

WORLD

CLASS: 2014-15

Promoting Integrative
Learning Through Global
Community Engagement



Stetson University WORLD: The David and Leighan Rinker Center for International Learning

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DEDICATION OF THE RINKER INTERNATIONAL LEARNING CENTER



The *WORLD: The David and Leighan Rinker Center for International Learning* has been endowed by Stetson University Trustee **David**

(pictured center left) and his wife **Leighan Rinker** (pictured in blue dress). The dedication ceremony, held at the Center (pictured above) during the fall Board of Trustees meeting, honored the Rinker family's long-standing support for Stetson, specifically with the Study Abroad Program.

For several years David and Leighan Rinker have supported scholarships for students to engage in international study. For example, the student internships with the Alliance for International Reforestation (AIR) Program in Guatemala was developed by former Stetson political science professor **Anne Hallum**. The Rinkers support international programs including the study away European/Middle Eastern series at the Department of Religious Studies and a mentored field experience program in Latin American countries. [Adapted from *Stetson Today*; January 7, 2015] Photos: Paula Hentz; Linda Davis

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WORLDCLASS

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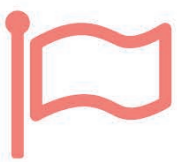
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OUR BREAKOUT YEAR

THE BEST EVER

WHERE DO OUR INTERNATIONAL STUDENTS COME FROM?



56

COUNTRIES



6

CONTINENTS

WORLD
OUTREACH
RESEARCH
LEARNING
DEVELOPMENT



220

INTERNATIONAL STUDENTS



185 UNDERGRADUATES

35 GRADUATES

STETSON UNIVERSITY

WORLD: The David and Leighan Rinker Center for International Learning

INTERNATIONAL STUDENTS

Record Enrollment of International Students

On August 10, 2015, Stetson University welcomed 95 new incoming international students. The 2015 cohort constituted Stetson's largest class of international students in the history of the institution. Students engaged in a full week International Student Orientation hosted by WORLD: Rinker Center for International Learning. Domestic and international student ambassadors facilitated a number of events. During the four-day orientation, students learned about Stetson and U.S. culture. They participated in a mock class taught by Stetson professors and learned about the academic culture. Activities included a photo scavenger hunt of the DeLand campus and sessions on various student services offered at Stetson. Students also participated in fun-filled activities during the evenings such as a tour of Downtown DeLand, an ice-cream social, movie night, pool party, and a trip to DeLeon Spring State Park on the final day of orientation.



WORLD Ambassadors welcome new international students at Orlando International Airport. Ambassadors ensure that new students are transported to Stetson University when they arrive.



New international students check out the bookstore during a photo scavenger hunt of campus. Photo: Stefanie Perosa



Game Night @ WORLD attracted over 75 new and returning international and domestic students. Photo: Stefanie Perosa



Fun in the sun! Students tube, kayak and picnic at DeLeon Springs. Photo: Stefanie Perosa

SCHOLARSHIPS FOR INTERNATIONAL LEARNING



With support from generous donors dedicated to advancing intercultural competency and global citizenship, *WORLD: The David and Leighan Rinker Center for International Learning* at Stetson University is pleased to announce the **2015-2016 International Learning Scholarship Program**.

Students are invited to apply for scholarships to study, intern, research, participate in global community engagement, present abroad, or participate in any international learning Stetson program (exchange, affiliate, or local/national/international faculty-led). Scholarships are primarily need-based; however, merit is also a major factor.

Online application at *WORLD* requires the following: (a) personal identification information; (b) major; (c) GPA; (d) program of interest; (e) the term you plan to study abroad; (f) Pell-eligibility; (g) a breakdown of the cost of the program of interest (see programs online; also find information at the Study Abroad Fair); and (h) a personal statement (500 words or less) that explains to the selection committee your interest in the scholarship and special circumstances that need to be considered.

To be considered for a scholarship award, visit [WORLD Online](#)
Questions? Email studyabroad@stetson.edu or visit *WORLD* at 635 Bert Fish Road.

DEADLINES

30 September	Deadline for submitting scholarship applications for Spring/Summer programs
Mid-October	Announcement of scholarship recipients for Spring/Summer
28/29 February	Deadline for submitting scholarship applications for Fall/Winter programs
Mid-March	Announcement of scholarship recipients for Fall/Winter

STETSON
UNIVERSITY

DID YOU KNOW?

Stetson University has over 25 Exchange Agreements with colleges and universities across the globe.
Contact WORLD@stetson.edu for more information.

STUDY ABROAD

Building New Partnerships

In 2014-2015, Stetson University developed several new university partnerships abroad. A new collaboration with Pontificia Universidad Católica de Valparaíso in Valparaíso, Chile offers Stetson students a new option in South America to study Spanish language and Latin American culture.

“In addition to Chile, Stetson University formed a new exchange agreement for business students to study at Fundação Armando Alvares Penteado University (FAAP) in São Paulo, Brazil,” said **Paula Hentz**, assistant director of Study Abroad at WORLD. “We also developed a new exchange agreement with Ewha University in Seoul, South Korea, which is Stetson’s first exchange program with options for our music students.”

Stetson’s Family Enterprise Center has established a new business exchange program at the Windesheim University of Applied Sciences in Zwolle, the Netherlands. Windesheim University is working closely with the Center to develop its own family enterprise program. Stetson University will soon welcome a visiting faculty scholar from Windesheim University.

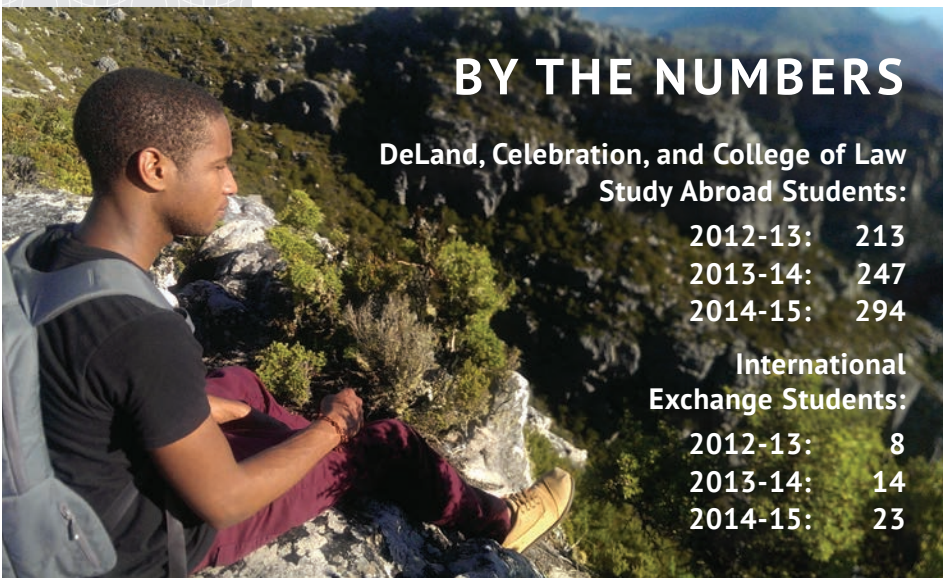
At Stetson Law, exchange opportunities increased from three options to seven with new locations such as England and Spain. During the 2014-15 academic year, for example, the College of Law had 182 students enrolled from twenty-three schools (89 from Stetson) in Study Abroad programs in five different countries: Spain, the United Kingdom, the Netherlands, the Cayman Islands, and Cuba.

“This was an increase of 62 students over the previous academic year,” said **JR Swanegan**, director of the Office of International Programs at the College of Law. “Forty students attended the new three-credit summer study abroad advocacy program offered in Oxford, England. And the College of Law will continue the Spring Break in Cuba program due to its huge success in 2015.”

A new program was launched in Dublin, Ireland during summer 2015. The Office of Professional Development and the Office of International Program at Stetson University’s College of Law partnered with the Law Society of Ireland to offer Stetson’s first destination Continuing Legal Education in Ireland. The program, “Technology in Litigation in the Silicon Valley of Europe”, hosted approximately 20 U.S. attorneys and Irish Solicitors. **Judge Anthony Porcelli** and **Susan Demers**, adjunct professors at Stetson’s College of Law, presented. The event, which ran July 13-15, 2015,

coincided with the 2nd annual advocacy training program at University College Dublin hosted on July 16-17, 2015. A group of 85 Irish solicitors and Irish law students attended the training program. **Charlie Rose, Michelle Joiner, and Stephanie Vaughan**, professors at the College of Law, facilitated the training with several international colleagues. The program was a collaboration between Stetson’s Center for Excellence in Advocacy and the Office of International Programs.

Chris Goolsby, *integrated health sciences major, has a panoramic view of the South African terrain from Table Mountain, South Africa.*



BY THE NUMBERS

DeLand, Celebration, and College of Law Study Abroad Students:

2012-13:	213
2013-14:	247
2014-15:	294

International Exchange Students:

2012-13:	8
2013-14:	14
2014-15:	23

STUDY



ABROAD

101

5pm-6pm

Every first and third
Thursday of the month
at **WORLD.**

world@stetson.edu

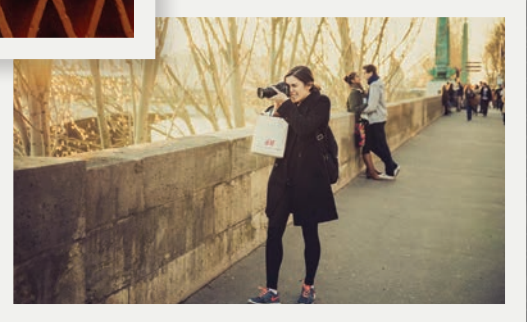
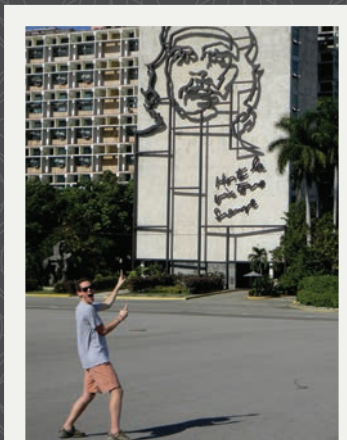
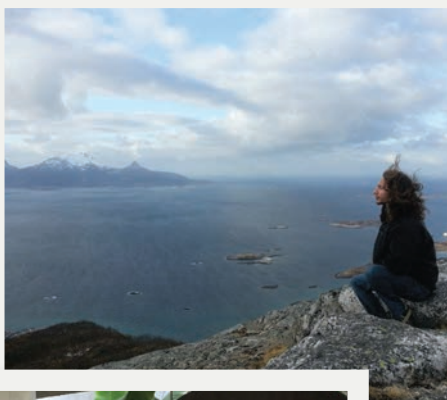
Go out into the world and bring it back with you.



Dare to Study Abroad



Soleil Mershon, international business major with a minor in Spanish (pictured foreground), works alongside other Stetson students to teach English to Cambodian children. During Summer 2015, a group of 16 students traveled to Vietnam and Cambodia to engage in service-learning and in courses on local culture, social justice, and entrepreneurship. The Study Abroad program was facilitated by **Gary and Rebecca Oliphant**.
Photo: Rebecca Oliphant



Clockwise from center left: **Connor Harting** in Norway, Spring 2014; **Kerstin Cook** in Mexico, Summer 2014; **Emily Minter and Lauren Polhil** in Austria, Spring 2014; **Caitlin Hannan** in France, Spring 2014; **Matthew Ady** in Cuba, Winter 2014; **Catherine Thuruthiyil** in Thailand, Fall 2015.



STUDY ABROAD

Where did our faculty lead study abroad programs in 2014-2015?



Italy



Kimberly Reiter



College of Arts & Sciences



Germany



Elisabeth Poeter
Susanne Eules



College of Arts & Sciences



Brazil



Bill Nysten



College of Arts & Sciences



Austria



Jim Mallett



School of Business
Administration



**Cambodia
Vietnam**



Rebecca Oliphant
Gary Oliphant



School of Business
Administration



Thailand



Yiorgos Bakamitsos
Jon Carrick



School of Business
Administration



United Kingdom



Anthony Hose



School of Music



Germany



Russell Franks



School of Music



**United Kingdom
Germany**



Timothy Peter



School of Music



United Kingdom



Marco Jimenez



College of Law



Cayman Islands



Stephanie Vaughan
Darryl Wilson



College of Law



Cuba



Candace Zierdt



College of Law



Spain



Jorge Roig



College of Law



The Netherlands



Mark Bauer



College of Law



United Kingdom



Stephanie Vaughan



College of Law

See page 15 for more on Faculty-Led International Programs.

STUDENT REFLECTION



Kristyn takes a giant "hop" at Stonehenge, England during Spring 2014 study abroad
Photo: Stefanie Perosa

“Every journey begins with a single hop.”

– Kermit the Frog

By Kristyn Stetson

That hop for me began when I got on a plane and flew across the pond to England where I studied abroad for six months. Studying abroad was a life-changing experience. I know that sounds cliché, but it is true. I grew and changed so much while I was abroad. Even though I had been in college and away from home for a year and a half, being abroad made me even more independent. I could not just call my family when I had a question or wanted an opinion about something. This was something I had to get used to.

The biggest lesson I learned was flexibility. I am a very organized person and like to have a plan of what I am doing and where I am going. This doesn't always happen when you are following a bus schedule. Sometimes buses are late, they drop you off in the wrong place or you miss your connecting bus. While abroad I decided to travel around Europe for 26 days with a rail pass, a friend, a backpack of clothes and a Europe guide book. My friend and I had our basic journey planned

out and the places we wanted to go and when we would be in those places. We planned to split up for half our trip since we both wanted to see different places. I learned very quickly that plans change and you need to be flexible. During our trip we had planned every city we were going to visit, but while traveling we had heard about a tiny town in Germany called Triberg from other travelers, so we decided to go visit. It was in the middle of the black forest and they made cuckoo clocks. The entire town was one street and a pretty park where you could hike in the black forest and next to a waterfall. This was one of the best places we went and totally spontaneous, but so worth it. Many times on the trips plans were changed because of train schedules or housing options. I was planning on spending a night in Innsbruck, Austria but when I found out there were no hostels I had to find another town to spend the day in and a night train to spend the night on. A few days later we tried to get a hostel in Luxembourg, but they were all full, so we ended up hopping on a train to Belgium and walking down the street until we found a hostel to stay in. At the time it was frustrating and a little scary. What if we were not able to find a place to stay for the night? It always worked out in the end though because with a little hope, a lot of flexibility and many nice people we always found our way.

Kristyn clogs around the Netherlands.

Photo: Tegan Burkhard



Being abroad I learned to be comfortable doing things by myself. I love to explore new things and be adventurous when other people are doing it with me. While abroad I learned to be comfortable just relying on myself. Before my huge trip around Europe I did many day trips around England going to the coast as well as London. I even found, contacted and started volunteering at a therapeutic riding stable while abroad. At first planning a trip, getting on a bus and then exploring places by myself seemed overwhelming. What if I couldn't figure something out, what if I needed help and what if people thought I was strange or had no friends since I was traveling by myself? As I pushed myself out of my comfort zone I realized that doing things without others is okay and that it is actually fun because you are totally in charge and can meet some really awesome people when you ask them for help. If you told me that I would end up traveling around Europe by myself for 14 days when I first went abroad I would have told you ABSOLUTELY not and you were crazy. How could I travel by myself in foreign countries

with just a guide book, rail pass and backpack? Well that experience was amazing and also frustrating at times. I learned that I was a lot stronger emotionally and mentally than I thought. I found out that I can put myself in situations where I go up to random strangers and ask them for help or to take a picture of me. I met some great people that I am still friends with doing that. Being by myself gave me time to reflect on what I was seeing, get up super early to see the sites before the crowds got there and immerse myself in the culture around me. I was not constantly checking a phone, looking at Facebook or worrying about what I had to do next. I was simply living in the moment and enjoying the trip.

It wasn't until I came back home and started school again that I saw how much I had learned while abroad. I am going to be a teacher and have been interning in a classroom two days a week this year. As a teacher you must be very flexible. Many times I have found myself totally changing my lesson from what I had planned just moments before teaching and even during teaching. I don't think this would have been easy for me if I hadn't gone abroad. I am totally able to just go with the flow and not stress out over the little things. Before going abroad I would have been anxious and worried if things totally changed on me at the last moment. Going abroad helped me to realize that life does not always go as planned, but it is a journey and everything will turn out all right in the end.

Kristyn Stetson is an Elementary Education Major and will graduate in May 2016.

SPREES STUDY ABROAD



David Houston, visiting assistant professor of English and world languages and cultures (standing) welcomes over 40 Stetson students, faculty and staff to the SPREES Study Abroad event on September 13, 2015. Houston ('05) is among several Stetson alumni presenting on the impact of studying abroad. He is joined via YouTube by **Josh Solomon** ('13) and **Christine Jacobson** ('12). Solomon, currently employed by the Atlantic Councils, describes the importance of Russian in Washington, D.C. Jacobson, who is completing a Master's degree at Harvard University, explains to students how studying abroad prepared her for graduate work. The Stetson Program in Russian, East European and Eurasian Studies (SPREES) trains students to analyze and interpret the Eurasian territory, people, history, language and cultural practices from a multidisciplinary perspective. **Photo: Michael Denner**

The Florida Language Consortium

In its first year, the Florida Language Consortium is piloting two courses. Russian is being offered by Stetson University to students at Embry-Riddle Aeronautics University and Arabic is being offered by Embry-Riddle to students at Stetson through teleconferencing technology. The Consortium is created to offer a wider breadth and depth of foreign language instruction to students.

“With the recent development of affordable virtual technologies and with the emergence of best practices for “blended learning”, it has become possible to consider mechanisms to provide access to a broader language curriculum”, said **Karen Ryan**, dean of the College of Arts & Sciences at Stetson University.

Through the Consortium, partner institutions share responsibility for offering foreign language instruction. Plans are in the works to invite additional higher education partners and add other languages including American Sign Language, Chinese, and Swahili.

Stetson University Welcomes Two Fulbright Scholars

Two dynamic Fulbright Language Teaching Assistants joined the Stetson community in August as scholars in the Department of World Languages and Cultures.

Raquel Ferreira Sampaio dos Santos, from State University of Rio de Janeiro, Brazil, is working closely with other faculty members to create an outstanding Portuguese language learning program. “My objective is to live a new experience in a foreign university that will provide the best time of my life. I want to live the culture of the USA, and at the same time share the Brazilian one,” said Santos. “In other words, I don’t want just to teach grammar or vocabulary of the Portuguese language. I want to go further, once I consider that language is not limited to contents, but it is a style of life of a nation. I understand that I am in a continuous process of learning about myself and about the world.”

Assisting Stetson University pilot the Arabic course as part of the new Florida Language Consortium is **Mustafa Bouarrouj** from Institut Superieur des Sc Hum de Tunis in Tunisia. “Undisputedly, my biggest dream is to become an international conference interpreter, earn my doctorate and become a lecturer at many universities,” said Bouarrouj. “Becoming an FLTA will cultivate my teaching skill set and further my knowledge and mastery of English in a context of multiculturalism. Becoming part of this program will make me play a significant role as a teacher of Arabic that collaborates consistently with peers from all over the world to consolidate the faith in a peaceful world where knowledge and cultural understanding have no boundaries.”

The Fulbright Language Teaching Assistant Program is the flagship international educational exchange program sponsored by the U.S. government. For more on FLTAs, contact WORLD@stetson.edu.

Photo: Roxanne Lewis

Meet the International Learning Committee

The International Learning Committee works to elevate the academic merit, overall value and viability of the international learning program at Stetson University. Members include **Bill Nylen**, **Bob Sitler**, and **Margaret Venzke**, College of Arts & Sciences; **Jon Carrick**, and **Carolyn Mueller** (Chair), School of Business Administration; **Royal Gardner**, College of Law; **Jason Martin**, duPont-Ball Library; and **Michael Rickman**, School of Music.

First Friends

WORLD partnered with **Jelena Petrovic**, assistant professor of communications and media studies to pilot *First Friends*, a new program focused on cross-cultural communication. The program paired students in Petrovic's communications course, *Intercultural Communications*, with international students across the campus. The goal was to build cultural appreciation between students of different backgrounds. A total of 40 students participated in the program. In addition to other activities, students met at least once weekly for an hour to talk over the course of the semester.

"Collectively, students felt as though they had benefited from the program," said Dr. Petrovic.

Austin Tyrell, a domestic student participant from the course commented on his experience. "This [program] gave me a good deal of anxiety going into the program. I was concerned that I would be paired with someone for a semester that I would inadvertently offend and they would blow up and I would be left wondering what I did wrong. Thankfully, my partner was a real laid-back person. He was easy to talk to. Really, all I had to do though was sit back and let the relationship flow."

For more on *First Friends* contact: WORLD@stetson.edu.



STETSON UNIVERSITY
FIRST FRIENDS



Be a First Friend to a Stetson international student as a communication partner! Make a difference!



Work with the WORLD Center to help international students become a part of the Stetson community.



Participate in fun activities such as:

- Trips downtown
- Sporting events
- WORLD events

If interested, please contact WORLD at world@stetson.edu OR Roxanne Lewis at rlewis1@stetson.edu

FACULTY OPEN HOUSE @ WORLD



Stetson faculty members and academic leaders meet and greet at the annual Faculty Open House @ WORLD on October 16, 2014. WORLD welcomed a full house of faculty shortly after the Rinker dedication ceremony earlier that day. New faculty were introduced to resources for international learning at WORLD: The Rinker Center for International Learning. Join WORLD for the 2015 Faculty Open House on October 15.

Photo: Rosalie Richards

WORLD Class Faculty Travel Awards Stimulate Internationalization of Courses

Each semester, Stetson faculty members engage abroad in professional development seminars to investigate innovative approaches to internationalize curricula and increase global understanding on campus. During 2014-2015, four faculty from the College of Arts & Sciences and the School of Music traveled overseas to learn alongside faculty from colleges and universities across the globe as part of Stetson's WORLD Class Travel Awards Program.

Chris Bell, assistant professor of religious studies, and **Rachel Core**, assistant professor of sociology, participated in *The Influence of Religions on Women in Contemporary Tanzanian Society* seminar during January 2015 in Tanzania. "The daily interactions, interviews, and examples of religious commerce I experienced provided me with ample anecdotes that I can bring to my classes and research exercises that impact my scholarship," said Dr. Bell. "The seminar was a pedagogically valuable experience for the many learning opportunities it provided. I would certainly recommend this and other development seminars to other faculty for the academic connections, scholarly models, and myriad teaching inspirations that it provides."

For Dr. Core, meeting with the women affiliated with the Matumaini Center was one of the highlights of the trip. "While these women certainly were not wealthy, they were the most empowered women we met during the trip," she said. "They talked about how they were proud to be single and how it allows them to control their own time and money." Core began internationalizing her classroom on the morning after she returned from Tanzania. "Talking to these women about some of the issues they face has given me concrete examples, which I have already incorporated into classroom discussions," she said. "Many students in *Understanding Society* (SOCI 101S) are concerned with the issue of religious tolerance. In [SOCI] 101S I have also introduced differing values regarding children's toys in our discussion on socialization. Certainly, in American culture, many toys are colored, packaged, and presented as being either for boys or for girls. By contrast, at the women's center in Iringa, I saw a little boy with a baby strapped to his back. When I asked his mother about this—noting that in America it is often only girls who play with dolls—she stated that in Tanzania dolls are gender neutral."

When professor of economics, **Ranjini Thaver**, traveled to Europe in May 2015 to participate in *Brussels & Amsterdam: EU Integration and Global Business in Current & Historic Perspectives*, she had no inkling the international seminar would be as transformative as it was. "Visiting Europe was a startling and humbling reminder that stereotypes are a human condition, and unless met with education head-on, we perpetuate further misperceptions," she remarked. "I believe that the process of internationalizing my classroom based on my IFDS experience began the day I arrived in Belgium. Even though I am on sabbatical this semester, as I prepare my learning modules for ECON 103 I already am focusing on the EU, the refugee crisis and its impact on the economy, and the parallels between Greece-Germany and the US-China relationships."



Chris Bell and Rachel Core pause for a pose on a safari in Tanzania during the international faculty seminar (IFDS).

Prior to the summer 2015 *Music in Ireland: A Study of Identity, Politics, and Space* seminar in Ireland and Northern Ireland, **Noel Painter**, associate dean of the School of Music and associate professor, expected to add content on the music of Ireland in his *Music Culture* course. "Having now completed my journey, I understand how limited, possibly naïve, my initial expectations for the trip were," Painter reflected. "Indeed, the experiences that our group of eight faculty had—learning not only about music, but also politics, religion, perceptions of authenticity, regional culture, and more—led me to a clearer understanding of the importance of both title words—*Music and Culture*—in the class that I offer our freshmen. Certainly the class embraces both terms currently, but in previous years in this class I have taught about the *music of different cultures*. I now understand, after having experienced this seminar, how important it is to convey to the students the *cultures that result in different musics*. The wording change is slight, but the change in emphasis—from music toward culture—may result in a completely different pedagogical approach to the class."

For details on WORLD Class Travel Awards, contact WORLD@stetson.edu.

Faculty-Led International Programs

In 2014-2015, faculty-led international programs spanned four continents, leaving a distinct footprint by Stetson University across the globe. Just over 25 faculty members led 14 programs that hosted 387 students. Students were immersed in new cultures and exposed to diverse people, history, art, music, theater, philosophy, literature, architecture, historical and religious landmarks, business, and more. Program participants returned to the U.S. with increased self-awareness of global citizenship.

During Summer 2015, the School of Music offered three programs, enabling undergraduates to perform chamber orchestra music and opera in the United Kingdom and Germany. The College of Arts and Sciences offered programs in Italy for students to study history, Brazil to investigate local culture through the annual Mentored Field Experience, and to Germany to study culture and photography. In Germany, students were exposed to new ideas on environmental sustainability, consumer culture, educational opportunities, how Germans deal with their most recent history, and more. "Freiburg itself is not only home to the only cathedral finished in the Middle Ages, but also known as the environmental capital of Germany where bicycles and pedestrians outnumber cars in downtown," said **Susanne Eules**, director of the Freiburg Program and adjunct professor.

In addition, the School of Business Administration offered three programs abroad. Graduate students from the Executive MBA Program traveled to Thailand where they participated in a consulting business with a local Thai food company. A class of 16 undergraduates visited Vietnam and Cambodia to study local culture and entrepreneurship and taught English language at a school in Cambodia. The Summer Innsbruck program had another successful year. As part of the program, 54 students completed two courses, visited international and multinational businesses, and traveled to nearby historical and cultural sites. "The Summer Innsbruck Program was developed by the School of Business Administration faculty to provide a culturally enriching and rigorous international academic experience. For eighteen years this program has been listed by alumni as a highlight of their education at Stetson University," said **James Mallett**, program director and professor of finance.

In 2015-2016, faculty will be leading programs to locations such as the United Kingdom, Austria, China, and other countries. For more on faculty-led programs from the College of Law, see page 6.

Stetson's Study Abroad Implementation Program

Stetson University unveiled a new Study Abroad Implementation Program to provide additional support to faculty leading international programs. The implementation program is a comprehensive planning tool for all faculty-led international courses and experiences. It enables WORLD to better assist faculty so that they can focus on the academic component of course development and implementation. The new program offers a range of support including risk management advisement, course proposal submission and approval processes, financial modeling, marketing strategies, and faculty orientation. WORLD provides initial guidance and use of the program, including the online component of the system.



Paula Hentz, assistant director of Study Abroad describes the Study Abroad Implementation Plan to faculty and academic leaders during a WORLD Class Lunch & Learn at WORLD: The Rinker International Learning Center. The Lunch & Learn Series is hosted monthly during Spring semester and features faculty and staff discussions on diverse topics in international learning. **Photo: Roxanne Lewis**

INTERNATIONAL SYMPOSIUM SERIES

The International Symposium is a year-long campus-wide event where Stetson University hosts invited scholars to address issues of significance in the international arena. During 2014-2015, the symposium featured a speaker series on Borders. The speaker series kicked off in November 2014 presentation by **Emmanuel Brunet-Jailly**, professor of political science at the University of Victoria (Canada). Dr. Brunet-Jailly's keynote address, "What We Know and Don't Know about Borders" highlighted the changing nature of borders, challenges borders present for U.S. and international order, and the importance of studying borders in Globalization.

SPRING 2015

BORDERS VS GLOBALIZATION:

Are Contemporary Developments in Technology, Trade, and Communications Redefining the Role of Political Boundaries?

Tuesday, March 10

6:00 p.m., Faculty Lounge (CUB)

Borders vs. Globalization in Africa

Dr. Robert Press (University of Southern Mississippi and former Africa correspondent for the Christian Science Monitor)

Thursday, March 19

12:00 noon, Stetson Room (CUB)

Border vs. Globalization on the US/Mexico Frontier

*Dr. Andy Eisen (Stetson University)
Dr. Tony Payan (Rice University and former President of the Association of Borderland Studies)*

Wednesday, April 15

4:00 p.m., Rinker Auditorium (LBC)

Borders vs. Globalization in the Middle East

*Dr. Margaret Venzke (Stetson University)
Dr. David Newman (Dean of the Faculty of Humanities and Social Sciences at Ben Gurion University, Israel, and Editor of the journal Geopolitics)*

Sponsored by: WORLD: The David and Leighan Rinker Center for International Learning; Sigma Iota Rho (the International Studies Honorary); and the Political Science Department

CULTURAL CREDIT IS PROVIDED



Tibetan Monks come to Stetson University

During *International Education Week* 2014, Stetson University hosted a troupe of Tibetan Buddhist Monks from Gaden Shartse Dolkhang Monastery in South India. The monks constructed a traditional Tibetan sand mandala, offered a cultural performance, presented on Tibetan Buddhism, and engaged students in various classes. As a cultural credit event, students were offered multiple opportunities to learn about Tibetan culture and religion.

The monks traveled to Stetson University as part of their 2014 Compassion Tour. The multi-day event was co-sponsored by the Stetson University College of Arts and Sciences, the School of Music, the Departments of Communication and Media Studies, Counselor Education, History, Philosophy, Religious Studies, and Sociology and Anthropology, the Gender Studies Program, the Gillespie Museum, and WORLD: The David and Leighan Rinker Center for International Learning, in cooperation with the DeLand Fall Festival of the Arts. *[Adapted from Stetson Today; November 12, 2014]*

Nov. 18-24
Tibetan Monks
At Stetson
www.tibetanmonktour.org

This 5-day event is the step-by-step creation of a traditional Sand Mandala.

All events will take place in Allen Hall Auditorium.

Opening Ceremony | Tuesday, Nov. 18 | 2-4 p.m.
Sand Mandala Begins | Tuesday, Nov. 18 | 4 p.m.
Sand Mandala Creation | Nov. 18-22 | Open daily
Closing Ceremony | Monday, Nov. 24 | Noon-1 p.m.

More information: Christopher Ball cbell@stetson.edu 386-822-7477
STETSON UNIVERSITY Cultural Credit Available

What is ACIREMA?

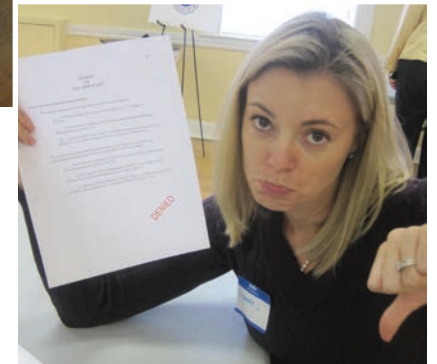
On November 18, 2014, the second floor of the Carlton Union Building was transformed into a laboratory for Stetson University staff from departments across the Deland campus. ACIREMA (America spelled backwards) engaged participants in discussions about how to work with students from different countries. It also highlighted the processes and procedures students experience in order to study in the United States.

Sponsored by WORLD and supported by committed student volunteers and faculty, the exercise delivered a simulation similar to what international students experience as they prepare to travel to the U.S. to study. The goal of the simulation was to encourage empathy, understanding, and patience by Stetson staff when providing important services to students new to U.S. culture. Survey results of participants claiming to have a good to strong understanding of what it takes for an international student to enter the U.S. to study rose from 39% before the simulation to 86% after the experience. A second simulation was conducted for domestic students.



Stephanie Ryan, internship coordinator, gives a thumbs-down after being denied a "U.S. visa" during the ACIREMA simulation.

Photos: Linh Pham



INTERNATIONAL TEA & COFFEE HOUR

Discussing. Learning. Developing.

Every 2nd and 4th Wednesday of the month in Allen Hall. 2:00pm-3:00pm

- Enjoy coffee, tea and snacks
- Participate in professor and student-led discussions that matter.

We encourage you to RSVP to world@stetson.edu but walk-ins are welcome!

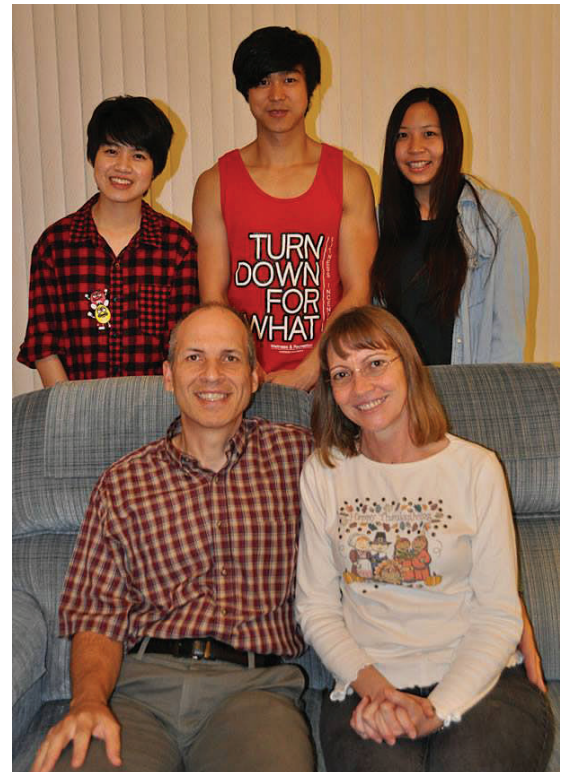
Sharing Thanksgiving with International Students

By Brenda Taylor

I began working at Stetson in 2011. That fall, as the holidays approached I wondered about students who were not able to go home. I didn't want anyone to miss out on the holiday food and fun and was willing to invite them to my home. I asked a few who came into the clinic where I worked what they were doing for Thanksgiving. They all had plans. As the years passed, I would continue to do this and while everyone I asked had plans, I kept feeling there had to be students who were unable to be home for the holidays, but did not know how to connect with these students.

Then much to my surprise, during the fall of 2014 I received an email from the WORLD department asking if anyone would be willing to host an international student for Thanksgiving. This was what I had been waiting for! I quickly called my husband to be sure he was okay with the idea. I replied to the email asking if I could host two students. My thought was that if I were in their shoes, I would feel more comfortable going to a stranger's house with a friend than by myself. I was assigned two Thai students. Shortly after I received the names of the students, I contacted them through email to arrange a meeting on campus. One of the questions I asked when we meet was if they wanted to participate in the preparation or just come for the dinner. They both wanted to help make the food and be a part of that process. I then asked if they would like to make a traditional Thai meal for dinner after we were done with Thanksgiving preparation. They were excited about this opportunity and I told them to email me a list of ingredients once they decided what they wanted to make and I would buy what was needed. My only request was that it not be too spicy since I knew Thai food can sometimes be pretty spicy. When they next emailed me, they asked if another student could join us. I told them that would be fine.

I had them to meet me at my office Wednesday at noon, the day before Thanksgiving, and we headed home to make pies. They each worked on a homemade pie—pumpkin, apple, and chocolate—under my supervision. This was followed by a wonderful Thai meal and conversation. My husband took them back to school that night and picked them up again the next morning. While I was finishing the food preparation, they watched the movie, Princess Bride. We then ate dinner. Our mealtime was filled with lively conversation and interesting reactions to our traditional Thanksgiving food. The students took multiple pictures of the food. A friend of ours who had spent many years in Thailand joined us for dinner which made the meal even more enjoyable. He was able to speak some Thai language and speak about Thailand with the students. I had told the students prior that part of our home tradition was playing board games after the Thanksgiving meal. One of the students brought a board game from Thailand for us to play. After our friend left, we played the board game. It was truly a joyous and fun-filled holiday. My husband commented afterward that this was the greatest idea ever.



Brenda and Robert Taylor (seated) relax after Thanksgiving dinner with Thai international students **Tanyamon Trilojwong, Komthanu Kuanprasert, and Nicha Chantasakuldet** (standing) all from Mahidol University International College in Thailand. Photo: Gene Foltz

We enjoyed spending time getting to know them so much, that we picked them up again on Sunday and took them out with us to sightsee and have dinner. Then there was one last farewell dinner at our house a day or two before they were to travel home. After dinner that night, I drove them around a couple of residential areas that were brightly lit with Christmas lights so they could see that tradition. They were taking pictures left and right. We continue to keep up with them from time to time through Facebook.

My husband began to think about how empty our house was with our two boys grown and gone and how much fun it had been to have the students join us, getting to know them and their culture. This prompted him to start doing some

Our mealtime was filled with lively conversation and interesting reactions to our traditional Thanksgiving food. The students took multiple pictures of the food.

research. He discovered that there are international high school students who want to spend an academic year in America. He approached me with the idea of becoming host parents to an international high school student. As we talked about it, I said the same thing as with Thanksgiving; if we were going to do it, we would host two students, so one would not have to feel alone. I probably would have felt one was enough if we still had high school age children of our own that could be a friend to the student. We applied to be a host family in March of 2015 through one of the Department of State organizations that handle high school foreign exchange students. This is on a volunteer basis and the parents are responsible for room and board for the student. The student is responsible for all school and personal costs. We are now parents to two daughters. One is from France and one is from Germany. We are learning so much and while there have been some stressful times, overall it has been a very enjoyable experience so far.

Brenda Taylor is medical secretary at Stetson University's Student Health Services. To Share Thanksgiving with international students, contact WORLD@stetson.edu.

WORLD Fair Attracts Over 100 Elementary Students

The inaugural *WORLD Fair* at Stetson University brought over 100 elementary students, teachers and parents to campus to learn about culture from people representing different parts of the world. Visitors interacted with international and domestic students at different booths and engaged in activities from countries around the world.

One elementary student commented, "I liked that it was fun and at the same time, that you learned." Another student added "I liked the Netherlands because you get all these treats!"

Richard Hanley, intensive reading coach at Pride Elementary School, accompanied several students to *WORLD Fair* and plans to bring more students to the next event. "For me, it's all about learning other people's cultures," he said. "I don't think we should look at differences; we should at things that are alike. I think that by learning the differences of other people we come to realize how much more we are alike than we are apart."

WORLD Fair invites the broader Deland community to experience diverse cultures and to generate early interest in studying abroad. Join us at the next *WORLD Fair* on February 19, 2016. For information or to collaborate, contact WORLD@stetson.edu.





Housing in Guanajuato, Mexico. Photo: Robert Sittler

UPCOMING EVENTS

2015

August

- 11-14 New International Student Orientation
- 27 International Student Game Night

September

- 11 International Students go to Rock Springs, Kelly Park: Apopka, FL
- 15 Global Citizenship Fair
- 30 International Learning Scholarship Applications due
- 30 Study Abroad Return Student Dinner

October

- 8 International Students go to Disney
- 16 Faculty Open House @ WORLD
- 28 International Student Halloween Party

November

- 14 Homecoming Tailgate
- 16-20 International Education Week
- 26 Share Thanksgiving

December

- 4 Exchange Student Farewell Picnic: Blue Springs State Park

2016

January

- 7-8 New International Student Orientation
- 26 What is Global Citizenship? WORLD Class Lunch & Learn
- 28 Global Citizenship Fair

February

- 19 WORLD Fair
- 23 Faculty Resources for International Learning: WORLD Class Lunch & Learn
- 29 Scholarship Applications for International Learning: Deadline
- TBA International Symposium Series

March

- 1 WORLD Class Travel Grants due
- 22 International Networking: WORLD Class Lunch & Learn
- TBA International Symposium Series

April

- 19 How to Lead a Study Abroad Program: WORLD Class Lunch & Learn
- 28 Exchange Student Farewell Picnic: Blue Springs State Park
- TBA International Symposium Series

VISIT STETSON.EDU/WORLD FOR DETAILS