

MOSAIC

**SPRING
2018**

Table of Contents

pg.	
5	A NEW BEGINNING
7	EDUCATION IN THE CARIBBEAN
8	JAPAN'S COMING OF AGE CEREMONY: SEIJINSHIKI
9	FROM THE INTERNATIONAL ADMISSIONS OFFICE
11	FROM THE INSTITUTE FOR GLOBAL ENGAGEMENT
12	WHICH PROGRAM? THE GLP OR OCS?
13	SNAPSHOTS OF ART IN ISRAEL

Opinions expressed in MOSAIC do not necessarily represent the opinions of the editor, SPARC, or OISA. Stories and photos are presented by volunteer writers, and expressed in an atmosphere of intellectual inquiry, critical thinking, and safe space.

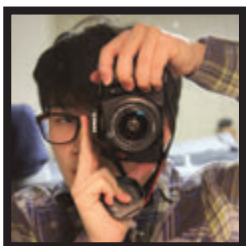


pg.

- 14 OCS IN NAGOYA, JAPAN
- 15 VIENNA WAITS FOR YOU
- 16 GLP: FOOD, CULTURE, AND IDENTITY IN CHINA AND RUSSIA
- 17 GLP: CROSSING BORDERS—MIGRATION AND MEMBERSHIP
IN THE TWENTY FIRST CENTURY
- 18 F-1 GRINNELLIANS: BEFORE, DURING, AND AFTER
- 19 EXTREME SPORTS
- 21 UNITY PROJECT
- 23 JAPANESE IMMERSION EXPERIENCE
- 24 LIFE NOT IN GRINNELL
- 25 MOBILE APPS FOR SOCIAL IMPACT
- 26 CELEBRATING FESTIVALS AWAY FROM HOME
- 27 IPOP MEMORIES AND MESSAGES FROM MENTORS



- pg.
- 29 **GROWING FRIENDSHIPS**
- 30a **FROM GREECE TO GRINNELL**
- 30b **REOPENING OF LANGUAGE HOUSES**
- 31 **BEING INTERNATIONAL IN GRINNELL ATHLETICS**
- 32a **FINDING HOME IN GRINNELL**
- 32b **MR. WILLIAM CROSBY**
- 33 **MULTICULTURAL LEADERSHIP COUNCIL**
- 34 **REFLECTIONS ON RACE AND HOPE IN AMERICA**
- 35 **FOOD BAZAAR**
- 37 **STUDENT ART COLLECTION**
- 38 **WINTER BREAK IN GRINNELL**



Special thanks to the students, faculty, and photographers who have contributed their photos to the magazine., and to Matthew Park '21 (left) and Min Ji Kim '17 (right) for designing the front cover and back cover, respectively.



From the Editor

Hello MOSAIC readers!

My name is Karin Cho. I'm in the class of 2020, and I am an intended Biochemistry or Chemistry major. Coming to Grinnell College has allowed me to explore activities outside of my comfort zone, such as applying to be the OISA Liaison/ MOSAIC editor. This was my first time to edit a student magazine, but the creative activity balanced well with my academic work.

In this year's MOSAIC, I hope to present a holistic view of the global adventures by Grinnellians. In this publication, there are a mix of stories written by students, faculty, and friends in town to share their experiences. My goal was also to introduce some of the organizations on campus that have increased our understanding of diversity on and off campus.

I would like to thank Karen Edwards, Brenda Strong, and Jaime Chambers for helping publish the magazine and reaching out to interested writers. I would also like to thank all the students, staff, and faculty who have submitted their work. This could not have been completed without you!

It was my pleasure to edit the MOSAIC 2017-2018 edition, and I hope that you, our dear readers, will also appreciate learning from this collection.

Sincerely,
Karin Cho '20,
OISA Liaison/ MOSAIC Editor 2017-2018



A Start of a New Journey in Anthropology



I had to report one of my plants recently – an enormous banana plant that came with me when I moved to Grinnell in 2014, and that I lovingly refer to as “my very tall son.” Four years ago he could be carried through my front door. He is now 7.5 feet tall. As I muscled my very tall son out of his undersized, root-bound, terra cotta home (muttering, “This is good for you! You need this!”), I found my mind wandering, musing about “home” more broadly.

This July will bring a bittersweet transition, as I leave my role as International Student Advisor to pursue a graduate program in Anthropology.

As thrilled as I am to heed the call of my curiosity (working alongside ethnobiologists, and hopefully returning to east or southern Africa), this transition comes with complex layers. It will involve upending and uprooting and replanting, which is a scary process for anybody, humans and banana plants alike. Grinnell's place in my life will be shifting, turning from “home” into “once-was-home.”

While working in the OISA, one of my greatest joys has been seeing students' journeys take shape and transform in this little place on the prairie. Narratives that began thousands of miles away take an arc here, to this place in the middle of everywhere. Students change and grow, and emerge ready to launch toward new soil. In the process, their definition of “home” shifts and tilts, broadening to include Iowa too.

Iowa has become my home as well, and I will miss this place and its people dearly. I am so grateful for the people who have helped me grow in good soil here: students, staff, and faculty alike, and Karen and Brenda most of all. I will soon be carrying my banana plant to sit in front of a different window – but the roots we grew here will be with us, forever tethered to the Grinnellians that nurtured them.

Sincerely,
Jaime Chambers
International Student Advisor

A New Beginning

Messages from '17



Xiaoxuan Yang '17 China

After the graduation ceremony and a summer of fun traveling, I started my new life at Duke University in North Carolina as a new Ph.D. student in Earth and Ocean Sciences. Now I use two screens at my office desk and spend even more time taking classes (five of them!), TA-ing and doing research than I did at Grinnell.

Of course, I miss my Grinnell friends on a daily basis. I miss late-night dancing at 'Bucks', and the excitement to shop at Walmart. However, I also appreciate the overwhelming amount of academic resources here at Duke. Hopefully, I will find my own "Grinnell" here soon, and I'll try hard not to become a crazy cat lady.

Let me know if you ever come to visit Duke :).



Sami Muhammad '17 Pakistan

“And what are your thoughts on Muhammad Yunus’s approach to combating poverty?”, asked the professor. I sat in my first college class, absolutely clueless. I had read Yunus’s book and studied his work; however, I had nothing meaningful to say. I had no opinion. At that moment I had a faint realization- I had rarely been asked for my opinion on an academic topic. Growing up in a more conservative society, I was expected to act in a particular manner, with a set of rigid values. I hadn’t made important life decisions; they were made for me. Grinnell would forever change my life; Grinnell taught me to think.

My appreciation for Grinnell has grown with time. Grinnell fosters a diverse community from all parts of the country and the world. Everyone’s unique background creates a great collaborative learning environment. Since leaving, I’ve realized how difficult it is to find a similar community elsewhere.

My liberal arts education has had a profound impact on my career and life. I graduated in Spring’17 and started work at Morningstar. My decision to work at this firm, which is renowned for independent thinking and investor welfare, was guided by the social justice values that I acquired in college. As a product consultant in the asset management division, my non-technical background could have been a shortcoming; however, my exposure to an array of schools of thoughts has given me a unique advantage. My perspectives are different from most of my colleagues, and I can learn new information at an incredible pace.

It’s been almost a year since I graduated; but I will always be a Grinnellian at heart.

CONGRATULATIONS!

Graduation Ceremony for the class of 2017



PC: J. Hayworth

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- We celebrated the graduation of 48 international graduates in May 2017, and 8 in December 2017.
- About 1/3rd of these alumni pursued next steps abroad; 1/3rd transferred into U.S. graduate programs, and 1/3rd are using their year of Optional Practical Training to work in the U.S.

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"Bad" Grinnellian



Mineta Suzuki '17
Japan

I'm a "bad" Grinnellian. I am flawed and human. I have interests, personality traits, and opinions that don't always fall in line with Grinnell's mainstream liberalism. I am not well versed in the ideological norms, but I am a Grinnellian. I cannot tell you how freeing it has been to accept this about myself. [I've adapted this idea from Roxane Gay's *Bad Feminist*, which I'm citing because plagiarism isn't allowed - even after you graduate.]

Even after leaving that small town in Iowa, there have been things that make me (feel) guilty. I catch myself involved in locker-room talk, cracking inappropriate jokes. I get wrapped up in competitive one-up-man-ship - measuring success by salary, job title, the brand of your university, the brand of your clothes, the number of Tinder matches, and so on. A consulting firm that I am about to work for sent me five "summer readings" about profit maximization. I bought suits and ties, so that I could commute camouflaged among the sleep-deprived.

At Grinnell, I was taught that this is not how it's supposed to be. I studied everything but business. I'm reminded of this when I see political Facebook posts from Grinnell friends. I'm reminded by the Sociology texts and German novels that still sit on my bookshelf (I brought them home with me). But political activism takes privilege, and sometimes we need to compromise. You have to support yourself, and perhaps even your parents, when

you live in a super-aged society like Japan. You have to re-tune your radar when it detects words like "capitalism," "consumerism," and "profit." I think this re-tuning, in an active sense, is part of the Grinnell learning experience - because life post-graduation shouldn't become life post-intellectualism. This dualism might feel unpopular, but we also have to be able to apply academic knowledge and social critique to everyday reality.

So, here are some of the ways this has played out for me. I stopped going to cafes, because three cups of coffee in Tokyo costs my hourly wage. I buy coffee beans instead. (My Grinnell caffeine addiction has been hard to cure.) I started to watch 'Cooking For Beginners,' and I experiment in the laboratory (aka, kitchen) with my mother's help. I bought a Kindle, so I can covertly read up on anti-patriarchy, anti-fascism, and all the "anti" themes out there. I mark my calendar for upcoming elections and demonstrations that I want to take part in - because I don't want to be desensitized to curiosity, critical thinking and intersectional nuance. Grinnell nurtured these characteristics in me - and now they are a part of my nature.

Gay, Roxane author. Bad Feminist : Essays. New York :Harper Perennial, 2014. Print.



Education in the Caribbean

Avery Barnett '21 & Kaela Girod '21 are both from St. Andrew, Jamaica, where they attended all-girls schools, Immaculate Conception and St. Andrew. They offer this overview of the Caribbean education system, which might be confusing to those who are not familiar with it.



Countries who participate in CAPE:
Anguilla, Antigua & Barbuda, Barbados, Belize, British Virgin Islands, Cayman, Dominica, Grenada, Guyana, Jamaica, Montserrat, St. Kitts & Nevis, St. Lucia, St. Vincent & the Grenadines, Trinidad & Tobago, Turks & Caicos.

Additional Sources:
www.caricom.org
www.cxc.org/
www.cxc.org/examinations/cape
www.cxc.org/examinations/csec/

Primary School (grades 1-6)
...after which students take an exam to determine their secondary school placement.

High School (grades 7-11)
Students take a variety of subjects from grades 7 to 9, to help them decide what to study in grades 10 and 11.



Grades 10 & 11 typically includes 8 subjects (students can choose), and they prepare to sit for the **Caribbean Secondary Education Certificate (CSEC)**, administered by the Caribbean Examination Council.
Math and English Language are mandatory, and there are 31 other subjects to choose from, like English Literature; Biology; Principles of Accounts; or technical subjects like Food, Nutrition, and Health; or Industrial Technology.

“Sixth Form” (grades 12 & 13) is optional, following CSEC. Four or five subjects are selected (35 are offered), in addition to 1 unit of the **Caribbean Advanced Proficiency Exam (CAPE)** per subject per year.
Subjects range from Chemistry or Law, to Animation and Game Design.
Students choose subjects that align with their desired area of study.
Most CAPE subjects have 2 units worth of material.

At the end of CSEC, and during both years of CAPE, students complete school-based assessments (by subject) as a component of their final grade. The highest achievable grade is an I.
CSEC grades range from I to VI (where III is the passing mark, equivalent to a C)
CAPE grades range from I to VII. (where V is the passing mark, equivalent to E)
Testing is anonymous and exams are reviewed by teachers from throughout the region. Exams are held in May or June, and some students re-sit for the exams in January. Results are available in August, and a merit list is released each fall naming the Top 10 students for each subject and unit in the region.

JAPAN'S COMING OF AGE CEREMONY [SEIJINSHIKI]

In Japan, the second Monday in January is Seijin-no-hi, which is coming-of-age day. On that day, local governments sponsor a coming-of-age ceremony to celebrate people who become 20 years old between April 2nd last year and April 1st the current year. Because I turned 20 last year, I was able to participate in the ceremony! This ceremony started in 1946, right after WW2. A local government in Saitama initiated the ceremony to encourage new adults who were expected to lead the post-war reconstruction of our country. People had celebrated becoming an adult long before 1946, but this new celebration was different and special. Most women wear 'Furisode,' a kind of Kimono for unmarried women - and so did I!

Though Furisode has been worn by unmarried women, young women typically wear it on this day regardless, since the traditional meaning of Furisode is disappearing. Most men wear regular suits, and some men wear Hakama, which is also Japanese traditional clothes. However, there is no dress code about what to wear.

The ceremony itself is not like a party. In general, the mayor and several guests, such as the chairman of the Board of Education, give new adults a congratulatory speech. After the ceremony, new adults celebrate the reunion with their friends.

Some people critique the coming-of-age ceremony as a waste of time and money, and sadly fewer and fewer new adults participate. However, I still wanted to participate, and the ceremony was meaningful to me. First, it helped me think about the definition of becoming an adult. I know that wearing a nice Furisode doesn't make me an adult, but it helped me reflect on what adulthood means to me. Secondly, having a reunion with friends back in my hometown was mind-blowing. Many friends there already have a job, and I realized how my philosophy as a four-year-college student is biased. Since Seijinshiki is held by the local government, I appreciated the chance to connect with many friends who are taking a different path from me.



Maya '21 and her friend at the Seijin-no-hi Ceremony in Yamanashi, Japan

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Maya Adachi '21

Hallo, Namaste, NiHao, Hola.. From Admissions!

We had an exciting fall, with 2,300 international applications that yielded 96 new Grinnellians from 29 countries - making up 21% of the Class of 2021. There were a particularly high number of students from India, this year, and we continue to see strong interest from China, Japan, Vietnam, South Korea, Nepal - and from all around the world!

Melinda Drees and I have been pleased to welcome two new colleagues to the international admissions team. Our intern for this year is Mitsuki Fujio '19 (Meghna Ravishankar '17 had served in this role for three years). Mitsuki is on the front line of our daily communications with prospective applicants from around the world, answering emails, processing application materials, and helping with outreach projects. His involvement as an IPOP Mentor has also come in handy! He will likely be asking for volunteer help in the month of April - when we like to connect newly admitted students with current Grinnellians.

I'm particularly excited to have some additional help from Rebecca Patch, one of our assistant directors. Becca will spend half of her time contributing to our international admission efforts. She read applications last spring, and traveled on a recruitment tour to the Southern Cone of Latin America. This fall, she represented Grinnell in Southeast Asia, presenting at the CIS/EARCOS Institute on International Admission and Guidance, in Bangkok. She presented with Andy Mennick, a Grinnell graduate working as a college counselor at the International School of Beijing. She also conducted school visits and interviews in Vietnam, Singapore, and Malaysia. We enjoy working with her, and we know that she'll continue to make important contributions in her new role.

My first recruitment trip last fall took me to South Asia again - visiting Nepal and India with colleagues from Bryn Mawr,



From left to right: Mitsuki Fujio '19, Melinda J. Drees, Jon Edwards, and Rebecca Patch.



Rebecca Patch in Thailand.

The University of Richmond, and Vassar. We saw nearly 600 students at nine high school visits in just two days in Kathmandu. I also had a fantastic dinner event with alumni and parents of current students, including Gaurav Thapa '11 and Bhoomika Partap '11. I also enjoyed meeting several of our current Nepali students' younger siblings during my visit.

From there, our group traveled to India - working in Dehradun, New Delhi, Kolkata, and Mumbai. In Mumbai, we ended our trip with a gathering of local school counselors at the Gateway Taproom in Bandra East - which is owned and operated by the husband of Sakshi Saigal '10. Another international alumnus, Alok Shah '04, was also on the guest list.

My other fall trips included East Asia (Japan and Hong Kong) and to Western Europe (UK, Switzerland, and France).

Thanks to many of you who have helped our office by reaching out to prospective Grinnellians! Sharing your enthusiasm and your Grinnell experiences is one of the best ways to help them determine if Grinnell is their best fit college. We appreciate it, and will keep relying on the personal touch that you help us provide!



Jon Edwards, with Gaurav Thapa '11 and Bhoomika Partap '11.



.....
Jon Edwards, Senior Associate Director of Admission
Coordinator of International Admission

Institute of Global Engagement [IGE]

The IGE is located in the Jesse Macy House - which is named after one of Grinnell's early faculty members who traveled abroad extensively, conducting collaborative scholarly projects. IGE is involved in a broad range of activities, enhancing campus internationalization across the curriculum and the co-curriculum. Examples of this work range from supporting short and long term Off Campus Study; hosting visiting scholars from around the world; and supporting curriculum



development with global themes. IGE collaborates with Careers, Life, & Service to advance international internships; facilitates Faculty/Staff Development; and supports course embedded travel and the Global Learning Program. The Institute is attuned to move more students, faculty, and staff into the fold and to advance international initiatives.

This past year, IGE welcomed three new staff members. Assistant Vice President and Senior International Officer, Dr. Shuchi Kapila, joined the Institute in July. She currently teaches and researches on Colonial Literature and Culture, South Asian Literature, The English Novel and Feminist Theory. Dr. Kate Patch, Senior Director of Global Initiatives, arrived in May. An anthropologist by training, Kate directs the daily operations that includes: Off-Campus Study, Global Learning Program, Language Learning Center, collaborations with partner institutions, global health and safety, and assessment of international programming. In August, Alicia Stanley began as Director of Off-Campus Study. She oversees budget management, health and safety, student advising, and outreach to students, faculty, and staff.

Other members of the Institute's team include: Claire Moisan, Director of the newly formed Language Learning Center, Jonathan Larson, Associate Director of Off-Campus Study, Lynn Stafford, Senior Program Coordinator, Susie Duke, Global Learning Program Coordinator, Lucy Chang, Program Assistant, as well as several Global Envoys (peer advisers): Haley Jo Cutrone '19; Mama Ya Biamah '18; Ryan Hung '18; Yolana Martin '20; and Mimi Sarai '18.

Students are offered a variety of opportunities to travel abroad, ranging from college-sponsored programs to independent programs from other organizations. Visit Macy House to learn



WHICH PROGRAM?

Interested in an educational experience beyond the Grinnell campus? Consider GLP, course embedded travel, or OCS (domestic or international!)



PC: Nina Galanter '18



PC: Taylor I Gaskins '20



PC: Lica Ishida '18

Global Learning Program

Off Campus Study

The Global Learning Program (GLP) has been made possible thanks to generous support from Susie McCurry '71 and the Roland and Ruby Holden Foundation. GLP begins with first-year student tutorials. These are comparative in nature and taught by a faculty team.

Selected participants explore an interdisciplinary theme specific to each tutorial, by means of a spring semester long course and visits to two or more countries, regions, or ecosystems, with travels lasting 3-4 weeks. The comprehensive GLP will eventually include second through fourth-year students, as well as a post graduate fellowship offering.

Grinnellians can participate in semester- or year-long Off Campus Study, typically in their third year. Over 50% of each graduating class has participated in off-campus study. On some programs, the courses are linked by a common theme, such as women's studies, environmental studies, or global development studies. On others, coursework is closely connected to a particular major, such as biology or economics.

Programs are organized by U.S. institutions; universities in the host country; or a combination of both, in a cooperative arrangement. Off-campus study programs offer the opportunity to augment an area of interest while broadening the liberal arts education by learning about other parts of the U.S. or the world.

Snapshots of Art in Israel

Through spending time in Jerusalem, and traveling around Israel and Palestine, I realized that art in the area is as diverse as the people who live there. Not only is there a variety of different forms and settings - from historical art in museums, to contemporary art in galleries, to graffiti on the streets - but the purpose of the art varies widely as well. There is art to seek enlightenment, art to protest, art to express religious devotion, art to be funny, and art for a hundred other purposes as well.

This is true, no doubt, nearly anywhere in the world. Still, it was interesting for me to observe the multitude of ways in which art was unique to Israel/Palestine, and the ways in which it could have existed anywhere else. The photographs below are pictures that I took without any real goal in mind... they are just images that caused a reaction in me. As such, they aren't all representative of the vast scope of the art in Israel/Palestine, but I do think they provide an interesting glimpse.

.....
Nina Galanter '18

*Program: IFS A/ Alliance Diversity
and Coexistence in Jerusalem*



The central building of the Neot Semadar Kibbutz (a collectivist community). It contains classrooms as well as studio space. The Kibbutz residents built it, learning building techniques along the way.



A quote by the Palestinian poet Mahmoud Darwish, in the Silwan neighborhood of East Jerusalem.



Machane Yeduha Market. When the stalls close on Shabbat and other Jewish holidays, local artists paint murals of figures from Israeli and Jewish history, or scenes from the Hebrew Bible, on the closed stall doors.

OCS: In Nagoya, Japan

Using a new language in the classroom is one thing, but being immersed in a new place where most people around me cannot extensively communicate in my native language introduces an entirely new challenge that I have found to be both exciting and terrifying. Textbooks are valuable, but ultimately insufficient as the be-all-end-all to language learning. There is much more to be learned by going out into the world, and actually utilizing a new language in everyday life.

In the U.S., we can tend to distill other cultures into the "melting pot," so it may come as no surprise that there were many aspects of Japanese culture that I either had misconceptions about, or did not know at all. Many things, from 'cash and coins' being used over 'cards and Venmo', to konbinis (convenience stores) all over the place, to stricter social hierarchies, was either different than expected or entirely new to me.

As cheesy as it might sound, I loved the friends I made while I was in Japan: international and native alike. Hanging out with people who have a shared interests with you is understandably gratifying, and the Japanese people I met were all very welcoming and eager to talk. When I attempted to speak Japanese with native speakers, they consistently, within a few sentences, complimented me: "Oh, your Japanese is so good!" This was, of course, a gross exaggeration, but it is one example of the kind and friendly attitudes that are common there. Many of us had similar goals -- to spend some time working in Japan after graduating -- and it was encouraging to be with people with similar mindsets

The 'liberal arts' student-in-me also saw this trip as an opportunity to reflect on my life in America -- literally, from the outside. One of my favorite saying is, "If someone is struggling to speak English, that likely just means they are fluent in a different language," Finding myself in this situation, wearing the shoes of a 'foreigner,' helped me realize how true it really is. Thinking about the Japanese mannerisms or styles that I would sometimes (rudely) joke about with my friends made me wonder what international visitors think of American customs. How do they joke about me? Even the Japanese palette, while delicious in my opinion, has some major differences from U.S. cuisine. I have experienced so much already in such a short time, and I value this opportunity to view the world in new ways.

.....
Mattori L. Birnbaum '19

*Program: IES Abroad Nagoya Direct Enrollment -
Nanzan University*



Sunset at the train station.

Vienna Waits for You

Deciding to study abroad (even though I was already far away from my home in Saipan) was undoubtedly one of the best decision I've made as an undergraduate. From day one, I could tell that my semester abroad would be like a roller coaster. And now, I can say that the roller coaster ride has only been going up (with a few dips during midterm and final exams, of course). I was not completely sure what my study abroad experience would be like - personally, academically, and professionally. As I reflect on the experience, I can confirm that it meant much more than my initial goal to experience life in a new environment. My academic experience in Vienna was very interesting! I was able to take courses that I weren't available in Grinnell, due to my lack of prerequisites. I also have a deep love for music, and taking music courses in Vienna, as well as attending live concerts and operas (for only 5 euros!), was an amazing and unforgettable experience! I am very grateful for all the opportunities this program provided because they have helped me encounter life-changing experiences that I never imagined could happen. I have learned more about myself, and I've learned to take more risks and to 'put myself out there' — to make meaningful memories without any regrets. My experience abroad also taught me love and patience — love for a new culture, and patience to adjust to that culture. Most importantly, my experiences in Vienna have taught me self-acceptance and appreciation. I will be forever grateful.

.....

Lica Ishida '18 (U.S. Saipan)
Program: IES Abroad Vienna



A view of Maria Theresien Platz



"Am I in a fairytale?" Lica at the Technische Universität (Technical University) Ball



"Squirrel Fish" in Hangzhou



A day at the "Dacha"



St. Basil's Cathedral in Moscow

Through Grinnell's Global Learning Program (GLP), a small group of first-year students study an interdisciplinary topic throughout the semester, and then they embark on short term travel to global locations that they've been studying. The focus of my travel with GLP was "Food, Culture, and Identity in Russia and China." My class traveled to Hangzhou, Nanjing, Suzhou, and Shanghai, China. In Russia, we visited St. Petersburg, Moscow, Irkutsk, and Vladivostok. This class, and these trips, stretched me beyond my Midwestern American comfort zone, while showing me many of the commonalities between people across the world.

We experienced diverse foods. Hot pot was a unique dining experience in China, with a pot of boiling broth at the table, and the addition of ingredients by customers. Some of the dishes were entirely new to me. I ate duck blood, octopus, and whole shrimp! As many of my classmates noted, the options in Russia were more similar to American foods. New foods, though, included beef tongue in St. Petersburg, and red caviar by Lake Baikal. Even the more familiar dishes incorporated new and distinct flavors.

My favorite memories come from my observations of similarities between cultures. Our class discussed the ways that globalization has caused many similarities, like the prevalence of Starbucks, for example. Other similarities, though, seem to have developed independently. I tasted hints of my family's chicken in a rural village near Hangzhou, and my mother's soup in the borscht we made at a cabin near Moscow. My travels with the Global Learning Program have provided me with a new perspective on the world.



*Katie E.
Mehlretter '20 (U.S.)*



Visiting Suzhou's Industrial Park

Our GLP was co-taught by Professors Jin Feng (Chinese) and Todd Armstrong (Russian). Our first trip, over Spring Break, was in southern China. We traveled to Russia after the semester ended.

The cities that we visited in China were very close to each other, so the food culture there was pretty similar. China has a rich history, and many foods have their own history, or relate to famous person or place. In southern China, the starch of each meal is always rice.

In Russia, we visited four cities that were far away from each other. The cities in Siberia have a very different food culture than we found in St. Petersburg and Moscow. Since Siberia is close to the coast, the food there really focuses a lot on the fish. That was not true in Moscow and St. Petersburg, which are both inland cities.

There is simply no better way to understand the food culture in an area than to physically be in the place and try local food yourself!

Garrett Wang '20 (China)



Taylor, Imany '20, and Lynn at Doñana wildlife reserve in Spain.

This summer was one of the best of my life. I took the GLP course, Crossing Borders. We studied the history of immigration in the US and Europe. We examined misconceptions about immigration and migrants, studied the refugee crisis, and explored particular topics for individual projects. At the end of the semester, we spent three weeks in Europe. We traveled to Spain, Athens, Greece, and Germany.

The trip was amazing! I learned so much from our travels. We studied the various responses to the refugee crisis, and heard different perspectives from these major players in refugee crisis response. I gained a better understanding from actually being there, and connecting with people. It was more impactful than sitting in the classroom and reading about this topic.

The trip was also a lot of fun! I traveled with some awesome people who have become very close friends. One of my favorite days was the final day in Berlin, where my friend and I went to the SONY theater and watched Pirates of the Caribbean in 3-D.

Every day was an adventure, a laugh, a new piece of knowledge, a new insight to unpack, a new day to learn more about the world and about ourselves. This was an unforgettable experience. So, I only have one final thing to say - GLP people will know what this means... think Tapas, forever and always.

.....
Taylor I. Gaskins '20 (U.S.)



At the Bob Hope statue, in San Diego, California

My family hails from a remote part of Nepal, so coming to Grinnell was already a big step for me. I was completely blown away when I came across the Global Learning Program, which offered Grinnell students an opportunity to study globally relevant issues and actually travel to the core areas affected. Through this semester-long course, and the subsequent travels, I found the true value of tangibly experiencing what we learned in class. Our Spring Break travels to the Southwest US and Mexico, and the summer trip to Spain, Greece, and Germany (as well as a brief visit to a Spanish province in Africa) may be the greatest learning experiences I've ever had.

It was amazing to visit the Parthenon in Athens, the Strait of Gibraltar, the Alhambra in Grenada, and Brandenburg Gate in Berlin. However, these experiences came secondary to the learning experience. With the help of Professors and travels, we were learning about something truly current, and pertinent in this changing the world. Class readings could not have offered me the same experience - of actually walking through the refugee camps in Germany, and conversing with a Syrian refugee about his escape from war back home to safety in Europe.

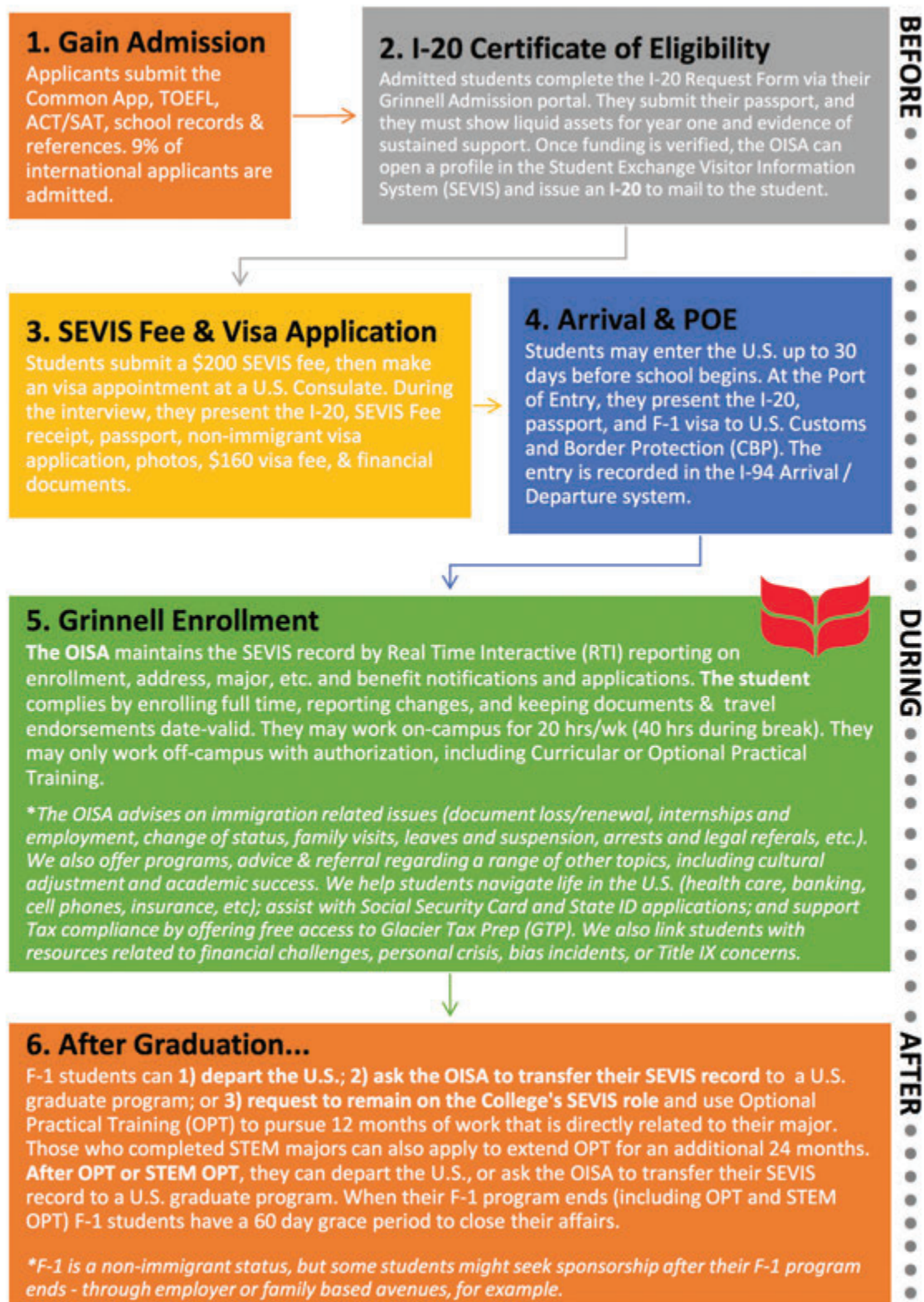
I was the only international student in my GLP class, so I think that I provided unique input in our class discussions. This helped me be a more active participant, and a more engaged learner. I encourage all 1st year international students to apply for future courses and participate in this great learning experience.

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Pratik Karki '20 (Nepal)

F-1 Grinnellians: Before, During & After...

The flow chart below provides an overview of the F-1 student's regulatory journey: *before they come, during their enrollment, and after they graduate.*

(Adapted from "International Student Life Cycle," studyinthestates.dhs.gov)



Extreme Sports



Since my first week on campus (during IPOP), the Fischlowitz Fellowship has been at the top of my Grinnell bucket list. I was already addicted to travel, so fund to explore an aspect of my choosing, related to U.S. culture, was a perfect opportunity. On my third try (after writing and countless re-writing, and interviews) I was selected! It took me three tries, but the experience paid off in every way. My plan was simple – rent a car, drive to famous extreme sports destinations, and dive into the activities (hoping to meet a few fellow adrenaline junkies along the way).

First Stop, Yosemite National Park –aka, breathtaking views, outdoorsy people, tens of treks to choose from, and world famous rock climbing options. Of course I did it all: three days of hiking, and a rock-climbing session.

After Yosemite, I spent a day driving through King’s Canyon - and running into some wildlife on the way. In Sequoia National Park, I got to go caving, and wander through the tallest forest on Earth. Next on the list was San Diego, California, where the climate is always warm, and there is the best-in-the-word zoo, and many amazing beaches. I spent my time paddle boarding and swimming with seals in the ocean!



*Vans Open in US- Skateboard Event
in Los Angeles, CA*

My next stop was Los Angeles, to attend the VANS sponsored 'U.S. Open of Surfing' - an event that I have wanted to attend since I was thirteen. Surfers, BMX riders, and skaters from all around the globe come together for this twelve-day event. It is filled with sports, music and competitions. It was a blast.

After leaving LA, I took a bus to San Francisco to attend "Vans Warped Tour." Then I headed straight to Oahu, Hawaii! I was greeted with a "hang loose" sign everywhere I went. The views were breathtaking, and extreme sports opportunities were everywhere. I rented a scooter, and drove around the island to explore countless waterfalls, hidden bays - and I even took a helicopter ride! The primary event I'd intended to participate in on the island was the Spartan Race, which is a 5-mile-long endurance run with 20 obstacles. On the day of the event, I thought "What have I signed up for?!" ...but as soon as I was neck deep wading through the first river, I knew it was going to be awesome!



The view from my helicopter flight (doors off) in Hawaii



Rock climbing session in Yosemite

I had planned to do some surfing before I left the island but my legs were already worn out, so I went island hopping on a sea kayak instead. On my flight back to Iowa, I felt truly exhausted. Despite my re-located shoulder, and a few bruises, and scratches, I couldn't wipe the triumphant smile off of my face. What a trip!



I would also like to say a giant **THANK YOU** to **Mr. Merle Fischlowitz '53**, who provides this wonderful opportunity for Grinnell's international students!

Thanks also to all the people who helped and/or hosted me on this journey: Prabir, Sooji, Bazil, Ella, Jaime Chambers (OISA), David Chang's family, and Merle's daughter, her husband, and their cute children.

Michaela Gelbarova '18

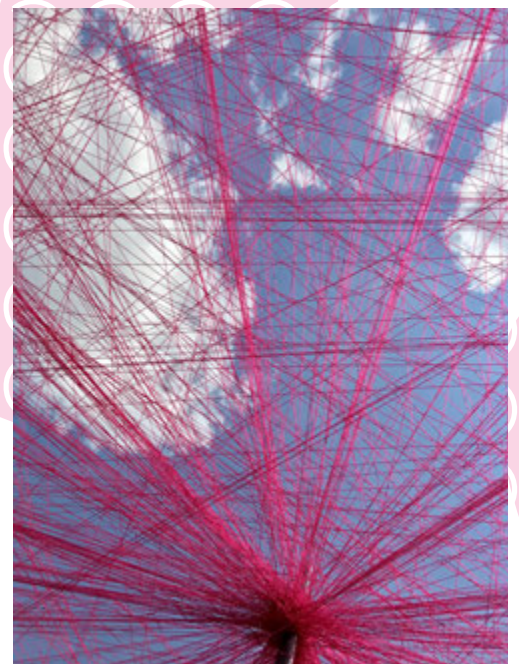
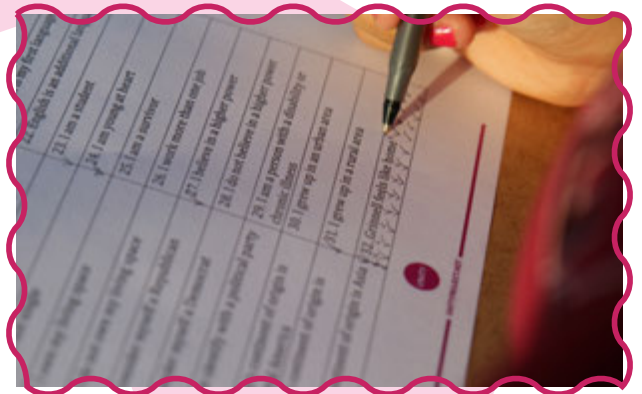
Learn more about the **Fischlowitz Travel Grant** (for Grinnell's international students) on the **OISA's website!**

The Unity Project



UNITY is a public art project that was initiated by Nancy Belmont, of Alexandria, Virginia, as an effort to heal the divisiveness and negativity in U.S. politics. It has been launched and adapted into local contexts across the country and around the world, and last fall, members of the Grinnell community were invited to create our own canopy of UNITY!

Over 300 participants worked together, renewing the spirit of optimism, camaraderie, and respectfulness. Each person wrapped individual strands of yarn from pole to pole, reflecting on how their own identity contributes to the fuller canopy of human connectedness, ultimately showing that we are all united by something.



Each pole represented a unique identity. For example: "I am a student" "I am a parent"
"I work more than one job" "I have a pet" "I believe in a higher power"



There were only 33 poles with specific labels, but there are *zillions* of ways that we think about identity! The on-site chalkboard allowed participants to express *their* valued attributes and passions.



THANK YOU to the participants, volunteers, and to the offices of Intercultural Affairs; International Student Affairs; Facilities Management; Communication; and Community Enhancement.

Visit www.unityproject.net/ to learn more!

Japanese Language Immersion

Middlebury Language School, Vermont

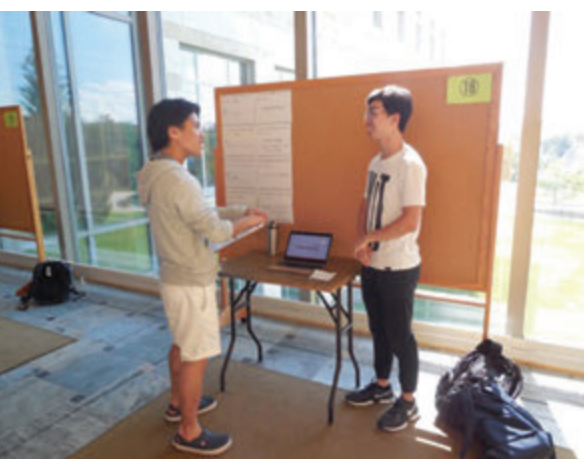
Last summer, I studied at the Middlebury Language School in an immersive Japanese program. The experience in Middlebury was very unique and unforgettable, not only because my Japanese language ability improved so much, but also because I made friends with so many Japan-lovers from different places.

Aside from the exams, presentations, and quizzes, discussions were the toughest class activities. They were inevitable. The sensei (instructor) made sure that everyone spoke, asking direct questions to anyone who had not contributed. The first few weeks were a struggle for me, because I knew very little Japanese. I could only answer questions using simple sentences, such as “-desu” and “-masu.” I could not express my thoughts thoroughly, and I was intimidated to find that many of my classmates knew far more words and expressions than I did. However, thanks to my unyielding determination to acquire Japanese, I spoke up even when I wasn't too confident. Thankfully, the senseis and the other students were not annoyed by my disorganized attempts, and they very patiently taught me how to convey my ideas. Although stressful, the pressure to speak in Japanese greatly improved my oral skills.

Along with academics, there were many events to participate in. There were lectures and activities about Japanese culture. There was “Class Lunch” (where we made sushi); lectures about rakugo (a form of Japanese verbal entertainment); and kamikiri (paper cutting).



Arts and Crafts: Constructing paper lanterns



Bangjie, giving a Japanese presentation to his Sensei at the Middlebury Language School.

My favorite event was Natsumatsuri, the Japanese Summer festival. The Senseis were devoted to preparing the festival, and we got to eat mochi, play Yoyotsuri (Yoyo Fishing), and do kamikiri. My friends and I enjoyed some of the best days of our lives.

Upon returning to Grinnell, I'm happy that I can easily hold a Japanese conversation. Furthermore, I gained a deeper understanding of the country and its culture. I am much more confident after this program, and it helped me feel better prepared for my Off Campus Study in Japan.

Middlebury wa saikou da! (ミドルベリーは最高だ!)

.....
Bangjie Wang '20 (Chiwa)

Life, Not In Grinnell

I spent last summer in Tokyo, where I had the opportunity to intern at a large company out of Atlanta. I was very excited. It was unusual to get such a good internship in the summer of my first year, especially at such a big corporation. However, soon after I started working, I experienced a fundamental discord with some of the values I encountered. Life in Grinnell has profoundly sharpened my ideology.

Before the internship began, I traveled to Tanzania for a month, to study of wildlife management. During this time, I was able to interact with local villagers, and their lifestyle made me aware that I want more control over my life. My attitude has been dominated by societal ideals that are deeply-rooted within my consciousness. In Swahili, there

is a valuable phrase to convey lifestyle: “pole pole,” translates into “slowly slowly.” The flow of time in rural Tanzania emancipated my mind from the idea that moving fast is always the most important thing.

When I was a first year student, I conducted various projects to engage in social justice issues. I taught a microeconomics course for prisoners in a local correctional facility, I launched environmental projects in a Student Government committee for campus sustainability; became involved in the anti-Dakota Access Pipeline campaign to stand against the internationalized oppression of indigenous people. This highly institutionalized system, which extracts wealth and deprives the rights of the original people, can be broadened into a global context. I have observed similar issues between the Sioux Nation in the U.S. and the native population in Okinawa, Japan, whose sovereignty is infringed by the “inland” Japanese government and the U.S. Army, in the name of national security.

Nevertheless, I was now an intern - and in some ways a beneficiary of capitalism. I was on the other side of the political spectrum. This challenged and distorted my philosophy, but the most frustrating thing was the feeling that I must comply with this mentality to make my living in the scheme of capitalism. The pursuit of economic prosperity is a top priority in business. They were sometimes unconscious of the economic framework in which their autonomy was severely constrained. I believe that I could become aware of the invisible institution which we live in because of the liberal arts education in Grinnell College. People who have not gone through this rigorous process will lack the sophistication to realize this systematized regime of capitalist society.

My first-year summer made me realize the hardship to achieve liberal ideal in the real society. However, even if I need to comply with authority and cultural norms, as a Grinnellian, I aspire to become a small warrior for social justice to make positive changes around myself.

“There may be times when we are powerless to prevent injustice, but there must never be a time when we fail to protest.” - Elie Wiesel.



My friends and I (2nd from the right) from the DAPL protests.

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Kosuke Yo '20 (Japan)

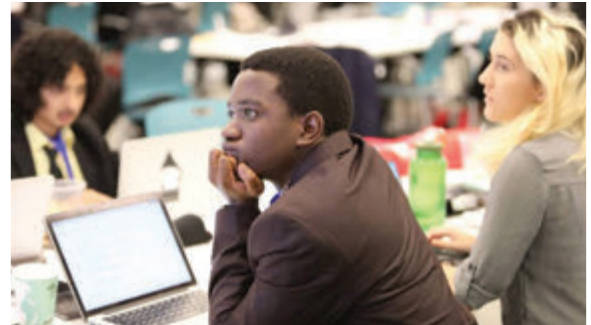
Mobile Apps for Social Impact

Last October, I had the unique opportunity to attend the Clinton Foundation Codeathon at Northeastern University in Boston. This trip was funded by Grinnell's Center for Career, Life and Service (CLS), under their new Professional Development grant program. I was fortunate to be the inaugural recipient of this amazing grant, which exists as a result of generous donations from alumni and friends of the College. The Codeathon is an annual program that brings together young leaders from across the globe, who are committed to solving pressing worldwide challenges. The goal for this year's Codeathon was to create a digital prototype to mitigate the effects of climate change by finding energy efficient solutions in urban life.

To kick start the competition, 60 students representing 44 different countries were grouped into 8 teams. We were given two days to come up with a prototype, after which we would present our work to a panel of judges. In order to solve this problem, our team brainstormed a solution that would reduce carbon emissions from either industry, transportation, buildings, or food waste. We eventually settled on building a mobile application called "Wiser," which tackled the issue of food waste.

After conducting rigorous research, we discovered that food waste is a major contributor to greenhouse gases. Wiser combats this problem by optimizing the amount of food that people normally buy from the grocery store. People can use their phone camera to capture receipts every time they go shopping. Wiser extracts the information from their receipts, and keeps track of the food items that are in your pantry. When one of the food items is about to expire, Wiser suggests several recipes to try out, given the food that is known to be in your pantry. This idea won the hearts of the judges, and we came in first place out of eight teams. The next day, we were congratulated by the former President Bill Clinton and his daughter Chelsea Clinton.

Attending this conference gave me insight and inspiration to view technology as a tool to create a more sustainable living environment. I was amazed by the plethora of ideas that people presented, and I have challenged to myself to be on the constant look for new ways to change people's lives through technology. I hope to attend more conferences like this in the future.



.....
Tapiwanashe Zvidzwa '19 (Zimbabwe)

Celebrating Festivals, Far Away from Home

Before I came to college, I would notice that posts about homesickness (from my older friends) increase during festival time. I imagined that the empty feeling in my heart would be inevitable when I went off to college, due to the nostalgia associated with celebrating festivals back home. Even before I came to Grinnell, I thought I would refrain from social media during festival time - to avoid my friends' celebration posts. I was convinced that if I looked at them, it would make me feel lonely, and nothing could prevent me from becoming a sobbing mess.



My brother and I posing together, right after we completed the ritual of Bhai Tika.



Many members of the Nepali community were together for Dashain! (a few had other commitments)

When I arrived at Grinnell to start my college journey, I discovered that much of my anxiety was unwarranted. I realized that Tihar, my favorite festival, had aligned exactly with fall break this year - and I'd be able to celebrate Bhai Tika (where we celebrate the bond between siblings through elaborate rituals) with my elder brother - after seven years apart. As Dashain (another major Nepalese festival) rolled around in late September, the Nepali community at Grinnell planned to celebrate together at the house of one of the Nepali seniors, complete with Nepali food, music, and customs.

Although we weren't able to emulate the festivals with all of the same supplementary objects that we use in Nepal, we were able to practice the core elements of the ritual using some alternative objects to minimize waste. Most importantly, the Dashain celebration at Grinnell with the Nepali community, and Tihar at my brother's place in Nashville, made me realize how lucky I am to feel a sense of belonging - a sense of home away from home.

.....
Priyanka Dangol '21 (Nepal)



IPOP 2017

We hope you've
had a great
year at
Grinnell!



FIS: Pie & Ice Cream



Rock, paper, scissors showdown...



FIS skit time by the IPOP Mentors!



Chillin'

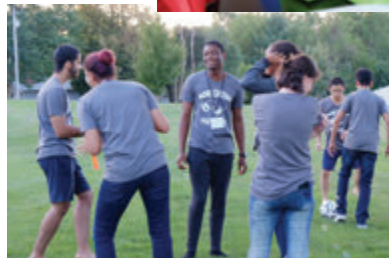
...after
finishing
the 'To
Do List'



Grab Bags from around the world!



Bhutan's Flag (in chalk)



Seeds of Friendship
w/ roommates!



Downtown Scavenger Hunt



All-POP

2017 IPOP Mentors: Thoughts After IPOP



"I think that being a mentor, in some way, made feel like a first-year again. I had this one last fantastic week before school started; and I got to meet so many new people from all over the world - it felt like I was in a new place all over again."



"I encouraged my mentees to talk a lot during IPOP, and to get to know as many people as possible. It may be hard, but you should try your best. Go to all the events and enjoy it as much as possible!"



"I absolutely LOVED IPOP. Everyone brings so many interesting stories and experiences that we can all learn from!"



"I'm thankful for this experience. It brought back that 'first-year energy.' Being an IPOP Mentor brought me closer to a lot of the first year students, helping the gap between first years and upperclassmen grow smaller."



"IPOP 2017 was great all around, and I'm glad that I could be a part of welcoming first years, the first process of remaking and renewing Grinnell Community."



"IPOP was a ton of fun! Even though being a Mentor was a lot of work, it was definitely a very rewarding experience. Immigration 101 may not be so fun, but I had a blast hanging out at the coffee shop with the global nomads, instead! :-)"



"I encouraged my Amigos to join more clubs, go to campus council meetings, to eat downtown Grinnell, to get involved and make this place YOUR place!"



"I do not think I can pick a favorite event, but my favorite moments of being a Mentor was each time that I got to meet a mentee for the first time."



"I was surprised how involved the mentors are in terms of planning IPOP, before the program starts! Our previous experiences as IPOP participants, and our opinions about updates really do matter."



"I enjoyed meeting everyone. We came from the different countries, cultures, and life experiences, but that makes a good team the best team!"



"I would like to advise everyone to read the FYI because there is a lot of important information regarding travel documents, state IDs, and shopping shuttles!"

Growing Friendships

Claire Sponheim '21 from Minnesota and Jiayi Wu '21 from Shanghai, China have had a positive roommate experience! We asked them a bit about how things have gone...

Did you communicate before arriving in Grinnell?

"We used the Grinnell email because that was the only thing we had (laugh), but I was a little nervous to send the first email." (Claire)

What kinds of questions did you ask each other?

"I wanted to know where Jiayi was from; why she chose to come to the US for college; and what types of things she likes to do." (Claire)

"I wanted to know more about Claire's life style... like when she wakes up, what time she goes to bed. I'm really glad my roommate is Claire. We have similar patterns (we go to sleep early, and its pretty quiet). She's very nice." (Jiayi)

How is your room? Have you decorated it?

"I brought some decorations from home, like some photos and posters, and we covered the one wall with fairy lights." (Claire)

"We both wish it was bigger [smile] but it is cozy and comfortable. I didn't have space in my luggage to bring decorations, so it was good that Claire had some." (Jiayi)

Do you do things on campus together?

"Yes! We recently went to see 'Guardians of the Galaxy' in Harris. It wasn't the first time I watched it, but it was nice to do something together." (Claire)

"I had seen it China. I noticed that the subtitles included sounds, as well as words... like: "sounds of running" or "sounds of breathing." Chinese subtitles don't usually include those." (Jiayi)



There's a fair amount of lore around the 'college roommate' relationship... Most students feel a healthy mixture of excitement and anxiety... as they anticipate meeting this complete stranger that they will be living with - often in very tight quarters, with very little privacy!

At Grinnell, roommate pairings are made by hand. Residence Life staff review every student's housing form, and they look for pairs who match on a variety of levels - sleep patterns, cleanliness, and personality. They always pair international students with a U.S. roommate (unless a specific request is made by the students). They also try to pair domestic students with someone from a different area of the country.

During New Student Orientation, the OISA offers a session for international students and their roommates. IPOP Mentors share their personal experiences, and we discuss some of the ways that culture might impact problem solving, friendship, and academic and social adjustment.

Roommate pairs also get to plant a seed together. We hope they'll water it, and enjoy watching it grow, just as their relationship grows!



The zinnia (also pictured right) has grown a lot, since the IPOP roommate mixer!

From Greece to Grinnell



The school that we attended in Thessaloniki was called Pinewood, and it was nothing li Pinewood is a very small school. Despite having all grade levels (from the early years progra we knew everyone including the students, teachers, and staff. We attended Pinewood since so moving to Grinnell from Greece has been a big change and a challenge for us.

While Grinnell is quite different, it has opened our paths to new opportunities like exploring anthropology and political science, or even choosing the courses we want to study in the first place. This was not an option in Pinewood unless we took the IB program. Another difference is Grinnell's vast library resources. Pinewood's library was very small. Grinnell's international community is smaller, but this has helped us to get used to U.S. culture and adapt to a new environment. The town of Grinnell is much smaller than Thessaloniki, but surprisingly there are still plenty of activities to keep us busy. The time difference has also made it hard to communicate with our family, who live in Albania and Greece.

Thessaloniki and Pinewood cannot be compared to Grinnell, when it comes to size and familiarity, but Grinnell has offered us more opportunities than we imagined. We are exploring our academic interests and our independence and responsibility. Hopefully by the time we graduate, we will have chosen majors that we enjoy and learned life skills that will help us in the future. We have liked our college experience and despite some challenges we are still getting along well. Hopefully our experience here will continue being this bright until the end.

This has been a great adventure.

**My school calls classes for children from the age of 2-5 "early years program."*



.....
Anna Gjoleka '21



.....
Inna Gjoleka '21

Reopening of the Language Houses

Open House for Chinese, French, German, Russian, and Spanish Language Houses! We celebrated the successful move of the Chinese, Russian, and German language houses across the street (The houses were literally lifted up and moved down the street).



2017-18 Language Assistants Hasan (Arabic), Sofia (Russian), Anabel (Spanish), and Jakob (German).



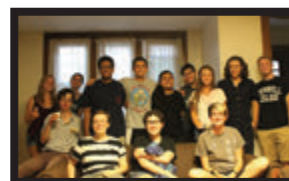
French House Study Break with Galettes.



German House's "Kaiserschmarrn"



Chinese House's mochi and red bean soup



Spanish House Residents



World Balloons!

Being International in Grinnell Athletics



Women's cross country meet at Carleton College.

I was always an active child, and I grew up playing sports, but during middle school I distanced myself from athletics because I disliked the hierarchical nature of sports teams in Japan. Roughly three weeks into college, a new friend on the cross country team described to me how much she was enjoying the races and the quirky team traditions. She encouraged me, and so I became a member of the team.

The initiation process was much harder than I had imagined. The world of daily practices, and counting in miles, were both unfamiliar. The running-related jargon sounded foreign to me. Through repeated exposure, though, I have naturally adapted to these changes. I did have difficulty,

though, adjusting to the team culture. I was not accustomed to the norm of regularly checking up on teammates, nor the resulting assumption that everyone knows what is going on in each other's lives. This tightly-knit ring of information offers a great support group, but only if you are inside the ring. For those on the outside, it feels isolating. I often felt left behind in the laughter that erupted around me when a witty inside joke was made. I would feign a smile, to pretend that I understood and was in on the joke.

I acutely felt my "international" identity. Even though I had lived in the U.S. for four years during my childhood, and even though I was somewhat accustomed to American culture, my vastly different appearance and background led me to stick out like a sore thumb. People seemed less eager to talk to me, making me constantly paranoid about how I presented myself. Nevertheless, I was determined to continue cross country. I was on the team, but I was not socially in, yet. I started asking the other runners about their day, I went to team parties, and I ate dinner with my teammates. I erased my differences and performed these acts in the "normal" way. Sure enough, I soon felt more and more accepted by the team.

A year has passed now, and I finally feel comfortable with the team. I no longer feel the need to behave in a certain way in order to feel accepted, but the process should have been easier.

Our mutual love of running should be enough to tie the team together. Many international student athletes recognize the social barrier caused by cultural differences. It is hard when you look different and come from a different background; it is even harder when you have a language barrier, or when Grinnell is your first real exposure to U.S. life.

Inclusivity is one of Grinnell's core values. Most students have the full intention to live up to it. They often say, "If you don't understand something, just ask." However, is it really the responsibility of international students to keep asking? Should they constantly be forced to conform to American norms? Trying to understand and accept your fellow peers is a responsibility that should be shared by everyone. Fostering empathy and understanding for others is crucial to attaining true inclusivity, and it doesn't happen as frequently or to the extent that it should.

To address these concerns and more, Vishva Nalamalapu '20 and I have started an organization that aims to foster an athletic environment that values diverse experiences and perspectives. The organization, International Athletes and Allies, is welcome to all students, international and domestic, who are interested in changing what it means to be an athlete at Grinnell.



Nana '20 at a cross country meet.

.....
Nana Okamoto '20 (Japan)

Finding "Home" in Grinnell

Participating in Friends of International Students (FIS) has helped me greatly, as I've transitioned from life in Shanghai to life in Grinnell. My host parents are Suzanne and Lowell Bunger. In addition to me, they also host Min Ji '17, Vincent '19, and Ricardo '21. I asked Lowell a few questions about his experience with FIS... - Karin Cho '20



Min Ji '17, Ricardo '21, Suzanne, Vincent '19, Lowell, Giulia, Karin '20

Who was your first student? Why did you join FIS?

L: "Our first host student was Min Ji '17 from Korea, and we have been hosting new students every year since! We heard about this program from a friend in town, and thought it would be fun to try.

Did you have any concerns?

L: Not really. We did not have a plan in mind, but we are active in the town and thought we could bring them along. It helps that we receive information about the student before we meet, so we know a bit about their interests.

What do you and your students do together?

L: My favorite planned event is the ice cream social that happens every year during Family Weekend. We have also eaten meals together in town, carved pumpkins during the fall, and eaten together for our traditional Thanksgiving Dinner.

Would you recommend FIS to your friends?

L: Absolutely! Susanne and I have really enjoyed our students. The program is an asset to the community and to the College. It has broadened our lives, and introduced us to a diverse group of young people.

MR. WILLIAM CROSBY

Whether you are studying in the Burling library, getting coffee at Saint's Rest, or just walking around down town... you are likely to meet Mr. William Crosby. He's a friendly and dedicated campus visitor. Born in New York, Mr. Crosby has lived across U.S. He learned about Grinnell after sending letters to 40 towns in 1992, finally moving to the town in 1994.

During his "town search," he was looking for a place with a small and active college. He learned that Grinnell has an active local arts scene, and that Grinnell College hosts many events, such as seminars and performances that are open to the public. He has participated in two art gallery exhibits, in the play *Balancing Acts*, and also in a student's MAP project.

As Grinnell College has a large international student population, the diversity of the student body has allowed him to learn about different cultural practices. Rather than the typical "How are you?", Mr. Crosby is curious to learn the greetings in other countries. If you see him downtown, don't be shy to wave to him!



InterCultural Affairs (ICA)

promotes the open exchange of ideas, cross-cultural collaboration, and respect for all among the many diverse identities and perspectives represented within our campus community.

ICA staff (left to right): Connie Herchek, Katy Zart, Maure Smith-Benanti, Vrinda Varia, and Jordan Brooks >>



THE MULTICULTURAL LEADERSHIP COUNCIL (MLC) consists of fourteen student organizations or centers on campus whose primary purpose is to create a communal space for the enrichment of a particular culture or identity. The MLC has organizations dedicated to nurturing cultural pride around race, faith, nationality or other unique identities. Staff from Intercultural Affairs support the MLC by providing resources and workshops around organizational development and team-building. Organizations who are a part of the MLC can also request funding for events that they organize, such as the African Caribbean Student Union's 'Plantain Saturdays,' and the Student Organization of Latinxs' 'Latin American Festival.' As an advisor for the MLC, I've had a great time getting to know the organizations and helping them develop and achieve their missions.

- Katy Zart, Intercultural Program Advisor



CSA: Moon festival



*CSA, JCA, KSA, VSA, :
Ramen Study Break*



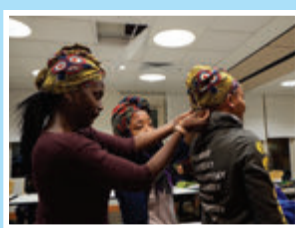
*SOL: Latin American Festival
and fundraiser*



Chalutzim: Rosh Hashanah



SASO: Diwali



*ACSU: Headwrapping
Workshop*

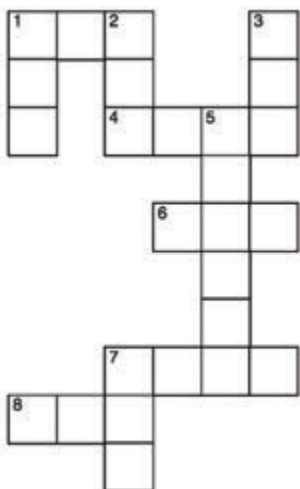


SASO: Rohingya Fundraiser



*ISO & OISA:
Xenophobia Discussion*

**Many of these events were possible due to collaboration of many organizations and clubs!*



Student Clubs and Organization Acronyms

ACROSS

- 1 Stonewall Resource Center
- 4 South Asian Student Organization
- 6 Black Cultural Center
- 7 African and Caribbean Students Union
- 8 Chinese Student Association

DOWN

- 1 Student Organization of Latinxs
- 2 Concerned Black Students
- 3 International Students Organization
- 5 Society for Advancement of Chicanos/Hispanics and Native Americans in Science
- 7 Asian and American Asian Association

See answers on pg 38

Come visit the MLC suite area on the second floor of the Joe Rosenfield Center!

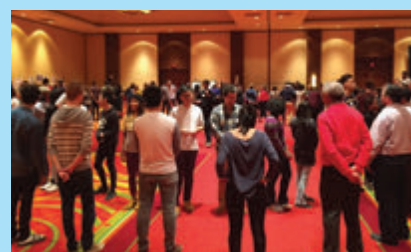
Reflections on Race & Hope in America

Posse Plus Retreat 2018

Growing up in a pre-dominantly black nation, “Race” was almost a foreign concept to me. Interestingly, my first few interactions with ‘Race’ in the U.S. American context came during the notoriously rigorous college application process. Before then, my identities as 'Ghanaian' and 'female' were crucial to any official document that I signed. As a Black and African international student, I must admit that adjusting to the socio-political implications of race in America was a little challenging. However, my interactions outside the classroom with fellow students of color exposed me to a variety of experiences and vocabulary centered on the social construction of Race.

In this way, the Posse Plus Retreat (PPR) was the perfect opportunity for me to share and absorb within a new context. The theme of this year's retreat was "Race and Hope in the United States." Furthermore, international students were specifically invited to participate. The Posse Plus Retreat is an annual weekend-long conference organized by The Posse Foundation. Through the use of engaging workshops and discussions, Grinnell college staff, faculty and students discussed a range of topics that included recent immigration policies, privilege and white privilege, being an ally and perceptions of race on the Grinnell campus.

A personal highlight of PPR was hearing from my fellow international students. I strongly believe that having more open conversations about Race (both in America and globally) within the international student community would be beneficial to our transition to the U.S., and will also help us to be more supportive of domestic students of color. It is also important to note that many international students have had very diverse experiences with race and identity. All in all, ‘race relations’ globally have been quite disappointing. While we must be hopeful, and work for change, education and dialogue must supplement action.



Learn more about the Posse Foundation:

www.possefoundation.org/ppr

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Mama Yaa Biamah Ampofo— Tenkorang '18 (Ghana)

ISO FOOD BAZAAR



These are just some of the dishes that were prepared by students! More photos are available on the OISA Facebook page.

ISO FOOD BAZAAR



food bazaar is an annual event for students to explore and showcase their culinary skills, and create a dish that is culturally significant for them. They can present appetizers, snacks, desserts, or a main dish - whatever they choose to share! They can cook alone, or partner up with a friend (Chef and Assistant Chef).



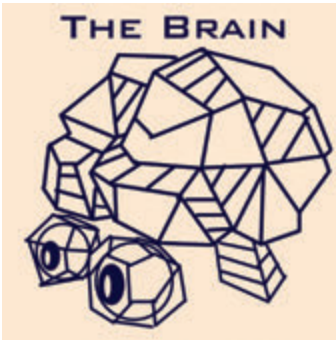
Food Bazaar 2017 presented over 50 different recipes from around the world. Dishes included Golgappa (India), Fricase (Bolivia), Lahbet (Myanmar), Dongpo Pork (China), Salmon Soup (Finland), Jerk Chicken Wings (Jamaica), Pillow Cake (Vietnam), Hotteok (South Korea), Bofrot (Ghana), Tibs (Ethiopia), Palatschinken (Austria), Uzbek Samsa (Uzbekistan), and more!



Interested in next year's Food Bazaar?

Recipe submissions are requested each fall, through the **International Student Organization (ISO)**.

[if you aren't already a member, send a request by email to [ISO@grinnell.edu!](mailto:ISO@grinnell.edu)]



"The Brain"

"This piece is my personal favorite. I utilized geometric shapes to create the image of a pair of eyes and brain in order to create a sense of complexity and intelligence."

Ryuta Kure '21 was born into an artistic family. "Drawing, calligraphy, and design have been a big part of my life since I was a young boy. I really enjoy learning new and random knowledge, because it often enlightens me in different ways. Much of my art is created without planning or purpose - it is inspired by random thoughts."



"Wall-E"



"Eva"

"I created these cartoon drawings, with simple lines and vivid yet loose-fitting coloring, to allude to the innocence, freedom, and purity of childhood."



"Doraemon"



"High School" by ANM

"I am ANM, from China, and anime is a big part of my life. I started digital art when I was 15, and now draw with a Wacom tablet and am working toward an iPad pro!"



"Gates Tower" by Hung Le '19



"I'm drawn to the Gates-Rawson Tower's intricate Gothic elements. They aren't found anywhere else on campus. For my piece, I experimented with layering 'pop art' colors over the Tower. The end result looks like it could be found on the cover of a children's book. I hope to defamiliarize something that is familiar to every Grinnellian, while preserving its recognizable design."

MOSAIC

Office of International Student Affairs

Grinnell College, JRC 3rd Floor

Grinnell, Iowa 50112

MOSAIC is a collaboration of student editors and writers, with financial support from the Student Publications and Radio Committee (SPARC) and the Office of International Student Affairs (OISA).

MOSAIC is distributed campus-wide, and sent off campus to community members who participate in the FIS Host Family Program.

~ MOSAIC@Grinnell.edu ~

www.grinnell.edu/about/offices-services/international-student-affairs



