

Global Times Monthly

June 2007



Global College Costa Rica Summer Program students depart!

Eighteen students departed June 27th for the one-month summer program in Costa Rica, led by Alyssa Stevens, Associate Director of Admissions and Program Administrator. Over the course of the next month, students will study Spanish and Peace and Reconciliation, live with host families, and go on several field trips. Fourteen students from LIU Brooklyn and Kingsborough were awarded Dewitt Wallace Scholarships, which helped to cover program costs. **Congratulations and good luck** to all our travelers!

2007 Dewitt Wallace Scholarship Recipients:

Geenelle Calliste;	LIU Brooklyn
Lauren Colaizzo;	Kingsborough
Trevon Dyson;	LIU Brooklyn
Raquel Flecha;	Kingsborough
Anna Engelbrekton;	LIU Brooklyn
Emma Genevich;	LIU Brooklyn
Enid Hernandez;	LIU Brooklyn
Geortritch Larosiliere;	Kingsborough
China Moore;	Kingsborough
Alla Pankevich;	Kingsborough
Asia Priest;	LIU Brooklyn
Nickia Williams	LIU Brooklyn

Global College International Admissions Staff visit Brooklyn

Global College's New York City Headquarters welcomed our international admissions counselors Lorna, Susana and Sheela this month. Lorna and Susana arrived from Costa Rica and Sheela all the way from India for an exciting and intense workshop, training and gathering. It was a great opportunity for the Global College admissions staff to get together and exchange their many ideas, as well as to learn about the similarities and differences of each center. Some quality and productive time was spent at the roundtable! "We have created a new and fantastic admissions strategy for this upcoming year and we feel strongly that it will be very successful," Susana reports. We all really enjoyed having Lorna, Susana and Sheela and we look forward to seeing them again!

Our Visitors

Sheela Thyagaraj -
*Associate Regional Manager
of Admissions and
Student Services*

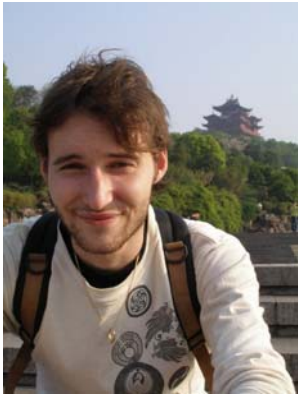


Susana Smith (right) -
*Admissions Counselor,
Academic Assistance and
Fieldtrip Support.*



Lorena Vargas (left) -
*Spanish Program
Coordinator.*

Global College Graduates Honored with Writing Awards



Global College '07 graduates Josiah Johnston and Anna Boiko-Weyrauch were recently honored in *Glimpse* magazine's Fall 2006 Writing Contest, "Points of View." The Fall 2006 contest asked contributors to think back to a specific disagreement or debate they had with a

local (or locals) in their host country, and to describe it in vivid detail. How did it come up? What was said? How was it resolved? How was this particular person's viewpoint reflective of broader cultural attitudes? Josiah won first place for his piece "The Controversial Teacher," and Anna received honorable mention for hers, entitled "Open Wounds," about lingering tension between the Hutu and Tutsi in Rwanda. Following is Josiah's award-winning article. Congratulations to both of you!



"The Controversial Teacher"

Controlling a class full of rowdy children is one thing. A class full of rowdy lawyers is quite another.

It was my job to be disagreeable. I was lecturing a group of elite Chinese lawyers in preparation for an anti-dumping conference they would be attending in the United States. When I was offered the task of readying them for what they would encounter while performing their duties in my home country, the language school employing me told that I would be the "controversial teacher." Over the course of the preceding spring, I had been studying the specifics of many issues, both foreign and domestic about

which the Chinese generally do not speak. With access to Western sources, I was prepared to offer them perspectives that diverged from the government line around which most of them had build their beliefs.

Needless to say, it was a tough job. Here I was, a college student new to the field I was meant to teach, standing in front of a group of talented, successful lawyers near the top of their social hierarchy and challenging the ideas they had held for most of their lives. Each class was accompanied by misfired Chinese, pained English, Chinglish and the extravagant displays of a certain woman who was fond of storming out, in or about the room in anger. The subject matter encompassed the stereotypes extant current government, the Tibet "Question," Taiwan and the state of Chinese-Japanese relations. Predictably, my opinions on such issues, particularly on the latter, were not well-received.

"We *hate* Japan!" the class said almost unanimously on the day I introduced the lesson. After living in Hangzhou for four months, I should have ready for ubiquitous response to any utterance of things Japanese. It still stunned me though, that a group of intelligent adults could regard an entire ethnic group with collective hatred.

The class had become something of a personal test by the time I had the guts to introduce the Sino-Japanese Relations issue. After experiencing incredible difficulty gaining their ear in the first class, I had taken to compiling all the data relevant to each theme into itemized packets, 20 pages thick, which I then photocopied and presented to each student. If by method alone I could confront the socio-cultural moorings of their perspectives on the issues, I would be methodic in the extreme. I came to care so deeply about offering my students a different frame of reference that I spent hours of my own time studying the topics at hand.

When it came to researching the modern enmity between China and Japan, I read for days, taking hundreds of notes and building what I hoped would be an indestructible case. I was bound by conscience and contract to offer an alternative viewpoint for their consideration, and the fruits of my labors sat in a thick folio before each of the

lawyers, who made no attempt to camouflage their expressions of disdain.

I asked them why they hated Japan, an island. They said it was the people they hated. I asked them how they could hate an entire people, none of whom they had ever met. They tried to explain the history behind the hatred – the rape of Nanking, the chemical weapons testing, the humiliation of vast China being defeated by its small island neighbor – all history I knew. I asked them how Japan could make up for actions it had carried out over 60 years ago, and they told me that someone had to apologize. I told them that people *had* apologized, referring to the dates and statements in the packets. They said the people weren't important enough, or that they hadn't apologized in the proper format. I showed them the apologies from Japan's Emperor and Prime Minister, and asked what the proper format might be. They didn't know, but they were getting angry. I asked why their government had never accepted any of the apologies Japan had offered over the years. They said they wanted the Japanese people to apologize. I said all the people who had been responsible for the war were dead, and countered that perhaps the Han should apologize for the Cultural Revolution.

The woman who was fond of storming out of the classroom did just that. One of the calmer students said, "That's ridiculous."

"Just as ridiculous as repeatedly rejecting the sincere apologies offered by the Japanese government merely to extend the domestic benefits of being cast in the role of victim," I countered. At this point, a few of the quieter ones seemed to listen a bit more carefully, but others remained adamant that Japan was at fault for the modern rift in relations between the two countries.

I proposed my idea that governments in many countries rely on the fear of their citizens toward other ethnicities to legitimize their regimes, and that it was easy to see the way the Chinese government had done this over the years. The obstinate ones the class, who had begun to realize that I knew things about this matter that they did not, still refused to consider my hypothesis. So I, annoyed that they wouldn't at least *try* to understand my point of view, shouted an explanation.

"After the revolution ended and Mao's Republic was founded," I proclaimed over their objections, "the role of the enemy of the Chinese people shifted from capitalists to landlords, from the intelligentsia to small business owners, from the 'four pests' to the 'soviet revisionists' to Chinese Culture itself. Having an enemy of the people was one of the unifying themes of Maoism, and when the Cultural Revolution failed and Mao died, Nixon went to China and the 30-year-old crimes of Japan were unearthed to provide a new enemy for a people fresh out of one. I think the Chinese government is perpetuating the social animosity toward Japan because the value of having a target to redirect the unrest of its own population outwards is too high for an outmoded regime to relinquish!"

The class exploded. Everyone started shouting, and I continued shouting. I was unable to calm the situation before the lecture was over, and I went home feeling slightly ashamed of my outburst. On my balcony, eating skewered meats and dumplings from the street vendors below, I looked out at all the people milling in the night and wondered whether the work I had put into trying to broaden the perspectives of my students had mattered at all.

A few days passed. First there was one, an unopened envelope at the top of my email inbox. Then three, but still I resisted reading them. Finally, after a week had passed, all of the students in my class – twice-my-age professionals, party members – had written begging me to come into class again and continue our discussion. One of them said he was convinced I was right. Others merely hinted that it might be nice to have a chance to prove me wrong. Most said that they had been impressed by the passion with which I had tried to change their minds, but that I had to understand that these opinions they had lived with all their lives – they wouldn't change overnight.

What blew me away was that the dialogue on the matter, formerly forced upon these Chinese lawyers, was now being sought after by them. Just as I was made to question my own cultural conceptions by virtue of living in a foreign country, so had my students come to accept the possibility of a different set of truths. And truth, of course, is the best bait and the easiest way to bring down a boundary.

Alumni Spotlight *Sarah White*



Two thousand and six graduate Sarah White knew exactly where she was headed when she began Global College. “I felt a really strong pull to go to India,” she says. And that’s just what she did, heading north to Rajasthan to live with the Kalbeliya, a group of well-

known and often misunderstood snake charmers and dancers. These women, who have often been labeled “gypsies”, have no permanent homes and make their living traveling between fairs and festivals as street performers. Sarah wanted to help expose and mend the popular misconceptions of these women. “They are so gorgeous that they make everyone fall into a trance. They don’t have houses, but have mirrors. It’s how they make their living, they can’t do anything else. Everyone thinks they’re prostitutes or something like that, but really they do what they can to survive.” And so Sarah set out to integrate herself into a community notorious for not allowing outsiders. She took dance lessons from some of the younger members and over several months began to create a relationship with them. Her dancing abilities allowed her to master their dance and to impress the clan, who eventually came to accept her. They allowed her to live with them, sleeping among the women on cots while the snakes slept in their baskets below them. “We were like sisters, the same age and at the same place in life,” Sarah says. She went on to visit the Roma in several other places around the world, including Istanbul and Cairo. Taking these experiences, she headed home to San Francisco to study how other forms of dance that were connected to the Roma. “What was going through my head was what I learned in India. I wanted to spend some time figuring out how I could connect with them. I didn’t want to move on and forget about that,” she says. She took action and reached this goal, securing herself a grant from National Geographic to put together a documentary about the Kalbeliya. “Nobody knows about this clan, so no one cares to study them. Westerners are transfixed by them, but no one can get into that community.” She plans to return soon, this time equipped with a camera, to capture the truth about these mysterious and beautiful women.

Alumni Spotlight *Sarah Martin*



While walking through the hallways of her high school, Sarah happened upon a poster imploring her to “make the world her classroom,” and thus began her journey with Global College. After her first read-through of the view book, she knew she had found the program for her. Traveling

and living abroad, experiential education, and ample room for independent study were all features that drew her in. London, Costa Rica, Cuba, Lithuania, and New York City all became second homes as she progressed through her studies, with Peace and Reconciliation as her area of concentration. She graduated as a member of the class of '07, and is now a full-time employee of Global College, which she considers a great way to give back and contribute to the community which gave her so much.

Much of her current work involves working with incoming and prospective students and answering their questions about the Friends World/Global College experience. Speaking about her current position, Sarah says “Applying my knowledge in my current position is, to a certain extent, a no-brainer. However, I also put to work many of my other Global College skills. Communication is key in this work, as is writing articulately, working independently, and operating efficiently in a number of social situations.” Sarah recently represented Global College at the annual Friends Association of Higher Education conference, and has contributed a separate newsletter article to elaborate on the work she did there.

Sarah is originally from Vermont, and plans to move to London in the fall. She hopes to pursue graduate studies in the UK and perhaps start a business in Lithuania. She’d like to go to Kazakhstan on a Fulbright, write novels, and start a family someday in Belfast.



India Spotlight



The Global College India Center is located in **Bangalore**, in southern India. It is a popular and rapidly growing city, and the capital of **Karnataka**.

The Center is located in a quiet enclave of the busy city, but

everything is easily accessible by bus, taxi, or even rickshaw! It is also located close to the two main rail stations of Bangalore. Many people find South Asian culture to be extremely complex and bewildering, so it is important for students to come prepared, both mentally and emotionally, for the challenges and pleasures they will encounter while studying at the India Center. We recommend visiting Indian localities in the US, and also that they find others who have lived in India for long periods of time and find out about their experiences.

Global College Dean Robert Glass visited our India Center in Bangalore in April 2007 for just over two weeks. The purpose of his trip was to assist in hiring a new academic coordinator and a new faculty member for the India Center, as well as to work with them in planning the academic curriculum for the upcoming fall semester. His trip was successful in its mission, and Dr. Gajendar Kumar was hired as Academic Coordinator and Dr. Rinku Verma was hired as a new faculty member.

Dean Glass has been to the India Center on numerous occasions, and says he loves to visit India and our Center there. He says "I love the hospitality of the staff. India is different each time I go." He remembers most fondly all the wonderful meals prepared for him at the center by the cook Alice. His favorite beverage there is the masala chai, and his favorite foods are masala dosa, dal, and naan. Lunch is available at the center every day for our students, so as a special newsletter treat, we are including a recipe for the much-loved masala dosa. Enjoy!

Masala Dosa Recipe



Dosa Shell: 1 ½ cups rice; ½ cup urad dal; salt to taste; oil

Masala Filling: 2 large potatoes; 1 medium onion (chopped); ½ tsp yellow split

peas; ½ tsp mustard seed; ½ tsp turmeric; 1-2 green chilies; salt to taste

Preparation: Dosa shell

- Separately soak rice and urad dal at least 6 hour or overnight in water.
- Grind to paste.
- Mix together; add salt with water to make batter.
- Leave in room temperature overnight.
- Mix onion and chilies to the thin batter.
- Heat pan or griddle with little ghee or oil.
- Spread the mix on pan in circular motion to make thin Dosa.
- Cook on both the sides, if desired.

Masala Filling (Spicy Filling):

- Heat oil. Add mustard seed, peas, onions and spice.
- Fry for about 5 minutes on medium heat or/until onions are turned into golden brown
- Add potatoes and mix and cook some more
- Add filling inside Dosa and roll. Serve hot with Chutney.

Links of Interest

<http://www.fwpsacindia.net/about.htm>

http://www.brooklyn.liu.edu/globalcollege/south_asia/index.htm

Thank you for Reading!

<http://www.brooklyn.liu.edu/globalcollege/>