

AREA STUDIES UNITS "TAKE OFF"

Latin American Studies Unit Sponsors Study Abroad to Cuba

It's not unusual for college students to dream about spending their spring break on an island, but for 25 ISU students, their dream spring break wasn't a beach in the Bahamas. In the company of six ISU faculty members, these students enjoyed the unique opportunity of traveling to the island of Cuba—a country whose reputation among many Americans is defined only by its system of government and the deep ideological divide between capitalism and socialism. The students returned to the U.S. with a much more well-

rounded perception of both the Cuban people and their government.

The students spent most of their ten day trip in the capital city of Havana, but two days were spent in Santa Clara, which is best known for its historical significance as Che Guevara's (the Marxist revolutionary and guerrilla leader) first headquarters. The participants enjoyed a rigorous tour schedule developed and arranged by co-director Patrice Olsen, an associate professor in the Department of History. Among the highlights were a visit to

Santa Clara historic sites, Memorial to Che Guevara, Museum of the Revolution, and the Museum of Fine Arts. Educational field trips included a visit to the Frank Pais Hospital to learn about the Cuban public health system, the Mariana Grajales Organic Women's Farm, the University of Santa Clara, the Martin Luther King Center and a visit to the City Assembly to hear a talk on the Cuban system of election and government from staff and local officials.

For the March 26 session of the International and Global Studies Seminar Se-

ries, Dr. Carlos Parodi—Director of the Unit for Latin American and Caribbean Studies and co-director of the program—presented "The Multiple Voices in the Cuban Experience: The Experiences of ISU Study Trip to Cuba." At the seminar, Dr. Parodi gave student participants the opportunity to share their most memorable experiences and insights from their time abroad. Each student there recounted her or his experience with passion and animation, and it was very apparent that this study

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The Unit for African Studies Initiates Study Abroad Programming

Ghana. The Unit for African Studies has established its first study abroad program. This summer, students have the opportunity to spend three weeks in an intensive, interdisciplinary study and travel abroad experience in the West African nation of Ghana. Faculty from the Institute of African Studies at the University of Ghana in Legon present the lectures for the study portion of the program, while Dr.

Tony Adedze, faculty director of the program and As-



University of Ghana's Great Hall

sistant Professor in ISU's Department of History, will lead discussion sessions and oversee students' group or individualized projects. Dr. Adedze will also guide travel tours to historic and cultural sites in Ghana, including a visit to the Palace of Asante King in Kumasi, and the Kente Weaving Villages of Bonwire and Kpetoe. In addition to gaining a rich cultural experience,

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Editor: Elizabeth Kosuth



Meet OISP's Newest Staff Member

OISP welcomed Stephanie Gonzalez to our staff on March 3. Stephanie's primary responsibility is to provide immigration documents and support for those individuals on campus who are here with a J-1 visa status, including exchange students, Fulbright participants, and most visiting scholars. The J-1 visa is an Immigration and Naturalization Service classification modeled on Senator J. William Fulbright's vision for international exchanges among students, scholars, and professionals, and is tailored to the unique immigration needs of visitors in this category.

Stephanie has a keen interest in the challenges and benefits of international education. She has only recently returned to the United States, following two years at the University of Luton in England, where she earned a Masters of Arts Degree in Intercultural Communication. Her dissertation focused on study abroad students' friendship patterns with other internationals and with British host students. She examined students' friendship preferences, barriers encountered when forming friendships across cultures, and the benefits experienced through these relationships.

The product of an intercultural mar-



Stephanie Gonzalez

riage (her mother was raised in Germany, and her father's birthplace is Puerto Rico), Stephanie was exposed early on to an international perspective. As a child, she traveled to Germany with her parents, where she contracted the "travel bug." Her desire to spend an extended period of time abroad was re-energized when she participated in a Rotary Group Study Exchange to Cornwall and West Devon, England in 1991, and later bolstered by several important friendships with international students in her Missouri community. However, her dream to go abroad continued to elude her until a former employer and friend alerted her to a competitive Rotary Foundation scholarship offered through the Rotary Club of

In-dependence, Missouri (District 6040). As a recipient of the Rotary International Ambassadorial Scholarship in 1999, Stephanie was awarded funding of up to \$23K for one year, with the Dunstable Downs Rotary Club in England serving as her host. In addition to studying for her Master's, she used her time abroad to promote cultural understanding through informal and formal channels, including public presentations to approximately 20 Rotary clubs in Southeastern England.

We are pleased to have a person of

"I've Got an Immigration Question. Whom Should I Call?"

In keeping with the growing constituency of the International Student and Scholars Services Unit, there have been shifts in responsibilities among Unit staff. Betsy Drillon now works with F-1 visa (degree seeking international students and students of the English Language Institute) issues. Stephanie Gonzalez works with J-1 visas (exchange students, scholars and Fulbrights). Sarah Jome works with all other immigration paperwork and concerns.

Visit to South Korea Yields Exciting Results

Dr. Momar Ndiaye, Director of International Studies, Dr. Larry Long, Chairperson of Communication, and Professor of Communication Jong Kang recently returned from a visit to the Dong-Ah Broadcasting College in South Korea. OISP's study abroad program to Dong-Ah was established in Spring 2002, and the purpose of this visit was to explore ways to enhance the program further. Dong-Ah offers ISU students a unique study abroad experience, as the school's philosophy embraces the integration of technology

with nature and art. The juxtaposition of these emphases results in a curriculum that offers not only cutting edge education in communication technology, but in dance and theatre as communication as well.

Among the initiatives discussed were the establishment of a Dong-Ah Scholar Program, which would guarantee admission to ISU's Communication degree program to Dong Ah students, as well as personal advisement and access to Communication curriculum. In addition, Dong Ah is interested in

setting up a faculty and staff exchange program. This type of program will enable Dong-Ah employees to gain exposure to the administration processes of ISU, and ISU faculty and staff to learn about the unique learning environment offered at Dong-Ah. Finally, joint short-term training programs, with Dong-Ah as the regional training site, was also discussed. ISU is now working on a proposal to establish these programs.



College of Business Explores Linkages in Uzbekistan and Poland

During the first two weeks of March, Professor Iris Varner, Management & Quantitative Methods, traveled to Uzbekistan and Poland to further explore possible linkages.

Dr. Varner visited Kelajak Ilmi, a private business school in the city of Tashkent, which has a population between 2.3 and 5 million people. An undergraduate degree in business and an MBA program are both offered at Kelajak Ilmi, as well as training programs for business and industry. As the only school in Uzbekistan with an educational program based on modern business practices, it has a very good reputation. These programs are administered in English, and Dr. Varner found that students there were indeed fluent in English.

As one of the newly independent states of the former Soviet Union, Uzbekistan is still making its way towards



At the Kelajak Ilmi Higher School of Business: Dr. Mannon G. Aliev, Director; Dr. Iris Varner; Bakhtior A. Erkaev, Deputy Director

democracy and a free-market economy, and, like the Uzbekistan government, Kelajak Ilmi struggles to meet the de-

mands of a society in transformation. Resources are of course an issue, as they strive to offer students a state-of-the-art education, and competitive salaries to both indigent faculty and visiting international scholars. Several American universities—as grant awardees—have assisted in the school's efforts to improve the quality of their curriculum and facilities. The school would like to establish an executive MBA program, based on the American model of business education. The purpose of Dr. Varner's visit was to talk with school officials to find out how ISU may assist in this goal.

Faculty and administrators at Kelajak Ilmi are very eager to establish a working linkage with Illinois State Uni-

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Fulbright Opportunities Gain More Visibility on Campus

OISP's Fulbright Program Advisor, Elizabeth Kosuth, is promoting both Fulbright Scholar and Fulbright Scholarship opportunities on campus. On February 25, she conducted an information meeting for faculty interested in pursuing a Fulbright Scholar award. Topics covered included a brief discussion of the wide range of Fulbright Scholar opportunities, eligibility requirements, the application process, award benefits, and tips for project statements. In addition, Dr. Andrew Weeks, a Fulbright Scholar himself, offered his insights and recommendations. These information meetings will be conducted every spring as part of OISP's initiative to both encourage and support faculty in the pursuit of Fulbright Scholar awards.

The Fulbright Scholar program was established in 1946 by Senator J. William Fulbright in the aftermath of World War II, who saw international exchange as a step toward forging a world without armed conflict. While the Fulbright Scholar Program offers a range of opportunities (Distinguished Chairs, German Studies Seminar, and Senior Specialists, among others), the

most well known is the traditional program, which sends 800 faculty and professionals abroad every year throughout 140 different countries. Twenty percent of these grants are research oriented; the remaining are either lecturing or a combination of lecturing and research. The length of these awards varies from two months to an entire academic year. The competition opens on March 1, with an application deadline of August 1. Grants begin about one year following the application deadline.

Elizabeth is also working in partnership with Becky Mentzer of the Honors Program to encourage ISU students to apply for Fulbright Scholarships. Fulbright Scholarships are designed for recent graduates, postgraduate candidates, and developing professionals and artists who are looking for personal enrichment and international experience. While this program is a merit-based competition, it is not limited to only Honors students or students with extraordinary academic achievements; well-rounded, motivated students with the desire and ability to design a project for career-launching

study and research abroad are the competitive candidates. Elizabeth and Becky introduced the Fulbright Scholarship programs to interested students on April 1 when they conducted an hour-long information meeting, and students were encouraged to contact either OISP or Honors for assistance in developing their application, which is due in mid-September. A campus Fulbright Scholarship Committee will review student applications in order to facilitate successful applications for ISU students.

These initiatives are part of OISP's efforts to provide support for international scholarship, including the research, teaching, and service efforts of faculty and other professional on campus. For more information on Fulbright Programs, please contact Elizabeth Kosuth at 438-3362 or ehkosut@ilstu.edu.





Exploring Uzbekistan and Poland

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versity. They would like to get both short-term and long-term instructors from the U.S., but are limited in their capacity to provide transportation or a salary level comparable to American standards. However, providing living and teaching expenses while in Uzbekistan is within their means. They are also interested in utilizing the training programs provided by the Office of International Studies and Programs' Management Development International, as well as the possibility of Uzbeki students enrolling in the ISU's MBA program. With the procurement of government and/or foundational grants, such partnerships are possible, particularly since the federal grant agencies of the U.S. government currently has a high interest in supporting such efforts in the newly independent states. More information regarding the Kelajak Ilmi International Business School may be found at <http://www.ibs.uz/>.

Dr. Varner also visited the Technical University of Lodz (TUL), which is about 100 miles from Warsaw. While

Lodz was, until recently, the center of the textile industry, the University was founded there after World War II. It currently has an enrollment of about 17,000, and the degree programs are organized in the British fashion, with Faculties rather than Departments. The



Technical University of Lodz

Faculty of Technical Physics, Computer Science, and Applied Mathematics, who teach insurance, risk management, and finance, invited Dr. Varner to visit the University and meet with the Dean of the Business Faculty.

Under a signed agreement between

ISU's Office of International Studies and Programs and the Technical University, ISU will provide instructors for at least two courses. The courses are part of a contract MBA offered by TUL. In addition, the University is interested in establishing undergraduate student exchanges. TUL is beginning to offer some courses in English, but the majority of courses are currently taught in Polish. While this presents a challenge for most of our students, ISU does attract a number of students with a Polish background; some of these students do speak Polish. Such an exchange would be particularly beneficial for students interested in working for companies with subsidiaries in Poland. This program could also serve as a recruiting tool for such students.

TUL is ambitiously pursuing several new initiatives. They are developing an executive MBA program for the Bechaltow Power Plant and the Klezcw County (due to the coal mine located there, it is the richest county in Poland). The executive MBA program is developing in response to a need for

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*"If we cannot now
end our differences,
at least we can help
make the world safe
for diversity."*

—John F. Kennedy

OISP Addresses Study Abroad Safety Concerns

One hundred and two students will be participating in summer Study Abroad Programs and 30 for Fall 2003. As might be expected, the numbers of participants in Study Abroad Programs are lower than average due in large part to the uncertainties accompanying the war in Iraq. While our numbers are down, our hopes are up, that those who have chosen to participate will have an educational experience of a lifetime!

These are anxious and in many ways unprecedented times. As always, the safety and security of all the students and faculty we serve are of paramount importance to everyone at Illinois State University. This is a summary of thoughts about the present situation.

1. We are concerned about the world situation and we are monitoring and assessing developments in the United States and around the world carefully. No Illinois State study abroad programs have been cancelled, and we have no plans to cancel any programs at this time.
2. We rely on a variety of sources in order to advise participants in security decisions. Sources include the U.S. Department of State, information from our partner institutions, news media, and professional colleagues throughout the world. State Department information can be accessed on line at <http://travel.state.gov/acs.html>.

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Unit of African Studies Study Abroad Initiatives

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students will earn three hours of credit.

The University of Ghana was originally established as the University College of the Gold Coast, an affiliate college of the University of London. Following independence in 1957, the university was organized as the University of Ghana and, in 1961, began to award its own degrees. The University's outstanding lecturers and distinguished alumni have earned it considerable national and international prestige. It has seven Faculties made up of departments and has student population of about 12,000. Due to its excellent reputation, the university has a history of attracting foreign students, particularly students from the United States. The university is located on a park-like campus in Legon about 12 kilometres from the centre of Accra, the capital.

The University of Ghana's Institute of African Studies is a semi-autonomous institute within the University, whose mission is to "present an authentic, well-informed African view point on the history, culture and contemporary issues of Africa and its Diaspora" (quoted from their promotional brochure). The 23 Research Fellows on the Institute's academic staff have diverse backgrounds and language training, and work in close collaboration with associate members in relevant departments of the University of Ghana. Some of their activities include interdisciplinary training of new generations of African scholars, teachers and activists; studying the history, cultural institutions, language and arts of Ghana in new African centered ways; and promoting innovative, interdisciplinary research and teaching.

South Africa. The Unit plans on launching a second study abroad program for the spring 2004 semester. Students will be able to attend the University of Cape Town, which is South Africa's oldest university and considered the "Harvard" of South Africa. ISU will be in good company, as the



The University of Cape Town in South Africa

African University currently hosts students from the University of Michigan, Princeton University, Yale University and Spelman College, among others.

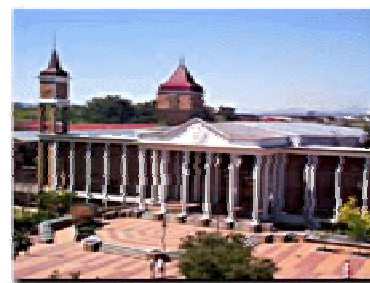
The University offers our students and faculty expertise in the areas of conservation biology, HIV/AIDS in society, gender transformation, public health, bioethics, and philosophy in critical care. Unit Director Cassandra Veney's goal is to recruit at least twelve participants annually from the academic areas of politics and government, history, sociology, education, English, community development, geography, anthropology, music, and women's studies. Dr. Veney is currently working out credit considerations with ISU's corresponding departments.

The exceptionally beautiful campus of the University of Cape Town is in the Cape Town suburb of Rondebosch, set on the slopes of Table Mountain. The academic pursuits of the 18,000 students are accommodated within three campuses—upper, middle and lower—and travel among the campuses is simplified by the convenience of a shuttle. Students will be able to enjoy the waterfront of downtown Cape Town, a popular site for dining and shopping and a mere 15 minutes by car from the University. Campus student support services are abundant, and facilities are impressive, including a state-of-the-art library and advanced computer capabilities.

According to its website (<http://www.uct.ac.za/>), "The University of Cape Town's Mission is to be an outstanding teaching research university, educating for life and addressing the challenges that face our society. Addressing the challenges of our society

means that we must come to terms with our past, be cognizant of the present, and plan for the future." We are pleased that our students will have the chance to benefit from attending a university that offers such a rich cultural and historical academic experience.

The structure for a study abroad program to the University of Western Cape, another South African university, is also progressing. This university serves a student population of approximately 10,000 with faculty teaching in the arts (humanities, social sciences, religion and theology), community and



Library at the University of Western Cape

health sciences, economics and management, education, law, and natural sciences. This small university offers students a diverse range of expertise, including governance, citizenship and human rights in southern Africa, women's and gender studies, land, environmental and rural development, science and mathematics education, historical and heritage studies, and language education. The University also has several institutes, centers and units: Institute for Child and Family Development, Institute for Social Development, Institute for Historical Research

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Cuba Study Abroad

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abroad program had transformed their perspectives of Cuba, American culture, and themselves with powerful effect.

Common themes emerged as the students' spoke of the people and places they'd met and seen: strong community ties, the diversity of voices, and ingenuity. In addition, many students recounted that on an interpersonal level, they found that Cuban people tend to relate to others as persons and individuals, and not through stereotypes or as representatives of a particular political or cultural system. Paradoxically, the depth of community connection does not comprise individuality within their society.

Most students marveled over the strong sense of community and trust among the people they met. It was apparent to the visitors that neighborhoods and families served as enduring supportive networks. Many students received personal invitations to visit families in their homes. A graduate student in the Department of Politics & Government noted that civil society (the network of relationships among neighborhoods, businesses, non-profit organizations, and governmental bodies) is considered a pillar of a thriving democracy, and not normally associated with socialism. Yet socialism is an economic system (as is capitalism), and it was obvious from his experience in Cuba that such an economic system



The group poses in front of a fountain in Cuba

was not incompatible with civil society—indeed, he experienced a stronger sense of civil society in Cuba than he does at home.

Dr. Parodi stressed that there are a variety of perspectives among the citizenry. Students noted that everyone they had met was politically engaged, and although most people professed to not want to talk about political issues, people are so aware of the connections between personal concerns and political issues that conversations almost invariably turned to politics in one form or another.

The creative and innovative character of the Cuban people was apparent to students both in how they lived their day-to-day lives, and in their art. Scarce resources, rather than resulting in lifestyles scarred by deprivation and limited opportunities, were used in creative ways to enrich their lives and environment. In addition, lack of material wealth did affect people's lives, but most were able to find a way of ex-

pressing happiness in the midst of scarcity. Several students talked about the amazing architecture that lies behind the deteriorating facades as well as some colonial buildings that have been restored. Several others talked about the powerful art they viewed when visiting the Museum of Fine Arts. While abject poverty does exist in Cuba, there is a spiritual richness to the lives of its people.

The students found that while race issues do exist in Cuba, society is generally more integrated than in the U.S., and that Cuban women enjoy greater equality in the economic sphere (if not the private sphere) than American women. Contrary to the United States, Cuban women have the option of up to a year's paid maternity leave, and childcare centers are readily available, often provided by employers on-site.

The students' commentary on their experience was a testimony to study abroad programs serving an important role in a university education. Students returned with a broader perspective of the world and its inhabitants, and learned more about themselves and their own country in the process.

"The single most common finding from a half century's research on the correlates of life satisfaction, not only in the United States but around the world, is that happiness is best predicted by the breadth and depth of one's social connections"

Robert Putnam, in *Bowling Alone*

Uzbekistan and Poland

updating management practices, and will focus on management, finance, marketing, and insurance of the utility industry. The University is also interested in the commercialization of science and the implementation of new technology; joint research between ISU and TUL is a possibility in this area. Finally, a major initiative is through Poland's national Offset Program. In simple terms, as a large part of their payment to the United States toward the purchase of aircraft, the govern-

ment of Poland has agreed to a program of investment and profit by American companies. The University is participating in the program, which provides about \$250 million over a four-year time period, through research and application of the research to industry. These initiatives offer the potential for research and teaching collaboration between the faculty of TUL and ISU's College of Business, College of Applied Science and Technology, Department of Economics, and Depart-

ment of Mathematics.

Both of these institutions show promise for relationships that are mutually beneficial to ISU and the overseas universities. OISP is excited about the opportunity to broaden the diversity of our study abroad and faculty exchange opportunities, as well as taking part in the important business of helping universities overseas serve both their students and their societies.



U.S. Government Implements New Immigration Tracking System

In response to a recent mandate by Congress, the U.S. Department of State and Department of Justice have a new immigration tracking system in place for international students and exchange visitors. This system, called the Student and Exchange Visitor Information System (SEVIS), is a database that combines immigration data collected by three different entities (embassies, ports of entry, and universities) into one central computerized system. This system is designed to allow more efficient and comprehensive means for both tracking and serving international students and visitors. SEVIS went into effect on February 15, 2003.

SEVIS requires authorized university staff to enter information into a computer program designed and provided by governmental agencies. Examples of the required information includes local address, major, and enrollment status. Entering this data results in students and exchange visitors receiving new, computerized and bar coded immigration documents. Universities are required to enter all F, M or J immigration classifications into the system in time to receive these new immigration documents by August 1, 2003.

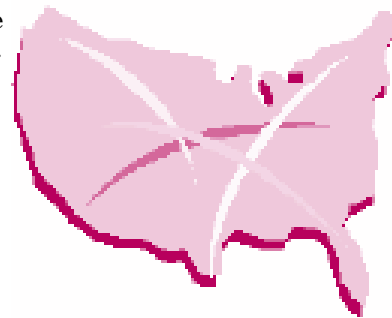
Much of the information about international students and visitors already exists in ISU's mainframe computer system. Computer specialists in ISU's Office of the Registrar and in Administrative Information Systems are working with OISP staff to upload the required information into the SEVIS system.

Approximately 600 students, faculty and staff are currently being entered into the ISU system in preparation for uploading into SEVIS. OISP is hoping to have all information entered into the university's data system by mid-April. Students and scholars will be given the opportunity to check the accuracy of their information before it is uploaded into the SEVIS system. Once the uploading is complete, new documents will be generated for all F, M and J students and scholars and their dependents before classes end in May.

Our international population may be affected by SEVIS and other recent immigration laws. It is imperative that students take responsibility for understanding how the new system and changes in law pertain to them and to act upon that information in order to maintain their legal status. For instance,

- the National Security Entry-Exit Registration System (men from predominantly Muslim countries must register in person at an Immigration office to provide finger prints, photographs, address information, credit card numbers, etc.)
- limitations on who can study full-time (for example, dependents of students cannot study full-time)
- limitations on the number of credits taken on-line that can count toward a student being full-time
- changes in the reasons why a student is allowed to study part-time.

The staff of OISP's International Student and Scholar Services Unit strives to provide guidance and timely service to students, scholars and departments during this time and beyond.



Study Abroad Concerns

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3. Students are encouraged to stay in touch with our staff, with their resident directors, and/or with host institution officials who have access to local information and who have student safety in mind. Our host schools maintain contact with U.S. Embassies and Consulates and with local officials for the latest security information.
4. Our overseas programs are prepared to receive and orient new arrivals.

OISP wants students and faculty to have positive, enriching study abroad experiences, and we believe that it's possible for them to do so this semester - and next. We will do everything we can to inform and advise them about security and safety matters. We will continue to keep abreast of current information and to monitor conditions. We will make all necessary and prudent changes in our recommendations and policies, and will do our utmost to continue to keep everyone informed.



South Africa

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search, Southern African Studies, Community Law Center, Gender Equity Unit, and Education Policy Unit.

The history program at UWC may be of particular interest to faculty and students at ISU. The program has undergone major changes following the abolition of apartheid—what is taught and from what perspective has been and continues to be closely scrutinized. The name of the program has been changed to reflect these changes, and is called Historical and Heritage Studies. In conjunction with the Robben Island Museum and the University of Cape Town, the department offers an exciting program on museum and heritage studies.

The large, modern campus is 20 minutes from downtown Tygerber, and is surrounded by the mountains of the Cape Peninsula and Stellenbosch. Beautiful brick buildings accommodate the housing, dining, academic and social needs of the students, and library and computer facilities are accessible and modern. The University also boasts a nature reserve.

More information on the University of the Western Cape may be found at <http://www.uwc.ac.za/>.

Please note that there was an error in the Fall 2002 issue of the OISP newsletter: Madrid, Spain, one of our popular study abroad programs, was inadvertently not listed among OISP study abroad destinations.

THE OFFICE OF INTERNATIONAL STUDIES:

International Student and Scholar Services

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Study Abroad

National Student Exchange

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International Teaching Assistant Program

International Grant Proposal Development

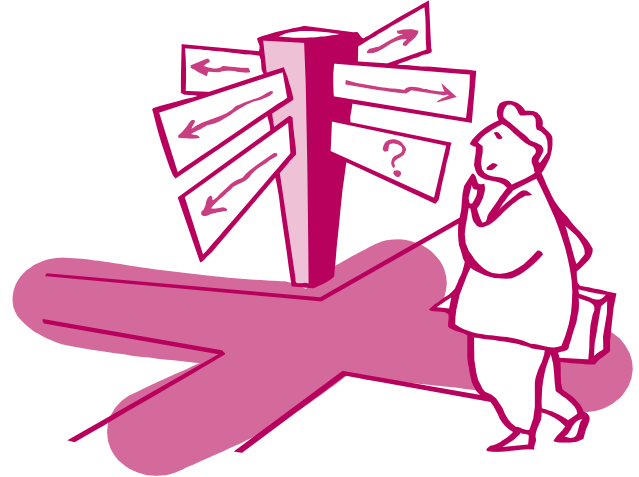
Unit for Latin American and Caribbean Studies

Unit for African Studies

Unit for Middle Eastern and South Asian Studies

Fulbright Scholar Program

Illinois Consortium for International Studies & Programs



Office of International Studies & Programs
Illinois State University
Campus Box 6120
308 Fell Hall
Normal, IL 61790-6120

Telephone: (309) 438-5365
Fax: (309) 438-3987
Intlstudies@ilstu.edu

www.internationalstudies.ilstu.edu