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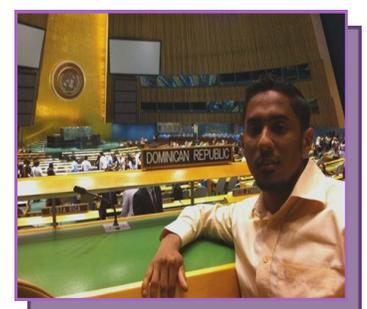
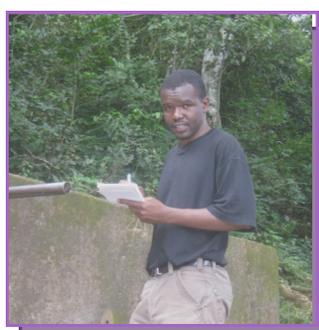
## UNIVERSITY

### *EMERGING IDEAS*

THE NEWSLETTER OF THE INTERNATIONAL DEVELOPMENT STUDIES PROGRAM

Winter 2012 Edition

*Linking Development Theory and Practice*





# Emerging Ideas

The Newsletter of The International  
Development Studies Program

## LINKING DEVELOPMENT THEORY AND PRACTICE

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*EMERGING IDEAS*  
*WINTER 2012*

### Director's Welcome Remarks:

Greetings to the Ohio University IDS community and our alumni community around the world. Welcome to the Winter Quarter edition of Emerging Ideas. In the pages that follow, we provide a small sample of student, faculty, and alumni activities and accomplishments.



We continue to distribute the newsletter beyond the university via our LinkedIn and Facebook group pages and the new IDS Twitter feed. I strongly encourage our current students, affiliated faculty, and alumni to join these groups so that we can keep you in the loop on current IDS-related developments and events (see Page 3 for details).

Here in Athens, a mild winter has given way to spring-like weather and we look forward to seeing the campus in full bloom soon. Likewise, we anticipate the blooming of quite a few theses and capstone projects in the weeks to come, as our large second year cohort heads down the homestretch of their two-year program. We wish them all the best as they enter their final term at Ohio University!

Thomas A. Smucker, Director

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# STUDENT RESEARCH

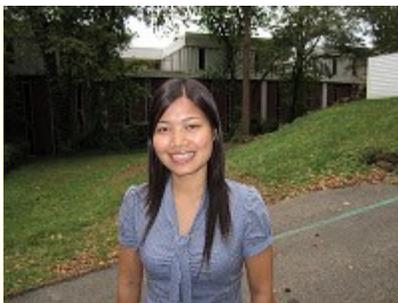
## 2nd Year IDS Professional Projects and Thesis Research



**Kathleen Hargis** conducted field work in the summer of 2011, with USAID on sexual and gender-based violence in the Eastern Democratic of the Congo. She is interested in examining the ways feminist theories of development such as empowerment are contextualized and localized within sexual gender based violence policy and discourse.”



**Sein Lein** is planning to write a publishable paper as a requirement of his capstone project. His paper will look at the importance of capacity building for natural disaster relief risk reduction



**Hanh Ngyuen's** thesis focuses on the relationship between livelihoods of the poor and the Payments for Forest Environmental Services (PFES) program that has been applied to DaNhim Commune, Vietnam. She will examine the preliminary impacts and the protection of the watershed on the income changes of the poor community.



**Ramin Manawi** is writing a policy paper about transnational terrorism and policy to end it. The tentative title is *Towards and End of Transnational Terrorism in Afghanistan*.



**Tatiana Puscasu** plans to apply for funding for a partnership with a Moldovan NGO and university concerning a Master's Program in Non-Profit Management and Leadership. According to Tatiana, the GREDO non-profit used to track the program in the early 2000s was really successful, however due to a lack of funding, they ceased that component of their activity. She would like to help them restart/reintroduce the MA program.



**Katie Schudlt** is writing 2 articles and a grant proposal which follow up on a American Cancer Society-funded study done in 2011 entitled “ A Healthier Athens Project”.



**Moriah Shiddat** got the opportunity to work on a project called the Grandmother’s Support Program with Kitovu Mobile AIDS Organization in Masaka ,Uganda. The organization takes a holistic approach to tackling HIV/AIDS in the community and is divided into 3 principle departments: counseling, home-based care, and family and orphan support. She worked in the family and support division of the organization on this project which was instituted in 2004. The Grandmother’s Support Program aims to help elderly caregivers in the areas of housing, health and income generation. As a part of her professional project, she helped to reorganized a promoted savings initiative with 5 groups of women, by instituting Village Savings and Loans Associations. In addition, she conducted a work shop on the VSLA methodology which emphasized the importance of group formation and record keeping. Currently she is continuing to track the progress of the groups with the organization. She plans to write a publishable paper that examines the roles of NGOs in the provision of social services to rural elderly women in Uganda utilizing this program as a case study.



**Jerimiah Wildermuth** Jerimiah will be completing a comprehensive exam that encompasses economics, political science and methods. Working on his committee is Julia Paxton (Department of Economics), Tom Smucker (IDS director and Department of Geography) and Brandon Kendhammer (Department of Political Science).

### Follow IDS on these Social Networks



#### **Twitter**

Tweeting from @IntDevStudies you will find information by,about and for the IDS community. If you have a message to share,let us know and we’ll send a tweet to followers. A great source for all the latest about IDS.



#### **Linkedin**

If you’re on Linkedin, be sure to join the ‘Ohio University International Development Studies’ group, where you can connect with current IDS students and alumni of the program. A perfect place to make and sustain professional connections.



#### **Facebook**

The ‘International Development Studies (IDS) at Ohio University’ group on Facebook is a great place to post news articles, and photos with current and former IDS students, as well as engage in discussion with one another.

# STUDENT SPOTLIGHT

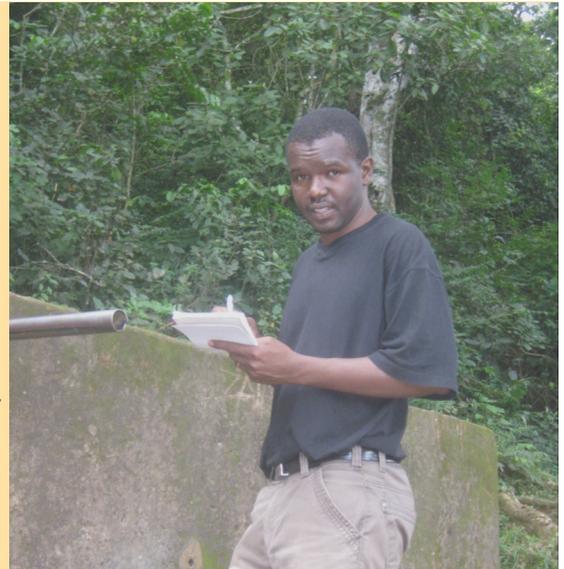
## IDS Student Research Experience: Summer 2011

Many IDS students enter the program with substantial experience in applied development. This has enabled many of our students to combine the practical skills and knowledge they have obtained in the field with the development theories they have learned in the classroom. Second year IDS students Kgosi Velempini and Sein Lin have utilized knowledge and skills obtained in the field and have applied them in unique ways towards completing professional projects.

**Kgosi Velempini is a second year student of the IDS Program and is a native of Botswana. During the Summer of 2011, he conducted research on water management challenges in relation to local people's experience of increased climatic variability in the Village of Mangio, Tanzania.**

**Kgosi, please tell me about the research you conducted in Tanzania this past summer?**

*"I was involved in a study that relies on participatory field methods, with the objective of identifying critical water management challenges in relation to the local people's experience of increased climatic variability. The study is mainly rooted on a participatory methodology that stresses community involvement in generating spatial information. I carried out community mapping activities (sketch mapping and use of Garmin global positioning system), drought history workshops, and key informant interviews. In order to reach the entire village of Mangio (the research site) in Tanzania, I carried out drought history workshops with a village base map in four sub-villages of Mcheni; Mangio; Vongo; and Mruma.*



*With specific regard to participatory mapping, I engaged in mapping activities with community participants in the Mangio village, who were invited to take part in the study. The objectives of the mapping exercises were to: pursue a bottom-up strategy by allowing local participants to spatially draw geographic features of Mangio on the base map; identify location of features; and assess the geography of key water resources and environmental change. I used 2 kinds of mapping: sketch mapping of important sites of environmental change and later, saving the GPS points (latitude, longitude and elevation). Sketch mapping was done by creating a digital version of the village's hand drawn map, laminating it, and drawing on it with wet erase markers. I walked with community members to the sites discussed in the workshop to record locations using the GPS. The purpose was to assess the spatial location of water resources and analyze the management dynamics.*

*I carried out extensive interviews (45 – 60 minutes) with key informants. This allowed me to discuss changes in the management of important water resources. Key informants were identified through the snowballing technique, beginning with the recommendation of local contacts who recommended residents who were particularly knowledgeable about management of water resources and their dynamics.*

*Together, with my Research Assistant, Mr. Samson Panuel (a local person from Mangio), we conducted drought history workshops in four sub-villages of Mangio to identify and assess changes in water use and management. We examined specific periods of drought. A drought history timeline had been drawn by community members (with members of the broader Project of Local Knowledge and Climate Change Adaptation, LKCCAP) in 2010 meeting in Mangio. The drought history workshops allowed us to inquire greater depth of water resources management dimensions of drought coping. Questions and topics (written in Swahili) mainly centered on each history time line. "*

**What were the challenges that you faced while conducting research ?**

*“The challenges that I faced while conducting research in Tanzania need to be discussed in a holistic perspective. The daily livelihood system of local people in the site such as Mangio in North Pare highlands of Tanzania, is influenced by the environmental conditions. It is very rare that you find people in their homes during the day. They are busy cutting grass for livestock, fetching water, engaging in activities outside their homes and the village. They do the above in order to obtain and develop their livelihood standards. In the entire region, the main driving agent is that of reduced rainfalls, which implies decline in household livestock production and crop farming. I had to struggle setting up appointments for my interview and ensure that my key informants were at home. There were a series of postponed meetings due to informants changing their home schedules. In one of the sub-villages, I could not hold the drought history workshop because the chairman of the sub-village was not available and could not be reached. All the time, I was informed that he has gone to work and outside the research site (Mangio). Therefore, in my research, we interpret the above as limitations of the study.”*

**Would you describe in detail your capstone project? What do you hope the outcome of your work brings?**

*“The project analyzed community dynamics in the management of water resources for reducing impacts of climate change. This incorporates mitigation and adaptation strategies towards impacts of climate variability. In carrying out the study, I brought on board the framework of adaptive co-management, which builds on and strengthens local people’s capabilities in addressing issues of water management. Local people in Mangio mainly rely on maize and banana. Availability of water is a major limiting factor of food production in the village and actually the entire region of North Pare, where locals used to practice furrow irrigation system. The decline of furrow irrigation is widely mentioned in literature as an outcome of the post-colonial administration in Tanzania. The white settlers (German and Britain) of Tanzania, formerly called Tanganyika, and later followed by the new government of the Republic of Tanzania, interfered with the traditional management of water resources. Consequently, the role of local institutions and local knowledge became weak in resource access and control, mainly in water management. The above problem contributes to the challenge of translating water resources in northern highlands of Tanzania into sustainable use and management. The study will contribute into assessing whether the framework of adaptive co-management systems is relevant for water resource management in Mangio. The approach of adaptive co-management emphasizes the collaboration of a diverse network of institutions operating at different scales from local users to district, regional, national organizations, and international (external) institutional systems. The purpose is to achieve sustainable resource management. The integration of local knowledge with scientific knowledge is relevant for water management, particularly in rural regions of East Africa. This study will emphasize the importance of local knowledge in water management, which used to be under the authority of traditional leadership. Local informants and participants shared their perspectives on changing water availability in the region. They also shared some anthropogenic factors, which they think contribute to some water mismanagement. Local farmers were eager to share the dynamics have occurred regarding water furrow irrigation systems. The drought history workshops enabled me to understand the coping and adaptive strategies put in place by local people during the drought periods. Participants in the workshop mentioned the water springs and water reservoirs that dried up during the drought. The water springs and reservoirs are written in their local Swahili language.”*

**How do you hope your work has or will benefit the stakeholders involved?**

*“The academic studies that we carry out take a long time for the recommendations to be considered for practical implementation. I hope, with availability of resources, to do a ‘plough back’. This means ensuring that the results of my study are presented back to the people of Mangio in their local language of Swahili or Pare. Again; if possible, I would want them to have a copy of the study. Another copy would be handed to the District Commissioner in Mwangi town, which is the administrative center for the district. I hope that with this study at least there will be continuous sensitization that local knowledge systems, mainly traditional management of water resources need to be taken into consideration, particularly during extreme weather changes. My study will also contribute to informing the available adaptation options that can be built upon in Mangio village and the entire region of North Pare.”*

## STUDENT SPOTLIGHT

### IDS Student Research Experience

Sein Lin is a second year IDS student and Fulbright scholar who has an extensive experience in the area of disaster relief in his country of Myanmar. Currently he is working on a capstone project that examines the importance of local capacity building for natural disaster risk reduction.



**Sein Lin, Upon coming to Ohio University, you spent a few years working in the area of disaster relief in your home country of Myanmar. Please tell me about the work you were involved in?**

*"I would like to start by sharing a little bit about a background story first. In May 2008, Myanmar was struck by a devastating cyclone called Nargis that accompanied heavy rain with a wind speed of 200 km/h. It caused many deaths and destroyed infrastructure (social and economic) and people's livelihoods. According to assessment data, some 2.4 million people were severely affected by the cyclone, out of an estimated 7.35 million people living in the affected townships. It was the worst natural disaster in the history of Myanmar, and the most devastating cyclone in Asia since 1991. Before the cyclone hit, I was working for World Vision in Myanmar. After the cyclone, I was assigned to the Cyclone Nargis Emergency and Recovery Program as a Program Support Manager from July 2008 to May 2010. I was responsible for providing strategic leadership in*

*managing emergency and recovery program of approximately US\$ 32 million which was funded by different governments including USAID/OFDA and private donors. This involved leadership in assessment programs development and funding acquisition, monitoring, implementation, evaluation, donor relations and networking, financial management, capacity building and reporting. In terms of sectors, different sectors such as disaster risk reduction, water, sanitation and hygienic, livelihoods and child protection were included under the program."*

**What were some of the challenges you encountered while working in the area of disaster relief?**

*"As mentioned earlier, the cyclone was the worst natural disaster in the history of Myanmar and we had no experience of such a large scale disaster before. So, there were many challenges we had encountered especially during initial three months. The infrastructure, such as roads and bridges were destroyed, which made it difficult to get quick access to the disaster affected areas and people. Transportation and logistical arrangements of relief items including the availability of the relief items at the local level were not easy. The communication systems were broken down. People (including children, pregnant women and elderly people) urgently needed shelter and other basic necessities such as water, food, and clothes especially before the rainy season comes because it was happened in the period of rainy season in Myanmar. In addition, most of the cyclone affected areas in the delta region were accessible only by boats and it was risky to travel during rainy season because of high tide. However, with the collective efforts from public, private and civil society sectors at the national and international levels, we were able to overcome those challenges."*

**Right now you are working towards completing your capstone project. What issues does the project address?**

*"Currently, I am working on a publishable paper on the topic of 'Local Capacity Building for the Natural Disaster Risk Reduction' I have started the process already. I visited the Nargis affected areas in Myanmar during December 2011 to understand the situation on the ground and inform my capstone project. At the moment, I'm in the process of identifying journals to publish, reviewing literatures, and outlining the paper, which I have been working closely with my committee chair."*

**Upon graduation, what are your career goals? How would you like to continue making a difference in your home country?**

*My career goals include: To develop higher level management and leadership skills in humanitarian relief and development sector and to build a local capacity and develop human resources in the area of humanitarian relief and development in the region including Myanmar. After I finish my IDS program, I would like to utilize my knowledge gained from the program in facilitating new and innovative development programs that will meet the needs of the people including both vulnerable and marginalized people."*

# ALUMNI RECOGNITION

Nickie Sene is an alumna of the IDS program. She graduated in 2010 with M.A. in International Affairs and certificate in Women and Gender Studies. Currently she works as the Liberian program officer for Women's Campaign International, a Philadelphia-based NGO specializing in advancing opportunities for women to actively participate in public advocacy, market and political processes. IDS student Moriah Shiddat, interviewed Nickie to discuss her work the WCI as well as her experience as a student in the IDS program.

**I would like to start off by asking you about your background. Where are you from and what brought you to Ohio University?**

*"I am from Pennsylvania. I studied International Relations and French with a minor in African Studies at Ursinus College in Collegeville, PA. During my junior year I studied abroad in Saint Louis, Senegal and completed an internship with the US Department of State and African Affairs Bureau at the US Embassy in Cotonou, Benin. Following my undergraduate studies, I served as a Gender and Education volunteer in the Peace Corps in a rural community in northwest Benin (2006-2008). From the Peace Corps, I went to Ohio University (2008-2010) to complete a Master's in the IDS program and a Women's and Gender Studies Certificate with a geographic focus in West Africa and a thematic focus in Gender and Political Science. During my time at OU I completed a Master's thesis 'The Politics of Adolescent Female Sexuality: Gender Based Violence, Sexual Harassment, and Transactional Teacher-Student Sexual Relationships in Northern Beninese Secondary Schools' which included two months of field research in northern Benin."*



**Nickie, could you tell me about the mission and purpose of Women's Campaign International and how you became involved with the organization?**

*"After graduating from Ohio University, I applied for a job with Women's Campaign International from a posting for a Liberian Program Officer on Idealist.org. I was excited to have found such a perfect match for my interests and academic background (West Africa/gender/political participation) in Philadelphia. WCI is the only organization of its kind in Philly and it is a great location in between NYC and DC for meetings with other organizations. WCI's mission statement is 'Working in emerging democracies and post-conflict countries around the world, Women's Campaign International advances opportunities for women to actively participate in public advocacy, market and political processes'. In providing the requisite skills, knowledge and culturally-sensitive support, we develop leaders who transform the lives of everyone they serve. Women's Campaign International was founded in 1998 by Pennsylvania Congresswoman Marjorie Margolies. After serving in Congress, Ms. Margolies led the United States delegation to the United Nations Fourth World Conference on Women in 1995. At the conference, 189 countries signed a Platform for Action that pledged to further the rights of women around the world. Inspired by these commitments and the astounding attendance of thousands of women participants from around the world, Ms. Margolies founded WCI to help women achieve the goals laid out in the Platform for Action. WCI's programs help women find their voices by giving them tangible skills in areas such as leadership, public speaking, media relations, grassroots organizing, campaign strategies, voter outreach and mobilization, polling, policy analysis and fundraising. WCI has worked with political leaders, activists, advocacy groups and non-profit partner organizations to ensure that women have a legitimate opportunity to participate in the development of public policy, and that women's issues are placed on local, national and regional agendas. With the help of local civil society organizations (CSOs), WCI is able to tailor its programs to fit the needs, culture and abilities of women in each country. WCI's 4 program models include: civic education, advocacy, and grassroots organizing; entrepreneurship and sustainable livelihoods; peace building and conflict mitigation; political participation, campaigns and leadership."*

**WCI does work in over 12 different countries. As a program officer for the organization, what specific projects have you been involved in?**

*"WCI is a small international NGO which means that everyone in the organization (only 5 full-time staff in Philadelphia HQ office) does an enormous amount of work and that no one's job is entirely compartmentalized in one area. For example, I have had the opportunity to see the ins and outs of a small international NGO and have participated in everything from grant and press release writing, to program design, curriculum development, marketing, fundraising, budgeting, social media campaigning and program implementation. I have had the opportunity to train women Members of Parliament in Afghanistan, work with men and women Afghan Civil Servants in Rome, conduct a program assessment and training in Kosovo and Albania, launch a program and conduct an assessment in Jordan and Egypt and providing consultation*

*Despite initially applying for the Liberian Program Officer position, I began at WCI as the Program Officer for our local GALs (Global Advocacy and Leadership Series) for adolescent girls in Philadelphia and our ongoing Afghanistan programming (Parliamentary Strengthening training for 52 newly elected Afghan women Members of Parliament). Since then, I am now managing our recently launched Middle East North Africa program 'MENA Coalition for the advancement of women's leadership across the MENA region' which includes 17 countries across the Middle East and North Africa. For this program I manage 17 international staff (one country officer for each participating country and a regional director) and work directly with our technology partner (d1g.com), youth partner, PR and communications partner (VARCC) and social media partner (Reach 2.0)."*



**As in the case of many Africa countries, women constitute the majority of smallholder producers, carry out a large percent of the trading activities in the rural areas and have additional domestic responsibilities. How have rural women in Liberia been empowered to address such issues?**

*"Rural Liberian women played a major role in ending Liberia's 14 -year civil war. Through grassroots organizing efforts, women from across the country were able to say enough is enough and their efforts have been recognized most recently in the Nobel Peace Prize award to President Ellen Johnson Sirleaf and human rights activist Leymah Gbowee. WCI's approach differs from that of other organizations because when we conduct trainings, whether they are with women agriculturalists, entrepreneurs or local level leaders, we understand that women play many different roles in their communities at any given time. As mothers, leaders, community organizers, activists, and program participants, we take into account the enormous responsibilities of*

*rural women and are flexible to their needs. Many women bring their children and sometimes even their husbands to our trainings. Based on WCI's in-country needs assessment in Liberia, WCI, in coordination with the Ministry of Gender Development (MoGD), designed a comprehensive program to increase women's participation in peace building and decision-making processes. This program is designed to strengthen women's networks and build the leadership capacity of more than 10,000 rural men and women in post-conflict Liberia through supporting the National Rural Women's Program (NRWP)."*

**Practitioners and scholars debate whether the purpose of women's empowerment in the developing world should be to address the practical gender needs of women before strategic gender needs. What is your opinion on such debates?**

*"Practical and strategic gender needs for women's empowerment are thoroughly intertwined. Because our program works towards increasing women's participation in decision-making processes (in their local community agriculture group, within the national rural women's program structure and in local and national government offices). We aim to include rural women's voices on all levels of policy/decision making, while building their skills in leadership, communication, entrepreneurship/financial literacy and advocacy."*

**Tell us about your experience as a student of the IDS program?**

*"My time at OU in the IDS program prepared me with the theoretical and practical tools needed to navigate the field. Course work in gender and development, grant writing with training in log frame analyses and my thesis work and research methodology courses refined the ways in which I conceptualize gender and international development's history, current role and limitations including best case practices and lessons learned."*



**What advice do you have for current IDS students with a focus on gender and development who hope to have a career working on gender related issues in the developing world?**

*"Take as many practical courses as possible. Build your portfolio in monitoring and evaluation; grant writing/fundraising; log frame analysis; gender framework analysis, budgeting; NGO management, qualitative and quantitative research analyses, etc. Writing a thesis was a great experience in thinking through and executing a large scale research project. I would encourage those interested to push themselves to complete a thesis during their time at OU. Outside of course work try to get involved in as many local development initiatives as possible such as OVIC or other local programs, many of the skills are transferable to international development work."*

## AFFILIATED FACULTY

Yeong-Hyun Kim joined the Department of Geography in 1999. As an affiliated faculty member, Dr. Kim has had the opportunity to work closely with many IDS students over the years. She is known for her enthusiasm and her ability to actively engage students. As an urban geographer, her research is primarily focused on the interplay between globalization and urbanization in world cities. She has done extensive research on the glaring contrast between economic globalness and cultural localness in Seoul, South Korea. Dr. Kim sat down for a candid interview with IDS student Moriah Shiddat to talk in more detail about her research and experience working with students in the IDS program.



### **Dr. Kim, could you talk a little about your background and how it led you to Ohio University?**

*"I have been here since fall 1999. Before I came over here I had my PhD degree in Geography from Syracuse University (upstate New York.). I am an economic geographer, whose specialty lies in globalization and international economic activities, urban economics, with a particular regional focus on Asia. We geographers do a lot of things including development! I am very interested in international labor migration. Before I got interested in international labor migration I did some research on the auto industry in developing countries including India. When I went to India -my first time was January 2nd of 2000 for a conference. I was so shocked to see all the car manufacturing companies in India-particularly GM. So I thought- I am interested in globalization! Up until that time my specialty was the urban impact of globalization. But, I thought, how about manufacturing- international economic activities of these large multi-national corporations, so that is how I got into the looking at the auto-industry! So that is more international economics, international labor migration- people's connection. Before that: corporate connection. So, you can put that all together. This is the kind of research that I do now... "*

### **Speaking of your work, it has focused on the contrast between globules and cultural localness in Seoul, South Korea. What prompted you to explore that topic in particular?**

*"South Korea is my native country, I grew up there. I was educated there until I went to Syracuse. The research that I am doing right now is about international labor migration between more developed Asian countries and more labor surplus countries in Asia. South Korea used to be a source of international labor migration. During the colonial period, it was a Japanese colony at the first half of the 20th century, from 1910 up until 1945. Under colonial rule, a lot of Korean peasants, farm workers moved to Japan and moved to China. Then during the second half of the 20th century, particularly during the Cold War period, a lot of Koreans migrated to this country-the U.S. and a lot of Latin American countries. In the 1960s and 70s, many Korean farmers migrated to Argentina and Brazil, then it changed! South Korea's economy became industrialized, now it is deindustrialized, so they need labor. It is quite a turn around. You see, it used to be a source of labor migration, now it is attracting migrant workers from neighboring Asian countries. So, if you go to South Korea, you might see a million migrant workers from neighboring countries. The research that I focus on is that realization -that for South Koreans, their past experience with immigration doesn't have much bearing on their current attitudes towards migrant workers. That is quite an accusation of the Korean people, but that is very true. You would think that, oh, hey have gone through so much, the Korean people, during the colonial period-cold war period, so they would be nice to these migrant workers because they had that experience of having their own people go through a lot in Japan and in the U.S but no! That's the thing, nativism is quite strong and it is as bad as racism, sexism or anything else. South Korean migrant workers, that market is quite ethnocized. So it is like, a clearly defined hierarchy of migrant workers based on their nationality and ethnicity Migrant workers they have low-wage, labor intensive jobs, so they have restaurants-pretty much the same as in this country. Undocumented workers what jobs do they have, manufacturing jobs, small manufacturing jobs and construction. So those things are some of the things that I am working on. In my case I have conducted personal interviews with Filipino workers and ethnic Korean Workers from China-that is the research that I am doing."*

**The impact of globalization on local identities, how people perceive themselves and how identities are changing because of globalization, is this an issue that needs to be taken into consideration when we talk about development?**

*"...That is a tough question, very tough question-identities. It's not like we have one identity and it changes and it is shifting. Multiple identities are quite common, and there's nothing wrong with that. If one says, -no, I have only one single identity, then there is something wrong! Multiple identities- that is why globalization has added another dimension to the way people identify themselves, that is a good thing indeed. So let's say, someone was living in a very isolated area, there is no way to compare yourself to others. But then globalization, it is allowing people to compare. So it is quite different from homogenizing. So if someone says, globalization is homogenization, or even in the worst case homogenizing of the world, that is a very shallow understanding of what is happening in the real world. However, what we see is that we have more and more opportunities to compare ourselves to: different people, different systems, so the world becomes more comparable and that comparability is indeed a good thing. Because things are so different, now it's like some connections are being made so you can compare your-self, your cities to others-multiple identities, multiple positionings. Different places of the world have become more comparable and that is a benefit of globalization."*

**Since you are an affiliated faculty member, and you've been for a while, you have had many opportunities to work with IDS students over the years, what has been your opinion of IDS students and how have you enjoyed working with IDS students over the years?**

*"Indeed, I have been teaching World Economic Geography for incoming IDS students over the years. I loved it; it's not an easy course to teach! It is not like an economics course where you need a lot of statistics. IDS students, I love them because they are from different back-grounds. When I say different backgrounds, I am not just talking about, oh-many of them are from different countries, they have many different academic backgrounds". For me, that is an asset to the class and to the IDS program as well. Some have economics background, some have come from political science, sociology-you can expect your IDS students to have that sort of background. Being able to listen to students who have quite different backgrounds, that has been what I have enjoyed and I've liked the most about IDS students. It has to be the most diverse group of students on campus. For me that is a good thing..."*

**Being a professor, you have two sides to your job, the teaching aspect and the research aspect. For you, what would you say that you enjoy the most? Would you say you enjoy the research aspect, the teaching aspect, or both?**

*"... Teaching and research are not mutually exclusive. It's not like you can't enjoy both-they are not the same, they are not totally different. In my early years here-back then, fresh out of graduate school, I saw it as teaching was burdensome, because you have to prepare for teaching and I thought- oh, if I could only spend this much time on my research. But then at some point you start to enjoy teaching and you start noticing students learn from your class and that is really great, it's an achievement. You notice students learn something, they start to become more critical of the things they see and try to look into things and try to become more precise-being more articulate, more critical, that is the great part of teaching. Research-enriching your teaching by working on something, that is the kind of connection between research and teaching. You got to make a connection between the two; otherwise it becomes dull for you, the students. It has to be an exciting experience for the teacher as well..."*

**As a teacher, you teach different courses, you encounter students from different backgrounds but, what do you hope is the greatest takeaway students obtain when they finish one of your courses?**

*"...Many many things, every single word that I said in class! -Let me be more realistic. Students are not going to remember every single word that I say in class, I don't remember every single word that my professor said. But as I said before, it is critically thinking-that is one thing. Generalization is good but who make these kind of blanket statements-'this is good, that is bad etc...' these kind of black and white statements-that is because many of them don't know the details. If you have not accumulated enough knowledge on your research country, on your native country or the country you studying and you say -"My country's economy is bad". I am not saying that statement is wrong but can you say more than that? You have to have some knowledge. I am not just talking about the evidence or the numbers but describe, analyze, and examine that country's economy. In order for you to become critical about it you have to know a lot about it and have passion for it. Knowledge and passion they go together at least for those who are interested in development. Worse case scenario would be-the opposite of being critical, being sarcastic being cynical. The message I want my students to get out of my class is being critical of what they see, what they read or what they think..."*

## IDS Students Visit Washington D.C.

This year for the IDS program annual networking trip, our students visited a host of international development NGOs in Washington D.C. Students discussed career and internship opportunities with senior officials and staff from organizations such as USAID, World Vision, and World Bank. Students obtained advice from lower level associates at organizations such as Chemonics and Development Alternatives. IDS students also learned about changes occurring in the field of international development and how such changes will impact organizational capacity and funding.

Throughout the trip, students were able to meet alumni in the area. Communications and Development alumni, Gini Wilderson discussed career opportunities and organization insight at Millennium Challenge Corporation.



*IDS Students at World Bank headquarters*



*Communication and Development Aluma Gini Wilderson discussing career opportunities with students at MCC.*



*Students visit Development Alternatives.*

### Alumni Reception

Among the many highlights of the networking trip was the IDS Alumni Reception at the famous Washington D.C. restaurant Madhatter's. Students were able to enjoy a nice dinner and chat with program alumni such as, Debra Budiani-Sabiri (pictured far right) from the Coalition for Organ-Failure Solutions. The alumni reception enabled students to learn about the transition from graduate school into a career in international development.



*Students at Annual IDS Alumni Reception.*