



EXPANDING HORIZONS

International Programs, The University of Montana, February 2011

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Traveling the Challenging Road of 21st Century Protected Area Management

By Stephen F. McCool, Professor Emeritus
Department of Society and Conservation



Gullfoss (Golden Waterfall) in Iceland, one of the most popular tourist destinations in the country. Much of Iceland's tourism industry depends on its natural environment.

It was well after midnight and I had been attempting to check my luggage at the airline check-in counter for flights from Amman, Jordan to Reykjavik, Iceland for over 45 minutes. I was now talking to the desk agent's supervisor's supervisor, who finally determined it was possible to check luggage through Charles de Gaulle and on to Reykjavik, but he asked, "do you know the three-letter code for Reykjavik's international airport?" Fortunately I had looked this up before flying off from Missoula on one of my "mega-trips" overseas, going on three weeks at this point.

I had spent the previous six days, together with my UM colleagues Wayne Freimund and Perry Brown, getting a better understanding of natural resource conservation in Jordan. The Forest Service International Programs office had asked us to visit Jordan and interact with the Royal Society for the Conservation of Nature (RSCN) about curriculum issues and opportunities for a Ranger Academy that was being constructed near one of their reserves. The RSCN—it's kind of equivalent to our National Park Service but is a non-governmental organization—manages nearly all the nature reserves in Jordan and now is embarking on a program to build proficiencies in protected area management, eco-guiding, and environmental compliance through its own vocational education program.

My specialty deals primarily with managing visitors and tourism in protected areas, an arena of knowledge and application that I worked in for over 30 years of my tenure at UM. Now "retired," I focus my efforts on park managers and university faculty in various places around the world. My specialty gradually grew from the focus on visitors and how to manage them, to how we conduct natural resource planning (including the theory and application of public engagement), and eventually to re-defining the whole process of planning itself.

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McCool cont. from pg 1

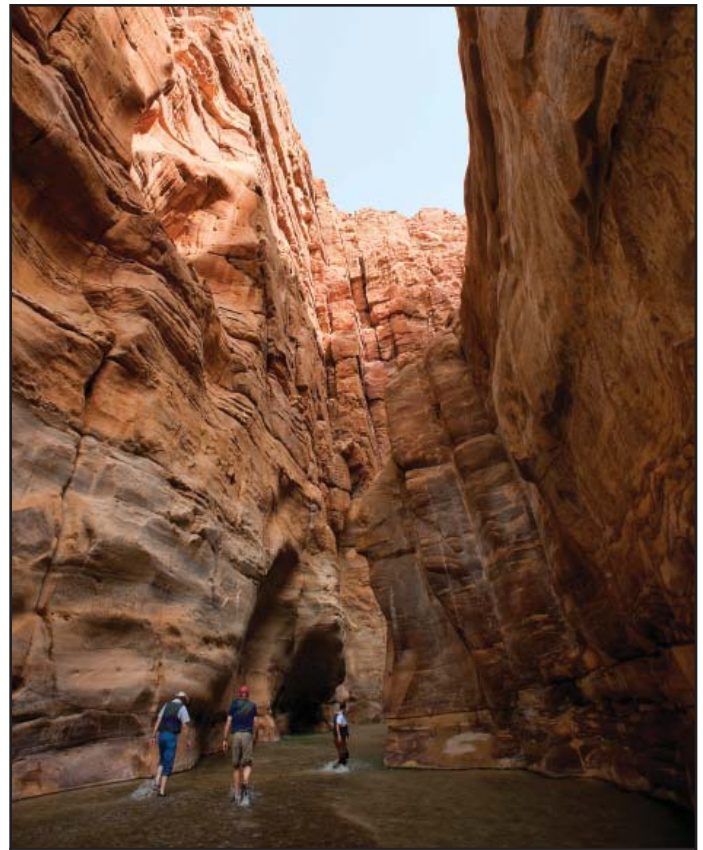
The RSCN manages six reserves ranging in size from 8 km² to over 300 km². These reserves are not only important to conservation but to Jordan's economy as well: the RSCN employs hundreds of people on its staff and hundreds more are employed indirectly in supporting businesses and services. Thus, the quality of its conservation activity directly impacts economic opportunity. The reserve system plan calls for doubling this number, consequently requiring more rangers, guides, naturalists, planners, maintenance workers and so on. Education and training for these jobs is basically non-existent, either in Jordan or the Mideast.

In the past, protected area management involved hiring a few rangers to patrol trails and some naturalists to present entertaining interpretative talks. Now, protected areas are expected to serve as buffers against the effects of climate change, model democratic governance, supply a growing variety of ecosystem services, and become engines of economic growth in addition to their conventional roles of preserving scenery, protecting wildlife and providing recreation opportunities. The 21st century requires staff who can integrate these growing and diversifying demands, communicate with constituencies and local communities, and resolve an ever-growing list of challenges. The curriculum at the Ranger Academy is an essential component for Jordan's conservation sector. Without supporting educational programs, there is a need to "grow your own" educational opportunities, but advice on curriculum is warranted.

Now I was on my way to Iceland at the invitation of one of its National Park agencies. Iceland has three national parks, each managed by a different national level agency. My role would be to give a keynote talk at the first ever workshop for park managers in the country. My talk was titled "Building Protected Area Stewardship in an Era of Complexity and Messiness" and was designed to stimulate some thinking about the influence of global-level political, economic and social forces on management decisions in national parks and how managers can respond to them. This was then followed by a day and a half short course on managing visitors in parks. The week ended with a public lecture at the University of Iceland concerning the opportunities growing complexity afforded conservation and park management.

The combination of ice, vulcanism, and climate has produced a landscape in Iceland's highlands that is as spectacular as it is raw. Many Icelanders, and thousands of international visitors, enjoy this landscape yearly by driving specially designed four-wheel drive (and similar busses) with oversized tires and high clearances to traverse trails and ford rivers. Others prefer the solitude and silence of hiking and backpacking through stunning canyons and across amazing plateaus. And there is the rub: increasing conflict among different kinds of visitors seeking their own type of experience—not unlike what happens here in Montana. Park managers must increasingly ask themselves whose values "count"? How to integrate national and local interests? What type of framework can help managers through the consequences of various alternatives? What new expectations may be on the landscape of tourism development and visitor experience?

So, when one thinks about it, Jordan and Iceland have probably much more in common than anyone would think at first glance. Both are confronted by increasingly complex situations, accelerating demands on their protected areas, and limited capabilities to respond to these. Structurally, the protected area challenges in both countries are very similar, although the cultures and environments are drastically different.



Hikers enjoy a walk up a river in Mujib Reserve in Jordan. Such visitors not only appreciate the natural environment, but they also contribute economically to local communities.

The adventure—and quite dramatic change (culturally, politically and climatologically)—in going from Jordan to Iceland represents what I believe to be the new "normal" for faculty who want to work internationally. UM faculty in all fields have a lot to contribute to solving problems and facilitating action, particularly in the former third world countries. While we don't have a lot of answers, we do possess significant planning and problem solving skills that are useful in helping other people develop answers for their own situations. But this often involves travel accompanied by complicated connections, inconvenient times and airline people who don't know where you are traveling to, even if it is the capital city of a nation.

My experiences—15 countries visited (most several times) in the last 4 years—have pretty much been positive. Most people are excited to hear new ideas, fresh perspectives and innovative approaches. These serve as germs for solutions that grow in response to the intellectual nutrients of the particular destination in which you are working. But sometimes you get tired, the accommodations are not what you expect (ask me sometime about the Cosmic Executive Hotel in Lusaka), and the food is very different—although that is often a good point. There may not be very many people around who speak English. I find all of these simply part of the adventure of a university faculty member. These experiences add greatly to classroom instruction, building awareness of students that most of 7 billion people living in this world have different traditions, cultures and ways of living than us. That diversity is an important quality for all of us.

Oh, about that three letter airport code. For Reykjavik it is KEF, not RKV, but that's another story.

Indigenous Perspectives in Mexico

By David Beck, Professor, Native American Studies

In May 2010 the Native American Studies Department took two students, Matthew Flatlip (Crow tribe, NAS student) and Moses Yellow Robe (Crow and Northern Cheyenne, art student), on a two week field school to visit indigenous communities and study the cultural and historic heritage of Mexico. We traveled with students and faculty from partner universities in Canada, Mexico and the United States, including Trent and Vancouver Island Universities (Canada), Colima and Mezquitel Universities (Mexico), and New Mexico State. We made this trip under the auspices of a trilateral consortium funded in the United States by the Fund for the Improvement of Post-Secondary Education and by its counterparts in Canada and Mexico.

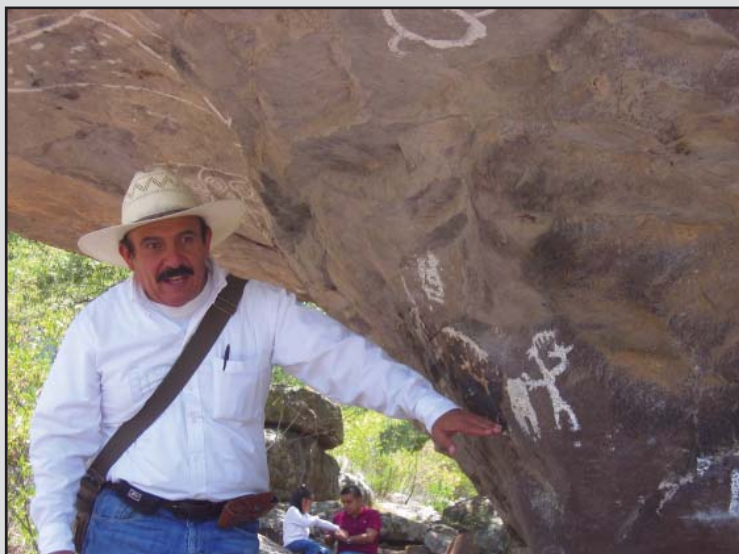


Matt Flatlip and Moses Yellow Robe with the Temple of the Sun in the background, at Teotihuacan.

The purpose of the trip was to bring Native and non-Native students together to interact with indigenous communities in Mexico and to share perspectives with each other. Four Native students from Vancouver Island University joined us, as did five Native and non-Native students from Trent. Four students from Universidad Tecnológica del Valle del Mezquital in Hidalgo joined the group for part of the trip as well. Just before the trip New Mexico State University imposed a travel ban on its students denying them the opportunity to visit Mexico, although Don Pepion (Blackfeet) of their faculty was able to join us, serving in the role of elder statesman.

We flew into Ciudad de Mexico, the second largest city in the world, just after UM's graduation in May. Almost one-fourth of Mexico's 110 million people live in Mexico City. Fifty million Mexicans live in poverty, with approximately 23 million people not getting enough to eat. Many of the most impoverished Mexicans are indigenous.

We spent several days visiting archaeological sites that predated the Spanish arrival to Mexico. We stayed within walking distance of the Templo Mayor, an Aztec temple that the Spanish



Otomi cultural leader Francisco Luna Tavera lecturing at the site of ancient Otomi rock art.

forced local Indians to tear down to build a Catholic Church, which sits behind it. We visited the site of a vast ancient market and we visited a modern vegetable market (Central de Abasto) through which 45% of all vegetables grown in Mexico pass. The market employs 70,000 people and never closes, with 300,000 visitors daily buying and selling these wares. We also went to the modern basilica where Juan Diego had his vision of the Virgin of Guadalupe, which is now a major pilgrimage site. So many people visit that a conveyor belt is used to shuttle visitors past the shrine. Some two million people visit this pilgrimage site on the

12th of December alone.

At our visit to the Comisión Nacional para Desarrollo de los Pueblos Indigenista (similar to the Bureau of Indian Affairs in the United States), we learned of a major shift in the Mexican federal attitude toward indigenous people. When I had last visited with representatives of this office in the mid-1990s, we were told that its major focus was helping Indian people assimilate into Mexican Society. In the new millennium, and after Mexico signed onto the United Nations Declaration of Indigenous Rights, a shift occurred. Mexico's new constitution recognizes the value of cultural diversity, and the Indian Office now exerts its efforts to help promote this through tribal language preservation and protection of cultural practices. Of course, the actual change in relation to local

communities is slow in coming, in many cases. Tribal communities in Chiapas and Oaxaca and Michoacan have pushed these efforts to the forefront, but we visited tribal communities in two very different places – Hidalgo and Colima.

From Mexico City we traveled to Ixmiquilpan, in the state of Hidalgo. On our way we visited Teotihuacan, the largest city in Mexico some fifteen hundred years ago, with perhaps 200,000 residents. There we climbed the Temple of the Sun, now believed to be a temple of the God of Water. In

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Partnering with Addis Ababa University: Thirteen Months of Hospitality

By Peter Koehn, Professor, Department of Political Science
and Phyllis Ngai, Assistant Professor, Department of Communication Studies

The Ethiopian calendar boasts one more month than ours and the tourism industry has long promoted Ethiopia as a destination where one can enjoy "13 months of sunshine." Based on our recent experience as invited lecturers by Addis Ababa University (AAU) under the developing partnership with The University of Montana, we would add "13 months of hospitality" to that message.

AAU currently offers 215 graduate programs to more than 2000 masters and doctoral students. PhD holders, however, account for less than 25 percent of its Ethiopian faculty; there are far fewer Ethiopian PhDs at the 13 newly established universities in the country's outlying regions. AAU has been charged with building the human resources of these emerging universities.

Our initial interest in AAU was ignited by discussions with UMT mathematics professor Solomon Harrar (who is at AAU spring semester 2011 under our faculty-exchange program) and the Mansfield Center's Otto Koester (who offered workshops at AAU in January 2010). The opportunity to "pay back" the university where Peter began his teaching career 40 years ago also figured prominently in our decision to accept AAU's invitations to devote the bulk of our semester break to instructing doctoral and master's students on their campus. AAU holds first-semester classes through early January and that schedule allowed us to join their instructional program and bring our two boys along without seriously disrupting their middle-school studies. With encouragement and logistics support from Associate Provost Mehrdad Kia, Professor Masresha Fetene (AAU's Vice President for Research and Dean of Graduate Studies), Dr. Solomon Mebrie Gofie (Chair of the Political Science and International Relations (PSIR) Department), and Dr. Jeilu Oumer Hussien (Dean of the Education Faculty), we departed for Addis immediately after submitting our final grades for fall semester.

We left cold and snowy Missoula with excitement mixed with a little



Phyllis with PhD students.

trepidation, not knowing exactly what our living conditions and teaching expectations would be in Ethiopia. AAU lodged us at the Ghion Hotel, a centrally located oasis in the midst of the pulsating capital city where we enjoyed the floral gardens and a kitchen that enabled us to entertain guests.

AAU asked both of us to teach graduate students, although the precise nature of our instructional responsibilities differed. Peter contributed to PSIR's two ongoing courses for PhD students (Comparative Politics and Comparative Foreign Policies). All but one of this first AAU cohort of PhD candidates already teach for PSIR. The PhD program is intended to serve three objectives: (1) equip AAU's faculty with PhD training; (2) prepare faculty to teach political science at Ethiopia's 30 other universities; and (3) retain younger faculty within Ethiopia. For Comparative Politics, Peter presented three 3-hour seminars. His first seminar addressed two topics: (1) Trends in Comparative Political Analysis and (2) Applying the "Most-Different-Systems Approach" to China, the United States, and Ethiopia. His second seminar focused on Non-state Actors and Horizon-rising Challenges and his final Comparative Politics seminar focused on Igniting Bottom-up Sustainable-Development Transformations. For Comparative Foreign Policies, the topic of Peter's first seminar was In Whose Interests? Transmigration, Diasporas, and Non-State Foreign-Policy making in the 21st Century. His second session addressed Emerging Approaches to Foreign Assistance: Transnational Partnerships & Development Funds. His final Comparative Foreign Policies seminar focused on Global Climate Change Policy: Bridging South-North Gaps. Toward the end of our time at AAU, Peter also delivered a public lecture sponsored by the Faculty of Social Sciences & PSIR on Transnationalism and Transnational Competence. Peter found all of his students well-prepared for the seminars, enthusiastically engaged with the material presented, and willing and able to articulate and defend diverse positions. He was impressed by their sincere commitment to remaining in Ethiopia and in university teaching.

Phyllis taught an intense course to nine PhD students in the Department of Curriculum and Instruction (C&I) and delivered two workshops to C&I master's students and doctoral students from the Department of Educational Planning and Administration. In the course and the workshops, she guided students to compare U.S. and Ethiopian perspectives on educational issues such as 21st-century schools, curriculum design, active and interactive instructional strategies, technologies for educational development, language-education policies, multicultural education, and qualitative educational-research methods. Her students eagerly engaged in debates about what would be best for Ethiopia's multiple education systems. Phyllis was impressed by their far-sighted educational visions for the country's future and their progressive thinking concerning educational issues of global significance. Although students from AAU's PhD program in International and Comparative Education (approved in June 2010) did not participate this time, students enrolled in this new program will benefit from future collaboration between UM and AAU.

Ethiopia cont. on pg 5

Ethiopia cont. from pg 4

Peter has always found teaching in Africa especially rewarding because students there directly and authentically express their appreciation for one's efforts and contributions to learning. This experience was no exception. Peter's students expressed gratitude for his challenging instructional style and the new ideas he introduced; they seemed to enjoy his applications of political-science insights to Ethiopia's past and current contexts. Phyllis was humbled by the enthusiastic appreciation expressed by the C&I PhD students who took her intensive course. One student wrote: "Your class was very meaningful and unforgettable for us. We learn a lot of things from you . . . the way you present the lesson, the way you approach students, the way you made the class interactive, in addition to the knowledge and skill on how to design the curriculum." Even before he had submitted his final research paper, one PhD student e-mailed Phyllis to "come again and offer us a second course . . . don't plan on other task in the coming semester . . . we don't want to miss you." Genuine expressions of appreciation, coupled with urgings to return, led to mutual bonds of attachment even though we could teach there for only a short time.

Aside from the teaching experience, social engagement and reconnecting constituted highlights of our visit. Our boys attended classes at two local schools (and a few of their parent's classes). Peter connected with former students, including one of Ethiopia's most prominent businessmen who invited the family to dinner at his palatial home and to tour his beauty-products factory, a brain-circulating public administrator from Nevada (and UM MPA graduate) offering short-term training courses for Ministry of Civil Service officials, and UMT pre-engineering graduate and successful entrepreneur Belay Teclay. Peter even enjoyed a particularly meaningful opportunity to reunite with two early-1970s colleagues in the university's Public Administration Department (including then-chair, Dr. Syoum Gebre Egziabher). We were showered with invitations to elaborate Ethiopian meals. To mention only two, the PSIR Department sponsored a dinner at the ageless Addis Ababa Restaurant following Peter's public lecture and Professor Masresha invited us to the Abyssinia Restaurant where we enjoyed a sumptuous buffet of spicy Ethiopian dishes accompanied by traditional

dances and songs representative of different ethnic groups. With various friends in the driver's seat, we explored much of Ethiopia's booming capital city, including the vast open-air market (mercato), the Somali neighborhood, the historic Intoto mountain and church, museums, the emerging diaspora residential area, government-constructed apartment complexes for relocated poor residents, and the expanding industrial sector along the road to Akaki. A truly eye-opening experience for all!

One recent gloomy and rainy afternoon back in Missoula, we reviewed the hundreds of photos we brought home. Many are bright and savory scenes of social interaction accompanied by food. The four of us agreed we already missed our Ethiopian friends and Ethiopian cuisine. We're not sure any one family should "endure" 13 consecutive months of such extensive hospitality. But, there certainly is a deep reservoir of Ethiopian hospitality at AAU waiting to be spread among multiple UM families who choose to share in this remarkable partnership opportunity.



Peter with PhD students and PSIR faculty.

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Ixmiquilpan, at the Universidad Tecnológica del Valle del Mezquital, we learned from Otomi cultural leader Francisco Luna Tavera, who took us on guided tours of both traditional Otomi and Catholic religious sites. He interpreted ancient rock paintings for us and discussed their use in Otomi ceremonial life. A highlight of the trip was a day-long symposium of presentations on Otomi cultural, social and economic conditions at the university by UTVM professors and community knowledge-holders. This was a ground-breaking conference in a region where the indigenous culture, though vibrant in many ways, has long been ignored in educational settings.

A day-long bus ride took us to Colima where we visited indigenous community sustainable economic development projects supported by the university extension service. These included a crocodile farm, the touristic ruta café (coffee route) and a remote beach-side resort in Michoacan. We also visited the busiest seaport on the Pacific in North America, at Manzanillo. Several students from Ixmiquilpan joined us on this journey, which included a tour of El Chanal, an ancient archaeological site.

We used state department reports of the status of safety in the places we visited in Mexico, and our two partner institutions there took careful precautions to ensure that our travel plans were appropriate. Our hosts were generous and kind, and our students served as marvelous ambassadors for UM, the state of Montana, and their tribal communities. Mexican indigenous cultural leaders and the representatives of our partner institutions all commented at various times on the decorum and respectful interactions of Matt and Moses with the indigenous communities and peoples we visited. This trip provided an unparalleled cultural learning experience for all involved and for the students, new insights into native community life south of our national border.

Digging Denmark - From Domination to Democracy

By Bharath Sriraman,
Professor, Department of Mathematical Sciences

The title of this piece is meant to be a pun. Before one can “dig” (i.e., like) Denmark, one must go below cosmetic features like pastries, architecture, furniture and shoe stores! Denmark has been popularized in the media as the land of the “happiest” people according to surveys measuring the happiness of a nation as an index that takes into consideration economic well-being, health care, pension schemes, and social welfare systems (among others). It may seem somewhat paradoxical that this barometer of happiness in a western nation is not highly correlated with individuality and obscene economic success, but rather takes into account the social well-being of a people. Is Denmark a land of happy people? This is not a rhetorical question, nor a cynical one, but something that will require some “digging” in this piece. The narrative is based on exposure to Denmark’s people, learning the language, and spending periods of time there in the last 10 years. I spent a portion of my time at the University of Aarhus during my faculty exchange in Spring 2010, between sojourns to Sweden. In a few brief paragraphs, I will attempt to share whatever I have learned about Denmark, such as its colonial past; Danish intellectualism; and Denmark as a social democracy. I conclude with a section describing new schools for talent development in Denmark, called MentiQa, which I visited during my stay.



“Montana” furniture in Aarhus!

Those unfamiliar with Northern European history will be surprised to learn that Denmark was the traditional colonial powerhouse of the Nordic world, with its dominion encompassing Norway, Sweden, Greenland, Iceland and numerous North Sea islands. Danish fleets also played a significant role in the Napoleonic wars alongside France, which resulted in the collapse of its borders and the concession of dominions after Napoleon’s fabled maritime defeat to England. Sweden had sided with England in this war. The upshot of the period 1789-1814 known as Revolutionen og Napoleon in Danish history, was the treaty signed in Germany that handed Norway (which was under Danish dominion) over to the now newly independent Sweden! Many Norwegians comment on this history with the caustic remark that they didn’t belong to anyone to begin with, only to be handed over to another set of imperial masters. The period 1814-1848 immediately following this is demarcated as the Golden Age of Civilization (*Borgerlig guldalder* in Danish), when Danish scientists, writers (such as Hans Christian Andersen), poets and theologians (such as Søren Kierkegaard, Nikolaj Grundtvig), made remarkable contributions to the intellectualism of the age. Modern-day Denmark is a parliamentary and representative democracy with a figure head monarchy. The political atmosphere tends to stay centrist. Social democracy, slightly left of center, is the typical political bearing of the average bloke. Many Danish intellectuals, however, have reacted with dismay to the right-leaning tendencies of the Government in its alignment with U.S. foreign policy in Iraq and Afghanistan. By the same token, people are outspoken and not hesitant to express themselves. There is a saying in Denmark, that if there is a problem in society, then it must be brought out in the public forum where it can be openly discussed.

The first place I ever visited in Denmark, in the early 90’s, was the port of Frederikshaven on the northern tip of Jutland, a place for *plaice!* . . . a delicious fish found in abundance in that area, along with cheap ferries that allow one to hop over to Gothenburg in Sweden, or Oslo, Norway. For many years I worked with Dr. Claus Michelsen at the University of Southern Denmark in Odense, on interdisciplinary initiatives at the nexus of science and mathematics. We co-organized the Second International Symposium on Mathematics and its Connections to the Arts and Sciences (MACAS2) in Odense in 2007 [see IP Newsletter -December 2008]. More recently in Aarhus, I collaborated on the topic of talent development in mathematics with Dr. Bettina Dahl. We co-authored a chapter in 2009 entitled “On bringing interdisciplinary ideas to gifted education” in The International Handbook on Giftedness [Springer

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An Irish Spring

By Traolach Ó Ríordáin, Director, Irish Studies

Background

The Irish Studies program at The University of Montana [UM] has experienced an extraordinary growth in the range of courses offered and in the number of students enrolled since it was officially established in 2006. It is now the most comprehensive program west of the Mississippi and alongside Notre Dame UM is the only other university in the United States to offer a minor with an emphasis on the Irish language. Foundational to this success has been the unstinting support of UM's faculty and staff and the exchange program with our sister college in Ireland – University College, Cork.

The origins of our relationship with Cork can be traced to an outreach made to UCC in 2004 by Vice-Provost and Director of International Programs, Dr. Mehrdad Kia, and by the then Dean of the College of Arts and Sciences, Dr. Gerry Fetz. In April, 2005, a delegation led by the President of UCC, Dr. Gerry Wrixon, and including the Head of the Department of Modern Irish Language and Literature, Professor Seán Ó Coileáin; the Head of English, Professor Colbert Kearney; and the Head of History, Professor Dermot Keogh arrived in Missoula to sign a formal exchange agreement. The agreement put in place the final piece that made the creation of the Irish Studies Program possible; it also proved to be richly symbolic, marking the entry of UM into the Irish world where it has come to be seen in Ireland as very much an "Irish University."

This perception has been substantiated in very real and public ways over the past few years. The official launch of the Irish Studies program in 2006 by the President of Ireland, Mrs. Mary McAleese; the subsequent visits to UM by the Irish Consul-General, Mr. Gerry Staunton and by the Irish Ambassador to America, Mr. Michael Collins; and the continued support of the Irish Government for the Irish language program and for The Gathering [an oral history project designed to collect the histories and traditions of the Irish in Montana] all attest to the growing importance and reputation of UM and its Irish Studies program as the mediator of an expanding cultural and intellectual engagement

with Ireland. This reputation will be further enhanced this spring as Irish Studies hosts the largest representation from the arts and humanities in Ireland in its short history.

Our Visitors this Spring

Irish Traditional Music

The Irish Traditional Music program offered in the School of Music this spring was designed by Professor Patrick Williams in collaboration with Gearóid Ó hAllmhúráin (Chair of Irish Studies at Concordia University, Montreal). This course unites the humanities and the arts while aiming to bring students and the community into closer contact with the native traditions of Ireland. In keeping with this objective, Professor Williams went back to the source, to the heartland of Irish music in west Clare and south Munster to find his performers. All the guests coming to Montana this spring belong to families who have been custodians of the traditional music of Ireland for generations – they have, as they say in Ireland, been weaned on music!

Our first guest is Mr. PJ Curtis, award-winning broadcaster, author and producer of 57 albums, who will lecture on the 300-year musical relationship between Ireland and America. Following Mr. Curtis is a lineup of the finest musicians Ireland has to offer: The world renowned fiddler, Mr. James Kelly; All-Ireland champion Uilleann Piper, Mr. Eoin Ó Riabhaigh; Traditional singer, Mr. Séamus Ó Beaglaioich; and well-known balladeer, Mr. Seán Tyrrell. This is the most exciting series of music available in the west this spring and is attracting people from the surrounding states, Alaska and Canada. Irish Studies is greatly indebted to Humanities Montana, Culture Ireland, The School of Music and the Friends of Irish Studies for making this program possible.

Irish History

Students and faculty in Irish Studies have been the beneficiaries of the time and talents of some of the finest scholars of the humanities at UCC. Since 2005, we have hosted Professor Colbert Kearney and Professor Seán Ó Coileáin, two of the original delegation who came to sign the

exchange. This spring we will welcome Professor Dermot Keogh, a third member of that group.

Professor Keogh has recently retired as Head of the Department of History at University College, Cork and is a member of the Royal Irish Academy. He has researched and published extensively on various aspects of twentieth century Irish, European and international history. He is the author of nine monographs, has edited five and co-edited 16 books; he has contributed chapters to over 50 historical texts and published 40 scholarly articles; and has participated in numerous radio and television programs dealing with Irish and European history. Professor Keogh has held fellowships at the Woodrow Wilson Centre, Washington DC, [1988 and 1991]; the Institute for Irish Studies, Queen's University Belfast [1995-1996]; and the European University Institute, Florence [2001-02]. He is the winner of nearly 20 academic awards, the latest being the Olenin Medal in 2008 from the National Library of Russia, St. Petersburg.

Professor Keogh will teach two courses at UM this spring. The Making of Modern Ireland will examine the history of the more significant intellectual and ideological traditions that converged to form the Irish State; A Troubled Relationship will address the history of Irish foreign policy, Anglo-Irish relations and the circumstances surrounding the violence in Northern Ireland from 1969 to 1998. We are very fortunate to have a scholar of Professor Keogh's caliber join us this spring and we would like to thank the College of Arts and Sciences, the President's Office and the Office of International Programs for helping to make this happen.

Irish Studies and the Community

The Irish Studies program receives considerable support from the community in Montana and is committed to making the resources of the program as accessible as possible to the public. All our guests will give public lectures and performances. I would encourage you to avail of the opportunity to attend these events and yourselves to enjoy some of the best Ireland has to offer.

Fulbright Specialist Assignment in Uruguay

By Jakki Mohr, Regents Professor and Hamilton Distinguished Faculty Fellow
School of Business Administration

In November, 2010, I visited Montevideo, Uruguay on a short-term Fulbright "senior specialist" assignment with ORT University. My thanks to David Aronofsky for helping make the connection for me to visit, to Mehrdad Kia and his staff for sending me off well-prepared, and to my host at ORT University, Marcel Mordezki, who lined up an excellent visit for me.

The primary purpose of my visit there was to teach a course on the "Marketing of Technology" in ORT University's new Masters program on the Management of Technology (MMOT). This program was designed to prepare software engineers for management positions in their companies. Montevideo has a vibrant software-development industry with 0% unemployment. In addition to creative start-ups, Montevideo also is home to offices for multi-nationals such as Tata Consultancy Services (TCS), PriceWaterhouseCoopers, and the airline company Sabre Systems that locate large facilities there because of the low cost of doing business coupled with the high level of talent. Training these people and maintaining their skill set is a high priority.

In addition, I gave a variety of talks to various audiences, including the Information Technology Chamber of Commerce, where roughly 100 people attended my talk; the marketing faculty at ORT University; and the students and alumni of ORT. I also consulted with the director of the technology incubator, and met with the directors and managers of many software companies, including small, single-person start-ups and medium-sized Uruguayan companies. I visited the free trade zone, ZonAmerica, a campus of 14,000 people doing work for many of the companies mentioned above.

I also visited the offices of Plan Ceibal, Uruguay's initiative to deploy a laptop computer fully loaded with wireless Internet access and educational software

(including English lessons) to every single elementary-aged school child in the country. Founded by MIT, and known globally as the "One Laptop Per Child" program, this initiative has its widest deployment in Uruguay, due in part to the progressive government, the lack of government corruption, the training of teachers, the availability of software, and the manageable scale of the program (many fewer children in Uruguay, than in say, India or China). Plan Ceibal (named after the Uruguayan national flower) was one of the many highlights of my trip. To sit with 50 middle-school girls on the flight from Montevideo to Santiago to return home, and see each of them carrying their distinctive green-cased laptop made me smile. The girls also made me smile—they each seemed to want to take a turn sitting next to the American to practice their English! I gave out my email address to a number of them, thinking of future UM students, but have yet to hear from any of them.

Uruguay is home to roughly 3.2 million people, 1.6 million of whom live in the capital of Montevideo. My hotel was only two blocks from the "rambla," the sea-side walkway/esplanade where people could be seen running, drinking "mate" (a strong type of tea that some say is a national addiction), and enjoying the spring weather at all hours of the day and night.

Uruguay is also home to roughly 10 million cattle, all of which are tagged with RFID chips (computerized ear tags that can be read with a wand and linked to a database for health and other information). This allows their cattle to be sold in countries with very restrictive rules on imports, such as Israel.

Other highlights of my trip:

- * Eating beef at every single meal (well, not every single meal, but close!, including steak at lunch;
- * Eating the national sandwich of Uruguay, the enormous chivitos: a thin piece of fried steak, topped with ham, cheese, bacon, and a fried egg all on a bun (and French fries on the side);
- * Eating a traditional "assado" (outdoor barbeque) where large grills are set up to cook a wide variety of meats that pretty much comprise the whole meal;
- * Enjoying a weekend at a traditional "estancia" (ranch) where I helped to vaccinate and herd cattle one day, sheared sheep the next, wandered through the vineyard, and rode into the sierras by horseback with my fellow visitors. The visitors, five engineers from Montevideo were training for an endurance race (one person runs while the other person rides a horse for long distances). The other visitors, two British couples, were vacationing in S. America and Uruguay was their last stop prior to flying home. They were shocked when I told them my journey home would take me 23 hours and I would travel across five time zones. They faced only five hours to fly to Britain, across two time zones. I could have opted to go to the beach or to the historical town of Colonia over the weekend, but I wanted to avoid tourist locations and to do something more "active!"
- * Attending a programming contest for video games, jointly sponsored by the American Embassy and the Technology Incubator (Ingenio); the keynote



Professor Marcel Mordezki (ORT University), Jakki Mohr, and Rafael Garcia Moreira, Director of Technology Incubator Ingenio.

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speaker was a brilliant programmer from Argentina, one of the winners was a young boy (about seven years old) who had written a new educational program for the Plan Ceibal laptop (referred to above), and the grand prize winner of the contest received an airline ticket to fly to San Francisco to present his program at major video game trade show in the heart of Silicon Valley.

One of my regrets is that I know so little Spanish, I was constantly apologizing



From horseback at Estancia Finca Piedra about 90 minutes west of Montevideo, participating in a cattle drive.

to people for having to speak English with me. Although the level of English proficiency was very high, my poor Spanish skills were a bit of a barrier in some situations.

All in all, I was QUITE impressed with all aspects of my journey. For example, the structure of ORT University's Masters of Management of Technology program is a model of excellence. Indeed, I have taken some of their ideas and shared them with my department to improve our programs. In addition, Montevideo's technology incubator (their university-affiliated facility to grow technology-related businesses, just like our MonTEC facility) was also a model of excellence. I've already met with Joe Fanguy, UM's Technology Transfer Officer who works with MonTEC, to share the insights I gleaned during my trip. Also, the positive energy and networking that the local Montevideo information technology chamber (CUTI) provides to the local companies is extremely valuable and something from which our community could also benefit.

I was also keenly aware of how important education is—something we in Missoula, Montana share with people in Uruguay. Challenges in offering quality education to all children, and ensuring they stay in school long enough to benefit from the opportunities education allows, were apparent, just as they are here.

Finally, I learned about the natural beauty of this country and its people. Montevideo is wonderful. The sophistication of the business and software community, the rambla (outdoor esplanade) by the river/sea, the enjoyment of the people sharing their mate at cafes, the rolling countryside filled with horses, cows, and dogs. . . I feel enriched by this experience.

Denmark cont. from pg 6

Science] and I had briefly visited Aarhus in January 2006 during a mini sabbatical visit to the University of Southern Denmark in Odense. At that time we began to discuss twice exceptional children, i.e., minority children who are academically promising in mathematics and science, and I became interested in learning more about a recent phenomenon in Denmark, namely schools opening for academically promising children, called "MentIQa" schools. The first school opened in Odense in 2006, the second in Aarhus in 2007 and third such school opened in Aalborg in August 2008. Visit <http://www.mentiqa-aalborg.dk/>. In a country where the norm for schools is inclusive education, in keeping with the unwritten Danish "law" of Janteloven, which views any displays of exceptionalism as contrary to the societal norm of egalitarianism, the existence of these new schools is a cultural anomaly. During my time in Aarhus, I visited one such school in Aalborg to become familiar with ways in which exceptionality was identified, and how school days were tailored for exceptional children in contrast to ordinary public schools. In the long run, case studies of children who succeed academically in and beyond such schools, especially from minority immigrant or non-academic families, has numerous implications for the direction in which school systems in Nordic countries take. The visit to this school, however, left me with the feeling of being in a charter school in the suburbs of Chicago or Detroit, where upper middle class, typically professional, parents seek whatever advantages are available for their children's advancement. It remains to be seen whether the proliferation of such schools results in the marginalization of lower classes, as we have seen historically in the United States, or whether they become a beacon for educational opportunities for the less privileged—only time will tell.



Cobbled streets of Aalborg.

Practicing in a HIV Care Treatment Center in Tanzania

By Silvia Puliti, Pharmacist and MPH Candidate,
School of Public and Community Health Sciences

Thanks to the support of UM International Programs Activity Fund and the President's Excellence Fund through the UM Foundation I was able to accept an offer to work in a Care Treatment Center for HIV and AIDS in Dodoma, Tanzania, during the Fall Semester 2010.

Today in Tanzania, as in most Sub-Saharan countries, HIV and AIDS are recognized not only as a major public health concern, but also as a socio-economic and development problem. The HIV pandemic has had a profound impact on the health systems of these countries while reducing resources available for other concerns and for economic growth in general.

During the past 24 years of HIV epidemic in Tanzania, the country has responded in several ways, including putting in place a series of strategic plans and preventive interventions. Since November 2004, a nationwide Care and Treatment Program aimed at providing care and treatment to People Living with HIV and AIDS (PLHAs) has been implemented. The main focus of the program is to improve access to Antiretroviral Treatments (ARVs) and Home Based Care (HBC) for as many people as possible.



HIV Care Treatment Center, Village of Hope, Dodoma, Tanzania

By 2007, the Ministry of Health and Social Welfare of Tanzania, in collaboration with many international partners, including WHO, has started about 700 Care Treatment Centers (CTCs) throughout Tanzania. As of today, according to the National AIDS Control Program, only 22% of HIV-infected individuals who qualify for Antiretroviral Treatment (ART) are currently in treatment. More vigorous efforts are needed.

In October 2010, the beginning of the summer in the South East African countries, I began to work in one of the HIV Care Treatment Centers in the high plateau in the middle of Tanzania, four miles outside a town called Dodoma, the future capital.

With the dry season at its peak in the high savanna, I found myself riding on the only paved road that runs west from Dar es Salaam, towards the central high regions of Tanzania and Zambia, Burundi and Rwanda. My final destination was an orphanage with 160 children affected by HIV, called the "Village of Hope".

The orphanage had been established by a religious congregation represented by two missionaries who spent most of their life in Tanzania. The project began in August 2002 when, in accordance with the Tanzanian Ministry of Health, a medical center and a lab were built, doctors were trained, antiretroviral drugs were imported and, in 2004, children began receiving the antiretroviral treatment. Today the clinic is part of the Tanzanian National HIV Care and Treatment Plan. The Village of Hope also includes an in-patient clinic for daily treatment and routine testing of the hosted children and a maternity clinic for the implementation of the Mother To Child Transmission (MTCT) program. The Village is funded by private international foundations and the government of Tanzania. Antiretroviral treatments are supplied by the U.S. President's Emergency Plan For AIDS Relief (PEPFAR).



Village south of Kilimatinde, 30 miles West of Dodoma, central Tanzania.

I quickly learned that all of my skills as a pharmacist, as public health operator, and above all as human being had to be put to use. The impact of such high-level poverty, suffering, and under-nutrition was enormous and overwhelming. I was introduced to Dr. Mbusa, who was going to be my mentor and a dear friend. I was at his side, following him through the steps of the daily routine at the CTC. Dr Mbusa is a Tanzanian MD, who during the time of Nyerere, the first president and father of modern Tanzania, was

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Korean Teacher Training Program

By Jana Hood,
Director, KNUE Teacher Training Program

On January 16, 2011, The University of Montana's English Language Institute (ELI) welcomed thirty experienced teachers from the Korean National University of Education (KNUE) to the Best Practices in Teaching English as a Foreign Language Program. The program serves as the capstone of a six-month intensive English teacher-training program sponsored by the Korean Ministry of Education. This is the eighth time that the ELI has hosted the KNUE program, but the first time that the participants are in Missoula in the winter rather than the summer. The program will continue to February 12, 2011.

During their stay, trainees attend sessions in the morning in best practices and their application in the participants' classrooms, and they explore key issues in English-as-a-foreign-language teaching. In the afternoon, the trainees have the opportunity to be in the Missoula County Public Schools (MCPS). With the assistance of the Superintendent of Schools, Alex Apostle, and other administrators and principals, the teachers spent the first week observing classes at the high-school, middle-school and pre-school level, and in the following three weeks for three days a week, each trainee will work with one volunteer MCPS teacher in an elementary classroom. A period of reflection is provided following each day's school experience. One afternoon a week is devoted to community service during which the trainees will volunteer at various locations such as the Montana Food Bank, Riverside Health Care, Boys and Girls Clubs of America and Paxson School where they will teach a Korean culture class.

Additionally, the participants will experience other facets of American culture. One weekend, they will travel to Helena to meet with state officials and explore Helena, and another includes a trip to Yellowstone National Park and Chico Hot Springs with a stop in Bozeman at the Museum of the Rockies. Other events include dinner with an American family, an evening hosted by the Phyllis J. Washington College of Education and Human Sciences, an invitation from President Engstrom to watch a Lady Griz Game in the President's Box, an evening at UM's Museum of Art and Culture, a night out bowling, and a chance to ride Missoula's Carousel.

At the end of the program, the participants will have the opportunity to share their experiences with one another, the UM staff and faculty, and MCPS administrators and teachers at an evening of final presentations. On their last evening, the trainees will celebrate and be celebrated at a final banquet. As in other years, the program is very intense but also extremely rewarding. The participants will certainly have an opportunity to introduce their pupils to Missoula and Big Sky country, and with their classes on campus, their work in the public schools, and their cultural visits, Missoula and Big Sky country will also have an opportunity to learn more about Korean education and meet an outstanding group of teachers.



KNUE teacher trainees pose in front of the grizzly bear statue.

Tanzania cont. from pg 10

sent to study abroad and returned to work in refugee camps at the border with Uganda. He now lives in Dodoma with his family and practices in the Village of Hope. He initiated me into the HIV National Program, explaining the standard procedures for patients, the management of drug supply, and the routinely required lab tests. More than anything he showed me the way to overcome my sadness and sorrow by perceiving the joy in the eyes of these people and by learning from the dignity and the profound wisdom of these women and men affected by HIV. Two days later I was on my own. There was need of everything. I filled up where I could.

I can think of a million things I learned during my time away, all kinds of new skills and professional goals. But their joy in living was the greatest lesson I learned from the people of Tanzania, who live from birth until death on the front line, confronting their continent's exceptionally hostile nature. The mere fact that they are alive and know how to smile is their greatest triumph.



English Language Institute

By Anna Lokowich, Interim Director
English Language Institute

The English Language Institute (ELI) completed its Spring Semester orientation on January 21, 2011, and is pleased to welcome a new group of foreign students from around the world. The English Language Institute's current student population (65 students) is from: Saudi Arabia, Japan, Chile, China, Taiwan, Yemen, Tajikistan, Korea, Byelorussia, Columbia, and Mongolia.

The English Language Institute offers intensive English courses to students who need to improve their English before attending UM or other American universities. Students who achieve a high enough score on the TOEFL test (Test of English as a Foreign Language), or who are recommended by their instructors may enter UM or another university or college. At the end of Fall Semester 2010, 24 students matriculated from the English Language Institute; approximately half of them are currently studying at The University of Montana.

Presently, seven English Language Institute students are also enrolled in UM/ELI's "Bridge" program. This program allows high-level ELI students to take a credit-bearing course at The University of Montana while working toward the UM language requirements.

The English Language Institute's conversation partner program has been very successful in providing speaking practice and establishing friendships between ELI students and native English speakers. Many foreign language students at UM have taken advantage of this opportunity to speak their second language with a native speaker at ELI. Anyone interested in being a conversation partner can contact Heather at: heather.breckenridge@mso.umt.edu.

ELI currently has seven instructors, three full-time and four part-time. Since ELI class enrollment is limited to 15, instructors and students are able to interact frequently, and ELI students receive individualized attention to their studies.

To find out more about the English Language Institute, go to www.umt.edu/elp/eli, or visit the International Center between 8:00 a.m. and 5:00 p.m.

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