



Europe... and "the Other"



Schoolcraft art student Holly Yeager created this intriguing twin-take on Vermeer's famous painting, "Girl with a Pearl Earring". Her work was carried out in Winter 2004 for Art 106 (Basic Design), taught by Sarah Olson.

Intrigued? See page 6.

Learning English Grammar through German Grammar

by W. Victor Hill (German)

When do we say “who”, and when do we say “whom”? What is a gerund? What is the perfect tense? What is a passive sentence?

Most Americans have taken grammar classes, and have passed with good grades. Yet most Americans know nothing about grammar.

Why?

International Agenda

Editor: Randy Schwartz (Mathematics Dept.)

Founding Editor: Donald Ryktarsyk (Business Dept.)

voice: 734/ 462-4400 ext. 5290

fax: 734/ 462-4558

e-mail: rschwartz@schoolcraft.edu

Material contained in International Agenda may be reproduced or quoted provided that the source is credited.

Published once per semester by

International Institute (SCII)

Schoolcraft College

18600 Haggerty Road

Livonia, MI 48152-2696

Archives are available at the SCII website,

<http://www.schoolcraft.edu/scii>

SCII Administrative Director:

Assistant Dean Cheryl Hawkins (Liberal Arts Divn.)

SCII Faculty Chairperson:

Josselyn Moore (Sociology/ Anthropology Depts.)

Focus Europe Coordinator:

Sam Hays (English Dept.)

GlobalEYEzers Coordinator:

Sandy Roney-Hays (Sociology/ Anthropology Depts.)

Website Coordinator:

Mitali Chaudhery (English Dept.)

Publicity Design & Event Coordinator:

Malasri Chaudhery (Psychology Dept.)

The mission of the Schoolcraft College International Institute is to coordinate cross-cultural learning opportunities for students, faculty, staff, and the community. The Institute strives to enhance the international content of coursework, programs, and other College activities so participants better appreciate both the diversities and commonalities among world cultures, and better understand the global forces shaping people's lives.

Grammar is unnecessary if you have ten years to learn a language. We simply *nachaeffen*, that is, ape, mimic, imitate what we hear. Our sentences are usually perfect, but there is no way to understand our mistakes. Therefore we are doomed to make the same mistakes again and again.

America is going through a language crisis. Most of the media-centered language of today is colloquial and does not present examples of proper well-formed sentences. How can we compensate for the damage done by this misinformation?

Do we know how to pronounce words and why? How do you pronounce “debt”, “vase”, “Freud”, “believe”, “receive”, etc.? The problem is complicated by the fact that most people are very sensitive about speech corrections in their native language.

This problem has motivated me to develop a new program for young people, “Learning English through German”. The program starts everyone on an even keel. All words and pronunciations are new; therefore there is no need for any student to feel self-conscious.

German is pronounced exactly as it is written. German and English are the most closely related languages. When Americans refer to themselves as Anglo-Saxons, they are referring to the Angles and the Saxons, who were Germanic people that ruled England from the 5th through the 11th Centuries. The Anglo-Saxon language is called Old English. The sentence structures and components of modern English and modern German are very similar. English has been simplified, but the same rules of direct objects, indirect objects, infinitives, perfect tenses, and nominative, accusative and dative cases are hidden in the English language.

Unlocking the secrets of grammar bridges the gap between *Nachaffung* (imitation) and *Wissen* (knowledge). To continue the discussion, contact me at detroitgermany@hotmail.com or visit www.detroitgermanyproject.com

Colorful Finale to the Focus Africa Project



Schoolcraft's year-long Focus Africa project was brought to a colorful conclusion on Nov. 29 with a four-hour cultural festival, "Uzuri Wa Afrika: The Beauty of Africa". Performers included the Marcus Garvey Academy Drum and Dance Ensemble (above); Hakamma: Women of Wise Words; and Afro-Cuban salsa from Energetic Soul Studio. Students displayed African dress and artwork (right) and various class projects, such as the African book covers (below) created by students in Design Concepts and Technology (CGT 109) taught by Colleen Case. Educational games and quizzes, and food provided by A Taste of Ethiopia and other restaurants, rounded out the event.

Upper photo by Randy Schwartz; the remaining two are by Anna Bandoian and her children. Anna was an online English student of Dr. Sumita Chaudhery.



A Focus on Europe in 2007

For better and also for worse, Europe has shaped the world, and its importance cannot be denied. It has the world's largest economy, and is also a leader in ideas and culture. Europe was the continent where rationalist philosophy was born, where the Industrial Revolution began, and where democracy, capitalism, colonialism, socialism, and fascism were each attempted for the first time on a large scale. Europe was also where two world wars were ignited, and where the Holocaust was scorched into human memory.

This is the fourth year that our International Institute has organized a campus-wide, year-long focus on a selected cultural region. Our first three foci were the Middle East, Latin America, and Africa, all of which are today part of the less-developed world. Among our reasons for studying Europe is to get a better handle on the factors underlying the lopsidedness of global development.

Focus Europe project director Sam Hays and others in the International Institute have identified three key themes that we need to address in our study of this region:

- we need to develop and deepen our students' appreciation of the great achievements of European culture, including its contributions to literature and philosophy, art and music, and science and technology
- we need to understand how European powers have used economic, political, and military means to extend their spheres of influence across the less-developed world
- we need to learn about the problems that Europeans confront as they attempt to unify and modernize a region stamped with rich cultural diversity as well as stark inequality.

Keeping in mind these three dimensions of Europe—humanistic, colonial, and multicultural—provides us with a wide but focused frame for our year-long study.

Instructors and their classes can participate in Focus Europe in a variety of ways:

- Project director Sam Hays has organized a series of campus speakers and films on aspects of Europe and its role in the world. You, your colleagues, students, friends, family, and members of the community are all cordially invited to attend. Contact Sam to arrange to bring your whole class to such a presentation. You can assign students to write up what they learn at these events, for regular or extra credit. A series calendar is provided on the next page. Schedules containing more detailed information are available in dropboxes around campus, and are also being sent to faculty mailboxes and inboxes.
- Instructors are urged to integrate Europe-related topics into their coursework, with special attention to the three dimensions identified above. Be creative in developing ideas and materials for classroom presentations, course readings and assignments, student projects for regular or extra credit, etc. The instructor-written articles in this newsletter related to European art, literature, cuisine, and languages, should help stimulate your thinking.
- During the first half of 2007, Pageturners, the campus book-discussion group, will host discussions of four widely-varied books that help bring the European experience to life. See the calendar on the next page for details, and contact Faye Schuett for further information.
- The GlobalEYEzers group invites staff and students to join discussions on Feb. 2 and Mar. 30 about current events in a global context. See the calendar on page 16 for details, and contact Sandy Roney-Hays for further information.

Let us know how you bring some global perspective into your coursework this year! •

Schedule for Focus Europe Events

Winter 2007	
Tues., Jan. 30 10 - 11:30 am LA-200	Film, "Paper Clips" (2004) A moving documentary that captures how the middle-school students of a Tennessee town responded to lessons about the Holocaust by filling a railcar with one paper clip for each person exterminated by the Nazis.
Thur. Feb. 8 11 am -12 MC-200	Talk, "Generational Domestic Friction in Immigrant Households" Anca Vlasopolos, WSU Dept. of English
Feb. TBD	Pageturners book discussion <i>No Return Address: A Memoir of Displacement</i> (2000) by Anca Vlasopolos, the true portrait of a family that survived the Holocaust and political repression before migrating to Detroit.
Tues. Feb. 20 11 am -12 LA-200	Talk, "Imperial Interventions and the Global Politics of HIV/AIDS" Claire Decoteau Ph.D. student, UM Dept. of Sociology
Mon. Feb. 26 10-11:30 am LA-200	Film, "Guns, Germs, and Steel", episode 2: "Conquest" A National Geographic special, based on Jared Diamond's award-winning book explaining how the world became so unequal, this episode depicts the Spanish conquest of Peru in 1532.
Mar. TBD	Pageturners book discussion <i>Sophie's World</i> (1994), by Norwegian writer Jostein Gaarder, is a mystery novel that deals with issues in the history of Western philosophy.
Thur. Mar. 15 10-11 am LA-200	Talk, "A Physicist's View of Research in the City of Light" (Paris) Paul Holody SC Dept. of Physics
Wed. Mar. 21 11:30 am -12:30 LA-200	Talk, "Ethnic Presence In Detroit" Armando Delicato Author, <i>Italians in Detroit</i>
Mar. 23-24 Mar. 30-31 Apr. 6-7 SC Theatre	Play, "Measure for Measure" (1603) by William Shakespeare, edited and directed by James R. Hartman, SC Theatre Dept. A tragicomedy dealing with issues of justice and mercy, freedom and morality— not to mention sex!— among the nobility of Renaissance Europe.
Apr. TBD	Pageturners book discussion <i>Mayflower: A Story of Courage, Community and War</i> (2006), by Nathaniel Philbrick, details the tragic, heroic, exhilarating, and profound experience of the Pilgrims who journeyed from Europe to the New World.
Thur. Apr. 5 6:30-9:30 pm VT-550	Film, "Battle of Algiers" (1966) The late director Gillo Pontecorvo's gripping and classic quasi-documentary shows urban insurrection during Algeria's late-1950's struggle for independence from French colonialism.
Thur. Apr. 12 10-11 am LA-200	Talk, "Water for Profit: Privatization of a Public Trust Resource" Diane O'Connell, SC Dept. of Geography
Jun. TBD	Pageturners book discussion <i>Girl with a Pearl Earring</i> (1999), by Tracy Chevalier, is a novel of the professional and domestic life of the Dutch Golden Age painter Vermeer— as told by Griet, the servant-girl.

Europe... and “the Other”

by Randy Schwartz (Editor)

I was intrigued when I first saw Holly Yeager’s design that I’ve placed on our cover and also to the right. It’s based on the well-known painting “Girl with a Pearl Earring”, also referred to as the “Girl in a Turban” or the “Mona Lisa of the North”. The original was painted in about 1665 by a great artist of the Dutch Golden Age, Johannes Vermeer. Tracy Chevalier’s historical novel about Vermeer and his household, itself called *Girl with a Pearl Earring* (1999), was selected by Pageturners for discussions on campus this June. The novel was also made into a movie of the same name in 2003, starring Scarlett Johansson and Colin Firth.

To my eyes, the most intriguing aspect of Holly’s design is the relation between her two depictions of the girl. In one, she renders her in starkly angular form; in the other, by replacing the angles with circular arcs, she creates a figure that could be a modern, urban young woman of color. Notice how the resulting pair of young women appear as if from two radically different cultural backgrounds, but they also share an underlying unity of form. To me, Holly’s design symbolizes how there can be an underlying kinship between one culture and “the other” cultures that might seem strange or hostile to it. All peoples and all cultures share the kinship of a common humanity.

Vermeer had his own ways of portraying such cultural intersections. Art historians have interpreted the girl’s turban as a way that he, like some other painters of the time, chose to represent the Turkish influences that Europe was then absorbing.

This openness to things Turkish was especially significant at that time, since the Ottoman Turks were considered “enemy infidels”. They had conquered southeastern Europe for Islam, and repeatedly laid siege to Vienna, Austria. In a pattern that resonates with our own “clash of civilizations” today, philosophers such as Martin Luther in Germany and Erasmus in Holland had tried to delineate between what is just and what is unjust in such warfare, and to determine whether tolerance is possible between rival cultures and religions. In his tract “On the War against the Turks” (c. 1530), Erasmus argued that war should be undertaken only for self-defense and only as a last resort, and he warned his fellow Christians: “Any who believe that they will fly straight up to heaven, if they happen to fall in battle against the Turks, are sadly deluding themselves.” He went on to write,

The mass of Christians are wrong in thinking that anyone is allowed to kill a Turk, as one would a



mad dog, for no better reason than that he is a Turk [or Muslim]. If this were true then anyone would be allowed to kill a Jew; but if he dared to do so he would not escape punishment by the civil authorities. The Christian magistrate only punishes Jews who break the state’s laws, to which they are subject; but they are not put to death because of their religion. Christianity is spread by persuasion, not by force; by careful cultivation, not by destruction.

The more that I look at paintings like Vermeer’s, the more I am fascinated by the fact that while Europeans could resist the Turks militarily, they couldn’t resist their culture. This comes through even in small details in the paintings, such as carpets having Muslim designs, or the colorful tulips that Holland is famous for. The tulip, which was introduced to Europe from Ottoman Turkey in the mid-1500’s, caused in Holland a sensation known as “tulip mania”, now a general term for any economic bubble. By the 1630’s, Dutch tulips were so valuable that their trade had helped give birth to several features of market capitalism, including the stock exchange, commodity speculation, futures contracts, and the business cycle. Interestingly, our word “tulip” comes from the Turkish word for “turban”.

As Rich Weinkauff notes in his article on page 8, the European café or coffeehouse, which would play such an important role in intellectual and social life, was also a Turkish import. In fact, the very word “coffee” is Turkish. A number of fixtures of European cuisine, including strudel and many other types of pastry and bread, were products of Ottoman influence.

While Europeans could resist the Turks militarily, in many ways they couldn’t resist their culture— and thank goodness! Who can resist strudel? Europe is the fascinating cultural mosaic that it is today because of centuries of cultural mixing. I hope that you and your students this year will find yourselves unable to resist exploring these cross-currents. •

Anca Vlasopolos: An Extraordinary Story of Immigrant Resilience

by Helen Ditousas (English)

On February 8 at Schoolcraft College, in conjunction with the Focus Europe project, Anca Vlasopolos— poet, novelist, and professor of English— will share a chapter of her moving memoir *No Return Address: A Memoir of Displacement*. This work, a notable recipient of the Wayne State University Board of Governors Award in 2001-2002 and the National Writer's Voice Grant for Creative Non-Fiction in 2001, will also be featured as the literary selection for Pageturners at Schoolcraft College during the month of February (see calendar on page 5).

No Return Address is described by its publisher, Columbia University Press, as a “vivid memoir of a life in exile and a poignant meditation on pleasure and loss, repression and transgressions, and the complexities of love under harsh human conditions.” Vlasopolos was born of a Jewish mother and a Greek father, the latter of whom, as a political prisoner of the Communist regime in Rumania, died when Anca was eight. As the publisher notes, “Vlasopolos renders a clear and loving portrait of her mother, an Auschwitz survivor courageously raising a young girl by herself after the death of her husband, a political dissident. She details their years of limbo in Brussels and Paris and of settlement in Detroit, Michigan, as well as her ultimate decision to identify the United States as home, inspired by the strong multicultural quality that allows so many others to do the same.”

Anca Vlasopolos currently teaches at Wayne State University where she remains Head of Comparative Literature in the English Department. Her areas of specialty include comparative literature, feminist studies, and contemporary women's drama. She received her B.A. in English from Wayne State University in 1970, her M.A. in Comparative Literature in 1971 from the University of Michigan, and a Ph.D. in Comparative Literature from the University of Michigan in 1977.

In addition to her memoir, Vlasopolos has also published a mystery novel set in Detroit, *Missing Members*; three poetry collections, *Through the Straits*, *At Large*, and *The Evidence of Spring*; and numerous scholarly publications, including an article in *Science Fiction Studies* #30 (July 1983) on Mary Shelley's *Frankenstein*. She recently presented a lecture entitled “American Patriotism: Nathaniel Bowditch and the



End of Monarchy at Sea” as part of the Wayne State Humanities Center Brown Bag Colloquium Series last November 15.

As a former Ph.D. student at Wayne State University, I was fortunate to complete two graduate seminars under Anca's tutelage— one in Comparative Literature, and one in Translation Studies. Her breadth of knowledge and genuine passion for literature made both classes a memorable experience. As a professor, Anca always provided thoughtful and critical feedback with regard to our own scholarly projects. Through a series of valuable mediations, Anca guided me through a challenging academic quest. At the end of her seminar in Translation Studies, I successfully completed a six-chapter translation of a Modern Greek novel entitled *I, Martha Freud*. I think back to this moment, and the amicable relationship I formed with Anca in later years, with great fondness.

It is no surprise, therefore, that I am both delighted and excited in her upcoming presentation. I encourage both students and faculty to attend what will surely be an engaging event. In light of the recent debates on immigration, Vlasopolos's tale of xenophobia and belonging is especially relevant and telling. In her presentation she will reveal her experiences of familiarity and foreignness within a touching narrative of familial love, sacrifice, and devotion. She will share not only her story, but her mother's tale of extraordinary strength and perseverance. Please join me in welcoming Anca Vlasopolos as our distinguished guest at Schoolcraft College. •

Pasticiatta and *Golumpki*: Teaching European Culture Through Food

by Rich Weinkauf

Richard Weinkauf is the incoming Assistant Dean-Sciences. Raised in Rome, NY, he earned a BS degree in Environmental Science and Forestry from the State University of New York, a BS in Biology from Syracuse University, and an MS in Biology from the University of Michigan. He worked as a research associate at UM Hospitals, and then was employed for 18 years at the Parke-Davis (now Pfizer) research facility in Ann Arbor, as an associate scientist, a clinical systems manager, and a senior information-systems analyst. After taking a buyout from Parke-Davis, Rich came to Schoolcraft as a student and earned a Culinary Arts degree in May 2003. He captained the Schoolcraft team to first-place national honors at the American Culinary Federation's Knowledge Bowl Competition that July. He later completed the Brigade program and worked as a sauté cook and pastry cook at Loving Spoonful (Farmington Hills). Rich began teaching credit and noncredit culinary courses at the College in Fall 2005, and last year he internationalized his Culinary Management 107 and 210 courses as options for the new Global Endorsement program.

The white cardboard box on my great-grandmother's kitchen table contained a delight we looked forward to each Sunday morning. It was heavy, and kids know that good things always come in the heaviest, biggest packages. The air in her kitchen was thick with the aromas of wine, garlic, fresh minty basil, inky black coffee, hot sausage roasting in a huge black iron pan, anisette, meatballs and tomato sauce.

The old men sat on a bench behind the kitchen table, leaning back against a sea-foam green plaster wall, drinking coffee laced with anisette and eating searing-hot meatballs jammed on a fork. A rubble pile of *biscotti* on a hand-painted ceramic platter marked the geographic center of the table, which was otherwise littered with spoons, small plates, coffee cups, used forks, crusty Italian bread, little bowls of *calamari* braised in red wine and tomato sauce, cruetts of olive oil and shot glasses half-filled with Galliano, Sambuca or Frangelico.

Amid this cacophony of food, jabbering English and Italian, utensils, and sizzling, our attention was focused on the white box, tied with delicate white string. One of the old men would cut the string with a pearwood-handled folding knife he kept in his pocket and ask "*Pasticiatta?*"

Pasticiatta was a heavenly but heavy treasure from the Roman Pastry Shop. We pronounced it "pasta-CHOT" like the old Italian men at the table, dropping the final syllable as you do among friends. We never really knew what the word meant, or that it might have come from the Italian word for pie: *pasticcio*. They just looked like little pies to us. We knew they were delicious.

The dense crust was golden brown, shiny from the egg wash, breaking in sweet, chewy yellow chunks. The top crust was thick, and except for the lemon-curd variety—which was identifiable by a little knot of dough baked into the top—you took your chance on whether the pie oozed with thick chocolate custard or vanilla-bean cream inside. The adults could never eat more than half of a small *pasticiatta*, but kids could eat two. There is nothing in the world like *pasticiatta* for breakfast, along with oily Italian coffee drowned in milk. Grownups liked to tell us kids that full-strength coffee would stunt our growth.

Food as an Emblem of Cultural Difference

Beyond the city limits of Rome, New York, the phenomenon known as *pasticiatta* was relatively unknown. In fact, even within the city there were friends of mine, who would now proudly wear the tag "redneck", who knew nothing of *pasticiatta*. My redneck friends, with whom I spent many summer days ridding the earth of intact soda cans using their 16-gauge shotguns, were unacquainted with my favorite Italian pastry. This was my first realization that my family celebrated a different culture than my friends up the road.

We were alike in so many ways, in almost every way, except that my dinners were filled with ingredients that they identified as strange, and sometimes even revolting. Squid and stuffed mussels and spicy olives and *ricotta* cheese made my friends gag. Of course, the Italian favorites were familiar—you can't walk more than 50 feet in Rome, New York without stumbling into an Italian restaurant. But the delicacies that were rare and special to an Italian family of the 1960's were found in the corner markets, and those quickly succumbed to the rise of the big supermarkets, with their hype, convenience, and advertising power. Along with a centralized shopping experience, the supermarket offered bland, mass-produced, undiversified choices of packaged food items. Supermarket *provolone*, for example, was milky, almost gummy; we were used to the yellow-rinded, peppery, sharp, dry *provolone* that can be sliced

paper-thin and could still demand your attention paired with *soprasetta* and Italian bread.

My friends were amazed that I got to drink a juice-glass of wine at Grandma's house. Our wine was dark and strong and tannic, and more often than not made by a relative from Sangiovese grapevine cuttings that were traded over fences among neighbors. If coffee would stunt our growth, wine would make up for that. In our Italian kitchen, coffee was the drink and wine was food.

Italian food dominated our dinners, but German and Polish influences also abounded in our family. I think my love of *golumpki*, or Polish cabbage rolls, stemmed mostly from the fun I had saying the word. To my kid brain, it was more suited to naming a distant alien world than a food, but I couldn't deny how those golden brown, butter-fried cabbage leaves stuffed with rice and pork summoned me from my backyard spaceship to be first at the table when they were on the menu.

These foods, even the mere mention of them, made me realize that I shared a common bond with others who knew them. We knew something of their origins, and for that matter our own origins, including how our families came to settle in our neighborhoods. Conversely, blank stares at the mention of *pasticciatta* or *golumpki* introduced me to other friends, who looked and talked like me, but shared completely different cultural backgrounds and experiences in their family kitchens.

Food Culture in the Classroom

Now, 35 years later, I have found myself teaching a class at Schoolcraft named "Food and Culture" (Culinary Management 107). The course is an amalgam of historical events, food history, international cuisine, human evolution, and the effects of food itself on the history of the human race. Maybe it is an odd perspective through which to teach history and culture, but no more odd than the glass-bottomed tankard that allowed a drinking man to watch an enemy approach when the beer was at full-hoist.

Food and beverages are excellent focal points for introducing the chain of events that shape a culture. Economic catastrophes in Europe account for such events as Polish vodka being made from potatoes rather than wheat mash—potatoes were cheaper than wheat. If it weren't for the hasty retreat of the Turks from their siege of Vienna in 1683, leaving behind bags of green coffee beans which were roasted, brewed and mixed with milk, coffee as we know it might have been delayed in Europe by hundreds of years. That in

turn might have delayed such historical events as the French Revolution, which was planned in coffeehouses. Due to the lack of sanitation, and especially due to the siting of slaughterhouses right inside towns so that freshly butchered meat could be sold in markets across the street, drinking water was polluted and disease-ridden. Beer and gin were the liquids of choice until coffee became popular. Coffeehouses were some of the first venues in Europe where common people congregated in public to discuss ideas *while sober*.

Food, and especially spices, formed the main impetus for much of the Portuguese and Spanish exploration of the Americas. A New World food item that was especially popular in the European market was the turkey. Native to Mexico, it was known as the Indian hen or Indian chicken in Britain and most of Europe, the Indians called the turkey a Peru, while in Turkey the bird was known as a Hindi. Confused? Me too.

Food is familiar, if it is yours, and strange or even repellant if it is someone else's. European history is filled with examples of food shaping cultures, historical events, successes or failures of societies, or even empires. The lack of food has caused emigration, and even cannibalism, while the surplus of food has resulted in wars of conquest and extinction of cultures.

Amid these grand and far-reaching historical events, the common thread of food running through them brings dusty memories and dates and people just a little closer to students. The information about food sometimes sparks questions about related historical topics, and other times about the food itself. Experience builds on experience. A discussion of Neolithic cultures touches on domestication of the goat, which might lead to a discussion of the taste of goat's milk, and from there to the pasteurization process and microbiology, and on to food safety laws regarding the aging requirements of raw goat's-milk cheese. The discussion might end with a look at the major cheese-producing regions of Spain, France, Britain, and Italy, and their geography and climates.

Beer and wine are also great subjects for introducing the histories, languages, geographies, geologies, climates, cultures, and philosophies of Europe. Through the Wine and Spirits course (Culinary Management 210), students are introduced to not only the wines or beers of a region, but also to the type of soil, climate and geography of each region and the effects these have not only on the grape or grain, but the people who produce the product. Imagine harvesting grapes for *eiswein* (ice wine) on the steep

continued on page 13

New Urgency in Teaching European and Other Foreign Languages

by Anita Suess Kaushik (French and German)

Since English is as close as you will get to having a global language, for a long time in the U.S. the ability to speak English was considered sufficient to communicate with large parts of the world. But in recent years there has been a clear change in the perception of foreign languages here.

A lot of people now believe that to succeed in the intense competition that the country is facing in the global marketplace, companies must thrive overseas. To do so requires employees with proficiency in languages other than English, as well as—and this is just as important—an understanding of other cultures. As David Graddol, a well-known British linguistics scholar and faculty member of The Open University, admonished: “Monolingual speakers of any variety of English— American or British— will experience increasing difficulty in employment and political life, and are likely to become bewildered by many aspects of society and culture around them.” (Quoted in Associated Press, 2004). Graddol was commissioned by the British Council to research the shifting global status of English; the findings were published in his report, *English Next* (Graddol, 2006).

The high schools have reacted to these changing winds, and have just recently mandated a two-unit foreign language requirement. It is a good measure, but not nearly enough. In Europe, for instance, it is common for students to learn and become reasonably proficient in two or three non-native languages by the time they are 18. True, many language zones are packed into a relatively small space in Europe, whereas the U.S. and most of Canada constitute an enormous English-speaking area. But with the Internet and the phenomenon of the global village, geographic borders are less and less meaningful in determining with whom you interact most often or easily.

According to recent surveys, knowledge of a foreign language has been elevated to a top priority level in workforce readiness. In a *Boston Globe* article entitled “Demand for Multilingual Workers Growing”, Nancy Wilber, managing principal of an outplacement firm that also advises companies on human resource matters, said: “We’re seeing more candidates who are fluent in different languages [...] and that’s a key differentiator in getting new work.” (Bushnell, 2004) In the competitive environments of international business, the language of trade is increasingly the language of the client. A businessperson’s ability to communicate in the customer’s language can be very important, and to behave appropriately in the accompanying social situations and practices is essential.

Acquiring a language is also intricately linked to learning about foreign cultures. The Global Endorsement that Schoolcraft students can now earn by completing at least 15 credit hours in courses designated as international is a very important step in the right direction.

The traditional language major could be dramatically changed by an increasingly broad focus on culture. A Modern Language Association panel of top professors concluded that these majors have been seriously off course with their nearly exclusive emphasis on literature. Instead, the panel urged that “departments merge study of language and literature while adding more study of history, culture, economics, and society” so as to make the foreign language major more relevant to contemporary needs and not become “a quaint artifact”. (Jaschik, 2007)

European Languages

Let’s take a more specific look at the importance of some of the languages offered at Schoolcraft. In light of the 2007 Focus Europe project, we’ll begin with three European languages.

French is spoken today by about 175 million people around the world as a mother tongue or fluent second language, with significant populations in 54 countries, on every continent, making it the only global language besides English. It is also the second most frequently taught foreign language in the world after English, and one of the official languages of many international organizations such as the UN, UNESCO, NATO, EU, International Red Cross, International Labor Bureau, and the Olympic Games.

There are as many French companies in the U.S. as there are American companies in France: more than 1000, with a total of 400,000 employees. The website “Netscape Career Center” currently lists over 500 job openings requiring or desiring knowledge of French.

France has the fourth biggest economy and is also the fourth largest producer of automobiles in the world (Renault, Peugeot, Citroën). In the Detroit Metropolitan area, there is a strong presence of French automotive supplier companies always on the lookout for qualified applicants with knowledge of French. France continues to be a leader and innovator in science and technology. Examples abound in civil engineering (the TGV high-speed train; the underwater tunnel between England and France), aeronautics and astronautics (the Concorde supersonic airliner, a Franco-British enterprise; the Ariane rocket, a Franco-European initiative), medicine (the isolation of the HIV virus), and telecommunications. Our

northern neighbor, Canada, where French is an official language, is the U.S.'s largest trading partner, and Montreal is the second largest francophone city in the world after Paris.

French is also the *lingua franca* of culture, including art, cuisine, dance, and fashion. France has won more Nobel Prizes in literature than any other country in the world, and is one of the top producers of internationally acclaimed films. And last but not least, France is the number one tourist destination in the world, with more than 70 million visitors each year.

Over 120 million people speak **German** as their native language (in Germany, Austria, Luxembourg, Liechtenstein, as well as parts of Eastern Europe, the Balkans, Italy, Switzerland, and Belgium), making it by far the most widely spoken native language in Europe, ahead of French (66.5 million speakers) and English (64.2 million speakers). It is the third most popular foreign language taught worldwide, and the second most popular in Europe and Japan, after English.

German is also critical in the Detroit Metropolitan area with the presence of Daimler-Chrysler and a multitude of German suppliers. Germany has the third largest economy in the world, and is the economic powerhouse of the European Union. In 2003, 2004, and again in 2005, Germans were the world champions in exports, just ahead of the U.S.

Germany's economic strength equals business opportunities. The Japanese, who have the second most powerful economy in the world, understand the advantages that knowledge of German will bring them: 68% of students there study German! German corporations have over 2500 subsidiaries and affiliations in the U.S. and employ nearly 600,000 Americans. U.S. subsidiaries of German companies employ some 1 million Americans (plus 8.6 million indirect), while U.S. companies have 850,000 jobs in Germany (plus 2.3 million indirect).

Germany also maintains a dominant Internet presence. With 8 million Internet domains, Germany's top-level country domain ".de" is second only to the extension ".com", which places it ahead of ".net", ".org", ".info", and ".biz". German has also become a major international language of science. It is second only to English in the field of scientific publications, and 40% of scientists in the U.S. recommend that their students learn German.

Spanish is the world's third most widely spoken language after Mandarin Chinese and English, and ranks second in terms of native speakers. It is the mother tongue of approximately 350 million people in 21 countries, including Mexico (98 million), Spain (39 million), the U.S. (39 million), and Argentina (35 million).

The U.S. Census Bureau reports that the U.S. Hispanic population is expected to jump to 49.3 million by 2015. The current 39 million already make up 12.5% of the total population, representing an enormous consumer market. Right now at Netscape Career Center there are over 7000 U.S. job openings listed in which Spanish is required or desired! The top categories seek people for customer service and sales, health care, and administrative and management positions.

In many school districts, Spanish is the only language offered at the elementary and middle school level, and many students continue with Spanish in high school and beyond. Due to the strong presence of Spanish in this country, it has been the most widely taught foreign language since the 1970's in high schools, colleges, and universities, accounting for more than half of total foreign language enrollments (53%, or 746,267 students, in 2002, the last year available). This is nearly four times the number of students enrolled in French (201,979), the next most popular language, which is followed by German (91,100), Italian (63,899), Japanese (52,238), Chinese (34,153), and Arabic (10,584).

With nearly 40 million Spanish speakers in this country and the expansion of U.S. businesses to the fast-developing economies of Central and South America, studying Spanish is certainly a wise choice. These students will also learn about Hispanic culture, its fascinating history and achievements in world literature and art, and its presence in everyday life in large parts of the U.S. In addition, Mexico and Central America are some of the favorite tourist destinations of travelers from the U.S.

Arabic and Chinese

Schoolcraft College now offers credit courses in Arabic 101 (Elementary Arabic 1), starting Fall 2006, and Chinese 101 (Elementary Chinese), starting this Winter.

The U.S. Department of Education reports that training in less commonly taught languages such as these has evolved tremendously since the 1950's, when federally-funded foreign language fellowships were awarded to only 171 students to study six languages. Today, a very productive partnership between Washington and many universities has created the capacity to teach foreign languages and area studies covering all continents, including more than 200 of the less commonly taught languages.

However, government specialists are still concerned that the nation needs many more fluent speakers of foreign languages: "Within the Federal government alone, more than 70 agencies have foreign language needs, and one

continued on next page

Foreign Languages *continued from previous page*

agency reported to the Congress that it needed 30,000 personnel with knowledge of 80 different languages. Reports have shown that shortfalls in personnel with language training adversely affected agency operations and hindered U.S. military, law enforcement, intelligence, counter-terrorism, and diplomatic efforts. Following the September 11, 2001 attack, Americans once again became more aware of the need to become proficient in diverse languages, and the number of students studying Arabic, in particular, have soared" by 92% from 1998 until the last national poll in 2002, and more than likely doubled again since then. (U.S. Department of Education, 2004)

Arabic is spoken by 220 million people in 22 countries. It has always been a very important language, but it has become even more crucial in political, diplomatic, and also business circles in recent years. The political situation in the Middle East, as well as increased interest in Islam and curiosity about the fascinating ancient Middle Eastern cultures, have led to an immense growth in Arabic language courses.

Furthermore, we might need Arabic to communicate with our neighbors! Dearborn's population alone includes 30,000 Arab-Americans, the second largest and densest Arab community outside the Middle East. (Southeastern Michigan as a whole is estimated to include 250,000 Arab-Americans and Chaldeans.)

Chinese is in the world lead as the most widely spoken native tongue. Graddol projects that in 2050, Chinese will continue its predominance, with Hindi-Urdu and Arabic each climbing past English, and Spanish nearly equaling it. (Quoted in Associated Press, 2004)

China, the most populous nation in the world with 1.28 billion people, is one of America's largest trading partners. With China's continuous and massive economic boom, Modern Standard Chinese has become the most important language in the Asia-Pacific region. University programs promise students of Chinese that they will be much sought after for positions in export-import businesses, international banking, tourism, teaching, multinational corporations, and in public service in areas such as foreign affairs, defense, trade, and immigration.

Some students might hesitate to study Chinese because it is considered rather difficult and time-consuming to learn. Spoken Chinese is filled with similar sounds distinguished only by tones that can be tough for nonnative speakers to discern. And Chinese has no alphabet; instead, it has thousands of characters that must be memorized. An interesting fact: some Americans, convinced that China is the land of the future, are now hiring Chinese caretakers for their kids so that they will grow up bilingually!

An Accent on Multilingualism

Cultural awareness and foreign language proficiency are of utmost importance in today's world. It is absolutely critical that our students deepen their knowledge of the foreign languages they started to learn in high school, or study new ones. As Graddol commented, "The idea of English becoming the world language to the exclusion of others 'is past its sell-by date'. Instead, its major contribution will be in creating new generations of bilingual and multilingual speakers." (Quoted in Associated Press, 2004)

Let us participate in this exciting endeavor at Schoolcraft and motivate more of our students to become polyglots! •

Sources

- American Association of Teachers of German, "The Value of Learning German", <http://www.aatg.org/content/view/261/44>.
- Associated Press, "English Won't Dominate as World Language", 26 Feb. 2004; portions are available at <http://www.msnbc.msn.com/id/4387421> and <http://www.cnn.com/2004/TECH/science/02/27/future.language.ap/index.html>.
- Bushnell, Davis, "Demand for Multilingual Workers Growing", *Boston Globe*, 8 Feb. 2004, available at http://bostonworks.boston.com/globe/articles/020804_language.html
- Global Reach, "Global Internet Statistics (by Language)", <http://www.glreach.com/globstats/index.php3>.
- Graddol, David, *English Next* (2006), available at <http://www.britishcouncil.org/learning-research-englishnext.htm>.
- Jaschik, Scott, "Dramatic Plan for Language Programs" (2 Jan. 2007), <http://www.insidehighered.com/index.php/news/2007/01/02/languages>.
- Michigan World Language Association, <http://www.miwla.org/>.
- Netscape Career Center, <http://careers.netscape.com/>.
- U.S. Department of Education (International Education Programs Service), "Universities Address U.S. Needs in Less Commonly Taught Languages" (2004), <http://www.ed.gov/about/offices/list/ope/iegps/lctlanguages.html>.
- Vistawide World Languages and Cultures, "Why Learn German?", http://www.vistawide.com/german/why_german.htm.
- Welles, Elizabeth B., "Foreign Language Enrollments in United States Institutions of Higher Education, Fall 2002", <http://www.adfl.org/resources/enrollments.pdf>.
- Wikipedia, <http://en.wikipedia.org>.

European Food *continued from page 9*

shale-covered slopes of Germany's Rhine River at 3:00 am. By law the grapes must be frozen at a temperature of 17° F. for at least six hours before they can be harvested and pressed. If the grapes are attacked by rot, or damaged by storms before they naturally freeze, the harvest is *kaput*, and lives are ruined.

On the surface, popping the cap on a Bohemian beer or pulling the cork on a French wine can be prosaic. But connecting that *Pilsner Urquell* to the geography and history of the land where it is brewed (what is now the Czech Republic)—the sources of pure water with low carbonate levels; the excellent, spicy Saaz aroma hops; the *reinheitsgebot*, or German Purity Laws of 1516, which laid the foundation for the beer's celebrated quality; the development of a transportation system that got the product to the table—elevates that glass of beer to a cultural experience.

Advances in communication, transportation, climate control, shipping management, and food production and distribution have accelerated the cross-pollination of cultures and cuisines beyond the wildest imaginations of futurists of the 1960's. Supermarkets are now truly super, offering exotic produce from thousands of miles away and in perfect condition at reasonable prices. Telecommunications afford interaction and commerce between people all over the planet. Institutions such as the European Union advance and facilitate the exchange of people and their cultures by eliminating barriers and encouraging economic interdependence.

I can deliver all these concepts in a lecture and heads will nod—either in agreement or fully backward in comatose flaccidity. But place a selection of olives from Spain, Italy, Greece, and France in front of students, identify olive-growing locations around the Mediterranean using Google Earth, and connect this to the reason the price of wheat fell during the Golden Age of Greece—ultimately leading to unrest among wheat farmers and the eventual emergence of democracy—and nobody will be sleeping.

They can't— they'll choke on the pits. •

Kudo's

Nancy Paton, an Instructor of Art and Humanities at Schoolcraft College, has curated the exhibit, "One Great Tapestry: A Celebration of Ethnic & Cultural Diversity", opening at Madonna University on Feb. 8. See Calendar on page 16 for more information.

Sam Hays and **Sandy Roney-Hays** were presented with Presidential Recognition Awards by the College last semester, most notably for their outstanding work with the International Institute. Sam has organized the presentation series for the Focus Africa and Focus Europe projects, while Sandy has been heading up the GlobalEYEzers discussion group and assisting the Multicultural Fair.

Lila K. Zorn, who teaches English 106 (Business English), made the connections that brought **Floyd Cochran** to our campus to make an SCII-sponsored presentation last Nov. 6, "Spreading a Message of Racism and Hate: How the Ku Klux Klan Recruits Young People". Cochran is a former high-ranking member of the racist Aryan Nation who renounced his racist beliefs and in 1993 began speaking out.

Wayne Glass, Director of Grants, made the connections that brought **Dr. Fadwa al-Labadi** to our campus to make an SCII-sponsored presentation last Nov. 14 on "The Role of Palestinian Women in Social Change". Dr. al-Labadi, director of the INSAN Center for Gender and Women's Studies at al-Quds University in Jerusalem, spent this past year at UM-Dearborn as a visiting Fulbright scholar.

Buyun (Susan) Liu is scheduled to teach a new 4-credit course at the College this Winter, Elementary Chinese 1 (CHIN 101), offered on Thursday mornings from 8 am to 12 noon in LA-140. She will teach the fundamentals of the pinyin system (phonetics), basic grammar structure, and essential simplified characters, with particular emphasis on Mandarin Chinese. Students will get practice in reading, writing, speaking, and listening, and also develop skills in identifying and appreciating characteristics of Chinese people and culture.

The University of Michigan Museum of Anthropology has just published its third monograph from **Jeffrey R. Parsons** concerning the puzzle of ancient Aztec food production in the marshlands of central Mexico. Dr. Parsons is the UM anthropologist who spoke at Schoolcraft about this topic in Fall 2005 as part of the Focus Latin America project. His new work is entitled *The Last Pescadores of Chimalhuacán, Mexico*, which joins *The Last Saltmakers of Nexquipayac, Mexico* (2001) and *Maguey Utilization in Highland Central Mexico* (1990). All three works can be purchased directly from the Museum or through Amazon.com.

My Study Abroad Experience in Japan

by Sandra Dilley

Sandy Dilley, of Livonia, MI, is an International Business major at Eastern Michigan University, and has also taken courses at Schoolcraft College. Her academic focus has been in marketing and in Japanese. As a guest student at Schoolcraft, her coursework has included Fundamentals of Speech (Communications Arts 103) with Dr. JuJuan Taylor in Spring 2004, and Finite Mathematics (Math 135) with Randy Schwartz in Spring 2006.

I spent the Fall 2006 semester studying in Hikone City, Japan, a relatively small town on the shores of Lake Biwa, the largest freshwater lake in the country. The study abroad program is organized by the Japan Center for Michigan Universities in Hikone.

I had first decided to apply to this four-month program at the recommendation of a friend who had taken a summer course at the Center. Hearing of her experiences there motivated me to begin the long application process myself, in February 2006. I left for Japan in September.

Hikone sits in the prefecture of Shiga, which is Michigan's sister "state" because they both have large lakes. (Hikone itself is the sister city of Ann Arbor.) It was beautiful there, and mountainous, although very hot and humid when I arrived in early September.

Even though I was going to be living in a dorm with predominantly American students, exposure to Japanese culture began as soon as I arrived. For example, we had to take off our shoes at the door and wear slippers inside. At breakfast the next morning, we had to separate our trash into burnable and non-burnable items. These, among other things, probably seemed odd to my fellow students and I, but over time I

grew very much accustomed to Japanese culture and customs.

I took 10 credits of Japanese during my stay, so I was very busy. I also took an economics class at Shiga University, which I commuted to by bike. In Japanese, we had two quizzes every day, and were graded three times a day on participation and familiarity with material. Every Friday, we had tests and cultural activities, such as cooking.

Traveling around Japan was something I had looked forward to since I began thinking of studying abroad. To me, visiting the places that showed Japan's heritage as well as its modernity was one of the most motivating factors for my going overseas. I was able to visit places such as Osaka, Tokyo, Kyoto, and Shigaraki, a city famous all over Japan for pottery products. In Oosaka, a city near Hikone with a pretty castle, I went to a kimono festival and also did a little shopping.

My favorite city by far was Kyoto. There, I went to famous landmarks such as Kinkakuji (a pavilion completely covered in gold), Kiyomizu Temple, and Nijo Castle— all of which were breathtaking. Traditional foods and sweets were sold in stores around the city. Kyoto really gave me a feel for what I came to call "old Japan", despite its big-city atmosphere and bustling streets.

I was able to travel to Tokyo only once, since it is quite far from Hikone, but it was well worth the time expense. During my weekend in Tokyo, I stayed in Ikebukuro and Shibuya; these parts of Tokyo are known for their cutting-edge technology and fashion industries. Even though it is a very old city, Tokyo represents a "new Japan" for me, due to the fact that it is alive with activity around the clock.

Having studied Japanese for about five years, I found it very entertaining and



Sandy Dilley in Hikone, Japan in early September with a new friend, Manami Shiota, an English student from nearby Maibara high school.

challenging to communicate with the Japanese people in every area of the country I visited. I began to notice and try different dialects and intonations, although I was rather unsuccessful overall. The most important things I learned in Japan were things that I learned from the people I spoke with. My language teacher and the Japanese friends I made during my stay in Hikone really helped me understand how the people of Japan think and feel as a whole. Being able to understand the feelings of others and convey my own due to my many years of hard work was something very special to me.

I have since started school again in America, and am taking two Japanese classes at EMU this Winter. Being back in my home country with my friends is comforting and familiar, but I have come to miss my life in Hikone. In the short time I had been there, it had become another sort of home to me, a home which nothing I can experience here will replace. I hope to return to Japan someday and once again visit the places I love. For now though, I will have to make sure to keep the experiences and the culture close to my heart. And of course, I still take my shoes off at the door. ●

Multicultural Events Calendar

(Also see page 5)

- Nov. 3, 2006 – Jan. 31, 2007:** “Out of Iraq: Artists’ Meditations on Their Homeland”, an exhibit featuring the work of three Iraqi-American painters: Leila Kubba, Nadwa Qaragholi, and Mohammed Fradi. The artists discover common themes as they explore the past, present and future of a nation in crisis. Arab American National Museum, 13624 Michigan Ave., Dearborn, MI
- Jan 17, 2007:** Reception for the book *Uncouth Nation: Why Europe Dislikes America* with author Andrei Markovits, UM Professor of Comparative Politics and German Studies. Shaman Drum Bookshop, 311-315 S. State St., Ann Arbor, MI.
- Feb. 2, 2007:** GlobalEYEzers current events discussion group. Lunch provided. 12 – 2 pm, LA-130, Schoolcraft College, Livonia, MI.
- Feb. 8, 2007:** Free screening of “Soul of Justice: Thelton Henderson’s American Journey”, an award-winning film about the life of Thelton Henderson, one of the first African-Americans to be appointed a Federal judge. The filmmaker, Abby Ginzberg, will be on hand to make remarks. Sponsored by local chapters of the National Lawyers Guild and the American Constitution Society. 6:00 pm, Museum of African-American History, 315 E. Warren Ave., Detroit, MI.
- Feb. 8 – Mar. 9, 2007:** Art exhibit, “One Great Tapestry: A Celebration of Ethnic & Cultural Diversity”. Curated by Nancy Paton, SC Art and Humanities instructor. Madonna University, Livonia, MI. See also Feb. 16.
- Feb. 14, 2007:** Valentine’s Day panel, “The Many Meanings of Marriage and Gender Around the World”. A panel of Schoolcraft College international students will discuss patterns of dating, love, and marriage in each of their cultures. Sponsored by SC International Institute and moderated by Christa Cipparone. 11:30 am -12:30 pm, LA-200, Schoolcraft College, Livonia, MI.
- Feb. 16, 2007:** “One Great Tapestry: Art Exhibition”, a CES “Conversation and Coffee” presentation by Nancy Paton about the exhibit she curated (see Feb. 8 – Mar. 9, above). Register as CES 3569. 1-3 pm, MC-200, Schoolcraft College, Livonia, MI.
- Mar. 28, 2007:** SC Multicultural Fair, a vibrant celebration of the international cultures on our campus. Featuring country displays, cultural performances, demonstrations of languages and crafts, and ethnic food. 10 am-3 pm, VisTaTech DiPonio Room, Schoolcraft College, Livonia, MI.
- Mar. 30, 2007:** GlobalEYEzers current events discussion group. Lunch provided. 12 – 2 pm, room TBD, Schoolcraft College, Livonia, MI.
- Apr. 13-14, 2007:** 14th Annual Conference of the Midwest Institute for International/ Intercultural Education (MIIE). Kirkwood Community College, Marion, IA.

Comerica-Ford Global Thursdays

Every Thursday evening, Comerica and Ford Motor Company sponsor Global Thursdays at the Arab-American National Museum (13624 Michigan Ave., Dearborn, MI), a series of programs and concerts by diverse local and international performers. Tickets: \$10 general admission, \$12 at the door; discounts for students, AANM members, and series ticket holders. More information can be found at <http://www.theaanm.org>

January 18, 7:30 pm

Iron Sheik and Head-Roc. Using hip-hop as their medium, Head-Roc and Iron Sheik are educators and activists. Their timely, political and community-based songs speak about the passions, hopes, and dreams of oppressed people here and across the world.

January 25, 7:30 pm

Le Trio Joubran, Palestinian Oud Trio
www.eyefortalent.com

February 1, 7:30 pm

Samite, Ugandan Soul & African Folk
www.sroartists.com

February 8, 7:30 pm

Eric Bibb, Blues
www.ericbibb.com

February 15, 7:30 pm

Efe and Bambuti, Congo Drum and Dance
www.iambambuti.com

February 22, 7:30 pm

Leslie McCurdy, The Spirit of Harriet Tubman: A One-Woman Show
www.lesliemccurdy.com

March 1, 7:30 pm

Xiao Dong Wei, Chinese Classical and American Roots Music

March 8, 7:30 pm

Simon Shaheen, Palestinian Oud Virtuoso
www.sroartists.com

March 15, 7:30 pm

Elizabeth Ayoub, Venezuelan-Lebanese Songstress
www.elizabethayoub.com

March 22, 7:30 pm

Kiran Awuhalia, Pakistani & Punjabi Folk

March 29, 7:30 pm

Ismail Khalidi, Truth Serum Blues: A One-Man Show

April 5, 8:00 pm at Max M. Fisher Orchestra Hall

Marcel Khalifé with Absolute Ensemble
www.marcelkhalife.com

April 12, 7:30 pm

Thomas Mapfumo, Zimbabwean Traditional and Rock
www.thomasmapfumo.com

April 19, 7:30 pm

Leila Buck, In the Crossing: A One-Woman Show

April 26, 7:30 pm

Folk Out Concert: An Evening of American Folk Music