



MOSAIC



SPRING 2019

From the Editor ...

I never imagined that I would ever be the editor of a magazine, yet - here I am. I never imagined that my journey from Jamaica to Grinnell would have afforded me so many opportunities for global encounters yet, I have countless stories to share. Hi! My name is Courtenay Fyffe-Williams, class of 2019 and this year's MOSAIC Editor. Working on MOSAIC these past few months has been an overall awesome experience – not always easy, but totally worth it!



Like mosaic art, MOSAIC is a publication which brings together the unique, global encounters, experiences and reflections of students, faculty, staff, and alumni. It is a celebration of the beauty, vibrancy and diversity that flourishes at Grinnell. Having come from a culturally diverse background, I am honored to be able to bring the stories of Grinnellians, past and present to you.

I would like to thank Karen Edwards, Brenda Strong and Mollie Ullestad for entrusting me with this project and assisting me along the way. Thanks to Carlton Segbefia '21 for designing the cover art and to everyone who contributed to this magazine – it would not have happened without you.

It was my pleasure to serve as editor of the 2018-2019 publication of MOSIAC. As you read, I hope that you will find the magazine entertaining, enlightening and uplifting and that you are inspired to seek, as you are able, a global adventure of your own.

Courtenay Fyffe-Williams '19

About the Cover

The cover was designed by Carlton Segbefia '21, a computer science and sociology major from Ghana. The use of Kente cloth on the cover is appropriate! Kente is a traditional cloth of Ghana, with historical and modern day significance. Kente patterns are associated with concepts - like monetary success, wisdom, or creativity. Colors also hold meaning. Green represents vegetation, growth, and renewal. Gold represents royalty and spiritual purity. Maroon is the color of healing, and white represents purification and festive occasions. Kente is worn throughout the region, especially for special occasions. Legend links the origins of kente cloth to Asante hunters who honed their weaving skills under the tutelage of Anansi the spider.

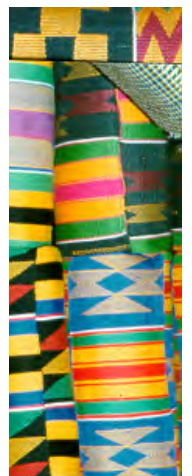


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From Grinnell to Geneva...

Anesu Gamanya '17 (Zimbabwe)



Anesu currently works at the United Nations office in Geneva, Switzerland.

“So how did you end up in Geneva?” is a question I am often asked by my colleagues and my answer is always “Through Grinnell College.” As I regale them in how I ended up being passionate about international organizations in Geneva, I always think of my first Grinnell spring break with the Rosenfield Human Rights and International Relations in New York City. As a second-year student I had no idea what I was interested in doing and I had just changed my major from chemistry to economics with no clue on where that would lead me. When I was selected to be a student leader I thought it was a great opportunity to spend spring break in New York and get to experience the city’s famous bright lights for myself. Little did I know that this trip would shape the trajectory of my career choices.

As I met alumni from all walks of life working in international organizations I was truly inspired. I was particularly inspired by the women working in international relations and human rights.

I distinctly remember being inspired by a young alumni, Meriem

Trabelsi Zayani '13, from Tunisia, who was working at the UN Women office in New York helping to draft the now famous Sustainable Development Goals. As she talked about her work I knew from then I wanted to work in international relations and development. I remember taking this photo next to the photos of all the past UN Secretary Generals and laughing with my friends that I would be next in line (who knows maybe that could still come true!).

After a week meeting all these inspirational individuals I knew I wanted to pursue a career in international relations. So when the time came for me to leave Grinnell I knew I was headed for the UN in Geneva. Now as I sit in my office in the United Nations headquarters I can’t help but smile when I think of how a one-week career tour in New York City shaped how I ended up sitting at this very desk.

Thank you, Grinnell!



During the 2015 Rosenfield Human Rights and International Relations Tour in New York.

My Davis Project for Peace Experience

Angela Frimpong '20 (U.S./Ghana)

Public service has become increasingly dear to me since coming to Grinnell. Growing up in Ghana, there were always opportunities for me to participate in service. The most memorable project I have undertaken, however, was the Davis Projects for Peace (DPP) which I pursued the summer of 2017.

My friend, Anesu (Grinnell class of 2017, and a former DPP recipient), was knowledgeable of the process and supported me as I created my proposal. My motivation to apply came from my experience working with junior high school students in Jamestown, Ghana, where it was common for students to drop out of school. Having grown up in Ghana and having experience mentoring students from the Jamestown area, I was familiar with the challenges the students faced. I was aware that their school lacked materials like textbooks and charts. I knew that many of the students also lacked motivation to go to school. Additionally, the teachers informed me that their schools did not have enough computers. My application detailed a project that could help to solve these issues. I was nervous when I submitted my application despite working on it and reviewing it with Anesu and Simone Sidwell – the DPP liaison for Grinnell College.

The Davis Projects for Peace believed in my proposal and awarded me with US\$10,000. I used the grant to provide 12 desktop computers, more than 90 textbooks, charts, and motivational books for four schools in Jamestown: Bishop Girls, Bishop Mixed Private Ordartey and Queen Elizabeth Basic Schools. I also organized a five-day seminar for about 140 students from those schools. At the



Angela Frimpong '20 (middle with green blouse) with students of Bishop Girls School.

seminar, the students were taught how to use an online educational software called Instant Schools, by Vodafone Ghana.

My favorite part of doing a DPP was applying the knowledge I had gained in Global Development Studies (GDS) at Grinnell. Professor Monty Roper emphasizes that in solving public problems, benefactors must listen to the needs of beneficiaries in order to design solutions - rather than impose their own solutions. I believe I heeded his advice by asking the teachers and the students in the schools what *their* needs were, rather than making assumptions based on my experience as a mentor.

If you are interested in the DPP, you can contact me, or you can contact the DPP liaison for Grinnell College: Simon Sidwell (she is super nice).

Performing Arts: Lessons in Exploration

Mitsuki Fujio '19 (Japan)

I learned in
One semester with
Five other undergraduate students through
16 workshops and
47 professional shows about the
possibilities of arts and life...

"List elements of a performance you would never want to include in your performance." This was our assignment for a workshop with Juliana Francis Kelly, an American playwright and actor. I did not know where to start because I had never really created my own performance. I was not coming from a theatre background, and I just had never thought about such things before.

So, I thought instead about the elements of a performance that I would want to include. I thought about terms and concepts that I've learned at Grinnell – like diversity, inclusivity, and community, and I made my list of the opposite. On the day of the workshop, Juliana entered the studio, just a typical art studio in New York City, with simple old wooden floor and white walls. She was wearing a long black dress covered with grandiose red roses, and her presence was stronger, thicker, and denser, than anyone with whom I had been in the studio previously. At the beginning of the workshop, she asked us to read our lists of 'elements we would never want to include in a performance.' One classmate explained that he would never want to perform a meaninglessly sexual and interactive dance performance. Another would never want the audience to close their eyes throughout her dance performance. Then it was my turn, so I read my list. I never want to: exclude one audience member from

another; to offer comedy that is funny to some but not to everyone; to make cultural references (like American pop-culture, for example) that some of my audience won't understand; or to perform in a language that someone in the audience can't understand.

She seemed content about what we brought to the workshop – but then she asked us to perform what we just described. We had only 15 minutes to prepare. I had no clue where to start. I sat and thought, in the corner of the studio, and 5 minutes, 10 minutes, and then 15 minutes passed. When it was my turn, I invited my audience to form a circle of chairs, where all but one person would sit in the circle. I whispered a rule to all, except for the student who was outside the circle – "when I say 'isn't it really funny?' (between my random Japanese words that you won't understand), I want you to laugh as loud



At the LaMaMa Experimental Theatre Gala.

as possible." The student on the outside of the circle was confused. They did not understand anything, but everyone was laughing. To my surprise, I started to really enjoy the performance. I added a lot of improvised words, sounds, and body movements. I became 100% committed to excluding this one member of the audience.

Before I started the performance, I worried about excluding someone in the audience. Everyone else in the workshop also felt the same way. We were very hesitant about doing this workshop. However, the knowledge that we were doing something we would never want to include in our own performance -- somehow drastically changed our expectations -- for our own performances and others' performances. It allowed us to open ourselves to risk. For the first time, we did not need to make something "good," which is typically assumed, or even required. This workshop asked us to be "bad" - and this rule seemed to create one of the safest learning environments I've ever participated in. I did not have to worry about being "correct." Doing things the *right* way offers the illusion of a universal truth, but doing things the *wrong* way offered more freedom to be creative.

I was thinking about this experience in the context of my life. Maybe we get tired of trying to be *right*. Have you ever felt like you have to be good, just because your parents said that you should - like getting good grades, getting accepted into the best schools, or landing the best job? Have you felt like

you had to behave, in order to be seen as a good student or employee? In your classes at Grinnell, have you felt like you had to participate, and just made something up because of the pressure? I can say yes a million times to these questions. I've learned through family, school, and many other social encounters that trying

to be "good" and finding the "only right answer" is what I should always do. This mindset has caused me to be nervous, panicked, and even depressed. My experience in this theatre workshop with Juliana, however, gave me a completely new perspective! The assignment to do the wrong thing, allowed me to relax and explore all the possibilities -

through my art and in my life! It's much more interesting to explore infinite possibilities of life, rather than pursuing a singular good... one, universal answer that does not exist.

The Trinity/LaMaMa (TLM) New York City performance arts semester, where I enrolled this past fall, offered many eye-opening classes and workshops, like the one with Juliana. This program is open to undergraduate students who are passionate about theatre, dance, and other forms of performance art. It might sound cliché, but this program has drastically changed me. It altered the things I pay attention to while walking on the streets; the career I want to pursue after Grinnell; and ultimately, the way I want to live my life. This program is outside of the Grinnell-approved study away program list (at least for now), but OCS staff helped me make this happen, and I would love to talk with anyone who is interested in applying!



One of our final performances.


Postcards from

Prague • Copenhagen

Living with a host family in Florence, I get to taste and learn the most authentic Italian home cooking. My host mom is from Milan, and one of the dishes she recently made was a classic northern Italian dish, *Bollito Misto* with homemade *salsa verde*. We used some fall vegetables, different cuts of beef and chicken, cooked in vegetable broth with fresh herbs and spices. After hours of simmering, the meat absorbed all the aroma from the herbs and became so flavorful, rich and tender. It is a hearty dish that will warm you up in the cold winter.

Yi-Chia '20
Studying Art in Florence, Italy
CET Florence Program

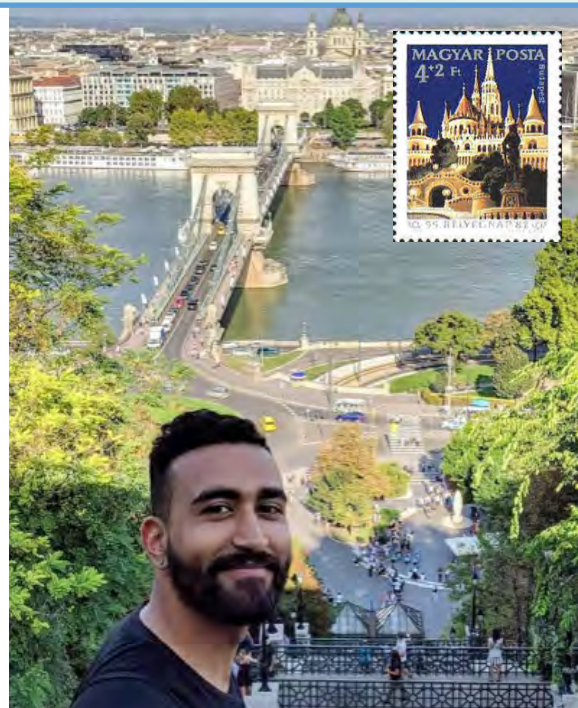



 Florence, Italy

Fun Hungarian Facts!

1. The Hungarian language has influences from Turkish, Latin, Slavic, and Germanic languages. It's a Finno-Urgic language that is most closest to Finnish.
2. The capital, Budapest, has really good Escape rooms — probably because Harry Houdini is from here.
3. “Hello” and “Szia” mean both hello and goodbye.
4. The world's largest geothermal cave system is in Budapest.
5. The creator of the Rubik's cube, Ernő Rubik, is Hungarian and is a guest lecturer in one of my classes!

Pratik Karki '20
Studying Computer Science in Hungary
AIT - Budapest



 Budapest, Hungary

Grinnellians Abroad

Budapest • Florence

Fun Czech Facts!

1. Czech's drink more beer per person than any other country in the world.
2. It's the geographical heart of Europe.
3. Most people in the Czech Republic own small cottages in the countryside and go to them every weekend. They have them because when the country was under Soviet rule, people could not go on holiday outside of the country so they bought summer homes in the countryside instead.
4. Prague Castle is the largest ancient Castle in the world. It has an area of 750,000 square feet. It is also where the Czech president lives.

Tommy O'Donnell '20
Studying Economics in Czech Republic
CET Program - Prague



📍 Prague, Czech Republic

Choosing to study abroad in Denmark was probably one of the best decisions I ever made. I find myself counting my blessings for every part of this experience - waking up each morning in Copenhagen and being greeted by the warm smiles of the flatmates that have become family, using the shockingly efficient Danish public transportation and walking through the vibrant bustling city to get to exciting classes in a strange new academic setting. This experience has been one filled with culture, adventure, travels and incredible friendships that I know will last a lifetime.

Indira Kapur '20
Studying Economics in Denmark
DIS - Copenhagen



📍 Nyhavn, Copenhagen

Beautifully Uncomfortable

Nandita Banik '20 (Bangladesh)

"A mind that is stretched by a new experience can never go back to its old dimensions."

- Oliver Wendell Holmes

While visiting a family friend who lives in Ösmo, he shared his perspective: "I did not save up money to buy a big house in the city or own a fancy car, but I spent most of it on traveling around the world. This house is temporary... this car is temporary... but good memories and life experiences I have gathered from traveling – they are priceless!"

This wasn't a novel concept. People have been talking about traveling and personal growth for years. I can go to Instagram and visit any corner of the world through brightly filtered photographs and spontaneous videos. It hit me as especially valuable, though, because I was starting to realize that it was not only about beautiful locations and scenarios. My growth has come through the mistakes, challenges, and isolation of traveling on my own. Sagrada Familia; El Retiro Park; and the Eiffel Tower are magnificent, and I loved to visit them. That said, experiences like navigating airport security in Paris, missing my bus connection in Amsterdam, and managing my travels on a very tight budget in Spain, are where the learning became real. Being uncomfortable and nervous was a terrible, yet extremely valuable experience.

My time in Stockholm brought many *beautifully terrible* experiences. I was reminded of how challeng-

ing it can be to engage new people when we have little in common – especially if they are less open to learning about my experience as a non-American person of color. Grinnell has gifted me with a supportive, understanding and culturally sensitive community, and I am grateful for that.

As an international student in the U.S., I have already worked through the adjustments of moving to a new country, and feeling a bit lost was almost natural. My semester abroad, however, was actually more about learning to be with myself, to grow from my mistakes, and open my heart to new experiences.

I spent a lot of time on a bench near my apartment, looking down over the city and admiring its beauty. I also remember walking out of an Indian restaurant, on a late November evening, and being swept away by a hailstorm. On another evening, I had to walk home from the train

station at 2 AM – the longest walk of my life. All of these challenges were also opportunities to learn and grow.

My family friend was right when he said that *experiences* are more important than things. When I reflect on my semester in Sweden, I do not think about the fancy apartment or the program-sponsored dinners. No car, no house, and no expensive dress, can ever replace the joy, anguish, adventure, and satisfaction of travel.



Nandita is a third year at Grinnell.

From Germany, with love.

Sriyash P. Kadiyala '21 (India)

Leaving the bustling Indian shores to learn from and explore the world was a childhood dream. Arriving at Grinnell in August of 2017 was a big realization of this dream, and my spring Externship to Fürth, Germany was an opportunity for further exploration. After a Grinnell application process which pushed me to display my individuality, and an incredible day-trip to Chicago to obtain a Schengen visa, I touched down in Nuremberg.

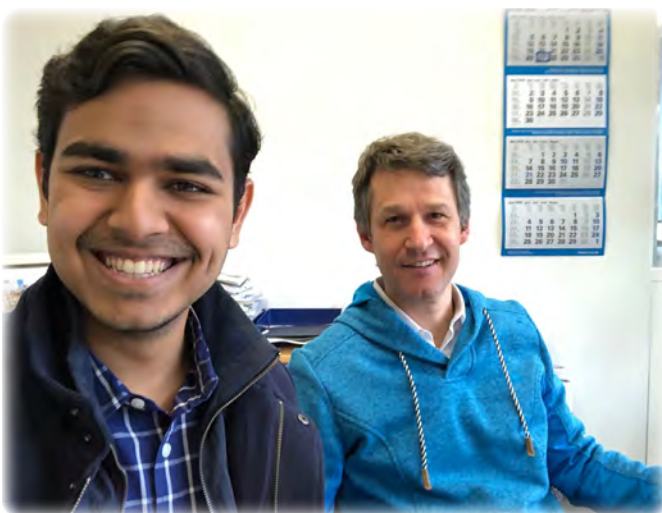
Grinnell's Externship Program allows students to get a taste of life after College by shadowing alumna at work and in their home. This helped me to reflect on how a Grinnell education will be relevant, for years to come.

Cliff, my host and the CEO of his company, had bi-weekly meetings with the head of each department. From these meetings, I gained an insight into the art of management. His effective communication and his drive to include everyone in the discussion was evidence that he is a great manager. I was floored by the inclusiveness of the executives I

interacted with. On our drives to and from work, Cliff took additional time to translate complex interactions into simpler terms for my coherence. He helped me understand, for example, the nuances of Design Thinking, the finer details of pricing in the global market, and the immediate dangers to rescue workers associated with the crash of an electric car.

When we spent time in his home, the sense of work-life balance was evident. At dinner, the discussion was rarely about work, and mostly about current affairs or interesting tidbits from our day. It was in this space, over casual conversation, that I had the opportunity to learn about the cinema business from Cliff's wife, Yvonne, who runs a small movie theater in their hometown of Fürth. I learned about a ratio which measures the success of a movie (apparently comedies typically don't do very well). I learned about modern projectors; protection from piracy; how show times are structured; and I picked up some subtle business tips. This externship also gave me a chance to do independent exploration. I walked around the magnificent cities of Nuremberg and Fürth. I visited the site of the Nuremberg trials; saw the remnants of Nazi architecture; and walked through the castle of the erstwhile German emperor. My host even took me to my first experience of Sunday church.

I owe an immense thank you to Cliff and his wife Yvonne, for opening their home so that a life-changing opportunity could take place. Secondly, to the CLS, for having a seamless process from start to finish, and ensuring a positive experience. Thirdly, to my parents, who made Grinnell, and this experience a dream come true.



Sriyash with his externship host.

Go. See. Learn.

Joshua Sandquist, Associate Professor of Biology

GLP Tutorials are theme-based courses designed exclusively for first-year students that include significant course-embedded travel. A main goal of the course, as I see it, is to expose students who don't have much prior international travel experience, to the benefits of global learning. Carolyn Lewis, Associate Professor of History, and I have teamed up to develop a new Global Learning Program (GLP) Tutorial.

The theme of our Tutorial is "Global Medicinals." We are interested in exploring how other cultures view medicine, and setting those ideas side by side with the "modern Western" views that are prevalent in the U.S. Our course will take us to Japan to learn about Kampo, a Japanese traditional medicine stemming from Traditional Chinese Medicine, and England to look at historical and contemporary European views on herbalism. In our course-planning trip during the summer of 2018, we visited these countries and met people who practice and research these medicinal systems. This improved my understanding of these systems and informed our course planning by helping us make contacts and explore potential locations to visit.

In our planning trip to Japan, we experienced forest therapy at a forest therapy research station in Okutama, a rural area west of Tokyo. A researcher guided us on an easily-paced hike in the woods, which included breathing exercises and tea. In order to measure the effectiveness of the therapy at reducing stress, the researchers measured our blood pressure, heart rate, and salivary amylase levels - a biomarker for sympathetic nervous system activity - before and after the hike. I certainly felt less stressed and the data supported my feel-

ings. In Tokyo, we met an MD-PhD who is researching ways to fuse Kampo with modern medical practice in Japan as a potential cost-saving measure for the country's aging population. We also visited Toyama, which sits on the Sea of Japan and is considered the birthplace of Japanese medicine. We met researchers at the University of Toyama who are cataloging medicinal roots and herbs from the field and characterizing their chemical profiles using high-end analytical instruments in order to, for example, better understand what differentiates the 13 different known types of ginseng. Also in Toyama, we visited a Kampo pharmacy, where we watched pills being made by hand with traditional equipment, and we tried a sample of the most famous Toyama medicine, Etchu-hangontan, made with real cow gallbladder. Evidently the original was made with bear gallbladder, but that is harder to come by these days. It is supposed to help with stomachaches, digestion, and hangovers. Despite its ostensible salubriousness, it tasted awful and seemed to chemically bond to my teeth.

In addition to researching sites and meeting people, we also got to do some sightseeing. The whole experience of seeing how the medicines are made, trying them, eating the local cuisine, and strolling through the forests and ancient temples that seem to have existed there for all time helped me to better understand the culture's views on medicine in a way that could not be achieved at a distance. I've grown so much through this course and I haven't even taught it yet. I look forward to re-living some of these experiences with students and learning from them, as their minds expand through global learning.

Be Global. Be Grinnellian.

Cristian D. Sales Garcia '22 (Brazil)

Picture a class with fourteen brilliant students; two fantastic professors; one goal, yet thousands of perspectives: this is “Global Medicinals” - a class that I had the pleasure to be in. Through a generous donation of alumna, Susan McCurry, Grinnell offers The Global Learning Program (GLP), which helps first year students explore the connection between learning and traveling. My class, Global Medicinals, will travel to Japan during Spring break and to England after classes end in May.

The applications for GLP opened last fall, prior to preregistration. Applicants responded to questions our interest in the topic and our views on global learning. We also needed two faculty/staff recommendation letters. This process was significant because I don't have much experience writing personal essays. I enjoyed reflecting on my goals and expressing my creative thinking to show my passion for Global Medicinals.

As an international student, global learning (which is heavily addressed in this class) is intrinsic to me. Since I came to study in the U.S. I started making connections and learning beyond the course by thinking about what I am learning in relationship to what I already know from my home country. For example, I have been connected to a medical school near my home in Brazil. As a result, I know a little about public health care policies, treatments, and medicine. Taking this course seemed like an ideal opportunity to share my knowledge and learn from U.S. students - to develop our international perspectives together.

Every class begins with a three-minute group meditation—one can't study about medicine without first taking care of their own mental health. Then, we jump to a discussion about our readings. Usually, we have around forty pages of reading per class - which is just right for a first-year level class. In addition, we get a set of questions to make us think, compare, and contrast ideas from prior discussions and readings. The topics vary, but all are related to the theme of Global Medicinals. We have covered pharmacological principles; sociological and historical factors; traditional treatments around the world; and vocabulary for learning these topics.

Human uniqueness is what most thrills me about this class. It is incredible to think that centuries ago people were working with medical practice, discovering treatments, and passing on—generation to generation—all this knowledge, making each part of the world special for their traditions. From the tropical forests in Brazil, to medical centers in Tokyo, people are working to help each other.

As David Harrison, idealizer of the program, said: “[The GLP] liberates the creative energy of faculty and students alike, to make the world their classroom.” This is an essential notion for all of us, as we live in this dynamic and connected world. Every and each day, we are learning to become global citizens, and to make a significant impact. It is unreasonable to claim for a safe seat in the comfort zone, because the world will change and so should you. As an international student, this is especially salient for me, and I appreciate that the GLP has reinforced this in my life.

Caribbean Carnival

Courtenay Fyffe-Williams '19 (Jamaica)

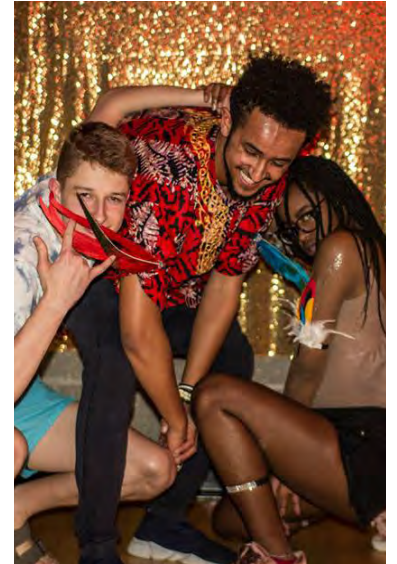
I distinctly remember one of my first experiences with carnival in Jamaica – I was about 6 years old and the parade had been passing directly in front of my house. My cousin hoisted me on his shoulders and my mom stood beside us while we observed the parade. The music was different from the Dancehall and Reggae which I was used to but it was still good. People were grinning, dancing, jumping and singing along to the soca 'riddims' – undoubtedly having a great time. At 6 years old, I didn't know the significance of this parade. To me, it was simply a spectacle - but some 15 years later, I deeply admire and appreciate its history. Thus, when the opportunity arose in Spring '18, I was beyond excited to help the African & Caribbean Students Union (ASCU) recreate this festival on campus.

In the Caribbean, Carnival is said to have originated in the late 18th century in Trinidad and Tobago, a small twin island in the Lesser Antilles. French, Spanish and British colonizers brought a pre-Lenten carnival to the twin island republic which was later transformed into a more heterogeneous cultural celebration of emancipation. This "modern" carnival borrows from the African traditions of parading and moving through villages, and the use of natural objects and feathers for masks and headdresses. West African drum rhythms also influenced the creation of music genres such as soca and calypso, which are key to the celebration.

Since then, carnival has migrated and is celebrated in Barbados, Jamaica, Grenada, Brazil, and England. It is also held in large cities in North America, where Caribbean people have settled, including Brooklyn, Miami, Atlanta, and (perhaps for the first time) in Grinnell, Iowa! I was nervous about hosting Carnival Harris, because we weren't sure if it would be well received. But as we inched closer to the event, I became less concerned because the pre-carnival workshops were very well attended. During these workshops, ASCU provided all the carnival essentials that we could - including an assortment of feathers and jewels/rhinestones and other items, so students could make headwear or body wear consistent with the theme. Any lingering anxiety disappeared once we opened the doors and began the party. People had come in great spirits. My dear friend and ASCU's resident DJ, Mama Yaa Biamah, played all the right songs. The décor and the assortment of colors, from the feathered head and body pieces, were all reminiscent of the festival back home. As the night progressed, it was evident that people were enjoying themselves dancing to rhythms they never knew, making up lyrics to songs they didn't know, posing for photos with their friends and just simply taking in the entire experience. It was a bittersweet moment when the party ended. Bitter because no one could believe 1am had arrived so soon, but mostly sweet because it had been a huge success.

Not all who attended the Carnival Harris had known the history behind it, but there was an energy which saturated the Harris Center. I have not experienced any other Grinnell event quite like this. I attribute that to the spirit of Carnival itself. It's a *triumphant, liberating, energetic* and *resilient* spirit which I was glad to have experienced, even if only for one night, all the while being so far from home.

- it sweet fuh days!



PC: Paul Chan Htoo Sang

Cultural Attaché Program Launch

Mollie Ullestad, International Student Advisor, Office of International Student Affairs

Grinnell College is home to talented students from all around the world. They bring unique insights from places that few Iowans have had the opportunity to visit in person. The Cultural Attaché Program offers an outlet for international Grinnellians to share aspects of their home country and culture [history, food, music, sports, songs, etc.] with local youth and community members. Students can embrace something that they love about their home, and share it here in Grinnell. Our goal is to offer authentic cultural exchange in an open educational environment. We hope to help break down stereotypes and misconceptions, and to provide opportunities to share and receive cultural knowledge from a new friend, as a supplement to learning from a textbook, film, or website.

Last fall, students from six countries and four continents shared their culture with audiences aged 2nd grade to the elderly. This spring, nine additional participants have been paired with local teachers. We appreciate the engagement of community partners from the Grinnell-Newburg Schools; the Mayflower; and the Grinnell Arts Center. **Interested students and potential community partners are welcome to contact the OISA to learn more!**



Avery Barnett '21 (Jamaica) ▶

"Being a Cultural Attaché has allowed me to interact with more people from the local community. Sharing about my home has helped me to step out of my comfort zone. It was fun and rewarding."



◀ Machiko Takanashi '22 (Japan)

"I taught the children how to fold origami. Before going to the school, I was nervous, but the children greeted me cheerfully and I became so excited to work with them. I was not sure whether my classes went well, but a few days later, I received origami letters from the students and nice comments from the parents, and I realized my class was appreciated. I became more confident with the fulfillment. It was a great opportunity to interact with local community and to improve myself."



◀ *Seokyoung Kim '21 (South Korea)*

Seokyoung showed preschool students at Grinnell College Preschool how to play a traditional Korean children's game using little "stones". The students had fun learning their new game!

▶ *Devansh Chandgothia '21 & Sarthak Mohindru '22 (India)*

Devansh & Sarthak shared their knowledge of cricket with high school Physical Education students at Grinnell-Newburg High School. They explained the game, answered students' questions, and then took students outside to play for the first time!



◀ *Giang Khuat '21 (Vietnam)*

Giang shared her knowledge about Vietnamese cooking with Foods students at Grinnell-Newburg High School. Here, she is explaining how to make homemade spring rolls, before the students attempt to make their own.

▶ *Zhiye Lu '19 (China)*

Zhiye shared his knowledge about traditional Chinese music with Music students at Grinnell-Newburg Middle School. He brought his own instrument from home, the guqin, and explained its historical significance and performed for the students.



Sharing My Culture

Jingying Huang '22 (China)

I came to Grinnell College as a first-year last August and quickly realized that this is a place where cultural diversity is embraced. I found myself eager to share my culture with others.

Starting in October, I participated in the Cultural Attaché Program through the Office of International Student Affairs (OISA). This was the first semester of the program, through which international students are paired with local school teachers to share aspects of their culture. I was paired with the General Music class at Grinnell Middle School, to work with sixth graders. It was a very enjoyable experience. I taught the students about Chinese traditional instruments, Chinese opera, and I briefly introduced some Chinese words. The students were excited to give me their English names so that I could translate them into Chinese characters. Some students were amazed with the complexity of the characters and others wondered how much longer it would take to write in Chinese than in English due to the numbers of strokes involved in Chinese writing.

In Chinese traditional opera, there are different sets of characters of different names. Dan (旦) is for female characters; Chou (丑) is for comedic characters; Sheng (生) is used for general male characters; and Jing (净) is for male characters with special traits characterized by heavy colors on the faces. When I introduced the characters to the students, I was worried that they might forget the name quickly, so I gave them printed handout. To my surprise, when I showed them videos of the opera and asked about the characters, they answered by trying to pronounce their Chinese names, dan or sheng, rather than calling them 'female' or 'male' characters. I felt like they really enjoyed learning.



Jingying teaching students at the Grinnell Middle School.

I also introduced a few Chinese characters. This was somewhat chaotic, as the students were excited and talking. Students shared the meanings of their names and asked for their Chinese name translation. Others were curious to know Chinese names that have similar pronunciation to their English name. One student's name has the similar pronunciation of shilu, so I wrote her Chinese name as 史露 (shilu). I explained that the first character means 'history' and the second character refers to the water drop that one can see on the leaves of plants in the morning. She copied the characters on her paper, and told me that the character 露 is so complex that she used a lot of effort to write it down. She was happy to tell her classmates that her name means "water" and she showed her Chinese character to her teacher.

Seeing the students' excitement, I felt honored to share my culture with them.

My Time in Prison (with the Liberal Arts in Prison Program)

Yuwei Pan '20 (China)

Prison is not a place that most people think of everyday. Going to the prison might not sound attractive to everyone. But every semester, there's a month or two that I go to the prison every week. Does that sound weird? Do you wonder why?

I am a volunteer for Grinnell College's Liberal Arts in Prison Program. This program, which starting in 2003, provides credit bearing liberal arts classes for prisoners at the Newton Correctional Facility. Grinnell College faculty teach courses, like writing lab, reading lab, French, drawing, etc. The successful operation of this program depends on the Director, Emily Guenther, and the professors who teach in the prison two or three times a week. Students work as tutors – to help the prisoners with their writing and with the courses they take. Student volunteers also teach self-designed courses, and/or tutor math once a week.

You might be wondering why I got involved at the prison. Back in China, I worked as volunteer teacher in primary schools and in a middle school for deaf children. The Liberal Arts in Prison program attracted me because it was both a continuity of my volunteer work in high school, and an entirely different experience from the volunteer activities that I did before coming to Grinnell.

My experience in this prison has confirmed my imagination for the program. What I enjoy the most is that the program makes my day different. This past fall, I worked as a tutor for the introduction to French course, and I went to the prison twice a week. An ordinary day at Grinnell ends at 4 pm, when classes are over, but when I need to go to the prison, I leave campus around 5:00 pm and drive

to Newton, where the class starts at 6:00 pm. I return to campus at around 8:15pm. Every weekend, I meet with the Professor and the other tutors, to prepare for the following week. This is a good time to review the basic grammar that I learned a long time ago.



Yuwei outside the Newton Correctional Facility.

Although the tutoring is tiring, when I see how hard the prisoners study, and how eager they are for knowledge, I am impressed and motivated. It is the sparsity of the opportunity to receive education in the prison that make the courses precious and meaningful. These students are eager for whatever that can be learned. This is, for me, the purpose the program—to help the prisoners, and to realize the equality of the right to receive an education. Besides, the feeling of being helpful to someone else is very rewarding. In general, I think the Liberal Arts in Prison program is an excellent opportunity to get to see and better understand the American prison system, and to volunteer in the local area, outside Grinnell. I would recommend the program to anyone who is interested in education and social justice.

Fischlowitz Travel Fellowship 2018

Mithila Iyer '19 (India)



As recipient of the Fischlowitz Travel Fellowship, I was awarded the unique opportunity to explore something close to my heart – minority theatre culture across the U.S. I traveled to Los Angeles, New York City, Washington DC, and Fort Worth,

where I watched plays; interacted with audiences, casts, and directors; and deeply considered the impact that different forms of art can have on individuals and society. When I learned that I was the 2018 fellow, I was just minutes away from embarking on a trip to the St. Louis Federal Reserve. The excitement that followed me to Missouri was unforgettable, and this spirit is still present when I think about my experiences. However, my path to this experience was not linear or without difficulties.

In high school, I was not a “theatre kid” – rather, I was neatly categorized as a scientist and a debater. When I arrived at Grinnell, I wanted to pursue my love for acting. Over the next two years, I appeared in plays and completed coursework in theatre. When I learned about the Fischlowitz Fellowship, I felt prepared to apply, and I thought I knew exactly what I wanted to study – iconic theatres around the U.S. I wanted to learn about their role within the artistic communities in their cities. I was not selected, however. I was upset, but I threw myself into preparing for my upcoming summer and semester abroad, and shifted my enthusiasm toward my

coursework in international human rights.

I learned a great deal about myself over the following year. Spending quality time around some of the best art in the world (not all of it should be so proudly displayed so far from its origin, in my opinion, but that is a discussion for another day) led me to question the reasons behind its creation. Realizing my own deeply fortunate privilege, as a student at an elite liberal arts college, led me to think deeply about the sacrifices that people all over the world make to follow their dreams. This pondering led to a new question: at what “cost” do individuals choose to produce art? More specifically, how do life experiences intrinsically linked to identities stemming from minority communities, influence the stories these individuals choose to share with society at large? Refreshed and renewed, I returned to campus with a new purpose: to find answers to this question. The difference between my new application, versus the first time I applied, was the fact that I could talk your ear off

about the details of my project. My new proposal had developed into something that was inspired and uniquely mine.

It was surprisingly difficult to find information about minority-based theatre companies. It was also a challenge to narrow down which experiences I would have time to explore. In the end, I chose to look at groups with well established theatre companies – and I was pleased to find that these



comprised a diverse range of identities. I also love budgeting, so planning my itinerary and financial needs was fun!

I started my travels over spring break, visiting a Native American company and an Asian American theatre in Los Angeles, California. The first play I saw was my favorite of all that I've seen so far! *Bingo Hall* was about a young student, navigating the decision between attending a college far away from his reservation versus staying closer to home. This was an intimate experience with an audience of about 25 people. I was struck by how relatable the themes in the production felt. Next I went to a play called *Al-*

legiance, which was about the internment of Japanese-Americans during World War II. Though this was a much larger theatre, but I was amused to see the similarities – groups of old friends, families, and young couples, chatting and enjoying themselves thoroughly. This sense of community is something that I found in most of the venues I visited.

Instead of elaborating on every play, I'll share some of my favorite moments. In Fort Worth, Texas, I enjoyed emotional response by the audience to re-



latable family experiences in *Stick Fly* (as well as the best tacos ever). I relied heavily on my basic Spanish skills while in Washington D.C., but I was thrilled to see a Puerto Rican bilingual musical about immigration

issues. I then flew to New York. In addition to the plays I attended with my Fischlowitz grant, I saw *Chicago* on Broadway, and *Twelfth Night* at Shakespeare in the Park. I went to interactive plays at the

iconic (WOW!) Café Theatre in the East Village, and was moved to tears by a production in Harlem, *The Peculiar Patriot*. As a theatre and acting enthusiast, this time in New York was a dream come true.

I made a resolution to pursue this love of mine, long after the summer.



There is a line from one of the first plays I went to, which has stayed with me ever since. It expresses my initial question beautifully. In the play, *Allegiance*, when the loyalty of both communities and individuals was questioned, comes the line: **“there is no one way to be American.”** It gave me chills to realize that this line from a play set in the 1940's could be so relevant in modern times – especially considering the current political

landscape. To me, this line reinforces exactly why telling tales of personal experiences through the creation of art is so important. It lends the community at hand a unique type of agency to explain their story, exactly how they see fit, without room for wrongful or prejudiced interpretations. The engagement and communication that comes with participating in theatre is extremely powerful.

I'm incredibly fortunate to have had this experience which has cemented my desire to create meaningful, honest, and personal art, and to enjoy, pay attention to, and learn from the works of other artists.

Plays that Mithila attended via her grant:

- *Bingo Hall*, Native Voices at the Autry, Los Angeles
- *Allegiance*, East West Players, Los Angeles
- *Stick Fly*, Jubilee Theatre, Fort Worth, Texas
- *Dancing in My Cockroach Killers*, GALA Hispanic Theatre, Washington, D.C.
- *Rebirth of Rabbit's Foot*, WOW Café Theatre, New York
- *The Peculiar Patriot*, National Black Theatre, New York

Learn more about this fellowship at www.grinnell.edu/about/offices-services/international-student-affairs/fischlowitz-travel-fellowship.

Home 'Reno': Language House Edition

Claire Frances, Director of the Language Learning Center

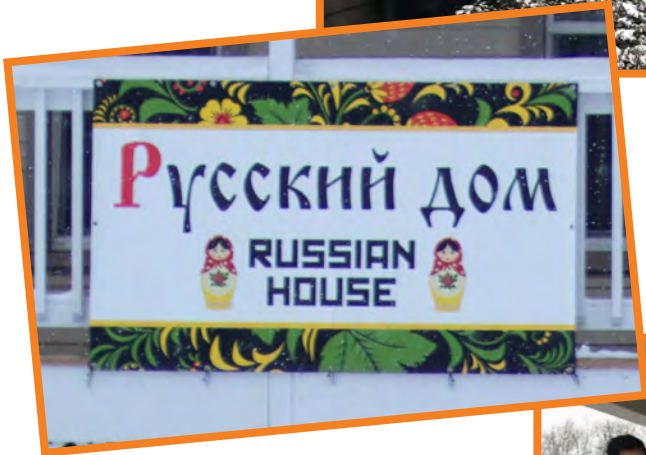
Did you know? ...Grinnell has five language houses where students can steep themselves in language and culture related activities!

Foreign Language Teaching Assistants (FLTAs) live alongside students in Spanish, Russian, and German houses. They work with student House Coordinators to organize events like the Hora Cultural, Russian Tea Time, and Kaffestunde. The French and Chinese house don't have live-in Language Assistants, but House Coordinators likewise organize programs, like the French crêpe-making event, and a Chinese dumpling-making event.

Inhabitants of the language houses all have the opportunity to practice their language skills in this living and learning community, while learning about and engaging with cultural practices, or just simply relaxing and watching target-language TV shows and films together.

Last semester, under an initiative of the Language Learning Center, FLTAs and House Coordinators designed new signs for the houses, reflecting the culture or multiple cultures of the House. For instance, Spanish House inhabitants sought to represent the twenty-one countries where Spanish is the main language. Each house member chose flags and drew them in their own style, and together they created a layout and selected a color scheme that goes well with the House. The French House sign likewise reflects the many countries in the world where French is the main spoken language – with a little added touch of a beret and an Eiffel tower. German House sought to represent house styles, including traditional Fachwerk styles. The Russian House sign incorporates the iconic Russian nesting doll and a folk pattern motif, both of which suggest a welcoming atmosphere. Finally, Chinese House incorporated traditional colors and symbols, offering a unique and celebratory welcome to residents and visitors alike.





Ever After: A Multi-lingual Reading of Fairy Tales from around the World

The Faulconer Gallery's spring exhibit "Dread and Delight: Fairy Tales in an Anxious World" included the work of 19 artists, and offered a visual and radical exploration of the use of fairy tales and the complexities of postmodern life. The exhibit provided an enchanting backdrop for a multi-lingual reading of fairy tales from around the world. Tales included:

- *The Merchant and the Genie*, read by Mona Hussein (Arabic);
- *The Pangu Myth*, read by Jiaqi Dai (Chinese);
- *Le Petit Chaperon Rouge*, read by Claire Alexandre (French);
- *Rapunzel*, read by Carla Wagner (German);
- *The Hare of Inaba*, read by Hiroyuki Shiono (Japanese);
- *The Snow Maiden*, read by Maria Kustova (Russian);

and a post-modern extended questioning of fairy tales' gender roles, read by Melanie Izrael (Spanish). The French and German tales were reflected in some of the Faulconer's artwork; other tales brought a global dimension of dread and delight.

From German House to Chinese House

Karin Cho '20 (China)

Learning languages has always been one of my hobbies, and part of it comes from being around peers of different backgrounds. At home, I speak a mix of Chinese, Japanese, and English, and at school, there was a concoction of languages that I heard as I walked down the hallways. I was struck by the variety of ways one can communicate with another, and how foreign the same concepts sound when spoken with a different tongue.

If it was one criteria I had for finding a college, it was one with a diversity of languages, and not just in terms of courses, but also to have courses and a curriculum that supported language learning. The college search during my junior year was slightly a nightmare in that the more I looked through the websites, the more the colleges seemed to merge with each other. As I went through residential options, I came across Grinnell College's language houses, and felt that was a community I would like to participate in. Of course, there are other factors as well, but this was one of the criteria I had for personal growth.

Since language houses are only available for second years and above, I lived in German house my second year, and after experiencing that lifestyle and observing the duties of a house coordinator, I felt confident in applying for the Chinese house coordinator the end of my second year. Past applications, interviews, and residence life training, I was well prepared to support the nine other residents that would be living in Chinese house.

As with all communities, there are times when the waters are calm, and there are times when storms come unexpectedly. Living in a language house as

the house coordinator meant more responsibilities, and juggling academics with the house duties were at times a challenge. There was never a time, however, when I regretted applying for the position, as I felt fortunate for getting to know the residents. I remember my first year when I lived in the residence hall, I didn't feel the same closeness as I do in Chinese house. Yes, there are house chores and ground rules, I believe being able to cope with each other's lifestyles is part of community building. In addition, communal spaces, such as the living room and kitchen, allowed residents to watch movies together, play games, and occasionally eat family meals. The sense of community in the house was likely possible because of these resources.

The closeness and warmth that I received from the residents this year is something I will miss my senior year. If I could write a letter to that anxious, junior year self, I'd confirm that I'd made the right decision to study in Iowa!



Karin and friends in Chinese House.

For the Love of Shaah

Farah Omer '19 (Somaliland)

The afternoon in Somaliland, loosely defined as the period between the asr and the maghrib prayers, is when family and friends gather for a cup of tea or coffee or both. When the scorching sun has eased its grip on the day, the streets of Hargeisa get filled with elderly men sitting in neighborhood squares, listening to the afternoon edition of the World Service; young people on dates at picturesque cafés; and bargaining housewives at local boutiques. In their midst, young men navigate the busy streets with metal glass carriers holding a dozen tea cups serving off-duty cab drivers, street vendors, and customers of various establishments (it's customary that shops order tea for their patrons while they shop). We call this collective indulgence of afternoon tea: *casariye*. The term *casariye* derives from the word *casar*, which means afternoon in Arabic. Hence, *casariye*: that which makes the afternoon.

In my family, *casariye* consists of shaah, coffee, and popcorn with pieces of halwa scattered on top. I remember coming home from school or waking up from a nationally sanctioned siesta to the smell of the brewing spices of the shaah, the roasting of the Ethiopian coffee beans, and the hot popcorn oil, an aromatic blend that remains distinctly local to the contours of my mother's kitchen. As we had our *casariye*, we would watch Arabic game shows or sit with our mother in the backyard, where she often had her tea, basking on the gentle warmth of the afternoon sun.

When I moved to the United States, I sought to recreate those tastes and smells. But wait, what is *hayl*, *sanjabil*, or *qorfo dhagoole* in English? Why aren't spices part of language acquisition courses? Was I sick the day they taught this? How can I explain the scents of home to my small-town grocer? The language failed me. A couple of years later, I finally learned the English terms for the necessary ingredients, and I could attempt making shaah again. For the past three years, I have not been successful in making a single cup of shaah. I made it in the morning, afternoon, and evening. I changed tea leaves and the fat content of the milk. I made it for friends, for classmates, for my professors and mentors, for the new transfer student in my hall, for the custodial staff in my building. I hoped that perhaps in sharing and incorporating it into the daily rituals and relationships that I have formed here, I would recover the missing piece. But I could not. There remained a persistent bitter aftertaste. Recently, someone to whom I had complained suggested I change the water. "Grinnell water has too much salt," he remarked, "it affects the taste." So, I headed to the store and bought their best spring water. At first, the taste got significantly better with little to no aftertaste. I was ecstatic! But my excitement was short-lived because the following week I followed the exact procedure, but the bad aftertaste returned. Alas, has the tea simply traveled too far to retain its original taste, its essence?

I felt a small defeat inside. I have lived away from my family for close to a decade, most of which I lived on a different continent. I just wanted to generate a small reminder, to delight in a cup of tea. But perhaps the tea is a perfect analogy for what happens when one leaves home for so long. You might go back, remake the tea, but you can never really *return*. There will always be something lost, a taste, an essential connection that is irretrievable. The task then becomes how do we find home, or at least *feel at home*, in the precarious position of inhabiting two worlds without completely belonging to either of them?

Finding Photography

Mahira Faran '20 (Pakistan)



I have been passionate about photography for many years, but I can't say that this passion has been consistent. Coming to college was a big transition in my life, on many levels, and my outlook on photography is one of the things that has really changed through the course of this transition. Back in high school, I had my camera ready at every gathering, wedding, and school event. I was always willing to do endless photo shoots for friends, and edit/send all the pictures in my camera to the recipients later. I was known as 'one of the photographers.' Here at Grinnell, though, some of my closest friends did not even know I owned a camera for my first year. My camera suffered months at a stretch in hiding. This year, I've been able to produce a few meaningful shots, once again. One thing that I've come to realize is that if I ever go on a hunt for something to photograph, I found almost nothing. My best shots were not deliberate, or planned out in advance. That makes me adore them, even more.

From behind the lens...

Wazir Khan Mosque is located in Lahore, Pakistan. It is an architectural masterpiece from the era of Shah Jahan, the Mughal emperor who built the Taj Mahal. This photo was taken inside the Mosque's prayer chamber. To this day, the mosque is a haven of tranquility in the center of the bustling Walled City, flanked by the markets, homes, and tiny businesses that are stacked up alongside the narrow cobbled pathways of the inner city. The mosque's walls are almost completely suffused with detailed embellishment of kashi kari (tile mosaic), fresco painting, stone and chuna



(lime plaster) decoration, and taza kari (brick outline fresco) on both the exterior and interior surfaces. This picture not only gives a sense of extravagant Mughal art, but unfortunately also represents the city's negligence and failure to adequately preserve the glory of these magnificent Islamic prints.

This shoot is very close to my heart, because I did it to help out my mom as she struggles to tap into the saturated clothing market in Pakistan. This may be biased, but I am a huge fan of my mom's clothing line, and I have watched her slowly progress in her career to create designs that are uniquely appealing. This particular collection was called "Barsaat," which translates to Monsoon. It was introduced right before the Monsoon season hit Pakistan. These silk shirts are block printed by hand, and then tied together with lace and other embroidered pieces, to create outfits that appeal to the modern audience while keeping the traditional touch alive. Block printing, which dates back to the Indus civilization, is a trend that never dies.



I traveled to Winneba, Ghana last summer. The town, which was much bigger than I had imagined, is known for its clean and peaceful beaches. My Sundays were spent at the beach - listening to the waves and watching parents build sand castles with their children, as teenagers swam in the ocean. I wanted to enjoy all these little moments, rather than focusing on capturing them, so I did not take my camera to the beach until I realized that

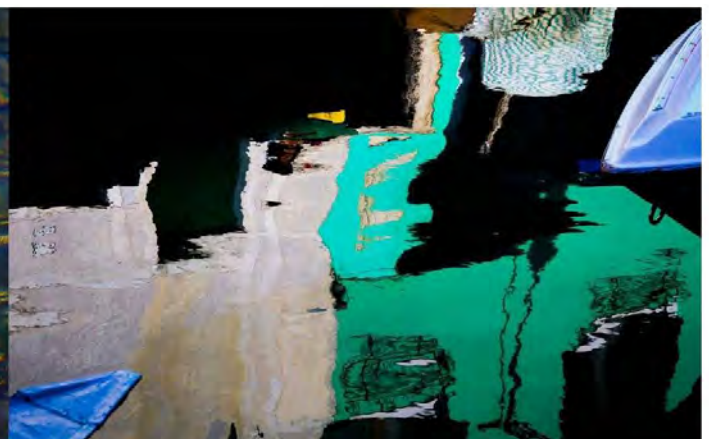
I would soon be leaving town forever. What I found most interesting was that all the food vendors suddenly became less interested in marketing their goods to me (as they typically had before I was holding a camera) and they were suddenly much more interested in being a part of my camera's frame. This was a pleasant relief, for a photographer who is typically scared to take pictures of the locals without their permission.





Traveling- Observing Culture and Place
How details
can reveal elements
that help us understand
Learning to see, to pay close attention, to remain and persist
("linger a little longer")

Recognizing a certain desire, a motivation/an incentive /an ambition to see, feel, hear and
smell, different places
far from each other, far from myself, far from my own





Interest in an attempt at creating harmony or unity
in how these places relate and speak to one
an
other
Challenging preconceptions
acknowledging bias
Considerations,
asking for permission,
through eyes through smile through explicit words

by Sofia Mendez Subieta '19 (Bolivia)



“Rare Birds” - Who and What are we?

Calvin Tang '20 (Hong Kong)

If you decided one day to offer return flights “home” to every international Grinnellian, and then you decided to chart each of our journeys with a strand of yarn, you would a) receive a copious amount of affection and love, and b) you would discover bulks of yarn tracing the paths to China, India, Japan, or South Korea, with fewer lines scattered across other parts of Asia, Central America, Europe, and Africa. On the rare occasion, you will only find only one or two strands of yarn, tracing the journey “home” to countries such as Jamaica, Taiwan, and Thailand. The origin of the phrase “Rare Birds” started with the Office of International Student Affairs - as a term of endearment for international students who come from countries with four or fewer fellow nationals on campus. The term is used to celebrate the uniqueness of our identities. As “Rare Birds,” we represent the collection of those few strands of yarn pointing to the lesser traveled corners of the globe.

That’s all good in the bigger picture, but who exactly are we, and how do we fit in with the larger international community? For me, I’ve always considered myself first and foremost as an “international” Grinnellian. Rare Bird or not, I take pride in being a part of such a large and active community here in Grinnell. For the most part, that’s how I think other people view us too. There is nothing on the outside that makes us decidedly different; nothing that will immediately identify us as one of a kind. Carrying the identity of a Rare Bird is not something that we advertise or wear on our sleeves, rather it is more of an internal reminder that we are students from countries that few other Grinnellians have come from before. In that sense, I am proud to be a Rare Bird; to join the company of the few brave people who decided to make this journey across the world to study here - and to look up in the Grill at my country’s flag, knowing that it is hanging up there because of me.

With this pride however, comes also other pressures, responsibilities, and emotions that we may feel due to our unique identity. For example, I often feel the pressure and responsibility to represent my culture and country independently, and I struggle with how express myself freely when under scrutiny of others. Language is another difficulty that we face. I often feel distanced from my home due to the lack of opportunities I have to speak my native tongue. For cultures where expression is most prominent in the form of verbal communication, this may be especially difficult to overcome. Even though we may encounter peers from similar cultures, or similar languages, some expressions and idioms simply don’t translate, and this can feel isolating. I especially notice this to be true when I return home to Hong Kong. It feels so wonderful to be surrounded by



Calvin practicing his saxophone in his dorm room.

familiarity, at the same time that I feel somewhat estranged and out of touch.

Despite the difficulties Rare Birds might face, many of us find ways to turn our negatives into positives. Just as expressions and idioms of our native language has been passed down to us, we may continue to pass on such expressions to others. One of the many joys I have is sharing my culture with others, so that we can build common understanding. I believe that Rare Birds can be especially adept and active in cultural exchange, since we try to seek and create pockets of our country's culture, to mirror the privilege of students with larger national cohorts. In addition, there are also many advantages to speaking a language that only you understand (especially in times of frustration and difficulty). In many ways, our Rare Bird status also gives us a level of personal freedom to express our individual cultures without having to fear straying outside of the norm as well.

If you've read 'till this point, thanks for sticking around and hearing what I have to say! But what do I know? I represent only one voice of the many other Rare Birds at Grinnell. Although I share this experience, it might be completely different for someone else. So, don't take my word for it... go out and talk to the Rare Birds you know! Find out more about who they are, where they come from, and what their experiences are like so far! Maybe you'll even pick up a catchy new phrase to use the next time someone cuts in front of you in the stir fry line. 😊

Rare Bird
Per the Urban Dictionary, a rare bird is "a rare species, with unusual characteristics and a free mind & spirit; A very awesome and cool animal."
The OISA uses this term of endearment for international Grinnellians who are from the smallest national cohorts on campus.

When/Why/How do you feel like a rare bird?
What do you dislike about being a rare bird? What do you like about it?
What advice/inspiration can you offer to one another?

Be majestically brilliant! You were born to stand out because you are **UNIQUE** and **SPECIAL**.
You are a **flamingo** among the flock.



Rare Bird's Table Card



Rare Bird's Dinner 2019.

“Say My Name”

Shudi Pan '19 (China)

“My professor called me [xx] again.”

“Yo, you should let them know the pronunciation!”

“Nah, too much hassle.”

This can be a recurring conversation within the Chinese student community. Frustrated and tired of correcting pronunciations, many of my friends tend to present their western names, in addition to their Chinese name. Professor Claire Frances, Director of the Language Learning Center, helped us develop and offer a series of workshops, to help Grinnell faculty and staff learn how to better pronounce Chinese names. We thought it was important to raise cultural awareness, and more importantly, we just wanted to help people pronounce our names better.

Last semester, Jiaqi Dai '19 and I hosted four different “Say My Name” workshops on campus. Each one-hour workshop consisted of three parts. We first started with a short video called ‘Say My Name,’ in which Columbia University students share the meanings of their Chinese names, and invite viewers to use their names. Chinese first names usually bear beautiful wishes from their families. For example, my first name is Shudi, which literally translates to “book.” My last name is Pan, which means “flute.” My parents hope that I can be both well-educated and well-versed in music (unfortunately, I have failed the latter part 😊).

In this part of the session, we asked the faculty and staff participants to share the meanings of their own names. This was a great way of ice-breaking and learning about different cultural backgrounds.

Next, we taught the faculty and staff about some basic rules for pronouncing vowels and consonants in Chinese. Some consonants, such as “q” and “x” (which have high frequency in Chinese names) are pronounced very differently from their English counterparts. Next, we shared a list of some Chinese student’s names, and we practiced pronouncing them in groups of two. Jiaqi and I categorized the names into three levels. The first level consisted of names that are very similar to the English pronunciation, and the second level included names with several syllables that are different but easier to

master. Names in the third and final level included those which even native speakers might have trouble saying correctly.

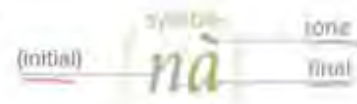
Throughout the sessions, we also invited Chinese native speakers and learners to serve as volunteers. They helped lower the tutor / tutee ratio – and they helped by working with small groups to practice pronunciation. These volunteers were very helpful, as they also contributed special tips from the learner’s perspective.

We had great fun hosting these workshops, and it was nice to see that people want to learn and improve. I hope more people can be part of the journey of respecting and learning about each other’s language and culture.





A Chinese syllable typically has three parts: An initial consonant, a final consisting of either a vowel or a vowel with the ending consonant -n or -ng, and a tone. Syllable = (initial) + final/tone



Initial sound chart

h	similar to 'h' in the English 'hope' - with a slight rasp as in 'loch'
j	similar to 'j' in the English 'jeep' - tongue is positioned below lower teeth
q	similar to 'ch' in the English 'cheap' - tongue is positioned below lower teeth
x	similar to 'sh' in the English 'sheep' - tongue is positioned below lower teeth



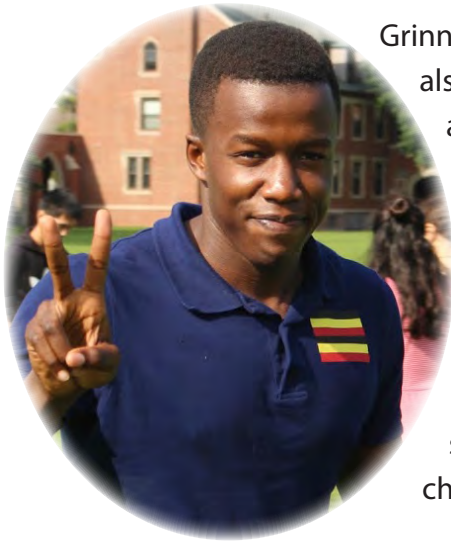
Examples of On-campus Chinese Names

Level Two: (Different pronunciations)

- Bangjie Wang
- Jiayu He
- Zhaoqing Wu
- Jingying Huang
- Yili Luo
- Xindi Sun

Consider Student Government...

Joshua Tibatemwa '19 (Uganda) - SGA Services Coordinator & Student Programming Chair



The always pleasant, Joshua.

Grinnell somehow manages to feel like a million things are happening while also convincing you that there is absolutely nothing to do. As an international student it can feel strange to find yourself suddenly flung into American society. Your email is flooded with emails from everybody who can write an email (hopefully someone will fix this someday) and how many posters do you really read?

I have an unorthodox solution for all of you. Join student government! This is not a shameless plug, this is my honest opinion. This year as SGA services coordinator, I got to see the college very differently. I was in charge of registering student organizations and chairing a committee that funded them. Easiest way to know what is going on at this school is to be in the meetings where they come get their money. This committee is open to any student on campus but for some strange reason (the email probably gets lost in the 3,000 you already receive) only SGA senators

show up. We have a drone club, a yoga club, a bread baking club, an extreme sport society club, a beatboxing club and the list goes on. Prior to this year I had no clue any of this existed. You need not be the SGA president or run for senator to get involved. Show up to the committee meetings and you will have the same voting rights as any senator. Show up to All Campus Events Committee and you get to vote on what movies you want shown at Harris Cinema (yes, there is a cinema in there). You get to see the exact dates for the parties on campus and vote on how much money each group receives. Show up to Student Programming Committee and maybe you help drone club get new drones. The biggest advantage is that you know. You will know exactly when everything is happening without searching through your inbox (if you haven't noticed yet I'm hinting at something here). Truth is as an international student if you want to know what happens at this school, you must brave the wilds of campus. If you join SGA, the events come to you.

Now I know there is the worry that everyone who does student government is a super passionate, super experienced individual who use words like "inconceivable" and "pragmatic" at the dinner table. We have a couple of people with such rich vocabulary, but it is mostly people who prefer to keep it simple. It is intimidating at first, but walk into the SGA office and usually someone will be there to help you or point you in the right direction. I personally had no clue what being in SGA involved till I took the chance and applied for the Services coordinator job.

You Can Be A 'Reliable' CA...

Maya Adachi '21 (Japan)



Maya pictured here with other CAs and their Residence Life Coordinator during their summer training.

I remember trembling before the start of New Student Orientation, as my new CA role was beginning. Would I be able to support first years well? What if I cannot understand subtle nuance of English, which can be crucial when it comes to personal topics? Can I become a reliable CA, even though I'm relatively quiet? During CA summer training, I'd been around so many "good" CAs, who were talkative, friendly, and thus, reliable. I compared them to myself and thought that I should act more confidently to be reliable.

As a shy first-year international student who was sometime afraid to talk with domestic students, to be honest, applying to the CA position was a huge challenge. Yet, I did it because I wanted to push myself, which sounds cliché, but is true. I saw the CA position as a way that I could honor what my previous CA had done for me, and as an opportunity for my own personal growth. I wanted to push myself to be less shy and more outgoing - in classes and in regular

conversation with my peers.

However, the outcome of becoming a CA was quite different from what I had expected. Since it was part of my job to speak with my residents, I also became more confident talking with anyone else on campus. I also learned an additional lesson. I have not been an overly talkative CA, and there are moments that I cannot come up with the opposite English words to express myself fully. Nonetheless, my residents accepted me - appreciating my style of communication. Other CAs in my cluster have taken the more talkative and outgoing role, while I had been a quiet listener and supporter. Acting confidently can be really difficult when adapting to a new country and culture, but I have realized that I have unique skills to offer, too. I can be a reliable CA because I am faithful to my residents and have passion to help them be comfortable and successful. If you seek to be a CA, you might also be surprised to find how much your own nature, which might be influenced by your culture, can unexpectedly help you support the Grinnell community.



MOSAIC offers a 'shout out' to students who are involved in campus leadership! Whether you're engaged in multicultural groups, student government, SEPC's, athletics, the arts, or the variety of other leadership positions - we see you using your voice, building your skills and intellect, and making a positive impact. Thank you!

Collaborations through the Liberal Arts

Jonathan Larson, Associate Director of Off-Campus Study

The Institute for Global Engagement (IGE) hosted its first symposium February 20-22, 2019. For this first symposium on a dedicated “global” theme, we decided to focus on questions of partnerships with other colleges and universities abroad.

Grinnell’s oldest university partnership, now over thirty years old, is with Nanjing University in China. Grinnell students are most likely to know this partnership from the Chinese language instructor who comes to us each year (this year the assistant is Lin Liu), but the relationship with China also brings a research scholar to Grinnell (this year the scholar is Hong Hong) and sends Grinnell faculty to teach for short periods at Nanjing University. Grinnell has also collaborated with Jawaharlal Nehru University (JNU) in Delhi, India on a faculty exchange. It is also starting a set of collaborations (including virtual) between the Department of French and Arabic and the University of Rennes 2 in France as well as Leiden University College (a faculty and student exchange). Other visitors came from Queen Mary, University of London, and Ashoka University outside Delhi.

The symposium began with a lunch opportunity for our visitors to meet current students either from other countries or who have studied off-campus

for a semester or year. Visitors got to know campus from a series of tours before the formal program for the campus community began. Cheryl Matherly, Vice President and Vice Provost for International Affairs at Lehigh University in Pennsylvania, set the stage with her presentation, “Can International Partnerships Really Advance the Liberal Arts?” Other sessions open to all of campus included a Thursday afternoon panel with Grinnell’s Karen Edwards and Alicia Stanley on “international student friendly” campuses in comparison; a Thursday evening panel on undergraduate research at Grinnell (featuring four Grinnell faculty and IGE’s Kate Patch); and Friday’s concluding comparative discussion on “translating the liberal arts” (featuring Grinnell’s Shuchi Kapila). Other lunchtime sessions for faculty and staff (moderated by yours truly) explored examples of how Grinnell faculty have taught or done research with an individual or institutional partner based in another country.



Panel discussion with Todd Armstrong, Professor of Russian, and Shuchi Kapila, Professor of English, Assistant VP for Global Education & Senior International Officer.

When our visitors departed at the end of the day on Friday they seemed delighted with their visit to Grinnell and the conversations that they had here. I think that the symposium was successful at starting a discussion among faculty and staff about how partnerships can be built, and how collaborations with our present set of partners can provide ideas for

partnerships in other parts of the world. Exchange and dialogue are fundamental to creating a more peaceful, just, and sustainable planet.

IGE plans to host other symposia in the future, not necessarily with the same focus, perhaps every two years and in coordination with plans for other events on campus as well as the activities of Grinnell's distinguished centers.

Karen Edwards offers comments about being an "international student friendly" institution. ▶



Best Practices Shared: ACM/GLCA Advisor's Roundtable

Karen Edwards, Associate Dean and Director, PDSO/RO

Spring break presents a valuable opportunity for our staff to regroup. Many students remain on campus, so we still offer advising appointments and social activities, but the time is also used to catch up and plan ahead. On alternate years, our office helps to organize an Advisor's Roundtable - a gathering of international student advisors from the Associated Colleges of the Midwest (ACM) and the Great Lakes College's Association (GLCA). The group met here at Grinnell, in 2013.

This year, the Roundtable met at the ACM offices in downtown Chicago. We spent two full days together – sharing best practices, success stories, and common challenges. Tuesday's topics included: pre-arrival and orientation programs; mental health support; building bridges between international students and their U.S. peers. Mollie Ullestad, international student advisor, and a colleague from The College of Wooster, lead a discussion about helping students engage locally. She shared what she's been doing with the OISA's Cultural Attaché program. On our second day together, we focused on regulatory issues. We discussed Tax compliance and the changes in the tax code; shifts in Curricular Practical Training, Optional Practical Training, and STEM OPT; and we discussed the impact of the new unlawful presence rule. A highlight of our gathering was a three hour dialogue with David Ware, the immigration attorney that Grinnell has been using to review our F-1 program and policies. We also had some amazing food, and enjoyed the public art in downtown Chicago.

Professional networking is incredibly important, and the Roundtable format with colleagues from similar institutions is exceptionally productive. Many of us will be together again in May, at the National Association of International Educators Conference in Washington D.C. We will continue to support this collaboration, and hope to bring the Roundtable back to Grinnell's campus again soon!



ACM/GLCA Roundtable participants with Attorney David Ware.



These photos were taken during the International Pre-Orientation Program, as the Class of '22 was arriving at Grinnell. They spent the week learning about their new home - making new friends; exploring campus and the town; and taking care of business (all that immigration-related paperwork). The academic year has flown by, and the people behind these smiles have become valued members of the Grinnell student body.

Congratulations on completing your first year!

IPOP 2018

Word Search Puzzle!

The class of 2019 came to Grinnell from 26 different countries!

The names of those countries are in the puzzle below - can you find them?
Circle their names in the puzzle, then write them on the lines provided. 3...2...1... Go!

R T B Y T Y R M U Z U X Z P L I W D M A N G G
 R S O U T H K O R E A Z L H N A N A D U W C S
 A I V I L O B D V V V K B D P A P N A P A J D
 H B P I N E C G J I P E I E L J A E B A Y K M
 C H I L E C T N Z D E A O I K G K M N I N D N
 G M Z V A D S I U A N T L V U I I X C B A W H
 U A T N C J M K G H I A N S F U S I U R M L B
 U N A D A B M D P S M G L A D Y T T W E R Z R
 I D L G A C L E H O U W R O M D A X A S E D A
 A P Q B U N H T S E D D Q O P E N G V N G T Z
 I P W R B P H I V W U C I B E M Y A N M A R I
 R E E P W Q I N N F C F E M A G C V M Z J Z L
 Y P Q A B V P U Z A Y X O C I X E M I D M T T
 S I A B H H L X M Y D D I G D B U J E E Z S Q
 P P I R B S T G C S T A Q H B N G N I G T D N
 B R R F D F C Y B J M B E A L D Z U S E R S E
 I Y V I X P Z L S A R P O N T R E G Y R C F Z
 U Z U W W Z P F J N H Z B A B I A A M O E I M
 B G M C F I B F K D Q U J R A T K A W R D J M
 L K H R B H P C B Q U W U Q M D G R L H X O J

<u>S</u>	<u>G</u>	<u>J</u>	<u>J</u>
<u>B</u>	<u>C</u>	<u>S</u>	<u>U</u>
<u>Z</u>	<u>U</u>	<u>C</u>	<u>M</u>
<u>M</u>	<u>S</u> <u>K</u>	<u>G</u>	<u>P</u>
<u>P</u>	<u>V</u>	<u>B</u>	<u>N</u>
<u>G</u>	<u>C</u>	<u>U</u> <u>K</u>	
<u>I</u>	<u>P</u>	<u>S</u>	

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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).

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