



## MISSION STATEMENT

### Excerpts from Lynchburg College's Mission Statement

The mission of Lynchburg College is to develop students with **strong character** and **balanced perspectives** to prepare them for **engagement in a global society** and for **effective leadership** in the civic, professional, and spiritual dimensions of life. Lynchburg College extends its reach beyond the campus through **experiential learning, cultural opportunities, and service by sharing the expertise and commitment** of faculty, staff, and students **with the broader community**.

In support of its mission, Lynchburg College is an academic community that:

- develops the breadth of **knowledge associated with liberal education**;
- respects and supports **diversity** and celebrates diverse faith traditions; and
- sustains **close working relationships among community partners**.

*The complete Mission Statement and Institutional Values may be found in Lynchburg College's Undergraduate Catalog and at this URL: <http://www.lynchburg.edu/aboutlc/mission-statement/>*

## SUMMARY OF ACCOMPLISHMENTS: DR. SABITA MANIAN

Academic rigor, active learning, commitment to success, integrity, diversity, community, and sustainability are not mere rhetorical labels reflecting the Institutional Values at Lynchburg College (LC), but they are omnipresent in every dimension of Dr. Manian's outstanding academic accomplishments. In her capacity as Professor of International Relations at LC, she primarily serves the college's undergraduate programs that are central to the college's identity. She is the recipient of two of the most important awards on campus: the **Shirley E. Rosser Award for Excellence in Teaching** and the **Thomas C. Allen Award for Excellence in Academic Advising**.

Dr. Manian's exceptional and enthusiastic service to LC's mission of preparing students for a global society by helping to build strong character, balanced perspectives, and leadership skills in the context of a liberal arts education is evident in the high quality of student evaluations and alumni comments that consistently affirm these goals. She has taught more than 2,000 undergraduate students, has directed more than 120 international relations theses, has chaired the political science department for six years and has chaired and served on numerous tenure and promotion committees for her colleagues. Dr. Manian's excellent interdisciplinary research record stretches from gender politics and sex trafficking (including a co-edited book, *Sex Trafficking; A Global Perspective*) to journal articles, book chapters and academic papers on security politics in the Mideast, the foreign policies of China and Taiwan in the Caribbean, peace prospects between Pakistan and India, and the ethnographic history and immigration politics of former East Indian indentured laborers in the Caribbean. This rich research diversity is a testimony to scholarly discovery and integration of knowledge, one that is even more remarkable given a teaching-oriented institution with a heavy course load. Additionally, she takes her role as a public intellectual seriously along with her service to community, the campus, the city of Lynchburg, as well as India and St. Lucia.

Dr. Manian's overarching philosophy of ***citizenship and community*** is linked to LC's mission and is evident in all of her academic practice as seen in her classrooms, her fervent advocacy of poverty alleviation and gender equity, her ardent passion for Service Learning courses in the slums of South India to teach street children and children of sex-workers, and her collaboration with St. Lucian educators and LC students to implement learning strategies for low-income, at-risk children in St. Lucia. Her record of superior and outstanding accomplishment in the areas of ***citizenship and community*** is the very embodiment of the ethos of Boyer's categories of scholarly endeavor: teaching, discovery, integration of knowledge and service.

### Teaching Accomplishments

The values of ***citizenship and community*** that underscore Dr. Manian's teaching pedagogy and LC's mission reflect what Boyer refers to as the "civic mandate" for a true scholar.

Be it international conflicts and refugee crisis in Asia and Europe, or the impact of socioeconomic development on women in Burundi or Bangladesh, Dr. Manian's pedagogic emphasis is to move beyond easy, frivolous explanations. As one student remarks: "*Dr. Manian uses the class as an opportunity to instill in her students not to accept an easy answer, to approach everything critically..., and if you ever tried to present an overly simple solution to a complicated problem or showed a shade of anything resembling apathy or cynicism to her, she would say, "Is that good enough?"*"

Such active forms of learning in no way dilutes her goals for instilling her students with a depth and breadth of knowledge of her discipline of political science but in keeping with LC's mission of a liberal education she directs them through cross-disciplinary methods of international

relations. As one alumnus testifies: *“Although Dr. Manian’s specialty is International Relations, her ability to help students make strong analytic and theoretical connections provided me with the necessary skills to apply my liberal arts education to business, nonprofit development operations, and project coordination.”*

*“Dr. Manian brought out an analytical side to my thinking that I would have never found had I not taken courses with her... she taught us that more context exists between the lines than what is stated. Few professors can accomplish this for a freshman student.”* These words of another LC alumnus echo the majority of current and former students’ comments from freshman to seniors and from majors in her discipline to non-majors. The above comments encapsulate the reasons why Dr. Sabita Manian’s teaching evaluations are consistently superb even in a teaching-oriented institution filled with other remarkable teachers and are one of the reasons that she was a recipient of the coveted and highly competitive Rosser Award for Excellence in Teaching.

Another student comments, *“She makes you a better person by forcing you to relate to something different than yourself,”* which is reflective of her ability to not only excite a student’s curiosity in the subject but also to relate to it in order to approach problem-solving prospects for various global issues – a solid illustration of active learning.

Student comments from course evaluations consistently note that Dr. Manian’s lower- and upper-level classes are “demanding”, “rigorous”, “thought-provoking” and “life-changing.” Thus, her creative assignments and pedagogies to engage students transform them to become more than critical thinkers.

Other comments from former students: *“Dr. Manian’s teaching style and ability to challenge her students while allowing them to be independent make her an excellent faculty and mentor”* or another: *“She was always intensely busy, but I was never turned away... checking in regularly to see how my education is progressing... she is a source of endless support”* reveal her willingness to be a teacher, mentor and guide to her students that led to her winning the very prestigious Lynchburg College Award for Excellence in Advising.

In the course of her 14 years of outstanding academic service, Dr. Manian has an extraordinary list of teaching 22 different courses in international relations, political science, history, the honors program, experimental classes called linked learning-community courses, and experiential learning classes including study abroad service learning programs to India and St. Lucia. Her classes range from *“Terror and Honor Politics of South Asia”* to *“Cuba and the Caribbean,”* to collaborative courses with other faculty such as *“Blood, Sex and Power in Global Politics”* to honors seminars on *“Ethics and Human Rights”* and leave a lasting impact, encouraging students to go above and beyond the course content they are taught as reflected in a former student’s comment: *“She is more than just a professor as she teaches students to be dedicated to their work and helps them realize that every person can create his or her own happiness by fighting for what is truly important and what makes his or her own life complete.”*

Dr. Manian excels because of the exceptional quality of her instruction, and she receives consistently high points in student evaluations of 4.5 and above (out of a total of 5) without compromising toughness and rigor of her demanding classes. Her teaching has a sustaining influence on a broad spectrum of students including students’ postgraduate careers even if they were not undergraduate majors in Dr. Manian’s field. A Biomed major alumna states: *“Her teaching and mentoring style has been very influential in my decision to pursue a graduate degree in public health instead of medical school (as expected of me by my family)... [Her] courses... showed me the importance of improving the health of a community by addressing topics like human rights, social justice, and equity.... I knew that I wanted to pursue a career where I can empower communities to become healthy as opposed to treating one individual at a*

time. Therefore, I decided to get my Masters in Public Health.” Dr. Manian thus responds to Boyer’s exhortation to transform, be transformed, and extend knowledge not merely transmit it (1990: 24).

Dr. Manian’s transformative pedagogy promotes a dynamic classroom where students are expected to be active and engaged learners and leaders empowered beyond the classroom to make a difference in the human condition. This ethos is reflected in the following student comment, “*Dr. Sabita Manian’s teaching style is reflective of her desire to make a difference in the lives of her students, to make a difference in the world, and to empower students to do the same.*” The comment underscores how her instruction in terms of both content and style has enhanced student development and learning beyond the classroom and fulfills the five core goals at LC: *Inquire Explore, Conclude, Persuade, and Engage.*

## Discovery

Comparatively few faculty at Lynchburg College have accomplished as much as Dr. Manian in the realm of research and publication. Here too her philosophical underpinnings of *community and citizenship* imbue her rich and outstanding record. Dr. Manian’s record of superior achievement in the scholarship category resulted in her being awarded the 2015 Scholar Leave – an award that few faculty receive at Lynchburg College and which enabled her to devote a full semester to research.

In the last five years alone, she has added handsomely to a publication portfolio that includes a co-edited book, *Sex Trafficking: Global Perspectives* (Rowman & Littlefield, 2010), 10 other chapters and journal articles as well as nearly 50 academic lectures and papers that she has delivered in her years at Lynchburg College. A quick perusal of her abbreviated curriculum vitae will reveal the common thread of *community and citizenship* in all of these works.

Dr. Manian’s book on sex-trafficking is an in-depth, cross-regional international study using interdisciplinary perspectives to describe and analyze the horrific cross-border coercive network of crime and socioeconomic conditions that lead to what some describe as modern day slavery. It is considered to be one of the pioneering scholarly studies on the trafficking of women and children across international borders. Mary Crawford, author of *Sex Trafficking in South Asia: Telling Maya’s Story* claims, “This book will be an indispensable reference for all who care about ending sex trafficking.” Other reviewers commend the book for including “material for virtually any class that relates to gender and inequality or transnational organized crime” (according to Dr. Worley in *The International Journal of Criminology*).

Dr. Manian’s commitment to gender equity in the context of community and citizenship has further yielded several papers and articles, one of which “Globalization’s Gendered Consequences for the Caribbean,” won the special praises of Gregory Hall, the editor of *Eternal Colonialism* who observed that Dr. Manian’s “chapter is one of the strongest in the volume.” Elsewhere, Dr. Manian’s scholarship and commitment to peace and social justice took her to examining economically and politically turbulent spots in the world; thus her recent journal article in the *Critical Muslim* (“Sub-Continental Lovers: Pakistan-India Relations”) integrates international relations with media and rhetoric analyses. Two other research products resulted from the Virginia Foundation for Independent College’s Mednick Fellowship she received that led her to the interiors of the South American country of Guyana: one, a chapter on ethno-nationalism that was a response to the ethnic politics of Afro-Guyanese, Amerindians and Indo-Guyanese in postcolonial Guyana; and another book chapter, “Reaffirming Indo-Caribbean Ethno-Gender Identity” that contributes to cultural studies, gender studies, and the history of immigration politics in the Americas.

Her active and ongoing interest in the last five years is the less-explored topics of identity politics and assimilation of Asian migrants in the Caribbean Basin, which has led to her collaborative work with a sociologist, Dr. Bullock, in documenting the oral history of people of East Indian descent in St. Lucia. As with other Caribbean countries, St. Lucia is misconstrued as merely a tropical beach destination with little comprehension of its rich African, Asian, and Amerindian cultural heritage, leaving invisible the effects of historical and contemporary interactions of people of various ethnicities. Dr. Manian's scholarship expects to fill the lacuna.

In the summer of 2015, Dr. Manian received a Summer Research Grant for a faculty-student research project - an ethnographic study of the minority East Indian population in St. Lucia. In collaboration with Lucian community members, she and her fellow researchers collected the oral history of descendants of former indentured laborers from India (who had been brought to work in the Caribbean plantations following the abolition of slavery) – a research facilitated by her knowledge of India, Hindu customs, and Indian languages (Hindi, Bengali and Tamil). The significance of this research is the following: 1) It is a history of migration that has been mostly ignored in India and one that is hardly documented as formal studies in the smaller island countries of the Caribbean Basin; (2) Dr. Manian is committed to donating the oral ethnographic records of interviews and video documents of Indo-Lucian heritage to the St. Lucian National Archives so that generations of Lucians may benefit from their sociocultural history; (3) Her specific research focus on food-ways and funerary rites of the Indo-Lucians who retain vestiges of Hinduism from India contributes to the study of the degree of minority assimilation that may (or may not) promote peaceful coexistence among various ethnic groups; and (4) This study can be extended to comparative analyses of immigrants and minorities' integration politics in other parts of the Americas and beyond.

It is quite clear that Dr. Manian has not only met but surpassed expectations in her role as a scholar. She aggressively pursues formal studies that are collaborative and that include not only her peers but students as well. Her outstanding contribution on various topics dealing with *community and citizenship* thus fulfill Boyer's call for a "civic mandate" that extend beyond the traditional notion of academic research and presents clear and compelling evidence of scholarly work that is revitalized by new ideas and fresh perspectives that are cross-disciplinary.

## **Knowledge Integration**

### ***Cross-disciplinary Curricular Development***

Another testimony to Dr. Manian's commitment to *community and citizenship* that goes beyond her rich scholarly discoveries described above or her own cross-disciplinary pedagogy is a new program that she helped develop and currently chairs: the innovative multidisciplinary curriculum in Liberal Arts Studies. If it were not for Dr. Manian's persistence of ardent championing of the liberal arts following three years of collaboration with faculty from LC's various Schools (Humanities & Social Sciences, the Sciences, Education & Leadership Studies, Health Sciences & Human Performance, Business & Economics, and Communication & the Arts), this unique curricular introduction would not have been established.

The Liberal Arts Studies major is one of the many examples of Dr. Manian's contribution as a novel, intellectually challenging and stimulating multidisciplinary approach to integrating perspectives from traditional disciplines in the social sciences, the natural and physical sciences, including environmental sciences, the arts and humanities for students with wide-ranging interests and goals. Students can hone their diverse interests to study a set of courses in an active learning setting that will prepare them for a professional or graduate career as well as for contributing to a sustainable world as thoughtful, civic-minded and conscientious citizens, in keeping with LC's mission and Boyer's ethic.

### ***Meaningful Connections between Discovery and Teaching***

Commensurate with Boyer's call for an integrative framework of knowledge in academic work, Dr. Manian excels at her deliberate cross-disciplinary interweaving of the humanities with the social sciences and the natural sciences including transnational analyses of common causes for problems and prospects for their resolution as evidenced in her research as well as her classroom activities.

Her pioneering research on forced migrants in St. Lucia (discussed in the foregoing section) not only contributes to the archival resources and heritage of that country, but her study also has been analyzed through the lens of cultural studies theory (such as Edouard Glissant's or Homi Bhabha's as illustrated in her articles), while another research paper presented at the International Sociology of Religion Conference in Belgium uses the lens of sociology, gender studies, history, politics and religion. These cross-disciplinary tools find their way successfully in her classes on UN policy-making, research methods and theory and capstone classes. It is, therefore, not surprising that students who have taken her classes, even though they are non-majors and are outside her discipline, continue to reflect on the difference she has made in not just their undergraduate study but their life-long learning in practicing good *citizenship*. Indeed, the interdisciplinarity of her scholarship makes her work accessible to the academic and non-academic *community* as well as those interested in studying gender issues, international security, criminology, sociology, social work, economics, or global politics.

Professor Gordon Steffey's letter (below) reflects the very essence of Dr. Manian's success at accomplishing such integrative interdisciplinarity. He describes how Dr. Manian "seeks out and thrives in the interstices of disciplines and specializations, generating new knowledge and insight that better disclose the world we inhabit than the territorializing phantasms produced by still too many scholars." He goes on to state: "At the Center for Postnormal Policy and Future Studies, whose *East-West Affairs* journal I edit, I heard Sabita speak to the shifting power balance from 'West' to 'East' and was thoroughly confirmed in my assessment of her work as traversing the front edge of a new interdisciplinarity, one that had thrown off its training wheels and stood ready to contribute meaningfully to the solution of globally-scaled problems in an overpopulated world of accelerating change."

### **Service**

Dr. Sabita Manian's commitment to *community and citizenship* that corresponds with LC's mission of service is illustrated in her exemplary work with her students, colleagues, and other constituencies (ranging from the city of Lynchburg to the city of Chennai and the township of Pudukattinam in southern India, Castries, Gros Islet and the fishing village of Anse La Raye in St. Lucia). Since the day she joined the LC faculty in 2001, she has ardently engaged in activities to promote civic engagement and diversity on campus and in the community. Her outstanding leadership above and beyond her departmental activities personifies Dr. Manian as an exceptionally "good citizen" and an outstanding campus and community leader especially on immigration, multicultural and diversity issues.

Particularly noteworthy is her civic leadership role in designing and implementing LC's *Year of the Citizen* campaign in 2010, the theme of which laid the groundwork for the following year's leitmotif of "Sustainability" that extended her emphasis on socio-economic justice in the context of civic-citizenship to environmental justice and ecological citizenship. Her scholarly preparation, integration and application of knowledge from her courses and from her research that relate to issues of ethnicity, gender, race, economic and social inequality inform her tremendous commitment and active service to the community.



The translation of Dr. Manian's scholarship to engagement occurs not merely on a personal level but also in fostering a sense of such commitment among her students. Instead of taking a mere study abroad trip, Dr. Manian established classes on *Service Learning in India* (and in St. Lucia as discussed below) where students translate their classroom learning into an experiential one that emphasizes community service and global citizenship and that aligns with LC's mission (for the engagement of students in a global society) and Dr. Manian's passion. The starting point for the service learning is not only cultural awareness and

cultural sensitivity but collaborative partnership with the community one serves. Towards this, Dr. Manian established contact with the Director of Hope Foundation, India's Chennai Office, Malar Prabath, to learn what the constituency needed for their schools in slum areas such as Kannaginagar, or what kind of educational tools and school supplies LC students could provide for the Tsunami affected areas of Pudupattinam, in south India. A former student notes, "After traveling to India with her on a service-learning study abroad, our class returned to the U.S. inspired and encouraged by her to raise awareness and funds for the organization [Hope Foundation] we had worked with."

The intentional approach towards collaboration with service partners in India along with engagement with a local community with very limited means is an incredible learning tool for the students that is life-changing and rewarding even as the school-children in the economically depressed areas of Kannaginagar, or in Pudukottai, India are left with a sense of self that overcomes the sense of being forgotten and ignored by the rest of the global community.



Similarly, another of Dr. Manian's course initiative, *Service Learning in St. Lucia*, wedded her knowledge of Caribbean socioeconomic development with her interest in fostering people-to-people partnerships with St. Lucians. Towards this effort, and with the help of St. Lucian students and Dr. Jenevive Bailey, Dr. Manian actively collaborated with LC's departments of Nursing and Education to lead students on multidisciplinary projects that have included educational assessment of elementary and middle-school children's cognitive skills, with the intent that the St. Lucian Department of Education, as recipients

of the recorded data, can supplement their efforts at introducing remedial programs especially for special needs and at-risk children in the Gros Iset and Castries school districts. Additionally, in order not to exclude other marginalized communities such as the youths in the fishing village of Anse La Raye, her partnership with local community leaders there led to collaborative work by LC students and Lucian students at the community hall that served as a venue for after-school classes in art, music and poetry for the youngsters.

It is such community-oriented engagement that allows Dr. Manian to provide her students with outstanding opportunities for active global citizenship.

## PERSONAL STATEMENT: Sabita Manian

As an immigrant woman from India, a complex country with a rich heritage and civilization but wanting in other socioeconomic indicators such as literacy and economic opportunities especially for women, I am constantly reminded of what I refer to as “the accident of birth” that has given me the opportunities to thrive as a female scholar in an active and engaging intellectual setting, with relative comfort and security. I count myself as fortunate for the opportunity to straddle two cultures - the South Asian and the North American – and have benefitted from borrowing positive values from both. The affinity to family and community integral to the land of my birth and the sense of autonomy fundamental to my adopted country shape my dual ethic of *citizenship and community*. These values fuel my commitment to make a holistic difference locally and globally especially in issues of gender and ethnic equities. It is those very values that have honed my passion for teaching and research as I seek to engage and inspire student-scholars, peers and the general public.

Growing up in India through times of calm as well as regional wars, civil wars, and political turmoil such as communist uprisings or ethnic strife (e.g., anti-Sikh violence or Hindu-Muslim riots), my parents taught me the value of civic duty including the courage of conviction, compassion, and taking action for promoting social justice. These are values I embrace and apply in the academic setting as well as in my personal life. My parents also fostered in me an inquisitiveness to know about the world through books and newspapers (we did not have televisions then in India), engage in intelligent and thoughtful conversations, and become an active learner rather than a passive one that the educational system was foisting upon all students. I seek to motivate my student-scholars along similar lines.

My parents were not educators in a formal sense, but they educated me well in critical thinking – a value that I cherish and pass on to my students in my classroom. What I have rejected is the rigidity of didactics and rote-learning of the academic setting I grew up in that is antithetical to the Socratic method. In my classes, therefore, I do everything I can to create an environment that fosters critical understanding of global issues and try to show my students how an understanding of global problems and prospects for their resolution are relevant to who they are and what they become as productive and participatory citizens.

My students are not allowed to be passive recipients of information; indeed, their interest in the subject not only stimulates *their* learning process as scholars (I even address them as “scholars”) but it also catalyzes my teaching. I believe in leaving my students empowered with a will to learn, so that they come to class believing in themselves as scholars and leave class convinced that they have learned so that they can now act on what they have learned.

Thus, when I teach about issues of war and peace, genocide and human rights, gender politics, social justice or ethics in foreign policy, I actively seek to make my subject matter come alive to my student-scholar and ask them to respond to my question: “so what?” following our various discussions of gender or ethnic strife, be it the Holocaust or the genocides and rapes in the Balkans, Rwanda or the DR Congo. I like to challenge my students to go beyond righteous indignation and instead act on their moral and civic duty, their courage of conviction, compassion and action – what better way to teach problem-solving? I confess to a sense of utter gratification when my students promote campaigns for campus awareness, of global horrors they study in class, by establishing college chapters of Amnesty International, Save Darfur, or the anti-trafficking organization, Love146.

My passion for teaching and the dispersal of knowledge leads to my concerns of not merely “*what*” student-scholars learn but “*how*” they learn especially in our data-driven, increasingly digitized world. I find that actively provoking their interest encourages them to be vigorous

participants in class discussions, a very different scenario from my own academic experiences in India. While I am not averse to using digital tools in the classroom, what I like to provide is a balance of technology with face-to-face interactions, that is facilitated by my small college's class sizes. One such notable instance recently was the virtual presence (via Skype) of an Iraqi and a Kurdish student who interacted with my LC students to discuss their everyday life under the terror of ISIS. For my students, it was a unique learning experience. Such integration of various paths of learning brings me joy and a sense of fulfillment.

I derive immense satisfaction from my student-scholars who have gone on to law school, medical, public health or other graduate programs, or pursued professional careers in government, the military, the private sector or the non-profit sector – these alumnae continue to assure me that their intellectual training has equipped them to contribute to their professions. I must admit that the gratification I get from my student-scholar alumni brings a smile to my face during some of the discouraging moments in life.

I have learned to adapt to various settings and to thrive in new environments; these skills in turn fuel my creative juices to “think outside the box” of traditional classroom teaching and instead to engage my students in active learning. I do this through the *national* venue of student simulations of international policy negotiation that helps bring team-work skills among my students at the Model United Nations exercises in New York City, or with *international* venues for experiential learning where my students engage in people-to-people partnerships I have fostered with Hope Foundation in India and with the local communities in St. Lucia. This allows for implementation of what I refer to as the “three C”s: *collaboration, communication, and consensus* that are foundations of *citizenship and community* engagement.

I embrace my role as a public intellectual with passion and enthusiasm that is in keeping with my ethic of *community and citizenship*. The relations I foster with my campus community and my city of Lynchburg sustain my sense of participatory citizenship on an intellectual and a spiritual plane beyond just my collegial duty or my local and national voting responsibilities. That is why, despite a heavy teaching, advising, and research load, I gravitate towards opportunities that various community members provide in which I can assist with expanding their knowledge of global issues of economic and social justice that are founded on my integration of such knowledge. Whether I am speaking at the League of Women Voters, the American Association of University Women, the public library or a local church, I seek to contribute my knowledge as a scholar-citizen and a community member.

I believe that as a scholar and a public intellectual I am comparable to a traditional storyteller as I impart the story of my disciplinary and cross-disciplinary material to students, the academic community, and the community at large. My stories are about people around the world: the common desire for peace and security that links us all, the hunger for power and manufactured hate that drives some to cause immense violence that fragment society, yet we manage to sustain the systems we create through cooperative efforts, despite human failings, and inhibit total destruction. If I can narrate the story of our contemporary human condition in a compelling fashion with critical information, humor and compassion that motivates my audience – student-scholars or community members – to become engaged beings, asserting the “human” part of who they are, critically examining complex events, engaging in issues of social justice, and acting to improve the human condition in some way, then, I believe, I am fulfilling my mission towards *citizenship and community* as expressed in Boyer's core ideas of a “Scholarship Reconsidered.”

## ABBREVIATED CURRICULUM VITAE: Sabita Manian, Ph.D.

### EDUCATION

Ph.D. in Political Science, Tulane University, 1995  
M.A. in International Relations, Tulane University, 1991  
B. A. Political Science (Honors), St. Xavier's College, University of Calcutta, 1986

### TEACHING EXPERIENCE

<i>Lynchburg College</i> , Professor, International Relations & Political Science	2001- Present
<i>Randolph Macon Woman's College</i> , VA, Visiting Scholar, International Studies	2000-2001
<i>Stephens College, Missouri</i> , Asst. Professor (tenured), International Studies	1994-2001
<i>Tulane University</i> , New Orleans, Adjunct Professor, Dept. of Political Science	1992-1994
<i>Newcomb College</i> (Tulane University), Adjunct Professor, Women's Studies	1993-1994

### COURSES TAUGHT AT LYNCHBURG COLLEGE (2001-2015)

Global Politics	Politics of Developing Nations
I.R. Senior Thesis Seminar	Politics of the UN: Model UN
Comparative Foreign Policy	Modern Japan
Growling Tigers: Asia Pacific	Honor & Terror Politics: South Asia
I.R. Research Methods	International Organizations
World Civilizations	Quest for Justice
International Relations theory	Contemporary Political Problems
Blood, Sex & Power in Global Politics	Service Learning INDIA – Global & Local
Study Abroad Service Learning: St. Lucia	Serve & Learn in St. Lucia
Honors Seminar: Globalization	Honors Seminar: China & India
Honors Seminar: Ethics & Human Rights	Honors Seminar: Cuba & the Caribbean

### ADMINISTRATIVE EXPERIENCE (LYNCHBURG COLLEGE)

Chair, Liberal Arts Studies program, 2015  
Faculty-at-large representative, Strategic Planning Committee, 2012-2015  
Co-Chair, Global Education Ad Hoc Committee, 2015  
Chair, Faculty Grievance Committee 2013-2015  
Chair of Political Science and International Relations, 2005-2011  
Directed and led Study Abroad programs to St. Lucia and India  
Evaluator (L.C. Representative) with the Commission on Colleges' Evaluation Registry, 2012  
Chair/member, Faculty Tenure, Promotion and Third Year Review Committees, 2006-2015

### HONORS, AWARDS & GRANTS (SELECTED)

Thomas C. Allen Award for Excellence in Advising, Lynchburg College, 2014  
Shirley Rosser Award for Excellence in Teaching, Lynchburg College, April 2010  
Faculty Scholar Leave, Lynchburg College, Fall 2015  
Faculty-Student Summer Research Grant, for research in St. Lucia, Summer 2015  
Dutch Hutchinson Award for Excellence in Advising, April 2010  
Faculty Appreciation Award, Society of Westover Fellows, Lynchburg College, 2008  
Senior Superlative Award for Most Creative Teaching Style, February 2005  
Mednick VFIC Fellowship from VFIC for research work in Guyana, 2002  
Lynchburg College grant for Japan Seminar and Travel, 2002  
DuPont Summer Fellow, National Humanities Center, North Carolina, 1997

### PUBLICATIONS (SELECTED)

° *Sex Trafficking: A Global Perspective*, (co-ed. K. McCabe), Rowman & Littlefield, 2010

### - CONTD. PUBLICATIONS (SELECTED)

- “Sub-Continental Lovers: Pakistan-India Relations” in *Critical Muslim*, Vol. 5, 2012
- “Globalization’s Gendered Consequences in the Caribbean” (co-author B. Bullock), in Benjamin & Hall eds. *Eternal Colonialism*, University Press of America, 2010
- “Chutney, Jhanda and Kala Pani: Reaffirming Indo-Caribbean Ethno-Gender Identity”, B. Giri, ed. *Thinking Territory: Some Reflections*, Pencraft International, 2009
- “War and International Relations: A Critical exploration through Bakhtinian Dialogic and Huizinga’s Homo Ludens” in *Theory as Variation* ed. by R. Radhakrishnan et al. Pencraft International, New Delhi, 2007.
- “Georgetown Shuffle: Ethnic Politics of Afro-Guyanese, Amerindians, and Indo-Guyanese” in *Contemporary Ethnic Conflict*, S. C. Saha, ed. Lexington Books, 2006
- “Pedagogy and Experience: Bringing Japan into the Classroom,” co-authored with Dwight Lang et al, *Japan Studies Review*, Vol. 10, 2006: 75-91.
- “Blood, Sex & Power: a Learning Community,” with N. Sanders, *Journal of Women’s History*, Vol. 17(4), Winter 2005: 162-170.
- “Israeli Party Politics: What is Shas for the Goose is not Sauce for the Gander,” in David Lesch, ed., *History in Dispute: The Middle East Since 1945*, St. James/Gale, 2003.

### REVIEWS (SELECTED)

NEH Grants Reviewer for HBCU and Hispanic-serving Institutions’ Faculty Research, 2015  
Manuscript Reviewer, UK, Routledge Studies in Gender & Global Politics, 2015  
Manuscript Reviewer, Routledge, Sex-Trafficking in Cambodia, 2012

### INTERNATIONAL & NATIONAL CONFERENCES & PUBLIC LECTURES (SELECTED)

- *Glocalized Rituals: Indo-Caribbeans in St. Lucia* (co-author B. Bullock) – paper, *International Society for the Sociology of Religion*, Louvain-La-Neuve, Belgium, July 2015
- *Transoceanic Encounters: Bridging Lucian Identities - Caribbean Studies Association* meeting, New Orleans, May 2015
- *Not in My Name: Mideast Politics* – Unitarian Universalist Church, Lynchburg, 2014
- *Blood, Sex & Power: Global & Local Violence and the Mideast*, LC Symposium, 2014
- *Bridging Identities: Lucian-Indian Women & Rites* – paper, *International Conference on the Indian Diaspora in Belize & the Wider Caribbean*, Belize, August 2014
- “Where is the East?” *Polylogue for Postnormal Policy & Future Studies*. Chicago, 2014
- *World Peace Game*, Lynchburg Peace Education Center, Invited lecture, 2014
- *Faith: Religious Themes in the Life of Pi* – Lynchburg Reads, Public Library, 2014
- *Translating the Voices of Sex Workers: Analysis of ‘Whores’ Glory’*- paper, *International Conference of the Forum on Contemporary Theory*, Mysore, India, 2013
- *Grapes of Wrath: St. Lucia, Grenada, and the Two Chinas*, CSA, Grenada, 2013
- *Dalpuri to Douglu: A Constructed Spectrum of Citizenship* , CSA, Guadeloupe, 2012
- *Whose Honor? Gender, Caste and Globalization in India*, Shanghai University, China, 2010.
- *Sex Trafficking in the Caribbean*, Caribbean Studies Association Meeting, Barbados, 2010
- *AFPAK: US Defense Strategy in Afghanistan & Pakistan*, *Great Decisions Lecture*, 2009
- *Trafficking & Human Security: Horn of Africa – Road to Gulu*, Lynchburg College, 2008
- *China as a Rising Power* – Foreign Policy Association’s *Great Decisions Series*, 2008
- *Reaffirming Caribbean Ethno-Gender Identity*, Conf. on Contemp. Theory, Goa, 2007
- *Poverty, Hunger & Homelessness: A Global Perspective*, Bonner Panel, LC, 2007
- *Hidden Struggles of Tibetan Resistance* – Guest Lecture, GCSU, Georgia, 2006
- *Road to Iraq Revisited: Democracy and War* – League of Women Voters, 2006.

**LANGUAGE SKILLS:** Bengali, English, Hindi, Tamil, German (reading)

## LETTERS OF SUPPORT (Excerpted)

### **Dr. Kenneth R. Garren, President, Lynchburg College**

Dr. Manian's commitment to and accomplishment in fulfilling Lynchburg College's (LC) mission is evident through her dynamic pedagogy and outstanding preparation of students for a global society as conscientious citizens. Her focus on creating an active learning environment in training student leaders especially through the annual international simulation exercise in UN policymaking (the National Model United Nations) has brought not only numerous accolades and national and international visibility to our small college in Virginia but the writing, debating, negotiation and mediation skills that students learn is one that our students often claim benefits them even years after graduation. Her success in collaborating across disciplines and bringing faculty from multiple fields across campus has led to an innovative and much-needed interdisciplinary program, the Liberal Arts Studies major. Her outstanding work as a public intellectual domestically as well as internationally is evidenced by her long list of research accomplishments that range from global sex trafficking and gender politics to security politics of Asia and the Mideast or ethnographic research in St. Lucia and the Caribbean leading to international academic presentations in India, China, Belize, St. Lucia, Grenada, Costa Rica, Belgium to name a few. She is an excellent mentor to her younger colleagues as well as students, particularly minority students for whom she is an outstanding role model as a minority achiever. Few LC faculty win both the prestigious campus-wide teaching and advising awards, but she is one of the handful who has won both the Shirley Rosser Teaching Award as well as the Thomas Allen Advising Award. In my nearly 54 years as professor, academic dean and president, I must say in summation that Dr. Sabita Manian is one of the most brilliant, accomplished, and inspirational individuals I have ever met. I am honored to serve as a reference for her and do so with unrivaled enthusiasm and confidence in her most worthy qualifications as the recipient of the Virginia Outstanding Faculty Award.

### **Dr. Chip Walton, Dean, School of Humanities and Social Sciences, Lynchburg College**

Dr. Manian exemplifies the best attributes of a professor, scholar, and colleague at Lynchburg College. I have known many colleagues to be outstanding at one thing or another, but what sets Dr. Manian apart is her ability to excel in multiple areas (i.e. teaching, scholarship, service) commensurate with the nomination criteria outlined for the Virginia Outstanding Faculty Award. As a teacher, Dr. Manian has been exceptional, as evidenced by her winning the Shirley Rosser Award for Excellence in Teaching in 2010 and the Thomas C. Allen Award for Excellence in Advising in 2014. She has maintained high expectations for her students and imbued her classes with rigor, all the while, remaining a favorite among students.... and given them great opportunities with respect to experiential learning. Dr. Manian has also maintained an outstanding record of scholarship. She is the current recipient of the Lynchburg College Faculty Scholar Leave Award. She has co-edited a book on international sex trafficking and written several book chapters and articles having to do with international relations, ethnicity, and gender. Moreover, Dr. Manian has contributed her leadership skills in numerous ways to the college and her discipline at large: as department chair for six years and has most recently been instrumental in assembling the curriculum for Liberal Arts Studies, which she currently chairs. She has also served on numerous college committees and led multiple study abroad service learning trips. We are most fortunate to have her serve in the School of Humanities & Social Sciences at Lynchburg College.

### **Dr. Atul Gupta, Dean of Graduate Studies & Associate Dean of Academic Affairs, Lynchburg College**

I would like to emphasize Dr. Manian's work in two areas: (a) in international programs and policies; and (b) in her new curriculum development initiative that has led to the Liberal Arts

Studies program at LC. *First*, in international programs, her disciplinary background in international relations, her breadth of research, and her international service learning projects in India and St. Lucia are stellar contributions to the people she and her students serve and that make LC and Virginia proud. She was recently tasked as Co-Chair of the Global Education Committee to rejuvenate our current policies for international programs; despite her prized Scholar Leave this year, she has sacrificed her valuable research time to work on the challenging task that would benefit the campus community. *Second*, her Liberal Arts Studies curricular initiative has the potential to offer a track that will allow non-traditional students to complete their academic degree – this is but one of the path-breaking avenues that will benefit non-traditional students as well as our campus. In small colleges such as ours, such innovative programming sustains and invigorates our college’s academic mission and vision. Due to the diversity of her excellent contributions and leadership in various areas, her qualifications as an academic all-rounder and an outstanding scholar, she serves as a positive role-model for both international students as well as other minorities on campus.

**Dr. David Richards, Associate Professor, International Relations, and Faculty Chair, Lynchburg College**

I have worked with Dr. Manian for the past eight years in the department of Political Science and International Relations at Lynchburg College. During this time I have come to admire her ability to integrate her wealth of knowledge in her subject area with her wonderful ability to reach students in and outside the classroom. My advisees often tell me that her classes are the most difficult, demanding and yet also some of the best classes that they take during their time at the college. I have also worked with Dr. Manian on a service learning project in St Lucia where she put together an excellent program for our students that allowed them to work in St. Lucia with sensitivity and effectiveness. As a fellow Caribbean scholar, I had the pleasure of serving on a panel with her at the Caribbean Studies Association conference in 2013. People I spoke with at the conference, to a person, told me how impressed they were with her scholarship and commitment to Caribbean studies. She is an outstanding example of a professor that combines her depth of knowledge with a passion to help students learn.

**Dr. Nichole Sanders, Associate Professor of History, Lynchburg College**

Sabita Manian is an excellent teacher, scholar and mentor. I paired with Dr. Manian as a new history professor fresh out of graduate school to teach a “learning-community” course (linking history and international relations for students to make interdisciplinary pedagogic connections). Watching her teach, I saw first-hand how she meticulously prepares for each class with emphases on active learning and critical thinking.... her passion for her teaching is infectious as also her passion for her research that is interdisciplinary. My field is Latin American history and not Caribbean Studies, but the energy Dr. Manian brings to the Caribbean field has ignited my interest as well. Her research interests range from gender issues to ethnic and security politics while her recent ethnographic history in St. Lucia, is a valuable addition to the literature on immigration politics in an area where no formal work has been previously conducted *and* more importantly is an archival contribution to St. Lucian heritage and history. In addition to other awards, she received the prestigious Virginia Foundation of Independent Colleges’ (VFIC) Mednick Award that led to her research and publication on ethnic politics of Amerindians, Afro- and Indo-Caribbeans in Guyana. Additionally, I co-chair with her the Committee on Global Education at LC where I have witnessed her collaborative and consensus-oriented style of collegial leadership. She does not ignore the local as she pursues the global: for instance, she ungrudgingly takes on the mentoring of younger LC faculty, serves on numerous tenure and promotion committees, and has reviewed articles submitted for publication in our local Virginia Social Science Association’s journal. Further, her long list of public lectures for the non-academic community on domestic and international issues of social

justice in Lynchburg successfully bridge the town-gown divide. Sabita is truly an outstanding teacher-scholar, providing an example for students and faculty alike.

**Dr. Susan Thompson, Professor of Literacy Education, Lynchburg College**

As a member of a small liberal arts college community, the work of Sabita Manian is at the forefront of effective instruction, thought-provoking challenges for her students, rich research into the world of international relations, and outstanding service to the college community, the city of Lynchburg and our global community. In addition to serving on many committees and mentoring faculty, she made time to develop and chair a new Liberal Arts Studies program for students who wish to explore wide-ranging interests. Dr. Manian has received the college's prestigious awards for excellence in teaching and advising and is always a favorite professor among students. Her research, scholarly writings and presentations have taken her all over the world from Guyana to China reflecting her commitment to prospects for peace and social justice that are central to all of her scholarly work.

**Dr. Kelley Deetz, Research Associate, President's Commission on Slavery and the University, Office for Diversity and Equity, University of Virginia**

Dr. Manian's research on Indo-Caribbean culture in St. Lucia that I consider will be the definitive study on this long-neglected minority community of descendants of former indentured laborers who were brought to the plantations in St. Lucia after the abolition of slavery. Her work integrates her knowledge of social and cultural politics of Hinduism, India and the Caribbean and is essential in understanding the Indian Diaspora in the Americas. She is dedicated to bringing her research into the classroom and providing students at Lynchburg College the kind of educational experience one typically gets at a research university. She is also successful in combining her research into experiential educational experience for her students through her service learning projects in St. Lucian communities. Additionally, in my work with the Virginia Social Science Association, I have asked Dr. Manian to review manuscripts for possible publication and despite her enormous teaching and service duties and because of her diverse research interests, she has provided her insight on various social science and humanities subjects. Dr. Manian is an exceptional scholar, teacher, and mentor and without question helps provide stimulating intellectual engagement to the students at Lynchburg College.

**Dr. Gordon Steffey, Barbara Boyle Lemon '57 and William J. Lemon Associate Professor and Chair of Religious Studies, Division Head of Arts & Letters, Randolph College**

Perhaps the most compelling feature of Sabita's scholarly work is how readily and keenly she integrates the manifold zones of human knowledge and concern. Equally at home navigating the nuances of U.S. foreign policy in the Middle East, gender in Indo-Caribbean communities, funerary customs in St. Lucia, and religion in *The Life of Pi*, Sabita seeks out and thrives in the interstices of disciplines and specializations, generating new knowledge and insight that better disclose the world we inhabit than the territorializing phantasms produced by still too many scholars. At the Center for Postnormal Policy and Future Studies, whose *East-West Affairs* journal I edit, I heard Sabita speak to the shifting power balance from 'West' to 'East' and was thoroughly confirmed in my assessment of her work as traversing the front edge of a new interdisciplinarity, one that had thrown off its training wheels and stood ready to contribute meaningfully to the solution of globally-scaled problems in an overpopulated world of accelerating change. Lynchburg College profits from having Sabita in the classroom educating tomorrow's leaders and workers and in positions of leadership.

## ADDITIONAL DOCUMENTATION

### **TEACHING & KNOWLEDGE INTEGRATION:**

#### ***Excerpts from Letters of Support from Lynchburg College Alumni***

##### **Andrew Baldwin (Senior Airman, USAF, Tactical Systems Operator, 306 Intelligence Squadron), Lynchburg College '11**

Dr. Sabita Manian's dedication to the pursuit of knowledge and enlightenment are virtually unparalleled in most people I have met in my life thus far. Her instruction in the classroom is much less a traditional lecture but a discussion designed to force her students to consider possibilities previously unknown to them. But her desire to teach does not stop at formal class periods. She has readily formed weekend seminars for interested students on major current events in order to discuss the possible global implications. Current events are important to her instruction because that is her medium to juxtapose theory and history into the present and apply those foundations to the world around us. Furthermore, she not only cares for her students but is compassionate on a global scale. Dr. Manian has additionally led many trips to the island country of St. Lucia to help and care for those who are less fortunate during many of her summer 'breaks'. She goes above and beyond her call of professorial duty and her impact on campus and internationally is deeply felt by all who have come in contact with her.

##### **Daniel Martinez (MS in Prosthetics and Orthotics, Georgia Institute of Technology - Class of 2016), BS Biomedical Science, Lynchburg College '14**

I was her student for only one semester, 3 years ago; I've since graduated, moved on to graduate school and she still plays an active and invested role in my education to this day. I don't represent some special case either. She cares that you are here, she desires fervently for you to gain something powerful from your time together.... I had the immense pleasure and good fortune of attending her Global Politics class, a "general education" class that is a prerequisite for a degree from Lynchburg College.... I frame it that way to illustrate the opportunity for complacency of the educator and how easily one could present some fluff about the west, capitalism, Nike and globalization semester after semester, shovel students through and call it a day. Instead, Dr. Manian uses the class as an opportunity to instill in her students *not* to accept an easy answer, to approach everything critically, and to understand that context flavors everything. If you ever tried to present an overly simple solution to a complicated problem or showed a shade of anything resembling apathy or cynicism to her, she would say, "Is that good enough?" A fairly innocuous question but the gravity of that sentence was deafening every time I heard it. She makes you a better person by forcing you to relate to something different than yourself. My current field of study is in prosthetics, but the tools I've gained from Dr. Manian are my most well used and successful ones. She was always intensely busy, but I was never turned away if she could help me in any way. She keeps in touch to this day, checking in regularly to see how my education is progressing and imparting enthusiasm and support. Dr. Manian is the highest caliber educator, she is a source of endless support, [and] she is one of the greatest treasures Lynchburg College ever acquired.

##### **R. Danielle Cox, (Graduate Student, University of Chicago), Lynchburg College '12**

Dr. Sabita Manian's teaching style is reflective of her desire to make a difference in the lives of her students, to make a difference in the world, and to empower students to do the same. Because her classes often deal with contemporary international issues, Dr. Manian gives many opportunities to her students to raise awareness and take action and she sets an example of doing so in her professional and personal life. I had the privilege of participating in her Model United Nations class, where I not only learned the intricacies of diplomacy and international

cooperation in a hands-on way, but she also gave us opportunities when we returned to integrate our learning into real action on real international issues, such as the crisis in Syria. Similarly, after traveling to India with her on a service-learning study abroad, our class returned to the U.S. inspired and encouraged by her to raise awareness and funds for the organization we had worked with. Dr. Manian impacts students across disciplines by teaching her courses in a way that is relevant to students, particularly in her *Global Politics* course which fulfills a general education requirement and is considered by many students to be one of the best classes they took at LC. Dr. Manian is passionate about students and passionate about her field, and that is evident in the way she engages students inside and outside the classroom.

**Edgar Wharton (Project Coordinator-Tufts University), Lynchburg College '13**

Dr. Sabita Manian exemplifies what it means to be a professor and scholar.... As her former student, Dr. Manian brought out an analytical side to my thinking that I would have never found had I not taken courses with her. Each day she provided a challenge to read between the lines. Whether a foreign policy statement or current event article, she taught us that more context exists between the lines than what is stated. Few professors can accomplish this for a freshman student. The lessons and higher order thinking skills taught by Dr. Manian enabled me to accomplish a great deal in my professional career in a very short time. Although Dr. Manian's specialty is International Relations, her ability to help students make strong analytic and theoretical connections provided me with the necessary skills to apply my liberal arts education to business, nonprofit development operations, and project coordination. As my mentor, I am proud to accredit many of my successes, both professionally and scholarly, to Dr. Manian.

**Anna Piddubna (MPhil. University of Cambridge), BA Lynchburg College '10**

I came to know Dr. Manian during my undergraduate political science studies as an international student at Lynchburg College, where I came to see her as a teacher with a strong dedication to the concept of education. Dr. Manian always exhibits a strong sense of responsibility to all of her students, motivates them, and furthers their critical thinking skills..., in tune with student academic needs. What is more, she takes students' successes personally, as she supports their pursuits of knowledge. Dr. Manian's teaching strategies and tactics not only move her students closer to their goals and empower them, but also encourage problem-oriented thinking. At a personal level, Dr. Manian goes 'above and beyond' for her students. She is more than just a professor, as she teaches students to be dedicated to their work and helps them realize that every person can create his or her own happiness by fighting for what is truly important and what makes his or her own life complete.

**Tanha Patel, MPH (Eval. Manager, Wake Forest Medical Center), Lynchburg College'09**

As a freshman, I wanted to major in Biomedical Sciences, however, after completing a course taught by Dr. Manian I decided to minor in International Relations. Dr. Manian supported and challenged me to be open-minded, aware of different perspectives, and explore various opportunities. To this date (more than 5 years later), every time I go to New York City I remember taking the [UN] class and successfully attending the Model UN conference as a representative of Sierra Leone. As my interest in social justice and civic engagement increased, she empowered me and a few of my peers to start a local chapter of Amnesty International at Lynchburg College. This chapter helped us focus on giving back to our community while empowering ourselves to become a better citizen. Dr. Manian has always pushed her students to be independent, smart, and open-minded. She has asked us to question the status quo instead of becoming one. Her teaching and mentoring style has been very influential in my decision to pursue a graduate degree in public health, instead of medical school (as expected of me by my family). The courses I took as an International Relations minor showed me the importance of improving the health of a community by addressing topics like human rights,

social justice, and equity. After completing both of my tracks, Biomedical Sciences and International Relations, I knew that I wanted to pursue a career where I can empower communities to become healthy as opposed to treating one individual at a time. Therefore, I decided to get my Masters in Public Health. Dr. Manian's teaching style, ability to challenge her students while allowing them to be independent makes her an excellent faculty and mentor.

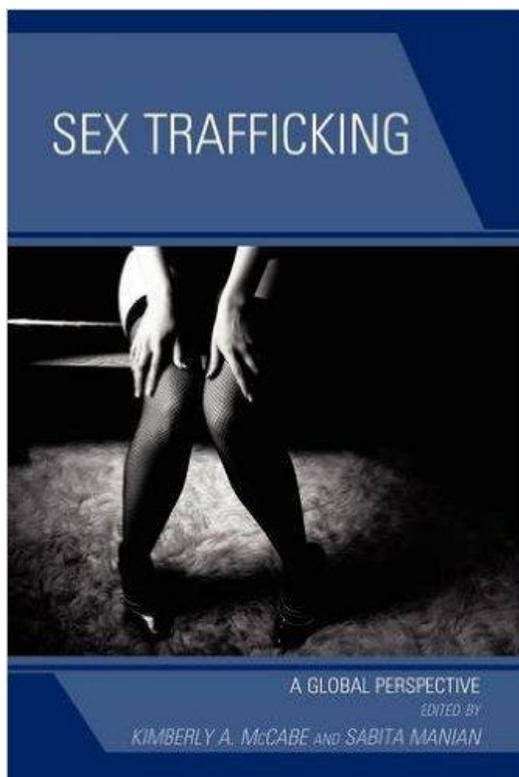
***Excerpts from Current Student Evaluation Comments for Dr. Sabita Manian***

"Dr. Manian is a passionate and very knowledgeable professor who has taught me to think beyond the textbook and be involved in global politics."

"I believe the expectations of this class are greater than any other class... but Dr. Manian has been wonderful to work with and makes you want to rise to the occasion... I am sure I have fallen short this semester grade wise, I've actually learned in this class and that is more valuable than a number on a piece of paper."

"Thank you very much Dr. Manian, I can definitely say that you have helped me to change the way I see politics... I feel capable of framing a better argument with regards to politics something I could not do before."

**DISCOVERY & KNOWLEDGE INTEGRATION:**



***Excerpts from Reviews of one of Dr. Sabita Manian's publications:***

"It is a multidisciplinary work... [that] includes sociological, historical, political, and legal perspectives..., does an excellent job of analyzing trends throughout all areas of the world.... This book... is eye-opening and would be a useful tool to facilitate classroom discussions. Because it utilizes a multidisciplinary approach, it would also make for excellent supplemental reading material for virtually any class that relates to gender and inequality or transnational organized crime. I strongly recommend this book." -- Robert M. Worley, Texas A&M Central Texas, *International Criminal Justice Review* June 2011

[<http://icj.sagepub.com/content/21/2/184.full.pdf+html>]

"This book will be an indispensable reference for all who care about ending sex trafficking." --Mary Crawford, University of Connecticut, author of *Sex Trafficking in South Asia: Telling Maya's Story* [<http://www.amazon.com/Sex-Trafficking-Perspective-Kimberly-McCabe/dp/0739129341/>]

"This is a fantastic new book about an extremely important issue. Great information for students and faculty interested in solutions to the problem of human trafficking." -- James Michael Lampinen, University of Arkansas [<http://www.amazon.com/Sex-Trafficking-Perspective-Kimberly-McCabe/dp/0739129341/>]

**Excerpts from a feature in the Lynchburg College Magazine:**

*“For Amanda, the global politics course taught by Dr. Sabita Manian was transformative. It opened her eyes to the rest of the world, and she realized there was much that needed changing... She and some friends in Dr. Manian’s class co-founded the anti-genocide student organization, STAND after learning about the genocide in Sudan.... Over winter break, she traveled to India with Dr. Manian.... “That really made me aware of the need to help people.””*  
[\[http://ws.lynchburg.edu/documents/magazine/2010fall.pdf\]](http://ws.lynchburg.edu/documents/magazine/2010fall.pdf)

**SERVICE & KNOWLEDGE INTEGRATION**

**Excerpts from Letters of Support from Community Partners:**

**Dr. Jenevive Bailey, Director of LC Programs, Morne, St. Lucia**

As the current Director of Lynchburg College's St. Lucia programs (and a former LC alum), I have worked with Dr. Manian in various capacities including helping to organize her service learning projects in my country on three occasions.... Instead of merely going to beaches, her work with students and our community involved working with children with various special needs and at-risk students in vulnerable communities such as fishing villages that tourists rarely venture into. Her emphasis was on inter-cultural service and sensitivity to human dignity and social justice.... Additionally, Dr. Manian’s research passion and perseverance includes gathering ethnographic history of St. Lucians of East Indian ancestry to preserve their heritage where no archival or historical information exists. Even more impressive is how she is able to combine her knowledge of the Caribbean, of India, and of Hinduism to analyze the history and culture of Indo-Lucians as well as to facilitate the piecing of such valuable history for the people of St. Lucia. Her ongoing research collaboration in documenting this oral history is expected to be a valuable contribution to our National Archives. She is passionate about serving the people of St. Lucia in various ways, and her service is incredibly valuable and significant.

**Betsy Grzybowski, Lynchburg, Unitarian Universalist Church member**

In December, 2014, I invited Professor Manian to come to the Unitarian Church Sunday morning Discussion Group to talk to us about the situation in the Middle East, specifically about ISIS and the US involvement in it. She had been recommended... as the best person to speak on this topic.... Everyone in the group agreed that she was too valuable a speaker to have only once, so we invited her to return to continue her talk. Of all the speakers that we have listened to during the years, she is probably one of the best, if not the best.

**Anne Gibbons, Assoc. Chaplain & Director, Bonner Leaders Program, Lynchburg College**

I have worked in Higher Education for over 30 years, and Sabita is absolutely one of the finest educators I have had the privilege to know. Students consistently praise her for her knowledge as well as her ability to tackle complicated issues in engaging and challenging ways. Given our current state of global affairs, few subjects are more critical in the academy right now than that of International Relations and Political Science. I feel more hopeful for the future knowing that Sabita has enlightened and inspired hundreds of student scholars who are better able to make a positive difference in the world because they have gained wisdom from one of the very best. In addition to Sabita being one of the most popular professors on campus, she is often sought out by the greater community for her expertise and lived experience around the globe. In spite of a very demanding and rigorous schedule at the college, Sabita has given generously and unselfishly of her time to a wide variety of civic organizations and service groups. I can honestly think of no finer candidate for this auspicious honor than Dr. Sabita Manian.