



WDSAJC

Fall 2013



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Thanks for Reading!



To the lovely readers of MOSAIC,

My name is Iulia Iordache '15, I am a Psychology and Russian double major, and I am honored to be this year's MOSAIC editor. For those of you who were already familiar with the magazine, you might notice that I changed the layout and the formatting for what I hope to will be a pleasurable reading experience.

The cover of this issue includes two pictures. The top one, taken by Frank Zhu '15 during his Fischlowitz travels, shows the entrance to the Chinatown in Boston. The bottom one, taken by myself, is the entryway to a Buddhist temple in Penang, Malaysia (taken during my summer internship there). **I chose these two photos to symbolize the gates and doors we go through during our lives.** Despite the different moments in life, the physical distance between them, Grinnellians manage to go through doors, entries, and passages successfully and enjoy the diversity and wonder of the places we encounter.

On that note, welcome Class of 2017 (above)! I hope your first semester has been a positive rite of passage and that Grinnell will be like a magical temple for you! Class of 2014 (below), I wish you a beautiful journey as you exit these gates. May you secure the job of your

dreams, be accepted into your grad school of choice, or become the activist the world has been waiting for!

As for the content of this magazine, I hope you will enjoy reading it as much as I have. We have a variety of articles from Grinnellian globetrotters: Rostom '16, who traveled to Tibet during his stay in China; Fangda '16 who visited Tunisia and the Sahara desert; and Athena '15, who studied abroad in Chile, leaving the United States for the first time in her life. We also collaborated with two host families for articles about their relationships with their host students. In addition, we have a wonderful article about discovering the East Coast through the Fischlowitz grant by Frank '15, seasoned with a breadth of amazing photos, and a piece from professor Todd Armstrong, who will make you crave some Russian food! We are welcoming Poonam Arora, Chief Diversity Officer and Dean of the College, as well as David Cook-Martin, professor of Sociology and director of the Center for International Studies. These are just some of the highlights of this issue and I hope the other articles and variety of photos will add to your understanding of the human MOSAICs we represent at Grinnell.

Iulia Iordache, MOSAIC Editor



Humans of the East Coast

Frank Zhu '15 (China), Winner of the Fischlowitz Travel Grant, 2012-13

As one of the most historical and influential areas in the United States, the East Coast has been a charming mystery to me. Thanks to the opportunity provided by the Fischlowitz Scholarship, I was finally able to travel to five of the most iconic cities on the East Coast – Boston, Baltimore, Philadelphia, New York and Washington D.C.

Every city seems to have its own personality. Boston is modern yet full of history -- some apparently random building on the street might turn out to be important historical site in U.S. history. New York City is lively and passionate, and there are always interesting and unique people somewhere on the streets – not to mention the numerous artists.

Throughout my travels, I met many kind Americans who shared their life stories with me. One such encounter that I am very fond of happened in a restaurant near the wharf. I met this ordinary looking old man who sparked my curiosity with his incredible skills in lobster eating. It turned out that this man used to be a fisherman, before losing his job and becoming homeless. He was quite pleased to show me a beloved photo of his good friend - his former dog! The picture was half-burnt, but he had salvaged it from his mentally ill wife. He'd given the dog away because he had to move frequently,



but now this photo was one of his most valuable treasures. After he finished eating, he carefully packed what was left on the plate and walked away with a bag containing all his earthly possessions.



“Two drug dealers were caught in front of my eyes and the poverty itself was overwhelming.”

Another adventure I had was in Baltimore. When I arrived in the city, the empty streets and unfriendly gazes sent chills down my spine. It was new for me to learn that Baltimore has some of the most dangerous neighborhoods in the U.S. The Patterson Park neighborhood has the highest robbery and homicide rate (the chance of being a crime victim here is 1/11). I was curious so I hired a trustworthy cab driver to drive me around this neighborhood and shoot some photos with my hidden camera. Two drug dealers were caught in front of my eyes and the poverty itself was overwhelming. All these incidents made me reconsider the intensity of social problems in U.S.

I also had very pleasant experiences during the trip. I “snuck” into MIT, I went sailing in the Boston Harbor

as well as other enjoyable activities, but it was these “emotionally heavy” encounters that made me think and adapt to a more mature understanding of U.S. society. However, this trip does not make me love this country any less. With all of its diverse races and cultures, with all of its technological and social revolutions, the United States of America is still a world superpower. The trip gave me a chance to know myself better, develop my conversation and independence skills, deepen my love of photography, and learn more about this great nation and her people.



Street performance in Soho, New York



Top 10 Reasons YOU Should Apply for the Fischlowitz

Doug Cutchins '93,

Assistant Dean and Director of Post-Graduate Transitions



1) FREE MONEY. Seriously, it's free. \$5,000. In your pocket. Voila!

2) SEE THE U.S.A.! It's a big country. There's a lot to see. She is calling to you!

3) CHOOSE WHEN YOU TRAVEL. You can travel during the summer, fall break, winter break, or spring break. (Yes, I said winter break. You can escape Iowa during winter break. And you can go anywhere. That includes Florida, in January –it is warm there!)

4) CHOOSE WHAT YOU EXPLORE. You propose a topic that you want to learn about and explore during your Fischlowitz travels. It can be anything. What fascinates you most about the U.S. or U.S. Americans?

5) BUILD YOUR RESUME. The Fischlowitz is a significant honor. Putting it on your resume shows that Grinnell has invested in you.

6) FREEDOM AFTER GRADUATION. Mr. Fischlowitz hopes that the recipients of this award will eventually return to their home countries, but you are allowed to use your OPT first, or attend graduate school. In addition, if you do decide to

stay in the U.S. all we ask is that you eventually repay the Fellowship funds. It's an interest-free loan to travel while you are young!

7) GAIN EXPERIENCE. The application process is a learning experience - the application, the interview, and the travel itself. You will benefit from the process of applying, whether or not you receive the grant.

8) HAVE AN ADVENTURE. You, the U.S., and \$5,000. How cool is that!?

9) DREAM & PONDER a PLAN! Applications are due February 10, 2014. Take time to plan, research, and write your application.

10) DID I MENTION THE FREE MONEY?

I hope all international students at Grinnell will consider applying for the Fischlowitz International Student Travel Grant this year!

Read more about this opportunity at <http://www.grinnell.edu/offices/socialcommitment/awards/fischlowitz> or contact Doug Cutchins in the CLS if you have questions

Hosted in Ghana, Hosted in Grinnell

*Linda Ludwig, ITS,
Social Justice Prize Fellow, Host Parent*

It was 8:30 a.m. and sweat already soaked my shirt and my hair as I walked the twenty minutes from Lagoon Lodge, where I was staying, to the south gate of Winneba University to catch my taxi. I carried fifty pounds of camera gear, computer equipment, and water for the trip. I wasn't in shape for the heat or the walking.

What brought me far off place, in this sweat soaked condition? Two months earlier, I had been selected as the Grinnell Prize Staff Fellow '13. I would spend June in Ghana, volunteering at Challenging Heights, working with the 2011 Young Innovator for Social Justice Prize winner, James Kofi Annan. His accomplishments are truly impressive: he endured slavery from age six to 13, escaped, taught himself to read and write and, despite the challenges, disadvantages and poverty, graduated from college and later obtained a Master's degree.

Caroline Saxton and Tilly Woodward, the 2012 Staff Fellows, tried to prepare me for what I would encounter in Ghana. But no matter how prepared I felt, the only way to truly understand the conditions was to experience them. My first week brought new worries: How would I get around? Where could I safely eat? What would the bathroom situation be like? Would I really be able to contribute to Challenging Heights' mission? Would I be able to keep my insulin cool and my diabetes controlled? Would I be able to understand the residents of Winneba (they speak English but their accents are strong)?

One day at a time, I would overcome my fears. I learned that the Challenging Heights office was conveniently located on one of the circular shared taxi routes - going to and from work was easy and cheap. The brief taxi ride cost 60 pesewas, which is about 30 cents U.S. Challenging Heights staff members and other volunteers introduced me to Chop Bars and recommended local dishes. I learned where I could eat and what I liked - my favorite dishes were Waakye, Red Red, and stir fried rice with shito. Before I knew it, the three and a half weeks were over and I was home in Iowa!

Shortly before leaving for Ghana, I had met incoming student Larry Asante Boateng through email. He had questions related to my work in Information Technology. Because I would be visiting his home country, Ghana, I contacted the OISA to see if my husband and I could be matched with Lar-



Larry '17 (Ghana) meets Linda & Robert.

ry through the Host Family Program. We were thrilled by this opportunity! As a result, I started viewing Ghana and Iowa from a new perspective. As I walked the streets of Winneba, making friends, eating the food, melting in the heat, and seeing the sites, I thought of my future host student Larry. This was his home; this is where he comes from. I thought about how different the streets of Grinnell are to the streets of Winneba and I was suddenly thinking how Grinnell must appear to Larry (and to many other international students). Our streets must look incredibly quiet and uneventful at times, compared to how alive the streets in Winneba were.

As I experimented with eating unusual dishes, I thought about how even though I liked this new food; I was missing the food I was familiar. I missed my husband and his cooking as well as being home. Suddenly I was appreciating what Larry would go through when he arrived at Grinnell, and what all our international students go through every year.

Now that I am home, it has been wonderful introducing Larry to Iowa. Due to my experience, I have also been more aware of how he might be missing home and what is familiar to him or what is new and strange. It has been Robert's and my pleasure to try making Ghanaian dishes with Larry in order to bring a little of home to him.

My time in Ghana was wonderful. I volunteered at Challenging Heights, made wonderful friends, learned about myself, and gained a greater appreciation of what our students go through - leaving all that is familiar behind. I believe that this international volunteer experience for Grinnell staff adds to the College's rich tapestry and commitment to social justice.

View Linda's blog:

<http://lindaludwig.blogspot.com/>

Meet the Conners

*Dixie Hansen,
Host Family Volunteer Coordinator*

Mike and Lindsay, along with their five children, started hosting because they are interested in meeting people from abroad. They are off to a good start in this quest, as they currently host Thelma Chiremba '14 (Zimbabwe); Yaoyang (Owen) Chen '16 (China); and Karim Abou El Nazer Chafee '17 (Egypt). They previously hosted Sakshi Saigal '10 from India.

Mike works at the College as an Instructional Technologist. Lindsay is at home with their five children, who she homeschools during the day. Prior to moving to Grinnell in 2004, they lived in Saint Peter, Minnesota, where Mike worked at Gustavus Adolphus College. Lindsay is originally from Iowa, and Mike grew up in Montana, then lived in Guadalajara, Mexico from his 6th grade year until his senior year in high school.

The Conner's have not had many opportunities to travel, especially outside the U.S., but participating in the Host Family Program has been a good

"The Conner family is very sweet. I have gone to church with them, had bonfires and lots of interesting things in the past year. They often invite me for dinner, and I enjoy staying with them. The kids are adorable. During last year's Chinese Spring Festival, they prepared traditional Chinese dumplings and put up some Chinese decorations. That was really emotional and sweet!" - Owen



way for them (and their children) to learn about the world! Mike and Lindsay have enjoyed getting to know the students, and watching them progress through their four years at Grinnell. *"Each of them have been unique - fun to get to know, and just a pleasure to be around."*

Some of the activities that the Conner's have enjoyed doing with the students include decorating Christmas cookies, holding bonfires and hayrides, birthday celebrations, attending community events, and doing normal family things. Mike and Lindsay have been particularly impressed with how kind their host students have been to their children. *"The College students take an interest in each of the kids, and the children love the students in return."*



"I love my host family. They help me feel at home here. My host mum, Lindsay, is an incredible cook. We play soccer in the yard, traced our hands on paper, and wrote our names in Arabic (I helped with that). We went biking and they showed me the breathtaking views of Iowa country side. We talked about my country, too. Their daughter makes the best cookies ever. I enjoy talking with the oldest son about birds and legos, and the six-year-old and I have our own special handshake. My host family is a strong support system for me." - Karim '17

"The Conners have been a great host family since the first time we met. I appreciate them inviting me into their home and family. Hanging out at their house, playing games, and eating homemade food when I was homesick, made my first year at Grinnell better. I love their enthusiasm and willingness to learn about my Zimbabwean culture, and I am thankful for their kindness." -Thelma '14

Center for International Studies (CIS): Nurturing Global Connections & Engagement

*David Cook-Martin,
Associate Professor of Sociology
and Director of CIS*

The purpose of the Center for International Studies (CIS) is to foster global connections and engagement. It's fitting that as I write this, I'm sitting at the airport in Guadalajara, returning from a seminar on multiple citizenships and migration where I presented with a handful of Latin American and European experts on the topic. During my brief visit, I have made contact with scholars interested in visiting Grinnell and discussed a possible exhibit of migration-related art. The very fact that I am here is a result of a world in which knowledge is constructed and shared across borders. This happens in Grinnell's classrooms and in the opportunities that the CIS facilitates for global learning whether on campus or off.

Let me tell you about two ways in which the CIS nurtures global connections and engagement. The visit of international scholars is one means of making Grinnell global. CIS partners with the OISA to facilitate the visa application process for visiting scholars. These scholars teach short courses, give campus wide lectures, share their research with students and faculty, and serve as connections to their countries and home institutions. Most recently, students and faculty enjoyed a visit by Professor Nirija Jayal, an expert on democracy and citizenship in India. She taught a course on that subject, gave a public lecture and met informally with many students and faculty members. Professor Jayal is part of an exchange program with Jawaharlal Nehru University in India. Professor Tim Dobe from the Religious Studies Department will be visiting there this spring on the return leg of this exchange.

Course-embedded travel is another important way to engage in global learning. In this kind of course, professors and students travel together to a place that enhances a class's learning objectives. Recently, professors Jack Mutti, Keith Brouhle, and Stella Chan traveled to Korea for 10 days with students as part of a course on Economic Development. All participants came away with a new and more complex sense of which factors explained Korea's economic

success. Professors Kathy and Peter Jacobson led a 17-day trip to the Namib Desert on its ecology in which students witnessed some of the most significant climactic changes to affect that environment. To a person, participants in these experiences tell of how their perspectives on economics and ecology changed dramatically, sometimes altering their career decisions or plans for future courses. Course-embedded travel can change people's worldviews and that's why the CIS invests so heavily in this way of learning.

The CIS sponsors many other activities and does behind the scenes work to make Grinnell a more globally connected place. For instance, the Center sponsors co-curricular travel experiences, and faculty development seminars. The CIS leads efforts and implements policies that make it possible for Grinnell to have global connections. Taking direction from the Dean's Office, a faculty/staff advisory board, and the President's Office, CIS facilitates the arrival of international instructors and the travel of faculty so that visits and travel are both safe and academically productive.

The CIS engages in all of the activities described because greater curricular global connections and an infrastructure to support it are the foundations for a Global Grinnell.

About the author:

David is a political sociologist who examines interconnected migration and nationality policies in the Americas and Europe as a way



to understand political membership and belonging from a transnational perspective. He teaches a variety of courses including International Migration and Development of Sociological Theory. David recently completed a manuscript based on an NSF-funded project entitled "Race, Immigration and Citizenship in the Americas," and his book, "The Scramble for Citizens: Dual Nationality and State Competition for Immigrants" was published by the Stanford University Press. His work appears in the multiple highly regarded sociology journals and he has published chapters on transnational religious networks, ethnic return migration, and Latin American migrations to Spain. At Grinnell, he is an associate professor of Sociology as well as the director of the Center for International Studies. (description adapted from his LinkedIn profile)

The Chills and Thrills of Chile

*Athena Carlson '15,
(Minneapolis, St. Paul)U.S.A.*

My study abroad began with a whirlwind of luggage, passing through customs and immigration, and eventually finding my fellow students at the airport in Santiago, Chile. This was my first experience outside the U.S. - even my first airplane ride, and I knew the semester would bring new experiences, foods, education systems, family structures, and cultural practices. I expected Santiago to immediately feel different from the U.S., but on the surface, it looks and operates like any other big city I'd known: tall buildings, traffic, and typical fast-food chains popping up on every block. The first few weeks felt like I was still in the U.S. - just speaking Spanish all day.

This cosmopolitan and industrialized appearance of my new home is because Chile has progressed during the 20-year dictatorship that started on Sep. 11th, 1973. Augusto Pinochet, with help from the U.S., organized a coup against Salvador Allende's left-wing administration to prevent instatement of communism. The aftershocks of the dictatorship are still felt today: the government has not offered apologies to the families of "desaparecidos" (the disappeared) or to the 40,000 victims of torture, leaving a large chunk of society without closure. Most government officials who instigated the human rights violations have not been brought to justice, and some still work in their departments. The rapid economic growth that accompanied the adoption of westernized economic policies caused huge divisions between socioeconomic classes. While Chile is often referred to as "Latin America's success story", the "success" is only felt by the upper class. I lived in a wealthier part of Santiago, and when I traveled to different parts of the city, I could see that not all of Chile benefits from what Pinochet had begun.

With a little more time and some knowledge about the country's history and current issues, I started recognizing more and more differences between Chile and the U.S. While divisions between social classes certainly exist in the U.S., in Chile the different classes rarely interact with each other. I attended a diverse high school in Minnesota, and now benefit from Grinnell's strong dedication to ensuring that those with limited resources can also receive a quality education. While in Chile, however, I saw how an education system can perpetuate socioeconomic divisions, and I learned to appreciate the uniqueness of my experience and exposure to this aspect of social difference.



Athena '15, at Valle del Elqui, Chile

Another difference appeared through family structures. I don't think family is any more important there than it is in the U.S.; but Chileans express their love for each other in actions and words more clearly than we do back home. I saw this cultural difference reflected during my seminar about Chile's healthcare system. We visited Clínica Familia, a clinic for hospice care that attends to the spiritual and physical well being of terminally ill patients. It is the only clinic of its kind in Santiago, and not well known. Chilean families will take care of their terminally ill relatives at home, but when they do not have the resources the clinic will step in. In the U.S., hospice care is fairly well-known and is widely used. It's fascinating to me how different cultural norms create individual systems.

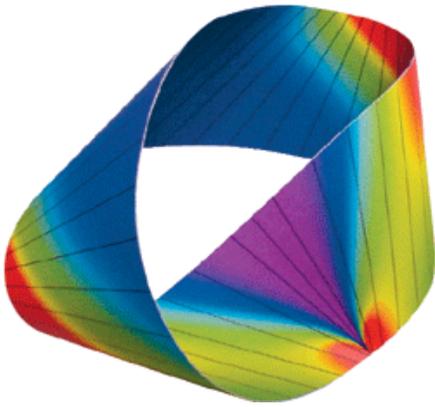
I also traveled to Bolivia and volunteered with a community called Chirimoyas. Established a few years ago, the community is working to make the land viable for crop production. The goal is to develop a safe, healthy, and prosperous settlement for its members. After seeing this in the middle of the jungle, close to the Brazilian border, I slowed down and really looked at myself from an outsider's perspective. The Chirimoyas did not have running water during our stay because the well motor was broken. Some houses didn't have walls to block the wind. Children ran barefoot playing soccer on rocky ground, and a little girl told me she wanted my skin color because she thought hers was ugly. These people work so hard, yet they only receive a small percent of the opportunities that I have received through my sheer luck of being born in the U.S. This experience helped me be more grateful for what I have. It helped me prioritize my life differently. In Grinnell, I felt entirely driven by the need to read and get good grades, but study abroad has provided me with a fresh start and a new perspective. There is no better way to develop awareness about other ways of life than to actually live them. No amount of reading can substitute for that fulfilling experience.

The Möbius Strip

Poonam Arora,

Chief Diversity Officer at Grinnell College

It was in the fall of 1983 that I first arrived at a small liberal arts college in the U.S. as an international student. Three decades later, as I return to another liberal arts campus, this time as a diversity administrator and a faculty member, I find that not only have I come full circle, but the very institution of American higher education has turned itself inside out, in a curious Möbius curve move. While the details of my personal journey may be fairly linear and hence predictable; the historical roller-coaster, that is the context of my story, is truly fascinating.



The Möbius Strip

The Möbius strip is a fascinating and elegant mathematical construct. *It is one-sided and non-orientable. Even though it looks three dimensional, it is in fact a single closed curve with only one plane. If you draw a line around this curve you will discover that you travel on both the “outside” and the “inside” in a paradoxical way. The Möbius curve signifies how time and place turn back on themselves.*

In 1983 I was part of a cohort of 15 students from 12 different countries that were pursuing a program in American Studies at Smith College. All except two students in this program were White and European, my classmate---Sue Hong Jun---was Chinese and I was Indian. For both of us, it was the first time that each had left her respective country; the first time that we were in the U.S.; and most remarkably, even though China and India share a border of over two thousand miles, neither had ever met anyone from the country of the other. Even though Sue and I had adjoining rooms in the same dorm, we did not become friends instantly. We were in

fact suspicious of each other as belonging to enemy nations and altogether too busy making friends with other American students who were so eager to teach us the norms and rituals of American college life. Eventually we became friends not because we had much in common with each other (we actually did not, at first) but because the rest of the international students thought that we belonged together somehow. In 1983 Sue was the only student from China at Smith College and I was one of only a handful from India. Today Chinese students make up the largest contingent of students from any one country within American higher education; India is a close second.

So what is the reason for this epoch changing Möbius turn? I would say that after World War II and especially at the height of the Cold War, it was very important for the world to study America; today it is imperative that Americans understand and be able to live/work with the other civilizations of our world, who in their turn are undergoing radical transformations.

Notice that I have switched the terms of my discourse from “nations” to “world civilizations.” I have long found that the nation as a concept is somewhat staid, if not entirely stale. Civilizations are dynamic, evolving and ultimately irreverent when it comes to geo-political rules of etiquette. And while national leaders are awkwardly tripping each other up as they negotiate the complex moves of geo-strategic diplomacy, the rest of us are having fun inventing our own fusion dances, cuisines and rhythms, with complete disregard for the old rules of global power dynamics.

When Sue and I returned from the U.S. to our respective civilizations in the late 1980s, we were unable to correspond with each other for years. There were no postal services between our two countries, no telephones or other social media through which we may connect. Eventually, like secret lovers, we found a way to corresponded through third parties and via third countries. Sue once sent me a traditional Chinese silk jacket with frog buttons, which reached me nearly 6 months after she had sent it and which to this day has a place of pride in my wardrobe.

Earlier this month my family and I hosted two Grinnell freshman at our home---Muhammed Sami from Pakistan and MJ Kim from South Korea. Also invited were two recent alums---Nilob and Sahar Nahib; sisters from Afghanistan, via the Czech Republic where they were displaced as refugees in the 1990s. As we all broke bread together, over chicken tikka masala, aloo gobi and daal makhani, we talked about the political tensions between Afghanistan and Pakistan; between Pakistan and India; and not

least between the global North and the global South. What began as difficult conversations gave way to a tentative measure of confidence in each other's judgment. We began to see historical contexts with each other's eyes and understand our own national narratives with a degree of skepticism.

As the evening progressed, we had built enough confidence amongst ourselves to express our respective views with sensitivity and integrity. This sense of confidence that we could express ourselves with honesty even though our views held the potential of offending someone's deeply held sensibilities. Such a stance would have been impossible even a few hours earlier.

These conversations reminded me of my late night conversations with Sue over Indo –Sino politics, as we nervously figured out how to order pizza delivery to our dorm room. My husband Richard Turner, —an African American, said the evening had

been a truly eye-opening experience for him. Yes, he had seen his civilization through the eyes of outsiders before, but what was new that evening was the multi-focal civilizational adjustment that he was called to make from time to time. At one point Richard (and I suspect all of us) was on the inside of the Mobius curve with one set of people and at others he was on the outside, with another. What was truly remarkable, was how completely seamless the transition was. There was not a single point of orientation to our respective worldviews; we were inside and outside the Mobius curve at different times. Cultivating this multi-focal, dynamic and complex understanding of our place in any given context is the essence of a 21st century liberal arts education. Working across the various axes of civilizational difference is going to be key to an educated person's success in her/his life, work and citizenry.



Welcome Poonam!

Poonam Arora joined the College as Chief Diversity Officer this past summer. Most recently before coming to Grinnell, she served as Associate Vice President for Diversity Integration and Professor of English at Hamline University in St. Paul, MN. She has worked with students, faculty, and staff to build their intercultural proficiency and awareness of diversity. Her previous and current work as a diversity officer includes designing faculty development initiatives related to diversity, implementing and analyzing surveys of campus climate, and working with campus and community constituencies to mediate conflict, formulate policy, and recruit and retain a diverse student body and faculty. Her office is located in 206 Nollen House.

Diversity Insight: Dia de los Muertos.



SOL: Society of Latinos and Latinas

Dia de los Muertos, Day of the Dead, is celebrated on November 1st. It is a day where the death of loved ones is honored through food, parties, and activities. This holiday, often associated with Mexico, is also celebrated throughout Latin America. As SOL, we decorated an altar in the JRC with calaveras (skulls), flowers, and candy to honor any family and friends who have passed away. SOL enjoyed informing the Grinnell community about this tradition which is important to many Latin American students.

Also, let's talk about ALSO

*Doo Young Yim '15,
(South Korea)*

Grinnell's Alternative Language Study Option (ALSO) program offers students the opportunity to learn languages that are not otherwise offered at the College through an alternative route, in a non-traditional – yet unique – class setting. The ALSO program is one of many ways the College helps students connect with the world outside Grinnell through self-instruction and peer tutoring.

In the Fall semester of 2012, I had the chance to get involved with the program, coordinated through Grinnell's foreign languages department. I learned about the program in my first year (2011-2012) through my alumni friends who had previously taught the Korean language classes through ALSO.

At many colleges and universities, Korean language classes are offered as regular for-credit, foreign language courses. I considered it strange and unfortunate that at Grinnell, it was taught in a non-traditional class setting, and only as a 2-credit course. Also, the College's East Asian languages department were limited to Chinese and Japanese. These facts misguided me to interpret that

the College did not value Korean culture as much as it values Chinese or Japanese, or considered it insignificant. This is why in the beginning, I did not appreciate this program as much as I do now.

Nevertheless, I have witnessed the College's efforts to connect with Korea on numerous occasions. In fall 2011, the former Korean Ambassador to the U.S., Han Duck-Soo, visited the campus to deliver a speech to a large crowd. He also took time to meet with a group of Korean students. Additionally, the College recently offered two special topics courses that were related to Korea - in the Economics department. The one course even included a trip to Korea for the participants. Korea and its culture were not disregarded, but in fact, are increasingly valued by the College. I feel that Grinnell has formed special ties to Korea, and faculty and staff are doing their best to enhance the Grinnell-Korea relationship.

The presence of the ALSO program helps fulfill the idea that Global Grinnell promotes, that "at Grinnell, there are no limits on your ability to explore the world and to work on improving it." A substantial number of Grinnell Alumni have involved themselves with global activities. Recent alumnus Adam Glassman '13, who took Korean ALSO classes, is currently a Fulbright scholar pursuing performance studies in Seoul, South Korea. Samuel Huang '13, who also took a Korean class, received the prestigious Critical Language Scholarship to live and study in Korea last summer.

The ALSO program is a way for students to explore the world outside Grinnell. As a prospective educator and cultural intermediary, I am hopeful for broader recognition of Korea and its culture. As a tutor/teacher of my own language, I sometimes face unexpected challenges, such as common subtle grammar and spelling errors. The ALSO program is, therefore, not only a learning experience for students but also for their tutors who study their languages in order to teach them as accurately as possible.

I am extremely motivated by the students who challenge themselves to step outside their comfort zone by taking the initiative to learn Korean, or any other non-traditional foreign languages, and discovers an interest in Korean life and culture. Although some students are skeptical of the quality of teaching by their peers, many ALSO students believe the classroom experience is very unique and successful.



The ALSO program is housed on the third floor of ARH.

Bruno Maroniene '16 *PORTUGUESE*

Major: Economics

How long he has served as a tutor: 1 and a half years.

Favorite thing about tutoring: Being able to speak my native language and talk about the culture of my country.

What special skills they think a language tutor might need: I think a language tutor should be patient and willing to help the students whenever possible.

How has being a tutor impacted your academic skills? Being a tutor has definitely impacted my academic skills. Understanding and pointing the difficulties of the students has helped me a lot. I have improved my capacity identifying my weaknesses and therefore studying much more efficiently in my other classes.

Fun Fact: I created an article about myself in Wikipedia, but they said I'm not notable enough. I take that as an incentive.



Stepheny De Silva '14 *ITALIAN*

Major: English/Western European Studies

How long she has served as a tutor: This is my second semester.

Favorite thing about tutoring: Introducing new people to a culture that's really important to me!

What special skills they think a language tutor might need: Tutors should be compassionate, helpful, and well-organized.

How has being a tutor impacted your academic skills? Being a tutor has definitely impacted my skills! I'm applying for a Fulbright, and ALSO made me realize my enjoyment of teaching language!

Fun Fact: I'm multilingual!

Name: Youngbin Song '15 *KOREAN*

Major: Independent - Social Design

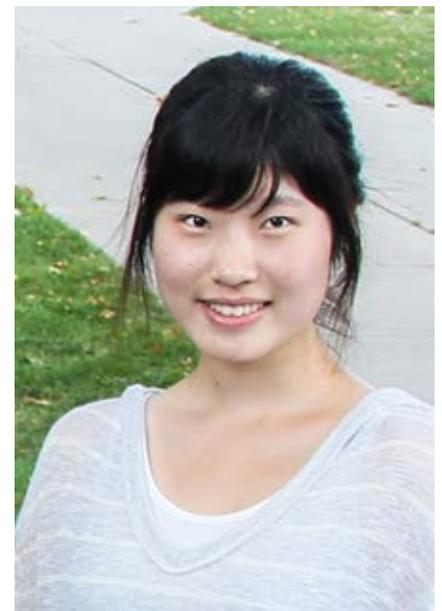
How long she has served as a tutor: 3rd semester tutoring Korean 1 & Korean 2

Favorite thing about tutoring: Connecting with other Grinnellians in my native language, once we've established positive dynamics in the classroom.

What special skills they think a language tutor might need: Patience & energy. It's your job as a tutor to keep the energy level high, especially if your class is at 8am in the morning. On another note, you need to learn to be forever patient, as it's super easy to get ahead of the class when you are the single fluent person in the room.

How has being a tutor impacted your academic skills? My presentational skills have improved tremendously, and the fun thing is that I can identify different kinds of students in terms of their personalities and the way they study. It's really interesting to see the different ways people learn.

Fun Fact: When I was five, I punched a beehive. I must've subconsciously chased out the memory of the pain, because I only remember the moment of the punch.



Tunisian Dreamin’

Fangda Li '16 (China)

“I’m from Tunisia. Do you know where that is?”

“No, where is that?”

This is the very first conversation I had with my new roommate Rostom, when I arrived at Grinnell. Africa was a continent that seemed so far away and so mysterious, before I actually set foot there. Rostom suggested we should all go to Tunisia - and do a trip around the world. While everyone thought the initial idea was a joke, after countless obstacles and troubles, at last we made it a reality. We made it to Tunisia.

“I’m sorry, I don’t speak French” was the sentence I used the most when I first arrived there. In this relatively small Mediterranean country, three languages are used. Everyone speaks Tunisian Arabic, which derived from Arabic and French. In addition, French and Arabic, for historical reasons, are the official languages. It was strange, but mesmerizing, that the majority of the population could speak two or more languages.

We spent most of our time in Rostom’s hometown, Gafsa, a city in southern Tunisia, near the Sahara desert. Although the city itself is not spectacular or economically developed, the lifestyle there is pure and diverse, with a variety of elements that come from other cultures. All the buildings are very akin

to the Middle Eastern style, white in color and full of arcs. As much as we in Asia eat rice, the Tunisians eat French Baguette. Turkish coffee was very popular, and every morning we would have some delicious coffee before our long day of traveling.

“On the way and through the Sahara, everything seemed dead, as if the souls of all the creatures had been taken away and there was nothing left but skeletons.”

While I had many amazing experiences, the highlight of my trip to Tunisia was the time I spent in the great Sahara desert. I’d heard of the place a long time ago, when I was just a little boy watching a science channel in China. I’d imagined visiting the greatest desert on planet Earth. I never thought that my dream from childhood would ever come true, but it did. On the way through the Sahara, everything seemed dead, as if the souls of all the creatures had been taken away and there was nothing left but skeletons. Around us, everything was golden yellow, and the sun was so powerful and imposing as if it was trying to drain every single bit of water out of our bodies. Sand would instantly fill my mouth and eyes, when I tried to breathe or even open my eyes.



Grinnellians enjoying a Tunisian meal à la carte outdoors



Fangda riding a camel in Sahara

After a long camel ride, we arrived at our camp. We were to spend the night in small tents with blankets, simple but warm and comfortable. People who live there were getting dinner ready for us, while we wandered around being attracted by every detail of the camp and desert. Dinner was different and everything was raw and natural. Our hosts first started a fire and made a huge raw bread. Then, they put out the fire by laying the bread over the sparks and charcoals that were left. Finally, they added a layer of sand over the bread and completely buried it. The taste of the bread was unforgettable. Away from any processed ingredients, the flavor of the bread made me realize that even the taste of pure flour would be fantastic. At night, the sunset painted the sky dark and stars shined more brightly than I could have ever imagined. Being born and raised in a densely populated city, I had never really experienced the spectacle of the sky full of shining stars. The universe seemed within reach.

This is how I ended my trip in Tunisia, a country with distinct characteristics and unique culture. For me, traveling, is one of the most important ways of learning, since it presents everything to people in flesh and blood. No words can really express the visual dynamics and spiritual inspiration created by traveling, and experiencing a new place in person. What a great summer!



View from Tibet

To China... and Back

Rostom Mbarek '16 (Tunisia)

When Fangda, Andrew, and I first talked about applying for an internship in China and organizing a trip to Tunisia, nobody believed we could pull it off. In the end, even though we had to face a multitude of problems [tickets, visas, illness, etc.] we managed to make the most out of this AMAZING trip.

Our internship with Xiamen University placed us in a South-Eastern city bearing the same name. We were there for 8 weeks. In the beginning, I thought that we were unlucky because our apartment was 2 hours away by bus from the University. Soon, I discovered that this daily commute is very common in China. The bus ride initially made me uncom-

fortable, since most of the passengers would stare at me throughout the trip. After a while, though, some started talking to me in English. By the end of my stay, I was actually looking forward to seeing the 'regulars' on the 7AM bus. I became accustomed to living in Xiamen. I practically lived by myself. I had a routine, connected with people, went to restaurants and ordered things I had never seen before by pointing at bizarre pictures on the wall. I was invited to have a few drinks with restaurant owners, and got free meals. I learned the Chinese number gestures in some random shop, and enjoyed these moments of truthfulness with locals.

The highlights of my Chinese experience were during the few days I spent in Tibet. When it comes to Tibet, none of the stereotypical depictions of China apply.



“Everywhere we could see the flawless reflection of clouds brooding over the myriad of lakes and ponds.”

Although lacking oxygen, the air felt refreshing and pure. It was clear and limpid in the mountains, with clouds floating a few meters above me, and the scintillating rivers seemed unreal. Everywhere we could see the flawless reflection of clouds brooding over the myriad of lakes and ponds. The lakes were like giant HD screens stuck between glaciers, 5 kilometers above sea level. If I were to read such a description in any kind of essay, I would simply think that the writer is romanticizing and exaggerating the details of his experience. Still, this is the most objective and realistic description I could ever come up with.

Apart from the breathtaking landscape, the human and cultural experience was even more interesting. Though I did not have the chance to interact directly with many Tibetans, I was amazed by their hospitality. Watching a Tibetan monk praying by a 3000kg golden statue of Buddha is a once in a life-time experience.

Wherever we went, we were welcomed by warm smiles. In every restaurant, on the street, and in Buddhist temples, we felt esteemed. This surprised me because I'd been taught that Tibetans do not like strangers. I understand that prejudice exists in every country, about people living in wild or harsher areas. However, I sensed that Tibetans were more targeted than others. Often when I mentioned that I was going to Tibet, others would warn me about the lack of oxygen and the “violent nature” of the people there. I found many Chinese to be deeply prejudiced about Tibet. In fact, the recurrent re-

bellions in that area have reinforced this tension. A westerner may think Tibetans are fighting for their freedom and independence, thus they are to be admired. On the other hand, some Chinese consider them wild and unruly. One may automatically think that such opinions are driven by the political situation in Tibet (we passed through innumerable military checkpoints on our way to Lhasa). However, I think that this point of view stems from a deeper cultural context. I find that Chinese often hide or find excuses to defend internal issues that emerge. It is most certainly pride that drives such behavior. The Chinese are deeply proud of their culture, history, and nation, so people are weary of any deed that could threaten this heritage.



View of Lhasa, capital of Tibet

On our way back, everybody was very tired. The 40-hour-long train ride was daunting, but I was hoping to meet new people along the way. The trip was cheap, so it was accessible to the more destitute strata of society. In the cabin where I would later sleep, I had one of the most interesting talks I have ever had. I met a 35-year-old woman from Hong Kong, traveling with her friends. She was kind, and she shared food and drinks with me. She was also very interested in learning more about my home, Tunisia. As we chatted about Tibet, I mentioned how I'd been surprised that every Tibetan house I saw had a Chinese flag on it. This was not the case in other parts of China. I still remember her exact reply: "Westerners always think that they have the answer to everything. They always talk about freedom when people are starving." It bothered me that she called me a "westerner" because I do not consider myself one, but I kept listening.

She explained that the Chinese government supports almost all poor Tibetan families, and asks them to hang the Chinese flag on their houses. She said that the average Tibetan is satisfied with the Chinese government, due to the great infrastructure and the availability of food in an area where agricultural practices are impossible. This woman believed that only foolish or rich Tibetans would want independence, and that their reputation as "Rebels", only pertains to the privileged minority who would end up leading an independent Tibet. She told me that the monks do not have to worry

about getting food since they live on donations, and hence they would be more willing to get rid of the Chinese government. On the other hand, the average Tibetan would prefer to have a "good life" rather than some kind of pseudo-freedom.

Maybe I am a Westerner after all. I had so many preconceived ideas about a repressed Tibet, where people are fighting for their freedom. Maybe freedom has a different meaning for the average Tibetan. Perhaps having a "good life" is freedom. I had



Rostom Mbarek '16, Fangda Li'16, Jean Lee'16, Andrew Larson'16 in traditional Tibetan outfits

thought that my perception of the world was unique, or rather different from a western view of the world. I had thought that globalization did not affect me.

I still feel that the tendency in China is to refrain from challenging the status quo. Maybe this is the way it should be. Maybe this is what the Chinese want.

We all view the world from different perspectives.



Russian Foodies

*Todd Armstrong,
Russian Department*



brings пельмени (Siberian dumplings), конфеты (candy), and квас (kvass—a traditional Russian drink) from the Russian store in Des Moines; and Russian House traditionally brings a dish. This year Yasha Lurie, our new language assistant brought a huge stack of bliny. I try to use up the overflow of vegetables from my garden in a variety of dishes.



Of the many paths to understanding another culture, one of everyone's favorites is through food, and the Russian department has a long tradition of acquainting Grinnellians with Russian culture through its cuisine. Our departmental calendar is punctuated by culinary events that bring faculty and students together to share good food and conversation. Russian House hosts Чаепитие (Russian Tea Party) every Tuesday evening, and at our annual Slavic Coffeehouse, students and faculty cook and sell all manner of Russian food to the entire campus. In the

spring, Russian House celebrates Масленица (Maslenitsa), an Orthodox holiday that was originally a pagan festival marking the end of winter and beginning of spring. For that event we make plenty of блины (bliny—Russian pancakes, which symbolize the sun), and burn an enormous scarecrow effigy of Баба Зима (Granny Winter).

My favorite, though, is our annual Русский пикник (Russian Picnic), held early in the fall semester for Russian students and faculty. I like the event because it's before the workload is too heavy,



Welcoming Yasha to the Russian Department

and there are a lot of new faces to meet in the department, including our Russian language assistant, whom we like to welcome during the event. I also enjoy it because it coincides with harvest time in my backyard, where I have an enormous, Slavic-inspired garden, with an abundance of tomatoes, peppers, eggplants, beans, beets, and, well, whatever grows in Iowa. The whole department pitches in to make the event a success—Tolya always fries the оладушки (zucchini fritters); Kelly brings her famous оливье (olivier—Russian potato and vegetable salad); Raquel bakes her famous vodka cake, or

We eat outside, and the setting is pastoral, the early fall weather usually just right, with everyone enjoying a break from the hectic beginning of the semester. One thing I've noticed in recent years is that students are decidedly more adventurous in their tastes. Instead of an "ew!" in response to something unusual, like холодец (aspic—essentially meat jello), students go back for seconds, or ask for the recipe, or even mention that when they make it, they serve it with mustard instead of vinegar and horseradish. More and more of our students, it seems, have become foodies in the last few years. I usually have lots of extra produce that I like to share at this time of the season, too—and students are excited to get some fresh vegetables to take home. My hope is that they'll be inspired by our Russian Picnic, and go off to explore the rich culinary traditions of Russia and gain a better understanding of its culture—as Russian foodies!



Students enjoying the Russian Picnic

Global Brigades, Global Citizenship

*Lisa Eshun-Wilson '14,
President and Co-Founder of Grinnell
Global Medical Brigades (Los Angeles)
U.S.A.*

“I would like to dedicate this article to the hard-working Grinnellians, faculty, staff, and community members that have helped make Grinnell Global Brigades a reality.”

As a Czech-Ghanaian-Norwegian from South Central Los Angeles, I grew up at the intersection of several worlds. I continuously sought opportunities to increase my cultural, social capital and find a world where I fit in. However, this search shaped my passion for social justice as I realized that fitting in didn't matter. The important thing was using my cross-cultural communication skills to advocate for positive change on a global level. It became my dream to support orphanages and provide medical care for children from around the world. However, it wasn't until I visited my first orphanage in Honduras that this dream became a concrete goal for me. Gaining the opportunity to engage with the children was one of the most inspiring experiences of my life. Grinnell Global Brigades created the opportunity to for me to learn more about the world through the eyes of these amazing children and their families. Their kindness and support was unforgettable, they

made me feel like a citizen of the world.

One of my favorite aspects of the Global Brigades is the holistic model it operates under. Global Brigades describes holistic development as the system of collectively implementing health, economic, and education initiative to strategically meet a community's development goals. This includes the preparation, delivery, and follow-up of nine unique programs conducted in collaboration with community members, student volunteers, and local technicians. I appreciate that there is a strong emphasis on teamwork and collaboration.

Grinnell Global Brigades is a student-led organization that focuses on global health and sustainable development. We operate under a holistic model that aims to alleviate health and economic disparities by facilitating the cultural exchange of resources between students and communities in Honduras, Panama, Nicaragua and Ghana. Since 2012, Grinnell has sent two successful joint medical/dental brigades, one to Panama and one to Honduras. Between the two brigades, we have raised \$85,539 for sustainable development projects, including the current construction of a new hospital in Honduras. Also, in 2012, Global Brigades has “sustainably transitioned” out of its first community in Zurzular, Honduras, with the plans of transitioning two more communities in 2013. “Transitioning” out of a community means that the projects brigade members have started, such as medical, water, or micro-finance initiatives, can be sustained with the support of the community committees and local technicians alone.

This year, our group is interested in leading a public health brigade to Panama during Spring Break 2014. We hope to broaden our student volunteer base, drawing from all academic disciplines and interests. Working side-by-side with community members, our volunteers will work to improve the overall infrastructure within homes through the construction of five projects: eco-stoves, latrines, water storage units, showers, and concrete floors.

**Contact Lisa
<eshunwil@grinnell.edu> if you'd like to
get involved!**



Stars for Knowledge, Knowledge for Change: Davis Projects for Peace

*Inara Sunan Tareque '16 (Bangladesh),
Recipient of the Davis Project for Peace
Award*

Bangladesh, a small country in South Asia, is one of the most densely populated nations in the world. Despite having so much manpower, the country is not growing at its full potential, and lack of education is one of the major reasons behind this. In fact, according to a survey conducted in 2010, approximately 43% of the population (aged 7 or higher) is illiterate. Therefore, a key condition for this country to thrive is increasing education and literacy.

Last summer, in order to help address this problem, I used my grant from the Davis Peace Prize to reignite the thirst for knowledge in the minds of young students from Charduani Middle School, located in a village in Barisal, Bangladesh. I helped to build a library and provide locals with computers, access to internet and multiple education empowerment workshops. I tried to enhance the students' understanding of the world and help them to realize how much there is to explore beyond the boundaries of their village.

Charduani Middle School has many bright young minds that could greatly contribute to the development of their country, if given the right tools. However, due to lack of support, these potential leaders are dwindling in number. The children and their parents fail to understand the benefits of education, and lose their interest because they lack exposure to the world



and to informative books or other forms of media, like the internet. Many students drop out of middle school, decide not to attend high school, and venture out to earn money in the quickest way possible. In most cases, they fail to secure good jobs and have to resort to laborer work, in which they are often exploited. Thus, their promising lives are cursed by a cycle of poverty which sustains itself, and the society loses many potential young nation builders of tomorrow.

One of the best ways to lift the village out of its poverty cycle would be to ignite the children's interest in studies, which I tried to do through my project. I used part of the grant to construct a library building for the Charduani Middle School. Construction work on the library started in mid-April, and was completed by late May. Part of the fund was directed

towards hiring workers and buying materials required for its successful construction. Books for the library were transported from Dhaka to Charduani Village via buses traveling through that route. The library now has informative and inspirational books that cover a range of different subject areas, both in Bengali and English. I hope this library will enable the students to explore beyond the curriculum and explore the world outside Charduani, both geographically and conceptually.

I spent the month of June in the village organizing the library, and conducting education empowerment workshops for the students and their parents. I started by introducing the students to knowledge areas different from the ones they study



Shelves in the new library...

in school, such as anthropology, archaeology, psychology, etc. My goal was to encourage them to explore new interests by reading the books in the library I built. I also discussed the role of higher education in society, in order to prove the importance of continuing education after middle school. In addition to this, I taught the students how to use the internet and showed them how to research universities in Bangladesh or abroad and find scholarship opportunities. I believe that parental support is crucial in reducing drop-out rates so in addition to the workshops for the students, I facilitated sessions for parents, in which teachers promoted the benefits of education. I wanted the parents to understand that sending their children to work after middle school is not a sustainable solution.

I was extremely overwhelmed by the gratitude of the villagers, and their willingness to attend each workshop. By spending time with the students, I learned that most of them were from very poor families, and often did not get to eat twice a day. Nevertheless, they were eager to fight these adversities through hard work and strong determination to succeed. Hence, I tried to convince them that education is the most powerful tool to help them in their journey to a peaceful and prosperous life.

In the long run, I believe that this project is sustainable. The cost of internet service and medals and certificates will be funded by \$2,000 in a fixed deposit bank account at Janata Bank, a government bank which offers an interest rate of 10%. Moreover, The Asia Foundation agreed to donate new books to the library every 4 months for the library to keep on growing. The school promised to carefully monitor the progress made by students, which should enable this project to be sustainable, and positively impact the lives of all the dwellers of Charduani Village. I expect the program to reduce the dropout rate of the school and inspire a desire for higher education in the minds of the students, and eventually contribute to the development of Charduani as a whole.

I think peace is closely related to inner satisfaction and happiness. Where there is contentment, and people are happy with their lives,



Inara (third from the left) with some of the students.

there is peace. Education is one of the best ways in which a society can develop. Thus, educated people are more often able to lead better and happier lives. This project aims to introduce peace in the lives of the dwellers of Charduani Village. This life changing experience has triggered in me a desire to reach out to the unprivileged people in the world, and help alleviate their pain and suffering in ways that I can.

I am extremely grateful to the Davis Foundation for giving me the opportunity to make such a big difference in the lives of the young enthusiastic students of Charduani Village, and I believe that with the help of such great organizations, I will be able to make this world a much more peaceful place, and alleviate its pain.



A glimpse of the village...

Guatemala bound...

Gabe Barela

Residence Life Coordinator

In March 2013 the Student Organization of Latin@s (SOL) applied to the 2013-2014 co-curricular travel grant in hopes of an opportunity to travel to Guatemala to work with the Network in Solidarity with the People of Guatemala (NISGUA) during the 2014 winter break. After a rigorous selection process SOL was awarded the co-curricular travel grant. Through an additional internal application process the trip's co-leaders, Gabe Barela, Amy Flores '15, and Tanya Santiago '14, selected 7 additional SOL members to attend the trip - with the agreement that this would be a year-long commitment. The trip will take place over winter break, from January 6-16, 2014.

SOL chose to work with NISGUA because of its focus on linking people in the U.S. and Guatemala in the grassroots global struggle for justice, human dignity and respect for the Earth, while aiming at the long term goal of improving Guatemala-U.S. relations. The trip participants believe this organization's goals also reflect the purpose of SOL, as a group dedicated to addressing these issues as well as Grinnell College's values of social justice. Additionally, Grinnell Alumnus Jenny Dale '06, has worked with NISGUA for many years, and she will serve as an in country coordinator for the trip. Jenny has been a dedicated partner in the planning process and with the educational sessions that SOL has created in preparation for the trip.

More specifically, during our time in Guatemala, SOL will engage in a critical service learning opportunity. We will experience first-hand the impact of "globalization and migration" on the communities native to Guatemala and to the United States. During our trip, we will visit three destinations, including Quetzaltenango (Xela), Guatemala City, and Antigua Guatemala. These three destinations will provide our group with the opportunity to learn



in both an urban and rural setting and to work with Guatemala's indigenous population. The trip will include walking tours of each city, as well as the chance to volunteer with Youth Art and Culture Organizations (H.I.J.O.S.), a Women's Weaving Cooperative, Indigenous Community Resistance and Migration Discussions, and the Nueva Alianza Community Coffee Cooperative. The diversity of site visits while in Guatemala will allow participants to gain a understanding of the interconnected personal and systemic factors that impact Guatemala's indigenous populations and Guatemala's ever changing economic and political landscape.

As SOL's mission statement states, SOL aims "to educate the campus community about the Latino community in the United States." This co-curricular travel grant will allow members of SOL to experience external issues that affect the Latino community from a global perspective. Therefore, SOL will strive to make the most of this experience to bring that information back to campus and to create awareness for Grinnell's campus community.

Check it out: <http://www.nisgua.org/>



Save the Date(s):

Wed. Feb. 5: Your Relationship With "Home"

Have you maintained relationships at 'home'? Have your impressions of 'home' changed? How much of 'home' are you trying to retain?

Wed. Feb 12: Your Relationship with the U.S.A.

What have you learned about U.S. culture? Have your impressions changed? How much U.S. culture has been integrated into your lifestyle?

Wed. Feb 19: Your Relationship with Community

How do you initiate and maintain relationships? Does context or hierarchy impact your approach? Do language or culture impact how you approach relationships?

Wed. Feb 26: Your Relationship with Self-Care

What do you do to take care of yourself? Has your self-care changed? Has culture had an impact?

Y	O	U.
A discussion group for international students, focused on cultural understanding & successful engagement in the U.S.A.		S.
Tuesdays in February 4:10pm at Grinnell House		A.
Kunal Sachdev (SHACS) & Iulia Iordache '15		



How much do you really understand about your F-1 status?

Come learn more, game-show style!

(cheat sheets will be provided)

F-1 students are invited to Quiz Night at Lyles Pub, Feb 6, 2013. **SIGN UP TODAY** (strong@grinnell.edu). *Teams will be randomly assigned – WIN a pizza party at Pagliai's*

Off-Campus Study



Above: *Enjoying a delicious traditional meal on large leaves prepared by the local indigenous group, the Ngobè, during a great downpour.*

Right: *The view of the tropical rainforest right outside my dorm room at Las Cruces Biological Station in Costa Rica.*



Ankita Sarawagi '15 & Zev Braun '15

**Costa Rica,
Organization for
Tropical Studies (OTS)**



Left: *This is a local coffee grower, who has been struggling to break even, with the recent influx of coffee on the global market. He truly depends on coffee to support his family, and has pursued alternative means to gather vegetables, meat, and fruit. Due to the lack of regulation in the coffee market, he finds himself at the whim of prices set by the New York Stock Exchange and multinational corporations. In the past, international coffee prices were set by an international organization, but it has since been demolished with pressure from corporations such as Kraft, Maxwell House, and Starbucks. Despite all of this, he is optimistic for the future. In the picture, he is demonstrating to OTS students how he roasts his coffee beans, with a homemade apparatus.*



Above: In the 'London Eye' - Peter with Ben Doehr '15 and Keith Brouhle, professor of Economics

Left: Traveling through Norway up to Preikestolen, Rogaland.



Peter Aldrich '15
United Kingdom,
Grinnell-in-London
&
Caitlin Beckwith-Ferguson '14
South Africa,
IES Cape Town

Middle: Caitlin and Naomi Ramsay '14 on Lion's Head mountain at sunset.

Bottom left: Caitlin, Naomi Ramsay '14, Sami Rebein '14, and Cassie Nedoroski '14 in the Drakensburg Mountains.

Below: Caitlin rock-climbing in South Africa.





Left: Lana at Danish Parade

Above: Grinnellians in Copenhagen

Lana Mahgoub '14
Denmark,

Danish Institute for Study Abroad (DIS)
&

Varun Nayar '15
Czech Republic ,
CET Prague



Left corner: Varun and friends at Cesky Raj;

Below: View of Prague





Above left: Holding a koala at the Rainforest Wildlife Centre in Port Douglas, Queensland, Australia.

Above right: At the beach at the Daintree Forest National Park, Queensland, Australia. The oldest rainforest in the planet!



Left middle: Stephanie and her roommate on a wine tour in the Tuscan countryside.

Left: Paragliding in the Alps in Zermatt, Switzerland.

Violeta Ruiz Espigares '15 Australia

Melbourne University
&

Stephanie Haines '14 Italy

IES Milan





Fall 2013 Photo Collage

Big thanks to photographers: Yohei Takatsuka '15, Saw Min Maw '16, Uzma Daraman '15, host families and all the other collaborators!







MOSAIC

Office of International Student Affairs
Grinnell College, JRC 3rd Floor
Grinnell, Iowa 50112



Philadelphia: South Street Mosaic (Photo by Frank Zhu '15)

A MOSAIC of our Global Grinnell

MOSAIC art is created by arranging many small pieces of colored glass, stone or other material in a collage. Our publication, MOSAIC, celebrates the beauty of a diverse campus and world with a particular focus on the variety of global adventures, here and abroad, that are experienced by Grinnellians.

MOSAIC is a collaboration of student editors and writers, with financial support from SPARC, the Office of International Student Affairs (OISA) and the Center for International Studies (CIS). MOSAIC is distributed campus wide, and sent off campus to community members who participate in the Host Family Program.

MOSAIC@Grinnell.edu ~ www.grinnell.edu/offices/studentaffairs/oisa/mosaic