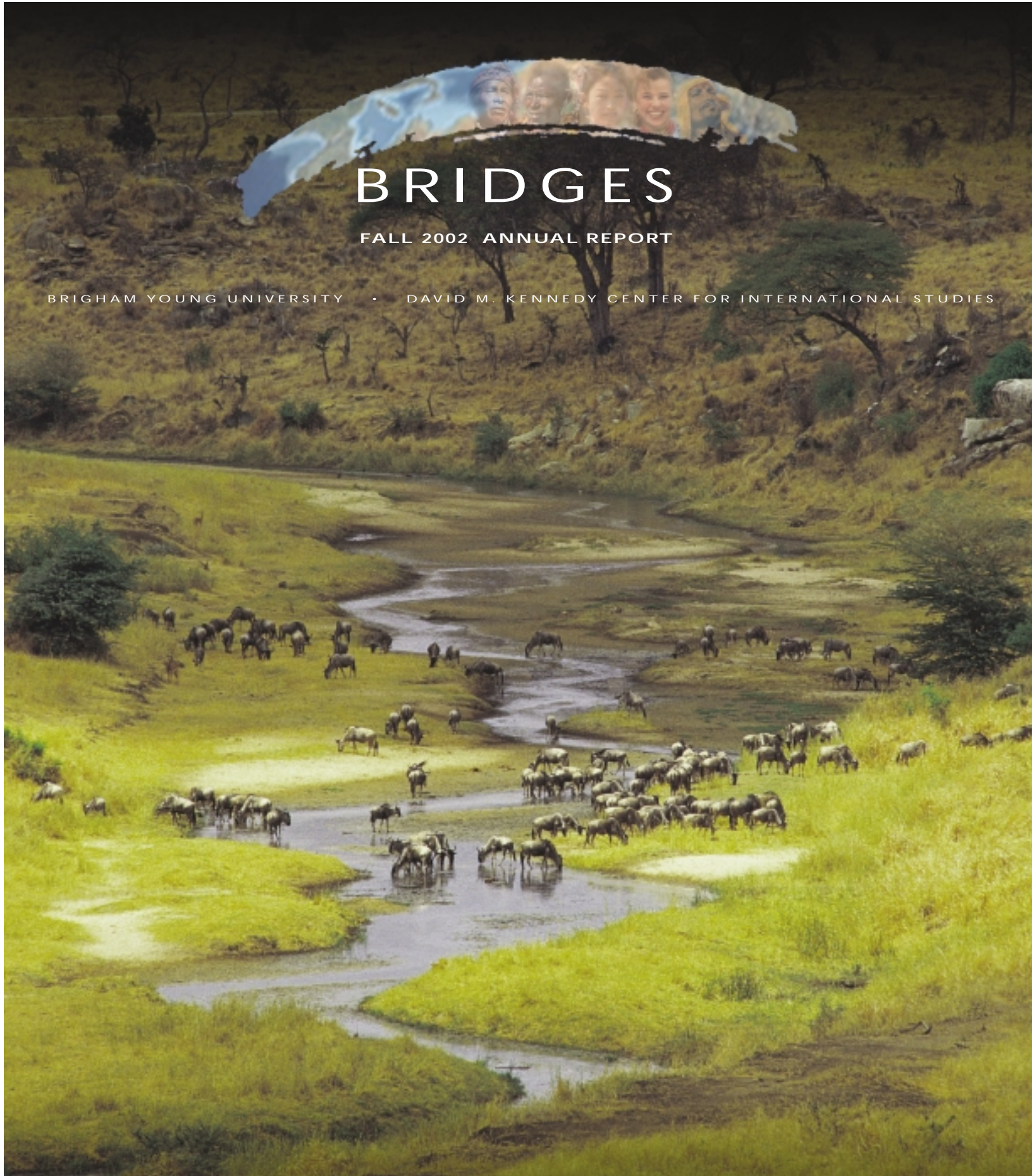




BRIDGES

FALL 2002 ANNUAL REPORT

BRIGHAM YOUNG UNIVERSITY • DAVID M. KENNEDY CENTER FOR INTERNATIONAL STUDIES



Wadi Hydrology:
Managing and
Mentoring



Poetry and
Nature in
the Americas



Geophysical
Hazards in
Indonesia





Don't let this happen to your *Bridges*!

We know some of our alumni are a mobile group, so remember to update your addresses, (residence and e-mail) online:

<http://kennedy.byu.edu/alumniform.html>



BRIDGES MAGAZINE—AN EXPRESSION OF RESEARCH, OPINIONS, AND INTERESTS FOR THE INTERNATIONALLY INVOLVED.

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Director's Message

Cory W. Leonard, assistant director



A World of International Opportunities—On Campus

Presently, the need for graduates with global understanding seems all the more relevant, even though for some time now the drumbeat of globalization increasingly made the knowledge of “things which are at home, things which are abroad the wars and the perplexities of the nations, and the judgments which are on the land; and a knowledge also of countries and of kingdoms” a useful pre-professional pursuit (Doctrine and Covenants 88:79).

Our students—and especially their parents—frequently ask us about career opportunities. We were impressed but not surprised by the hundreds of Kennedy Center alumni who responded during the University Reinvention process. They are the same individuals who are being profiled in *Bridges* and on the Kennedy Center web site. These impressive alumni are leaders in the international careers they’ve created in law, business, development, media, education, and government.

The Kennedy Center helps *create* opportunities for current students through its student programs and advisement services. Consider a few standout examples:

Foreign Service Student Organization (FSSO)—The first and only student organization of its kind to assist students in learning about a career in diplomacy through regular lectures, prep test seminars, and activities. FSSO is recognized by the *Foreign Service Journal* and hundreds of Latter-day Saint U.S. Foreign Service Officers worldwide as a useful career network. Current FSOs are encouraged to join FSNet online at <http://kennedy.byu.edu/fsso>.

Model United Nations—Students learn about diplomacy and negotiation firsthand as part of BYU’s nationally-ranked delegation. They are introduced to key concepts and skills that they later develop in research and policy papers, parliamentary debates, and impromptu speeches.

Global Business Student Association—Jointly sponsored with the Marriott School of Management’s Global Management Center, the association leverages student experience in business and international affairs with BYU faculty and university resources.

V. Lynn Tyler International Career Center—Contains resources such as international career periodicals/texts, current international job postings, specialized internship advisement, graduate school resources, and more.

International Outreach—Students with at least three months of international living experience develop teaching materials—both presentations and publishable lesson plans, *Cultureguides*—for educators to design their own cross-cultural curriculum.

As then-Ambassador Kennedy noted, “The strength of the Center is its students.” This statement is as true today as it was when the David M. Kennedy Center for International Studies was dedicated in 1982. As the world in flux remains a constant, students all across BYU will continue to benefit from the unique global opportunities afforded by the Kennedy Center. As a result, they will be well prepared to make their mark when their moment arrives.

Financial Report and Student Demographics

2001–2002

Endowments

	CURRENT FUNDING LEVEL	ADDITIONAL FUNDING REQUIRED	PROPOSED LEVEL
David M. Kennedy Endowment	\$4,569,729	\$20,430,271	\$25,000,000

International Study Programs Endowments

Mae Covey Gardner European programs scholarships	848,696	n/a	n/a
L. Covey Richards Performing groups and general scholarships	177,381	n/a	n/a
Howard B. and Mary D. Nelson France, Italy, and Spain scholarships	104,971	n/a	n/a
Study Abroad Endowment Asia, Latin America, Africa, Middle East scholarships	376,356	4,623,644	5,000,000
Subtotal	1,507,404	4,623,644	5,000,000

Other Endowments

Chen Fu Koo—Asian Studies	146,932	n/a	n/a
Palmer—Korean Studies	66,212	433,788	500,000
Asael E. Palmer—Canadian Studies	38,637	n/a	n/a
Asian Studies	24,365	975,635	1,000,000
Subtotal	276,146	1,409,423	1,500,000

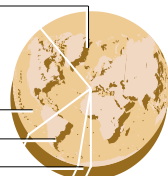
TOTAL	\$6,353,279	\$26,463,338	\$31,500,000
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Current Operations

	2000	2001	2002
Endowment Earnings	\$249,717	\$268,452	190,598
Interest and Other Revenue	102,527	96,428	68,955
Gifts/Grants—Working Capital	575,904	590,418	617,891
TOTAL	\$928,148	\$955,298	\$877,444

Summary of Cash Inflow

University Budget	62%
Gifts and Grants	24%
Endowment	11%
Interest & Other Revenue	3%



STUDENT DEMOGRAPHICS

Male	602
Female	439
Married	261
Single	780
Graduate	30
Undergraduate	1,011

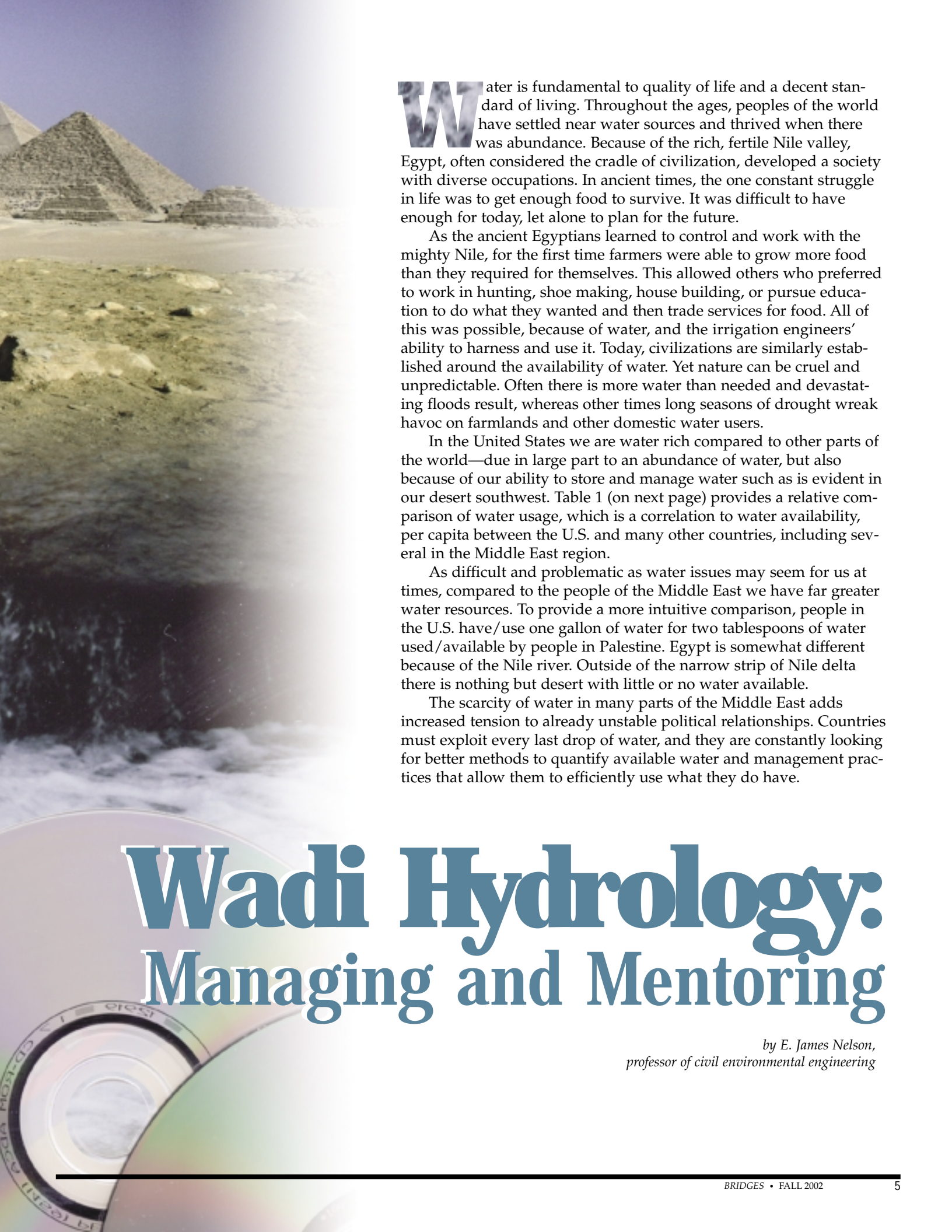
Total
Students 1,041

Non-USA	102
USA	939

Average Age	22.6
Minimum	17
Maximum	58

Average
Cumulative
GPA 3.36





Water is fundamental to quality of life and a decent standard of living. Throughout the ages, peoples of the world have settled near water sources and thrived when there was abundance. Because of the rich, fertile Nile valley, Egypt, often considered the cradle of civilization, developed a society with diverse occupations. In ancient times, the one constant struggle in life was to get enough food to survive. It was difficult to have enough for today, let alone to plan for the future.

As the ancient Egyptians learned to control and work with the mighty Nile, for the first time farmers were able to grow more food than they required for themselves. This allowed others who preferred to work in hunting, shoe making, house building, or pursue education to do what they wanted and then trade services for food. All of this was possible, because of water, and the irrigation engineers' ability to harness and use it. Today, civilizations are similarly established around the availability of water. Yet nature can be cruel and unpredictable. Often there is more water than needed and devastating floods result, whereas other times long seasons of drought wreak havoc on farmlands and other domestic water users.

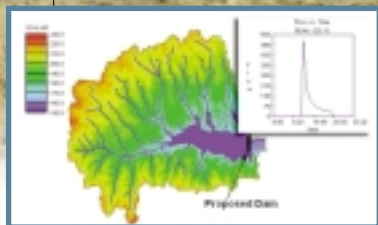
In the United States we are water rich compared to other parts of the world—due in large part to an abundance of water, but also because of our ability to store and manage water such as is evident in our desert southwest. Table 1 (on next page) provides a relative comparison of water usage, which is a correlation to water availability, per capita between the U.S. and many other countries, including several in the Middle East region.

As difficult and problematic as water issues may seem for us at times, compared to the people of the Middle East we have far greater water resources. To provide a more intuitive comparison, people in the U.S. have/use one gallon of water for two tablespoons of water used/available by people in Palestine. Egypt is somewhat different because of the Nile river. Outside of the narrow strip of Nile delta there is nothing but desert with little or no water available.

The scarcity of water in many parts of the Middle East adds increased tension to already unstable political relationships. Countries must exploit every last drop of water, and they are constantly looking for better methods to quantify available water and management practices that allow them to efficiently use what they do have.

Wadi Hydrology: Managing and Mentoring

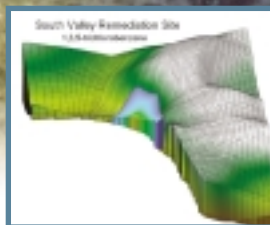
*by E. James Nelson,
professor of civil environmental engineering*



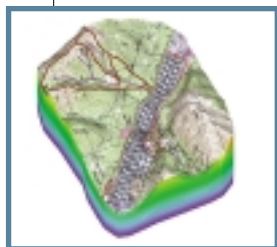
A sample of the watershed modeling system (WMS).



A sample of the surface-water modeling system (SMS).



A sample of the groundwater modeling system (GMS).



This composite graphic is a conceptual rendering of how the three programs (WMS, SMS, GMS) work together. The upper left part with the brown outline and blue river lines on it is representative of WMS, the black gridded area running from top to bottom at a slight angle is representative of SMS, and the blue and green layers below the map on the bottom of everything are representative of GMS.

Mutual Learning and Cultural Exchange

Over the past decade the Environmental Modeling Research Laboratory (EMRL) (formerly the Engineering Computer Graphics Lab) developed sophisticated computer programs for most aspects of water resources modeling. The programs developed by faculty, staff, and research assistants of the EMRL can be used to quickly estimate volumes and peak runoff rates from rainfall events, including the ability to determine storage in reservoirs and detention basins (the watershed modeling system or WMS). Other programs are capable of modeling complex river and coastal systems (the surface-water modeling system or SMS) and groundwater aquifers (the groundwater modeling system or GMS) (see modeling samples above).

The EMRL software has been commercialized through BYU's technology transfer office and is now used in over nine thousand organizations in more than one hundred countries worldwide. The success of the software has opened up many doors of interest and brought numerous opportunities to collaborate with water engineers here in the U.S. and abroad. For example, our Federal Highway office has licensed the EMRL software for all state departments of transportation for drainage and hydraulic analyses along roadway corridors. The Department of Defense uses the software to monitor environmental activities at military sites in support of military actions and to help predict the potential for catastrophic failures of dams.

Dr. Radwan Al-Weshah, of the Civil Engineering Department at the University of Jordan in Amman, initially became interested in BYU in 1993 when Professors Woodruff Miller, LaVere Merritt, and Kyle Rollins, of BYU's Civil and Environmental Engineering Department, visited the University of Jordan as part of a program to explore collaborative opportunities between the two universities. Because of the notoriety of BYU's software and Al-Weshah's work as a hydrologist, he chose to spend more than a month at BYU in January 1996 as part of his pro-


fessional development leave to be trained in the WMS. Upon his return to Amman, Al-Weshah began applying the software to several watersheds and water resource projects in Jordan and the surrounding area, including a study of flood management for the historic Petra location, also a popular tourist site.

In 2000, Al-Weshah received an appointment in the United Nations Education Science and Cultural Organization (UNESCO) Cairo, Egypt, office as the regional hydrologist for the Arab states. Because of his knowledge and experience with the EMRL software, he began recommending its use to his constituents. Then in 2001, as part of the Fourth Annual Conference on Wadi Hydrology, I was invited to present a short course on using the WMS for Wadi hydrology to engineers from Jordan, Egypt, Saudi Arabia, Libya, and Sudan.

At that seminar, engineers learned how the WMS could aid in both flood protection as well as predicting and controlling water runoff for water harvesting activities. The success and enthusiasm resulting from this activity led to the desire to put in place a more formal relationship, and in February 2002, Al-Weshah traveled to BYU and signed a Memorandum of Understanding (MOU) with Sandra Rogers, international vice president at BYU. This formed a collaborative and cooperative relationship on water modeling and management between UNESCO's Cairo office (Arab Region), and Brigham Young University. The MOU calls for joint collaboration between engineers and scientists and students and faculty of the EMRL on a variety of water resource projects in a spirit of

TABLE 1
Per Capita Water Usage (m3)

U.S.A.	9913
China	2427
Mexico	4226
Egypt	1123
Jordan	327
Palestine	83
Israel	461
Germany	2516
UK	2090
Japan	4428



mutual learning and further provides opportunities for significant cultural exchanges.

The inaugural activity, completed spring 2002, involved eight BYU graduate and undergraduate students, two BYU professors, and several scientists and engineers from the Arab region in a training program, and several pilot projects based on software developed by BYU's EMRL for watershed modeling.

Mentoring Students' Learning

In fall 2001, BYU announced that funds for mentored student environments were being increased and the administration encouraged faculty to seek opportunities to include undergraduate students in meaningful academic activities. Miller and I proposed, and were awarded, a grant that provided the financial resources to include eight graduate and undergraduate students as part of the first collaborative exchange organized under the newly-signed MOU.

The students were already working for EMRL as programmers of the WMS, but many lacked the broader understanding required to apply WMS in modeling projects.

During winter semester 2002, the eight students were divided into four teams of two, and each group was assigned to work with a designated contact. Al-Weshah invited select engineers from the Middle Eastern countries of Jordan, Syria, Egypt, and Sudan to work with the students and provide information about current hydrologic

modeling practices and needs. At the same time, the students were able to study more about the hydrologic processes that can be modeled with WMS and the requisite data to drive these models. Each pair of students located as much pertinent data and information about the use of WMS in the designated region and worked to develop a pilot project of local interest to their corresponding engineer.

Forging Friendships

The culminating activity of the project was a trip to Egypt for myself, Miller, and the eight students. The primary purpose of the trip was to provide an opportunity for extensive collaboration on the use of WMS, modeling practices in arid regions of the Middle East, and apply lessons learned while doing the pilot projects and data collection.

A five-day seminar was held at the Water Resources Research Institute (WRI) in Cairo, Egypt, 29 April–5 May. During the exchange, students worked with their assigned contact as well as other engineers familiar with the hydrologic practices of the region and who were interested in applying WMS. Much of the time was spent one on one assessing individual needs and helping Egyptian engineers to adapt the models to solve their most pressing needs. It stretched everyone technically, but through these exchanges strong friendships were forged and the opportunity for further collaboration is certain.

Besides the technical exchange, the cultural exchange was an equally important aspect of the program. Our Egyptian hosts provided numerous activities that allowed all of us to experience the vast history of the region and come to better appreciate the people. Trips were arranged to visit the National Museum, where many of the ancient Egyptian artifacts are on display, and of course no visit to Egypt would be complete without a trip to the great pyramids of Giza, which included a guided tour deep into the heart of one pyramid, where we saw firsthand how the glorified pharaohs were buried in the attempt to ensure their immortality.



Dr. Radwan Al-Weshah and Sandra Rogers



Professionals and students attended the five-day seminar.





Cultivating along the Nile

The highlight of the cultural activities included a trip to Aswan, where we took a brief tour of the High Aswan Dam.

This dam stores

the largest volume of water of any dam currently operating in the world. It is situated on the Nile in the southern-most regions of Egypt and has forever altered life along the lower Nile. Because of its magnitude and wide-ranging effects, it is the subject of many engineering and ecology studies. From Aswan we were able to travel by boat down the Nile, where we visited many ancient ruins and were able to see up close how the fertile Nile valley has been cultivated and managed. The boat trip ended in Luxor, where visits to the largest and most ornate ancient temples and tombs provided us with an in-depth lesson on the history of the great pharaohs and their people.

Learning Outcomes

While my research has given me opportunities in the past to work with small groups of students, never have I had the chance to involve them so directly with professionals outside the university who are applying and benefitting from the work we do here at BYU. Since this is the first time I have conducted such a program, I cannot compare relative successes, but from all accounts—teaching, learning, technical, and cultural—it is apparent to me that the program was highly successful. I believe excerpts

from three of the student essays prepared after the visit to Egypt effectively convey the impact this activity had on the education of these students:

While in Egypt, I learned about myself, about my work, and about the world. Overall, I gained a desire to learn much more about life

and engineering. Many times it has been hard for me to ask for help, but on this trip I worked with Dr. Nelson and the other students who taught me in a way I may not have learned otherwise. I was also able to see how WMS helps people in their everyday lives. I saw pictures and heard of the effects of floods in Egypt and Syria, and I helped show the engineers from these countries how WMS can help them to cut down the problems that these floods cause.

This in turn can help cities and governments to focus their resources in areas other than reconstruction and reclamation efforts. I felt good bringing something to people that can help to increase their quality of life. I feel like I was able to relate to some of their situations and see firsthand some of the problems, as well as their strengths. I look forward to working with these people in the future. I feel that I gained a better understanding of my part in humanity and what contributions I can make. I hope to be able to help improve the lives of others if only in a small way. I am grateful for the chance to visit and work with people in the Middle East. It has helped me to want to be a better person and learn more so that I can make a contribution in some small way whether that is with what I am learning now or what I will learn in the future.

—Aaron Averett

The mentored learning environment has been a tremendous benefit to my educational goals. I am working toward being a practicing hydrologist. This opportunity has increased my knowledge of the current practices in hydrology as well as strengthened my understanding of the application of hydrology and its importance. Working together as a team was a unique experience. For most classes, homework is merely something you work on to learn some concept or skill. Contrasting with the standard classroom experience, creating the tutorials, simulations, and acquiring the data for real projects gave an added dimension to the process of acquiring knowledge. No longer was I learning



Students demonstrate ERML software

in a self-centered mode, but I was learning to better teach and aid others. Learning with the goal of teaching others in a real-life situation gave motive and impetus to a desire to work hard, learn well, do a good job, and go the extra mile. No other class in my experience at BYU has been able to add this vital energy to the learning process. Without a mentored experience, no student's education should be considered complete. It changes the applicability of the subject material from hypothetical to reality. It sets the knowledge to be gained in the proper setting for understanding, comprehension, and utility. This activity has provided a rich and broad experience that has greatly enhanced my educational experience.

Through this experience I have been able to work on skills that are otherwise passed over in an engineering education. I have gained a greater appreciation for the diversity of the peoples of the world and the rich heritage that we all share. Through the many experiences gained from this program, I have come to make many new friends around the world. I am now in a better position to be an influence for good in the far corners of the globe—something I never thought would happen.

—Aaron Byrd

The opportunity to work in a mentored environment was stimulating. Unity was built as we learned together, taught each other, solved problems together, and shared our successes and failures in order to accomplish a common goal. It was exciting to work with real people on real projects with real data. This gave me a vision of working in and contributing to the world. I also had the chance to develop teamwork skills, especially by working with Bill Hereth and Jihad. Effective communication was important and sometimes it required time to happen, but we were able to accomplish much more working together. We had opportunities to make presentations to our peers and colleagues and even learned some simple Arabic phrases. It was good to work with Dr. Jim

Nelson and get to know him better both personally and professionally based on my direct interaction with him. The work that we do has become more important to me as I have witnessed how it affects others.

Culturally, I saw firsthand how people live and work in Egypt and better understand their needs. This experience provided education that would be hard to obtain in another way. Overall, I have realized how much there still is to learn in order to successfully contribute to society. I have also seen a glimpse of the good things that can happen as we contribute what we have and work together to solve problems.

—Marcus Shapiro

Conclusion

The Middle East is certainly a troubled area, and water is one of the precious resources over which much conflict has resulted. Because of the arid nature of the climate there, it isn't possible to derive more water (desalination is a possibility, but comes only at a very large price). This makes understanding and management of water resources even more acute.

Time will tell if the training and learning our contact people had will be of lasting benefit. We hope that the groundwork laid through this program will serve as a stepping stone to continued collaboration between BYU-student researchers and hydrologic engineers in the Middle East and that the work we are doing will provide researchers in this region with a greater capacity to foster friendships with conflicting neighbors over limited water resources. 🌍

Nelson's research was generously funded by grants from the Kennedy Center and ORCA for Mentored Student Environment.



Columns at an Egyptian temple at Luxor.

Sharing in The Exhilaration: Poetry and Nature in The Americas

by George B. Handley, Latin American Studies coordinator, associate professor of humanities

Imagine that Adam and Eve must have been extraordinary poets. Their original and pure language of nature was undisturbed by custom and the past. When they spoke and named animals and plants for the first time, they brought those things into a living intimacy with their own lives, and the language they used reflected their own history and place within the created world they had been gifted by a loving Father. So their language was purely theirs, not borrowed, born in their immediate contact with creation, distilled upon their minds from original contact with the dynamic, living, and breathing world around them. That, in my mind, and in the mind of most poets, has all the makings of great poetry. Walt Whitman would seem to agree when he wrote these words from his famous poem, "Song of Myself":

Creeds and schools in abeyance,

Retiring back a while sufficed at what they are, but never forgotten,

*I harbor for good or bad, I permit to speak at every hazard,
Nature without check with original energy (25).*

Whitman's goal was to find an original poetic voice for the Americas, a voice of democracy that expressed the unique qualities of our New World history and environment. He wanted to cast aside the burdens of "creeds and schools" of thought inherited from our European past and come into direct contact with Nature in order to found a new Adamic language of American possibility; his poems were a return to innocence, poems of praise "To the Garden of the World," as one of his poems states. His influence on generations of poets after him in the United States is well known. What is not so well known is the enormous influence he has had throughout all of the Americas, particularly in Latin America and the Caribbean.

Two poets of the Americas, both recipients of the Nobel Prize for Literature, have expressed their appreciation for the transformative power of Whitman's Adamic poetry of American possibility on their imagination when they first began to write: Pablo Neruda of Chile, who won the prize in 1971 just two years before his death, and Derek Walcott of St. Lucia, a living poet, who was awarded the prize in 1992, five hundred years after Columbus' "discovery" of Walcott's



Neruda writes of Machu Picchu, complaining that the history of the Inca has been lost because of the violence of conquest and nature's obliterations of key elements of that history.

*What do your harried
scintillations whisper?
Did your sly, rebellious
flash
go travelling once,
populous with words?*



native Caribbean. Both poets clearly had other important influences. However, they seem to have been particularly taken by Whitman's idea of the poet as a kind of Adam in the New World Garden, embracing the joy to be found in nature's extraordinary capacity to regenerate and surprise us. What is extraordinary about this spirit of exhilaration is that their poetry is not ignorant of the sordid and regrettable New World history of Native American genocide, African slavery, and colonial woes of the European conquest. We may never know how many millions of Native Americans were massacred, killed by disease, or who suffered untold violence at the hands of European conquerors, but historians do know the death toll makes most twentieth-century atrocities look mild by comparison. Add to that the story of African slavery, the perhaps millions thrown overboard during the slave trade, the millions more who suffered centuries of indignity and brutality. Then consider the rampant destruction of nature that has increased in an era of advancing technology and economic disparity, and it hardly seems possible to smile at nature or believe any more in our innocence.

As a literary critic, I was trained to be cynical, and any cynic worthy of the name has to wonder if the idea of the poet as Adam isn't simply dangerously naive. Can anyone really choose to be happy in the face of an environment that bears the wounds of such violence? Is it even ethical any more to see nature as virginal and unspoiled? Isn't the very idea of a "New World" politically incorrect, since Columbus never understood the prior history of the land or its hidden connections to the Old World? Such criticism has been launched, for example, against Walt Whitman, who in his celebrations of American possibility and innocence seemed sympathetic to America's Manifest Destiny, whose victims certainly included Native Americans, African Americans, and Latin Americans—the latter most notably in the case of the Mexican–American War of 1848. The Adam figure in the American imagination can be considered an attempt to cover up our own colonial sins, having taken the land from Indians and having enslaved Africans. In other words, critics see American culture as an avatar of European sins and America's hopefulness and expressions of Adamic innocence nothing more than an extension of a European desire for redemption.

Although these are important criticisms, they would seem to overlook the fact that Whitman was aware of at least some of the ironies of his own praise of American possibilities. In his lone book of poetry, *Leaves of Grass*, he declares grass to be a metaphor for poetry and nature's shared capacity to renew our imagination in the wake of suffering. Upon observing leaves of grass, he cannot help but suspect that they hide a story of suffering and loss, never to be fully recovered. When asked by a child what the grass is, he responds:

*I guess it is a uniform hieroglyphic, . . .
And now it seems to me the beautiful uncut hair of graves.
Tenderly I will use you curling grass,
It may be you transpire from the breasts of young men (29).*

Read in the context of the Civil War, this is a poignant and cautious expression of hope in the wake of so much suffering. He writes, "I wish I could translate the hints about the dead young men and women," but unfortunately he cannot; he can only praise nature and hope that we find comfort in its capacity to regenerate new life from the very material of dead bodies, a fact that seems to suggest that "to die is different from what any one supposed, and luckier" (30). It is because of his awareness of nature's law of regeneration that Whitman found such strange comfort and poetic inspiration from the sea, even though it seemed to whisper to him over and over in its gentle watery repetitions the word "death":

*My own songs awaked from that hour,
And with them the key, the word up from the waves,
That strong and delicious word which, creeping to my feet, . . .
The sea whisper'd me (214).*

Over the last year, I have traveled to St. Lucia in the Caribbean and to Chile to find similar sources of inspiration and promises of renewal for Walcott and Neruda. My objective was to understand the influence of Whitman on their careers, but more importantly to understand the hope and promise they have found in their unique natural environments. Neruda is most famous for his criticisms of European and U.S. exploitation of human and natural resources in Latin America, a history of injustice that has degraded nature and rendered many Latin Americans ignorant of their own rich

Neruda found meaning in the life forms he would occasionally find in his long searches along the beach near his home in Isla Negra, Chile.



*All your force becomes origin
again.
You only deliver crushed
debris,
Detritus removed from your
cargo, . . .*

cultural and historical heritage. His most famous poem, "The Heights of Macchu Picchu," complains that the history of the Inca has been lost to contemporary Latin America because of the violence of the conquest and because nature has altered and erased key elements of that history. He speaks to the Urubamba river that runs below the ruins:

*What do your harried scintillations whisper?
Did your sly, rebellious flash
go travelling once, populous with words?
Who wanders grinding frozen syllables,
black languages, god-threaded banners,
fathomless mouths and trampled cries
in your tenuous arterial waters (41)?*

Neruda suggests that nature's ecological cycles are in part responsible for having erased evidence of the past from view. This in turn implies a paradox: That it is the poet's duty to pay close attention to the innocent language and behavior of nature in order to imaginatively recover knowledge of historical injustice. One astounding fact about Neruda, which many critics have lost sight of, is that he was an extraordinarily gifted naturalist. His enormous private collection of books, to which I gained access at the University of Chile's library in Santiago, reveals a man obsessed with birds, trees, geology, geography, and marine biology. And his poetry, especially in the later years, became increasingly focused on the small miracles of nature and of everyday material life. Like Whitman, he was obsessed with the ocean and found meaning in the life forms he would occasionally find in his long searches along the beach near his home in Isla Negra. In perhaps some of the most stunning verse ever written about the sea, Neruda implies violence and death are part of the ocean's capacity to renew. The ocean's mystery and violence are poetry's opportunity:

*All your force becomes origin again.
You only deliver crushed debris,
Detritus removed from your cargo,
Whatever the action of your abundance expelled,
Everything that ceased to be cluster (Canto General 338).*

Shells and undersea life, for Neruda, are emblems like poems that hint at the presence of an unknown past but that

suggest reason for celebration, instead of eternal regret. In the end, as that past proves ultimately unreachable, what remains behind is the beauty and promise of renewed nature.

Like Neruda, Walcott has expended considerable energy criticizing the injustices of New World history, and he has also been critical of the tourist industry's exploitation of the myth of the Caribbean as a terrestrial paradise, as a place vacant of any local poverty or suffering, where Westerners can come and recover their own primal innocence with nothing but a blank beach, a daiquiri, and a bathing suit. As he has grown older, now seventy-two years old, he has found increasing inspiration from nature's seeming indifference to history, its extraordinary capacity for persistence and renewal, and its staggering beauty despite the way its beauty has been exploited. Like Whitman and Neruda, Walcott sees the blankness of the sea's face and its constant erasure of traces on the sand as a metaphor for both the lamentable emptiness of our historical memory of such events, and the inevitability of Adamic renewal. If we merely lament our amnesia about the past, we would lock our imagination into permanent nostalgia, and we would then be unable to seize opportunities for a new and different future. Trees, wind, sky, sand, and water—essential elements of the Caribbean environment—move about in his poetry with only the vaguest of connections to the past, promising a chance to begin again. For this reason, he insists that when he sees his child playing in the sand, he sees:

*A child without history, without knowledge of its
pre-world,
only the knowledge of the water runnelling rocks . . .
that child who puts the shell's howl to his ear,
hears nothing, hears everything
that the historian cannot hear, the howls
of all the races that crossed the water
the howls of grandfathers drowned ("Another Life" 285).*

Like his precursors, Walcott tries to see past the innocence of nature to find a forgotten past, but because he cannot translate the stories of suffering that nature hints at, his poetry becomes the language of elemental man who embraces the simplicity of the world around him.

Right: Fishing nets hanging at Gros Islet, St. Lucia.
Below: St. Lucian boy on Walcott's favorite beach.



It hurts to think of the fisherman fading, because his individuality was his independence, . . .



A child without history, without knowledge of its pre-world, only the knowledge of the water runnelling rocks . . .

When I visited St. Lucia last summer and interviewed him, it was apparent that he makes it a daily ritual to visit the beach near his house and take what he calls a “sea bath” (he will leave the salt on his skin for the rest of the day). He brings with him a small notebook upon which he writes his daily lines in his native English, but he is not so occupied that he won’t spend time chatting with the local fishermen, who pass along the coast, in French Creole—the island’s other native language. He wrote in a recent essay, “The less history one is forced to remember, the better for Art—better the name of a painter than a general’s, a poet’s than a pope’s. . . . What I look at from sunrise to sunset when the first lights pierce the dusk around the former island, [is] a past written in water, whose coins are not buried but glittering on the sea’s surface” (“Where I Live” 32). So even though the past is always there, he prefers to no longer look past the beauties of the present. The fisherman, in Walcott’s view, strikes this balance best. He sees in their labors a metaphor for poetry’s own excavation of history’s forgotten tales and the fisherman’s appreciation for the many moods of the ocean. But perhaps he warns, we are forgetting the lessons of fishermen and poets alike:

It hurts to think of the fisherman fading, because his individuality was his independence, his obedience to the sea an elemental devotion, his rising before dawn and his return with his catch at the end of the day as much an emblem of writing, sending the line out, hauling in, with any luck, a wriggling rhyme, learning to keep his humility on that expanse that is his home” (34).

My journeys to St. Lucia and to Chile revealed the fact that both Walcott and Neruda share an enormous devotion to the natural world, and despite their regrets about the past, are reluctant, as was Whitman, to turn their backs on the promises and beauty of the present. Their devotion to nature, its ever-changing and evolving forms, keeps their poetry full of hope and elation, instead of weighed down by regret and nostalgia. Their praise of natural beauty in the New World and their lingering sorrow about a past that we share in the hemisphere strike me as a model for a common culture in the

Americas. Because their poetry expresses praise and gratitude, as we might imagine Adam and Eve’s first utterances about the new world around them, they are not held down by the weight of history, forever circling back around to what happened before and forever neglecting the possibilities of a new future. At the same time, however, they are not naive about the promises, the newness nature seems to hold. They recognize that only through a newfound solidarity across our American nations—natural and not political—can we bring about a new and different future.

For this reason, I prefer to call the Americas the “New World,” and I like to think that their poetry reflects an Adamic imagination that is uniquely akin to a Latter-day Saint conception of the Garden of Eden. We understand that Adam and Eve had forgotten a prior history, that in the Garden a veil of forgetfulness kept them from a full knowledge of their own prior membership in the family of God and their participation in, and understanding of, the creation. The paradox of our Adam and Eve is that naming things, and each other, in the Garden was really a renaming—even if it felt new. Their poetry turned out to be more like repentance than it was discovery. And only through a slow and incremental creation of a new and natural language could lost truths be recovered, especially the reality of their prior history and of our universal brotherhood. 🌐

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Who's Next?

Assessing Vulnerability to Geophysical Hazards in Densely-Populated Regions of Indonesia

by Ron A. Harris, professor of geology, BYU, and
C. Prasetyadi, professor of geology, University Pembangunan
Nasional, UPN "Veteran," Indonesia

Introduction

The densely-populated archipelago of Indonesia has more explosive volcanoes, major earthquakes, and destructive *tsunamis* than any other nation. The disaster potential of these geophysical hazards increases as population, urbanization, and rapid development expand into hazardous regions. Apart from reversing these trends, the disaster potential of recurring hazardous events can be reduced by focusing mitigation efforts on the most vulnerable parts of the country. The results of our collaborative research identify and characterize the regions in Indonesia that are most vulnerable to geophysical hazards, or, in other words, to predict—who's next?

Geophysical Hazards

Most geophysical hazards in Indonesia arise from its unique position in a three-way collision between some of the earth's largest tectonic plates (Figure 1). The movement of these plates is buffered by the nearly continuous release of tectonic strain energy in the form of large earthquakes, explosive volcanic eruptions, and associated tsunami and landslides that claim lives and cause societal and economic disaster. During the nineteenth century alone these hazards caused more than 200,000 fatalities throughout Indonesia (NOAA).

Present Risk

These violent and deadly geophysical disasters resulted because of the sudden release of strain energy that had accumulated for decades and centuries in various parts of the plate collision zone. A similar situation exists today. It has been hundreds of years since many parts of the collision zone have broken free. It is not a question of if, but when. Comparing measurements of how much strain was released during past events with measurements of the present rate of strain accumulation can help predict the most vulnerable regions of the collision zone.

The inevitable and catastrophic release of accumulated plate boundary forces will affect a very different Indonesia than before, one with much more to lose. Population has

increased fivefold over the past century to more than 200 million people.

The majority of the people are crowded into the island of Java, which has a land area the size of New York and is home to the majority of the nation's wealth. An increasing percentage of the population is concentrated in the sprawling urban centers of Jakarta, Bandung, Surabaya, Semarang, Yogyakarta, and other major cities dangerously exposed to multiple geophysical hazards (Figure 2 on next page).

The economy of Indonesia has expanded rapidly, with an overall growth rate of 7 percent over the past twenty years. During this time, per capita income has increased tenfold and Indonesia has attracted much foreign investment. Yet, little has been done to protect its people, property, and new development from imminent disaster(s). One of the most disturbing trends is that the few small earthquakes and volcanic eruptions of the past few decades have resulted in increasing numbers of fatalities and economic disruption. Development in Indonesia has proceeded with frightening disregard for geophysical hazards.

Seismic Hazards

Earthquakes are the most poorly understood and unpredictable of all natural hazards. During the twentieth century alone Indonesia had around two hundred major earthquakes (magnitude 7.5 or greater), more than all of North America or South America during the same time interval. At least 110 of these quakes were destructive; the majority jolted densely-populated western Indonesia and accounted for as many as

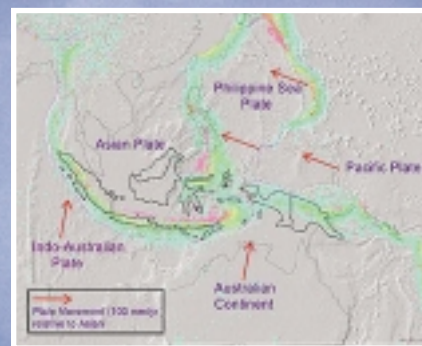


Figure 1

Earthquakes and motion of major tectonic plates of the Indonesian region. Each dot represents an earthquake epicenter during 1970–2000.

The color of each event corresponds to earthquake depth: green (0–50 km), yellow (50–100 km), red (>100 km). The distribution of earthquakes defines the location of the major plate boundaries. Arrows correspond to the direction and velocity of plate movement.



Figure 2
Population distribution, plate boundaries, and active volcanoes (red triangles) of Indonesia.

fifty thousand deaths.¹ The temporal distribution of these events indicates a twenty-year alternating cycle of frequent seismic activity followed by seismic quiescence.² The current period of quiescence began during the mid-1980s.

Seismic gap theory forecasts large earthquakes in regions along fault zones that have gone for decades or centuries without slip. According to this theory, the longer the plate boundary is stuck and plate motion energy accumulates in these 'gaps,' the larger the eventual quake will be. The most dangerous seismic gaps in Indonesia exist in populated regions of western Sumatra, south-central Java, and Timor—all part of the Sunda collision zone. The entire sixteen hundred-kilometer length of the Sumatra fault system has not slipped significantly for 130–150 years.³ Since this time, seven to eight meters of potential slip have accumulated and will most likely be released suddenly to produce a magnitude 8.0+ event. Within fifty kilometers of the Sumatra fault zone, there are now seven major urban centers with a population greater than one million, and eleven other cities with populations between fifty thousand and 100,000 (Figure 1). A large seismic event along the Sumatra Fault Zone, like those of the past, will flatten many of these cities. The inevitability of catastrophe also threatens distant urban centers such as Jakarta, Singapore, and Kuala Lumpur.

The collisional plate boundary near densely-populated Java has some of the highest strain rates in the world (seven to eight centimeters per year).⁴ They yield a seismic flux at least five times that of Sumatra, which is manifest by more frequent moderate earthquake events (M 5.5–7.5). However, because the convergence rate is higher, the combined seismic flux in Java is at least five times that of northern Sumatra. These dangerous events threaten eight times more people, most of the nation's wealth, and considerable foreign investment.⁵ Although these moderate events are of lesser magnitude than larger events, they pose a greater threat due to the more frequent devastation and disruption they inflict. Central Java has the most consistent record of seismicity, but no historic events greater than M 7.2.⁶ A distinct gap in total seismicity is found south of this region (Figure 2). Arnold interprets the central Java seismic gap as an area of accumulating strain between highly coupled plates, which could eventually generate a large earthquake. Harris *et al* speculate from archeological evidence that it was a large earthquake similar to the one predicted from strain measurements that triggered the large-scale eruption of Merapi volcano in the tenth century C.E., which led to the demise of the complex Majapahit civilization in central Java and the eventual transition from Hindu to Islamic culture.

East of Java, in the Timor region, the collision between the Asian and Australian plates takes on a different look as the northern edge of the Australian continent shoulders into the plate boundary. The positive buoyancy of the continental crust strongly resists subduction beneath the Asian plate, causing multiple strong earthquakes and explosive eruptions (Tambora) that threaten one of the most rapidly developing parts of Indonesia. The pattern of earthquakes sourced from this region is diffuse and difficult to predict.⁷ Evidence abounds as to very large seismic events throughout the region, such as the flights of coral terraces found along the shorelines of most islands. Surveys of these terraces reveal that they were lifted out of the sea by strong earthquake events with recurrence intervals of around one hundred years.⁸ Since the last major event over one hundred years ago, population and construction in these regions has dramatically increased. The rapidly expanding urban center of Kupang (Figure 2) is built on the new coral-covered land lifted out of the sea by large earthquakes. Since the last moderate earthquake in 1975, the urban population of Kupang has increased tenfold and now exposes around 700,000 people and an increasing investment of wealth to seismic hazards and tsunami from several active seismic source regions within one hundred kilometers (Figure 2).

Poorly-regulated development in these zones of high seismic flux poses a significant threat not only to the many cities with unfavorable site characteristics, but also densely-populated rural regions that have rapidly expanded into seismically unstable hillsides and cities along shorelines vulnerable to tsunami destruction.⁹ Most buildings in these regions are incapable of withstanding even mild horizontal ground motions.¹⁰ The most common construction practice is to build unreinforced walls using poorly-fired and deformed bricks

MAJOR GEOPHYSICAL DISASTERS OF THE NINETEENTH CENTURY

1815—eruption of dormant Tambora killed more than 92,000 people. The eruption is the only one to have an explosion index of seven, the equivalent of sixteen thousand megatons of explosives (800,000 times greater than the Hiroshima bomb). World climates were altered by this event for several years, causing the three years of crop failure that encouraged Joseph Smith, Sr. to move from Vermont to Palmyra, New York, near the Hill Cumorah.

1822—eruption of Galunggung in Java claimed 4,011 victims.

1833—slip along the southern segment of the Sumatra Fault generated a magnitude 8.8 earthquake, one of the ten largest ever documented.⁵¹ Houses were "rent" more than three hundred kilometers away. Most buildings within one hundred kilometers of the epicenter completely collapsed. A powerful tsunami generated by the event swept the western coast of Sumatra. Casualties were poorly documented.

1856—eruption of Awu claimed at least three thousand victims.

1861—slip along the northern segment of the Sumatra Fault produced a magnitude 8.4 quake and a seven meter tsunami that affected five hundred kilometers of the western Sumatra coast.⁵² The number of casualties from this quake and the seven major aftershocks is unknown.

1883—eruption of Krakatoa in the Sunda Strait claimed an estimated 86,000 lives.⁵³ Several tsunami were generated throughout the eruption, the largest was thirty meters high. This wave washed away 160 villages and flooded the streets of Jakarta within fifty minutes of the largest blast.⁵⁴

cemented with soft mortars. Walls are then stuccoed and covered with a heavy pantile roof. As witnessed in recent moderate seismic events such as those in Kobe, Japan, and in Latur, India, a magnitude 6.4 quake near densely-populated regions with weak dwellings can cause thousands of deaths, billions of dollars of damage, sever gas and water lines, damage critical facilities (dams, nuclear power plants, gas facilities, transportation, schools), and cause sudden economic collapse. These types of damage initiate new disasters as people are displaced, water sources are contaminated, and food supplies become limited.¹¹

Volcanic Hazards

There are around five hundred volcanoes throughout Indonesia, 129 of which have erupted in historic time (Figure 1). Most of these volcanoes produce truly explosive eruptions, including the world's largest eruption in history (Tambora) and perhaps the largest prehistoric event (Toba Crater in Northern Sumatra). Due to the population density in Indonesia, volcanic eruptions are commonly fatal and account for 70 percent of all volcanic-related fatalities worldwide.¹² Many of the fatal eruptions occur with little or no warning from "dormant" volcanoes or those with little or no baseline data to use for predicting behavior. The probability is high that one or more of these volcanoes will have a full-scale explosive eruption during this century.

Hazards associated with explosive volcanoes vary in extent depending upon the type, style, intensity, and conditions of the eruption. In close proximity of the eruptive center (less than twenty kilometers), ash and lava flows, volcanic bombs, and gas emanations pose an immediate threat. Other effects of explosive eruptions extend far beyond the immediate vicinity of the eruption, such as airborne ash that can damage crops for hundreds of kilometers and pose a significant threat to aircraft. Volcanic mud flows or *lahars* (Indonesian for volcanic mud flows) also pose a threat to dwellings, bridges, and dams up to one hundred kilometers from an eruption. Hazard zoning procedures attempt to predict the limits of danger of each of these volcanic hazards at individual eruptive centers, but as demonstrated by recent volcano-related disasters in Indonesia and elsewhere, hazard zoning alone is not sufficient.

Collaboration with Indonesia

Collaborative research between BYU and several Indonesian universities and government agencies was initiated in 1998 to predict which regions of the country are most vulnerable to geophysical hazards and how best to use the limited resources available to prepare those regions for the inevitable. We designed a GIS-based model that provides a way to reclassify, score, weight, and combine multiple layers of hazards and population data into a total hazard map for Java and the Timor region of the plate collision zone. The model first assigns each pixel a linear distance from nearest geophysical events. Then a number of user-defined parameters are applied to reclassify the linear distance values into categories with different scores. The third reclassification weights each score according to relative contributions to overall hazard (i.e., frequency of eruption vs explosiveness). The final layer is a sum of all weighted layers to produce a total hazard map.

Java and the Timor region were selected because of the dangerous combination of dense population and development and frequent moderate to large geophysical events. The overall objective in constructing the maps is to assist in identifying the most vulnerable regions where disaster reduction activities can potentially do the most good. These activities include: site-specific risk assessments, detailed monitoring, emergency planning, and implementation of protective zoning and building practices.

Detailed studies involving students from BYU have been conducted throughout central Java, including Merapi volcano, and throughout the Timor region. A GPS network was constructed during summer 2001 that measures the accumulation of tectonic strain between several different islands in the collision zone. These measurements reveal how collisional strain is distributed and help us predict which fault zones and volcanoes are most dangerous.

We conducted a similar experiment using the GPS to measure strain accumulation along the Wasatch Fault of northern Utah. In collaboration with the University of Utah, we resolved a strain rate of two to three millimeters per year of westward stretching of the Salt Lake and Utah Valley regions relative to the rest of North America—forty times less than the strain accumulation rate in Indonesia.¹³ This motion is currently being stored by the elasticity of rocks along the Wasatch Fault zone. However, when these rocks reach their elastic limit, they will slip, causing a major earthquake. Studies of the fault zone reveal that a major earthquake rocks the Wasatch Fault about every 350 years. The last time a large section of the fault slipped was around five hundred years ago in the Provo area. Other segments of the fault, such as the one that stretches from the Point of the Mountain through downtown Salt Lake City to Bountiful, have not slipped in over twelve hundred years. Very few people and no permanent structures existed the last time these faults slipped. Now, almost two million people live above this westward inclined fault zone. Perhaps we will be next.

Cooperative Implementation

To reduce the disaster potential of geophysical hazards, it is essential to design detailed plans for a prompt and efficient response to crises before they happen. This task can be initiated now and is not primarily an issue of money; rather, it is a commitment to face the risk and to apply already available knowledge toward reversing the cycle of mounting losses at the hands of nature. Building practices that protect the community are not a matter of cost as much as education and planning. Some of these include: 1) earthquake-resistant structures with foundations on consolidated ground, 2) barriers of trees to significantly reduce the effects of tsunami, floods, and lahar, 3) enforcing geologically sound zoning practices around active volcanic centers, and 4) practicing sound grading codes to significantly reduce slope failure. In the words of Boyden and David:

Disaster mitigation has implications which are quite different—and much further-reaching—than those of disaster relief. . . . Mitigation aims to increase the self-reliance of people in hazard-prone environments, to demonstrate

that they have the resources and organization to withstand the worst effects of the hazards to which they are vulnerable. In other words, disaster mitigation—in contrast to dependency creating relief—is empowering.¹⁴

Natural disaster reduction efforts offer an unprecedented opportunity to integrate systems of knowledge, technology, and public policy to minimize losses in regions of high risk. It challenges scientists to work together with the engineering sector, media, policy makers, and vulnerable communities to achieve implementation. Each of these protagonists have traditionally played parallel, but separate roles in disaster reduction.

Many crises that became disasters demonstrate how the traditional approach is insufficient. One example is the 1985 eruption of Nevado del Ruiz in Colombia, which claimed twenty-three thousand lives.¹⁵ This disaster could have been avoided if the scientific community, government officials, and media had cooperated. Although the risk of a lahar was clearly recognized from earlier geologic assessments, and sufficient time was available to implement existing recommendations made by both Colombian and visiting scientists, skepticism, lack of cooperation, and slow bureaucratic response defeated the best scientific intentions.¹⁶ After several days of eruptive activity and political inaction, a lahar entombed twenty-three thousand people in the city of Armero, fifty kilometers from the eruption. This, and many other recent disasters demonstrate that science-based assessments are essentially useless if not clearly communicated to, and effectively used by, government officials in mitigation activities and emergency management.

Conclusion

Geophysical hazards have claimed around a quarter of a million lives in the past 150 years in Indonesia. Today the disaster potential of these hazards is much greater than the past due to exponential population growth, rapid development, and urbanization in hazardous regions that have recently experienced a period of tectonic quiescence. At highest risk are the regions around Bandung and Yogyakarta in Java, and Kupang and Dili in Timor. How Indonesia responds during its present phase of economic growth and development in these vulnerable regions, and how we respond as an international community to our own vulnerability and needs, will determine the extent to which these inevitable hazards will impact the standard of life and economic vitality not only of this resilient nation, but of the world community. 🌐

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RECENT DISASTERS

1991—magnitude 6.4 earthquake near Alor (north of Timor) claimed 181 victims, left 5,400 homeless, and caused 7.7 million dollars of damage

1992—earthquake in the eastern region of Flores island generated a tsunami that struck the coastal city of Maumere and offshore islands. Thousands of people were killed and ninety thousand were left homeless. Several coastal villages were completely washed away and left as bare ground scattered with coral debris.^{S5} Most deaths occurred on low-lying and overcrowded islands and peninsulas completely engulfed by waves carrying large blocks of coral ripped from the reef offshore.^{S6}

November 1994—Merapi, Indonesia's most active and potentially dangerous volcano, shed a flow of hot debris as part of its natural pattern of steamy, unstable slope failure. The only difference between this eruption and comparable ones, as recent as 1991, is that the ash cloud was channeled to the south toward a region that had not been affected by eruptions for at least two hundred years. Some new communities on the southern slopes of Merapi were in the path of the hot debris flow. They were destroyed by the relatively minor eruption. Only thirty-seven bodies were found. Hundreds were severely burned and hundreds more suffered from lack of medical facilities. This was the thirteenth time since 1600 C.E. that Merapi claimed victims from the burgeoning population at its base. The last full-scale eruption of this explosive volcano was in 1930. Since then, the population and development on Merapi's fertile slopes has increased exponentially.

June 1995—small earthquake offshore eastern Java generated a tsunami killing two hundred people and destroying over one thousand coastal dwellings (NOAA).

Kennedy Center News

In February, President Merrill J. Bateman reaffirmed the university's commitment to international, interdisciplinary programs. Since that announcement, the Kennedy Center has undergone several changes of interest to faculty, alumni, students, and friends of the center. This is provided to help you know who is doing what and where they can be found in the HRCB.

Personnel

Jeffrey F. Ringer, previously an associate director of the center, became the center's new director (237E). In July, Ringer announced Cory W. Leonard (237F), former Student Program's coordinator, would be assistant director, and Rodney B. Boynton (204B)



Jeffrey F. Ringer, previously an associate director of the center, became the center's new director.

... designed to answer the demand for current methods and research in teaching cultural awareness and understanding.

The three BYU teams ... lived up to the BYU legacy and performed well.

remains as an associate director of the center. Marilyn Reynolds, is still the executive secretary, but she has changed offices (237D). Jan Van Orman, assistant international vice president, has moved from the ASB (237B). Raymond V. Christensen, is the coordinator for the new international relations degree (215). Clark Webb, associate dean of undergraduate education with responsibility for the Freshman Academy, and two program assistants have been given offices downstairs (121 and 120). International Study Programs recently hired Reid Minster, as their program assistant (204E), and Marie Durrant, as one of four international program coordinators, replacing Shahram Paksima, who began his doctoral studies at Harvard this fall.

New IR Degree

The new international relations major combines the strengths of BYU's old international studies and international politics majors. Students enrolled in the international studies and international politics majors, which were closed 1 March 2002, will be able to finish their degrees under the already-established requirements.

A new International and Area Studies Council was created to support the international relations major and other international relations programs. The degree is available for students to declare, and courses began this fall.

Teaching Units Available

Culture matters. BYU students involved with the International Outreach program understand this and have labored diligently to gain and share cultural understanding. *CultureGuides*, the fruits of their labors, are complete teaching units that contain information, resources, media, and web addresses for classroom presentations on different cultures. Prepared by students who have lived for an extended period of time in another country or culture, they provide important information about a country's culture, traditions,

folklore and language, food, and cross-cultural contributions.

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awareness and understanding. They

are indispensable tools for educators in schools or in the home.

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and include color transparencies for personal use. The cost is \$20 for standard units and \$50 for units with extra media. Educators may make copies of the handouts in each unit for personal use and for any number of students that they teach.

For more information, contact Ana Loso, 273 HRCB, (801) 422-1492, int-outreach@email.byu.edu, or <http://cultureguide.byu.edu>.

Teams Gave "Model" Performance

Thousands of delegates filed anxiously into the general assembly hall of the United Nations (UN). This session of the UN, however, was atypical—all of the delegates were college students. Every year, college students from around the nation congregate in New York to compete in the national Model United Nations (MUN) conference. Fifty BYU students joined twenty-eight hundred college students attending the conference this year. The three BYU teams—representing Russia, the Holy See, and Trinidad and Tobago—lived up to the BYU legacy and performed well.

BYU's dominance in MUN—ranking among the top programs at the collegiate nationals for the past ten years—derives from the students' unique preparation. "We like to joke that we have a built-in advantage, starting with two-and-a-half-minute talks in Primary," noted Katie Lenhard, MUN instructor.

In fall semester 2001, "students began by looking at overall forces shaping countries' policies, history, politics, economics, and geography," reported Cory Leonard, coordinator of student programs at the Kennedy Center. Then, for the 2002 winter semester course, Leonard and

Lenhard selected fifty students from the 80–120 students who demonstrated exceptional ability and commitment.

Those fifty students constituted the spring MUN team. Narrowing their focus, students

began researching their assigned country's policies, crafted new policies, and then presented the policies through speeches and papers, "all the while building support through lobbying, persuading, cajoling, and arm-twisting," said Leonard.

In addition, the MUN team mentors high school and junior high school students through the BYU MUN conference during winter semester each year. "Our students



quickly master the art of diplomacy, coalition building, and parliamentary debate," Lenhard said.

"By the time they got to New York, the students knew a lot about their country and a lot more about their issues, and they were ready to craft solutions to these complex, interdisciplinary world problems," Leonard reported. The learning process, however, did not stop once the students arrived at the conference. The fifty students were aided in New York by personal briefings with high-level UN diplomats from each of the respective permanent missions to the United Nations. That extensive preparation left an impression on this year's team

members. Rijen Hendrick, a member of the 2002 team, observed, "Being prepared always wins over 'faking it.' You can't think you can slack off and make it up in other areas; it just doesn't work that way in the UN, in school, or in life."

BYU delegates representing the Holy See (also known as Vatican City) discovered the Catholic Church's structure, international nature, and interest in moral issues. "We met with the top negotiator for the Holy See, who shared parliamentary techniques, suggested already agreed upon UN language, and offered rebuttals to common misconceptions," noted Ana Loso, an international studies student.

The delegates on BYU's Russian team met for more than an hour with Dmitry V. Knyazhinskiy, counselor in the Russian Federation's permanent mission. Knyazhinskiy briefed students on relevant domestic and international developments and offered insight derived from his experience in multilateral negotiations and diplomatic work.

This year the MUN group had the opportunity to hear from Shashi Tharoor, special assistant to Secretary General Kofi Annan. Annan's wife, Nane, also addressed students who attended a special session on HIV and

AIDS, commending them on their efforts to generate solutions for the deadly epidemic in Africa.

From 9:00 A.M. to 11:00 P.M. each day, students haggled over global issues, ideas, wording, and policy—all in an effort to obtain "consensus." In the end, the BYU teams won two honorable mention awards. But the effects of the conference extend further than the awards.

Hendrick asserted, "I have an interest in pursuing work with the UN, and now I have a feel for the processes that occur there." Sherri Baker, a team member and a TA for the MUN class, reported that the conference is also helpful in establishing relationships in the political field.

Nikolay Malyarov, a citizen of Russia and a member of BYU's Russian MUN team, felt that his experience would be immediately applicable in his career in international law and diplomacy. "I learned that words in diplomacy carry very precise meanings that make a difference, that the skill of diplomatic persuasion is not as easy as it seems, and that constructive communication is the key to success," he said.

Even students who do not go on to careers in international politics find that the conference provides them with experiences that will help them in their various professions. Leonard noted, "One former instructor is an assistant principal, and another is an attorney specializing in mergers and acquisitions; they both comment quite frequently that the skills they developed and taught are used daily." Moreover, Baker jokingly added that her experience in the MUN conferences will help her "effectively negotiate regular pay raises" in the future.

"Unless you're planning to live in a cave, in today's information society," Leonard concluded, "the skills of the MUN are valuable for students' future family, profession, and service activities."

For more information, contact MUN, 273 HRCB, (801) 422-6921, mun@byu.edu, or <http://mun.byu.edu>.



New Sponsoring Department

Changes underway in the Kennedy Center's International Volunteer Employment Services program seem to predict even greater success and expansion for the already burgeoning new program. Marriage, Family, and Human Development (MFHD) is the new sponsoring department of the program, with Assistant Professor Roberta L. I. Magarrell acting as internship coordinator. Under the auspices of MFHD, students involved in the program will benefit from an increasing emphasis on family dynamics, as well as a new focus on connections between work and family.

By participating in one of the positions offered by Employment Services, students can gain academic credit and valuable work experience, while earning up to ten credits for their major or minor and two credits of religion/general education course work. If students plan appropriately, they will provide service and fulfill education requirements. "Even as volunteers/interns, the students engage in rigorous academic activities. They learn that academics tie

... the conference provides [students] with experiences that will help them in their various professions.



... the Employment Services program is actively applying BYU's mission to "go forth to serve."

back to service, and service ties back to academics," explained Magarrell.

The goal of the program is to establish employment centers with the help of students that will eventually be operated by local members of The Church of Jesus Christ of Latter-day Saints. Therefore, the early program locations gave way to new sites as the original ones were phased over to local management. Interested students may now apply to participate in a variety of employment-related services of the Church in Latin America, Asia, and Africa, with orientation classes beginning winter semester 2003. "By participating, stu-

"If the pilot program is found to be successful, it will be renewed at an even higher level,"

dents expand their vision of how the things they have learned apply in different cultures. They have the opportunity to learn to love another people and their culture and to get out of their comfort zones. They won't have fancy apartments—maybe they'll have to wash clothes by hand. These students have the opportunity to gain an appreciation of their many blessings, develop language skills, learn, and teach. I would love to go," said Magarrell.

Using professional training programs developed for urban settings, students will work at least twenty hours a week under the direction of local institute directors and employment services country managers. Students could be assigned to serve and study in any one of the following countries: Brazil, Bolivia, Honduras, Dominican Republic, Uruguay, Philippines, South Africa, Ghana, Taiwan, China, and possibly Nigeria. "Students learn that there are more ways than the American way; they 'enlarge their world views' and see the benefit of other societies. They have the chance to serve, and in serving they become different, better. It works in two ways: they give and they receive," stated Magarrell. Clearly, the Employment Services program is actively applying BYU's mission to "go forth to serve."

Those interested in obtaining more information may contact the Employment Services web site at <http://kenedy.byu.edu/isp/volunteerEmpServ.html> or by contacting International Study Programs, 280 HRCB, (801) 422-3686, or isp@byu.edu.

Grant Fosters Language Study

Under the National Flagship Language Initiative, a three-year pilot program, the National Foreign Language Center (NFLC) awarded BYU's Center for Language Studies (CLS) a \$600,000 grant. "The thrust is that up to seventy [government] agencies need key people with specific foreign language ability," said Dana Scott Bourgerie, administrative associate director of BYU's center and associate professor of Chinese. "Language organizations have been

trying to point out this critical need for professionals with advanced foreign language skills for years." Bourgerie, who assisted with the grant process, said the funds will be dispersed \$200,000 per year over a three-year period.

Since 11 September 2001, the NFLC has recognized that language is the "single greatest limitation in intelligence" needs. The government is specifically seeking to increase the pool of individuals who place at a three or higher on their Defense Language Proficiency Test. "We have a fair number of those already, and lots of 2+," said Bourgerie. "These funds will help take us to the next level."

Amid competition with other major universities, BYU will now have the opportunity to hire two visiting professors, reduce numbers in the upper-division classes, develop individualized, directed studies, open the way for exchanges with Chinese universities, and make study abroad more economically feasible for BYU students. "The first year will focus on program development. In the second and third years, the emphasis will shift to students," he said. "Students began to see the benefit this fall, however, as class sizes were cut and student scholarship monies were reallocated for overseas locations."

The initial funding may only be the beginning of even better things to come. "If the pilot program is found to be successful, it will be renewed at an even higher level," said Bourgerie. "BYU is unique in that returned missionaries pump up the numbers of students with second-language ability, although they are not usually competent at the professional level," Bourgerie explained. The CLS, headed by Melvin Luthy, associate dean of humanities, offers these students an opportunity to earn credit as they advance their competency levels while adding cultural savvy.

In addition to BYU students, "we want government people to take

advantage of our summer program," said Bourgerie. This past summer, thirty-three classes covered nineteen languages, including Arabic, Bulgarian, Hungarian, Romanian, Ukrainian, Thai, Vietnamese, Tagalog, and Cebuano. The CLS is committed to an extensive curriculum of advanced language competency.

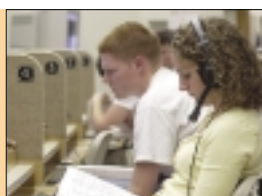
For more information on CLS courses, see their web site at www.humanities.byu.edu/cls/home.html or for information about the NFLC, see <http://www.nflc.org/security/background.htm>.

Matters of State

For the next three years the State Department will double employment, presenting many more opportunities for those interested in working as a Foreign Service Officer (FSO). BYU's Foreign Service Student Organization (FSSO), is laboring to see that BYU students realize the benefits of a career with the Foreign Service. "We want to get the message out that this opportunity exists and that it is an exciting one," explained Matthew Whitton, FSSO staff member and a senior in international studies.

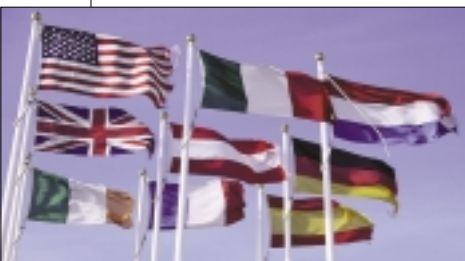
Thus far, their efforts indicate success. So many BYU students took the Foreign Service Exam in April that several students had to be diverted to facilities at the University of Utah. Also in April, FSSO staff members and their faculty advisor, Cory Leonard, visited the State Department in Washington, D.C., where they met with ambassadors and federal officials. "We went there and shared the word with everyone about what we are doing—what we are offering through FSSO," Whitton reported.

The trip provided students with an invaluable window to the realities of the State Department and a better understanding of the expectations of employment in the Foreign Service. "We visited at the National Foreign Affairs Training Center in Arlington, where we learned how junior officers are prepared for their overseas assignments—a large part of which is language training. We had lunch with BYU alumni and other Latter-day Saint officers who work with the State Department." According to Whitton, The overseas briefing



center prepares families to leave for and return from their posts overseas.

Applicants aspiring to be an FSO must undergo a rigorous examination process. First, they must pass a four-part written exam. After passing the written exam, they are invited to participate in the oral assessment, a series of exercises to evaluate whether or not they have the interpersonal skills and qualities required of an FSO. Many applicants often take both exams repeatedly before becoming an eligible candidate for employment—fortunately there is no limit to the number of times one may take the exams. “If you stop at any place in the process, you have to start all over the next



time. So even though I passed a written, I had to retake the written again in April, a few weeks after my oral interviews in March. Now I am waiting for my results. I have to pass the written again to be reconsidered for the orals next fall,” Whitton explained.

During their visit to the State Department, Leonard and Whitton, along with Suzanne Squires, Peter Maxwell, Zac White, Cameron Jones, Matt Kribbs, Alexandria Zwahlen, and Sterling Jensen, met with officers who work with the regional desk, ambassadors, and the Secretary of State’s secretariat. “The experience answered questions about language training, family preparation, Latter-day Saint life in the service, career activities, and the Washington, D.C., lifestyle,” said Whitton.

Despite the intensive examination process, most members of FSSO maintain unblinking determination and optimism toward becoming an FSO. Students involved with FSSO work diligently to foster the skills and qualifications necessary to distinguish themselves from other appli-

cants. Furthermore, many of these students are driven to succeed because they are convinced of the immense potential for good that they can contribute in the Foreign Service.

Whitton elaborated, “As members of the Church, we are in a position not to necessarily go and share our testimonies with other people but to be placed where the Church can use our strength, and we can help support it. We can influence government policy and do things so that, indirectly, we’re helping to bring about the Lord’s work. You’re doing work for the government, but by serving those branches, by helping open up governments to democracy and such, you’re providing ways for the Church to get in as well. Often you have officers who are also branch presidents. For example, in Saudia Arabia one of the senior political officers is a member of the Church. Recently, he got permission from the embassy to use the embassy for Church meetings for the branch.”

In addition, the students gained new friends and contacts who could prove to be valuable for those seeking employment in the Foreign Service. While in D.C., over an evening meal, Whitton met a French desk officer and last week he was offered a French internship at the State Department. “I don’t know if our conversation influenced that decision, but it definitely did not hurt,” he said.

Members of FSSO continue to prepare diligently for the upcoming Foreign Service exams. Hopefully, they will be rewarded for their efforts and preparation.

For more information, contact FSSO@byu.edu or <http://kenedy.byu.edu/fssso>.

Delegating Authority

by Sarah Moore

In an increasingly interconnected world, states often grant authority to international organizations, ranging from the World Bank to human rights courts. States give up or delegate this authority to a wide variety of organizations—often under varying agreements. Why would states give up power to an international organization? How is the delegation

of authority structured? What problems result when nations delegate authority and responsibility? These timely questions were the themes of the Conference on Delegation to International Organizations held 3–4 May in Park City.

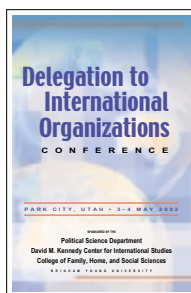
“We cooperated with Harvard University and the College of William and Mary on this project. Lisa Martin, a professor at Harvard, suggested a series of conferences on the topic of delegation. Money wasn’t available at Harvard for this academic year, so we pursued the prospect at BYU,” Nielson said. “We received incredible support from the university and a lot of enthusiasm for the project from scholars in the field. Twenty-five international relations scholars attended the conference, ten of whom are top names in the field, and the others are the up and coming scholars from top universities.”

Prior to the conference, each participant wrote a paper based on his or her theoretical work and data collection. Topics covered a broad range, including why states commit to human rights agreements, why states delegate the allocation of foreign aid, and the link between delegation and political accountability. During the two-day conference, scholars presented and discussed their papers—offering critiques, raising questions, and highlighting further research ideas.

The theoretical underpinnings of the conference suggest that international organizations often provide ways to problem solve that are insurmountable for states acting alone. Bound together with international agreements and policies, states can address and solve collective-action problems. Of course, this presents a new set of problems, including what happens when the organization shirks its duty, shifts its mission, or creates other unintended consequences for states. These questions were key to conference discussions. While virtually all scholars recognize that delegation to international organizations comes with a price, most also agree that these organizations are vital to cooperation among nations in an ever-shrinking world.

“We want to get the message out that this opportunity exists and that it is an exciting one,”

David Lake, professor and chair of the Political Science Department at



the University of California at San Diego, said, "I measure the success of a conference by what I learned, and I must say that I learned more at [this] conference than I have at many, many others."

This conference was the first in a series of conferences that will address

international organizations. This fall, Harvard University's Weatherhead Center for International Affairs will host a follow-up workshop. In spring 2003, the Wendy and Emery Reves Center for International Studies at the College of William and Mary will sponsor the second conference, which will include meetings with policy makers at international organizations and national governments. Some scholars from the conference at BYU will be joined by others and they will meet with those who make decisions regarding the actions of states and international organizations. The growing number of international organizations and the increasing authority granted to them makes this topic one of particular interest and importance to scholars, policy makers, and all citizens who are affected by international organizations.

The conference was organized by four assistant political science professors: Scott Cooper, Darren Hawkins, Wade Jacoby, and Daniel Nielson, and was sponsored by the David M. Kennedy Center for International Studies; the College of Family, Home, and Social Sciences; and the Political Science Department.

For more information, contact Daniel Nielson, 790 SWKT, (801) 422-3417, or daniel_nielson@byu.edu.

Fourth Annual Forum

Faculty, staff, and students joined members of the international community on 15-17 July for "Human Rights, Social Ecology, and the Family," the Fourth Annual World Family Policy Forum sponsored by

the Clark Law School and the Kennedy Center.

Forum speakers addressed a variety of topics, including: "The Effects of Family Breakdown: Russian and Eastern Europe," "Family, Child Rights, and a World Fit for Children," "Marriage and Public Policy: What can a Government Do?" and "The Macro Effects of Micromorality." Those attending the forum were privileged to observe United Nations diplomats, government officials, scholars, and opinion-leaders from more than twenty-five countries tackle these increasingly important topics. Among those who



addressed the forum were Dr. Georg Kell, executive head of the UN Global Compact and advisor to UN Secretary General Kofi Annan; syndicated columnist Maggie Gallagher; Thomas Farr of the U.S. State Department; and Dr. A. Scott Loveless of BYU's law school. A lively period of discussion followed every three or four speakers. Generally, forum participants maintained respect and even enthusiasm toward each other's opinions, however diverse.

"The World Family Policy Forum is important because it brings high-level UN delegates together and gives them a chance to understand emerging international legal norms of paramount importance to the family," explained Cory Leonard, World Family Policy Center associate director. "The forum is immediately distinguishable from other international meetings and/or conferences in that concerns of the family are of primary importance."

This forum was successful in establishing new strategies for pro-

moting "family mainstreaming" and pro-family initiatives during 2004, the UN International Year of the Family. In addition, the forum helped develop a greater understanding of the nature of human rights—both philosophically and legally—and an emerging framework for continued post-11 September cooperation among people of all faiths, particularly with the Islamic/Arab world. Throughout the forum, issues brought to light by the events of 11 September were preeminent. "Nine-eleven changes everything, doesn't it? Religion, politics, security—these were all issues underneath the surface. While Americans need to figure out why others may not agree with our policy, other countries are trying to understand us—why we don't see the absolute benefits of the International Criminal Court (ICC) and how hastily made international law can impact domestic policy," said Leonard.

The forum was instrumental in facilitating communication between nations and peoples. Matters of "who, what, where, when, and how" helped achieve this desired effect. Leonard explained that the circumstances surrounding the forum were nearly ideal. "They met in a beautiful environment, interacted with top scholars from throughout the world, met committed and talented students, and all noted that they 'felt something different here' than any other place they've been in the United States."

A recital by concert pianist and political philosopher Dr. Balint Vazsonyi marked the high point of Tuesday night's activities. Vazsonyi wowed audience members with his artful performance. Previous to his performance, Vazsonyi addressed the forum on the topic of "Conflict Among Political Philosophies: 'Human Rights.'"

The World Family Policy Forum remains a one of a kind opportunity for international leaders and scholars to assemble and to discuss emerging trends and international policy relating to the family as the fundamental unit of society.

Proceedings from the 1999, 2000, and 2001 conferences are available

from the World Family Policy Center, 273 HRCB.

Sultans Visit BYU

From the baseboards to the ceiling, the walls of Diana Turnbow's office are covered with photocopies of items in the current exhibit the *Empire of the Sultans: Ottoman Art from the Khalili Collection* at BYU's Museum of Art. As curator of the exhibit, Turnbow has been actively and enthusiastically involved in the research and preparation necessary to present Provo with an exciting, important part of world history and culture.

"In order to present the exhibit in a way that is engaging, all of us on the staff have had to learn a lot. When I talk to people, I point out that we are pretty familiar with the ancient Middle East [locally] because we read scriptures, and current events are continually drawing our attention to the Middle East, but we don't usually know what happened between say 76 C.E. to 1947. One of the things that happened in that time period is the Ottoman Empire, and this exhibit fills in that gap. Their history and culture is very real and very interesting," explained Turnbow.

The Ottomans were an advanced and talented society that originated from northwestern Turkey. With the capture of Constantinople in 1453, they became the world power. While the heart of their empire was in Anatolia and the Balkans, at its apex, it stretched north to Hungary and Ukraine, east to Iraq and Arabia, and south to Syria, Egypt, and most of North Africa. "As they gained new territories, the Ottomans inherited the wealth of high Islamic culture—science, art, and commerce. While Europe was struggling during the Middle Ages, the Near East was living at quite an advanced level. There wasn't the disease, poverty, or illiteracy that was widespread in Europe," stated Turnbow.

The reign of Süleyman the Magnificent (1520–1566) marked the golden age of the Ottoman Empire. All of Christian Europe shuddered when he arrived at the walls of Vienna in 1529. Süleyman is remem-

bered as a charismatic and deftly strategic military leader and also as the most enlightened and talented of all the sultans. Among the many items in the exhibit, visitors will find a *ferman*, a legal document of very fine calligraphy, that boasts Süleyman's own *tugra*, a very elaborate personal monogram, affixed to the document.

In addition to *fermans* bearing their respective *tugras*, the exhibit offers several illuminated Kur'ans, ranging from the fifteenth to the nineteenth century. "Hand-copying the Kur'an is a very long tradition that continued through the nineteenth century. Viewing the Kur'ans, visitors will see an evolution in styles of illumination. The Arabic tradition of calligraphy and illuminated manuscripts continued much longer than the European, because Europeans ceased to create the manuscripts once the printing press was invented," stated Turnbow. The Kur'ans cased in the *Empire of the Sultans* exhibit document an invaluable art form.

Aside from these calligraphic treasures, the exhibit showcases over two hundred items that cover all aspects of Ottoman life. These artifacts reveal the originality and resilience of Ottoman artistic expression in religious, military, administrative, and daily life, as well as the central role of imperial patronage. Visitors will see a miniature gold scimitar studded with hundreds of diamonds and rubies, a sword that dates to 1270, ceramics, embroideries, scientific instruments, armor, weapons, carpets, and so forth. "Visitors are going to find lots of color and interesting artifacts. There are a lot of very visually appealing objects, something for everybody," claimed Turnbow.

The Ottoman exhibit is in keeping with some past museum exhibits in that it highlights a major world culture. Six years ago, the museum hosted the *Imperial Tombs of China* exhibit and the inaugural show in 1993 featured the *Etruscans: Legacy of a Lost Civilization*. Like the previous exhibits, this exhibit marks a spectacular opportunity for visitors to

become better acquainted with the activities and accomplishments of regions and peoples that are regrettably distant from them. "This exhibit brings cultures and peoples to campus and will give visitors a rare and valuable experience. So few people from Utah will ever be able to go to Istanbul, but a little bit of Istanbul is here."

Importantly, Turnbow and the other members of the museum staff have kept their cultural smarts about them while preparing for the exhibit. The exhibit presents the Ottoman Empire in terms of peoples and cultures, plural. "We are trying to be careful not to portray the Ottomans as representative of all Islamic culture. The truth is that Islam is felt very fervently by those who practice it—they are very devout. In a broad way, the pieces in the show teach about Islamic culture and religion. Hopefully, by having an opportunity to learn about and to see these objects, it will help build a bridge of understanding and tolerance," said Turnbow.

Empire of the Sultans runs through January 2003.

"This exhibit brings cultures and peoples to campus and will give visitors a rare and valuable experience."



Stephen P. Larson

Steve Larson has been working in the IT field since receiving his degree in international relations from the center in 1987. Larson also received his MPA in 1990 from the Marriott School. "Nearly every contract and position I have been involved with had something of an international flavor to it," he said. "I spent nearly seven years in Japan as an IT consultant, returning three years ago to get an MS degree from Mercer University in Georgia."

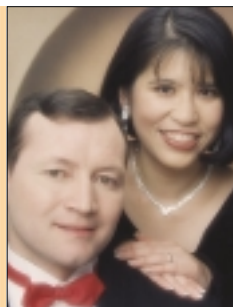
A trip to Hawaii led to a fortuitous meeting. "I married a third-generation Japanese girl from Hawaii, whom I met while on vacation there. She also served a mission to Japan, so living in Japan wasn't too hard on her," Larson quipped.

Larson remembers several classes in particular that have benefited him. "My classes with an international focus helped immensely, especially the electives I took in anthropology and geography," he said. "And I highly recommend taking the Religions of the World class; it gave me an understanding of why certain peoples think and believe the way they do. I have found that many folks overseas view Americans as very ethnocentric. Having Americans working overseas is the best cure for that."

Larson recently accepted a position as international NOC engineer with Symantec. He and his wife, Olivia, live in Eugene, Oregon.

"Nearly every contract and position I have been involved with had something of an international flavor to it."

"Latin American studies prepared me to be better balanced to face and deal with very difficult and volatile market conditions ..."



Kenneth Loso

After graduation with a double major in Latin American studies and Spanish, Kenneth Loso began his career with what he called a "short stint" with Aerolíneas Argentinas in Rockefeller Plaza, New York City, in the marketing and flight control department, before he entered Citibank's officer training program in Buenos Aires, Argentina—a move that has resulted in a twenty-nine year career associated with Latin America.

While at BYU, Loso said, "I took advantage of a great mixture of courses from political science, sociology, business finance, history, and geography and economics—all associated with Latin America. The challenge was that we were catapulted into upper division-level classes without having come up through the entry level classes and then we would have to compete grade-wise with both undergrads usually in their last year and grad students going for a master's."

Given that challenging start, he added, "As far as I am concerned, it

well prepared me to enter an officer trainee program with Citibank and deal with hyperinflation and government overthrows in Argentina as well as the debt crisis of the 80s in Latin America." During his career with Citigroup, he spent twelve years in the corporate bank managing subsidiaries of multinational Fortune 500 companies and large local corporations, twelve years working with financial institutions, and for the last five years in training and consulting activities.

In addition to his travel, he has also lived in Argentina, Uruguay, Brazil, Trinidad and Tobago, and Mexico, as well as the United States. "At one point in my career I managed a risk portfolio of accounts with credit facilities totaling \$6.7 billion dollars. The largest single transaction that we successfully closed totaled \$3.2 billion dollars, earning

approximately \$26 million dollars in revenue," Loso recalled. That deal resulted from "simply reading my company's annual report and the annual report of my client and making a connect on losses experienced by both in the same product, and then finding a solution."

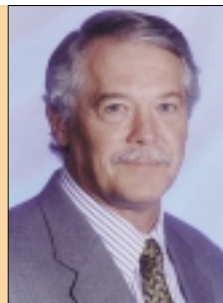
As to the impact of his education on his career, Loso stated, "Latin American studies prepared me to be better balanced to face and deal with very difficult and volatile market conditions as well as in times of personal safety issues due to adverse sociopolitical conditions at various intervals of my career."

"I will always be in debt to the outstanding professors I was privileged to learn from and their ability to take the academic to the practical in order to actually apply my education to the conditions on the ground of each country where I worked." His current position as a business learning director has brought a new set of challenges. "I have direct contact with corporate line officers and bank customers for whom I am challenged to design, develop, and execute new training programs that will

better prepare others to face a constantly changing business and market environment," Loso explained. "This creates new opportunities to generate new revenue while protecting the risk assets of the institution."

He is also responsible for risk, global finance, and customer training in Latin America. "Again, the exposure I received in the Latin American studies program was excellent preparation for almost any business position in Latin America. I would strongly recommend complementing it with a master's in finance, economics, and/or business administration, but certainly it prepared me to deal with many difficult issues in the dynamic foreign markets in Latin America, which is where I went shortly after graduation."

Loso shared insights about his education and tips for students



today, as he counseled, "My language major enabled me to gain an appreciation for the culture and actually think in another language similar to the client base I would be attending. This greatly helped the communication process right from the start. It is incredible what can be learned from the many literature classes associated with the foreign language major. Together with the Latin American Studies major, it was possible for me to concentrate on those countries in Latin America where I would be working. I quickly understood that each country has its distinct culture and customs that must not only be learned, but understood."

Loso added, "The program allowed us to delve into several projects dealing with specific countries which permitted valuable insights into those cultural differences. I was much better prepared than many of my colleagues to recognize those differences, and in the end it allowed me to be much more successful in my business activities."

Loso graduated in 1972, long before the Kennedy Center existed, but he has certainly maximized his education as he has worked in Latin America.

Jenny Hale Pulsipher

Following an undergraduate degree in English at BYU, Jenny Hale Pulsipher entered the American Studies master's program at the Kennedy Center in 1985. "I wrote my thesis on the theme of pilgrimage in the works of Willa Cather. I chose American Studies, because I wanted to better understand the historical and cultural context of the literature I had been studying," Pulsipher said. "The center gave me a good place to begin the transition that has since landed me in history."

After completing her courses, family responsibilities called as she and her husband Michael moved to Palo Alto, Philadelphia, and Boston, where he completed his medical and residency training and a post-doctoral fellowship. Pulsipher found free-lance editing, defended her master's thesis in 1989, began their family, and in 1993 she entered a doctoral program in American History at Brandeis University in Waltham, Massachusetts. "I accepted a position in the history department at BYU in 1998 and graduated from Brandeis in 1999. My husband then followed me to Provo," she stated. "My field of interest is early American history, particularly Indian/English relations. My most recent article appeared in the *William and Mary Quarterly* in 2001 (<http://www.wm.edu/oieahc/WMQ/Apr01/>), and I have a book, *This New Albion World: The Contest of Authority in New England*, that will be published by the University of Pennsylvania Press in 2003."

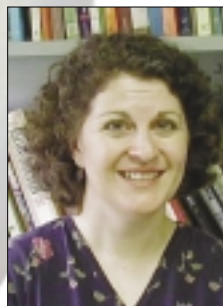
Of her year at the Kennedy Center, Pulsipher recalls that it was "excellent preparation for my PhD program. I still consider the core graduate seminar I took from Professor Ladd Hollist to be the most rigorous course, and one of the most beneficial, of my graduate career. It prepared me very well for the substantial reading load and, particularly, the analytical expectations of my doctoral courses at Brandeis."

She credits her classmates and faculty mentors with a critical role in her academic progress. "I learned a lot from the small, close group of students at the center that year, many of whom had more experience in the kinds of reading and thinking covered in our core courses than I did at the time. Dr. Hollist, who directed the program that year, was

a marvelous teacher and mentor. He expected the very best from us, and his encouragement of me to continue my training (at a time when I did not think it would fit into my life) played an important role in my return to graduate school four years after completing my work at BYU," Pulsipher noted. "I was also very fortunate in two brilliant and humane thesis advisors—Richard Cracroft and John Murphy (in succession, as I shifted my thesis topic from Mark Twain to Willa Cather).

"My year in the Kennedy Center was a happy one, intense and invigorating. I worked hard and learned a great deal. Because of that positive experience, I have encouraged others to apply to the program, including my younger brother, Michael Hale, who graduated with a master's in Asian Studies in 1992," she concluded.

Pulsipher is an assistant professor of history at BYU. Her husband, Dr. Michael Pulsipher, is the acting clinical director of pediatric blood and marrow transplantation at Primary Children's Medical Center. They are the parents of four children.



"The center gave me a good place to begin the transition that has since landed me in history."

Marvin A. Schroeder

Marvin A. Schroeder's study abroad in Israel (1992) was more than a sightseeing trip—it was the springboard for his career in business consulting. Enthralled by the culture and politics, he returned to the Holy Land three years later to hone his language skills in the

intensive Arabic program at BYU's Jerusalem Center for Near Eastern Studies as part of his BA in international and area studies.

In addition to guiding his career, Schroeder related that his "completely delightful" education at the Kennedy Center impacted his thinking and reasoning in the business world. He recalls Professors Dilworth B. Parkinson, William J. Hamblin, Daniel Peterson, James A. Toronto, and Donna Lee Bowen as the most influential during his education. He claims his international studies degree "taught me to absorb new knowledge quickly and then communicate it expertly by word or pen."

Capitalizing on his talents and interests, Schroeder continued developing his understanding of Middle Eastern political and business dynamics while pursuing his MBA at Thunderbird, the American Graduate School of International Management. He focused his studies on finance, international political economy, and the Middle East. Following graduation, Schroeder landed a job as a senior consultant with Arthur Andersen, a business consulting firm. "Learning other cultures, languages, histories, and political systems of the Middle East set me apart as a circumspect and knowledgeable individual in the workplace," Schroeder reported.

As senior consultant, his duties included consulting in the oil, gas, and utility industries; financial and scenario modeling; market and economic analysis; and developing expert opinions and reports for international, domestic, and govern-

mental arbitrations and legal actions. Schroeder worked with big name, multinational clients such as Shell Oil, Texaco, ExxonMobil, Chevron, and Pennzoil.

Schroeder asserted that "one of the intangibles of an international studies background is flexibility."

Accordingly, after three years with Arthur Andersen, Schroeder shifted his career and began his current job as the business planning and market strategy manager for Compaq Computer Corporation in Houston, Texas. At Compaq, Schroeder is responsible for market research and strategy development, financial forecasting and analysis, and developing the business plan division. "I instinctively look at all the angles to find a solution in a way that more technical people around me do not," he stated.

Moreover, Schroeder added, "My education comes in handy in everyday interactions and business relations. It makes for good conversation, self-satisfaction, and power over the flood of opinions and rhetoric we are so beset by in this wild and wonderful world."

Schroeder graduated from the Kennedy Center in 1995 in International and Area Studies.



"I instinctively look at all the angles to find a solution in a way that more technical people around me do not ..."

... new vice president of global cross-selling for the Consumer Packaging Group (CPG) of MeadWestvaco.

Sasine Promoted at MeadWestvaco

Ronald D. Sasine has been appointed as the new vice president of global cross-selling for the Consumer Packaging Group (CPG) of MeadWestvaco. According to a company statement, Sasine will be responsible for expanding business; identifying new sales and profit potential; and working collaboratively with CPG divisional personnel to connect resources and opportunities. He will also assist in extending these interactions to other MeadWestvaco operating entities.

After a stint with the U.S. State Department in Washington, D.C., Sasine had been working for MeadWestvaco's Brazilian subsidiary Rigesa Ltda. for six years, where he gained a breadth of experience in market planning, customer development, and international operations (see Alumni Profile, *Bridges* winter

2001 print). While in Brazil, Sasine had the opportunity of hosting the Marriott School's business students at his company. He is a member of the Board of Directors of the Brazilian Packaging Association and of the American

School of Campinas, Brazil. He served as a bishop for the Church and as a counselor in the Campinas Brazil Mission presidency.

Sasine, who was the alumni speaker at August graduation, graduated magna cum laude from the Kennedy Center in 1989, and in 1991 he received his master's degree in international relations from the Nitze School of Advanced International Studies at Johns Hopkins University. He and his wife, Karen, and their four children have relocated to New York.

Read Sasine's address to August graduates in *Bridges* fall online issue in November.



Global Report

Capturing Some Bit of Truth in Ghana

by Jacquelyn Rawson

On 22 June 2001, Chris Rawson (now my husband) returned from Ghana, West Africa. Exhausted and smelling like death, he brought with him forty hours of invaluable film footage that would eventually create a career-changing documentary.

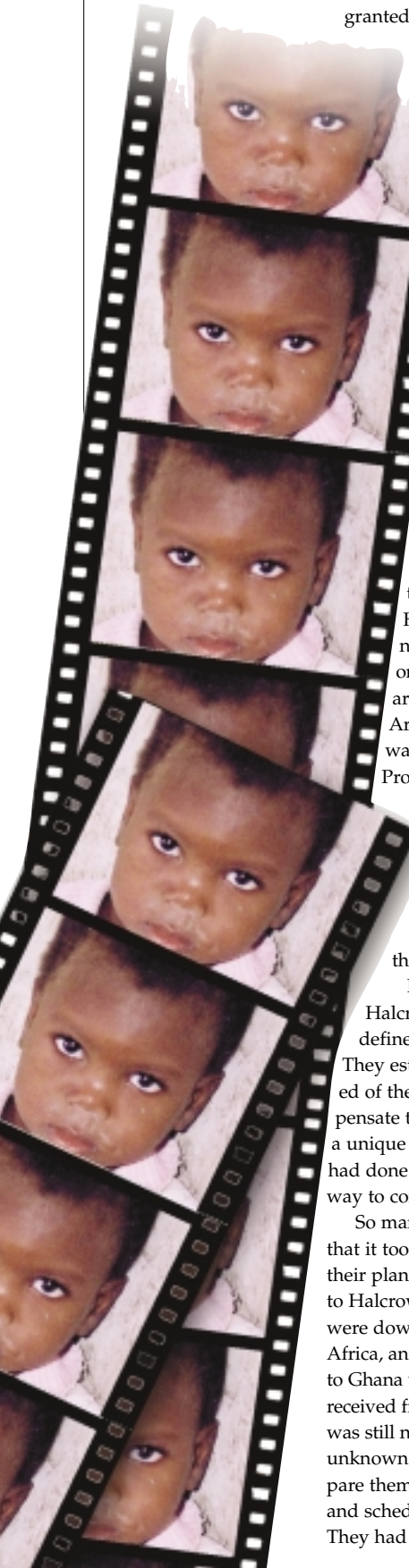
When the Africa Project (as it came to be called among those working on it) first began, Chris and I had not even met. That was more than two years ago. Rawson came to BYU as a transfer student and business major, but he did not remain in business for long—his heart belonged to film. He quickly became friends with Tressa Lyn Halcrow, also a film student, and they began planning projects together.

About the same time, the Humanitarian Aid Relief Team (HART), an aspiring appendage to the World Health Organization (WHO), was in the process of planning an annual relief mission to study and treat *buruli* ulcer patients in Ghana. The *buruli* ulcer is a bacterial infection that spreads and eats slowly through the skin of the patient. Although the infection is found in many parts of the world, Ghana has been affected epidemically. HART is based in Provo, Utah, and with remarkable convenience, the project leader heading their next mission was Chris's roommate. WHO wanted film footage to use in an instructional video for indigenous surgeons; Chris's talents were suggested, and he was offered the job.

Immediately, he began discussing the project with Halcrow, and they decided to shoot a documentary while they were there. As the next step, they invited fellow film major McKell Brockbank to join the team as a codirector. Brockbank approached the experience with a firm belief that this was a divinely-authored destiny. His undeviating faith in and enthusiasm for the project helped the team believe they were going to accomplish something that would impact people for good. Halcrow approached the project with stunning efficiency. She seemed to be born for her role as production manager. Rawson and Brockbank would travel to Ghana, while Halcrow would manage details from Utah.

The team began planning what they wanted the documentary to focus on, and they called upon the expertise of fellow student and film theorist Benji Harry. They determined to focus on the main group involved in the project: a student volunteer; a Ghanaian and an American doctor; a patient and one of the patient's relatives. They wanted to avoid a strictly Western perspective, so in order to present the subject more truthfully and effectively, the filmmakers planned to document patients' stories in their own voices.

They searched for financial sponsors and created a number of informative pamphlets on the *buruli* ulcer to this end. They hoped that by sending out the packets they would find sponsors to fund travel, lodging, and immunization expenses. Also, they used these materials to pitch their idea to the theater and media arts faculty, hoping to be



granted the use of department equipment. They were well received by faculty who brought up questions that helped direct the team, and they agreed to meet again after their questions were answered. Most projects die and are buried at this stage; Rawson, Halcrow, and Brockbank were elated with the response.

Just two weeks after this success, the film team suffered a great loss. Brockbank's life was taken unexpectedly while visiting friends in Oregon. Halcrow related in her journal on 29 October 2000, "I received a sad notice this evening. McKell Isaac Brockbank died while visiting a friend on the west coast. He was at the beach with his friends last night (yesterday) and they went out on a jetty. He and his cousin were swept off by a huge wave, and the following waves took their toll. . . . McKell was a good friend, a good film student."

The excitement that surrounded the project temporarily waned. What kept Rawson and Halcrow from giving up on the project was a new and relatively obscure grant opportunity. In one of Rawson's classes, a professor passed around flyers for grants within the College of Fine Arts and Communications. As the pile made its way to Rawson, he was not thinking of the Africa Project, but when he saw the ad for the Oscarson Discovery Grant, it grabbed his attention and he kept the flyer. He and Halcrow decided to apply for it, using materials they had organized the previous semester, and by a miracle they received a sufficiently significant amount of funding to reawaken their dormant hope for the project.

Everything picked up momentum. Rawson and Halcrow renewed communication with WHO to define the roles and responsibilities of both parties. They established contracts describing what was expected of the surgical footage and how WHO would compensate them by funding part of the trip. This provided a unique challenge, in that neither member of the team had done this before, and they had to learn the proper way to conduct this type of business.

So many things had changed over this period of time that it took considerable effort to reorganize and update their plans. The fact that the trip ever occurred is a credit to Halcrow's hard work and organizational skills. They were down to only a one-man crew to actually go to Africa, and they needed another cameraman. Airfare alone to Ghana would take up the majority of the money received from the Oscarson Discovery Grant; much more was still needed. The buruli ulcer was a disease completely unknown to them, so they needed to research and prepare themselves, organize the format of the documentary, and schedule and film all of the preliminary interviews. They had less than three months to make all preparations

necessary for a six-week shoot in a foreign land. Halcrow had to coordinate efforts between her crew and the plans and expectations of WHO and HART. She also began to orchestrate presentations to be made to the theater and media arts faculty to request their support and arrange for the documentary work to provide class credit for both herself and Rawson.

Wayne Brockbank, father of their deceased friend, entered the fray to help financially, in a loving show of gratitude to his son's friends and in an effort to remain involved with the project in which his son had so fervently believed. WHO also helped with travel and living expenses. The necessary equipment was loaned by the department. The Africa Project was on.

They eventually brought Gary Wilson on as a cameraman to replace Brockbank and accompany Rawson to Africa. The two journeymen got their passports in order and endured a cruel amount of immunization shots. However, getting the visas in time was a task that required some maneuvering.

Less than a week before the scheduled departure to Ghana, the visa office contacted Halcrow. A small financial glitch had surfaced. In order to receive the visas in time to fly out, they needed to send forty dollars cash to the Ghanaian Embassy in New York City in less than three hours. Rawson and Halcrow began calling everyone they knew with remote connections to New York. Rawson now says that he found this a little exciting, because he felt that after having overcome so many hurdles, something like this could not prevent them from making it to Africa. Finally, they found someone to help them. His sister, Melissa Rawson, had a friend from college who was currently living in New York City. The friend, greatly appreciated by the crew, was generous enough to personally deliver stamped, self-addressed envelopes and the correct amount of money to the embassy before they closed that day. The visas arrived in the mail two days before they left for Ghana.

Preparation for the work to be done in Africa also challenged Rawson and Wilson, as neither of them had attempted a documentary before, and they were unfamiliar with the equipment they were bringing. The team's apprehension with regard to these issues could certainly not prevent the trip, however. They decided that they would never learn by study as well as they would learn by actually doing what needed to be done, so they moved ahead with the plan that Rawson would read as much as possible of the equipment's instruction manuals during the long flight to Africa and consider that preparation enough.

Rawson and Halcrow had been working on the Africa Project for nearly a year and no one had left the country. When Rawson and Wilson did leave, however, they were prepared for anything, or at least they sincerely hoped so! They even had raincoats for their cameras. Their experience in Ghana was a memorable one. Among the many details with which one might be concerned, such as fear of mosquito swarms, intense heat, unfamiliar food, animal sacrifices, public showers, and the tendency of adventurous, young men to climb vines into very tall

trees, was my fear that they might get sick. Rawson, Halcrow, and Wilson, on the other hand, were concerned with the safety of the luggage, language barriers, lack of good lighting in the operating rooms, and what the intense heat would do to the equipment.

We all worried about the people we were getting to know through this experience. Jacob was the patient who had been chosen early on as one of the foci of the documentary. He had contracted buruli a number of times, and over the course of attempted treatments he had an arm amputated, developed a permanent limp, and his remaining hand was disfigured. Samuel was not personally infected, but he was present to make sure that his son, Emanuel, was treated surgically. As Rawson spent time with these people, he got to know them, and would send e-mail to those of us waiting at home with the progress of the trip. We all became involved with their lives, through prayer and mutual concern.

After five grueling weeks, the crew returned, and I was elated. They had survived! Halcrow could stop worrying about "her boys in Africa" and post-production work could begin. I got to help a little in organizing the footage in preparation for editing. This was my first experience with movie making. We spent the entirety of that first week after the trip just logging tapes. Every second of film was accounted for and described in the most informative spreadsheet ever compiled. At times, the pictures were disturbing, and I had trouble watching; a great deal of the footage was for WHO's surgical video. I quickly became accustomed to seeing knives, skin, bone, and blood in combinations that I could not have handled so easily before.

As for the rest of the work, turning forty hours of tape into a twenty-six minute documentary, I could not do much to help. My duty was to not complain for months as Rawson turned the raw footage into a polished documentary—instead of taking me out.

The Africa Project was never so blessed as it was with the addition of James Stevens, a uniquely brilliant composition student, who spent quite literally hundreds of hours writing the music to accompany and assist the documentary. Night after night, Rawson would bring his recent updates of the documentary, and Stevens would play or sing what he had written to augment it. Another composer, Eric Hansen, and various other musicians assisted in the writing and recording of the music, but for the most part, the genius of the work lay with Stevens.

Six months after the documentary was shot, Rawson and Stevens finished the editing and sound for the first draft of the piece. Now, four months and several versions later, it seems that the technical work on the documentary has come to an end. It was hailed as Best Documentary

and as having the Best Original Musical Score in Final Cut, BYU's annual film festival. Halcrow is currently working on finding more venues in which to show it, and we all have high hopes for this small film we have loved for so long.

Rawson is still in contact with Samuel, who hopes to come to the United States soon and work here as a carpenter, a career he has been excelling at for years in Ghana. His faith and hope are inspirational, and I look forward to meeting him, if we can all manage it.

I am saddened that I could not go with the team to Africa, because there are some things that I will never understand. Discussing his experience, my husband recently told me, "Nothing compares to being there, watching people get their feet or arms cut open, seeing more than a hundred people waiting for surgery, and knowing that less than twenty will receive treatment." In constructing the video, he had to focus on simply capturing "some bit of the truth. Maybe bringing people even a little closer is good enough."

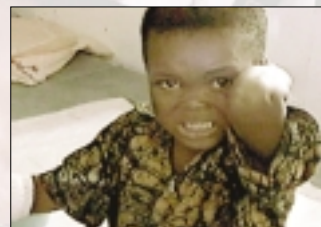
It is my belief that he, Halcrow, Stevens, and Brockbank did succeed in bringing us a little closer to these people. I may

never meet any of them, and I may never see Ghana, but in learning of their experiences I have come to better understand people in general. Films like this one have power to make us all a little more sympathetic, and in a very real sense of the word, more alive. Appropriately, the documentary has been titled *Me Nsu Bio*, which, in *Twi*, a Ghanaian dialect, means "I will weep no more."

You will have to see the documentary to see how the stories end.

Me Nsu Bio

“
I will
weep
no
more
”



"Vietnam has ambitious economic reform goals and wishes to reform its education system in a compatible manner,"

Fulbright Research in Vietnam

Donald B. Holsinger, former director of the Kennedy Center and professor in the Department of Education Leadership and Foundations, was recently notified by the Council for the International Exchange of Scholars that he has been awarded a prestigious Fulbright research award. Holsinger said the award will help support his research on education and economic development plans in Vietnam.



He has been a frequent advisor to the Ministry of Education and Training in Hanoi, where he plans to undertake the majority of this research. "Vietnam has ambitious economic reform goals and wishes to reform its education system in a compatible manner," Holsinger explained. Holsinger has been granted a sabbatical leave from the university beginning winter semester 2003.

See "Rusting Guns and Antiquated Curriculum: Economic Reform Shapes Vietnamese Education" by Liza Richards in the winter 2002 issue at <http://kenedy.byu.edu/bridges/archives/02winonline/main.html>.

Asia in 2020

A study by Valerie Hudson, a political science professor at BYU, and coauthor Andrea Den Boer, then a BYU graduate student, is creating quite a stir. Barely published in *International Security*, a publication of Harvard and MIT, Hudson and Den Boer's article, "A Surplus of Men, A Deficit of Peace: Security and Sex Ratios in Asia's Largest States," unveils startling statistics concerning surplus young males in Asia.

Among the most alarming is the authors' prediction that by 2020 the Chinese government will be forced to account for thirty million surplus young males, young men termed

"bare branches" in Chinese. The study describes how these "bare branches" have no hope of marrying. In addition, they are likely to be "uneducated, unskilled, unemployed, and prone to violent, belligerent behavior." Instead of decrying the problems often inseparably linked to skewed sex ratios, i.e., female infanticide and sex-selective abortion, from the traditional vantage point of human rights, the authors illustrate the danger and disruption that surplus populations of young men pose to society and international security.

Thus far, Hudson and Den Boer have received only positive reactions to their publication. "We've barely published the article; we're still waiting for any negative reactions," Hudson said, laughing. Rose McDermott, an assistant professor of government at Cornell, who reviewed the article in *International Security*, stated, "The originality and creativity of this piece was to combine diverse literatures to draw out previously unseen implications about a significant emerging issue in international relations. Policymakers who may have understood this problem intuitively now have some crucial evidence to use in designing foreign policies and aid programs that begin to target it."

The authors hope that others will realize the originality and importance of their study, as recent developments support their conclusions. A March article in the *South China Morning Post* indicates growing concern among the Chinese as to skewed sex ratios in their nation. In response to China's most recent census, Ren Yuling, a delegate to the Chinese People's Political Consultative Conference, said, "There is a seriously dangerous ratio for children

under age five, with 119.35 boys born for every one hundred girls, and 121.06 boys for every one hundred girls by age

four." Chinese officials will undoubtedly have more to say about disproportionate sex ratios in the very near future.

Hudson began research concerning the implications of surplus males on society in 1996. "I've been at it for years," she remarked. In conducting their research, she and Den Boer relied on four categories of sources: census data, historical records, current records, and biological literature. Hudson explained that the Chinese and Indian censuses were extremely beneficial to their research. Comprehensive information about both of these densely-populated nations is hard to obtain. Hudson affirmed that the only complete set of China's 1995 census results rests under a chair in her office.

In addition to analyzing census results, she and Den Boer probed historical records for incidents in which skewed sex-ratios were linked with expansion efforts by the government and/or national instability. After substantiating their claims with illustrative historical cases, they sought to identify such cases today. Their findings bode that both peace and democracy will not fare well in several of Asia's largest states. Hudson and Den Boer also examined biological literature for scientific validation of their arguments. Again, they found ample support for their claims.

Currently, the authors are preparing a book manuscript that explores the causes, as well as the consequences of surplus males in society. When asked if she perceives her research as a catalyst for like research and scholarship, Hudson replied, "Absolutely. I feel the research is part



of a growing agenda that says, 'Look. Security is linked to the treatment of women in society.' There have been an increasing number of

... by 2020 the Chinese government will be forced to account for thirty million surplus young males.

articles that link women's status to war proneness and the likelihood for democracy." Hudson added that there has also been research that links the success of peace negotiations to whether or not women are present. She explains that all of these articles, all of this research shares a common thread, namely—"Gender elements are increasingly important in matters of security."

Adoption Saving Lives

A small group of BYU students, faculty, and staff gathered to hear Nahela Hadi, deputy director of the Adopt-a-Minefield program, on 25 June at the Kennedy Center. Those present internalized several devastating statistics: With a population of 25.8 million, there are still an estimated five to seven million land mines in Afghanistan; in the late 1990s the number of Afghans killed by land mines was 400,000 (ten to twelve casualties per day); currently, land mines injure or kill up to three hundred Afghans every month—the highest rate in the world; at least half of these victims are children; and more than half of all victims die before receiving medical attention. Needless to say, audience members were sobered by the statistics.

Land mines are not exclusive to Afghanistan. "They affect one-third of the countries in the world," stated Hadi. Accordingly, the efforts of the Adopt-A-Minefield program center on de-mining affected areas in several countries—specifically, Cambodia, Mozambique, Bosnia, Vietnam, and Croatia. Afghanistan simply receives a considerable amount of attention because of the number of land mines still in the country. The Adopt-A-Minefield program maintains a list of priority minefields that can be "adopted"—often those situated by a school, hospital, or a residential area. Hadi explained that once the minefields in the targeted countries have been cleared, they hope to add minefields in several other countries to their list. "We focus our efforts, so that we can assure that we are doing some good, instead of

attempting to eliminate land mines everywhere all at once and not accomplishing much of anything," she elaborated. Hadi herself grew up in Afghanistan, leaving Kabul with her family at age seven. Undoubtedly, her personal connection to Afghanistan is part of what fuels her energies toward de-mining in all impacted regions of the world.

The Adopt-A-Minefield program of the United Nations Association of the USA (UNA-USA) is an extensive, strategic program modeled after the Adopt-A-Highway program and also the Sister Cities program. It has partner campaigns in Canada, the UK, and Sweden. It was formed after the UNA-USA convened forty land-mine experts in 1996 to determine how best to educate the world public about land mines. In the years since, the program has gained fame partly because of world leaders and celebrities who have championed its cause, most notably Princess Diana, Heather Mills, and now her husband Paul McCartney.

The Adopt-A-Minefield program is also heavily involved with the International Campaign to Ban Landmines (ICBL) and the United States Campaign to Ban Landmines (USCBL). As the U.S. has not yet signed the Mine Ban Treaty, these organizations have worked to stimulate debate about the government's land-mine policy.

The U.S. government has pledged to sign the treaty by 2006 if it can identify alternatives with which to defend its troops in the demilitarized zones of the Korean Peninsula. Importantly, Hadi pointed out that while the U.S. has yet to sign the treaty, it remains the number one source of funding for de-mining efforts.

Hadi indicated that plans for reconstruction in Afghanistan are somewhat hasty and unthinking if they do not first address the problem of land mines. "The first step in reconstruction must be the removal of the millions of mines," she said. "Even one land mine can make an area unsafe for reconstruction or development, because developers have to account for unpredictable disaster. Land mines prevent farming and development. Mine fields terrorize communities."

Hadi declared that 90 percent of casualties by land mines are civilians. She acknowledged that mines are designed to maim, not to kill, but indicated that the tragic flaw of this logic is that when young

"The first step in reconstruction must be the removal of the millions of mines. . . . Even one land mine can make an area unsafe for reconstruction or development, because developers have to account for unpredictable disaster. Land mines prevent farming and development. Mine fields terrorize communities."



children, the elderly, or feeble adults accidentally detonate a mine, they cannot withstand the impact—many times these encounters end in death. In addition, Hadi intimated that those who lose limbs because of land mines lose their chance at life as well. “In many of these countries, people with lost limbs can’t contribute or integrate into society. They become a burden to the community,” she explained.

De-mining is a very tedious process. While techniques and machinery have been developed to probe areas for land mines, Hadi said that the most fool-proof way to de-mine an area is still human beings with metal detectors and dogs. Huge tractors can actually push mines deeper into the ground. Typically the process is as follows: local citizens mark off areas said to be contaminated with mines; trained de-miners then probe the area with dogs and metal detectors; once a mine is detected, the de-miner must slowly dig to uncover it and then set it to detonate. Hadi reiterated, “It is a *slow* process. De-miners have to be very steady. Unfortunately, some have been lost.” Hadi added a very sad side-note, “Incidentally, de-mining is the number one employer in Afghanistan.”

Though land mines can cost as little as three dollars to produce,

removing a single land mine can cost up to one thousand dollars. Currently, the Adopt-A-Minefield program is working with Utah’s Gandhi Alliance for Peace, a non-profit organization, to raise the funds to adopt a de-mining team for one year in Afghanistan. The “Adopt-A-Team” concept enables de-miners to respond to emergencies as they occur, giving them much needed flexibility. A \$30,000 donation will support a team for two months. Thus, the Gandhi Alliance for Peace is striving to raise nearly \$180,000. At the end of each two-month sponsorship, Adopt-A-Minefield administrators send donors a report from its UN partners in the field, outlining the team’s activities, detailing the number of mines destroyed, the beneficiaries of the clearance operations, and the land returned to Afghans as “mine-free.”

Deb Sawyer, representative of the Gandhi Alliance for Peace, expressed her gratitude and pleasant surprise at funds already received from local individuals, elementary school classrooms, and student groups such as the Amnesty International Chapter at Weber State. With laughter, she explained how the students at Weber State organized a type of barn party and donated funds gained from the cover charge to the Utah Adopt-A-Team effort. Both Sawyer and

Hadi encouraged BYU students in attendance to be as creative in raising funds.

The Adopt-A-Minefield program is unique because it approaches a concrete issue—with a real and tangible solution. Donors are an active part of the solution. “An amazing 97 percent of funds go to the fields,” described Hadi. The other 3 percent is spent on overhead costs, e.g, maintaining a web site and facilitating volunteers and employees. The Adopt-A-Minefield program is also the only NGO to make significant contributions to the worldwide effort to eliminate land mines. In 2001, Kosovo was declared “mine-free.” Hopefully, de-mining teams will be able to replicate this situation in Afghanistan and other countries.

For general information about the Adopt-A-Minefield program, see www.landmines.org. Those interested in joining the effort to clear land mines from Afghanistan, may contact Deb Sawyer at (801) 364-2971 or dsawyer@aros.net. Tax-exempt donations may be mailed to Gandhi Alliance for Peace, 2357 Blaine Avenue, Salt Lake City, UT 84108. Please indicate that your contribution is for Afghanistan.

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