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**SPRING 2008**

New international requirement aims to raise cultural awareness

Voices

U follows a national movement toward global education

Professors support U’s international requirement

International education & the hope for social justice

Bolstering foreign language skills

Students benefit from study abroad programs
New international requirement aims to raise cultural awareness

_Added graduation criteria helps students keep pace with globalization_

by PARKER WILLIAMS & TANNER W. MORRILL

Education is evolving as fast as China’s economy. Beginning fall semester 2007, incoming University of Utah students must take an extra course to fulfill a new graduation requirement. The U is part of a national educational trend that aims to include international perspectives as part of the required curriculum. The U’s new requirement was established with the hopes of cultivating international awareness among students. U President Michael K. Young began pushing for the requirement soon after his arrival at the U in 2004. “Our international emphasis will help students to immerse themselves in different cultures, languages and systems of governance; to become socially and politically literate and economically aware—all in an effort to further expand their view of the world,” Young said. Associate Dean of International and Interdisciplinary Programs in the College of Humanities Johanna Watzinger-Tharp explained that this requirement isn’t intended to be just another hurdle for students before graduation. “We hope it provides an opportunity for students to think about their learning and their professional aspirations in an international context,” she said.

**HOW DOES THE INTERNATIONAL REQUIREMENT DIFFER FROM THE DIVERSITY REQUIREMENT?**

Although a diversity requirement already exists at the U, the international requirement (IR) is intended to address different issues. “The diversity requirement focuses on diversity within the borders of the United States, whereas the international requirement focuses more externally,” said John Francis, senior associate vice president of academic affairs.

In many cases, students will be able to fulfill the IR with courses already required by their major. Students enrolled at the U prior to fall semester 2007 will not have to fulfill the requirement, so long as they graduate by 2013. After 2013, all students, regardless of their entrance date, will have to meet the criteria. Students will not be able to double-count the international requirement with the diversity requirement.

Rob Mayer, a professor of Family and Consumer Studies and member of the IR committee, said although many students cringe when they are faced with a new graduation requirement, they should be open to expanding their horizons. “It’s very important to be able to put on the shoes of someone else and see the world in grays, rather than just black and whites,” Mayer said.

As globalization becomes more common, an international perspective is vital for students entering any professional field, Mayer said. To further illustrate his point, Mayer cited the Nestle Company as an example of why an international perspective is important to students. Founded in the 1860s, Nestle originally was a Swiss-based company. By the early 1900s, Nestle had factories operating in Britain, Germany, Spain and the United States. In July of 2000, Nestle launched a group called GLOBE (global business excellence) to help minimize the drawbacks and
maximize the benefits of an international company. Now, with 225,000 employees, 479 factories in 80 countries and annual sales over $80 billion, Nestle is the world’s largest food company.

Although the Nestle headquarters is still located in Switzerland, the company is far from being a Swiss-only company. Thirteen different countries are represented by the 25 people who make up the board of directors and the executive board of Nestle. “If you are going to be a professional, you are going to interact more and more with professionals from other countries and it’s important to understand different world views,” Mayer said.

“One thing that I try to do is to bring in as many different voices as possible,” said Christy Porucznik, adjunct assistant professor in the department of biomedical informatics and instructor of Public Health: Global Perspectives. “I try to create a wide global perspective in class and get a discussion going.”

Porucznik said she wants her students to get a more concrete sense of how the world is connected. In her class she discusses how infectious diseases from developing countries can easily spread to first-world citizens on a plane flight. “We should care about public health not just because of moral grounds,” she said.

Nicole Aljoe, an assistant professor in the English department, challenges her students to rethink assumptions. In her Global/Transnational literature class, she encourages her students to read novels from other countries and read with an international perspective, not through American eyes.

“The Caribbean Islands are not just empty beaches,” said Aljoe, “but home to unique people with their own cultural tradition.”

Through international classes students will learn how the globe is a complex network of individuals, businesses and cultures. To do this, students in Asian Studies Associate Professor Karin Fladmoe-Lindquist’s International Management class find out where 20 everyday items come from. “I want my students to develop this global mind set and awareness about business, societies and individuals’ actions,” said Fladmoe-Lindquist. “I think we need to think internationally at all these levels.”

Many of the courses meeting the international requirement are not new. The international implications may be more explicit in the curriculum, but don’t expect major changes. The new international requirement is strongly supported by teachers of IR courses.

Understanding the U’s international requirement

» MISSION STATEMENT:
The Upper-Division International Course Requirement will give students a broad base of knowledge about global issues and about global perspectives in a comparative context. It will introduce students to international frames of reference so that they may think critically about long-standing and newly emerging issues. It will help students accept and appreciate the interdependence of nations and the viewpoints of other nations, and give them the ability to communicate with people across international borders.

» INTERNATIONAL REQUIREMENT COMMITTEE:
An International Requirement Committee that functions analogously to the General Education Committees in Undergraduate Studies, will solicit, select and review courses.

» CRITERIA:
Courses will cover major regions and international topics, and will represent a broad range of departments and colleges. The [IR] committee welcomes a variety of disciplinary approaches; it also encourages courses within specific majors. However, all courses must be at the 3000 level or higher. Study abroad programs may fulfill the requirement, if they include an academic component that meets the criteria. The committee will select courses that meet the three course content criteria, and are based on their broad commitment to the desired student outcomes.

Source: www.utah.edu

INTERNATIONAL REQUIREMENT,
continued on page 4
International requirement: Desired student outcomes

1. Identify and explain some contemporary issues that impact the global community.
2. Identify and explain political, economic, social and/or cultural connections between the United States and other communities of the world.
3. Identify some examples of global interdependency and explain their relevancy for the future.
4. Explain how global awareness will impact his/her frame of reference in the future.
5. Use a comparative framework for an understanding of local, national and disciplinary issues in an international or global context.
6. Examine and explain how different nationalities may use different frameworks to understand issues.
7. Communicate across language, cultural and political borders.

Source: www.utah.edu
“I think it’s great to encourage students to get out of their comfort zone,” said Aljoe. “It’s incredibly important to understand international situations on some level.”

She points to the fact that Salt Lake City is a foreign refugee resettlement area, which means people from Malawi, Serbia and other countries are interacting with Salt Lake residents, including students at the U.

“Universities are our best source of learning about the world beyond our borders and if it takes an international requirement to create interest, then it’s well worthwhile,” said Anne Peterson, an instructor of an International Lifelong Learning course. “A great deal of effort has been made at making the IR classes more participatory and students will find their favorite courses will be international courses.”

Students and professors are not the only ones having to deal with new graduation criteria. When a new graduation requirement is created, academic advisors have to learn new ways to help students plan their schedules. One advisor, Marilyn Hoffman, said students can “kill two birds with one stone” by finding an IR course that’s already required by their major. “Students should consider what their interests and goals are,” said Hoffman. “There might be a particular course that’s more appropriate for them to take.”

Along with helping students plan their schedules, academic advisors deal with exceptions to the IR. Transfer students who have taken a course at another university they think might fulfill the international requirement can meet with advisors and petition for an exception. The IR Committee will ultimately decide whether or not a course from another institution fulfills the requirement.

**DOES THE COURSE FULFILL THE INTERNATIONAL REQUIREMENT?**

Faculty members who think their courses could fulfill the international requirement are encouraged to submit their courses for IR designation, Watzinger-Tharp said. Many current courses meet the qualifications, but have not been designated simply because the application process has not been completed.

“Students at the U should see the IR as a great opportunity, and certainly not as an extra load,” said Miguel Mostafa, who is a member of the IR committee, an instructor of an IR course and an assistant professor of physics. “I lived in three different countries—Argentina, Italy, and the U.S.—and university students here have an immensely broad range of opportunities not available anywhere else,” he said.

Because students participating in study abroad programs are gaining an international education, the international requirement will be automatically fulfilled with a study abroad program sponsored by the University of Utah.

International students studying at the U must take a course to meet the international requirement. The idea is that international students and non-international students will benefit from one another in these courses. “Imagine that you’re in a course that studies African literature,” said Watzinger-Tharp. “Maybe you have an international student in the course from Africa. That student sees how students from the U.S. think [about African literature] and may ask ‘What can I share with them to enhance their perspective and my own?’ ”

More than 60 classes ranging from the 3000 level to the upper 5000 level have already been designated as IR courses, and the number continues to grow as more courses are approved by the IR committee. Students have a variety of options when choosing a course to satisfy the international requirement. Students interested in cultures outside the U.S. might want to enroll in Cultures of Africa (ANTH 3121) or Language & Culture (LING 3470). Business majors may want to consider enrolling in International Economics (ECON 3500) or International Management (MGT 4900) to get a better idea of how business is conducted on a global scale.

Gerda Saunders, associate director of gender studies, is teaching an IR course called The Gendered Voice in International Literature (GNDR 5760 and ENGL 5940). This course “examines the historical and theoretical underpinnings of the ways in which we Americans—or, more broadly, people steeped in Western culture—think about gender and sexuality as opposed to people living in the non-Western world,” Saunders said.

The course is also designed to give students an international perspective, showing students that the Western practice of regarding a person’s sexuality as an integral part of personhood does not necessarily reflect the ways in which other cultures think about personal identity.

To be designated an IR course, the class must incorporate the following according to the U’s Office of International Programs:

- “Course primarily has an international, transnational, or comparative focus that includes a variety of perspectives
- Course focuses on cross-border phenomena …
- Course focuses principally on contemporary issues, or shows how historical approaches are relevant to contemporary issues.”

More information about the program and online applications for IR designation can be found at web.utah.edu/internationalprograms.
lessons

voices

“Study, language, acquaintances and work: All these things must follow for there to be genuine understanding of other cultures.”

» JERRY ROOT, associate professor in the University of Utah’s Department of Languages and Literature

“We have to try to get students to understand we don’t live in cocoons and we can’t escape globalization. They must be able to participate meaningfully and understand social issues and other cultures [no matter where they are].”

» CONNIE JO, assistant dean for curriculum, governance and assessment in the University of Wisconsin-Milwaukee’s College of Letters and Science

“A language is the key to a culture and a society. Nobody can claim to understand another society without speaking their language.”

» FERNANDO RUBIO, associate professor in the University of Utah’s Department of Languages and Literature

“Students are mirrors of the environment they live in.”

» University of Utah Professor ANTONIO SERRATO-COMBE

“Sometimes as instructors we wonder, ‘How can I make my students care about the world around them? How can I help them feel responsible for making the world a better place to live?’ For me, the answer to these questions, encapsulated in the term “social justice,” was an international education.”

» AMY OSMOND, Ph.D. candidate at the University of Utah and freelance editor, writer and graphic designer
Although the University of Utah is doing something new in the way of internationalizing education, it certainly isn’t the first institution of higher education to do so. There are a handful of schools that began requiring their students to fulfill an international requirement (IR) as many as 10 years ago. All share similar goals with the U: to prepare students to live and work in a global environment.

So, what can the U learn from those schools?

Iowa State University was one of the first schools to implement an IR; the university approved its international perspectives requirement in 1996 and implemented it during the following academic years. Iowa State University students must take two classes: one to meet the U.S. diversity requirement and the other to meet the international perspectives requirement, which is most similar to the U’s IR.

The goals of Iowa State appear to be similar to those of the U. ISU’s Web site, www.public.iastate.edu/~registrar/courses/div-ip-guide, states that the international requirement’s purpose “is to prepare its students to meet the challenges of responsible citizenship and effective professional roles in a culturally diverse global community.”

The U’s site, http://web.utah.edu/internationalprograms/International_Requirement.html, states that the “international course requirement will give students a broad base of knowledge about global issues and about global perspectives in a comparative context. It will introduce students to international frames of reference so that they may think critically about long-standing and newly emerging issues.”

At both universities, all students must fulfill the requirement before they can graduate. Students can meet the requirement in a number of ways at both universities. A student can either take designated courses or they can participate in a study abroad program. However, the requirement is different from major to major at both universities, so students must choose courses that fulfill the requirement within their specific major.

**Advice for the U**

The international perspectives requirement at Iowa State was implemented “to prepare students to meet the challenges of the global community,” according to Dawn Bratsch-Prince, an Iowa State University Spanish professor and chair of the department of world languages and cultures.

According to Bratsch-Prince, Iowa State’s international perspectives requirement has been revised a few times over the years, and in the beginning there was a lot of discussion about which classes truly met the requirement and which didn’t. “For example,” she said, “a first semester foreign language class doesn’t meet the requirement, whereas a second semester foreign language class does ... because it truly embraces the spirit of international understanding.”

That spirit of international understanding includes more focus on culture and communication aspects, whereas a “first semester class may not have a real firm grasp of international competency,” Bratsch-Prince said.

Bratsch-Prince’s advice to the U as a school new to the international requirement is to “be careful that just because courses mention the word ‘international,’ [they] aren’t allowed to pass for the international requirement.” She said to make sure “that the university requires that students take substantial, meaningful international courses with...”
What this means is that our graduates must now compete for their piece of the professional pie with well qualified students from a number of countries, most of whom will work for substantially less.”

LARRY J. SHUMAN, professor and senior associate dean for academic affairs for the University of Pittsburgh’s School of Engineering

The 42-story Cathedral of Learning on the campus of the University of Pittsburgh.

international components. The requirement can become meaningless if someone at the provost level isn’t constantly reviewing the [class content].”

Bratsch-Prince said that while almost every Iowa State University professor likes the international perspective requirement and thinks students need to be prepared to live and work in a culturally diverse world, some don’t believe students can obtain an international understanding with just one or two courses on campus. “Think about it,” she said. “You’re in a class with peers learning about another culture, but not really being forced to grapple with it or live with it or negotiate it.”

Many professors, according to Bratsch-Prince, believe “the most meaningful education would be spending a semester or six weeks abroad.”

But Bratsch-Prince also recognizes the fact that most students don’t have the option of traveling and studying abroad. She calls the international perspectives requirement “the next best thing,” and said, “If we can’t send everybody abroad, at least we can give them something here.”

INTERNATIONAL REQUIREMENTS ARE NOT ALWAYS CAMPUS WIDE

While Iowa State and the University of Utah’s international requirements are university-wide, many schools across the United States only require international courses for students seeking certain majors, like students in the College of Letters and Science at the University of Wisconsin-Milwaukee and industrial engineering students at the University of Pittsburgh.

Like Bratsch-Prince, Connie Jo, assistant dean for curriculum, governance and assessment in the UW-Milwaukee’s College of Letters and Science, said the requirement is helpful for students who don’t have the means to travel abroad. “Many of our students are from rural Wisconsin areas and don’t have very much exposure to international issues or have the experience of traveling internationally ... that’s why it’s important to have the requirement.”

The requirement, which was implemented at UW-Milwaukee more than 10 years ago, isn’t university-wide because no one has made the case yet at the campus level, although according to Jo, many think someone should. The problem, she said, is that in many academic areas, students are already so hard-pressed to meet all the requirements that there just doesn’t seem to be room to add one or two more classes. “Some of the objections come from the more professional schools that have curricula that are already so defined … they feel international courses might take away from training that would be more useful to students,” she
Although there is resistance to making the international requirement a university-wide standard, “everyone gives lip service to the recognized need to focus on international issues,” she said.

Jo’s advice to the U is to avoid the mistake of implementing the international requirement “without clearly defining the goals for the requirement and deciding what curriculum should count as international,” she said.

She also believes students’ views will vary concerning the requirement. Many have what she called a “natural interest” in international issues, while others will “say ‘I’m never going to need that … I’m going to be an engineer and I’m going to work right here.’ They don’t see the world in that way,” Jo said.

However, that perspective is just what the international requirement is seeking to change, said Jo. “We have to try to get students to understand we don’t live in cocoons and we can’t escape globalization. They must be able to participate meaningfully and understand social issues and other cultures [no matter where they are],” she said.

A MORE INTENSIVE VERSION: TRAVEL-STUDY AND INTERNATIONAL INTERNSHIPS

Those engineering students who need a firmer grasp on international issues are exactly who the University of Pittsburgh hopes to target with its new program. Although its international requirement isn’t university-wide either, Larry J. Shuman, a University of Pittsburgh professor and senior associate dean for academic affairs for the school of engineering, said what his school has implemented for industrial engineering students is a pilot program that will hopefully one day grow to include all academic disciplines.

“We would like to do it for the whole school,” he said.

The importance of the program, according to Shuman, has a lot to do with the increasing competition students face when trying to gain employment. “What this means is that our graduates must now compete for their piece of the professional pie with well-qualified students from a number of countries, most of whom will work for substantially less,” he said.

To make students more competitive, they need to be prepared “to work virtually and cross-culturally as part of a team whose members might literally be located around the world. We believe that if we can prepare our students to work in such an environment, then they will continue to be valuable in the workplace,” Shuman said.

Like the U, Pittsburgh students have options. They may either “complete an approved international experience and two globally focused humanities” or they can “complete an integrated globally focused set of four humanities/social sciences courses,” according to the school’s Web site.

However, since Pittsburgh has partnered with a number of international organizations, their study abroad programs offer more choices. An International Experience requirement may be fulfilled in one of five ways: 1) spend a term abroad; 2) take part in an international co-op or internship; 3) take an integrated field trip abroad; 4) complete an international design course; or 5) participate in the Engineers Without Borders program. In order to fulfill just the courses, there are more than 500 internationally oriented humanities and social sciences options. Pittsburgh’s program also combines the course work with multi-national symposiums, two-week study visits to different countries, and project-based spring break study trips, according to Shuman.

Shuman says he is “a believer in what Tom Friedman has called the ‘Flat World,’ “ and that the University of Pittsburgh modeled its international program on Friedman’s belief.

Thomas Friedman, New York Times foreign affairs columnist and author of The Lexus and the Olive Tree and The World is Flat, believes that because of modern technology, the world has shrunk to a portion of the size it used to be in terms of communication and business. According to Shuman, this shrinking world causes more business competition. “[It started] with the fall of the Berlin Wall, the development of personal computers, the Internet, software and search engines, [and now] an additional 3 billion people, according to Friedman, [are walking] on to the playing field,” he said.

Shuman said the University of Pittsburgh took Friedman’s beliefs to heart: “Further, countries including India and China are now producing substantially more engineers than the U.S., although only a small percentage of them are able to work for multi-national companies right now; in the future, those percentages will be rising. Friedman, among others, emphatically proposes that it is now essential for U.S. engineering students to not only become more innovative, but equally important, learn to work collaboratively with colleagues across the globe.”

It seems the U, although perhaps unknowingly, has taken Friedman’s ideas to heart as well by offering classes that make students more competitive in the global market. It also seems the U is bypassing some of the problems earlier schools experienced when they didn’t establish narrow enough guidelines for international requirement classes. With its straightforward expectations for international requirement classes and numerous options for students to fulfill the requirement both through coursework and study abroad programs, the U is establishing itself as a model for other universities seeking to provide their own students with a more global education.
Professors support U’s international requirement

by CARA WIESER

To Professor Antonio Serrato-Combe, “students are mirrors of the environment they live in.” His goal, then, like many University of Utah instructors, is to broaden that environment and expose his students to as many culturally diverse ideas as he can. To most professors at the U, the international requirement makes that goal easier. Serrato-Combe, who teaches in the college of architecture + planning and grew up in Caracas, Venezuela, does not see a fundamental difference between teaching methods in the United States and teaching methods around the world. “Teaching is practically the same worldwide. I know and have met numerous professors from around the world, and they teach as I teach here in Utah, Serrato-Combe said. “The more subtle differences in teaching are related to the particular group of students. Students in Porto Alegre, Brazil, attending a private university are certainly quite different than students attending an open university in Copenhagen. A good instructor addresses these peculiarities.”
Professors like Serrato-Combe and George F. Hepner, professor of geography, believe the international requirement is very important when addressing the peculiarities of students at the U. Hepner’s Geography 3320 class, Geography of Terrorism and Homeland Security, which is designated as an international requirement class, provides students with a global approach to looking at terror, helping them understand that terrorism isn’t only an Islamic construct and doesn’t only happen in the United States and Iraq.

OVERCOMING THE ‘BACKGROUND NOISE’: A CLOSER LOOK AT U STUDENTS

Serrato-Combe doesn’t see a fundamental difference between students at the U and students around the world, either. He would know; he has lectured in Mexico, Peru, Brazil, Argentina, Venezuela, Portugal, Germany, Austria, Greece, Morocco, and Denmark. “I have found that most students worldwide deep in their hearts are the same ... but their dreams and aspirations are modeled by the noise in the background,” he said. “Utah is no exception.”

Diane Davidson, professor of biology and a U.S.-born citizen, agrees. The “noise” in U students’ backgrounds, according to Davidson, includes being “preoccupied with their families and churches and [not seeing] any reason to look outward from those institutions,” she said. “Students at the U bring narrower experiences to class and are poorly informed on both national and international news.”

Davidson believes the international requirement is a positive change for U students, but she also wishes there was an environmental issue requirement that encouraged students to study the environment and “the issues for which our impact is greatest on the rest of the world,” she said.

Of equal importance to Davidson is turning the U into “a community of scholars.” She believes students should gain an appreciation for issues that impact them and the rest of the world through the classes they take, rather than just hurrying through classes to fill requirements and gain a diploma. Davidson teaches “as though students were actually interested, rather than taking my class to fulfill a requirement.”

Students at the U bring narrower experiences to class and are poorly informed on both national and international news.”

> DIANE DAVIDSON, U biology professor

U PROFESSORS,
continued on page 12
Hepner agrees. He believes the international requirement will help the U “project itself as not just a local, colloquial university, but instead as a national and international university.”

Like Davidson, Phyllis Coley, professor of biology, was educated in the United States and believes U students are not as culturally aware as students in other countries, and called them “narrow.” One solution, according to Coley, is to encourage students to study abroad: “There is nothing like studying or doing research in another country to open your eyes to so many things. One learns a great deal about oneself learning about other cultures. The awareness of other cultures is critical for being a citizen of the world, as we all are,” she said.

However, while U professors have mostly positive things to say about how the international requirement will affect U students in particular, according to Serrato-Combe, they aren’t alone in thinking their students lack international awareness: “A few months ago I had lunch in Casablanca, Morocco, with a group of educators from Egypt, Saudi Arabia, Morocco, Germany, the [United Kingdom] and Tunisia. They were all complaining that their students were not as culturally aware as students in the U.S.,” he said.

MEETING THE CRITERIA: A CLOSER LOOK AT THE INTERNATIONAL REQUIREMENT

Considering there are many different majors and many different departments with different focuses, Hepner believes there are some professors and students “who think [the requirement] is important, and some who don’t,” but the beauty of the requirement to Hepner is “everyone has to do it.”

Hepner also warned against trying to designate a class as an international requirement class if it didn’t meet the criteria set forth by the International Requirement Committee: “If the class doesn’t have a global perspective ... it shouldn’t be allowed [to be an IR class],” he said.

Carolyn Hollingshead, assistant professor adjunct in the college of health’s division of nutrition, said the international requirement should help students who have never been outside of the country — or even Utah. “I had one student say something to the effect of ‘I’ve never traveled outside the U.S. and I don’t know anything about international issues or cultures,’” she said.

To Hollingshead, her Nutrition 3620 class, Cultural Aspects of Food, helps students learn about those international differences, and that is important to Hollingshead. “We’ve become such a global community that I think it is necessary that we understand customs, which include food, in order to be better informed and to participate in the global community,” she said.

Hollingshead structures her class so students study a variety of countries and take a closer look at food habits and choices. One example includes studying gender differences, specifically the roles that men and women play in food preparation in each country. Hollingshead had advice for other professors who want to teach IR classes: “Choose an avenue through which to highlight a country in order to make it more applicable,” she said.

For example, comparing and contrasting the different forms of art in each country would help students gain an understanding of different cultures, she said. Highlighting similarities and differences makes students more informed. “The more informed we are, the more likely we are to get along together. Hollingshead said she found it particularly helpful to attend the workshops held by the IR Committee. According to Associate Dean of International and Interdisciplinary Programs in the College of Humanities Johanna Watzinger-Tharp, there were three workshops for U faculty that “addressed the purpose and content of the IR, [assessed] the learning outcomes [with the Center for Teaching and Learning Excellence], and [discussed] the way in which the committee would review courses.”

The workshops also offered assistance to faculty in modifying their classes to meet IR requirements, Watzinger-Tharp said. Although the workshops were only held when the IR was first implemented, professors can visit the U’s international requirement Web site at http://web.utah.edu/internationalprograms/International_Requirement.html for information about course content criteria, submission requirements and timelines.
Sometimes as instructors we wonder, “How can I make my students care about the world around them? How can I help them feel responsible for making the world a better place to live?” For me, the answer to these questions, encapsulated in the term “social justice,” was an international education.

Fast forward a few days. After our teachers determined it was safe enough to let students outside, a few friends and I decided to go to the memorial hastily set up in Jerusalem to honor the controversial but beloved prime minister. The sun beat down on us from a cloudless sky as we walked down Mount Scopus, through the Kidron Valley and up to the Old City of Jerusalem. There, an empty closed casket was set up in a local park, or so we were told—we never got close enough to see the casket itself. Swarms of people—from Hasidic Orthodox to Reform Jews—had gathered to pay their respects. We squeezed into the roped-off area and joined the masses pressed body-to-body in the still-stifling heat. Conversation was muted in the sea of black suits and long skirts. Those at the memorial service were there to express their grief and their solidarity.

Enter the silly, flamboyant American tourists. Although we were there to pay our respects, we viewed the prime minister as foreign, an “Other,” someone with whom we couldn’t really identify. Consistent with the stereotype, we were loud and flippant—disrespectful to say the least. The first few minutes we were there in that open forum, we talked and laughed like it was a normal day, forgetting in our “study abroad” experience that a national tragedy had just occurred. I hesitate to reveal something about myself that I now find revolting, but softening the image would only do further injustice to the experience.

In the middle of a laugh, I was stopped short by the backward glance of a woman standing directly in front of me. Dressed in all black, the grief on her face was evident. She looked at me, not with anger because of my failure to respect a man who had done so much for a nation and a people or because I had disrupted an important personal moment, but with sadness. Our eyes met for less than

**International education & the hope for social justice: One student’s eye-opening experience during a tragic time in Israel**

by AMY OSMOND

I was there when Rabin was assassinated. On November 5, 1995, a suffocating dismay settled over the Jewish sector of Israel. I was in the hallway on the third floor of the BYU Jerusalem Center on Mount Scopus when I heard the news. “Yitzhak Rabin was assassinated,” I was told. “We have to stay inside.” My first thought was whether the assassination would spark a full-scale war between the Israelis and the Palestinians. My second was whether we would be able to get out of the country if that happened. Rumors circulated that the Likud were responsible for the Labor Party leader’s demise, but the assassin turned out to be an anti-peace radical, Yigal Amir, who was steaming mad about the Oslo Accords. I remember few of the details being circulated in the news at the time. I’m not sure why—perhaps at age 18 I didn’t understand the historical significance of the events, or maybe I was overwhelmed by the severity of the situation and, consequently, my brain went into “autopilot” mode. But I do remember the grief and the disillusionment that settled like a blanket over the people. Rabin wasn’t “my” prime minister, but I felt it too. Experiencing the raw emotion of the situation and the humanity of the people who grieved for him was something I couldn’t forget, something that was in a way more “true” than the facts—and something that deeply affected my future academic education, my politics, and my personal life.

**Israel,** continued on page 14
a second; then, she turned back to face the direction of the casket. She paid me no further attention, but the message was clear. I was ashamed. In a glance, she had communicated more to me about my immaturity, my cultural egocentrism, and my lack of understanding of the people I had lived among for two months than any history lesson or philosophy treatise ever could. Here was a woman mourning for the man who promised peace to a war-torn country, and I was laughing. As inconsequential as that glance may have seemed to her, I experienced it as a powerful force that immediately made me sober and pensive for the rest of the afternoon. As I was later to learn in my graduate studies, I experienced first-hand what Immanuel Levinas (1969) called “seeing the face of the Other,” and it left me changed.

The glance of the woman at Rabin’s memorial was penetrating enough to pierce the ethnocentrism I wore like a shroud. And once I became aware of my cultural barriers, I began to allow myself to change from a tourist interested only in my own entertainment to a resident—albeit temporarily—who actually cared about the people who lived in the land.

INTERNATIONAL EDUCATION AND COMMITMENT TO SOCIAL JUSTICE

For me, and many others like me, an international education has served to personalize the abstract idea of social justice. It’s one thing to agree with the United Nations’
1948 Universal Declaration of Human Rights, which states that “recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world” (Micheline Ishay, 1997), but it’s another to look in the eyes of your neighbors and know that they deserve equal and inalienable rights—and realize they’re not getting them.

Take Nafez Nazzal, for example. Professor Nazzal, who received his Ph.D. at Georgetown University, was my Arab history and culture instructor in Jerusalem. An eloquent and passionate orator, Nazzal was almost everyone’s favorite teacher. Although most of us had entered the program with a pro-Jewish bias, Professor Nazzal allowed us to see in just one class period the injustices suffered by Palestinians. His writings were just as poignant. In a 1996 publication in the Palestine-Israel Journal, Nazzal analyzed Palestinian nursery rhymes taught in the West Bank. One major theme was yearning for freedom: “Papa bought me a gift, An automatic machine gun and rifle. When I grow up, I’ll enter the army of liberation. The army of liberation taught us to liberate our homeland.” Another valorized the image of the steadfast, determined Intifada soldier: “Be prepared, be prepared. And be lions and die martyrs for the sake of the nation. Palestine is my land, my soul, my obligations. I sacrifice my child for the liberation of my nation. Be prepared, be prepared, my
country, my country. I am sounding the trumpet of war. I am prepared.” Another theme taught hatred of the Jews: “Palestine is our country, the Jews our dogs. Put one branch on top of another. May Allah break the Jews. Put one bag on top of another bag. May Allah release the prisoners. PLO yes, Israel no. Palestine, Yes!” (Nazzal & Nazzal, 1996).

Though Nazzal decries the violence advocated in these rhymes and has since worked to establish a peace center in Jerusalem where Israelis and Palestinians can begin to talk together (Gene Lichtenstein, 2002), he believes the political rhymes are “reactions to the fact that now they had no home, or that a parent or sibling limped, or was killed. The rhymes rationalized all this violence, explained the brutality and gave purpose to their lives, helping them overcome their desperation under Israeli Occupation” (p. 1). Professor Nazzal’s perspective personalized the Jewish-Palestinian conflict, helping us to understand that achieving peace in the Middle East would be a long and complicated process without clear answers. We couldn’t go to class every day and listen to our sincere, passionate teacher without being sympathetic and even outraged at Palestinian inequality. Hatred is certainly not justified, but at least in this context, it is understandable.

INTERNATIONAL EDUCATION AND WORKING TOWARD SOLUTIONS FOR PEACE

Though I had always professed to want “liberty and justice for all,” my experiences in Jerusalem were the catalyst that directed my academic career toward ethics and social justice. My master’s thesis argued for a postmodern ethic in the field of rhetoric, and my dissertation concerns the ways that rhetoric can be used to entice individuals to become complicit in their own exploitation—and hopefully provide some contingent solutions. But as important as it is to instill a desire for social justice in students, an international education, I believe, can do something more profound. While politics and government have been unable to bridge the gap between “us” and “them,” thus perpetuating violence, institutions in the United States and abroad have made important progress towards finding nonviolent solutions to racial, ethnic and cultural conflict.

Thirteen years ago, Ibrahim Abu Shindi and Hadas Kaplan founded the Arab-Jewish Community Center in Tel Aviv with the intent to preserve ethnic, religious and national individualism while at the same time fostering understanding, tolerance and democratic values. Though its 3,500 members reside locally, this center is “international” in the sense that it attempts to bridge gaps between disparate nationalistic identities and strike common cultural and ideological ground. Conflicts inevitably emerge, but the center has begun to “internationalize” the concept of Israel/Palestine by effectively providing educational venues promoting coexistence and cooperation. With roughly equal numbers of Palestinians, Jews and Christians, the center conducts special events and “coexistence activities” to create an authentic dialogue between Arabic-speaking and Jewish people who live in Israel. It also provides cultural and educational activities for children and adults and assists families in need through programs for the handicapped, a Jewish-Arab day-care center for underprivileged children, and a therapy center for schoolchildren (IEH, 2007b).

Other educational “coexistence” programs are following suit. On Givat Haviva’s sprawling campus, Jewish and Arab commingle in a “coexistence” clubhouse, while Jewish adults study Arabic in an intensive eight-month course. The Israel Institute of Technology teaches computer skills to Arab women. The Jerusalem Bilingual School fuses education and idealism to teach mutual tolerance and respect to Jewish and Arab students from kindergarten to fourth grade. In fact, it is estimated that between 10 and 15 percent of the Israeli population participates in coexistence programs every year. While nationalist ties remain strong, in 2002 over 70 percent of people living in Israel were supportive of social, economic and political activities to improve relationships between Arabs and Jews and would themselves participate in the programs (Jessica Steinberg, 2002). Political and religious extremists seem to know that open communication has the power to enable people from different cultures and countries to come to mutual understanding (Jurgen Habermas, 1971). And, as a result, they do their very best to eradicate it.

Abdul Sattar Jawad is an unfortunate example. Threatened at gunpoint by Iraqi insurgents, Professor Jawad was forced to leave Baghdad, his wife and children and his academic career because he believed in democracy, equal rights and academic freedom. But he considers himself one of the lucky ones. He states: “More than 250 academics [in Iraq] have been killed since 2003, targeted by so many warring factions that it seems to be the only issue they can agree on. To date, not one person has been arrested for these murders.” Despite, or perhaps because of, the sacrifices he has been forced to make for a belief in equal rights, he is vocal in his position: “Without an open and unfettered educational system, there can be no democracy. We cannot rebuild our country without academic freedom. ... Rescuing our scholars has become as crucial in determining the future of Iraq as disarming the
insurgents” (Jawad, 2006). Scholars such as Jawad have been able to find safety and employment the United States through the Institute of International Education’s Scholar Rescue Fund, but much more needs to be done.

Clearly, peace in the Middle East is a priority for the majority of people (Charles Kimball, 2002), regardless of race or ethnicity, and educational programs have been the most successful in fostering an ethos of tolerance. Victor Goldberg, former vice president of IBM and member of the Institute of International Education’s Board of Trustees stated, “Political leaders and governments have so far been unable to bring lasting peace to this troubled area. Hatred and fear of ‘the other’ abound. While there is no magic solution, one positive force may be to encourage people to live and work together at the grass roots, learning to trust and depend on one another for their common good” (IIE, 2007b). An “international education,” whether it is defined as study abroad, student exchange, or fostering an international identity among disparate populations, has the potential do just that.

LOOKING TO THE FUTURE

In 2005-2006, 564,766 international students studied in United States colleges and universities; and more than 200,000 U.S. students studied abroad, increasing 8 percent from the previous year (IEE, 2007a). If this trend continues, I believe international educational institutions have the potential to temper and even reverse some of the extremist nationalistic sentiment in the Middle East and elsewhere. The more we live among others with different cultures and ways of life, the more we learn to tolerate, accept and even identify with them. This identification with the Other stimulates independent thinking, breaks down an “us” vs. “them” mentality (Irving Janis, 1971), and allows us to see one another as members of one large organization—the human family. As Abraham Maslow (1943) states, “people, even in different societies, are much more alike than we would think from our first contact.

ISRAEL,
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photo illustration by JARAD REDDEKOPP
with them ... as we know them better we seem to find more and more of this commonness” (p. 175).

There are many who are firmly committed to social justice without leaving home; but for people like me, an international education can transform the “Other” from a faceless mass to an individual member of our human family, “hatred” from an immoral evil to an unfortunate product of social and political inequality, and “justice” from an ideal to a necessity. As Martin Luther King Jr., in his “Letter from Birmingham Jail,” states: “Injustice anywhere is a threat to justice everywhere. We are caught in an inescapable network of mutuality, tied in a single garment of destiny. ... The question is not whether we will be extremists, but what kind of extremists we will be. Will we be extremists for hate or for love?” (2007).

REFERENCES


Bolstering foreign language skills: The U prepares students for a global marketplace

by JESSICA EVANS

University of Utah students spend an average of six years in school, learning how best to function in an internationally competitive world. But how will they fair in the global market?

One of the best ways to become more diverse is to learn a language. Associate Professor Fernando Rubio of the U’s department of languages and literature said, “A language is the key to a culture and a society. Nobody can claim to understand another society without speaking their language.”

The language department provides courses for 17 different languages, including Turkish, Modern Greek, Navajo and even American Sign Language. Students can choose from all these diverse languages to fulfill their language requirements to graduate with a Bachelor of Arts degree.

Erin Tarbox graduated with a double-major in Chinese and Asian studies from the U in December of 2006. Tarbox said she “had always wanted to be involved somehow in the international scene,” but when she served an LDS mission in Taiwan and fell in love with the language, she knew a major in Chinese was for her.

Still, she said, “I felt I wanted to get involved with the global market somehow and maybe do some interpreting. My teacher had suggested Asian studies to accompany my major in Chinese. She said that it was only a few more classes to double major and it would make me more marketable because it would give me a broader knowledge. I would not only understand the language but I would understand the culture and the history behind it.”

In order to graduate, students must fulfill the international requirement as well as complete a diversity credit. “The biggest difference [between the two],” said Leslie Park, an academic adviser for the U’s University College, “is that the diversity requirement focuses entirely on content within the United States, whereas the international requirement focuses on global issues [and] perspectives.” A more detailed description of both requirements is available on the Undergraduate Bulletin Web site: web.utah.edu/bulletin.

Students can find these different courses—for example, The First Nations of Eastern North America, offered by the U’s department of anthropology—that fit into their majors and schedules by logging on to the Campus Information System and clicking on the “Class Schedules” link. In order to receive a Bachelor of Arts degree, students must have a language requirement fulfilled as well. Students can find out more information on the Undergraduate Studies Web site by logging on to www.ugs.utah.edu and clicking on the “General Education” and “Bachelor’s Degree Requirements” links.

GAIN A BROADER CULTURAL UNDERSTANDING

Tarbox used the term “eye-opening” when referring to her educational experience at the U. “I was required to take pre-modern and modern Asian history courses for my major. Both classes gave me a [broader] perspective of Asia,” she said. “Before my understanding was mostly focused on Taiwan and China, afterwards I was able to get an understanding in the broader Asia. My modern Asia history teacher focused a lot on India and south Asia. It was really fascinating to me because I had never had any interest in that area [before]. ... I feel that many of my professors invested a lot in my education and I feel that I received a very priceless education.”

From an educator’s standpoint, Rubio feels “many Americans feel too comfortable knowing that a lot of the world speaks English and believe that learning another language is not necessary. If you are a young American worker, you will be competing with workers in China, Mexico, India, Brazil. ... Unless you speak their language, they will have a great advantage over you.”

Tarbox’s experiences with job interviews support Rubio’s...
beliefs. “I have had some employers tell me that the fact that I have lived in Taiwan and I speak Chinese have impressed them very much, but it makes an even bigger difference that I have that experience and then a degree behind me that gives me an even broader knowledge of Asia,” she said.

Without language study, however, students can still learn a great deal about the global market and other cultures in the classroom. Ryan McDaniel, who graduated from the U with degrees in political science and economics, feels confident that his degrees have already aided him for the global market. “When I graduated and was looking for a job, I was able to use my economics [and political science] degrees just the same as I could have [used] a business degree. ... I have been able to use my education to get a job that is challenging and continues to provide many opportunities for further learning,” McDaniel said. “I feel that just having an education gives you the opportunity to see the world a lot more clearly.”

McDaniel, like Tarbox, credits much of his valuable experiences from the U to his professors. “Most of my
teachers were great and created an atmosphere that encouraged me to have a desire to learn more. ... I was able to learn a lot about many different cultures and I had the chance to meet all sorts of people from many different backgrounds,” he said.

Another way to become more diverse and knowledgeable about other cultures is to join a study abroad program. The U’s study abroad office has more than 20 study abroad programs that are led by faculty, including Rubio. “When it comes to understanding the world, living abroad is the single most important experience that one can have. The languages department sponsors programs in nine different countries and five continents. I have led study abroad groups to Spain for several years and I know that the experience has changed the way in which a lot of my students look at the rest of the world,” Rubio said.

To find out if a certain department sponsors one or more study abroad programs, call the International Center at 581-5849 or visit the Web site at www.international.utah.edu. There is also information listed on the site about scholarships and other financial resources for students.

APPRECIATE THE U’S DIVERSITY

ASUU also sponsors one or two culture-oriented events every month. During the 2006-2007 school year, it sponsored Pacific Islander Cosmology, India Night and even had International Night in conjunction with Crimson Nights. Students and professors can log onto www.asuu.utah.edu in order to find out about upcoming events for this semester.

Another good diversity source at the U is the Center for Ethnic Student Affairs, also known as CESA. CESA represents African-Americans, Pacific Islanders, American Indians, Asian-Americans and Latinos. According to CESA’s newsletter, “The University of Utah recognizes that diverse student populations benefit and enrich the educational experiences of the entire campus.”

Tricia Sugiyama has been an adviser for CESA for more than a year and is the adviser for the Asian American Student Association (AASA). She said the Center for Ethnic Student Affairs provides resources for students—tutoring in math, basic writing and academic planning, as well as cultural and personal issues. Sugiyama said CESA is a “safe space where [students] can voice concerns and frustrations and feel safe doing that.”

CESA is a busy place, yet it is warm and inviting: “The center is open to everybody, so just because you’re not a student of color does not mean you’re not welcome here ... this space is open to everybody. We often have students here of all backgrounds,” Sugiyama said.

Although CESA will put on a welcome and an end-of-the-year social, it is the student groups that hold the activities. Sugiyama said the AASA is an umbrella group for all students which does “everything from socials to social justice ... just like any other student group on campus.” For example, she said students wrote a letter to the Ken Garff Automotive Group regarding a commercial that was quite offensive to the Asian community. The company responded well and pulled the commercial, she said.

“People will start to talk to me and find out about my majors and will begin to ask me questions,” Tarbox said, “It is so neat because I am able to help other people gain a better knowledge about the Asian culture and history. ... These experiences give people a broader knowledge and [help them become] more understanding and tolerant of people’s feeling.”

McDaniel said “[The U] provides such a great opportunity to grow and learn ... in the end you will end up taking a lot more with you than just what you learned in the classroom.”

Upcoming events for CESA can be found on their Web site, web.utah.edu/cesa, under the “Calendar-Events” link. CESA is a wonderful way for students to get to know their fellow classmates in a social setting.

Both ASUU and CESA encourage professors to develop class activities which include attending diversity events. Some professors even give students extra credit for attending events that relate to the class and enrich students’ understanding of national and international issues.

“I felt I wanted to get involved with the global market somehow. ... My teacher had suggested Asian Studies to accompany my major in Chinese. ... I would not only understand the language but I would understand the culture and the history behind it.”

» ERIN TARBOX, 2006 U graduate, Chinese and Asian studies program
Students benefit from study abroad programs:

University of Utah students around the world

by ALEXA PERKIEL

Universities across the country offer study abroad programs filled with endless possibilities to travel the world, and the University of Utah is no different. The U’s study abroad programs are steadily growing. Bill Barnhart, director of the International Center, said the number of U students enrolled in study abroad during the past five years was close to 2,500. The U urges its students to take the opportunities to study in foreign countries for the life-changing experiences. “The U of U values its many friends around the world. They provide critical access to the global community and we are eager to nourish that important connection,” Barnhart said.

WHERE TO GO

Students most frequently visit countries such as Spain, Germany, Egypt, Italy, Chile, Japan, France, Mexico, England, Australia and China. Jerry Root, associate professor in the U’s department of languages and literature, said that safe living accommodations are arranged through international agencies and peer institutions before students leave. He has traveled abroad about 20 times and, including this summer, has led U abroad programs three times. Root said that going abroad “absolutely” changed his life. His first study abroad was to Africa, and he said he was “in shock most of that time at how little [he] understood about the life of people less privileged than Americans.”

Carrie Taylor, a senior in sports science, traveled to Japan
Approved study abroad programs in Costa Rica offer a variety of coursework, from ecology and environmental studies to international business and economics.

through U study abroad for a semester. “I became a much more independent person; living in Utah my whole life [had] sheltered me and [had] definitely framed my views and perceptions,” she said. Yet her experiences made her more accepting to different people and cultures: “After being immersed in a very different culture, I am more aware of what is corrupt in our culture and what we could learn from other countries.”

Michael Cooper, associate professor in the U’s department of finance, said that he is strongly in favor of students going to study abroad. Foreign study for all students has a two-way benefit; students from the U are immersed in other cultures, and students from other countries come to the U and are immersed in American culture. The study abroad program “promotes world peace, so to speak,” Cooper said.

THE INTERCULTURAL GAP

According to Barnhart, there is an intercultural gap that needs to get smaller; living in different countries and continents helps narrow the gap. He added that younger people are more aware of different cultures than previous generations, while Root said someone will always say that Americans, young and old, lack an understanding of different cultures.

“Young people today have more exposure to other cultures through the media and the increasing availability of global networks. Of course, living in another country is the first step towards closing the gap, but it takes a lot of work to close the gap. I think of summer study abroad as a way to open the door, a beginning, certainly not an ending. Study, language, acquaintances and work: All these things must follow for there to be genuine understanding of other cultures,” said Root, on closing what he calls the cultural barrier.

Regardless of a student’s major, it’s really important to be exposed to courses with strong theme components, said Benjamin Cohen, an assistant professor of history at the U. He believes there is no replacement to going to another part of the world and then studying in their institutions. After his own traveling and training in south Asia, Cohen strongly supports student travel to the area. “Asia is going to impact students more in the next 50 years than any other part of the world,” Cohen said.
U students have the option of studying abroad in Sydney, Australia.

THE PROS AND CONS OF STUDY ABROAD

The study abroad programs can be pricey, said Root, but well worth the experience. Barnhart explained that other than an “occasional pickpocket [and] petty thievery,” the student experiences are generally good.

Barnhart has been abroad 70 to 80 times, and 60 times with U programs. His own experiences changed him as a person. He said he is now “more tolerant and less ethnocentric.” Going abroad gives students the chance to grow, become more independent and gain more knowledge about the world. Barnhart said the biggest thing students gain from traveling abroad is a “better understanding of themselves and their place in the global community.”

Abbie Griffin, the Royal L. Garff presidential chair in marketing at the David Eccles School of Business, said that there are pros and cons to students studying abroad. For example, it does not make sense for students in accounting to study abroad if they’re going to work for a company that only conducts business in the United States, because the rules of accounting are totally different between countries. However, because of the increasing internationalization of many American companies, studying abroad can prepare any type of student to participate in a more modern business market, she said.

WHY PROFESSORS SHOULD ENCOURAGE STUDENTS TO STUDY ABROAD

Students are also influenced by their professors to go abroad, especially those studying a foreign language, because it allows them to naturally learn the language. Students choose their abroad programs and are responsible for setting them up so there are no drawbacks when they return. “The only thing I would change is making it a bit easier for students to get their credits to transfer,” said Taylor. “I think that may be one of the reasons not many students take part in study abroad.”

Griffin agreed: “Having a semester overseas could cause major problems with credits since other countries’ courses are very different in content and length.” However, even with some risk to credit transfers, “The experience would be good because it’s easier to sell themselves as a more worldly individual,” she said.

Moreover, Root said students’ attitudes upon return are more directed and focused. “[All majors] now have an international dimension,” said Root in support of why he believes professors should inform students about study abroad programs.

Yet Paulie Kasai, administrative assistant of the U’s modern dance department, said in the past five years the department has not been actively encouraging students
I became a much more independent person; living in Utah my whole life [had] sheltered me and [had] definitely framed my views and perceptions. After being immersed in a very different culture, I am more aware of what is corrupt in our culture and what we could learn from other countries.”

» CARRIE TAYLOR, senior in sports science who studied in Japan for a year

Study Abroad, continued on page 26
students to these activities without sending them to another country for a long period of time.

Although a lot of professors encourage students to experience study abroad, Taylor wishes more students were better informed of the benefits. “This is something that has changed my life so much for the good and I wish and hope that everyone could experience something like I have.”

Most professors feel students should study abroad simply for the life experience. “[One of the most important reasons] is the comparative perspective it gives students on their own culture and society,” said Root. “One never sees oneself and one’s home in situations as clearly as when one is trying to understand and adapt to another system.”

Root also said it is important for students to realize the international elements in each area of academics. “We live in a world full of misunderstandings that lead to conflict. Exchange, dialogue, first-hand experience with another culture: These are the only ways to open the door to understanding.”

HOW PROFESSORS CAN GET INVOLVED

Study abroad program directors are typically professors or instructors in the academic department that is sponsoring the study abroad program, according to Barnhart. “The best example would be the [languages and literature department]. ... French professors take the group to Tours, France, German professors [take students] to Kiel, Germany, etc. We also have environmental studies professors leading the program to Costa Rica, and so on. In all, we have about 27 faculty-led programs each year,” he said.

How does one get selected to be a program director? “[Those who are interested] submit a program proposal to the International Exchange Committee currently chaired by Johanna Watzinger-Tharp of the [languages and literature department]. The proposal must have the approval of the [department chair], and be reviewed and approved by the International Center. The IEC then reviews and decides if it is a worthy program proposal,” said Barnhart.

Professors who would like more information on getting involved in the programs can visit the International Center’s Web site at www.international.utah.edu.

“

We live in a world full of misunderstandings that lead to conflict. Exchange, dialogue, first-hand experience with another culture: These are the only ways to open the door to understanding.”

Jerry Root,
associate professor in the U’s department of languages and literature
the crew

TYLER COBB
“I’m a junior studying mass communication with an emphasis in news editorial at the University of Utah. I was born and raised in Salt Lake City and enjoy taking photos of sporting events almost as much as I love watching sports. I became interested in photography during high school when I took a photography class, and I hope to turn my interest into a career. I’m currently working as the photo editor at The Daily Utah Chronicle. After graduation I plan on working as a sports photographer and traveling around the world.”

JESSICA EVANS
“I am a junior studying public relations with a minor in Spanish. I hope I know what I want to do with my life by the time I graduate. I’m excited to be published and want to pursue more opportunities like lessons.”

NATALIA GURMANKIN
“I am a freshman at the U and I am majoring in business. I love writing and exploring new opportunities at the U, such as writing this article for lessons magazine”

AMY OSMOND
“I am currently a fourth-year Ph.D. student in the department of communication at the University of Utah and am working on completing my dissertation. I am a faculty associate at Arizona State University and teach mass media courses such as Political Communication, Communication Issues in American Pop Culture, Mass Media and Society, and War and Mass Media. I also work as a freelance editor and writer. My current academic interests include organizational identification, organizational abuse, and political communication, among others. My husband, Jeff, and I have three children.

ALEX A PERKIEL
“I am in my junior year at the U. I am majoring in public relations and would like to eventually do something in PR or advertising. I enjoy the creativity and history behind both.”

TANNER W. MORRILL
“I am a senior at the University of Utah. I’m a mass communication major with an emphasis in public relations. I’d like to work for a medium-sized PR firm.”

JARAD REDDEKOPP
“I am a senior at the University of Utah and will graduate in May 2008. I will receive my degree in mass communication with an emphasis in news editorial. After graduation, my plan is to get a job as a photojournalist for a daily newspaper somewhere in the country. My interests include: advertisement and design, editorial photography and documentary studies. I am currently working as the assistant photo editor for The Daily Utah Chronicle and part-time staff photographer. Sometime in the future I would like to pursue a master’s degree in photojournalism. My wife and I have been living in Salt Lake City for more than two years and currently have no children.”

CARA WIESER
“I received an M.A. in communication from the University of Utah in 2006, and I am a freelance writer and editor. My current projects include editing lessons magazine, managing Web content for a marketing company and writing curriculum for inner-city high school students for a nonprofit organization. I enjoy living two blocks from the beach in Santa Cruz, Calif., and look forward to launching a new Web site in 2008 with my partner, Patrick, that focuses on positive social and environmental change.”

PARKER WILLIAMS
“I’m a junior at the University of Utah. I am double majoring in mass communication (print journalism) and international studies, with a minor in Asian studies. I’ve worked as an editor for the Highland High Rambler and as a staff writer for The Daily Utah Chronicle. I’ve lived in Utah for most of my life and enjoy the easy access to the mountains here. I also lived in South Korea for several years and developed a liking for Korean food and Korean culture. After graduation, I hope to work as a foreign correspondent or at the FBI.”

MICHAEL YOUNT
“I work as a freelance graphic designer and writer. I spent a decade in the newspaper business before setting out on my own in 2007. When the work slows, my wife, Andrea, and I keep busy chasing two small children around our Avenues home. Never one to take a direct career path, I have a B.A. in anthropology from the University of Utah.”
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