

CAMPUS *mundi*

117

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Animal Rights + Data Com and Networking + About AIU**

Contents

Directory

Dr. Franklin Valcin
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Dr. José Mercado
CHIEF EXECUTIVE OFFICER /
CHAIRMAN OF THE BOARD OF TRUSTEES

Ricardo González, PhD
PROVOST

Dr. Ricardo González
CHIEF OPERATION OFFICER
AND MARKETING DIRECTOR

COORDINATION AND
GENERAL TEXT SELECTION
Roberto Aldrett

GRAPHIC DESIGN
CONTENT CURATION FOR
"LEARNING" AND "CAMPUS"
TRANSLATION TO SPANISH
Janice Kelly

Campus Mundi
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choose
the contents
of this magazine
with you
in mind
-to inspire you
and make you
think

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In touch

AIU News

- 4** Notes **5** Testimonials
- 6** Graduates of the month

Student Space

- 8** Essay by Rosa Hilda Lora
- 11** Essay by Panchami Manish Mistry (2/2)

Learning

Education + Culture

- 15** Bilateral stimulation / 3 Months adrift

Science + Technology

- 16** OCD / New Minerals

Art + Design

- 17** Burton Agnes drum / It sounds human / Lunet

Body + Mind

- 18** Poverty and racism / Walking

Environment

- 19** This heatwave / Toxic lead cabling

Human Rights

- 20** Mass drowning / Working 9 to 5?

Animal + Nature Rights

- 21** Dead whale / The Biologist

Campus

Debunking myths

- 23** Men are hunters, women are gatherers... right?

Be wise & have fun

- 26** Storm cloud
Quote: Resmaa Menakem
Bubble wrap calendar
Luci Beam – Solar headlamp
and flashlight
MagSnap – Magnetic snap wristband
Say what?

Programs at AIU

- 27** Bachelor of Data Communication
and Networking

About us

AIU: Who we are

- 29** General information
Accreditation
The AIU difference
Mission & Vision
Organizational Structure
- 30** School of Business and Economics
School of Science and Engineering
- 31** School of Social and Human Studies
Online Library Resources
- 32** Education in the 21st century
AIU service



in touch



CUM LAUDE

Patrick Girukwayo Semahane

DOCTOR OF SCIENCE
Leadership and Strategic Planning

Graduated with Honors

JULY, 2023.

This graduate student completed the majority of the requirements to obtain honors, which included a 4.0 GPA, published works, recommendation from their advisors, patent a product, etc.

Congratulations!

18TH INTERNATIONAL CONFERENCE ON Design Principles & Practices



Graduated with Distinction

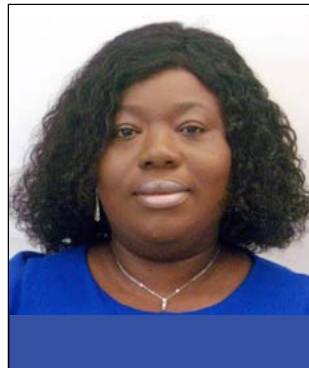
JULY, 2023. These graduate students completed their program with a high cumulative grade point average, which reflects the quality of performance within their major. **Congratulations!**



DISTINCTION

Dexter Jermaine Parker

DOCTOR OF SCIENCE
Human Resource Management



DISTINCTION

Irene Yirenkyiwa Ansa

DOCTOR OF PSYCHOLOGY
Clinical Psychology

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Edison Ayim Awa
Doctor of Business Administration
 March 1, 2023

“My experience at AIU cannot be overemphasized. Students can choose courses that best suit their career path, which is the best experience I had while studying at AIU. I had to choose the best courses that met my individual and organizational vision and goals. Other universities never allow me to choose my curriculum.

The beauty of choosing my own DBA curriculum is that I choose those courses that will add more value to myself and those around me and helps me to meet my organizational goals. Furthermore, the flexibility of my DBA program was an experience I will never forget, as it gave me the time to do as much research as possible before I turned in my assignments. The reading list or sources to source materials for the various curriculum was so vast that it only deepened my research knowledge and career pathway. It is obvious that studying at Atlantic International University was the most excellent decision I have ever made in my life, and I have learned a lot even though I was working. The support and constructive feedback from my academic tutor or adviser were outstanding; these are

experiences I will never forget. I want to thank you for being part of my DBA dream. I equally wish to give special thanks to the university for the financial support that helped me achieve this dream because, without the scholarship, it would not have been possible to pay my tuition fees and meet another cost of my DBA program. Another good experience was the availability of support 24/7 to help students meet their full potential. Being a student at AIU is not just about obtaining a degree but a whole new life experience that harnesses my development, especially being disciplined and improving knowledge, attitude, responsibilities, and standard skills in business management and leadership and, above all, time management. My experience with AIU will remain with me all my life as I embrace the future with my new qualification.



Adekunle Modile
Doctor of International Relations
 June 5, 2023

“Graduating with an online degree was truly a positive and transformative experience for me. As I reflect on my journey, I am filled with a sense of pride and accomplishment. Here’s why my online degree graduation was

such a remarkable and uplifting moment. One of the greatest advantages of pursuing an online degree was the flexibility it offered. Being able to study and complete coursework from the comfort of my own home, at a pace that suited me, allowed me to balance my education with other commitments in my life.

Whether it was a full-time job, family responsibilities, or personal interests, the online format provided the convenience I needed to make my education a reality. Through AIU, I had the opportunity to connect and collaborate with a diverse group of students from all around the world. Interacting with individuals from different cultures, backgrounds, and professional experiences enriched my learning journey. The online platform facilitated engaging discussions and meaningful exchanges of ideas, expanding my horizons and broadening my perspective on various subjects. Contrary to the misconception that online education lacks interaction, my experience was quite the opposite. The online learning platform I used incorporated various interactive tools, such as discussion boards, video conferences, and multimedia resources. These features not only facilitated active participation but also encouraged critical thinking, problem-solving, and effective communication. I was able to engage with professors and classmates in a collaborative manner, fostering a vibrant learning community. Pursuing an online degree with Atlantic International University requires

self-motivation and discipline. As a result, I developed invaluable skills in time management, organization, and self-direction. By setting personal goals and adhering to a structured study plan, I honed my ability to stay focused and meet deadlines. These qualities have not only benefited me academically but also translated into my personal and professional life, making me a more self-reliant and efficient individual. Graduating with an online degree allowed me to become well-versed in various technological tools and platforms. I gained proficiency in online learning management systems, virtual collaboration tools, and multimedia resources. These technical skills are highly relevant in today’s digital age, providing me with a competitive edge in the job market and enhancing my overall digital literacy. Navigating the challenges and triumphs of online education has undeniably contributed to my personal growth and adaptability.

It required resilience, perseverance, and the ability to adapt to new situations. Overcoming obstacles such as time zone differences, and technical difficulties, and managing a virtual study routine equipped me with a sense of confidence and resilience that will serve me well in all aspects of life. By graduating with an online degree, I not only obtained the knowledge and skills necessary for my desired career but also experienced personal growth and development. The positive experience of ...

READ TEXT: <https://www.aiu.edu/testimonials/adekunle-modile-doctor-of-international-relations/>

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Graduates of the month

JULY 2023

Patrick Girukwayo Semahane
DOCTOR OF SCIENCE
Leadership and Strategic Planning
CONGO (DRC)

Kattia Beatriz Zúñiga Acosta
DOCTOR OF FINANCE
Finance
COSTA RICA

Eridania Méndez Céspedes
MASTER OF NATURAL SCIENCES
Biology
DOMINICAN REPUBLIC

Salah El Din I. M. Salah El Din Fayek
BACHELOR OF MARKETING
Marketing
EGYPT

Priscila Nena Panadés
MASTER OF EDUCATION
Pedagogical Sciences
EQUATORIAL GUINEA

Abubacarr Drammeh
BACHELOR OF SCIENCE
Quantity Surveying
GAMBIA

Abdou Bekai Darboe
MASTER OF SCIENCE
Healthcare Administration
GAMBIA

Dylan Kwablah Hewlett
DOCTOR OF SCIENCE
IT Project Management
GHANA

Michael Gogovi
BACHELOR OF INTERIOR DESIGN
Residential Design
GHANA

Sofía Pinto Gordon
BACHELOR OF SCIENCE
Psychology
GUATEMALA

Filipe Daniel Pango Quinda
BACHELOR OF BUSINESS ECONOMICS
Business Economics
ANGOLA

Elliot Chodziwadziwa Luka
DOCTOR OF ACCOUNTING AND FINANCE
Accounting and Finance
BOTSWANA

Kamila De Oliveira Barros
BACHELOR OF SCIENCE
Counseling Psychology
BRAZIL

Ninteretse Diomede
DOCTOR OF ORGANIZATIONAL MANAGEMENT
Leadership and Management
BURUNDI

Swaleh Namusasi Abdallah
DOCTOR OF PHILOSOPHY
Business Management
CANADA

Jead Antuelas Advincula
DOCTOR OF PHILOSOPHY
Maritime Affairs
CANADA

William Ramiro Duarte Garcia
BACHELOR OF LEGAL STUDIES
Legal Studies
COLOMBIA

Ivanna Alejandra Pertuz Serna
MASTER OF HEALTHCARE ADMINISTRATION
Healthcare Administration
COLOMBIA

This month we have graduates from: Angola · Botswana · Brazil · Burundi · Canada · Colombia · DRC · Costa Rica · Dominican Republic · Egypt · Equatorial Guinea · Gambia · Ghana · Guatemala ·

<p>Yvon Janvier DOCTOR OF ARTS Humanities and Human Rights HAITI</p> <p>Sunilda Sarahi Gómez Zuniga DOCTOR OF SCIENCE Psychology HONDURAS</p> <p>Phillip Scotwell McPherson DOCTOR OF SCIENCE Psychology JAMAICA</p> <p>Novel F. Jackson DOCTOR OF BUSINESS ADMINISTRATION Accounting JAMAICA</p> <p>Sanaa Matragi BACHELOR OF ARTS International Relations LEBANON</p> <p>Stephen Blamo Kofa MASTER OF FINANCE AND BANKING Finance and Banking LIBERIA</p> <p>Miguel Ángel Rodríguez Flores DOCTOR OF SCIENCE Mechanical Engineering MEXICO</p> <p>Francisco Javier Espinosa Rangel BACHELOR OF MARKETING Marketing and Business MEXICO</p> <p>Lorenza Cecilia Corral Lopez Negrete MASTER OF SCIENCE Psychotherapy for Couples MÉXICO</p> <p>Sherjung Bahadur Chand POST-DOCTORATE OF ECONOMICS Economics NEPAL</p>	<p>Chimdindu Kenekukwu Nwashili BACHELOR OF ARTS International Relations NIGERIA</p> <p>Esther Ebere Chukwudi-Okoli DOCTOR OF PSYCHOLOGY Counseling Psychology NIGERIA</p> <p>Mack, Barnabas DOCTOR OF PHILOSOPHY Industrial Engineering NIGERIA</p> <p>Olanrewaju Adesina Adebara DOCTOR OF PHILOSOPHY Project Management NIGERIA</p> <p>Wahab Mutiu Olaide BACHELOR OF SCIENCE Computer Science NIGERIA</p> <p>Olumayowa Olufemi Olurishe BACHELOR OF SCIENCE Architecture NIGERIA</p> <p>Ahmed Kasim Basha BACHELOR OF SCIENCE Banking and Finance NIGERIA</p> <p>Okoroma Chioma Happiness DOCTOR OF MANAGEMENT Strategic Procurement Management NIGERIA</p> <p>Juan Carlos Baca Galiano BACHELOR OF SCIENCE Civil Engineering PERU</p> <p>Gerrit Jacobus de Villiers BACHELOR OF EDUCATION Education POLAND</p>	<p>Eugenie Francis DOCTOR OF LEGAL STUDIES Legal Studies SAINT LUCIA</p> <p>Emmanuel Lubajo Natana Dobo MASTER OF SCIENCE Electrical Engineering SOUTH SUDAN</p> <p>Dudu Phuphutha Hlophe DOCTOR OF EDUCATION Early Childhood Education and Development SWAZILAND</p> <p>Dexter Jermaine Parker DOCTOR OF SCIENCE Human Resource Management TURKS AND CAICOS</p>	<p>Vincent Ahimbisibwe MASTER OF SCIENCE Urban Management UGANDA</p> <p>Kata Wafula Erineo Paul DOCTOR OF EDUCATION Educational Management UGANDA</p> <p>Franklin Nsosong Tongwa DOCTOR OF SCIENCE Civil Engineering and Construction Mgmt. UNITED KINGDOM</p> <p>Irene Yirensiywa Ansah DOCTOR OF PSYCHOLOGY Clinical Psychology USA</p>	<p>Daniela Maravankin MASTER OF EDUCATION Jewish and Hebrew Studies USA</p> <p>Adekunle Umar Modile DOCTOR OF PHILOSOPHY International Relations USA</p> <p>Carol J. Suzal Aguilar MASTER OF SCIENCE Psychology USA</p> <p>Ana Maria Vicuña Palacios MASTER OF BUSINESS ADMINISTRATION Human Resources Management USA</p>
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Dear human beings



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World War II, they structured programs to stop the way of development in which we live.

We are forgetting to be human beings.

We are forgetting to be men.

We are forgetting to be women.

Where has the realization of our skills left?

Where has the realization of ourselves as human beings left?

The Sustainable Development Goals were determined at a United Nations Summit by world leaders to end poverty, reduce inequality and protect the planet against climate change. They entered into force on January 1, 2016. They arise from the Millennium Development Goals. Take a look at Fig. 2 (*Millennium Development Goals*).

The Millennium Development Goals were 8 goals proposed by the 193 member countries of the UN in order to

We are in a society that has globalized trade and attempts to globalize culture.

From the beginning of the capitalist mode of production, society has been oriented towards the production of goods.

Today we ask ourselves, where are we going?

We are living in a society where everything is made up of marketing.

Where has the life of human beings been?

Where has the life of the flora gone?

Where has the life of the fauna gone?

Where has life on our planet gone?

Given the world in which we

are living, the United Nations Organization —UN— together with the United Nations Organization for Culture, Science and Education —UNESCO, integrated organizations for peace and development, created after



By Dr. Rosa Hilda Lora M. Advisor at AIU | rosa@aiu.edu

generate human development, which would be achieved by 2015. They were made in the year 2000.

If we look at the Sustainable Development Goals and the Millennium Development Goals, they begin with the same purpose: Extreme Poverty. The serious question: Why, if marketing develops more and more, is poverty the first objective in the two models for development?

What is happening to humans?

We listen and listen about the empowerment of women, and we forget about what happens with men.

We are witnessing the deterioration of the quality of life.

Everywhere there are protests, marches because few are comfortable with the governments and the quality of life they have.

In the Sustainable Development Goals in #4, **Quality Education**, UNESCO proposes that the study programs be reviewed.

In many school systems in many countries, the ethics that can be brought to life and the customs to educate in what the customs of the cultures are and go on analyzing the way of life that we lead: only to produce goods.

The social sciences, together with the knowledge of them,

have less importance in the study programs and in the development of the same because they don't produce goods, such as the so-called hard sciences: Physics, Biology and others.

"...a world where all countries adopt an approach that ensures not only that girls, boys, women and men gain access to and succeed in different levels of education, but that they acquire the same skills in and through education."

UNESCO- *From access to empowerment: UNESCO strategy for gender equality in and through education 2019-2025. UNESCO 2019, p. 4* <https://unesdoc.unesco.org/ark:/48223/pf0000371127>

UNESCO establishes equality of boys, girls, women and men because you only hear about the equality of women in relation to men. Boys and men also have, to reach levels of development; it is not about men having the model, no, men also need to achieve levels of well-being.

"The full power of education needs to be used to change unequal power relations, social norms, discriminatory practices and belief systems that underpin gender inequality and exclusion in society." UNESCO -*From access to empowerment: UNESCO strategy for gender equality in and through education 2019-2025. UNESCO 2019, p. 4* <https://unesdoc.unesco.org/ark:/48223/pf0000371127>

What UNESCO says in the

previous paragraph is very important because in the life of human beings the following happens:

Everything goes into producing and producing goods.

Few say that there is inequality between men themselves, they think that it's only between men and women.

Men are educated that they shouldn't show emotions: men don't cry. That's what they say to children, that's a thing for girls, for women.

Men are the providers of the goods that the family needs.

Depending on the fact that they are the providers of the family, it is organized in that

the women are the ones who take care of the children, take care of the organization of the home: they buy the groceries that the women say, they wash the clothes when the women they say, it is cleaned when the women say, and the women cook and also do the previous tasks.

Men are the ones who study the longest because they will be the providers.

From the culture, the previous separation is made when both men and women should be educated in carrying out the functions of life.

You cook today, I cook tomorrow.

We are witnesses that when a man has to keep a child after 5 minutes, he tells the woman: take your child because I don't know what he wants; I do not know what happens.

Men live outside of being human beings and women live carrying many tasks as a result of the culture they have.

What is called "women's empowerment" also occurs: studying at a prestigious university to find a partner with good resources and dedicating yourself to doing nothing. Many parents, at the cost of many efforts, put their daughters to study in expensive schools in order to get out



FIG. 1. The Millennium Development Goals were proposed in 2000 by the 193 member countries of the UN in order to generate human development, which would be achieved by 2015.

of the problem of what the daughter must do to achieve her empowerment.

We have, to make cultural changes because a man is not happy, marginalized from emotions, marginalized from washing a dish, marginalized from being able to fix his clothes, marginalized from raising children and turned into the provider and in which he should not feel emotions.

The only thing we have, to marginalize a man from is getting pregnant and giving birth to a baby.

We have a lot to learn so that the lives of men, women, boys and girls become personal fulfillment. It is thought that when men are assigned to be providers of the family's goods, they achieve their well-being.

Life must be for fulfillment as human beings with the abilities that each human being has as part of their biological heritage and as part of their culture, but culture understood as a range of opportunities.

We know that we must educate ourselves throughout life for what the change we need as human beings, as a society, must be: learning to be the new human being that we have, to be.

Men can't have the sole

objective of their lives to be providers; they must learn to enjoy all activities, and men and women obtain the necessary goods for everyone in the family.

Women have, to educate themselves, for life in learning to provide and teach men to do the other tasks, that a family needs.

Children must be educated that they are human beings with all the shortcomings and benefits that every human being has. Girls are not born to serve them both must be educated to do the necessary tasks for any human being.

Parents must educate girls that they have, to live for themselves and not to see who gives them the resources they need.

Men, Women, Boys and Girls, are born to lead a full life, where nature and planet Earth contribute to that goal instead of living in the destruction of everything as we do today.

You are studying at Atlantic International University -AIU- you have the opportunity to do it growing as a human being in the civilization we have and in which we should build.

When the pandemic was, UNESCO created a program to solve the closure of schools as much as possible; This program is becoming the digital support that Education needs



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to be Quality and Lifelong.

In order to achieve the objectives of Quality Education, UNESCO in the face of the closure of schools due to the Covid-19 pandemic, created the UNESCO World Coalition for Education in 2020. The activities focused on the following objectives:

1. World Academy of Skills
2. World Campus for Teachers
3. World House of Learning
4. Gender

These programs have passed to The Transformation of

Education. During the September 2022 Summit, the foundations for the Digital Transformation Collaboration were established. DTCs. Today we are in Artificial Intelligence so digital transformation is necessary.

Human beings: There is no other remedy than to change the course for one of growth, of development of all the potentials with which we were born to live satisfied with who we are.

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A STUDY OF THE Clothing practices of Rabari community

Panchami Manish Mistry | Doctor of Fashion Design | Part 2/2



traditional to contemporary, accessories, decoration of garments, veils that is screen or digital printed on polyester material, synthetic mufflers, chappals made of rubber etc.

In late twentieth century most of India and part of Gujarat-Kutch has seen increasing population, cultivation and deforestation with less grazing land, it is challenging to keep large herds, hence Rabari have started keeping sheep and goats instead of camel, they stopped herding in family groups and started herding in small individual group. In last five decades there is a rapid social changes took place, to match up with this Rabari community of Kutch have adopted changes in their life and in embroidery at very fast pace. (FRATER J. 2002)

Social change has been adapted by Rabari community overall and Rabari of Kutch. In Dhebaria community embroidery was becoming too expensive financially and it was very time consuming and means to show the power and wealth, which became hindrance for

Review of literature

Today, Rabari are very much adaptive in nature to accept the social changes and

environmental changes, they are not emotional about their tradition, and they believe in betterment and move ahead

with practical decision. They understand the fashion and current trends and like to follow it hence they broaden

their thinking and changed and adapted new environment by changing the selection of fabrics for garments from

Earlier, they were using motifs like Haathi (elephant), Paaniyari (the water bearer) etc. Today they use abstract and decorative motifs like bicycles, which they use for delivering milk.

brides to be at their in-laws homes. Hence this social pressure has made Dhebaria nath to pass the law (in 1995) within the community- they decided to prohibit to making of embroidery and wearing of it. This was to shorten the time between marriage and transfer of brides to be at their in-laws homes.

Rabari has decreased size of their herds and take them to local grassland for grazing. They sale milk to support their financial means, which was earlier free of cost, the community believed that they can not sale milk but due to changes in environment they leaved in they adjusted socially and adapted changes in lifestyle too. They have started farming once a year depending on the rain, as well they have started doing small jobs and avoiding long distance migrations. The Kutchi Rabari has started living at one place and don't migrate much. The author says that the traditional embroidery style has simultaneously changed; author has analysed the cultural change in

recent trends in these embroideries. As told by author there are three significant changes have arisen: changes in naming of motif, change in depiction and change in making, (FRATER J. 1999) over the period of time many traditional Katchi Rabari embroidery motifs were modernize to present styles. Earlier they were using motif like *Haathi* (elephant), *Paaniyari* (the water bearer) etc, these traditional motifs are not important anymore, instead today they use abstract and decorative motifs like bicycle, which they use for delivering milk to client in near by area. Today motifs are more abstract and decorative than narrative. In past few decades Rabari women have started working outside their homes. They are having less time for this embroidery that was earlier their companion during the spare time they had after their daily chorus in the noon. Hence now day's individual motifs are embroidered on piece of cloth and than attached on garment. Now Rabari women do go for

amalgamation of specialized stitches and hand embroidery. In this embroidery piece some part may be machine embroidered and some may be hand embroidered. This shows the change in trend and in adaptation. Due to machine embroidery, which is professionally done by third person the influence of external body can be seen in their motif and in techniques that is very standard in nature. The women work in farm as labour to earn money and thus they have less time to do embroidery. Here one can see that

money is becoming important part of Rabari peoples life consequently the move from traditional embroidery to professional patched embroidery can be seen that is less time consuming and this shows that in general how economy is becoming important for everyone. Rabari started working for wages, going out side the home to work where they are getting more money than working at home on embroidery, sometimes the women compare the situation and decide the better earning situations and may work in field to

get instant cash or sometime prefer to work on their own at sitting home and working on embroidery for others as way of earning, this shows that the embroidery is now source of income for them, it has been commercialized. Rabari are very practical in their approach; they prefer to be practical rather than emotional. With the changes in environment and in situation and with urban influences, the girls who were at the age of marriage had social pressure have changed the vision and balance the priority, hence as



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Image: www.ebay.co.uk

a result they use time saving techniques like machine embroidery and readymade material like different varieties of ribbons. Here the patterns and quality have compromised, as the time is more valuable than the quality.

Rabari are not very sentimental of their traditional lifestyle, and as per them the nomadic pastoral lifestyle will no longer be seen as the situation has changed. The younger generation has much more opportunity and exposure to the world, hence they do not prefer to migrate and live nomadic life. They explore

any job they can, or be in the milk business, to sell milk to their client. Rabari community no more wishes to live in their traditional houses which are round in shape and made out of mud, which require mud and dung plaster and it require high maintenance, material is costly and woman has to give huge amount of time and labour to keep it in good condition. The Rabari want to have cement houses which has less maintenance. So here we can see the change in craft, in life and in lifestyle that is adapting contemporary lifestyle, a key to survival, survival of

Rabari in to urbanized environment, where they will be settle down as required. Acceptance of urbanisation shows that the Rabari are not sentimental to their tradition and hence they are taking step ahead to accept cement houses as a solution to their problem, prefer machine embroidery which is less labour intensive and not bothered with the outcome, they are getting very practical in their approach more happy with the new aesthetics which expresses latest trend and fashion that is satisfactory in the time limit they have with them.

Significance of the study

Rabari embroideries and their traditional clothing have unique status in Gujarat- India. It has been very elaborate and intricate in nature, so as Rabari people. Rabari people are nomadic pastoral community for centuries and have migrated from Rajasthan to Gujarat in search of green land for their herds and have adopted changes. The community has survival instinct in their nature and easily adept the environmental changes and social changes around them. The Rabari community has changed the size of their herds due to environmental change in Gujarat; today they have started keeping small herds like goat, cow, and buffalo. They have changed

their clothing and lifestyle as per their surroundings and according to their neighborhood. Today due to exposure to urbanisation and need of economy has led them to work in farming fields, labour work, compromising with quality of their embroidery and clothing, from traditional houses like mud bhunga to pakka makan like cement houses, polyester odhani and rubber chappals, change in motifs and materials etc. Here the need is to find out the reasons due to which this changes has took place and to document this changes.

Limitations

This research will be limited to the Ahmedabad-Gujarat and near by Ahmedabad where the Rabari community is living.

THE END

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learning



Bilateral stimulation

A great tool to calm the trauma response.

BLS involves simultaneously engaging both sides of the body or brain to promote relaxation, emotional regulation, and integration of experiences. It is based on the understanding that bilateral movement activates the brain's natural healing processes, including reducing anxiety and stress responses.

This may sound too good to be true, but I've witnessed BLS work for many children and adults. Just think about the way you feel after participating in the following activities: Taking a walk outside, riding a bike, reading a book, dancing, rocking in a hammock or swing. All of these activities involve some form of bilateral stimulation to your brain and body. At this point, scientists are unclear how or why BLS works, but they believe it has a calming effect on our limbic system,

which allows our brain/body to relax naturally.

There are various ways to incorporate more bilateral stimulation into your daily routines with younger and older children, and you don't need to know all of the science for it to work. A few examples: Playful movement, cross-lateral movements, eye movements, tapping or drumming, rocking or swaying.

When working with children who have experienced trauma, it's essential to approach bilateral stimulation with sensitivity and a trauma-informed lens. Here are some considerations to keep in mind: Consent and Choice • Safety and Regulation • Slow and Gentle Approach • Emotional Support. ...

Read full text: <https://www.bethtyson.com/post/the-july-childhood-trauma-newsletter-best-practices-for-using-bilateral-stimulation-with-children>

3 months adrift

Australian man and his dog rescued by Mexican tuna boat.

An Australian sailor who had been adrift at sea with his dog for three months has been rescued by a Mexican tuna boat in international waters, the fishing vessel's owner said July 17th.

Timothy Lyndsay Shaddock, 54, was aboard his incapacitated catamaran *Aloha Toa* in the Pacific about 1,200 miles (1,900 kilometers) from land when the crew of the boat from the Grupomar fleet spotted them, the company said in a statement. The company said **Shaddock** and his dog **Bella** were in a "precarious" state when found, lacking provisions and shelter. The tuna boat's crew gave them medical attention, food and hydration, it said. Grupomar did not provide specific details on what day **Shaddock** was rescued or when he had started his voyage.

The tuna boat, captained by **Oscar**

Meza Oregón, was expected to arrive in the Pacific coast port of Manzanillo on Tuesday [July 18th] with **Shaddock** and **Bella**. **Antonio Suárez Gutiérrez**, Grupomar's founder and president, said he was proud of his crew, praising them for their humanity in saving the life of someone in trouble. **Shaddock** told Australia's *Nine News* television that he and his dog had survived on raw fish and rain water after a storm damaged his vessel and wiped out its electronics.

"I've been through a very difficult ordeal at sea and I'm just needing rest and good food because I've been alone at sea a long time," a thin and bearded **Shaddock** said in video broadcast on Sunday night Australian time "Otherwise, I'm in very good health," **Shaddock** added.

... **Read full text:** <https://apnews.com/article/australia-sailor-dog-lost-mexico-21e3131bb43bd3bca6e33b6bceb2865b>



Images: Grupo Mar / Atin Tuny



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Image: www.freepik.es

OCD

Chemical imbalances in frontal regions of brain are key.

Scientists have uncovered a “major piece of the puzzle” in understanding obsessive-compulsive disorder (OCD), which could open up new lines of treatment. Compulsive behaviours —such as obsessive checking, washing, and ordering objects— are types of perseverative behaviour that affected up to 3% of Western populations and were “potentially harmful”, highlighted the authors of a new UK study, published in *Nature Communications*, that investigated the neurochemical basis of compulsive behaviour.

“Symptoms of intrusive thoughts and repetitive rituals can confine patients to their homes for months on end,” said Professor **Trevor Robbins**, from the department of psychology at the

University of Cambridge. In extreme cases, the lack of control and sense of hopelessness caused by OCD can result in thoughts of suicide, he added.

Just how compulsive behaviour was related to levels of neurotransmitters, and its underlying neural mechanisms, remained “unclear”, the authors said, who pointed out that there had been “little analysis of neurochemical correlates of compulsive behaviour to illuminate its underlying neural mechanisms”. For the study, University of Cambridge researchers used a new method of brain scanning, called 7-Tesla proton magnetic resonance spectroscopy (MRS) ... **Read full text:** <https://www.medscape.co.uk/viewarticle/chemical-imbalances-frontal-regions-brain-key-ocd-2023a1000eeh>

New minerals

Two have been extracted from huge meteorite.

A space rock found in Somalia has been found to contain at least two minerals not found before in nature and only previously known to have been produced artificially. ... Since these discoveries were made using a single 70-gram (2.5-ounce) sample, we may have barely scratched the surface of what the rock has to offer.

The presence of water and oxygen on Earth create more ways in which elements can come together to create minerals. As a result, the number we have found originating on Earth dwarfs those known to have formed in space. Nevertheless, meteorites maintain their capacity to surprise us, and the El Ali meteorite, discovered near the town of El Ali in the Hiiraan region of Somalia, is certainly doing that.

“Whenever you find a new mineral, it means that the actual geological conditions, the chemistry of the rock, was different than what’s been found before,” said Professor **Chris Herd**, who presented the findings at the University of Alberta’s Space Exploration Symposium last year. The meteorite is an “Iron, IAB meteorite”, of which more than 350 are known. Consequently, **Herd** was particularly surprised to see something unfamiliar when examining a slice of it. **Herd** asked his colleague Dr **Andrew Locock** to see what was going on. ... **Herd** called the novel minerals *elaliite* and *elkinstantonite* after the meteorite and Professor **Lindy Elkins-Tanton**, respectively. ... **Read full text:** <https://www.iflscience.com/two-new-minerals-never-seen-before-on-earth-extracted-from-huge-meteorite-69916>

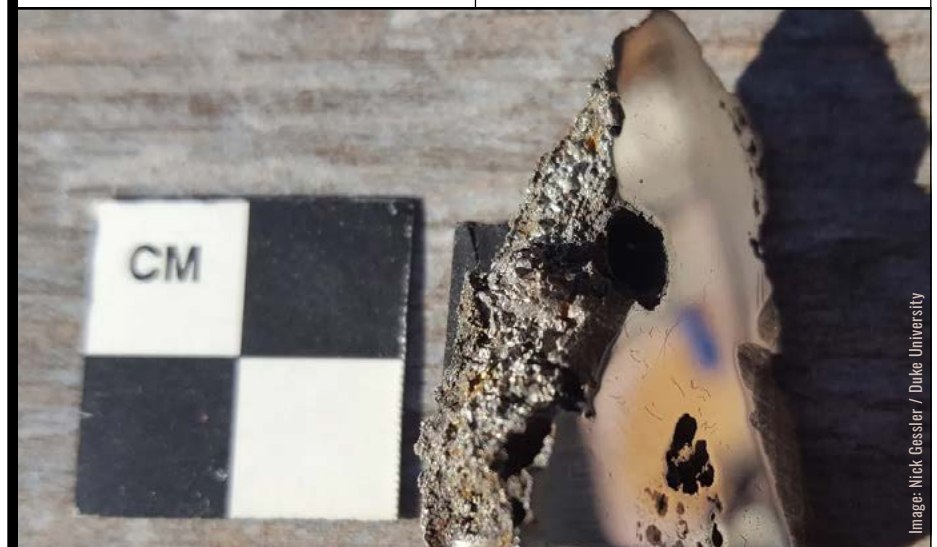


Image: Nick Gassler / Duke University

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Image © The Trustees of the British Museum

Burton Agnes drum goes on display

5,000-year-old chalk cylinder decorated with elaborate geometric patterns, which was hailed as ‘one of the most significant ancient objects ever found in the British Isles’ following its discovery at Burton Agnes in East Yorkshire, has gone on public display for the first time at the British Museum. The sculpture, known as the ‘Burton Agnes drum’, was unearthed by Allen Archaeology during a routine planning excavation in 2015; it had been placed in a Neolithic grave containing the remains of three children. The two younger children had been carefully positioned holding or touching hands, and both were being held by the eldest of the three. The drum was found above the head of this last individual, and the grave also contained a chalk ball and a polished bone pin.

A radiocarbon date from human remains places this burial in 3005-2890 BC, around the time of the construction of Stonehenge, suggesting that the Folkton drums might be much earlier ...

Read full text: <https://the-past.com/news/elaborately-carved-burton-agnes-chalk-drum-goes-on-display/>

‘It sounds human’

Audiophiles are embracing the lush sounds of old-school tube amps.

Prior to Bell Labs’ first working transistor in 1947, which ushered in the advent of semiconductor technology and the computer age, every long-distance telephone call, radio and television broadcast, radar signal and sound recording was made possible only through the ubiquitous vacuum tube. Developed from the electric light bulb in the first decade of the 20th century, vacuum tubes were largely relegated to surplus stores by the 1960s—but even today they remain essential in industrial applications such as particle accelerators, MRI scanners and even microwave ovens.

This amplification device also endures in music recording and reproduction, where tubes are championed

by some designers, musicians and listeners for their sonic charms—ample enough to cause some to forswear the transistor amp forever. “The difference between tubes and transistors is like the difference between watching a widescreen 70 mm film print in a theater and a DVD on a home digital projector,” says **Charles Whitener**, CEO of tube-and-electronics manufacturer Western Electric in Rossville, Ga. “Music played through transistor electronics has a certain compression and thinness, while a vacuum-tube system has a voluptuous, musical soundstage with front-to-back depth. It’s lush, it’s real... it sounds human.” ...

Read full text: <https://robbreport.com/gear/audio/vacuum-tube-amps-remerging-1234797622/>



Image: McIntosh Laboratory



Lunet

3D printed finger prosthesis

One of the 9 winners of the iF Design Student Award 2023.

SDG: Quality Education
Design: David Edquilang
University: University of Houston, USA
Prize Money: 4,000 Euro

Hundreds of thousands of people experience finger amputations every year. Currently, there are very few available prostheses that restore the functionality of amputated fingers. Most are very expensive, costing about 3,000 dollars per finger, an unaffordable price for the vast majority of people. **Lunet** is a fully 3D-printed mechanical finger prosthesis that requires no metal fasteners to assemble. It features a unique, robust mechanism to actuate the fingers. It can be quickly and affordably produced, making it accessible for all amputees.

Find more winners: <https://www.designboom.com/design/nine-if-design-student-award-2023-winners-07-03-2023/>

Find support for your own unique art and design projects, or support other creative projects at MyAIU Research



Poverty and racism

Wears down the body, accelerating aging and disease.

In 2020, the overall life expectancy in the US dropped by 1.5 years, largely due to the COVID-19 pandemic. But the reduction wasn't shared equally among the general population; Native American people lost an average of 4.5 years of life expectancy; Black and Hispanic people lost, on average, 3 years, while white people lost only 1.2 years.

This figure tracks with other health trends: In general, Black and Hispanic people and those living in poverty in the US have worse health outcomes —more high blood pressure, higher rates of diabetes and increased maternal and infant mortality— than the overall population.

Public health researcher **Arline Geronimus** from the University of Michigan says the traditional belief that the disparities are due to genetics, diet

and exercise don't explain data that's accumulated over the years. Instead, she makes the case that marginalized people suffer nearly constant stress from living with poverty and discrimination, which damages their bodies at the cellular level and leads to increasingly serious health problems over time.

Geronimus coined a term for this chronic stress —“weathering,” which, she says, “literally wears down your heart, your arteries, your neuroendocrine systems, ... all your body systems so that in effect, you become chronologically old at a young age.” She writes about the phenomenon in her new book, *Weathering: The Extraordinary Stress of Ordinary Life in an Unjust Society*. ... **Read full text:** <https://www.npr.org/sections/health-shots/2023/03/28/1166404485/weathering-arline-geronimus-poverty-racism-stress-health>

Walking

Why does this activity help us think?

When you walk, your eyes are given a rest from screens and your brain is momentarily relieved from all the stresses of your working day. And what if I told you that walking isn't just good for distracting your mind, that it could actually help you focus more effectively instead? ...

So what fuses the connection between walking and thinking? For starters, walking is extremely beneficial to your health. It is one of the best forms of cardio and a simple and effective way to achieve a number of fitness goals.

Besides increased cardiovascular and pulmonary fitness, it also improves balance and even muscle and bone strength. Getting more steps in every day can also help relieve the symptoms of hypertension, joint pain, high

cholesterol, and diabetes.

But, why does walking help us think? **Aristotle** was a peripatetic, or “one who paces.” He believed that with walking came conversation, and presumably, contemplation. ... So what really is it that gets those cogs turning when you stroll and generate ideas in a way that sitting still inhibits? Physical chemistry (giving your muscles and brain more oxygen), rhythm (makes thinking more coherent and continuous), new scenery (it switches your focus) and fitness (active body – active mind). ...

For those days when walking is not an option, there are similar activities you can do to ensure the most productive thinking, such as knitting and household chores ... **Read full text:** <https://www.flaneurlife.com/why-walking-helps-us-think/>



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A man cools off in a fountain in Turin, Italy, during the Cerberus heatwave (49°C) on July 15th.

Image: EPA / www.independent.co.uk

This heatwave

...is a climate omen. But it's not too late to change course.

Thirty years ago, the world's nations agreed to prevent dangerous human interference with the climate system. But what is "dangerous climate change"? Just turn on the television, read the headlines of the morning paper or view your social media feeds. For we are watching it play out in real time this summer, more profoundly than ever before, in the form of unprecedented floods, heatwaves and wildfires. Now we know what dangerous climate change looks like. ...

The average warming of the planet is entirely consistent with what climate modelers warned decades ago would happen if we continued with the business-as-usual burning of fossil fuels. Yes, there are alarming data coming in, from record-shattering loss of winter

sea ice in the southern hemisphere to off-the-charts warmth in the North Atlantic with hot tub-grade waters off the Florida coast. ... We can attribute blame to a combination of ongoing human-caused warming, an incipient major El Niño event and the vagaries of natural variability. ...

We have failed to prevent dangerous climate change. What remains to be seen is just how bad we're willing to let it get. A window of opportunity remains for averting a catastrophic 1.5°C / 2.7°F warming of the planet, beyond which we'll see far worse consequences than anything we've seen so far. But that window is closing and we're not making enough progress. **Read full text:** https://www.theguardian.com/commentisfree/2023/jul/19/heatwave-climate-omen-change-course-weather-models?CMP=share_btn_tw

[the-guardian.com/commentisfree/2023/jul/19/heatwave-climate-omen-change-course-weather-models?CMP=share_btn_tw](https://www.theguardian.com/commentisfree/2023/jul/19/heatwave-climate-omen-change-course-weather-models?CMP=share_btn_tw)

Toxic lead cabling

AT&T and Verizon accused of ignoring it.

An investigation carried out by the *Wall Street Journal* has accused US operators AT&T, Verizon, and other telecom companies of contaminating US water and soil with toxic lead cabling. According to the *WSJ*, the toxic lead can be found on telecom cables installed underwater, in the soil, and on poles. The investigation has found that as the lead degrades over time it is released into the water, soil, and air.

The investigation collected samples from various parts of the country where the lead could be found, including on the Mississippi River (Louisiana), the Detroit River (Michigan), the Willamette River (Oregon), and the Passaic River (New Jersey). In total, the test samples from nearly 130 underwater-cable sites, conducted by several independent

laboratories, were found to be toxic. *WSJ* states that its investigation revealed a hidden source of contamination in more than 2,000 lead-covered cables that haven't been addressed by the companies or environmental regulators.

Although US mobile operators haven't used cabling containing lead since 1964, old cabling is typically left in place when traditional cabling is replaced with fiber, says *WSJ*. ... The *WSJ* article claims that both AT&T and Verizon knew that the cables were toxic but have chosen to not remove them.

In another article, the publication cites documents and former employees as evidence that the two telcos knew of the dangers of lead cables. ... **Read**

full text: <https://www.datacenterdynamics.com/en/news/att-and-verizon-accused-of-ignoring-toxic-lead-cabling/>



Image: www.wsj.com

Eco Fact: 2023 is on track to becoming hottest year on record, says study by Berkeley Earth (independent non-profit). Visit MyAIU Knowledge

Undated handout image provided by Greece's coast guard (June 14, 2023) shows scores of people covering practically every free stretch of deck on a battered fishing boat that later capsized and sank off southern Greece.



Image: Hellenic Coast Guard via AP

Mass drowning

This tragedy comes amid renewed anti-immigrant sentiment in Europe.

The migrants were mostly Pakistani, Syrians, Palestinians, and Egyptians. They left the port of Tobruk, Libya headed for Italy, and what they hoped would be a better life in Europe. Five days later, the *Adriana* — a fishing trawler dangerously overcrowded — became stranded in deep waters to the southwest of Greece's Peloponnese peninsula. On June 14th, in the middle of the night, it capsized, then sank, while a Greek Coast Guard vessel was stationed just a short distance away. As many as seven hundred and fifty men, women, and children are believed to have been on board. Only a hundred and four have been found alive. It is one of the worst shipwrecks in the Mediterranean's history. ...

Nine Egyptian men who had been on board are being held by the Greek

authorities in pretrial detention; according to the *Associated Press*, they are charged with various crimes, including negligent manslaughter and people smuggling. But many questions remain about both the actions of the Coast Guard and the treatment of the survivors. ...

Athena Linos visited the migrants the day after the shipwreck, when they were being held in a hangar in Kalamata. **Linos** has studied refugees and migrants in Greece for the past ten years ... "Twenty-seven of them were in the hospital, the rest were held in a storeroom. "It was a place that was not for humans," she said. "There were only a few cracks of light coming in from atop the walls. ... **Read**

full text: <https://www.newyorker.com/news/daily-comment/why-hundreds-drowned-off-the-coast-of-greece>

Working 9 to 5?

UK employees could soon have to work 6-2 due to climate change.

Working 9-5 could become a thing of the past, as climate change continues to wreak havoc on the planet and, with it, the workforce as well. As the world becomes hotter amid global warming, companies may need to switch up their employees' working patterns to cope with "uncomfortable" heat levels, according to researchers from the University of Oxford.

It's bad news for night owls, as the Oxford experts recommended that workers will need to start their shift at 6 a.m. and finish by 2 p.m. in order to beat the afternoon heat in the UK. For those with a long commute, this could mean starting the day as early as 3 a.m. or 4 a.m. to get ready, leave for work, and reach work on time.

The new study, published in the journal *Nature Sustainability*, claims that

Britain is one of many European countries that will have to adapt the most to cope with sweltering temperatures.

This is not something entirely new, as many businesses have already embraced summer hours. L'Oréal, Asos, and Nike are among the growing number of companies that are allowing staff to leave work between midday and 3.30 p.m. on Fridays during the summer months, as per a *Fortune* report.

However, instead of a means to engage workers by allowing them to clock off early, the University of Oxford study's work schedule suggestion is more seriously aimed at avoiding a scenario where staff are annually overheating. The experts warned that as heat builds up and becomes more ... **Read full**

text: <https://www.indiatimes.com/worth/news/employees-could-soon-work-6-am-to-2-pm-due-to-climate-change-609402.html>



Image: www.freepik.es



Sea snails perched on their egg towers.

Image: Ocean Exploration Trust

A dead whale

...at the bottom of the ocean is now home to life.

As life comes to an end, so too does life go on. This is true even in the benthic depths, where the bounty of a fallen whale carcass created and continues to support a mini ecosystem for decades after the whale's death. And the remains of a whale deep under the waters of the North Pacific are helping scientists understand how these remains allow ecosystems to thrive.

These massive carcasses are known as "whale fall", and this one was discovered 1,250 meters (4,100 feet) deep off the coast of British Columbia at a site known as Clayoquot Slope in 2009 by Monterey Bay Aquarium Research Institute researchers.

Since 2012, scientists with Ocean Networks Canada (ONC) have returned to the site often to study the skeleton's

decomposition rate and track the changes in the diversity of marine life living there, feasting on the rich bounty. The most recent visit took place as part of an expedition undertaken by the Ocean Exploration Trust's (OET) EV Nautilus to help ONC check on the underwater observatories currently operating on Clayoquot Slope.

While in the area, the ROV Hercules—a remotely operated submersible—also took high-resolution video and a photogrammetry survey of the whale fall, led by benthic ecologist Fabio De Leo of ONC. "Whale falls represent an oasis of food supply in an often food-poor deep-sea floor and sustain a diverse assemblage of marine organisms

... **Read full text:** <https://www.sciencealert.com/a-dead-whale-at-the-bottom-of-the-ocean-is-now-a-thriving-home-of-life>

The Biologist

...uncovering the incredible, latent abilities of living things.

Michael Levin, a developmental biologist at Tufts University, has a knack for taking an unassuming organism and showing it's capable of the darnedest things. ...

Not long ago I met Levin at a workshop on science, technology, and Buddhism in Kathmandu. His scientific talk was one of the most captivating I've ever heard. Every slide introduced some bizarre new experiment. Butterflies retain memories from when they were caterpillars, even though their brains turned to mush in the chrysalis. Cut off the head and tail of a planarian, or flatworm, and it can grow two new heads; if you amputate again, the worm will regrow both heads. Levin argues the worm stores the new shape in its body as an electrical pattern. In fact, he thinks electrical signaling is

pervasive in nature; it is not limited to neurons. Recently, Levin and colleagues found that some diseases might be cured by retraining the gene and protein networks as one might train a neural network. ...

I was doing a home-school unit with my oldest son, and we wanted to understand what the slime mold *Physarum* does. It's growing in a Petri dish of agar. It behaves by changing its shape. It crawls this way or that way. No matter how big it is—it could be meters across—it's one cell. ... We grew the *Physarum* on a plate, and the plate was sitting on a speaker, and my student was driving the speaker with her iPhone. And we could see that for certain types of music, it would grow quite differently than for others. ... **Read full text:**

<https://nautil.us/the-biologist-blowing-our-minds-323905/>



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campus

Men are hunters, women are gatherers... right?

A NEW STUDY UPENDS THE ASSUMPTION

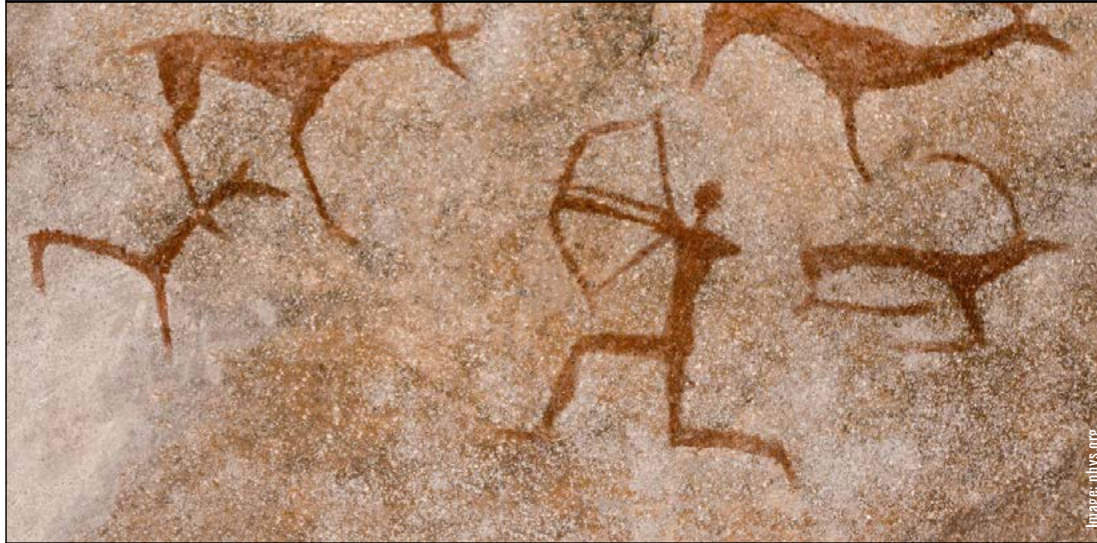


Image: physis.org

For decades, scientists have believed that early humans had a division of labor: Men generally did the hunting and women did the gathering. And this view hasn't been limited to academics. It's often been used to make the case that men and women today should stick to the supposedly "natural" roles that early human society reveals.

Now a new study suggests the vision of early men as the exclusive hunters is simply wrong—and that evidence that early women were also hunting has been there all along.

Specifically, the new

research upends one of the key strands of evidence that scientists have relied on to infer what life was probably like during the period that started roughly 200,000 years ago, when *Homo sapiens* first emerged as a species.

Direct evidence is limited because that phase ended about 9,000 years ago, as people slowly began to develop agriculture and settlements. But all over the world, there have been groups, often in remote areas of low- and middle-income countries, who still live a hunting and foraging life. So scholars look to

them as a sort of window into humanity's past. Anthropologists and other specialists have gained these groups' permission to live alongside them and have produced detailed observational reports.

Until now, the general sense among scientists has been that these accounts overwhelmingly pointed to men mainly hunting and women mainly gathering, with only occasional exceptions, says **Robert Kelly**, professor of anthropology at the University of Wyoming and the author of influential books and articles on hunter-gatherer societies.

But **Kelly** says that the views he and others held of the typical gender divisions around hunting were based on anecdotal impressions of the reports they'd been reading, combined with the field work many had engaged in personally. "No one," says **Kelly**, had done a systematic "tally" of what the observational reports said about women hunting.

Enter the researchers behind the new study: a team from University of Washington and Seattle Pacific University. "We decided to see what was actually out there" on hunting, says the lead researcher **Cara Wall-Scheffler**, a biological anthropologist.

A fresh look at old evidence

Wall-Scheffler and her collaborators combed through accounts from as far back as the 1800s through to present day. And rather than relying on summaries of those accounts—as scientists often do when analyzing large numbers of them—**Wall-Scheffler** notes "our goal was to go back to the original ethnographic reports of those populations and see what had actually been written about

the hunting strategies."

Their findings—published in the journal *PLOS One* [July issue]—is that in 79% of the societies for which there is data, women were hunting.

Moreover, says **Wall-Scheffler**, this wasn't just opportunistic killing of animals that the women happened upon. The vast majority of the time, she says, "the hunting was purposeful. Women had their own toolkit. They had favorite weapons. Grandmas were the best hunters of the village."

In other words, "the majority of cultures for whom hunting is important train their girls and their women to make their tools and go hunting," she says. **Wall-Scheffler** says she was expecting to find evidence of women hunting—but not to this extent. "That piece has just been really underappreciated," she says, "even though it's right there in literature."

The implications of these results are potentially enormous, says **Kimberly Hamlin**, a professor of history at Miami University in Oxford, Ohio, who specializes in ways that evolutionary science has figured in the wider culture.

"I think that next to the

myth that God made a woman from man's rib to be his helper, the myth that man is the hunter and woman is the gatherer is probably the second most enduring myth that naturalizes the inferiority of women," says **Hamlin**.

It has fueled the idea, she says, that "men are supposed to be violent, they're supposed to be aggressive —one of the core elements in the soup of toxic masculinity" used to excuse damaging male behaviors, including rape.

The popular narrative of man as the sole —or at least almost exclusive— hunter has also been used implicitly and even explicitly to argue for policies that prioritize men's role as the "natural breadwinner" —and that also limit them to that role by, for instance, denying them paternity leave, adds **Hamlin**.

By the same token, she maintains, "this idea that somehow women are naturally preordained to be caretakers and maternal figures, whether they like it or not," often underlies policies that effectively "force motherhood on women" —including policies that restrict access to abortion and contraception.

So the new study's findings are "thrilling," concludes **Hamlin**. "It's really going to encourage us to call into

question a lot of these ideas about what men and women are supposedly naturally like."

For scientists, a shifting narrative about hunters

As to how consequential the study's findings are for science, scholars say they add to a body of evidence that has been building for years.

Kelly says that notwithstanding the endurance of stereotypes around early human hunting in popular culture, scientists had already moved to a more nuanced picture.

As far back as the mid-1960s, says **Kelly**, scientists were coalescing around evidence that most of the diet in hunter-gatherer societies has come from plant food gathered by women. "People were saying, 'We should call them <gatherer-hunters> to emphasize that.' "

By the 1980s, adds **Kelly**, many more women had entered the field of anthropology. Compared to their male predecessors, these women scientists were often able to gain more access to women in foraging societies. The result was a slew of new descriptions of women's activities —including more accounts of women hunting.

So **Kelly's** initial reaction to **Wall-Scheffler's** study is

that, while its organization and tabulation of the data is "genuinely new and useful," when it comes to the picture it paints of the hunting practices of women, "there wasn't anything that struck me as eye-opening. I sort of knew all of this."

Yet one finding did stick out to **Kelly**. He says that the current consensus view holds that even when women do some hunting, they engage in a very different form of hunting than

the kind done by men.

"The general pattern is that men intentionally go out to hunt large game," says **Kelly**. "And women intentionally go out to gather plant food and also intentionally or opportunistically will hunt the smaller, more reliably-gathered game" —meaning animals like lizards and rabbits.

By contrast, the new study found that in a third of societies for which there is data, the women hunt large game. In

other words, they do go after the kind of big mammals associated with the stereotype of male hunters.

"I would consider that something new," **Kelly** concedes, adding "I'd really like to go look at those ethnographies" that were the source.

Vivek Venkataraman of the University of Calgary is another anthropologist expressing doubts.

He notes that **Wall-Scheffler** and her colleagues had to



In *Lady Sapiens: the Woman in Prehistory*, a French book and documentary, researchers collaborated with the producers of the video game *Far Cry Primal* to create this moving image of a pre-historic woman.



Image: Scott Wallace / Getty Images

Young women from the Awa people in Brazil hold their bows and arrows as they return from a hunt.

limit themselves to societies for which there were explicit accounts of not just hunting practices, but precisely who was doing the hunting. The result is that the study is based on observations of 63 groups.

“But of course there are several hundred foraging societies,” says **Venkataraman**. “We need to know what’s going on there before we can draw any sweeping conclusions.”

Key clues that were overlooked

Randy Haas disagrees with the critics of the study. An anthropologist at Wayne State University, **Haas** notes that the societies **Wall-Scheffler’s** study analyzes are well distributed across the globe. Furthermore, says **Haas**,

“more data is not always better. My sense is that [the evidence used in the study] is a well-structured, high quality sample that is actually more likely to yield a reliable result than a larger sample of lower quality observations.”

What’s more, **Haas** says, his own experience illustrates how the “near universal” view of men as the sole big-game-hunters may be warping researchers’ ability to recognize data to the contrary. In addition to creating blind spots in the understanding of modern hunter-gatherer societies, **Hass** says it also appears to have led scientists to overlook key clues from the other main source of evidence on early humans: ancient burial sites and the human remains and artifacts found there.

In 2018 **Haas** was part of a team in Peru that found a 9,000-year-old person buried with an unusually large number of hunting tools. “We all just assumed this individual was a male,” he recalls. “Everybody is sitting around, saying things like, ‘Wow! This is amazing. He must have been a great hunter, a great warrior. Maybe he was a chief!’ ”

Haas didn’t even think to question the person’s gender until about a week later, when a colleague who specialized in analyzing bone structure arrived and delivered a bomb-shell assessment: The remains seemed to be female.

The team then used a technology newly available to the field. Scraping the enamel from the teeth found in the grave, they found proteins that confirmed it unequivocally: This apparent master hunter was female.

Stunned, **Haas** and his collaborators decided to review the records of similar finds across the Americas over the previous 70 years. In 27 gravesites of individuals found with hunting tools, they found 11 cases in which the person was female.

They ran a statistical analysis that finds that this ratio is associated with the probability

that between 30-to-50% of individuals buried with hunting tools in ancient American gravesites are female. In other words, says **Haas**, “Large mammal hunting during this time in the Americas was a gender neutral activity, or at least nearly so.”

Why did this take so long?

Why hadn’t these findings commanded the world’s attention sooner?

Haas says in one of the excavation records he and his collaborators re-analyzed — the 11,000-year-old remains of a female found in the 1970s with a pointy stone tip laid under her head— the scientists who had originally uncovered the grave had effectively ignored their own discovery.

Says **Haas**, “They had written something to the effect of, ‘Had this [pointy stone] been associated with a male we would have assumed this to be a hunting weapon. But given its association with a female, its use as a kitchen tool would make more sense.’ ” **Haas** and his co-authors decided it should be reclassified as a hunting tool.

Yet what’s even more notable, says **Haas**, is that in all but one other case, his team did not need to revise the conclusions of the original excavators: Those scientists had already determined that the individuals they’d found were females buried with hunting weapons. Just as with the findings in **Wall-Scheffler’s** study, the archaeological evidence had been available the whole time —hiding in plain sight.

“Everybody had just taken this man-the-hunter hypothesis for granted. So no one really decided to evaluate it,” says **Haas**. “It wasn’t really a question on a lot of people’s minds.”

But **Cara Wall-Scheffler** had seen **Haas’s** findings, and they were precisely what prompted her to launch her review of the modern-day accounts.

Wall-Scheffler says the episode offers a reminder of why it’s so important to ensure the scientific community includes people of diverse backgrounds.

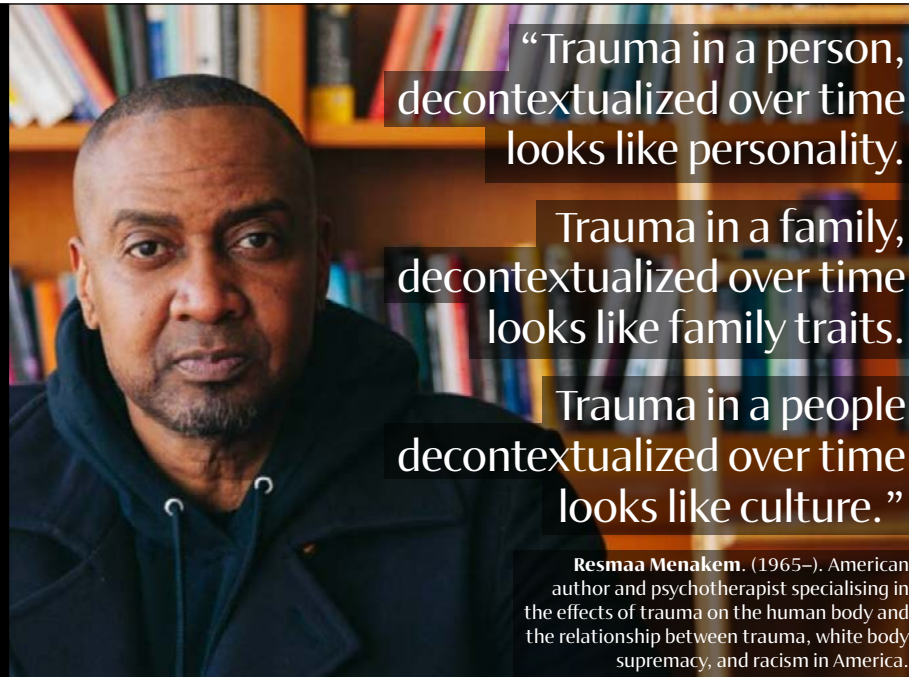
“The preconceptions that we all have when we look at a data set really shape the outcome,” she says. “I’m really hoping that people take second looks at some of the data that they already have to see what new questions we can ask.”

Read text by **Nurith Aizenman**: <https://www.npr.org/sections/goatsandsoda/2023/07/01/1184749528/men-are-hunters-women-are-gatherers-that-was-the-assumption-a-new-study-upends-i>

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“Trauma in a person, decontextualized over time looks like personality.

Trauma in a family, decontextualized over time looks like family traits.

Trauma in a people decontextualized over time looks like culture.”

Resmaa Menakem. (1965–). American author and psychotherapist specialising in the effects of trauma on the human body and the relationship between trauma, white body supremacy, and racism in America.



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Say what?

“Common sense is like deodorant. The people who need it most never use it.”

– Anonymous

Source: parade.com

BACHELOR'S DEGREE

Data Communication and Networking

SCHOOL OF SCIENCE AND ENGINEERING



Image: www.freejokes

The Data Communication and Networking degree program aims to help students understand and develop mobile technologies. Opportunities have increased for Data Communication and Networking developers. This program is primarily concerned with information processes, the structure and procedures needed to represent them, and the systems needed to implement them. A student with an AIU degree in Data Communication and Networking will be able to keep pace with evolving technologies — such as Apple's iOS and Android™ OS— by learning to create innovative

applications for iPhone®, iPad®, Android™, and Windows® devices. We need a new generation of digital marketers with the skills to create and manage ways to engage audiences, sell products, and grow businesses.

Our program does not require every student to study the same subjects and use the same books and other learning materials as every other student. If you are a purpose-driven individual who wants to elevate their life and make a solid contribution to the world, then this program is for you.

IMPORTANT: Below is an example of

the topics or areas you may develop and work on during your studies. By no means is it a complete or required list as AIU programs do not follow a standardized curriculum. It is meant solely as a reference point and example. Want to learn more about the curriculum design at AIU? Go ahead and visit our website, especially the Course and Curriculum section: <https://www.aiu.edu/academic-freedom-and-open-curriculum/>

Orientation Courses:

- Communication & Investigation (Comprehensive Resume)
- Organization Theory (Portfolio)
- Experiential Learning (Autobiography)
- Academic Evaluation (Questionnaire)
- Fundament of Knowledge (Integration Chart)
- Fundamental Principles I (Philosophy of Education)
- Professional Evaluation (Self Evaluation Matrix)
- Development of Graduate Study (Guarantee of an Academic Degree)

Core Courses and Topics

- Communication and critical thinking
- Applied problem solving
- How to use facebook to reach your customers
- Social computing
- Web design fundamentals
- Project management in the enterprise
- Twitter and how to use it in a marketing environment
- How to create a blog to reach the masses

- How to use database marketing
- Integrated marketing communication
- A professional use of Instagram
- C# programming
- C++ programming
- Java programming
- Data communication and networking architecture
- Internal structure of an Android phone
- Apple, how it became a world power
- Internal structure of an iPhone
- JavaScript
- Web scripting
- Worldwide connectivity with internetworking technology
- Creating games

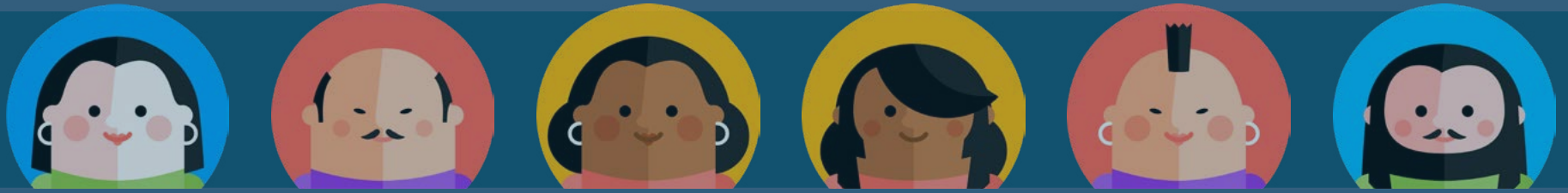
Research Project

- Bachelor Thesis Project
- MBM300 Thesis Proposal
- MBM302 Bachelor Thesis (5,000 words)

Publication. Each graduate is encouraged to publish their research papers either online in the public domain or through professional journals and periodicals worldwide.

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 Honolulu, HI 96813
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 808-924-9567 (Internationally)



about us

Atlantic International University offers distance learning degree programs for adult learners at bachelors, masters, and doctoral level. With self paced program taken online, **AIU** lifts the obstacles that keep professional adults from completing their educational goals. Programs are available throughout a wide range of majors and areas of study. All of this with a philosophical-holistic approach towards education fitting within the balance of your life and acknowledging the key role each individual can play in their community, country, and the world.

Accreditation



Atlantic International University is accredited by the Accreditation Service for International Schools, Colleges and Universities (ASIC). ASIC Accreditation is an internationally renowned quality standard for colleges and universities. Visit ASIC's Directory of Accredited Colleges and Universities. ASIC is a member of CHEA International Quality Group (CIQG) in the USA, an approved accreditation body by the Ministerial Department of the Home Office in the UK, and is listed in the International Directory of the Council for Higher Education Accreditation (CHEA). The University is based in the United States and was established by corporate charter in 1998.

Our founding principles are based on the United Nations Universal Declaration of Human Rights; per article 26, **AIU** believes that Higher Education is a Human Right. The University has implemented a paradigm shifting educational model for its academic programs that have allowed it to move closer to this goal through the self-empowerment of its students, decentralization of the learning process, personalized open curriculum design, a sustainable learning model, developing 11 core elements of the Human Condition within **MYAIU**, and utilizing the quasi-infinite knowledge through the use of information technology combined with our own capacity to find solutions to all types of global issues, dynamic problems, and those of individuals and multidisciplinary teams. Due to these differentiations and the university's mission, only a reputable accrediting agency with the vision and plasticity to integrate and adapt its processes around **AIU**'s proven and successful innovative programs could be selected. Unfortunately, the vast majority of accrediting agencies adhere to and follow obsolete processes and requirements that have outlived their usefulness and are in direct conflict with the university's mission of offering a unique, dynamic, affordable, quality higher education to the non-traditional student (one who must work, study what he really needs for professional advancement, attend family issues, etc.).

We believe that adopting outdated requirements and processes would impose increased financial burdens on students while severely limiting their opportunities to earn their degree and advance in all aspects. Thus, in selecting the ASIC as its accrediting agency, **AIU** ensured that its unique programs would not be transformed into a copy or clone of those offered by

the 10,000+ colleges and universities around the world. Since ASIC is an international accrediting agency based outside the United States, we are required by statute HRS446E to place the following disclaimer: ATLANTIC INTERNATIONAL UNIVERSITY IS NOT ACCREDITED BY AN ACCREDITING AGENCY RECOGNIZED BY THE UNITED STATES SECRETARY OF EDUCATION. Note: In the United States and abroad, many licensing authorities require accredited degrees as the basis for eligibility for licensing. In some cases, accredited colleges may not accept for transfer courses and degrees completed at unaccredited colleges, and some employers may require an accredited degree as a basis for eligibility for employment. Potential students should consider how the above may affect their interests, **AIU** respects the unique rules and regulations of each country and does not seek to influence the respective authorities. In the event that a prospective student wishes to carry out any government review or process in regards to his university degree, we recommend that the requirements of such are explored in detail with the relevant authorities by the prospective student as the university does not intervene in such processes.

AIU students can be found in over 180 countries, they actively participate and volunteer in their communities as part of their academic program and have allocated thousands of service hours to diverse causes and initiatives. **AIU** programs follow the standards commonly used by colleges and universities in the United States with regards to the following: academic program structure, degree issued, transcript, and other graduation documents.



AIU graduation documents can include an apostille and authentication from the US Department of State to facilitate their use internationally.

The AIU Difference

It is acknowledged that the act of learning is endogenous, (from within), rather than exogenous. This fact is the underlying rationale for "Distance Learning", in all of the programs offered by **AIU**. The combination of the underlying principles of student "self instruction", (with guidance), collaborative development of curriculum unique to each student, and flexibility of time and place of study, provides the ideal learning environment to satisfy individual needs. **AIU** is an institution of experiential learning and nontraditional education at a distance. There are no classrooms and attendance is not required.

Mission & Vision

MISSION: To be a higher learning institution concerned about generating cultural development alternatives likely to be sustained in order to lead to a more efficient administration of the world village and its environment; exerting human and community rights through diversity with the ultimate goal of the satisfaction and evolution of the world. **VISION:** The empowerment of the individual towards the convergence of the world through a sustainable educational design based on andragogy and omniology.

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School of Business and Economics



THE SCHOOL OF BUSINESS AND ECONOMICS allows aspiring and practicing professionals, managers, and entrepreneurs in the private and public sectors to complete a self paced distance learning degree program of the highest academic standard.

The ultimate goal is to empower learners and help them take advantage of the enormous array of resources from the world environment in order to eliminate the current continuum of poverty and limitations.

Degree programs are designed for those students whose professional experience has been in business, marketing, administration,

economics, finance and management.

Areas of study: Accounting, Advertising, Banking, Business Administration, Communications, Ecommerce, Finance, Foreign Affairs, Home Economics, Human Resources, International Business, International Finance, Investing, Globalization, Marketing, Management, Macroeconomics, Microeconomics, Public Administrations, Sustainable Development, Public Relations, Telecommunications, Tourism, Trade.

School of Social and Human Studies



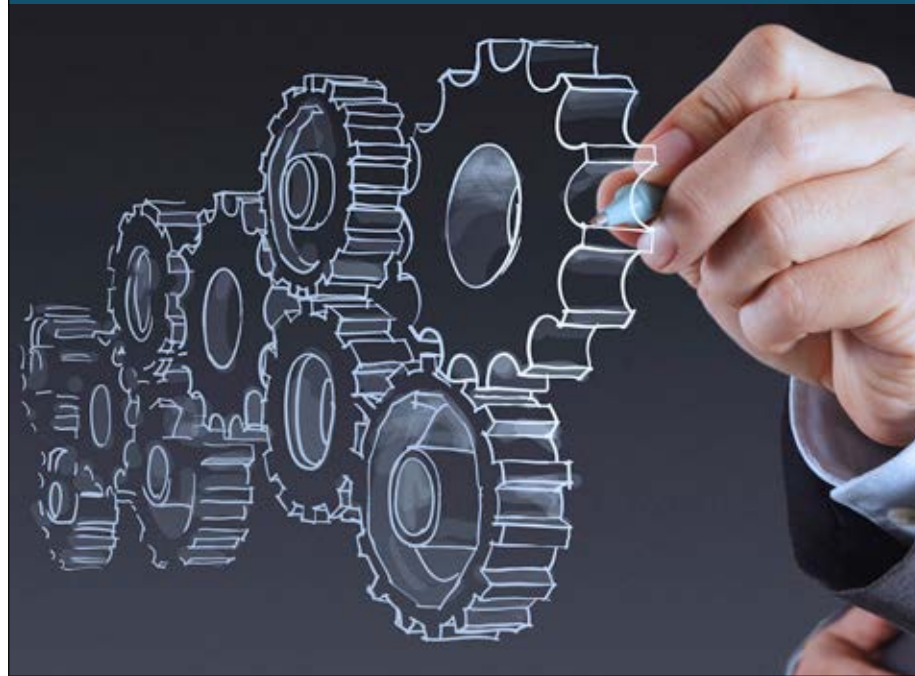
THE SCHOOL OF SOCIAL AND HUMAN STUDIES is focused on to the development of studies which instill a core commitment to building a society based on social and economic justice and enhancing opportunities for human well being.

The founding principles lie on the basic right of education as outlined in the Declaration of Human Rights. We instill in our students a sense of confidence and self reliance in their ability to access the vast opportunities available through information channels, the world wide web, private, public, nonprofit, and nongovernmental organizations in an ever expanding global community.

Degree programs are aimed towards those whose professional life has been related to social and human behavior, with the arts, or with cultural studies.

Areas of Study: Psychology, International Affairs, Sociology, Political Sciences, Architecture, Legal Studies, Public Administration, Literature and languages, Art History, Ministry, African Studies, Middle Eastern Studies, Asian Studies, European Studies, Islamic Studies, Religious Studies.

School of Science and Engineering



THE SCHOOL OF SCIENCE AND ENGINEERING seeks to provide dynamic, integrated, and challenging degree programs designed for those whose experience is in industrial research, scientific production, engineering and the general sciences. Our system for research and education will keep us apace with the twenty-first century reach scientific advance in an environmentally and ecologically responsible manner to allow for the sustainability of the human population. We will foster among our students a demand for ethical behavior, an appreciation for diversity, an understanding of scientific investigation, knowledge of design innovation, a

critical appreciation for the importance of technology and technological change for the advancement of humanity.

Areas of Study: Mechanical Engineering, Industrial Engineering, Chemical Engineering, Civil Engineering, Electrical Engineering, Computer Engineering, Physics, Chemistry, Biology, Mathematics, Communications, Petroleum Science, Information Technology, Telecommunications, Nutrition Science, Agricultural Science, Computer Science, Sports Science, Renewable Energy, Geology, Urban Planning.

Online Library Resources



WITH ACCESS TO A GLOBAL CATALOG created and maintained collectively by more than 9,000 participating institutions, **AIU** students have secured excellent research tools for their study programs.

The **AIU** online library contains over 2 billion records and over 300 million bibliographic records that are increasing day by day. The sources spanning thousands of years and virtually all forms of human expression. There are files of all kinds, from antique inscribed stones to e-books, from wax engravings to MP3s, DVDs and websites. In addition to the archives, the library **AIU** Online offers electronic access to more than 149,000 e-books, dozens of databases and more than 13 million full-text articles with pictures included. Being able to access 60 databases and 2393 periodicals with more than 18 million items, guarantees the information required to perform the assigned research project. Users will find that many files are enriched with artistic creations on the covers, indexes, reviews, summaries and other information. The records usually have information attached from important libraries. The user can quickly assess the relevance of the information and decide if it is the right source.

Education in the 21st century

AIU Service

AIU is striving to regain the significance of the concept of education, which is rooted into the Latin “educare”, meaning “to pull out”, breaking loose from the paradigm of most 21st century universities with their focus on “digging and placing information” into students’ heads rather than teaching them to think.

For **AIU**, the generation of “clones” that some traditional universities are spreading throughout the real world is one of the most salient reasons for today’s ills. In fact, students trained at those educational institutions never feel a desire to “change the world” or the current status quo; instead, they adjust to the environment, believe everything is fine, and are proud of it all.

IN A WORLD where knowledge and mostly information expire just like milk, we must reinvent university as a whole in which each student, as the key player, is **UNIQUE** within an intertwined environment.

This century’s university must generate new knowledge bits although this may entail its separation from both the administrative bureaucracy and the faculty that evolve there as well.

AIU thinks that a university should be increasingly integrated into the “real world”, society, the economy, and the holistic human being. As such, it should concentrate on its ultimate goal, which is the student, and get him/her deeply immersed into a daily praxis of paradigm shifts, along with the Internet and research, all these being presently accessible only to a small minority of the world community.

AIU students must accomplish their self-learning mission while conceptualizing it as the core of daily life values through the type of experiences that lead to a human being’s progress when information is converted into education.

The entire **AIU** family must think of the university as a setting that values diversity and talent in a way that trains mankind not only for the present but above all for a future that calls everyday for professionals who empower themselves in academic and professional areas highly in demand in our modern society.

We shall not forget that, at **AIU**, students are responsible for discovering their own talents and potential, which they must auto-develop in such a way that the whole finish product opens up as a flower that blossoms every year more openly.

THE AIU STANCE is against the idea of the campus as a getaway from day-to-day pressure since we believe reality is the best potential-enhancer ever; one truly learns through thinking, brainstorming ideas, which leads to new solutions, and ultimately the rebirth of a human being fully integrated in a sustainable world environment. Self-learning is actualized more from within than a top-down vantage point, that is to say, to influence instead of requesting, ideas more than power. We need to create a society where solidarity, culture, life, not political or economic rationalism and more than techno structures, are prioritized. In short, the characteristics of **AIU** students and alumni remain independence, creativity, self-confidence, and ability to take risk towards new endeavors. This is about people’s worth based not on what they know but on what they do with what they know.

Read more at: aiu.edu

AIU offers educational opportunities in the USA to adults from around the world so that they can use their own potential to manage their personal, global cultural development. The foundational axis of our philosophy lies upon self-actualized knowledge and information, with no room for obsolescence, which is embedded into a **DISTANCE LEARNING SYSTEM** based on **ANDRAGOGY** and **OMNIOLOGY**. The ultimate goal of this paradigm is to empower learners and help them take advantage of the enormous array of resources from the world environment in order to eliminate the current continuum of poverty and limitations.

This will become a crude reality with respect for, and practice of, human and community rights through experiences, investigations, practicum work, and/or examinations. Everything takes place in a setting that fosters diversity; with advisors and consultants with doctorate degrees and specializations in Human Development monitor learning processes, in addition to a worldwide web of colleagues and associations, so that they can reach the satisfaction and the progress of humanity with peace and harmony.

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