



International Agenda

Newsletter of the Schoolcraft College International Institute (SCII) Volume 7, Number 2 September 2008

East Asia **FLYING HIGH**



Combining elegance and discipline, Guo Jingjing (left) and Wu Minxia won gold for China in the three-meter springboard synchronized diving competition at last month's Beijing Olympics. (Photo: sportsphoto.cn)

Coverage of Schoolcraft's Focus East Asia project begins on page 6.



Jim Nissen Leads a Group through the British Isles

Prof. Jim Nissen (second from right) and his group of students stand in the bombed-out ruins of Coventry Cathedral, in the West Midlands of England. A very moving monument, it stands right next to the new cathedral, built during 1955-1962.

From June 13-26, Prof. Jim Nissen led students in Humanities 201 (Art and Music in Western Civilization) on an International Field Study tour to England and Scotland. This was the tenth such tour that Dr. Nissen has led to Europe, and the third to the British Isles.

The students visited the National Gallery of Art and the Tate Modern museums in London, as well as St. Paul’s Cathedral, Westminster Abbey, the London Tower, and many other historical sites. Outside of London the group toured Stratford, Canterbury, Leeds Castle, Windsor Palace, Salisbury, and Stonehenge (on June 19— two days before the summer solstice). Dr. Nissen performed an organ recital on the magnificent pipe organ at Coventry Cathedral. After a week in England, a smaller group did a four-day extension to Scotland, where they visited Oban, Ft. William, Stirling, the famous Loch Ness (they waited, but no monster), and Edinburgh. Many of the students gained a deeper appreciation for a very different culture in each country.

Next year’s tour will be to Paris. For information, contact Dr. Nissen at extension 5719.

International Institute (SCII)

Schoolcraft College
18600 Haggerty Road
Livonia, MI 48152-2696
<http://www.schoolcraft.edu/scii>

The mission of the Schoolcraft College International Institute is to coordinate cross-cultural learning opportunities for students, faculty, staff, and the community. The Institute strives to enhance the international content of coursework, programs, and other College activities so participants better appreciate both the diversities and commonalities among world cultures, and better understand the global forces shaping people’s lives.

SCII Administrative Director:

Assoc. Dean Cheryl Hawkins (Liberal Arts Divn.)

SCII Faculty Co-Chairs:

Josselyn Moore (Anthropology/ Sociology Depts.)
Helen Ditouras (English Dept.)

Focus Series Coordinator:

Linda Gutierrez (Sociology Dept.)

GlobalEYEzers Coordinator:

Sandy Roney-Hays (Anthropology/ Sociology Depts.)

Review Committee for International Course Designation:

Christa Cipparone (Learning Support Services)
Sam Hays (English Dept.)
Laura Leshok (Counseling Dept.)
Diane O’Connell (Geography Dept.)
Sandy Roney-Hays (Anthropology/ Sociology Depts.)

International Agenda

Published once per semester by the International Institute (SCII)

Editor: Randy Schwartz (Mathematics Dept.)

Founding Editor: Donald Ryktarsyk (Business Dept.)

e-mail: rschwart@schoolcraft.edu

voice: 734/ 462-4400 ext. 5290

fax: 734/ 462-4531

Material contained in International Agenda may be reproduced or quoted provided that the source is credited.

Archives are available at the SCII website,
<http://www.schoolcraft.edu/scii/publications.asp>

Meeting the Challenge of Success

by Josselyn Moore (Anthropology/Sociology)

The Schoolcraft College International Institute (SCII) is a faculty-driven, bottom-up, grass-roots organization drawing on faculty and staff from a wide variety of disciplines and departments across the campus. In the past five years we have experienced unprecedented growth and success. Our challenge now is to sustain this success and to channel it in a way that supports the mission of the College and further advances our vision of what international education can be.

We greet this new academic year with a phalanx of capable and committed folks who have been willing to assume leadership roles in the organization. Helen Ditouras (English) has agreed to join me as a Faculty Co-Chair of the SCII. Our most recent addition has been the creation of an independent International Institute Office in the Liberal Arts Building (room LA-575).

Conversations were already underway a few years ago about how to handle the increasing size, expense, and complexity of our initiatives. The SCII has been housed since 2003 in the Liberal Arts Division under whose sponsorship and support we have been able to flourish. The Schoolcraft College Foundation has also generously provided grant monies since 2004.

If you are intrigued by international education but haven't yet been active with SCII, we encourage you to attend some of our meetings or programs, or to contact us to begin a dialog. SCII meetings are held on Fridays from 12 noon to 2 pm in room LA-130:

- September 19, 2008
- October 24, 2008
- November 21, 2008
- January 16, 2009
- February 20, 2009
- March 20, 2009
- May 1 or 8, 2009 TBD.

An Expanding Sphere of Activity

When the SCII was formed in 1994 with support from a U.S. Department of Education grant, the key goal was to explore the possibility of creating an International Business degree at Schoolcraft. Although the time for that had not yet arrived, there continued to be experiments in a variety of ventures directed toward internationalized courses and campus events. Some of these efforts blossomed immediately and others did not, but all of them blazed the way for later projects.

From this cross-campus collaboration has sprung an amazing array of fruit. Our most significant initiatives so far have been the Multicultural Fair, the Focus Series, and the Global Endorsement program. The annual Multicultural Fair debuted in 2001 and now welcomes 2,500 "travelers" to interact with student-created tables and displays and to experience authentic cultural performances, language, art, costume, and food. The Focus Series has, since 2004, spotlighted a different region of the world each calendar year by bringing students and instructors together with expert speakers, films, performances, and other educational resources.

The Global Endorsement program represents our most direct impact so far on course curricula at the College. Debuted in Fall 2006, it provides qualified students with certification of the cross-cultural content of their course work at Schoolcraft. To date, 296 students have earned their Endorsement by taking 12 credit hours or more in any of our 79 "international" courses distributed across 21 disciplines. Applications for International course designation are reviewed by a faculty committee (for members, see box on page 2). The program's success is being assessed by a task force that includes Robert Oxley (History/Political Science), Sumita Chaudhery (English), Helen Ditouras (English), Sandy Roney-Hays (Anthropology/ Sociology), Faye Schuett (English), and Karen Schaumann (Sociology).

In February 2006, our work was hailed by the Liberal Arts Network for Development (LAND), which honored the SCII with an Institutional Leadership Excellence Award. LAND President David Terrell noted, "This excellent program needs to be recognized for its groundbreaking character. It can serve as a model for other Michigan colleges that are struggling with the same problems." That April, we successfully hosted the 13th Annual Conference of the Midwest Institute for International and Intercultural Education (MIIE).

SCII publications and outreach have also advanced in recent years, including the *International Agenda* newsletter that was resurrected in 2004, our webpage created in 2005, and our *International Cookbook* published in 2006. This year, we initiated face-to-face discussions with our counterparts at other community colleges in Southeastern Michigan to explore building a consortium of international/diversity programs.

Other happenings on our own campus reflect a significantly growing interest in international education, reaching well beyond those projects directly touched by the SCII:

- The College's foreign language offerings have greatly expanded, with credit-course sequences in Italian, Arabic, and Chinese added to the three longtime programs in French, Spanish, and German. Several other languages are offered through Continuing Education.
- Several instructors from a variety of disciplines have taken groups of students on international study trips to portions of Europe or Latin America.
- Several other instructors have been part of faculty study trips overseas, organized by the Fulbright-Hays or other programs.
- About a dozen instructors have participated over the years in Summer Workshops to create international modules for their courses, organized by the MIIE at Kalamazoo Valley Community College.

As this proliferation of activities indicates, the idea of creating cross-cultural learning opportunities has resonated across campus, and the commitment to providing global literacy to our students and community has taken hold. •

Kudos

The Second Annual Martin Luther King, Jr. Day Youth Roundtable on Diversity and Michigan's Future was held January 21, 2008 in the DiPonio Room at Schoolcraft College's VisTaTech Center. Michigan Governor **Jennifer M. Granholm** took part in the roundtable discussion with students from Schoolcraft and 14 area high schools, focusing on issues of Michigan's economy, embracing diversity, tolerance, and a commitment to fairness and justice for all. Other featured presenters were Michigan Department of Civil Rights Director **Linda V. Parker**, College president **Conway A. Jeffress**, Schoolcraft Communication Arts Professor **JuJuan C. Taylor**, and Channel 7 Action News anchors **Stephen Clark** and **Carolyn Clifford**. Approximately 200 people were in attendance, including a panel of about 60 students.

Bettie Barton (Collegiate Skills) gave a presentation on "Forgiveness, a Binding Force in Literacy" at the 52nd annual conference of the Michigan Reading Association, held at the Cobo Center in Detroit last March 15-17. Barton's talk included a reading of one of her children's stories, *Kasia and the Healing of the Villains*, which is a retelling of the Cinderella tale interwoven with lessons of forgiveness and wisdom, which she feels are ingredients necessary in helping children cope with modern life. Barton taught for 21 years with the Detroit Public Schools followed by 12 years with Walled Lake Consolidated School District before retiring in 2002. She is a teacher consultant for DPS, an activist with the Lakes Area Community Diversity Council, and a member of the Detroit Writer's Guild. Her stories are published under an African-inspired penname, Ankh-En-Es-Ra Khepera, by her own press, Spirit Greetings.

Three students at Schoolcraft were winners in the Art and Design Department's China Concept competition last April 2. **Lily Franklin** won first place (\$150) for her charcoal drawing of a boy sleeping, **Kellen Vanbuskirk** won second place (\$100) for her pastel rendering of the Forbidden City, and **James Karell** won third place (\$75) for his acrylic painting of bamboo. The contest was organized by department chair **Sarah Olson** and was judged by more than 150 visitors who cast ballots.

For her capstone honors project, Schoolcraft Scholars student **Hanan Bakkar** organized and led a student panel discussion on April 16, "The United Colors of America: *E Pluribus Unum*, Recognizing the Diversity of the American People". Hanan, who is originally from Lebanon, together with several other students from a wide variety of backgrounds, shared their views on the meaning of diversity and the significance of national and cultural pride. Come see her follow-up panel on families on December 1 (Calendar, p. 24).

Helen Ditouras (English), **Linda Gutierrez** (Sociology), **Sam Hays** (English), and **Sandy Roney-Hays** (Sociology/Anthropology) attended the 15th Annual Conference of the Midwest Institute for International/Intercultural Education (MIIE), held April 18-19 at Lorain County Community College in Elyria, Ohio. See Sam's report on page 15.

Steve Berg (History and English) was a participant at the Vesak celebration held May 31 at Wayne State University's International Institute. Vesak is an annual holiday celebrating the birth and life of Buddha some 2,500 years ago; it is especially prominent in Sri Lankan tradition. This program was organized by the Great Lakes Buddhist Vihara, a temple in Southfield, Michigan where Steve serves on the Board of Trustees as co-secretary.

On May 21 – June 3, **Anita Süess Kaushik** (German, French, and Italian) led students on a group study trip to Europe. See her photo story on pp. 16-18.

Nursing professors **Nancy Palmer** and **Marlynn Marroso** participated in a conference, "Facing the Challenge of Health Care Systems in Transition", in Jerusalem, Israel on June 30 - July 3. Later, for two weeks in August, Nancy and her husband Tom worked as volunteers in the Galapagos Islands, providing health care services through a nongovernmental organization. See Marlynn and Nancy's report on these activities on pp. 20-21.

Jim Nissen (Humanities) was one of 24 notables from around the globe chosen to present papers at the Oxford University Round Table in early August. The Round Table, held annually at Oxford, is an interdisciplinary forum for the exploration of important public issues. Marking a half-century since C. P. Snow's famous 1959 lecture on "The Two Cultures", this Summer's session revisited the relation between the humanities and the sciences. Jim demonstrated a marriage between music and technology in his paper, entitled "Thinking Outside of the Bachs". Earlier, on June 13-26, Dr. Nissen led a group of Schoolcraft students on a field study tour of England and Scotland (see p. 2).

In August, **Anna Maheshwari** (English) and **Diane O'Connell** (Geography) each participated in a week-long workshop organized by the Midwest Institute for International/Intercultural Education (MIIE) at Kalamazoo Valley Community College (Kalamazoo, MI). Anna attended a workshop on Human Rights and Cultural Diversity (Aug. 4-8), while Diane attended a workshop on Global Healthcare and Education (Aug. 11-15). Each instructor was provided with support, mentoring, and access to electronic and other resources in order to begin developing an instructional module for infusion in one of the courses they teach. Schoolcraft's Office of Instruction covered the \$750 registration fee for Anna and Diane. Workshop participants receive meals, lodging, and \$1,000 stipends for their week of curriculum development activity. Every August the MIIE, a consortium that includes SCII, offers two or three such week-long workshops on various international-related topics. For more information, visit <http://orgs.kvcc.edu/midwest> and click on the "Workshops" tab.

Two chef instructors at Schoolcraft were honored with appointments at the international level this year. **Shawn Loving**, who chairs the Culinary Arts Department, was appointed Chef for the U.S. Olympic Basketball Team that competed in the Summer games this past August. He was in charge of all foodservice for the players during practice and competition in Beijing, ensuring that nutrition and quality goals were met for fueling a first-class team. Certified Master Pastry

Chef **Joseph Decker** was appointed to the five-member USA National Culinary Olympic Team that will be competing in Erfurt, Germany this October. Decker is the first pastry chef in the Midwest to ever reach this position.

Colleen Case (Computer Graphics Technology) is co-chair of an international workshop that will be held at the Eurographics conference in Munich, Germany on March 29-30, 2009. The workshop, "Teaching Computer Graphics in Context", will show how instruction in this subject can be focused on examples and projects from a real-world setting, so that students understand not only the technology needed in creating images but also the use of the images in the broader context.

Now available at Schoolcraft's Bradner Library is a new book, *The Difference: How the Power of Diversity Creates Better Groups, Firms, Schools, and Societies* (Princeton University Press, 2007), written by **Scott E. Page**, a University of Michigan professor of complex systems, political science, and economics. The book uses case studies and even some

mathematical modeling to show that teams whose members think in divergent ways tend to be more productive than homogeneous teams because they have more numerous and qualitatively different ways of viewing problems—and thus more effective ways of solving them. As part of the New Detroit-inspired series "A Conversation on Race: Voices of a New Generation", Dr. Page will give a talk about "The Power of Diversity" on November 13 at 6-9 pm in Kochoff Hall, University of Michigan-Dearborn.

On May 27, **Yousif B. Ghafari** of Bloomfield Hills, Michigan began his service as U.S. Ambassador to Slovenia. He will focus on helping to improve higher education and to promote tourism in this Eastern European nation. Ghafari, who is of Lebanese heritage, is only the fifth Arab-American to hold such a post. In favor of the ambassadorship, he resigned the chairmanship of Ghafari Associates, a Dearborn-based multinational architectural and engineering firm. The Arab American National Museum in Dearborn is one of many high-profile projects designed by the firm. •

Educators Get Active in Arab and Muslim Affairs

Beginning this September, **Fawwaz Ulaby** is taking a leave of absence from the University of Michigan to serve as Provost at the new King Abdullah University of Science and Technology (KAUST), set to open in Jeddah, Saudi Arabia in September 2009. KAUST, which already has one of the largest academic endowments in the world, is planned as a prestigious research university limited to some 2,000 top-notch students, with all classes conducted in English. Ulaby, who was raised in Syria and Lebanon, is a longtime UM professor of electrical engineering and computer science, and served as VP for Research during 1999-2006. He is also leaving his position as President of the Board of Directors of the Arab Community Center for Economic and Social Services (ACCESS) in Dearborn.

Dearborn, Michigan imam **Hassan Qazwini** has written a memoir, *American Crescent: A Muslim Cleric on the Power of His Faith, the Struggle Against Prejudice, and the Future of Islam and America* (Random House, 2007). Qazwini, born in Karbala, Iraq, in 1964, is descended from seven generations of esteemed Shi'a scholars. His family's anti-Baathist views forced them to flee from Saddam's regime in 1971, relocating to Kuwait and then to war-torn Iran. Qazwini moved to Dearborn in 1992 where he is spiritual leader of the Islamic Center of America, reportedly the largest Muslim congregation in the U.S. His memoir argues that the 9/11 hijackers had hijacked Islam as well, and that most Muslims were appalled by their actions. Yet he also takes the Bush administration to task for the PATRIOT Act and the Iraq War. The author examines the tenets and history of Islam, defending it as a faith of peace and diversity, and challenging stereotypes and misconceptions promulgated by the media.

Lawrence Pintak, whose compelling presentation on "The Roots of Terror: The Communications Gap between the U.S. and the Muslim World" formed a part of SCII's Focus Middle East project in Fall 2004, has written a related book, *Reflections*

in a Bloodshot Lens: America, Islam, and the War of Ideas (Pluto Press, 2006). The book dissects the role played by perceptual differences and by media misinformation in clouding public understanding between the Muslim world and the West. Larry, a veteran CBS News correspondent who was a visiting professor of journalism and politics at the University of Michigan in 2004-5, is now Director of the Kamal Adham Center for Journalism Training and Research at the American University in Cairo.

Nadine Naber (Assistant Professor in the University of Michigan's Department of Women's Studies and its Program in American Culture) and **Amaney Jamal** (Assistant Professor of Politics at Princeton University) were the editors of *Race and Arab Americans Before and After 9/11: From Invisible Citizens to Visible Subjects* (Syracuse University Press, 2007). The book consists of nearly a dozen essays about how race has affected the history of Arab Americans. From diverse viewpoints, the writers examine why it is that Arab Americans, who were treated as "white" in earlier stages of U.S. history, have increasingly come to be seen as "non-white", a trajectory in marked contrast to that of many immigrant communities.

Napoleon's Egypt: Invading the Middle East (Palgrave Macmillan, 2007) is the latest book by **Juan Cole**, a University of Michigan professor of Middle Eastern and South Asian History. In recent years Cole has been most widely known for his incisive blog about Iraq and other hot spots in the Middle East, "Informed Comment" (<http://www.juancole.com>). In this book he tells the story of the first modern attempt to invade the Arab world, Napoleon's conquest of Egypt in 1798, which was ultimately unsuccessful but which pioneered the rhetoric of liberal "regime change". Cole reveals how the Emperor, his aides and soldiers envisioned Egypt and the Orient, how this picture differed from what they found upon their arrival, and how they grappled with the challenges of occupying a foreign land.

Focus East Asia 2008

Schoolcraft Looks Eastward

The attention of students, instructors, and staff on our campus has turned eastward this calendar year as the International Institute leads the “Focus East Asia” project.

Neither the times nor the world in which we live could possibly be *more* opportune for this focus! The global prominence of this region, which includes the countries of China, Tibet, Taiwan, Japan, and North and South Korea, has expanded dramatically in recent years. The 2008 Summer Olympic Games in Beijing drew additional world attention, prompting a major campaign by China to heighten its visibility as a world power both culturally and economically.

This is the fifth year that our institute has organized a campus-wide, year-long examination of a selected cultural region. Our first four foci were the Middle East, Latin America, Africa, and Europe.

Instructors and their classes can participate in Focus East Asia in a variety of ways.

Notably, Focus Series Coordinator Linda Gutierrez has organized a program of campus speakers and films on a variety of topics related to the region. You, your colleagues, students, friends, family, and members of the community are all cordially invited to attend. Contact Linda (248-910-7999, lgutierr@schoolcraft.edu) to arrange to bring your whole class to such a presentation. You can assign students to write up their reactions to these events, for regular or extra credit.

The speakers this Fall include Peter Kearly Kim, a Korean-

born professor who has studied the evolution of popular American stereotypes about the Far East; Chelsea Zuzindlak, a researcher who has compiled an extensive cache of information about Detroit’s Chinatown for the Detroit Historical Society; and presenters on Asian business, labor, social structures, fine arts, and martial arts. See page 8 for further information. Schedules containing more details are available in dropboxes around campus, and are also being sent to faculty mailboxes and emailboxes.

Instructors can also directly integrate topics relevant to East Asia into their coursework.

- During the Winter semester, Steve Berg used the PBS documentary “1421: The Year China Discovered America?” as a provocative resource in his history classes. He also asked his students in English 101 and 102 to develop teaching/ learning modules designed to aid instructors infusing Chinese history into selected disciplines, and the results were displayed at the Multicultural Fair in March.
- Sarah Olson has incorporated Chinese themes and techniques into her art classes, and last Spring she organized the China Concept competition, a public contest for Schoolcraft art students.
- Sam Hays has been inviting students in his English classes to focus their assigned essays and papers on topics related to East Asia. An example, Landi Sade’s research paper on Japanese longevity, is reproduced here on pages 9-11.
- In mathematics, Randy Schwartz developed an annotated list of ideas for student research projects for extra credit or honors work. The list, distributed to all mathematics instructors and posted on the Bradner Library website, includes such topics as the abacus, Chinese counting rods,



Schoolcraft’s Focus East Asia project has aroused interest, critical thinking, and sometimes healthy controversy. A flyer advertising a February 25 showing of the PBS documentary “China from the Inside: Women of the Country” included statements such as, “China’s women are argued over at their weddings and have one of the highest suicide rates in the world. Now many are beginning to fight for their rights and their futures.” A passerby took issue, and hand-wrote some comments of their own: “Maybe you do not know but the women in China are among the most liberated among the world ever after the New China was constructed in 1949. Of course, anywhere you can find exceptions but that is far from the big picture. Please do not let yourself be easily fooled.”

Japanese temple geometry, and the lives and works of the mathematicians Qin Jiushao and Seki Kōwa.

Be creative in developing ideas and materials for classroom presentations, course readings and assignments, student projects, etc. Articles contained in this issue of the newsletter and in our last issue (January 2008, available on the Internet at <http://www.schoolcraft.edu/scii/publications.asp>) should also help stimulate your thinking.

In addition, the GlobalEYEzers group invites instructors, staff, and students to participate in lunchtime discussions about current events in a global context, with ethnic food provided. GlobaleYEzers meetings are held on Fridays from 12 noon to 2 pm in room LA-130:

- October 3, 2008
- November 7, 2008
- February 6, 2009
- April 17, 2009.

Contact Sandy Roney-Hays (srh.online@comcast.net) for further information.

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

Controversy Corner

by Mark Huston (Philosophy)

President George Bush has made some comments critical of the Chinese government. But is that appropriate given America's monetary connections and our apparent endorsement of their hosting the Olympics? Or, alternatively, should the President be even more critical, and should the U.S. have avoided going to the Beijing Olympics at all?

Think it over, formulate your thoughts, and send comments to Mark Huston (mhuston@schoolcraft.edu) or to *International Agenda* editor Randy Schwartz (rschwart@schoolcraft.edu).

A Word from the Focus Series Coordinator

by Linda Gutierrez (Sociology)

First and foremost I would like to express how thrilled I am to be given the opportunity to serve as the coordinator for the International Focus Series. It has been wonderful meeting and working with everyone involved in SCII, especially Josselyn Moore who has been the perfect mentor, friend, and teacher.

I must admit I was a little intimidated at the thought of trying to fill Sam Hays's shoes. The speakers and films he has provided were of the highest quality. I can only hope to provide a series of the same quality as Sam. Working with and getting to know him and his wife Sandy has turned out to be one of the nicest "perks" of this position.

This Fall's speakers and films related to East Asia are summarized on the next page. More details on these and other international and multicultural presentations in our series are given in the full schedules being distributed now across campus.

In April I was fortunate enough to attend the Midwest Institute conference at Lorain County Community College, Elyria, OH. I came away with a deeper sense of the importance of providing first-rate and diverse educational components inside and out of the classroom.

We—Helen Ditouras, Josselyn Moore, and myself—are now in the process of creating an International Institute Office, room LA-575. Our goal is to have accessible, user-friendly material and resources that will be available for Schoolcraft instructors and staff.

In closing, my goal for the Focus Series is to strive to enhance our students' understanding of how to live in a global society. •



Warren Petoskey, a writer and the spokesperson for Odawas for Change, came to campus last February 8 to make a presentation on "Historical Trauma and Boarding School Syndrome". He described the forcible assimilation of Native American children into U.S. culture at government boarding schools between 1879 and 1918. The visit was organized by the SC Native American Cultural Club. Photo: Steve Berg

Schedule for Focus East Asia Events

Winter 2008	
Wed., Jan. 23 9:30-11:00 am LA-200	Talk, "Buddhist Teachings, Practices, and Meditations" Bhante Sankichcha, Great Lakes Buddhist Vihara, Southfield, MI
Tues., Jan. 29 10-11:30 am MC-200	Film, "The Story of the Weeping Camel" (2004) This enchanting documentary follows the adventures of a family of nomadic herders in Mongolia's Gobi region. When a mother camel unexpectedly rejects her newborn calf after a difficult birth, all hope lies with the family's two young boys, who must travel across the desert to find a healing musician.
Thur., Feb. 7 11:30 am-1:00 pm LA-200	Talk, "The Japan-U.S. Relationship" Tamotsu Shinotsuka, Consul-General of Japan in Detroit
Wed., Feb. 13 1:00-2:30 pm MC-200	Talk, "The New Bedford Samurai: 19 th -Century High-Seas Adventures and the Ecological Damage They Spread" Anca Vlasopolos, WSU Dept. of English
Wed., Feb. 20 2:00-3:30 pm MC-200	Talk, "A Visual Look at China" Colleen Case, SC Dept. of Computer Graphics Technology, and Sarah Olson, SC Dept. of Art and Design
Mon., Feb. 25 11:30 am-1 pm MC-200	Film, "China from the Inside: Women of the Country" (2006) China's women are argued over at their weddings and have one of the highest suicide rates in the world. Now many are beginning to fight for their rights and their futures. This documentary explores some of China's many contradictions and provides a rare insider's view of its institutions and people.
Wed., Mar. 12 12:00-1:00 pm VT-210	Seminar, "China 2007— An Eye-Opener! Get Ready!" Participants will be able to hear American and Chinese students' opinions about education and the world, gathered by Deborah Daiek and Donna Clack (SC Learning Support Services).
Wed., Mar. 12 3:00-4:20 pm VT-210	Seminar, "China 2007— It's Not Kansas!" Learn about the educational structure, philosophy, and professional development methods used by Chinese educators, based on information gathered by Deborah Daiek and Donna Clack (SC Learning Support Services) on a recent trip to China.
Mon., Mar. 17 6:30-8:30 pm VT-550	Cultural celebration, Nauryz with Roksonaki The three musicians of Roksonaki, a cutting-edge musical group from Kazakhstan in Central Asia, bring an evening of lecture, demonstrations, and performances to celebrate Nauryz, the Kazakh New Year. Since 1991, Roksonaki have pioneered the fusion of traditional Kazakh music with contemporary rock and jazz.
Thur., Mar. 27 6:00-8:45 pm VT-550	Film, "Farewell My Concubine" (1993) This passionate, exquisitely shot film based on Lilian Lee's novel about two Peking Opera performers and the woman who eventually comes between them, follows the men's lives from their harsh Academy training as boys, to the tumultuous political events of the Great Proletarian Cultural Revolution.
Mon., Mar. 31 1:00-2:30 pm MC-200	Talk, "The Way of the Brush and the Sword: Neo-Confucianism In the Way of the Samurai" Steven Patterson, Marygrove College Dept. of Philosophy
Thur., Apr. 17 10-11:30 am LA-200	Talk, "Inside Asian Images: What the Contents of Statues Tell Us About Chinese Religion" James Robson, UM Dept. of Asian Languages and Cultures

Fall 2008	
Mon., Sep. 22 1:00-2:00 pm MC-200	Talk, "The China Wave Is Coming: Are You Going to Get Swamped Or Learn to Surf?" Tom Watkins, business and education consultant
Tues., Oct. 7 10:00-11:00 am MC-200	Talk, "Chinese Labor, Law, and Social Welfare" Mary Gallagher, UM Center for Chinese Studies/ Center for Political Studies
Wed., Oct. 15 10:00-11:00 am MC-200	Talk, "Popular American Perceptions and Misperceptions of the Far East" Peter Kearly Kim, HFCC Dept. of English
Thur., Oct. 23 1:00-2:00 pm MC-200	Talk, "Behold China" Colleen Case, SC Dept. of Computer Graphics Technology
Mon., Oct. 27 2:00-4:15 pm VT-550	Film, "Kundun" (1997) Martin Scorsese's depiction of the life of the Tibetan Dalai Lama features stellar performances by its mostly nonprofessional actors, coupled with the cinematography of Roger Deakins and the musical score of Philip Glass.
Thur., Nov. 6 1:00-2:00 pm F-530	Cultural activity, "Yagyu Jujutsu Demonstration and Participation" John Parks, Sensei, Martial Science Center Steve Patterson, Marygrove College Dept. of Philosophy
Mon., Nov. 10 1:00-2:00 pm MC-200	Talk, "Detroit Chinatown and Revitalization Efforts" Chelsea Zuzindlak, curator of Detroit Chinatown Exhibit, Detroit Historical Society
Wed., Nov. 19 11:00 am-12:00 MC-200	Talk, "A Comparative Overview of Japanese and American Cultures and Social Structures and Institutions" Dwight Lang, UM Dept. of Sociology



Bhante Sankichcha of the Great Lakes Buddhist Vihara kicked off the speaker series for Focus East Asia last Winter with his January 23 talk, "Buddhist Teachings, Practices, and Meditations". Photo: Steve Berg

Long Live the Japanese! Longevity and the “Okinawa Phenomenon”

by Landi Sade

Landi Sade has attended Schoolcraft College for the past year, and is on the waitlist for the Associate’s Degree Nursing Program. Earlier this year, while taking a Nursing prerequisite, Allied Health Education 101 (Introduction to Healthcare), she learned about the long life expectancy of the Japanese people and has been interested in the topic ever since. She wrote this research paper as a student in an online section of English 102 (English Composition 2) taught by Sam Hays this past Summer. Ms. Sade, 27, received a Bachelor’s Degree in Elementary Education from Midwestern Baptist College in 2004. She taught second grade at Rochester Hills Christian School for the 2004-5 school year, and has also been employed as a nanny. She tells us that her dream is to be a nurse specialist in neonatology or pediatrics.

Most of us have heard the age-old tale of Ponce de Leon’s search for the Fountain of Youth. Well, hundreds of years later, the secrets of longevity are still being searched out. We constantly see television commercials and books advertising miracle drugs or vitamins that will help us live longer. Instead of looking for longevity secrets in the form of a pill, why don’t we look to the secrets of a people who are living extremely long lives? For years, the people of Japan have achieved one of the highest life expectancies in the world. The number of senior citizens, as well as centenarians, has been rapidly growing in Japan. Several factors contribute to their long lives, including birth rate, infant mortality, diet, lifestyle, and care of seniors. The “Okinawa phenomenon” is a prime example of Japanese longevity.

“Little usable land, almost no natural resources, incredible urban congestion, earthquakes, typhoons—the list of seemingly ill-fated aspects of Japanese life caused by the physical and human geography of the archipelago is long” (Ellington 16). Yet despite all this adversity, Japan currently ranks third in the world in longevity. History shows that Japan, like many other countries, has not always enjoyed such a high life expectancy. Prior to World War 2, the average Japanese lifespan was only 45 years. By 1950, it had risen to 60 years (McCurry), and for decades it has continued to rise. Japan’s current life expectancy now sits at an amazing 82.07 years overall, 78.73 years for males, and 85.59 years for females (“Japan”). *CIA’s 2008 World Factbook* shows that only the tiny countries of Andorra and Macau have higher life expectancies than Japan. U.S. life expectancy, on the other hand, ranks 47th in the world at 78.14 years.

Not only has Japan’s life expectancy almost doubled, but the percentage of senior citizens (65 and older) has more than quadrupled in the last century. The elderly population is growing faster than any other age group. During the late 1800’s, only about 5 percent of the people were 65 or older (Heinrichs 82), but the 2008 figures show that the elderly now make up 21.6 percent of the total population. Today, Japan is home to more senior citizens than children under 15, who constitute only 13.7 percent of the population (“Japan”). And the elderly population continues to grow. The Health Ministry projects that by 2050 Japan will



At age 113, Ms. Chiyo Shiraiishi is Japan’s oldest supercentenarian (a person 110 years or older). She was born on August 6, 1895 and lives in Ibaraki Prefecture.

have the highest or almost highest percentage of seniors in the world, more than one-third of the population (“Longevity”).

Japan’s number of centenarians has also skyrocketed. A *centenarian* is a person who is 100 years or older. “In 1963, when the Japan Ministry of Health and Welfare began tabulating the centenarian population, there were only 153 centenarians in the whole of Japan. By 2006, this number had grown to 28,395” (Okinawa Centenarian Study). This increase in the number of centenarians is most likely due to the improved health and living standards after World War 2. Currently, Japan is home to the world’s oldest man. Tanabe Tomoji, from Miyazaki Prefecture, is 112 years old (“A Nation of Longevity”). He is a *supercentenarian*, someone who is 110 years or older.

Statistically, there are two demographics that are affecting Japan’s rising life expectancy: birth rate and infant mortality rate. Concerning birth rate, Japan has been experiencing a baby bust that is over 30 years old and has accelerated in recent years. Today, fewer and fewer Japanese women are having babies than at any time in history (Ellington 162). According to the *CIA’s 2008 World Factbook*, Japan is second only to Hong Kong in world’s lowest birth rate, at 7.87 births per 1,000 people. The fertility rate of the average Japanese woman, which was 3.65 children per woman in 1950, is now only 1.22 children per woman (“Japan”).

Due to the progress in newborn medical care, Japan’s infant mortality rate is also at an all-time low. Japan ranks third in the world with only 2.8 deaths per 1,000 live births (“Rank Order”).

continued on next page

Long Live the Japanese! *continued from p. 9*

Singapore and Sweden are the only two countries that surpass Japan in lowest infant mortality. These two declining demographics— birth rate and infant mortality rate— both contribute to the rising life expectancy in Japan.

The Japanese diet, considered by medical experts to be one of the healthiest in the world, is probably the most important secret to their health and longevity. Traditionally, this diet is based around fish, soy products, rice, and plenty of vegetables and fruits. It is very low in meat, dairy products, and processed foods. In Japan, presentation of the food is very important, and particular attention is given to the colors and textures (Senauer and Gemma). Fruit is usually served at the end of a meal, rather than a rich dessert. The traditional Japanese diet is basically a recipe for long life (Yasuko and Megumi).

When traditional Japanese eating practices are analyzed to determine exactly why they are healthful, several factors stand out:

- Portions are much smaller than in the U.S.— only about half the size. The Japanese practice an old Confucian concept known as *hara hachi bunme*. It literally means, “Eat until you are 80% full” (Buettner 83). They will recite this to themselves before beginning a meal, and it reminds them to restrict their calorie intake. Obesity has only recently become an issue in Japan with the infiltration of Western fast foods. However, Japan still has one of the lowest obesity rates in the world— a tiny 3% of adults are termed obese, compared to a whopping 32% in the U.S. (Jewell).
- The Japanese diet is mainly made up of foods with very low cholesterol content that are virtually free of the harmful saturated fats found in many Western food staples, like red meat, butter, packaged foods, and fast foods (Caranci). They eat many of their foods, like fish or vegetables, raw or lightly cooked, which gives consumers the maximum nutritional benefit.
- People in Japan eat an average of 3 ounces of fish every day (Boyles). The amount of fish they consume, rich in omega-3 fatty acids, is a key factor in the low levels of heart disease in Japan. Westerners, on the other hand, eat a startling average of 47 times more meat than fish!
- The Japanese also consume large amounts of soy products, such as *tofu*, *miso*, and *natto*. Soybeans contain 35 percent protein, about the same as meat, but are much healthier (Yasuko and Megumi). They are said to slow down the aging of human cells and increase bone mass.
- Green tea is a favorite daily drink, especially among the older generations who drink it several times a day. Green tea contains antioxidants, and a substance called catechin, all of which aid in cancer prevention.

The healthy lifestyle of the Japanese people also plays a major part in their longevity. Japan is geared toward an active lifestyle, as the Western “couch potato” concept is completely foreign. Whether in work, socializing, or recreation, people are always “on the go” and getting lots of exercise. Most Japanese spend very little time at home. They are a very work-oriented society, and they take pride in their jobs. Many senior citizens work for

years after the general retirement age. It is also common practice for Japanese co-workers to socialize together after work on a regular basis. Since houses and apartments in Japan are so small, people opt to entertain outside of their home. This is a primary reason that clubs, hobbies, and leisure activities play such an important role in the culture (McGarry). On their days off, some Japanese like to spend time in the countryside or go hiking in the mountains. On weekends, they may take off for hot mineral springs, health spas, or amusement parks (Heinrichs 126).

Japanese people are not big on gyms or working out. Some engage in forms of exercise like martial arts, *tai chi*, or yoga, but for the vast majority, walking is undoubtedly the main form of exercise. Because of crowded city conditions, the Japanese rely far less on automobiles, and far more on their own two feet. Most children and adults walk to and from school or work. If their destination is far away, they head for the nearest train or subway station, which also involves much walking as well as stairs. Even a trip to the store is more likely to take place on bike or on foot. According to a 2002 survey conducted by Japan’s Ministry of Health, Labor, and Welfare, the average person in Japan, 15 years and older, walks 7,421 strides per day! That’s about 3.75 miles at 2,000 strides per mile (Senauer and Gemma). Walking strengthens bones, and contributes to the low rate of obesity in Japan. Since walking is extremely beneficial for the cardiovascular system, it also puts the Japanese at less risk for heart attack or stroke.

Care of senior citizens is an important factor that lengthens Japanese lifespans. Things in Japan are changing, as with much of the world, but the family unit is still strong. Different generations still live together under one roof. Japan’s cultural tradition of adult children caring for their elderly parents is a more common occurrence than in the West. Only 15% of Japanese seniors live alone, and just 2% live in nursing homes (Ellington 194). In Japan, the few nursing homes that exist are only available to the very wealthy. This means that over 80% of the elderly population is being cared for by family members. Living with family gives a sense of purpose to Japanese seniors. They can keep their bodies fitter and their minds stronger by helping with household duties and caring for grandchildren.

Japan is developing new programs aimed at keeping senior citizens healthier. Many cities offer classes that are said to be effective in keeping the brain sharp and preventing the onset of dementia. Classes on computers, math, gardening, cooking, and crafts are just some of the available choices. In addition, a number of sports, like the short ski, have been adapted to suit older people’s needs. In Japan, “old age is not seen as the quiet epilogue of life, but as another chapter when people should make use of their increased free time and enjoy life fully” (“Ambitious Grandmas, Adventurous Grandpas”).

The Japanese people are known for their great respect for the elderly. In Japan, as with many other Asian nations, being old means being wise. Every third Monday of September, the people of Japan honor their senior citizens by celebrating a very special holiday known as *Keiro no Hi*, or “Respect for the Aged Day”. This is a day when the Japanese show respect for long-time contributors to society, celebrate their longevity, and pray for their health. Cultural programs, ceremonies, and athletic events spotlighting the elderly are held in many Japanese communities,

and the government gives each new centenarian a silver cup and a certificate (“Respect”). Japan is the only country in the world with a national holiday dedicated to the elderly.

The longevity of Japan could not be thoroughly discussed without mentioning the amazing “Okinawa phenomenon”. The Japanese islands of Okinawa are situated in the East China Sea about 1,000 miles from Tokyo. For nearly a millennium, Okinawa has maintained a reputation for nurturing extreme longevity. These islands are home to the world’s largest population of centenarians (“How to Live to be 100”). There are around 700 centenarians among the 1.3 million people of Okinawa, which works out to be roughly 5 centenarians per 10,000 people (Buettner 75; 67). They also have a huge incidence of supercentenarians, at 35 per million people. In contrast, Japan as a whole has 7 supercentenarians per million people. On the outskirts of the town of Ogimi, carved into a stone marker facing the sea, is an old Okinawan saying: “At 70, you are still a child, at 80 a young man or woman. And if at 90 someone from Heaven invites you over, tell him: ‘Just go away, and come back when I am 100.’” (Wiseman).

The Okinawan Centenarian Study (OCS), headed by Dr. Makoto Suzuki, is an ongoing population-based study that began in 1975. For 33 years Dr. Suzuki has been studying the health, diets, and lifestyles of Okinawan seniors and centenarians. The OCS has made some amazing findings. It turns out that Okinawans enjoy the most disability-free years of anyone on the planet. They also suffer much lower disease rates than Americans: 1/5 the rate of heart disease, 1/4 the rate of breast and prostate cancer, and 1/3 the rate of dementia (Buettner 68).

Why do so many Okinawans live such long and healthy lives? For one thing, the traditional Okinawan diet is even healthier than the traditional Japanese diet. An Okinawan only consumes about 1/4 the amount of salt and sugar that the average Japanese consumes (Caranci). They also eat far more vegetables and twice as much fish as other Japanese, and consume more soy than any other population on earth. Okinawans keep year-round vegetable gardens where they grow fresh veggies and herbs for their daily meals. Their healthy diet is full of powerful antioxidant, anti-inflammatory, antiviral, and anticancer foods. Exercise on the islands is a way of life— martial arts, traditional dance (which many Okinawans learn at an early age), and lots of gardening and walking (Langone).

Okinawan elders clearly do things other old folks can’t. Martial artist Seikichi Uehara was 96 when he defeated a thirtysomething ex-boxing champion in a nationally televised match [in 2000], later explaining that his opponent “had not yet matured enough to beat me.” Nabi Kinjo became a local legend when she hunted down a poisonous snake and killed it with a fly swatter. She was 105. (Wiseman)

Okinawans also maintain a sense of community, ensuring that every member, from youngest to oldest, is paid proper respect and feels equally valued. Family and friends form a *moai*, a social network to care for one another (Gulli). *Moai*’s often meet daily for companionship, gossip, encouragement, and support. This is a great stress-reliever for the Okinawans. One Okinawan resident, 102-year-old Kamada Nakazato, summed up her secrets for living a long life: “Eat your vegetables, have a positive outlook, be kind

to people, and smile” (Buettner 85).

In conclusion, many factors work together to give the Japanese people one of the highest life expectancies in the world. We would do well to learn from their healthy diet, active lifestyle, and excellent care of seniors. In adopting some of their ways, we may be able to add years to our own lives. •

Works Cited

- “Ambitious Grandmas, Adventurous Grandpas: Japan’s Senior Citizens Growing Active.” *Trends in Japan*. 26 Mar. 1999. <http://web-japan.org/trends00/honbun/tj990326.html>.
- Boyles, Salynn. “Japan’s Heart-Healthy Diet: Fish Is Key.” *WebMD Health News*. 28 Jul. 2008. <http://www.webmd.com/heart-disease/news/20080725/japans-heart-healthy-diet-fish-is-key>.
- Buettner, Dan. *The Blue Zone: Lessons for Living Longer from the People Who’ve Lived the Longest*. Washington D.C: National Geographic, 2008.
- Caranci, Julia. “Live Long...And Prosper?” 10 Oct. 2006. http://www.japan-zone.com/features/005_live_long_1.shtml.
- Ellington, Lucien. *Japan: A Global Studies Handbook*. Santa Barbara, CA: ABC-CLIO, 2002.
- Gulli, Cathy. “Secrets to Longevity.” *Maclean’s* 121.20/21 (26 May 2008): 60-62. <http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=32166942&site=ehost-live>.
- Heinrichs, Ann. *Japan: Enchantment of the World*. Danbury, Connecticut: Children’s Press, 2006.
- “How to Live to be 100: New research suggests that a long life is no accident. So what are the secrets of the world’s centenarians?.” *Time International (Europe Edition)* 164.18 (08 Nov. 2004): 46. <http://find.galegroup.com/ips/start.do?prodId=IPS>.
- “Japan.” *CIA - The 2008 World Factbook* 24 Jul. 2008. <https://www.cia.gov/library/publications/the-world-factbook/geos/ja.html>.
- Jewell, Lisa. “Time to turn Japanese.” 20 Apr. 2007. <http://www.independent.ie/health/diet-fitness/time-to-turn-japanese-44512.html>.
- Langone, John. “Exploring Okinawans’ Recipes for Longer Lives.” *New York Times* 15 May 2001, Late Edition (East Coast): F.6. <http://www.proquest.com/>.
- “Longevity; Record number of Japanese over 100 years old in 2004.” *Life Science Weekly*. 05 Oct. 2004. <http://elibrary.bigchalk.com>.
- McCurry, Justin. “The granny state – Japan’s life expectancy boom.” *Sydney Morning Herald*. 10 Jul. 2004. <http://www.smh.com.au/articles/2004/07/09/1089000356464.html>
- McGarry, Peter. “Why DO the Japanese Have the Longest Lifespan? Part 2: Live.” 19 Apr. 2004. <http://www.emaxhealth.com/14/191.html>.
- “A Nation of Longevity; Japan Home to World’s Oldest Man and Woman.” 26 Jul. 2007. http://web-japan.org/trends/07_lifestyle/liif070725.html.
- “Rank Order - Life expectancy at birth.” *CIA - The 2008 World Factbook* 24 Jul. 2008. <https://www.cia.gov/library/publications/the-world-factbook/rankorder/2102rank.html>.
- “Respect for the Aged Day.” 04 Aug. 2008 <http://www.crownrelo.com/crown/newsletter.nsf/2007.51.agedday.htm>.
- Senauer, Benjamin, and Masahiko Gemma. “Reducing Obesity: What Americans Can Learn from the Japanese.” *Choices*. 4th Quarter. 21.4. (2006). <http://www.choicesmagazine.org/2006-4/grabbag/2006-4-12.htm>.
- Wiseman, Paul. “Fabric of a long life.” *USA Today* 03 Jan. 2002. <http://www.usatoday.com/news/health/2002-01-03-usat-okinawa.htm>.
- Yasuko, Sakagami, and Fukumitsu Megumi. “Living to a Grand Old Age in Japan.” *Nipponia* 15 Jun. 2004. <http://web-japan.org/nipponia/nipponia29/en/feature/index.html>.

Our China Experience: Seeing the Future

by Deborah Daiek (Assoc. Dean, Learning Support Services)

My colleague Donna Clack (Collegiate Skills) and I were privileged to visit Beijing in August 2007. We were invited to provide a formal presentation about brain-based learning strategies for Chinese and American faculty attending a conference at the Beijing Institute of Education. This was an opportunity to interact with the country on a personal and professional level; it was absolutely an exciting and rewarding dream-come-true experience.

Upon arriving, we had no idea what to expect. Our greatest fear was that the very few Chinese words that we knew were going to get us lost or into trouble. To this day we still aren't able to ask, "Where is a restroom?" If the intonation is off, the words are altogether different. After 22 hours of travel, it was nighttime in Beijing when we arrived; we didn't know where the hotel was...just the name. It didn't occur to us, before stepping off the plane, how absolutely vulnerable we were. The disequilibrium we experienced was a reminder to us of our international students at Schoolcraft College. How very brave they are. They have our complete respect. But for the grace of the universe, an elderly cab driver was waiting for us, sent by the hotel. He was holding a sign that read, "DEBORAH/DONNA". Without saying a word, Donna and I began gratefully nodding at him. We must have looked like American "weebles". As it turned out, most of the signs were in English, and most of the Chinese we met spoke some English.

Beijing is a bustling and growing city where the old and new co-exist. This is parallel to their new economy, communism trying its best to work in tandem with the emergence of capitalism. Yes. It is a paradox and the people in China are struggling with this. The spread of pollution seems to be growing as rapidly as their economy, and actually is increasing as a result of it. Because of its new economic role, China is very eager to learn all it can about our post-secondary educational systems. Being the most populous country in the world with 1.3 billion people (4.3 times as many people as in the U.S.), and still emerging from a period of underdevelopment, they need to educate masses quickly. Interestingly, we discovered that China has as many honor students as we have students in our entire country. Community colleges may be a way for China to address the numbers of students in need of training/education. They are eager to learn all they can about what and how we teach in the United States.

The "International Conference on Education Leadership: Improving Teaching and Learning" opened with a greeting from the Chinese President of the Beijing Institute. It was obvious to us that the Chinese people are proud and driven. He announced that China will become the leading economic power in the world by 2010. He convinced us. The commitment of the faculty convinced us. This competitive drive is in the air, literally.

Both Donna and I were astounded by China's focus and ambition. The people work as a unit. They do what's best for the Party— the greater good. This is not a platitude; the



**Donna Clack (left) and Deborah Daiek
at the Great Wall in August 2007**

Chinese people put this concept into play every day. For example, during a conference, if the cabbage farmers come into town, then— without reservation— the Chinese will stop the conference to buy cabbage. Doing so would help the farmer, and it's everyone's opportunity to get cabbage. This would be unheard of in the USA. Our culture is more individualized; most of us are driven by our own goals and consider what's good for our individual families. One culture isn't necessarily better than the other, but it helps to understand the level of commitment, and why Asian students tend to outperform academically. Chinese students seem to be more intrinsically driven. Education is not only a way to honor the country and family, it's the only ticket out of poverty. Excelling academically is a number one priority.

We realized that both China and the USA are faced with tremendous challenges. Both have a responsibility to ensure our future by being more mindful of the world in which we live. Both need to continue to work to find ways to work together so that both countries— all countries— have optimal opportunities of increasing their intellectual and economic capital in planet-friendly ways. Both can learn from each other. We have the strategies, pedagogy, and structure China needs to revise their colleges and universities; China has students who want to learn, who are hungry to learn, who truly recognize the need for a college education. When our trip was over, we understood what we had been told at our orientation: "Come to China and See the Future."

Taoism as a Spiritual Force in Art

by Sarah Olson (Art and Design)

Although there are several different approaches one can take in learning about the complexities of China, I continue to be impressed with Taoism, one of the three major religious/philosophical systems* upon which Chinese thought and culture have evolved.

I decided to organize my sabbatical presentation, “A Renewal of Energy”, around the *Tao Te Ching*, a classic Chinese text written by Lao Tzu. Although the text was written over 2000 years ago, I find that many of the verses ring true to my own life and artistic endeavors.

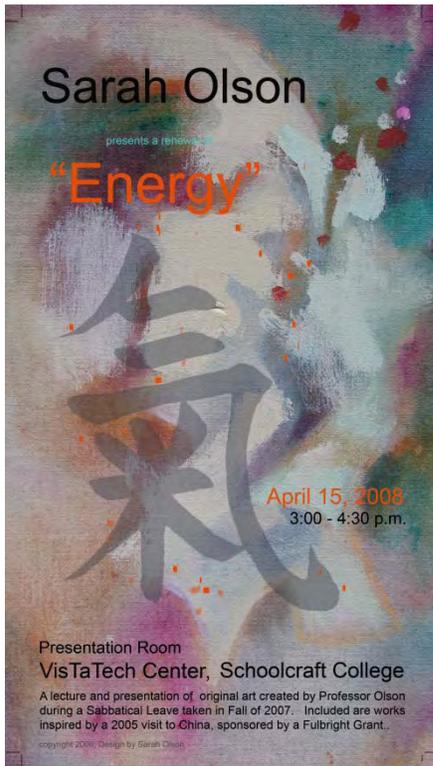
Studying the *Tao Te Ching* continues to be a spiritual and motivational force for me, inspiring greater clarity of thought and nuance of expression in my work. I am interested in the integral role Taoist philosophy has historically played in the art of Chinese calligraphy and brush painting. In fact, I was so intrigued by this relationship that I began including Chinese characters in my own work.

The poster for the event features the character for *Chi* (energy, breath):

This painting represents the historical evolution for the Horse character:



Here, the character for Sky (天) dominates the space, subtly but pervasively influencing the surrounding colors and shapes:



The Chinese have displayed great resilience in adapting to the tumultuous transitions that have taken place in their country in recent history and during centuries of imperial rule.

The “Tao” views human behavior as inseparable from the natural rhythms, harmonies and transitions of the universe. The

continued on page 24

* These are Taoism, Confucianism, and Buddhism. Both Taoism and Confucianism began around the Sixth Century B.C.E. Buddhism first came to China from India in the First Century C.E. Although each is distinctly different, many similarities among the three can be found in Taoist philosophy.

Buddhism in Translation; Or, Lust Has Nothing to Do With Sex

by Steven L. Berg (English and History)



Next semester, when students pick up a copy of *Siddhartha*, the book selected by Pageturners for February 2009, they might be puzzled that the cover pictures a thin image of the Buddha, not the laughing Buddha that Americans typically associate with Buddhism. Then they will likely be surprised to learn that the laughing Buddha is not the founder of Buddhism.

Hotei, the laughing Buddha, is actually a representation of a Chinese Zen monk who lived approximately 1,500 years after the enlightenment of Siddhartha Gautama, the founder of Buddhism. Often depicted carrying a large sack in which he puts the sorrows of the world, Hotei is an important figure in Chinese Buddhism. However, from a Western perspective, his true significance was lost in translation as he traveled from China to America.

After one class last semester, a student told me that he was learning about Buddhism in his philosophy class. When the student repeated his professor's teaching that the first noble truth was the nature of suffering, I jokingly suggested that the next time he saw his philosophy professor, the student should say, "Dr. Berg says that you are wrong. The first noble truth isn't suffering. It's *dukkha*."

While I understand the realities that we face as faculty members, I am also aware that "suffering" is an inadequate translation of *dukkha*. Students who apply dictionary definitions or American cultural understandings of what it means to suffer as a starting point from which to understand the noble truths cannot hope to come to a real appreciation of this basic foundation of Buddhist thought.

For the purposes of his philosophy class, teaching that suffering was the first noble truth was perfectly acceptable. I really don't have an issue with my colleague teaching Buddhism in translation. But, when the student asked to do a paper on Buddhism, I informed him that he would have to use *dukkha*. He suffered through some texts I gave to him and came to a much fuller appreciation of Buddhism than he would have had had I not insisted that he add this one Pali term to his vocabulary.¹

This academic year when I teach *Culture Shock! Sri Lanka: A Survival Guide to Customs and Etiquette*², I will have the opportunity to introduce the concept of translation as well as the credibility of sources. At one point, Barlas and Wanasundera explain that Buddhists practice five precepts on a day-to-day basis. On certain days, they practice eight precepts by adding three more to the original five. All eight precepts are listed in the

text. Although it does not make a significant difference for their book, the authors are presenting incorrect information.

When five precepts are practiced, a Buddhist abstains from *kamesu micchacara* which is usually translated as either "sexual misconduct" or "adultery". But when eight precepts are practiced, *abrahmacariya* (typically translated as "incelibacy") is substituted for *kamesu micchacara*. During this discussion, I will tell my students that even if they cite Barlas and Wanasundera as their source, they will be wrong if they argue that someone practicing eight precepts refrains from adultery. I will also pose the rhetorical question "Is there a difference between sexual misconduct, adultery, and incelibacy?" and will likely joke that if they want to practice the precepts they had better carefully pick their translation.

I do not know much Pali. Therefore, I need to rely on translations. Sometimes the results are humorous. For example, I could not understand the obsession with sex in one portion of the *Satipatthana Sutta*. After hours of study over several weeks, I finally realized that this section of the *Sutta* is more interested in people who lust after their neighbors' goods, not those who covet their neighbors' wives.

One way that I help students appreciate the difficulty of learning Buddhism in translation is to show Capt'n Awesome's short video "Buddhism is Stupid and Evil"³. This profanity-laden diatribe against Buddhism is so extreme that students cannot mistake Capt'n Awesome as a serious scholar. But because it is so extreme, it is easy for students to identify problems when Capt'n Awesome imposes his own definitions of English words translated from a Pali text without considering how Buddhists understand the passages. The Amazing Atheist's video "Buddhism: The Great Evil"⁴ is an even better example of ethnocentrism, but is too vulgar to show in most classes.

Most of us will not have the opportunity to teach about Buddhism. But we frequently teach other texts in translation—texts, such as the Bible, that often have multiple translations we can compare. And Capt'n Awesome, the Amazing Atheist, and other such scholars on YouTube deliver jeremiads on a variety of topics from many disciplines we can incorporate into our classes.

Because of the difficulties of teaching Buddhism and other texts in translation, when given the opportunity, we owe it to our students to teach them that lust has nothing to do with sex—at least while they are reading the *Satipatthana Sutta*. •

Endnotes

1. Pali is an ancient Indian language and is one of two languages in which you can read Buddhist texts. The other is Sanskrit. Because I use the Pali terms *dhamma* and *dukkha* instead of the Sanskrit terms *dharma* and *duhkha*, one could rightly assume that I study in the Theravada tradition.
2. Robert Barlas and Nanda P. Wanasundera, *Culture Shock! Sri Lanka: A Survival Guide to Customs and Etiquette* (Tarrytown, NY: Marshall Cavendish, 2006).
3. <http://www.youtube.com/watch?v=HPu7TI-XXX>
4. <http://www.youtube.com/watch?v=NNzejoJBKo&NR=1>

MIIE Conference Report

Lessons from Elyria

by Sam Hays (English)

On April 18-19, 2008, I was part of a group from the College who attended the 15th Annual Conference of the Midwest Institute for International/Intercultural Education (MIIE), held at Lorain County Community College in Elyria, Ohio. The Midwest Institute, which is headquartered at Kalamazoo Valley Community College here in Michigan, is a consortium of 128 colleges including Schoolcraft.

Four of us went together to attend the gathering in Elyria: myself, Helen Ditouras-Gordy (English), Linda Vesely-Gutierrez (Sociology), and Sandy Roney-Hays (Sociology/Anthropology). The following is my own perspective on the conference.

Focus on China

Many of the conference presentations were made by members of a contingent from St. Louis Community College, which for several years has enjoyed an educational exchange with Hunan Normal University in China. Chinese native Grace Liu, an ESL instructor at SLCC's Forest Park campus, directed a workshop in the specific do's and don'ts involved in undertaking such projects in China. I distributed hardcopies of her presentation outline at our subsequent International Institute meeting. More information on SLCC's China Exchange Project can be found at <http://users.stlcc.edu/gliu/Grace/grace.html>.

Other presenters focused our attention on the University of Michigan's acclaimed "China Mirror" website and its infusion into various curricula. On our own campus, Steve Berg uses this site avidly in his classes and has presented it to a group of faculty. As well as providing in-depth case studies of China, the site (www.chinamirror.org; use ID "chinamirror" and password "chinaed") provides an excellent analytical methodology. SuiWah Chan, the creator and director of the China Mirror project, was among the presenters at this conference. It would be great to recruit him to present a faculty seminar at Schoolcraft on the methodology behind the project. Dr. Chan also expressed a couple of very provocative thoughts:

- A major global trend is the movement toward more, not less, democracy (one person – one vote). We in the United States might not find that movement toward democracy to be advantageous. China and India have more persons; therefore, in an expanding global democracy, they will have more votes.
- Avoid grants. They are often one-time events and cause friction with faculty who did not receive the benefit of that one grant.

Global Business Ties

We had a Southern invasion of business acumen from Tennessee and North Carolina. Lisa Bogerty from Pellissippi State Technical Community College (Knoxville, TN) had the energy and analytical expertise of our Sandy but with a syrupy Southern drawl. She presented her educational module on advertising. One idea that struck me was the problem of translating ads from one language to another. More is needed than mere translation; cultural and idiomatic interpretation is essential. Google-style machine translation will not do. Lisa stated that Coca-Cola spends about \$1 million on translating and interpreting a single product into a single other language. Grace Liu (mentioned above) made a similar emphasis. She described a situation in which a mere translator was trying to convey the community college concept to Chinese education administrators. At the end of a two-hour presentation, the Chinese had no idea what a community college is. Grace had to spend additional time interpreting in Chinese what a community college is.

Another component of the Southern invasion was Charlie Farmer from Asheville, NC. He for years has taught welding at Asheville-Buncombe Technical Community College. He in his bib overalls and I in my Joseph-of-many-colors shoes struck up a comradeship. He, a five-string bluegrass player and a wonderful storyteller, told us about his assigned mission to train 200 welders in his region for a newly expanded Volvo Construction Equipment plant, which has ties with the company's similar plant in South Korea. Farmer believes that further industrial revival is coming to this employment-depleted region. He reasons that the rising cost of diesel fuel will force international companies to go local, that the price of energy rather than the cost of employees will be the deciding factor.

The keynote speaker was Clark Plexico, President of International Strategies, Inc. (a consulting firm in Raleigh, NC), who spoke on "Global Trends and Cultural Aspects Impacting American Education". He stressed that the world is no longer characterized by a dominance of the Northern hemisphere over the Southern hemisphere. He gave examples of South-to-North and East-to-West impacts. Two cases of the latter are the Volvo facility in North Carolina (mentioned above) and the Akebono Engineering Center in Farmington Hills, MI, which is a research facility for a brake systems corporation headquartered in Japan. His most striking statement to my ears was, "One has to understand religion in order to make wise business decisions." For instance, the three countries where Islam has the greatest numbers of followers are Indonesia, India, and China; two out of the three are rising economic powers.

I found one other presentation striking: Sandra Knight (St. Louis Community College— Forest Park) spoke on how we can help foreign students make the transition to functioning well in this country. She stressed the problems of sadness and loneliness, language barriers, working several jobs in order to pay for school and to send money home to

continued on page 19

Schoolcraft Students Go on a Whirlwind Tour through Europe

by Anita Süess Kaushik (French, German, and Italian)

I had the opportunity to take a group of students to Europe for a 13-day tour this past May/June, and I'd like to share my experience.

As a foreign-language instructor I give culture as much space in the classroom as time allows. I bring in songs, show movies and Internet pages, we watch the news, I tell my students anecdotes and stories from my growing up and living in several countries in Europe, I share experiences of my Swiss family and European friends. We have the occasional food day, I encourage them to read blogs and motivate them to seek opportunities to expose themselves to the new culture and language as much as they possibly can. But— all of this goes only so far. All these cultural bits enrich the teaching immensely and must be an integral part of any language-learning experience. I want my students to look over the border of their country, to open themselves to the diversity and richness of this world and in the process become more aware, tolerant, interested and motivated. Nothing is as effective as cultural and linguistic immersion and this was my motivation and goal for this trip. Although I would love for students to live for longer periods in the countries whose languages they are acquiring, this is not always possible or practical. As a matter of fact, the national trend is to offer more and more such short-term trips abroad instead of full semesters.

Among all the travel providers, I went with EF Tours and from their large selection I chose a trip that would take us through five countries. Since I teach French, German, and Italian, I wanted to offer a tour that would give anyone of my students the opportunity to practice what they have learned so far. And so we discovered parts of Germany, Austria, Italy, Switzerland and France— certainly a whirlwind tour as my title suggests, but also filled with so many very diverse experiences.

Even though I am generally a proponent of the “less is more” traveling approach, I do think that for such student tours, it makes a lot of sense to see as much as possible and give the participants a rich overview and the incentive to go back at a later point to favorite places. A lot of students expressed the firm intention of returning to Europe in the coming years. Also, considering the cost of travel these days, for several participants this might have been their only opportunity and hence they were eager to cover a lot of ground.

The student participants from Schoolcraft were varied in background. Some were former students in my classes, and others had heard about the trip from my posters on campus. Still another was a SC graduate taking classes at the University of Michigan now, and another graduate was working in the health field. We were accompanied for the entire trip by two other groups of students with whom I had coordinated the arrangements: a group led by Danielle Lafata from Macomb Community College here in Michigan, and a group led by Ann Jordan from Winthrop University (Rock Hill, SC). Altogether we were about 50 people, but each of the three leaders was solely responsible for their own group's participants.

We Land in Germany

We spent the first night flying across the Atlantic and landed in Frankfurt, Germany, early the following morning. We were greeted by Matthias, our German Tour Director, who was responsible for the logistics of the tour (lodging, transportation, guided sightseeing tours, etc.) and who would stay with us until our good-bye hugs at the airport in Paris. We got on the bus that for about nine days was our main means of transportation. Franz, our jovial bus driver from Holland, gave us a warm welcome and took us directly to the heart of Frankfurt where we went on a



**Dinner in
Munich,
Germany**

walking tour and studied details of the Gothic cathedral. Right there we observed the busy preparations for outdoor festivities and celebrations as that Thursday happened to be a holiday (Feast of Corpus Christi) in this part of Germany. Later, we traveled along the Romantic Road to Rothenburg-ob-der-Tauber, one of Germany's best-preserved medieval towns with countless half-timbered homes and twisted cobbled lanes. We stayed in a hotel whose building structure dates back to around 1200 AD, within the ancient city walls, and enjoyed our first dinner, consisting of a local specialty.

The next day we visited Dachau, the first WW2 Nazi concentration camp, built in 1935— a sobering and moving experience for everybody. In the afternoon we toured Munich (also called Germany's secret capital), where sights such as the Olympic Stadium, BMW's headquarters, the university, the Nymphenburg Palace, and the Deutsches Museum were among the highlights. We then discovered the medieval center with the famous Glockenspiel in the Neo-Gothic town hall at the Marienplatz and took advantage of the fabulous shopping opportunities: very fancy stores as well as overflowing open-air markets. We concluded the day with a visit to one of Bavaria's main tourist attractions: the famous beer hall Hofbräuhaus where, on a good day, up to 30,000 liters of beer are sold!

Then we were on our way through wonderful landscapes, lots of grazing cow herds and many picturesque, small towns to probably the most famous neo-romantic castle in the world: King Ludwig's Neuschwanstein, a 19th-Century fairy-tale-like construction in the foothills of the Alps— absolutely stunning! Soon after, we entered our second country, Austria, where we walked around Innsbruck, a beautiful town located in the Alps and site of two Winter Olympics (1964 and 1976).

A Romantic Gondola Ride

We continued our transfer to Italy over several Alpine passes with views that didn't allow many students to catch up on sleep (usually a popular thing to do in the bus...). After another quick stop (with our first Italian *cappuccino*) in Cortina, a famous Winter sport resort in the Dolomites in Northern Italy and site of the 1956 Olympic Games, we finally arrived in Venice, an eagerly anticipated destination, just in time to dip our toes into the Adriatic Sea and head for a delicious pasta dinner.

A water taxi took us into the center of Venice the following morning and got our sightseeing of this gem of old Europe started: Doge's Palace with the Bridge of Sighs, St. Mark's Square (where an *espresso* can cost up to 12 Euros!), countless ancient palaces, churches and bridges, narrow, winding alleys, a Murano glass-blowing demonstration and, of course, a romantic gondola ride along the many canals. And this was, after Munich, another souvenir-shopping paradise that many students welcomed!

Verona was next on the list and we discovered its beautiful center with the Roman Arena and Juliet's balcony. After passing through St. Gotthard Tunnel (10.5 miles long), we reached the gorgeous Lucerne area in the heart of Switzerland where we stayed high up on a quiet hill overlooking the Lucerne Lake. From there we walked around the city with its famous wooden Chapel Bridge (first built in the 14th Century), the lion monument, hand-painted house façades along the cobbled streets, and the promenade along the lake. We went on a three-hour cruise on Lake Lucerne: a sunny, blue sky and the Alps reflecting in the clear water— it couldn't get any more perfect! At the bottom of Mount Pilatus we boarded the world's steepest cog railway that took us to the 6,387-foot-tall peak. We enjoyed the panorama of the majestic, snow-capped Alps and a snowball fight before ascending by cable car.

On day nine, our tour took us to the Rhine Falls (at the border of Switzerland and Germany), through the Black Forest region (where we learned about the history of cuckoo clocks) to Germany's oldest university city, Heidelberg. We visited the 700-year-old castle ruins and the medieval streets and market plaza where witches were once burned at the stake.

We continued to metropolitan Strasbourg in France the following day to explore this culturally mixed Franco-German city with its many European Union institutions and the center, the *Grande Île*, which was classi-

continued on next page



**A gondola ride
in Venice, Italy**

Europe on a Whirlwind *continued from p. 17*

fied a World Heritage site by UNESCO in 1988. Everyone was awed by the magnificent Gothic cathedral. At the train station we said good-bye to our bus driver and switched over to public transportation: the fastest train in the world, the TGV, took us to Paris where we then moved around with the *métro* (subway).

The City of Light

Paris had been eagerly awaited by many participants. We stayed in a very modern hotel on the outskirts of the city, from where it took us a mere 15 minutes by subway to the center. We had a guided sightseeing tour for a first contact with famed destinations, such as the Louvre (whose masterpieces we later admired), Notre-Dame, the Latin Quarter, Sorbonne, Panthéon, Champs-Élysées, the Arc de Triomphe, Opéra, Place of the Bastille, to mention just a few. We walked through Louis XIV's and later Marie Antoinette's chambers in the splendid Palace of Versailles and strolled through their elegant gardens. One evening we went to the top of the Eiffel Tower followed by a cruise on the Seine River during a fantastic sunset, after which we enjoyed the splendor of Paris by night. The sparkling Eiffel Tower got those cameras snapping wildly! We walked up to the artist quarter in Montmartre and loved the incredible view over the entire city from the beautiful church of Sacré-Cœur. We had a three-hour walking tour starting at Notre-Dame, through the narrow streets and rich history of the Marais district to the Centre Pompidou, the modern art museum.

Everywhere we went, we walked, walked, and walked. It was not unusual, during our entire trip, to leave the hotel around 8:30-9am and not return before 10pm or even midnight. One student remarked that she

had walked more during these 13 days than she would in an entire year back home.

The tour was certainly intense and filled to the brim with wonderful opportunities to explore and discover. Every day was a lesson in art, architecture, history, geography, culinary traditions, monetary conversions (we had to deal with the Euro and Swiss franc), culture, and foreign languages. Most students managed to pick up some words and sentences of the local language, besides the one they had already studied. We prepared the entire group during short language sessions in the bus for the next linguistic excursion, needed for shopping, during restaurant visits, or whenever we came into contact with locals. The trip, in every sense, was a global classroom at its best and fulfilled my goals without a doubt!

I'll let Lisa Quint, a French student of mine, have the last word, as she summarized her experience so eloquently. She is a Baking and Pastries major aspiring to own an elegant dessert shop, and was conducting her very personal research during the trip, always on a quest to find the most exquisite pastries in all five countries. She wrote:

The trip to me was a dream that I wished I didn't have to awake from. Everything that my mind and eyes got the chance to explore was amazing, I probably used that word about a thousand times during the tour. I thought that I would be terrified of leaving the comfort of the known (home) and traveling to the unknown (foreign country) but when it came time to leave, I was filled with excitement and the only anxiety I had was when I was at the airport getting ready to come back home. I truly feel that I have learned a lot about myself during those two amazing weeks in Europe. I found out that I am a lot stronger, more confident and self-assured than I ever thought before. •



Group leader Anita Süess (center) and the rest of the Schoolcraft tour group in Paris, France. Behind them is the Stravinsky Fountain, or *Fontaine des automates*, a collaboration by the artists Jean Tinguely (Swiss) and Niki de Saint-Phalle (French). At the far left is mathematics instructor Kathy Anderson, her husband Dyché, and her daughter Ali, who traveled so marvelously at only 12 years of age.

Grant Opportunities Abound!

by Wayne Glass (Director of Grants)

You might think that with tight federal, state, and private-sector budgets, grant opportunities for educators and colleges would be in short supply. Such is not the case. There are plenty of dollars available from a variety of sources for worthy projects. However, the competition for these funds is high, as organizations compete for funds to supplement their own limited or declining budgets.

In fiscal year 2006-07, the federal government alone awarded \$450 billion of grant awards, distributed among 26 federal agencies. Over 185,000 proposals were submitted in competition for those funds! In addition, there are hundreds of millions of dollars distributed annually by foundations, and many millions more by state and local governments! Seems like it should be a slam-dunk to get some of that money to support worthwhile projects, right?

Actually, the opportunities are good to get funding with a well-developed plan and well-crafted proposal. For example, Schoolcraft College successfully competed for over \$2 million in grants during the 2006-07 and 2007-08 fiscal years. This does not include the substantial grants that the College receives that are tied to enrollment and student need.

One of the most visible of our grant programs is for motorcycle safety training, which has been continuously funded by the Michigan Secretary of State for the past several years. Continuing Education and Professional Development (CEPD) has been benefitting from grants for many years that allow the College to provide training to local industry. Service Learning has received a number of grants that allowed faculty to experiment with new models for service learning in the classroom. Our Business Development Center (BDC) receives grant funding to support part of its activities.

Grants for International Education

There are also opportunities to support international education and multicultural projects with grants. Last year, we submitted a proposal to the U.S. Department of Education for funding a comprehensive project of international education, curriculum development, and professional development. Regrettably, the highly competitive proposal was not funded, but the College has an opportunity to reapply in a subsequent round of the competition. More recently, one of our faculty proposed an innovative program that would focus on our namesake, Henry Rowe Schoolcraft and his wife, Jane, as a means of illustrating the influence of the dominant European culture on the academic material and discourse related to the role of Native Americans in this country's early history. This proposal was not selected for funding this year, but the process of preparing the proposal was extremely helpful in considering how to incorporate the subject matter and resources into the curriculum.

Going into this coming year, a number of grant opportunities will be available that would complement the College's programs and individual faculty members' interests. The National Endowment for the Humanities (NEH) and National Endowment for the Arts (NEA) have programs that support performances, exhibits, professional development, and publication in the arts and humanities. The U.S. Department of Education supports international education through travel abroad programs for faculty professional development and grants to fund the creation of new curriculum and education programs for students. The National Science Foundation's grant initiatives include most fields of science, technology, engineering, and math, while the National Institutes of Health focus on the health sciences. Private foundations, organizations, and corporations, such as the Kresge Foundation, the AT&T Foundation, and the American Association of Community Colleges provide still other grant opportunities.

The place to start planning for a grant is with an idea or a need. The planning process itself is critical to align the goals of the proposal with those of the funding agency. More information and assistance on grant opportunities and the preparation of proposals can be obtained from the College's Grants Office at ext. 4619. •

Lessons from Elyria *continued from p.15*

relatives, adjustment to the capitalistic environment, and loss of identity and status. I had a Nigerian student last semester who was working a couple of low-paying jobs in order to pay for school and to send money home, and I have had foreign students who were highly skilled in their home countries, but who have had to accept low-paying jobs and to train for lower-status professions.

In my humble opinion, all went well at this conference except for the music. On Friday, 140 conference participants sat quietly under the directive of a higher authority and listened to the pinging of a Greek-style vibraphone. One from our group of four, suffering from the constant pinging, sneaked out to his car, turned on his Sirius Radio to the 24/7 Grateful Dead channel, and received delightful resuscitation. On Saturday at lunch, the vibrated rhythms of 80 Japanese drummers suddenly startled restful eaters. One of our four (now reduced to three) had stomach regurgitation and sank to the floor. Another, either a Harry Belafonte wanna-be or having a Dizzy Gillespie attack, rushed up, grabbed a drum, started pounding madly, singing robustly the lines of the Banana Boat Song, "Day-o!...". The third, with appalling anxiety, tossed his salad in the air, screeched, and ran to his Grateful Dead.

Other than that, the conference was calm and informative.

Nursing Conference in Jerusalem Responds to Global Needs

by Marlynn Marroso and Nancy Palmer (Nursing)

We had the honor of having our work recognized by the World Health Organization and the International Nursing Research Society when we presented special projects at a conference in Jerusalem, Israel this Summer. There were 33 countries represented at the meeting, and many high-ranking Israeli officials attended and participated. The conference featured oral and poster presentations, symposia, and workshops from leading nursing faculty from around the world. It provided a stimulating atmosphere for the exchange of the latest scientific and clinical knowledge in the field of nursing.

The gathering, held at the Inbal Hotel in Jerusalem on June 30 - July 3, was titled "Facing the Challenge of Health Care Systems in Transition".

Treating Victims of Poverty or Disaster

Health systems both here and abroad have become more complex than ever before. For the lucky, the task is simply to select the right kind of coverage for an acceptable premium. For many, many others, healthcare decisions that are made by individuals or by groups can literally mean the difference between life and death. In our own country we have seen this played out with the after-effects of hurricane Katrina and the World Trade Center bombings. In other countries malaria, AIDS, SARS, and avian flu are diseases that were once thought to affect only remote populations of the world, but have now become world-wide concerns that can affect us all. The Israel Society for Nursing Research, in partnership with the World Health Organization (WHO), hosted this conference in order to look at creative solutions to healthcare problems from a nursing perspective.

Marlynn Marroso's work has identified just such a creative solution to the problem of providing nursing students with a foundation in disaster preparedness. This problem has not been adequately addressed in nursing curricula, certainly not commensurate with community needs. Two reasons commonly cited include the lack of faculty expertise to teach this topic, and nursing curricula that allow little room for additional content.

Marlynn's conference presentation, "Disaster Preparedness: A College of Nursing Approach", detailed the partnership that she has established between Schoolcraft and the American Red Cross (ARC). Students are trained in various aspects of disaster preparedness by the ARC and then use this training to act as first responders to local disasters, work at blood donor centers, and present disaster education seminars to community groups and organizations. In its original format, students, representing Schoolcraft College and the profession of Nursing, contributed a minimum of 120 hours of service-learning activities to the American Red Cross and the communities in which we all live. During the two-year partnership, students serviced over 840 blood drives, completed 668 Red Cross emergency runs, and conducted almost 400 Disaster Education presentations. Perhaps you have even been a recipient of community care by one of our nursing students. This work has also received a Service-Learning Award from the Michigan Campus Compact.



Marlynn Marroso (center) and Nancy Palmer with Yoni Yagadofsky, Director of the International Department of Israel's Magen David Adom (similar to the Red Cross). Mr. Yagadofsky is an internationally recognized authority on terror response.

Nancy Palmer, in her presentation "Nursing Special Populations: Providing Education and Healthcare for Slum Dwellers in Peru", detailed the development of a healthcare program in conjunction with the Peruvian Ministry of Health and "Bruce Peru", a non-governmental organization. The mission of Bruce Peru is to provide basic education to Peruvian slum dwellers as a means to fight poverty and improve the quality of their lives. Those served have multiple complex needs, which often include a lack of basic medical care that can prevent them from gaining the education they need. The team approach is the most effective means of assisting slum dwellers. The Bruce Peru team consists of natives and volunteers from around the world and includes persons with professional degrees, as well as students of virtually every persuasion. Some are fluent in several languages including Spanish, while others speak only their primary language. Yet these unlikely groupings work together to provide free medical clinics under the direction of the physician and nurse educator to improve health.

During Summer months spent in service as volunteers for this project, Nancy Palmer and her husband Dr. Tom Palmer treated approximately 125-150 people daily. The clinics, which are located in newer slum barrios, are primitive—sometimes simply a tent set up in a central location. Supplies are generally limited to what the physician and nurse educator have brought with them. Although diseases treated run the whole spectrum of human ailments, infectious diseases are the most common. Nancy and Tom have presented their experiences to various groups in the U.S. in order to encourage interest and participation in fighting poverty through education and the provision of healthcare. For more on the Palmers' work, visit <http://www.bruceperu.org>.

A Land of Surprises

While in Israel, we experienced many surprises. During our

two weeks in the country, we became accustomed to the intense security visible everywhere. This began during the last half-hour of our flight into Tel Aviv, when we were instructed to “remain seated as required by Israeli security”.

However, very few violent crimes were reported during our stay. Both Jerusalem and Tel Aviv are very culturally diverse, with a robust mixture of Jews, Muslims, and Christians. These groups appeared to live together peacefully, quite unlike the depictions often cited in the news. In fact, shortly after our arrival in Tel Aviv, when we were trying to adjust to the seven-hour time change, we decided to take a late-night walk on the boardwalk. When we asked the hotel concierge if it was safe, he appeared very perplexed and finally responded, “My dear, this is Tel Aviv, not Chicago!”

Another surprise was being invited to Ben-Gurion University by faculty members who had heard our presentations. Ben-Gurion is located in Be'er Sheva, in the southern Negev desert. Those served by its Medical Center include not only local Jews but also Christians, Muslims, Bedouins (desert-dwelling Arab nomads), Palestinians from the Gaza Strip, and many Russian and Ethiopian immigrants. Of course, the Nursing school also has many students from these groups, and the faculty shared their experiences working with and teaching special populations, which is Palmer's area of interest. We also had dinner and spent the night with our colleagues and their families. This included the Israeli Director of Atomic Energy, who was very interested in Marroso's work in disaster preparedness.

We also met with several high-ranking officials of the Magen David Adom (MDA)— the equivalent of the American Red Cross in the United States— to compare and contrast disaster preparedness strategies for both organizations. The MDA has over 15,000 trained volunteers and staff with a network of 105 emergency ambulance stations, all linked by the most modern communication technology. They are the sole ambulance service in the State of Israel, yet can boast of an average response time of just under 6 minutes. They have a fleet of over 750 ambulances including 110 Mobile Intensive Care Units equipped for immediate diagnosis and treatment in cardiac emergencies. While in Israel we were able to visit a command center and witness first-hand their emergency operations. At any given moment a communication technician is able to identify any ambulance called into service, the people on board, and the nature of the emergency. There is direct communication with all



Nancy Palmer (left) and Marlynn Marroso at their conference displays in Jerusalem

response vehicles at all times via any command station. Today, the MDA serves as an international model to countries from around the world for emergency response procedures at both a local and national level.

“To find yourself, you must first lose yourself”

So, is this the end of two worthwhile projects? Not by a long shot.

Marlynn continues meeting with officials of the Southeastern Chapter of the American Red Cross to examine ways in which we can not only learn from but perhaps partner with our colleagues in Israel at the Magen David Adom. Nursing faculty, both on a national and international level, have shown great interest in replication of the work being done in Michigan.

Palmer continues to expand her Spanish speaking abilities in service of international health care. She and her husband were invited to work for two weeks in the Galapagos Islands, Ecuador this summer. Their work was coordinated by Galapagos ICE (Immerse–Connect–Evolve), a nongovernmental organization. They ran clinics, assisted the Santa Cruz hospital staff, and identified areas for significant medical and ecological improvements on the islands. Palmer believes in the saying, “To find yourself, you must first lose yourself”. People who are willing to stretch their necks out like the Galapagos turtles are the people who are able to discover new horizons.

We were both honored to learn that our work has been selected to be published in the International Nursing Honor Society “Sigma Theta Tau” data base.

In closing, to our friends and colleagues at Schoolcraft College we say “Shalom” as a greeting that we have come to understand signifies peace, prosperity, health... a completeness with man and God. And to our friends in Israel, we also bid “Shalom” as a farewell until we meet again. •



Multicultural Events Calendar for SE Michigan

See also the schedule for *Focus East Asia* (page 8).

Jul. 9 – Oct. 12, 2008: “Kenro Izu: Sacred Places”. An exhibit of over 60 of Japanese-born artist Kenro Izu’s black-and-white photographs of religious sites and monuments in Asia, the Pacific Islands, the Middle East, and Europe. Detroit Institute of Arts, 5200 Woodward Avenue, Detroit. For more info, see <http://www.dia.org>.

Aug. 23 – Nov. 16, 2008: “The Private World of India’s Mughal Emperors”. This exhibition, drawn from the Chester Beatty Library in Dublin, Ireland, features 86 outstanding miniature paintings, calligraphic examples, and albums from the libraries of the Great Mughals of India: Akbar (r. 1556–1605), Jahangir (r. 1605–1627) and Shah Jahan (r. 1628–1666). Detroit Institute of Arts, 5200 Woodward Avenue, Detroit. For more info, see <http://www.dia.org>.

Sep. 9, 2008: “Native American Harvest Dinner”. Feast on dishes that show the ingenuity and diet of Native Americans prior to European contact, and others that show the incorporation of European ingredients and methods into native foodways. Your meal also includes a presentation on Native American language, literature, and culture by University of Michigan scholars Phil Deloria, Michael Witgen, and Margaret Noori. 7:00 pm, Zingerman’s Roadhouse, 2501 Jackson Ave., Ann Arbor. For more info and reservations (\$45), call 734-663-FOOD or see <http://www.zingermansroadhouse.com>.

Sep. 10–14, 2008: “A Disappearing Number”. In an exclusive U.S. engagement, the British theater company Complicite will give six performances of this award-winning play by Simon McBurney, focusing on the intertwined lives of the great mathematicians G. H. Hardy of Cambridge, England and Srinivasa Ramanujan from Kumbakonam, India. Power Center for the Performing Arts, 121 Fletcher Street, University of Michigan, Ann Arbor. For more info, see <http://www.ums.org>.

Sep. 13, 2008: “La Chispa & Company in Concert”. Performers from Detroit, San Antonio, Morocco, and Spain bring the excitement, flair, and color of *flamenco*, one of the world’s greatest art forms, including the mesmerizing dancer Valeria Montes (a.k.a. La Chispa, “The Spark”) and guest vocalist Chayito Champion. 4:30 pm in the Auditorium of the Arab-American National Museum, 13624 Michigan Ave., Dearborn. For more info, call 313-624-0216 or visit <http://www.arabamericanmuseum.org>.

Sep. 14, 2008: Second annual *Nikon Matsuri* (Japan Festival). Featuring tea ceremonies, a *bonsai* (miniature tree) exhibit, a *taiko* (Japanese drum) troupe and other music and dance performances, and demonstrations of Japanese cooking, *origami* (paper folding), *ikebana* (flower arrangement), calligraphy, and martial arts, plus traditional Japanese games for children. Free admission thanks to support by the Detroit-



Flamenco dancer La Chispa performs in Dearborn on September 13

based Consulate General of Japan. 2-6 pm, the Japanese Cultural Center and Tea House, 527 Ezra Rust Drive at Washington Avenue, Saginaw. For more info, call 989-759-1648 or see news article and schedule of events at http://www.mlive.com/saginawnews/entertainment/index.ssf/2008/09/saginaws_japanese_tea_house_ga.html.

Sep. 18, 2008: “Finding a Way from Apartheid to Peace”, a talk by Bishop Thomas Gumbleton about his recent trip to Israel and Palestine. This is the 37th Peace Talk sponsored by Pointes for Peace. 7:30 pm, St. Ambrose Catholic Church, 15020 Hampton (between Alter and Maryland, just north of Jefferson), Grosse Pointe Park. For more info, contact Carol at 313-882-7732 or e-mail pointesforpeace@yahoo.com.

Sep. 21, 2008: “Moon Festival Celebration”, an afternoon of performances to celebrate this ancient Chinese holiday, with traditional dances, *t’ai chi*, and music by local flutist Ginka Gerova Ortega. Organized by Chinese American Educational and Cultural Center. 3-5 pm, Towsley Auditorium, Morris Lawrence Bldg., Washtenaw Community College, 4800 E. Huron River Drive, Ann Arbor. Free, but advance tickets required: call 734-665-0078 (10 am-6 pm) or 734-971-3193 (6-10 pm).

Sep. 25, 2008 – Mar. 2009: “Utopian Visions”, an exhibit in which four visual artists of Arab descent, all women, share their personal interpretations of an ideal society. Main Floor Gallery, Arab-American National Museum, 13624 Michigan Ave., Dearborn. For more info, call 313-582-2266 or visit <http://www.arabamericanmuseum.org>.

Sep. 25-27, 2008: “Peace, Palestine, and U.S. Policy 1948-2008”, a conference featuring historian Ilan Pappé, Pulitzer Prize winner Chris Hedges, author-activist Joel Kovel, and other speakers. Organized by Friends of Sabeel-North America (Voice of the Palestinian Christians). First Presbyterian Church, 1669 W. Maple Road, Birmingham. For more info, see http://www.fosna.org/conferences_and_trips.

Sep. 27, 2008: Kick-off to Polish American Heritage Month. Music, dance, food, and other entertainment, 11am – 5 pm. Reserved seating only. Madonna University, 36600 Schoolcraft Road, Livonia. For more info, call 734-432-5804 or see <http://cms.madonna.edu/pages/events/kick-off-to-polish-american-month>.

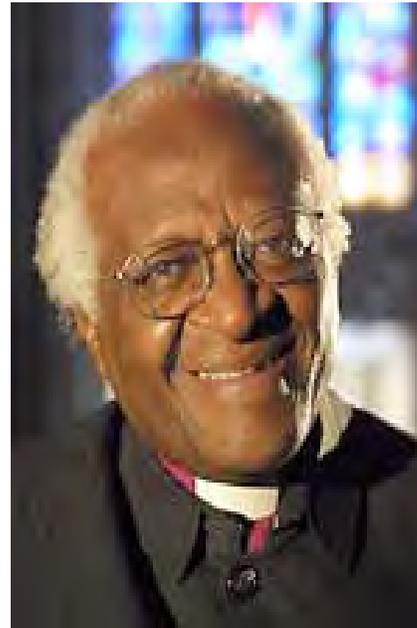
Sept. 27 - Nov. 23, 2008: “A Journey of Hope: Michigan’s Immigrant Experience”. A variety of exhibits, performances, activities, and presentations from subject experts as well as from those who immigrated and forged new lives here. Provides a multifaceted perspective of the experiences, challenges, and dreams of those who left their homelands to make a new life in Michigan. Lorenzo Cultural Center, Macomb Community College, 44575 Garfield Road, Clinton Township. For more info, call 586-445-7348 or e-mail culturalcenter@macomb.edu.

Oct. 1, 2008: “History of Southwest Detroit”, a presentation by Maria Elena Rodriguez (former President, Mexicantown Community Development Corporation) in conjunction with Hispanic Heritage Month. 9:30 – 10:30 am, room MC-200, McDowell Center, Schoolcraft College, 18600 Haggerty Road, Livonia. For more info, call Linda Gutierrez at 734-462-4400 ext. 5067 or e-mail international@schoolcraft.edu.

Oct. 1, 2008 – Jan. 31, 2009: “Tutankhamun: Wonderful Things from the Pharaoh’s Tomb”. An exhibition of 126 stunning and exact replicas of sacred and personal possessions of Tutankhamun, the boy pharaoh of ancient Egypt. The objects, from his magnificent state chariot to thrones, jewelry, and other adornments, are presented in five chambers: an introduction to ancient Egypt, the archaeological discovery, the private pharaoh, the public pharaoh, and the royal burial. Charles H. Wright Museum of African American History, 315 E. Warren Avenue, Detroit. For more info, call 313-494-5824 or see <http://www.maah-detroit.org>.

Oct. 3, 2008: “Cultural Arts Unlimited— Bab al-Hara”. The first stop of a tour of the U.S. by Arab writers to promote cultural appreciation and exchange. Special guests from Syria include Abbas Al Nouri and Nizar Abu Hajar. Organized by the Arab American Writers Union. 6:00pm, Bint Jebail Cultural Center, 6220 Miller Road, Dearborn. For more info, call Laila Alhusinni at 313-570-2206.

Oct. 5, 2008: Annual Japan Festival. A celebration of Japanese culture for the whole family. Organized by the Japan Business Society of Detroit. 1-4 pm, Novi Civic Center, 45175 West Ten Mile Road, Novi. For more info, call 248-355-4899 or e-mail jbsdnych@jbsd.org.



South African Archbishop Desmond Tutu speaks in Ann Arbor on October 29

Oct. 6-12, 2008: Eighth annual Multicultural Multiracial Heritage Week celebration. Organized by the Farmington/Farmington Hills Multicultural Multiracial Community Council. A variety of activities during the week, culminating with an all-day Heritage Festival on Oct. 12 at the Costick Activities Center, 28600 W. Eleven Mile Road, Farmington Hills, with music, dance, and food representing many cultures. For more info, see www.mcmr.org or call 248-871-2512.

Oct. 19, 2008: Simon Shaheen & Qantara. Shaheen is a virtuoso Arab composer, performer, and musician, ingeniously fusing Middle Eastern melodies, jazz improvisation, and Latin American rhythms. This performance includes the world premiere of his Concerto No. 1 for Oud and orchestra. 3 pm, Detroit Symphony Orchestra and Max M. Fisher Music Center, 3711 Woodward Avenue, Detroit. For more info, see <http://www.detroitssymphony.com>.

Oct. 27 - Nov. 7, 2008: “Día de los Muertos”, an exhibit in which Schoolcraft College students combine the Mexican tradition of colorful *ofrendas* that honor ancestors with other traditions from their own families. Also includes an opening reception on Oct. 27 (3-5 pm) and students’ presentations highlighting their genealogical research on Nov. 7 (9 am-12). Bradner Library, Schoolcraft College, 18600 Haggerty Road, Livonia. For more info, call Steve Berg at 734-462-4400 ext. 5803 or e-mail sberg@schoolcraft.edu.

Oct. 29, 2008: The 18th annual honorary Wallenberg Lecture will be delivered by South African cleric Archbishop Desmond Tutu. The first black South African Anglican Archbishop of Cape Town, Tutu became a leading opponent of apartheid in the 1980’s, was awarded the Nobel Peace Prize in 1984, and was appointed in 1995 as Chair of South Africa’s Truth and Reconciliation Commission. 7:30 pm, Hill Auditorium, 825 North University Ave., Univ. of Michigan, Ann Arbor. For more info, see www.wallenberg.umich.edu.

continued on next page

Multicultural Calendar *continued from p. 23*

Nov. 9, 2008: Song & Dance Ensembles of West Africa. Combining traditional rhythms, songs, and dances, this West African troupe weaves together music, folklore, and mythology to paint a colorful collage of African cultures. 3:00 pm, Detroit Symphony Orchestra and Max M. Fisher Music Center, 3711 Woodward Avenue, Detroit. For more info, see <http://www.detroitssymphony.com>.

Nov. 14, 2008: "The Writings of Jane Johnston Schoolcraft", a presentation by Robert Dale Parker (Univ. of Illinois at Urbana-Champaign), author of *The Sound the Stars Make Rushing Through the Sky: The Writings of Jane Johnston Schoolcraft*. An Ojibwe-Irish woman from Michigan, Bamewawagezhikaquay (1800-1842), is the earliest known American Indian literary writer. As the wife of Henry Rowe Schoolcraft (namesake of Schoolcraft College) she was known as Jane Johnston Schoolcraft. This talk is sponsored by the Native American Cultural Club. 6-8 pm, room MC-200, McDowell Center, Schoolcraft College, 18600 Haggerty Road, Livonia. For more info, call Linda Gutierrez at 734-462-4400 ext. 5067 or e-mail international@schoolcraft.edu.

Dec. 1, 2008: "Families Around the World", an informal and interactive panel of Schoolcraft College students discussing typical family structures and roles in their own respective cultures, including Native American, Arab, Indian, Hispanic, East Asian, and East European. Organized by honors student Hanan Bakkar. Room MC-200, McDowell Center, Schoolcraft College, 18600 Haggerty Road, Livonia. For more info, call Linda Gutierrez at 734-462-4400 ext. 5067 or e-mail international@schoolcraft.edu. •

University Musical Society

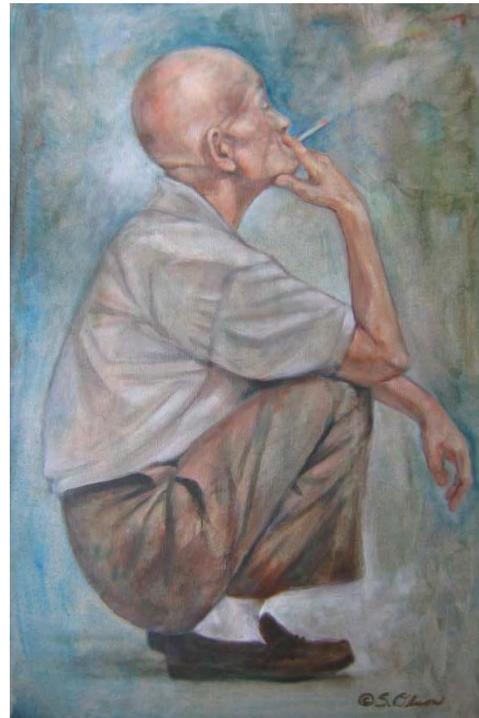
These performances by international artists are scheduled at various venues in Ann Arbor. For more information and tickets, visit <http://www.ums.org>.

- Oct. 4: Omar Bashir, the Iraqi Maqam Ensemble and friends, "The Art of the Oud"
- Oct. 15: Compagnie Heddy Maalem (Algerian dance troupe), "The Rite of Spring"
- Oct. 17: Soweto Gospel Choir (South Africa), "African Spirit"
- Oct. 18: Milton Nascimento & the Jobim Trio (Brazil), "Celebrating 50 Years of *Bossa Nova*".

Taoism in Art *continued from page 13*

postures and expressions of a people invariably reflect the underlying belief systems of the culture in which they live.

Also included in my exhibit are portrayals of people I met during my 2005 Fulbright expedition to China:



The writings of Lao Tzu continue to quietly, but persistently affect my work. The Tao is a welcome and wise influence in my life. I feel as though I've found a friend who has been there all along, and I look forward to its continued soft persuasion over the years to come. •