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On the Cover
Three A&S Ambassadors: (Left to right) Cindy Bui Thanhhoa, Junior Chemistry major, Lexington, Ky.; Lucas Braun, Junior Economics/Spanish major, Fort Thomas, Ky.; Breanna Shaffer, Junior Political Science/Spanish major, Franklin, Ky.; and featuring books by Stuart Kaufman, Political Science; and Susan Bordo, English. Photo collage by Joan Shropshire.

The University of Kentucky is an equal opportunity university.





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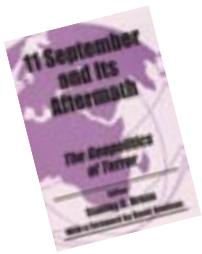
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Message from the Dean

Universities are a microcosm of our global society. Walk around the halls of the University of Kentucky College of Arts & Sciences, and you'll hear people conversing in Russian, Chinese, and French. An increasing number of our faculty and students come from different areas of the world. A&S students frequently venture to other parts of the globe, with study-abroad programs exposing ever more of them to cultures that are fundamentally different from our own.

Over Thanksgiving, a group of our students boarded a plane to the Bahamas. They were traveling back in time to study a landscape and geology similar to that of Kentucky 450 million years ago. Globalization puts a premium on learning about other cultures. But, as this example shows, it is also about using other regions to better understand issues that are close to home.

Our professors are working with students to comprehend better the effects and extent of globalization. While globalization can threaten the distinctiveness of cultures through the "Americanization" of the world, it can also be a tool for recognizing our common humanity. A&S faculty are researching everything from Internet brides to the plight of the Kurds, the global spread of eating disorders to the geopolitics of political cartoons about September 11. I am proud to say that our students and faculty are taking up the challenge to explore these new connections.

A liberal-arts education is still about being well versed in a variety of subjects in the natural and social sciences and the humanities. But, more than ever before, it requires students to integrate their knowledge of these subjects into a global context and to appreciate what it means to be a citizen of the world. Although the world of UK may seem small, all A&S students learn the value of being connected to a global society and experience the benefits of these ties.

Steven L. Hoch
Dean of the College of Arts and Sciences

<http://www.uky.edu/AS>

College of Arts & Sciences . . . the heart of the University of Kentucky

Welcome

The E-Geography Team:

Stan Brunn, Tom Leinbach and Matt Zook, Geography

W

When you visit cyberspace, you're logging on to a place with its own unique geography: you're physically at your computer, and yet you're also talking with people across the world or visiting sites from exotic locations.

"Geography is concerned with places and experiences in places," says Dr. Stan Brunn, one of a three-member faculty team in the geography department that studies Internet issues. "The Internet is a whole new way of looking at places – because we can be here, there, everywhere all at the same time."

UK's geography department is one of less than six in the United States with three faculty members involved in e-geography issues. Brunn, Dr. Matt Zook, and Dr. Tom Leinbach are among about 150 people who study these exciting developments, working on everything from the impact of the Internet to cell phone use. In 2001, Leinbach and Brunn edited and published *The Worlds of E-Commerce*, the first book by geographers devoted solely to the

economic and social dimensions of this expanding field.

This spring, Zook and Leinbach are co-teaching a geography class on "Technology, Digital Economy and Regional Development," hoping to show their students how the new economy is impacting cities and other regions. Cyberspace has opened the possibility for people to work in a global office, and the class examines how the Internet is changing how work is structured and where the work itself is located. "We're also talking about how this might be shaping and re-shaping the divide between places: for instance, the divide between the urban and rural United States," Zook said.

Geography graduate students are getting involved as well. Mike Begin is examining the Internet bride phenomenon, especially how American men are meeting Russian women online. Kenny Park has examined the burgeoning Korean online game industry, and Tobie Saad is studying

cyberstate/cyberculture interfaces. Through a National Science Foundation grant, Josh Lepawsky is currently researching Malaysia's Multimedia Super Corridor and its capital of Cyberjaya.

Zook, who came to the department in 2002 after completing his Ph.D. at the University of California-Berkeley, has previously published on why the Internet sets off a creative explosion in some cities, while failing to boost the economies of other places. He is currently writing a book on the geography of the Internet industry.

Increasingly, the Internet is re-defining the geography of our planet. That's something about the electronic world — distance has become relative.

"A map shows a location on a coordinate system, but that doesn't mean anything," Brunn said. "Now it's, 'How long does it take to get from Point A to Point B, and how much is it going to cost?'"

"When you're on the Internet, you're in multiple places at the same time," he says. And that's a whole new way to travel.

UK's Department of Geography is one of less than a half dozen programs in the U.S. with three faculty actively involved in e-geography issues.

Research & Teaching in the geography of the Internet

When I discuss my career, I'm often asked, "What is your degree in?" My answer can be surprising. I am currently director of trade and business development for the World Trade Center Chicago, a non-profit association dedicated to promoting international trade. The center is affiliated with 330 trade centers in 90 countries and comprises 750,000 members worldwide. I develop international trade seminars and business matchmaking forums to assist Illinois companies in international expansion, as well as foreign companies hoping to penetrate the U.S. market. I work with consulates, trade commissioners, chambers of commerce and regional government offices. I help organize appropriate programs with foreign government leaders and prominent foreign business leaders during their visits to Chicago.

So many people are surprised when I proudly answer, "I have a bachelor of arts degree in psychology from the University of Kentucky."

International trade promotion is certainly not a career associated with a psychology degree. Nor was it my ideal career as a bewildered freshman. When I entered UK, I was unsure of the field of study I wanted to target. I pursued a psychology degree because of the College of



Psychology

The Foundation for a World of Possibilities

Arts and Sciences' remarkable reputation for providing a solid, broad-based education, as well as my interest in psychological theory. (That and the desire to relieve myself of having to answer a demoralizing "Undecided" to the daunting question.) I spent my first two years taking required classes and fundamental psychology courses. My junior year, I took advantage of UK's study abroad program, studying in both Holland and Thailand. There, I focused on the cross-cultural aspects of psychology, tailoring my degree to my specific interests while traveling and exploring new places. When I returned, I attained an internship with the Kentucky World Trade Center in Lexington. Fortunately, when I graduated I was hired for a short while before deciding to move to Chicago.

I realize more everyday how my degree in psychology has prepared me for my job in international business. Dr. Jonathan Golding's mnemonic devices help develop business for my company; when leading my research team in international trade data research reports, I draw upon the statistical analysis I learned from Dr. Sung Hee Kim. This preparedness and my ensuing success strengthened my admissions application to the managers' program at the Kellogg School of Management at Northwestern University. I



have been accepted to Kellogg and will begin pursuing my masters of business administration in international business part-time this winter.

I encourage students pursuing an Arts and Sciences degree not to feel confined to careers that are the namesakes of their majors (philosophy – philosopher, history – historian). If A&S students work hard, they will earn an education that will prepare them for most anything. As a proud alumna of the college, I hope to give back however possible. Upon graduation from graduate school, that reciprocation will be monetary. Until then, I have included my e-mail address if I can be of any assistance.

Emily Brinkmoeller is a 2001 graduate of the College of Arts and Sciences. She can be reached at ebrinkmoeller@hotmail.com

Emily Brinkmoeller

Psychology, '01

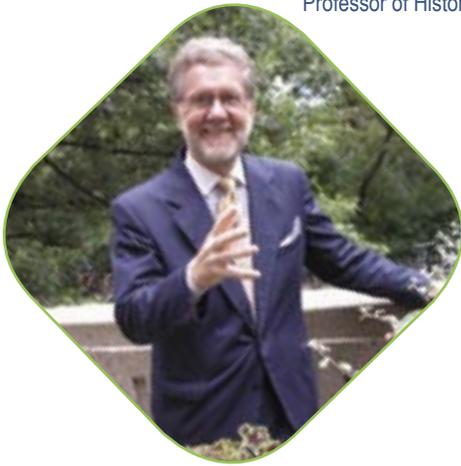
Emily Brinkmoeller is Director of

► [Trade and Business Development for the World Trade Center Chicago \(WTCC\)](#), a non profit association affiliated with 330 trade centers in 90 countries and comprising 750,000 members worldwide.



The Middle East . . .

Robert
Olson
Professor of History



Robert Olson is an Albert D. and Elizabeth H. Kirwan Memorial University Professor at the University of Kentucky. He was Distinguished Professor of the College of Arts and Sciences (2000-2001). He is the author of eight books, four of which have been translated six times into four languages -Turkish, Arabic, Kurdish, and Persian; 70 research articles, and 80 essays and reference works. He is now writing another book that he hopes to finish in 2004 in which he addresses Turkey, Iran and Iraq relations during the past quarter of a century and contextualizes them within the U.S. war against Iraq and U.S. efforts to achieve hegemony over the Middle East and Caspian Sea region.



Arabs
Turks
Iranians
Kurds ◀

As a young Peace Corps volunteer in Turkey in the early 1960s, Robert Olson, professor of Middle East history and politics, came face to face with the results of globalization nearly every day.

“I remember the tremendous impact that the transistor radio had on the lives of villagers in the communities that I worked in,” he said. “I was able to see in another culture the change from an animal-driven culture to a mechanized and electric one, much like what my family had gone through when I was a child growing up in North Dakota. It was a cross-cultural experience with which I easily identified.”

After receiving his Ph.D from Indiana University, Olson spent 10 years writing books on the 18th century Ottoman Empire and Persian Safavid and Qajar Empires, as well as a history of the Ba’th party in Syria. He then turned his attention to the history and politics of the Kurds. “While living in Turkey in early 1960s, I had an opportunity to travel all over the Middle East, and it was during those travels that I learned there was a people called ‘Kurds’ whom I had never heard of before. They were a significant population in Turkey, Iraq, Iran and Syria and had played a significant role in the

history and politics in these countries. It was then that I decided to write a history of the origins of the modern Kurdish nationalist movement in Middle East. I thought that bringing the history of a people, denied historical acknowledgement up to that point in time, to the attention of the global community would be my contribution to the realization that the peoples of the globe were, indeed, a community.”

After researching in Britain, France and Turkey during the early 1980s, Olson published *The Origins of Turkish Nationalism: 1880-1925* in 1989. “It was a propitious time to publish a book on Kurds because in 1990 and 1991, the first Gulf War occurred between the United States and Iraq, resulting in a ‘Safe Haven’ being created in northern Iraq for the Kurds. By the time of the second U.S. and Iraq Gulf war in 2003, this had become an autonomous region of Iraq ruled by Kurds.”

As a result of these developments, Olson realized that the political circumstances existed for the possibility of the creation of a Kurdish state. “The political situation was very similar to the developments in Palestine from 1920 to 1948 that led to the creation of Israel in 1948,” says Olson. Scholars in

in the Vortex of Globalization

“It looks like the Kurds will achieve their dream of having an independent Kurdish state.”

Europe and the Middle East saw the significance of Olson’s *The Origins of Kurdish Nationalism*, and the book was translated into Turkish, Persian, Arabic and Kurdish. “I was delighted that my book was one of the first books and, indeed, may have been the first book in English regarding the origins of Kurdish nationalism to be translated into Kurdish.”

Olson also realized that one of the effects of globalization would be the weakening of states like Turkey and Iran with large ethnic and religious minorities, leading to greater ethno-nationalist, separatist, self-determination, and independence movements. He decided to write case studies of the consequences of globalization and the rise of Kurdish nationalism on the two largest and most populous countries in the Middle East: Turkey and Iran. In 1998, Olson published *The Kurdish Question and Turkish-Iranian Relations: From World War I to 1998*.

“The wonderful thing about working on the history and politics of the Kurds is that there were no or few books on these very important problems in the history of the Middle East. Scholars and people knew of them, but could not write about them because it was not allowed by the countries they lived in. Western scholars did not write about these topics because they were afraid that Turkey, Iran, Iraq and Syria would not give them permission to do research on other subjects if they wrote about the situation of the Kurds.”

The Kurdish Question and Turkish-Iranian Relations was quickly translated into Arabic and Persian. One of the effects of globalization has been to empower the Kurds, like other minorities in the Middle East and elsewhere, enabling them to pressure the countries where they live to recognize their cultural, linguistic and political rights.

“I also began to realize, however, for an ethno-nationalism like that of the Kurds to develop into self-determination — and possibly an independent state — it would have to be situated not just in the larger political arena of the Middle

East. It would also have to take into consideration how other countries of the surrounding region, like Turkey, Iran and Syria, and countries such as Russia and Israel, would look upon the emergence of a Kurdish state. To do this I wanted to scrutinize the politics of an important Middle East country, but one that was not Arab and non-Muslim and had no Kurdish population, which was Israel. I also needed a country which was not part of the Middle East, like Russia, but which had a large Muslim population and a Kurdish population which could be used as political leverage, if need be, against Turkey, Iran or Iraq.”

This resulted in Professor Olson’s *Turkey’s Relations with Iran, Syria, Israel and Russia, 1991-2000: The Kurdish and Islamist Questions* (2001). “It guess I was again lucky because less than two years after the appearance of my book, the U.S. and Britain attacked Iraq, allegedly for the purposes of its larger war against terrorism, with the consequences that look more and ever like the Kurds will achieve their dream of having an independent Kurdish state.”

“It was been the great thrill of my life, not just my academic career, to be a major contributor to the scholarly publication on the history and politics of the Kurds that has led Kurds to better understand their role in the history of the Middle East and, indeed, of the world. It is crucial that Kurdish leaders realize this history so they are better able to make the necessary decisions to bring the Kurds into harmony and cooperation with the other peoples among whom they live. If they are able to do this, then they will contribute not only to making the Middle East a more peaceful and prosperous place, but contribute to the well-being

and security of the entire world. This would be one of the more positive results of globalization.”



“One of the more delightful aspects of working with minority people who are well aware of their history, but feel it has been denied them by ‘others,’ happened to me this past summer while I was one of the keynote speakers at a conference on the international relations of Middle East countries in Ankara, Turkey. After I spoke, one of the Kurdish professors came up to me and said, ‘You know, Bob, because of your contributions to our history we are no longer going to call you Professor Olson, but Professor Atakurd’ (meaning ‘father of the Kurds’). He was referring to the great leader of the Turkish nationalist movement who was called Ataturk which means ‘father of the Turks.’ Of course, we both know that my contributions in no way resembled those of the Kemal Mustafa Ataturk, and I knew that it was simply and extravagantly his way of saying, ‘Thanks, Bob, for all of your work.’ But, if my work has brought the Kurdish village closer to the global village in which we all live, then I am satisfied that my time has been well spent.”



Canadian-born Athlete

▶ *studies political science*



Alexis Bwenge

At home in St. Apollinaire, a small city outside of Quebec, Alexis Bwenge heard his father talk about the conflict in his native Rwanda.

At the University of Kentucky, in a class on ethnic conflicts, Bwenge learned of other perspectives on Rwanda, where much of his father’s family still lives.

“My father, being on one side of the conflict, might have been a little biased. The class helped me see both sides of it and how academics saw it,” said Bwenge, a 22-year-old political science junior.

For Bwenge, globalization is both personal and academic.

The son of a Rwandan father and a Canadian mother, Bwenge is one of about 1,250 international students at the University of Kentucky and approximately 250 in the College of Arts and Sciences.

He came to Kentucky on a football scholarship. This season, he was the second leading rusher on the team, running 318 yards and two touchdowns. He also caught nine passes for 104 yards and two touchdowns.

But he has also excelled in the classroom as a political science major. He enrolled in the department after taking a world politics course taught by Professor Stuart Kaufman, who later taught Bwenge’s ethnic conflict class.

“When I first got here, I started to study history. But history tells you who, when, where, and political science tells you more about why, and I like that,” he said.

Next semester he’ll begin taking graduate classes in the Martin School of Public Policy and Administration early as part of the University Scholars Program. The program allows undergraduates with a 3.5 grade point average to enter a graduate program during their senior year.

Bwenge plans to return to Canada after college and become a civil servant.

“I just like the fact that I could make some public policies and make my society a better one,” he said.

He realized he wanted to return to Canada after answering so many questions about the country.

“A lot of people, when they know I am from somewhere different, start asking questions about it,” he said. “You start thinking about it in ways you haven’t thought about it before. It helped me see what my identity is.”

Alexis Bwenge is a junior in Political Science from St. Apollinaire, Canada. He is also a running back on the UK football team.



▶ UK starting running back

11 September

The Geopolitics of Terror

Tracy Kershaw

Geography professor Stanley Brunn knew geographers needed to address Sept. 11, 2001.

As newspaper editorials, articles, photographs and scholarship from other fields entered the discourse, he wanted geographers to have a voice, too.

He called up a colleague, the editor of the journal *Geopolitics*, and suggested devoting one issue of the journal to essays by geographers and political scientists about the events of that day and their effect on geopolitics.

"My record has been looking at topics that are timely," said Brunn, who has taught at UK since 1980. "If geographers do not respond, we can be legitimately criticized. People would say 'where were you? Did you have your head in the sand?'"

The essays Brunn collected and edited for the journal have now been published in book form as *11 September and its Aftermath: The Geopolitics of Terror*.

"This is the first legitimate statement from geographers on this topic," he said.

The book includes pieces on geopolitics and warfare, environmental terrorism, and a survey analysis of Lebanese views of Sept. 11.

Brunn, who wrote the introduction, also co-wrote an essay with UK geography doctoral student Carl Dahlman on how organizations responded to the events. They conducted a content analysis of press releases that organizations such as Amnesty International and the World Wildlife Federation distributed Sept. 11, 2001 or in the days after, finding that "organizations are not only an important site of alternative geopolitical representations beyond the state, but may also serve to reproduce and re-circulate dominant state-centered geopolitical visions as well," according to the essay's abstract.

"I knew it was something on which every organization would have something to say," Brunn explained.

Brunn said he wanted to publish young authors and female authors in the book, winding up with four essays from female authors and several from recent doctoral students, including

UK's Margot Kleinfeld. The collection features international scholars as well, such as Virginie Mamadouh, who lives in Amsterdam.

Brunn hopes the book is translated into other languages.

"I've enjoyed working on it," he said.

Brunn may do more work on the topic. Since Sept. 11, he has been collecting editorial cartoons that take up the subject, clipping nearly 200. He reads the images as texts, seeing for example, how cartoonists depict the World Trade Center towers: some illustrated them as the straight line of a dollar sign, others as beams of light coming from heaven, he said.

"Someday I'll do something with it," he said. "Both maps and cartoons are visual ways of communicating."

In the past, he has analyzed cartoon depictions of women at the Conference on Women in Beijing.

Brunn has published numerous books and articles in geography and other interdisciplinary journals.

"I'm interested in contemporary political issues."

[Stanley Brunn has been a professor in the Department of Geography since 1980.](#)

He was department chairman from 1980 to 1988, and has served as director of both graduate and undergraduate studies.

He was named state geographer in 1988.

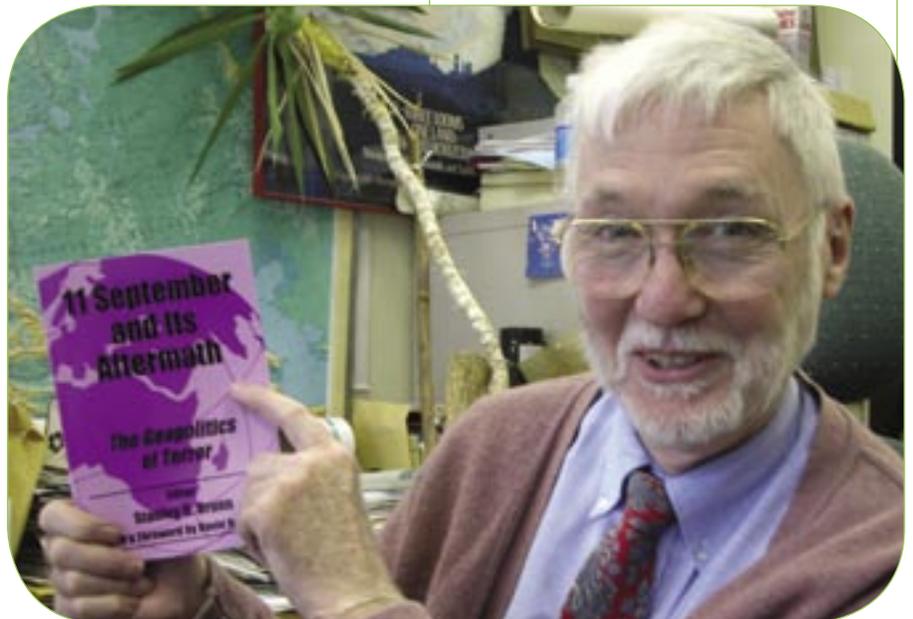
His teaching and research interests are in political, social, and urban geography, the human geographies of the 21st century, and the geographies of knowledge.

His research record includes numerous books and articles in geography and interdisciplinary journals and presentations at research conferences throughout the United States and in the United Kingdom, Spain, Israel, Finland, Mexico, Canada, and the former Soviet Union. He was the University of Kentucky Distinguished Research professor in 1989-90. Brunn is a former editor of the *Annals of the Association of American Geographers*. In recent years he has worked with educators to promote geography and train teachers in the state's schools.

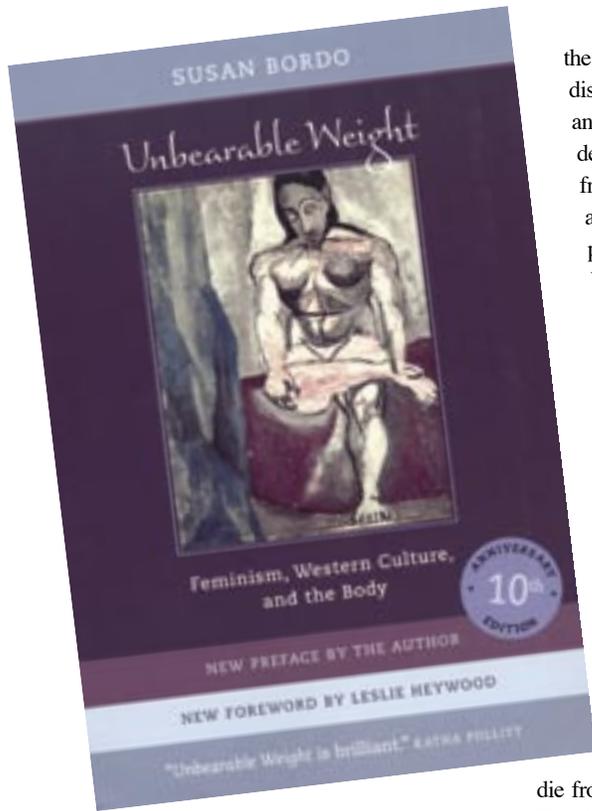
Stanley

Brunn

Professor of Geography



The Globalization of Eating Disorders



the classic psychological literature on eating disorders, you may also have read that she's an extreme "perfectionist" with a hyper-demanding mother, and that she suffers from "body-image distortion syndrome" and other severe perceptual and cognitive problems that "normal" girls don't share. You probably don't picture her as Black, Asian, or Latina.

Read the description again, but this time imagine twenty-something Tenisha Williamson standing in front of the mirror. Tenisha is black, suffers from anorexia, and feels like a traitor to her race. "From an African-American standpoint," she writes, "we as a people are encouraged to embrace our big, voluptuous bodies. This makes me feel terrible because I don't want a big, voluptuous body! I don't ever want to be fat—ever, and I don't ever want to gain weight. I would rather die from starvation than gain a single pound."¹ Tenisha is no longer an anomaly. Eating and body image problems are now not only crossing racial and class lines, but gender lines. They have also become a global phenomenon.

Fiji is a striking example. Because of their remote location, the Fiji islands did not have access to television until 1995, when a single station was introduced. It broadcasts programs from the United States, Great Britain, and Australia. Until that time, Fiji had no reported cases of eating disorders, and a study conducted by anthropologist Anne Becker showed that most Fijian girls and women, no matter how large, were comfortable with their bodies. In 1998, just three years after the station began broadcasting, 11 percent of girls reported vomiting to control weight, and 62 percent of the girls surveyed reported dieting during the previous months.²

Becker was surprised by the change; she had thought that Fijian cultural traditions, which celebrate eating and favor voluptuous bodies,

would "withstand" the influence of media images. Becker hadn't yet understood that we live in an empire of images, and that there are no protective borders.

In Central Africa, for example, traditional cultures still celebrate voluptuous women. In some regions, brides are sent to fattening farms, to be plumped and massaged into shape for their wedding night. In a country plagued by AIDS, the skinny body has meant—as it used to among Italian, Jewish, and Black Americans—poverty, sickness, death. "An African girl must have hips," says dress designer Frank Osodi, "We have hips. We have bums. We like flesh in Africa." For years, Nigeria sent its local version of beautiful to the Miss World Competition. The contestants did very poorly. Then a savvy entrepreneur went against local ideals and entered Agbani Darego, a light-skinned, hyper-skinny beauty. (He got his inspiration from M-Net, the South African network seen across Africa on satellite television, which broadcasts mostly American movies and television shows.) Agbani Darego won the Miss World Pageant, the first Black African to do so. Now, Nigerian teenagers fast and exercise, trying to become "lepa"—a popular slang phrase for the thin "it" girls that are all the rage. Said one: "People have realized that slim is beautiful."³

How can mere images be so powerful? For one thing, they are never "just pictures," as the fashion magazines continually maintain (disingenuously) in their own defense. They speak to young people not just about how to be beautiful but also about how to become what the dominant culture admires, values, rewards. They tell them how to be cool, "get it together," overcome their shame. To girls who have been abused they may offer a fantasy of control and invulnerability, immunity from pain and hurt. For racial and ethnic groups whose bodies have been deemed "foreign," earthy, and primitive, and considered unattractive by Anglo-Saxon norms, they may cast the lure of being accepted as "normal" by the dominant culture.

The young girl stands in front of the mirror. Never fat to begin with, she's been on a no-fat diet for a couple of weeks and has reached her goal weight: 115 lb., at 5' 4"—exactly what she should weigh, according to her doctor's chart. But in her eyes she still looks dumpy. She can't shake her mind free of the "Lady Marmelade" video from *Moulin Rouge*. Christina Aguilera, Pink, L'il Kim, and Mya, each one perfect in her own way: every curve smooth and sleek, lean-sexy, nothing to spare. Self-hatred and shame start to burn in the girl, and envy tears at her stomach, enough to make her sick. She'll never look like them, no matter how much weight she loses. Look at that stomach of hers, see how it sticks out? Those thighs—they actually jiggle. Her butt is monstrous. She's fat, gross, a dough girl.

As you read the imaginary scenario above, whom did you picture standing in front of the mirror? If your images of girls with eating and body image problems have been shaped by *People* magazine and Lifetime movies, she's probably white, North American, and economically secure. A child whose parents have never had to worry about putting food on the family table. A girl with money to spare for fashion magazines and trendy clothing, probably college-bound. If you're familiar with

In the Empire of Images

In today's world, it is through images—much more than parents, teachers, or clergy—that we are taught how to be. And it is images, too, that teach us how to see, that educate our vision in what's a defect and what is normal, that give us the models against which our own bodies and the bodies of others are measured. Perceptual pedagogy: "How To Interpret Your Body 101." It's become a global requirement.

I was intrigued, for example, when my articles on eating disorders began to be translated, over the past few years, into Japanese and Chinese. Among the members of audiences at my talks, Asian women had been among the most insistent that eating and body image weren't problems for their people, and indeed, my initial research showed that eating disorders were virtually unknown in Asia. But when, this year, a Korean translation of *Unbearable Weight* was published, I felt I needed to revisit the situation. I discovered multiple reports on dramatic increases in eating disorders in China, South Korea, and Japan. "As many Asian countries become Westernized and infused with the Western aesthetic of a tall, thin, lean body, a virtual tsunami of eating disorders has swamped Asian countries," writes Eunice Park in *Asian Week* magazine. Older people can still remember when it was very different. In China, for example, where revolutionary ideals once condemned any focus on appearance and there have been several disastrous famines, "little fatty" was a term of endearment for children. Now, with fast food on every corner, childhood obesity is on the rise, and the cultural meaning of fat and thin has changed. "When I was young," says Li Xiaojing, who manages a fitness center in Beijing, "people admired and were even jealous of fat people since they thought they had a better life...But now, most of us see a fat person and think 'He looks awful.'"⁴

Clearly, body insecurity can be exported, imported, and marketed—just like any other profitable commodity. In this respect, what's happened with men and boys is illustrative. Ten years ago men tended, if anything, to see themselves as better looking than they (perhaps) actually were. And then (as I chronicle in detail in my book *The Male Body*) the menswear manufacturers, the diet industries, and the plastic surgeons "discovered" the male body. And now, young guys are looking in their mirrors, finding themselves soft and ill defined, no matter how muscular they are. Now they are developing the eating and body image disorders that we once thought only girls had. Now they are abusing

steroids, measuring their own muscularity against the oiled and perfected images of professional athletes, body-builders, and Men's Health models. Now the industries in body-enhancement—cosmetic surgeons, manufacturers of anti-aging creams, spas and salons—are making huge bucks off men, too.

What is to be done? I have no easy answers. But I do know that we need to acknowledge, finally and decisively, that we are dealing here with a cultural problem. If eating disorders were biochemical, as some claim, how can we account for their gradual "spread" across race, gender, and nationality? And with mass media culture increasingly providing the dominant "public education" in our children's lives—and those of children around the globe—how can we blame families? Families matter, of course, and so do racial and ethnic traditions. But families exist in cultural time and space—and so do racial groups. In our empire of images, no one lives in a bubble of self-generated "dysfunction" or permanent immunity. The sooner we recognize that—and start paying serious attention to the culture around us and what it is teaching our children—the sooner we can begin developing some strategies for change.

(Endnotes)

- ¹ From the Colours of Ana website (<http://coloursofana.com/ss8.asp>).
- ² Reported in Nancy Snyderman, *The Girl in the Mirror* (New York: Hyperion, 2002), p. 84.
- ³ Norimitsu Onishi, "Globalization of Beauty Makes Slimness Trendy," *The New York Times*, Oct. 3, 2002.
- ⁴ Reported in Elizabeth Rosenthal, "Beijing Journal: China's Chic Waistline: Convex to Concave," *New York Times*, Dec. 9, 1999.

Susan Bordo is Singletary Chair in the Humanities and Professor of English and Women's Studies at the University of Kentucky. She is author of *The Male Body: A New Look at Men in Public and in Private* (1999) and *Twilight Zones: the Hidden Life of Cultural Images from Plato to O.J.* (California, 1997). Bordo's *Unbearable Weight* celebrates its 10th Anniversary Edition with "In the Empire of Images," a new preface by the author presented here in abbreviated form.

Susan
Bordo

Professor of English
and Women's Studies

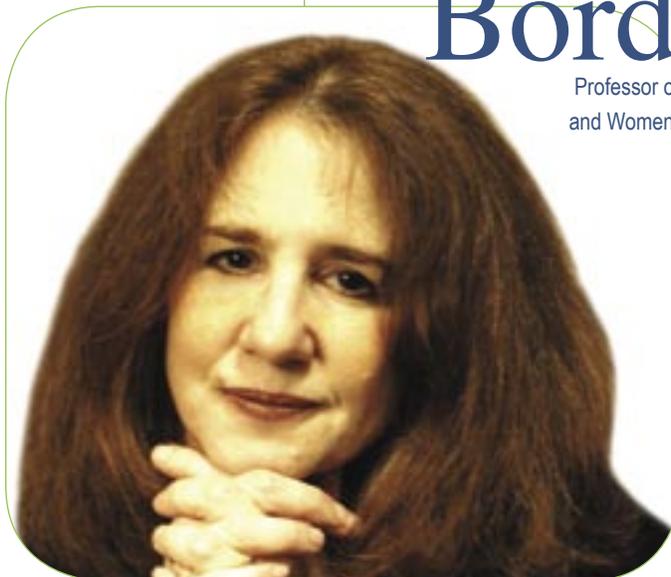
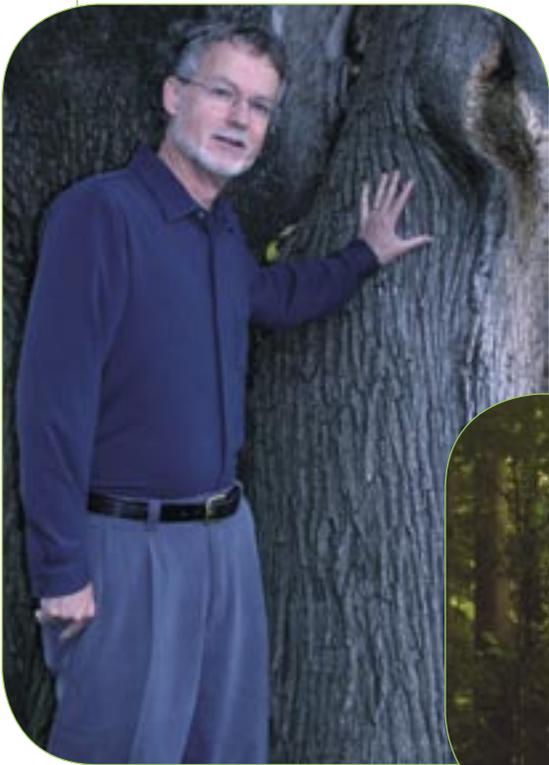


photo by Edward Lee

Ecological Restoration Drama



Globalization has created much of the need for scientists to understand ecological invasions and ecosystem restoration. As people move more widely and more often across the globe, we carry organisms with us that may find fertile ground in new systems and on new continents.



Philip Crowley

Professor of Biology

Life on earth has undergone major disturbances and recoveries in the past, including repercussions from a large comet about 65 million years ago and climatic whiplash from the back-and-forth of glaciers within the past million years. More recently, though, humans have become a disturbance of comparable magnitude. By removing or fragmenting habitat over much of the planet, we have invited new species, often weeds, into ecosystems and ushered others, often our favorites, out. In fact, we have directly introduced or otherwise encouraged the arrival of some aggressive alien invaders capable of fomenting local ecological revolutions. Argentine ants, zebra mussels, and bush honeysuckle come immediately to

mind. As people move more widely and more often across the globe, we carry organisms with us that may find fertile ground in new systems and on new continents. Many of those that flourish as colonizers are ultimately brought under control by climate or perhaps natural enemies—the fate of invading Martians felled by our diseases in War of the Worlds. But those few invasive species that escape the local constraints can be real trouble-makers. For those of us who want to turn back the clock and restore ecosystems to pre-settlement condition, eliminating invaders is often step one.

In particular, the combination of habitat reduction and alien invasion has almost exterminated the globally unique Bluegrass savanna-woodland ecosystem. This highly productive, upland system—featuring huge, limestone-loving trees intermingled with grasses, alternating across the landscape with patches of closed-canopy woods, meadows, and cane breaks—has attracted

the attention of a diverse group of researchers and conservationists intent on ecological restoration. The group has devised a plan to focus on the best remaining remnant of this ecosystem on a farm in southern Harrison County, stage a counter-attack against the invasive plant species there by encouraging a resurgence of native species, and gradually reconstruct the system as we believe it was before the arrival of European settlers. An early 19th century house that contained a tavern and inn will also be restored and will open a window on the world of early settlers in the region. A native plant nursery to support the ecological restoration will be constructed, and a large lake on the property, originally home to many aquatic species and migratory waterfowl, will be restored.

The players in this restoration drama include faculty members and students from several Arts & Sciences departments: researchers from the College of Agriculture, the College of Design, and the Tracy



The painting above illustrates an early 19th century house on a farm in southern Harrison County.

Farmer Center for the Environment; personnel from the UK-Lexington/Fayette Arboretum, the Kentucky Chapter of the Nature Conservancy, and the Kentucky State Nature Preserves Commission; and, we hope, legions of volunteers.

Our efforts at this Central Kentucky farm illustrate the emergence of a new scientific field now known as restoration ecology. Nostalgia is not the prime motivation here. Instead, researchers around the world are being challenged to grasp the components of an ecosystem and the forces between them so well that they can actually rebuild the system almost from scratch, assuming that the inevitable first step of vanquishing aliens is manageable. This level of understanding provides significant benefits in ecosystem management—of the restored system itself and many other related systems. Restoration ecology addresses the recovery of particular species, important to us perhaps for aesthetic or economic

reasons, and also the recovery of ecosystem function. For example, efforts are underway to free certain rivers from concrete channels, re-establishing greenbelts for recreational use and natural flood control. Also, researchers in UK's College of Agriculture have successfully spearheaded efforts to restore viable elk populations in Eastern Kentucky; enthusiasm for this initiative by hunters may ultimately be dwarfed by the emerging interest of eco-tourists.

In an important sense, globalization has created much of the need for scientists to understand ecological invasions and ecosystem restoration. Just as local processes are capable of accelerating global climate change, so can global travel and the global economy have important ecological consequences locally. These cross-scale phenomena, not only in space but also in time, are going to keep ecologists busy for generations to come. Restoration of our most important ecosystems will be one of the essential fruits of these labors.

Philip Crowley has been a biology

professor since 1976. He is the associate director for research at the Tracy Farmer Center for the Environment, and member of the graduate faculty in historic preservation at the University of Kentucky. Dr. Crowley and his students investigate issues in evolutionary ecology in an effort to understand the structure and dynamics of ecological populations and communities, life histories within populations and communities, and underlying behavioral mechanisms. Dr. Crowley earned his bachelors degree in geology at Rice University, a masters of science in environmental science and engineering at Rice University, and a Ph.D. in zoology at Michigan State University.

Meet our new **Advancement** Team

Dear Friends,

Globalization brings to mind the world, growth, expansion, the economy of our country and the world, the responsibility we have to this earth, its countries, its citizens, its plight – good or bad. These thoughts are overwhelming to me, yet if I apply these concepts to my own little world, it becomes relevant.

My world as of early September '03 as Director of Advancement for the College of Arts and Sciences is large, overwhelming, yet a fabulous opportunity to develop a strong, vibrant college backed by the largest alumni base at UK – 36,000 alums! My job is to discover, cultivate and motivate this great college resource, our alumni, in order to support and expand this deserving global college, which is finely illustrated in this magazine. We must support and strengthen the dynamic research and teachings of our faculty. We must strive to enlarge the college experience of our students by increasing scholarship opportunities and study-abroad experiences. Concisely, our goal and challenge is to raise more money than the college has ever raised before – \$25 million.

So, allow me to introduce you to rest of the A&S Advancement team to assist in obtaining our global goals: Tricia Linatorski, Advancement Officer, takes care of annual giving, phonathon, alumni relations and special projects; Nancy Smith, Advancement Coordinator, works with scholarships, stewardship and scheduling. Also, we all work closely with Joan Shropshire, A&S Communications Director; Joan plans and implements effective, integrated and creative communications for A&S friends and alumni.

We need your help in many ways:



- ❖ Please take a minute to complete an informational survey for us either online at <http://www.uky.edu/AS/Alumni/survey> or call us at 859-257-8124, and we will send it to you. We want to capture basic information to update our records.
- ❖ Be supportive by making a contribution or pledge when students contact you during the A&S Phonathon, March 28–April 29, 2004.
- ❖ Nominate a fellow A&S Alumnus for the College's Hall of Fame Oct 14-16, 2004. See page 15 for more details.
- ❖ Make a contribution to the College of Arts and Sciences or to support your A&S department or area of choice. The enclosed card will allow you to do so, or visit our website at: <http://www.uky.edu/AS/Alumni>.

We welcome your comments, ideas and support. Please feel free to contact us by visiting the A&S website or calling us at 859-257-8124.

Most Appreciatively,

Mimi
Ward

www.uky.edu/AS

Distinguished ▶ Hall of Fame

“There Shall Be No Higher Honor”

The Advisory Board for the College of Arts and Sciences is seeking nominations for our Distinguished Alumni Hall of Fame. The College is expanding this program which identifies distinguished and noted Arts and Science graduates and recognizes their extraordinary contributions either professionally or personally.

Nominations are carefully considered by a special committee selected by the A&S Advisory Committee and in consultation with UK’s President and Provost.

Award presentation is Friday, October 15, 2004

CRITERIA

Nominee must:

1. Have earned a degree from the University of Kentucky College of Arts and Sciences.
2. Have obtained significant achievement personally or professionally.
3. Have demonstrated distinguished professional accomplishments, outstanding character, and commitment to community service.
4. Have shown evidence of actual merit of work in their chosen field of endeavor and community leadership.

The nominator must submit a brief letter describing their candidate’s qualifications, and any other pertinent information, such as resume, professional biosketch, or vitae, as well as 3 other persons listed as references.

NOMINATION FORM

My name _____

My Address _____

City _____ State _____ Zip _____

My home phone _____ Daytime phone _____ Email _____

NOMINEE (please provide as much information as possible)

My nominee is _____

Home phone _____ Email _____

Address _____

City _____ State _____ Zip _____

Year of Graduation _____ Degree _____ Major _____

Employed by _____ Position or title _____

Address of Employer _____ Work phone _____

City _____ State _____ Zip _____

Please return to:

Distinguished Alumni Hall of Fame
College of Arts and Sciences
231 Patterson Office Tower
University of Kentucky
Lexington, KY 40506-0027

This form may be photocopied.

Additional forms available by
calling 859-257-8124 or online at
<http://www.uky.edu/AS/Alumni/recognition.html>
Nomination forms must be postmarked no
later than August 13, 2004



Call for nominations



UK's Lei

A famous spot in Leipzig: Thomas Church yard with the Johann Sebastian Bach Monument and the Bose House where today the Bach Museum is located.

university partnership with the University of Kentucky.

Leipzig's department of geography, like UK's, conducts research and offers classes at the graduate and undergraduate levels in both physical and human geography. Leipzig's department has hosted the most recent Geographentag, the German equivalent of the American Association of Geography national meeting.

A number of collaborative research projects are now underway, including work on the trans-Atlantic disciplinary history of geography, the organization of an international centennial conference on the significance of Friedrich Ratzel, plans for a workshop in the areas of theory and methodology, the conclusion of the pilot phase of a long-term comparative study tracking the ongoing impacts of the decision by BMW to locate its newest plant site in Leipzig, and finally, the editing of a condensed and revised two-volume English-language edition of the German National Atlas.

"It is exciting to contemplate the many ways our emerging partnerships with the Leibniz Institute of Regional Geography on the one hand, and with the University of Leipzig on the other, can contribute to UK's goal of internationalizing our campus," Natter said.

Leipzig (population 500,000) is one of the most dynamic cities of Eastern Germany, whose important role as a central meeting place of ideas, people, and resources between Eastern and Western Europe is etched in the cultural and economic history of the region. The University of Leipzig is one of Germany's oldest and most storied schools, and is home

Wolfgang Natter Associate Professor of Geography

Lexington and Leipzig just became a little closer.

The UK Geography Department has become the first partner of the Leipzig Institute of Regional Geography in Leipzig, Germany.

The partnership, established in October 2002, will foster collaborative research and scholarly exchange in all areas of overlapping

expertise and scholarly interest, including social and political geography, the theory and methodology of geography, the history of the discipline, and cartographic and GIS production techniques.

The University of Leipzig's Department of Geography is also working closely with geography professor Wolfgang Natter and his colleagues to promote a

ppzid Liaison

LEIBNIZ - INSTITUT



FÜR LÄNDERKUNDE

to outstanding departmentally-based faculty and innovative interdisciplinary programs spanning most of the disciplines encompassed by UK's College of Arts and Sciences, Natter explained.

Natter envisions a lively research and teaching exchange between Lexington and Leipzig. A first realization of that volition is currently "in press," in the form of an edited book titled *Comparative Global-Regionalisms, Saxony and Kentucky* that contains the revised essays presented at a conference hosted by the Leibniz Institute and the University of Leipzig.

The conference fostered discussions between scholars from UK and Leipzig in the fields of Appalachian studies, cultural studies, geography, history, political science, Saxony studies and social theory. Pending UK support, it is hoped a follow-up conference will take place in Lexington during the 2004-2005 academic year. In the summer, Natter and a team of Leipzig geographers will continue their investigation of the ongoing effects of BMW's decision to locate its newest "just in sequence" production plant there. The plant is similar to the Toyota plant in Georgetown. Further, in November 2004, scholars from six countries, including UK geographers Stan Brunn and conference co-organizer Wolfgang Natter, will assemble in Leipzig to discuss the significance of the work of Friedrich Ratzel, the founder of human geography who taught for 20 years in Leipzig, on the centennial of his death.

The UK-Leipzig exchange is one of four active international exchanges that have been fostered by faculty in the

Department of Geography. An exchange with the University of Nottingham, and summer programs in Mexico and Japan likewise offer students and faculty the opportunity to develop comparative international frameworks for understanding differences and similarities between Kentucky and these other regions in the framework of an ever more globally-intermeshed world.

W Wolfgang Natter has been a professor of geography at the University of Kentucky since 1987. His research focuses on human geography. He was the Leibniz chair at the University of Leipzig from fall 2001 to winter 2002. He will return to Leipzig this summer to conduct research on the BMW plant.

Institute Director Prof. Alois Mayr (left), UK's Leipzig liaison Professor Wolfgang Natter (center), and Institute Associate Director Ute Wardenga (right)



For more information about the Cooperation, contact Wolfgang Natter or visit the UK Geography Department homepage. For more information about the Institute of Regional Geography or Leipzig University's Department of Geography, visit www.uni-leipzig.de/~geograph/ or www.ifl-leipzig.com

What is Globalization

by Francie Chassen-Lopez

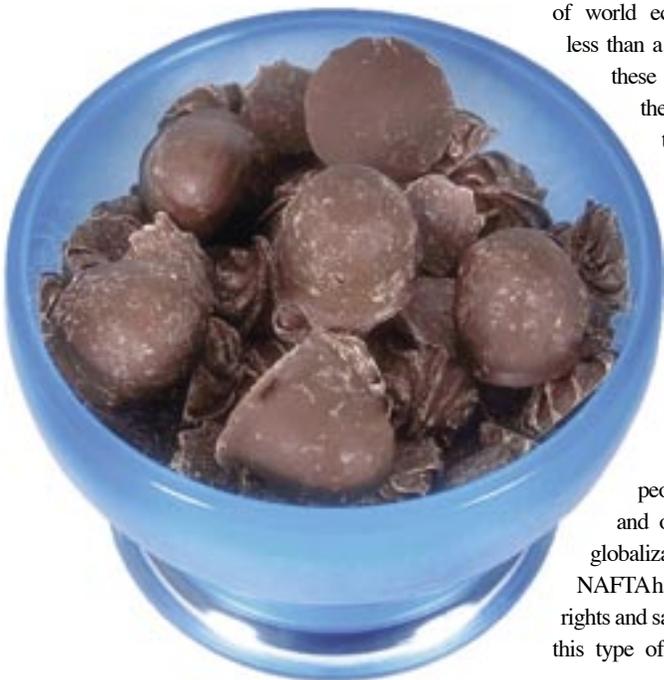
Associate Professor of History

Outfitted with the necessary gear, the class entered the dark tunnels of the mine at Portal 31 in Lynch, Ky., once part of the largest coal camp in the United States. Unusually quiet, the class was awed by the experience as we followed our guide into the bowels of the mountain. Once outside, we stood before a plaque in memory to miners who had lost their lives in the mines of Harlan County. We were amazed by the ethnic diversity of the surnames: Czechs, Hungarians, Poles, Italians, Spanish, Irish, Scottish, and others. When we stood at the top of Pine Mountain and observed the devastating environmental damage caused by mountain top removal, we understood that Kentucky had been involved in globalization for a long time.

Everyone is talking about *globalization*. But just what is globalization? Is it a positive or a negative influence on our lives and our environment? How does it affect the rest of the world? Is globalization a new or old phenomenon? The mission of this Freshman Discovery Seminar “Globalization and Me” was to figuratively search the globe to discover what globalization is and what it means to us, here in Kentucky, in our daily lives.

Students started out by searching the library and Internet for a definition of globalization — only to find that there was no one definition, but numerous and conflicting versions of the process. We then looked at the Mexican border with the

The Politics of Chocolate



U.S. as a metaphor for globalization. The border appeared much more fluid than we expected and sometimes seemed to extend into Kentucky, given growing Mexican immigration to the state. We next took a sharp turn back to history, by tracing the history of chocolate as a commodity to investigate the development of the world market in historical perspective. We enjoyed fascinating lectures by Dr. Thomas Hakansson, a Swedish anthropologist, on the history of the ivory trade in Africa and Dr. Rob Paratley, from the UK forestry department, on the world’s rainforests and environmental changes.

Based on readings, videos and Web sites, we discussed the economic, social, political and cultural changes that took place in the second half of the 20th century. We found that there are many positive aspects to globalization — such as the growing contact among nations, peoples, and their cultures (that some call grass roots globalization) and, of course, the Internet. But globalization has its negative aspects as well. In a class with Arts & Sciences Dean Steven Hoch, we learned about the impact of globalization on education in public universities in the U.S., not only the exciting internationalization of faculty and research, but also shrinking funding sources.

We discovered that of the top 100 economies in the world today, 51 are corporations and only 49 are countries. From an economic standpoint, General Motors is larger than Denmark, Sony is bigger than Pakistan, and Royal Dutch Schell is greater than Venezuela. But while the sales of the top 200 corporations equal close to 30 percent of world economic activity, they only employ less than a percent of the world’s workforce. As these corporations have gained control of the lion’s share of the world’s riches, the gap between the rich and the poor nations has expanded alarmingly. Globalization has not led to a more equal distribution of wealth worldwide. Thus, while the Bush administration is anxious to expand free trade globalization to all of the western hemisphere, many groups throughout the region are staunchly opposed.

Peasants, unions, indigenous peoples, environmental organizations, and others have shown that corporate-led globalization and trade agreements such as NAFTA have resulted in the limitation of workers’ rights and salaries. Far from cultivating “freedom,” this type of globalization has led to attacks on

indigenous peoples and their natural resources, deterioration of public health, devastation of the environment and a burgeoning population living in extreme poverty. They protest the proposed Free Trade of the Americas Agreement, saying it will only exacerbate these problems. Severely indebted to industrialized nations and international lending agencies, third world nations are forced to drastically curtail basic human services (health, education, housing, environmental controls and protection of natural resources), to service their debt. Watching their life situation deteriorate, many people have chosen to immigrate to the United States.

For their “Globalization and Me” project, students had to select 10 items from their daily life and research who makes them and where they come from. Some students analyzed Godiva Chocolates, founded in Brussels, Belgium in the 1920s and now owned by Campbell Soup in Pennsylvania. Others worked on Hershey’s, also in Pennsylvania. They discovered that 70 percent of the world’s chocolate comes from Africa, particularly Ivory Coast and Ghana, where labor conditions on cocoa plantations are highly exploitative. Between 10,000 to 15,000 young boys ages nine to 16 work from sun up to sun down for very little pay and under miserable living conditions. Godiva representatives denied that their chocolate originated from these plantations, but also admitted that they “could not guarantee” that was true for the part of the production they did not control. Hershey, too, has been accused of buying this slave labor cocoa, but it has joined in programs aimed at abolishing child slavery. Thus, our favorite sweet is marred by this great bitterness. Our class agreed to look for Fair Trade labels when possible for chocolate, coffee and other products that guarantee a fair price to the producers.

Other students investigated tennis shoes, finding that workers in China, Thailand and other Asian countries work under very poor conditions for terribly low wages to produce these shoes. While Nike employees in the Oregon headquarters are paid well, workers in China hardly get \$25 a month. Some of the glues and chemicals used are hazardous to the health of the workers.

Another student traced what she called “Barbie’s tracks” from Mattel headquarters in California to factories in Indonesia, Malaysia and China. Mostly women and children, who often complain of breathing problems, produce

Globalization & ME

100 million dolls a year. Oil from Saudi Arabia is refined into plastic pellets for Barbie's body, Japan manufactures the nylon hair and packaging is done in the United States. Others investigated their favorite Abercrombie and Fitch clothing. They exposed that some labels that say "Made in the U.S.A." are really produced on Saipan, a U.S. territory in the Pacific Ocean. Thousands of Asians are contracted to work 50 to 60 hour weeks for \$3 an hour under rigid rules. As this information has reached the public, various corporations have agreed to hire independent monitors to watch their practices on Saipan. Thus, many of the products we take for granted are very much the offspring of the negative side of globalization. Students agreed that everyone should have the right to a job at fair wages and under good working conditions with benefits.

We wrapped up the semester with a class simulation. Each student played the role of an actual person, researching their biography in a short paper, which included their position on globalization. We simulated a banquet attended by, among others, George Bush; Vicente Fox, president of Mexico; Benedita da Silva, Afro-Brazilian senator; Comandante Ramona of the Zapatista Army of National Liberation; and Superbarrio, the defender of the urban poor in Mexico City. Dressed for their roles, each person presented his or her story to the others. Then, a lively debate turned into a tense controversy between the supporters and opponents of this process.

Globalization is a controversial subject, so it's imperative that we educate our students and

ourselves about globalization's effects, both positive and negative. Classes like these serve to chart the history and look toward the future of globalization, so that we can enter the controversy with a sound base of knowledge. The stakes are too high to be uninformed.

The stakes are too high to be uninformed.

Discovery Students

Sara Baumann

Matt Bowles

Jeff Byrn

Ryan Davis

Maggie Dolan

Katie Edwards

Elizabeth Hagee

Katie Johnson

Laura Kangas

Alwan Lam

Travis Lewis

Ashley Meeder

Kathryn Simonson

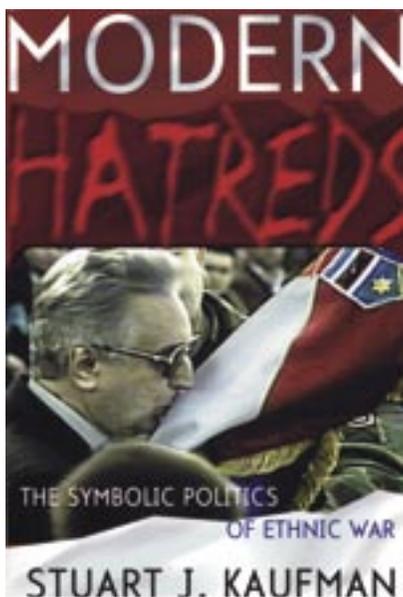
Rowan Zoeller

Francie Lopez ◀

American Empire?

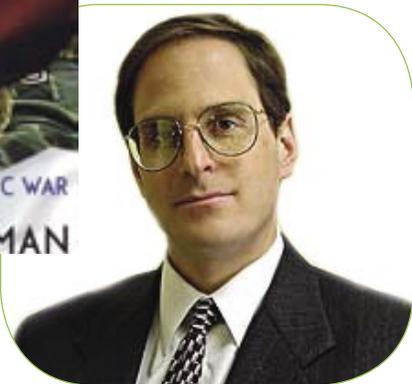
Professor Lopez

Globalization 9/11



Stuart Kaufman

Associate Professor of Political Science



The Russian revolutionary Leon Trotsky once said, “You may not be interested in war, but war is interested in you.” Americans, who live an ocean away from the conflicts of Europe and Asia, often feel that this does not apply to us. The tragedy and horror of 9/11, however, has corrected this mistake. The hundreds of Americans who have died in Iraq this year are testimony to a related fact: when people’s pride and identity are at stake, easy and important victories are hard to come by.

Studying that problem—the role of identity and pride in causing recent wars—is what my research is about. At first, my focus was on ethnic wars of the sort that tore apart Bosnia in the mid-1990s, and Kosovo more recently. What I found was that the simple answers often suggested to explain these conflicts are all misleading or wrong. For example, journalists often write about “ancient hatreds” that characterize places like the Middle East or the Balkans, but the truth is that the hostility in these areas is not “ancient.” For example, until a century or

two ago, Jews were better treated in Muslim than in Christian countries; Muslims and Jews are not “ancient enemies” at all.

On the other hand, other explanations also have their problems. Economic hardship plays a role, for example, but why does such hardship cause ethnic groups to kill each other in one place, but reach a peaceful deal for working together in a country next door? Extremist leaders play a role, but why do genocidal firebrands attract huge followings in some countries, while they are dismissed as kooks in others?

The answer that came out of my research, published in my book *Modern Hatreds*, involves a combination of group psychology and popular beliefs about identity. Every national or religious identity is defined by a series of stories or myths that say who is a member of the group, what it means to be a member, and often who the group’s enemies are. The groups most likely to engage in ethnic or religious war are the ones whose

group myths are aimed most strongly against neighboring groups. Armenians, for example, remember the 1915 genocide carried out by the Turks, and sometimes take that experience to mean that all Turkish peoples, including their neighbors the Azerbaijanis, are constantly plotting new genocidal initiatives against them. The Azerbaijanis, in turn, label the Armenians as aggressive troublemakers trying to take away their land. The result was a nasty war in the early 1990s that killed tens of thousands and drove more than a million from their homes.

The second key ingredient in causing identity war is group pride, and the way politicians can harness it. Some groups see their relations with other groups as zero-sum competitions for status: if they are up, then we are down. The result can be resentment of the inferior status of one’s own group, which is usually seen as undeserved. Politicians can play on this resentment by appealing to emotional symbols, and calling for harsh policies against the other group as a way to boost their own group’s self-esteem (think, for example, about the role of the Confederate battle flag in stirring up hostile emotions in the U.S.). If you add in a fear—usually exaggerated—that the group’s very existence is at stake, and an opportunity to mobilize for conflict, ethnic war becomes very likely.

After 9/11, I realized the same ideas apply to explaining Muslim fundamentalist violence and the American reaction to it. The attitude of many Muslims is shaped by the fact that in the Middle Ages, the Muslim world boasted a highly advanced civilization that led the world in astronomy, mathematics, medicine, literature and so on, while European intellectual life was stagnant. In sum, Muslims see their culture as superior to the Western one.

and Identity Conflict

Why, they wonder, are they now so behind technologically?

Globalization sets the stage for a very nasty answer. First, globalization hurts more developing Muslim countries than it helps: free trade rhetoric aside, the U.S. and Europe block exports from the Third World with trade barriers estimated to cost developing countries hundreds of billions of dollars a year. At the same time, new technology beams American culture into homes all over the world, including in places whose traditional values make them see, for example, the slutty sexuality of Madonna or Britney Spears videos as offensive. (Let's face it, these videos are selling sex more than music, and just about any religious tradition will find them immoral.)

Muslim fundamentalists use these facts to promote a pride-salving new ideology: their nations' problems are the fault of a threatening Western world, especially the U.S., with its unfair trade, its aggressive armies, and its depraved values. America is the new "Great Satan," they preach, and Muslims must defend themselves by launching a counteroffensive by any means necessary. This message resonates with the hateful propaganda long promoted by the Saudi Arabian government, which funds publications promoting the idea that: "The unbelievers, idolaters and others like them must be hated and despised . . . [The] Qur'an [forbids] taking Jews and Christians as friends."

But the reliance on hostile myths and emotions is not all one-way. American politicians use it too, as President Bush did to justify the Iraq war. "Facing clear evidence of peril," he said in one speech, "we cannot wait for the final proof—the smoking gun—that could

come in the form of a mushroom cloud." Quick action was needed, he said, because "terror cells and outlaw regimes building weapons of mass destruction are different faces of the same evil." This was not really true: no regime has given such weapons to terrorists, and Iraq apparently had no such weapons at all. But President Bush's argument seemed persuasive because it called on American pride, fear, desire for revenge, and the image of Muslims as pretty much all the same—a bunch of outlaw regimes and terrorists who must be fought.

What he left out was one thing Muslims really do have in common with each other, and with us: resentment of the idea that they need foreigners to come into their countries to fix their problems. The American war against Iraq played into the Islamist image of the U.S. as an aggressor, making it hard for the U.S. to keep the trust of Iraqis and their neighbors. Our success there will depend on our ability to promote in Iraq a new, tolerant and democratic image of what it means to be a Muslim and an Arab. It will not be easy.

Stuart J. Kaufman is Associate Professor of Political Science at the University of Kentucky, where he has been a faculty member since 1990. He specializes in ethnic conflict, international security affairs and international relations theory. The winner of a Council on Foreign Relations International Affairs Fellowship for 1998-99, Dr. Kaufman spent 1999 working as Director for Russian, Ukrainian and Eurasian Affairs on the U.S. National Security Council staff. His recent book, *Modern Hatreds: The Symbolic Politics of Ethnic War* (Cornell University Press, 2001), proposes a new theory to explain the causes of ethnic wars in the former USSR and Yugoslavia. On the basis of this work, Dr. Kaufman was named the winner of the 2003 Grawemeyer Award for Ideas Improving World Order. Kaufman is also the author of numerous other writings on international security affairs, ethnic conflict, Soviet and post-Soviet affairs, and international relations, which have been published in leading journals such as *International Organization*, *International Security*, *World Politics*, *Review of International Studies*, and numerous other outlets. Dr. Kaufman earned his B.A. (1983) from Harvard University, and his M.A. (1985) and Ph.D. (1991) from the University of Michigan.



photo provided by s. kaufman

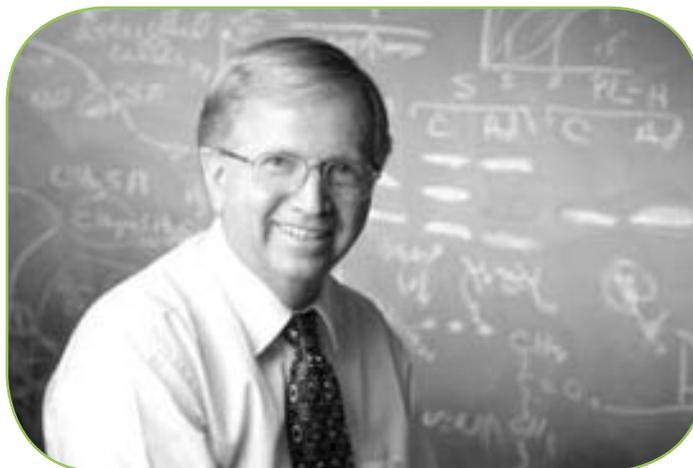
Mercury Rising

Since the late 1700s, various medical and dental groups have argued about the safety of using mercury as a medicinal or dental product for filling teeth. Today that fight has reached a higher level. Many countries have eliminated mercury from both medical and dental materials, based upon a preponderance of published science indicating that exposure to low levels of mercury could be severely detrimental to human health.

However, there are still certain organizations that defend the use of mercury in treating human health problems — notably the American Dental Association and most dental schools in the United States. Also, many vaccine manufacturers claim that the use of the mercury-containing compound, thimerosal, as a preservative in vaccines is totally safe. At the same time, an increasing number of researchers claim mercury is the cause of major neurological diseases for which modern medicine has never been able to find a cause, such as Alzheimer's disease and autism.

Scientists have observed that treatment of test neurological systems, such as brain samples and neurons in culture, with mercury can mimic much of the abnormal biochemistry observed in Alzheimer's and produce the diagnostic hallmarks of this disease. Additionally, the current epidemic of autism and attention deficit disorder correlates with the start of the mandated vaccine program in the early 1980s that exposed infants to doses of ethylmercury from the preservative used in the vaccine. Countries such as Denmark, who did not have the aggressive vaccination policy of the United States and Britain, have not experienced the great increase in autism. This fact, and other supporting research, has led to an awareness of the potent toxicity of very low-level exposures to mercury, and raised national and international concern regarding human exposure to the element. This has led to U.S. Congressional hearings, Institute of Medicine investigations and international symposiums regarding the possible involvement of mercury in many diseases. Many European countries have restricted the use of mercury within their borders — to the point of recommending the elimination of the use of mercury in dentistry and medicine altogether.

This is a very old story. It was known in the 1700s that individuals who worked with mercury in their occupations were more prone to neurological diseases. The "Mad Hatter" in *Alice in Wonderland* is an example. Hatters made stovepipe-type hats and used mercury to preserve the animal pelts used in their construction. At



THE
INTERNATIONAL
CONCERN
ABOUT
MERCURY ◀
TOXICITY AND
HUMAN HEALTH

Boyd Haley

Professor and Chair Department of Chemistry

young ages, they typically lost their teeth and hair, and became demented.

In the late 1800s, up to about 1940, a new infantile disease called "Pink Disease," or acrodynia, affected about one in 500 infants in certain areas where it was prevalent. However, it was prevalent only in areas with modern pharmacies. A physician in Cincinnati, Ohio noted that only children of his affluent patients were afflicted with Pink Disease. His evaluation of the health histories of these children led him to postulate that the cause was the use of a baby teething powder that contained calomel, or mercurous chloride. When the mercury-containing teething powder was removed from the market, this terrible disease was eliminated.

In the 1920s and '30s, a German scientist named Stock with numerous amalgam teeth fillings became ill from working with mercury in his laboratory. When he measured the mercury that emitted from his dental fillings, he concluded he was being exposed to toxic levels of mercury vapor. His results, published in major German chemical journals, created quite a stir, but the outbreak of WWII ended his research and the issue was dropped for many years.

More recently, several infants and young children were accidentally poisoned by "mercurochrome," a red liquid commonly used until the 1980s to treat skin cuts and abrasions. Mothers used this liquid on the umbilical cords of infants and caused severe problems — including death. Youngsters who drank this liquid became quite ill. The FDA evaluated mercurochrome and decided it was too toxic to leave on the market as an over-the-counter antiseptic. Subsequently, most over-the-counter medications that contained the active ingredient found in mercurochrome, a mercury containing compound called thimerosal,

were pulled from the market.

This same toxic compound thimerosal was used in the vaccines as a preservative and injected into infants on the day they were born. Many times the dose of mercury from infant vaccinations was 30 to 100 times the safe level proposed by the EPA for dietary mercury ingestion. Recent epidemiological research has produced results strongly suggesting that the several-hundred-percent increase in autism in the United States was caused by thimerosal in vaccinations given within the first year of birth. Data on the mercury content of the hair and body tissues of autistics versus age-matched normal children support the involvement of mercury in this disease

The surprising fact — to some — that exposure to low micrograms of mercury could cause such a devastating disease as autism has led to a new interest in the hypothesis that other neurological diseases with no known cause could actually be actually be caused by mercury or another heavy metal.

Alzheimer's disease, like many neurological diseases, has been studied for many years without any identification of a causal vector that is widely acceptable. We do know that Alzheimer's is not directly a genetically-inherited disease, but that genetic susceptibility likely plays a major role, as the disease does occur more often in certain families. It is most likely that an external toxicant or infectious microbe must be involved. However, after thousands of Alzheimer's brains have been dissected, closely observed and studied, science has yet to identify any bacteria, virus or other microbe that can be related to the disease. The fact

that Alzheimer's is not contagious also supports the lack of an infective microbe. This leaves toxicants as the most likely initiating vector for the disease.

Considering that the occurrence of Alzheimer's is the same in all states and not significantly different for city versus country dwellers, one can conclude that any toxicant that might be causal for Alzheimer's is not dependent on a person's environment. If such a toxicant or class of toxicants could be identified, we would have a major approach to eliminate or reduce the occurrence of Alzheimer's.

In the late 1980s, researchers at UK found a distinct difference between an Alzheimer's brain and a normal brain — in the viability of a major brain protein called tubulin. Damage to tubulin would destroy brain nerve function. Therefore, a search was made to find a toxicant that would mimic the tubulin damage seen in an Alzheimer's brain. An initial study was done using every heavy metal that was reasonably available. Of all of the metals tested, mercury — and only mercury — appeared able to mimic the effects on tubulin observed in the Alzheimer's brain. Also, mercury did this at very low concentrations, and in the presence of compounds that render most heavy metals non-toxic. This was a good start, but are all humans exposed to mercury regardless of where they live?

According to the World Health Organization, mercury body burden has three major contributors. The major contributor is from dental amalgams, and the National Institutes of Health and other studies have confirmed this. The second contributor is from seafood diets, especially from large predator fish like tuna, shark and sailfish. The third contributor is from the small amount of mercury in the air due to pollution. Vaccines that contain thimerosal also contribute. Therefore, humans — no matter where they live — are exposed to mercury. The research indicating that mercury exposure may cause or exacerbate Alzheimer's is not appreciated by organizations that rely on products that expose Americans to mercury.

Is there mercury in human bodies? Both the EPA and National Academy of Sciences have reported that 8 to 10 percent of American women have mercury blood levels that would put potential fetuses at risk. Youth that die with a heart disease (idiopathic dilated cardiomyopathy) have been found to have 22,000 times more mercury in their heart tissue than individuals that die of other forms of cardiac disease. People trying to reduce mercury exposure are commonly recommended to stop eating seafood. The EPA has been extremely active at reducing environmental mercury. It therefore seems safe to conclude that Americans

are exposed to significant levels of mercury, and some seem unable to excrete it effectively.

The case for mercury being involved in Alzheimer's was solidified in the past few years by other observations. First, rats exposed to mercury vapor, as emits from dental amalgams, lost 75 percent of their tubulin viability, similar to what is observed in Alzheimer's. Later studies using neurons in culture showed that mercury — and only mercury, of several metals tested — produced in the brain abnormalities consistent with Alzheimer's. Extremely low levels of mercury exposure produced these results.

Some scientists think copper and zinc are involved in Alzheimer's causality. Copper and zinc are components of dental amalgams, as is mercury. However, these elements do not vaporize from the fillings as a hydrophobic gas that easily gets into the central nervous system. Copper and zinc do leave amalgams and are swallowed in the saliva. But they are essential minerals, needed by the body and the brain for normal cellular function. They are not toxic unless they're not maintained in the part of the cells and organelles where they are biologically needed.

In an Alzheimer's brain they end up in the amyloid plaques, but how does this occur? How do essential and needed metals suddenly become part of a disease process? The most likely reason is mercury in the brain does its toxic act by competitively binding to the same proteins to which copper and zinc bind, causing a disruption in the storage of these two essential metals in their correct locations. When not bound properly within the cells of the brain, these two essential metals likely become a component of the toxic response to mercury and help form the diagnostic hallmark of amyloid plaques, allowing Alzheimer's to progress.

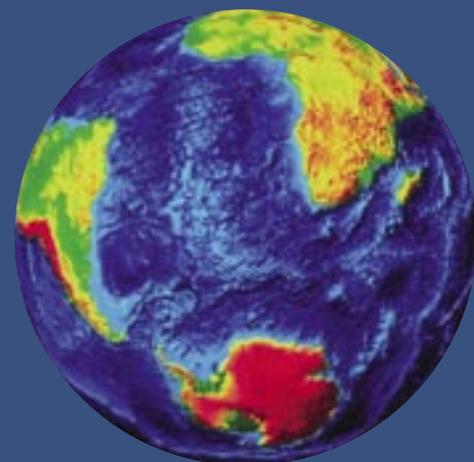
The observations above do not conclusively prove that mercury, known as an extremely neurotoxic metal, is the cause of what is diagnosed as Alzheimer's. However, mercury has to be a major suspect in the study of this disease. Studies indicate that exposure to low levels of mercury for many years would exacerbate the medical conditions of anyone who subsequently succumbs to Alzheimer's.

Common sense suggests that we should do everything to reduce any exposure to neurotoxic materials, since we live in an environment where a significant percentage of our population suffers from neurological diseases of unknown origin. Considering materials placed in our bodies by dental and medical personnel to be causal for Alzheimer's is not a popular opinion. Maybe this is why we have not identified the causes of many neurological diseases, in spite of scores of years of intense study.

Dr. Haley received his B.S. in Chemistry/Physics from Franklin College in 1963, his M.S. in Chemistry at the University of Idaho in 1967, and his Ph.D in Chemistry/Biochemistry at Washington State University in 1971. He came to UK in 1985 as the first scientist hired in the Markey Cancer Center. In 1996 he was named professor and chairman of the Department of Chemistry. He is also co-founder and scientific advisor of Affinity Labeling Technologies, Inc.

Dr. Haley has emphasized studies on the biochemistry of Alzheimer's disease for 17 years. Through his research, he has identified mercury toxicity as a major exacerbating factor — perhaps even a causal factor — for Alzheimer's disease. He was one of the first to propose that the organic-mercury preservative in infant vaccines was the most likely toxic agent involved in autism-related disorders. In collaboration with others, he has shown that autistics represent a subset of the population that cannot excrete mercury effectively.

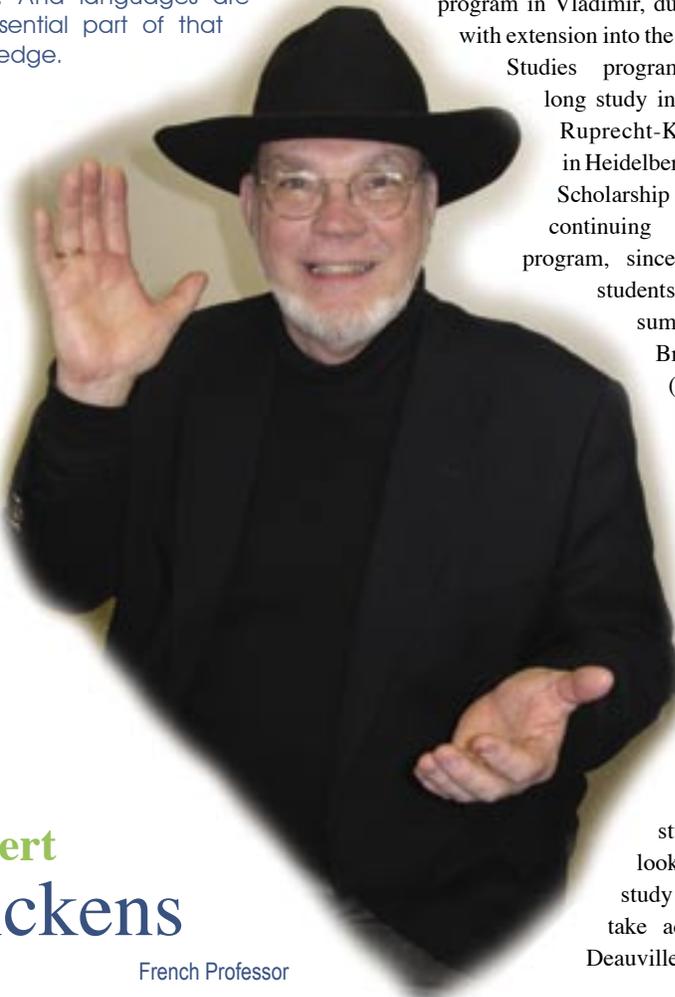
In the past few years Dr. Haley has testified before numerous government agencies on the effects of mercury toxicity from dental amalgams and vaccines. This past year he testified before the FDA committee for Review and Analysis of the Literature on the Health Effects of Dental Amalgams and will also present before a new committee of the Institute of Medicine of the National Academy of Sciences regarding vaccines and autism. Dr. Haley is also a member of the Autism Think Tank of the Autism Association and is on the board of the Swedish Foundation for Metal Biology. He has been invited to present lectures on mercury toxicity and neurological diseases at conferences around the world.



International



The University of Kentucky is a hub of international travel, with destinations to Japan, Haiti, Spain, France, Africa and many more places. UK boasts an extraordinary number of programs for study abroad that would make any university proud. Students use our campus in Lexington as a springboard to the world; they come to Kentucky for the knowledge that allows them to travel the globe. And languages are an essential part of that knowledge.



**Rupert
Pickens**

French Professor

Opportunities

Students of classic languages — Greek and Latin — can take part in summer program in Athens and Rome. The Russian and Eastern Studies program offers a summer-study “Japanese Field Trip,” which includes instruction in the Japanese language, with extended stays in Yatsushiro and Kumamoto. Opportunities for study in Russia include a semester at the University of St. Petersburg and an intense language, literature and cultural program in Vladimir, during the summer with extension into the fall. The German Studies program offers year-long study in Germany at the Ruprecht-Karls-Universität in Heidelberg; the Heidelberg Scholarship is UK’s oldest continuing study-abroad program, since 1951. German students can also attend summer programs in Bregenz, Austria (with instruction in English); in Munich, where Hillary Herzog, assistant professor of German, will teach in 2004; and in Salzburg (with instruction in English).

Those students who are looking to live and study in France can take advantage of the Deauville Scholarship,

sponsored by UK and the Lexington-Deauville Sister Cities Commission. This scholarship embraces study at the University of Caen, with one or two English teaching assistantships in Deauville, including salary, housing, and other experiences. The Burgundy Exchange, one of the newest programs, exists thanks to an exceptional relationship between the region of Burgundy in France and the Commonwealth of Kentucky. The Burgundy Exchange has impact in research and teaching statewide — and in several other colleges at UK — but students in Arts and Sciences benefit particularly from year-long, full-time English teaching assistantships in the public schools of Dijon and possibilities for full-time and part-time study at the University of Dijon.

Students interested in French culture can also participate in a six-week summer program at the University of Aix-en-Provence in France, directed by Sadia Zoubir-Shaw, associate professor of French. Dr. Daniel Desormeaux is currently developing another summer program, devoted to Caribbean language and culture, which will meet in Haiti. The program also endorses studies in Paris, where Jeorg Ellen Sauer, lecturer of French, will teach in Summer 2004; There are also programs at the University of Montpellier, at the University of Dschang in the French-speaking sector of Cameroon and in Italy. And many UK students choose to study abroad under the auspices of the International Student Exchange Program, which affiliates UK with universities throughout Africa, Asia, Europe and Latin America.

Language programs including Classics, French, Russian, and Spanish, offer scholarships designated for study abroad, as does UK’s Office of International Affairs. In fact, without the aid and cooperation of this office, it would be difficult if not impossible to manage an array of such variety and scope.

FLIE at UK

In today’s global economy, students need to be able to communicate with businesses all over the world. The 10-year-old FLIE program — a well-coordinated, virtual double major in a language (French, German, Japanese, Russian, or Spanish) and international economics — prepares students for future careers in fields

Student Programs

such as international business, international law and diplomacy. On campus, its impact has been tremendous. Since its inception, the program has grown to be the eighth biggest undergraduate program in Arts and Sciences (well over 150 majors in fall 2003). From July 1999 through June 2001, the FLIE program benefited from a Department of Education grant that provided for, among other things, the development of internships abroad, and the design and implementation of courses in international economics taught in the language by visiting faculty from France, Germany, Japan, Mexico and Russia.

In fall 2002, the Hispanic Studies program began a new “business Spanish” program in Toledo, Spain, in cooperation with the Kentucky Institute of International Study, a consortium including nearly all colleges and universities in Kentucky and a few others in contiguous states. The program will move to Segovia in fall 2004. Founded by Anfbal Biglieri, associate professor of Spanish, and directed stateside by Inmaculada Pertusa-Seva, associate professor of Spanish, the program is designed for students with a FLIE major and a specialty in Spanish. During their fall semester abroad, FLIE students take courses in business Spanish, as well as Spanish language and culture, all while working as interns in local enterprises.

FLIE students with a major in French are encouraged to participate in the unique Brittany Internships program, founded in 1999, which provides work in businesses in the region of Brittany plus living expenses in exchange for assisting high-school teachers of English. We’re not only teaching our students foreign languages — we’re tailoring that instruction so that they enter the workforce with a business vocabulary and knowledge to ensure they succeed.

Collaboration

An endeavor that concerns all units in the languages is the internationally recognized Kentucky Foreign Language Conference. The conference is the oldest continuing colloquium

in any discipline sponsored by any university in America, now in its 57th year. Every April, it brings to our campus hundreds of scholars from around the world to discuss their research in language, literature, and culture.

Amore modest, though equally compelling example of intellectual internationalization is the collaboration of Suzanne Pucci in French and Nancy Jones, assistant professor of theater — linking the College of Arts and Sciences and the College of Fine Arts. In spring 2000, students in an upper-division, graduate-level French course on Molière’s *Tartuffe* worked cooperatively with theater students who were preparing a production in English translation of the famous 17th-century satire against hypocrisy. The French students helped the actors shape the play’s language and assimilate the contextual material of the play’s plot and characters. In the standing-room-only performances, they provided a linguistically and culturally appropriate presence onstage by portraying a period audience watching and commenting on the action in French. In spring 2004, Professors Jones and Pucci, encouraged by the success of their experiment, are continuing their joint venture with a study and production of plays in the tradition of the Grand Guignol, the realist theater of horror and depravity that represents the dark underside of Parisian life in the Gay Nineties.

The language departments also strive to integrate the cultures of these countries into the fabric of every-day campus life. The Max Kade German House and Culture Center on East Maxwell Street, for example, is an important focus of academic and social life among the German faculty and students. The language programs offer film series and opportunities for conversation in a variety of venues; most unique among the latter are the conversation groups in Latin, an aspect of UK’s world-renowned program in spoken Latin.

From ancient Latin to modern French, languages allow us to access and understand other cultures. They are the vehicles to the global destinations of immersion and intrigue.





Frank Ettensohn
 Professor of Geological Sciences

Professor Frank Ettensohn shows student Adam Morgan a stromatolite.

dedication

global



Amy Schaefer and Andrew Hitron mug for the camera at the opening of a cave on the island.

The class visits the Christopher Columbus monument. This site is most recognized as the place where Columbus first landed in the Americas.



Jim Denton, Kate Merritt, Amy Schaefer, and Marc Ettensohn on a trip into the interior of the island. The students had to cut through the vegetation as they walked.

▶ Frank Ettensohn took 12 students to the San Salvador Islands in the Bahamas during Thanksgiving '03 week



Kate Merritt looks for fossil corals.



Ross Duff feeds an iguana, a popular dish for the islanders. This part of the island is the only place where you can see iguanas.



UK students (sitting from left to right) Allison Edwards, Amy Schaeffer, Sara Selle, and (standing) Ashlee Saylor sit with students at the San Salvador elementary school during recess.

UK student Brennan Emerson signs his name and phone number for one of the students in San Salvador. The students keep notebooks with the names and numbers of people they meet.



Students Ashlee Saylor and Brennan Emerson watch as a man carves a figure on the island.

Geological

learning

Frank Ettensohn took 12 A&S Students to the San Salvador Islands in the Bahamas during Thanksgiving week. Ettensohn's class "The Present is the Key to the Past: the Kentucky-Bahamas Connection" was part of the Discovery Seminar Program for freshmen.

The students spent most of the class studying rock fossils that were here 450 million years ago in Kentucky before traveling to the Bahamas to study geology there. The Bahamas are similar to what Kentucky looked like 450 million years ago, Ettensohn said.

On the island of San Salvador, the students were exposed to Third World conditions. They spent a morning at the elementary school, observing classes and playing with the children at recess. "It's good for the kids, too, because they don't see people like us very often. Our people have never seen third world people like this, either. It's a good interaction for both groups," said Ettensohn, who has been studying geology in the Bahamas since the 1970s.

The students explored caves, snorkeled, and cut through brush to see the interior of the island. They also spent a night dancing to the island's only live band. Photos provided.

Sara Selle climbs into a cave.



Opening New Roads



Jack Nelson

► English, '55

The Nelson brothers received their undergraduate degrees in English from the University of Kentucky. Both brothers taught English Literature – James '52 at the University of Wisconsin-Madison and Jack '55 at Agnes Scott College in Decatur, Georgia.

Through the generosity of an alumnus of Harvard University, I was able to travel abroad for the first time in my life. That was 1961, and I was 28 years old. The award was for \$1,500, which at that time allowed me to spend the entire summer in Europe. Like the speaker in a sonnet by John Keats, I felt like *“some watcher of the skies/When a new planet swims into his ken.”* New worlds opened themselves up to me, and I was never quite the same person again.

Every student ought to have this experience of

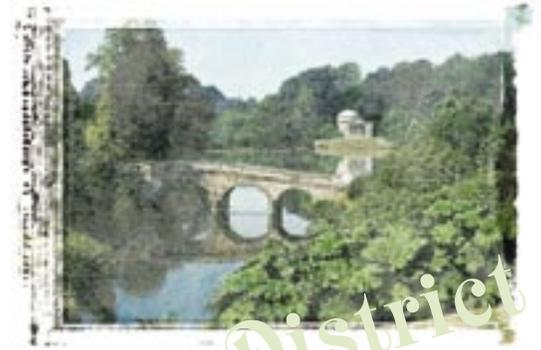


seeing “new worlds” of possibilities. For Keats it was the awareness of “new worlds” of possibilities for writing poetry. His “journey” of discovery occurred while reading an Elizabethan poet’s translation of the Greek poet Homer into English. But for a student the “discovery” would be a realization of how other people live, of other cultures and points of view never before confronted, and, perhaps more important, a discovery of “self.” To see oneself differently, to be energized by new ideas and perspectives, and to feel that all things are possible is precisely the permanent benefit of travel.

In a rhapsodic passage from Walt Whitman’s “Songs of the Road,” he proclaimed:

*“Henceforth, I ask not, good fortune, I myself
am good-fortune,
Henceforth I whimper no more, postpone no
more, need nothing,
Done with the indoor complaints, libraries,
querulous criticisms,
Strong and content I travel the open road.”*

How this must resonate with students! To flee the library, the seminars, the writing of essays, is always an underlying desire of students; and every student should have the opportunity to feel the energy, confidence and “thrust” that Walt Whitman “announced” to the world. Every student should



have the opportunity to shake off his or her “old self” and travel Whitman’s “open road.”

For this reason my brother, James G. Nelson, and I decided to leave a legacy that would enable students to have experiences never dreamed of. We believe whole-heartedly in the efficacy of travel, and 40 years later, we find that we are still eager for the “open road” and to experience again and again the kind of “renewal” that travel always brings.

Allow me to quote one more writer. Robert Louis Stevenson wrote in his *Travels with a Donkey*:

“For my part, I travel not to go anywhere, but to go. I travel for the travel’s sake. The Great affair is to move.”

That’s it, isn’t it? It is to “move” and to be ever curious. Curious to see what the world, with its almost infinite number of cultures, beliefs, and point of view, has to offer.

To be incurious is the most damning state of mind for any human being. Recently I heard a favorite writer of mine, Calvin Trillin, say of a public figure that it is wrong to think of him as ignorant or unintelligent. The “flaw” is in his being “incurious.” Although middle-aged and wealthy, this person had never traveled abroad! Being incurious had resulted in a mind-numbing insularity, a paucity of ideas, and a disinterestedness that all of us, especially students, should never allow to happen. Not to be curious, is not to be truly alive.

My brother and I hope that what we give to the University of Kentucky will help to change the lives of the young, whose curiosity, quickened by travel, will lead them on to do wonderful things, to make new discoveries, to write books, poems, and essays that will in turn influence the lives of others ever unknown, and to make our world a better and safer place in which to live. It is, as Keats phrased it, to “travel in the realms of gold.”



Asian



Kristin

Stapleton

History Professor
Asia Center, Director

He Xingqiong whirled across the lobby of UK's Singletary Center June 12, 2003 performing a dance she had reconstructed from Chinese history. The steps of her dance were also the last steps of a journey that brought her 10,000 miles from Sichuan in southwest China to UK to share Chinese cultural traditions. Kentucky middle school teachers attending a workshop on the Arts and Humanities of East Asia that day not only watched Ms He perform but listened as she explained the language of dance as it has developed in China over 2,000 years. In other sessions, Arts and Sciences professors Kristin Stapleton (History) and Doug Slaymaker (Modern & Classical Languages, Literature, & Cultures) discussed the history, geography, and literature of East Asia and provided the teachers with resources to bring Japan, Korea, and China alive for their students. The teachers from Lexington, Owensboro, Lebanon, and Somerset were at UK for one of many programs sponsored this year by UK's.

Asian countries account for the great majority of the world's population, as well as a large and growing proportion of Kentucky's trade. In an era of globalization, the nations of East, South, and Central Asia are increasingly integral to our economy, and their languages and cultures are important to understand. The Asia Center at UK was established in 2002 (with a four-year grant from the Freeman Foundation) to enhance education about Asia at the university and to encourage the study of Asia in Kentucky schools. UK faculty affiliated

Center



He Xingqiong
Chinese Dancer

(above left); UK Student

Dancers (above right) perform Mongolian Dance under the direction of Rayma Beal, choreographed by He Xingqiong; photos by Ted Beal.

with the Asia Center—including Stapleton, its director—served on the planning committee for the Summit on Internationalizing the Curriculum, held October 22, 2003 by the Kentucky Department of Education to infuse a more global perspective into the education of Kentucky schoolchildren. The Asia Center hosted a national meeting on Asia in the curriculum in September 2003.

The Asia Center has enhanced the Asian offerings on campus by bringing in visiting fellows to teach courses on Japan, China, and South Asia. And both Professors Stapleton and Slaymaker have involved UK students in their own research on East Asia. Stapleton took a UK class to China to explore the astonishing revival of Confucianism in recent

years and is working with an undergraduate research assistant to write a book on cultural change in 20th-century China. Slaymaker, a specialist on Japanese literature, arranged for prize-winning Japanese writer Tawada Yoko to teach on campus in spring 2004 and will take a group of UK students to Japan later in the summer, as part of a class on urban imagery in Japanese novels.

The students, faculty, and alumni of the College of Arts and Science can expect to come into ever closer contact with the people and cultures of Asia in the contexts of work, travel, and everyday life. By helping to build the UK Asia Center, the college is ensuring that these contacts will be as successful and meaningful as possible.

Kentucky school teachers perform after workshop on Anklung, a Vietnamese percussion instrument.



China

Japan

Korea

Vietnam

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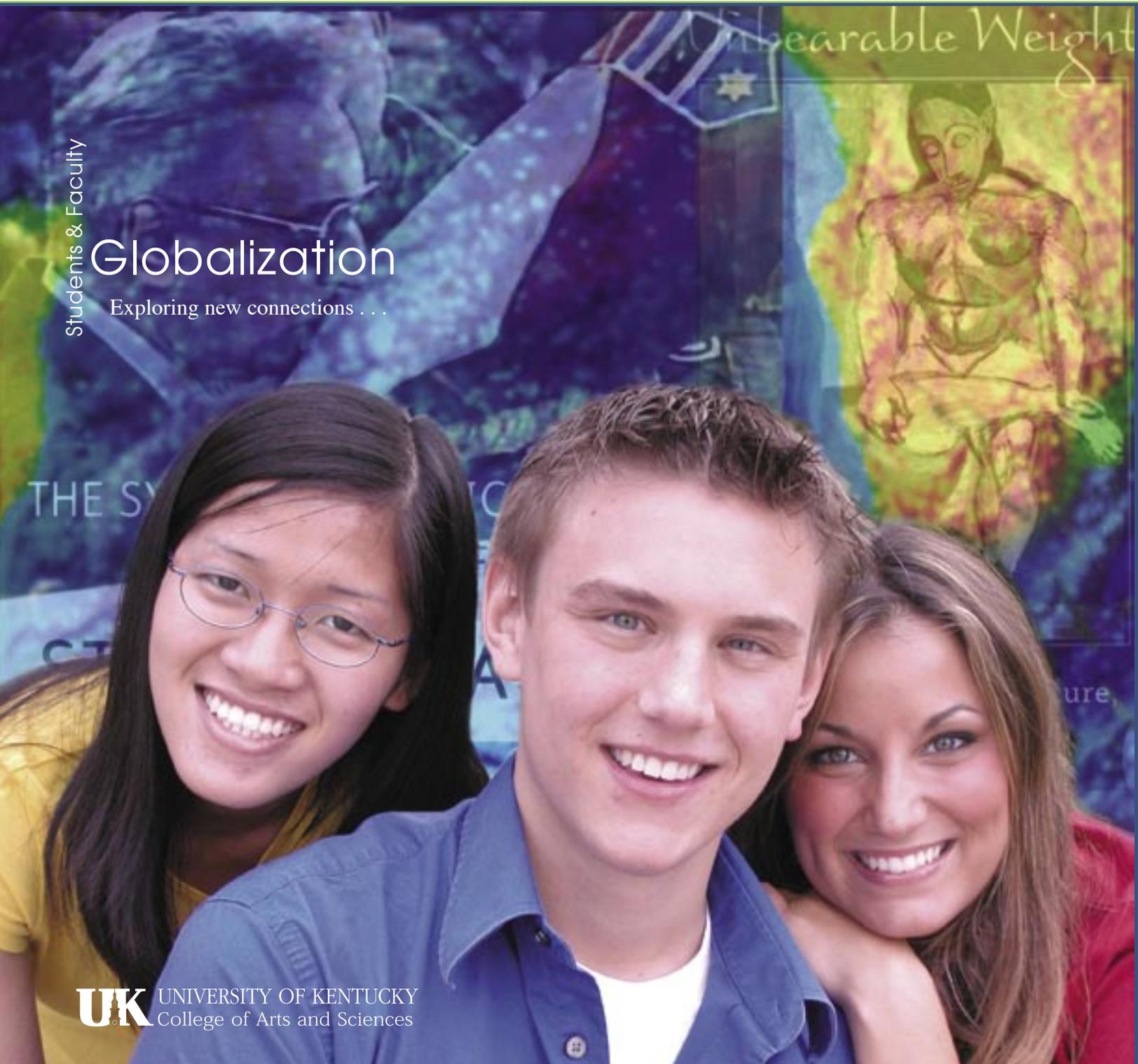
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Globalization

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