

FULBRIGHT CHRONICLES

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Fulbright Chronicles is a new, independent, open access, peer-reviewed journal with contributions by and for the global Fulbright community. The journal is overseen by a global Editorial Board.

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The journal provides a welcoming space for Fulbrighters to share their work and reflections on global issues with a broad audience. It features thoughtful, accessible articles that reflect on how Fulbright experiences have contributed to knowledge and cross-cultural understanding, or that comment on contemporary issues that affect the Fulbright program or cultural and educational exchange more broadly.

The *Fulbright Chronicles* can only succeed with the engagement of the Fulbright community. The editors strongly encourage Fulbrighters to contribute articles or commentaries on topics related to your research and practice and the critical issues of our times. We also welcome letters commenting on this issue's contents or other matters of interest to the Fulbright community. Author Guidelines are available on our website (www.fulbright-chronicles.com).

The journal is an independent publication, overseen by the Editorial Board members under the guidance of the Co-Editors. Rob Ellis serves as Publishing Editor. For further information, visit the *Fulbright Chronicles* site (www.fulbright-chronicles.com).

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BECOMING MORE ECUMENICAL

KEVIN F. F. QUIGLEY AND BRUCE B. SVARE

Washington, D.C., like many capital cities, is replete with monuments and memorials. These evoke history and provide inspiration for us to work towards a more peaceful and just world.

One of the newest memorials in D.C. is perhaps the most memorable: the Martin Luther King, Jr. Memorial. Its impressive Tennessee marble rests on the edge of the Tidal Basin with a view across the water to the Jefferson Memorial.

In these tumultuous and divisive times, we can all use more hope and inspiration. Around the MLK Memorial cut into the gray walls are timeless words from the Nobel Peace Prize laureate and champion for justice and peace that should resonate with the Fulbright community:

If we are to have peace on earth, our loyalties must become ecumenical rather than sectional. Our loyalties must transcend our race, our tribe, our class, and our nation; and this means we must develop a world perspective.

Fulbrighters, by nature of their experiences, develop a world perspective to see the world differently; they thereby become much more ecumenical or global. Fulbright alumni learn that we are part of something far larger than ourselves, whatever our race, tribe, class or country might be.

Fulbright alumni learn that we are part of something far larger than ourselves, whatever our race, tribe, class or country might be.

This third issue of *Fulbright Chronicles* reflects that global perspective transcending the authors' circumstances on a variety of topics in many ways. These articles include Glen Fukushima's provocative commentary on why he made a major gift to Fulbright Japan, Karen Peirce's article on developing mutual understanding across cultures and Cameron O'Reilly's drawing a direct connection between his Fulbright and a change in Australia's New South Wales's energy policy. In addition, David King and Steve Blumenshine's articles discuss the mutual benefits of Fulbright Scholar programs, while Shiela Lee, Kathryn Picardo and Andy Briers' articles explore the impact on their careers and school environment.

We hope that these articles remind us that programs promoting cross-cultural relationships and understanding help create a global perspective and enduring relationships that are pathways for peace because they make participants more global and inspire us to hope.

In this issue, we are pleased to have our first book review section. We are very grateful to Erika J. Waters, our book review editor, who organized this and to the more than 100 community members who volunteered to be book reviewers.

Thank you for reading *Fulbright Chronicles*. We look forward to your ongoing participation by contributing a commentary, article, a book review and/or a letter to the editors: www.fulbright-chronicles.com

Other hopeful and inspiring quotes carved into the MLK memorial walls can be found at: <https://www.nps.gov/mlkm/learn/quotations.htm>

COMMENTARIES

WHY I CONTRIBUTED \$1 MILLION TO FULBRIGHT JAPAN

GLEN S. FUKUSHIMA

ABSTRACT

The United States and Japan, as the world's two largest capitalist democracies as measured by GDP, have much to learn from each other and to gain by cooperating with each other. Recent trends, however, indicate declining mutual attention. Fulbright alumni in both countries can contribute to reversing this trend and to ensuring that the two countries remain strong partners and allies.

Keywords: Japan • United States • US-Japan relations



Forty years ago, in September 1982, I arrived in Japan on a Fulbright Fellowship to conduct research at the University of Tokyo for my doctoral dissertation comparing antitrust law and policy in the United States and Japan. This topic was a way for me to combine my interest in Japan, law, business, and political/organizational sociology, which I had studied during eight years at Harvard University in four degree programs: MA in Regional Studies East Asia, PhD in the Department of Sociology, MBA in the Business School, and JD in the Law School.

JAPAN AS NUMBER ONE

Japan in 1982 was an exciting country. Having recovered from the oil crisis of 1973-74, Japan had become the world's most aggressive exporter of products ranging from textiles, consumer electronics, machine tools, and steel to automobiles and semiconductors. Japan was so successful that Ezra F. Vogel, one of my academic advisers at Harvard, wrote a book published in 1979 entitled *Japan as Number One: Lessons for America*.

My year in Japan on the Fulbright Fellowship proved to be highly productive. I spent time at the University of Tokyo, Rikkyo University, Sophia University, and Keio University taking seminars on Japanese economic law; attended government advisory councils on antitrust law and policy; and interviewed numerous politicians, business leaders, government bureaucrats, lawyers, scholars, and journalists to understand the evolution of antitrust in postwar Japan and how it differed from antitrust law and policy in the United States.

My research helped me to understand not only antitrust in Japan but also the fundamental premises of the postwar Japanese economy, the ties between government and business, the relationship between companies, and what makes Japanese capitalism different from Anglo-American and European

capitalism. This knowledge proved indispensable when I served for five years at the Office of the United States Trade Representative (USTR) from 1985-1990 engaged in trade negotiations with Japan and with China. It also informed my work as a business executive representing one European and four American companies in Japan between 1990-2012, and during my tenure as president of the American Chamber of Commerce in Japan.

FULBRIGHT JAPAN ESTABLISHED IN 1952

Since the creation in 1952 of the Japan-United States Educational Commission (JUSEC; also known as Fulbright Japan), nearly 10,000 Japanese and Americans have benefited from the opportunity to study, teach, and conduct research in each other's country. Six Fulbrighters went on to win the Nobel Prize.

Although the 70-year history of JUSEC has seen many successes, one recent trend is alarming. In 1997, there were over 47,000 Japanese students studying in universities in the United States for a year or more, making Japan the country with the most students studying in the United States. By 2012, however, Japan had dropped to number seven, with fewer than 20,000 students. By 2020, Japan had fallen to number 11, with fewer than 12,000 students. This contrasts with China, which until recently had as many as 390,000 students in the United States, and other Asian countries such as India and Vietnam. South Korea, with less than half of Japan's population, sends three times more students to the United States. And Taiwan, with one-fifth of Japan's population, sends almost double the number of students to the United States.

JAPAN'S INSULARITY

Many reasons have been cited for this decline in the number of Japanese students in the United States. These include: (1) Japan's demographic decline, (2) lack of interest among young Japanese to study abroad, (3) parents' reluctance to let their children (especially sons) take what they view as risks studying abroad, (4) the high cost of tuition in American universities, (5) the lack of rewards in Japan accorded those who study abroad, (6) relative decline in the competitiveness (e.g., English speaking ability) of Japanese applicants compared to their other Asian counterparts, and (7) increasing appeal of other countries (e.g., China, Britain, Canada, Australia, New Zealand) that have lower tuition and a more hospitable environment than the United States (e.g., less gun violence, fewer Anti-Asian hate crimes, and fewer white supremacist political leaders).

The importance of study abroad and the precipitous decline in the number of Japanese students studying in the United States led me this year, the 70th anniversary of Fulbright Japan, to donate \$1 million to JUSEC to create the “Fulbright/Glen S. Fukushima Fund” to support intellectual, educational, and cultural exchange between the United States and Japan. With tuition alone costing \$60,000 a year at some of America’s leading universities, cost is a major deterrent to Japanese studying in the United States.

In my experience, and in the experience of many colleagues, study abroad can help students to be good questioners and listeners, humble, flexible, adaptable, agile, curious, and innovative; to value and embrace diversity; and learn across different cultures and nationalities. It can help students to broaden their horizons, see the world through different eyes, and put themselves in others’ shoes. In many ways, study abroad is one of the best ways to understand one’s own language, culture, society, and politics, since the experience forces one to question, compare, and evaluate what may seem obvious and natural to those who have never left their native country or been confronted by radically different ways of thinking, acting and solving problems.

Some Japanese have argued, “Young Japanese don’t want to go abroad because we’ve created such a perfect society. Japan is safe, clean, and comfortable; our trains run on time; we enjoy Washlets; and Tokyo boasts more Michelin-starred restaurants than any city in the world. If we go abroad, there is crime and disease, it’s dirty and unsafe, we’re forced to speak foreign languages, and we face racial discrimination. It’s perfectly natural and rational that young Japanese prefer to stay in Japan.”

JAPAN’S FUTURE

There is no denying that Japan can be a comfortable place to live. But the benefits to individuals of study abroad I listed above have contributed greatly to Japan’s success in the decades following the end of the Second World War. By reverting to insularity and complacency over the past two decades, Japan risks falling behind the global community in accessing and sharing the latest ideas, activities, initiatives, best practices, and resources. The ability to engage actively and productively with the outside world is a strength Japan needs consciously to enhance, and study abroad is one of the best ways to achieve this.

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In addition to the decline in the number of Japanese students going to the United States to study, another concern is the decline in Japanese Studies in the United States. The study of Japan hit a peak in the period 1975-1995, spurred in part by such publications as Ezra F. Vogel’s *Japan as Number One: Lessons for America* and Chalmers Johnson’s *MITI and the Japanese Miracle: The*

Growth of Industrial Policy, 1925-75. In my first year at the Harvard Business School in 1978-79, half of the cases used in the required first-year BGIE (Business, Government, and the International Economy) course were on Japan its industrial policy and management practices. In July 1989, *Business Week* published a Louis Harris public opinion poll revealing that Americans feared the Japanese economic challenge (68%) more than the Soviet military threat (22%), with 10% responding that both were equally challenging to America. Now, however, interest in Japan has declined to such an extent that there is no tenured professor teaching Japanese politics at such leading American universities as Stanford, Yale, Princeton, and Columbia.

My modest donation to Fulbright Japan aims to support Japanese to study in the United States and Americans to study in Japan. The two countries have tremendous potential to learn from each other and to work together to enhance their mutual, as well as global, stability and prosperity. I also hope that my donation will stimulate others to contribute to Fulbright and other programs that promote educational, intellectual, and cultural exchange between the United States and Japan.

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BIOGRAPHY

Glen S. Fukushima is Vice Chair of the Securities Investor Protection Corporation, nominated by President Joe Biden in October 2021 and confirmed by the Senate in April 2022. He is also a Senior Fellow at the Center for American Progress and served as Deputy Assistant United States Trade Representative for Japan and China at USTR and as President of the American Chamber of Commerce in Japan. After studies at Deep Springs College, Stanford, and Harvard he had a Fulbright Research Fellowship in Japan in 1982-83. He can be contacted at gsf1280@gmail.com

FULBRIGHT: CATALYST FOR INTERNATIONAL RESEARCH COLLABORATION

DAVID R. KING

ABSTRACT

David R. King shares insights on his international research collaboration which represented a valuable element of his Fulbright experience. In the decade prior to his research and teaching as a Fulbrighter, David produced seven publications with international scholars. In comparison, he has had nine publications in the five years following his Fulbright experience, expanding his research collaboration to include colleagues across five continents. Overall, broader research collaboration has enabled David to attain a better understanding of his research in the area of mergers and acquisitions (M&A).

Keywords: Fulbright • international • research • collaboration



INTRODUCTION

While business management is an international phenomenon, research on management is largely based in North American contexts and undertaken by US researchers who are generally less aware of research produced elsewhere. This is often true for my research specialty involving mergers and acquisitions (M&A). One reason is that archival data on US public firms (stock and accounting) is readily available. Another reason reflects that M&A has been a common part of the US business environment for at least a century, with acquisitions representing a common firm growth strategy. However, the prevalence of M&A has expanded worldwide and, in the new millennium, most acquisition activity takes place on a cross-border scale. Specifically, worldwide investment in M&A actually exceeds investment into research and development, to the extent that the sums spent on M&A annually exceed the GDP of Germany. As a result, it is common for cross-border acquisitions to drive or respond to industry changes.

Consolidation based on demographic changes and reduced government support has also seen M&A make substantive inroads across the higher education sector. For example, in Philadelphia alone, the combination of Philadelphia University and Thomas Jefferson University, in 2017, was followed by the acquisition of the University of Sciences by Saint Joseph's University in 2022. Evidently, economies of scale and other advantages can improve the survival of organizations that combine. However, the combination of previously separate organizations can be disruptive and the associated anxiety and uncertainty can lead to unplanned turnover of

employees that may reduce the benefits of the new structure. As such, the planned benefits that M&A may contribute to research need to observe that the implementation process associated with combining organizations may initially yield fluctuating performances.

Identifying the influences and drivers of M&A performance has been the core focus of my research. However, attaining a better understanding of M&A is often hindered by the time (e.g., several years) required for an acquirer to search for a target, negotiate an agreement, perform due diligence, comply with regulatory requirements, legally complete a deal, and ultimately, integrate previously separate operations. Many of the activities outside of announcing a negotiated agreement and legally completing it, are not made public and the people involved usually sign non-disclosure agreements. As a result, most M&A phases outside the announcement and completion stage have not been extensively examined by US scholars, illustrating the lack of insight into both pre-acquisition decisions and post-acquisition integration. The combined implication of the high dollar value spent on M&A annually, their disruptive impact on organizations, and limited understanding of the phenomenon suggests that insights from research can provide societal benefits. Further, in light of the globalization of M&A activity, quality research outputs would clearly benefit from evidence attained via international research collaboration.

FACTORS UNDERSCORING THE NEED FOR INTERNATIONAL RESEARCH COLLABORATION

International collaborative efforts in studying M&A have distinct advantages, including those M&A research questions that may be overlooked by US based researchers. First, such collaboration can take advantage of different perspectives and training. Doctorate education outside the US often places greater emphasis on qualitative methods, enabling a longer time perspective and ability to address different research questions. Second, it broadens the location of research, as different institutional contexts (e.g., legal traditions, political systems, types of economies) impact M&A activity in a country. Additionally, differences in the prevalence of family businesses in a country display marked differences in M&A activity. Further, researchers outside the US can have greater access to non-public information through network advantages of operating in smaller countries. Fundamentally, a better understanding of M&A activity encompassing sounder integration and performance, requires the broader examination of research questions and integration of accumulated research findings, than those traditionally examined in the US

ROLE OF FULBRIGHT

As a cultural exchange program, Fulbright brings people from different nations together. For Fulbright Scholars, the exchange sends US academics to education institutions across 135 countries to conduct research and teach. During my four-month Fulbright Scholarship at the Management Center Innsbruck (MCI) in 2018, I conducted research and taught a strategic management course to undergraduate and graduate students. The teaching required a US semester length course to be compressed into four, full days, and necessitated adjusting reading and assignments, as well as updating examples to make them familiar to students. This led me to critically examine implications for my students in Austria and those that I have subsequently taught in the US upon my return. Further, my experience at MCI also offered me an opportunity to teach a graduate course on M&A, my primary area of research interest, for the first time. As a result, I was able to supervise a Masters thesis of a student whose employer was managing the integration of an acquisition. This experience provided invaluable insights for both the student and me. With this in mind, however, I still spent the greater part of my time at MCI on conducting research and gathering data. This was primarily focused on writing a book summarizing M&A research using the lens of organizational change to integrate research across the phases of an acquisition (e.g., search, completion and completion), with a focus on the importance of context. The resulting book published in 2018 was my second with Routledge.

My first book contributed to my interest in international research and my Fulbright. It was my initial international research collaboration, and it would not have been possible without the publisher wanting a geographically diverse author team. I was approached by the other editors due to my demonstrated knowledge of M&A research from a co-authored meta-analysis or survey of existing research findings published in 2004. The initial collaboration on my first book with Routledge underscored the benefits of different research perspectives and traditions to examine different aspects of M&A activity. Further, it resulted in additional research projects, including visits to conferences on M&A hosted in Innsbruck in 2015 and 2016. These visits and my growing international research collaborative efforts would ultimately lead to my letter of invitation for a Fulbright in Austria.

My time in Europe facilitated by the Fulbright Scholarship also enabled me to meet researchers in my field and expand my established research collaborations. For example, during my grant period I visited the University of Innsbruck, University of Barcelona, Lancaster University, University of Iceland, and the University of Trento. This contributed to expanding my research network, research activity and topics, and publication outputs.

For example, exposure to other researchers in Italy drew me to research the intersection of family firms and M&A. Family firms are more common in Europe, and they tend to make better corporate restructuring decisions (i.e., acquisitions and divestment); but they are also restructuring less often than US firms. While this conflicts with expectations that firms need significant experience to manage acquisitions, it is consistent with the notion that successfully managing an acquisition takes time.

This also made me reflect on topics related to M&A that are similarly overlooked. A broader examination of topics associated with M&A contributed to a third book with Routledge, published in 2022, that also covers divestment and alliances. Reflecting the importance of international research collaboration, eleven of the eighteen contributors to the book are based outside the US. More importantly, many of the research collaborations that I have developed with international colleagues have become lasting friendships.

REFLECTIONS ON INTERNATIONAL RESEARCH COLLABORATION

The inter-contextual evidence and understanding that international research collaboration offers brings different perspectives and study topics closer to the managers that make and implement acquisition decisions across international settings. The need for inter-contextual examination of M&A is reflected in the parable of blind men describing an elephant as a wall, telephone pole, or snake, depending on their individual perspectives. Similar to the need to consider different perspectives to frame an understanding of the different parts of an elephant, integrating different perspectives, research traditions, and research questions is needed to understand the complexity of M&A and other business phenomenon. For example, acquisitions occur more frequently in countries with common law, but acquirers from civil law countries are better at managing differences in country legal traditions. Overall, I am grateful to have expanded my research journey and research collaboration with a broader circle of colleagues, a circle that I would not have had without the benefit of my Fulbright experience.

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Author in Town Center of Innsbruck, Austria

BIOGRAPHY

David R. King earned his PhD in strategy and entrepreneurship from Indiana University's Kelley School of Business. After retiring from the US Air Force where he managed aircraft procurement programs, he joined academia. Currently, Dave is the Higdon Professor of Management in the College of Business at Florida State University where he teaches undergraduate and graduate courses. Dave's primary research interest examines merger and acquisition (M&A) activity, integration and performance. In 2018, Dave enjoyed a joint research and teaching Fulbright to the Management Center Innsbruck in Austria, and, in 2022, he was selected as a Fulbright Alumni Ambassador. He can be contacted at drking@fsu.edu.

TAKING A TIME OUT IN TEXAS

CAMERON O'REILLY

ABSTRACT

As a Fulbright Professional Scholar in 2009, I was fortunate to spend four months in Texas executing a comparative study on the impact of emissions reduction policies on the US and Australian electricity sectors. My professional base was the Center for International Energy & Environmental Policy at the University of Texas at Austin. Being in Texas, the focal point for energy policy in the world, was not a chance occurrence. It remains relevant today.



Keywords: renewables • energy • electricity • emissions • markets

BACKGROUND

The recent election in Australia of a government with more ambitious carbon reduction targets took me back to my Fulbright Professional Scholarship in 2009. That year, Fulbright enabled me to undertake a comparative study of the impact of emission reduction policies on the US and Australian generation sectors.

The timing could not have been better, coinciding with the early days of the Obama Administration which had pledged to take a leadership position on climate change.

Australia had a relatively new Labor Government in 2009 led by Kevin Rudd. At least when it came to action on climate change, his election had generated optimism that Australia would move from climate laggard to leader.

In both countries the new administrations were supportive of policy interventions to reduce carbon emissions. The US Congress was debating a Waxman-Markey Bill which sought to introduce an emissions trading scheme (ETS). The Rudd Government was also proposing an ETS for Australia. With fossil fuel intensive economies, the politics of pricing carbon in both the US and Australia were difficult.

Come 2010, the Democrats lost control of Congress and Waxman-Markey lapsed. Prime Minister Rudd decided to abandon Australia's ETS when it was clear bipartisanship could not be achieved. He was subsequently deposed as leader of his party.

In the intervening years energy and climate policy have remained a divisive topic in both countries. Now the stars may be aligning again with the Biden and Albanese Administrations committed to more ambitious climate action.

THE VIEW FROM TEXAS

Given its central role in the oil and gas industry and its Republican orientation, the Government of Texas and the state's representatives in Washington were vocal opponents of carbon pricing measures.

The State Capitol, Austin, was an exception to that rule. It was viewed with suspicion by much of the rest of Texas for its liberal politics, influenced somewhat by its university. Once every two years the Texas Congress brought the state's mostly Republican representatives to the city for 100 days of policy debate. If a bill was not passed by the end of the session, it lapsed. Fortunately for me, state Congress was in session in the first half of 2009.

While cynics said the 100-day limit on congressional sittings meant nothing was passed, one policy the Texas Congress had agreed on were generous incentives for renewable energy.

The Texas policymakers not only set a target for wind energy but sponsored the building of long transmission lines to bring it to the cities. The wind resource was strongest in the west of the state where designated Competitive Renewable Energy Zones (CREZ's) were established. Ranchers accepted the turbines and in return received a new income stream.

The CREZ's proved to be a successful example of the coexistence of agriculture and renewable energy. In many countries where support for climate action is strong, renewable energy faces significant community resistance.

On my return to Australia, I gave a series of presentations to Australia's energy regulators and policy makers about the apparent anomaly of Texas being the leader in wind generation in the US. With its vast distances, hot climate, and sprawling cities, Texas had physical similarities to Australia. The parallels went further than that.

AUSTRALIA AND TEXAS – A SHARED MODEL

The electricity grid run by the Electric Reliability Council of Texas (ERCOT) has a unique design feature shared by few markets, aside from Australia's National Electricity Market (NEM). I was aware of this similarity in 2009 and it influenced my location.

Few outside the electricity industry would understand the passion that a market design discussion engenders. The passion arises over competing views of what is best for consumers.

Generally, there are two designs. One a capacity market and the second, "energy only." ERCOT and the Australia's NEM, run by the Australian Energy Market Operator (AEMO) are in the energy only category. Under this design an electricity generator only gets paid if they are used to supply demand. This design establishes a merit order based on price.

For economists, this is seen as encouraging generators to keep the costs of generation low and their availability high. In economic theory it encourages productive efficiency.

In a capacity market, electricity generators are paid revenue to be available, even if they are not used. The shared electricity market design meant I came across quite a few Australians in both ERCOT and private industry. A few years after my return, a senior official in ERCOT took a similar role in AEMO and became a good friend.

In 2013 I returned to the University of Texas at Austin (UT) for a conference of Australian and UT academics about the shared electricity market challenges. The dialogue with some of those UT academics I maintain to this day.

TEXAS COMES TO NEW SOUTH WALES (NSW)

In 2018 I moved from industry into an energy policy role with the New South Wales (NSW) Government. As a state NSW relied on ageing coal power stations to deliver its electricity. These were being challenged by increasing levels of renewable energy, both at utility level and on rooftops.

Aside from its high emissions profile, coal is an inflexible form of generation that cannot ramp up or down when it is not required. Texas' wind had also displaced coal, but it had a much larger fleet of gas plants that respond to variations in price.

Frustrated by a perceived lack of action by the Federal Government, the NSW Government decided in 2020 to commit the state to underwriting new wind and solar generation in dedicated Renewable Energy Zones (REZ's).

The NSW Electricity Infrastructure Investment Act (2020), enacted by the NSW parliament, created five REZ's in the state where transmission and generation would be built.

The Texas example of prioritizing parts of the state for renewable generation and seeking a social license from those communities was being replicated. My Fulbright experience was put to good use in making the case for the reforms.

The Texas example of prioritizing parts of the state for renewable generation and seeking a social license from those communities was being replicated. My Fulbright experience was put to good use in making the case for the reforms.

NEW SHARED CHALLENGES

What the Texas and Australian grid operators are now grappling with, is how to manage the increasing penetration of renewables in an energy only market. In a price sense, wind and solar are now the cheapest sources of electricity, but do not generate in response to a price signal, but weather conditions.

Storage of energy in batteries and pumped hydro will provide some of the answer. The question is how to ensure there is sufficient revenue in an energy only market for forms of generation that are dispatchable. That is, generation that can respond to a price and demand signal when renewable energy is either insufficient or unavailable.

This year, as an energy consultant, I was asked by an investor in the Texas market to write a paper on how the challenge of ensuring sufficient dispatchable generation was being managed in Australia.

Increasing people-to-people links, mean that Texas regulators are more likely to seek answers from Australia than other parts of the US. I would have liked to say we had the answer, but in truth the NEM is also grappling with how to retain an energy only market with high levels of renewables.

Whether energy only markets can survive, time will tell. As was apparent to me in 2009, there is much to be gained by a shared approach to the challenge of locating, transporting, and integrating renewable energy in Australia and Texas, and the US more broadly. That is surely what Fulbright is about.

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BIOGRAPHY

Cameron O'Reilly is an Associate Director of Marsden Jacob Associates, a natural resource economic and public policy consulting firm. From 2018-20 he was the Principal Energy Advisor and Executive Director for Energy in the Government of New South Wales. He was Chief Executive of the Energy Retailers Association of Australia from 2006-2015, during which time he undertook his Fulbright Professional Scholarship in Australia-US Alliance Studies. He can be reached at coreilly@marsdenjacob.com.au

ARTICLES

A TEACHING CAREER SPARKED BY MY FULBRIGHT EXPERIENCE IN TAIWAN

SHIELA LEE

ABSTRACT

A Fulbright English Teaching Assistantship (ETA) Fellowship to Taiwan in 2008-2009 sparked my interest in teaching and sustained it through a decade-long career in education. A global perspective means having a viewpoint that decenters yourself and recognizes the interconnected and different ways of life around the globe. My interest in bringing a global perspective to my students began in Taiwan and continued in the United States through letter writing and video exchanges. As a STEM cluster teacher now, my global perspective from my year teaching in Taiwan has contributed to my development of a curriculum that is accessible to all.

Keywords: teaching • Taiwan • education



BACKGROUND

As a philosophy major at Grinnell College, I knew that I wanted to live a life of meaning, purpose, and fulfillment. I knew that I wanted my actions in my professional life to positively impact the public sector. While it was unclear at the time which career path, I should pursue that would align with my mission, my Fulbright English Teaching Assistant (ETA) fellowship in 2008 helped spark and nurture my desire to become a public-school teacher. The teaching experience, cross-cultural exchange, and lifelong friendships forged on the island of Taiwan motivated and sustained me to continue teaching for another ten years in the New York City public schools' system.

Choosing Taiwan to pursue a cultural exchange was personal for me. My parents, not knowing a word of English, immigrated from Guangzhou, China in the 1980s to the Rocky Mountain state of Colorado. We spoke Cantonese at home and I learned Mandarin in college. As someone who never quite fit in as a child of immigrants straddling two cultures, Chinese and American, in the suburbs of Colorado, I wanted to learn more about the more progressive island of Taiwan and the Taiwanese identity that my friends would proudly distinguish from that of the Chinese identity. I intended to learn about the Taiwanese identity and share in cultural exchange with teachers and elementary-aged students, but what I gained from the experience was far richer than what I had expected.

I accomplished many of my proposed goals in Taiwan, including engaging in pedagogical discussions with teachers, learning some martial arts, and taking classes to improve my Mandarin Chinese. I taught at Hua Shan Elementary School in Kaohsiung, Taiwan, and at the English Villages in three different

elementary schools. Taiwan's emphasis on bilingual education is evident in its investment in English Villages. English Villages employ simulated environments like an airport or grocery store where native Taiwanese speakers can practice their English skills with native English speakers. English Villages are typically built as an additional structure next to elementary schools or within elementary school campuses. They can range in size from one classroom to an entire wing of a school. At the time, these spaces were open to all fifth graders in the city and students would take field trips to visit these simulated environments to practice their English. The Taiwanese government recognized that these spaces served as an alternative to the traditional English classroom because the English Villages provided a context, however, staged, to let kids play and practice their English. In a typical, traditional Taiwanese English classroom, students would rehearse sentence structures and practice scripted dialogue. In the English Village, students not only get scaffolded support with what to say in the simulated environment, like a grocery store, but the English speakers like the Fulbright English Teaching Assistants (ETAs) can spontaneously insert more dialogue to create a more authentic conversation that would occur in the environment. These English Villages supported bilingual education and continue to this day.

CULTURAL EXCHANGE IN TAIWAN

When I first arrived in Taiwan, the bustling streets, sweet aroma from night markets, and humidity hit me with startling clarity; this city, far from my suburban life in Colorado, was abuzz with life. When I arrived for my first day of co-teaching in a public elementary school in Kaohsiung, the second largest city in Taiwan, I was greeted with a loud cheer and greetings in unison in the school gymnasium. I was the first Fulbrighter to this elementary school and my cohort of Fulbrighters was the first to come to Kaohsiung.

The students didn't know that I could understand and speak Chinese until the final weeks of my fellowship so I overheard many of the young students say, "She's not American! She looks just like us!" While I was initially taken aback by the comments, I worked to educate my students over the next few months that I am, indeed, American, and that to be American you do not have to have blonde hair and blue eyes, their stereotype of an American. There were many assumptions by my students that I realized I needed to help break down. I created a series of lessons intended to teach and show my students that Americans celebrate many different holidays, look different from each other, speak many languages, and that America is a land of immigrants. I taught 13 regular English classes for grades 4-6, two special English classes for grades 5-6, and story time for grades 1-3. Altogether, I taught over 400 students while also teaching at the English Villages in three different locations.

As part of my cultural exchange, I also visited my host mother's high school where she taught English. The students interviewed me and prepared 41 questions to ask me on two separate occasions. Their questions ranged from politics and food to questions about whether I experienced racial discrimination in Taiwan. In answering their many questions, I delved into issues of China-Taiwan relations, portion sizes in America and Taiwan, and the varied faces of America. We also discussed voting. In Taiwan, you can only vote in person, not by absentee ballot. Additionally, we discussed the teaching styles of American teachers who encourage and ask students for input in their learning whereas Taiwanese teachers taught by memorization of sentence patterns in language acquisition.

From participating in these interviews with the high schoolers during the beginning and end of my fellowship and from teaching in my local elementary school and the English Villages throughout the year, I absorbed Taiwanese culture. Taiwanese students have "sweeping time" and clean their own schools from elementary to high school whereas American schools' task their school custodians with cleaning classrooms and halls. Additionally, all Taiwanese students in all school levels take a nap from 1 pm to 1:30 pm on their classroom desks. My students were surprised when I told them that American students do not have nap time past Pre-Kindergarten. Along with that difference, the Taiwanese calendar starts on a Monday whereas the American calendar starts on a Sunday. My students learned about these subtle cultural differences through my lessons where I taught with a microphone and speaker strapped around my waist. Additionally, I sought to infuse unique projects into my curriculum as well.

While in Taiwan, I read about Flat Stanley projects which were based on the literary series for primary readers *Flat Stanley* by Jeff Brown. Started by a British school teacher, the project encourages students to develop their literacy while also creating a paper cutout of the main character. Students send these paper cutouts and letters to a friend in another country to encourage learning about different people and places. My co-teachers and I invited our students in our English Club to do a variation on the Flat Stanley project in Taiwan. Instead of having our students draw a two-dimensional version of Flat Stanley, our Taiwanese students drew pictures of themselves together as a class on a poster. I enlisted help from my family and friends to take pictures of the Flat Stanley poster with famous monuments across the United States. As we received these photos of our poster traveling to see these monuments, my students learned about the people and history of those places. My Taiwanese students' Flat Stanley project traveled from the east coast to the west coast of the United States, visiting New York City (New York), Washington, D.C., Boston (Massachusetts), Madison (Wisconsin), Grinnell (Iowa), Denver (Colorado), Boise (Idaho), and San Francisco (California). My students learned more about the United States and loved receiving the Flat Stanley

back in Taiwan. My English club students also participated in video and art exchanges with a primary classroom in Georgia. We made videos introducing the Taiwanese language and culture. When I returned to the United States, the cross-cultural exchange endured for another five years.

The lifelong friendships I made with teachers in Taiwan allowed for continued exchanges between my elementary-aged students in the United States and Taiwanese students. My American second-graders wrote letters to students at another Taiwanese elementary school, Ling Jhou, in Kaohsiung for five years. Each year, a new set of my students would learn about life as a student in Taiwan and about the Chinese traditions and culture. We made brochures, videos introducing our schools to each other, drawings, and letters. Eventually, one of our school's second graders also visited our pen pal school in Taiwan with their family, which showed the enduring relationship our exchange created beyond the classroom walls. My students at the time of the exchanges benefitted from seeing the world differently and as global citizens. From seeing the different architecture of Taiwanese schools that are open instead of mostly enclosed hallways to seeing the English Villages, we explored my American students' questions and curiosity about the people, place, and language of Taiwan.

IMPACT OF MY FELLOWSHIP

Socrates, an ancient Greek philosopher known to us through the works of Plato, proclaimed that we must “know thyself” to gain greater self-actualization and understanding of the world. To me, that means knowing what your interests are and knowing how to prioritize how you want to impact the world. Know your values and know what makes you feel so motivated you could work for hours on end without thinking it is a struggle with other parts of your life. As a result of my Fulbright exchange where I experienced the hard, exhausting, immensely joyful, and energy-draining life of teaching, I felt that working in the field of education was where I belonged, and I felt motivated to meet the challenges of this profession. In the capacity of an educator, my interest in developing interpersonal connections and seeing my students thrive as critical thinkers have been an important value to me. While my intrinsic motivation exists to help nurture global citizens who respect and value difference, the lack of respect in the teaching profession in the United States acts as a barrier. Teacher respect in the United States is a paradox; on the one hand, during the pandemic in 2020, teachers were lauded as heroes, but teacher salaries were not an economic priority for many communities. Teachers are entrusted to guide children's educational trajectory, but in many states, teachers are being barred from teaching books, that in their expert opinion, should be taught. Teachers want to be treated as professionals but have historically not been a priority or treated as such by their government and communities.

For teachers to thrive, the government and the school community must believe in the potential of its teachers. Teachers are highly respected in Taiwanese culture. As seen in the 2018 Global Teacher Status Index that surveyed thirty-five countries, Taiwan ranked third in the world as a nation that respects its teachers. The United States came in sixteenth. How the Taiwanese treat their teachers is evident in how they instill recognition and respect. When Hua Shan Elementary School celebrated Confucius Teachers Day in honor of the philosopher Confucius, the school had an entire assembly to honor and recognize all their teachers. All the teachers in each grade, one through six, were introduced and given gifts by the school in front of everyone. It was a beautiful moment for teachers because not only does the school take time out of the day to honor every single one of them in front of the entire school community, but also the consistent public recognition from year-to-year builds reverence for the teaching profession. While the United States has Teacher Appreciation Day and week, the recognition of teachers' work is often not uniform within a school and can vary from year to year.

While respect for the profession of K-12 teachers in America has ebbed and flowed with the pandemic, there is a teacher shortage across the United States. Teachers are leaving the profession for a variety of reasons ranging from low teacher salaries to overwhelming responsibilities to a lack of respect shown by parents, administrators, and students. To curb this “edxit” as it has come to be known on social media, it is imperative that the United States offer competitive pay to keep and retain its teachers. Implementing public recognition and appreciation of teachers consistently helps over time, but a community that pays its teachers well into the six figures will elevate the profession's status naturally and incentivize teachers to stay in teaching. Additionally, offering paths for teachers to work in public policy can help create teacher career pathways that go beyond education administration and curriculum development. There are very few career advancement opportunities for veteran teachers who have expert knowledge of curriculum, teaching, and education. Reserving a spot on each school board for two to three veteran teachers would be an excellent way to ensure representation by teachers and a potential path toward education advocacy.

Of the twelve Fulbrighters in our original Kaohsiung cohort in Taiwan, a third of our group became educators and are still educators to this day in America. The Fulbright experience shows that it does not just create cultural exchanges but can create enduring experiences for the education profession. While some may not consider it a professional pathway toward teaching, it does help elevate the profession by emphasizing the benefits of cross-cultural exchange.

IMPORTANCE OF CROSS-CULTURAL EXCHANGE

Since the pandemic, I have transitioned from being a primary grade, classroom teacher to being the STEM (Science, technology, engineering, math) and computer science cluster teacher for my entire school. My experience as a Fulbrighter who taught a language as a cluster teacher in my first year of teaching in Taiwan has come full circle. Just as I shared my identity with my students in Taiwan, I do that now with my students in America. My Fulbright experience has also impacted the curriculum I develop for my students.

I am lucky to be in a school that values the expertise of its teachers and gives them the freedom to develop curricula that match the needs of our students. When I teach about computer science or any of the STEM concepts, I think back to my days as a teacher in Taiwan and how I shared parts of my identity that are important to me. As I begin to develop curricula that reflect the identities of my students, I know that they do better when they see themselves in the curriculum. When I shared parts of myself with my students, they had so many questions and were much more interested in the learning process. Remembering the interviews, I had with the high school students in Taiwan and also being peppered with questions from my elementary-aged students, I wanted to recreate those experiences and impressions by inviting speakers to come to talk to my students. As I developed curricula to support members of the Black, indigenous, people of color (BIPOC) communities and other underrepresented groups like women and the LGBTQ+ community, I have invited scientists from those communities to speak to my students. The impact has been great and many of my students wrote in their thank you letters to the speakers that they appreciated them sharing their experiences as scientists and as people. The beauty of teaching is helping expand a students' worldview, whether it be beyond country borders or beyond just the classroom walls. Taking steps to reach a global perspective begins with also addressing difference in America. By bringing in the stories of BIPOC, female, and LGBTQ+ scientists, I was already broadening the perspectives of my students.

In addition to designing curricula that affirm my students' identities, I also like to use American Sign Language (ASL) to communicate with my students. The Taiwanese government's emphasis on bilingual education helped me move away from anglocentric, monolingual pedagogies. While I do not teach at a bilingual school, I see value in still teaching other languages like ASL to decenter students from their monolingual experience. Helping students see other ways of communicating is so important in valuing difference. As a technology teacher, I also think it's important to expose students to whom we design technology. Having a global view helps pave the way for inclusive design for people who are different from you. Whether that means designing for people

As I continue to teach my students, I hope they continue to value differences in our cultures and continue a cultural exchange that once began with me but is now being passed on to them.

with disabilities or for our marginalized communities, or designing a robot that can automatically translate languages, it is important to include voices who may normally not be included. As I continue to teach my students, I hope they continue to value differences in our cultures and continue a cultural exchange that once began with me but is now being passed on to them.

NOTES

1. For more information on English Villages in Taiwan: <https://taiwan-etaprogram.org/eta-stories-blog/2017/10/24/lets-talk-about-english-village>
2. Fulbright in Taiwan English Teaching Assistantship Program: <https://taiwan-etaprogram.org/>
3. To learn more about the Global Teacher Status Index 2018: <https://www.varkeyfoundation.org/what-we-do/research/global-teacher-status-index-2018>



Shiela Lee teaching a primary class on the differences between Chinese culture and American culture at Hua Shan Elementary School in Kaohsiung, Taiwan in 2008.

BIOGRAPHY

Shiela Lee is a public-school teacher in New York City. She received a 2008-2009 Fulbright English Teaching Assistantship (ETA) award and was recently named a finalist for the Presidential Award for Excellence in Math and Science Teaching. You can read more about her at www.shielalee.com. She can be contacted at leeshiela@gmail.com

HOW MY FULBRIGHT SCHOLAR EXPERIENCES IN THAILAND AND GERMANY PRODUCED BILATERAL BENEFITS

STEVE BLUMENSHINE

ABSTRACT

Fulbright Scholar Awards offer diverse experiences, but this can also apply to individual Fulbright Scholars as well. This article explores a career trajectory that spans early development, an initial early career Fulbright, an intervening 15 years of development, and a subsequent Fulbright on a separate continent and culture compared to the first. In both projects I was able to impart a unique analytical set of tools that enabled me to promote collaborations.

Keywords: Fulbright Scholar • water resources • Thailand • Germany



OVERVIEW OF FULBRIGHT APPOINTMENTS

My Fulbright appointments in two continents over 15 years (2006 and 2021) have compounded other international experiences, which pay dividends in teaching and other interactions. I've had 'in place' international collaborations in five countries to date, all water-focused. International collaborations are tricky and require creativity in assessing costs and benefits in often complex and unfamiliar research environments. It's almost like you walk into a catering kitchen, and you're asked to make a meal, yet you've never been in that kitchen before. You've got to try to figure out what kind of dinner to make out of the ingredients at hand. These Fulbright experiences have helped to reinforce my foundation for a generalized model of administrative and research networking; Engage, Listen, Lead, Act (ELLA). The 'Engage' portion must start with enthusiasm for your work (*it's not work if it's fun*) which typically triggers the same in others, and I figure out the mutually supportive plans from there.

CONDITIONING FOR FULBRIGHT

I really didn't have much early conditioning to international experiences such as family trips, study abroad, or hosting foreign students. One influence was that my father worked internationally quite a bit, including Europe and Indonesia. This idea of 'work' fostering such adventures apparently did take hold.

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My PhD and Postdoctoral positions introduced some international contacts. A month-long Food Web Workshop (at Cornell) included about 50% international people among 25 participants, with a similar composition at a shorter one-week workshop in Bermuda. Both experiences required collaborations on small projects in multi-national groups.

During my first year as a faculty member, a funding opportunity arose to promote engagement with any Middle Eastern country in the following summer. Mentors related that these funds were typically used for tours or visits. But I desired research-based interactions, which in hindsight was very influential and great training for my later Fulbright proposals. I found a well-known American counterpart who was then an ex-pat researcher in a national institute (of lake studies) in Israel. We quickly found a niche in his research program and off I went on my first independent international experience. During my month in Israel I was able to make a weekend trip to Athens to visit a colleague that I met during the Bermuda workshop. Although similarly ‘Mediterranean’, Athens and northern Israel were markedly different in many interesting ways. Overall, this productive one-month trip allowed for brief experiences in three cities/countries, resulted in two published papers, several conference presentations, a case study used in several courses, and certainly fostered the blossoming of future international experiences.

INTRODUCTION TO THAILAND

Shortly after my Israel experience, my wife Nadine and I made grand plans to visit one of her friends and her partner as they were sailing around the world on a 43’ sailboat. Plans targeted the nearshore islands of Thailand as a rendezvous point during the winter of 2001-2002. We also had time to ourselves off the boat to discover Chiang Mai in northern Thailand. That destination was influenced by my mother who previously resided in Chiang Mai. While there I discovered Chiang Mai University by happenstance, which inspired plans for more time in this part of the world.

I subsequently accessed a new international research travel fund that my Dean created (and charged me with managing) to foster a discovery of research opportunities in Thailand. My project with like-minded faculty at Chiang Mai was an examination of water quality and aquatic life in the *Mae Ping River* (‘River’ in Thai (แม่น้ำ; Mae Nam), translates to ‘Mother Water’). I also used this time to foster student exchange agreements with other Thai universities. This was the perfect opportunity to scope the landscape for larger and longer opportunities in Thailand. The Fulbright Scholar program was the golden ticket. I narrowed my options for a Fulbright during my campus visits, and ultimately decided that Chulalongkorn University (‘Chula’) in Bangkok would be the best fit. Chula is the oldest and most prestigious and research-active

university in Thailand, and is named after the revered King Rama V, who ensured independence of Thailand. The Fulbright opportunity was exciting for our young family because the Thailand Fulbright included support for family members.

FIRST FULBRIGHT: THAILAND (2006)

I was pleasantly surprised that the Fulbright Scholar Award proposal was funded. This was not expected given that I was in the 4th year of my faculty position and this was my first Fulbright application. I was walking on air with elation and a new-found recognition on an important international front.

The Aquatic Resources Research Institute at Chula hosted me during July-Dec 2006 for a project to conduct data analysis of water quality and plankton in the Bangpakong River. This river drains part of the huge Bangkok metropolitan area and flows into the Gulf of Thailand, a system of concern due to suspected impairment from watershed activities (human development, agriculture, etc). The proposed activity was centered around a project funded by the Thai Department of Marine and Coastal Resources to Chula to study the sources and consequences of degraded water quality in the Gulf of Thailand and its major tributaries.

Analysis of these patterns would help to identify where and when water quality is particularly sensitive to impairment for municipal & recreational use. Outcomes from this Fulbright experience included a published paper, Plenary Speaker at the Thailand Plankton Conference; and several other conference presentations. I was also able to participate in some rewarding service activities including Fulbright review panels, research seminars at the host university, a data management workshop, as well as serving on a PhD student committee. These wonderful and diverse experiences opened my view to a more complete sphere of research engagement and administration, which I apply on a day to day basis over 15+ years.

In November, I had the chance to visit universities in three Chinese cities to develop student and faculty exchanges with my home university. The first few days I reflexively spoke in Thai with others when I was not with my University hosts! And where were all of the street carts with the wonderful smells and food? But mainly the cultural differences between China and Thailand were stunning after ~4 months in Bangkok. This highlighted the unique aspects of Bangkok and Thailand more generally, in that there is a calmness and vibe of gentleness in interpersonal interactions and community feel.

FULBRIGHT REFLECTIONS IN THAILAND

This incredible six-month stay in Bangkok had lasting impacts on our whole family, especially our home-schooled children who were 3, 7, and 10 years old upon arrival in mid-2006. They are now emerging adults (18-25) who still recount the experience. We started by adjusting to big city life, taking

in as much as the heat and humidity would allow. Bangkok is characterized by its many layers of tastes, smells, and sounds. Many are wonderful and are taken in willingly; others must be tolerated. However, I think most visitors to Thailand would agree that the wonderful Thai people can have the greatest effect on us through their smiles and sincere attitudes of patience, giving, and warmth. It certainly helps to reflect on this and calm our typical busy and self-created stressful lives in the US

OTHER INTERNATIONAL EXPERIENCES BETWEEN FULBRIGHT APPOINTMENTS

The Fulbright in Thailand kicked off additional activity and service on an increasingly broad international scope. I served on the University International Advisory Committee, and Chaired the International Research Committee in my College. I served the US Fulbright Scholar program as a regional expert reviewer for one year, and a subject matter (Environmental Science) reviewer for three years. During the latter part of my sabbatical period (spring 2007) I participated in a 10 day statistics workshop at the University of South Bohemia, České Budějovice, Czech Republic, and similar workshop over one week at the University of Alberta in Edmonton, Canada in 2013. Later in 2015 I was invited on a group trip to Münster, Germany as part of a ‘sister city’ exploratory program. The theme was urban design and environment, so I was able to fit in fairly well and relied on prior German language courses for communication. This experience spurred me to create ways to activate my next sabbatical (and Fulbright?) experience.

SECOND FULBRIGHT: GERMANY (2021)

Why Germany? The 2015 trip to Münster piqued my interest, but I had a longer-term calling to Germany. My paternal family (‘Blumenschein’ auf Deutsch ~ shining flowers) origins are in and near Stuttgart in the heart of the state of Baden-Württemberg. I’m fortunate to have a family history from this region back to the late 1500s, and a copy of a letter that my ancestor Wilhelm Blumenschein sent to relatives back in Germany after emigrating from Baden-Württemberg to Illinois in the 1830s (as did the ancestors of my paternal grandmother). By this point after the 2006 Fulbright Award as well as a number of cycles as a reviewer, I understood that Fulbright is not just about the project you’re working on, but who you are as well.

This Fulbright proposal was primarily motivated by invited opportunities created by the California State University (CSU) System Vice Chancellors for Research and International Programs to foster climate change related collaborations. I was invited to give a presentation to a visiting delegation of University Rectors from Baden-Württemberg, which has a formal partnership with the State of California and the CSU System. This delegation was led by Theresia Bauer, the Minister of Science, Research and Arts. Following

my presentation, I was asked whether my research would be applicable to the decline in whitefish production in Lake Constance, Germany. Like an epiphany, this spark provided the subject to connect my research toolkit to a Fulbright project in Baden-Württemberg. I soon discovered a large five year, €5M project known as SeeWandel (English = 'Lake Change') in Lake Constance. SeeWandel is comprised of interdisciplinary partnerships to understand and advise resource managers and politicians of the threats of climate change and invasive species in the lake's complex food web. This was a unique opportunity to join a prestigious research group addressing global-scale threats to freshwater ecosystems. Host institutions included: University of Konstanz, Hohenheim University, and the Baden-Württemberg Fisheries Research Center. Compared to the six month stay in Bangkok, Thailand, this three month excursion had me on my own and moving cities about every month. Upon reflection, this required careful navigating in both the presentation of this plan in the Fulbright proposal, but also logistically once I was in Germany. I was much better equipped to handle this with the gained experience and maturity compared to the Fulbright experience 15 years earlier in Thailand.

Baden-Württemberg includes the shoreline of Lake Constance, the largest source of drinking water in Europe. The lake is located on the Rhine River where Germany, Switzerland, and Austria converge near the northern Alps. Lake Constance is important historically, economically, and for tourism and fish supply. The lake has undergone some drastic changes due to climate change and invasive species. This was a great opportunity to apply some of my analytical approaches to address the missing pieces to SeeWandel research puzzles. It was very rewarding to explain to and engage my German collaborators with my approaches, which seemed new and novel to them. My research background in fish and fresh water were applicable to some of the pressing SeeWandel issues. Once I integrated and gained understanding to this complex system, we found that some of the approaches that I typically fit in well to address their research gaps. This was eye-opening to us.

I even learned a valuable cultural and natural resource lesson on the importance of Lake Constance whitefish outside of the research environment and how the threat to whitefish can impact average people and the importance of this research. For example, I readily shopped at 'town-square' farmers markets. At the fish sellers', I browsed the offerings and found no whitefish; 'warum haben Sie keine Felchen' (*why don't you have any whitefish?*). The heated response was beyond my linguistic ability. One of my collaborators later explained that whitefish are now so rare that they are reserved for high-end restaurants, and not available for fish sellers at markets, and thus for common people. This is just one relatable example 'Fulbright story' that I like to tell in any setting (classes, seminars, symposia, etc.) to show how this is a valuable resource, like lobster from Maine, so people can relate to something domestic.

GERMANY POST-FULBRIGHT

I left Germany by train in late May for a week with another collaborator based in Sion and Lausanne, Switzerland. This was in French-speaking western Switzerland, but overall I was keen to notice the similarities and differences of the regions. Now nearly one year post-Fulbright in Germany, I headed back to Baden-Württemberg in June 2022 as part of a CSU System trip of ~25 people to engage German colleagues in research exchange. I subsequently went to the University of Cordoba (Spain) to follow up on the development of a university exchange program. By this most recent point in my career, I've had so many valuable opportunities to visit many countries and cultures that have had major impacts on me personally and professionally. They certainly have impacted my personal and professional relationships.

OVERALL BENEFITS OF FULBRIGHT TO MY HOME INSTITUTION AND COMMUNITY COLLEAGUES

It's not simple to fully address the many subtle ways that my Fulbright and other international experience have affected me personally and professionally. However, a clear and direct impact has been in student engagement through the use of Fulbright research experiences as example case studies. For example, I lead two graduate biostatistics courses which I greatly enjoy, but can be a challenge for students. I use my main project from Thailand as a case study for multivariate statistics, covering introduction, application, and interpretation. Scientific storytelling easily engages students because it includes exotic geographical and cultural components, thus providing a broader context and template for standard scientific principles and problem solving. On a broader scale at my university, I've been able to impart Fulbright lessons and knowledge to the university community in assisting our International Programs Office in Fulbright recruitment. I also provide problem solving approaches learned from foreign colleagues to research students in my lab group. This benefit was greatly expanded in the recent Fulbright experience in Germany, where I had 5-6 main collaborators across three host institutions. It was extremely fortunate that I had a skill set that could address some of their main research gaps, and I trust that I was able to impart some of this knowledge to them for lasting benefit. For example, the multivariate analysis of the Thailand project helped in river research sampling design in the collaborators' government funded work on water quality. In Germany, I applied and communicated to collaborators a number of approaches that were not in their analysis toolboxes. During the fall of 2022, I will be co-leading a Fulbright Support Symposium for faculty colleagues in the aquatic sciences in the 23 campus California State University system. I trust that this important outreach will encourage and lead many others to achieve Fulbright experiences.

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Author with host dog 'Riga' hiking near the Alps in southwestern Germany.

BIOGRAPHY

Steve Blumenshine is the Interim Executive Director of CSU-WATER for the California State University System. Prior to this he was a professor of Biology from 1999-2021, and Director of the Research and Education Division of the California Water Institute at Fresno State University (2021-2022). He received two Fulbright Scholar Awards (2006, 2021) to Thailand and Germany respectively. He can be contacted at sblumens@csufresno.edu

THE ROLE OF RHETORICAL ETHOS IN DEVELOPING MUTUAL UNDERSTANDING ACROSS CULTURES: AN AUTOETHNOGRAPHIC STUDY OF ONE FULBRIGHTER TO SOUTH KOREA

KAREN P. PEIRCE

ABSTRACT

A primary goal of the Fulbright Program is to nurture mutual understanding across cultures. This article aims to show how rhetorical ethos can contribute to this goal. Following an autoethnographic study of one Fulbrighter's experience in South Korea, the concept of rhetorical ethos is explored. Next discussed is the impact certain conceptions of rhetorical ethos can have on mutual understanding. Finally, areas for further research are offered.

Keywords: mutual understanding • rhetoric • ethos • South Korea • autoethnography



I'll never forget the day I learned I was selected for a Fulbright grant. I found the official award letter in my campus mailbox. It was the start of spring break, so the college was nearly deserted. However, by the time the break was over, I had turned into a minor celebrity. I couldn't walk down the sidewalks on campus without someone stopping to say congratulations. I didn't even know some of these people, but they knew about the Fulbright program.

The Fulbright program is recognized worldwide for providing scholars with opportunities to conduct research and teach internationally. Through competitive awards, US citizens pursue academic interests overseas, and citizens from other countries do the same in the United States. Scholars from all fields and 160 countries receive grants, and these scholars build and share academic expertise through their support. While these academic pursuits are what make the Fulbright program so well known, perhaps less well known is the Fulbright program's emphasis on promoting mutual understanding across cultures; the intended outcome of the Fulbright program is not only to advance academic knowledge but also to improve intercultural understanding. This additional emphasis on intercultural relations makes the Fulbright program unique.

In addition to its lesser-known emphasis on mutual understanding, another lesser-known fact about the Fulbright program is that it provides grants not only to well-established scholars but also to recent college graduates. One example of such a program is the Fulbright English Teaching Assistantship

(ETA), which embeds fluent English speakers into English-as-a-foreign-language classrooms around the world. One aim of this program is that the English Teaching Assistants (ETAs) will teach English to non-native-English-speaking students, but another aim is that the ETAs will serve as representatives of United States culture in all its diversity and also learn about the culture of their host countries.

In this article, I share a synopsis of my experience with mutual understanding as a Fulbright ETA in South Korea. In order to explain what made my experience of mutual understanding possible, I explore the concept of rhetorical ethos and discuss how certain conceptions of rhetorical ethos can contribute to mutual understanding. Finally, I conclude by suggesting areas for further research into questions of mutual understanding across cultures.

MY FULBRIGHT EXPERIENCE

It was as a Fulbright ETA in 1993 that I traveled to South Korea where I was assigned to an all-boys middle school, which consisted of students in the equivalent of seventh, eighth, and ninth grades in the US. At the time, English instruction in South Korean public schools began in the first year of middle school, so the youngest students I taught were encountering formal instruction in written and spoken English for the first time. We ETAs in South Korea focused our English instruction on listening and speaking skills. None of us were the primary English teacher for any particular classroom of students. In fact, the principal of the school where I was assigned arranged my teaching schedule so I would have contact with as many students in the school as possible. On a rotating basis, I interacted with all students in the school at least once during the academic year. Some teachers asked me to read portions of the textbook aloud so the students could repeat after me, while other teachers I worked with allowed me to create my own lessons. Despite the wide variety of classroom interactions I had with the students, all had the opportunity to speak with and listen to a native speaker of English, almost all for the first time in their lives.

Not only did I work with students on strengthening their English skills, but I also helped the teachers I worked with strengthen their language skills as well. The English teachers at my school formed a group in which any teacher at the school could practice conversational English by discussing a wide variety of topics. I participated in this group weekly and helped the teachers gain confidence in their speaking and listening abilities. Beyond this, I also brought the chance to practice English speaking and listening to the host families with whom I lived during my grant term. Through the day-to-day conversation necessary to function as a family unit, discussing such things as schedules, daily plans, and meal options, the families had the opportunity to practice both speaking and listening in English. In addition, two other instances allowed me to engage in bringing English to broader audiences. In

one instance, I was invited to appear on an English language radio program, and in another instance, I was invited to assist at an English-as-a-second-language workshop for college students from around South Korea. Through all of these interactions, I helped broaden the language skills of many.

Beyond the duties of teaching English, however, my ETA experience also involved teaching about cultural differences, as emphasized by the Fulbright program's goal of fostering mutual understanding. As a result, I tried to share important aspects of US culture with the South Koreans I came in contact with. For example, in the lessons I planned for my students, I regularly included cultural elements. In one class, my lesson plan might have included a discussion of daily chores carried out by family members in the US; in another class, the lesson might have involved listening to US pop songs; and in another, the lesson might have involved the brainstorming of slang terms used in the US. Through these means, I introduced the students to some cultural practices common in the United States. I strove to provide a small glimpse into what my life in the US was like so the students could imagine a world other than what they encountered in their daily lives and perhaps different from what they learned about US culture on television or in movies.

When it came to my host families, certainly I introduced them as well to the day-to-day cultural differences and similarities between us. For example, they learned that the rich foods most South Koreans eat for breakfast, including fish, rice, kimchi, and vegetables, could sometimes upset the stomach of someone who was accustomed to eating lighter fare in the morning, such as the cereal or toast I was used to. They also learned that, as a person in my twenties from the US, I expected to be able to come and go from the house at will, without needing to ask permission or explain my whereabouts. At the same time, they learned that I hoped to be included in family outings, I hoped to avoid creating extra work for them, and I hoped to form lasting relationships with them, all of which highlight some distinguishing features of family relationships in the US.

What were the impacts of these attempts to share my culture with the Korean people I met? I'm sorry to say I can't speak to any long-term impacts, as it has proved challenging to stay in touch with the people I lived and worked with in South Korea. However, I did see evidence of the immediate impact my presence had on at least some of the people I encountered. For example, one of the students I taught had developmental delays and was nonverbal. He also happened to be a neighbor of my first host family, so we sometimes carpooled to school together along with one of my host brothers. One day, as we emerged from the backseat of the car, he grasped my hand, which caused quite a stir among his fellow students as we walked across the playground to the school entry. Some students stood gaping and pointing while others started shouting and running to catch up to us for a closer look. I took this as a sign that they were surprised at my acceptance of him. Perhaps other teachers at the school didn't treat him this way, or perhaps they did

but the students didn't expect this behavior from me because I was from another culture. In any case, I know I showed those students that my cultural background allowed me to see someone with developmental delays as being worthy of respect and that the students were impacted by this display.

In addition to exposing Koreans to US culture first-hand, I was introduced to Korean culture for the first time. I attended several cultural events, including the celebration of Buddha's birthday and the Andong Mask Dance Festival. I also visited several cultural sites, including the border area of Panmunjom in the Demilitarized Zone; Haeinsa temple, home of the Tripitaka Koreana, a set of Buddhist scriptures carved into wooden printing blocks; and the city of Gyeongju, site of the ancient capital of the Silla dynasty and many royal tombs. I ate Korean foods for the first time, some of which I came to love; I witnessed the six-day workweek; and I saw Korean mothers carrying babies strapped to their backs with quilted blankets. I learned to play a Korean stringed instrument called the *gyageum* in weekly lessons, and I traveled extensively throughout the country, learning about the different regional dialects, customs, and food specialties in the various South Korean provinces. I witnessed many cultural practices that were new to me, and as a result, I came away from my year in South Korea with a richer conception of the country, fulfilling one of the primary aims of the Fulbright program.

What made this learning about culture possible? Why was I able to gain a richer understanding of the Korean way of life? And, assuming at least some of the Koreans with whom I interacted learned from me as well, what made this phenomenon possible? The answer is rhetorical ethos.

DEFINITION OF RHETORICAL ETHOS

The definition of rhetorical ethos is a debated matter among scholars. My research has shown that when rhetorical ethos is taught in undergraduate courses, the concept is often reduced to mean the communicator's credibility, assertiveness, or authority. This is because in those undergraduate courses, the aim of the assignments is largely limited to making arguments. Since the most effective rhetorical ethos to use when trying to win an argument is one that is credible, assertive, and authoritative, the definition of ethos becomes narrowed to suit that purpose.

However, other definitions of rhetorical ethos go beyond credibility, assertiveness, or authority. Over centuries, theorists have advanced the following definitions of ethos: character as revealed or constructed through language, custom, or habit; persona; sympathy for or identification with the audience; sincerity; self-expression; self-image; voice; willingness to be open; and collaboration with the audience. There are other definitions beyond these as well; the multitude of definitions is a result of the changing understandings of culture, individual identity, rhetoric, and rhetorical ethos over time.

These multiple definitions of ethos reveal that it is a flexible concept that can be used in different ways in different situations depending on the communicator's perspectives and purposes. Speakers or writers are not limited to appearing credible, assertive, or authoritative but can take other stances instead. In fact, sometimes portraying another type of ethos might be more beneficial than the type of ethos typically taught in undergraduate courses.

HOW RHETORICAL ETHOS CAN CONTRIBUTE TO MUTUAL UNDERSTANDING

When communicating to reach mutual understanding, relying on an assertive, credible, authoritative rhetorical ethos is not necessarily the best choice. Instead, my research has shown that a rhetorical ethos marked by sympathy for or identification with the audience, a willingness to be open, and collaboration might be more helpful. Such an ethos can be identified through the speaker's or writer's asking of questions, for example, or their pursuing an inquiry rather than proving a point, or their investigating problems rather than dictating answers.

While one can portray such an ethos without reflecting actual intentions, such a front is difficult to sustain. Hypothetically, in my cohort of ETAs to South Korea, there might have been some who were not open minded to learning about Korean culture. Instead, they might have wanted to convince Koreans they met that the way of life in the United States is the best way to exist. They might have portrayed an open ethos at first in order to appear interested in Korean culture, gain good will, or be polite, but eventually, this open ethos would have been betrayed by their ethos of assertion that the US is the best. To my knowledge, none of my cohort behaved this way. Instead, we all remained open, were willing to collaborate with the Korean people we met in striving to understand each other, and even found ways to identify across cultural differences.

When a communicator portrays such an open ethos, it isn't always reciprocated. I remember one particularly memorable moment when some fellow ETAs and I were standing on a sidewalk in front of a department store in the city of Busan when a Korean man approached. He started speaking to us in Korean, so one of my friends tried to engage in conversation. Suddenly the man shoved her angrily. Although she portrayed an open ethos, it was not reciprocated.

As this example shows, sometimes our attempts to connect across cultures fail. However, often times, if one communicator shows an open ethos, the other will respond in kind. This is because there is nothing threatening about an open ethos, nothing to lead the other communicator to be wary, nothing

to cause defensiveness. Instead, an open ethos offers an invitation to join on a journey of mutual discovery. Through conversation, both parties can find reasons to sympathize with each other, can find ways to identify with each other, and can collaborate with each other in creating a new, shared reality.

CONCLUSION AND SUGGESTIONS FOR FUTURE RESEARCH

My interest in rhetorical ethos as a means for achieving mutual understanding across cultures stems in large part from my time in South Korea, although other interactions I've had with people from cultural backgrounds different from my own have also played a role. When I decided to pursue

a doctoral degree, I chose to make the question of how to communicate to achieve mutual understanding the central focus of my studies. I wanted to understand if there was an effective way to reduce conflict in the world through changes to our ways of teaching communicative practices.

The exploration of this question became the foundation of my dissertation. In it, I proposed a pedagogy designed to introduce students to an open, inquiring ethos that would allow them to communicate through writing in ways that could foster mutual understanding across cultural difference. I designed and implemented an assignment that asked students to explore inquiries and pose questions rather than argue and assert.

My research in this area did not stop after I completed my doctoral studies. I went on to write other publications in which I further developed the ideas I had previously explored in my dissertation. Additionally, I have presented at conferences in the United States and around the world on the same subject. My Fulbright year in South Korea certainly impacted my research agenda for many years following.

Although other authors have explored similar ideas to my own, there is room for more research into ethos and its role in fostering mutual understanding across cultural differences. How can we help people develop the type of ethos that will enable communication aimed at achieving mutual understanding? What do we need to do to help people listen to such an ethos with an open mind? Does the same type of ethos work across all cultures, or are different types of ethos more suited to particular times and places? The list of questions still to be investigated leaves plenty of room for more exploration and discovery. Perhaps scholars and students interested in this area of inquiry will pursue Fulbright grants that will enable them to explore the topic in more depth.

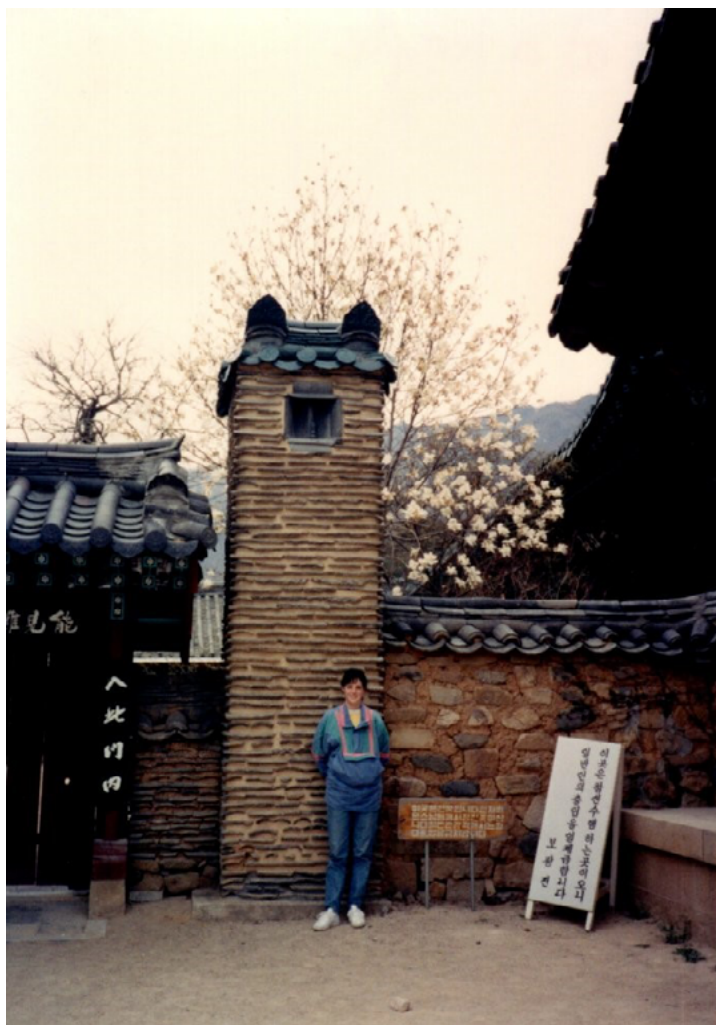
As a Fulbright alum, I have pursued opportunities to enable others to benefit from Fulbright grants and potentially pursue research agendas that would seek to investigate questions about mutual understanding across cultures. I have served as an adviser to students applying to nationally

My interest in rhetorical ethos as a means for achieving mutual understanding across cultures stems in large part from my time in South Korea

competitive scholarships such as the Fulbright to enable them to put forward their strongest possible applications to study and live abroad; I have served as a campus selection committee member not only to determine which students should move forward in the national selection process but also to help those students prepare for the possibility that a Fulbright grant could lead to a lifetime of investigating mutual understanding across cultures; and I have served as an English language and literature disciplinary review committee member to select Fulbright scholars who clearly understand the importance of facilitating mutual understanding in addition to their academic endeavors. In all of these roles, it has been my hope to advance the aims of the Fulbright program and perhaps make positive change in the world by enabling mutual understanding across cultures. I encourage all Fulbright alumni to find their own ways to do the same.

NOTES

1. For official language about the role of mutual understanding in the Fulbright program, see “Fulbright Program Overview,” Bureau of Educational and Cultural Affairs, United States Department of State, accessed May 27, 2022, <https://eca.state.gov/fulbright/about-fulbright/history>.
2. For details about how ethos is commonly taught in undergraduate courses, see Karen P. Peirce, “Alternatives to Argumentation: Implications for Intercultural Rhetoric” (PhD diss., University of Arizona, 2006), <https://repository.arizona.edu/handle/10150/194304>.
3. For an overview of various definitions of rhetorical ethos, see James S. Baumlin, “Ēthos,” in *Encyclopedia of Rhetoric*, ed. Thomas O. Sloane (New York: Oxford University Press, 2001), 263–277, <https://doi.org/10.1093/acref/9780195125955.001.0001>.
4. For more information about how rhetorical ethos can facilitate communication across cultural differences, see Karen P. Peirce, “Employing Ethos to Cross the Borders of Difference: Teaching Civil Rhetoric” in *Crossing Borders/Drawing Boundaries: The Rhetoric of Lines across America*, ed. Barbara Couture and Patricia Wojahn (Logan, UT: Utah State University Press, 2016), 76–92, <http://www.jstor.org/stable/j.ctt1b18vhw.9>.



The author visiting Gyeongju, South Korea, in spring 1994

BIOGRAPHY

Karen P. Peirce, PhD, is a writer and editor. She serves as associate publisher for marketing and advancement with the WAC Clearinghouse, an open access publisher in the field of writing across the curriculum, and is also associate editor of the International Exchanges on the Study of Writing book series. Additionally, she is on the board of the North Carolina chapter of the Fulbright Association and acts as the chapter's webmaster. From 1993-1994, she was a Fulbright English Teaching Assistant (ETA) in South Korea. She blogs at <https://sites.google.com/view/kppeirce/blog>, can be found on LinkedIn at <https://www.linkedin.com/in/kppeirce>, and can be contacted via email at kpp@ix.netcom.com.

ROCKING THE ROCKIES: A FULBRIGHTER'S EXPERIENCE OF SCHOOL-BASED POLICING

ANDY BRIERS

ABSTRACT

Research conducted in Colorado, US in fulfilment of a PhD on comparative school-based policing, led to a subsequent exchange program between US and UK police officers as part of a Fulbright Alumni Initiative 2003-05. This formed the creation of the UK Safer Schools Partnership program (police officers based full time in schools) and the start of a twenty-year relationship with school safety across the world.

Keywords: police • youth • crime • school • education



BACK TO SCHOOL

It was 2001 and I had just spent a year working as the UK's first police officer based full time in a secondary school in North London. It had been an eventful time working alongside teachers and students in a vibrant area of London which had over one-hundred different spoken languages. A high percentage of students qualified for free school meals. The community could be characterized as having a varied relationship with the police, shaped most recently by the Tottenham riots of 1985.

Not everybody was in favor of police officers being present in the community's secondary school. Indeed, this most recent development was viewed as a trial to help build confidence with the local community to support young people and keep them safe on their journey to and from school as well as inside the school grounds. On my first day, I entered the staff room in uniform. Several of the staff got up and walked out. On closer inspection, I saw several leaflets posted on the staff noticeboard with the headline, "Police out of the classroom." A frosty start, but I was young, determined and had grown a thick, albeit cynical, outer skin from working the streets as a uniformed officer in a busy inner-city borough. Not surprisingly, the teacher's union expressed concerns about policing, arguing that policing would lead to criminalizing students in a school setting that should be a safe haven. This led me to think more about understanding the interactions between the police and young people and how the police could effectively safeguard youth in the community. Prior to taking the position at the north London secondary school, I previously worked as a secondary school teacher. Informed by this prior experience, I took the leap and applied to undertake a PhD to explore

the subject further. My initial scoping revealed the extensive work that the US had undertaken in this area through the development of the *School Resource Officer Programme* - uniformed police officers being placed in schools across the US.

“ROCKY MOUNTAINS” AHEAD

The Police Fulbright Research Award gave me the perfect opportunity to conduct research on policing in schools. Upon my completion of a year at university, I was able to spend the following six months in Colorado conducting a comparative study examining the UK and US approach to school-based policing. I set off full of excitement. My wife and our two young boys accompanied me, a one-year-old and a three-year-old. The four of us arrived to a part of the world I had never visited with no place to stay and no contacts other than the name of a woman who had just completed her PhD on this subject at Colorado State University at Denver.

What an adventure I thought, although that was not universally shared with my wider family. We spent several weeks in a cheap hotel before finding an affordable home to rent. We took trips to parks and baseball games. It wasn't long before the realization struck that there were no tubes or trains. Our precious and dwindling cash was used to buy an old Dodge with a bench seat and gear shift that barely made it up the mountains of the front range. These were very happy days watching my boys play with other American kids and attending the local community church, which was the size of an American football stadium that looked over the Rocky Mountains. I spent time cruising with officers in patrol cars. It felt like something out of the TV show *Hill Street Blues* - learning that you can't live off pizza and beer and that cooking or exercising at high altitudes (Denver is known as the Mile High City) comes with its own issues of inedible, undercooked dinners, and breathlessness. There were no mobile phones, the internet was patchy and only accessible at the local library, and calls home were made via a phone card purchased from the liquor store at an exorbitant price.

At one point we managed to attend a baseball game to watch the Colorado Rockies. Unfortunately, I lost our tickets at the gate and had to find them. In the meantime, my wife and kids stood on the curb and watched a cavalcade of black SUVs accompanied by police outriders slowly pass by. The window of one of the blacked-out cars wound down and President George W. Bush smiled while waving and said “Hi, how are you?” Michelle, my wife, dutifully replied whilst the boys were in awe of the flashing red and blue lights.

Once settled, I was able to get down to work. I visited Columbine High School. Several years earlier Columbine experienced a horrific mass school shooting where a teacher and twelve students were killed by two students. I was able to talk to students, parents, teachers and local law enforcement about

the events and the initial police response. The retelling of the events by some of the officers who had been first on scene were very moving and showed me just how much they cared for their community. It was also evident that the mass shooting had a profound impact on them personally.

Several of the parents I spoke to in Colorado explained that they deliberately looked to send their children to schools that had school-based officers. They felt that school based officers provided needed safety. This stood in stark contrast to parents in the UK who expressed concerns that the police would target their children. In fact, many uniformed responders attending schools in the US were viewed with positivity, which contributed to a safer school community. Whilst in the UK, the presence of a uniformed officer resulted in the community perceiving the school as unruly and unsafe.

There are clear cultural differences. In the US, officers are routinely armed, unlike UK officers. However, it is the presence of the officer that brings about this “safe-school” perception. Determined to change this UK perception, I spent additional time with Lakewood and Fort Collins police officers observing their school-based policing and attending training events with local authorities. These activities increased my understanding of good practice and helped me to develop training materials for use in the UK.

THE WORLD STOOD STILL

My research was briefly punctuated by the tragic events of September 11th. I was in the control room of the local police station. At approximately 9:00 am, the monitors in front of me switched to the national news and I witnessed the attacks on the New York Twin Towers. My wife recalls my son, who was only three years old at the time, calling her from the living room as he sat in front of the television watching the aftermath of the plane crashing into the first tower and asking her why his favorite program “Arthur” had suddenly stopped broadcasting.

We were living in South Denver at the time, which is close to the *American Air Force Academy and the North American Aerospace Defense Command* (NORAD) situated in the Rocky Mountain Cheyenne Complex). It was a dark and somber time. In the proceeding weeks the road traffic was sparse and air travel stopped except for fighter jets and stealth bombers crisscrossing the skies of Colorado. American flags flew in unity from every house. Public buildings flew flags at half-mast in solidarity with the country and for those who lost their lives. It was a time for reflection, especially in regards to the responders who lost their lives. Having taken several trips to New York since that tragic day, each visit to the 9/11 Memorial brings back the sad memories of the attack and aftermath.

BACK TO REALITY

The Fulbright Police Research Award accelerated my learning and understanding of school policing. On return to the UK, I was able to complete my PhD and write peer-reviewed articles for international journals in partnership with the *Home Office*, *Youth Justice Board*, and DfES. I developed and implemented a training program for police officers and teachers and published a companion book entitled, “Safer School Communities.”

I was invited to a Street Crime Action Group Meeting at No 10 Downing Street. After a roundtable discussion with the Prime Minister, I was able to launch the Safer Schools Partnership program. This brought over five hundred police officers to schools across the UK.

In terms of outcomes for the Police, the Fulbright was a good return on investment. In looking back, there were many other benefits from the experience, some good and others less positive; yet, each had a huge impact on my life and have shaped the way police interact daily with young people in the UK.

There was some resistance within the organization when I expressed my desire to apply for the Fulbright Research Award because I was relatively young and only had ten years of police service. Typically, these awards were awarded to more senior officers. Despite the opposition, I managed to persuade the management that I was a worthy applicant. The now late Roger Graef, film maker and criminologist, was a member of the interview panel. He commented on my enthusiasm.

THE LEGACY YEARS

In the last twenty years, I attended many Fulbright events, mentored young Fulbrighters from the US, and ran events promoting the variety of awards available at local universities. I also served as a Fulbright board member. During this time, I heard countless stories of how the Fulbright has changed people's lives and how it had a lasting impact on those around them.

Recently I was reminded of the impact of Fulbright when I returned to Colorado to visit old friends. Amongst the many friends were retired police officers and school district officials who threw my wife and me a 25th wedding anniversary surprise party. During the event, a spontaneous speech highlighted how the Fulbright experience had changed their lives as well. Amongst the tears, officers also recalled how the opportunity to participate in a subsequent 2003 Fulbright Alumni Initiatives program facilitated a police exchange program between Fort Collins Police and the Metropolitan Police in London over a two-year period. This experience opened participants' eyes to a different world.

Several US officers said that it was the first time they travelled outside of the US and the experience changed their world view. One officer said, "I thought everywhere was the same as Colorado, I just never looked any further."

I have countless memories of hosting and being hosted by fellow officers who opened up their homes and apartments to my family and me during both Fulbright experiences. There were many memorable moments with my dear friend Dr. Ellyn Dickmann, from Colorado State University. One memory that tops the list is the time she came to help me train police officers in Devon and Cornwall and found herself drinking cider and dancing in the street around the Maypole with local Morris dancers. Alongside this memory is the one in which a US school officer accompanied me to New Scotland Yard carrying his 5-inch flick knife concealed on his person. As he went through the search arch, it lit up. When questioned about the object he replied, "It's only a pocketknife - we all carry them."

REFLECTION

Returning to the UK with a bump after my initial award, I found it difficult to settle back into working life in the police service. It is fair to say they were not particularly accommodating or supportive of my exploits. I naively assumed everyone would want to hear about my findings and newfound adventures; however, sadly the structure was not in place to support, nurture,

or integrate what I learned and experienced. Thankfully policing today has moved on since then and we have a thriving *Evidence Based Policing Forum* and bursaries for budding scholars and a thriving network of officers and staff to support, mentor, coach and promote good ideas throughout their careers.

It is a sad reflection that support for the Alumni Initiative exchange program was dropped by the Metropolitan Police Service halfway through. Despite the stoppage, the enthusiasm and commitment of the officers and staff who participated collaboratively continued with the program. We used our own holiday time and money to complete the program. I would not change a thing about the experience. I only wish I could do it all over again and relive my time with the people who have now become lifelong friends.

This has been a great experience. It will stay with me and my family forever. My hope is that, unlike many policing initiatives, this would not be short lived but would rather have a legacy, something enduring that would make a difference and change the way we police our local communities and interact with young people.

My hope is that this would not be short lived but would rather have a legacy, something enduring that would make a difference and change the way we police our local communities and interact with young people.

WHAT NEXT?

I'm currently on secondment to the Prince's Trust as the National Police Liaison Officer working across the UK with police forces and local authorities promoting opportunities to engage, support and safeguard young people through positive activities, such as employment, engagement and education. I still get excited seeing young people achieve and access opportunities they thought were beyond their reach. The Fulbright experience was center to my beliefs. It fueled my desire to teach comparative policing to students and police officers in New York supported by a John Jay College Fellowship to conduct additional research into school-based policing through a Sir Winston Churchill Fellowship.

Nowadays, I am in a more strategic role and spend less time with young people. I often find myself driving home past the local school gates at closing time and seeing uniformed school officers talking to children and parents and I smile to myself. Poignantly on the train this week, I saw a Police recruitment poster of a school's officer with a caption "As a safer school officer...I know I'm leaving a positive legacy for the next generation." It was all worth it!

NOTES

1. For Information on Metropolitan Police Schools Charter-MPS Guidance for Schools and Colleges – National FGM Centre
2. For Information on the Prince's Trust- The Prince's Trust | Start Something (princes-trust.org.uk)
3. For information on Depaul - <https://int.depaulcharity.org>



Reliving my Fulbright experience at Bierstadt Lake, Colorado with my family.

BIOGRAPHY

Andy Briers started life as a secondary school teacher before joining the Metropolitan Police Service in 1991. He is currently on secondment to the Prince's Trust as the National Police Liaison Officer. He has devoted most of his career to working with vulnerable and at risk young people and is an experienced Peer Reviewer for the Home Office Ending Gang Violence and Exploitation team. He is a double Fulbright Scholar (PhD) and lectures at several UK universities and has written and published several books and peer reviewed journals on the theme of engagement. He is also passionate about housing for young people and volunteers as a night stop host for the charity Depaul. He can be reached at Andy.briers@btinternet.com

A SERIES OF SMALL REALIZATIONS: MY FULBRIGHT EXPERIENCE IN FINLAND

KATHRYN E. PICARDO

ABSTRACT

As a Fulbright Teaching Fellow in Finland, I researched Finnish pedagogical strategies and systemic norms that implement competence-based learning. In working with classroom teachers, school administrators, government officials and university experts, I saw how Finnish schools are identifying structural and cultural norms that enhance and hinder that goal. This paper is an abridged recollection of my findings, as well as how the research process evolved my personal and professional identities.

Keywords: curriculum change • transversal competences • teacher autonomy • assessment • Finland • comparative education



BACKGROUND

My journey to the Fulbright Distinguished Award in Teaching started with an analogy about a bicycle. In Ted Dintersmith and Tony Wagner's 2015 book, *Most Likely to Succeed*, the authors characterize meaningful learning through the lens of riding a bike. As a kid, or adult, or teen, you learn to ride a bike through scaffolding supports (like training wheels and an encouraging adult) and with failure (scraped hands and bruised knees). Over time, hesitation gives way to confidence and eventually, the skill becomes one exerted without much brain power. To Dintersmith and Wagner, this is the epitome of learning that sticks. But the opposite, they argue, is the approach of most classrooms.

If you contextualize the bike analogy in a typical high school, students would construct a diagram of the parts of a bicycle and memorize the history of its creation. While they would learn about different types of bikes and watch videos of others riding one, they would never actually get on a bike themselves. They would never enter what cognitive scientists deem the 'learning pit' – the place where one encounters a challenge, struggles with it, and eventually develops support and skill sets to emerge on the other side.

A NATIONAL CORE CURRICULUM FOR FINLAND

One year after Dintersmith and Wagner's book, in 2016, Finland published a new national core curriculum. It made headlines because it reconceptualized learning, in that it prioritized the mastery of seven transversal competences (over the traditional mastery of content knowledge). The curriculum was a response to several ongoing conversations in the world of education. As digitalization hit schools and students accessed more information than ever before, a teacher's job was reimagined. Jenna Lähdemäki, a Finnish researcher, wrote "the 2016 curriculum started with the understanding that the impact of globalization and the need for a sustainable future were reshaping the skills and competences needed to succeed in society and working life." (Lahdemaki, 2019)

In design, the Finnish curriculum argues that facts are a vehicle to develop new ways of thinking and skill sets. Thus, when kids enter the reality of adult life, where unknowns appear daily, they can question the situation at hand to acquire and comprehend necessary information. More importantly, they can use those skill sets to translate information into relevant action.

This curriculum came at a time when I was questioning my own teaching practice and my purpose in a classroom. The idea of transferring 500 years of world history to my teenage students felt defeatist and largely irrational. However, developing critical thinking skills and habits, learning to evaluate a source for credibility and bias, making sense of an overwhelming amount of information, and crafting an evidence-based argument built on multiple perspectives... felt purposeful.

And so I left my classroom in suburban New Jersey. I went to Helsinki, seven years after its curriculum redesign, to see what a system built on this premise looked like. I wanted to learn how a school's policies and culture, as well as a teacher's instructional strategies, could actualize competence-based learning. But what I found was a system still in flux. In simple terms, I had not accounted for the realistic constraints of implementing such large scale change.

GETTING TO KNOW THE FINNISH SCHOOL SYSTEM

I spent my first month in Finnish schools confused – why was I seeing classrooms that functioned so similarly to those back home? As I spent more time with teachers and in classrooms, however, I observed the roots of change. I learned more about the Finnish education system and saw several structural barriers that complicated the process. As such, my research questions shifted, towards understanding the challenges and successes of implementing competence-based learning and teaching.

Between January and June of 2022, I observed classrooms in upper secondary schools (grades 10-12) and comprehensive schools (Grades 1-9), accounting for insight into both primary (elementary) and lower secondary (junior high) education. I returned to these schools several times and often had the chance to work with new teachers. Although my background is in the social sciences, the classrooms I observed represented a spectrum of disciplines – English, History, Working Life, Art, Mathematics, Music, Philosophy, and Crafts. This allowed me to test competence learning's holistic capabilities, rather than testing its suitability in one subject. In total, twenty six Finnish educators and relevant professionals sat with me, many of them on several occasions, to talk about their perception of curriculum change, teacher training, professional development, and the pressures they face. In these interviews, educators shared with me their hopes and a much deeper context of the Finnish education system.

Inherently, I filtered my observations of Finnish classrooms through my own experiences, specifically the last seven years at a high school in New Jersey. Many of my follow-up questions came from this lens. To account for that, I had to identify the ways in which my assumptions were on display. This allowed me to examine my judgments, practices, and belief systems. And in doing so, I saw how my research, and my own identity as an educator, evolved.

CONNECTING DOTS BETWEEN FINNISH AND AMERICAN SCHOOLS

Throughout this learning process, the overarching question was: How do Finnish schools transfer to a different context, such as the United States, and more specifically, New Jersey? To answer this question, I think of Finnish approaches that require minimal money, fancy equipment, or country dependent resources. Finnish schools make use of the human capital at their fingertips, strategically align values with goals, precisely evaluate and monitor results, and implement change alongside the larger community.

One commonality amongst Finnish schools and teachers is how they leverage the nearby community. It is regular practice to visit a nearby business or organization that employs concepts students are learning about. Coursework is supplemented by testimony from relevant experts – ranging from university professors, local professionals, relevant nonprofits, artists, and even global contacts. Field trips, or getting outside of the classroom, are encouraged and easily facilitated. In some cases, the community funds learning experiences for students.

American school districts can also reimagine the learning environment. There are small businesses, nearby universities, local artists, nonprofits, and other professionals in every American municipality. Schools can visit these places or host relevant experts to add a sense of practical implementation to abstract theories and concepts. And with the help of digital conferencing

tools, like Zoom, a school's range is global. Likewise, American schools can implement the Finnish idea of "Project Week," where just two classes meet each day. Each class is given a 3-hour block, in which teachers undertake in depth and multi-step group projects, simulation experiences, or field trips.

Additionally, school leaders must enable teachers to experiment with interdisciplinary modules. For example, one school I visited offered a course that challenged students to design their own escape rooms. The class blended the mathematical premises of game design, probability, and using equations to solve puzzles. Students also designed their rooms in English (a foreign language) and applied historical knowledge for the game's plot. Along the way, students heard from University experts in these fields, and received feedback on their projects at various stages. In the same school, another course blended art, business, ethics, marketing and fashion. This course, referred to as 'Ethical Hat Production,' engages students' artistic capabilities without forgetting the practical and production aspects of the fashion industry.

Another key takeaway is Finland's approach to assessment. Multiple choice is rarely used because it is not considered a test of knowledge, mastery or metacognition. Secondly, emphasis is placed on peer and self-directed feedback. These strategies are easily transferable. American teachers can also approach assessment and feedback as cyclical, instead of just regarding the final product. Peer and self-feedback can be triggered by consistently asking students: What is challenging you? What do you feel confident in? What changes do you need to make to continue? A student's honest, thoughtful reflections can be considered an assessment of its own. As Finnish schools demonstrate, there are a range of alternatives to the default exam model.

Beyond individual classrooms, the Finnish system highlights a standardized exam built on skill-based questions. In recent years, matriculation exams incorporate questions based on a variety of multimedia sources. Using these, students must pose a solution, prediction, or justify an argument. American teachers can employ these types of questions immediately. And systemically, standardized state exams, AP Exams, and other national tests can rely less on multiple choice questions and more on critical thinking. While this would mean changes to grading systems and challenges from for-profit testing companies, certain American exams (like the Advanced Placement Capstone exam) are already moving towards this model.

Of course, Finnish schools can also learn from their American counterparts. Throughout my Fulbright, I missed walking into a classroom alive with the chattiness of 25 or so teenagers. My students are used to group projects. Likewise, my colleagues and I operate in a system that assumes our ability and desire to collaborate. My students are also open to sharing parts of their lives with one another and myself. Their random, off-topic questions deepen conversations and consistently teach me something new. This also provides access to their honest feedback, which is the most useful professional development I receive.

Finnish schools operate under different cultural norms. Given the high level of teacher autonomy and trust, it is less common for Finnish teachers to collaborate or to co-plan. More so, the Finnish classrooms I saw were calmer, and random questions less likely. It was rare to witness expressive outbursts. Generating conversation amongst a group took more time. In this regard, the collaborative culture and open dialogue of American schools can help actualize competence learning in Finland.

A COMPARATIVE PERSPECTIVE

A stark contrast between Finnish and American schools is the relative equality. All of the schools I visited had well-kept facilities, big windows, equal resources, and high-quality/performing teachers. No school is labeled as “bad.” While high school students choose a nearby school to attend, this decision is based on special programming or location as opposed to quality. As one parent said, *“If my family moves, no matter where we go, my children will have a good school.”*

This isn’t by happenstance. The national government provides equal funding to all schools in Finland. Private schools as Americans know them do not exist- no academic institution can charge tuition; they are funded through public dollars. The national government also supplements schools with additional challenges. For example, those with higher levels of immigrant students may require additional teachers to teach Finnish as a Second Language or other supports. And while individual municipalities use local tax dollars to further fund their schools, this does not create resource disparity. Wealthier communities provide funds to less populated towns (that may have less at their disposal). When I spoke with a Deputy Mayor in the capital region, he commented *“What’s the point if all schools aren’t on the same playing field?”*

The mentality of “taking care of all” is evident in the fundamental trust that permeates Finnish society. When I first arrived in January, I was taken aback by seeing young kids on public transport by themselves. Seeing groups of teenagers walking around the city at midday was also jarring. One teacher, who lived in the Bay Area of California for several years, commented on why he feels that raising kids in Finland is easier. *“In the States,”* he said, *“I always had to take my kids to their activities. It meant leaving work, or figuring out alternate means. But here, my kids can take the bus or tram to where they need to be.”*

Trust in overall society carries into the professional life of teachers. In the 1980s, Finland did away with formal observations. Instead, teachers have “coaching” discussions with administrators. One principal explained, *“We talk mostly about what a teacher needs to feel supported in their work/life balance.”* When I told him about the system in New Jersey, he balked a bit. The idea of set observations, where teachers are “graded” along a rubric, felt *“unnecessarily hierarchical.”*

Trust in teachers also changes interactions with parents. One teacher said of his twenty year career, *“I think there have been three times that parents have questioned me on something.”* Interactions are largely initiated by teachers to communicate updates and discuss the growth of a student. And even when a parent reaches out, it tends to be curious or to communicate information about their child. Although teachers remarked that contact with parents has increased in recent years, only a few could think of a contentious guardian interaction. As one teacher said, the expectation is that *“I am doing what is in the best interest of their child.”*

Trust also changes the logistics of Finnish upper secondary schools. Students schedule their own courses, much like in American universities. Certain classes are offered in the earliest time slot (8:15) or latest (3:00), but students can choose classes at times that benefit them. Given the safety and availability of public transport, students can arrive at different times each morning. They don't rely on a common bus schedule or family members for rides. Similarly, students leave when they are done with classes for the day. Additionally, it is standard to have fifteen minutes between class periods. In this time, or during a free period, students make use of communal spaces. Hallways are peppered with couches, high top tables, and other informal seating arrangements. Here, students will catch up on homework, study, spend time with friends, or take advantage of activities like ping pong, foosball, and air hockey tables.

TAKEAWAYS

When I recount my Finnish experience, I can discern patterns and overarching themes, takeaways that will make me a better teacher, researcher, and advocate for change. My Fulbright provided the luxury of analyzing two systems simultaneously. While my data collection focused on Finnish schools, my subconscious always linked back to the school I come from and the kids I left behind. Moving forward, I will carry more leverage when pushing for change in my New Jersey school. I witnessed a range of solutions, from Finnish educators, that could help with parallel issues in the States. Further, I saw how a nation builds itself around equal funding and communal safety, and how policy shapes much of that.

My Fulbright allowed me to collaborate with Finnish teachers. Together, we created projects and conversations between our students. I am excited to continue this exchange and open my students to Finnish culture and a global outlook. Equally, getting to know six other American teachers on my grant taught me about my own country's education system. Our different educational and

My Fulbright provided the luxury of analyzing two systems simultaneously. While my data collection focused on Finnish schools, my subconscious always linked back to the school I come from and the kids I left behind

cultural norms gave me a better understanding of systemic change in the US. Our conversations challenged my preconceptions of what school looks like and introduced me to a variety of new perspectives, ideas, and pedagogical strategies.

From my first week in Helsinki, I was invited in by people – for coffee and board games at my advisor’s home or family dinners with the teachers I worked with. Through this budding network, I experienced Finnish hockey culture, national parks, day trips to seaside towns, running the Helsinki half marathon, *mammi*, Fazer chocolate, locally grown blueberries, fresh honey, *lohikeitto* (salmon soup) and so many pastries. These weren’t academic learning experiences, but more so, tangible reminders of what home feels like.

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Snowshoeing the trails in Kuusamo, Finnish lapland.
February 2022.

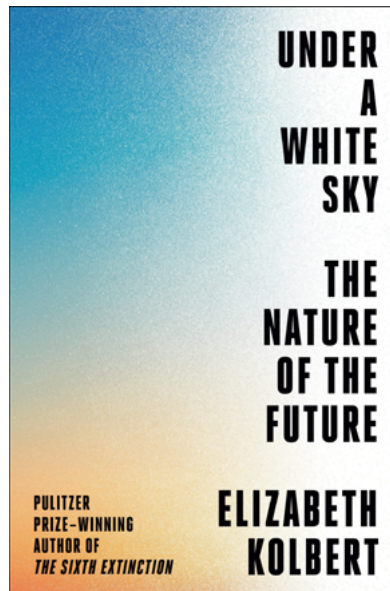
BIOGRAPHY

Kathryn Picardo has taught social studies in Livingston High School for seven years. She teaches modern world history and gender studies. She also helped design and now advises the AP Capstone program, a two-year research program that immerses high school sophomores and juniors in academic inquiry. In this role, Kathryn collaborates with other departments to design and implement a skill-based curriculum. She is also a peer-reviewer for the Annals of Social Studies Education Research for Teachers (ASSERT). Kathryn earned her BA in History and Secondary Education from the College of New Jersey and an MA in Educational Leadership from Montclair State University. In 2022, Kathryn served as a Fulbright Distinguished Awards in Teaching grantee in Finland. She can be reached at kathrynpicardo@gmail.com

REVIEWS

ALL WE'VE GOT

STANLEY K. SESSIONS



Under a White Sky: The Nature of the Future by Elizabeth Kolbert, Fulbright Scholar to Hamburg, Germany in 1983.

In her latest book, *Under a White Sky: the Nature of the Future*, Pulitzer-Prize winning author Elizabeth Kolbert proves herself to be an engaging story teller, using first-hand experience and subtle, somewhat quirky, humor. The book chronicles the frustration of “people trying to solve problems created by people trying to solve problems” (200). There is a big overall problem, and it is truly monumental: human-caused, global environmental degradation. The various stories here document how our attempts to address this problem range from heartbreaking to terrifying.

The book is organized as kind of a three-act play, with two or three scenes each. The first act (“Down the River”) takes us to the Chicago River and into the Chicago Sanitary and Ship Canal, an artificial waterway that diverted the Chicago River from Lake Michigan towards the Mississippi River and “upended the hydrology of roughly two-thirds of the United States” (6). But typical of human attempts to re-engineer the planet, solving one problem (prevention of waste entering Lake Michigan) created a host of other problems, in this case invasive species moving from one major drainage basin to the other.

From the Chicago River we next go to the Mississippi River delta in Louisiana where decades of engineering efforts have attempted to control flooding, only to reduce the natural deposition of sediment leading to the increasingly rapid loss of terra firma. It was interesting to learn that the scientists and engineers dealing with this challenge use a scale model of the Mississippi River and bordering lands made of stiff foam, simulated sediment, and actual water to make and test predictions, rather than simpler (and less messy) computer simulations.

Our attempts to address human-caused global environmental degradation range from heartbreaking to terrifying.

In the second act (“Into the Wild”), the author takes us to desolate areas of Nevada to learn about the Herculean human efforts to save the Devils Hole pupfish, probably the rarest fish in the world, as well as several other incredibly rare and isolated desert fish, from extinction. These efforts, ranging from constructing habitat simulacra, laboriously feeding the fish by hand, and collecting single microscopic eggs to be raised in captivity, are just as amazing as they are heartbreaking—especially when you realize they are probably all doomed to fail. Opposing bumper stickers reflect the local sentiments: “SAVE THE PUPFISH!” or “KILL THE PUPFISH!” (Sound familiar?)

From there we travel to Australia to learn about attempts at “assisted evolution,” using biotechnology to counteract the decimation of coral from the bleaching effects of warming ocean waters and about attempts to use the genetic engineering tool CRISPR to convert the toxin of invasive toads from lethal to merely distasteful to protect naïve predators. Toad legs, anyone?

The third and last act (“Up in the Air”) addresses the problem of human-caused carbon dioxide emissions, thought to be a key cause of global climate change. Here the author gets down (or rather up) to the nitty gritty: the biggest environmental challenge of all. On an optimistic note, we learn about a company that will allow you to capture your carbon dioxide emissions for a fee. Skipping over the second scene for now (see below), the third scene describes how ice cores taken from one of Greenland’s glaciers can provide a direct record of changes in atmospheric temperature over time. The record shows dramatic fluctuations in atmospheric temperature until 10,000 years ago when it suddenly stabilizes. The fact that this stabilization coincides with the establishment of human agriculture is an unsolved puzzle and curiously, Kolbert lets it hang.

The most terrifying part of the book for me was scene two of the third and final act: stratospheric geoengineering. This, I believe, is the *raison d’être* for the book (or at least where the book’s title comes from). Stratospheric geoengineering involves scattering vast quantities of reflective material (such as microscopic diamonds) into the stratosphere to reflect the warming radiation of the sun back into space (turning the blue sky white). This idea is terrifying because it epitomizes the typical human approach to problems, from cancer to global climate change: treat rather than prevent. That means

we will probably end up doing it. Unfortunately, stratospheric geoengineering treats the symptom rather than the cause, and in the case of global climate change, stopping treatment would be “like opening a globe-sized oven door” (180)!

In summary, this short but thought-provoking book provides a frustrating glimpse of a few handfuls of people working on problems all having to do with the vast overall challenge of general environmental degradation induced by human activity, including previous efforts to control the damage. I recommend this book for anyone who is curious about human-induced environmental degradation, including global climate change, and some of the current human efforts to understand and mitigate it. Warning: The overall message is decidedly pessimistic.

Still, as the author states in her Afterword:

Neither optimism nor pessimism alters the fact that we live in an extraordinary moment. The choices that we’ll make ---that we are making right now, without necessarily being aware of them--- will determine the future of life for our children and their children and all the other species on earth for generations to come. This is the situation we’re in, and there’s no avoiding it, because, in the end, this marvelous, fragile planet is all we’ve got (207).

Elizabeth Kolbert, *Under a White Sky: The Nature of the Future*. New York: Crown. 2022. 242 pages. \$17.00 (pb)

BIOGRAPHY

Stanley K. Sessions received his PhD in Zoology at the University of California at Berkeley, working in the Museum of Vertebrate Zoology on salamander development and evolution with David Wake. After postdoctoral positions at the University of Leicester in the UK and the University of California in Irvine, he took a job as Assistant Professor in the Department of Biology, Hartwick College in Oneonta, New York. In 2016, he was awarded a Faculty Scholar Teaching/Research Fulbright to study the European blind cave salamander in Slovenia. He retired as Professor Emeritus of Biology in 2020 and currently lives in Eugene, Oregon.



AT HOME IN THE WORD AND THE WORLD

K. NARAYANA CHANDRAN



Playlist for the Apocalypse: Poems by Rita Dove, Fulbright Scholar to Germany in 1974 and a Fulbright Lifetime Achievement Medal Recipient in 2009.

The poems in Pulitzer-Prize winning poet Rita Dove's eleventh collection appeal to us not by being "poetic" in the traditional sense of the word, as a romantic lyricist would use it. On the contrary, she suggests that all the language we use is poetry.

One example is "This Is the Poem I Did Not Write." The raw materials for Dove are all quotidian. They are things and deeds we routinely forget once we are done. They hardly qualify as acts or conditions conducive to lyric composition:

Putting on rice, the laundry,
... [the] time for pills and injections,
... stairs up, stairs down.
One martini late in the day. Writing other poems—
less important, better behaved. (102)

There you have the poet in the poem, now trivializing gender-obsessions and literary conventions at once (in “Trans-”); now learning little lessons from the “spring cricket” in a series inspired by Charles Dickens’s novella, *The Cricket on the Hearth*; and now writing modern-day odes, such as “On a Shopping List Found in Last Season’s Shorts,” where even such small things as candy (“Ritter Sport, Almond Joy, / Mars bars and Neccos”) (79) become a fond revelation made fonder by a daughter’s abiding grief.

Anyone who has traveled to or from the United States will find Dove’s “A Standing Witness” more educative about the country than any academic project. This fine-tuned lyric cluster, written to oblige the composer Richard Danielpour, takes as its epigraph James Baldwin’s, “People are trapped in history and history is trapped in them.” The brief episodes that follow, involving American politicians and pundits on parade, bear this out.

These “testimonies,” framed by a “Prologue” and an “Epilogue,” read like the errata of our conscience, especially those on Roe v. Wade, Iran Vigil, the 1990’s, 9/11, Obama, and Trump—each one summoned from the recent past as knowledge or experience to consider. “The Twelfth Testimony” rhymes “Pomp” of its title with “Trump” and wonders: “O indolent friends, bitter patriots: / What have you triggered that can’t be undone?” (72)

Those who are wary around poetry will do well with this volume. Readers will feel cheered by Dove’s “Prose in a Small Space” where she asks them to think what confines and what flies when imagination rules. They’ll find any one of the poems in the section “Little Book of Woe”—all related to her personal experience with multiple sclerosis—to be reading them. “Blues, Straight,” and “Voiceover” and others that follow, sound almost like their own stray thoughts on a lonely walk: “There are spaces for living / and spaces for forgetting” (96).

Dove’s cryptic framing devices (epigraphs and glosses, sudden revisions of thought, and allusions to pop and folk motifs) are often helpful, but sometimes not so much. “Trayvon, Redux” overuses italicized asides—words we don’t quite hear—as essential to the narrative, and despite the help from her epigraph from William Carlos Williams, we feel left out.

We quite see the point, however, in the “fine basket of riddles” which she finally serves up along with her rhetorical questions:

If a mouth shoots off and no one’s around
to hear it, who can say which came first—
push or shove, bang or whimper?
Which is news fit to write home about? (43)

*Dove collects her lived experiences
and vibrant thoughts of many
worlds now become one.*

The real pleasure in reading the latest collection by this award-winning poet—she was the first African-American to be appointed US poet laureate and was the recipient of the Fulbright Lifetime Achievement Medal in 2009 (among many other awards)—is to relish her way of writing such splendid poems from home and abroad. Dove collects here her lived experiences and vibrant thoughts of many worlds now become one.

Rita Dove, *Playlist for the Apocalypse: Poems*. New York: WW Norton. 2021. 114 pp. \$26.95.

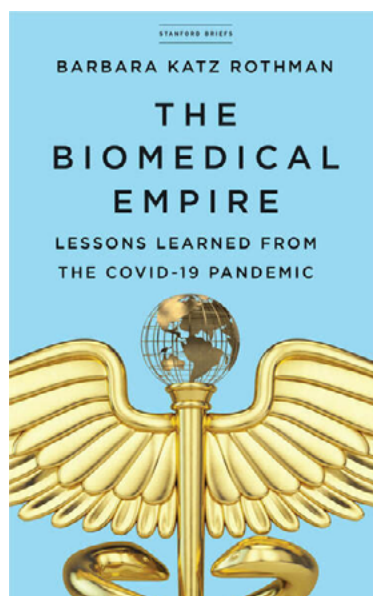
BIOGRAPHY

A teacher of English for 40-odd years, K. Narayana Chandran currently holds the Institution of Eminence Research Chair in English and Cultural Theory in the School of Humanities at the University of Hyderabad, India. His publications include books/ monographs besides more than hundred and fifty papers/ chapters on Anglo-American literatures, English in India, and comparative studies in English. An occasional translator and writer in Malayalam, he has been offering courses in literary theory, English critical thought and pedagogy, and Anglo-American and New Literatures in English. Among his academic honors are a UGC Mid-Career Award and Senior Fulbright Fellowship at Stanford University, 1999.



THE DARK SIDE OF THE PROFESSION OF MEDICINE

JILL THISTLETHWAITE



The Biomedical Empire. Lessons Learned from the Covid-19 Pandemic by Barbara Katz Rothman, Fulbright Professor to the University of Groningen in the Netherlands in 1995 and Fulbright-Saastamoinen Foundation Distinguished Chair in Health Sciences, Finland in 2018.

As a medical doctor and educator, I have long been interested in the concept of professionalism and its less-discussed dark side, including self-regulation and physician self-interest. This book, by an eminent sociologist, acknowledges these concerns and delves further into how medicine, conceptualized as biomedicine, is now not only a profession but also an industry. The medical industrial complex, in our capitalistic society, has humans as its consumers and is profit-driven, especially in relation to over-medication driven by Big Pharma (the pharmaceutical companies). Dr. Rothman argues that the resulting Biomedical Empire is one of the largest economic powers globally, a power that over-medicalizes and over treats many health-related conditions, leading to low value care.

In addition, the book conceptualizes the practice of medicine as both a religious and a governmental force, focussing on the individual rather than collective health and well-being. The Biomedical Empire ignores the social determinants of health, such as poor-quality housing, limited access to education, the widening gap between rich and poor, and subsequent health inequities, for example in Black populations.

The Biomedical Empire is one of the largest economic powers globally, a power that over-medicalizes and over treats many health-related conditions.

Rothman has a particular interest in the medicalization of the beginning and end of life, and the chapters dealing with these events are fascinating, as is the discussion as to what is a person and a patient. However, sadly, the book is already out-of-date being written prior to the US Supreme Court's overturning of *Roe v. Wade* and references the Court's previous judgment that declared abortion to be a decision between a woman and her doctor.

The Covid-19 pandemic is featured in the last two chapters where Rothman brings together the themes of the previous chapters to question whether hospitalization was necessary for many of the people infected with the virus. Her argument is that during the early stages of the pandemic, medical intervention was restricted to in-patient care as there were no specific treatments available with which to make a profit. Many of my colleagues will argue that while a proportion of these hospitalizations may have been avoidable and many had adverse outcomes in terms of mental health, those patients that required oxygen and supportive management were unlikely to have done as well at home. While Rothman is challenging the biomedical system itself rather than individuals working within it, this fact did not reduce the discomfort I felt in places as a health professional. I do agree that we need to learn lessons from the handling of this pandemic for the others that are likely to come.

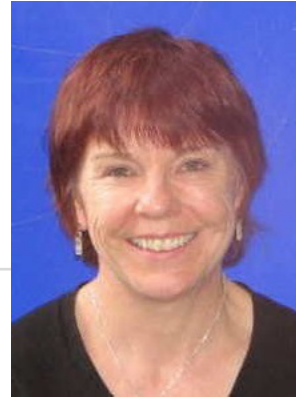
The final chapter considers what should be done to help put the care back into medicine in these difficult times. Rothman argues hospitals should be more user-friendly and there should be better access to community-based care. The focus should be on expanding health rather than expanding treatments.

Readers may be familiar with some of these arguments and may not agree with all of them. Taken together, though, this book is a powerful damnation of contemporary health care systems, particularly in the United States where every service is itemized and billed.

Barbara Katz Rothman, *The Biomedical Empire. Lessons Learned from the Covid-19 Pandemic*. Stanford, CA: Stanford Briefs, 2021. 153 pages. \$14.

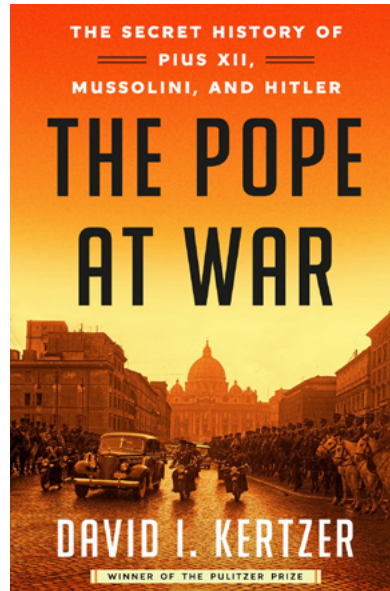
BIOGRAPHY

Adjunct professor Jill Thistlethwaite, University of Technology Sydney, is a health professional educator in Australia. She trained as a general practitioner (family physician) in England and has a PhD in medical education from the University of Maastricht. She has written widely on professionalism, communication skills and women's health. She was a Fulbright Senior Scholar at the National Center for Interprofessional Practice and Education in Minneapolis in 2014.



THE SILENCE OF A POPE

ROBERT E. STERKEN JR.



The Pope at War: The Secret History of Pius XII, Mussolini, and Hitler by David I. Kertzer, Fulbright Scholar to Italy in 1978 and 2000.

The Pope at War is a spellbinding, beautifully written examination of the silence of an influential religious leader during World War II. David Kertzer's book highlights the critical role religious leaders play in politics. Recently unsealed documents from the Vatican archives, Kertzer's book provides much-needed, new historical evidence on the complexities of decisions made by Pope Pius XII during World War II. But the book is much more than a history of the successes and failures of a pope. Kertzer, the son of a rabbi who participated in the liberation of Rome as a US Army chaplain, has gifted us with a complex and well-documented history that each new generation must read.

In this meticulously researched book, Pulitzer-Prize winning author Kertzer leaves the reader with a complex set of answers to a hotly debated and difficult question: Should Pius XII be judged a saintly success (his sainthood is still being evaluated) or a moral failure? With the 2020 opening of the archives, Kertzer brings evidence to light that Pius XII secretly agreed not to be involved in what he called the "partisan politics" of the Third Reich. At one point in the war, Pius XII was concerned that Hitler might turn the Vatican into a museum.

Kertzer documents secret meetings between the pope and Hitler's representative. In essence, Pius XII decided to stay silent about politics—which included silence about the Reich's reign of terror and murder of millions of Jews—in return for Nazi protection of the Vatican and Catholic Church. Throughout the war, Pius XII worked diligently to maintain good relations with the Nazis. "No one here is anti-German," the pope told Hitler's envoy. "We love Germany. We are pleased if Germany is great and powerful. And we do not oppose any particular form of government if only Catholics can live in accordance with their religion" (63). With this decision, Pius XII protected the institutional interests of the Roman Catholic Church in a time of great peril.

While he had no love for Hitler, Pius XII was intimidated by him and determined not to do or say anything to antagonize him. By the time the reader gets to Chapter 34, titled "The Pope's Jews," it is painfully clear that remaining silent was a political action. Rather than use his

Pope Pius XII put the preservation of the institutions of the Catholic Church ahead of principled, moral leadership.

position to denounce the terror and murder of the Jews, Pius XII chose silence time and time again. On 16 October 1943, when Nazi soldiers systematically and publicly rounded up more than a thousand Jews from neighborhoods near the Vatican and held them in a military college for two days, he remained silent even as pleas poured in for his help. Pius XII was also silent when the Germans loaded more than a thousand Roman Jews into cattle cars and transported them to Auschwitz where they were murdered. Pope Pius XII put the preservation of the institutions of the Catholic Church ahead of principled, moral leadership.

Along with the vital role and impact of Pope Pius XII, Kertzer has drawn vivid portraits and detailed wartime decisions of many key clerics, nuncios, and cardinals, as well as German diplomats, Italian politicians, and US ambassadors. For example, Kertzer highlights the critical work of Myron Charles Taylor, the American industrialist and philanthropist, and the shocking antisemitic advice of Monsignor Dell'Acqua. In December 1939, President Franklin D. Roosevelt asked Taylor to be his envoy to Pius XII. Taylor and Pius XII became close, with Taylor serving as a personal advisor to Pius XII. Toward the end of the war, Taylor, working with the pope, established American relief efforts for the people of Italy. Dell'Acqua, a member of the Vatican Secretariat of State staff during the war, was often the expert the pope turned to for questions regarding Jews. Kertzer uncovered documents revealing Monsignor Dell'Acqua's harsh anti-semitic policy statements and repeated advice to the pope to remain silent about the persecution of the Jews.

The comprehensive history presented in Kertzer's book— not only the astonishing new details (in documents uncovered by Kertzer in 2020) of Pope Pius XII and the Catholic Church, but also the larger history—begs to be confronted. Too many still deny the role of the Church and the impact of the pope's silence. It is our collective history, and it encompasses a much larger set of moral and political issues than those of an individual pope. This book demands to be read.

David I. Kertzer, *The Pope at War: The Secret History of Pius XII, Mussolini, and Hitler*, New York: Random House. 621 pages. \$37.50.

BIOGRAPHY

Robert E. Sterken Jr. is Professor of Political Science at The University of Texas at Tyler. He had two Fulbright Awards: Burma/Myanmar 2015-2016 (included Thailand and Vietnam) and China in 2018. He's the author of "*Bill Ratliff: A Profile in Courage in American Politics*" and "*Teaching Barefoot in Burma*." His third book "*The Kings of Buddhism: Power, Religion, and Fury in Myanmar*" will be out in 2023.



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