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Newsletter of the Schoolcraft College International Institute (SCII)

International Agenda

¡Vámonos! Let's Go Explore Latin America!

This winter, the Schoolcraft College International Institute (SCII) launches an exciting campus-wide "Focus Latin America" project for the whole of 2005. This multi-disciplinary effort follows hot on the heels of our successful focus on the Middle East region last year.

Through special coursework and a variety of campus and off-campus events, students and others will be exploring the culture, politics, economics and history of Latin America and its relation to the rest of the world. Instructors in many courses and departments will be introducing materials related to the region, and also encouraging their students to participate in learning opportunities such as campus talks, a film series, book discussions, visits to area Latino cultural attractions, a Spring-term study trip to the Mexican Caribbean, and a year-end Fiesta of music, food, and other arts. Our ambitious plans have been given a "green light" from the College itself, and funding from the Schoolcraft College Foundation and the Student Activities Office.

The Latin American region is an incredibly rich subject for student learning. For centuries the peoples of North, South, and Central America have shaped one another's experiences and cultures. This shared history, often troubled by disparities of wealth and power, echoes today in important controversies over immigration policy, the North America Free Trade Agreement (NAFTA), the U.S. embargo of Cuba, and the prosecution of former authoritarian rulers of Chile and Argentina. Latin American culture, of course, has a "spice" all its own, enticing students to explore its music, art, dance, language, literature, and cuisine. Scientists, too, are racing against time to study the diversity of life-forms found in now-threatened rainforests, marshes, and mountain slopes. This is also the region where the Inca, Aztec, Maya, and other great civilizations rose and fell. The treatment of indigenous and African populations in these countries provides fascinating insights into our own related experiences in North America.

Everyone this year should be creative in finding the ways that you, your students and your colleagues can participate and learn from this project. The articles on the following pages will further kindle your imagination. Be sure to communicate your ideas, plans, and suggestions to SCII faculty chair Josselyn Moore or SCII member Mala Chaudhery, who are lead organizers for the project. Especially, *Josselyn wants to see her e-mail inbox fill up with examples* of lesson plans, student projects, and other work by you and your students that can be placed for everyone's benefit in an online showcase of Latin American resources. All instructors, as well as interested students and members of the community, are welcome to attend meetings of the SCII or to provide assistance to its work.

What We've Accomplished

Just listen to the "buzz" on campus! We have emerged as a fresh, vital, and widely appreciated new feature of the educational landscape. The regional focus projects have added a new dimension to student learning, and are creating a real appetite for international and intercultural studies among many different groups on campus. Carrying out these plans has entailed a growth in SCII membership, participation, and enthusiasm. Even more significantly, our "reach" across campus has grown, as our work has called forth terrific new collaboration across many academic disciplines and between faculty, administrative, and support staff.

These efforts are advancing the educational mission of the College. We are progressing toward our long-range goal of internationalizing its programs and activities so that students are better able to understand the social forces that are shaping their lives and the lives of people worldwide. Our work is also helping to increase the overall intellectual ferment on campus; to heighten interest in Schoolcraft among residents of surrounding communities; and to enhance the local and regional reputation of the College as an institution that provides innovative, culturally sensitive, and globally aware instruction and programming.

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“Native Views” Exhibit

by Prof. Mary Alice Palm (English)

A Native American art exhibit came to Ann Arbor on the Artrain USA, and I went to check it out with a friend. The exhibit, which ran the weekend of Jan. 29-30, was called “Native Views: Influences of Modern Culture”. It featured over 70 displays, many of them interactive, in the three-car vintage train that is making its way across the United States. The overall tour continues through 2007.

The aim of Native Views is to offer insight into the Native American experience and its interaction with modern culture. As the publicity for the exhibit noted, “Guest curator Joanna Bigfeather (Western Cherokee and Mescalero Apache) redefines Native art by broadening the limits and confronting the stereotypes that currently define it.” For more information on the exhibit, call 734-747-8300 or visit <http://www.artrainusa.org/exhibition.html>.

In conjunction with the exhibit, the Artisans Market offered paintings, pottery and jewelry for sale, many by local artists. These artists will also be offering their works at the upcoming “Dance for Mother Earth” Pow Wow, to be held Apr. 1-2 at the University of Michigan’s Crisler Arena in Ann Arbor. For more information on the Pow Wow, call 734-647-6999 or visit <http://www.umich.edu/~powwow/>. •

International Agenda

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The mission of the Schoolcraft College International Institute is to coordinate activities and offerings that promote cross-cultural understanding for the community, students, faculty, and staff. Internationalizing programs and activities will assist participants in acquiring appreciation for the diversities and commonalities of world cultures and global issues providing opportunities for success in an evolving world community.

International Certificate Planned

The International Institute has formulated a proposal whereby Schoolcraft College students who have completed appropriate coursework would receive an International Endorsement identified by a paper certificate.

The certificate of International Endorsement would signify that a student has taken advantage of learning opportunities to increase his or her awareness of international/ intercultural/ global issues. The proposal is being supervised by SCII Administrative Director Cheryl Hawkins and SCII Faculty Chairperson Josselyn Moore, with input from SCII members and other interested parties on campus.

The procedure would work like this: Following the course selection process for each term, instructors wishing their sections to be identified as “international” would submit documentation to a standing committee of the SCII. The key criterion would be that the course section must include a minimum of 2 instruction weeks of international or intercultural content. A special icon in the College course schedule would be used to identify sections thus approved as “international”.

Students who complete 15 credit hours of coursework in such identified sections would be eligible to receive an International Endorsement certificate. The SCII would be responsible for reviewing student requests to receive the endorsement. Every Spring semester, it would submit a list of eligible students to the Liberal Arts Office, where the certificate would be produced and sent to the student.

The Institute feels that the certificate program would help solidify and highlight the international and intercultural content of already-existing courses in various departments and divisions. It also views this as a step toward the longer-range goal of an enhanced curriculum of international studies, possibly leading to an International Studies Degree offering. •

MIIE April 2005 Conference

SCII chair Josselyn Moore invites you to join her and other Schoolcraft instructors attending the upcoming 12th Annual Conference of the Midwest Institute for International/ Intercultural Education (MIIE). The conference will be held April 8-9, 2005 at Illinois Valley Community College (Oglesby, IL).

Sessions are planned on a wide range of subjects, such as “Teaching Controversial International Topics in a Community College Classroom”, “Internationalizing Psychology-Sociology Courses”, “Cultural Competency and Sensitivity in Nursing”, and “The Patriot Act and U.S. Foreign Policy”.

Contact Josselyn Moore for further information or application forms.

Ideas and Resources for Focus Latin America

Many instructors this year will be preparing course materials and assignments related to Latin America. Students can be assigned special readings and research projects, either as individuals or groups, communicating their findings to the class in the form of talks, PowerPoint shows or formal papers.

Students in subjects like music, art, computer graphics, and culinary arts will also enjoy creating projects tied to the Latin theme. Let's give the whole campus the opportunity to see, hear, and taste these student creations by showcasing them at the year-end Fiesta (see below).

Some writing topics are already at hand thanks to the SCII's speaker and film programs. Regular or extra-credit assignments can be formulated to encourage students to attend these events outside of class, or entire classes can be brought if the date and time are appropriate (contact Josselyn Moore in advance so we can plan ahead).

The **Latin America Speaker Series** begins with presentations this month by Ozzie Rivera, a Puerto Rican musician and social worker at nearby Madonna University, and by Gloria Rivera of Freedom House, a shelter for refugees near the Ambassador Bridge in Detroit. Ozzie's multimedia presentation will review how three main cultural and racial groups—African, Spanish and Native American—have shaped contemporary Latin American music and culture. Gloria will describe the work that her inter-denominational, volunteer-supported organization has carried out since 1983, providing food, clothing, shelter, and social and legal services to immigrants seeking asylum from persecution and human rights abuses in El Salvador and other countries in the region.

March brings an exciting focus on Mexico with talks by University of Michigan professors Jeffrey Parsons (on ancient Aztec genius in feeding urban populations of the Central Valley) and David Frye (on the evolving racial concept of "Indianness" in Mexico). We are also honored to have fresco artists David and Debbie Zuccarini speaking about the work and influence of the great Mexican muralists Rivera, Siqueiros and Orozco. The Zuccarinis studied with Stephen Dimitroff and Lucienne Bloch, who in turn were apprentices to Diego Rivera and assisted him

in painting the famous "Industry" murals at the Detroit Institute of Arts.

Presentations later this year are being planned on such topics as the work in Mexico by painter Frida Kahlo and photographer Tina Modotti; the continuing social impact of the "disappeared" of Argentina; the *hacienda* system and the impact of trade; the destruction and conservation of Latin American rainforests; and study-abroad opportunities for students.

The **Latin America Film Series** is a delightful new path taken by the focus project. This series gets underway on February 10 with "For Love or Country", the story of the great jazz trumpeter Arturo Sandoval and his ultimate defection from Castro's Cuba aided by Dizzy Gillespie. Each film will be screened in room LA-200 at three different times of day.

The **Writing Fellows Program** has a growing collection of online resources and guidelines for instructors and students researching Latin America. The address is <http://www.schoolcraft.edu/fellows/latin-america/>. Other resources are available from your campus computer via the public server at U:\International\Focus Latin America. The Writing Fellows program also announces a prize contest for student writing about Latin America; details at <http://www.schoolcraft.edu/fellows/contests/latin-america.html>.

Latin American Field Study (Geography 241) is a newly approved credit course based on a small-group, eight-day study tour of Mexico's Mayan Caribbean in June. A professional bilingual tour director will guide the group to such ancient sites as Chichén Itzá and Uxmal. The course was initiated by Geography instructors who are active in SCII. For more information, contact Prof. Diane O'Connell.

Co-sponsored with Student Activities, the get-on-your-feet **Fiesta** will be our culminating celebration in November. The fun will revolve around La Inspiración, Ozzie Rivera's hot salsa and Latin jazz band, accompanied by regional foods and other forms of art. Some of your students might like to help plan this event; contact Josselyn Moore.

Winter 2005 Events (Partial List)		All events in LA-200
Thurs. Feb. 10 12 pm, 3 pm, 6 pm	Film, "For Love or Country: The Arturo Sandoval Story" (120 mins.) Story of the world-renowned Cuban trumpet player. Directed by Joseph Sargent (2000), stars Andy Garcia, Mia Maestro, Gloria Estefan.	
Tues. Feb. 15 1:00-2:00 pm	Talk, "African, Spanish and Native Components in Latin American Music and Culture" Osvaldo "Ozzie" Rivera, Asst. Prof. of Social Work and Dir. of Multi-Cultural Affairs, Madonna University	
Wed. Feb. 23 12:00-1:00 pm	Talk, "Freedom House: An Island of Hope for Immigrants in Detroit" Gloria Rivera, Executive Director, Freedom House, Detroit	
Thurs. Mar. 10 2:30-3:30 pm	Talk, "Domesticating the Marshlands in Aztec Mexico: Feeding Urban Populations from Swamps" Jeffrey Parsons, Prof. Anthropology, University of Michigan	
Thurs. Mar. 17 12 pm, 3 pm, 6 pm	Film, "The House of the Spirits" (140 mins.) Based on Isabel Allende's haunting tale that follows a Chilean family across three generations. Directed by Bille August (1993), stars Meryl Streep, Jeremy Irons, Glenn Close.	
Mon. Mar. 28 12:00-1:00 pm	Talk, "The Myth of <i>Mestizaje</i> : The Colonial Construction and National Deconstruction of Race in Mexico" David Frye, Program Associate, Latin American and Caribbean Studies, University of Michigan	
Tues. Apr. 5 1:30-2:30 pm	Talk, "Diego Rivera & the Mexican Muralists: Their Impact on Art in the United States" Deborah Zuccarini, Adjunct Instructor of Art, Schoolcraft College, and Richard Zuccarini, Professional Artist	

Pablo Neruda on “the dictatorship of the flies”

by Evelyn Hoey

Evelyn Hoey wrote this essay as part of her coursework last semester in an online section of English 244 (Introduction to Poetry), taught by Adjunct Asst. Prof. Samuel Hays. Evelyn and her husband, a pastor, live in southwest Detroit where a large Latino community is centered. She has returned to school to work toward a degree in secondary education in English. Evelyn enjoys writing poetry, and has become interested in the poetry and other literature of various ethnic groups. Her projects on the poets Fadwa Tuqan and Yehuda Amichai, completed for the same class as part of Focus Middle East, can be viewed from campus at U:\International\Focus Middle East\Middle East Resources for Faculty\English\English 244 Sam Hays F04.

In “The United Fruit Co.” Chilean poet and political activist Pablo Neruda portrays a history of the greed, oppression, and death involved in the production of bananas, coffee, and sugar for the USA and other major consumer countries.

This poem is part of a 350-poem work titled *Canto General* that Neruda published in 1950, the middle of a century filled with U.S.-backed coups and dictatorships throughout Central America. Right away he points a finger at the United States by using the title *The United Fruit Co.* Although this was the name of the major fruit exporter, *The United* ... brings The United States quickly to mind. Notice that his reference in line six omits the word United.

The use of irony in lines 1-5 also implicates some non-food-producing American corporations in the land-greed that was, and still is, so prevalent in Central American countries:

When the trumpet sounded, it was
all prepared on the earth,
and Jehovah parceled out the earth
to Coca-Cola, Inc., Anaconda,
Ford Motors, and other entities...

Here Neruda ironically states that God ordained that these big corporations should have most of the land, and that it is the indigenous peoples' lot in life to work for them. The enjambment of the first line so that it ends with *it was* gives a sense of finality to the proclamation, not unlike the Biblical passage, “And God said, ‘Let there be light, and there was light.’” At that time, only 10% of the land was available to 90% of the people, while most of the land was unused and held by corporations.

One of these corporations was The United Fruit Co., now called Chiquita. Neruda tells us that this company reserved the most succulent land for itself. He calls it “the delicate waist of America”. This ambiguous use of the word points to the location and shape of the land, a narrow spot in the middle of the Americas, but it can also refer to the enormous amount of agricultural products it provides for the stomachs of

other parts of America.

The export of millions of pounds of bananas each year gave those countries the nickname The Banana Republics.

...as the “Banana Republics”
and over the sleeping dead,
over the restless heroes
who brought about the greatness,
the liberty and the flags,
it established the comic opera:
abolished the independencies,
presented crowns of Caesar...

Here Neruda makes an ironic reference to these countries being republics. Although they were free from Spanish rule and most of them had presidents, they were a far cry from true republics. Their presidents were not voted into office, but set up by the United States through military coups, to protect U.S. interests. He then goes on to talk about all the great people lost in securing their freedom from Spain and how that freedom has been lost to “crowns of Caesar”. The connotation here is money. Caesar's face was on coins, and Jesus was referring to money when he said, “Render to Caesar the things that are Caesar's...”.

At this point Neruda lists various dictators, calling them flies:

...unsheathed envy, attracted
the dictatorship of the flies...

Flies connote plagues, the presence of death, and the rotting of something. The poet mentions:

- Rafael Trujillo, the cruel dictator of the Dominican Republic who came to power through a coup in 1930;
- Anastasio “Tacho” Somoza, who was placed in Nicaragua by the U.S. to head up the National Guard there (F. D. Roosevelt once said of him, “Somoza may be a son of a bitch, but he's our son of a bitch.”);
- Tiburcio Carías Andino, U.S.-backed dictator in Honduras from 1932-1949;



"Banana Harvest" by
Jamaican artist
Headley Dacres.

The William J. Bryant
West Indies Collection,
University of Central
Florida

- General Maximiliano Hernández Martínez, a U.S.-backed Salvadoran dictator who took power in 1931 (he once said, "It is a greater crime to kill an ant than a man. For when a man dies he becomes incarnated, while an ant dies forever.");
- Jorge Ubico, a Guatemalan dictator.

Among the bloodthirsty flies
the Fruit Company lands its ships,
taking off the coffee and the fruit;
the treasure of our submerged
territories flows as though
on plates into the ships.

Here Neruda refers to the protection the dictators supply for the corporation's activities. The people's treasure, that which should be supplying their needs, flows out of their "submerged" or downtrodden countries. *As though on plates* reminds us that the people themselves have survival needs.

The poem closes with the startling image of nameless Indians dying to send those ships of sugar and fruit sailing out of the harbors. Here Neruda reaches out with tenderness and wraps them for burial in the mist of the dawn:

Meanwhile Indians are falling
into the sugared chasms
of the harbors, wrapped
for burial in the mist of the dawn:
a body rolls, a thing
that has no name, a fallen cipher,
a cluster of dead fruit
thrown down on the dump.

A cipher is a universal symbol for a human that isn't seen, who is nothing. Neruda compares the Indian body to dead fruit, fruit that isn't good enough to make it onto the sailing ships. This is in contrast to the products that drew the "crowns of Caesar".

The United Fruit Co.

by Pablo Neruda; translated from the Spanish by Robert Bly

When the trumpet sounded, it was
all prepared on the earth,
and Jehovah parceled out the earth
to Coca-Cola, Inc., Anaconda,
Ford Motors, and other entities:
The Fruit Company, Inc.
reserved for itself the most succulent,
the central coast of my own land,
the delicate waist of America.
It rechristened its territories
as the "Banana Republics"
and over the sleeping dead,
over the restless heroes
who brought about the greatness,
the liberty and the flags,
it established the comic opera:
abolished the independencies,
presented crowns of Caesar,
unsheathed envy, attracted
the dictatorship of the flies,
Trujillo flies, Tacho flies,
Cárías flies, Martínez flies,
Ubico flies, damp flies
of modest blood and marmalade,
drunken flies who zoom
over the ordinary graves,
circus flies, wise flies
well trained in tyranny.

Among the bloodthirsty flies
the Fruit Company lands its ships,
taking off the coffee and the fruit;
the treasure of our submerged
territories flows as though
on plates into the ships.

Meanwhile Indians are falling
into the sugared chasms
of the harbors, wrapped
for burial in the mist of the dawn:
a body rolls, a thing
that has no name, a fallen cipher,
a cluster of dead fruit
thrown down on the dump.

SCII is Praised for Planting “Seeds of Understanding”

by John Titus

John Titus is Director of Career Planning and Placement at the College. His daughter Alicia died in the 9/11/01 attack on the World Trade Center, and John has played an active role in the organization September 11th Families for Peaceful Tomorrows.

We live in an extremely volatile and dangerous world. Since the September 11th attacks against America, we have become increasingly aware of that volatility—but do we really know what is behind the animosity and attacks against us?

Many people simplify this complex issue with a dichotomous view that sees things in black and white or good versus evil. The misunderstandings and the centuries-old misperceptions are self-perpetuating and continuous. As a result, war rages on with no end in sight. Ignorance dominates; technological advancements continue to create more powerful weapons of mass destruction; **and the real victims are the eighty percent of the casualties who are innocent civilians.** My daughter, Alicia, who spent her whole life striving to understand different cultures and looked for the goodness in each person she met, was one of these “civilian casualties.”

Since Alicia’s murder, I have relentlessly strived to understand why such a vicious attack had occurred and how we Americans let the underlying conflict that fueled it go unresolved for so many years. It is a very complex issue but also very predictable if left unresolved. When leaders of countries fail to effectively communicate in a genuine attempt to resolve conflict, it is bound to escalate. Decades of misunderstanding, miscommunication, power, greed, zealotry, socio-economic disparities and an unwillingness to confront the underlying issues are all factors that ultimately lead to violence. Centuries

of patriarchal rule in which war is viewed as the solution to conflict and peace is seen as merely the absence of war and the silence of the guns has dominated the thinking, inundated the history books and created heroes for our youth. Man’s persistence toward creating the ultimate weapon of mass destruction has succeeded. But man’s compassion for his fellow human beings has not kept pace. It is time to change all of this.

It is with this preface that I commend and cherish the monumental efforts of the **Schoolcraft College International Institute** in opening up the world of the Middle East to our community and thus reducing the veil of ignorance that we all possess in the understanding of this deep-rooted, complex and magnificent culture. Along with my numerous readings since my daughter’s murder in search for answers, I attended several of the events sponsored by the SCII. I have been fascinated to learn more about the history of the Middle East, their religion, culture and their struggle. Their culture is so different from ours, yet not so different if we allow ourselves understanding which transcends the bounds of self-imposed limitations and blatant ignorance.

The seeds of understanding, and the openness to truly learning about the people whom many in our country view as the enemy, is paving the way for a future in which our children and the children of the Middle East can hope for a brighter tomorrow, a peaceful tomorrow. Compassion grows out of understanding. Understanding comes from learning.

I challenge each of you as Gandhi did: “Be the change you wish to see in this world.” It is time to grow our understanding and strive for a peaceful coexistence that transcends cultural biases and misperceptions. It is time to embrace cultural differences. Thanks SCII. •



Haifa R. Jamal Al-Lail captivated her audience when she gave her September 21 presentation on “Muslim Women: Between Tradition and Modernity.” Dr. Jamal Al-Lail is Dean of Effat College in Jiddah, Saudi Arabia. Over 200 attended her talk.

Photo:
Prof. Steven Berg

How “Focus Middle East” Broke New Ground

“Focus Middle East” represented not only a bold new initiative by our Institute, but a new direction for Schoolcraft College. Never before has there been such an extensive campaign on our campus to infuse curriculum and programming with international and intercultural content, and never before have people from so many departments collaborated on a single educational project.

The effort was launched by our Institute in January 2004 and concluded in December. During that year, well over 3,000 students participated in classroom or online presentations, discussions, written assignments, or other creative work related to the Middle East. Faculty in at least 18 different departments introduced these activities in one or more of their courses, much of it for the first time in conjunction with this project.

The campaign was further energized by a series of 22 public talks, evenly split between Winter and Fall. The talks dealt with diverse aspects of the Middle East region and the Arab-American community, including Islam and its influence, problems of modernization, political flashpoints, historical developments, the status of women, and cultural traditions such as music, art, literature, and cuisine. Entire classes would be brought, frequently pushing audience numbers past 70 people, in one case past 200. The mingling of students with many older folks from the surrounding community made for a refreshing “mix” that was widely appreciated. Lively discussions and questions often ensued. Videotapes of the series were added to our campus libraries.

As a capstone to the project, on December 1 the entire VisTaTech DiPonio Room was decked out as “Cairo Coffeehouse”, a grand forum for Middle Eastern culture. Our program that afternoon, emceed by a student, included live music from the famous Nadim Dlaikan Ensemble, dance by the women of the nationally-known Troupe Ta’amullat, and readings by three local Arab-American poets. There were also authentic recordings composed by students in Music 171 (Prof. Bart Polot), artwork created by CGT Prof. Colleen Case and by students in Art 106 (Prof. Sarah Olson), food prepared by Culinary Arts and by local restaurants, and several informational displays. About 300 people enjoyed the coffeehouse during its four-hour run. The event was covered in the *Arab-American News* and the *Community Free Press* (Livonia/Redford Township edition) as well as the *Schoolcraft Connection* and the *Staff Weekly*.

This project also helped put our Institute “on the map” like never before, raising our visibility on campus and in the community. Our ability to get out publicity and other

materials is one telling sign of the growing enthusiasm for our work and the strengthening of our roots among instructors and other groups on campus. With a bare minimum of effort on our own part, we were able to call on faculty supporters to distribute over 1,000 copies of the Fall speaker schedule directly to their students in the space of just three days last September. In the community, information about our speakers popped up in places like local newspapers, church bulletins, and AAUW meetings. It spread further by word of mouth, with some people bringing their neighbors to the talks. In November, instructors and students distributed over 1,700 Cairo Coffeehouse flyers on campus and at local libraries, stores, and restaurants. A man from Ann Arbor, who came to the coffeehouse with his two young children, told us that he’d learned of the event from a flyer placed on his windshield at the mosque there!

A Pioneering Effort That Points to the Future

There was a pioneering aura surrounding “Focus Middle East.” It was so new and so audacious that to be part of it was thrilling, sometimes even intoxicating.

More new things have already followed, not only Focus Latin America but also the planned International Endorsement certificate (see page 2). We can predict that 10 years from now, the intensive, multidisciplinary study of international cultures will be a regular feature of our curriculum. There can be little doubt that by that time, our school will have entire programs of international study in place. Our instructors and students will be networking with other interested institutions in Michigan to participate in exchange programs abroad.

But in many ways the first spade was turned, and the groundwork was laid, during the Winter and Fall of 2004. We might as well be driving Conestoga wagons, because we were the pioneers! We used what little resources we had at our disposal to accomplish what needed to be done. There was no one on campus in 2004 who was a specialist in Middle Eastern studies— just a few people with some interest and knowledge in the region, and broader numbers who were motivated by world events to learn about Arab, Muslim and other cultures and to guide their students in doing so. Our successors will look back at 2004 and think, “Wow! It must have been hard to take those first steps!” And it was. But they were worth it, because they have laid a foundation for what is to come. This project was all about creating a culture of enthusiasm for international studies on our campus— and in that it succeeded well. •



The Campus Responds to “Focus Middle East”

Our Institute received well over 500 written reactions to campus programming in the Focus Middle East project during the Fall semester alone. These reactions took such forms as student reports, audience evaluations of speakers, and e-mail messages of appreciation from faculty and staff. The excerpts below reflect some of the impact that this project had.

Wednesday, as I walked into the DiPonio Room, the smells of spices and coffee thickly filled my nose. A man named Hasan Newash stood, and made his way to the podium, and set down his papers. He began to read, at first slowly and quietly, gradually getting louder and more expressive. He spoke of problems in the Middle East. Though he was hard to understand, his anger wasn't. He spat and clenched his teeth as he compared democracy to an inferno, and the military to a vampire, sucking the oil out of his country. Racism, an apartheid, curfews, and destroyed homes seemed to be what he was describing in his poetry. He said the first woman who was a suicide bomber was 16 years old. He mentioned that he respected someone who could believe so strongly in something that they could give their life for it.

A trio of three men with a reed flute, a *qanun*, and a tambourine played music. The *qanun* looked and sounded exactly like the instrument my grandmother played in Japan during Kabuki. I took the opportunity to sample some rice *pilaf* that looked like it had raisins in it (very sweet!) and some *tabbouleh*. The music sounded ancient, and it felt as if I could be transported to a Middle East country at any moment.

I was excited for the dance performance. The women came to the stage in colorful dress, with noisy sashes and smiles. They gracefully balanced baskets on their heads for the Egyptian dance, waved golden dresses for the *khaliji* dance from the Gulf states, and danced in underwear (which looked like a full dress to me) for the *ghawazi*. At the end they picked volunteers from the audience, including me, and had us dance the *debkah* with them. The Cairo Coffee House was a wonderful cultural experience.

— Melissa Maieko Schleicher, a student in English Composition 1 (Prof. Faye Schuett)

The presentation by Haifa Jamal Al-Lail was educational [“Muslim Women: Between Tradition and Modernity”]. I was most interested, and surprised, to learn that Saudi women cannot be forced to marry, and that they earn the same salary as men. Dr. Haifa Jamal

Al-Lail seemed like a smart woman— smarter than I thought women from that country were!

— A student in Human Relations (Prof. Robert Schaden)

There were many surprising things presented by Ronald Stockton in “A Profile of Arab America: Results from the Detroit Arab-American Study.” He was one of the researchers for the project and is a leader in the study of Arab affairs. He is also a professor in Political Science at the University of Michigan.

The finding most shocking to me was the willingness to give up civil liberties to curb terrorism. Forty-seven percent of the Arab-Americans interviewed said they would trade some civil liberties to prevent terrorism, compared to 55% of the general public. They actually had a higher percent willing to increase the surveillance of U.S. citizens: 56%, compared to 52% of the general public; for a researcher's point of view, with margin of error, this is considered to be equal...

Another thing that surprised me was the response of the American public to Arab-Americans after the 9/11 terrorist attacks. Some did receive negative feedback, such as racial comments or destruction of property. However, about twice as many expressed that they actually received positive comments. Some examples were people expressing that they know terrorism was not supported by all Arabs; an employer asking an Arab employee to tell them if they were harassed in any way; and a police office assuring that any racial harassment would be taken care of. Even though the public is made aware of negative actions taken on Arab-Americans, it is nice to know that more people supported those who have nothing to do with terrorism.

Much of this presentation was connected to what we have studied in table reading. Mr. Stockton passed out a condensed version of the survey with several tables expressing the results. For example, in the table “Restrictions of Civil Liberties to Ensure Security”, the independent variable was Arabic or not, and the dependent was willingness to give up civil liberties. Another independent variable would be how much the restriction is directed toward Arab-Americans only.

This presentation offered the results of a study regarding civil liberties, and has really gotten me interested in the topic. While the liberties for all Americans have been jeopardized, I would like to learn more about those specifically of Arab-Americans.

— Lauren Pullins, a student in Principles of Sociology (Prof. Josselyn Moore)



Ibaa' Isma'il, from Aleppo, Syria, was one of the poets who recited their work at the Cairo Coffeehouse.

Photo: Forum and Link

Thank you for inviting Hashim Al-Tawil to speak ["Islamic Art: Historical Development, Visual Presentation, & Iconography"]. The topics presented were a perfect complement to a student project just completed on the operations of pattern. And, thank you for all your effort to bring interesting and informative speakers to Schoolcraft's campus.

— Art Prof. Sarah Olson

I just wanted to say that I think this series of programs that you are producing is excellent. I hear comments about the excellence of the speakers and the timeliness of the topics. Thank you for helping to "raise the intellectual bar".

— Schoolcraft College President Conway Jeffress

Before Wednesday's presentation [Marjorie Nanian, "The Armenian Genocide and Its Impact on the World Today"], I had never heard of the Armenian genocide. I could remember the terms Armenian, Turkey, and Ottoman Empire from previous history classes, but never the word genocide used in their correlation. The only genocide-type event I had ever heard of was the Holocaust of the Jews in Nazi Germany during WW2. Because of this, I thought that the Nazis sickly pioneered the act of trying to destroy a culture, but I have since been educated. I was awestricken when I saw the similarities between the Holocaust and the Armenian genocide. In all my history classes that covered the Holocaust, the textbooks always stressed how important it was that we remember the Holocaust to prevent another such event. The textbooks acted like it was the only time it had ever happened. But the Nazis were right there watching as the Armenians were tortured and starved to death. They were watching and learning. The presentation on the Armenian genocide has strengthened my pity for

those who say that the Holocaust never occurred. I have now been educated on more horrific events in humanity's past. Hopefully with the spreading of the knowledge of this event we can prevent another like it.

— Nathan Boos, a student in Trigonometry
(Prof. Lisa Manoukian)

I heard about this through my anthropology class. I thought that the information presented by Janice Terry ["Arab-Americans and Civil Liberties after 9/11"] was interesting, especially about racial profiling. Before this discussion, I will admit, I was quite naïve about the effect which this issue has upon college students and young adults.

— A student in Introduction to Anthropology
(Prof. Janet Reeds)

Carol Bardenstein's lecture on "Gender and Representation in/ of the Middle East" was not what I was expecting. I thought she would speak to us about how repressed the women in the Middle East are. Instead, Professor Bardenstein portrayed them to be not as subservient as I had once thought. One thing that really stood out to me was the power of childbearing for a mother in Palestine. She is doing her civic duty by birthing sons for the army of militants. Yet she is also blamed, by those who oppose the war, for producing these armies. I also found the mothers' resilience fascinating. They continued to bear children even though their older children were being killed in the war, and even though they agree that "children are slavery". Mothers would much rather be caring for their sons on the front lines instead of staying at home caring for their children who are too young to go to war!

— Elise McIntosh, a student in English
Composition 1 (Prof. Faye Schuett)

Students Learn from Our Cultural Communities

Focus Middle East inspired lively educational projects in many different classes at the College. Students worked on research papers or PowerPoint presentations about cultural or historical topics; others created original works of art or music inspired by Middle Eastern culture; some crafted English essays defining or comparing various beliefs or practices; and still others wrote up their reactions and thoughts after hearing one of our campus speakers, or after conducting their own fieldwork off-campus.

Prof. Josselyn Moore invited her students in Principles of Sociology to visit mosques or other sites in the local Arab-American community, to talk to the people there and to find out what impact Middle Eastern events have had on their lives. She taught the students how to use the verstehen method of participant-observation (understanding other people by putting oneself in their place), how to conduct such interviews according to ethical standards, and how to avoid common pitfalls like ethnocentrism, stereotyping, and charged language. The report below, from one of her students, is a taste of the learning process that people go through when they are asked to experience other cultures in a new way.

Middle East Project
by Marsha L. Mursch
Oct. 25, 2004

When I set out to do this project, I never thought I would interview anyone. In fact, that is the last choice I thought I'd pick. Instead I mulled over the other choices of research and found that growing within me was a desire to challenge myself to actually do the thing that I thought I could not do; and that was to speak to real people, people who might resent me, perhaps even castigate me. The thought of actually experiencing truths face to face finally became my only considered option, probably because I felt excited by it. "What is the worst that can happen?" I asked myself.

The next question I asked myself is, "Where am I going to find some Middle Easterners?" This question made me laugh at myself because I knew that Dearborn has the largest population of the people whose opinions and thoughts I needed—the problem was, I did not want to go there. I wanted to find someone in my own neighborhood. I knew that the hard part would be the initial approach, and it was.

My first interview subject turned out to be a false start, but a good start for practice. When I asked for an interview, he graciously waved his hand at the seat across from him and bid me to sit. We were at the Starbucks on Haggerty Road, and after speaking to my subject, George, I knew I had to find a better place to stalk people likely to be the "real thing". I had commenced to rather nervously explain my purpose there, when George held out his hand and introduced himself. Rule number one: introduce yourself—pretty basic, I tucked that in my bag of tricks. George told me he would be glad to speak with me, but said "You probably have the wrong person." I thought, What is he telling me: he is tall, dark, and handsome, but he's Mexican?

"I'm from Lebanon", he said. "Oh, I said, that's good." But as I began to ask him questions, I knew what he meant when he said I might have the wrong person. He had been in the U.S. since 1976, and all of his family was here. He had a master's degree in engineering from U of M. Had his family experienced any prejudice? "No", he said, only one of his brothers who had a distinctly ethnic name, Jihad, had been questioned by the FBI, "but everything was cleared up." We spoke a bit more, but it was obvious that he was entirely acculturated. He had taken the best our society has to offer and used it to create a comfortable middle-class life here for himself and his family. He even told me he was going to vote for George W. Bush, which completely surprised me. He had a story, but he had no axe to grind.

George did, however, give me a hot tip on where I might go to find The Culture that I was looking for. "Shatila," he recommended, "a wonderful pastry and coffee house in Dearborn. It is very busy, nice and has every kind of pastry. I think you will find what you're looking for there." I thanked him and he wished me good luck. I left thinking about the fact that I was so flustered that I forgot to introduce myself at first and to shake his hand, not to mention the fact that he was sophisticated and educated. He obviously did not fit my assumption of what I thought he would be like. I wondered if he was amused by my confusion, or perhaps thought as one of my other subjects said, "They think we are goat herders." Maybe George thought I thought he would be that "type".

Now I had to face my worst fears and go to Dearborn. I had never been there. Being from Northern Michigan most recently, we certainly had no people of an exotic or dangerous persuasion, unless it was the Michigan Militia. I felt uncomfortable, but determined.

The trip to Shatila Foods, on the corner of Warren and Schaefer, turned out to be fruitful and challenged more of my assumptions. My friend Niki, who is a

native of this area, thought she should go with me for support. I was grateful for the company, as I was experiencing some trepidation. As we drove further down Warren and the store signs began to appear in Arabic, I gave a little shudder and opined to Niki that “This area looks kind of run down.” She did not think it looked run down, she thought it looked normal. Oh well, I guess you have to be from here, but as we came to Schaefer Road, suddenly the world view changed and we were presented with a welcoming sight. Shatila was part of a new, modern building complex, such a contrast to its surroundings, and indeed, we felt welcome as we saw men and women of a mix of ethnicities entering the bakery and coffee house. Niki had been led to believe that we might not be able to go into an Arab coffee house because they are traditionally all men. No women allowed. Well, this was from a friend of hers that has been a teacher in the Dearborn school system for years. What do we really know about these people?

What a delight, a feast for the eyes and palate. Marble and skylights, with lots of sunlight streaming in. A waterfall cascaded down the back wall behind the counter, and there were cases and cases of exotic, honeyed pastries. I felt relief flood my body. Not only would I find interview subjects here, I would have a sensual treat doing it. I told Niki I just had to spot my subjects. There they were, a middle-aged couple, unmistakably Middle Eastern.

Second Interview: Walid and his wife. I introduced myself and explained what I was doing. They graciously bid me to sit down. They are from Iraq. Bingo! One of the first things Walid asked me is if I was from the INS? I assured him that I was not, but I could not find my school I.D. He was satisfied. The couple wondered how long this will take. Everyone wonders how long it will take, so I ask questions fast.

They have been here forty-two years and own a liquor store. My first question, “How did life change for you after 9/11?” First Walid shrugs and states that it did not affect them much—only travel. I see the wife make a resentful face. I see she feels differently. She states that she felt the discrimination against her. “We’re on a plane in Las Vegas; there are only eight of us. They call my name; they want to talk to me. I say, ‘Why you pick me? There are eight people here and you pick me. Why not them?’ They told me the computer picked my name.” They searched her and she was angry. She was not suppressing her anger as I felt that perhaps her husband was.

Walid stated that his insurance premium for his business jumped from \$3,000 to \$6,000. He says, “I feel like an angry American. I am hostile against Al-

Qaeda. All my family is here, except for my cousins. In Mosul, someone told them, ‘Don’t go to church today, they are going to blow it up.’” He interjects that they are Christian. I notice that while he tells me some of these things, especially that they are Christian, he holds his hand by the side of his mouth to muffle his words, and several times his eyes dart left and right. I think he is either adding drama to entertain me, or—could he be paranoid? I would like to know, but I feel this is too much to ask if he really does feel that there could be someone eavesdropping.

I ask them about American politics, “What about George Bush’s policies?” Walid spits out, “What George Bush is doing in Iraq is terrible, worse than before”, as he stabs the air with his index finger. “Sooner or later Iraq will be the home of Al-Qaeda because of Bush!” Walid believes that Iraq will never be a democracy; American troops are destroying it. “It is good Saddam is gone, but I don’t believe he had anything to do with Al-Qaeda.” I felt my heart sink when Walid told me he did not think Iraq would ever be a democracy. I feel sorry for them, I feel sorry for me, for the U.S.

“So Marsha, what is your last question?” They are getting anxious to do their shopping. “What do you think about Kerry being elected president?” I ask. Walid shakes his head and says, “I don’t know about Kerry, I’d rather have the devil instead of Bush.”

I am elated that I have actually talked to these people and listened to what they had to say, even if it was not a lengthy interview. Thoughts are bouncing around my brain like pinballs. I went back to my table and decided this is not enough. I tell Niki that the young man I previously glanced sideways at, and rejected as a terrorist type, I was now going to interview. Now he had a young beautiful woman sitting with him, whom I took to be his wife, and he looked much more approachable. I was going to try them. Niki said, “But you thought he was a terrorist”, and I said, “I’ve decided he’s not.”

Approach two, second interview: Baasher and his wife Nusret. So polite and seemingly gentle, he gestures for me to sit. “We’re from Pakistan, is that all right?” Going through my mind was the thought, “Of course—a lot of terrorists are harbored there.” Of course, I did not say this. “Baasher, after 9/11 how was life for you?” I asked.

“I felt sad and reserved”, he replied. “I felt discrimination and dirty looks. I was confused. I went to my neighbors to talk to them, and they opened up. It was better after talking.” Baasher does feel that he had

continued on page 16

Women in Computer Graphics Tour of South Africa

by Prof. Colleen Case (Computer Graphics Technology)

A great opportunity and privilege was given to me when I was asked to join the October 2004 "Women in Computer Graphics Tour of South Africa". Images arose in my head of African wildlife and tribal customs, along with images of political turmoil.

Our tour was to conclude at the Third International Conference on Computer Graphics, Virtual Reality, Visualisation and Interaction in Africa ("AFRIGRAPH") in Stellenbosch, where I'd been asked to give a half-day tutorial on my Web Design Process. But in conjunction with AFRIGRAPH, five international women role models were also asked to tour eight South African universities with conference keynote speaker Wolfgang Strasser. Our goal was to promote Computer Graphics and Interactive Techniques as a viable career for women. The audiences would include not only university students but also 14- to 16-year-old young women bussed in from the surrounding schools and townships.

Meeting the Tour Members

After 27 hours of travel, I arrived in Johannesburg, South Africa late in the evening. I was to meet my travel colleagues the following morning after an overnight stay at the Emerald Guest House ("guest house" is the South African term for a bed-and-breakfast).

The drive from the airport to the guest house opened my eyes: I saw several billboards of Donald Trump, vacant streets with very few people outdoors, and gates and fences everywhere. The beautiful guest house was a welcome sight. We entered the secure, gated property and were brought to lovely rooms. Gates are necessary as there is a crime problem in these poor urban areas; 35% of South Africans are unemployed.

We met our colleagues at breakfast. The morning sunlit garden outside the dining room was inviting, and the plant life and warmth of the sun welcomed me to South Africa. This country has over 24,000 species of plants, and nearly 10 percent of all the flowering plant species known on earth can be found in this small area. Over 80,000 jacaranda trees line the city streets, their bright purple blossoms making beautiful tunnels as we drove through.



Colleen with students from Cape Town, South Africa

Our group included Wolfgang Strasser, from the University of Tübingen, Germany, James Gain, a professor from the University of Cape Town who organized the tour arrangements, and his graduate student Ilda Ladeira. Ilda is a marvelous young woman working on a Masters degree. She uses virtual reality in a project designed to capture the storytelling of San culture (the San hunter-gatherers inhabited the southwestern regions of southern Africa from as early as 8000 BC). Another member of our group was Katja Bühler from the Virtual Reality and Visualisation (VRVis) Research Center in Vienna, Austria. Katja is a key researcher in their Medical Visualisation Group, which does real-time visualisation of three-dimensional medical data, state-of-the-art computer-aided diagnosis, and surgery simulation. Other members of our tour group included Marie-Claude Frasson, a doctoral student at INRIA (the National Institute for Data Processing and Automation, outside Paris, France); Barb Helfer, Vice President of SIGGRAPH (the special interest group for computer graphics of the Association for Computing Machinery, based in the U.S.); and myself.

Touring the Universities

Our first tour stop was the University of Pretoria (<http://www.up.ac.za>). Pretoria, only about 30 miles from Johannesburg, is the administrative capital of South Africa, and the university there is the largest in the country. Courses are given in both English and Af-



rikaans. South Africa has 11 official languages: English, Afrikaans, Zulu, Xhosa, Sotho, Venda, Tswana, Tsonga, Pedi, Shangaan and Ndebele.

We spoke at the Education/Law building of the University of Pretoria. Wolfgang Strasser went first. He has a long background in computer graphics, and used video samples to give an overview of the field and its challenges. Later, as the keynoter at AFRIGRAPH, he spoke about mesh simplification, image-based rendering, the point-based approach, data structures, perspective mapping, and real-time rendering. Wolfgang's department at the University of Tübingen, the Wilhelm Schickard Institute/ Graphical Interactive Systems, is named after the man who in 1625 built the first four-function calculator.

Our group flew south to Port Elizabeth and then drove 80 miles east to the little town of Grahamstown to speak at the Arts Major Lecture Theatre at Rhodes University (<http://www.ru.ac.za>). James is a graduate from Rhodes, and he proudly showed us his alma mater and shared with us his experiences on this lovely campus. The audience was appreciative as we continued to discover more about each other and to explore South Africa. The town itself, charming us with

the whitewashed look of its Victorian buildings, was founded in 1812 by British soldier John Graham.

We drove to the University of Port Elizabeth (<http://www.upe.ac.za>). Along the way we saw rolling hills and salt flats, ocean side and city. Port Elizabeth is a popular beach resort. It's also the headquarters of the South African motor industry, so almost everyone there knows where Detroit is. We spoke at the UPE Auditorium on the Summerstrand Campus. The school children were so amazing and fun for me. I changed my presentation approach to asking them questions, and was delighted with their energy at the reception afterward. They were full of questions. Who did you vote for? What is your opinion of the war? In the U.S., how does one get into cheerleading, and more importantly, Is it considered a sport or a popularity contest? Do we look like the blacks in your country? I laughed with them about Britney Spears and Eminem, and we also talked about science, math, drawing, and dance.

Camping at a Wildlife Refuge

We had completed five university stops on our tour, and the weekend was approaching. Our little group spent the weekend camping at Addo Elephant National Park (<http://www.addoelephantpark.com>). We arrived at the park just as it was getting dark, and it was eerie to enter a wildlife area and hear the sounds of animals in the wilderness.

We watched the elephants and their calves a number of ways. At the campground, we stayed in beautiful thatched-roof buildings that had a porch view of the wilderness hillside, where these and other animals grazed. Watching elephants at the nightly watering hole while shooting-stars swept across the sky was enough to fill the spirit.

continued on next page



A township, (left), and Colleen with some township students.



South Africa *continued from previous page*

The thicket was heavy in some spots, but there was open terrain in others. Over the course of the weekend, our sight grew accustomed to focusing on motion, and we could spot creatures that we hadn't initially noticed. Living within the campground were giant tortoises, beautiful birds, and monkeys. We also saw kudu, zebra, and water buffalo. I fondly remember Wolfgang running over to our cabin and screaming in a thick German accent, "A Reno, a Reno!" Puzzled, I looked over to the hill and saw a rhinoceros.

But mostly we saw elephants. Many, many elephants: there were 300 in the area. There is a deep local respect for them and they are thought to have magical powers. The San people of southern Africa believe that elephants can call rains from the sky. Water is all-important to the creatures. These were hot days, and the elephants loved wallowing in their mud pool. We saw them playing in the watering holes while the giant bull observed and stood watch. They would spray large amounts of water with their trunks. At times they surrounded our van and walked gently by, brushing against the windows. They were so large that I was in awe. There were also fun-loving babies and calves.

We saw the dung beetles that eat elephant dung, recycling the organic matter and redistributing it. They in turn are eaten by mongooses, meerkats, and bat-eared foxes. Amazingly, there are 1800 species of dung beetles, but many are endangered now. There are lions in the park, although we did not see them. We did see warhogs, red hartebeest, and ostriches. We even ate ostrich sausages as part of our *braaivleis*, or barbecue (it is a southern African tradition to grill meats at a campsite).

Sharing Social and Political Perspectives

Our tour of the universities resumed with a flight from Port Elizabeth to Cape Town. On board, we met and spoke with young people from South Africa, and read about local legends such as Desmond Tutu, Nelson Mandela, Nadine Gordimer and others.

Cape Town, "the Mother City", is confined by water and mountains and has had a population explosion in recent decades. We took a cable ride to the top of Table Mountain for a glorious view of the surrounding peaks and both the Atlantic and Indian Oceans. While looking out into the sea, one can spot Robben Island, where the anti-apartheid hero Nelson Mandela was held prisoner from 1963 until his release in 1990. This island, named for its seals (*robbe* in Afrikaans), was once South Africa's notorious penal colony but is now a museum and monument.

One of many anti-AIDS posters at the University of Cape Town



The University of Cape Town (<http://www.uct.ac.za>) is the oldest in the country, with ivy-covered buildings on the hillside. We spoke at the Hahn Theatre there. UCT has a strong social consciousness. Recognizing their historical context within Africa, they passionately try to overcome the legacy of apartheid and other forms of discrimination. Posters of AIDS awareness and testing abound in the student spaces. Ilda spoke of some virtual-reality research in her lab that involves resources for AIDS.

From Cape Town we went east to the University of Stellenbosch (<http://www.sun.ac.za>). Stellenbosch was also the location of the AFRIGRAPH Conference. I presented my Web Design Process as a half-day tutorial there on my 52nd birthday.

At the same time as AFRIGRAPH was going on, the U.S. was in the midst of a presidential election that the whole world was watching. Posters about the election could be seen in the roadways of Cape Town. The front page of newspapers read, "America Divided". One commentator wrote, "Although Kerry would never be charismatic— he could be 'Mandela-like' in his actions... It should be interesting to South Africans that— despite enormous opposition— John put together a bipartisan relationship and led the normalizing of relations with Vietnam; it was a clarity of vision which for me was Mandela-like."

Watching the election from afar in the midst of representatives from eight nations was truly unique. With empathy, South Africans stated that one is not always proud of what one's country does; this spoke volumes with their recent history of apartheid. •

Fall 2004 MIIIE Conference in Muskegon

by Prof. Josselyn Moore (Sociology and Anthropology)

Last semester, I had the opportunity to attend and present at the Fall 2004 MIIIE Conference. The MIIIE, the Midwest Institute for International/Intercultural Education, is a consortium of schools, mainly community colleges, devoted specifically to increasing an awareness of interculturalism and globalism through internationalizing of curricula and programming.

This year's meeting was held at Muskegon Community College in Muskegon, MI on October 15-16. Approximately 70 instructors, administrators and students from 34 colleges participated.

The conference featured 14 sessions on a wide variety of topics, including classroom strategies for intercultural education; creating or participating in Fulbright projects; campus initiatives; study or travel abroad to China, England, Mexico, Ireland and Japan; and issues such as the politics of hunger and the U.S. role in Iraq.

I gave a presentation on our Focus Middle East project, in which I highlighted its campus-wide, cross-disciplinary character and explained its components, including the Middle East Speakers Series, specially designed coursework, our book club, and the website featuring educational resources and student work. Of special interest to the audience of about 30 were the specific examples of how instructors from a variety of disciplines incorporated Middle East materials into their classes. Many were impressed by the participation rate of our faculty and the immediate and widespread impact that the project had in our classrooms as revealed in the April 2004 survey results. Two faculty members from Grand Rapids C.C. have proposed visiting Schoolcraft to learn more about our program. In the discussion that followed, it was heartening to hear that there were other schools that had similar programs, although none were as sustained, extensive or resource-rich as ours. Other schools tended to have just a week featuring a region of the world, and it tended to remain on the fringe of instruction.

Harman Murtagh, of the Athlong Institute of Technology in Ireland, gave the keynote presentation about the impact of globalization on Ireland, its improving economy, and the opportunity for students like ours to participate in summer study-abroad programs at AIT.

One of the most informative sessions was given jointly by representatives from Michigan State University and the University of Michigan, introducing us to their international resources. Both MSU and UM are designated as federal National Resource Centers by the U.S. Department of Education and receive a portion of their funding under Title VI of the Higher Education Act of 1965. This designation carries with it outreach obligations. Although the resources these institutions provide emphasize the middle school and high school levels of instruction, many colleges take advantage

of their especially rich resources. At MSU, the International Studies Program is the umbrella for various outreach programs:

- John Metzler, Outreach Coordinator for the African Studies Center at MSU, described the varied resources available through their website: <http://africa.msu.edu>. E-mail: Africa@msu.edu.
- Marilyn McCullough, Assistant Director of the Asian Studies Center at MSU, introduced us to the new "Windows on Asia" outreach website: <http://www.isp.msu.edu/asianstudies/wbwoa/index.html>. E-mail: asiansc@msu.edu.
- John Glew, Associate Director of the Center for Advanced Study of International Development (CASID) at MSU, introduced an impressive array of online resources and funding that MSU provides. CASID is a multidisciplinary unit organized to promote and coordinate the study of issues related to international development from the perspective of the social sciences and liberal arts. Website: <http://www.isp.msu.edu/casid>.

The University of Michigan was represented by Marty Powers who introduced their Center for Chinese Studies website. Staff at the CCS or at any of the nearly two dozen other area centers at UM can be contacted through the <http://www.umich.edu/~iinet/iisite/centers.html>.

In the session on Campus Initiatives, faculty from St. Louis C.C.-Forest Park described their community outreach program, which provides training to international students so they might educate others in their own or related cultures about HIV/AIDS. The college organized the training, recruited students, and handled cultural sensitivity issues, while the Red Cross provided the HIV/AIDS training.

In other sessions, faculty presented international/intercultural modules they'd developed at an MIIIE Title VI Summer Workshop at Kalamazoo Valley C.C. In her presentation on "Helping Students Learn about the Non-Western World", Iona Abraham of Lorain County C.C. (Elyria, OH) described how she incorporates the goals of cognitive and affective growth and respect for other cultures in her English class. She proposed that learning about other cultures (knowledge) encourages students to expand their sense of "self" (identity) to the point that it can include the "other" experience of different cultures. Dr. Abraham uses the feature film "Personal Velocity" (dir. Rebecca Miller, 2002), and introduces the concept of *ubuntu* (common humanity) as discussed in books like Michael Battle's *Reconciliation: The Ubuntu Theology of Desmond Tutu*. Grace Liu, St. Louis C.C.-Forest Park, showed how she uses Vietnamese culture as a theme for her ESL class. Vietnamese represent a significant and growing ethnic group in their student body, and this course module encourages students to learn about Vietnam as a country, not just as a war.

Kudos

SCII Faculty Chair **Josselyn Moore** received word in October that the Board of the Midwest Institute for International/ Intercultural Education voted to hold the April 2006 MIIIE Annual Conference here at Schoolcraft. Being selected as conference site by our parent organization reflects SCII's successful work, and provides an opportunity to advance it further. Josselyn's report on the MIIIE Fall 2004 Conference appears on p. 15 of this issue.

Business major **Sean Lin** of Canton has been a work-study student assigned to SCII during Fall '04 and Winter '05. His assistance with office work, logistics, and publicity has been exemplary. At the end of Fall term, Sean reflected: "Working with the International Institute helped make this semester extra educational. It was a pleasure, and I look forward to next semester." Sean, who came from China when he was in the fourth grade, became a U.S. citizen last year and changed his first name (formerly Yushun) at that time.

Sri Lankan pre-engineering student and tutor **Meththayana Darshan Talagalage** of Farmington Hills has been active this year helping raise funds for tsunami relief. The effort, under the auspices of the Great Lakes Buddhist Vihara, has raised about \$15,000 so far for the "Help Sri Lanka Disaster Relief Fund". Plans are to use some of the funds for construction of a new hospital.

Laura Leshok (Counseling) presented "Alphabet Soup: Is that an F or M?" at the Regional Conference of the National Association of Foreign Student Affairs (NAFSA), held in Ann Arbor in early November. That presentation was nominated best of conference. In addition, Laura was a professional development workshop presenter for a session called "F1: The Second Step", a national workshop format for those with 18 months or more of experience.

Colleen Case (Computer Graphics Technology) heightened her collaboration with international colleagues during a 2003-4 sabbatical. She spent much of that winter working with them to establish online resources, including a peer-reviewed journal for CGT educators. She has also attended meetings in Granada, Spain; Portugal; Hangzhou, China; and South Africa. Her report on the "Women in Computer Graphics Tour of South Africa" begins on p. 12 of this issue.

Five students of **JuJuan Taylor** (Communication Arts) presented "A Historical Celebration: A Message from Rev. Martin Luther King, Jr." during the

College's Jan. 17 remembrance of the African-American leader. Students **John P. Celusta**, **Doretha A. Craig**, **Keats H. Dolgin**, **Keith E. Dotson**, and **Sean P. Terry** researched and prepared a script, made the presentation, and ended with a question and answer session. The event, which also included a workshop on Schoolcraft as an inclusive organization, was organized by the Committee for a Season for Non-Violence, led by Sr. **Joan Kusak** (Newman Center) and **John Titus** (Career Planning and Placement).

Randy Schwartz (Mathematics) made a presentation at the Eighth Maghreb Colloquium on the History of Arab Mathematics (COMHISMA8), held Dec. 18-20 in Radès, Tunisia. The title of the presentation was, "Some Issues in the Origin and Development of *Hisab al-Khata'ayn* (Method of Double False Position)".

In December, longtime SCII activists **Evan Garrett** (History) and **Don Ryktarsyk** (Business) both retired from the College after outstanding careers. Don was the founding editor of this newsletter (1996-98). •

Cultural Communities *continued from page 11*

opportunities here, and states that things are okay for his Mom and Dad who are here. "But", he says, "I want Bush out! He lies blatantly, about weapons of mass destruction, about everything!" When I ask if it will help if Kerry gets elected, he only states, "It can't make it worse." He adds, "We should rebuild Iraq and help them, have something good come out of this."

Nusret, his wife: "Of course we didn't like Saddam, but Saddam and Osama had nothing to do with each other." Nusret asked me what news channel I watch, and I told her usually CNN. Woman to woman, she recommended that I try another channel. She named several that she no longer watches because it upsets her children too much, they cannot understand what all the fighting is about. After this thoughtful recommendation, Nusret said, "They should have not gone to war in Iraq, but should have done something quieter to get rid of Saddam." I stared straight into her eyes for a split second to see if she meant what I thought she meant. I said, "Do you mean someone should have assassinated him?" "Yes," she quietly nodded, "that would have been better."

Baasher and Nusret had to leave. They were going to her sister's wedding that afternoon. Nusret was dressed in a lovely fuchsia dress and scarf embroidered in gold. She looked radiant. For a while, she would forget about war.

