

International Agenda

Newsletter of the Schoolcraft College International Institute (SCII) Volume 6, Number 2 September 2007

The Old Europe and the New



A new McDonald's restaurant shows thru an old archway, the 14th-century St. Florian's Gate in Kraków, Poland. Photo courtesy of Schoolcraft instructors Alec Thomson (Political Science and History) and Anne Thomson (Political Science), from their Summer 2005 family visit to Germany, Poland, Austria, Czech Republic, Hungary, and Romania.

After the fall of communism in 1989, Poland adopted a market-based economy and invited McDonald's and hundreds of other Western corporations to invest in the country. However, the transition to a capitalist society has been far from smooth, actually widening the gap between rich and poor. In a recent opinion poll, 56% of Polish citizens said that their quality of life was better before 1989. On October 3 at Schoolcraft College, come hear Professor Janusz Wrobel of Madonna University speak on "Communostalgia in Post-Communist Europe: Its Roots, Present, and Future" (see schedule on page 7).

International Agenda

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International Institute (SCII)

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International Institute (SCII)

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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.

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First Crop of Graduates with Global Endorsement

In June, certificates with cover letters were mailed out to the 34 Schoolcraft College students who earned the Global Endorsement in its first year (2006-7).

In this program, initiated by the International Institute, students earn a Global Endorsement on their Schoolcraft degree by completing 15 or more credit hours of courses identified as incorporating global perspective (intercultural/ international/ diversity content). A total of 6,421 students enrolled in such courses during 2006-7, and 21 different disciplines are represented. The Colleague system automatically identifies which of the students have qualified for an endorsement.

Currently, 57 different courses at the College are identified as inherently international for purposes of this program, and in any given term students can also choose from internationalized sections of more than a dozen other courses. Each class includes the equivalent of a minimum of 2 weeks of global content out of a traditional 15-week course.

This Fall, a task force within SCII will create an assessment procedure for the Global Endorsement program, to be piloted in Winter 2008. The assessment will enable us to measure the extent to which participating students are gaining an international perspective, and how well the program is meeting our needs and expectations. •

New Focus Regions Selected

At its February 16 meeting the International Institute selected future Focus regions, based on wide-ranging discussion among the members and on the results of faculty surveys from previous years.

In 2008, East Asia will be spotlighted, including China, Tibet, Taiwan, Japan, and North and South Korea. This region was a natural pick, due to its obvious and growing prominence in the world; the siting of the 2008 Summer Olympic Games in Beijing; and the fact that several individuals among Schoolcraft's faculty and staff have visited or worked in China.

In 2009, the focus shifts to South Asia, an area that includes India, Pakistan, Bangladesh, Nepal, and Sri Lanka. This region, too, has grown in prominence on the world scene in the past decade. The College is fortunate to have many knowledgeable and energetic people from India among the ranks of its faculty and students.

As it begins to organize these projects, the Institute is looking to hire a new Focus Series Coordinator to succeed Sam Hays, who led in organizing the presentation series for both Africa and Europe. For more information about the job, contact Sam Hays or Josselyn Moore. •

A Course Project on the European Union and the Question of Turkey

by Marjorie Nanian (Political Science)

The European Union (E.U.) consists of 27 countries and was founded as the European Economic Community fifty years ago, in 1957, to enhance political, economic and social cooperation among its members. Turkey has been an associate member since 1963 and an official candidate since 1999. So, why isn't it an official member? This is the question students researched recently in my Political Science 105 course for their class simulation project.

In order to analyze this issue, each student selected one of the member countries, including Turkey, as the subject for their mid-term paper. They had to define the E.U., identify its President, and outline the criteria for membership as explained in the 1992 Maastricht Treaty. They also had to give a short history of the country they drew, along with a picture of the country and its flag on their cover sheet. This paper provided students with the background they need for the class simulation project.

The final exam paper, due on the last day of class, had to present the viewpoint of the students' respective member countries on whether Turkey should be admitted into the E.U. and why. They also had to identify their country's E.U. Representative and his/her background. In their discussion, they had to apply the 1993 Copenhagen Criteria in determining whether Turkey qualifies and, if not, why not, or when it might qualify in the future. (The Copenhagen Criteria define geographic, political, and economic requirements for E.U. membership.)

On the last day of class, students convened in a simulated meeting of the E.U. and sat at the table with their country's placard. Each representative had to present a persuasive speech on their country's position (protest signs were allowed). Students also brought in a food item from their country's cuisine (which went over big with Culinary Arts students). At the end of the presentations, the students voted on allowing Turkey into the "Christian Club".

This assignment enabled students to expand their perspective of government, and tied in to the textbook chapter on foreign affairs. The project is one of the ways that I have internationalized my sections of the course, satisfying the requirements of the Global Endorsement program. Students who complete a certain number of such internationalized classes are able to receive a Global Endorsement on their transcripts.

Issues Involved in E.U. Admission

Some of the major themes that came up in student papers and oral presentations were:

- that Turkey does not meet the geographic requirement of the Copenhagen Criteria, since only 3% of Turkey lies in Europe, while the other 97% is considered Asia
- that Turkey's economy is too poor and unstable to meet the E.U.'s economic requirements

- that Turkey needs to officially recognize other E.U. members and open its ports to them, such as Cyprus
- that Turkey's government needs to conform to European standards regarding freedom of press issues.

Freedom of press standards have been a real concern. Article 301 of Turkey's Criminal Code makes it a crime to insult (criticize) Turkishness or Turkish leaders. *Four* Turkish authors have been charged with this crime: Hrant Dink (an Armenian newspaper publisher in Istanbul, who was assassinated in January 2007); Orhan Pamuk (a Nobel Prize winner who mentioned Armenians in his 2002 novel *Snow*); Professor Taner Akçam (who discusses the Armenian Genocide in his recent book, *A Shameful Act*, and who spoke in Southfield, MI in March); and Professor Elif Şafak (who referred to the Armenian Genocide in her novel *The Bastard of Istanbul*, and who was a visiting scholar at the University of Michigan in 2003-4).

Students also voiced European fears:

- that Turkey's unskilled workforce would flood their countries' borders and result in an economic strain on their social welfare systems (citizens of member E.U. countries are allowed to travel freely from one country to another)
- that if this happens, then Turks might not assimilate into their host country's culture, as already seen in Germany (Turkey's ally during World War 1) and France
- that Turkey's poor economy would drain the E.U.'s resources
- that in 15 years, Turkey with its large Muslim population would become the dominant voting member of the predominantly Christian E.U.

Turkey itself appears to be internally split between the government, which is pushing for E.U. membership due to the economic advantages it could provide, and the people, whose disdain for Western culture and values is reflected in Pamuk's *Snow*.

On the other hand, if Turkey is denied membership, European countries fear that Turkey will retreat into itself and become the "Terrible Turk" again. So possibly, E.U. membership could keep Turkey in line.

Either way, Turkey's admission process is likely to stretch out over 15 years before a decision is made. This time period could be cut short if Turkey becomes disgusted with the demands put on it by the European Union and pulls out of the admission process.

As part of the Focus Europe Presentation Series this Fall, I will be speaking about this topic on Sept. 13 (see Calendar, page 7). In my presentation, "Should Turkey Be Admitted into the European Union?", we will get more deeply into the issues involved. I welcome you and your students to participate. •

A Postcard from Palermo: The Cambridge ESL Training Program

Text and photos by Gordon Wilson (Managing Editor of *The Community College Enterprise* and Emeritus Prof. of English)

After a late departure from Detroit and a missed connection in Amsterdam, I had been traveling for 25 hours by the time I reached Palermo, Sicily this past June. Though definitely not very alert, I still felt the excitement of arriving in a city I had never visited before.

My reason for traveling to Sicily was to complete a Cambridge CELTA course, held June 18 to July 13 at International House (IH), Palermo. The acronym CELTA originally stood for *Certificate in English Language Teaching to Adults*. Though the acronym has remained the same, it is now interpreted as *Certificate in Teaching English to Speakers of Other Languages*, an international TEFL (Teaching of English as a Foreign Language) training and certification program.

As summarized on the program's website (www.english-international.com/CELTA.html), "Over 10,000 people a year successfully complete CELTA courses in 240 approved centers in 49 countries around the world." Successful participants receive certification from Cambridge University. The following are the key features of all CELTA programs:

- Minimum of 120 clock hours of in-class instruction.
- Minimum of 6 hours of practice teaching with classes of foreign students.
- Expert critiquing and discussion of all supervised practice lessons.
- 6 hours of observation of ESL/EFL classes given by experienced teachers.
- Maximum of 18 participants per course.
- Trainer/Trainee ratio of 1:6 or better.

Settling into Town

As we traveled along the divided boulevard Via della Libertá and on to Via Maqueda, Salvo, the driver who met me at the airport, pointed out landmarks and told me we were traveling the most important street in Palermo. I could tell I was in an Italian city, yet I also knew it was its own place—subtly but distinctly different from other Italian cities. I hadn't expected a boulevard lined with sycamore trees and modern upscale shops. When the boulevard became Via Maqueda, a narrow street lined with 19th-Century buildings and dotted with 18th-Century churches, I knew the old part of the city somehow felt more familiar.

Staying at Hotel Sicilia just off Via Maqueda for three nights, I experienced a lively, noisy, vital part of Palermo, several blocks from Stazione Centrale, the main train station, and a few blocks from Mercato Ballero, one of the large, street markets that carries the lingering flavor of a Middle Eastern bazaar, a legacy of over two centuries of Moorish (Arab) rule (831-1061 A.D.). In 2007, this part of the city is home to a mixture of immigrants—Sri Lankan, North African, Asian. Palermo has a significant immigrant population from Sri Lanka, where a civil war has been underway for over 25 years. As detailed below, many of our students of English were Sri Lankan.



Mercato Ballero, a street market in Palermo, Sicily

The Training Course

A typical class size at IH Palermo is 12 trainees. I was part of a class of six that became five at the end of the first week. With two active trainers and a Director of Studies supervising, the trainer/trainee ratio was better than 1:2.5, which was a definite advantage in a four-week intensive course.

For five days a week, we went to school 8-10 hours per day, then had another two hours or more of preparation to do at home. Our day was divided into two 90-minute instructional sessions in the morning, a break for lunch from 1:45 to 2:45, followed by 2¼ hours of teaching practice, an hour of critique of our teaching, and 60-90 minutes of observing experienced teachers. Our teaching practice started as 20-minute lessons, then increased to lessons of 30, 40, 50, and 60 minutes. For the first two weeks, our students were a group of elementary-level teenagers, consisting of 8 Sri Lankans and 4 Italians. In the second two weeks we were teaching a group of upper-intermediate students from teenagers to middle-aged adults, consisting of 12 Italians and 3 Sri Lankans.

Our instruction as trainees included sessions in course administration and classroom management. We focused extensively on skills for teaching English through reading and listening. Throughout the course we focused heavily on teaching speaking skills and to a much lesser degree on teaching writing skills. We learned techniques for teaching grammar: meaning, form, and concept checking; vocabulary; error correction; presenting new structures; using phonemic transcription, stress, and intonation to teach pronunciation; and teaching functional language. We also focused on language analysis with special attention to shades of meaning conveyed by modal verbs. We had overview sessions on teaching younger learners, business and professional people, as well as looking at how to use videos and songs in the language classroom. Throughout our training we wrote detailed, timed lesson plans to guide our teaching practice and continually strove to make the learning active, enjoyable, and lively for our students.

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The Focus on Europe Continues This Fall

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, regions that today are 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 presentation series coordinator 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 challenges and opportunities 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—has provided 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:

- Presentation series coordinator Sam Hays has organized a new series of campus



A hundred years ago, in 1907, Pablo Picasso painted his famous “Les Femmes d'Alger”, which ushered in the Cubist movement and, arguably, the whole era of modern art. Schoolcraft professor Holly Stevens delivers “Art to Impress Your Friends With” on October 25 as part of the Focus Europe series (see schedule on page 7).

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 schedule is provided on page 7. 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 articles in

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ESL in Palermo *continued from page 4*

Although we did not teach entry-level English students, we found out what they might experience when we became students in a class where the instructor taught us Gaelic without using a single word of English. That was perhaps the most humbling and illuminating learning experience I have ever encountered.

Cambridge CELTA certification is the result of a carefully designed and precisely monitored program of instruction and experiential learning facilitated by extremely talented, experienced educators. No wonder the certification is recognized all over the world.

Life in Palermo

Partly because of summer heat in a place where air-conditioning, if you have it, is too expensive to use, and partly because of traditional village life from other cultures, much of life in Palermo is lived on one's doorstep or in the street. I slept with open windows and became accustomed to the fact that the street rarely quieted down before 2:00 a.m. And even when the voices were still, there were always automobiles and wasp-like scooters, both driven as if on a racing speedway. That, however, is a part of life virtually anywhere in Italy.

Most of the tales I'd read or been told about what to expect of Sicily turned out not to be part of my experience there. I always felt perfectly safe, even walking home after 11 p.m., though I used common sense about which streets to travel that time of day, as I would in any city. Most Italians from Rome northward would have us believe "those southerners" are all lazy scoundrels and thieves. I found the Palermatans charming, friendly, and helpful— though I sometimes wondered from their stares if they'd never seen a tall, slender man with pale skin walking their streets wearing a Panama hat before. After my eating at Ristorante Novecento for the second or third time, the proprietor of this neighborhood restaurant populated with locals, not tourists, began greeting me as a long-lost relative, even though he spoke no English and my Italian goes little beyond greetings and food items on a menu. (I have studied some Italian through the CEPD courses at Schoolcraft.)

I'll admit to some disappointment in never seeing anyone that I thought looked like *mafiosi*, though Palermatans if they speak about the matter at all will say *mafia* influence is a fact of life there. Even Luca, the 16-year-old I interviewed for an assignment in the course I was taking, replied— when I asked him if there was anything he didn't like about living in Palermo— "The *mafia*." Though no one I spoke to chose to speak very specifically about the topic, I got the impression that corruption of public officials, preferential treatment in bureaucratic dealings, and cronyism are the reasons for citizens' displeasure. For example, the bar near school, where I usually purchased a *panino* for lunch, was open for business the day after a chunk of stone or concrete had fallen off the building and sent several people to the hospital. Most places would have been closed pending an investigation.

Architecture in Palermo proved fascinating to me, primarily because of the multiple style influences on single buildings. San Cataldo, the chapel of a *palazzo* built by Normans in the 12th Century, has three red domes (Arabic) that rise above the flat

roof and the walls interspersed with medieval arches. Still visible are inscriptions with quotations from the Koran. Traveling forward in time, Palermo has many fine examples of Sicilian Baroque architecture, structures built during prosperous

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The Norman chapel of San Cataldo shows Arab influence.

Focus Europe *continued from previous page*

this newsletter related to the politics, languages, and recent literature of Europe should help stimulate your thinking.

- Pageturners, the campus book-discussion group, has included an especially relevant selection among its Fall choices: *Maus*, Art Spiegelman's tale set during the Holocaust period in Nazi Germany. See the schedule on the next page for details, and contact Ela Rybicka for further information.
- The GlobalEYEzers group invites staff and students to join discussions about current events in a global context. Contact Sandy Roney-Hays for further information.

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



Schoolcraft physics professor Paul Holody explains his research on tunneling magnetoresistance, which he conducted in 1996 at the Centre National de la Recherche Scientifique in Paris. His March 15 presentation, "A Physicist's View of Research in the City of Light", was part of the Focus Europe series.

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. 22-28 Livonia and Garden City campus libraries	Pageturners book discussions <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.
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
Mar. 19-22 Livonia and Garden City campus libraries	Pageturners book discussions <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.
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. 23-26 Livonia and Garden City campus libraries	Pageturners book discussions <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. 18-21 Livonia and Garden City campus libraries	Pageturners book discussions <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 seen through the eyes of Griet, the servant-girl.

Fall 2007	
Thur. Sep. 13 11 am -12 LA-200	Talk, "Should Turkey Be Admitted into the European Union?" Marjorie Nanian, SC Dept. of Political Science
Wed. Sep. 19 1-2:20 pm MC-110	Talk, "Foreign Immigration to Europe: The Economic and Political Consequences" Michael Twomey, UM-Dearborn Dept. of Economics
Sep. 24-27 Livonia and Garden City campus libraries	Pageturners book discussions <i>The Complete Maus (Maus I and II)</i> by Art Spiegelman. These remarkable graphic novels (book-length comics) took 15 years to create and won a Pulitzer Prize. The story they tell makes an exceptional way to begin learning about the Holocaust in Nazi Germany, as it was both experienced and remembered by survivors and their families.
Wed. Sep. 26 11 am -12 LA-200	Talk, "Savate: The French Martial Art of Kickboxing" Christian Malgeri, Martial Arts Unlimited
Tues. Oct. 2 11 am -12:30 pm LA-200	Talk, "Vlad Tzepesh III: Dracula in Art" Maria-Elena Hunciag, Art Specialist at Troy Public Library and former Curator at Fine Art Museum of Bucharest
Wed. Oct. 3 1-2 pm MC-200	Talk, "Communostalgia in Post-Communist Europe: Its Roots, Present and Future" Janusz Wrobel, Polish Studies Program, Madonna University
Wed. Oct. 10 1-2:30 pm MC-200	Film, "Power Trip" (2003) Paul Devlin's masterful documentary captures a comic clash of cultures in the former Soviet Republic of Georgia. An American power company tries to transform the dysfunctional electricity distribution system in the capital, Tbilisi, in a setting of corruption, assassination, resistance to authority, and street rioting.
Tues. Oct. 16 11 am -12:30 pm MC-200	Talk, "Timisoara: Revolution City and Trend Leader of Romania" Gheorghe Ciuhandu, Mayor of Timisoara, Romania and Professor, Institute of Constructions and Architecture
Fri. Oct. 19 Vis-Ta-Tech Center	An American-Romanian Festival 6:30 pm Romanian Dinner 8:00 pm La Follia Baroque Ensemble
Thur. Oct. 25 1-2 pm LA-200	Talk, "Art to Impress Your Friends With" Holly Stevens, SC Depts. of Art and Humanities
Tues. Nov. 6 2-3 pm LA-200	Talk, "A European Identity? What Strong National and Regional Identities Mean for Europe" Jennifer Miller, Ph.D. candidate, UM Dept. of Political Science
Mon. Nov. 12 6-7:30 pm MC-200	Talk, "Nature vs. Nurture: A Modern Debate with Roots in Classic Philosophy" Mark Huston, SC Dept. of Philosophy

Books that Open Doors to Europe

Below is a sampling of recently published books that offer insights into the culture, history, and economics of Europe. Also check out the Pageturners selections listed in the schedule on page 7. — Editor

Nick Bertozzi, *The Salon* (St. Martin's Griffin, 2007)

It is 1907, and at an artist's salon in Paris that includes Pablo Picasso and Georges Braque, a mysterious type of absinthe is discovered that a drinker can use to travel inside paintings. This entertaining murder-mystery, a graphic novel (book-length comic), teaches us about the origins of Cubism and the debt that it owed to earlier schools of art.

Tasha Alexander, *And Only to Deceive* (William Morrow, 2005)

This suspense novel set in Victorian times has it all, from romantic love to sleuthing for art forgeries. The morals of the era are deftly handled, while the action shifts between London, Greece, Africa, and other locales.

Robert J. Donia, *Sarajevo: A Biography* (University of Michigan Press, 2006)

With detail and compassion, Donia tells the sometimes tragic story of a city known as "the Jerusalem of Europe". A history professor at the Univ. of Sarajevo, he shows that the city's multicultural heritage has given it a great and rich spirit, never vanquished by the contentious warfare.

John R. Bowen, *Why the French Don't Like Headscarves: Islam, the State, and Public Space* (Princeton University Press, 2006)

In 2004, the French government controversially banned Islamic headscarves and other religious symbols from public schools. If public life isn't cleansed of signs of religious ritual, will that undermine the secularism of France and other states shaped by Enlightenment values? Bowen shows that in Europe today, the goals of national unity, cultural diversity, and gender equality are not easily reconciled.

Guillermo de la Dehesa, *Europe at the Crossroads* (McGraw-Hill, 2006)

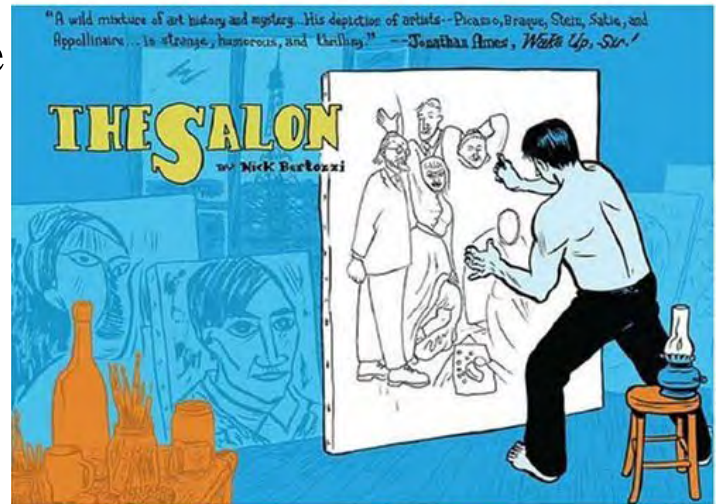
Will the European Union ever be able to rival American economic power? This book analyzes the strengths and weaknesses of the E.U., and finds that while quality of life is generally better in Europe, economic efficiency and productivity are higher in the U.S. The author is a respected economist, Vice-Chairman of Goldman Sachs Europe, and Chairman of the Center for Economic Policy Research.

Andrei S. Markovits, *Uncouth Nation: Why Europe Dislikes America* (Princeton University Press, 2007)

Markovits, a Romanian-born professor at the Univ. of Michigan, argues that the aversion felt by West European elite strata toward the United States is largely based on irrational fears and resentments. He also shows that this aversion is not a new phenomenon, but goes back 200 years.

Dario Gaggio, *In Gold We Trust: Social Capital and Economic Change in the Italian Jewelry Towns* (Princeton University Press, 2007)

How did the West European economy get back up on its feet so



quickly after the devastation of World War 2? Gaggio, a history professor at the Univ. of Michigan, focuses on three small towns, in different parts of Italy, that came to lead the world in the production of gold jewelry in the 1960's. He shows the importance of such factors as localized but globally-connected enterprises, informal and illegal economies, and familial and political loyalties.

Robert Friedel, *A Culture of Improvement: Technology and the Western Millennium* (MIT Press, 2007)

How did Europe come to surpass the rest of the world in technological prowess? Friedel, an historian at the Univ. of Maryland, argues that this was due not to colonial plunder nor to geographic advantages, but because of a philosophical belief in progress and perfectibility that began to prevail in Europe during the Renaissance and Enlightenment periods.

Dipesh Chakrabarty, *Provincializing Europe: Postcolonial Thought and Historical Difference* (Princeton University Press, 2000)

Chakrabarty attacks Eurocentrism and the notion of progress based on capitalistic economic systems. He does not, however, adopt the Third Worldist position of shunning everything European, but instead advocates applying Enlightenment values worldwide, allowing previously marginalized peoples and cultures to take center stage.

Harold J. Cook, *Matters of Exchange: Commerce, Medicine, and Science in the Dutch Golden Age* (Yale University Press, 2007)

The author, a professor of the history of medicine at University College London, argues that the scientific revolution of the 17th Century was primarily driven not by great thinkers but by the needs of European monopolies to know more about the world regions into which they were pushing. The history of the Dutch in South and East Asia makes a strong case for the early appearance of a global "information economy".

Helene Schmitz and Nils Uddenberg, *A Passion for Systems: Linnaeus and the Dream of Order in Nature* (Natur & Kultur, 2007)

Translated from Swedish, this is the official commemorative book for the 300th birthday of Carl Linnaeus (born May 23, 1707), who invented the taxonomic classification of life. The text and breathtaking photos lead the reader on a magnificent journey through Linnaeus's kingdoms of nature. •

“One Great Tapestry”: An Art Exhibit Exploring Cultural Diversity

by Nancy Paton (Humanities and Art & Design)

In February of 2007, I had the opportunity to plan and curate an art exhibition on diversity at Madonna University. The show was entitled “One Great Tapestry: A Celebration and Exploration of Ethnic & Cultural Diversity”. The purpose of the show was to draw attention to the beauty of diversity while acknowledging the need for education and for healing negative conceptions regarding race and ethnicity.

I came up with the exhibit title from the words of a song entitled “Weave us Together”, attributed to Rosemary Crow of Asheville, NC. The words of the song, “we are many colors, we are many textures, yet we are entwined with one another in one Great Tapestry” inspired the show’s title. The idea came to me while I was working on a painting of multi-colored grape leaves connected by an intricate web of vines. Symbolically, the multi-colored leaves represent diversity and our connection as a whole.

The exhibit showcased the work of 13 visual artists working in a variety of mediums. Among participating artists were Patricia Izzo, Olena Sydoruk, Anthony Bacon, Jean-Paul Abou-Dib, Asha Walidah, and Jeanne Poulet. A significant contribution to the exhibit was a contemporary Asian collection loaned to Madonna University by Oliver Aguilar and Richard Phillips. The works have been in major museums and exhibitions in the United States, Europe and Asia. Many works from the Asian collection have been featured in books, art magazines, and on the cover of *Newsweek*.

The Students’ Faces Lit Up

In addition to the visual art, our exhibit included a poetry reading by local poets and writers. Art and poetry are powerful mediums for learning, and a way of reaching people on an emotional level. It was an honor to have Rogelio Hernandez, Hasan Newash, Patrick Smith, and Dr. Christopher Parks read for our group on opening night. I have had the privilege of having Rogelio Hernandez as a guest speaker in my class. As he read poetry I could literally see the students’ faces light up, and the room became quiet as they became thoroughly engaged and focused on the poet’s every word. Poetry and Art need to be experienced first hand to have the greatest impact. After the reading, students stayed after class to talk to our guest speaker, and even more importantly they began to open up and share their own writing and poetry.

As an idealist I have always been able to visualize the beauty in diversity. As a concerned citizen and college instructor I have often overheard conversations laden with racism and misunderstanding of people of different ethnic groups. Who would think that here in the United States, and even in our educational communities, it would continue to be a subject, often unspoken yet rampant in the mindset of many people?



“River of Red”, a painting by Jean-Paul Abou-Dib

The reality in the world today is that the One Great Tapestry is in need of mending. This darker side of the issue came into focus as artists submitted work to the exhibit that not only reflected the celebration of diversity but in addition, the struggle, oppression, and horror that many have endured throughout recorded history. A few of the works focused on slavery or on those who are marginalized (women, indigenous people, people of color, etc.). I have learned from experience in organizing previous exhibits that when you plan shows of this nature, they have a rhythm and underlying creative process that reveals itself over time. My positive reasons for doing the show to celebrate diversity were not enough; I had to let the artists lead the way and address not only the celebration but the struggle as well.

Jean-Paul Abou-Dib’s painting “River of Red” (above) shows a man with a wound bleeding from his chest. Jean-Paul, who holds an MFA degree from Wayne State University, is from a Lebanese-American family. What really grabs your attention are the subtleties of the facial and body expressions of his subjects. The nature of the subject matter remains ambiguous, and the viewer can come to their own conclusion. In sharp contrast were Olena Sydoruk’s wool tapestries. Her “A Little Dreamer” was chosen by the *Detroit Free Press* to advertise the exhibit. Ms. Sydoruk was born in the Ukraine and came to the United States in 2004 with her husband. She has attended Schoolcraft College and is currently working as an art teacher in a Russian Cultural Center. The individual stories of each artist and what promp-

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Strategies for Cross-Cultural Competence, Connectedness, and Collaboration

Getting to the Five C's

by Holly Arida

Holly Arida is on the faculty at Cranbrook Kingswood Upper School in Bloomfield Hills, MI, where she teaches history and directs the World Affairs Seminar. She has also taught international business at Walsh College, and serves as an advisor to the Arab American National Museum (AANM). Holly holds a BA degree from the University of Michigan-Dearborn, and an MA in Middle East and North African Studies from the University of Michigan in Ann Arbor. She has developed a new method to teach Middle East Studies, and has authored several articles about global education. Her recent book, Etching Our Own Image: Voices from Within the Arab American Art Movement, a collaboration with AANM, was released in July by Cambridge Scholars Publishing, UK.

At the age of 19, after completing my first year of college, my father approached me with a job offer. A family friend, living in Jordan, was working for a global logistics company that wanted to open a franchise in the Detroit area. Would I want to run it? I don't remember hesitating; the prospect seemed exciting and challenging, and I felt confident in my abilities. Our office opened within a couple of months, and I began a fourteen-year journey in international business leadership that ended only when I chose to become an educator.

For those of us trying to find solutions to the exponentially growing demands for global education, some answers lie in my own experience. Virtually out of high school, what were the skills that allowed me to prosper on the global playing field? I did not have much business experience and certainly knew little about international shipping at age 19, but my indispensable assets were my "cross-cultural competence", the ability to work in multi-cultural situations, and the sense of connectedness I felt with the overseas clients and partners with whom I collaborated around the world. My cross-cultural competence derived from key life experiences: living abroad and growing up in diverse communities within the United States. These instilled a strong sense of connectedness to the world and a respect and understanding for what I could learn from people who were "different" from me. My father, an immigrant to the U.S., was also involved in international business intermittently throughout my upbringing, so the language of global business and my own transnational identity made me comfortable with navigating other cultures.

To be sure, we cannot equip each of our students with immigrant parents and overseas experiences, but here I will present ways that learning institutions can simulate some of these experiences by drawing upon existing resources and retooling our approach to global education.

There is virtually no field of study or job area for our students that will be left unaffected by the "Flat World" phenomenon described by Thomas Friedman, and our global education strategies need to reflect this reality. To make sure our students stay ahead, in a game that seems to be outpacing educational systems in terms of change, we need to reorient our approach in a number of ways.

The primary change is to shift toward educational strategies that achieve cross-cultural skills valuable in the global marketplace by putting knowledge and awareness into practice. This means drawing on existing resources in the learning environment: cross-cultural experiences of our students, diversity, and empathy. Simulating the "international life" through education provides students with capabilities and confidence in what I call the "5C" 21st-Century skills:

- **cross-cultural competence:** the ability to maneuver in a number of cultures
- **collaboration:** the ability to work with others over transnational boundaries
- **connectedness:** the ability to relate to other cultures and people.

Overview of Cross-Cultural Competence

The table on the next page outlines the five levels of cross-cultural competence, which foster connectedness and global collaboration. Although they are not strictly sequential, it is the last level, cross-cultural skills, that will assure our students a spot on the global playing field. The building blocks for functioning competency in another culture are learned in a spiraling process and should take place both in and out of the classroom.

There is a great distance between the starting point at which students indicate an open attitude by walking into a Language 101 or Global Studies course to the final destination, where they possess the cross-cultural skills to interact socially with international clients, clinch a business deal or innovate a design, and work together to solve problems transnationally. Students maneuvering across cultures in their future careers will need the skills to answer a multitude of practical questions such as these:

- How do you interpret and then respond to an angry e-mail from an overseas customer or partner?
- What sort of payment or contract terms indicate a lack of trust that might be offensive to a client in another country?
- What are the politics of the country and how volatile is the region in which you are operating?
- Is it culturally acceptable to discuss political volatility or is it insulting?
- What is the informed, culturally-proficient way to handle complex situations as they arise that will enhance rather than damage your relationship?

These are serious issues that cannot be handled by a novice when

Building Blocks	Characteristics of Cross-Cultural Competence
Open Attitude	<ul style="list-style-type: none"> • Tolerance and curiosity about other cultures. • Seeking knowledge. • Multi-dimensional understanding. • Overcoming stereotyping. • Developing a “productive” approach to other cultures.
Self-Awareness	<ul style="list-style-type: none"> • Reflecting on our own cultural practices. • Critiquing our own “attitude” and practices. • Examining how false cultural “assumptions” can damage working relationships and inhibit success across cultures.
Other-Awareness	<ul style="list-style-type: none"> • Recognizing how actions of others reflect cultural norms. • Identifying the expectations of counterpart in other culture. • Finding places where cultural practices overlap. • Assessing how to build respect and working relationships.
Cultural Knowledge	<ul style="list-style-type: none"> • Obtaining specific information about politics, history, social practices, conflict resolution, sources of inspiration, and attitudes toward achievement in the culture. • Establishing reliable sources of information about the culture.
Cross-Cultural Skills	<ul style="list-style-type: none"> • Transforming awareness and knowledge into actual skills. • Honing capacity to work across cultures. • Forging path toward continual refinement of skills.

From *Doing Business Internationally, the Guide to Cross-Cultural Success*¹

a commercial deal, an international partnership, or a career might be at stake. As global educators, we must prepare our students for these types of questions by finding effective ways for them to achieve functioning cross-cultural competency and reach beyond, to proficiency.

The Power of Empathy

For global educators, empathy can be the bridge to cross-cultural competence because it allows students to “walk in the shoes” of people living in another culture.

Empathy is a universal language and key to global understanding. Although mastery of a world language can open doors to a culture, it is a lengthy process, which can be outmoded by the constant shifts in the global marketplace. For example, many schools in Michigan followed trends in the automotive industry; thus, in the 1980’s they offered Japanese courses, followed by German after the Daimler-Chrysler deal, and now Chinese. Also, with a global workforce you might, for example, be dealing with a company in Dubai, but communicating with Indian project managers there, who speak English or a Hindi dialect, not Arabic. Proficiency in a world language might be an asset, but empathy is also an effective and versatile tool to access another culture.

Global educators must rely on the power of empathy because it is a vital tool with a lasting impact in cross-cultural understanding and a highly valuable 21st-Century skill. As right-brain guru Daniel Pink explains in his groundbreaking work *A Whole New Mind*:

Today, cheap and widespread online access, combined with all of those overseas global knowledge workers, are making the attributes measurable by IQ much easier to replace— which... has meant that aptitudes more difficult to replicate are becoming more valuable. And the one aptitude that’s proven impossible for computers

to reproduce, and very difficult for faraway workers connected by electrons to match, is Empathy.²

Those that can make the human connection will be valuable in the global marketplace. Empathy or the related “E.Q.” does not replace the classic IQ because, as Pink explains, “Sometimes we need detachment; many other times we need attunement. And the people who will thrive will be those who can toggle between the two...”³ However,

Empathy is much more than a vocational skill necessary for surviving twenty-first century labor markets. It’s an ethic for living. It’s a means of understanding other human beings... a universal language that connects us beyond country or culture. Empathy makes us human...⁴

Global educators need to use the power of empathy to their advantage. Empathy can circumvent language barriers, national boundaries, and cultural differences. Drawing out this “natural” resource can help a student achieve cross-cultural competence. Attunement to global counterparts is a skill that students need to learn, hone, and practice.

Getting to the 5C’s

Here are strategies for global educators to empower students with cross-cultural competence, connectedness and collaboration through empathy.

The table on the next page breaks down each stage of cross-cultural competence with specific recommendations for global educators to help students achieve them.

At the beginning stage, **Open Attitude**, it is important to provide “the hook” that leaves students with a clear sense of why the culture or region you are introducing is significant *to them*, in other words, creating a sense of *connectedness*. You can con-

continued on next page

The Five C's*continued from previous page*

Stage	Strategies
Open Attitude	<ul style="list-style-type: none"> • Acclimate students to stereotypes about the culture. • Offer students authentic voices from the region. • Explain clear benefits of cross-cultural understanding. • Convey importance of the culture/region to the student.
Self-Awareness	<ul style="list-style-type: none"> • Survey student opinions about other cultures. • Allow students to give voice to their misperceptions. • Train students to think about the role of cultural perspectives. • Encourage students to give voice to their own cross-cultural experiences.
Other-Awareness	<ul style="list-style-type: none"> • Draw on previous multicultural experience of student. • Utilize cross-cultural interchanges. • Emphasize dialogue about "other" cultures. • Recognize differences/similarities about culture.
Cultural Knowledge	<ul style="list-style-type: none"> • Utilize interdisciplinary approach. • Position student to understand that cultural knowledge is fluid, not fixed. • Guide students to find reliable people and institutions in their community. • Emphasize media literacy skills.
Cross-Cultural Skills	<ul style="list-style-type: none"> • Create experiential cross-cultural leadership programs. • Role play cross-cultural interchanges. • Utilize international video-conferencing tools to build bridges. • Partner with other learning institutions or companies to build relations between students and educators. • Establish internships abroad or with local global businesses. • Network in your community and use multicultural resources.

nect students to the culture by drawing them to the economic, political, or humanitarian aspects that affect their everyday lives. Two examples: the emergence of Asia and subsequent labor outsourcing has an economic impact on student careers, and conflict in the Middle East is tied to the upcoming elections in the U.S. Another dimension of connectedness is where students identify stereotypes. This is best achieved by exposure to indigenous voices from the region, either in person or on film or television. Also, students need to connect to their own process of developing cross-cultural competence and understand that the objective is acquiring the skills to function with proficiency on the global playing field.

It is not too simplistic to begin the **Self-Awareness** stage with a survey or "quiz" that provides students with an opportunity for introspection about another culture. Using empathy as a vehicle here means encouraging students to reflect on their own cross-cultural experiences: Are they born of immigrant parents or grandparents? Do they have a diverse group of friends and what are their friends' experiences? When have they been misperceived or stereotyped? Contemplations of this nature establish further connectedness as students begin to see reflections of their own cross-cultural experiences.

The phase of **Other-Awareness** is intertwined with Self-Awareness. My most powerful example of this is from a graduate course I taught on "Culture and Doing Business in the Middle East". A student from the Balkans spoke very emotionally about the way he was discriminated against and verbally assaulted following 9/11 because he was perceived in his community as being Arab. The absurd story of this Albanian student enduring anti-Arab epithets and having a mother shielding her child from him at a gas station because he was "dangerous" illuminated for all of us listening the profound need for cultural understanding of "the other". I hear very often from

students that something they've learned about a new culture reminds them of their own upbringing, how their roommate lives or how their family "back home" used to do things. As global educators, we tend to think globally, reaching to the outside world for strategies to foster global understanding, but through the power of empathy, the answers can lie in the multicultural experiences that students already have. Many of our schools and universities have dedicated considerable effort to building diverse student populations and faculty. Capitalizing on this diversity connects students to the rest of the world to explore new cultures through open discourse, self-reflection and empathy.

For **Cultural Knowledge** to translate into global skills, students need a comprehensive approach to the culture. This means that while looking at the economic situation and studying business practices in a region, students should be following the political situation in the country's newspapers, reading literature from indigenous writers, and learning about the religious practices and local customs through films, speakers, visits to local ethnic communities, or international video-conferencing. In this way, students understand that cultures are complicated and organic. As global educators, we can also capitalize on another existing resource—the Internet. Like never before, students have access to information emanating from all over the world. But cultural knowledge means honing media literacy skills in our students— particularly when it comes to international sources. Guiding students to reliable sources and providing them with the ability to assess the validity of information as they continue to explore the culture is key to building this phase of cross-cultural competence.

On the global playing field, our students will not be tourists or spectators—they will be competitors who need to know how to play the game with confidence and skill. Global educators

The Five C's *continued from previous page*

must focus on getting to the final stage, **Cross-Cultural Skills**, because awareness and knowledge are useless without the ability to put them into practice. Cross-cultural collaboration and empathy grow simultaneously. Experiential educational opportunities that demand cross-cultural collaboration are essential. Leadership programs on campus can take advantage of diversity within the student population or can work in conjunction with other learning institutions. Through role play, I have had students enact possible cross-cultural business interactions that put their knowledge into practice without ever leaving campus.

Partnerships with international schools or companies with global operations provide students with real-life work experience in a global context or the opportunity to find solutions across cultures. How do you work on a project or solve problems with people who are different than you? Through an international partnership at my school, we recently sent students for internships at the parent company of the school we partner with in Turkey. Working, not just studying, in a foreign country has built confidence and skills, allowing these students to pursue their international interests.

Functioning Cross-Culturally and Beyond

By using the universal language of empathy and building upon the multi-cultural and media resources we already have in our schools or universities and communities, global educators can amp students up from the early stages of knowledge and awareness about other cultures, to the "5C" skills they will need in the 21st Century. Our students' education needs to be the international life that gives them the confidence and global know-how for their future. Students need more efficient and effective strategies to build the kind of cross-cultural competence and connectedness that translates into proficiency, in order for them to collaborate transnationally and compete in a worldwide labor pool with success. Nothing less than the future of the American workforce is at stake. •

Endnotes

1. Danielle Medina Walker, Thomas Walker, and Joerg Schmitz., *Doing Business Internationally*, 2nd ed. (New York: McGraw-Hill, 2003), pp. 34-36.
2. Daniel Pink, *A Whole New Mind: Why the Right Brainers Will Rule the Future* (New York: Penguin Group, 2005), p. 161.
3. Pink, p. 174.
4. Pink, p. 165.

Conference in Iowa *continued from page 15*

We have been discussing the possibility of applying for a Title VI grant to support the International Institute and other international activities on campus. The information I gained from the conference will make this a much better proposal and increase the benefit from any grant that we do receive. As we consider our funding options, we will also want to consider how we might collaborate with this wonderful resource (the MIIIE) in order to create a stronger program. •

International Rumi Year

The famous Persian poet, jurist, and theologian Jalal al-Din Rumi was born 800 years ago this month, on September 30, 1207, in what is now Afghanistan. His teachings inspired the spread of Muslim and Sufi thought, and the rise of ascetic dervish fraternities in Turkey and other countries. UNESCO (the United Nations Educational, Scientific, and Cultural Organization) has declared 2007 as International Rumi Year in celebration of this anniversary.

The following poem by Rumi has been freely translated by Coleman Barks, and appears in his We Are Three: New Rumi Poems (Athens, GA: Maypop Books, 1987), p. 25.

We can't help being thirsty,
moving toward the voice
of water.

Milk-drinkers draw close
to the mother. Muslims, Christians, Jews,
Buddhists, Hindus, shamans,
everyone hears the intelligent sound
and moves, with thirst, to meet it.

Clean your ears. Don't listen
for something you've heard before.

Invisible camel bells,
slight footfalls in sand.

Almost in sight! The first word they call out
will be the last word of our last poem.

"One Great Tapestry" *continued from page 9*

ted them to become involved with showing their work is a story as diverse and interesting as the art itself. I am always honored to meet each artist and to share in this process with them.

As exhibit curator I was contacted by a spokesperson from The Michigan Roundtable for Diversity and Inclusion. During the interview process I was asked about outcomes. What did I feel would be the positive outcome of presenting the exhibition on diversity? Without the tools to measure, I can only hope it helped raise questions in the minds of the viewers. Several of my students attended the opening and wrote reviews on the show. Our field trip was the topic of discussion in class as students had a variety of responses to viewing the art. That discussion in itself was a step in the right direction.

I once heard that change comes about from many people doing the small things that will one day lead to a major shift in the thinking of the world. I am grateful to Madonna University for allowing me to curate shows on important social issues, and to all the artists, volunteers, and writers who helped bring about the amazing success of our show. •

SCII Cookbook

With dishes ranging from the *ackee* and saltfish of Jamaica to the pickle soup of Poland (*zupa ogórkowa*), the Schoolcraft College International Institute has published a marvelous international *Cookbook*. Launched at the Multicultural Fair on March 28, the professionally printed, 110-page volume includes over 80 recipes from around the world, contributed by College students and staff and accompanied by geographical, social, and cultural background information. The cookbook, which sells for \$10 including sales tax, is available for purchase at the campus Bookstore and will also be for sale at the Fall Craft Show, Celebrate Learning, and other campus events.

Ela Rybicka (English) conceived and directed the year-long cookbook project. Her editorial committee included Sumita Chaudhery (English), Anna Maheshwari (English), and Barry Wauldron (Geography). Graphics assistance was provided by the Computer Graphics Technology Department under the coordination of instructor Lisa Jacobs. Three CGT classes participated in the project last Winter: CGT 123 (Illustrator) taught by Mark Erickson, CGT 150 (Typography) taught by Cathy Begle, and CGT 231 (Electronic Publishing) taught by Jacobs. The book cover (shown below), which incorporates the word “Cookbook” in 10 different languages, was designed by student Lynn Morgan in CGT 150, and the recipe pages and dividers were created by students in CGT 231.



SCII Renews Its Vision

The International Institute embarked on a “Vision Quest” at on-campus gatherings on March 16 and May 11. We wanted to assess—in a more concentrated way than is possible at a normal meeting—where we have been, where we are now, and where we need to head in the future. This Vision Quest, the first carried out by our group since 2003, reflects the growth and maturation of the SCII since then and our recognition of the challenges that remain.

Among the presentations made at the sessions was one by Dean of Instruction Denise Sigworth, who situated the work of the SCII within the overall mission and current strategic initiatives of the College. Then, the two dozen participants (students, faculty, staff, and administrators) made a detailed prioritization of the many projects and goals of our group.

On May 15, an *ad hoc* task force of nine SCII members met to further organize the results of the Vision Quest. Three **Core Initiatives** were identified:

- the Global Endorsement program
- the annual Focus Region projects
- the annual Multicultural Fair.

A dozen other items were classified as **Emerging Initiatives**. The most urgent call from participants fit under a cluster that might be labeled “**International Resources/ Training/ Support for Faculty**”. This Fall, we will work to clarify these latter needs and to assess the suitability of resources and structures that are already on campus. In addition, a Title VI grant request to the U.S. Department of Education is being planned.

SCII Faculty Chairperson Josselyn Moore commented, “The Vision Quest was helpful in reaffirming our commitment to our core areas and refocusing our efforts to meet pressing needs so we might use our precious time and funding wisely. Our collective wisdom and data-driven decisions help keep us on task. I look forward to another innovative year of international programming.”

ESL in Palermo *continued from page 6*

years in the late 16th and early 17th Centuries. The favorite of my driver Salvo is Chiesa del Gesù, in which the interior—walls, floors, columns—is entirely covered with marble inlay in an astounding range of colors and designs. The church is located in a poor neighborhood, and its exterior is not well maintained. But to Salvo the church metaphorically describes the human condition. The beautiful interior is like the most important part of a person—the soul—while the exterior, which will eventually die, tells us little about what exists within.

Initially, a new destination is simply a series of first impressions, but during the five weeks I spent in Palermo, the environment became more and more familiar. By not expecting it to be whatever I anticipated it might be, Palermo gradually revealed a complex range of attributes that I found stimulating, evocative, enchanting.

Report from the MIIE Spring Conference in Iowa

by Wayne Glass, Director of Grants

Last Spring, I had the opportunity to attend and make a presentation at the 14th annual conference of the Midwest Institute for International/Intercultural Education (MIIE), the group with which our International Institute is affiliated. The conference was held April 13-14 at Kirkwood Community College in Marion, Iowa.

Although I have some knowledge of international education programs, the trip to Marion for this conference was well worth the time! I was particularly interested in how Schoolcraft College might be able to work with the Midwest Institute to further develop our international programs.

There were more than 100 people in attendance, representing 38 of the Institute's member schools. The program started bright and early Friday morning and ended late Saturday.

I was able to participate in a number of sessions. Not unexpectedly, there were a number of sessions with an emphasis on China or Russia: the MIIE had recently completed faculty trips to these countries. One of the course modules under development by faculty at Kirkwood and at Rock Valley College (Rockford, IL) involves the infusion of Chinese healthcare issues into college courses. This would be an ideal module to include in a nursing or allied health course. [Information about the MIIE trip to China, and about several of the resulting modules, was included in the Fall 2006 issue of this newsletter, pp. 13-16, available at <http://www.schoolcraft.edu/scii/publications.asp>]

International Studies at Kirkwood

An especially important session dealt with the range of international programming and global education initiatives at Kirkwood Community College itself. Kirkwood is organized with an international studies/education department responsible for coordination of international activities on campus.

This session was of particular interest, because it included presentations from two of the college's international students about their perspectives on choosing a small community college for their education. The college has 537 international students within a population of about 15,000 credit students (about 8,600 of them full-time), which enriches the experiences of the domestic and international students alike.

[The weekend following the conference, a profile of Kirkwood and its international studies programs appeared in the Education Life section of the *New York Times* (April 22, 2007). Kirkwood president Mick Starceovich noted that their international students come from 101 different countries, yet the college does no recruiting overseas; "It's all word of mouth", he said. The students start out in intensive English-language courses before moving into their majors. Nursing and business are among the most popular, and most of the international students return with these skills to their home countries.]

The college, through its foundation, provides students scholarships to support travel abroad. Finances have been the greatest handicap for students to travel abroad and even a modest \$500 scholarship has proven to be enough to encourage some students to participate in a study abroad opportunity. The students feel that the scholarships demonstrate the college's support and its emphasis on the importance of an international experience. In order to increase internal support of its international programs, the college has even sent members of its board of trustees to international conferences!

Throughout the session, the panelists emphasized that there was no one "right" way to design and develop an international program within a college. Although Kirkwood has done a great job, their programs would not translate easily to the Schoolcraft College situation. For instance, Kirkwood, like Schoolcraft, does not have residence halls. But Kirkwood does work with local real estate developers in order to be able to offer housing to international students. Other initiatives of Kirkwood might have merit here. The college encourages all faculty to have a current passport and has a goal of having the majority of its faculty travel abroad. Kirkwood has policies, procedures and resources in place to facilitate faculty and student travel abroad, such as insurance, emergency procedures, international cell phones, and a college credit card for international travel. Study abroad is designed as a humanities course, so students who participate can get usable credit for the experience.

The panelists were quick to admit that the faculty is the key to a successful program. Instructors need to support the international program, recruit students, and organize travel abroad opportunities. The faculty, with institutional support, help to organize a 2-3 week study abroad opportunity that is student-centered. Planning starts as much as a year in advance in order to coordinate with foreign partners, make travel plans, and organize the trip. While the college does organize its own travel abroad, it also uses the services of a number of intermediaries that provide this service. Those organizations do the planning and coordination, and the students (and faculty) sign up to participate along with students and faculty from other institutions.

Title VI Grants

Another reason that I attended the conference was to participate in a session on the development and benefit of what are termed "Title VI" grants. Title VI refers to the section of the federal act which provides for the creation, within the U.S. Department of Education (USDE), of programs to encourage international initiatives in secondary education. I have some familiarity with the programs and knew that Theo Sypris, director of the MIIE, had experience with them and interest in working with other institutions to encourage proposals to USDE from community colleges in particular.

I provided some background on Title VI programs in which I was involved at my last institution, while Theo discussed more of the mechanics of applying for those funds. The audience was an interested group of our community college peers who, like Schoolcraft, are seeking support for the development of their international efforts.

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Kudos

“The sixth annual Multicultural Fair was a blast!” reports International Institute Faculty Chair **Josselyn Moore** (Anthropology/ Sociology). At the March 28 event, more than 2,000 “travelers” toured the two dozen display tables and non-stop performances presented by well over 100 students, instructors, staff members, family, and friends. This free, public event was a colorful and joyful celebration of the rich array of cultures on our campus and in our community. The Fair promotes cultural sensitivity, awareness, and appreciation, extending education beyond the classroom walls by exposing visitors to a cross-cultural experience. The annual event is organized by the **International Institute, Student Activities Office,** and **Phi Theta Kappa** honor society. New features this year included a theme table on Weddings Around the World, created by **Carole Lowell’s** ESL class; a performance by the **Marcus Garvey Academy Drum and Dance Ensemble**; presentation of a bamboo dance by the Philippine Tinikling troupe led by Schoolcraft student **Stephanie Maize**; a Kiosk class project created by students from **Mike Mehall’s** computer graphics courses; and a World Map Trivia Game. Returning performances included the **Tahitian Dancers; Troupe Ta’amullat**; Irish step dance by **Marilee Murray**; and Western line dancing by students from **Bill Peterson’s** Lunchtime Line Dance courses in the Continuing Education and Professional Development (CEPD) program. Visitors were also treated to ethnic food samples from area restaurants, as well as demonstrations of international languages, henna painting, and *tai chi*.

Mark Harris (English) has stepped forward to be faculty advisor for the Native American Club, formed recently by his student **Pat Cline**. The first club meetings took place on April 6 and April 27. Pat also performed on the Native American flute for the Multicultural Fair in March.

University of Michigan anthropology professor **David Frye**, who gave a presentation at Schoolcraft on “The Myth of *Mestizaje*: The Colonial Construction and National Deconstruction of Race in Mexico” as part of the Latin America Presentation Series in 2005, recently published an abridged translation of *The First New Chronicle and Good Government* (376 pp., Hackett Publishing Co.). This document, written in 1600-1616 by Peruvian native Felipe Guaman Poma de Ayala, is considered the most sustained critique of Spanish colonial rule ever produced by an indigenous

subject. The original document is written mostly in Spanish, but with extensive use of words from the native Andean languages Quechua and Aymara. In order to complete the translation, Frye attended classes in Quechua.

Nancy Palmer (Nursing) and her husband Tom returned to northern Peru this past Summer for their third medical mission in coastal Trujillo. During their stay, which ended before the recent earthquake struck the department of Ica in the south, they worked with volunteers and students from around the world to run health-care clinics in a poor area that has no doctors at all. They were interviewed on Peruvian national television, and were also filmed for a documentary to be shown in Britain this year. Nancy reports that there was noticeable political tension in the country this year, with strikes and related assassinations. But, she writes, the work is very stimulating and provides her with new ideas for teaching/learning/service activities at Schoolcraft.

Mala Chaudhery (Psychology) has continued to design the colorful, handsome flyers for the events in the SCII Focus presentation series. **Ellen Hochberg** (Senior Graphic Designer) designs the wonderful large poster used for each Focus project.

Anna Maheshwari (English) wrote an article “Multinational Corporations & Responsibility: Internationalizing Business English Classes” in the Spring 2007 issue of *Midwest Connections*, the newsletter of the Midwest Institute for International/ Intercultural Education (MIIE). In the article, Anna described a project that she implements regularly in English 106. Using the Union Carbide disaster in Bhopal, India (December 1984) as a case study, the module requires each student to research, write up, and present to the class a critique of the overseas business practices of a selected U.S.-based company, from the standpoint of safety, environmental health, law, and ethics. Anna developed the module during a one-week International Workshop hosted by MIIE at Kalamazoo Valley Community College in Summer 2004.

Foreign language programs are thriving at the College. This past Winter, **Andrea Nofz** began offering a new online mode of delivery for Spanish 101, and the interest has been overwhelming. Her colleague **Anita Suess-Kaushik** is developing a credit course in Italian to begin in Winter 2008. Other

language offerings are also being investigated, including Russian and Japanese.

Tia Chaudhery (English) is the coordinator of Reach for Peace, a new project of the campus Committee for a Season for Nonviolence. Under this project, Schoolcraft students, assisted by the Michigan Peace Team, will serve as mentors on nonviolent conflict resolution at public schools in the greater Detroit area. The student mentees at middle and high schools will create electronic portfolios of strategies for nonviolence, and will present a public forum at the College on issues of peace and justice. The project was awarded funding this past March in the form of a Brighter Futures grant from the Michigan Campus Compact, a nonprofit group that promotes community service opportunities for college students.

On June 15, **Sandy Roney-Hays** (Anthropology) taught a very successful class on “World Religions: The Window into Our Lives” for Schoolcraft’s CEPD program. The two-hour class, part of the “Conversation and Coffee” series, was originally scheduled for room LA-200, but the venue had to be changed to VT-210 after enrollment soared to 83 participants. Using the Internet, music, poetry, film, and even food, Sandy showed participants how world religions help shape human identity, history, and culture. She hopes to provide an international strand to the C&C series in an ongoing way, and to foster ties between the International Institute and members of the community, including senior citizens.

Reagan Rose, a student in **Mike Mehall**’s CGT 250 class last Winter, put together a 2-minute video that formed part of an informational presentation about SCII to the Board of Trustees at their May 23 meeting. Dean of Instruction **Denise Sigworth** and SCII Faculty Chair **Josselyn Moore** headed up the overall presentation, including a PowerPoint overview of the various activities that SCII coordinates. Both the video and PowerPoint are available on the campus server at U:\International\Presentations.

Wayne Glass, Director of Grants, gave a presentation on “The Future of Canada-U.S. Trade and Investment in a Post 9-11 Era” at the Conference of the Midwest Chapter of the Academy of International Business–U.S. (AIB–U.S.), held at the Drake Hotel in Chicago on March 28-30. Established in 1959, AIB (<http://aib.msu.edu>) is the leading association of scholars and specialists in the field of international business, with over 3,100 members in 75 different countries around the world.

Vikram Mathur, corporate services coordinator in the Schoolcraft College Business Development Center, passed the rigorous NASBITE examination as a Certified Global Business Professional (CGBP) in March. The CGBP designation is the nationally-recognized benchmark demonstrating an individual’s ability to conduct business internationally, including competence in global business management, global marketing, supply-chain management, and trade finance. These skills have become increasingly important as the U.S. shifts to a more export-driven economy. The year 2007 is the first in which the S&P 500 companies are generating more than half of their sales in countries other than the U.S.

The usefulness of foreign-language proficiency in modern business is underlined by the career of **Michael F. Moriarty**, a Chinese-language graduate of the University of Michigan. Recently, Mike contributed to a research project that studied cold supply-chain logistics in China in light of the country’s recently-publicized food safety issues. The project was carried out by a team at A.T. Kearney, a Chicago-based strategic management consulting firm where Moriarty is a partner. After graduating from UM with a degree in Chinese and from the University of Chicago with an M.B.A. in economics, Moriarty held positions at Ford Motor, Borders Books, and Bell & Howell before joining A.T. Kearney in 1987. The research on China’s food system was presented in Shanghai on June 22 at “Mapping the New Silk Road”, the 51st World Food Business Summit. The team concluded that China’s food safety process is broken, and that fixing it will require a \$100 billion investment in improved food safety standards, warehousing, transportation, and training. They estimated that to serve the growing middle-class demand for food with effective safety levels by 2017, China will need 365,000 refrigerated trucks and 5 billion cubic feet of cold storage; today, the country has only 30,000 refrigerated trucks and 250 million cubic feet of cold storage. For PowerPoint summaries of the study, visit <http://www.atkearney.com/main.taf?p=6,2,1,1,1,1>.

The literary section of *The Liberty Times* (Taipei, Taiwan) published an essay written in Chinese by **Sarolina Chang** (Radcliff Center Library) commenting on a poignant memoir by **Anca Vlasopolos**. Last February, Vlasopolos, a professor at Wayne State University, spoke about the memoir, *No Return Address: A Memoir of Displacement*, as part of the Europe Presentation Series at Schoolcraft. In addition, Sarolina recently composed a poem in Chinese about the tragedy at Virginia Tech last April, entitled “At This Moment”, that was published in the literary section of the *World Journal* (New York). •

Multicultural Events Calendar for SE Michigan

See also the schedule for Focus Europe (page 7).

Jun. 16–Sep. 16, 2007: “Out of the Ordinary/Extraordinary: Japanese Contemporary Photography”. This exhibit of works by 11 young photographers challenges conventional Western assumptions about Japanese aesthetics and culture. Pregnant men posing in a fertility clinic; strangers photographed from outside the windows of their homes; a young woman dressed up in the various costumes of Tokyo teenagers, exploring consumer-oriented notions of “youth”: these are but a few of the puzzling and provocative images presented., probing the many layers of social and moral anxiety that underlie a surface of prosperity and well-being. (Curated by Michiko Kasahara at the Tokyo Metropolitan Museum of Photography and organized by the Japan Foundation, Tokyo.) Univ. of Michigan Museum of Art Off/Site, 1301 South University Avenue, Ann Arbor. For more info, see <http://www.umma.umich.edu/>.

Jun. 28 – Sep. 28, 2007: “Celebrating Heritage: The Chris Webber Collection of African American Artifacts and Documents”. UM and NBA basketball star Chris Webber is also an avid collector of African American historical material. This exhibition presents select artifacts from his collection, including rare books such as a first edition of Phillis Wheatley’s *Poems on Various Subjects, Religious and Moral* (1773) and letters from George Washington Carver and Booker T. Washington. Sponsored by the DTE Energy Foundation and The McDonald’s Owner Operators of Detroit. Coleman A. Young Gallery, Charles H. Wright Museum of African American History, 315 E. Warren Avenue, Detroit. For more info, see <http://www.maah-detroit.org/>

Jul. 12 – Nov. 25, 2007: “Threads of Pride: Palestinian Traditional Costumes”. An exhibit of over 40 Palestinian embroidered dresses and ceremonial costumes from the collection of Farah and Hanan Munayyer (founders of the Palestinian Heritage Foundation of West Caldwell, NJ and stewards of the largest collection of Palestinian embroidery in the U.S.). Palestinian embroidery is unique for its striking and intricate red and black patterns and for its cultural and social meaning. (Thursday October 18 at 6-7:30 p.m. features a free lecture, followed by an embroidery sale.) Exhibit in Main Floor Gallery, Arab American National Museum, 13624 Michigan Avenue, Dearborn. For more info, see <http://www.theaanm.org>.

Sep. 15-16, 2007: Ballet Folkórico, Mexico’s most esteemed artistic treasure, whose 65 dancers and musicians present a world-class spectacle of colorful ethnic traditions from Pre-Hispanic to modern times. Detroit Opera House, 1526 Broadway, Detroit. For more info, see <http://www.motopera.org/>.

Sep. 20, 2007: Concert by Irish wind- and string-instrument group Lúnasa. This is the kick-off performance in the Comerica-Ford Global Thursdays series. Comerica and Ford Motor Company sponsor this series of programs and concerts



“Threads of Pride: Palestinian Traditional Costumes” runs through Nov. 25 at the Arab American National Museum

by diverse local and international performers, every Thursday evening this Fall at the Arab American National Museum (13624 Michigan Avenue, Dearborn). Tickets: \$10 general admission, \$12 at the door; discounts for students, AANM members, and series ticket holders. Full information can be found at <http://www.theaanm.org>

Sep. 22, 2007: Annual Japan Festival. Featuring a tea ceremony, *bonsai* exhibit, music and dance performances, and demonstrations of Japanese cooking, *origami*, *ikebana*, calligraphy, martial arts, and *tai chi*. Free admission. 1-5 pm. The Japanese Cultural Center and Tea House, 527 Ezra Rust Drive at Washington Avenue, Saginaw.

Sep. 29 – Dec. 30, 2007: “Persian Visions: Contemporary Photography from Iran”. The first survey of contemporary Iranian photography ever presented in the U.S., this exhibit provides a rare, revealing view of the country’s life and experiences with more than 60 works by 20 renowned Iranian photographers. (Organized by the Tehran Museum of Contemporary Art, Iran, in conjunction with the University of Minnesota.) Univ. of Michigan Museum of Art Off/Site, 1301 South University Avenue, Ann Arbor. For more info, see <http://www.umma.umich.edu/>.

Oct. 13-28, 2007: The long-awaited world premiere of David DiChiera's three-act opera "Cyrano". Libretto by Bernard Uzan based on Edmund Rostand's literary masterpiece, *Cyrano de Bergerac*. Sung in French with English supertitles. Detroit Opera House, 1526 Broadway, Detroit. For more info, see <http://www.motopera.org/>.

Oct. 17, 2007: Performance by Mariza, a Portuguese *fado* singer with a mesmerizing voice. She will take the audience on a remarkable journey, blending the music and cultures of Portugal, Brazil and North Africa. Max M. Fisher Music Center, 3711 Woodward Avenue, Detroit. For more info, see <http://www.shophthemax.com/PEO3/default.asp>.

Oct. 19, 2007: From the former Soviet Republic of Georgia, the Georgian State Dance Company brings their one-of-a-kind spectacle of dance, sights and sounds to Orchestra Hall. Max M. Fisher Music Center, 3711 Woodward Avenue, Detroit. For more info, see <http://www.shophthemax.com/PEO3/default.asp>.

Oct. 27, 2007: The Arab American National Museum's fourth annual Gala Dinner, featuring the Umm Koulthoum Egyptian Orchestra presenting the music of the legendary Egyptian diva Umm Koulthoum (1904-1975). Detroit Opera House, 1526 Broadway, Detroit.

Nov. 2-4, 2007: Third annual Arab Film Festival, an eclectic selection of shorts and feature films by and/or about Arabs and Arab Americans. The lineup will be released in the near future at <http://www.theaanm.org>. Arab American National Museum, 13624 Michigan Avenue, Dearborn.

Nov. 9, 2007: Public Lecture, "Hidden Treasures Among Us: The Chinese Collections at UM Museum of Art" by Maribeth Graybill, Curator of Asian Art at the Portland Museum of Art, and former Senior Curator of Asian Art at UMMA. The UMMA is home to nearly 1,500 works of Chinese art, ranking in breadth and quality among the finest Chinese collections in American university art museums. Sponsored by the UM Center for Chinese Studies. 6:30 pm. 4th Floor Amphitheater, Rackham Building, 915 East Washington, Univ. of Michigan, Ann Arbor.

Nov. 10-18, 2007: "The Marriage of Figaro", Mozart's famous comic opera in four acts, with libretto by Lorenzo da Ponte (1749—1838) and which premiered in Vienna in 1786. Sung in Italian with English supertitles. Detroit Opera House, 1526 Broadway, Detroit. For more info, see <http://www.motopera.org/>.

Nov. 19 – Dec. 14, 2007: "The Contemporary Japanese Calligraphy American Tour". Fifty types of calligraphy from 30 Japanese calligraphy artists will be on display. The Alfred Berkowitz Gallery, third floor of Mardigian Library, 4901 Evergreen Road, University of Michigan-Dearborn. For more info, see http://www.detroit.us.emb-japan.go.jp/en/events/index_calligraphy.htm

Nov. 20, 2007: The Shaolin Warriors bring gravity-defying feats of *kung-fu*, stunning acrobatics and dazzling athletic prowess from China. The performance reflects the Buddhist theory of the cycle of the seasons. Max M. Fisher Music Center, 3711

Woodward Avenue, Detroit. For more info, see <http://www.shophthemax.com/PEO3/default.asp>.

Dec. 6, 2007: Symposium, "New Lines of Tolerance and Intolerance in Europe". Sponsored by UM Center for Russian and East European Studies and the European Union Center. 4–6 pm. Room 1636 International Institute (School of Social Work Bldg.), 1080 S. University Avenue, Univ. of Michigan, Ann Arbor. •



The Shaolin Warriors come to the Max M. Fisher Music Center on Nov. 20

University Musical Society

The following are performances by international artists scheduled in various venues in Ann Arbor by the University Musical Society. For more information and tickets, visit <http://www.ums.org>.

Sep. 28-30: China's Shen Wei Dance Arts, "Second Visit to the Empress"

Oct. 18-21: Khmer Arts Ensemble, "Pamina Devi: A Cambodian Magic Flute"

Oct. 19: Balinese music and dance ensemble Çudamani, "Odalan Bali"

Oct. 24: Spiritual Sounds of Central Asia featuring Alim Qasimov Ensemble, The Bardic Divas, and Badakhshan Ensemble

Oct. 30: Russian Patriarchate Choir

Nov. 4: St. Petersburg Philharmonic

Nov. 9: Brazilian singer-songwriter Caetano Veloso

Dec. 8: Senegalese *griot* Youssou N'Dour and The Super Étoile.

Schoolcraft Educators Launch New Projects on China

China in History

Steve Berg (History and English) participated in the 2007 Summer Workshops on China, held August 13-17 at Kalamazoo Valley Community College. The workshops were a joint project of the Midwest Institute for International/Intercultural Education (MIIE) and the University of Michigan (UM), and partially funded by a grant from the National Endowment for the Humanities (NEH). Workshop participants received \$1,000 stipends for their week of curriculum development activity. Schoolcraft's Office of Instruction covered the \$750 registration fee for Steve.

Each instructor was provided with support, mentoring, and access to computers, electronic and library resources in order to begin developing an instructional module related to China. The modules, which are to incorporate one or more of the case studies from the China Mirror website, will be implemented in courses that the participants teach, beginning with the 2008-9 school year.

Steve told *International Agenda* that he was especially impressed with the China Mirror materials (www.chinamirror.org; to log in, use the ID chinamirror and the password chinaed). The China Mirror is a UM website that features cross-cultural, multi-disciplinary case studies, each exploring a subject in-depth via a problem-oriented approach. So far, there are 10 case studies, completed or planned, by scholars at UM and at affiliated institutions such as MIIE:

- Women and Art in Early Modern China
- Women and Childbirth in an 18th-Century Medical Manual
- Culture and International Relations in the 18th Century
- China and International Law in the 19th Century
- An Almanac from Classical China
- Education and Social Structure in 12th-Century China
- The Medical Treatment of Children in 12th-Century China
- Homicide and the Law in 18th-Century China
- A Chinese Lute and Popular Entertainment in the 9th Century
- The Genesis of Writing in Ancient China, 12th Century BC.

China Mirror director and UM professor SuiWah Chan summarized and demonstrated this website at the MIIE 13th annual conference, held at Schoolcraft College in April 2006 (see *International Agenda*, Sept. 2006).

Steve, who had made a visit to China in 1999, read several additional books and scholarly articles about Chinese history and culture leading up to the recent workshop. Although his interest in the region is primarily historical, part of what motivates him to incorporate Chinese issues into the classroom is the current rise of China in international importance. He is intrigued by how the growing stature of China will affect all sorts of other disciplines. Already this school year, Steve plans to use Chinese history as a theme in his sections of English 101 and 102. Each student will develop a teaching/learning module designed to aid instructors in infusing Chinese history into their own courses, which is especially apropos now due to the Focus East Asia project being planned at Schoolcraft for 2008.

China in Art

Sarah Olson (Art and Design) is on sabbatical leave this Fall to create 10-15 new works of art based on her Fulbright GPA study trip to China in Summer 2005. The major objective of the five-week, 11-city journey was for participants to gain first-hand knowledge and experience to infuse into their teaching. Sarah recently noted to *International Agenda*, "During the orientation for the trip to China, we were told that it could take up to five years to process the materials gathered from the experience. That has certainly proven to be true for me. I'm currently in the process of reviewing and developing ideas from my own notes, drawings and images to reflect the huge variety and diversity to be found in Chinese culture." This Winter, she plans to exhibit her new artworks and to incorporate the relevant themes and techniques into her art classes.

China in Education

Deborah Daiek and Donna Clack (Learning Support Services) made an exciting trip to Beijing to attend the International Conference on Education Leadership: Improving Teaching and Learning. The conference was held August 10-13 at the Beijing Institute of Education, with organizational support from Global Interactions, Inc. (Phoenix, AZ). Deborah and Donna's participation was made possible by funding from the Schoolcraft College Foundation.

Deborah and Donna made a presentation about the best strategies for active learning. When they were officially invited to the conference, their entire talk "The Joy of Active Learning" (主动学习的快乐) had been translated into Chinese. Education professionals from the U.S. and China who attended this annual gathering crossed political, linguistic, and other barriers in order to share research, technologies, and best practices. Another emphasis was to foster the development of partnerships between schools from the two countries.

Donna told *International Agenda* that the trip was "fascinating and exhausting!". In addition to giving their presentation, she and Deborah were able to interact with faculty from China, and to have extended dialogue with them about educational structures, student behaviors, learning, and other issues. The two hope to have ongoing interactions and projects with these Chinese educators. One of Donna and Deborah's goals has been to create a DVD that compares U.S. and Chinese views—both among students and educators—regarding educational values, learning strategies, day-to-day life activities, and the effects of globalization. They would also like to investigate establishing a partnership with a school in China, with whom Schoolcraft could have student exchanges and perhaps even online language courses in Chinese and English. The two also plan to give a presentation next semester about their experience in Beijing, in conjunction with the upcoming Focus East Asia project on campus.