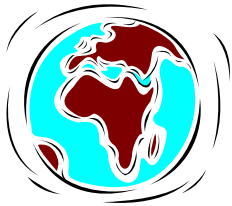


International Agenda



Newsletter of the Schoolcraft College International Institute (SCII)

Volume 4, Number 2

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Schoolcraft instructor Barry Wauldron and his students in Geography 241 visited Mexico's Yucatán peninsula this past June. Above: Viewing an old Spanish colonial building in Mérida. Below: The group eats at a restaurant in Playa del Carmen, a city south of Cancún. Wauldron appears on the left in each photo. For more information, see page 7 inside.

New SCII Website and Brochure

The International Institute worked hard this Summer to create a revised mission statement and a new website and brochure, all signs of our continued growth.

The mission statement, included in our masthead below, reflects our broadened grasp of the importance of global and multicultural education in enabling all students to understand the social forces impinging on them.

The SCII website, accessed at <http://www.schoolcraft.edu/scii>, contains information about our group, plus tabs for our events calendar, our regional Focus projects, this newsletter, academic opportunities, the Multicultural Fair, and our parent organization, MIIIE. The site was designed by Mitali ("Tia") Chaudhery (English) and Josselyn Moore (Sociology and Anthropology), with assistance from Matt Weber (Media) and Christina Bazylewicz (DocUcenter). Instructors are urged to submit events, projects, and other items for the website to Tia by e-mail at mchaudhe@schoolcraft.edu. Prior to teaching at the College, where she's now a temporary full-time instructor, Tia worked in the information technology industry in NY/NJ for several years, and her experience shows in this web design.

The new SCII brochure, a glossy, colorful tri-fold, was distributed in September to all faculty mailboxes, and is also available from drop-boxes around campus. It was designed by Randy Schwartz (Mathematics), Mala Chaudhery (Psychology), and Ellen Hochberg (Senior Graphic Designer).

International Agenda

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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.

Schoolcraft Hosts MIIIE Apr'06 Conf.

On April 21-22, 2006, Schoolcraft College will be hosting the annual conference of the Midwest Institute for International and Intercultural Education (MIIIE), parent organization of our International Institute.

Hosting this conference is a major honor and opportunity. MIIIE has 90 institutional members from across the Midwest and beyond, and the conference is likely to draw between 100 and 200 participants in all disciplines. Being selected as conference site reflects the successful work of our own Institute, which has been a member of MIIIE for over 10 years. The conference is a way to further advance the work of making curricula and programs at colleges across our region more internationally and culturally grounded, as well as to showcase our College.

The conference will be held in the VisTaTech Center over two full days (Friday and Saturday). SCII is playing a lead role in the local organizing work, with assistance from others on campus and from MIIIE leadership. Instructors from many different departments at the College can and should figure prominently among the participants. The entire SC faculty is invited to attend the conference, to be moderators of sessions, and to make presentations about their international- and intercultural-related work. Most of the presentations will occur within panel-type concurrent sessions, each involving 2-3 presenters before an audience of around 30 people. Presenters need to commit by November.

To get paper or digital copies of the tentative conference outline, the call for presenters, and the registration form (we also encourage you to forward copies of these to colleagues at other institutions who might be interested), contact Josselyn Moore or visit <http://puma.kvcc.edu/Midwest>.

Writing Fellows Contest Winners

"Writing About Latin America" Contest, W'05

Research Papers

- #1 Allison Kloiber, "Social Injustice" (Instructor, Sumita Chaudhery)
- #2 Kathy Marx, "Liberation Theology and the Sanctuary Movement" (Instructor, Steven L. Berg)
- #3 Theresa Olson (Instructor, Steven L. Berg)

PowerPoint Presentations

- #1 Tom Rich (Instructor, Steven L. Berg)
- #2 Rebecca Hawkinson, "Jorge Luis Borges's 'Elegy': An Ode to Live in Interesting Times" (Instructor, Sam Hays)
- #3 Stacie Schultz, "Carlos Drummond de Andrade: Historical Influences Affecting 'Your Shoulders Hold Up the World'" (Instructor, Sam Hays)

News Stories

- #1 Zach Norton, coverage of Focus project in *The Connection* (Supervisor, Sherry Springer)

Essay Papers

- #1 Micole Semonick-Jann, "The Mayan Number System" (Instructor, Randy Schwartz)

Kudos

Associate Dean **Bruce Sweet** (Business and Technology) and Profs. **Cathie Ferman** (Drafting/CAD), **LaVonda Ramey** (Accounting), and **Cedric Howie** (Economics) organized a pair of talks on “Economics, Politics, Challenges, and Concept of Development in Kosovo After the War”, delivered by **Dr. Musa Limani** last Jan. 26-27 in the Presentation Room of the VisTaTech Center. The presentations, one daytime and one evening, were attended by a large number of students, instructors, staff members, and people from the surrounding community. Dr. Limani is Director of the Economic Institute in Prishtina, Kosovo and former Assistant Dean of the Economics Faculty at the University of Prishtina. In his PowerPoint presentation, Dr. Limani reviewed the economic devastation caused by the Balkan wars of the 1990s, and the key development challenges now being faced by the people of Kosovo as well as by the UN mission, the IMF, U.S., and other forces for change in the region. Afterward, he presented Bruce and the College with a gift of three books (in English and Albanian) on the geography and resources of the region and on Serb atrocities in Kosovo.

Kathleen Fordyce (Nursing Coordinator) and the Nursing faculty organized cross-cultural presentations for students at Curriculum Enrichment Day last February. Her report appears on pages 10-11.

Josselyn Moore (Sociology and Anthropology), **Sandy Roney-Hays** (Sociology and Anthropology), and **Sam Hays** (English) attended the MIIIE Spring Conference in Illinois this past April. Their report appears on pages 12-16.

Alec Thomson (Political Science/ History) and **Colleen Pilgrim** (Psychology) have presented their research on U.S. psychological warfare in Burma during World War 2. See the report on pages 15-16.

Barry Wauldron (Geography) led a section of Geography 241 (Latin American Field Study) on an eight-day tour of Mexico's Yucatán region in June (see photos and story on pages 1 and 7). The four-credit course was created recently by Barry and his colleague **Diane O'Connell**.

Jim Nissen (Humanities) led “Art and Music in Western Civilization”, a three-credit course featuring a ten-day field study trip to Paris and vicinity in late June. **Mary Alice Palm** and **Larry Leopold** (both English) were among the 39 participants. The field study included visits to the Louvre and other museums, to Notre Dame and other cathedrals, and day trips to Versailles, Giverny, St. Germain, St. Denis, and other sites.

Colleen Case (Computer Graphics Technology) and **Sarah Olson** (Art) traveled to China for five weeks this summer to study art with a Fulbright “Group Projects Abroad” grant. See photo on page 16.

Laura LaVoie Leshok (Counseling Center) was a presenter at the 43rd Annual Conference of the Michigan Association of International Educators (MAIE), held April 13-15 at the McGregor Conference Center, Wayne State University. Laura, who is current Chair of MAIE, together with her colleague Tommy Martin (WSU), made a presentation that was named second for Best of Conference. Their presentation addressed how advisors of international students can best deal with the requirements entailed by the Student and Exchange Visitor Information System (SEVIS). SEVIS, inaugurated in Summer 2003, is an Internet-based system designed to enhance the ability of U.S. Immigration and Customs Enforcement to manage and monitor international students, scholars, and their dependents during their stays in the U.S.

Josselyn Moore (Sociology and Anthropology) and **Randy Schwartz** (Mathematics) received Peace Awards from Schoolcraft's **Committee for a Season for Nonviolence** at its closing ceremony on April 5 “for your incredible work through the Schoolcraft College International Institute”, in the words of Committee member **John Titus** (Career Planning and Placement). “Your efforts to educate the Schoolcraft community about the Middle East and now Latin America and to put a human face on those whom some would see as the enemy has significantly helped the cause of peace through understanding.” On April 16, John was part of a panel discussion “From 9-11 to the Iraq War: Ending the Cycle of Violence”, held at the First Unitarian-Universalist Church in Ann Arbor.

The “Images of Peace” Concept Award Contest, sponsored by the **Committee for a Season for Nonviolence** with cooperation from **Sarah Olson** and other art instructors, was held on March 21. Works related to the peace theme, created by art students in various classes, were displayed in the Forum Building and voted on by spectators. The top three vote-getters were works by students **Dan Zuber**, **Patricia Pellerito**, and **Linda Fenton**, who won respective prizes of \$150, \$100, and \$50.

Patricia (Trish) Pellerito of Westland, MI (see above) also taught Schoolcraft's first Continuing Education Services (CES) class on Middle Eastern Dance this past Spring and Summer. Trish, who is known professionally as Najwa al-Qamar, met with her 13 students at the Radcliff Center for an hour and a half each Thursday evening for eight weeks, teaching them about the technical, ethnic, and theatrical aspects of this artform. This Fall, Trish is repeating the eight-week class on Thursday nights, and also a new two-hour CES class “Belly Dancing Unveiled” in LA-200 on October 7.

Randy Schwartz (Mathematics) taught a two-hour CES class, “The Foods of Islam: A Journey from Porridge to Palace Cuisine” on June 3 in LA-200. The 16 students learned about the social and cultural forces that shaped Middle Eastern cuisine in the Middle Ages, and also tasted three North African dishes that Randy had prepared. •

“Focus Latin America” Gets *Hot, Hot, Hot!*

The year-long “Focus Latin America” project has *turned up the heat* for multicultural learning at Schoolcraft College! Our second regional focus effort, following Focus Middle East in 2004, this project has again tapped the enthusiasm of students, instructors, staff members, and people in our surrounding community.

At least 23 instructors in 11 different departments participated in the project last Winter semester alone, affecting the learning experiences of over 1,300 students. These instructors prepared course materials and assignments about Latin America, initiated relevant classroom or online discussions, or brought students to a series of campus presentations and films about the region.

Geography 241, the new Latin American Field Study course inspired by this project and created by instructors **Diane O’Connell** and **Barry Wauldron**, launched a successful trip to Mexico’s Mayan Caribbean this past June (see page 7). Diane and Barry plan to follow that up by leading a trip to Costa Rica next June.

To unfold and publicize this project, co-leaders **Mala Chaudhery** (Psychology) and **Josselyn Moore** (Sociology and Anthropology) have found new ways to reach across the campus and community. Reports have been carried in the *Livonia Observer*, the *Staff Weekly*, and *The Connection*, while ads have appeared on the campus marquee and cable network. A collaboration with English Prof. Faye Schuett and Pageturners, the College book group, resulted in the scheduling of public discussions this Fall on *Motorcycle Diaries: A Latin American Journey* by Ernesto “Che” Guevara and *One Hundred Years of Solitude* by Gabriel Garcia Marquez, as well as a trip to Stratford, Ontario to see “The Tempest”, Shakespeare’s philosophical comedy that was inspired by a 16th-Century Caribbean shipwreck. A further collaboration with the Student Activities Office and with Phi Theta Kappa, the student honors group, has led to the sponsorship and funding of ¡VIVA!, this November’s campus celebration of Latin American cultures (see page 7).

In conjunction with this project, students in many different classes have completed special papers, research projects, talks, or PowerPoint slideshows. Some of the best of these were entered into a contest with cash prizes offered by the Writing Fellows Program, directed by English Prof. **Steven Berg** (see winners on page 2). A second round of that contest is

open this Fall. The Fellows website at <http://www.schoolcraft.edu/fellows> has contest details, as well as a collection of online resources and guidelines for instructors and students researching Latin America. A larger collection of resources for faculty, including several bibliographies and a showcase of many of the instructor assignments and student-created projects mentioned below, is maintained by the International Institute, available from your campus computer via the public server at file:///U:\International\Focus_Latin_America.

The following are a few more examples of how Schoolcraft instructors in various disciplines chose to incorporate the Latin America focus into their coursework last Winter:

Alec Thomson (History and Political Science) covered, in greater depth than ever before, U.S. foreign policy in Latin America in his course on 19th-Century America. (He makes a campus presentation on this topic on October 19 as part of our series.) In addition, in his four sections of Survey of American Government last Winter, lectures as well as classroom and online discussions addressed contemporary foreign policy concerns in Latin America, along with Hispanic concerns domestically.

Deborah Zuccarini (Art) used the art of the Mayan, Aztec, Olmec and other great pre-Columbian civilizations, as well as of the modern Mexican mural and fresco movements, as subjects for lectures and student research in both of her sections of Art Appreciation. Deb and her husband Richard—both of whom trained under Lucienne Bloch and Stephen Dimitroff, two followers of Mexican painter Diego Rivera—spoke about Rivera’s fresco techniques and murals before a rapt audience of over 80 people in room LA-200 on April 5. **Sarah Olson** (Art) brought her Painting 1 and 2 students to the Zuccarinis’ presentation. **Andrea Nofz** (Spanish) and **Sumita Chaudhery** (English) also brought classes.

Josehns Silva Goncalves (Psychology) took Latin culture as a frequent topic in his lectures in a section of General Psychology. This treatment arose in the context of a cross-cultural analysis of human behavior, a discussion of perception and its ethnic implications, and a survey of race relations and behavioral generalizations.

Judy Morante (Spanish) brought her Elementary Spanish 2 students to see films in our Latin America Film Series, and they had a follow-up classroom discussion in Spanish on the Mexican painter Frida Kahlo. Judy wrote to us, "This is my first semester at Schoolcraft and I was thrilled to see Latin America featured."

Bob Schaden (Philosophy) invited students to use Latin America, if they wished, as the focus of their required papers for his online sections of Phil 243 (Introduction to Philosophy) and Phil 277 (Ethical Problems). For each course, he developed a list of ideas and guidelines for this purpose. For example, project ideas that he developed for the Ethical Problems course included (1) research the impact of culture, personal experience and religion on the Hispanic ethical and moral point of view; (2) compare and contrast Latin American and North American philosophy in so far as it serves as a basis of ethical thinking; and (3) use the ethical principles presented in this course to either support or challenge U.S. government and corporate policies toward Latin American regimes and peoples in such places as Argentina, Chile, El Salvador, Guatemala, or Nicaragua.

Janet Reeds (Anthropology and History) brought her Cultural Anthropology class to one of the three campus screenings of "The Motorcycle Diaries". Based on "Che" Guevara's autobiographical work, this 2004 film follows him as a 23-year-old medical student biking with a friend across South America in 1951-2, a journey that would inspire him to become a revolutionary. Afterward, Janet said that her students seemed to really like the movie, and she wrote: "I have thoroughly enjoyed attending the various programs hosted by the International Institute. I have announced all of the programs in my classes and have even taken several class groups."

Sumita Chaudhery (English) invited students in both of her sections of English Composition 2 to focus their research projects on Latin America if they so wished. Four students from each section chose to do so. One, Allison Kloiber, wrote a paper "Social Injustice" that won first prize in the research papers category of the Writing Fellows contest, garnering a \$150 award. Allison's paper examined the dynamics of poverty, violence, corruption and criminality in the region. She incorporated insights gleaned

from over two dozen sources, ranging from poems and short stories found in the course reader to history texts, newspaper exposés, and feature films.

Sam Hays (English) incorporated a special assignment for his online section of the Introduction to Poetry course. Each student selected a poem by a Latin American, researched its historical background, and created a project focusing on the poem and its context. Rebecca Hawkinson and Stacie Schultz created PowerPoint presentations on poems by Argentinian writer Jorge Luis Borges and Brazilian poet Carlos Drummond de Andrade, respectively, which won prizes in the Writing Fellows contest. Other students focused on writers such as Pablo Neruda (Chile) or Ruben Dario (Nicaragua). Vik Patel created an electronic collage as an original artwork to depict themes in the poem "Black Stone Lying on A White Stone" by Peruvian poet Cesar Vallejo.

Agnes Williamson (English) included several works by contemporary Chicano author Sandra Cisneros among her readings for English 55 and 102 (Writing Skills and English Composition 2). When she teaches Short Fiction, she likes to include the short story "And of Clay We Are Created" by the celebrated contemporary Chilean writer Isabel Allende. Agnes writes, "I believe that educators should include works from artists all over the world, so I am pleased that Schoolcraft is incorporating this philosophy. As you know, this promotes understanding of other races and ethnic groups, and instills pride in the individual learner's culture."

Randy Schwartz (Mathematics) developed a set of ideas for written projects related to indigenous and contemporary mathematics in Latin America, which students can do for extra credit. He distributed this material to all 42 math instructors, and developed an accompanying bibliography that was posted to the campus public drive and the Writing Fellows website. Among the students who carried out such projects, Micole Semonick-Jann wrote a paper on the ancient Mayan number system that placed first in the essay papers category of the Writing Fellows contest, winning a \$150 prize. •

“Focus Latin America” Presentations and Films

All events are in room LA-200 except where indicated.

Winter 2005	
Thurs. Feb. 10 12 pm, 3 pm, 6 pm	Film, “For Love or Country: The Arturo Sandoval Story”. Story of the world-renowned Cuban trumpet player.
Tues. Feb. 15 1-2 pm	Talk, “Exploring Latin Caribbean Music” Osvaldo “Ozzie” Rivera, Madonna U. Social Work and Multi-Cultural Affairs
Wed. Feb. 23 12-1 pm	Talk, “Freedom House: An Island of Hope for Immigrants in Detroit” Gloria Rivera, Exec. Dir., Freedom House, Detroit
Thurs. Mar. 17 12 pm, 3 pm, 6 pm	Film, “The House of the Spirits” Based on Isabel Allende’s novel following 3 generations of a Chilean family.
Mon. Mar. 28 12-1 pm	Talk, “The Myth of <i>Mestizaje</i> : The Colonial Construction and National Deconstruction of Race in Mexico” David Frye, UM Latin American and Caribbean Studies
Wed. Mar. 30 12 pm, 3 pm, 6 pm	Film, “Frida”. Story of Mexican painter Frida Kahlo, her rocky relationship with her mentor and husband Diego Rivera, and their place in society.
Tues. Apr. 5 1:30-2:30 pm	Talk, “Diego Rivera & the Mexican Muralists: Their Impact on Art in the United States” Deborah Zuccarini, SC Art, and Richard Zuccarini, artist
Tues. Apr. 12 10-11 am	Talk, “Haiti After Jean-Bertrand Aristide” Rudy Simons, VP, Cranbrook Peace Foundation
Thur. Apr. 14 12 pm, 3 pm	Film, “Evita” Rise to power of Eva Peron, colorful, controversial First Lady of Argentina.
Mon. Apr. 18 11:30-12:30 pm	Talk, “Perspectives on the United States and El Salvador: U.S. Policy Over the Past 25 Years” Sue Sattler, attorney

Fall 2005	
Wed. Sept. 21 12-1 pm	Talk, “Diversity Among Latinos” Osvaldo “Ozzie” Rivera, Madonna U. Social Work and Multi-Cultural Affairs
Thur. Sept. 29 2-3 pm	Talk, “The Dirty War in Argentina and the Mothers of the Plaza de Mayo” Patricia Owen Steiner, author, <i>Hebe’s Story: The Inspiring Rise and Dismaying Evolution of the Mothers of the Plaza de Mayo</i>
Tues. Oct. 4 6-8 pm VisTaTech Presentation Room	Talk, “Assessing Ten Years of NAFTA in Mexico” Ian Robinson, UM Social Sciences and Institute of Labor & Industrial Relations
Thur. Oct. 13 2-4 pm	Film, “Maria Full of Grace” Follows a 17-year-old Colombian’s descent from an assembly-line job into drug smuggling.
Wed. Oct. 19 1:30-2:30 pm	Talk, “A Primer on United States Foreign Policy in Latin America” Alec Thomson, SC Political Science and History
Wed. Oct. 26 9:30-10:30 AM	Film, “American Family: Journey of Dreams” A segment of the 13-part miniseries showing a Hispanic family’s struggle in America. Discussion follows.
Wed. Nov. 2 11 am - 3 pm VisTaTech DiPonio Room	VIVA! A Celebration of Latin American Cultures Featuring “Ozzie” Rivera and his salsa/jazz group “La Inspiración”, plus food, student works, and more.
Thur. Nov. 10 11 am - 12	Talk, “Domesticating the Marshlands in Aztec Mexico: Feeding Urban Populations from Swamps” Jeffrey Parsons, UM Anthropology

In conjunction with the Focus project, Prof. Steven Berg (English and History) has made Latin America a major theme in his section of English 200 (Introduction to Film). He is screening the films listed at the right for his class in room LA-470 at 10:00 am on the dates indicated. Interested individuals are invited to view any of the films along with the class. If one of your own classes would like to attend a movie, let Steve know in advance and he can schedule it in a larger room. Steve has also created study guides for these films and is willing to share those.



Mon. Sep. 26: “¡Que Viva México!” (Sergei Eisenstein, Mexico, 1930)
 Mon. Oct. 3: “The Emerald Forest” (John Boorman, Brazil, 1985)
 Mon. Oct. 10: “The Three Caballeros” (Walt Disney, U.S., 1945)
 Mon. Oct. 17: “Food for the Ancestors” (Bruce Z. Kraig and Dudley Nieto, Mexico, 1996)
 Mon. Oct. 24: “Dance Hall Queen” (Rick Elgood and Don Letts, Jamaica, 1997)
 Mon. Oct. 31: “Club Dread” (Jay Chandrasekhar, U.S., 2004)
 Mon. Nov. 7: “Santo Contra la Invasion de los Marcianos” (Alfredo B. Crevenna, Mexico, 1966)
 Mon. Nov. 21: “Scooby Doo and the Monster of Mexico” (Scott Jeralds, U.S., 2002)
 Wed. Nov. 23: “The Many Faces of Zorro” (compilation, U.S., 1998)
 Mon. Nov. 28: “The Mark of Zorro” (Fred Niblo, U.S., 1920)
 Mon. Dec. 5: “Strawberry and Chocolate” (Tomas Gutierrez Alea and Juan Carlos Tabio, Cuba, 1993)

Students Tour the Yucatán

The students of Geography 241 (Latin American Field Study), and their instructor Barry Wauldron, went on an eight-day field study trip to Mexico's Yucatán peninsula this past June. Barry reports, "We had six people in our group, but were combined with three other groups from around the country, for a total of 28. We all had a very educational experience and lots of fun. We became close-knit in no time."

The group, conducted by EF Tours, visited notable natural sites like coastal Cancún, the Caribbean island of Cozumel, Chankanaab National Park, and the blue, shimmering X'Keken *cenote* (sink-hole) near Valladolid. They also toured the city of Mérida with its Spanish colonial buildings, and they climbed on ancient Mayan ruins at Chichén Itzá, Uxmal, and Tulum.

This new four-credit course was inspired by the Focus Latin America project and was created by Wauldron and his colleague Diane O'Connell. It teaches students how to apply map reading, spatial analysis, and other geographic concepts to the physical, cultural, political and social features of Latin America. Plans are being made to visit Costa Rica next year. •



Above, the group clammers up Kukulcan-Quetzalcoatl Pyramid ("El Castillo"), one of the best-known Mayan ruins at Chichén Itzá. The square-based pyramid, approximately 75 feet tall, was built for astronomical purposes. At the vernal and autumnal equinoxes (March 20 and September 21), at about 3 pm, sunlight bathes the western balustrade of the pyramid's main stairway. This casts seven isosceles triangles of light, resembling the body of a serpent 37 yards long that creeps downward until it joins the huge serpent's head carved into stone at the bottom of the stairway. Mexican researcher Luis El Arochi believes that this symbolic descent of Kukulcan, the feathered serpent, might have been connected with agricultural rituals.

Coming Wed. Nov. 2

On Mexico's Day of the Dead (Día de los Muertos), celebrating the spirits of departed ancestors...

11:00 am – 3:00 pm
VisTaTech DiPonio Room



¡VIVA!

A Celebration of Latin American Cultures

Co-sponsored by Phi Theta Kappa and SCII

Featuring **La Inspiración**,

Ozzie Rivera's hot salsa and Latin jazz band

- Plus salsa and tango lessons by Energetic Soul and others
- Authentic food prepared by Schoolcraft's Culinary Arts Program and by local restaurants
- Art, music, and more.

Some of your students might like to help pull off this event or create projects for it (music, artwork, computer graphics, displays, food, etc.)— please contact Mala Chaudhery (psychperspectives@yahoo.com) or Josselyn Moore (jmoore@schoolcraft.edu).



Ann Arbor Pow Wow: Portal to an Alternative Universe

by Larry Leopold

Larry is an Adjunct Asst. Professor of English at the College. He works full-time at the Center for Occupational and Personalized Education, Inc. (COPE) in Ann Arbor.

The drum roll call begins with a resounding, thunderous beat as the 33rd annual Ann Arbor Pow Wow calls the audience to a new awareness of the power of Native America culture. This “Dance for Mother Earth”, as it was aptly called, was just that— a celebration of Mother Earth and all life which came from Her.

I attended this pow wow with my friend and colleague, Mary Alice Palm. It was held at the University of Michigan’s Crisler Arena on the weekend of April 2-3.

Entering the arena, one is immediately drawn into an alternative universe, a spiritual realm where dream and reality meet in one continual coexistence. The intertribal dancing will begin after the Grand Entry which consists of the Flag Song, Invocation, Welcome Addresses, and the Veteran’s Song. The Flag Song serves as the Native American equivalent of a national anthem. It honors those who have fought for and defended native people. The Victory Song represents the spirit of the pow wow.

The Grand Entry sets the tone, and creates a space, for the intertribals to dance together before the competition begins. Over 500 regalia-clad dancers participate, but all attendees, including non-native people, are welcome to join in this preliminary dance as the strength of the pow wow universe continues to emerge. All tribes of Michigan, along with other state tribes, are on the floor dancing to the pulse of the drums. The Ojibwe, Ottawa, Potawatomi, Shawnee, and Huron all enter the spirit circle of collective transcendence— the ancient universe of native life conjured forth where all are now inhabiting a sacred realm. Time stands still as the past, present, and future merge, and one glimpses the true nature of reality— a timeless moment of grace where all are shown the essence of existence. This is the eternal age of the world, the long history of native life, a sense of universal connectedness, a vast stream of feathered dancers, harmonious participation with Mother Earth, a montage of beaded color, buckskin, moccasins, head dresses— the young ones, the old ones, the in-between



A young tribal member in his regalia at the Pow Wow.
Photo courtesy of Larry Leopold and Mary Alice Palm.

ones all in meditation, all dancing their own individual prayer to the earth which sustains them.

In native culture individualism is encouraged, and each dancer exhibits a special place of his or her own. But native individualism is not at odds with the sacred collective. In native culture, the individual is not in conflict with the social environment but is harmoniously integrated into a balance of self and other. One detects pride, but not arrogance— more like a humility— with each movement of the body. This is an offering as well as a display of unique talent.

Our non-native culture could learn great truths by simply attending a pow wow! The answer to our culture’s strife resides in each drum beat, each graceful footfall of the dancers. One feels the power of unison in diversity. Man, Woman, and Child are all one as the intertribal celebration continues to present a new spirit vision to the audience.

Next comes the contest dancing. Dances are divided into categories based on age and dance style. Dancers are judged on their ability to dance, their regalia, and their knowledge of the songs. The Honor Songs recognize an individual person, the retrieval of an eagle feather, or the death of a loved one. The dropped eagle feather represents a fallen warrior. At times an eagle feather will accidentally be dropped by a dancer. The first one to spot the feather will dance by it, guarding it until the song ends.

The competition continues until each category of dancers has completed the performance. The dance styles include the Men's Traditional, which tells of glorious war and hunting expeditions. The men wear exquisite beadwork and feathers of their particular nation. Women hold special status in native culture. Their close proximity to the earth is represented by their unique footwork, in which their feet seem never to leave the floor. Women's connection to the earth is the foundation of native society. They give the gift of life, and through them each generation passes. They also contribute in ways other than mere childbirth, and are coequal in matters of tribal policy-making and labor participation. Their regalia consist of intricately sewn ribbon-work cloth dresses, along with beaded hide dresses. The dresses are ornamented with cowry shells, elk teeth, silver, and other decorative objects.

As the drums subside and the pow wow ends, the audience exits the arena transformed. They have entered an alternative universe and witnessed the beauty of an indigenous culture, the true Americans, by whose example an invading people may find the peace they claim to have been in search of. All of us should take the time once a year to attend the Ann Arbor Pow Wow and allow ourselves an experience of cultural renewal. •

National Museum of American Indian

by Randy Schwartz (Mathematics)

Last June, I had an opportunity to visit the newly opened National Museum of the American Indian (NMAI) in Washington, D.C. Completed in September 2004 after 20 years of planning, it represents an important new educational resource for preserving and popularizing native history and culture. Part of the Smithsonian Institution system, the \$200 million museum is housed in an impressive multi-story building of curving, sandy Kasota limestone near the eastern end of the National Mall area.

Collaboration with native peoples is a hallmark of this museum. The founding director is W. Richard West, Jr., a Cheyenne/Arapaho attorney from Oklahoma. The list of NMAI officials and advisors is replete with tribal members from across the U.S. Many of the objects on display have sacred significance, and tribal members are allowed to carry out rituals within the museum building. The twin themes of the exhibits are remembrance and reconciliation following a tragic phase of history. As another official put it, "The museum is about making sure that native voices take their place alongside other voices."

The core of NMAI holdings is a collection of 800,000 aboriginal artifacts from the Western hemisphere assembled by New York engineer George Gustav Heye (1874-1957). This has been augmented by other treasures and by permanent displays, notably a trio of exhibits on native beliefs, cultures and environments called "Our Peoples", "Our Universes", and "Our Lives". Rotating exhibits show other aspects of the holdings, or selections of contemporary art. In the round Lelawi Theater, a brief but memorable film, augmented by outdoor sights and sounds, highlights the points of diversity and unity among Native American tribes. The museum also includes a conference center, workshop rooms, a library, store, cafeteria, and other facilities.

The NMAI takes its place beside other important Indian museums, notably the Eiteljorg Museum of American Indians and Western Art in Indianapolis and the Heard Museum in Phoenix, both of which I have visited in the past. There also exist a number of impressive new museums established by specific tribes, especially in the northeastern U.S. •



Part of "Native Modernism", an exhibit of contemporary native art last summer at the National Museum of the American Indian in Washington, D.C.

Photo: Randy Schwartz

Nursing Faculty Explore Cultural Implications

by Kathleen C. Fordyce, Nursing Program Coordinator

Last February, on Curriculum Enrichment Day, the students and instructors of Schoolcraft's Nursing Program heard presentations by outside speakers regarding the cultural dimensions of health care in South Africa and in Arab and Muslim communities.

Curriculum Enrichment Day is a feature of our program that is planned each year during the month of February. All nursing students, whether in the Associate Degree Nursing (ADN) or the Practical Nursing (PN) program, are required to attend this special day. The purpose is to explore topics that are important to the nursing profession, but are beyond the scope of our curriculum itself. We aim to significantly increase knowledge in an area that will be beneficial to nursing practice and the patients we serve. The topics and issues are selected by faculty and may relate to any aspect of nursing or health care, such as cutting-edge technology, new opportunities for nursing practice, or expansion of knowledge in an area that presents difficulty to nurses in general. Speakers have expertise in their area and are usually known to faculty.

Some past presentations included the role of Acupuncture and nursing practice; Everyday Ethics: The Role of a Clinical Nurse Specialist in Ethics and Family Support; Nursing in China; The Arab-American Patient in the Health Care System; the Nurse Practitioner's Role in a Geriatric Setting; Smoking Cessation; and Public Health Practices for Immunizations.

Our 2005 Program

This past February, we scheduled two different presentations in a program that was attended by approximately 107 students and 16 faculty members (full and part time).

Lillian Demski-Tylenda, RN, BSN, a staff nurse at Henry Ford Hospice, presented information on the South African Hospice Project. Henry Ford Hospice is the community partner of the Nursing Department here. As part of its Hospice Program, Henry Ford has made contact with health care groups in South Africa, and has sent nursing staff to that country to see first-hand the impact of AIDS on the pediatric population. Orphanages have been established, but the financial and political burden is very complex. Placement in foster homes and/or with intact families is almost im-



Najah Bazy, RN, BSN, was a speaker at Schoolcraft last February.

Photo: Marcus Sarkesian, *Nursing Spectrum* magazine.

possible because of the high incidence of AIDS in the country. Henry Ford Hospice nurses provide materials to the South African group that they befriended so that handcrafted jewelry and embroidered pictures can be made and sold to provide clothing and supplies for the orphans. It was an incredible presentation about the impact of one disease on an entire population and the potential loss of a whole generation (the parents) and the impact on children left without family.

Our second presenter, Najah Bazy, RN, BSN, spoke about the beliefs of the Muslim faith, values and Arabic cultural practices. Bazy is Director of Transcultural Care Services and the Human Diversity Home Health Care Program for Home Health Care Partners in Southfield, and she is also a Transcultural Nurse Consultant for Oakwood Hospital and Medical Center. Her selection as a speaker was suggested by one of our part-time instructors, and was influenced by SCII's "Focus Middle East" project that occurred in 2004.

Bazy expanded on the religious and cultural customs that will impact communication and "end of

life” care in the Arab and Muslim community. An example she cited is the custom of “ritual washing” by the family and/or professional washers in preparing the body after death. Nurses need to be aware of this so that they do not prepare the body and send it to the morgue. In addition, it is a custom to bury the dead before the next sunset. Funeral homes that are familiar with the Muslim practices will come to the nursing unit within two hours and take the body to the funeral home, bypassing the typical hospital process, so that the “ritual washing” can be carried out according to custom at the nursing home.

Why is it important for nurses to expand their knowledge of cultural and religious customs, values, and practices? To answer this question you will need to understand the role of nursing. According to the American Nurses Association (ANA), “nursing is the diagnosis and treatment of human responses to actual and potential health problems” (ANA, *A Social Policy Statement*, 1980, p. 4). Since nurses deal with human responses, they need to have knowledge about culturally-based health care beliefs and values as well as customs and practices that influence their patients’ responses. Only armed with this knowledge can they accurately diagnose a patient’s response and plan interventions that will lead to wellness.

An example of the importance of cultural knowledge was given by Najah Bazy. She was called in to evaluate a teenage mother on the Obstetrics unit. The staff nurses thought the mother was behaving inappropriately and they were concerned about sending the newborn baby home with this youthful mother. Upon assessment, the transcultural nurse discovered that within this woman’s culture it is thought that applying colostrum to the infant’s face would improve the complexion and reduce the wrinkles of aging. (Colostrum is the yellowish fluid, rich in antibodies and minerals, that is produced by a mother’s mammary glands after giving birth and before the production of true milk.) Without this knowledge, the staff nurses might have made a referral to Children’s Protective Services based on this cultural behavior that seemed inappropriate when considered from an American cultural framework.

Students and faculty alike look forward to Curriculum Enrichment Day. The topics broaden their understanding in diverse areas and supplement the education provided in the classroom. Faculty and students are peers in this learning experience. Potential topics and speaker are discussed by faculty for selection each year. It is a wonderful opportunity enjoyed by all. •

New Arab-American National Museum

by Randy Schwartz (Mathematics)

Last July, I made the first of what I know will be repeated pilgrimages to the Arab-American National Museum (AANM; www.theaanm.org). Housed in a beautiful three-story building on Michigan Avenue, across the street from Dearborn City Hall, this is the first museum in the country dedicated to documenting, preserving, celebrating, and informing the public about the life, culture, and contributions of Arab-Americans.

While Dearborn, MI is perhaps the greatest focal point for Arab-American history and culture in the U.S., this is truly a national museum that we now have in our backyard. Prior to its grand opening on May 5, which attracted over 2,500 people, AANM staff had spent more than eight months traveling to every city in the country that has a major Arab-American community, engaging in discussions, conducting field research, and collecting artifacts. The founding Director is Dr. Anan Ameri of ACCESS (Arab Community Center for Economic and Social Services), the longtime Dearborn organization that conceived this project and raised the needed \$15 million from individual donors, local and overseas corporations, and Arab governments.

Curving around the lobby and atrium of the museum is a series of display cases on historical Arab and Muslim contributions to world culture, including mathematics and astronomy, medicine, architecture, religion, writing and literature, music, and the arts. On the upper floors there are three permanent galleries. “Coming to America” dramatizes the forces that beckoned Arab immigrants to the U.S. in successive waves, especially over the past century. “Living in America” recreates several rooms from Arab-American homes, with objects showing how traditional ways were adapted to new conditions, from cooking implements to popular music (included are instruments donated by Nadim Dlaikan, a Lebanese musician who played at our Cairo Coffeehouse last December). “Making an Impact” is a parade of Arab-American notables who have contributed to their communities and to U.S. politics, activism, sciences, academia, creative arts, entertainment, and sports (did you know that Indy 500 winner Bobby Rahall is an Arab-American?).

There is also space for rotating exhibits (“In/Visible”, a display of contemporary Arab-American art, was showing when I visited), a library and information center, classrooms, a shop, a bookstore, a basement auditorium for film showings and other programs, and a rooftop terrace for poetry readings and the like. Through May, Comerica and Ford Motor Company sponsor Global Thursdays at the museum, a weekly series of 8pm concerts by diverse local and international musicians. Check it all out! •



April 2005 MIIIE Conference Probes New Global Opportunities

by Sam Hays (English) and Sandy Roney-Hays and Josselyn Moore (Sociology/ Anthropology)

Together, the three of us attended the 12th annual conference of the Midwest Institute for International and Intercultural Education (MIIIE) on April 8-9, 2005.

The gathering was hosted by Illinois Valley Community College (IVCC). The school is located in the midst of cornfields near the small town of Oglesby, IL, which has no traffic light and no discoverable eating establishments! Still, over 100 faculty and administrative participants converged there, from points throughout the Midwest and beyond, to share and discuss the latest information and perspectives on international education. Below, we summarize the types of information that we gathered at various conference sessions and workshops.

Conference organizer MIIIE (<http://puma.kvcc.edu/midwest>) is a consortium of schools, mainly community colleges, united in the mission of strengthening cross-cultural and global perspectives in education. Its primary emphasis is on the internationalization of college curricula and programming, and fostering faculty professional-development opportunities in the U.S. and abroad. The consortium is based at Kalamazoo Valley Community College in Michigan. Schoolcraft College has been a member of MIIIE since the founding of our International Institute in 1994.

International Education at IVCC

International studies happen to be a strong feature of the curriculum at the school that hosted this conference. At IVCC, no student can “escape” from global awareness. In fact, one of its General Education goals requires that all graduates “develop an awareness of the contributions made to civilization by the diverse cultures of the world, including those within our own society”.

Amanda Bigelow, coordinator of IVCC’s international education program (see the program website at <http://www.ivcc.edu/internationaleducation>), made a presentation on “International Programming and Global Education at IVCC”. Bigelow, who once worked with the similar program at KVCC here in Michigan, is a Political Science instructor at IVCC who receives up to 6 credit hours of release time per semester for coordinating international education there. The program features an International Studies Certificate that is recognized on school transcripts. In its first year some 20 students participated in the certificate program, and there are now about 50

participants per year. Requirements for the certificate were intentionally kept fairly easy: satisfactory completion of a core course (Introduction to Global Studies), two consecutive semesters of a world language, and an additional 15 credit hours of approved International courses. Approved courses, which are identified in the course schedule with an “I” beside them, meet standards set by the International Education Steering Committee (including at least two weeks/semester devoted to international content) and are approved by the Curriculum Committee. Amanda promotes this certificate program by visiting 15-20 classrooms per semester and by working with academic counselors and new-student orientations.

The IVCC international education program includes other facets besides the certificate. First, a Summer Institute, created in 2002 in partnership with the University of Chicago and with funding from a Title VI-S grant, helps instructors incorporate more global material into their teaching. Each participant in the institute is responsible for developing an international module for one of their courses and presenting it to the others. About half of the full-time instructors at IVCC have created international modules (the school has about 80 full- and 130 part-time instructors, and an enrollment of 4500 students). Second, the school has an annual world region focus, featuring a Spring Symposium. They started with the Middle East in 2002, and followed that with Latin America, Sub-Saharan Africa, and Southeast Asia. Third, IVCC has ongoing Study Abroad programs that allow its students to pursue studies in San Jose, Costa Rica; Canterbury, UK; Dijon, France; Salzburg, Austria; and Guangzhou, Hong Kong, China.

Anna Marie Pietrolonardo described her work as a laboratory instructor in World Languages at IVCC. The school used Title VI-A funding to recently renovate its Language Resource Center. The grant covered hiring of a full-time lab professor, technical training, and new software. Pietrolonardo emphasized that to be monolingual is no longer good enough in today’s world. According to the Census Bureau, about one in five U.S. residents speaks a non-English language at home. With so many Latino-Americans speaking Spanish in the US, even basic service jobs will require some bilingual ability. Appropriately, this calendar year was designated the “Year of Foreign Language Study” by Senate Resolution 2005-28, which concluded, “It is the sense of the Senate that foreign language study makes important contributions to a student’s cognitive development, our national economy, and our national security.” According to one study, the ten languages with the most influence in the world today (in order) are English, French, Spanish, Russian, Arabic, Chinese, German, Japanese, Portuguese, and Hindi/Urdu.

Regional Studies in a Post-9/11 World

The lunchtime keynote speaker on Friday, John Woods (Director of Middle Eastern Studies, University of Chicago), delivered an address, "Why Do They Hate Us: Incorporating the Study of Middle East into the Curriculum". He focused on the impact of the events and aftermath of 9/11/01 for disciplines related to the Middle East. There are now some 15 academic centers on Middle Eastern Studies in the U.S. Beyond that, many new opportunities are opening up, especially in language studies. Martin S. Kramer's book *Ivory Towers on Sand: The Failure of Middle Eastern Studies in America* (D.C.: Washington Institute for Near East Policy, Oct. 2001) points out that the failure to foresee the 9/11 attacks reflected the failure of U.S. intellectuals to study and understand radical Islam and to share their understanding with the government. In particular, there is the question of "Why Do They Hate Us?". Do they hate us at the essential level of *who we are*, especially for our freedoms, women's rights, etc.? Unfortunately, such an essentialist analysis does not suggest an adequate resolution to the conflict. Its distinction between "they" and "we" is also problematic: in such formulations, "they" are typically depicted as despotic fanatics, cruel, demonic, and jealous. An opposing formulation is that they hate us for *what we do*, that is, for specific U.S. policies overseas. Such policies might include a lack of even-handedness in the U.S. stance on the Israel-Palestinian conflict; the stationing of U.S. troops in Islamic holy places like Mecca and Medina; and the phenomenon of U.S. culture steamrolling over other cultures. This tends to be the position of the political left. Woods lamented the fact that because positions on these questions are politicized, a tight watch on academics studying the Middle East is being maintained by groups like Campus Watch (<http://www.campuswatch.org>) and the people behind David Horowitz's so-called Academic Bill of Rights (<http://chronicle.com/free/v50/i23/23b01201.htm>).

Robert P. Abele led a session on "The PATRIOT Act and US Foreign Policy", based on his book *A User's Guide to the USA PATRIOT Act and Beyond* (Lanham, MD: Univ. Press of America, 2005), a copy of which Sam Hays purchased at this session. Dr. Abele, who teaches in IVCC's Dept. of Philosophy and Religious Studies, focused his discussion of the PATRIOT Act on the philosophy of John Locke, the U.S. Bill of Rights, and the Foreign Intelligence Surveillance Act of 1978. A key is Locke's emphasis on "the freedom to own our own persons". Dr. Abele argued that the PATRIOT Act infringes upon that right of self-ownership and upon the Bill of Rights, due to its selective suspension of the rights of *habeas corpus* and the right to an open and speedy trial by one's peers. This phenomenon is also reflected in shifts in language: "spying" has been changed to "intelligence gathering", "probable cause" to "suspicion", "judicial

monitoring" to "roving wiretaps", "notification of invasion of privacy" to "eradication of privacy".

In a session on "Engaging the Student", Abraham Kuranga, a young African-American singer/songwriter and an instructor in African and African-American studies at Cincinnati State Technical and Community College, shared some perspectives on the challenge of teaching the history of other cultures and races. His suggestions were to be flexible, and to introduce "data only", letting the students form their own opinions. An interesting exercise is to have students write down, "Why did Europeans go to Africa?" Then, to call on the students by name, writing their responses on the board. Among other things, the exercise shows that there is no simple answer to the question. In fact, there were several waves of European migrations to Africa, starting around 1500 BC. In a later wave, in the 1400s AD, Europeans stopped in Africa on their way to India to get spices. Enslavement did not begin until the 1500s, and colonization did not occur until late in the 1860's!

Julia Lamb, Outreach Coordinator for the Center for Southeast Asian Studies at Northern Illinois University (DeKalb, IL), gave a session on "International Resources on Southeast Asia". She gave a profile of the region and included thumbnail sketches of Vietnam and the Philippines, with their tormented modern histories. Lamb also cited a number of online resources available through her center.

A colleague of Lamb's at Northern Illinois University, political science professor Clark Neher, was Saturday's lunchtime keynote speaker presenting on "Bringing SE Asia into the College Curriculum: Why It is Important". With a series of questions, he challenged us to identify the gaps in our knowledge of this region. For instance, how many of its 11 nations can we identify? How many leaders of those nations can we name? What do we know about the different types of government systems found there? About rural-urban contrasts and other major problems? He also discussed key policy issues facing this region, such as whether it is possible for a country like China, Vietnam or Laos to combine a Marxist ideology with democracy and economic growth, and whether a nation like the Philippines can have a strong relationship with the U.S. while retaining its independence.

On the way to and from the conference, Sam Hays dutifully performed his services as Designated Driver, freeing up colleagues Josselyn and Sandy to carry out "anthropological field research" on the road and even in restaurants. But Sam had his own such opportunity during the conference, when he participated in an enlightening lunchtime conversation that included a Hindu, a Buddhist, a fundamentalist Christian, and an agnostic Christian.

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MIIE Conference *continued from page 13*

Their discussion wrangled with questions of pain, evil, reality, and destiny.

Internationalizing Social Sciences and Humanities

Emmanuel Asigbee of Kirkwood Community College (Cedar Rapids, IA), in his session “Infusing International Business and Trade”, included a discussion of outsourcing that he based on a clear distinction between GDP and GNP (the former, gross domestic product, includes all production and revenue within a nation; the latter, gross national product, includes all that a nation acquires worldwide). A nation is in a tenuous position when its GNP is significantly larger than GDP. Outsourcing is more complex than is often presented, however, because with the rise of globalization, the “national boundaries” that help define GDP have become murky.

Colin Wang (University of Wisconsin-Marathon) and Merri Mattison (IVCC) both made presentations on “Internationalizing Anthropology and Sociology Courses”. Colin Wang requires his students to do individual empirical research on global issues with which they are concerned. His objective is to increase their understanding of the connections between their personal lives and international cultures. He starts by introducing articles that stake out positions as to whether or not a single “global culture” exists. For instance, there are McDonald’s restaurants all over the world— but why do the foods served in them vary? He also discusses evidence of local resistance to global culture, and the revival of indigenous cultural heritages. Sometimes, he’ll have his students create a group collage of their own clothes labels as a way to stimulate their thinking about overseas production and its consequences.

Wang emphasizes that globalization is more than just Americanization. Commercial products and cultural values do not flow across borders in only one direction. We tend to dwell on “outsourcing”, but there is also “insourcing”, in which foreign companies operate on U.S. soil, thereby affecting our dependency on imports. Globalization also affects income inequality, as vividly portrayed in the May 2003 PBS video “Guatemala/Mexico: Coffee Country” (<http://www.pbs.org/frontlineworld/stories/guatemala.mexico>).

Wang asks his students to compare different cultural values for 93 countries, based on World Values Surveys that were conducted between 1981 and 1995 and whose data were analyzed at the Univ. of Michigan’s Institute for Social Research (<http://www.worldvaluessurvey.org> and <http://wvs.isr.umich.edu/fig.shtml>). Students can use these data to compare definitions of terrorism in the US and Russia; notions of thriftiness in the US and China; views on human rights in the US and Singapore; etc. Similarly, students can do cross-national comparisons of crime using data from the Bureau of Justice Statistics (visit the website at URL

<http://www.ojp.usdoj.gov/bjs/ijis.htm>).

Merri Mattison’s Introduction to Anthropology course uses a compare-and-contrast strategy, with global material woven in throughout the semester. Her Marriage & Family project consists of mapping marriage styles, traditions, customs, age at marriage, and dowry. Students create posters about these and make presentations to the class. In the course Globalization Project, students examine slides and pictures looking for evidence of globalization and diffusion, as indicated by the presence of TV antennae or satellite dishes, ads for western products or brands, etc.

Jill Urban-Bollis and Lora Vasilauskas (IVCC) suggested that the compare-and-contrast strategy can also be used to internationalize the study of psychology. Two or more countries or cultures may be compared in their theories and values regarding marriage, rites of passage, aggression, depression, play, and mental and physical disorders. For instance, the medical condition known as ADD/ADHD might be a culturally bound syndrome. Three recommended websites were cited: www.apa.org, www.internationalpsychology.net, and www.teachpsych.org.

Kimberly M. Radek, an English instructor and Honors Program director at IVCC, presented “Women in Ancient Cultures”. In her course “Women Through Cultures and Centuries”, Radek attempts to lead students to consider in their own lives the foundation of their thoughts and writing in terms of their male or female orientation in the context of historical and cultural perspectives. Students delve into literature, art, and philosophy seeking “various artifacts for what they say or may say about gender and gender roles”. Her thoughtful website can be found at www.ivcc.edu/radek.

Internationalizing Science and Math Courses

Sandy Roney-Hays observed that although she is a relative beginner in the sciences, she found the science workshops especially helpful because they provided specific tools that could be used for doing cross-national comparative studies within many disciplines.

Two science instructors from the host college who made presentations were Jeff Fesperman (Geography) and Mike Phillips (Geology). In Fesperman’s Weather and Climate course, each student selects four cities in different world regions, each city representing a different type of climate (tropical, dry, subtropical, continental). Students gather data from www.worldclimate.com and produce a climograph for each city. They must identify the proper Koppen climate classifications, comment on factors affecting climate at each location, and explain how climate affects the lives of the people who live there. Mike Phillips’s courses include projects in which students explore petroleum deposits in the Middle East; U.S. and

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Exhibit on U.S. Psychological Warfare in WW2

by Alec Thomson (History and Political Science)

In 2003, Psychology Prof. Colleen Pilgrim and I met to explore opportunities for collaboration between our departments. In the course of our conversations, Colleen mentioned that her family had obtained an original World War 2 archival record compiled during the war by an officer at the U.S. Office of War Information (OWI). This archive contained not only copies of the various propaganda leaflets that were distributed, but also a detailed description of the token gifts distributed to the people of Burma (known today as Myanmar) by the United States during the latter part of the war. Deciding that this was an ideal piece of research for us to present to our students, our colleagues, and the community, we began a laborious effort to research, preserve, and present this unique historical record.

We have already made several presentations of our findings. These include a display at the July 2004 annual meeting of the American Psychological Association (APA) in Honolulu, HI; a CES "Conversation and Coffee" lecture this past March 18; a week-long exhibit at the Waterman Center in March; and a role in the Plymouth Historical Society's fundraiser for the Yankee Air Museum, "Salute to the Flyboys of WWII". We are continuing our efforts, and expect to make more presentations of our work and to make this resource more accessible to everyone.

Our efforts have been aided greatly by Dr. Dominic Aquila, Cheryl Hawkins, Sharon Braun, Denise Sigworth, and Wade Higgason. A special thank-you is directed at the Schoolcraft College Computer Graphics Technology Department for digitizing the images, in particular Professor Michael J. Mehall and students Hemal Patel, Rakesh Patel, and Tanmay Patel.

U.S. Psychological Warfare

In the simple analysis of Confederate officer Nathan Bedford Forrest, "War means fighting... and fighting means killing." However, not all aspects of a war effort are quite so overt and dramatic. During WW2, government agencies around the world developed volumes of propaganda to bolster the spirits of those in support of their cause and to crush the morale of those who were their opposition.

In the United States, the Office of War Information (OWI), created by President Roosevelt in 1942, was the agency most directly responsible for this effort. The OWI made wide use of movies, pamphlets, posters, and radio to rally American public support. Films such as *Casablanca* and *Flying Tigers* continue to be widely recognized by Americans today. By 1944, the chief focus had shifted away from the home front to the European and Pacific fronts, where the OWI sought to undermine the will of America's enemies and to reach out to those civilians of her allies. One of its main activities was the distribution of leaflets geared toward decreasing the morale of the German and Japanese military.

World War 2 is often credited with triggering an explosion in research in social psychology. But the majority of this research did not play a role in decisions made by the military. We found that there was little theory-based research conducted during the war, and the majority of personnel within the OWI were not social scientists but included large numbers of journalists and those with past newspaper experience.

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Message on the reverse side of the leaflet:

The Japanese are wasting Burma's food.

Burmans should never be hungry. That simple truth every Burman knows. For Burma has always been rich in rice and all foods. But today, many people in many parts of Burma are hungry. In Pegu, people have been urged to eat only one meal a day. In Rangoon, rising food prices are causing much hardship. In Mandalay a basket of rice that once cost Rs.3/8 recently was selling for Rs.20/- and more.

Where is Burma's rice? Some of it rots in godowns in lower Burma because the Japanese refuse to ship it north. Much rice is seized with little or no payment to feed the Japanese soldiers. Yet as the Japanese retreat in north Burma, they ruthlessly burn whatever rice they cannot take.

Burma today still grows more rice. And it is the finest rice in Asia. Yet today many Burmans are hungry. The thieves of Asia are wasting Burma's food.

U.S. Psy-Ops in Burma *continued from page 15*

The OWI devised guidelines and premises to be used in the development of the propaganda. These guidelines recognized the political realities on fronts such as the China-Burma-India (CBI) Theater, and the consequent need to use different propaganda amongst the enemy, allies, and civilian populations.

In China and India, American propaganda tended to follow a "truth of democracy" policy designed not to alienate critical allies there. By contrast, the leaflets in our study, directed toward civilians in Japanese-occupied Burma, depict the Japanese soldier with prejudicial descriptions and extremely stereotypic graphics. Intending to facilitate Burmese/American friendships and create hostile feelings toward the Japanese, this approach is in marked contrast to the leaflets delivered to Japanese soldiers.

In the example shown on the previous page, Japanese soldiers are drawn as caricatures (e.g., note the protruding teeth) laughing as a Burmese civilian eats grass while they feast on rice and meat; even the cow is crying in the illustration. The accompanying message describes the Japanese as "ruthless". The message on the back of the leaflet concludes that the Japanese are "the thieves of Asia". •



Colleen Case (Computer Graphics Technology) and Sarah Olson (Art) were part of a group of 20 college instructors who made an Art Study tour of China from May 20 to June 10. With a goal of professional and curriculum development, the trip was funded by the federal Fulbright-Hays "Group Projects Abroad" program, and organized by Assoc. Art Prof. Yingxue Zuo of St. Louis Community College in Forest Park, MO. Their travels included city tours of Hong Kong and Beijing, and sightseeing in the ancient town of Lijiang, the Yangshuo River, Yulong snow mountain, the Dalai Lama Palace, two Tibetan temples, the Great Wall, and, in Xi'an, the Double-Pagoda Temple and the Terra-Cotta Warriors and Soldiers Museum. Activities also included numerous cultural performances, as well as lectures by prominent Chinese university professors. Colleen and Sarah are planning a presentation about their trip at the April 2006 MIIIE Conference here at Schoolcraft (see page 2), at which China will be one of the focal concerns. Photo: Colleen Case

IIIE Conference *continued from page 14*

world oil policies; and deforestation and other environmental problems in Latin America. Details can be found on his website at <http://www.ivcc.edu/phillips/talks/map-prof.htm>. There are also several websites with comparative data on the "Ecological Footprint" of various societies, such as <http://www.myfootprint.org/>.

Kim Abel and Julie Sherbyn, IVCC instructors in Nursing and Health, respectively, spoke on "Cultural Competency in Healthcare". Kim Abel uses case studies, both written and videotaped, to focus nursing students on specific cultural similarities and differences among patients. They assess each case independently; she avoids using cultural outlines because of their danger of stereotyping. Sandy Hays, who has experience with nursing in her "former life", decided to send Kim a copy of the exercise that she uses for helping students learn to control ethnocentric experiences and to gain insight from them. To stimulate students to understand personal and community health issues, Julie Sherbyn uses movies such as Robert Bilheimer's film about AIDS in the world, "A Closer Walk", (<http://www.acloserwalk.org>). Another technique that Julie uses is to ask each student to bring in a piece of music that provides him/her with a wellness message and helps maintain wellness. She has the students infuse some personal and cultural background into these presentations.

Both Josselyn and Sandy attended a session on "Internationalizing Mathematics". The presenters were Theo Koupelis (University of Wisconsin-Marathon), Cindy Schultz (IVCC), and Dawn Wiggins (IVCC). Koupelis focused on the Heiberg palimpsest, a mathematical manuscript from the ancient Greek scientist Archimedes, where he recorded his observations on such topics as the properties of floating bodies, the number of stars and their movements through the heavens, and the *stomachion*, his geometric puzzle of 14 pieces. Schultz and Wiggins discussed projects from two courses, College Algebra and Math for Liberal Arts. In College Algebra, the students model the rise and fall of national populations in Sub-Saharan Africa. The project lasts the entire semester and is conducted both inside and outside regular class hours. Students do the research and form conjectures regarding positive and negative population growth rates, and they identify actual events that have affected these rates. Their conjectures must be supported by online data from 1998-2004, and the research must make use of 10 different math concepts specified in the grading rubric. In Math for Liberal Arts, the students select and research topics of their own choice related to Sub-Saharan African, such as indigenous number systems, traditional geometric design, or the recent spread of HIV/AIDS. The students create posters to present their findings, and the posters are displayed in a large room where they are judged by their peers. •