



GLOBAL MATTERS



A COMPENDIUM OF GLOBAL AND INTERNATIONAL ACTIVITIES AT ARCADIA UNIVERSITY

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What's Up in Volume 4, Number 2?

In this issue of *Global Matters*, we have contributions from faculty members and students, both graduate and undergraduate. **Hayat Alvi-Aziz**, the first International Studies faculty member at Arcadia, starts things off with a piece about the new major she is helping to create. **Bill Biggs**, a faculty member in the Business Administration and Economics Department, follows with an article about opportunities for internships for students in Sydney, Australia. In "Irish or Swedish, Catholic or Protestant," **Leigh Griggs**, a student in the International Peace and Conflict Resolution program, writes about the trip she, her classmates, and faculty took to Northern Ireland to learn about peacemaking strategies. **Stephanie String**, a doctoral student in the Physical Therapy Department, describes her clinical rotation in Jamaica, focusing on differences between that country and the US, both cultural and related to the delivery of medical services. **Bethany Hanlon**, an undergraduate political science major, Spanish/International Studies minor, writes about her extensive experience studying and traveling outside the US. Finally, in the last article, we present two views of Equatorial Guinea: **Jan Finn** spent a week at CEA's study abroad program and brought back photos of the university and city; and **Cristine Crowe**, an Arcadia undergraduate, was a student in CEA's program. (Jan's photos are available in the on-line version of *Global Matters* that can be found at www.arcadia.edu/globalmatters).

From all of us at *Global Matters*, best wishes for a happy holiday season and a new year filled with peace and good health.



Building Bridges: Cross-Cultural Understanding in a Globalized World

Hayat Alvi-Aziz
Assistant Professor of International Studies

The need for cross-cultural dialogue and understanding has been greater than ever before. Having lived and worked in the Middle East for a few years, and exchanging thoughts, views, and opinions with people in the region, it became apparent to me that there is much to learn about each other.

In some ways the post-9/11 climate increased curiosity about Western and non-Western cultures respectively. At the same time, the 9/11 attacks also hardened feelings, attitudes, and prejudices on all sides. We live in the globalization age wherein information and communication crisscross the globe at lightning speed. Yet, so much remains to be done to enhance cross-cultural dialogue, communication, trust, and tolerance.

Deep-seated prejudices, fears, and suspicion continue to pervade the world today. Here in America we are especially intrigued in both good and bad ways by the Middle East and Islamic world, particularly following the 9/11 attacks. While Middle Eastern traditions like henna tattoos, smoking *sheeshas* (water pipes), belly-dancing, and culturally eclectic music have spread and become ever so popular in the West, we react with shock and astonishment to news about suicide bombings and attacks, the appalling treatment of women, the brutality of dictators, and the wily tactics of oil politics attributed to the Middle East region. All of this is further complicated by American foreign policies and military involvement in the region.

The key to understanding the modern globalized world we live in today is awareness: i.e., staying informed and knowledgeable about different cultures, politics, and the causes and effects of the actions of governments and people. Most importantly, understanding cultures is extremely urgent in today's world. Culture increasingly has become the principal variable in almost all social science disciplines. Moreover, it is also being taken into account in political science in analyzing government policymaking as well as determining voting patterns and political ideologies of the masses. In addition, the culture of religion has been affecting all aspects of modern life in both traditional and non-traditional societies. These cultural factors must be examined in order to build cross-cultural understanding, which in turn would help facilitate peaceful conflict resolution. Keeping the lines of communication open at all times for this process and goal is absolutely imperative.

At Arcadia University we are contributing to this process assertively and wholeheartedly. We have introduced a new International Studies undergraduate

major, which is based on an interdisciplinary approach to learning. Cross-cultural exchange is the heart of the program, with emphasis on foreign language competency and great opportunities for travel and study abroad. Gaining expertise about a region by bookish knowledge and courses alone are not enough. Learning languages and actually traveling to other countries and studying different cultures with hands-on “field experience” are the most valuable and effective means of learning.

And, thanks to technology, we have been able to engage in video-conference dialogues between Arcadia University and numerous institutions and organizations around the world. On October 11, 2005, Arcadia University participated in a video-conference dialogue with twelve other institutions, discussing the topic: “The Future of Relations between the West and the Islamic World,” sponsored by Americans for Informed Democracy (AID). It was a great success. Rest assured there is much more to come.

On Monday December 5th, 2005, Arcadia University students will engage in another video-conference dialogue, this time with students at the American University in Cairo, Egypt. This will be a very exciting and informative event. We will get a chance to ask Egyptian students many crucial questions about religion, politics, culture, and attitudes towards Americans, and we will also answer questions that they will pose to us. This is all in the spirit of building understanding and knowledge about each other’s cultures.

We all think we know the “truth” and that we are “right” and others are wrong. There is absolutely nothing wrong with standing up for your beliefs. But the process of building cross-cultural understanding has more to do with LISTENING and LEARNING, and trying to UNDERSTAND others rather than to fight till the end to make sure you have the last word. That is the spirit and methodology that we aspire to instill within students and, in general, the citizens of the world. To learn more about openness towards and tolerance of others, read the autobiography of Mahatma Gandhi, *The Story of My Experiments With Truth*. You will find the attitudes and personal experiences of Gandhi profoundly enlightening.

As the globalization age has made the modern world seemingly smaller, condensing it into a “global village” of sorts, it compels us to learn to tolerate others and coexist peacefully. Despite the madness of ongoing conflicts and wars, there are countless individuals and organizations diligently working everyday to facilitate peaceful, nonviolent conflict resolution. The prevalent global issues tend to revolve around intense conflicts concerning territorial, economic, political, and socio-cultural problems. Now that the world consists of highly interdependent relations, the pressing national and regional matters often also become critical global matters. As citizens of this interdependent world, we must set goals to harness the positive effects of such interdependence, while at the same time eradicate the harmful effects. Such goals require us –

- 1) To invoke in ourselves a sense of empathy for others, which is best achieved by being a good, open-minded listener; and
- 2) To emphasize the need to agree to disagree instead of hurting people's feelings by judging them.

These criteria for achieving the said goals not only apply to us as individuals, but they also apply to entire cultures. The 9/11 attacks provided us with a horrific example of what can happen when hatred, prejudice, and violent rage manage to hijack the sanity and sense of otherwise normal human beings, thus plunging the world into a state of similar insanity and nonsense of being consumed by superiority complexes. The antidote to this disease is cross-cultural dialogue and understanding. The failure to achieve these goals can result in further global chaos and crises.

Former US President Jimmy Carter said, "We become not a melting pot but a beautiful mosaic. Different people, different beliefs, different yearnings, different hopes, different dreams." That is true for Americans as well as all citizens of the world, despite the apparent attempts to homogenize culture in the globalized world. Hence, cross-cultural exchanges are absolutely indispensable in today's global matters.

Internships in Sydney, Australia

William D. Biggs,
Professor of Business Administration¹

Introduction

This article describes the Arcadia University Sydney Internship Program. It also compares and contrasts some aspects of the program to the Arcadia University Internship Program offered in London.

During the Fall, 2004 semester I had the opportunity to go to London, England to review the Arcadia University London Internship Program. In this program, the student does the internship experience and one course through Arcadia University, and takes two courses at City University of London. (An article describing this program can be found in *Global Matters*, January/February, 2005). In the Fall, 2005 semester, as a follow up to the London Internship Program review, I traveled to Australia to review the Sydney Internship Program.

The Sydney Internship Program, like the London Internship Program, consists of both an internship experience and classroom courses. In both programs, there is an orientation to help the student learn about and get acclimated to the new environment in which they will be living and working during the semester. Each program has at least one course that is designed to provide background about the country and the work environment. The mechanical aspects (i.e., 5000-word,

integrative, organized, etc) of the written academic project and the methods of assessment are the same for both programs.

The programs differ, however, in three important respects. First the London Internship Program involves another institution for the course work, whereas, Arcadia University offers all components of the Sydney Internship Program. Second, the London Internship Program offers a wide range of courses through City University of London whereas the Sydney Internship Program is a specific set of courses taken by all the students. Third, the Sydney Internship Program, by its very design, has service learning built into the program which is not the case in the London Internship Program. An important aspect of this unique service learning component is a field-trip experience with Aboriginal communities in Australia's northwest.

The Sydney Internship Program: Structure and Requirements

Upon arriving in Melbourne the students participate in a four-day orientation program. One day is spent in Melbourne, learning about that city and Australia in general and three days are spent on the Mornington Peninsula, where the students have the opportunity to get to know the Arcadia staff and the rest of the group, whilst experiencing a somewhat more rural area. The student then flies to Sydney where additional orientation takes place, the work site is visited, and courses begin.

The program consists of the following four courses:

The Australian Workplace Reality – This seminar series provides a compelling cultural and sociological context for the urban work experience and for understanding Australia in general. Its central focus is a trip to the far north west of Australia where the student experiences the way Aboriginal organizations are developing from a context of disadvantage and poverty. These factors combine with distance and challenging climates to provide alternative viewpoints to the very definition of 'Workplace'. Further in-situ seminars back in Sydney businesses highlight differences and similarities in the wide Australian workplace landscape. Evaluating the realities, connections and disconnections of this wide landscape is the objective of the course. It is similar to the London Internship Program course, "Working in the UK and European Union," in its aims of providing cultural and sociological background, but differs in its outreach methodology.

Work and Thought in Action (Academic Project and Internship) – This course consists of the work experience and a 5000-word written academic project related to the work experience. There are two or three individuals who work with the student to define, write, and assess the project: (1) the workplace supervisor; (2) the site faculty

sponsor, who has arranged the work location and stays in contact with the workplace supervisor; and, (3) the academic faculty sponsor, who focuses on the written academic project. In some cases the site faculty sponsor and the written academic project supervisor are the same person. This course is very similar to the London Internship Program course of the same title; however, the London course is somewhat more formal and requires more defined class meetings.

Australia: Encounters in Place – This is a multidisciplinary course that provides an introduction to Australian society by examining the relationships between Indigenous and non-Indigenous Australians. It also provides the opportunity to consider comparative issues with other Indigenous societies. The course analyses historical and contemporary encounters through the study of art, film, documentaries, music, literature, and academic articles.

Australia in an Asian Context – This is a multidisciplinary course that explores differences in cultural values across the Asian-Australian region. It looks at perceptions, stereotypes, and socio-cultural values in the context of issues such as urbanization, modernization, internationalism, and the growth of cyberspace. The course also emphasizes the theory and practice of intercultural understanding issues in the region, such as human rights, the role of media, and acceptable cultural mores.

Concluding Comments

As with many things, differences are more interesting than similarities, so I will discuss the program differences. Keep in mind, however, that different does not mean better or worse, but merely different.

The fact that Arcadia University offers all aspects of the Sydney Internship Program on its own, rather than offering some courses through another institution, as is done in the London Internship Program, defines the differences between the two programs. By not using another institution for courses, the number of courses offered is restricted. In fact, under the current arrangement only four courses are offered in Sydney and each student must take these four courses. In addition, all of the courses are under the direction of the Senior Co-ordinator Internships, who teaches the “Australian Workplace Reality” course, and the “Work in Thought and Action” course, which also involves the work experience and the written academic project. The Senior Co-ordinator Internships also hires and works with the individuals teaching the other two courses both of which are held in the Arcadia University office in Sydney. These conditions result in a high degree of integration among the courses and the learning experience. This in turn means that the “Work in Thought and Action” course does not need to be as formal as in the London Internship Program since the topics are covered in each of the courses in the Sydney Internship Program. It

also means that each student can be expected to include elements from each of the four courses in the written academic paper, which cannot be done in the London Internship Program, due to the variety of courses that the students take. Finally, this set of conditions results in a service learning aspect to the Sydney Internship Program, which is integral to the program. While service learning can occur in the London Internship Program, it is not an aspect of the design of the program.

In the Sydney Internship Program service learning is emphasized in five ways. First, each course has aspects that require the student to think about the broader implications of the work experience in light of conditions in Australia. Second, all the students travel to Western Australia where they have the opportunity to see a set of conditions they have not previously experienced. Third, the students are expected to integrate aspects of the various courses and their experiences into the written academic project. Fourth, if the major work experience is in a for-profit type of organization, students frequently are briefly placed in a not-for-profit, social services type of setting as well. Finally, students learn about service learning as they discuss their experiences in their classes. This exchange is facilitated by the students taking all their courses and traveling to Western Australia together.

The above comments focus on our semester long internships. It should be noted, however, that there are six-week summer internship programs in Sydney and London.

Feel free to contact me if you have any questions about the Sydney Internship Program or the London Internship Program. In addition, since I visited City University of London and a number of institutions in Australia (The University of Queensland, Queensland University of Technology, Bond University, Griffith University-Gold Coast Campus, and University of Technology Sydney) I may be able to answer other general questions. I can be reached at 215-572-2937 or biggs@arcadia.edu.

¹I am indebted to Patrick Franklyn, Arcadia University, Center for Education Abroad, Senior Coordinator Student Services & Internships, Western Australia, for the course descriptions and for editing an earlier draft of this write-up.

Irish or Swedish, Catholic or Protestant

Leigh Griggs
Graduate Student, IPCR

Growing up in the U.S. people always pegged me as Irish - red hair, blue eyes and freckles. On all accounts I *do* look Irish, or so I thought. I come from a background of Dutch, Danish, and Swedish descent. I thought the inability to distinguish my ethnic background, at first sight, was an America *thing* so when I learned that I would be spending a week in Ireland with my IPCR cohort, I

thought that surely the real me would stand out. However, I was sadly disappointed. Once in Ireland, I was asked “Ya’Irish?” so many times that I began to think my parents had been lying to me all these years.

The failure of the Irish and Americans to discern my background of Scandinavian descent I soon found mirrored my own helplessness to tell Protestants apart from Catholics. I tried to guess, but each time I was wrong. I was blind to the nuances that divide Northern Ireland. The more time I spent there, and with the help of Professor Dominick Bryan from the Institute of Irish Studies at Queens University, the more I became sensitive to the so-called “tells” that set apart the Protestants from the Catholics. These were things that I would normally gloss over - the color of a school uniform or a sport’s team logo. To the untrained eye these disparities are invisible, but to the Protestant and Catholics of Northern Ireland they are as clear and obvious as black and white.

At the start of our trip, CEA’s Colin Ireland, boarded our bus to share a “wee bit” (as the Irish like to say) of advice. What he had to say to us was something I would carry with me for the rest of the journey. He began that there are two important things for Americans to remember while traveling in Ireland: the first is that even though everyone here looks like they could be American, it does not mean they are Americans. By this he meant, that as Americans we assume that if they look like us they are like us. It was a reminder that there are still differences (even if we can’t see them) and it is important to be aware and respect them. Second, Americans have a tendency to distinguish differences between people based on the color of their skin, eyes and hair; in sum, more physical traits. Colin continued that this was not the case in Ireland. As I discussed above there are nuances that to a foreigner appear as nothing, but to a person living in Ireland it can mean a friend or a foe.

The scheduled lectures at Queen University in Belfast helped me understand the history of the conflict and the organizations involved in Northern Ireland’s conflict management. In Derry, at the University of Magee, we joined with MA students in Conflict Studies for a simulated ceasefire negotiation with each of us representing the different actors involved in the presented conflict. The complexity of this process gave me a new respect for how agreements are actually developed. The time, energy, and willingness to compromise are so intense that it is a wonder that agreements are completed and successful at times.

While in Derry we were also led on a walking tour of the city and of the bogside murals depicting scenes from “the troubles.” On this tour our guide introduced us to one of the mural artist who felt that the murals told a story. A story of not only people’s suffering, but also of their perseverance and strength. Our guide then brought us to the site of Bloody Sunday and pointed out one of the memorials. He gestured to the smooth slab of stone with the names of those killed on that day and said, “When there is a memorial, that means the conflict is over.” I felt a sense of hope and at the same time there seemed to be something missing. Is a conflict “solved” when a memorial is constructed? My question appeared to be

answered when we ended the tour by a “peacewall” that continued to divide the Catholic neighborhood from the Protestants neighborhood. There was one road leading in, but then it split in two; one swerved through a cornered stone wall entrance and came out to a series of houses on the Protestant side and the other a paved cobble stone road leading straight to the heart of the Catholic side. At night, our guide explained, the youth from both sides crowd around the walls and throw various items at the other side. What about the memorial? I thought. After the tour of Derry and meeting with those working in these communities, it was clear that they are still suffering from the effects of protracted social conflict and although Northern Ireland has come a long way since the signing of the Good Friday Agreement the peace process must continue long after any agreement is signed.

So, maybe I do look Irish. Maybe I’ll spend the rest of my life telling people I’m not Irish. Perhaps when people are able to identify my heritage correctly the conflict in Northern Ireland will be completely transformed and the ability to identify people won’t have any political meaning. Why just the other day, someone guessed I was from Norway, so anything is possible, right?

IPCR Students and Faculty in Ireland



Photo submitted by Jullien Searfoss

Front row from left to right: Kara Barker, Kaori Suzuki, Alexis Hott, Prof. Sherry Levin, Emily Spann, Melissa Dunkley. Right side middle row: Sarah Monfort, Jullien Searfoss, Jessica Gorelick, Christina Michaels. Back Row: Jim Stokes, Alcení Diallo, Rebecca Mantey, Kathleen McLaughlin, Leigh Griggs, Amber Zellner, Prof. Alex Otieno

“Make it Stay”

Stephanie String
Graduate Student, Physical Therapy

Going to Jamaica was a life altering experience for me! I am a physical therapy student in the D.P.T. program and spent clinical time in a facility and doing home visits in rural Jamaica. I learned more than I can really put into words but I'll do my best to pass along some of my newfound wisdom.

Normally in my clinical settings, we treat roughly 50 patients per day amongst the three therapists. On my second day in Jamaica, we treated six. It's such a huge difference as the patients got an hour and a half of 1-on-1 time compared to half an hour with the therapist jumping back and forth among 3 different patients. For the equivalent of \$4.00, a man walked in with a Parkinsonian-like gait and literally walked out much better.

My time in Jamaica taught me to be more patient as people there don't mind waiting hours to see a doctor or a physiotherapist. I rush around in the States trying to make my patients better often times without even listening to what the patients are trying to tell me. I might be much more successful in treating them if I actually spent more time with them and paid more attention to their unique situation.

I also learned from the people and the culture that it is relationships and not material things that really truly matter. Wives would come with their husbands to treatment and vice versa to see how their spouse was doing and to learn how to better help with his/her activities of daily living at home. It was touching to watch and I believe made quite a difference in the outcome of the patients.

During our home visits, I saw how modestly most Jamaicans lived and realized how much I take for granted here at home and how much I really just do not need. Regardless of how little they had, they still offered you something whether it was simply a place to sit out of the sun or a hug. However, I gained so much more than that from most of the patients.

All of the patients had such trust in us and had such a strong desire to get better. They were willing to try whatever exercise we gave them and rarely asked for a break no matter how hard we asked them to work. One patient in particular, who I will simply call IP to keep her confidentiality, had quite an impact on me. IP had suffered a right cerebral vascular accident (a stroke) that left her with significant deficits. Instead of being frustrated by her inability to control her left leg as it would drag behind her during transfers, she called it Job. When I asked her the reasoning behind such a choice, she explained to me that Job had great faith and was rewarded for it as she hoped she would be. Even though I only met her a few times, IP left a lasting impression on me.

Overall, I am so thankful that I had the opportunity to visit Jamaica, to get to know one of my classmates on a whole new level, and to experience a culture where everyone truly looked out for each other and tried to ease each other's burden whenever possible. These are only a few of the lessons I learned during my two shorts weeks and as the Jamaicans would say I hope to "make it stay" with me for life!

Study Abroad Experiences

Bethany Hanlon
Undergraduate Student

Arcadia's study abroad program led the list of reasons why I chose to attend the university in the spring of 2003. My passion for experiencing new cultures, learning languages, and developing international connections has already led me to various places all over the world. Growing up, family vacations to Bermuda, the Bahamas, and Florida gave me a chance to see beautiful beaches, but I remember always wanting to travel off the beaten path, away from the hotels and resorts to meet the locals. This inquisitive nature, albeit careful and respectful, has helped me to meet countless individuals with unique stories. These holidays familiarized me with air travel, but I was still surprised by the endurance needed for my first transatlantic flight to London in March, 2004. The Spring Break preview included admission to attractions like White Hall and St. Paul's Cathedral, a day outside the city to Leeds Castle, and of course free time to experience London on our own. As my first experience through Arcadia, Spring Preview sparked my interest of international study abroad.

In January, 2005, Mrs. Murphy (a faculty member in the Biology Department), ten other students, and I traveled to Costa Rica to study its ecosystems through the ID 181 course. We stayed in multiple housing accommodations as we traveled from the rainforests, through cloud forests, to the Arenal volcano, and finally to the Pacific Ocean. The landscapes, people, and food were exotic and refreshing, as each part of the country offered a novelty to the experience. Surfing the waves with locals as the sun set on the Pacific is one of my favorite memories, as well as crossing eleven skywalks and 'zipping' above the rainforests in Monteverde on the zip lines. I practiced Spanish with the ticos (natives of Costa Rica) and met new friends with whom I still keep in contact.

In March, my political science course with Dr. Robert Thompson carried me to the Harvard Model UN conference in Edinburgh, Scotland. This journey focused mainly on attending committee meetings and attempting to compile working papers and draft resolutions for voting in four days time; however growth in travel knowledge was inevitable. In just one week, I fell in love with the city's atmosphere, its architecture, and the people. The view from King Arthur's Seat

serves as an observation point of the modernizing city, while enjoying the peaceful calm from high above. The commanding stature of the Castle, unreachable except from the Royal Mile, displays the power an edifice can exert.

Spring 2005 also brought news of my accepted proposal to the Vera Heinz Scholarship and just five days after finals in May, I left for Guatemala to teach English to orphan boys. This six week volunteer experience not only opened my eyes to the living conditions in a developing country, but prepared me for my semester abroad in Spain. My responsibilities ranged from supervising older boys in the shower, preparing rice and black beans for dinner, controlling and teaching ten, 8 year old boys English, math and geography, to solving disputes or fights then disciplining and comforting the respected children. Difficulties with language translation, homesickness, frustration, and lack of patience were among the most demanding challenges I overcame. The lessons and experiences from Guatemala will continue to assist me in my future worldly affairs.

Currently, I am studying abroad in Granada, Spain, fulfilling one of my life travel dreams. My courses, all in Spanish, challenge me to think in Spanish and not just translate thoughts and concepts. In pursuit of a major in Political Science and a minor in Spanish and International Relations, travelling the world as well as living and studying in other countries are the best ways to complement an education in the classroom. So far, this experience in Spain has been amazing and a test of my travel knowledge; however the challenge of 'living at home' again has been demanding. While living with a host family has given me cultural lessons without end, I must admit that I neglected to consider the situation before signing up. Just the same as going home for the summer after the first year of college, I have had a hard time adjusting to "college life" and the rules of a house, and someone else's house at that! However, the trials of travel and studying abroad have only made my stories more interesting and have definitely built that character everyone speaks of so frequently.

Hopefully, next semester will bring a return to Edinburgh, as I attempt an internship with Scottish government. The opportunity to study in Scotland while interning with a member of Parliament will give me first hand familiarity with the inner workings of government while building skills beneficial for my senior thesis, for graduate studies, as well as for the world of work. The courses for British and Scottish Government and Politics will educate me in the ways of the political systems in the United Kingdom as well as transfer back to Arcadia as credits for my major requirements. I only hope 2006 will bring as much adventure, novelty, knowledge, and enjoyment as 2005 brought me!

Arcadia students studying in Spain visit Toledo



Photo submitted by Jan Walbert

Left to right: Danielle Winter, Gayathri Jayawardena, Bethany Hanlon, and Becky Kintzi.

Two Views of Equatorial Guinea

Once of CEA's newest study abroad programs and the only one currently in Africa is in Equatorial Guinea (E.G.). Through intensive academic course work and extensive field study, this study abroad aims to cultivate an appreciation for tropical ecosystems and their preservation as part of the development and economic growth of E.G., an emerging, Spanish-speaking West African country. Throughout the program, students interact with expert faculty who are internationally recognized experts in endangered primates and the economic parameters of their conservation.

Academic coursework is held at the Universidad de Guinea Ecuatorial (UNGE) and taught by both UNGE and Arcadia faculty. Additionally, for several weeks during the semester, courses include intensive field work, led by on-site Arcadia personnel. All courses, with the exception of Spanish, are taught in English. The program runs for 15 weeks and awards 16 semester hours of credit. Students begin with a comprehensive three-week orientation at Arcadia and then travel to Bioko Island to complete their coursework. Students return to the Arcadia campus in December to finish the academic program, present field study papers, and take final exams. Additional information can be found at <http://www.arcadiaabroad.com/>.

Gail Hearn, Professor of Biology, and Wayne Morra, Associate Professor of Economics, have been working on conservation efforts in E.G. They recently received a \$384,000 grant from the ExxonMobil Foundation to establish a

research station and animal sanctuary. The grant will also be used to develop ecotourism hikes to search for endangered monkeys. (*Philadelphia Inquirer*, December 9, 2005, p. A25)¹

In what follows, we present two views of Equatorial Guinea. In November of 2005, Jan Finn, Director of International Services traveled to E.G. to visit CEA's study abroad program on Bioko Island. To see photos of Equatorial Guinea taken by Jan Finn, visit the *Global Matters* on-line version at www.arcadia.edu/globalmatters.

The second view is an essay written by Cristine Crowe, an Arcadia undergraduate, who describes her experiences as a student in CEA's program:

On December 1, 2005 ten students studying abroad on Bioko Island, Equatorial Guinea, West Africa would make history at the local university, La Universidad Nacional de Guinea Ecuatorial (UNGE). This study abroad experience was like no other where ten students from the United States of America and nine students from Africa combined as a single force to take on the classroom and jungle together. The Bioko Biodiversity Protection Program (BBPP) works to promote Bioko Island as a sight for biodiversity research and education and gives students this opportunity to study abroad in such a rich physical and cultural environment.

Upon arrival in the tropical paradise of Bioko Island, many students from the United States did not speak the native language of Spanish, or just spoke enough to get by. The beginning of this unforgettable voyage entailed a language barrier that we would soon overcome. As time passed through the ten week program, and a few trips to the jungle, especially a two week trip in the jungle, we all started to learn Spanish and English together. All the students would feed off one another through conversation. Equatoguineans would eagerly try to improve their English while some students from America desperately tried to elaborate on what they have been learning since arrival to the island. Time in the jungle together sealed a bond that no outside pressures could ever break. Between primate and turtle censuses conducted with each other, to dancing at the local village discotecas, we were no longer the students from America, and they were no longer the students from UNGE. Together we were the students who had the power to educate the people on what we had experienced and witnessed together in the field and community. I remember on one of our first census trips one of the students named Matias turned around and said to me in English, "where are the monkeys", and proceed to just shake his head. From there I knew we all shared the same passion to promote conservation and save endangered species being exploited on Bioko Island.

After we returned from visiting uninhabited beaches, intimidating waterfalls, untainted forests, and an orchestra of jungle wildlife that can only be replayed in our individual minds, we knew we had to work hard and not let this experience go untold. Once we finished classroom work towards the end of the program we

all collaborated to give a presentation on primate conservation on the island and what our experience with the BBPP was like. From 6:30-8:30 pm UNGE was inhabited by students and local community members eager for a taste of what we learned and accomplished this semester. What made this event even more exceptional is that besides this event being advertised to the entire community, it was advertised to the expatriates of the community as well. This was the first time that many, if not all, expatriates have ever stepped foot on campus, or even knew the campus existed.

The presentation included a slide show of photos taken throughout the trip that included students, professors, wildlife, and beautiful lands we encountered throughout the ten week journey. While the slide show was playing a combination of music popular to Equatorial Guinea and America accompanied the background of laughter and conversation. Posters made by all students, both in English and Spanish, decorated the outside walls of the university with knowledge and awareness. Individuals raced around to every poster and reading material being offered to gain more and expand their learning experience brought to them by the students and staff. Delicious treats and beverages offered didn't last more than 20 minutes, but once there were no more treats, it was back to posters and pictures.

Everyone who attended the event really enjoyed the opportunity to spend the night with all the students and professors of the university participating in the Bioko Biodiversity Protection Program. We had no idea an event like this would have gone so well, and plan to continue an event like this in the future. The BBPP was advertised to other students on campus for the first time. To students outside the program, community members, and expatriates, we were able to expose them to necessary efforts of conservation and what the role of the BBPP was to the island. I am hoping they didn't walk away with just a taste of what we had done, but a hunger and drive to further continue education and conservation efforts on the island to save endangered endemic species.

This event brought the community, students, and expatriates to learn together about a land they live in that is like no other in the world, and the opportunities education has to offer within the community. After such an experience, your world seems so much larger, yet smaller at the same time when you realize how just a few individuals can make such a difference in a place that had always seemed so distant.