The Oregon Consortium for International and Area Studies (OCIAS) is comprised of six regionally specific programs, a Global Health program, and an International Studies (INTL) department. OCIAS connects these programs and the INTL department by providing an administrative office and coordinating services. Together, the programs and department under OCIAS offer more than 40 classes to approximately 700 students, coordinating with countless other programs and departments around the UO campus to offer comprehensive interdisciplinary educational opportunities to globally minded students.

Altogether, the seven programs and one department of OCIAS are:

- **African Studies**
- **Asian Studies**
- **European Studies**
- **Global Health**
- **International Studies**
- **Latin American Studies**
- **Middle East and North African Studies (MENA)**
- **Russian, East European, and Eurasian Studies (REEES)**

Of the regionally specific programs, Asian Studies, Latin American Studies and REEES offer a major, and all six offer one or more minors. Asian Studies and REEES also have graduate offerings and African Studies a graduate certificate. The Global Health program offers an undergraduate minor, and the Department of International Studies offers an undergrad major and minor with several concentration options, as well as a graduate program. Each region differs from the rest in terms of geography, culture, religion, language, and so on. Accordingly, each program and department under OCIAS is unique in its offering to students. There are also similarities that bind them together and create a global network of learning opportunities at UO.

The Department of International Studies, which houses the Global Health program, is not restricted to one region but rather has an integrated curriculum to give students the option to steer their academics toward their professional and geographic interests. As a result, course topics range from professional and thematic focused courses, to broad regional development courses, to courses that approach issues present in the world at large.

“We’re not really as interested in Nation X and Nation Y,” said Stephen Wooten, the Director of Graduate Studies for the Department of International Studies. “We’re interested in things like migration, like well-being, like environmental change.”

The International Studies faculty come from various disciplinary backgrounds, which allows for diversity in class topics offered by the department. For example, Wooten has a background in anthropology prior to working as a faculty member for International Studies. He also spent time as the Director of African Studies. The faculty’s broad expertise contributes to the department’s holistic perspective. To understand poverty in one region, a student must also understand economics; making these connections between trends and patterns improves critical thinking on an international level.

Although concentrated in a specific geographic area, the OCIAS area-studies programs are interdisciplinary as well. The programs need diverse faculty to support a range of student interests within each unique region. For example, Ian McNeely, the Director of European Studies, teaches 18th century history classes in the German and Scandinavian Department that count toward the European Studies minor. Tuong Vu, the Director of Asian Studies and a political science professor, teaches courses about Southeast Asia applicable to the Asian Studies major and minors.

For the Global Health program, Director Kristin Yarris believes interdisciplinary faculty are an important asset that expand the reach of students’ post-undergraduate experiences. “Obviously, UO does not have a medical school or a school of public health,” said Yarris. “That’s one of the impetus for us making the minor – then one day hopefully a major – so interdisciplinary. We have to build on our strengths.”
One interdisciplinary aspect in several of the OCIAS programs is language. Many require or suggest at least two courses in a language associated with the region. Half of the OCIAS programs require two to three years of a language to complete the associated majors or minors. Language is an integral piece in either concentration – humanities or social sciences – of the REEES program, especially as the Russian Language Program is part of REEES.

“We feel, in order to know anything about a culture, a history, or a place, that you absolutely have to know the language,” said Jenifer Presto, the Director of REEES. “Language is a transmitter of culture, and the two are inextricably tied together.”

“As part of the African Studies minor, students can enroll in eight credits of Swahili at any skill level to count as elective credits. The opportunity to learn a language is especially important to Doris Payne, the director of African Studies; she was trained as a linguist and spent time studying language in East Africa.

The Asian Studies program partners with University of Oregon’s [East Asian Languages and Literature](#) department for its offering to students. East Asian Languages and Literature provides the UO with several language courses, including Korean, which only a few colleges in the U.S. offer. Students can also learn other Asian languages like Thai and Urdu through the Yamada Language Center.

The programs and departments under OCIAS also work together. Courses for specific concentrations of the International Studies major can overlap with requirements for an area-studies minor, for example. Students can thus enroll in appropriate classes that count toward more than one major or minor.

Many of the directors shared the same desired takeaway for graduating students. They hope students understand and appreciate the complexities of the region they study and disregard stereotypes that distort outsiders’ perceptions.

Rick Colby, Director of MENA, stressed this: “The Middle East and North Africa is a region that has such a rich history and such a vibrant culture but also, especially in the last century or so, has become a flashpoint for a lot of international conflict,” he said. “I think it’s important as becoming good global citizens…to realize that there’s a lot in the region that’s more than just global politics.”

The programs and department within OCIAS also want students to get involved in changing the world. In order to further develop an intercultural perspective, students can visit the regions they studied while at UO and continue to learn outside the classroom. REEES director Presto hopes the program inspires further learning within and beyond the classroom.

“I think that’s the most important that any education can do,” she said. “To just inspire further inquiry and learning. And that need not be in a formal setting like grad school.”
When Alissa Collins began her enrollment at the University of Oregon in fall of 2003, she was a human physiology major. But after taking an introductory International Studies course, Perspectives on International Development with Professor Dennis Galvan, she switched her area of study. In Professor Galvan’s class, she learned about some of the ‘isms’ – capitalism, communism, communitarianism and so on – concepts that she applies to her job nearly two decades later when speaking with clients.

Collins graduated in 2007 with a double major in International Studies and Japanese. Her interest in the latter stemmed from the Japanese emergence program she was enrolled in from first through 12th grade in her hometown of Anchorage, Alaska. A study abroad trip to Japan her junior year at UO blended the two majors. She spent one year there, four months with a family and eight months at Japan’s Women’s University.

“Japan’s Women’s University was very traditional,” she said. “I learned the value of working well with others because we had to do this dorm cleaning and be home by 10 p.m. I thought as a 21-year-old American that I should be able to do whatever I wanted. There was this really big duality that I was facing.”

She became fluent in Japanese during the trip, a skill that served her well throughout the INTL major. Dr. Anita Weiss, an INTL professor for the last 32 years, taught Collins in two of her courses: Aid to Developing Countries, and Development and Social Change in South Asia. The former is structured to simulate an aid consortium with each group representing a donor agency – Collins chose the Japanese donor agency JICA.

“She was able to use her Japanese language ability to research some documents about JICA’s current priorities, the Japanese government’s current priorities, and the like,” said Dr. Weiss. “I was just reading my evaluations and I had said, ‘It was an outstanding comprehensive report, expertly written, well researched.’”

After two years of post-graduate studies at the School for International Training (SIT), which included a year in India and two years of citizen science in the Maldives, Collins got married and moved to Portland, Oregon. Alongside her husband, Neal, she owns the real estate company Choose Latitude. The two thrive on differentiating their company from other real estate firms; and knowledge that Alissa acquired as a student is crucial to that differentiation.

Her host family in Japan exposed her to multi-generational living, a concept that Collins focuses on at Choose Latitude. The U.S. Census Bureau defines multi-generational living as: homes “consisting of more than two generations living under the same roof. Many researchers also include households with a grandparent and at least one other generation.”

Discussing money, an uncomfortable topic for just about anyone, is a huge piece of the real estate business. Collins developed familiarity with it as a student caller for the university’s Annual Giving program.

“I learned how to talk about money. I learned how to ask for money,” she stated. Collins, in the decade since she graduated, has applied her INTL major to several opportunities that don’t directly relate to the major. She therefore provided advice for all student groups as they enter a future where uncertainty is the name of the game.

“I think the question is, ‘What am I interested in?’” she said. “Maybe you studied this one area in South Asia for a long time. If you’re interested, go there. Just go put it into practice.”

“I think International Studies brings a softening of the heart. When we see other cultures and know that others exist in different ways that we do, we know we can solve problems in different ways. We pull on the collective strengths of the humans of the world.”
International Studies student Gordon Okumu has visited his hometown of Migori, Kenya, every December since moving to the United States in 2016. On each trip, Okumu has noticed a decrease in Migori’s tree count.

“I realized that the place that I grew up when my grandma took me in was much more a forest and today is much more of an open land,” he said. A need for firewood motivated the town to curtail its forestry, which created a two-headed problem. Migori residents rely on rainfall as a source of clean water, so fewer trees result in less transpiration, less condensation, and therefore less precipitation.

Over the last two years, Okumu has developed a solution to handle both problems brought about by the reduction of trees. His non-profit, titled Angels of Africa in Migori County, began the ‘Two-4-One’ campaign: at its core, every community member receives two trees to plant. One tree represents the removal of carbon dioxide from the air, and the other represents the supply of oxygen for wildlife to breathe. Not only does the ‘Two-4-One’ campaign replenish Migori’s greenery, but it also teaches the community about the importance of trees to the environment.

The campaign was prompted by Okumu’s initial efforts to provide the town with safer access to water. When he was 14 years old, Okumu’s mother died from typhoid, a waterborne disease. He intended to build a well in Migori to expand its water sources past just rainfall and prevent such diseases, but because of the lack of tree cover, the well had to reach depths of 900 feet to effectively accumulate water. By establishing tree coverage throughout Migori, residents can build new wells at more feasible depths.

“We are still going to fundraise until we get to build that well,” he said. “But we also are going to recover our environment, so that in the future, if another Gordon comes up from this community and wants to drill a well, it should not be a 900-foot well.” This past December marked the second year of Okumu’s tree planting work in Migori. In December 2018, he and volunteers planted 5,000 eucalyptus tree seeds. One year later, a bigger group of volunteers planted 45,000 seedlings of various native trees, like the African Mahogany. 35,000 African Mahoganies were introduced in a single day, and the leftovers were distributed door to door to more than 1,000 families. To ensure people don’t cut down the eucalyptus and African Mahogany trees once they grew, Okumu instituted a rule: if you cut a ‘Two-4-One’ tree down, you must plant two more. By cutting down a tree, all the carbon it once stored gets released back into the atmosphere. Okumu learned such details through discussions with his faculty mentor, International Studies Associate Professor, Derrick Hindery, who influenced him to add post-planting stipulations.

“[Planting trees] can affect the regional climate through capturing more water in the soil and the groundwater, providing more income for community members, and reducing the burden on women that have to walk for fuelwood, in addition to the obvious benefits of producing oxygen and sequestering carbon,” said Hindery. Okumu’s original goal was to simply re-establish Migori’s greenery but realized from his time at UO that more can be done in terms of education and longevity.

He stated, “In my program, the tree planting is not only going to be beneficial to Kenya but beneficial to the whole world.”
When Ellen Ziesenhene graduated from the University of Georgia, she didn’t know how to apply her geography degree. “I was very confused as to what I was going to do after graduating because I was like, ‘What do geographers do if they’re not going into academia?’” she said. “I knew I wanted to get a master’s eventually. I knew graduate school was in my future but not immediate future.”

She wanted to leave the Southern U.S. after being born in Texas and raised in Georgia, as well as develop her passion for alternative food systems. A two-year commitment to the Peace Corps felt too long, so she instead joined AmeriCorps on an 11-month contract.

As part of AmeriCorps, Ellen left Georgia for Cedar Rapids, Iowa – her first experience with cold weather and snow. There, she did home energy audits for elderly, military and low-income clients and educated them about how to decrease their home’s energy consumption. Simultaneously, she helped other underserved communities in Iowa with urban agriculture through a local non-profit.

But Ellen still didn’t feel prepared for graduate school after her AmeriCorps term expired. “I realized that I wasn’t ready for grad. school because I didn’t know exactly what I wanted to study,” she explained. “Advice from friends who were in the graduate school application process or had just started grad school were like, ‘You shouldn’t go, you’re not ready for it.’”

She desired international experience and enjoyed her time volunteering and serving people with AmeriCorps, so the logical next step was joining the Peace Corps. After applying and receiving acceptance from the program, Ellen endured her next weather transition: the hot airs of Guinea.

“It is so hot and humid in West Africa,” she said. “That was the biggest obstacle, was realizing how much I was going to be sweating those next two years.”

In the village of Walto in Guinea, she focused on enhancing home gardening practices to improve household food security as an agroforestry extension agent. She also participated in public health efforts, including work with malaria, women’s sexual rights and health, and entrepreneurial involvement with women soap makers.

“Doing a lot of research, I realized that West Africa’s a very overlooked region of the world that a lot of academic research doesn’t focus on.”

This experience exposed her to a void in academic research that would become the focus of her graduate studies.

“Doing extensive research, I realized that West Africa is a very overlooked region of the world that academic research doesn’t focus on,” she stated. “And when it is focusing on West Africa, it is primarily in Ghana and Nigeria. I realized that there needs to be a focus on francophone West Africa in academic research, so that’s where I was like, ‘There’s a gap, I’m going to take it.’”

Her other takeaway from two years in Guinea as part of the Peace Corps was Koumba, the Walto village dog. Koumba, an African Bush dog, now lives with Ellen in Eugene.

Ready to apply to graduate schools, Ellen searched for faculty members with experience in West African food studies – a difficult search that resulted in her finding Associate Professor Dr. Stephen Wooten and the University of Oregon. She applied to a few other universities, but UO was the obvious decision once she received acceptance.

With Dr. Wooten serving as her advisor, Ellen is now writing her thesis about how perceptions of food security influence cultural wellbeing in Walto.
After graduating from Ohio University—about three hours from her hometown of Cincinnati—Neti Gupta joined the Peace Corps. She knew Peace Corps would be her next step ever since reading a book about the program in eighth grade. Her experience traveling internationally—like visiting India with her family as a child—prepared her for the adventure.

Neti originally wanted to participate in government work with Peace Corps but was instead assigned a teaching role in Namibia. The opportunity to teach English in a foreign country exposed her to what now guides her research focus at the University of Oregon.

“I got assigned teaching and then I realized how well it fits my personality and creative side,” she said. “Education’s always been a cornerstone for me, so it all just melted together.”

“[Namibia] had different systems, and [in the U.S.], I just know the systems naturally,” she said. “I learned so much and I keep learning from that experience. I’m able to use it to still grow.”

Once her two-year contract with the Peace Corps expired, Neti returned to her home state of Ohio and began teaching at Conversa Language Solutions, a private, credited language school. The daily curriculum—which Neti oversaw for a group of students—included three hours of intensive English, an hour and a half of reading and writing, and an hour of conversation and pronunciation. She also redeveloped the conversation and pronunciation portion of the day according to information from textbooks and feedback from vendors.

Concurrently, Neti applied to more than 20 graduate schools to follow in her sister’s footsteps of obtaining a master’s degree—UO was the last application she submitted. She toured schools on the East Coast but didn’t need to visit Oregon to know she could live there.

“My college professors] were like, ‘Oh my god, you would love Eugene. That is so you,’” she said. “It’s outdoorsy, kind of hippy-ish, people are into healthy cooking and essential oils and kombucha and yoga.”

The Department of International Studies’ offer of full tuition, along with a funding package, influenced her decision to enroll without seeing the campus.

Although English is the focus of her graduate degree, Neti’s prior education has consisted of learning several different languages. In high school, she took French and Latin courses. In college, she studied Italian and Indonesian. A study abroad trip to Switzerland during her undergrad brought French back into the mix. In addition to her research of accessibility to youth outdoor experiential education for minorities and under-represented populations, Neti is enrolled in Swahili courses.

On top of her current language studies, Neti served this academic year as the undergraduate advisor for the Department of International Studies and the Global Health program. In this role, she helps ensure INTL and Global Health students stay on track for graduation by offering them guidance on what classes to take, what study abroad program or internship best fits their interests, and more.
Ian Campbell is an interdisciplinary scholar affiliated with the Departments of International Studies and Conflict and Dispute Resolution. Throughout his tenure as a graduate student, Ian has explored the multidisciplinary field of International Conflict Analysis and developed new ways of bridging his research interests with a passion for teaching and technology. Ian’s master’s thesis explores digital communication and identity through the Palestinian digital media response to the recognition of Jerusalem by President Donald Trump.

Ingrid is a first-year graduate student in the UO’s Department of International Studies. During her undergrad, she attended the University of California, Irvine, where she majored in international studies and Spanish. For her research, she’s focusing on ways in which identity shapes and impacts integration among the Turkish diaspora in East Germany. Ingrid was planning on going to Germany this summer or fall to conduct fieldwork, but due to the circumstances, she is now modifying her approach to be entirely online.

Originally from Kenya, Maria Carvalho enjoys supporting international students through the academic, professional, and personal transitions associated with moving to a different country for college. Appropriately, she works in the Office of Admissions at UO as an Assistant Director for International Recruitment managing the UO’s recruitment of international students. She has 12 years of experience working in international education, including study abroad advising, international student advising, international recruitment, and admissions. Maria has a bachelor’s degree in social work, with a Latin American studies major and a Spanish minor from the University of Wisconsin-Eau Claire.

Lydia Caudill is grounded in her love of nature, a belief that we are stronger because of our differences, and that the perceived dualism between the social and the natural is a farce. This has contributed to her professional life through work in kitchens and organic farms, as an Ag Volunteer in Peace Corps in Paraguay, program manager in philanthropy, co-manager on a refugee incubator farm, and co-founder of a regional food system coalition.

Nino Dgebuadze was born and raised in Georgia – the country – and has always been fascinated by different cultures. Thus Dgebuadze has studied abroad in multiple locations, including in Poland, Latvia and the US. Now at UO, she is completing concurrent degrees in International Studies and Nonprofit Management. Her research focuses on the intersection of forced displacement, migration, gender and wellbeing of asylum seekers and refugees. Nino also works as a graduate employee at the Study Abroad Office and advises students about various study abroad opportunities.

Matt is a concurrent JD/MA student with an interest in the islands of Okinawa, Japan, and the relationship between Okinawan communities and the islands’ large United States military presence. While in law school, Matt spent a summer working with low-income residents of DeKalb County, Georgia, for the Atlanta Legal Aid Society. He also spent a summer working for a prosecutor’s office and had the opportunity to try a criminal jury trial.
KIMBERLY GERKEN
Kimberly Gerken grew up in Kingston, Washington, and received her B.A. in International Relations and Political Science at the University of Idaho. In 2018-2019, Kimberly served as a Women’s Sports Corps Fellow for Soccer Without Borders in Kampala, Uganda. Her time in Uganda solidified her interest in working with refugee women and girls in East Africa.

DAYNA HANSBERGER
Dayna Hansberger came to the UO for the transdisciplinary program that allows her to weave together global health, environmental studies, economics, design, and medical anthropology. She is researching safe sanitation for health improvement, and her thesis examines the factors that influence a household’s decision to purchase and use a latrine, as well as the impact of human-centered design on latrine adoption. Dayna hopes to use her health and international studies education to design effective and human-centered water, sanitation, and hygiene solutions.

LINA LECHLECH
Lina was born and raised on a tiny French island called Réunion, in the middle of the Indian Ocean. Her time post-undergrad in Cape Town, South Africa, working with Rape Crisis Cape Town Trust, the largest local non-profit offering free counseling and legal resources to survivors of sexual violence, influenced her research focus: examining the support services available to survivors of sexual violence in South Africa. She continues her work as an advocate against sexual and gender-based violence through various programs in Eugene and on campus.

MICHELLE NIKFARJAM
Michelle Nikfarjam came to the UO’s International Studies Department having completed a B.S. in Sustainable Food and Farming with honors from the University of Massachusetts, Amherst. She was the co-founder of the UMass Food Forest Garden, a ¾ acre edible forest landscape dedicated to explaining regenerative and climate-resilient agriculture. Michelle’s work has been inspired by experience within the food system as an organic farmer for three seasons. Having received a Boren Fellowship to fund her study, her current research concentrates on Rajasthan, India, where she focuses on the role grassroots movements and civil society organizations play in addressing barriers to agroecology, organic production and farmer sovereignty among small, marginal and tribal producers.

ALYSSA SPERRY
Alyssa is a classically trained Pastry Chef, certified Nutritional Therapy Practitioner, and Community Herbalist with over 15 years of industry work in the culinary world. She came to the UO to further her research on the salt industry of Jamaica – her thesis researches the topic of salt through the framework of food and identity formation focusing on the island of Jamaica in relation to two African-derived subcultures: Rastafarians and Maroons.
Adapting to Online Learning During Spring Term

On March 11, 2020, the University of Oregon announced that the first three weeks of spring term would be online and winter term finals would no longer meet in person due to the outbreak of COVID-19. Barely a week later, UO extended remote learning to cover all of the spring 2020 term.

These announcements gave professors roughly three weeks to alter the format of final exams, grade winter term classes, and adjust spring term curriculum to function remotely. For some International Studies professors, prior experience with online courses proved beneficial in the rapid transition. David Meek, the director of online education for the Department of International Studies, previously worked at the University of Alabama as an early college professor for four years, teaching a portion of his classes online.

He noted that online learning doesn’t enable student engagement, which is especially important in INTL classes. Many INTL classes rely on discussions, a feature weakened by the move to online learning.

“Usually in person, I try to teach that like a seminar, very dialogic and participatory,” said Kristin Yarris, the director of Global Health, about INTL 465: Global Reproductive Health. “I find myself recording a lecture, but that’s just one-way transmission of information, so I’m trying to use the technologies creatively to get that feeling of a seminar.”

Similarly, INTL Professor Anita Weiss’ INTL 422: Aid to Developing Countries course mimics the SAARC Summit, a diplomatic conference consisting of eight South Asian countries and various political negotiations. Without the face-to-face meetings provided by a standard classroom setting, students don’t gain the bargaining experience emphasized by the course’s structure in the same way.

In 32 years of teaching at the university, spring term marked Weiss’ first online teaching experience. Her classes, like Aid to Developing Countries, rely on group discussions and presentations in front of peers, activities that can be challenging to transfer online.

To adapt on the go, she recorded lectures -- voiceovers of PowerPoints -- and posted them on the class website. The lectures included questions for students to answer with their group via Zoom and prompted them to record videos of their responses. These videos were then posted on the class website for other groups to view.

“My website is really where the course is being delivered,” she said. “The students have been praising it and saying [the website is], ‘So accessible.’” Nonetheless, Dr. Weiss still had to remove some topics from her courses and eliminate end-of-term group presentations. Students instead prepared an individual paper and oral presentation and uploaded the work online.

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The INTL Department, just ahead of the outbreak of COVID-19, established the Director of Online Education position, which Meek assumed. The pandemic quickly exposed the need for such a role – INTL had an online presence but there was room to improve.

UO has provided tools to aid professors’ transition to remote instruction, like Zoom webinars focusing on topics such as methods for improving student engagement and a Canvas template optimized for online learning. Using those topics, Meek has hosted a series of teach-ins for INTL faculty to ask questions and learn about the best practices of online teaching. A big point of concern has been synchronous versus asynchronous learning. Some students can’t attend class at specific times due to time zone differences, picking up extra jobs in this time of financial insecurity, or some other obstacle.

“I want to be open to the potential of the technology to decrease barriers and increase participation, but there’s also a lot of barriers,” said Dr. Yarris. "Students cannot be required to participate [spring] term in real-time."

Many professors, taking in suggestions by UO and the INTL teach-in series, are therefore hosting optional real-time meetings that serve as pseudo-office hours. Students can supplement their learning from the asynchronous lectures by speaking with their professor or fellow classmates face to face (or screen to screen), but attendance doesn’t directly affect grades.

The transition to remote learning also entailed a cancellation of some study abroad trips and field experience opportunities. Global Health students are required to obtain four credits of field experience for the minor, but such cancellations rendered that impossible for some students. As a result, a new INTL course titled ‘Experiential Learning: Global Health Crisis,’ was offered to Global Health students spring term in response to the COVID-19 outbreak. Dr. Yarris decided to develop the class at the end of winter term, when the transition to remote learning began.

“I started thinking immediately about, ‘What are my global health students going to do when they can’t study abroad and when their internships and research experiences are canceled?’” she explained. “I wanted a stopgap measure so they could still graduate with the minor. I just thought [COVID-19] is the perfect thing to study.”

Because Dr. Yarris intended for the class to fill the graduation requirement of four credits of field experience for Global Health minors, 15 of the 20 undergraduates who enrolled were seniors; the other five were juniors likely graduating next fall. Four graduate students – two public affairs and two INTL students – also took the course.

With a brand-new course and roughly two rough weeks to prepare, Dr. Yarris developed its curriculum on the go. Each week had the same structure to maintain consistency: she would curate COVID-19 news ascertained to a unique theme. In week two, students compared Italy, Taiwan and New Zealand’s responses to the pandemic. The following week, they investigated racial and ethnic disparities in the U.S. Other topics included the World Health Organization’s role and how gender shapes vulnerability.

“To be honest, I didn’t know what to do with the class,” she admitted. "It was pretty stressful over spring break because I taught two classes in the winter and I was still grading...I only had a couple of days over spring break to try and figure out how I would move the other class I’m teaching [in the spring]...and I had to try and get a little bit of a plan together for [INTL] 410."

A majority of the 24 students in her class missed unique opportunities to obtain field experience due to the pandemic, so the final project had virtually unlimited freedom. There was one requirement: it must be something they could include in their professional portfolio.

“At the end of the term, I want the students to have a final product,” she said. "I told them, ‘This is for your professional portfolio. You’re all going to pass this class. Forget the grade. You’re about to graduate with a Global Health minor in a time when global public health has never been more relevant.’"

International Studies majors must complete an intercultural experience as well, and many students found themselves looking for alternative ways to fulfill this requirement. In response, the department developed two zero-week courses to be offered in Summer 2020, taught by Professor Yarris and Professor Jo Weaver, director of undergraduate studies for the department. The two courses are:

- INTL 410 - Global Cultures I: Experiential Learning with Dr. Weaver
- INTL 410 - Global Cultures II: Project-Based Learning with Dr. Yarris

INTL 410 - Global Cultures I: Experiential Learning will consist of students learning skills, such as how to conduct an interview or perform an organizational assessment, to then apply to a series of mini projects throughout the remainder of the summer. The projects will involve a unique local community’s response to COVID-19 and how the pandemic has in turn affected them.

“The goal of the course is to provide a structured framework that will allow students to become immersed and do some sort of experiential and project-based learning in the area they would have been either working or studying abroad,” said Dr. Weaver about Global Cultures I.

Dr. Yarris and Dr. Weaver are collaborating to develop the curriculum for both courses, which can be taken concurrently or separately.

"[Dr. Yarris] and I are working together on developing the content for [Global Cultures I and II],” explained Dr. Weaver. “Since we are both people who have master’s degrees in Public Health and backgrounds in International and Global Health, we’re thinking about structuring the course around projects that will allow students to conduct an immersive study.”
Navigating Cultures — Preparing Students for Traveling

The standard class at the University of Oregon – or any university for that matter – doesn’t include eating bugs for an assignment. Rather than a regimen of lectures, homework, and discussion sections, students in this Fall 2019’s International Skills (INTL 199) course were asked to eat crickets, one of several unusual assignments that prepare students for the challenges of traveling and living abroad.

“Studying and working abroad is exciting, but it can also be really hard,” admitted Dr. Lesley Jo Weaver, International Studies Director of Undergraduate Studies and instructor for International Skills. “I feel really familiar with a lot of the challenges that a student might face, and I’ve also worked a lot with students who haven’t had much preparation.”

Instead of trying to prepare students for traveling the world in a classroom, Weaver gets them into the community. Her course consists of 10 weekly assignments that range from eating crickets and ‘pretending to like them,’ to pushing the boundaries of personal space in a public area.

The course’s unique assignments teach students practical skills that can be applied while visiting another country or region. They try to simulate an abroad experience and train the brain to think more sensitively about other cultures. The International Studies major requires a 10-week intercultural experience that many students fill with study abroad or overseas internships, which makes the skills taught in this course imperative to learn.

International Skills, although unorthodox, still met twice a week for one hour, 20 minutes. Weaver filled that time with a balance of her own lectures and guest lectures. The guest lecturers came from Global Education Oregon (GEO), Mills International Center, faculty who lead study abroad trips, and others. These lectures familiarize students with travel resources around campus and provide a variety of intercultural perspectives.

Weaver, having only taught this class once, is still making changes to the curriculum. One of the adjustments: organize the order and topics of guest lectures in a better manner. To identify which topics to keep and remove, she’s solicited feedback from current students and the course’s alumni. In the one term the course has been available, it has received glowing reviews.

"Most of the feedback I’ve gotten has been incredibly positive,” Weaver said. “I’ve had students telling me this is the best course they’ve ever taken, the most useful course they’ve taken at the [University of Oregon], they wish they’d had this course before they studied abroad. The feedback has been remarkably warm.”

"[International Skills] was a great class to help prepare me for any study abroad programs,” said Maya Mackey, a UO senior and International Studies major. “[Weaver] organized the class to be a comprehensive, discussion-based guide for our future endeavors […] to help prepare me for any international experience I may have or anything that might occur when I am actually abroad.”

Although Weaver’s International Skills class began just this year, it’s in the process of being regularized into the International Studies curriculum as Navigating Cultures (INTL 102). With this in place, the course will join a required introductory sequence with the Introduction to International Issues (INTL 101) course for future prospective International Studies students. It will also work toward the INTL minor for lower-division credit, and once regularized, it can count for any student’s social science or global perspectives requirement.
Due to the worldwide outbreak of COVID-19, study abroad programs offered by the University of Oregon continue to get cancelled, including two programs led by faculty in the Department of International Studies. Associate Professors Derrick Hindery and Stephen Wooten, who lead, respectively, the Indigenous Rights and Environmental Justice and the Greek Food and Culture study abroad, recently made the tough decision to cancel their programs this summer.

Both trips were originally pushed back to the end of August because they only span three weeks, but not long later did the professors make the ultimate decision to cancel.

“That was a really, really hard decision for me,” said Dr. Wooten, who is also the director of the Food Studies program at UO. “I was formerly the director of study abroad. I’m a huge supporter of international [education] and experiential learning.”

Greece, where Dr. Wooten’s study abroad trip takes place, was an epicenter of COVID-19’s first wave in Europe. For students to travel there, the country’s recovery would have needed to be remarkably quick. Plus, there would have been a lot of restrictions because the program’s focus is making and eating food, a hands-on subject.

“I couldn’t think of a way that that’s ever going to happen this summer in Greece,” he said. “You’re supposed to have social distance, you’re supposed to not be doing things with your hands and sharing food...I’m not willing to do a Greek Food and Culture ‘lite’ program.”

When word of the trip’s cancellation reached the inboxes of Dr. Wooten’s Greek counterparts, they expressed sadness yet understanding. A response email from Rosemary Donnelly, director of the Athens Center, read: “I was so very sorry to hear about the cancellation of the GFC program for 2020. We have all been looking forward to this exceptionally interesting experiential program, but I can see exactly why you felt it was impossible for students to have the full experience under current circumstances.”

Conversely, Dr. Hindery’s program has a foundation for its transition to remote learning. The Students for Indigenous Rights and Environmental Justice in Bolivia, a student organization born out of the inaugural study abroad trip to Bolivia last summer, continues to work remotely with the indigenous communities they collaborated with on the trip.

Therefore, in conjunction with Global Education Oregon, Dr. Hindery has changed his program to be a #NoPassportNeeded experience. GEO works with faculty to transform their study abroad into a course that students can take online over the summer but still receive an International experience from.

“Students can enroll in a #NoPassportNeeded course kind of like a [UO] course and take a class from the UK or Spain or Italy,” said Kavita Battan, the communications coordinator of GEO. “You’re able to have a global experience with everything going on in these unprecedented and tough times. We still want our students to get that experience and earn credit.”

Up to 25 students can participate in the online version of Indigenous Rights and Environmental Justice, nearly double the number that planned to attend the in-person trip to Bolivia this summer.

“On the bright side, because it’s cheaper, it’s going to increase diversity among the participants. At least, that’s our hope,” Dr. Hindery said. “Also, it’s open to not only university students at the undergrad and graduate level but also to high school students and a lot of people in general.” Dr. Hindery is trying to supply equipment to the indigenous communities to record presentations to share with students. Any interaction will likely be asynchronous because of time zone as well as bandwidth issues.

“Off hand, I don’t think there’s any of the thematic issues in the course that we won’t be able to cover,” said Dr. Hindery. “Instead of being there in person, we’re going to be showing [students] slides and maps and satellite imagery.”

The #NoPassportNeeded experience has been offered to the students who were originally enrolled in Dr. Hindery’s study abroad in Bolivia -- a few have already signed up. Those who do will earn credit that can be applied to another study abroad trip through GEO in the future.
Juanita Dominguez
Juanita Dominguez had the opportunity to study abroad at Sciences Po University in Lyon, France. Despite her time abroad being cut short due to COVID-19, she felt like she got to experience and learn a lot about herself and French/European culture. Sciences Po is a well-known university with a focus on international relations. While there, Juanita got to learn and immerse herself in European politics and transnational organizations. The experience fits well with her future goals as she hopes to work with an organization whose focus is on US-European relations. Additionally, it helped her develop an understanding of international politics as a whole, which she finds important to know and be involved in.

Crystal-Candice Quaye
Crystal-Candice Quaye studied abroad in Lyon, France. The experience broadened her scope of the world. She gained valuable international experience in living and studying in another country. Her time studying in France made her realize that she wants to pursue a career in international relations. Overall, the trip was a great learning experience and one of her best memories since attending the University of Oregon.

Ashley Estes
Ashley Estes studied abroad in London as part of GEO's "London Liberal Arts" program this past spring. Even though it got cut short due to the outbreak of COVID-19, she appreciated her time in London, especially as Brexit was finalized and massive public protests ensued. As an INTL major focusing on diplomacy paired with a political science minor, Ashley's super interested in international relations, specifically within the European Union. She had the opportunity to study Brexit within her classes and each class, whether it was history, political science, art history or "Britain Today," connected to Brexit's influence. The Brexit referendum and Britain's future with the EU is a topic she hopes to explore more in the future.

Sam Nguyen
Sam Nguyen plans to take part in the GlobalWorks Media and Creative Industries Internship program in South Korea in the near future. The program will provide her with an opportunity to gain professional experience in the media industry while also becoming more knowledgeable about East Asia. This program will build upon her academic studies in her two majors, International Studies and Journalism. Going abroad is a key step in pursuing Sam’s career goal of becoming a journalist who reports on diverse stories from around the world.
**JUDY FOSDICK OLIPHANT SCHOLARSHIP AWARDEES***

**WINTER 2018**

- KATHRYN ANDERSON  
  Riga, Latvia
- QUINNE HAUTH  
  Lyon, France
- BAILEY HOLLOWAY  
  Heidelberg, Germany

**FALL 2018**

- CATHERINE FELDKAMP  
  Amman, Jordan
- NORMA PEREZ RAMOS  
  Barcelona, Spain

**SPRING 2018**

- GABRIELLA FARLAND  
  Buenos Aires, Argentina
- TALON KENNEDY  
  Amman, Jordan
- VICTORIA LINDSAY  
  Valparaiso, Chile
- TIFFANY QUISPE-AUSTIN
  Leece, Italy
- GRACE SZCZENIAK  
  Santiago, Chile

**WINTER 2019**

- COSMINA IOANAS  
  Accra, Ghana
- HAWI JALDO  
  Accra, Ghana
- OKSANA LEONTYUK  
  Balkans
- CRYSTAL-CANDICE QUAYE  
  Lyon, France

**FALL 2019**

- JUANITA DOMINQUEZ  
  Lyon, France
- ASHLEY ESTES  
  London, United Kingdom

**WINTER 2020**

- PAIGE BACON  
  Segovia, Spain
- RAIMY KHALIFE-HAMDAN  
  Fes, Morocco
- HOWARD MAI  
  London, United Kingdom
- SAMANTHA NGUYEN  
  Seoul, Korea
- CRYSTAL-CANDICE QUAYE  
  Beijing, China

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**TRAVEL TIP:**

Hang out and explore with people who aren’t from your home country -- make friends from all over the world!

*If you were also awarded an Oliphant scholarship, but don’t see your name listed here, please email ocias@uoregon.edu*
Students for Global Health meets weekly on Tuesdays from weeks two through nine all three terms. These meetings used to be lectures but are now discussions about a relevant world health topic determined by the board members. Due to COVID-19, the meetings were on hold spring term, but the club continues to communicate via email and Facebook.

"The club really gives people an opportunity to discuss, question some of these status quo ideals that we've established," said Youri Benadjoud, the president of Students for Global Health and a UO junior. "We try to push, 'What would you do in this situation?' Like, 'How would you handle the coronavirus right now?" They have been discussing COVID-19 since mid-January and each weekly meeting during winter term covered updates on the virus.

In addition to these conversations, the Students for Global Health hosts two events each year. The first is a Menstrual Health Panel, which usually involves showing a documentary about the topic as well as presentations from several speakers. Last year's theme was destigmatizing periods, and this year's was access to menstrual care products. Roughly 30 people showed up to listen to three panelists – including the Director of the UO Women's Center – discuss access issues during week eight of winter term.

The other event is a 5K called "Strides for Solidarity" in the spring. The proceeds of the race go to Partners in Health, a national non-profit that provides medical care to those in need. Students for Global Health is a chapter for Partners in Health. Unfortunately, the race was cancelled this year due to COVID-19.

Benadjoud and the other members of Students for Global Health replaced it with a Zoom panel titled, "Journey Towards an MPH: Experiences from SGH Alums." On the evening of May 7, Global Health alumni spoke about how to apply to Master's in Public Health programs over Zoom.

According to Benadjoud, the club is composed of a 50-50 split of Global Health minors and other students. The non-Global Health minors are generally studying human physiology or a related science, but participants come from all types of majors and backgrounds.

Students for Indigenous Rights and Environmental Justice in Bolivia

International Studies Associate Professor Derrick Hindery led a three-week long study abroad trip to Bolivia for the first time last summer to work with and learn about indigenous peoples. Upon return, there was plenty more work for the students to do in conjunction with the people they met in Bolivia.

"We can only have limited impact during three weeks in Bolivia," said Dr. Hindery. "My dream is to have students doing a lot more in-depth, longer-term work remotely, and then sparking students to do internships for multiple weeks or months as a couple of students already have."

The ten students who went on the inaugural study abroad trip did just that. They continue to develop websites for businesses in indigenous communities remotely one year later. Students for Indigenous Rights and Environmental Justice in Bolivia was officially recognized as a club by UO in January 2020.

"Before I went to Bolivia, I didn't anticipate any kind of involvement after I got back," said Margery Price, a sophomore who is the president of the club.

"Even before we left [Bolivia] and got back to the U.S., we were forming the foundations of this group."

The club meets weekly to discuss labor distribution and occasionally communicate with Bolivian Professor José A. Martinez. Their transition to online meetings for spring term was smooth; some students already video-called in when in-person meetings still took place, and they gather work documents in a shared Google Drive folder.

Price hoped the new group of students accompanying Dr. Hindery to Bolivia over the summer would join the club, but the trip has been cancelled due to COVID-19. In its place is a NoPassportNeeded opportunity offered by Dr. Hindery and Global Education Oregon. Up to 25 students will learn about Bolivian indigenous peoples via lectures, guest presentations, virtual tours, and readings as well as work on remote service-learning projects.
Professor Yvonne Braun was promoted to full professor in September 2019, and she continues to work part-time in the Office of the Provost. She was also honored to receive the Faculty Research Mentor Award from the Center for Undergraduate Research (CURE) and the Clark Honors College this spring. This year, Professor Braun taught a First Year Interest Group (FIG) class and the Gender and International Development course and maintained an active research and service portfolio. She published one peer-reviewed co-authored chapter last year on the nuclear energy industrial complex in Japan, has two peer-reviewed articles accepted and forthcoming on the political ecology of resource extraction and the riskscapes of HIV/AIDS, food insecurity and poverty in Southern Africa, and has two manuscripts under review for publication. Lastly, Professor Braun has been active in professional service. She is continuing to serve on the Board of Directors for the Society for the Study of Social Problems (SSSP) and serves on both the ad-hoc Revenue Generation and ad-hoc Resolutions Committee for SSSP.

Kathie Carpenter spent Fall 2019 on study leave in Siem Reap, Cambodia where she conducted follow-up interviews with former residents of the orphanage she has been researching since 2008. With the interviews completed, she returned to Eugene and finished her book manuscript, which is to be published in the Childhood Studies Series of Rutgers University Press in 2021. An article from her project on children’s museums titled "Finding Place and Feeling Culture in the Universalized Spaces of Children’s Museums" appeared in the September issue of The International Journal of the Inclusive Museum, and her chapter titled "A ‘Nice, Knock-down Argument’ About Orphanage Tourism, Modern Slavery and the Power and Peril of Naming" appeared in the book Modern Day Slavery and Orphanage Tourism, edited by Cheer et al. In summer 2019 she was the coordinator for the Global Cultures camp as part of the Summer Academy to Inspire Learning (SAIL camp) an innovative summer bridge program serving middle and high school students from underrepresented backgrounds with the aim of encouraging students to enroll and succeed in college through early exposure and exploration. In March, she and colleague Alison Carter of Anthropology convened a grant-funded workshop to develop a collaborative research network with scholars from across campus in a new cross-disciplinary project on the human dimension of environmental change in Southeast Asia.
Professor Dennis Galvan continues to teach INTL 240: Perspectives on International Development and advise students, while serving as UO Dean and Vice Provost for Global Engagement. In his administrative role, Galvan manages study abroad, international student services, and the Global Studies Institute, home to international research and outreach centers/programs. He travels globally to represent the UO and to West Africa and Southeast Asia for his own research. His current research projects consider emerging global middle classes and non-western notions of a “good life”; inequality and political dis-integration after structural adjustment; and syncretic responses to forced modernization.

In Summer 2019 Professor Hindery, Bolivian Sociology Professor Jose Martinez, Bolivian environmental scientist Zulma Villegas and University of Oregon’s study abroad office (GEO) launched a pioneering on-site and remote study abroad program in Bolivia in which students from University of Oregon carried out service-learning projects in two large-scale communal indigenous territories, Lomerio (Chiquitano/Monkóxi territory) and Guarayos. All students and the public are invited to participate in the online version of the program in June and July 2020, which is based on remote service learning projects. Student alumni were inspired to create a transnational solidarity student organization called Students for Indigenous Rights and Environmental Justice in Bolivia, which is looking for volunteers (students, faculty and the general public). Hindery continued working on a new book project that examines innovative alternatives that Bolivian indigenous peoples are implementing to defend their cultures and territories, including music and technical schools, non-timber forest products and women’s art and handicraft cooperatives. He also completed an article titled Struggles over scale: cumulative impact assessment and Liquefied Natural Gas projects in the US. In addition to the study abroad course, he taught Global Environmental Issues and Alternatives, Global Community Building, Sustainability Movements Around the World, Innovative Alternatives in a Globalizing World and Development and Social Change in Latin America.

Professor Galen Martin teaches the required introductory course for the major INTL 101: Introduction to International Issues as well as INTL 360: International Cooperation and Conflict and new course in our curriculum, INTL 410/510 Development and Social Change: Europe. In addition to his work in International Studies, Martin teaches environmental and food-related courses in the Environmental Studies Program and two seminars in the Clark Honors College. In response to the COVID-19 pandemic, Martin converted three spring term classes to remote learning.

Martin has been invited to give several guest lectures across campus and in the community on food security and food waste prevention. He is also involved in a Freshmen Interest Group (FIG) involving food and agriculture for which he received a Rippey Award for innovative teaching. The class meets at his farm and culminates in a pie baking seminar using pumpkins picked and prepared by the students. In an addition to a full teaching load this year, Martin served as the chair of four Honors College Thesis committees, supervised a number of International Studies Honors Theses, and worked with graduate students as both chair and committee member.
Professor David Meek is an environmental anthropologist, critical geographer, and food systems education scholar with area specializations in Brazil and India. Currently, Meek is working to synthesize the political ecologies of health and education—two emerging areas of scholarship that together illuminate how knowledge, health, and the environment are intertwined. By integrating these theories, Meek seeks to provide new insight into how food systems education can produce landscapes of well- or ill-being, and how education shapes adaptation, food sovereignty and food security.

Meek has two active and related research projects that sit at the intersection of food production and mental health in India. The first project focuses on food sovereignty, critical food systems education, and mental health in the South Indian state of Karnataka. The second project explores how food systems education functions within the state’s push to advance organic agriculture. Meek is analyzing the linkages between food systems education, food sovereignty, and scale in the remote Northeastern Indian state of Sikkim, which has achieved 100% state-wide organic production.

Professor Gabe Paquette is Professor of History and International Studies as well as Dean of the Clark Honors College. In his scholarship, he has explored aspects of European, Latin American, and International History, chiefly in the period after 1700. His most recent book is *The European Seaborne Empires: From the Thirty Years’ War to the Age of Revolutions* (Yale University Press, 2019). He has authored many articles in academic journals, including the *Journal of Latin American Studies*, the *Historical Journal*, the *Journal of Transatlantic Studies*, and *European History Quarterly*. He writes occasionally for publications aimed at a wider, non-academic audience, including the *Times Literary Supplement*, *History Today*, and the *Chronicle of Higher Education*. An Associate Editor of the *Journal of Iberian and Latin American Studies*, he is also one of the academic editors of the “Cambridge Texts in the History of Political Thought” series, published by Cambridge University Press.

This year, Professor Lesley Jo Weaver taught a new core undergraduate course in INTL called “Navigating Cultures: Competence and Ethics in a Globalized World.” She presented her work at two international conferences, and she has published two new articles as well as a book chapter on the full range of her research topics, including food insecurity and mental health in Brazil, mental health among women in India, and the history of race in anthropology. Dr. Weaver also achieved tenure this year and served as the Director of Undergraduate Studies.
Professor Anita Weiss has spent much of the past year absorbed with completing her book (her eighth), *Countering Violent Extremism in Pakistan: Local Actions, Local Voices*. This research has taken her to fascinating places in Pakistan where she met many amazing people including poets, artists, musicians, religious leaders, and myriad activists who are standing up to extremism and reclaiming local identity. Publication of the book has been slightly delayed because of the COVID-19 pandemic, but the physical copy should be available sometime over the summer. In addition, she traveled twice to Pakistan – in June and in August/September 2019 – in her role as co-Principal Investigator of the UO’s University Partnership with Karakorum International University (KIU) in Gilgit, “Promoting Women’s Entrepreneurship in Gilgit-Baltistan.” Professor Weiss is wrapping up her final term at the UO, after 32 years, as a regular faculty member. In Fall 2020, she will become Professor Emeritus and begin the tenure-reduction/partial retirement program in which she will teach occasionally through Spring 2023.

This time last year, Stephen Wooten was preparing to leave for his annual Greek Food & Culture study abroad program. The hands-on and socially intimate field school has been a highlight of his teaching portfolio for four years now. Last summer’s offering was a great success with UO students getting to know Greek people and culture through the alimentary processes of collective cooking and eating. Likewise, local people had the chance to learn about the lives and experiences of US college students. All in all, the program was an enriching cross-cultural collaboration replete with new awareness and contented tummies. Alas, the current COVID-19 crisis has curtailed the 2020 running of the program. But Dr. Wooten is already planning for the program’s return next summer. In other news, he stepped forward to serve as Acting Head for International Studies in the fall term while continuing to lead the Food Studies Program. In the fall, he worked with a new cohort of first year undergraduate students in his Food Matters FIG and mentored a new class of graduate students in International Studies. In winter, he taught his cornerstone Global Ethics course and hosted a Fulbright Scholar from Slovakia who came to the UO to pursue research on food themes in English literature. Thought the year he has been moving forward on his current book project that explores the cultural significance of cooking in West Africa.

Professor Kristin Yarris has been working on three lines of research. First, she continues to publish in the areas of mental distress, psychiatric care, and in the broader field of global mental health. An article currently under review examines how gendered role expectations shape men and women’s experiences of schizophrenia in Mexico.

In a second line of ongoing research, Yarris is engaged with immigrant rights organizations in Oregon, examining the role of volunteers in sanctuary and solidarity movements offering welcome to migrants, refugees, and asylum seekers. In a 2020 paper in the Journal of Refugee Studies (coauthored with INTL MA alumna Brenda Garcia-Millan and Karla Schmidt-Murillo), Yarris examines the motivations of refugee resettlement volunteers in an era of political hostility. Yarris is also tracking the ways in which the coronavirus pandemic disparately impacts Oregon’s Latinx communities and immigrant communities.

A third, newer, line of research involves a historical study of Morningside Hospital, an inpatient mental health facility open in Portland, Oregon, during the first half of the 20th century, which explores tensions in American Psychiatry and the relationship between public mental healthcare and nation-state formation. This medical humanities project is a collaboration with Prof. Mary Wood (UO English) and has received support from the UO Center for the Study of Women in Society and the UO Mellon Libraries-Museum grant. Yarris is analyzing archival materials related to the hospital as she and Wood develop a coauthored book manuscript based on this project.
Over the course of 10 years at the Oregon Consortium for International and Area Studies, Graduate Coordinator Hope Marston helped a lot of students put on a cap and gown for the second time. She oversaw three graduate programs during her decade-long tenure: International Studies, Asian Studies, and Russian, East European, and Eurasian Studies.

Like most people who work in the field of education, Marston appreciates hearing what students have done since obtaining their degrees and leaving the University of Oregon. In her final months at the university, she patrolled LinkedIn to get updates on former students and what they’ve achieved.

“I get to see so much about what’s going on with our [graduated] students and challenges they’re facing and the joys that come up,” she said about the professional networking site. Marston added that seeing students seek out knowledge because they’re passionate about a subject felt rewarding as well. She strived to help students submit their best work and was always available for them in order to fuel that passion.

“When you see that kind of passion in a student where they’re really on a journey to seek knowledge and the mastery of that knowledge,” she said. “When you see the spark in a student – every professor knows this, every person that’s engaged with students, every person that’s been a student – knows that there is a spark, and when that spark happens, it’s like the discovery of fire.”

After 10 years with OCIAS and 20 total years with the University of Oregon, Marston worked her last day on February 28. With the extra free time provided by retirement, she plans to write more and continue her involvement with the Eugene community. She enjoys epiphany writing in journals or on the computer about a range of topics.

Additionally, Marston will have more time to spend with her two granddaughters and is looking forward to extra trips to the park, and attending grandparent’s day at the elementary school.

“I hold [my granddaughter] until she goes to sleep. That’s one of the most gratifying things I can do with her. Just walk around and just hold her,” said Marston. “This is going to give me just so much time to hang out with the kids and go to their events, and that’s worth everything.”

“When you see the spark in a student—every professor knows this, every person that’s engaged with students, every person that’s been a student—knows that there is a spark, and when that spark happens, it’s like the discovery of fire.”
Why are we making this change?

Our department is growing and we are broadening the topics that we cover. We feel that the name Global Studies more accurately expresses who we are now and where we see ourselves headed in the future. It expresses how our concerns are centered on the wellbeing of communities and individuals around the globe, regardless of their relationship with particular nation-states. It conveys how everything we do is informed by the forces of globalization, and how we are concerned with the ways local communities respond to globalization and the ways they themselves shape how globalization occurs. The issues with which we concern ourselves are inherently transnational, in that they cut across national boundaries, and inherently local, in that they pertain to the lived experiences of ordinary people in their local communities.

Starting Fall 2020, students seeking to register for department courses will register for Global Studies courses with a “GLBL” course prefix (rather than “INTL”).
Check out our social media channels where we post important academic deadlines, scholarship and research opportunities, upcoming courses, and other events!
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