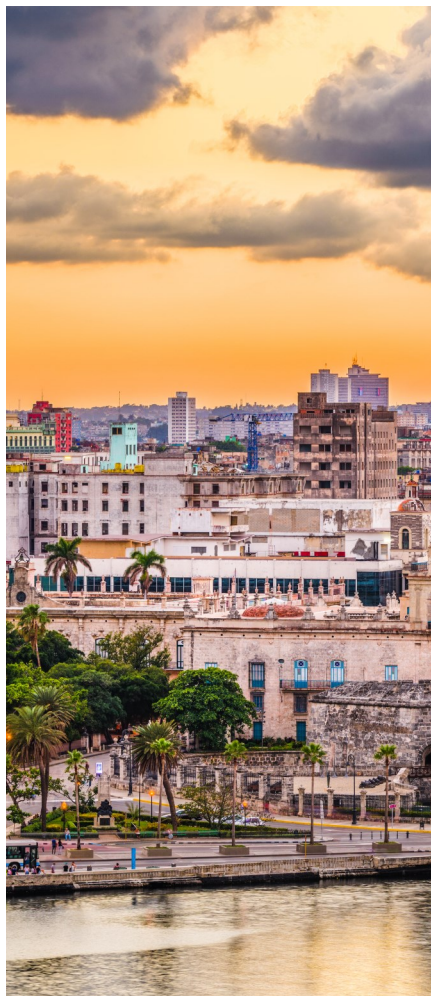




GLOBAL STUDIES

ANNUAL DEPARTMENTAL NEWSLETTER



FEATURED:

VACCINE RESEARCH, TENNIS MATCHES, AND MORE:
GLOBAL STUDIES STUDENTS
TAKE ON THE PORTLAND
INTERNSHIP EXPERIENCE

STUDYING HUMAN AND
ECOLOGICAL ENVIRONMENTS,
FROM FARMS TO CLASSROOMS

SLAPE RECIPIENTS CONDUCT
VIRTUAL EDUCATIONAL
RESEARCH ACROSS BORDERS

...AND MORE!

The Versatility of a Global Studies Degree...

TALKING WITH LAWYERS, NONPROFIT MANAGERS, AND GLOBAL HEALTH LEADERS

Of the many majors that the University of Oregon (UO) has to offer, Global Studies is well-known for being amongst the most interdisciplinary, emphasizing the complex social, cultural, political, and economic connections and intersections between nations across the world. This diversity is reflected not only in the breadth of course material available but also in the career outcomes of UO undergraduates and graduates: UO Global Studies alumni have gone on to pursue everything from non-profit management to global health data analytics. Here are three of their stories.



Brent Renison, a UO International Studies (the pre-Fall-2020 equivalent of Global Studies) major from the class of 1990, credits his experience in the UO International Studies program as the foundation for the academic and occupational paths he has since explored. After filling a variety of positions with numerous different organizations, he now ultimately leads a fulfilling career in immigration law.

During his undergraduate studies within the department, Renison focused on China and East Asian languages. According to Renison, the International Studies program's interdisciplinary nature and the many career pathways it opened for him are the reasons he has been able to take the multifaceted approach he has to immigration law.

After finishing at the UO, Renison went on to work for the state department with the goal of eventually going into foreign service. This trajectory shifted when he decided to pursue international business at the University of Hawaii. Finally, once he graduated with a degree in law, Renison returned to Oregon and applied to a law firm, where he switched his focus to immigration law. This career was internationally-oriented, not because he worked or traveled abroad, but because he helped people from across the world make new homes in the United States. He worked in this field for several years, focusing on deportation defense, asylum, family immigration, and now employment-based immigration.

According to Renison, the UO International Studies program helped him develop cultural competency and sensitivity, allowing him to offer his services to a diverse breadth of people facing a wide range of circumstances. Renison advises Global Studies students to “think outside the box regarding pursuing work that you enjoy. International work doesn't just mean going to other countries; many companies and organizations are looking for an international focus or ideology within someone.”



UO Graduate **Nicky Ulrich** exemplifies Renison's parting words exceptionally – every day, she implements an internationally-focused ideology right here in Oregon to provide underserved individuals and communities with fresh food.

Ulrich graduated from the University of Oregon in 2018 with two master's degrees: one in International Studies and one in Nonprofit Management. In International Studies, she focused on Africa and food systems, an endeavor which culminated in a thesis concerning how refugee populations in Portland, Oregon, engage in community gardening. Ulrich's interest in food studies bridged the gap between her International Studies and Nonprofit Management degrees. In each field, she focused on food, allowing her to understand its intersection with culture, policy, and accessibility. The different structures of each program complemented one another to create a fulfilling dual-degree experience.

Ulrich noted that the Nonprofit Management program was very application-based, characterized by various hands-on projects and community work opportunities. In contrast, the International Studies program provided her with a more “traditional” graduate student experience, especially in terms of the-writing. Stephen Wooten served as Ulrich's advisor during her thesis work. Wooten focuses on food studies, so having him as an advisor aligned perfectly with Ulrich's intersectional academic goals. Through working with Professor Wooten and doing research for her thesis, Ulrich was able to adopt a hunger issues lens that she “applies to her work all the time.”



Ulrich is now a Health Manager at Zenger Farm in Portland, where she applies the multicultural thinking and cultural sensitivity skills she picked up in her International Studies classes to her daily work. At Zenger Farm, she connects 300 families within the Portland metropolitan area with fresh produce from local farms. Her position doesn't just revolve around providing food to families but also thinking about the crops that are being grown and determining whether they match community members' cultural preferences and needs. Reflecting on the International Studies program, she encourages current Global Studies students to take advantage of internships and other “real-life” work, especially utilizing local organizations doing “global work.”



Beth Plowman, meanwhile, took her studies in a completely different – although equally as societally essential – direction, focusing on health systems in developing countries. Plowman graduated from the UO with a master's degree in International Studies in 1998, subsequently narrowing her focus to health, data and evidence generation. This work revolved around monitoring development programs and eventually led to a career with the United Nations International Children's Emergency Fund (UNICEF).

Plowman has been working with UNICEF since 2015 when she dove in by aiding the organization with its response to an Ebola outbreak. Currently, her job is focused on developing and leading independent evaluations and results-monitoring systems for global health programs.

Now that Plowman works in a global sector, she notes that the International Studies program at the UO was particularly helpful in allowing her to gain career experience. In line with Ulrich's advice, she earned scholarships, took research and methodology classes, and received an internship with the World Health Organization. According to Plowman, she “never would have [asked for an internship] if it weren't a requirement of the program,” yet this experience opened up a door for incredible career opportunities down the road. For her part, Plowman recommends that current Global Studies students “get real-world experience, go overseas, and get creative!”

📍 DURBAN, SOUTH AFRICA



Vaccine Research, Tennis Matches, and More...

GLOBAL STUDIES STUDENTS TAKE ON THE PORTLAND INTERNSHIP EXPERIENCE

The traditional “summer internship” may be on its last leg. As prospective workers across the country recognize the value of their worth in the face of growing labor shortages, they have begun to demand better compensation and recognition from their employers, as well as the opportunity to do more fulfilling, career-building work. The concept of the internship as an unpaid, lowly offer of work, begrudgingly accepted for the chance to get one’s foot in the door, may soon be gone for good.

This social development, however beneficial it may be for workers, does come at the unfortunate expense of small businesses and nonprofits that lack the capacity to fund competitively compensated internship programs. To counterbalance the two opposing trends – workers’ unwillingness to do unpaid labor and small businesses’ inability to pay for additional labor – the University of Oregon (UO)’s new Portland Internship Experience (PIE) program is removing financial barriers for students and businesses alike by providing \$5,000 stipends to students who partake in internship programs that would otherwise be unpaid. The PIE targets its funding on small minority-owned and equity-focused firms in the Portland area in an attempt to further realize efforts

to uplift underserved communities.

The PIE first launched in the summer of 2021 against a backdrop of financial difficulty for many Portland-area businesses. Between surging social issues and economic downturn, small businesses’ capacity to take on much-needed help was severely limited, and the PIE provided a mutually beneficial solution to this crisis. Early in 2021, over 300 UO students filled out the PIE application, browsed the portal to find internship sites that aligned with their skillsets and interests, partook in interviews, and accepted offers to spend a summer in Portland working with a company they were matched with.

Of the students who participated in the PIE, the UO’s Global Studies students were particularly well-represented across the diverse field of business partnerships: Global Studies was the number-one major of students who were offered PIE internships. Many of these students branched out from internships directly relating to the content being taught in their Global Studies classes; interns spent their summers developing libraries, marketing Chinese gardens, fighting vaccine hesitancy, and everything in between.

Jennifer Beltran was paired with the Portland Tennis & Education (PT&E) organization over the summer. Beltran, who plans to move to Portland after graduating, was grateful for the experience to get acquainted with the area and build local connections, as well as get involved with the racial and justice social efforts that Portland is so well-known for.

Beltran didn’t know much about tennis when she first began her internship, but said she found joy in “encounter[ing] young students of color playing tennis almost every day, which was so powerful and beautiful to see because it’s such a white-male-dominated sport.” PT&E primarily serves students of color, many of whom are bilingual, and offers tutoring, group tennis instruction, life skills instruction, and parent and advocacy training for K-12 participants.

For her part, Beltran worked to restructure PT&E’s High School Academy Program. “I worked on assembling and creating educational resources (in English and Spanish) for students in the program, gathered feedback on how the program could improve, and often provided assistance in the K-5 classroom activities,” Beltran recalled. Beltran said that this work felt incredibly meaningful because she knew that what she was doing would directly benefit underserved students and their families and helped her to develop her “communication, collaboration, and problem solving skills in a professional setting.”





“The garden holds a lot of history and sentimental value.”

Britney Soumphonhphakdy, who said that one of her purposes in life is “to provide individuals with a voice in the community... by listening to the stories and experiences of those I meet,” found fulfillment in her pairing with Lan Su Chinese Garden. “I definitely was able to learn a lot about the stories of the community,” Soumphonhphakdy said. “At my internship site, I learned a lot about the historical significance of Old Town Portland... I also got the opportunity to learn a lot about the relationship between Portland and their sister city Suzhou China through the history and walls of Lan Su Chinese garden.”

For Soumphonhphakdy, an average day at Lan Su consisted of a combination of market research and outreach to community organizations through surveying and data implementation. She often had to balance multiple independent projects simultaneously, and so the internship helped her develop her time management, planning, and problem-solving skills.

However, the human connection was what stuck with Soumphonhphakdy most. “I loved being able to hear about the experiences of all the members, visitors, and volunteers that I met at Lan Su Chinese Garden,” she reflected. “The garden holds a lot of history and sentimental value.”

Luda Isakharov was inspired to join the PIE when she heard that “the University was giving students paid opportunities to help marginalized communities in Portland recover from the pandemic,” which she deeply appreciated. Isakharov says she entered the program with the hope that she would be able to use her “Russian language skills and cultural background in a professional capacity to help communities in the Portland area.”

These expectations were met and exceeded when Isakharov was paired with Boost Oregon, a Portland-based nonprofit dedicated to promoting science-based decision-making around vaccinations and vaccine hesitancy in Oregon. In line with her Russian interests, Isakharov got to lead an independent research project to uncover sources of vaccine hesitancy amongst Russian-speaking Oregonians. Throughout her project, she interviewed prominent community members and authorities and joined a workgroup of more than 40 stakeholders and leaders working on Slavic Health Education.

Ultimately, Isakharov had the chance to present her completed research project to the Boost Oregon team and to the other members of her workgroup. “The Portland Internship Experience most helped me develop my Russian language skills by giving me the opportunity to use them in a professional capacity,” Isakharov said. “Additionally, I significantly improved my research skills by [conducting] high-level research that will be used by several organizations for years to come.”



📍 PORTLAND, OR, UNITED STATES





Stella Feuerborn entered into the PIE without any prior internship experience and was surprised when a marketing firm was eager to take her on, despite her lack of experience and her status as a Global Studies major rather than a Marketing or Business major. The firm, called “better,” is a black-owned remote business without a brick-and-mortar headquarters.

Feuerborn’s internship was broadly focused on design. She primarily did photography, photo editing, and graphic design, and reflects fondly on photographing Sneaker Week, a weeklong Portland event based around sneaker culture in surrounding communities. “It was super cool because I got to connect with Portland communities... and empower them through art,” Feuerborn said. “I got to work primarily in communities of color... I feel like it really helped me increase my cultural competency and my cultural communication skills, which was super exciting and some-

thing I’d been wanting to do.”

Uniquely, Feuerborn said that better “actually kept me on past the summer, so I’ve been able to continue to work with them and think about what it would be like if I pursued going up in the ranks there... I ended up working with a site that doesn’t fit my major at all, but [that] I was in love with, and I loved the work I did.”

Noelyn Leni was matched with Self Enhancement, Inc. (SEI), a business that primarily serves Black youth and aims to build resilience in young students. Leni got to work on SEI’s library program where the role of the program was to teach students basic processing skills and provide them with information on multiple subject areas that will equip them with different ideas and knowledge.

“I was able to build on my professional skills through bi-weekly sessions in which my peers shared what they had learned during their internships,” Leni said. She enjoyed the opportunity to learn new skills, build her resume, and gain valuable work experience. “The experience challenged me to develop my community/leadership skills while also bringing me joy,” Leni recollected. “It was a great opportunity for me to learn, support, and create programs for African American teens at SEI.”



These five diverse experiences highlight the value the PIE provides by empowering small businesses that center underserved communities – value for not only these communities, but also for the Global Studies students that have had the unique chance to make their mark. You can learn more about the PIE online at their [UO website](#).



Energy, Environment, Politics, and a New School...

A CONVERSATION WITH DR. YVONNE BRAUN

Anyone who sits down to speak with the University of Oregon's own Dr. Yvonne Braun will quickly come to the realization that she is a jack of all trades – though certainly not a master of none. Her multidisciplinary contributions to academia are the result of a long journey of self-exploration, hard work, and dedication to social justice.

Braun began her academic career as a first-generation college student from New York who lacked a strong sense of direction. “I didn’t know what I was going to do,” Braun said. However, as she entered her junior year of college at the State University of New York College at Geneseo, she finally settled on a sociology major with minors in environmental studies and art studies and a focus in woodworking.

“I ended up finding, later in my time in college, this interest around these bigger questions of social inequality and how those connect to issues of the environment, but also creative expression,” Braun reflected. “When I went on to graduate school... I wanted to do something interdisciplinary... where I landed was a joint program in sociology and anthropology, in part because I was really interested in thinking about questions cross-culturally and thinking about the kinds of issues that sociology talks about.”

After Braun received her Ph.D. in sociology and anthropology from the University of California Irvine, she learned of a job opening at the University of Oregon, prompting her to move to Eugene in the fall of 2005 to start a new chapter in her academic career. “The West Coast kind of resonated, and when the job came up in Eugene – originally I got hired into sociology here – it just seemed like a dream come true,” Braun recalled.

At the University of Oregon, Braun has gotten to make the most of her multidisciplinary background by learning and educating others about social issues through a variety of different lenses. Over the past 17 years, Braun has gotten to spend time teaching for Sociology; Women's, Gender, and Sexuality Studies; International Studies; African Studies; and Global Studies. “I’m kind of an unusual bird in some ways because I’ve been in so many different units,” Braun said. “My teaching, in some ways, has changed because of those institutional locations, but if I just point to the themes in general, they are around gender and intersectionality, environmental



justice, questions of international development, social inequality, those kinds of areas.”

Another important area of Braun's work is her research. Notably, she has been participating in an ongoing analysis of the impacts of dams on communities in Lesotho for over 25 years. “Seeing things over time leads to different perspectives on how you understand or analyze the kinds of conditions that I initially was drawn to and looked at,” Braun reasoned. “In fact, one of the articles that I published in 2020 was exactly looking at this issue of time and temporality and the ways in which they continue to justify building more dams... it's kind of analyzing the ways in which international development gets rationalized... it has this way of delaying justice.”

While she feels she is finally beginning to phase out of her work in Lesotho, she believes that her takeaways from this research have carried over into many of her other projects and will continue to do so in the future. “The threads or the continuity of that work to some of my other work is really looking at issues of energy politics and development... the dam projects were about energy, but also about addressing poverty through selling water, and so is this more recent work that I've been looking at,” Braun said. “We're looking at nuclear energy policy in Japan, especially in the wake of post-Fukushima – the Triple Disaster in 2011 and into 2012 – the...

...mobilizations that happened during that period in the streets. There was public mobilization against nuclear energy, and there was a calling for Japan to use other kinds of energy resources, and so there was a moment there where there could've been a shift more towards renewables... and quickly, Japan has doubled down on nuclear energy again."

"Thinking about 'How does that happen, who influences those decisions, how do the political and economic elites shape the decisions around power and energy?' is where the thread with the dams in Lesotho comes in, because that's another instance where the impact on local communities is not seen as enough justification to not build more dams," Braun continued. "At the level of political and economic elites both inside the country and outside the country, they are driving the decisions around those kinds of energy politics. The Japanese case is interesting in the ways it really shows networks of class power and how those make decisions, and you can see very similar kinds of arguments with the fossil fuel industry here in the U.S. as well."

In addition to conducting her own research, Braun also prioritizes supporting students at every stage of their academic careers in getting published, too. Braun has worked with various types of students (from undergraduates to master's students to Ph.D. candidates) to produce research within various fields of study (from geography to sociology to environmental studies), and she values the role that she gets to play in these endeavors. Over the years, Braun has continued to engage with what she calls "that arc of helping junior researchers move through that pro-

cess, whether it's at the undergraduate thesis work level, but also moving all the way into the master's and Ph.D. work, helping them to get published and go through that whole process."

Another aspect of her job that Braun is excited about is her upcoming role as Department Head of Global Studies as the new School of Global Studies and Languages develops. "It's such an interesting time for global studies," she said. "We've got this new school developing. It's always been true, but I feel like people may see it now more, why and how global studies is on the map, has to be in the conversation, and is an important lens into the contemporary social issues... global studies offers certain kinds of interdisciplinary frameworks and opportunities to bring those together with a cultural awareness and attention to language in a way that I think is unique on campus."

"The other thing I'm really looking forward to is that we've got a moment where we're coming together as a faculty and as a department into a new entity – the school – and this new stage of the pandemic, there's an opportunity to rebuild our global studies community and strengthen it," Braun articulated. "I think a lot of people in our unit bring different kinds of strengths in that area, so I'm really looking forward to working with everybody in that mix – faculty, students and staff – to think about how we can, in light of all that we've learned, in light of the changes in the school and in the structure and in the college, rebuild our community to really support the kinds of ways we would like it to be that will nourish us and inspire us anew."



SLAPE RECIPIENTS CONDUCT VIRTUAL EDUCATIONAL RESEARCH ACROSS BORDERS

At the University of Oregon, Slape Awards support international research efforts for multiple Global Studies graduate students each year, ensuring that they have the opportunity to partake in extracurricular endeavors that complement their academics. This year, Alejandra Pedraza and Grace Wright — both exemplary Global Studies graduate students and Slape Award recipients — had the opportunity to conduct research on the effects of the COVID-19 pandemic on educational and community outcomes in the countries of Mexico and Nepal, respectively.

Talking with Villagers from the Sierra Gorda Biosphere Reserve



Alejandra Pedraza's project is entitled "The Expansion of Caregiving During the COVID-19 Pandemic: Insights From a Migrant-Sending Village in Rural Mexico," and she has been studying a rural Carretero in the Sierra Gorda Biosphere Reserve. Migrant-sending villages are communities that are fully funded by remittances; in Mexico, this typically means that most or all of a community's adult male residents migrate to the United States or a nearby city to work. After their own living expenses are taken care of, these workers send the rest of their earnings back to their home village to support their families.

Despite recognizing the stark differences between her experiences living in the U.S. and the experiences of the migrant-sending villagers living in Mexico, Pedraza's project has still felt personal for her. "In general, migration is something that I'm very passionate about; I am the product of migration, and it has been something that I have been embedded in most of my life," she said. "Yes, I am a woman of color here in academia, but outside the UO circle, there are people that still question how 'legal' I am to be

here in the U.S.... I come from downtown Colorado Springs, which is red – as red as you can get, it's a military town – and they always associate someone that is brown and/or Mexican heritage as being illegal."

Furthermore, Pedraza was no stranger to the central-Mexican village she studied: "I have a background there because I had been a Peace Corps volunteer right before the pandemic; I was there from 2018 to March of 2020, and I had been a teacher in that community," Pedraza said. While COVID-19 prevented Pedraza from returning to the village to conduct research in-person, her established point of contact with the village's residents allowed her to conduct remote research, even when international travel was off the table.

Primarily, Pedraza spoke to women and teachers — the people who were still living in the village when the COVID-19 pandemic hit. She was able to use her Slape Award to pay for software to help her translate and code the virtual interviews. However, the remote character of her research posed some unique challenges. "For the community I was working with, women tended to be a little more reserved," Pedraza recalled. "I was able to speak to them because I had [previously] been there for two years, completely isolated from the rest of the world, [but still,] trying to get them to really communicate their feelings through a phone was much more difficult than if I had been sitting with them, enjoying coffee and just hearing about their day-to-day lives."

As Pedraza spoke to the village's women and teachers, her goal was to capture their experiences serving as homemakers, caretakers, educators, and financial managers all at once. "When their male partners migrate to the United States or the city," Pedraza said, "[the women] stay back home, and they have to manage the remittances that are sent and... take care of their children.

“When the pandemic hit,” Pedraza continued, “not only were remittances unstable, but the schools closed, so now they were also in charge of taking care of their children’s education, and so they took on the role of not just mother and father but also now teacher.” Pedraza’s research experience also helped her to see the pandemic as the multifaceted, worldwide issue that it is: in regions without internet or Zoom, streamlined access to masks or vaccines, and first-world standards of living or equity, the effects of the pandemic looked much different than they did in the United States. “The big debate right now in the U.S. [is] make students wear masks! Make teachers be vaccinated!” Pedraza argued, “When in other countries, everyone is trying to get vaccinated, everyone is trying to get vaccinated, everyone is trying to get masks, and they just don’t have access.”

Back in the U.S., the COVID-19 pandemic also had the effect of pushing Pedraza ever-closer to her research. As a graduate student, she spent one of the two years of her master’s program fully online, and sometimes coursework could feel rather isolating and impersonal. “I just dedicated my life to my work,” Pedraza said. “I do think that I lost out on a lot of the connections that you’re supposed to make in grad school, like connecting with people, building your network for jobs or future opportunities.” Still, Pedraza did get to form several meaningful relationships, and she specifically wanted to highlight Dr.

Weaver for helping her apply to Ph.D. programs.

“[Dr. Weaver] sat down with me and helped me work on my personal statement, and you don’t get that type of support in grad school,” Pedraza recalled. “She gave me that feedback, and she took the time – that was not part of her job description, she’s not my advisor, she didn’t have to help me.” But she did – and Pedraza was grateful.

“What the department does really, really well is it teaches us to not be single-discipline scholars. It teaches us a more multidisciplinary perspective, and I think that adds a lot of potential because you’re not limited by the theory of one single discipline. You don’t think just as a sociologist, you don’t think just as a political scientist, you don’t think just as an anthropologist, you take the knowledge of all of these disciplines and really look at problems holistically.”

Finally, Pedraza was also thankful for her educational experience with the Global Studies program overall, despite her non-traditional, COVID-centric experience. “What the department does really, really well is it teaches us to not be single-

discipline scholars. It teaches us a more multidisciplinary perspective, and I think that adds a lot of potential because you’re not limited by the theory of one single discipline. You don’t think just as a sociologist, you don’t think just as a political scientist, you don’t think just as an anthropologist, you take the knowledge of all of these disciplines and really look at problems holistically.”

The Department of Global Studies’s holistic approach to education, paired with assistance she received from faculty mentors and the Scape Award’s funding, have helped propel Pedraza through her research projects and Ph.D. program applications into a bright academic future, where she looks forward to continuing to study the migration corridor and the experiences of migrant families.

Learning About the Experiences of Nepali Students

Meanwhile, Grace Wright has been working on a project entitled “Higher Secondary School Students’ Obligations and Experiences Throughout the COVID-19 Pandemic in Nepal.” Wright’s site-selection journey was extremely similar to Pedraza’s: she had done work in Nepal in the past, she decided to return to collect data for her research project, and then her plans went remote.

“I had the opportunity to go [back to Nepal] during the month of December, but then the Omicron variant halted those plans,” said Wright. “I’ve been

collecting data through qualitative interviews with students since fall of 2021, so that has involved speaking with students in Nepal over the phone, mainly through Facebook, and speaking with students who are in high school and interviewing them and collecting data through that.”

Wright continued, “Conducting these interviews remotely has been quite a challenge, but I spent some time in Nepal previously, which is where I learned how to speak Nepali, and I taught English for a year in Nepal as well, and so that’s how I...

have these connections to this community, and that's where I've been sampling students for my research as well. My previous connections to Nepal have been really helpful in facilitating my research."



Wright was primarily inspired to highlight the Nepali community she lived in following an influential homestay experience with a local family. "My host siblings went to the school where I was teaching, and one of my younger sisters was about to start what they call 'plus two,' or finishing her high school degree, and it was really, really difficult for her to figure out how to make that happen," Wright recalled. "She was so passionate about wanting to pursue her education further, but there were so many barriers that she faced in doing so... talking with some of her other friends in the village as well, they were all such bright and passionate students, and they just faced so many hardships in actually trying to continue their education, which is something that I felt like I personally took for granted growing up, being able to complete high school."

Wright feels she has learned a lot from the research she has conducted in Nepal, even beyond what she had already absorbed through her previous homestay. "I've come to learn that there are many, many more issues that need to be addressed than what my original research question was focused on, which was basically how students' social relationships can better support them in their pursuits of higher secondary education, and so it's become much clearer to me that there are so many other issues that can unfold, even after they reach the end of high school or after they achieve higher secondary education," Wright reflected. "Also, it's become clearer to me as well that trying to compare student experiences in Nepal to student experiences here is just very different because of the varying value systems that students have and the deeper ties that they have to their family in pursuits of education."

When speaking about the ways her research project has impacted her, Wright shared, "I feel like it's added even more of a sense of urgency to what I really want to do... even though it's been really tough to have research plans constantly shift and change and to know that I haven't had the opportunity to be in Nepal to conduct this research, I've still been really thankful for the opportunity to still be able to talk to people in Nepal and collect research in this way. I think it's also taught me to focus on the things that I do have and control, and to be grateful for that as well."

From the Department of Global Studies, Wright said she was grateful for the support of faculty members such as Dr. Weaver, Dr. Wooten, and Dr. Yarris and peers like Pedraza as she pursued her research. "From the start of my degree here in Global Studies, I had an experience with a small cohort – it was just myself and one other grad student [Pedraza] – but I've grown quite close with her," said Wright. "I feel like we've gotten a lot of individual, one-on-one help [from faculty] and a lot of workshoping through our research ideas, so with that I feel very grateful as well." Wright also expressed that she felt fortunate to have received funding from the Slape Award not once but twice, adding that the money helped her to compensate survey participants and translate their interviews from Nepali into English.



Wright hopes that her research will provide "a springboard into a job that I can really try to enact or help with making change... the ultimate plan is to try and do work to better serve Nepali communities. Whether that's working here in the U.S. for an organization that does work for Nepal or being in Nepal as well, that's the ultimate goal." As she wraps up her Global Studies master's degree, Wright looks forward to concluding her research project, graduating, and returning to Nepal to help other students achieve their educational goals and dreams, too.



GLOBAL STUDIES STUDENT LEADS INTERNATIONAL BUSINESS AND ECONOMICS CLUB

Hermya Brock, who will be graduating from the University of Oregon with a bachelor's degree in Global Studies this spring, does a lot more with her knowledge of international cultures and affairs than just coursework for her major. In addition to being a student in the Clark Honors College and a marketing production intern with the Student Alumni Association, Brock is also co-president of the campus's International Business and Economics Club (IBEC). IBEC is a student-led group that focuses on the intersection of culture and international issues with business, and to a lesser degree, with economics. The club runs business simulations that reflect doing business across cultures, brings in guest speakers with experience in international business, visits business sites, does plenty of team bonding activities, and even hosts etiquette dinners. According to Brock, IBEC does "an etiquette dinner every spring where we feature a country. For example, we did Cuba a few years ago, and we had salsa dancing and a bunch of Cuban food, which was really cool," she said.



was like, 'I really want to look into doing international business in college and forward.'

Brock's fascination with learning about different cultures mixed with her interest in conducting business led her to the University of Oregon. According to Brock, the reason she chose the University of Oregon over other schools was "how I felt I could connect those two [interests] through the concentration in international business" in her Global Studies major. "For example, right now I'm in international marketing, which is really cool because I get to look at how businesses have to change

their operations to enter different markets around the world," Brock said, "and so I can kind of use my culture and values knowledge from the Global Studies major to look at how that affects doing business in different countries. So it's really perfect for me, and I'm glad that it worked out how it did."

"The community in IBEC had all these mentors for me to look up to that I really appreciated."



Brock's budding interest in international business – the first step that led her on her way to becoming co-president of IBEC – began in high school, when she studied abroad in Japan as a Rotary International exchange student. "That was my introduction to business internationally, and I just really loved that feel," Brock recalled. "So when I came back and I had my last year of high school in America, then I

Brock is also minoring in Japanese: she didn't want to forget how to speak the language after her high school exchange experience, and she plans to go back after college. "I was accepted into a program to teach English over there after graduation, but with COVID, I don't really know what's going to happen," Brock shared. "So I'm thinking about that, but I'm also keeping my options open, [although] I definitely want to do business in Japan someday."

Between her passions for business, culture, and language, it is no surprise that Brock got involved with IBEC. With a smile, Brock recalled that "freshman Hermya was all like 'Oh, I want to join all the clubs, I want to do everything,' and IBEC was the only one I really stuck with." IBEC had led a site visit to Seattle right before COVID hit, allowing its members to tour a handful of businesses in the...

...city, and that trip uniquely helped to seal the deal for Brock. In addition, she pointed out that “the community in IBEC had all these mentors for me to look up to that I really appreciated.”

Brock soon obtained a position on IBEC’s board (which members refer to as “Exec”) as a social media chair. Shortly thereafter, COVID hit. “Reaching out to find new people who would be interested in IBEC strictly just through media was a huge challenge for me,” Brock remembered, “so I had to work really hard to do outreach through social media and other virtual avenues to try and get members to come. It was difficult for IBEC, but we got through it, along with all the other clubs in LCB [Lundquist College of Business] that were also struggling, and I think we’re doing really well so far; I’m proud of where we’re at right now.”

Coming into her last year at the University of Oregon, Brock was ready to take on a more involved leadership role, despite her busy schedule. “Nima [Nasri] and I were the only people who were on Exec last year and that also continued into the next year, so it was natural that one of us was going to be president,” Brock said. “I knew I was going to have a lot on my plate, and so I talked with Nima, and we decided to do a co-president thing. It’s been really great working with him and the rest of Exec, because we’ve really had to step up... we’ve kind of had to figure out a lot of stuff for ourselves.”

At the end of the day, Brock feels she gained a lot from both her Global Studies major and her leadership in IBEC during her time at the UO. “Everything that I’ve learned is just so applicable,” she said. “We learn [about] cultural differences. There’s different elements of culture and there’s so many different ways to measure that. I think those resources I’ve gathered and my skillset of recognizing what’s customary in different cultures and then applying that to business is super helpful... really knowing that culture is relative and having this bigger, cosmopolitan view of the world has really helped me to do business and to understand where [others are] coming from when they speak a different language than you or act differently than you.”

Brock also reflects fondly on meeting international students through IBEC. “The hard thing about that is, you get to know them for a term, and then they go back, so it’s a high turnover rate for the international students,” she said. “But it’s good to know

them while they’re there; I’m never disappointed.”

In addition, Brock was introduced to the primary advisor for her Clark Honors College thesis – Yoab Dubinsky – through IBEC. “I had his class sophomore year or freshman year, and he assigned us one of his articles to read, and I just was like, ‘I want to write about this. I want to research this.’ And it was great that, through the Honors College, I had the opportunity to write a thesis on whatever topic I wanted,” she recalled.

In the end, Brock decided to write her thesis on the 2020 Tokyo Olympics. The topic combines her “interest in sports, Japan and Japanese culture, and business all in one, and [Dubinsky has] been super great and super helpful” in crafting the thesis, according to Brock.



Finally, Brock’s time at the UO and in IBEC has made her want to look into taking on more leadership positions in the future. “I’ve always seen myself as a leader,” Brock said, “but IBEC has really helped me realize that to a different degree.”

Brock concluded, “Anyone should join IBEC... it doesn’t matter your major, it doesn’t matter your year, we’re going to welcome you... IBEC is definitely a great starting point... to make connections, network, get to know the community at the University of Oregon, and so many other opportunities for students.”



Students interested in joining IBEC can learn more by connecting with IBEC over [Instagram](#), [Facebook](#), [GroupMe](#), or the [club website](#).

STUDYING HUMAN AND ECOLOGICAL ENVIRONMENTS, FROM FARMS TO CLASSROOMS



Dr. Galen Martin has a lot on his plate – not only does he design and teach courses for both the Department of Global Studies and the Department of Environmental Studies (nine of them a year),

he also runs his own farm at home. However, he views this collection of activities as not overwhelming but complementary, a positive force for learning for both himself and his students.

“It’s been really fun for me over the last ten years or so to see those [areas of my life] merge,” Martin said. “More and more students are interested in food issues and agriculture and environment, so I’ve been able to connect those two more directly than I have in the past with my teaching.”

In Martin’s approach to academics, he finds that there is significant overlap between his two disciplines, global and environmental studies, and using his farm as a learning tool helps him to better explore those similarities. For instance, Martin got his master’s in geography at the University of Oregon, and he reflected, “Geography has different divisions, and [when] I look at human geography and environmental geography, my research overlaps those two.” Similarly, he said, “whether I’m teaching environmental studies or global studies, there’s still the same basic background of ‘how do we make life better and more equitable without undermining the ability of future generations to do the same thing?’”

On his farm, which is about ten minutes from campus, Martin raises sheep and goats and gardens produce. He sometimes takes his students out into the field to enrich their course experiences, using his farm to demonstrate processes like nutrition flow and

soil development. Food studies as a sub-discipline is one of the great connectors between environmental and global studies, delving into the culture around how people engage with the surrounding land in order to survive. “They very much overlap,” said Martin.

Martin has been teaching for 30 years, and in the years since the COVID-19 pandemic first hit, he feels his experiences as a professor have changed a lot – many of them for the worse. “I think it’s had, in some ways, a very profound effect, and I think it’s going to be a while before we actually know all of that, because a lot of it wears on me,” Martin reflected. “I don’t like teaching online; even hybrid classes are a challenge because you don’t have the same connection to the students. I’ve tried to make the most of the situation, and I know some students actually might prefer it, and those are the upsides that it wasn’t too difficult to adjust to, but I miss those interactions in the hallway with students on campus, and it’s nice that it’s coming back.” Martin added that he has missed his colleagues, too.

Of the difficulties of teaching during the pandemic, Martin said, “It’s hard to read students; I don’t

have a good sense of how the class is going online. I don’t see many faces, and even with masks on in the room, it’s harder for me to get a clue. When I’m teaching, I’m looking for cues, con-

sciously and unconsciously, of what is resonating with the students and what isn’t and when there are questions, and it’s hard when I don’t have that kind of feedback. I feel like I’m kind of going blind into that area.”

“I get good feedback from students, and I think I’m trying to do the best I can, but it’s not the same,” he concluded. “We all have different teaching styles, and my teaching style just doesn’t lend itself very well, I think, to remote learning.”

Dr. Galen Martin has a lot on his plate – not only does he design and teach courses for both the Department of Global Studies and the Department of Environmental Studies (nine of them a year), he also runs his own farm at home. However, he views this collection of activities as not overwhelming but...



...complementary, a positive force for learning for both himself and his students.

Still, in all of this, there have been some bright spots, too. Martin shared that, despite the difficulties he faced, he was recently awarded the 2022 UO Sustainability Award for Excellence in Teaching. The committee commended Martin from several different angles as a well-rounded candidate for the award, noting that it appreciated seeing him “engage students in considering a diverse set of views and experiences for each component of the food production process, including foregrounding equity and justice concerns for key issues in contemporary agriculture.”

Martin’s receipt of this award reflects the true passion he has for his students, and he highlighted his Global Studies students in particular as an exceptional cohort of scholars. “This is not a reflection of any other majors, but I feel like students who choose Global Studies and take classes about the world have a sense of the world that’s different than many students,” Martin said. “Often they’ve traveled... they have a curiosity about the world. It’s not starting from the stance of ‘I want to better understand myself,’ it’s ‘I want to understand the world better and what it means to be a citizen in a global situation,’ and to me, that’s a sense of maturity – the ability to get outside of ourselves, to me, is both a personal and an academic kind of maturity... [my students are] eager to learn and to know the world and open to being surprised and to challenge their understanding.”

Martin says the same is also true of his colleagues. “I really enjoy the people I work with a lot in Global Studies,” he shared. “We’re very different in our research fields, but I think we all share some common values and approaches to teaching and to our research.”

Thanks to the contributions of his fellow professionals, Martin is happy with the direction the Global Studies Department is heading. “When we started the International Studies program years ago... our mission seemed to be to ‘internationalize’ the curriculum of the university, and that has happened, so that’s not our job anymore,” Martin said. “Now my job is more to help students organize and make sense of this plethora of information that we have available to us.”

When asked if he had ultimately learned anything new about himself or the world after teaching at the University of Oregon for so many years, Martin replied with a laugh, “I hope so.” He then elaborated: “I’m a very different teacher than I was when I started, and even the material I’m teaching – it’s still rooted in that basic question of trying to understand people’s attempt to improve their lives, both as individuals and as societies or cultures or as nations or even on a global scale... that hasn’t changed. But the way I approach that is very different, because the world is a very different place than it was when I started teaching 30 years ago.”

UNDERGRADUATE STUDENT AWARDS



Ellie Banner

OREGON CONSULAR CORPS SCHOLARSHIP AND JUDY-FOSDICK OLIPHANT SCHOLARSHIP (FALL 2021)

Professional Concentration Area: Law and Human Rights

Geographic Focus: Latin America & the Caribbean

Intercultural Experience plans: Oviedo, Spain – Spanish Immersion program with GEO.

“I hope to ultimately work in foreign policy relating to immigration and human rights issues. Through global studies I feel that I can develop a holistic understanding of varied processes, systems, and structures that function to create structures of inequality. Most importantly I believe this discipline provides me with the information and skills to be able to change these systems of inequality.”



Ilse Stacklie-Vogt

OREGON CONSULAR CORPS SCHOLARSHIP (FALL 2021)

Professional Concentration Area: Law and Human Rights

Geographic Focus: Africa

Intercultural Experience plans: Lyon, France – IE3 program at Oregon State University. Hopes to additionally study abroad in India, Madagascar, or Senegal to conduct supplemental research for thesis on food studies.

“I am fascinated by exploring global social movements that are composed of my smaller grassroots movements because I believe it is movements like these that can truly address critical global issues such as climate and social justice. For example, in a global studies course I took on food sov-

ereignty, we learned about the global movement *La Via Campesina*, which is itself composed of many smaller, often indigenous-led, movements for food sovereignty. This was one of my favorite courses and I hope to take others like it over the course of my degree to better pursue my study of and involvement with local movements that work for global change.”



Natalie Wilkinson

JUDY-FOSDICK OLIPHANT SCHOLARSHIP (FALL 2021)

Professional Concentration Area: Peace Studies & Conflict Resolution

Geographic Focus: Latin America & the Caribbean

Intercultural Experience plans: London, England – Psychology in London program with GEO.

“Studying psychology in another country will be an opportunity to learn about the possibilities out there for my future. I’ve been lucky to come across a career in special education that I may pursue, but I am still trying to figure out how to include the international aspect which I value so much. I love learning new languages and visiting other countries, and I

want to continue to learn throughout my career.”



Sidney Evans

JUDY-FOSDICK OLIPHANT SCHOLARSHIP (WINTER 2022)

Professional Concentration Area: Law and Human Rights or Migration, Refugees, and Humanitarian Assistance

Geographic Focus: Southeast & East Asia

Intercultural Experience plans: Queenstown, Singapore – University Exchange, National University of Singapore program with GEO

“I am looking forward to living in a place that has become a hub for cross-cultural interaction, a place where people from all around the world gather and form new subcultures. I feel that the National University of Singapore will be a great place to foster long-lasting connections with people from all over the world.”



Raimy Khalife-Hamdan

JUDY-FOSDICK OLIPHANT SCHOLARSHIP (WINTER 2022)

Professional Concentration Area: Migration, Displacement & Refugees

Geographic Focus: Europe

Intercultural Experience plans: London and Oxford, England, United Kingdom—Oxford Consortium for Human Rights

“I believe the Oxford Consortium will offer me new ideas and skills that will advance me towards my academic and professional goals. In the next few years, I intend to obtain a Master’s of International Development with a specialization in Peace and Reconciliation. Ultimately, I desire to lead peacemaking and reconciliation programs in conflict-ridden areas of the Middle East and support humans displaced by violence. I hope to work and teach in regions where religion is weaponized to fuel sectarian clashes. My mission ties directly to the peacemaking focus of the Oxford Consortium.”



Gwen Lyman

JUDY-FOSDICK OLIPHANT SCHOLARSHIP (WINTER 2022)

Professional Concentration Area: Comparative International Development

Geographic Focus: Latin America & Caribbean

Intercultural Experience plans: Oviedo, Spain — Advanced Spanish Immersion with GEO

“Going beyond my current undergraduate academic goals, this program would also enhance my professional capabilities in the future. After college, I hope to find work in a space that allows me to communicate across cultures, while using my Spanish abilities. [...] In order to succeed professionally in our globalized era, an intercultural perspective is an invaluable

skill. Along with career goals, I am also determined to pursue higher education in the future, either working towards a masters or PhD in my field. An abroad experience will make me a more competitive candidate for these future higher education programs.”



Callie Teague

JUDY-FOSDICK OLIPHANT SCHOLARSHIP (WINTER 2022)

Professional Concentration Area: International Business

Geographic Focus: Europe

Intercultural Experience plans: Geneva, Switzerland—Banking, Finance, and Social Responsibility with GEO/SIT

“As I continue to learn more about finance, I find myself increasingly drawn to how we can use finance to lift up those who are most disadvantaged. Impact investing in particular is a large passion area of mine, and specifically involves the responsible, but nevertheless profitable utilization of capital for investors. I think that impact investing and socially responsible fi-

nancial services of this nature absolutely do have the power to transform the traditional relationships that businesses and individuals have with market-based systems. Impact capital, among other socially responsible practices central to this program, are key to responsibly redistributing wealth into our society. I would love the opportunity to learn more about other means of which we are able to bank ethically through this fall’s study abroad program.”



Audrey Tirrill

JUDY-FOSDICK OLIPHANT SCHOLARSHIP (WINTER 2022)

Professional Concentration Area: Environmental Justice and Resilience

Geographic Focus: Africa

Intercultural Experience plans: Zagreb, Croatia – Human Rights and Peace Studies in the Balkans trip with GEO

“For many students, especially global studies majors, we are changing the

world by learning and listening about it. I want to hear and learn everything so when I graduate or even now on my own I can go out and make an impact.”



Justin Wickstrand

JUDY-FOSDICK OLIPHANT SCHOLARSHIP (WINTER 2022)

Professional Concentration Area: Diplomacy & International Relations

Geographic Focus: Europe

Intercultural Experience plans: Angers, France—French Immersion program with GEO

“[...] I am currently researching for a joint honors thesis for my two majors. With the project’s focus on European security, further development of my French would give me much broader access to primary source documents that will be used in my thesis paper. This thesis project, in conjunction

with my goal of fluency, will also help prepare me for my future academic and professional endeavors which I hope to do abroad.”

SPRING 2022 SCHOLARSHIP RECIPIENTS WILL BE HONORED
IN NEXT YEAR’S GLOBAL STUDIES NEWSLETTER.

Congratulations to all our undergraduate award recipients!

GLOBAL STUDIES FACULTY



Yvonne Braun

PROFESSOR

Professor Yvonne Braun continued to be half-time in the department and half-time in the Office of the Provost through Winter 2021. She is delighted to be in the department as a full-time faculty member for the first time starting in Spring 2021. Over the past few years, Professor Braun taught three classes - a First Year Interest Group (FIG) class, Gender and International Development, and International Human Rights – and maintained an active research and service portfolio. She published two peer-reviewed articles on the political ecology of resource extraction and the risks of HIV/AIDS, food insecurity and poverty in Southern Africa, as well as one peer-reviewed chapter on the human right to water and sanitation in the age of COVID-19. She has another collaborative

chapter (with three co-authors) on teaching gendered ecologies in press. Lastly, Professor Braun has been active in professional service, continuing to serve on the Board of Directors for the Society for the Study of Social Problems (SSSP).



Kathie Carpenter

ASSOCIATE PROFESSOR, DEPARTMENT HEAD

Professor 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 was 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. Last 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.

📍 GIZA, EGYPT





Dennis Galvan

PROFESSOR, DEAN AND VICE
PROVOST, DIVISION OF
GLOBAL ENGAGEMENT

Professor Dennis Galvan continues to teach Global Studies 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 re-

search and outreach centers/programs. He's also served as Vice Provost for Strategic Initiatives, helping the Provost develop and launch new interdisciplinary curriculum, research and community outreach in relation to Environment, Sport and Wellness, Data Science, Innovation and Diversity. Each Initiative also has global implications and activities. His current research projects consider emerging global middle classes and non-western notions of a "good life"; inequality and political disintegration after structural adjustment; and syncretic responses to forced modernization.



Derrick Hindery

ASSOCIATE PROFESSOR

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 UO students carried out service-learning projects in two large-scale communal indigenous territories, Lomerio (Chiquitano/Monkóxi territory) and Guarayos. Student alumni were inspired to create a transnational solidarity student organization called Students for Indigenous Rights and Environmental Justice in Bolivia 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.



Galen Martin

SENIOR INSTRUCTOR II

Galen Martin teaches one of the required introductory course for the major GLBL 101: Introduction to International Issues. In addition to his work in Global Studies, Martin teaches environmental and food-related courses in the Environmental Studies Program and seminars in the Clark Honors College. Martin has given several guest lectures across campus and in the community on food security and food waste prevention. He has also been involved in Freshmen Interest Groups (FIGs) involving food and agriculture for which he received a Rippey Award for innovative teaching. Past FIG classes have met at his farm and culminated in a pie baking seminar using pumpkins picked and prepared by the students.



David Meek

ASSISTANT PROFESSOR

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 expand his research surrounding the political ecology of education. This is a perspective which Meek began articulating in his first ethnographic monograph: *The Political Ecology of Education: Brazil's Landless Workers' Movement and the Politics of Knowledge* (2020; West Virginia University Press, Radical Natures Series). Meek is advancing this perspective further as part of a large-scale geospatial research project focusing on the school closure crisis in Brazil. Meek is leading an international team of six colleagues (University of Alabama, State University of São Paulo, Federal University of Brasília) who are working together on this longitudinal “big data” geo-

spatial research project.

Through a combination of geospatial and qualitative research methodologies, the project seeks to inform three broader research questions: 1) What are the social, political, and economic forces driving these school closures?; 2) How do rural school closures impact local communities and ecosystems?; 3) How is civil society resisting these closures? By addressing these questions, this research project is poised to make a critical intervention in what agrarian studies scholars term “the agrarian question,” a century long debate concerning the permanence of small-scale farmers in the face of expanding capitalism. During Phase 1 of the project, the team constructed an exhaustive database of municipal level school record from every municipality in Brazil between the years 1996-2021. Drawing upon this database, they then conducted geostatistical analyses of both the openings and closures of every rural and urban municipal, private, and state-run school in Brazil. The team identified “hotspots,” or statistically significant spatial concentrations, of rural school closures in Brazil’s North, Northeast, and Southern regions, and is currently writing up results from Phase 1 of this research for a series of four peer-reviewed publications.



Gabe Paquette

PROFESSOR, VICE PROVOST FOR ACADEMIC AFFAIRS

Professor Gabe Paquette is Professor of History and Global Studies as well as Vice Provost for Academic Affairs. 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 *English Historical Review*, 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 aca-

demical editors of the “Cambridge Texts in the History of Political Thought” series, published by Cambridge University Press.



Lesley Jo Weaver

ASSOCIATE PROFESSOR, DIRECTOR
OF UNDERGRADUATE STUDIES,
GLOBAL HEALTH PROGRAM
DIRECTOR

This year, Professor Lesley Jo Weaver served as Director of Undergraduate Studies and Director of the Global Health program. She also co-headed the curriculum committee for the new School of Global Studies and Languages, in which role she helped increase curricular integration of Global Studies and Global Health with area studies, languages, and literatures. Weaver published three new peer-reviewed articles based on her research about distress among Indian women and has a fourth article in press on the history of colonial anthropology, caste, and race in India. This year, Weaver's long-running academic podcast *Speaking of Race* released 7 new episodes on the history of scientific racism in academia. This summer, Weaver plans to start a local research project and continue her work in India.



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Anita Weiss

PROFESSOR

Professor Anita Weiss has remained very active in scholarly pursuits this past year. She gave numerous talks over Zoom about her recent book, *Countering Violent Extremism in Pakistan: Local Actions, Local Voices* (Oxford University Press, 2020), including at the Karachi and Islamabad Literature Festivals, the Woodrow Wilson Center, and to other groups. She was asked to write three articles for *The Friday Times* based on her book which resulted in "[Local Actions, Local Voices: How Pakistanis Have Been Joining Hands To Counter Violent Extremism At The Grassroots](#)," "[Local Actions, Local Voices: How Pakistanis Are Working To Build New Educational Paradigms At The Grassroots](#)," and "[Changing The Tune: How Pakistanis Unite Around Music At The Grass-](#)

[roots To Challenge Violent Extremism](#)." She began a new research project in Lahore in Fall 2021 focused on the lesser known shrines of the Old City.

She remains an elected member of the Executive Committees of two sections of the International Studies Association - Interdisciplinary Studies (IDSS), and Religion & International Relations - and is the Program Co-Chair for IDSS. She has just been awarded a major grant (\$500,000) from the U.S. Embassy in Pakistan for "Enhancing the study of Climate Change and Glaciology in Gilgit-Baltistan through collaboration between Karakoram International University and the University of Oregon" for which she is the PI; it will commence in Fall 2022.

📍 ISLAMABAD, PAKISTAN





Stephen Wooten

ASSOCIATE PROFESSOR, DIRECTOR OF GRADUATE STUDIES

Stephen R. Wooten is a sociocultural anthropologist whose research interests include: political economy and ecology, local food systems and expressive culture. Dr. Wooten has been conducting ethnographic field research in Mali since 1992 and has recently begun a study of urban agriculture in Eugene. His research publications include: “Colonial Administration and the Ethnography of the Family in the French Soudan” in *Cahiers d’études africaines*, “Antelope Headdresses and Champion Farmers: Negotiating Meaning and Identity through the Bamana Ciwara Complex” in *African Arts* and “Losing Ground: Gender Relations, Commercial Horticulture and Threats to Local Plant Diversity in Rural Mali” in an edited volume entitled: *Women and Plants: Gender Relations in Biodiversity Management and Conservation*. His book *The Art of Livelihood: Creating Expressive Agri-Culture in Rural Mali* explores the creativity of rural Bamana people. Dr. Wooten has been at UO since 2001.



Kristin Yarris

ASSOCIATE PROFESSOR

Kristin Elizabeth Yarris is Associate Professor of Global Studies at the University of Oregon. Yarris obtained her PhD in Sociocultural Anthropology from UCLA in 2011, and her MPH in Community Health Sciences and MA in Latin American Studies from UCLA in 2004. Yarris’s research interests lie at the intersections of Migration Studies, Global Public Health, and Global Mental Health. Her first book, *Care across Generations: Solidarity and Sacrifice in Transnational Families* was published by Stanford University Press in 2017 and has recently been translated into Spanish and issued by the press at Universidad Centroamericana. Her work has been published in referred journals including: *Culture, Medicine, and Psychiatry*, *Transcultural Psychiatry*, *The Journal of Refugee Studies*, *Migration and Society*, and *Ethos: The Journal of the Society for Psychological Anthropology*.

Yarris is a Steering Committee member of the Dreamers Working Group at University of Oregon and a founding member of the Anthropologist Action Network for Immigrants and Refugees. During 2022, Yarris is on leave from UO and working with Lane County Public Health on building community partnerships for health equity.



GLOBAL STUDIES GRADUATE STUDENTS



Alex Camacho

Born and raised in the Central Valley of California, Alex's interest in 'glocal' studies began with her family's involvement with the United Farm Workers of America, a labor union for migrant farmworkers in the growing agricultural sector. This experience from a young age was instrumental in shaping her world views, depicting the often complex and nuanced intersection between people and the environment. Alex went on to complete a B.S. in Anthropology and Geography from Cal Poly San Luis Obispo with an emphasis in International Development and Latin American Studies. During this time, she co-authored a journal publication in the adoption and sustained use of improved cook stoves in rural communities surrounding Cuzco, Peru.

To continue pursuing a deeper understanding of the impacts of globalization to local landscapes, Alex was excited to find a transdisciplinary program that pulls together her interests in international development, human geography, cultural anthropology, meaningful community engagement, and more. In the MA program (along with concurrently pursuing a Nonprofit Management Certificate), she is working on her thesis that takes a political ecological approach to examine community based conservation carried out by NGOs. Alex spent the later part of 2019 completing a 6-month internship with World Wildlife Fund Bolivia supporting their monitoring and evaluation, while simultaneously conducting interviews with indigenous and rural communities of the Itenez Protected Area as well as WWF staff and other local NGO workers.

Alex also currently works for Green Empowerment, a Portland-based international nonprofit working with in-country partners to deliver renewable energy and potable water to last-mile communities. Both her academic and field research experience uniquely positioned Alex to assume the role of Program Manager where she supports cross organizational efforts and programmatic goals to benefit the communities they serve. When she's not working or deep into thesis writing, Alex enjoys exploring Oregon, cooking and sharing meals with friends, and collecting new hobbies.



Veronica Garcia

Veronica Garcia is a Chicana from sunny Los Angeles, California. She completed her undergraduate studies at the University of California, Irvine where she double-majored in Psychology and Criminology, Law, and Society. During her time at UCI, Veronica was a peer educator for UCI's mental health counseling center where she planned and facilitated mental health workshops to support students through stressful times. She was also involved in research concerning experiences of transgender women in prisons for men within the California prison system. After realizing she wanted to work at the grassroots level, Veronica joined the Peace Corps as a Youth Development Volunteer in Costa Rica. She lived in a small indigenous community near the Caribbean coast with a homestay family which continues to stay in touch with Veronica and calls her their *hija adoptiva*. Throughout her time there, Veronica co-implemented programs ranging mental health, sex education, gender empowerment, restorative practices, and arts and recreation.

Following the Peace Corps evacuation due to COVID-19, Veronica continued working with Latin American communities at a non-profit that provides unaccompanied youth migrants with an immigration attorney so they do not have to navigate the US immigration system alone. This experience sparked Veronica's interest in migration studies and she is now applying her experiences and passions to her research. Veronica's thesis project focuses on barriers to healthcare access among indigenous migrant women in Oregon. At the University of Oregon, Veronica is a Coverdell Fellow and a Promising Scholar Award recipient. She is not sure where she will end up after graduate school, but she is certain she will continue working closely with Latin American communities.



Anastasia Grigoreva

Anastasia grew up in a small Siberian town in Russia. When she was 17, she received a state scholarship sponsoring her BA studies in Linguistics and Intercultural Communication at St. Petersburg State University. One of her major dreams was to go abroad to a Spanish or English-speaking country to improve her language skills. This dream finally came true in 2017 when she joined the AIESEC Global Talent program to do a professional internship as a teacher in Colegio Americano Anáhuac, Monterrey (Mexico). This experience turned out to be life-changing on both a personal and professional level. As part of this program, Anastasia got to work with students with learning disabilities and behavior and emotional disorders, learning about their struggles firsthand and realizing that the current system of education is not designed to accommodate these types of learners. The experience reinforced Anastasia's passion for

teaching and opened her eyes to the possibilities of making a change through education, in and beyond the classroom. Fascinated by Mexico, she went on exploring adult education and obtained a work permit. At the same time, Anastasia started a traineeship at the United Nations Information Center, which further catalyzed her passion to pursue a career in international development.

Now at the UO, Anastasia is focusing on studying disability, education, and childhood from the global perspective while also pursuing a graduate certificate in nonprofit management. Her research centers on the impact of civil society on inclusive education in Mexico, and she already received a grant to do fieldwork in Mexico City in summer 2022. Moving forward, Anastasia would like to continue her work in Mexico both in academia and as part of a nonprofit organization. She hopes that this work will allow her to further contribute to inclusive education and make some positive social changes happen.



Skyler Humphrey-Davis

Skyler Davis received her undergraduate degree in Finance from Southern Adventist University, graduating in 2020. At the University of Oregon, her concentration within the Department of Global Studies is focused on International Community Development. Skyler is also pursuing a certificate in Nonprofit Management from the School of Planning, Public Policy, and Management. Skyler's research interests are situated in the interconnection between BIPOC communities and outdoor wilderness spaces. Through her research, Skyler is looking to explore how BIPOC community members within the Pacific Northwest explore, experience, realize their right to outdoor spaces, and the organizations facilitating BIPOC community members' participation in outdoor adventure activities. Upon completion of her master's Skyler plans to pursue a career in Social and Community Impact within Outdoor/Athletic brands while also

creating visual media through photography/cinematography highlighting the experiences of BIPOC individuals in outdoor spaces.



Tara Olson

Tara is excited to be a master's student of Global Studies, where she can delve into issues that connect her personal experiences and her professional interests. She is drawn towards exploring the intersections between disciplines, and has an enduring interest in food systems. Tara received her bachelor's degree in Environmental Studies and Political Science from the New College of Florida in 2018. As an undergraduate, Tara studied permaculture design in the campus food forest, revitalized a school garden project for the preschool she worked at, and traveled to France to WWOOF, while studying abroad in Germany.

All of these experiences led her to the Peace Corps as a food security volunteer in 2019. Tara lived and worked in a rural village in the far-west of Nepal, where she facilitated several projects, including permagardens, a community seed bank, school fruit orchards and nutrition education. She is grateful for the insights she gained about the reality of international development...

Now, Tara studies global and local structural dynamics that influence agricultural sustainability and global inequality. She has become part of an exciting research network through which she is leading a case study of agroecology in the Willamette Valley. Her research explores the socio-historic influences on the contemporary food system and aims to capture the diverse visions for the future of food and agriculture.

Tara is hopeful about the power of inclusive governance and agroecology for transforming local food systems, as well as their ability to mitigate global issues that impact us all, from climate change to economic inequality.



Taylor Paone

Taylor Paone is a first-year master's student in the Global Studies department with a specialization in Food Studies. She is currently working on her research project which explores the relationship between beekeepers and honey bees in the Willamette Valley, Oregon. Taylor grew fascinated with the relationship between honey bees, the people who keep them, and their entanglement in human systems in 2016 when she was studying abroad in Chile. In the region of Valparaiso, she explored how international trade agreements alter the livelihoods of small-scale beekeepers. She is thrilled to continue this exploration here at the UO. Taylor is originally from Vermont and received her BA in Global Studies and Environmental Studies from the University of Vermont. Her rural upbringing fostered a love and necessity to hold a deep connection to outdoor spaces. She is passionate about building connections to her human and non-human community through land appreciation-especially through sustainable agriculture and art. During her AmeriCorps service in Vermont, she worked with local farmers on a food security project, the Health Care Share, which provides individuals experiencing food insecurity with weekly CSA shares. As a Peace Corps volunteer in the agricultural sector in Paraguay, she had the opportunity to learn from incredible farmers practicing innovative techniques to support their human and ecological communities. In her free time, she enjoys farming, looking at mosses through hand lenses, and weaving with plants!



Alejandra Pedraza

Alejandra Pedraza joins us from the centennial state of Colorado. She received her B.A. from the University of Colorado Boulder in Environmental Studies and Biology. Upon graduating, Alejandra joined Peace Corps Mexico, where she served until the COVID-19 pandemic forced her evacuation. For two years, Alejandra called a remote Mexican village in the Sierra Madre Occidental home. She worked to foster leadership among women and children to promote conservation efforts and facilitate climate change mitigation and adaptation techniques. Additionally, she taught English to H-2A visa recipients present in the village. Through integration in a village entirely dependent on remittances and living alongside the people directly impacted by transnational migration dynamics, Alejandra discovered her research interests in transnational families, caregiving, and the social conditions of both migration and the COVID-19

pandemic. Her masters' thesis is a qualitative study seeking to elucidate the ways the COVID-19 pandemic has compounded caregiving responsibilities for women head of transnational households in rural Mexico. Alejandra's research is funded by the Center for Latino/a and Latin American Studies and the George and Conni Slape Fellowship. At the University of Oregon, Alejandra is a Promising Scholar Award recipient and a Coverdell Fellow. Upon completion of her master's, she plans to pursue a Ph.D. in sociology.

📍 PUEBLA, MEXICO





Jo Schlegelmilch

Jo grew up on a farm in the countryside of Minnesota but considers the Northwoods of MN home. She earned a BA in anthropology from the University of Minnesota Duluth where she focused on cultural studies, Native American Studies, and sustainable food systems. Her capstone projects included a qualitative study on community sentiments regarding the Lake Superior watershed and she worked alongside a team of academic colleagues to implement an indigenous medicinal permaculture garden at her university's land lab site. Her passion for ethnobotany inspired her to become a certified herbalist and in her free time, she enjoys feeding her curiosity for complementary and alternative medicine and experimenting with fermentations.

Following her time as a food security volunteer for Peace Corps Nepal, Jo received the Paul D. Coverdell Fellowship to return to school in pursuit of her MA in Global Studies. She is here at the UO with a concentration in food studies and nonprofit management. As a graduate student, she focuses on humanistic approaches to resilient food systems and serves as a Food Security Leader for the Student Sustainability Center's policy and advocacy committee. Her research is inspired by her work in managing a program that addresses Covid-19 exacerbated health disparities affecting BIPOC communities throughout north Minneapolis. Jo will return to Minneapolis to conduct research on the resiliency of the local food system. In the future, she aspires to continue working in professional fields concerned with humanitarian aid and emergency disaster relief.



Grace Wright

Grace Wright arrived at the UO Global Studies program with high prospects to foster her connection with Nepali communities. She shares similar excitement for the wonderful access to trails for running, biking, hiking, and skiing that Oregon has to offer. Grace grew up in Vermont and first experienced Nepal through a study abroad semester during her undergraduate studies at Bates College (Lewiston, ME). After graduating with a degree in mathematics, she sought out any opportunity to return to Nepal. In 2018, she returned to Nepal for a year as a Fulbright English Teacher. During this time, she lived in a rural village with a homestay family and established connections in the community that continue to inspire and motivate her today. This past fall and winter, Grace conducted remote, qualitative research focused on students' pursuits of higher secondary school in Nepal. Grace explored students' social relationships as they transitioned into higher secondary schooling in Nepal and navigated school closures during the COVID-19 pandemic. Grace's previous connections to the village community from her Fulbright experience helped facilitate virtual interviews with students, their family members, teachers, and community members. Additionally, throughout her time at the UO Grace has interned for the Samaanta Foundation, a non-profit that provides holistic support for students to pursue higher education in Nepal. Grace has been grateful for the opportunity to work closely on issues concerning education in Nepal and hopes to find work focused in this field upon graduating from this program with the Graduate Certificate in Nonprofit Management. Outside of Nepal-related work, Grace enjoys any time spent outside (particularly in the mountains) and appreciates sharing food and company with others.





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