

AUCA Magazine



*American University
of Central Asia*

Fall 2009



Contributors

University Development Director

Dr. Bailey has been working in public relations and curriculum and grants development at AUCA since 2008. She has her PhD in Comparative Literature from Pennsylvania State University.



Sharon M. Bailey

Student Coordinator

Ms. Khalilova - is 2009 Alumni of AUCA ICP program. Dilnura had two Dean's Leadership Awards and one President's Leadership Award.



Dilnura Khalilova

Alumni Relations Coordinator

Ms. Romanovskaya has a Bachelors in psychology from the College of Saint Scholastica in Duluth, MN. She has experience in human resources management and international student affairs.



Evgenia Romanovskaya

Journalist

Mr. Tranum came to Central Asia as a Peace Corps volunteer in, and later joined AUCA as a Journalism faculty member and as University editor. He now lives in Washington DC.



Sam Tranum

Photographer

Mr. Akhmatbekov is the Public Relations Office expert on publications design and photography. He is pursuing a degree in journalism and is also active in charity fundraising.



Emil Akhmatbekov

Public Relations Assistant

Ms. Satueva is a proud 2008 alumna of AUCA's American Studies program, and she also has a masters in international relations and European studies from Central European University.



Zamira Satueva

PR Manager

Ms. Eshenalieva has a Diploma with distinction in Economical Journalism from Kyrgyz Technical University. She is currently at home caring for a beautiful new-born son.



Ainura Eshenalieva

Student

Ms. Chemayeva is a senior in AUCA's Anthropology program and hopes to pursue graduate studies in conservation of museum objects in the field of Archaeology in England.



Natalia Chemayeva



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Dear Friends of AUCA



As I enter my final year as President of AUCA, I find myself reflecting on the past nearly five years, celebrating what we have accomplished and determined to preserve the momentum in this year of transition.

One thing that stands out is how far we have come in meeting our mission through curricular reform. We have recently augmented our History of Kyrgyzstan course with newly designed interdisciplinary courses on Central Asia history, literature and arts. We are also piloting two new interdisciplinary courses in 2009-10, the Introduction to the Liberal Arts for freshmen and Individual Freedom and Social Responsibility for juniors. The interdisciplinary, liberal arts

spirit that is at the center of our mission and values has enriched our co-curriculum as well. This year for the first time, students experienced an intense introduction to reading and interpretation during the Freshman Orientation, as they studied and dramatized portions of Romeo and Juliet. Our students also shared the virtual learning experience with students at American University of Afghanistan. Indeed, our distinguished guest, General David Petraeus, who paid us a visit as he was touring the region, was genuinely delighted by the AUCA spirit and deeply pleased with our USAID sponsored seminars, which are team-taught by faculty both in Bishkek and in Kabul at American University of Afghanistan via the virtual classroom.

I am pleased to say that these advances continue to attract the attention of several international foundations. The Andrew W. Mellon Foundation, which is supporting the development of our Central Asian humanities curriculum, and the Christian A. Johnson Endeavor Foundation, which is supporting the development of our Freedom and Responsibility course, are providing continued support for faculty development and international collaborations. Likewise, the Open Society Institute is supporting faculty development and the integration of the liberal arts into our preparatory, general education and liberal arts major programs.

In the coming year we will continue enhancing our liberal arts focus in preparation for a partnership with Bard College in upstate New York, known widely for its excellence in innovation in the arts and liberal arts, as well as for its commitment to international partnerships. In addition to promising to strengthen our curriculum, especially in the area of written and oral communication in English, this partnership will make it possible for all AUCA seniors majoring in liberal arts programs to receive diplomas that are accredited in the United States within the next few years. A grant from the Higher Education Support Program of the Open Society Institute is helping us to support this goal.

Dear friends and supporters of AUCA, join me now in celebrating the recent achievements of our University. Please keep in close touch with us and consider how you might reconnect with us and join in our labors to sustain AUCA's lead as the finest educational institution in Central Asia.

Warm wishes,
Ellen Hurwitz

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On the cover

Mirgul Karimova (right)

Shemshat Kasimova (left)

The Whole World in One Room



After much anticipation and hard work, the Video Conference Suite is installed and ready for use. On September 7, students began meeting with their classmates and professors at the American University of Afghanistan via the highest quality distance learning technology available in the world.



In Fall 2009, four courses are being offered jointly. Human Resource Management is being taught by Mr. Robert Anderson (AUCA) and Mr. Eric Merkt (AUAF). Culture, Psychology and Society: Understanding Difference is taught by Dr. Elena Molchanova (AUCA) and Dr. Seamus O'Sullivan (AUAF). Introduction to International Macroeconomics is taught by Dr. Nurbek Jenish (AUCA) and Dr. Andrew Hook (AUAF). Politics and Islam is taught by Dr. Abdul Qayum Mohmand (AUAF) and Ms. Mukaram Toktogulova (AUCA).

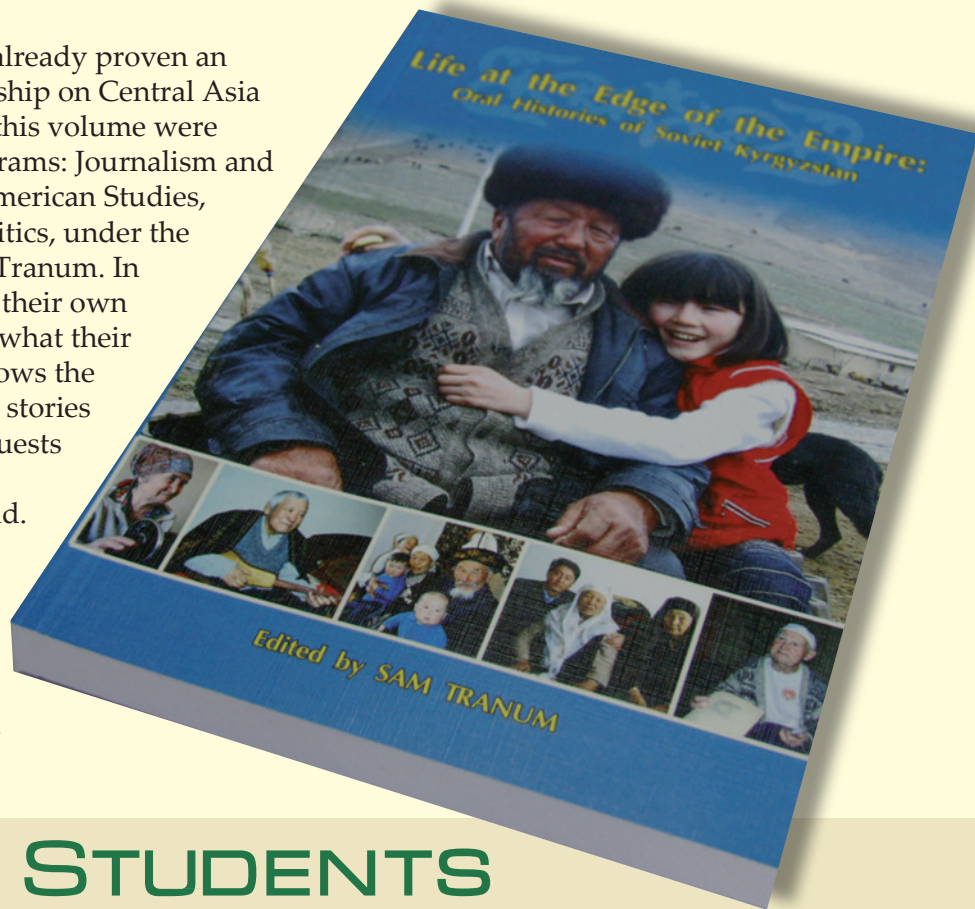
The Video Conference Suite will open up great opportunities for AUCA and AUAF. All that we have accomplished so far was possible only by the hard work and dedication of the faculty and staff, engineers and technicians and donors in Kyrgyzstan, Afghanistan, and the United States. We have come a long way, and we look forward to the many exciting projects that we will be able to undertake in the future with the help of this technology.



STUDENT RESEARCH

LIFE AT THE EDGE OF THE EMPIRE

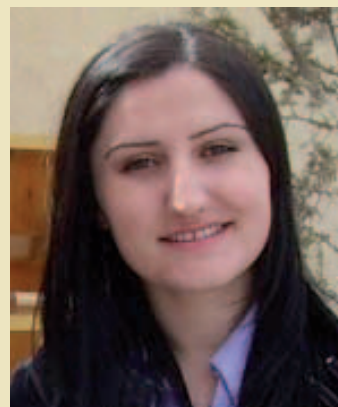
AUCA's most recent publication has already proven an important contribution to the scholarship on Central Asia and Soviet history. The narratives in this volume were compiled by students from four programs: Journalism and Mass Communication, Economics, American Studies, and International & Comparative Politics, under the guidance of Assistant Professor Sam Tranum. In some cases, the students interviewed their own relatives and were surprised to learn what their relatives had witnessed. The book allows the 35 interview subjects to tell their own stories to the world. AUCA has received requests for the book from libraries, research centers, and scholars around the world. You may learn more about the book at CentralAsianHistory.org. If you would like a copy of the book, please contact the AUCA Office of University Development and Communication at pubrel@mail.auca.kg.



MEET THE STUDENTS

Raihon and Nurshat are two of 17 students who participated in the Historical Journalism class in Spring 2009. Here they tell of their experiences during the project.

Rayhon Jonbekova, who is from Khorog, Tajikistan, was a junior in the Department of Journalism & Mass Communications at AUCA when she traveled to Osh and interviewed Abidjan Yuldashov, Akram Valiev, and Abdukhapar Bekebaev. "Before leaving Bishkek, I set up interviews with two old women – sisters. But when I arrived, they canceled their interviews. It was three days before my flight back to Bishkek was scheduled to leave. On the first day, I went out and tried to talk to some people, but none of them spoke Russian and I don't speak Kyrgyz. I had two days left, so I went to the park and to some chaikhanas [teahouses]. Wherever I went, I was looking around for old people. I saw them everywhere, even in my dreams. Luckily, I found three old men: one was walking in a park and the other two were playing chess. They were nice and agreed to help me. I felt like I was hunting old people."



Nurshat Ababakirov, who is from Osh, Kyrgyzstan, was a senior in the International & Comparative Politics Program at the American University of Central Asia (AUCA) when he traveled to the Osh area to interview Madalbek Keneshov in Kara Sogot and Umut Aidarova in Kotormo. "The children of the interviewees expected somebody older than me to show up and do the interview. Some of them knew me as a kid and they gave me surprised looks, marveling how fast time goes by and that what they had experienced not so long ago had already become history. When the interview was over, they gave me a new shirt as a gift and thanked me for documenting their parents' words."



SAM TRANUM NEW GROUNDWORK FOR FUTURE RESEARCH

One of my assignments in graduate school was to write a paper about a Soviet history topic of my choice, using only primary sources. My idea was to write about collectivization in Turkmenistan, since I had lived on a former Soviet collective farm there while serving as a Peace Corps Volunteer. But I immediately ran into trouble.

I found several secondary sources that touched on collectivization in Turkmenistan, written by scholars from Russia and the West. I found lots of government documents, letters and memoirs about collectivization in Russia. But I had difficulty finding primary sources about collectivization in Turkmenistan – or Kazakhstan, Kyrgyzstan, Uzbekistan, or Tajikistan, for that matter.

I queried online databases. I combed through the

libraries at the University of Chicago, which have more than 7.7 million books. I checked Worldcat, which searches the collections of over 10,000 libraries around the world. I searched in Russian and English. Still, I found almost nothing.

I eventually tracked down enough information to write a paper on collectivization in Kazakhstan and complete the class. But the experience convinced me that the number of primary sources available to researchers on Soviet Central Asia should be expanded. We cannot fully understand the Soviet period if we see it only through the eyes of Russians and Eastern Europeans; the people of Central Asia and other peripheral regions of the Soviet Union

experienced the Soviet era in different ways, and their experiences should also be taken into account.

So, after finishing graduate school, and taking a job teaching in the Department of Journalism and Mass Communication at AUCA, I went to my department head and asked her to help me get permission to get into the national archives. I planned to locate, copy, translate, and post on the Web a collection of documents about collectivization in Kyrgyzstan. But the staff at the archive put me off for months, insisting that the building was under construction and there was no place for me to work. Eventually, I decided that either: a) the construction would never end; or b) the staff just didn't want to let me look in the archives.

So I went to Plan B. If I couldn't get my hands on documents and letters, I would collect oral histories. The more I thought about this approach, the more appropriate it seemed. The documents in the archives would likely be there for decades, but the people who lived through the collectivization period in the late 1920s and early 1930s wouldn't be around to tell their stories for much longer.

I designed a new elective course called "Historical Journalism" and recruited 20 students. We decided to collect life stories, rather than just interview people about the collectivization period. We also created a list of topics to ask the interview subjects about, including collectivization, religion, changes in the roles of men and women in society, migration, language, food, and entertainment.

The students quickly found themselves some grant money – through AUCA's Student Intellectual Life Committee – which allowed them to travel all over Kyrgyzstan interviewing elders. Then they spread out across the country and started interviewing relatives, acquaintances, and strangers. They taped the interviews, photographed the interview subjects, and borrowed and scanned old photos. Then they translated the interviews and turned them and all the photos in to me. I compiled and edited the results. By the end of the semester, I had dozens of photos and 35 interviews.

The interview subjects came from every region of the country. Some were old enough to have seen the creation, rise, and fall of the Soviet Union. They came

from all walks of life, from a nationally renowned architect to a blind ex-miner, from a former politician to a shepherd. They talked about Urkun/World War I, sedentarization, collectivization, World War II, the post-war reconstruction period, Stalin's death, the Khrushchev and Brezhnev eras, independence, and privatization.

With lots of help from members of the AUCA community, and grant funding from the Andrew W. Mellon Foundation, the stories my Historical Journalism students had collected were published in May as an anthology called *Life at the Edge of the Empire: Oral Histories of Soviet Kyrgyzstan* and as a website called centralasianoralhistory.org. Both the

book and the site allow the people of Kyrgyzstan to tell the world about their experiences in their own words.

We have distributed copies of the book – upon request – to libraries all over the world, from the University of Chicago, to the University of the Witwatersrand (South Africa), to the School of Oriental and African Studies (London), to the University of Tsukuba (Japan). The website is, of course, available all over

the world and is searchable, allowing researchers to quickly locate information on their specific subjects of interest, and expandable, allowing researchers to add more oral histories to it in the future.

I am proud of the students involved in the project. I am grateful to all my friends at AUCA who helped me make the project happen. And I am pleased to know that, thanks to our collective effort, students and scholars who want to learn about life in Soviet Central Asia in the future will find more one more resource than I did when I was writing that paper in graduate school.

By Sam Trantum

I am proud of the students involved in the project. I am grateful to all my friends at AUCA who helped me make the project happen.

The project team would like to thank the Andrew W. Mellon Foundation for its support, which will make possible a translation of this volume into Russian. We also thank: Eleanora Proyaeva and the Department of Journalism & Mass Communications at AUCA, for providing support and digital voice recorders and cameras; Dr. Okon Akiba and the Student Intellectual Life Committee at AUCA for providing the grant funding that made it possible for the students to travel all over the country to collect interviews; FuMing Young for designing the website; Dr. J. Otto Pohl of AUCA for sharing his expertise about deported nationalities within the Soviet Union; Lois Kapila for copyediting; and Dr. Sheila Fitzpatrick of the University of Chicago, for inspiring the project with her «Soviet History from the Archives» class.



The Architect:

Aleksandr Golovanev

I spent my childhood in the city. In those days, the city had little in common with the present Bishkek: there were poor wattle-and-daub houses everywhere and narrow curved streets. People used to take water directly from the irrigation ditches, called aryks. After sunset, everything was plunged into darkness. Only Dubovy Park, founded in 1898, was surrounded by several kerosene lamps and, from somewhere inside it, you could hear the sound of the generator that produced energy for the city's only Edison cinema.

Basically, the city was built during the 1950s. Everything was constructed between 1950-1980. It was a grandiose construction period. However, construction stopped when the Soviet Union collapsed in the 1990s because there were no construction materials and no financing was available for construction.

[While I was a prisoner in Hanover during the Great Patriotic War] one day some planes flew over us. They were American airplanes. We were wondering why the American airplanes didn't bomb the weapons factory. I suggested to the others to signal to the Americans that there was a weapons factory. We took a headlight from the minibus and connected it to a car engine. Then we pointed it at the smokestack. The headlight flashes were signals and the Americans saw them and bombed the factory.



The Dancer:

Galina Timoshenko

Life during the war was hungry. I wanted to eat all the time. It was very difficult for my mother to support my sister Tamara and me, so she attached us to our neighbors and friends, where we took care of their small children, and they fed us a little. I remember an incident from childhood that seems very amusing to me now. My mother's friend Zoe Timofeevna asked me to look after her two-month old daughter. I often helped them out. Their family had been evacuated from the Ukraine and for some reason they always had a lot of bread, although our family could get only one loaf of bread and only with special coupons. One day, Zoe Timofeevna treated me to a sandwich with red caviar. It was considered a luxury and a sign of prosperity. I'd never seen or tried caviar before. And this caviar seemed terrible to me. I brushed it away with my finger onto the table and then ate the bread and butter. I remember my mother's friends were surprised and thought that I wasn't hungry because I didn't eat the caviar.

We had a shortage of cloth so usually we had no extra dresses for school. One day, I sewed a dress from the striped cover of a mattress. It was the most elegant, beautiful dress that I could afford. My teacher, when she saw me in this dress, complimented me on my sewing skills. Later, the school gave me a coupon to get a new dress from Novosibirsk. The new dress was grey and not that nice, but I put red ribbons on it and it became beautiful.



Kulak's Daughter: Umut Aidarova

I was born in 1932 in the village of Kotormo, in Eski Nookat rayon [Old Nookat County], a century after it was settled. My father's name was Duisho. Before the 1930's, when the Soviet authorities began collectivization, he was the richest man in our village. He was known for his skills as a craftsman and a farmer. Although he never received any formal education, he was a literate person and he had remarkable math skills. He was well respected and my family was considered ak sook [white boned].

In 1916, during the unsafe days known as Urkun, he fled with my grandparents to Kashgar. When he retired, he built a big, three-room house on the outskirts of the village. It was well-furnished, with things like copper jugs, old chests, and carpets. All three rooms had wooden floors, which was a luxury at that time. Unlike so many other families in our village, we did not have to lay down thick layers of blankets, or worse, dried grass, to sleep on. One of the rooms was bigger than the other two, and that's where we would receive guests who often came to consult my father.

The most enviable thing about the house, though, was the glass windows in every room, which provided grand views. Of course, the house did not come close to looking like a mansion in the modern sense, but it was definitely bigger and higher than the other houses in Kotormo. It contrasted sharply with the poverty of the rest of the village, where few people had more than one or two rooms. Even though I was young, I appreciated my father's efforts to get glass for the windows and to install wooden floors.



The Shepherd & His Wife: The Kachikeevs

My childhood was harsh. There was a famine and times were bad and we cried. For meals, we would drink one spoonful of talkan [ground grain] mixed into one piala [bowl] of tea. We would eat potatoes from time to time. Also, we would eat dried peaches from time to time. ... Our elders were shepherds. We were young and didn't know how to do that work, so we worked in the city [Karakol]. We started working at 5 or 6. We worked long days and nights.

I took evening classes. The way I learned was through reading newspapers and writing on them. For example, I would read the paper and then practice writing on it, on the corner. That's how I learned and became a little bit literate. I didn't have a pen, so I dipped a big thorn in ink to write. I took what I had written to the teacher of my evening classes. He showed me my mistakes and commented on what I had done correctly. I wrote and read every day. ...

My family is respected in our neighborhood now. If you respect yourself, everyone will respect you in return. Now, all the people come to me when they want to organize funerals or marriages or other social gatherings. Russian or Kyrgyz, it doesn't matter—all of them respect me. There is a group of elders like me and they trusted me with leadership. Materially we are satisfied. We have a car, a house, livestock. But that is not our wealth. Our wealth is our children.

Dear Scholarship Donor,

I am Diana Chariyeva, 19 years old, citizen of Turkmenistan. After graduating from secondary school I wanted to study at the university and to get a good education and be well-prepared for my profession. At that time to study abroad was only a distant dream. Later I heard about the American University of Central Asia in Bishkek, about its unique and excellent education and about the scholarships available for Turkmen students.

From that time, I understood that American University of Central Asia is the exact place where I wanted to study, and I worked hard to get in to the University. I highly believe that AUCA provides the challenging and nurturing academic environment I need to achieve the goals I set. Due to my enormous efforts I received a scholarship which changed my life.

AUCA has helped me to acquire more confidence in my leadership abilities, and more importantly it has taught me that if I want to be a leader, I have to be diligent, hard-working, and purposeful.

I sign in the European Studies department. I feel a big passion, enormous interest and an eagerness to study in this field and I want to be a specialist in a subject that is necessary for Turkmenistan. Currently in my country there is no such area of study, and I want to be the first who will teach this subject at a Turkmen University. Also after graduating from AUCA, I want to teach Turkmen students the German and French languages.

Now I cannot imagine studying at a regular university. One reason I love AUCA is because of its liberal arts education. I love my professors; their expertise and knowledge impress me. Some of my friends still can not imagine and understand what it is like to send my homework to professors via e-mail and to receive my revised essays from them also via e-mail. I explain them that the distance between our professors and student is smaller than in other universities.

I also love my University for its unique environment, where all are friends. I am the member of AIESEC organization, a participant of the debate club and the dancing club, and a member of the KVN team. I have learned how to make good presentations, can attend international conferences, and could be an exchange student at another university abroad.

I understand that my scholarship has given me a unique opportunity. I want to thank those who support the scholarships which helps me and other students to get excellent education and make our dreams real.

Sincerely,

Diana Chariyeva, Class of 2012
European Studies

Faculty Research

Galina Gorborukova, Sociology faculty member, is going to University of Bristol in Fall 2009 to conduct research within the framework of Central Asia Research and Training Initiative funded by OSI through HESP program.

Jesús Guillermo Bravo Sepero, faculty member in the Modern Foreign Languages Department, was a contest finalist with his methodical development of the "Atlas of the irregular verbs of the Spanish language." He was honored for his achievement at the "4th International Congress on Innovations in Teaching Spanish as a Foreign Language after Christopher de Vivalona" on July 1 - 2, 2009 in Vayadolit, Spain.

Aron Brudny, faculty member in the Psychology Department, presented his research "History of Psychology in Kyrgyzstan" at the 41st Annual Meeting of the International Society for the History of Behavioral and Social Sciences (CHEIRON) at Pennsylvania State University, State College, PA, on June 25-28, 2009.

Aron Brudny's article "Communication: Existence and Essence" has been recently published in Moscow, in a book Psychology, Linguistics, and International Relations.

Elena Molchanova, faculty member in the Psychology Department, presented the results of her research "Altered States of Consciousness and Synesthesia of Manas Chanters" during the International Symposium of the Russian Academy of Science on June 26th in Moscow.

Elena Kim, the Head of Psychology Department, presented her report "Mapping the Discursive Global Relationships: Kyrgyzstan" at the Annual Conference of the Society for the Study of Social Problems in Toronto, Canada, in early August.

Sania Battalova, Director of Information

Recourses and Technologies presented the paper "How to Incorporate ePortfolios into the Curriculum in a Development Country? The Case of American University of Central Asia (Bishkek, Kyrgyzstan)" (co-authored by **Sharon Bailey**, Director of Development and Communication) at the conference "Learning Forum London and ePortfolio 2009" in London, England, on June 22-24.

AUCA faculty members **Elena Molchanova**, **Elena Kim**, and **Narynbek Ashiraliev** co-authored the chapter "Status of Counseling and Psychology in Kyrgyzstan" in the International Handbook of Cross-Cultural Counseling, recently published by SAGE publications. For more information about the book, please visit: <http://www.sagepub.com/>. Ms. Molchanova and Kim are faculty members in the Psychology Department, and Mr. Ashiraliev is a faculty member in the Anthropology Department.

Medina Aitieva, Chair of Sociology Department, co-authored the chapter "Revealing Order in the Chaos: Field Experiences and Methodologies of Political and Social Research" in the book The Politics of Transition in Central Asia and the Caucasus: Enduring Legacies and Emerging Challenges, published this month by Routledge.

Sagyn Omuraliev, faculty member in the Law Department, was awarded a Faculty Development Award from the Open Society Institute and Soros Foundation Network. The award will allow him to spend one semester at a U.S. university and one semester teaching at AUCA each year, for up to three years.

Liudmila Konstants, faculty member in the Economics Department, received a Danida Fellowship from the Danish Institute for Human Rights in order to conduct research on migration and human rights for one semester in Copenhagen, Denmark. The Danida Fellowship is supported by the Danish Institute for Human Rights.

In Memoriam



Former AUCA President John D. Dreier died on Tuesday, September 1, 2009, in his native home of Sparta, Wisconsin, USA.

As acting President in 2004-2005, John Dreier took on the leadership of the University during the transitional period between Presidents David Huwiler and Ellen Hurwitz. He is remembered by faculty and administrators as a sensitive and intelligent person with the power and courage needed to lead a young and growing institution.

Professor Dreier joined the American University of Central Asia in 2002 as a full-time faculty member of the Business Administration Department. He taught popular courses in both the undergraduate and MBA programs, and he was well liked by his students. The following academic year, he served as Chair of the undergraduate Business Administration program, and he was active in helping to develop the curriculum. Many faculty benefited from his wise and caring mentoring.

As a leader, as a teacher, as a friend, his kindness, generosity, and good humor have left their mark on AUCA.



Shairbek Juraev Leading By Example

and the Institute for Policy Development. Since 2007, he has been a faculty member at AUCA, and he has been chair of the International and Comparative Politics Department since 2008. At the start of the 2009-10 academic year, Mr. Juraev will begin a new appointment as AUCA's Dean of Academic Development.

The James Wade Emison III Alumni Leadership Award honors the memory and legacy of James Wade Emison, an extraordinarily committed member of the Board of Trustees of American University of Central Asia from 2002 until his death on December 28, 2005. This award is conferred on the alum who best exemplifies leadership qualities in public service and individual integrity.

What do you feel as a recipient of the James Wade Emison III Alumni Leadership award? Do you think it important to give out such awards that recognize leaders in our society?

It was a great honor for me to receive this award, but also huge responsibility. Such awards come with higher expectations that you have to meet.

Receiving the award was of course a very pleasant

At the 2009 Commencement ceremony, the James Wade Emison III Alumni Leadership award was granted to Shairbek Juraev, in recognition of his leadership both to both Kyrgyzstan and to students from throughout Central Asia. Mr. Juraev graduated from AUCA in 2000, Summa Cum Laude with honors in International and Comparative Politics. He has also earned a Master of Science in International Relations from the London School of Economics and Political Science. He has been contributing to the development of Kyrgyzstan and Central Asia for many years through work for the European Bank for Reconstruction and Development, the Institute for War and Peace Reporting, the United Kingdom's Department for International Development,



Trustee Hill presents the James Wade Emison III Alumni Leadership Award to Professor Juraev during the 2009 Commencement ceremony.

event, and I can assure you that I am not at a stage in my life when one would expect any sort of awards for any achievements. I truly believe there are many young men and women who qualify for this leadership award.

Why did you choose politics as your area of study?

I have been interested in politics since childhood. When I was nine years old and just starting to understand the events outside of my family, I witnessed the collapse of Soviet Union and the creation of a new independent state. The early 1990s was an exciting period for people interested in politics, even though it was also a nervous time for those interested in business or economics.

Do you think that leadership is a gift that a person must be born with, or can anyone become a leader?

It very much depends on what do you mean by "leadership". I believe leadership is not something to be found in only certain types of people. It comes from having vision, training and will, and I believe everyone can develop these. A true leader should have a broad and deep vision, be able to see the roots of problems, contextualize any particular event and see long-term challenges and opportunities. A true leader must be ready for a life-long learning process and beware of self-indulgence. And of course, a leader must have a strong will in pursuit

of goals; very rarely do dreams come true easily. Most importantly, a good leader is the one who lives and acts in a social context, who serves his community.

In your opinion, what qualities should a good leader have in modern society?

First, leaders must be competent in what they do. It is too easy and tempting to act in a populist manner, and become known as some sort of "leader." The new leaders of Kyrgyzstani elite must demonstrate they know what to do and how to do it, and that they can learn whenever they need. Second, leaders must be men and women of principle, able to withstand to a great pressure of temptations. It takes great will and vision to persistently enforce rules. Making "exceptions" kills the chances for institutionalization of any good rules and laws. Third, the leaders must permanently maintain genuine connections to their community.

Do you think that international experience is necessary for becoming a leader?

I do not think it is necessary, but I believe international experience can greatly broaden the vision and understanding of this world. As the Kyrgyz saying suggests, the one who has seen more knows more than the one who lived more. Kyrgyzstan is a small country, and the only way we can develop is through building constructive and productive relations with the outer world. International experience helps in this way.



effort to find out about exciting opportunities, and they should keep themselves open to new things that come up. University years are indeed the period when students have the maximum freedom to pursue opportunities, and what students do with their lives now will correlate with the rest of their lives.

What was your experience at AUCA as a student?

I studied Political Science at Bishkek Humanities University before transferring to International and Comparative Politics at AUK. By the time I graduated, AUK became AUCA.

The establishment of AUK was a reflection of changes happening in this part of the world. AUK grew, and now AUCA is an important agent and leader of change. Change for the good of this country and this region. This understanding came as a result of my AUCA experience.

What are you currently working on and what are your plans for the future?

I currently chair and teach in the International and Comparative Politics department. We have been working on maintaining the high academic standards established in this department over many years. Apart from teaching, I am also involved in some research projects involving water, energy and related issues.

I plan to continue focusing on research and analysis of politics, possibly coming up with some new projects for myself. Pursuing a PhD is always an option, though every year I keep finding new reasons to postpone it.

What advice would you give future leaders?

I would advise students to take advantage of all the opportunities that AUCA offers. It often happens that a small number of students disproportionately benefit from all sorts of grants, trips, and so on, just because the rest remain uninformed. Students should make an

What are your classmates doing now?

Help us keep in touch with your classmates. If you know of any AUCA alumni who are not receiving the AUCA Magazine, send us a note with their addresses or emails, and we will help them reconnect.

Find us at:

alumni@mail.auca.kg

[Groups.Google.com/Group/AUCA-Alumni-Association](https://groups.google.com/Group/AUCA-Alumni-Association)

On the AUCA Alumni Groups on [Facebook.com](https://www.facebook.com)

and [Odnoklassniki.ru](https://www.odnoklassniki.ru)

Dear Alumni

Greetings from your Alma Mater

You are an important member of the AUCA family! Whether you graduated in 1997 or in 2009, we hope that you will stay involved in your alma mater's life.

AUCA is continuously growing and going through changes. In 1993, it was established as a small part of KSNU. Members of that first graduation class remember making the first steps towards their independence along with the University; members of later classes observed and participated in AUCA's growth and development.



You can still witness the great things that happening here, many of which we report on in this issue of the AUCA Magazine. You can also find out about exciting things happening at AUCA by visiting our website. Or you may subscribe to the alumni listserve by sending us a request to alumni@mail.auca.kg.

And just as you like hearing about events in AUCA's life, we also like hearing about special events in yours. You can use the same email address to stay in touch with us and tell us about marriages, births of children, new jobs, advanced degrees, or other exciting events!

Please remember that AUCA is the great University that it is because our donors support us generously. Alumni like you have made contributions which support scholarships for both Kyrgyz and international students, groundbreaking faculty research, exciting new courses, new computer equipment, books for our library, and even repairs to our historic building. If you would also like to make a contribution, please view the information on the inside back cover

The Alumni Association looks forward to hearing from you. Stay connected and together we can make great things happen!

Sincerely,

Evgenia Romanovskaya
AUCA Alumni Relations Coordinator

AUCA's 13th Commencement Ceremony



AUCA hosted nearly 1000 students, alumni, faculty, parents and guests at its Thirteenth Annual Commencement Ceremony on June 6 in the Kyrgyz National Opera and Ballet Theater in Bishkek. Proud families and guests came to the theater to celebrate the long-awaited moment of commencement. Following university tradition, it started on a solemn note with the parade of flags of the countries represented by AUCA's diverse student body, procession of faculty and graduates, and the performance of the national anthems of the Kyrgyz Republic and the United States of America.

AUCA conferred degrees to 240 students, its largest graduating class since its establishment in 1993. The ceremony is also distinctive as its graduates received both Kyrgyz state diplomas and American Bachelor's and Master's degrees. Special greetings were offered by Member of the Board of Trustees Ishenbay Abdurazakov and the First Vice Prime Minister's Counselor, who complimented the AUCA graduates on the first major accomplishment of their lives - completing an excellent education.

When all the speeches and presentations were over, AUCA students conducted a special ritual, which symbolizes the end of their university studies. By turning the tassels from left to the right 240 AUCA graduates began the new stage in their adult life.





Anthropology Fieldwork

Digging into the Past Discovering Ourselves



Cold and constant rains, strong wind and snowy peaks nearby, 2,100 meters above sea level – this is not a scene from a thriller movie! This was the life of seven AUCA anthropology students digging at a Paleolithic site. Yana, Mukhabat, Maksat and Diana (sophomores), Lesha and Ermek (freshmen) and Natalia (senior) spent two weeks in the summer living far from civilization, learning about ancient times and peoples, and growing stronger and more confident in themselves.

Few people have seen both sides of rainbows crossing the sky, as often as two times a day. Few have seen millions of stars in the night sky or watched lightening tearing through the inside of a cloud. Few have woke up at sunrise with Venus welcoming the new day, or gathered delicate alpine edelweiss, or watched the yaks roaming the hillside, or thrown snowballs in August. But these were the travel experiences of the archaeology students who joined excavations organized by the Anthropology Department.

The place chosen for excavations is known as Kara-Saz village of Kalmak Tash (Kochkor region), the location of dozens of Bronze Age sites. Some twenty thousand years ago, people crossed the territory of Kalmak Tash in search of food. The climate of this place was slightly different back then and the hills where we were digging were once the banks of a huge river. For centuries before any people came here, the river changed its flow several times, and as we kept digging deeper we saw that constant mud



streams and rains made this territory into a swamp. Our primary interest was in the Paleolithic stone tools that we could find laying on the ground. There were also a lot of Scythian burial sites situated not far from the camp.

For most of the members of our expedition, this was the first excavation in such a harsh environment, with rain that would cover us several times a day and freezing winds that made us sick. We stayed with a Kyrgyz family, who shared with us their life experiences and helped us to overcome some difficulties. In the beginning even daily things like bringing the water and making food were somehow hard for us. To be so close to nature and see animals like horses, donkeys, geese, hens and chickens as a part of domestic life changed our perception of this



world. We fed hens and fought with geese for chickens, and we used horses to go around the environs. The boys liked the donkey very much as it helped them to bring water.

An unforgettable trip to Son Kul, that lies 3,500 meters above sea level, amazed even American archaeologists Paola and Gabriel. We went higher than glaciers to look at that sacred place. People living around the lake still continue the traditional Kyrgyz way of life, and we received a real Kyrgyz warm welcome. A lot of kings' tombs from the Saka times are situated around the lake and a lot of legends were dedicated to this place, some of them connected with the heroic epic poem "Manas". Horses, yaks and sheep are free to wander anywhere because Kyrgyz greyhounds, "taigans", are watching after them. This was not only an archaeological trip but a true anthropological research of people's adaptation to mountainous life.

Each of us learned a personal lesson from this fieldtrip, but we all truly fell in love with Kyrgyz nomadic way of life. And though we all were from different cultures, we came to understand that only by working as a team we can overcome anything. We successfully ended our trip and hope that those ancient people who were crossing the place of our excavation reached their goals, too.

The story of Paleolithic people that our excavations revealed could be the following: "It was the fourth day already as the group of people was moving toward the mountains. The weather was rainy as usual; daylight brought warmth but nights chilled them to the bones. At the place they left, there were a lot of black stones which they needed for tools and for survival. They tried to make their stone tools right there, so that they would not need to carry any extra heavy things with them. It was very hard to chop off the gallets from the future tools, because a forceful strike of stone-to-stone could lead to an injury and perhaps even to death. Their trip was leading them to the green valley full of food, and just the thought of a good meal gave them strength to continue the on their way. Finally they got to the river..."

This article was contributed by Natalia Chemayeva, a senior in the Anthropology Department. She is originally from Turkmenistan. The photos were contributed by the Anthropology Department; the students documented their adventures on a shared camera.



*Trustee
Emita Hill*

*Helping
AUCA Grow*

Dr. Emita Hill has over the years used her various leadership positions to expand and improve educational opportunities. As Chancellor of Indiana University Kokomo, she saw through a number of initiatives to increase diversity and multicultural awareness and to make improvements to campus facilities. As Associate Provost and Vice President at Lehman College, she helped establish an art and dance program for Bronx teenagers and a program for Deaf and Hearing Impaired students. She demonstrated her commitment to students not only through her teaching in the Department of Romance Languages but also in her involvement in a mentoring program for young women at Radcliffe. She brings this wealth of experience, as well as a spirit of inquisitiveness and adventure, to her work as AUCA Trustee and as Executive Director of the AUCA Foundation Board. During the February 2009 Board meetings, Dr. Hill

took a short break to share with us her views of education, leadership, and diplomacy, and of AUCA's place in the new global community.

How has AUCA changed since you first visited in 2000?

Nine years ago, the University was much smaller and its goals were more local, with a predominantly Kyrgyz student body and a name that emphasized its Kyrgyz origins, as well as its American or western pedagogy and philosophy. Since then it has expanded to become regional, for all of Central Asia. It is now very international in scope and in its student body. But from its inception it has been self-consciously innovative, with a forward looking curriculum and an atmosphere of open-mindedness and democracy. AUCA has always consciously focused on training

leaders. One thing that I have always admired about AUCA students is that they are articulate and aware of their potential as future leaders.

What do you believe are the most important goals of education?

Education is changing. Rote memorization and top-down education are not important anymore. Curricula are changing. I loved and was shaped by the traditional “Great Works,” heavily humanistic education I personally received. Although I still treasure it, its validity is now being questioned and should be. Everything should be questioned, but not necessarily discarded. Now there is more openness to critical thinking and asking questions, the approach to education on which AUCA was founded.

A narrow education will not serve adults of the next generation well. Students need to be trained broadly enough that they can go in new directions when opportunities arise. Education has to train people not for one specialized career, but for flexibility. When doors open unexpectedly they must be ready to enter them. That is what students at AUCA want, and also to be, as Montaigne put it long ago, “citizens of the world.”

When you were Chancellor of Indiana University Kokomo, two of your top priorities were enhancing multicultural awareness and awareness of global issues. How would you say AUCA measures up in these categories?

AUCA is by definition global and multicultural. Indiana University Kokomo is located in a very homogeneous community in the American heartland, and the students there don’t have a lot of experience with people from distant countries or even from American minorities. Therefore, it was important, and a difficult challenge, to bring a more global perspective to that university. AUCA is on the historic Silk Road, at a crossroads simply by its geography. Its students come from all over, and they bring to AUCA a lot of competing ideas and diverse experiences. One of the things I love about AUCA is its multi-lingualism. Everyone speaks at least two languages, more often three or more. In the United States you just don’t find that.

What languages do you speak?

I speak French fluently, and my German is adequate, though not fluent. I speak, read and write Spanish and Italian touristically. I am working on learning Russian. I am not yet good at making conversation,

but I am getting good at eavesdropping on conversations. I enjoy that. My younger daughter is fluent in French and Japanese, and that makes me happy.

You participated in a program to help develop the leadership skills of young women through the Radcliffe Mentor/Extern program. What difference might women leaders make in Central Asia? How can young women at AUCA develop their leadership skills?

As a woman and a leader for most of my life—my early education was in an all-girls school and I am the youngest in a family of five sisters, all of whom earned graduate degrees and had careers as well as marriage and children—I’ve given a lot of thought to the role of women, including their traditional roles in raising children and caring for households. There is still a glass ceiling for most women in this world where the average woman earns at most 79 cents to the man’s dollar. But the situation is more tragic in those parts of the world where many women are sequestered and even enslaved or abused by their societies and within their own families. This has to change. We cannot afford to squander the human resources of half the world’s population.

Clearly, in an open society, the sky is the limit for exceptional men and women. Look at Hillary Clinton. Look at Dean Gilpin Faust, the president of Harvard, or at AUCA’s president, or many others. But they are still exceptions; the default is to men. One of my concerns, and here I get to your question about the talented young women benefiting from an AUCA preparation, is not who gets the jobs, men or women, but that the best person get the job. Major orchestras throughout the world have begun to audition with the players hidden behind screens so that the listeners not be influenced either by their gender or the color of their skin. I wish all opportunities could be that open, that free of discrimination based on old beliefs and misconceptions, such as that women should always be the primary homemakers and men the primary breadwinners. The old beliefs are not true, and in a global economy that is rapidly shifting and very precarious at the moment, we can’t afford to hold these beliefs. My hope for the women graduating from AUCA is that they, along with their male counterparts, will believe that they can do anything they set their hearts and minds to, and that this will be to the benefit of their families and their societies.

With the radically changed global economy and a new President in Washington DC, what do you see as the most exciting or most scary prospects for the future?

Trustee Profile

I am a passionate supporter of Barack Obama. He has many difficult challenges facing him at home and abroad. It is a difficult time, the economy is scary, and everyone has been affected by it. We hope that the economy will improve, but it may take ten or twenty years to gain back lost ground. The political tensions in almost every corner of the world are scary.

Can Obama with his diplomacy and clear desire for peace ease them? Can he restore confidence and trust among and between adversaries?

I felt the past eight years to be a dark hole in which I could not support or defend the actions and policies of my own country, and this was very painful for me and for many of my fellow citizens. Putting a new face on the United States holds promise for a new age of international cooperation. President Obama is not just our first Black president. He is our first truly international president. This is a positive and inspiring sign of the times and a long awaited change. Whatever happens in the long run, I feel proud and privileged to have voted for Obama and to be alive in this decade.

What is your role on the Board of Trustees?

I serve as one of the three officers, Secretary of the Board. Because I make the journey from New York to Bishkek with the sole purpose of meeting with the Board, I attend all committee meetings and not just those on which I am a voting member. This way I feel informed and attuned to what is happening—new projects, new problems or challenges. I also serve on the University's Foundation Board as Executive Director and work with colleagues in the U.S. in that capacity.

What is the most rewarding part of being an AUCA Trustee?

I enjoy the sense of being useful, of having my own experience as a university head valued and turned now in my retirement to helping shape AUCA. I enjoy the other Trustees. It is a remarkable group of people who find it gratifying to work with and give both time and money to the University. At most universities, the trustees are alumni, the people who benefited most from the university, had successful careers, and naturally want to give back. I predict that in another twenty years this will be the case for the AUCA Board. AUCA now, however, is still a young university with young alums, and it is to its credit that so many other individuals, Central Asian and also Western, have chosen to affiliate themselves with AUCA and its mission. I feel proud and privileged to have witnessed and participated in the growth and change at AUCA. I look forward to our shared future.

U.S. Congressional Representative Visits AUCA



On Tuesday, June 30, American University of Central Asia had the honor of hosting an official visit by the Honorable Ene F.H. Faleomavaega, U.S. Congressional Representative of American Samoa. About a dozen students were able to meet with him and ask questions as he discussed U.S. foreign policy in Asia and the Pacific, as well as the importance of cultural diversity and respect. He also shared with AUCA students and administrators his experiences as a U.S. Congressman, and his distinguished career of service to his native American Samoa and to the United States of America.

In Washington DC, he advocated for representation of American Samoa in the U.S. legislature, and later he was elected to the House of Representatives to represent American Samoa. He is now a senior member of the House Committee on Foreign Affairs and is Chairman of the House Foreign Affairs Subcommittee on Asia, the Pacific, and the Global Environment. Faleomavaega is also one of the most senior members of the House Committee on Natural Resources, which has jurisdiction for American Samoa and other U.S. Insular Areas.

Congressman Faleomavaega is the author of *Navigating the Future: A Samoan Perspective on U.S.-Pacific Relations* and was a crew member of the Polynesian voyaging canoe, *Hokule'a*, which sailed from Tahiti to Hawaii in 1987. Congressman Faleomavaega also sailed on the *Rainbow Warrior* in protest of French nuclear testing in Polynesia.

To the Donor of my Scholarship,

AUCA is a place where many bright minds come together, and I truly believe that this university prepares the most qualified and open-minded persons. Being in this university among such diverse people gives me pride. I realize that my studies at AUCA are my biggest investment in my future success.

In the Merriam-Webster Collegiate dictionary it is defined as "a grant-in-aid to a student (as by a college or foundation)". That is a general definition, but it does not really show how important scholarships are for each student and for each family whose kid receives a scholarship.

As for me, the scholarship I received from the US Embassy opened up a whole new world. It is hard to describe all my thoughts about why the scholarship is important to me. First of all, I get a right to a bright future. I know that everything in my life depends on me. And only through the high quality of my education I get in AUCA can I achieve all that I plan: competitive skills and knowledge, a good job, and career growth. The students and professors at AUCA always help each other achieve their goals. Secondly, the special and unique atmosphere on the AUCA campus has become one of my favorite things in life. I'm around my friends and people who are dedicated into their studies. I'm more than sure that in any other university it would be impossible to meet so many fans who are all devoted to the university and to the knowledge it provides. Finally, being from a single-parent family and having to pay a high tuition was really stressful for my Mom and me. We had to cut all other expenses and change our lifestyles in order to be able to pay my tuition. After I receive a scholarship, my mother has had fewer worries. That is obviously good for her health, which is really important for me.

I would like to thank all the people who are engaged in providing many students different opportunities. This is first of all our Financial Aid Office that does most of the work. And I also feel special gratitude and appreciation to my Sponsor.

Sincerely,

Ainura Samsaly kyzy, Class of 2011
International and Business Law



Charter Morris Bringing the World to AUCA

Charter Morris is beginning his second year as AUCA's international recruiter. During the 2008-2009 academic year, Charter traveled to six countries, participating in seven education fairs and made numerous presentations at education centers, high schools, and universities. Among the many locations that are part of his recruitment schedule this coming year are China, India, South Korea, Azerbaijan, Armenia, the Republic of Georgia, Kazakhstan, Tajikistan, Turkmenistan, and Uzbekistan. In the first year of recruitment, Charter has already increased the overall percentage of incoming international students, and the groundwork has been laid for further increases in the recruitment season just now starting.

Tell us about your own background?

I grew up in Mississippi, close to the famous Mississippi River. My family has always been tied to education. All four of my grandparents worked in local public schools, both in primary and secondary schools, and two of my aunts dedicated their lives to teaching.

After graduating from high school, I moved to Arkansas to study at Hendrix College, a small, liberal arts college similar to AUCA. I studied history and English literature at Hendrix, and after graduation, I began working at the Hendrix College Library full-time. After a year of working at Hendrix, I took a job at the University of Mississippi working in the International Programs Office. What began as a simple job became a career, and I spent the next 7 years working with international students, faculty, and staff.

While working at the University of Mississippi, I enrolled in the graduate school as a part-time student. I completed my Master's degree in Higher Education and Student Personnel and then continued towards my Ph.D. in Higher Education. At the moment, I am a Candidate for the Ph.D., working on my

dissertation research on international students and their adjustment needs.

Most importantly, it was while working at the University of Mississippi that I met my wife, who is from Kyrgyzstan. She and I dated for about a year and a half and got married last year. When she finished her Master's degree, she and I moved to Kyrgyzstan to be closer to her family and to continue our multi-national lives.

Why have you decided to work with AUCA?

Prior to moving to Kyrgyzstan, I researched local universities. I heard from many people, including my wife, that AUCA is the best university in Kyrgyzstan. Additionally, Dr. Michael Metcalf at the University of Mississippi had a very high regard for AUCA. Dr. Metcalf was one of my mentors at work, and he had the opportunity to visit Bishkek and AUCA on a couple of occasions. His strong positive opinion of AUCA really influenced me to seek employment with AUCA.

In your opinion, what kind of diversity adds to an educational community?

Diversity brings so much to a community that it is hard to explain its importance. My personal experience has shown that most people in this world are homogenic. Most people do not travel and do not have a chance to experience life that is any different than their own, except for the occasional movie or TV show. Yet, movies and TV do not reflect real life.

The best way to expose people to the world is through contact with diverse cultures, through interactions with people from other countries. For most students and community members, their only experience outside of their home country will be through their interactions with students and people from other countries. And it is also my experience that when people get to know someone from another country or culture, they begin to grow and expand their world view. Fear, prejudice, and bias about a particular culture or country tend to disappear when a person befriends someone from that culture.

What are you doing to recruit students from other countries and why? What are the most significant projects initiated by you?

International recruitment is a very interesting undertaking. It requires a mixture of tactics in order to bring information about American University of Central Asia to potential students and their parents.

“AUCA students will one day take their place as leaders of their respective industries and countries. Increasing Kyrgyzstan's global ties and AUCA's global reach will only have a positive impact on this region and the world”



Most of my recruitment efforts are focused on travel to countries to visit high schools and universities as well as to attend education fairs. But I also have been working on other recruitment efforts, such as to capitalize on our recruitment trips by collecting potential student data and updating them about AUCA deadlines and activities through mass emails. I have been working a lot with education centers throughout Central Asia and the CIS to help promote our university through their listservs and offices. Also, I have been working to use our website and other education websites to help draw students to our university.

Without a doubt, my biggest project was initiating the Russian and Kyrgyz language versions of the AUCA website. This was a huge project and is still a work in progress, but thanks to the Communications Office, the Kyrgyz Language Department, the Russian Language Department, and the combined efforts of all academic departments and supporting offices, we now have a multi-language website. It is impossible to place too much emphasis on the fact that these websites will do more to recruit potential students from Kyrgyzstan and from the CIS than any other recruitment method. Students are comfortable with websites, and that will be the first place many students and their parents will look when making a decision about where to apply.

What is the difference between recruiting students in AUCA and in USA?

I think that the main difference is that in the USA, students came to us. We didn't have to recruit very

hard in order to get students at the University of Mississippi. The simple fact that we were in the United States and offered a lot of degree programs was all we needed to convince students to come study at the University of Mississippi.

At AUCA, there have been more challenges with recruitment. The main challenge is that we must compete with universities in the USA. Many students want the American experience, but even though AUCA offers a great education with very reasonable tuition rates, it is hard to convince students that they will also get an American educational experience in Kyrgyzstan. The other main challenge is language, but not with potential students. I meet students who speak fluent English, but their parents usually don't speak English. And it is the parents who make decisions about where their children will study. So, I have faced a lot of challenges when speaking with parents, due to my limited Russian.

How do you think it will benefit AUCA to have more international students?

There are many potential benefits to AUCA and to Kyrgyzstan. The first is diversity. Again, the majority of our students are from Kyrgyzstan and many are from Bishkek. Increasing the exposure of Kyrgyz students to a greater diversity of culture will help Kyrgyzstan to develop future generations of global citizens. Who knows what future business development or cultural exchange will come out of the encounters between a student from Germany and a student from Kyrgyzstan. AUCA students will one day

take their place as leaders of their respective industries and countries. Increasing Kyrgyzstan's global ties and AUCA's global reach will only have a positive impact on this region and the world.

Could you please tell us about a memorable trip you had taken?

There have been so many trips lately. Spring is the time for recruitment; it is when most high school students begin applying to universities. During two months last spring, I had been to Kazakhstan two times, Uzbekistan, Azerbaijan, Georgia, South Korea, and China. In all, I have spent about 5 weeks outside of Kyrgyzstan in a span of just 8 weeks time.

I wish I could say that these trips gave me an opportunity to see the world, but in reality, most of my time has been spent visiting schools and education fairs and inside airports and hotels. I think that there is a big misconception among people that work that requires travel is a lot like a permanent vacation. The reality is that it is work. There have been no site-seeing tours or fun cultural excursions. Later in life, I hope to revisit all of these countries as a tourist so that I can really get the true world experience.

What are your future plans?

At the moment, my life is pretty focused on my family. My wife and I just had a baby, and I really want

to devote my time to raising my son and showing him the world.

I will remain in Bishkek for at least another year and a half, but I may stay longer if the right opportunities come up. Eventually, I do hope to return to the United States. I want to continue working in education, and I hope to find a good position with an American university working with international students and faculty.

What would you say to our students? Your wishes, comments?

I would say that they should get out and explore the world. Nothing makes you appreciate your own culture and home more than the experience of living abroad.

I will also say that students should always have a loose plan for their life; plans must be flexible. I used to plan my life very rigidly, which left me very unhappy since my plans often didn't work out the way I wanted. When I realized that life was more fun when I just let it take its course, I became a lot happier. This flexibility led to my current career and to my graduate studies, and helped me to find my wife and ultimately to make the decision to move to Kyrgyzstan. If I had followed my plan from my college days, I would be a lawyer in a small town in Mississippi and would have never seen any part of the world outside of the United States.

By Ainura Eshenalieva

Anthology Features Diverse Student Voices

The anthology *Many Languages-One World* includes the best prose and poetry works of young authors, participants of the annual literary contest among university and high school students of Kyrgyzstan. The key idea of the contest «Many languages - one world,» organized this year by AUCA and its partners, was the literary unification of young people, which contributes to the positive development of cultural and linguistic diversity in Kyrgyzstan and to the establishment and strengthening of new multicultural spaces within the country. Thus, it includes works in seven languages: Kyrgyz, Russian, Uzbek, Tajik, English, German, and Farsi. The basis of the anthology lies in the idea of the country's creative potential, and the key theme of anthology is the examination of human values through the prism of young people's perception. This anthology was published by AUCA in collaboration with the Ministry of Education and Science of the Kyrgyz Republic and the Center for Social Integration.



AUCA's New Star Recognized as Best Student Newspaper

AUCA's student newspaper New Star received the National Newspaper Award at the Second Annual National Newspaper Award Ceremony which took place on March 30, 2009, in American University of Central Asia's central hall. The competition and ceremony were organized with the theme "Crisis is not an obstacle to recognition", and more than 70 publishers of newspapers and magazines from all over Kyrgyzstan participated.

"We were recognized as a newspaper that is completely designed and operated by students, while other student newspapers are operated by professionals. I am really proud that we received this award. I truly think that we and all the students who have worked for newspaper deserve it." said Nargiza Ryskulova, content editor of the New Star. Other student newspapers nominated for this award were Slavonic University and Kyrgyz State University of Building, Transport and Architecture. The Annual National Newspaper Award is a special award for editorial boards of periodical mass media of Kyrgyzstan, which recognizes highest achievements of print materials. The award was established in 2008, aiming to publicize the most noteworthy events in the newspaper business, and to promote professionalism and successful management.

"Our fund supports mass media of Kyrgyzstan and the best of the best get their minute of fame. We hope that this award will help Kyrgyz mass media to develop more and more," said Andrey Miyasarov, general manager of Media Support Centre Fund. New Star is a bi-monthly student newspaper, which chronicles significant news and events happening in the AUCA community and features in-depth profiles of unique students, faculty and staff. New Star is completely run by students, from the editorial board to the photo correspondents and journalists. Also, there are three editors: English and Russian language editors and content editor. All

correspondents are free-lancers. The circulation of New Star is 800.

The National Newspaper Award is organized by the Media Support Center with support from the Open Society of Journalists, the Institute of Media Representative, the Association of Publishers and Spreaders of Periodical Prints, and other non-governmental organizations, which altogether form the Consultant's Board of the award.

By Dilnura Khalilova



Dear Scholarship Donor,

Education was and always will be the key to success, development and well-being of humankind. In today's rapidly changing world it is a must to have a high quality education and practical knowledge to start down the path toward a triumphant career. For a person without knowledge and polished professionalism, which empowers him, it is difficult to withstand competition or achieve a prosperous future. But not all can afford an education today.

I was born and went to school in Turkmenistan. However, like a lot of people I could not continue my studies after school, in spite of having a good base of knowledge. The main reason why I could not go to university was that tuition is unaffordable. But I always wanted to continue my education and never stopped believing that there must be a way for people like me. From my friends, I heard about AUCA and about the scholarships that are given to foreign students. I consulted with the Ashgabad ACCELS. I quickly decided to go to Bishkek and to use a chance to make my dream for an education come true. It has been a long journey with difficulties, but the aspiration to reach my aim has helped me to overcome all hardships.

I am grateful for my scholarship, because it will provide me with a broad range of opportunities in my future. Scholarships give a chance to young people who have a strong willingness to study and show good academic results, but who are not able to pay tuition. Education makes it possible for us to become part of the great body of people who will make a difference in the world.

My scholarship has given me confidence in my future by giving me an opportunity to get an education at one of the best universities in Central Asia. In a few years I hope to see myself as a one of the pioneers who will develop freedom of speech in my country.

Thank you,

Inna Tarzhinskaya, Class of 2013
Journalism and Mass Communication

Anna Marupova International Recognition for Anthropology Student

Anna Marupova, a senior in the Anthropology Department, was honored at an international conference at Moscow State University, April 14-18. The theme of Ms. Marupova's research was "The Influence of Tourism on Local Culture in Bukhara," which she entered into a competition for papers on the topic: "The Foreign Languages and Regional Studies," subsection: "Regional Studies". Her research regarded highly by the Commission of the Conference and she was awarded with a Diploma by V.A. Sadovnichiy, President of Moscow State University. Fifty students from among 6000, were awarded during the conference.

This annual conference, with over 6000 attendees, is organized in Moscow State University, and it attracts young scientists from around the world. Some of the goals of the scientific forum include the development of scientific activity for youth, solving actual problems of contemporary science and preserving the scientific potential. The Conference this year was devoted to the "Year of Youth" in Russia and was held with the support of the Ministry of Education, Ministry of Tourism and Youth Politics of the Russian Federation.



Do you have
friends or colleagues
who would like to learn more about a
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