looking to ramp up the adventure quotient, following Expert Vagabond is a must.

@danielkordan

If you are drawn to nature, wildlife, and mountains, Daniel's Instagram is the account for you. His photography skills capture some of the most majestic views of the world's tallest peaks and deepest valleys.

@theplanetd

Two-time winners of the best travel blog, Dave and Deb take viewers to some of the most recognizable spots in the world through their more traditional Instagram account.

@natgeo

Critically acclaimed *National Geographic* provides Instagram followers with some of the most compelling photos, painting vivid storylines about cultures, struggles, and landscapes.



Have more ideas on airports to enjoy or Instagrammers to follow? We'd love to hear from you via kennedycenter@byu.edu or [@BYUKennedyCtr](https://www.instagram.com/BYUKennedyCtr).

—Matthew Walden

Lecture Spotlights

Demonstrating Changes in U.S. Perspective

To expound on the theories of statecraft in the U.S., David Milne wrote *Worldmaking: The Art and Science of American Diplomacy*. Milne's lecture in fall 2016 explored the book's concepts in a global context as he led listeners through twentieth-century American history by highlighting four individuals who were instrumental in U.S. policymaking and by explaining their strengths and long-term impacts.

Beginning with the influence of Woodrow Wilson, Milne discussed his aptly named "Wilsonian" approach to foreign policy that is still relevant in politics today. The approach advocates a more diplomatic, merciful method to relations with other countries. Wilson's influence in establishing the League of Nations after World War I suggested to the world that it was not too much to hope for peace if they were willing to collaborate.

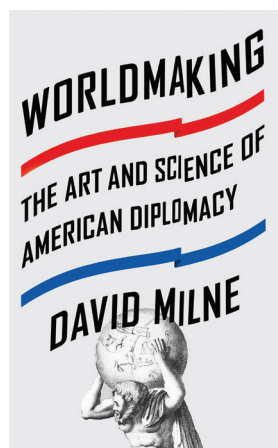
Milne also featured George F. Kennan, Paul Wolfowitz, and Barack Obama. The ideals of these individuals diverged on many points regarding foreign policy, sometimes heralding back to Wilsonian ideals and other times moving toward U.S. isolationism. Despite these differences, Milne assessed the merits of their policies with an impartiality that expressed the value of circumstantial change. The decisions of these policymakers introduced the United

States to a diverse range of directions regarding foreign relations, and, for this reason, their contributions could be compiled in the same work.

This argument was challenged when Milne took questions at the end of his lecture. When asked why he would compare Wilson and Wolfowitz despite their drastically contrasting views, Milne replied, "In the book I do talk a lot about the serious differences, particularly with regard to the United Nations and U.S. unilateralism." He mentioned that the evolution of Wilson's ideals is creating a rift between "hard Wilsonians," who seek to enforce U.S. democracy, and "soft

Wilsonians," who believe in global crisis response. These evolving ideals surrounding foreign policy have, within the span of a century, created hard Wilsonians such as Wolfowitz.

Milne's observations were not made to weigh the moral integrity of policy decisions, but they were compiled in an effort to explain the ever-evolving climate of U.S. foreign policy.



Art, Community, and Context

Joanna Kidney's lecture in fall 2016 swept her audience into the world of artistic expression with visual highlights of her exhibitions and with the poetic underpinnings of her descriptions. Although Kidney explores the versatility of various mediums to convey the human experience, she declared that drawing remains at the heart of her work.

During the lecture, Kidney presented a slideshow of her artwork. As she provided insight about her work, she invited the audience to make connections between her intentions and the pieces themselves. She also shared the inspirations behind her art showcases. *Wunderkammer*, displayed at the Mermaid Arts Centre in Ireland, conveyed the complexity of natural patterns and evoked the memory of items, people, and thoughts that are lost, refound, and redisplayed. The gallery showcased images of her art, including a collection of peculiarities that demonstrated the interconnectedness of seemingly unrelated items. Her collaboration in the project Hexagon was a tribute to printmaking that experimented with the symbolic representation of opposing forces. While working with dancer Liadain Herriott, Kidney investigated the correlation between drawing and movement. Her collaboration in the Tellurometer Project continued her exploration of the visual representation of communication between artists.

Kidney's dedication to art, experimentation, and collaboration gave birth to Outpost Studios, a group that she created with other artists in the region near her residence in County Wicklow, Ireland.

As Kidney took questions at the end of her lecture, members of the audience from every field marveled at the connections between her art and all areas of study. When asked if any of her art dealt with human emotion and feeling rather than the sciences, she remarked that she did not find them entirely divisible. "As I draw and paint," she said, "that holds and contains my emotions and my memories and my collective consciousness." She continued, "It's when I'm actually making the work—I think that that's when it becomes personal and emotive."





Summer World Music Series

27 July 2016

Habit Poogmul Band from Seoul, South Korea, in partnership with Springville World FolkFest



Expanding Perspectives: The Key to Bridging Differences

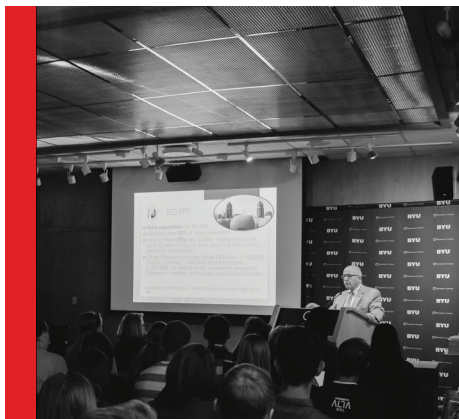
26 September 2016

Diane Hamilton, cofounder and lead trainer, Integral Facilitator; 2016 recipient, Peacemaker Award, BYU Center for Conflict Resolution

JULY

SEPTEMBER

OCTOBER



Crisis in the Near East: Arab Christians in the Holy Land

16 September 2016

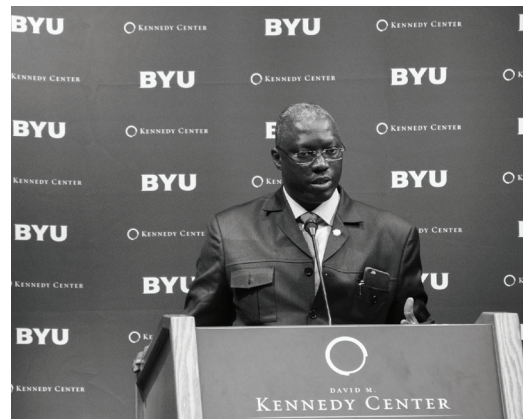
Sir Rateb Y. Rabie, founder, president, and CEO, Holy Land Christian Ecumenical Foundation [HCEF]



Re-Orienting National Identity in Chang-Rae Lee's *Native Speaker* and Bernardo Carvalho's *O sol se põe em São Paulo*

28 September 2016

Rex P. Nielson, assistant professor, Portuguese and Brazilian studies, BYU



Diplomacy in a Period of Crisis: How Mali Is Turning Current Challenges into Opportunities

4 October 2016

His Excellency Yeah Samake, Malian ambassador to India





Creating Your Career in Asia

5 October 2016

L. Gordon Flake, founding CEO,
Perth USAsia Centre



Christian or Muslim? Proving Who You Are in the Early Modern Mediterranean

12 October 2016

Eric Dursteler, professor and chair, Department of
History, BYU

OCTOBER



Brazil's Afro-Paradise: Performance, Race, Violence, and the Black Body in Times of Terror

6 October 2016

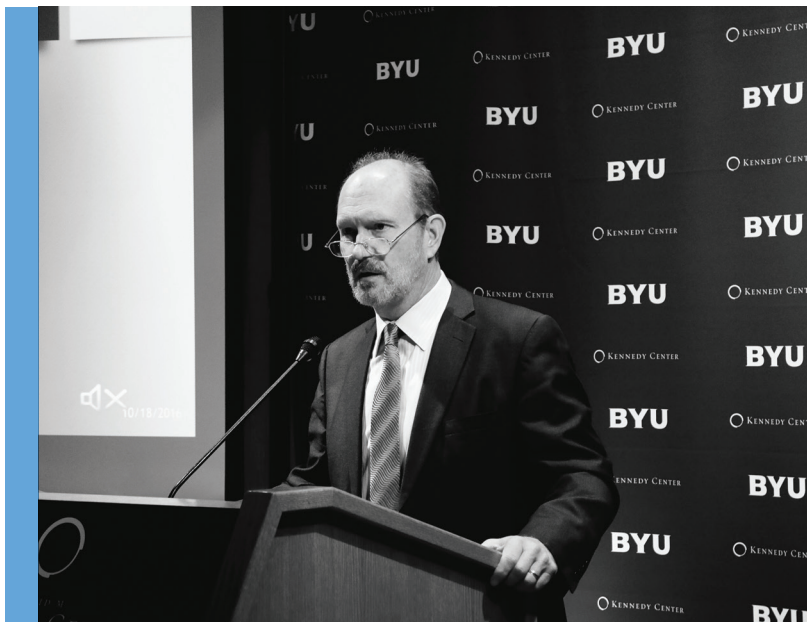
Christen Smith, associate professor, anthropology
and African diaspora studies, University of Texas
at Austin



How Global Business Can Change the World

14 October 2016

Davis Smith, CEO, Cotopaxi



Scoping Future Nuclear Proliferation Risks

19 October 2016

Kerry Kartchner, senior advisor, strategic communications, Department of International Security and Nonproliferation, U.S. Department of State



Belarus at the Crossroads of Europe: Promoting Partnerships, Security, and Stability

27 October 2016

Pavel Shidlovsky, chief of mission for Belarus to the United States



NOVEMBER



Book of the Semester: 1177 BC

26 October 2016

Eric H. Cline, author and professor, classics and anthropology, George Washington University



America and the World, 2017 and Beyond

2 November 2016

Lincoln Bloomfield, chair, Stimson Center, and director and national executive committee member, U.S. Water Partnership



Asian-American Solidarities: The 1955 Bandung Conference and an Indonesian Notebook

9 November 2016

Brian Russell Roberts, associate professor, English, and coordinator, American Studies Program, BYU



The Morenci Marines: A Tale of a Small Western Town and the Vietnam War

7 December 2016

Kyle Longley, Snell Family Dean's Distinguished Professor, history and political science, Arizona State University

NOVEMBER

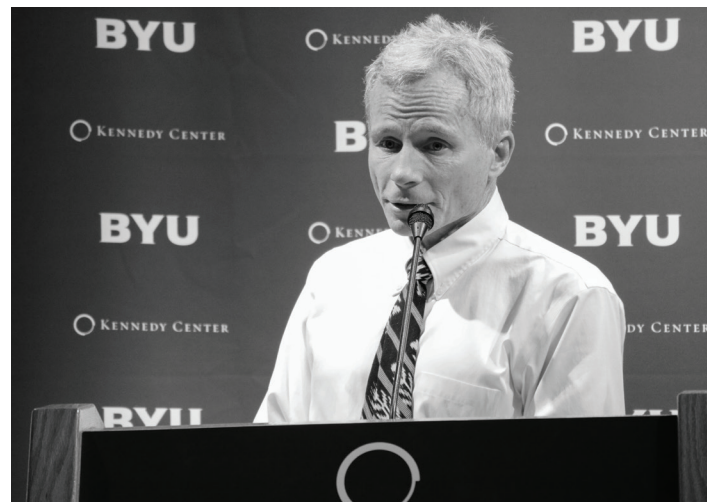
DECEMBER



Don't Fence Me In

16 November 2016

Fernando Villena, artist



Waves Java: Integrated Tsunami Disaster Mitigation on the Most Populated Island on Earth

30 November 2016

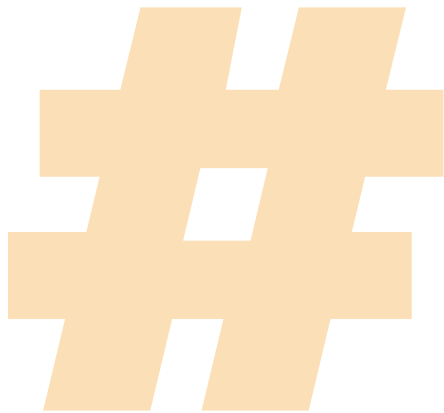
Ron Harris, professor, geological sciences, BYU

@travisdbirch | Best quote from @BYUKennedyCtr lecture today: effective foreign policy “can’t fit on a meme.” #byufsso

@joshkooler | Where lies the present morality in an ethnic identity based on a standard of whiteness? What can be done 2 change this? #kennedylive

@voler | In order to take care of a child w/special needs, J. Dinkleman curtailed a prestigious assignment in Turkey. #familyfirst

@davidjmilne2 | Looking forward to departing for Utah tomorrow to deliver a lecture at @BYUKennedyCtr on Wednesday.



@Profssasy | Excited to be speaking @BYUKennedyCtr today! Thank you, Africana Studies Program.

@byukennedyctr | Flake: “It’s not really about containing China. But it is about how you react to it.”

@kennakay17 | Which is the “best” way for a society to be? A melting pot? A tossed salad? Or a stew? #kennedylive

Recommended Reads

from the
Kennedy Center



Eleven Books of the Semester from Past Years

The White Man's Burden: Why the West's Efforts to Aid the Rest Have Done So Much Ill and So Little Good

by William R. Easterly

Easterly offers a critical look at the way aid is administered to poor nations and the subsequent way these billions of dollars have yet to create change. He advocates for an entrepreneurial on-the-ground approach that offers the people what they really need rather than a top-down effort that enriches corrupt officials.

Brazil on the Rise: The Story of a Country Transformed

by Larry Rohter

Calling Brazil the “country of the future,” Rohter begins with stories of his first visit to Brazil in 1972 and his observations of the affluent and their indifference to the poor suffering around them. After a look at the country’s history, he explores how Brazil is transforming into a modern nation.

Bloodlands: Europe Between Hitler and Stalin

by Timothy D. Snyder

This book is not a beach read—in fact, it is long, heavy, and ponderous. It addresses a tragic period in Eastern European history from 1933 to 1945 and focuses geographically on the border zone between Germany and Russia, where Snyder estimates that 14 million people were murdered. Even so, his book manages to humanize the unthinkable and offers context for a dire time filled with disaster and horror.

The Dispensable Nation: American Foreign Policy in Retreat

by Vali R. Nasr

Who runs the world? Nasr may not offer a definitive answer, but he does offer a thoughtful insider’s view of challenges within the policy process. He takes readers behind public positions to explore foreign-policy wrangling in the Obama administration, failed efforts to sell those policies abroad, and the consequences of unresolved issues in the Middle East, especially with regard to China’s role.

How Soccer Explains the World: An Unlikely Theory of Globalization

by Franklin Foer

Using essays that look at specific nations and their soccer culture, Foer argues that soccer clubs serve a two-fold purpose: (1) as a reliable representation of the world’s social classes and (2) as a snapshot of our global economy.

Guns, Germs, and Steel: The Fates of Human Societies

by Jared M. Diamond

Taking a geographical approach to how the modern world came to be, Diamond rejects previous racially based theories of human advancement in favor of farming. Those who had an edge on food production also flourished in conquering other cultures.

The Next Christendom: The Coming of Global Christianity

by Philip Jenkins

In his book Jenkins makes a bold claim that a Christian revolution took place in the twentieth century as the center of Christianity moved south of the equator. He argues that the churches in the southern hemisphere, where the population takes the Bible more literally, will challenge Western notions of what Christianity is and is not.

Nothing to Envy: Ordinary Lives in North Korea

by Barbara Demick

This book is filled with wrenching, often chilling stories written from the perspective of six North Korean defectors, who relate what their ordinary lives had been like and how they decided to leave. Fear is the overarching emotion: fear of starvation, fear of informants, fear of punishment, fear for family, and fear of love. These feelings play out in an environment only science fiction could otherwise conjure.

Austerity: The History of a Dangerous Idea

by Mark Blyth

Blyth, a dynamic political economist from Brown University, takes a novel view and argues for a Keynesian approach to economics, using austerity during booms rather than bust times. In the Euro crisis, countries such as Greece, Italy, and Spain faced dire consequences because of policies, and some argue that the fundamental issues are still unresolved.

Poetry and the Police: Communication Networks in Eighteenth-Century Paris

by Robert C. Darnton

Written by a Harvard librarian, this book is required reading for many graduate programs in French literature. It explores a living social network that existed in nineteenth-century France made knowable thanks to careful police records.

The Gender of History: Men, Women, and Historical Practice

by Bonnie G. Smith

Where are women’s voices in historical writings? Smith argues that the profession of historian defined itself against women in the production of scholarship by labeling some work “amateur” and by engendering objectivity and facts. This notable book may be of interest to European studies as well as other areas where “great man” histories abound.

Alumni Update

'68

DAVID C. POLLEI is CEO of Blair Cannon Financial, a company in Provo that provides funding for various organizations in the industries of technology, education, and communication. In addition, Pollei is the chairman of the board of directors for Ominto Inc. and a consultant for NewsCheckMedia LLC. He possesses an extensive background in business and works to provide companies with his industrial insight. *BAs: international relations and French, 1968*

'82

MELANIE SANDERS-SMITH works independently as a business consultant in the Washington, DC, metropolitan area. Sanders-Smith draws from years of experience directing and presiding over various institutions, such as the Institute of International Education and Chemonics International, a trade and development company. *BA: international relations, 1982; MA: political science, 1984; MBA: 1997*

'86

DAVID N. CAMPBELL is a professor at BYU-Idaho, where he teaches courses in foreign policy and international relations. Campbell spent decades as a Canadian civil servant in the capacities of linguist, analyst, and professor at the Royal Military College of Canada. He received an MBA in political science from the University of British Columbia and a PhD from the University of Toronto, with areas of study in China, international relations, and comparative politics. Campbell speaks Mandarin fluently. *BA: political science, 1986*

'05

TYLER B. THOMPSON is an account executive at Chronus, a software company in the Seattle, Washington, area that develops tools for professional mentorship. Thompson received an MBA in international business from the University of San Diego and an MA in marketing from the Monterrey Institute of Technology and Higher Education in Mexico. *BA: Latin American studies; minor: Spanish, 2005*

'09

CARL H. BRINTON is a program director at Boston Children's Hospital and a senior fellow at the Brigham and Women's Hospital. In addition, Brinton is a researcher on the WomanStats project, compiling quantitative and qualitative data on women's status worldwide. He received an MBA from Harvard Business School and a certification in Chinese public policy and analysis through the Chinese Flagship Program. *BAs: Asian studies, economics, and Chinese, 2009*

STEPHEN R. GRIFFITHS is a consumer-insights associate at General Mills, one of the world's leading food companies. At the company's headquarters in Minneapolis, Griffiths analyzes the behavioral data of customers to improve and develop products. He specializes in market research and analysis. Griffiths received an MBA from the University of Wisconsin-Madison. *BA: international relations; minor: management, 2009*

'10

BRYAN S. KERR is the director of operations at DishOne in Provo. DishOne is the public face of the Fortune 200 company Dish Network. Kerr is responsible for managing logistics and organizational output. He speaks Italian and Hebrew. *BA: ancient Near Eastern studies, 2010*

'11

DAVID J. GYGI is a consultant for the Northern Trust Corporation, an organization headquartered in Chicago that provides financial advice to corporations and individuals worldwide. Gygi received a JD from Loyola University Chicago School of Law and possesses an extensive background in legal work. He also serves in the Army National Guard as a judge advocate, providing legal counsel to administrative officials. *BA: international relations, 2011*

ALAN N. ROSENHAN serves as a U.S. Army civil-affairs team leader with the 405th Civil Affairs Battalion/411th Civil Affairs Battalion, acting as a liaison between the army and civilian authorities and populations. A resident of Midvale, Utah, Rosenhan also serves as a physical fitness instructor to the fifth-graders at a local Challenger School. He speaks Arabic and French. *BAs: Middle East studies/Arabic; minor: military science, 2011*

'12

WILLIAM P. HUSSMAN is a management consultant at Arabic Language Solutions in Washington, DC, where he assesses the need for Arabic translation and linguistic assistance for various individuals and organizations in the professional world. His background includes six years with the U.S. Air Force as an airborne cryptologic analyst. He received an MEd in higher education leadership and Arabic curriculum design from the University of Texas at Austin. In addition, he studied Arabic language and literature through the American University in Cairo. *BA: Middle Eastern studies/Arabic, 2012*

'13

JEREMY M. HUPPE is a quality-assurance specialist for Willis Towers Watson, a risk management and insurance brokerage company in the Salt Lake City area. Huppe ensures the functionality of digital assets, testing plans, and verification codes before release. *BA: Latin American studies; minor: management, 2013*

'14

DANIEL W. DRAPER is a project manager at OneSpace in St. Louis, Missouri. OneSpace emphasizes workforce management, generating a platform for clients to network with other professionals and provide their services. *BA: international relations, 2014*

STEVEN C. HILL is a finance associate at Convergys, which specializes in customer-experience outsourcing. While the company is based in Salt Lake City, Hill oversees international collaboration and is responsible for financial management. He has a strong background in business and has administered courses on self-employment, finance, and marketing strategy. *BA: Latin American studies; minor: management, 2014*

A. KEITH SAVAGE is a lease coordinator at Zions Bank in the Salt Lake City area. Zions Bank is a prominent financial institution throughout the Intermountain West. Savage's work as a lease coordinator involves financial oversight of properties within the region. *BA: Middle East studies/Arabic, 2014*

'15

SPENCER K. BROWN is an associate consultant in the Houston office of Bain & Company, a Big Three strategy consulting firm that advises businesses and organizations worldwide. Brown assists clients in overcoming obstacles and provides business advice. *BA: international relations; minor: management, 2015*

KIMBERLY HINTZE is a job developer at Deseret Industries in Bountiful, Utah, where she helps people obtain employment by connecting them with suitable hiring companies. Hintze has an extensive history in volunteer programs, including teaching English as a second language and mentoring refugees who have immigrated to the United States. *BA: Latin American studies, 2015*

RILEY J. JOHNSON is a paralegal specialist in Provo for Qualtrics, a company specializing in consumer analytics. Much of Johnson's professional experience deals with human relations and communications. *BA: international relations; minor: management, 2015*

'16

JOSHUA G. BATES works as a resource teacher at Pioneer Elementary in West Valley, Utah. Bates is fluent in Spanish and has received training in iOS programming. *BA: Latin American studies; minor: global business and literacy, 2016*

RUBY D. HIGGINS is a customer-solutions associate at Ancestry.com in Provo. Higgins helps to maintain positive relationships between the prominent genealogy company and its customers. She previously

tutored English at Kyung Hee University in South Korea. *BA: Asian studies, 2016*

GRAHAM A. MCNEIL is a sales analyst at Clean Energy Fuels, a company located in Irvine, California, that emphasizes the conservation and environmentally sound distribution of natural gas in the transportation industry. Through serving a mission in Guadalajara, Mexico, McNeil is fluent in Spanish. *BA: international relations; minor: management, 2016*

SNAP THAT STORY

You can finally get your Kennedy Center fix on Snapchat. All summer long experience the sights, scenes, and smells [well, maybe not that] from BYU students on internships, field studies, and study abroad experiences across the globe.



CAN YOU HEAR US NOW?

Our social media game is strong, but it's best when we hear from you. Comment on Facebook, direct message on Twitter, or join the alumni group on LinkedIn. You can even send us an old-fashioned, late-twentieth-century e-mail. Tell us what you want to see from us, reminisce about your favorite Provo hangouts, or reconnect with friends or study abroad compadres.





#KennedyTech

Daniel Dowler is a software quality engineer with Dell EMC, based in Draper, Utah, where he works on the Mozy infrastructure team to develop and test features for storing and protecting customer data. Curious about his career pathway from international relations to tech, we asked him a few questions.

HOW DID YOU START EXPLORING CAREER PATHS?

I've had some interesting and great experiences over the years, many of which the international relations program helped prepare me for. I did an internship in Washington, DC, in the U.S. Congress Joint Economic Committee under Senator Bob Bennett. While there, I met a University of Utah student who was thinking about a Fulbright opportunity. I thought it sounded interesting, so I applied after a year and was selected to study in South Korea. I had proposed to do research on inter-Korean economic relations. While in Korea I realized that I needed more quantitative skills.

WHAT WAS YOUR NEXT STEP?

I applied to some master's programs in economics but didn't get in. The following year I applied to the math graduate

"I kept at it until something else materialized."

—Daniel Dowler

program at BYU and somehow convinced them to let me have a go at it, even though I had only minored in math. It was a lot of work, but it gave me skills and confidence in the field. In particular, I had to learn how to program to do some of my thesis research. This gave me just enough computer skill to get into the tech industry as a tech support engineer for enterprise clients. I proved myself there and was able to move up to software engineer.

HOW DID YOU DECIDE THAT TECH WAS WHERE YOU WANTED TO BE?

My interest in the tech industry was sparked by a few things: a great work culture, challenging problems to work on, the opportunity to make an impact, and good compensation. The facility I work at has an on-site gym. I received one month of paternity leave when my youngest child was born. And they paid

most of my tuition for a second master's degree—in information and data science from UC Berkeley—which I finished in January. I hope to move into a data science role at some point, which uses programming, math, and statistics.

WHAT HAS YOUR CAREER STRATEGY BEEN AND HOW HAS INTERNATIONAL RELATIONS PLAYED A ROLE?

If I were to sum it up, I've just looked for opportunities and applied to a lot of schools, jobs, and internships that I didn't get. I'm pretty stubborn, so I kept at it until something good materialized. I saw opportunities and challenged myself to work hard toward them. Looking back, the international relations program gave me excellent writing preparation and a good quantitative introduction. It also helped me to appreciate diversity and work well with people of different cultures and backgrounds.

TALK BACK TO US.

ON YOUR RADAR

Get ready for some new developments at the Kennedy Center in coming months:

- A new mentoring program that builds on the work of the International Advisory Board with alumni in Asian studies, Middle East studies, technology, global business, and diplomacy
- An online celebration of the BYU London Centre's fortieth anniversary
- More outreach to new cities, including Seattle, Dallas, and San Diego
- Efforts to increase networking among young alumni for career and academic connections
- The announcement of another honored alum awardee during Homecoming week

Summer 2017 also marks a turning point in our first major alumni-giving outreach effort—the Global Opportunity Initiative. The resulting scholarships directly help BYU students who couldn't participate otherwise study abroad. Watch for their incredible stories about their experiences as well as for thoughts from your fellow alums about why everyone should give even a small amount.

TALK BACK

Now is the time to let us know what you think. Really. Maybe you attended one of our Kennedy Conversations events in Hong Kong, Chicago, or Salt Lake City. Perhaps you stopped by the Herald R. Clark Building

on your summer trip through Utah. Or maybe we just haven't heard from you in a long time.

You can reach out in several easy ways:

- Post a comment on our Facebook page.
- Offer to help us organize a Kennedy Conversation in your city.
- Join our LinkedIn group and share an internship lead, job posting, or interesting article about global careers.
- Use the hashtag #BYUabroad when you interact with BYU students around the world, #kennedylive when you attend one of our events or conferences, or #byuGO to share your support for creating global opportunities.

The Sweden–China Connection

We recently received an interesting comment on our Facebook video *Generations*. The film short features Ruth Todd, a notable BYU alumna and media professional who reminisced about her experiences as a student at 27 Palace Court and then later joined her twin daughters at the BYU London Centre for a quick tour around the city.

The comment follows:



Hayden Bradley BYU | David M. Kennedy Center for International Studies | BYU Scandinavia Study Abroad & Internship to Sweden in 2013 woop woop! The Kennedy Center helped me along the way towards life in China and now a master's degree in Beijing!

Like · Reply · See Response · 1 · May 26 at 6:14am

We wanted to know more, as the connection from London to another program was intriguing. Hayden responded that not only did he participate in an internship in Europe, he later worked as a student employee at the Kennedy Center, where "mentorship and camaraderie of fellow colleagues" helped him create an academic and professional plan.

He wrote: "I'm studying at China's number-one university, and I'm really proud of this opportunity. I couldn't have gotten here without the Kennedy Center."

From the Kennedy Center

A BOOK THAT HOLDS HISTORY'S WARNING

Award-winning teacher and author Eric H. Cline visited BYU during fall 2016 to discuss his book *1177 BC: The Year Civilization Collapsed*, which was featured as the Kennedy Center's fall book of the semester. Adam Gopnick from the *New Yorker* praised the work by saying, "The memorable thing about Cline's book is the strangely recognizable picture he paints of this very faraway time." Cline's lecture demonstrated this same quality by drawing

poignant comparisons between the old world and our contemporary era.

Amidst these insights, Cline shared opinions and anecdotes, making the experience personal for the audience. "I would want to meet Amenhotep III and live in his world awhile," Cline told listeners. "I doubt I'd be alive for more than forty-eight hours, but it would be a wonderful forty-eight hours." His jokes demonstrated his love for history and the messages it offers us in the present day.

Cline discouraged the idea that a linear progression led to the collapse of the Bronze Age civilizations and instead explored the roles that several factors played in their demise. He opined, "If it's not the Sea Peoples, what could have caused it? Was it a drought? Was it a famine? Was it invaders? Was it earthquakes? And to that I would answer, yes. I think it's all of the above."

At the conclusion of his lecture, Cline asked the audience if there were similar stressors affecting society today. His thought-provoking lecture provided a compelling argument for why *1177 BC* is relevant to this age and why it was a well-deserved pick for the book of the semester.

Watch Cline's lecture at kennedy.byu.edu/events/book-of-the-semester-2.



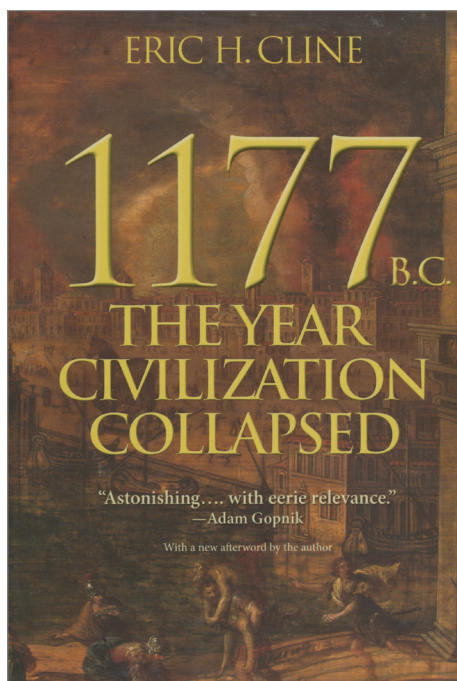
ACKNOWLEDGING EXCELLENCE

In recognition of his commitment to global learning and opportunity, Aaron Rose was presented the prestigious Bruce Tracy Award in 2016 by NAFSA: Association of International Educators. Rose serves as a program coordinator in the International Study Programs office at the Kennedy Center. As a member of NAFSA since 2000, he has spent ten years volunteering in various leadership roles within the organization.

This award not only reflects positively on Rose's personal abilities but also serves as a compliment to BYU's dedication to providing students with study abroad opportunities. "It expands the network for BYU in a very big way," Rose noted, explaining that the award demonstrates BYU's strong affiliation with prominent institutions across the nation and other international organizations that make global opportunities possible for students.

The Bruce Tracy Award is given annually to a dedicated international educator who contributes exceptional effort and personal time in the development of an intercontinental community. Additional consideration is given to members who support the mission of NAFSA to create globally confident and competent citizens through their services and programs.

In the News



DISTINGUISHED SERVICE AND A NOBLE CAUSE

The Kennedy Center commended BYU alumnus Davis Smith for his global leadership by presenting him with the Distinguished Service Award in October 2016. Smith is the CEO of Cotopaxi, an outdoor gear brand with a mission to stimulate social change and expand



global development. At the presentation ceremony, Smith addressed the role of global business in bringing positive change.

Smith shared the impact Cotopaxi has on its suppliers and how Cotopaxi ensures the lives of its employees and suppliers are improved through working with the business. He also shared the success of Cotopaxi's twenty-four-hour adventure race, Questival. There are several races nationwide and in Canada, but the original location in Salt Lake City will hold its fourth annual Questival in July 2017. The race encourages community service in a fun and lively atmosphere.

To close, Smith asked the audience, "What can you do today to make the world a better place?" His accomplishments are acknowledged and appreciated by the Kennedy Center and throughout the world.

Watch Smith's lecture at kennedy.byu.edu/events/how-global-business-can-change-the-world.

"What can you do to make the world a better place?"

—Davis Smith

STUDENT RESEARCH PLATFORM

The Kennedy Center hosted its 18th annual Inquiry Conference in November 2016. Each year students from all disciplines are encouraged to submit and present research on cross-cultural and international topics. This year's Inquiry Conference featured panels as varied as "Governance and Development in Modern Africa" and "Contextualizing Jesus Through Archaeology," as students presented on religion, politics,

art, and social change in order to encourage the discussion and exploration of global subjects. Some presenters had conducted their research overseas under faculty mentorship.

Select papers will be included in an upcoming issue of the *Journal of Inquiry*.

The next conference in November 2017 is accepting submissions; information may be found on the Kennedy Center web site at kennedy.byu.edu/inquiry.

Go for the Gold

In an effort to promote its degree programs, the Kennedy Center created nine intricately illustrated posters. The series recently brought home a CASE Region II award for design and went on to garner a national gold award. These prize-winning posters are now on display in the Kennedy Center's halls.



“Although we all came from different backgrounds, we were united by our love . . . for European politics and economics.”

—Elsa Rebentisch

EUROPEAN STUDIES IN ACTION

In November 2016 five BYU students—Gina Ballard, Margret Morris, Gabriel Davis, Elsa Rebentisch, and Brady Stimpson—attended a three-day summit on European politics hosted in Bruges, Belgium. Organized by European Horizons, the Digital Economy Youth Summit (DEYS) focused on the “Transatlantic Digital Economy.”

Policymakers and representatives from across the United States and Europe were present. As Davis noted, “The DEYS conferences were a great opportunity to hear from and engage with European tech and political leaders while also working on real European and international issues.”

“Although we all came from different backgrounds,” wrote Rebentisch, “we were united by our love of Europe and common passion for European politics and economics.” Their representation at the event has helped BYU to build an outstanding reputation as a European Horizons chapter.



In addition to the career-building and networking aspect of the conference, the Youth Summit encouraged interpersonal relationships and the creation of new ideals. “I never would have suspected that in a few days I would come to know and love so many different, interesting, and diverse people,” Morris remarked.

Ballard echoed this sentiment, saying, “There were so many perspectives and backgrounds that I felt we understood different viewpoints and adapted our policy to reflect differing ideas.”

INTERNATIONALIZING ENGINEERING—AND MORE

How did BYU’s College of Engineering and Technology make study abroad experiences more commonplace? Outgoing dean Alan Parkinson, a professor of civil engineering, shared his vision and experiences over the past decade at the third annual Kennedy Center International

Advisory Board (IAB) meeting on October 14–16, 2016. Parkinson highlighted curricular innovations, the creation of the Weidman Center for Global Engineering, and other notable key events, such as the first International Engineering Education Conference to be held west of the Mississippi, which will be coming to Provo.

The meeting convened a subset of the more than sixty-five Kennedy Center alumni and friends. In addition to the engineering overview, IAB members renewed friendships; learned from Davis Smith, Cotopaxi CEO and honored alumnus; received a State of the Center Report; and participated in peer updates on mentoring and scholarship fund-raising initiatives from board chairs and student participants.

QUALITY EXPERIENCES ABROAD

In honor of International Education Week 2016, the Forum on Education Abroad recognized BYU as one of twenty top international study program providers using program best practices with “Quality in Education Abroad” recognition. The forum “promotes best practices and excellence in curricular design, engages in data collection and research, conducts program assessment and quality improvement, and advocates” for institutions of higher education as well as for education abroad providers.

The recognition comes after the Kennedy Center’s International Study Programs (ISP) completed the Quality Improvement Program, certifying BYU’s conformity with established guidelines of the forum’s Standards of Good Practice for Education Abroad. “This award puts us in good company with other notable international educators and is a recognition of quality,” observed Lynn Elliott, assistant director of ISP. Other recipients this year include Middlebury College, Freie Universität Berlin, and Pepperdine University.

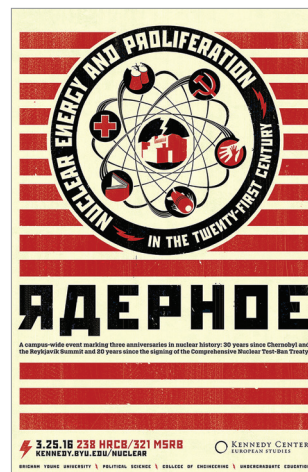
What is one of the best parts of this recognition? A mug that welcomes visitors to the Kennedy Center’s ISP offices in 204 HRCB that you can see on your next visit.

AN INTERDISCIPLINARY LOOK AT NUCLEAR ENERGY

A wide range of speakers and panelists gathered to address “Nuclear Energy and Proliferation in the Twenty-First Century” at a campus symposium that marked three important anniversaries in nuclear history:

1. Thirty years since Chernobyl
2. Thirty years since the Reykjavík Summit
3. Twenty years since the signing of the Comprehensive Nuclear-Test-Ban Treaty

The event, organized by Nick Mason, faculty coordinator of European studies, featured sessions on the science of nuclear energy and the aftermath of Chernobyl, challenges and successes of nuclear arms control in the post-Cold War era, and lessons from the “Atoms for Peace” program. Keynote speakers included Judd Gregg, cochair



of Nuclear Matters and former governor and U.S. Senator from New Hampshire; Adam Sheinman, special representative for the U.S. president for nuclear nonproliferation; and Liz Jevtic-Somlai, visiting assistant professor of political science at BYU, who previously worked at the Comprehensive Nuclear-Test-Ban Treaty organization in Vienna, Austria.

Another highlight included a special performance of Richard Rhode’s play *Reykjavik*, which reenacts the important summit meeting between Mikhail Gorbachev and Ronald Reagan, with a discussion and keynote by the Pulitzer Prize-winning historian and playwright.



Breakout mentoring sessions with Kennedy Center students and IAB members Cindy Davis, Utah Valley University; Michael Simpson, Covey Leadership; and Marc Chenn, SaltStack.

Featured Students



Forging a Bond

Zachary N. Larsen, a recipient of the Boren Scholarship coordinated through the Kennedy Center, has been learning Mandarin Chinese since September 2012. It all started when he was awarded an Air Force ROTC scholarship to study Chinese at BYU, home to one of the top-ranked Chinese programs in the nation. Larsen later served a two-year mission for the Church, speaking Mandarin in Brisbane, Australia. “In addition to my normal missionary responsibilities,” he said, “I translated written documents, served as an interpreter, and served

in a Chinese congregation of approximately seventy-five Chinese-speaking people from China, Hong Kong, Taiwan, and Malaysia.”

When he returned from Australia in August 2015, Larsen continued studying Chinese at BYU. He had been a member of BYU’s Chinese Flagship Program, but his military commitment led him to leave the program because it included one year of extensive study abroad that would have hindered his service in the air force. After some searching, Larsen discovered another option. “I found that BYU’s Nanjing study abroad program is an excellent alternative that will allow me to complete one year’s worth of core Chinese classes related to my major in one semester,” Larsen explained. Not only will this route be academically condensed, but it will also be personally enriching.

Larsen will use the Boren Scholarship to study at Nanjing University, where he will have opportunities to improve his cultural literacy. “Nanjing University is one of the top universities in China,” he noted, certain that it will contribute toward his academic goals. The program also presents an outstanding networking opportunity. “By studying at Nanjing University,” he said, “I will establish friendships with some of China’s brightest minds.”

After Larsen graduates, he will be commissioned as an officer in the U.S. Air Force. “I have dreams of becoming a pilot in the air force,” he expressed. “However, my eventual plan is to become a regional affairs strategist with an emphasis

on Chinese–American relationships.” He intends to use the U.S. Air Force’s Language Enabled Airman Program to continue developing both his language skills and his cultural understanding. Looking to the future, Larsen would like to engage in the Olmsted Scholars Program and to pursue a master’s degree in international relations with an emphasis in either Chinese language or Chinese political science.

Larsen has high hopes for the future. “Through proper cultural and political understanding and a strong diplomatic relationship,” he said, “I believe the United States and China can reestablish a relationship built upon trust and mutual understanding that can benefit the world.” Contributing to an improved relationship between China and the United States inspires his ambitions, and joining the ranks of a very small number of BYU students who have received the Boren Scholarship bodes well for Larsen and others who seek increased international understanding.

Larsen is a cadet major in the Air Force ROTC, Detachment 855, at Brigham Young University / Utah Valley University.

Alex Harper will spend a semester in direct-enrollment classes in Nanjing, China, and participate in an internship with a Nanjing-based news outlet as part of BYU's Chinese Flagship Program—all thanks to a Boren Scholarship. Harper recently scored in the advanced-high range on Chinese standardized oral and written tests, and he hopes this study abroad experience will help him attain superior ratings.

While studying at Nanjing University, Harper will enroll in courses that will expand his vocabulary, advance his understanding of Chinese culture, and improve his conversational fluency. “On top of my regular classwork, I will meet one-on-one with a native Chinese speaking tutor for eight hours each week,” Harper remarked. “This time will be an essential opportunity to have my questions answered and practice using new words and grammar patterns that I have picked up in my classes.” In addition, Harper will perform community service. “My first choice would be to volunteer at a school for children of migrant workers and provide English tutoring,” he said.

The second portion of the study abroad is career oriented. Harper will be employed full-time with a Chinese news agency. “Among other responsibilities,” he explained, “I will work as a translator, helping to produce high-level translations of the company’s articles from Chinese to English. Every week I will have a Skype call with the resident director to test my language skills and track my continuing progress.” Throughout the study abroad, Harper will have the opportunity to visit historical sites and gain a deeper appreciation for the culture.

Harper has an extensive history of working closely with Mandarin Chinese. He studied the language in high school for two years and spoke it while serving a mission for the Church in Singapore and Malaysia for two years. After his mission, he lived with a Chinese family in Shandong, China, and worked as an English teacher. “All of my interactions were in Chinese, apart from the five hours I spent teaching English each day,” he said. Harper then returned to BYU and received Chinese tutoring while attending Chinese classes every semester. “These past two

“This time will be an essential opportunity to have my questions answered and practice using new words and grammar patterns that I have picked up in my classes.”

—Alex Harper

Noble Ambitions

semesters, I have completed seven hours per week of private tutoring with native speakers,” he said.

Following graduation, Harper hopes to pursue an MA in international studies at Johns Hopkins University with a focus on United States–China relations. He would eventually like to join the U.S. Department of State as a Foreign Service officer in Asia.

To complete his long-term goals, Harper has taken steps to ensure his success. “This summer I will be interning at the U.S. Consulate General in Guangzhou, China, where I will be using Chinese every day to help further the United States’ diplomatic mission there,” he said. After that, he will attend the Nanjing study abroad to improve his language skills and to gain “viewpoints on international issues on a more sophisticated level.” He explained, “Studying these issues through both the Chinese academic lens during my time at Nanjing University and through the media lens during my internship will give me the experience and cultural context I need to work effectively as a consular officer.”



GIVE.



kennedy.byu.edu/donate

\$10/MONTH/YEAR

WHAT CAN YOU DO?

Join us this summer in our effort to help more students fund their dreams abroad. If 1,000 alumni contributed just \$10 a month, we could help twenty students improve their Arabic language in Jordan, perform research in Tanzania, take an internship in Japan, or experience Italian life in Siena.



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DAVID M.
KENNEDY CENTER

FOR INTERNATIONAL STUDIES

“Global competence requires the ability to understand prevailing world conditions, issues, and trends through an interdisciplinary lens in order to understand the interconnectedness of the issue, the broad themes, and the subtle nuances. A competitive advantage will go to those students . . . who know what’s going on in the world; who can comprehend the interconnectedness of environmental, financial, social, and other systems; and who understand how the relative balance of power between societies and cultures has significant short- and long-term consequences. Educating students for global competence requires substantive, developmentally appropriate engagement over time with the world’s complexities.”

—Anthony Jackson, Asia Society