



# M O S A I C

FALL 2011



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Dear Readers,

Another great semester of the global life of a Grinnellian has flown by, and we are here to chronicle some these adventures! In this issue we have intentionally drawn from a variety of voices, on and off campus, with a special eye toward the activities of the CIS, OCS, and OISA. We sought the support of staff, faculty, and students in this endeavor. We hope you will enjoy reading, as much as we have enjoyed exploring the crevices of global experiences that Grinnellians participate in. From visiting foreign trustees and ambassadors, and on campus programming, to opportunities for volunteer efforts abroad - we have tried to provide a small glimpse of what it means to be a global Grinnellian!

We hope you (our readers) will continue to travel the map, as well as to explore the global ideas and opportunities here in Grinnell. We are eager to hear about your adventures, and how you contribute to our diverse campus community - and we invite your contributions to future publications! Happy reading,

Phyllis Frimpong '12  
Naina Chhiber '13  
MOSAIC Editors



### **Front Page Credits:**

**M:** Emircan Uysaler '13 & Tasos Papachristoudis '13, *in Australia*;

**O:** Jackie Hendrickson '13, *in Wales*;

**S:** Kristina Duric '13, *in England*;

**A:** Quenique Newbill '12, *in Jordan*;

**I:** Allison Miller '13, *in Ghana*;

**C:** Kelly Helbach '13, *in Argentina*

**Graffiti Photo:** by Jonathan Edwards, assoc. dean of admissions, *taken in the courtyard of Li Po Chum United World College, in Hong Kong.*



## “My Korea”

*Joo Young Yim '13 is from Seoul, South Korea. She studies Chemistry at Grinnell, and she shares her culture on campus through participation in the ISO Food Bazaar and ISO Cultural Evening, as well as through her position as a language tutor for the ALSO Program.*

What is the best way to get to know a new country? Visit the royal palace? Shop at the night market? I think tasting authentic food is one of the best ways to learn about a new place. Authentic food doesn't necessarily mean dining in fancy restaurants. The food that introduces a place best is the food that is common, simple and easily accessible. There is no better place to find authentic food than at the carts of a street vendor.

The cold Iowa winters make me especially miss street food from my home, Korea. It had always been a small joy to pick up some hot and spicy ddeokbokki (떡볶이) with friends after class. Ddeokbokki is a popular dish made of cylindrical rice cakes cooked with pieces of fish cakes in gochujang (spicy red pepper paste). It goes perfectly with delicious fish broth (ohdaeng gukmul). They are excellent treats for winter time!



Korean street food is not limited to spicy snacks. Ho ddeok (호떡), a flour shell filled with cinnamon, honey, peanuts and brown sugar, is one of the most popular. Boong uh bbang (붕어빵) is a beloved sweet snack as well. Boong uh bbang literally means a carp (boong uh) bread (bbang). You might think it is made out of carp, but it is actually bread shaped like a carp, with a tasty red bean paste inside. Sometimes you can find cream, melted mozzarella cheese, or pizza sauce inside (instead of red bean paste). When a blizzard hits our beloved Mac Field, you might want to imagine yourself in line at a vendor cart in Seoul – with Kohei Takatsuka, for your very own Ho Ddeok!



*Kohei enjoys local cuisine during a visit to Korea*

## “My Korea”



*Youngbin Song '15 lives in Iowa City, Iowa. She was born in Bucheon, Korea and her family immigrated to the US in 2001. Youngbin has enjoyed the opportunity to become friends with Grinnell's students from her native land. They have also enjoyed having a Korean parent (and 'bringer' of home cooked Korean food) right here in Iowa!*

You may recall President Obama mentioning South Korea four times in the State of the Union address this year--something about education and high technology. Yes, it's techie heaven, so don't be surprised when you see the whole population of a subway car in Seoul tuning into live TV on cellphones. However, there are many other aspects that make Korea unique.

Have you ever heard of the *jeong culture*? The notion of *jeong* is the notion of caring for others that leads to a mutual bondage of affection between people and even towards things. In an attempt to get her child to let go of a stray cat, a Korean mother might say, “let it go before you develop *jeong* for it.” In a similar sense, a person with a lot of *jeong* is a person who gets attached to people and things easily. *Jeong* can describe random acts of kindness between people who barely know each other. Put into these words, *jeong* may not seem unique to Koreans, and it is not in a sense, but you'll see what I mean if you visit Korea. *Jeong culture* is so infiltrated among the Korean people that you will likely feel it instantly upon your arrival, as I did this past summer.

On the night of my arrival in Korea, I went to a local market to get a toothbrush. I must have looked very tired, as I aroused the curiosity of the clerk to ask if I was ill. When I told him that I'd just gotten off a 13-hour flight, he handed me a bottle of Vita500, a Korean vitamin-C drink. He also gave me a subway map of Seoul, “You will need this too!” He was right.

Thanks to the *jeong culture* of Korea, not only did I feel very welcomed but I also had something practical to help me get around. I had a warm memory every time I opened that map. As a Korean American, I've never experienced anything like the Korean *jeong* anywhere else. It is one of the things I love about “my Korea.”

# A Conversation with Dr. Kim

Dr. Kihwan Kim '57 was elected to Grinnell's Board of Trustees in 2003. His distinguished career bridges academia, public service and the business world. He holds an MA in history from Yale, and a PhD in economics from the University of California, Berkeley. Kim returned to Korea in 1976. He served as Vice Minister of Trade and Industry, Chief Economic Policy Coordinator and Trade Negotiator, and Chief Delegate to the North-South Inter-Korea Economic Talks. In the 1980's he was a consultant to the World Bank and the OECD. Kim then returned briefly to the academic world, as a scholar at the University of Tokyo and visiting professor at the University of California, Berkeley. Next he was a Senior Advisor at Kim and Chang, the largest law and management-consulting firm in Korea. During the 1997-98 Asian financial crisis he was called into government service again to serve as Ambassador-at-Large for Economic Affairs. He played key roles in securing timely assistance from the international community to help overcome Korea's crisis. From 1999 to 2002, Kim served as chairman and CEO of Media Valley, Inc., a private and public sector joint initiative created to accelerate the development of information-technology industries in Korea. From 1999 to 2008 he was an International Advisor to Goldman Sachs, Asia and from 2003 to 2005 International Chair of the Pacific Economic Cooperation Council. Currently he is Chair of The Seoul Financial Forum and a Distinguished Visiting Scholar at Korea Development Institute. In May 2000, Kim received an honorary degree from Grinnell College.



MOSAIC co-editor Naina Chhibber '13 had the privilege to spend time with Dr. Kim, in the ISO lounge, during his recent visit to campus. Her interview is below.

## **Dr. Kim, what was your favorite memory from your Grinnell days?**

*Grinnell opened my eyes to history and to mankind in a broader sense. I became curious about the world and my intellectual curiosity was stimulated here. I came with a vague idea of majoring in a pre-med track. In my first-year, I was urged to take a course in Modern European history by my counselor. I learned about how Europe got evolved and this made me curious about how society changes, the role of people in society, and the social phenomenon. Speakers who came to campus further stimulated my appetite. For example Rolf Bunche, an African-American who served as Undersecretary-General of the UN. He was a very impressive figure. I was shocked by his amazing intellectual command of such a man in a historical era unfavorable to him. Herbert Morrison, the Head of the Labor Party in the UK, came to Grinnell as well and I was lucky to be invited to have lunch with him. Well-known commencement speakers were also influential such as Thurgood Marshall, Head of NAACP. Louis Armstrong came as well, and he literally brought campus down!*

## **What aspects of Korea do you think should be better understood by Grinnell students? If you could teach Grinnellians one thing about Korea, what would it be?**

*I would like to teach them about Korea as a global phenomenon. Until the end of WWII, the world was divided into underdeveloped and developed countries with no hope that underdeveloped countries would progress. In the 60's, some of the countries began to develop. Nowadays as the wave of globalization spreads, there is an emerging market in BRIC and thus human history is being rewritten. The world is no longer moving in a dualistic fashion. Korea happens to be one of the first to develop in the developing world. It became an OACD member in 1996 and has a democratic form of government. Korea was very poor after the war and now serves as a model to other countries. What Korea went through in the last 50 years now has a meaningful aspect and this makes me proud to be a Korean. At the time I was a student here, I wanted to make a contribution both economically and politically and now I see my dream coming true and it's quite respectful. Democracy isn't quite perfect but I have lived through a very meaningful phase of human history.*

## **What would be your vision of an 'internationalized' Grinnell College? Do you think that every student should spend time abroad? Does Grinnell need to put more emphasis on international internships?**

*In today's world, a student in an advanced country should spend time abroad and this should be part of the BA degree. Having spoken to President Raynard Kington, this seems to be one of his aims as well. I subscribe to the same philosophy as his. 1 of the 4 or 5 years should be spent abroad. The reason is that in the lives of the current student generation, a student is likely to live and work abroad. In this globalizing world, education cannot be just in one*

*As an international trustee, I want to push this. International students should also be encouraged and ready to work in international organizations and other countries. Chances are that an average student will live and work outside the country his/her/ze's entire life. Economically speaking, the world is one. There is an increased emphasis on international internships and study abroad, which is going to continue.*

**Based on your conversations with students, especially the Korean students you have met and hosted in the past, what do you think are the current strengths of Grinnell College?**

*International programs have gone much further than what it was when I was here. I suggest that an even more international curriculum should be offered, through more foreign scholars and faculty, international study abroad, foreign artists, etc. Over the past 100 years, education was very nationally oriented and colleges built leaders for the nation. Even in Europe this was the case. A college or university proud of their own standards nowadays should produce leaders for the world. A national leader should have the strengths and features that can be effectively used in a globalized world. When does an educated citizen become a good global citizen? National leaders should be part of global governance. The tradition of Grinnell College has been to build up global leaders, internationally oriented. Even in the 20<sup>th</sup> century, Grinnell-in-China existed even before the Second World War. I am proud of Grinnell producing leaders in China that many may not know about.*

**Grinnell is increasingly connected to Korea, through new recruiting efforts, a new OCS program, a visit from the ambassador this fall, etc. Have you been involved in those decisions directly? What do you hope will be the impact of these activities?**

*I recommended these ideas, yes, but the initiative came from the faculty and staff as well. I hope to see an impact of these activities, as well as speakers from other Asian countries.*

**As a trustee and an alumnus, how much direct contact do you have with current students? Are there questions you have for them or any advice you like to share?**

*I applaud the long international tradition such as teaching individual thought and global roles that are pursued in Grinnell. Grinnell continues to produce leaders of the world - national leaders as well. We are now entering this globalization phase, and development is shaping the entire world. One can never be too prepared for this important work.*

*{I appreciated Dr. Kim's advice to me, about what I would like to do in the future. He provided insights about graduate schools, and he told me how he switched from his history major to pursue an Economics major at Yale because he wanted to see the world in an analytical way. History did this on a grand macro level and he chose economics to dig deeper.}*

Dr. Han Duk-Soo, Ambassador to the U.S. from the Republic of Korea, visited Grinnell on September 7. He offered a public lecture and met with Grinnell students. Ambassador Han's visit was sponsored by C.I.S. and initiated by Grinnell trustee Kihwan Kim.



*“I felt proud of being Korean, hearing our Ambassador speak. It was a good speech. He spoke about Korea's relationship with the US, and about what he thinks will happen in the future. Listening to the questions coming from US students was interesting. People seem to have similar questions, no matter where we are from.”*

- Jong Il Chyun '15

# Ganesh gets a Mandap, *here's the story...*

In 1999, we experienced a significant tragedy. Grinnell student Jamison Curran '01 was murdered while studying abroad in Southern India. Curran was a junior Religious Studies major at Grinnell. He had expressed a great interest in and fondness for the Ganesha image of the Hindu God while studying abroad, and his parents thought it fitting to honor his memory at Grinnell College with a memorial in the form of a shrine to this God. The summer after his death, Jamison's parents worked with then President Russell Osgood and Dr. Ed Gilday, Religious Studies, to purchase and plan for the formal installation of Ganesh on our campus.

A few years later, Grinnell hired Dr. Whitney Kelting, a professor of Eastern Traditions (Dr. Kelting is no longer at Grinnell). Prof. Kelting, who has quite supportive of Grinnell's Hindu student community, helped to initiate a discussion about the need to 'cover' the God, and a number of students shared her concern, but over the years attempts to complete the task have not been successful. This fall, however, those efforts finally came to fruition! We celebrate the efforts of staff, faculty, and students, with a special thanks to Deanna Shorb, Ed Gilday, Tim Dobe, and President Kington, as well as our facilities management staff and the carpentry skills of Bohstedt Construction and J&M Roofing.

*"I am delighted for our community that Ganesha finally has a beautiful mandap. I look forward to the Consecration and Purification ceremony later this fall with a priest from the Hindu Temple and Cultural Center in Madrid, Iowa."*

- Deanna Shorb, Dean of Religious Life



**GANESH**, 2001, *artist unknown*. Stone

*Location:* Peace Grove, between Noyce Science Center and the Forum  
This shrine is dedicated to the Indian deity Ganesha who sits at the threshold of space and time blessing all beginnings and removing all obstacles.



Ganesh is one of the most widely worshiped deities in the Hindu religion. One account tells that he was born with a human head and body, but that Shiva beheaded him after he had come between Siva and Parvati, and then replaced his head with that of an elephant.

Ganesh is revered to be 'the Remover of All Obstacles' as well as 'Lord of Beginnings.' He is worshiped in India and Nepal, and various Hindu sects.

Offerings to Ganesh are common practice, and include laying of fruit, flowers, coins, and fabric. A mandap is a covering, usually made of wood and traditionally four pillared, to represent the four sacred texts of the ancient Vedas.



## Black Out: *-Alicia Afrah-Boateng '12* Dance for Charity

As president of the African and Caribbean Students Union (ACSU), it's been a passion of mine to focus on giving back to our communities of heritage. So when ACSU social coordinator Paula Nesbeth '13, presented the idea to marry our goal of philanthropy with a fun event for the Grinnell community, a dance party for charity seemed like a win-win idea. On Friday, September 30, ACSU hosted BLACKOUT, a fundraiser dance party in Loose Lounge. Grinnellians arrived in



*of Kingston, Jamaica.*

black or their evening's best, with tickets and cash to dance the night away, but their efforts served a greater purpose: to benefit the *Women's Resource and Outreach Centre (WROC)*. WROC is an organization that works with children and women in inner-city Kingston to "provide holistic services and programs that promote gender equality and the empowerment of women and youth." ACSU Vice President Nikki Sewell, '12 interned with WROC in the summer of 2011, with the support of the Grinnell College Noun Grant Program. Nikki presented a direct connection to the passion and legitimacy of the organization. ACSU also joined forces with the Student Organization of Latinos (SOL) to celebrate Latino Heritage Month at the party, playing a variety of Hispanic, African and Caribbean music.

ACSU and SOL members came together to table outside the dining hall, collect in the dorms, and sell tickets for the party. Their efforts paid off as Grinnell students contributed over \$1,000 for WROC, twice as much as the initial fundraising goal.

I've been truly gratified to ACSU members come together behind a great cause. In the past few years our organization's membership has expanded beyond its traditional core of international Africans, and grown to include non-international students of African descent like myself, black Americans, a robust Caribbean student population, and the broader multi-cultural community. As our organization has grown, ACSU has been able to adjust its focus beyond our immediate community at Grinnell. ACSU looks forward to a year of giving back to the countries that our organization brings together to celebrate!

## Chai Time

*- Sneha Saigal '12, India*



चाय पीने का समय  
(Time for Tea!)

Hindi Chai Time, founded in early September with the support of the Alternate Language Study Option (ALSO) program, is a new campus group that creates additional opportunities for

students to practice their Hindi language skills. We meet Wednesday afternoons from 4:00-5:30 pm in the multicultural kitchen on the 2nd floor of JRC and in the I.S.O. Lounge. We spend our time making authentic Indian chai, eating biscuits, and speaking informally in Hindi. We hope to expand to include Hindi karaoke, Bollywood movie screenings and Hindi poetry readings into our weekly events. The Hindi-speaking community of Grinnell is large and diverse, drawing students from India, Pakistan, Tanzania, the U.S. and more. We seek to bring these students together, along with all Grinnell students with a passion for Hindi, regardless of current language proficiency. As we expand, we will continually seek new ways to partner with the ALSO program and expand informal language practice opportunities for new Hindi speakers.

Tune in to Violeta's radio show on KDIC!!!



# U.S. Student Achievers Program: A Global Family

- Thelma Chiremba '14, Zimbabwe

I was looking forward to my first summer in Grinnell with high hopes and enthusiasm, but I suddenly felt homesick when most other students left campus. The usually bustling campus was now very quiet. Even the squirrels seemed to have disappeared. Although I was engrossed in my work at the Bookstore and Student Affairs Office, I wished I could explore outside of the cornfields of Iowa. I was pleased when I was offered the opportunity to travel to Yale University for this year's **USAP Forum**, a special event held each June.

I fell victim to an 8-hour flight delay in Detroit and spent the night at JFK airport, but that did not dampen my spirits! I was very excited to see my USAP brothers and sisters, most of whom I had last seen over a year ago at home in Harare. We had worked together as the Zimbabwe-USAP Class of 2010, preparing for our SAT exams and looking ahead to attending College in the USA.

The USAP Forum is an annual event for the program's students and graduates. In addition, EducationUSA advisers and college admissions officers from various colleges attend. A large percent of the students there were from East coast schools, and only a few (like me) came from the Midwest. This year's Forum was entitled *Envisioning the Future: USAP Dreams Global*. The agenda included discussions on the previous years' work and mapping the way forward for USAP. EducationUSA advisers had the opportunity to highlight the progress of the program from their respective countries, and give overviews about the success of students who were accepted into US colleges and universities.

Beyond college preparation and admission rates, USAP is also concerned with giving back to the community. This is seen through USAP students who participate in volunteer opportunities in their home countries. Commendable work has been done – including assisting children in orphanages through the payment of tuition fees and tutoring. USAP students currently studying at various colleges have also formed a mentorship program, designed to advise and support their fellow students through the application and selection process and as they become enrolled at campuses across the country.

The Forum ended on a high note with a talent show that revealed the great diversity of skills within the USAP community. Students from various USAP member countries showcased their dancing and singing talents. It was great to see people relax and enjoy the moment and simply enjoy being together again!



*USAP was founded in 1999 by EducationUSA adviser, Rebecca Zeigler Mano in Harare, Zimbabwe. Her dream was to assist academically-talented but under privileged students in their application process to USA colleges and universities. USAP has been able to expand internationally through the great works of the advisers, sponsors and students. The program is found in Bangladesh, Brazil, Bulgaria, Colombia, Jamaica, Latvia, Madagascar, Malawi, Mongolia, Nigeria, Serbia, South Africa, Uganda, UK, Zambia and Zimbabwe. It is fully functional in some of the countries listed. USAP students are selected on the basis of academic excellence, leadership potential, ethos of giving back to their community, and economic disadvantage.*

[www.usapglobal.org](http://www.usapglobal.org)  
[www.educationusa.state.gov](http://www.educationusa.state.gov)



*Thelma, with USAP Founder,  
Rebecca Zeigler Mano*



# Telling the “Liberal Arts” Story in China

- Yining Xu '13, China

My name is Yining Xu. I am a junior at Grinnell and I am majoring in math and economics. Another identity of mine is that I serve as the Managing Director of the *China Liberal Arts College Tour*, a non-profit organization registered in Massachusetts, USA.

The *China Liberal Arts College Tour* is a program that aims to promote the concept of liberal arts education in China, and to deepen Chinese students' understanding of this unique type of American education. Launched in 2009 by a group of students, including Maggie Bian '09, the annual tour attracts around a dozen prestigious liberal arts colleges who participate. This summer, the group included Barnard, Carleton, Colby, Davidson, Franklin & Marshall, Kenyon, Oberlin, Pomona, Swarthmore, Wheaton (MA), Williams – and Grinnell. About 700 Chinese high school students engaged in the information sessions, and the admission officers interviewed over 200 students in four Chinese cities, Beijing, Shenyang, Nanjing, and Shanghai.

Preparation for the 2011 Tour started last April. Our planning board held weekly conference calls to finalize sponsorship, discuss the detailed itinerary, talk over the tour format, and assign tasks within the group. We initiated regular correspondence with institutional representatives, usually the admission officers from participating colleges, to introduce our plan, explain the situation, disclose any concerns, and invite questions and suggestions. In mid-June we finalized plans to host the group in four cities — with information sessions, college fairs and interview sessions. We also held admission workshops in Beijing and Shanghai. The program was designed to give Chinese students a deeper insight into the liberal arts philosophy, while interview sessions provided private time for individual students and college representatives. The admission workshops invited school representatives to explain the admission process, how to tackle the essay questions, etc.

After four-months of elaborate preparation, the *2011 China Liberal Arts College Tour* finally landed in Beijing on August 4<sup>th</sup>, and came to a successful conclusion in Shanghai on August 14<sup>th</sup>. The organizers and the staff are all passionate advocates for Liberal Arts Colleges, with a desire to create meaningful opportunities for Chinese students interested in attending college in the United States. As Maggie Bian '09 advocated, we strive to achieve our goals by creating programs to engage students in close conversations with college representatives and to expand our audience to a larger part of China. We hope all participants gain from this work. We greatly value our liberal arts 'education for a lifetime' and feel extremely privileged to be so closely connected with these colleges. YES! We are a small community, BUT we are also a global family.

Doug Badger represented Grinnell on the 2011 Tour: *“This was a wonderful chance to meet talented students in four cities, and to talk with them about Grinnell. The experience provided valuable insight into the Chinese education system and the challenges these students face as they consider study in the U.S. I also gained from seeing the beauty and history of China, and experienced the genuine warmth of it's people.”*

美國頂尖文理學院中國巡展  
China Liberal Arts College Tour



*“Coincidence created a green Grinnellian - me. On a random summer afternoon, I saw "Come to the Zhengzhou China Liberal Arts College Tour" posted on the Internet. I thought it was joke, since I live in a 'not-well-known' city. The next morning, my father drove me one and a half hours to the place anyway... I wanted to see for myself, to see if was for real. After all the presentations and exhibitions, lucky for me, I got a chance for interview with Grinnell. I had never heard of it before. That is when the story about Grinnell and me began.”*

- Lingyao Meng '15



# Faculty service in Namibia

- Eliza Willis, Political Science, & Janet Seiz, Economics



As faculty participants in this year's CIS Namibia Service Fellowship, we spent three weeks at the Desert Research Foundation of Namibia (DRFN) office in Windhoek, Namibia's capital, serving as writing mentors for three interns. They were recent graduates of the University of Namibia and the Polytechnic of Namibia who had done fieldwork in the DRFN's six-month Internship Program. The program trains young Namibians for environmentally-related work in governmental and non-governmental organizations.

The interns' task was to write Environmental Updates- two-page bulletins that the DRFN produces for Namibia's Parliamentarians and then distributes more widely. The Updates focused on water and sanitation, areas urgently in need of national attention, as Namibia is the driest country in southern Africa. In both one-on-one and group settings, we helped the interns sharpen their research and writing skills.

The research and educational work of the DRFN began with desert science and now encompasses sustainable development and appropriate technology as well. One of its current projects is working with local governments on water management and sanitation. During our last week in Namibia, we accompanied a DRFN team on a four-day field visit to evaluate water and sanitation systems in three villages. In each village, the team met with the Village Council and personnel providing water and sanitation services, gathered data on water use, costs and revenues, inspected sanitation facilities, and interviewed residents. After hearing about and seeing the multiple problems associated with poorly functioning systems, the team met again with community leaders to discuss solutions.

Our experiences in Namibia deepened our understanding of development processes and politics in Namibia and other African countries, and will inform the courses we teach on development (ECN 230 and POL 354). We benefited from direct observation and extensive discussion of many vital development issues, including the fraught nature of external assistance (due to donor self-interest, corruption, and recipients' lack of voice); post-independence tensions among racial and ethnic groups; the challenges of designing an education system in a multiethnic, multilingual society; the social, economic and political strains of rapid rural-urban migration; the difficulty of making government accountable in a one-party state; and the threats posed by environmental challenges such as water shortage and climate change.

The DRFN is an internationally renowned institution doing extremely important research and environmental education in a dynamic developing country. Grinnell students and faculty can benefit greatly from the unique association the College has built with the DRFN and its desert research center at Gobabeb, where two Grinnell Corps members serve each year. Namibia offers a fascinating history, ethnic and linguistic diversity, a vibrant arts community, and formidable policy challenges. Opportunities for study and service abound at both the DRFN-Windhoek and Gobabeb. We can imagine MAPs and internships in the natural sciences, History, Political Science, Anthropology, Economics, Sociology, German, the arts, Global Development Studies, Technology Studies and Policy Studies, exploring issues related to economic development, resource management, arid ecology, Namibian history, social and political relations, public health, environmental and wildlife protection, and more. We hope the College can raise funds to enable many more students and faculty members to work and learn in Namibia.



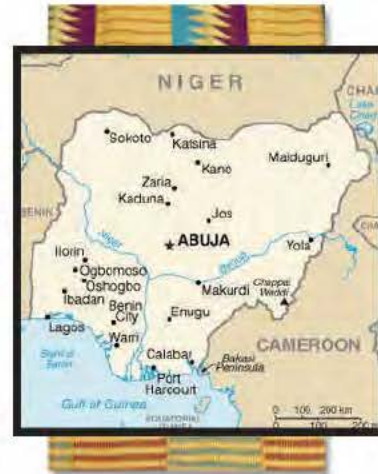
Riana and Eliza



Pohamba and Janet

# A Summer in Nigeria - Reed Caron '13, USA

When I first decided to spend my summer serving in Nigeria, I had no idea what to expect. I had absolutely zero knowledge of Nigerian culture or geography. I thought it was just one of those “third world” countries that you hear about all the time in the news. However, during my seven-week internship with Back2Back Ministries in the heart of Jos, Nigeria, I learned a great deal about both Nigeria and myself. I also made several strong and lasting friendships with both my fellow American interns and the Nigerian people that I worked alongside.



The majority of my internship was dedicated to an English class that I co-taught with another American intern. We taught Mondays through Wednesdays and then held a tutoring session on Thursdays. In addition, we were in charge of decorating the classroom, preparing a daily snack, and filling out lesson plans. There were also several construction projects and village outreaches that I had a big role in carrying out. For example, we built a motorbike shelter in one of the community centers in the village and helped install mosquito nets for the village’s widows. In addition, I was in charge of organizing a soccer camp for the kids that lived in the village. Although we interns were kept busy, we also had time that was dedicated to fun. We went to soccer games, hiked up mountains, and played ultimate Frisbee with some of the locals. One night, we even got to have dinner with the governor. The staff in charge of us did a great job of mixing entertainment along with our work.

I experienced several things in Nigeria that I never would have experienced in the states. For instance, I witnessed a live goat being fed to a lion at the Jos Wildlife Park and I watched in horror as my Nigerian roommate ate a post-dinner dessert of live cicadas. But in many ways, the two cultures were very similar. Although my Nigerian roommate had less than 200 dollars to his name and lived in a hut about the size of my single in Haines, we connected and bonded in many surprising ways. We were both very competitive and loved playing against each other in various sports and games. We were both shy and didn’t like attention, we laughed and cried at the same things, and we both grew a lot over the summer. Most importantly, we both shared a faith that demolished any cultural barriers between us and brought us together as brothers.

To sum up my experience: it was a total blast! Not a day that goes by that I don’t miss Nigeria and the people I met there. To anyone who may be considering a similar internship, I HIGHLY recommend it. Not only will you impact a community, but more importantly, that community will impact you.



# Beyond Astonished

– Ying “Lynn” Liu, Scholar from Nanjing University, China

I had heard a lot about Grinnell College during my application to come to the College as a Nanjing Visiting Scholar. I thought I was well informed of America and American life, as I once planned to study in the U.S. many years ago. I thought that I would start my life here with great ease, and I would not be surprised by Grinnellians’ cross-cultural experiences and multi-lingual communication skills. But now that I’m here, I still can’t avoid saying “wow”. I’ve been astonished in three different ways.



First, I was astonished by Grinnell students’ international perspectives. Before I attended Professor Monty Roper’s course on *Introduction of Global Development Studies*, I had already known the good reputation of internationalization at Grinnell. However, I was very impressed by the meaning of internationalization here. I’m familiar with the word internationalization as meaning something that one learns from a developed country, while here it means caring about the people who are in need of help and willing to give a hand. Regardless of the diplomatic question about interference in another country’s internal affairs, I really believe the people who are providing their generous help are mostly acting in sincere kindness. I’m moved because being interested in giving is not as easy as receiving. This observation helps me to understand the meaning of “serve the common good” in Grinnell College’s mission.

Second, I was astonished by the variety of the lives of students and alumni of Grinnell, which I found in Professor Doug Caulkins’s course on *Learning from Alumni*. Grinnellians are life-oriented in their approach to learning, compared to Chinese students who are job-oriented. Many Grinnellians are happy to be volunteers in developing countries, or to start careers in non-profit organizations, or to pursue some kind of liberal arts’ life inspired by their innate interests. Needless to say that the college students of Nanjing University are as energetic as their counterparts in Grinnell; they are, however, not likely to spend as much time as Grinnellians do on bands, clubs, exhibitions, sports, special programs and internships. In most cases, they must work harder to be academically outstanding by concentrating on learning practical knowledge and skills, especially computer and English skills, to increase their employability. Mr. Chen Jun, President of Nanjing University, once expressed his anxiety about the students’ academic motivation. He wished that Chinese students could return to the pure love of wisdom and life instead of treating knowledge, skills, activities and even sports as the tools of job-hunting.

Third, I was astonished by the amazing experience of the staff meeting of the Division of Student Affairs (DSA). Before attending, I was worried that my clothes were not formal enough to attend a meeting held by a Vice President (Houston Dougharty). The moment when I stepped in, I found myself too rigid compared with the other participants. The way the meeting was conducted was beyond my expectations, since I have enough experiences of Chinese meetings with announcements and orders. Seeing all the amusing interactions and humorous remarks made during the meeting, I now understand the typical American casual style. The seats placed in a ring, the one-by-one raising of opinions, and the supporting smiles on people’s faces show respect of every individual regardless of their age and position. I am far from concluding which way of conducting a meeting is more advantageous: even a Chinese meeting is, to some extent, faster in its decision making. But I feel the relaxed air of DSA meeting not only helps the exchange of different information and ideas, but also encourages the sense of membership and improves the team unity.

As a teacher of the course *Career Planning and Development* in Nanjing, and also as a member of the staff of the Career Center at Nanjing University, I’m concerned now that my work is not simply helping students find positions in their career field, but more importantly, opening their minds to life and to possibilities. Although there might exist pressure for economic independence and despite the shortage of information resources, it is still important for us to seek a balance between improving students’ employability and encouraging them to enjoy their lives by pursuing their true interests.

## “Finding a Job After College: The Chinese University Perspective”

PRESENTATION: by Lynn Liu, Visiting Scholar and Career Counselor at Nanjing University  
Friday, November 4, 4:15 pm in ARH 305, Refreshments provided

Ms. Liu will discuss how her university tries to prepare Chinese undergraduates for the “real world” after college. Learn how the challenges facing Chinese students compare to those facing Grinnell students.

# CDO: New Resources, New Faces!

The post-graduate destinations of Grinnellians are wide and diverse. Some will find themselves teaching English in Malaysia, others are analyzing investment strategies on Wall Street. Whether you hope to work in the U.S. or pursue opportunities in another country, Going Global™ will help you with your search. Accessible through Pioneerlink (Grinnell's job and internship database), Going Global™ provides students and alumni access to city and country career guides, company profiles, and a searchable database of employers who have hired international students. So, whether you are wondering how to write your resume for potential employers in Singapore, or if you want to know how many H1-B visas California-based Google, Inc. petitioned for last year (839, in case you're curious), you'll definitely want to check out this new resource!



In addition to adding a few new resources and programs to the CDO offerings, you'll notice a few new faces working over at 1127 Park Street. If you haven't met them yet, here's a quick introduction!

**Mark Peltz**, *Associate Dean, Director, Pre-law Advisor, Father, Husband, Baseball Card Collector, LEGO® Master...*



A native Iowan and career development junkie, I began at Grinnell on April 1<sup>st</sup> (no foolin'). Prior to this, I spent 8 years directing the Career Center at Luther College, and developed a love affair with the liberal arts. Coming to Grinnell offered the opportunity to work with amazing students at an institution with a history of innovation, a strong and accomplished group of staff and faculty; and a fantastic CDO staff! Prior to Luther, I worked at the University of Florida advising graduate-level business students. My education included stops at the University of Northern Iowa (B.A.) and Miami University (M.S.). I am three-quarters through my Ph.D. at ISU, and took a sabbatical to get situated at Grinnell. When I'm not at work, I spend my time with my amazing wife, Angie, and our boys, Jackson (9) and Andrew (5).

**Maureen Fitzgibbon**, *Assistant Director of Employer Relations and Employment Counseling*

If, as Shakespeare said, "All the world's a stage," then I'm fulfilling my third role in "The Grinnell Trilogy." I recently began my new job at the CDO. Prior to that, I served in Grinnell's admission office, and if you go back to 1987, my first performance on the Grinnell stage was director of international student services. I had that role for 10 years, then held a similar position at The University of Notre Dame. In between my time at Notre Dame and my return to Grinnell, I was a bookstore owner, ESL teacher, and hospital volunteer in Burlington, Iowa. I have a soft spot in my heart for international students. I am especially grateful to be back at Grinnell and working at the CDO, as it allows me to work with current students and to reconnect with alumni from my early years here. If I could share what I learned from these experiences, in the form of advice to you: don't ever think you have to be typecast in any role for the rest of your life. The world's a stage and there will be many auditions and numerous parts that may be just right for you. Or, to continue that Shakespeare quote, "One man in his time plays many parts." One woman, too!



**Megan Crawford**, *Assistant Director of Career Development and Internship Coordinator*

I was born and raised in small town in Iowa, and attended Loras College in Dubuque, majoring in psychology and sociology. In addition to my academic pursuits, I was named intramural champion for exceptional performance in pumpkin rolling and shoe-kicking! I attended Ball State University for my Master's in counseling psychology, and supported college students with mental health counseling and career advising through my graduate assistantship. Since I had studied abroad in London at Loras, I caught the travel bug, so after grad school I headed to Malaysia to teach English through Fulbright, and traveled in Asia and Australia. I came to Grinnell to be an RLC in Langan Hall, and I advised ISO (and survived shopping for the food bizarre!). I met my husband Jake in '07 while he was a defensive coach for the Pioneers football team. Since '08 I have worked as a mental health counselor, personal life coach, and served as executive director of the United Way of Jasper County. We have an 11 month old son Lucas and a dog, Miles. I am excited to be working with Grinnell students again, and hope that you will visit me for assistance with internships!

# Summer Play-doh Moments

-Thu Htet '14, Myanmar (Burma)

Last summer, a friend asked me if I might be interested in collaborating with an American high school student who was visiting Myanmar with a group of peers to do community service at a school for the blind through a program called “Where There Be Dragons?” This sounded like an interesting, yet new and challenging experience for me. During my high school years, I had shied away from a community service opportunity to help the handicapped people (and worked in a different site) because I was not confident in my ability to do that work effectively. Finally, I decided to volunteer in Myanmar Christian Fellowship for the Blind in the outskirts of my home city, Yangon, Myanmar.



While planning out the activities for the blind children, the classroom teacher explained to us that blind children need three years at the Kindergarten level, so that they can get used to embossing the letters with sharp embossing tool. To be able to do this, the children require firmer hand grips (fine motor skills) and constant practice in using blind writing equipment. It was a challenge for us to brainstorm activities suitable for the children! Walking through the stationary section of a local supermarket, I noticed Play-doh boxes. This might be a functional material for us to use in our teaching (blind children often play with clay/mud during their physical education period, or for art projects, but I was concerned about bringing mud into the classroom for hygienic reasons. Play-doh was the perfect alternative!



During our activity time, we asked the student to make simple shapes, and then we could teach the names of these shapes in Burmese and in English: ‘sphere’ ‘circle’ ‘square.’ To be a bit more challenging, we asked them to make more sophisticated shapes and figures: ‘star’ ‘flower’ ‘cup.’ Some of the children showed their creativity by paying close attention to small details. Some faced difficulties in creating shapes that were unfamiliar, so we would make the shapes and figures to let the children feel how the figures looked and asked them to replicate from what they observed. During one of our activity times, we used the Play-doh to create letters from the English alphabet. This was very new for the children. I gave instructions on how to make ‘W’ in Burmese

patiently, but surprisingly, one of the girls said, “we do not write W that way.” Then, I realized that they knew alphabets but they used a different writing system than us. I was really impressed by *their* eagerness to learn – but realized then that I was ALSO learning through this experience.

For most of the people, Play-doh is a pretty simple tool. It isn’t high tech, but it worked well. It was rewarding to learn how this simple, everyday thing could help me communicate with the children. I was really satisfied to see their joy, active participation and hard work in trying to see things around them. My experience was brief, but doing community service was a rewarding experience indeed! It completely changed my outlook on handicapped people, and built my confidence about making an impact. In addition, I realized that being blind does not have to hinder opportunities to excel. Even though they cannot literally see, I believe they definitely ‘see’ the world in their own, unique way.



# From Thirteen Colonies to World Superpower

José David Achio Mendez is a sophomore biology major from Costa Rica. As the 2010 recipient of Grinnell's Fischlowitz Travel Grant, David set out for a new adventure... Read about the Fischlowitz: [www.grinnell.edu/offices/socialcommitment/awards/fischlowitz](http://www.grinnell.edu/offices/socialcommitment/awards/fischlowitz)

Despite my inclination towards the sciences, I believe that an awareness of other fields are incredibly valuable; hence, my decision to engage in a historical and sociological experiment and submit an application for the Fischlowitz Travel Fellowship. I feel fairly familiar with the history of Spanish colonization, and I have some comprehension of French colonization. Since English colonization was not taught in our school system, however, I decided to take some time to explore it on a more personal level. I wanted to better understand American identity as a result of a process starting with colonization and leading to political and economic prominence in the global arena.

The Travel grant offers a lot of autonomy, so I was able to plan my own agenda. My itinerary took me through the first three English colonies in North America: Roanoke Island, Jamestown, and Plymouth. Each of them offered a distinct personality, as a result of their conception for commerce, or permanent settlement. Roanoke is known as the "lost colony" since the first colonists disappeared before the ship with supplies arrived to save them. Jamestown was the first successful English attempt at a colony and proved very profitable, thanks to tobacco. The better known Plymouth settlement had a different origin - it was thought of as a permanent settlement but it still had to make profits for those who were funding the expedition (the British crown). As I learned more, I couldn't help but wonder if my journey would seem "worthy" for my financial



sponsor, Mr. Fischlowitz.

Many of the places that were significant in the formation of this great nation were also stops in my journey through US history: Williamsburg, former capital of the colony of Virginia; Boston, with events like the Massacre and the Tea Party leading to revolution; Yorktown, an important battlefield during the American Revolution; Philadelphia, the birthplace of independence and first capital of the US; and several Civil War battle sites. Many sites I visited were important in the past and are also important today. Washington, DC became the new seat of government, and today its policies have a global impact! New York City was a Dutch colony (New Amsterdam) and today its markets have far-reaching economic effects.

I have gained a great deal of insight into what makes America "American", from values and music to politics and technology. My trip was successful due to careful planning, and the few mishaps were promptly solved. My advice to future Fischlowitz applicants is to have a solid and creative itinerary along with a clear concept for what you want



## A second Tongue

*Do I have a second tongue,  
Another language than the one  
I learned at mother's side?*

*When I hear a stranger's speech  
or read a poem from faraway land,  
I reach to grasp the thought  
Cast in words I do not know or understand  
and listen for the heartbeat,  
the sigh, the gasp for breath,  
that unexpressed "I"  
which moved another's pen to write  
or mouth to speak.*

*Then I hear and know those thoughts  
That flow across time and space  
Teach me to fine-tune an inner ear,  
Allow me to understand  
There is no foreign tongue,  
No strange land,  
No alien race.*

Merle Fischlowitz '74,  
funder of the Fischlowitz  
Travel Grant, recently  
published "From Dirt  
Paths to Golden Streets:  
Poems of Immigrant  
Experiences"



Merle's poetry tells the story of  
immigrants living in the US from the 19th  
century to the early 21st century.

## Snapshots from Abroad!



“I was in Cairo taking Arabic classes and interning with the Cairo Institute for Human Rights Studies, and was fortunate enough to be able to attend some of the protests and demonstrations that were taking place in Tahrir Square. These photos were from a demonstration on Friday, July 8 where protesters were demanding justice for the martyrs that were killed during the January 25th Revolution.

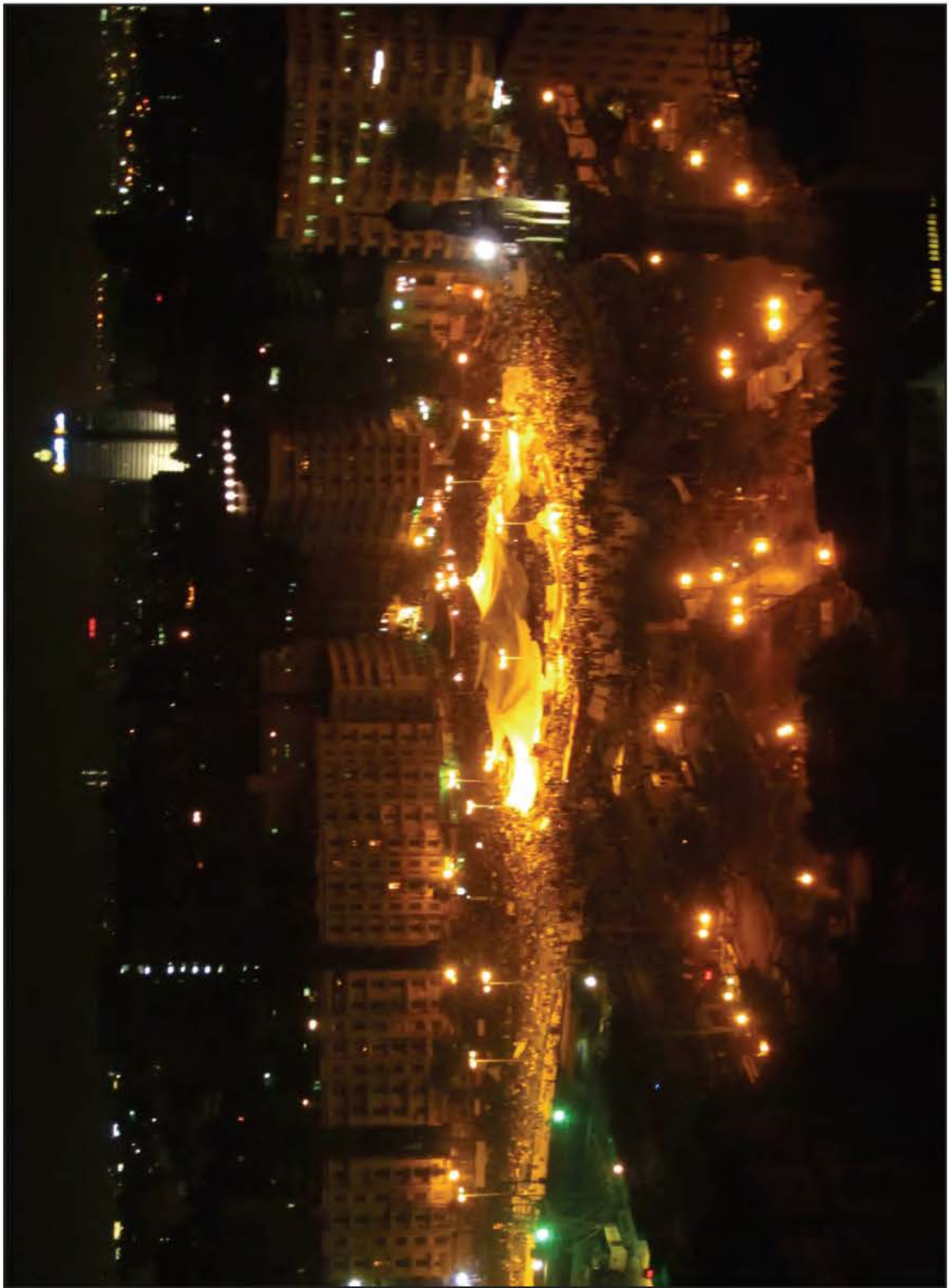


The organization of the protest was incredible, with stages and tents set up throughout the square. A friend of mine was staying in a hotel with an amazing view of the protests, which is where I was able to take pictures. It was absolutely unreal to be able to participate in this important transitional period.”

—Both Photos from Lauren

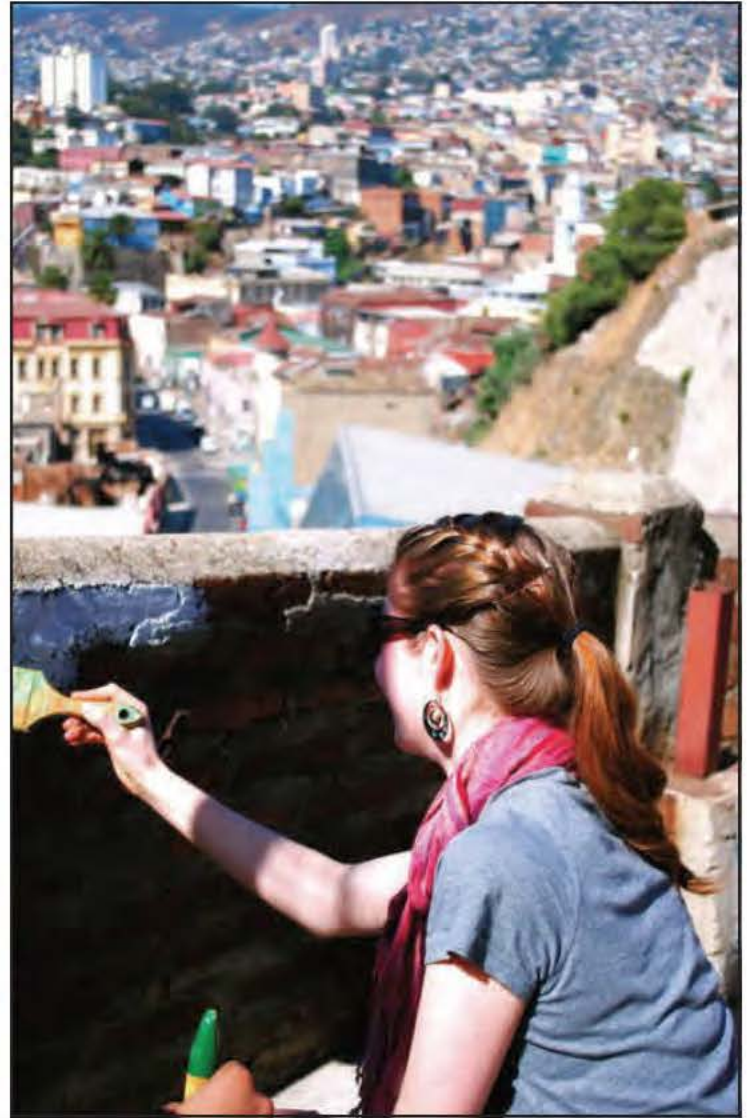
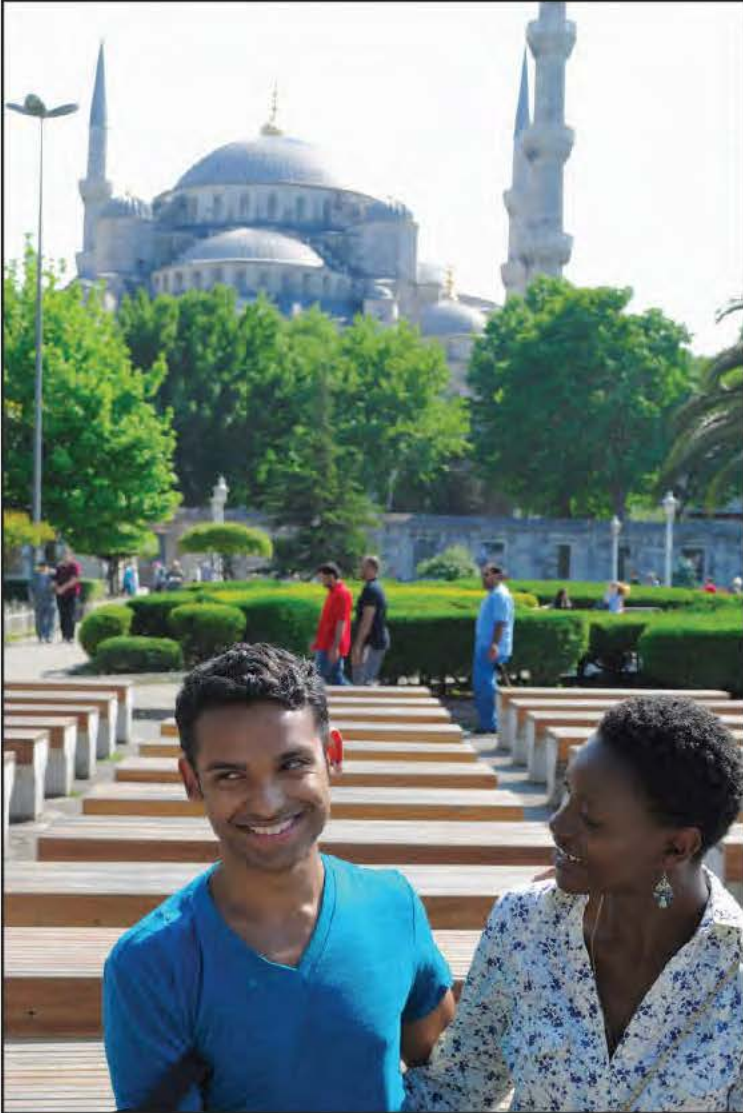






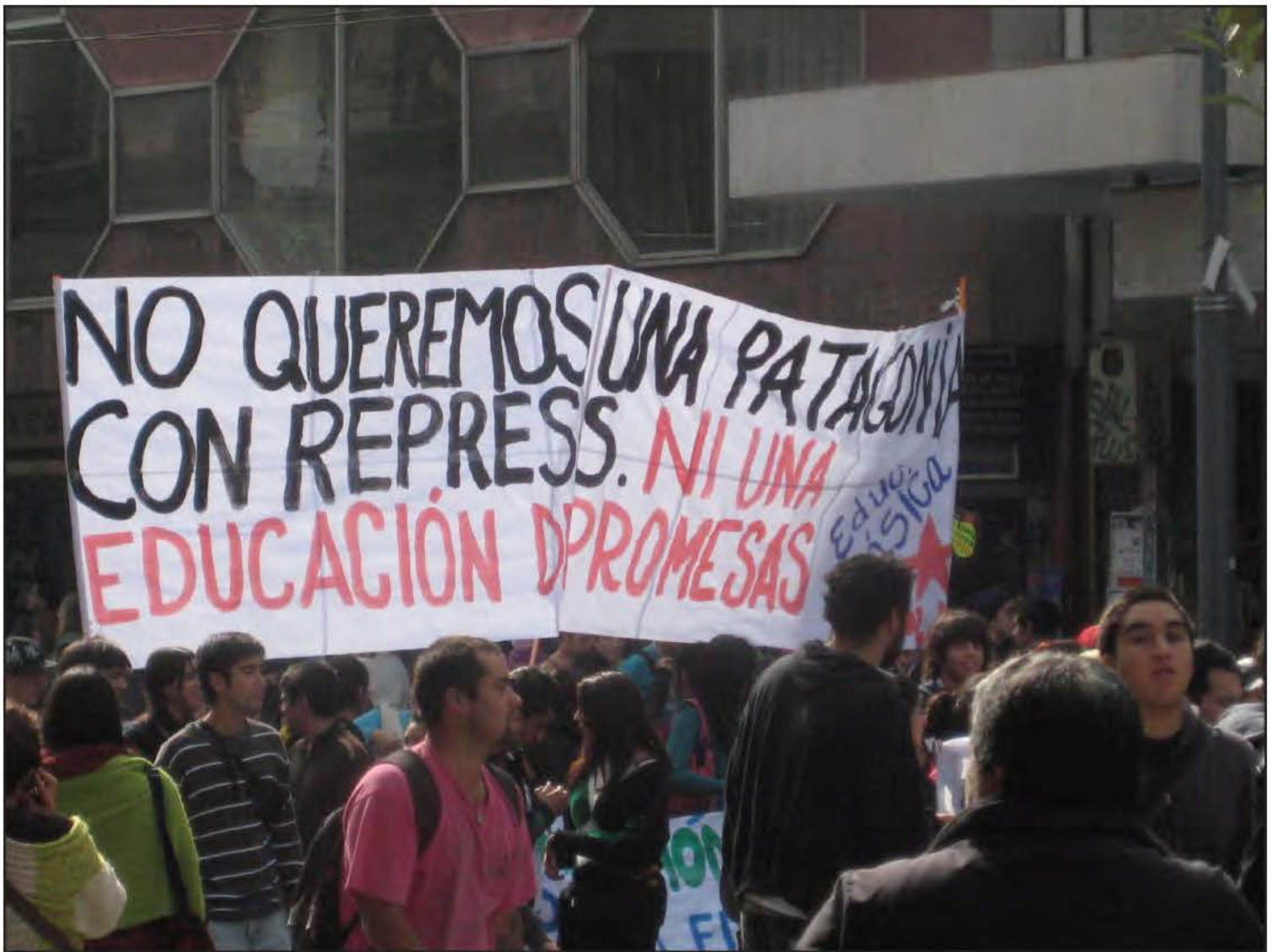
"As a Muslim raised in NY,  
I wanted to see the pinnacle  
of Islamic architecture and  
art. Blue Mosque, Turkey"

- Sejan Miah '12, USA



"This photo is testimony to two important things. First, the colors of the Chilean port-city Valparaíso are evident from the painted houses in the background. Second, my connection to the city began with my own participation in a student-run project called "Embelliendo el Cerro" or "Beautifying the Hill," in which volunteers painted a gray cement wall with images and patterns that upheld and contributed to the Valparaíso tradition of mural painting. I was able to leave my mark on the place that was my home for five months, and I met some of my closest Chilean friends through this project."

- Maya Andelson '12, USA



“I took this picture while walking through the streets of Valparaíso, Chile, with my mom, who visited me halfway through my semester abroad. Just that week, Chilean students had gone on strike, shut down and occupied their universities, and marched through the streets of various cities in protest of the unequal and corrupt education system in the country. Other causes joined the marches, like the groups that were protesting the construction of a hydroelectric dam in the Chilean Patagonia. The sign in the photo reads: "We don't want a Patagonia with dams, nor an education of [empty] promises." It was exhilarating and impressive to walk through a crowd of so many passionate young people, several of whom were my friends from the university and who jumped out of the march to say hello!”

**-Maya Andelson '12, USA**



**-Lizeth  
Gutiérrez  
'12, USA**

“This is just me, with too much coffee (just like here in Iowa), standing against the backdrop of the Twelve Apostles natural rock formation, also in Victoria, Australia.”

**-Anne E. Ross  
'12, USA**

“A traditional boat on Xuanwu Lake during the Dragon Boat Festival (Nanjing, China)”

**-Madeline Garcia  
'12, USA**

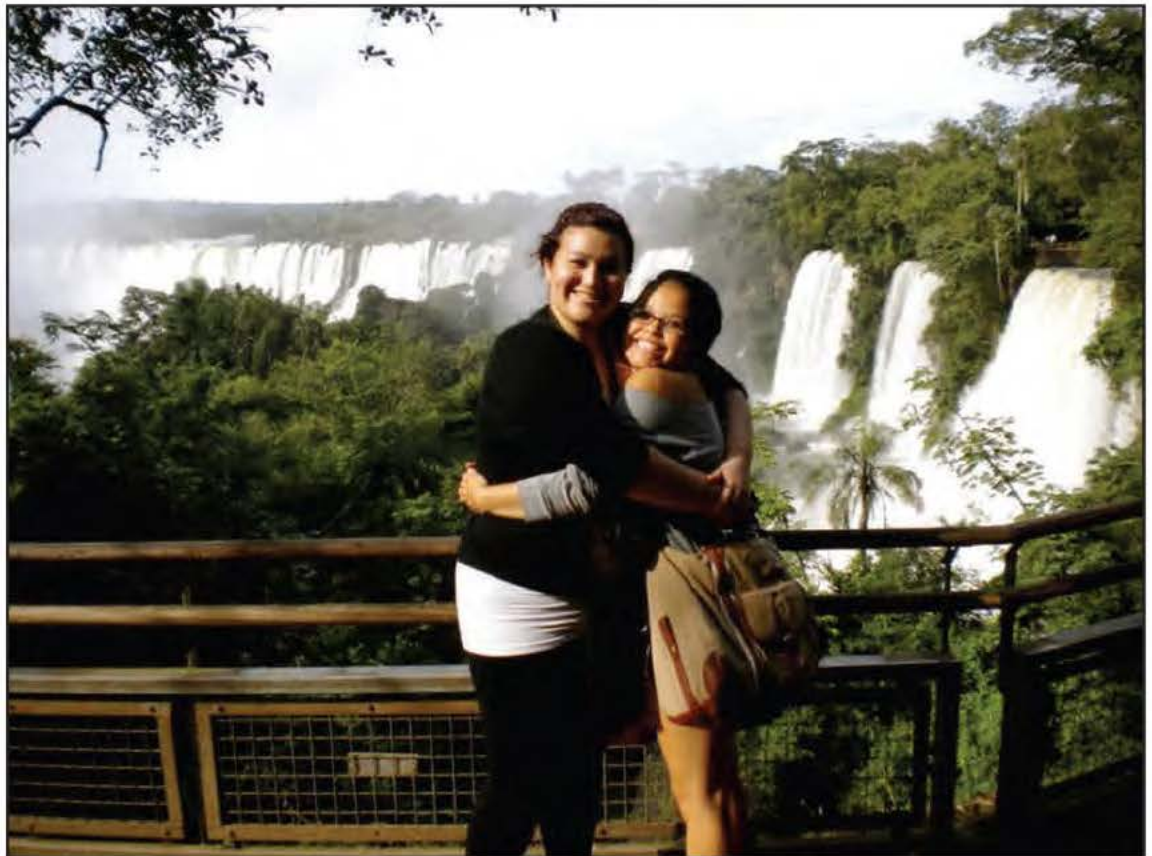




“An art and architecture class in Spain (with Cynthia Dominguez and Hannah Campos)”

- Molly Wingfield  
‘12, USA

“Melissa Vasquez (‘12) and I (Lizeth Gutiérrez ‘12) visited the *Parque Nacional de Iguazú* in Argentina for a weekend. The Iguazu Falls are waterfalls of the Iguazu River that are located on the border of the Brazilian State of Paraná and the Argentine Province of Misiones. The waterfalls are so beautiful, we had an incredible experience. I will never forget this trip!”





“I took this photo in a small, indigenous town in Chile called Rabuco. My program took us to a cultural center run by the Mapuche, southern Chile's largest indigenous group. We began the afternoon with a traditional Mapuche lunch and discussion around a fire, during which the students asked the Mapuche members running the workshop about their culture, their history, and the current problems that the people face. Late that afternoon, we went to a small farmstead and learned how to make "sopaipillas," traditional fried bread made in the Mapuche style. The woman in this photo, Ana, was a calm and reserved presence throughout the whole workshop, but she shared a lot of stories and information with us.”

- Maya Andelson '12, USA

# GRINNELL SIGHTINGS...

– Compliments of Abraham Kohrman '13





MOSAIC  
Office of International Student Affairs  
Grinnell College, JRC 3rd Floor



## **A MOSAIC of our Global Grinnell**

Mosaic art is created by arranging many small pieces of colored glass, stone or other material in a collage. Our publication celebrates the beauty of a diverse campus and world with a particular focus on the variety of global adventures, here and abroad, that are experienced by Grinnellians.

MOSAIC is a collaboration of student editors and writers, with financial support from SPARC, the Office of International Student Affairs (OISA) and the Center for International Studies (CIS). MOSAIC is distributed campus wide and to community members who participate in the Host Family Program.

