

SIXTH ANNUAL  
INTERNATIONAL  
SYMPOSIUM



BELOIT COLLEGE • NOVEMBER 7, 2007

The International Symposium celebrates Beloit College as an international college. In this sixth annual event, 60 student presenters and 54 faculty sponsors and moderators will directly participate as Beloit students share their international studies with the community. *Colleges That Change Lives* lists this event as an important part of Beloit's campus life.

Symposium organized by George Lisensky, Chemistry Department,  
with special thanks to Doreen Dalman.

Cover design by Jaclyn Ludowese, Student Graphic Artist, Office of Public Affairs.

**SESSION I: LOGAN ROOM, WRIGHT ART CENTER**

Moderator: Nancy Krusko, Department of Anthropology

9:00	Nancy Krusko	Opening remarks
9:05	Sarah Foster	Life on the Edge: Skydiving to Volcanoes in New Zealand
9:30	Jenny Laube	The Other Down Under: Conservation and Recreation in New Zealand
9:55	Heidi Jump	The Influence of Environmental Factors on a Rainforest-dwelling Marsupial's Density in the Atherton Tablelands, Australia
10:20	Break	

Moderator: Yaffa Grossman, Department of Biology

10:35	Yaffa Grossman	Opening remarks
10:40	Ellen Sieg	Didgeridoos and Beethoven: Six Months in Oz
11:05	Vanessa Kell	"Mother earth here. Let's chat." Sustainability Lessons from Australia
11:30	Hannah Manley	Popular Conceptions of Witchcraft Among the Urban Bamileke of Baffoussam, Cameroon
11:55	Break	

Moderator: Scott Lyngaas, Department of Modern Languages & Literatures

12:30	Scott Lyngaas	Opening remarks
12:35	Emma Colburn	At the Crossroads of Community: Mural making in Keur Sadaro, Senegal
1:00	Karen McManemin	Empowering Female Sex Workers in Mombasa, Kenya, in Light of the HIV/AIDS Epidemic
1:25	Lindsey Green	"For me, justice is the first condition of humanity."-Wole Soyinka: Transitional Justice in Northern Uganda
1:50	Madeline Helling	Big Fish to Fry Where the Water Meets the Sky: Community Development in Lubwe, Zambia
2:15	Break	

Moderator: Joshua Hall, Department of Economics & Management

2:30	Joshua Hall	Opening remarks
2:35	Ruby Jennings	<i>Sangomas</i> : The Intersection of Culture & Medicine in South Africa
3:00	Sara Boizelle	Youth's Voices on Love, Violence, Trust and Self-Concept in Manenberg, South Africa
3:25	Laura Grube	Reconciling Traditional Leadership and Democracy in South Africa: Has the Gumbi Community Realized the Benefits of Land Restitution?
3:50	Sebastian Cray	Social Barriers to Economic Development in Tanzania
4:15	Break	

Symposium participants, sponsors, and guests are invited to a reception at 4:30 in Moore Lounge, Pearsons Hall.

**SESSION II: RICHARDSON AUDITORIUM, MORSE-INGERSOLL HALL**

Moderator: Kathleen Mandell, Department of Chemistry

9:00	Kathleen Mandell	Opening remarks
9:05	Castagna Ventura	Empires of Curiosity: Reflections on a Transnational Landscape
9:30	Laura Bayle	Identity Formation in Toronto Islamic Schools
9:55	Ting Yan	From Confucianism to American Liberal Values: The Distinguished Essences in Chinese Culture and American Culture
10:20	Break	

Moderator: Tamara Ketabgian, Department of English

10:35	Tamara Ketabgian	Opening remarks
10:40	Bridget Toomey	An Experience with an NGO in India: People's Union for Civic Action and Rights
11:05	Robert Harris	Health and Human Rights in India: Public Health Care Projects and the Battle for Equal Access to HIV/AIDS Treatment
11:30	Geethika Fernando	Empowering Minority Women in Sri Lanka
11:55	Break	

Moderator: Charles Westerberg, Department of Sociology

12:30	Charles Westerberg	Opening remarks
12:35	Asher Alexander Smith	Traveling in Japan and Korea, a Photographic Study of Politics, History, Culture, and Language
1:00	Benjamin Anderson & Arianna Freeman & Leah Freeman & Dashiell Sloombeek	Gaijin: Adopting an International Identity in Japan
1:50	Kailah Weiss-Weinberg	"The Burden of Being Exotic:" Cultural Conservatism and Tourism in Bali, Indonesia
2:15	Break	

Moderator: Warren Palmer, Department of Economics & Management

2:30	Warren Palmer	Opening remarks
2:35	Marissa Smith	Reviving History in Mongolia
3:00	Susanna Kellogg	Cashmere and Capitalism: Economic Development in Mongolia's Pastoral Population
3:25	Ted Gault	Green Travel: Ecotourism in Thailand and Laos
3:50	Michael Hartley	Beacon on the Silk Road: The America Course in Central Asia
4:15	Break	

Symposium participants, sponsors, and guests are invited to a reception at 4:30 in Moore Lounge, Pearsons Hall.

**SESSION III: WOOD ROOM, MAYER HALL**

Moderator: James Rougvie, Department of Geology

9:00	James Rougvie	Opening remarks
9:05	Laura Mullen	Experiential Learning: The Culture of Organic Living in Germany
9:30	Elizabeth Starks	Alemannic German: A dialect across borders
9:55	Elizabeth Weck	The Writer as Witness: Creative Writing in The Czech Republic
10:20	Break	

Moderator: Matthew Tedesco, Department of Philosophy & Religion

10:35	Matthew Tedesco	Opening remarks
10:40	Caitlin Shea Henry	Provincial Defenses: Castles of Ireland, Cornwall and Wales
11:05	Elizabeth Katie (Kali) Braak	Religion, Mythology and Song in Ireland
11:30	John Dunwoody	Running in Scotland: Sports Clubs and How They Can Help Athletes Continue to Compete
11:55	Break	

Moderator: Susan Rice, Department of Music

12:30	Susan Rice	Opening remarks
12:35	Stuart Evans	Street Protests in Hungary and Russia: A Comparison of Media Reporting and the Realities on the Streets
1:00	Yulia Esaulova	Comparative Analysis of Learning Strategies and Personality Traits of Russian, American, and French Students
1:25	Scott Reynhout	A New Take on Old Europe: How Snow Days Raised the Alps and Shaped a Nation (Switzerland)
1:50	Alex Marr	Emerging Roles for Visual Arts in Contemporary Czech Society
2:15	Break	

Moderator: Mona Jackson, Department of History

2:30	Mona Jackson	Opening remarks
2:35	Nik Schuetz	Heart is what the Home Reflects: A Cross-Cultural Examination of Estonian and Moroccan Mentality and Visual Culture
3:00	Angelica Dahl	The Labyrinthine Medina of Fez, Morocco and the Multisensory Experience
3:25	Nathan Kraus	Spoiling for a Fight Ruins All: On Bringing the American 'Bully' and the Iranian 'Bully Pulpit' Together and into the International Fold
3:50	Andrew Bartles	Genetic Disorders in the Middle East: Oman and Sickle Cell Anemia
4:15	Break	

Symposium participants, sponsors, and guests are invited to a reception at 4:30 in Moore Lounge, Pearsons Hall.

### SESSION IV: NORTH LOUNGE, WORLD AFFAIRS CENTER

Moderator: Beatrice McKenzie, Department of History

9:00	Beatrice McKenzie	Opening remarks
9:05	Caitlin Clarke & Jill Beamon	"It's called the <i>Vejiq</i> ." Doctor Stories and More from Santiago, Chile
9:30	Janna Knight	<i>Trabajo, dignidad y cambio social:</i> An Internship in Health in an Argentine Piquetero Movement
9:55	Elsbeth Teague	Peace Corps in El Salvador
10:20	Break	

Moderator: Demetrius Gravis, Department of Biology

10:35	Demetrius Gravis	Opening remarks
10:40	Erin Ballou & Katie Schurr	Pre-Incan Water Crafts as Seen in Northern Chile
11:05	Patrick Johnson	<i>Mas vale morir borracho para que no se sienta tan gacho:</i> Glimpses into Veracruz Life, Language, and Archaeology
11:30	Veronica Bowers	An Examination of Grave Complexes in the Archaic and Diaguita Cultures Of Chile
11:55	Break	

Moderator: Cynthia McCown, Departments of English and Theatre Arts

12:30	Cynthia McCown	Opening remarks
12:35	Jaslyn Devi Cincotta	Living in 21st Century Socialism
1:00	Jess Johnson	Social Networks and the Collective Imagination: Ecuadorian Immigration
1:25	Rebecca Moeri	Ascent of the "People's President:" The Election of Evo Morales in Bolivia
1:50	Ruthie Sipher-Mann	Negative Social Behavior: Psychological Development in the Classrooms of Buenos Aires, Argentina
2:15	Break	

Moderator: Ben Newton, Department of Mathematics & Computer Science

2:30	Ben Newton	Opening remarks
2:35	Kristin Monnard & Claire Bartlett & Hannah Manley	Learning through Engagement with Cities Abroad and at Home
3:25	Stephanie Dibello	Perspectives, Ideas, and Strategies: Ecuador and Beyond
3:50	Mallory Prouty	Hallucinogenic Drug Use in Shamanistic Rituals
4:15	Break	

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**Benjamin Anderson '08**

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**Erin Ballou '09**

Forney, Texas

**(with Katie Schurr)**

Major: International Relations

Minor: Modern Language

Sponsor: Dan Shea

### **Pre-Incan Water Crafts As Seen in Northern Chile**

We participated in Beloit College's 2007 field program in Northern Chile. Dan Shea and Mario Rivera introduced us to museums, archaeological sites, and the unpredictability of fieldwork. While there we studied pre-Inca water craft; materials, technological details, and the effect of marine innovation on the population.

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**Andrew Bartles '08**

Dixon, Illinois

Major: Biochemistry

Minor: Political Science

Sponsor: Rama Viswanathan

### **Genetic Disorders in the Middle East: Oman and Sickle Cell Anemia**

How do governments and cultures deal with the taboo of genetic disease and inherited illness? I studied in Muscat, Oman, with the School for International Training for five months and conducted a study related to this question at Sultan Qaboos University. Inbreeding in small, isolated communities has significant consequences because genetic disorders, such as sickle cell anemia, increase enormously in frequency compared to large, diverse populations. Middle Eastern populations are often distributed in small communities where marriage amongst close relatives is culturally acceptable, if not encouraged.

From the perspective of medical genetics, these communities are excellent sites for research into the consequences of inbreeding. In a region where many countries have first cousin marriage rates of around 25% and overall consanguineous marriage rates of 60%, unique trends in the frequency of inherited diseases occur and are amenable to study. Many diseases in the Middle East have similar symptoms to disorders known in Western Europe and North America, but are genetically distinct.

My research in Oman focused on specific factors that influenced young peoples' stated intention to undergo premarital sickle cell anemia testing to learn if they were carriers. I also surveyed the actions that they would most likely take if they were given their test results. Interviews

were conducted on 147 individuals, almost half of which were medical students. This talk will cover a number of issues connected with genetic testing: prenatal testing and selective abortion, trends and government responses in the Middle East and much more. I will offer suggestions for improvement in government testing programs and better informing the respective populations.

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**Claire Bartlett '08**

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**Laura Bayle '09**

DeKalb, Illinois

Major: Education (Secondary); Literary Studies

Sponsor: Michael Merry

### **Identity Formation in Toronto Islamic Schools**

As part of a Sanger Fellowship project during Summer 2007 I researched the rise and the role of Islamic Schools in the Muslim community of Toronto, Canada. In addition to conducting a literature review on this topic, I traveled to Toronto for one week, visiting four schools in the Greater Toronto Area and conducting nine face-to-face interviews with teachers and principals. I mainly focused on how Islamic schools serve as identity-forming institutions.

I examined how both parents and schools seek to create a distinctively Muslim identity in students through educating them in separate Islamic schools, rather than in public schools, as well as some of the challenges these schools face in attempting to accomplish their aims. I looked specifically at three facets of this goal: value coherence between home and school, role modeling, and gender roles/gender equity.

My study is an examination of how each of these three issues contributes to the identity formation of young Muslims from the perspective of parents, and the perspective of schools. Additionally, I examine how each of these issues sometimes limits the success of schools and parents in instilling this essentially Muslim identity in Islamic school students.

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**Jill Beamon '09**

Lexington, Massachusetts

**(with Caitlin Clarke)**

Major: Biochemistry

Sponsor: Marion Fass

### **"It's called the *Vejjig*." Doctor Stories and More from Santiago, Chile**

Through an internship with a summer study abroad program based in Santiago we were able to experience

what Chilean doctors go through on a day-to-day basis. We were exposed to blood, rashes, stitches, crying babies, caesarian sections, curious medical students, arrogant gynecologists, and even past health officials for the Chilean government.

We were thrown into Chilean culture by living with a host family that treated us more like daughters than we ever expected. In traveling throughout the long countryside we learned to navigate the incredibly overcrowded public transportation system. Newly implemented changes in the transportation system have been the cause for riots at the President's offices. We also did all of this, including our classes, discussions, and internship activities strictly in Spanish.

Our internship took us to the poorest areas of Santiago where we experienced what public health really means in a country that is struggling to make sense of a health system that incorporates both private and public insurance in a very innovative way. We learned what Chile is doing to keep its infant mortality rates down and how they take care of their poor. The students in the program also waded into political waters by doing controversial research projects that were presented in Universidad Catolica of Santiago and included topics like sex education and obesity.

This presentation will explore how the Chilean health system works, what we learned through following the top doctors in Santiago's hospitals, and how we were changed by the experience.

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**Sara Boizelle '08**

Sandy Hook, Virginia

Major: Psychology

Sponsor: Erin Barker

### **Youth's Voices on Love, Violence, Trust, and Self-Concept in Manenberg, South Africa**

Due to apartheid under the Afrikaner government South Africa was divided into a number of racial groups. This division is clearly seen across South Africa's most well known coastal city, Cape Town. One might think that the racial divisions created by the Afrikaner government were systematic, but they were not. A person's racial identity during apartheid could change from week to week.

One division that was characterized by extreme instability is the coloureds. Coloureds are sometimes defined as a group of people who possess some degree of sub-Saharan ancestry, but not enough to be considered Black. They are technically mixed race and often possess

substantial ancestry from Europe, Indonesia, India, Sri Lanka, Bangladesh, Maldives, Nepal, Madagascar, Mozambique, Mauritius, St. Helena, and Southern Africa. To put it more succinctly coloureds are a "tossed salad" of ancestry.

In my presentation I will discuss my experiences with the Cape Malay coloureds. Cape Malay coloureds attribute a part of their origin to Malaysia. During my time in Cape Town I worked as a teacher and performed research on the self-esteem and self-concept of 11 to 13 years olds at a primary school (Grades Pre-K to 8th) in the coloured township of Manenberg. Manenberg is a low-income township with a high concentration of gangs and gang related violence.

As a result of this research I learned about youths' feelings and views on love, violence, and trust in their lives. Through their words I began to gain an understanding of the most important things that influenced their sense of self-concept and thus their self-esteem.

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**Veronica Bowers '09**

Fort Collins, Colorado

Major: Anthropology

Sponsor: Dan Shea

### **An Examination of Grave Complexes in the Archaic and Diaguita Cultures of Chile**

Why would somebody want to be buried with a llama? Or a sea lion for that matter? What difference does it make if someone is buried with their head facing east instead of west? These are some of the questions that occurred to me during my month-long stay in Chile. As part of the archaeological field school, I conducted research at the museum in La Serena. There, I became engrossed by the rich burial complexes of northern Chile.

While I may not be able to divine the symbolic significance of llamas, sea lions, or the east, I will address what research has shown about the material life of prehistoric peoples. This presentation will be a detailed discussion of the burial complexes of the four stages of the Archaic period and three stages of the Diaguita period. A study of the artifacts, body positioning, and pathologies of remains in these complexes provides information about subsistence, available technologies, social stratification, and contact with other cultures.

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## **Elizabeth Katie (Kali) Braak '08**

Invercargill, New Zealand

Major: Anthropology

Minor: Journalism

Sponsor: Nancy Krusko

### **Religion, Mythology and Song in Ireland**

Ireland is well known for its beautiful songs and assortment of fairies and leprechauns, but it is just as well known for its darker side. Death plays a part in every society, but in few places is it as obvious as in Ireland. Drunken reveling at wakes for the deceased, the terrifying cry of the banshee, and the heart wrenching keens of mourners are well established in Irish tradition. Even into the modern age these have remained as integral parts of the Irish culture and social fabric. I will be exploring the origins, history, and modern survival of these and other customs and beliefs and how they relate to the traditional balance of life and death in Ireland.

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## **Jaslyni Devi Cincotta '07**

Wilmington, Vermont

Major: International Relations

Sponsor: Pablo Toral

### **Living in 21st Century Socialism**

*UH AH! CHAVEZ NO SE VA!!!* Venezuela is discussing President Chavez. Is he crazy? Is he a genius of the people? What is he doing? Studying in Mérida for four months allowed me a unique vantage point from which to observe the role socialism has played in daily Venezuelan life and to observe the congruities and discrepancies within the 21st century socialism ad campaign. Twenty-first century socialism is used to describe socialism that works within the framework of a capitalist economy.

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## **Caitlin Clarke '09**

Newport, Oregon

(with Jill Beamon)

Major: Health Care and Society

Sponsor: Marion Fass

### **“It’s called the *Vejig*.” Doctor Stories and More from Santiago, Chile**

Through an internship with a summer study abroad program based in Santiago we were able to experience what Chilean doctors go through on a day-to-day basis. We were exposed to blood, rashes, stitches, crying babies, caesarian sections, curious medical students, arrogant gynecologists, and even past health officials for the Chilean government.

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## **Emma Colburn '08**

Portland, Oregon

Major: Art History

Minor: African Studies

Sponsor: Joy Beckman

### **At the Crossroads of Community: Mural Making in Keur Sadaro, Senegal**

If we open an atlas we find distinct geographic features to describe the distances between Senegal, Oregon, and Wisconsin: these communities are separated vertically by 31 degrees of latitude; they are 107 degrees of longitude distant along the horizon; in degrees Fahrenheit, Oregon parallels Wisconsin as the tenth coldest state with eleven winters in between; and Senegal is two revolutions above at 14.8 degrees Celsius. These are systems we have developed to understand communities: the geographic features of Wisconsin situates the state vis-à-vis places like Oregon and Senegal.

In this symposium I present five murals and the Senegalese students who created them in June 2007. I use their mural-making process as an opportunity to reflect on the relationship between location, identity, and what happens to each when communities intersect. Whereas one’s community was once defined by geographic location,

modern day mobilities (migrations, immigrations, transnational communities, even study abroaders) force us to reconsider the spatial borders of a community. I present these murals (both process and product) as visual expressions of the students' identities within a community and the ways these identities help us to understand their community. I use my own movements between Oregon, Wisconsin, and Senegal to describe the ways that communities are shaped by social junctures. Finally, I intersect the geographic and social identities of Keur Sadaro to show that geographic and social locations "in the distance" become closer by inhabiting the immediate space that surrounds. Let's inhabit!

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**Sebastian Cray '08**

Ottawa, Canada

Major: International Relations; Sociology

Sponsor: Pablo Toral

**Social Barriers to Economic Development in Tanzania**

Recently first world countries have taken the responsibility for helping those who live below the poverty line. Plenty of projects have been undertaken, particularly in Africa, by foreign governments attempting to implement a variety of solutions based on a large array of theories. During my semester in Tanzania I researched some of the effects these projects had in rural areas.

In particular I will be talking about the cultural problems, which are so often overlooked when setting up strategies for dealing with chronic poverty. I spent my time interviewing farmers who live near a major city, but have recently been struggling economically because of societal changes. Institutions and traditions that had worked for many generations were now an impediment to surviving, yet many of these farmers refuse to give up these traditions.

I will examine two different solutions to the problems facing these farmers. In one area the French government stepped in to help establish a farming cooperative for a group of villages so they would be better able to sell their products. In another area, a village had come up with a variety of solutions without any kind of outside help. I will compare the advantages and disadvantages of the two solutions and some of the factors that entered into their success or failure.

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**Angelica Dahl '10**

Eureka Springs, Arkansas

Major: Psychology; Studio Art

Sponsor: Greg Buchanan

**The Labyrinthine Medina of Fez, Morocco and the Multisensory Experience**

In the fall of 2006, I traveled to Morocco as part of the psychology department's study abroad program in cross-cultural psychology. I was immediately enchanted by the Medina of Fez. It is at once overwhelmingly beautiful and ugly, ancient and modern, hidden and exposed, shocking and commonplace, alluring and revolting—a labyrinth of curiosity to the foreigner's eye and a grid work of necessity to the native's life. Every time I ventured into the Medina, my senses were ambushed by myriad unfamiliar smells (frying meat, incense, donkeys and dirtiness, spices, sweets), strange and exotic sights (a decapitated camel head, beautiful wedding caftans, barrels of colorful spices), and a cacophony of sound (the tic-tic-tic of the metal workers *souk*, shouts of so many goods being bought and sold). One's experience of the Medina is based on this barrage to the senses, so much so that one must create an olfactory as well as a visual map. As such, photographs and words are not sufficient to capture the experience. One must somehow convey the grittiness, the smells, the emotion, and the energy of the Medina in some other medium. In my Studio Art Senior Show, I presented my travels through abstract and visceral paintings that attempted to capture the multisensory experience, by painting with spices. Shopping for spices to be used as pigments and then capturing the color and texture of the Medina on canvas, affords viewers a tangible and pungent experience of this fascinating patchwork of life.

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**Stephanie Dibello '08**

Saddle Brook, New Jersey

Major: Anthropology; Spanish

Sponsor: Sylvia Lopez

**Perspectives, Ideas, and Strategies: Ecuador and Beyond**

Are you going to study abroad? Are you anxious about traveling to a new country or learning a new language? Do you want to get the most out of your time abroad? Come to Perspectives, Ideas, and Strategies to formulate personal goals on what you want to take away from your time abroad and to consider strategies to meet those goals.

Studying abroad is an experience that varies according to host country and individual, but there are

certain attitudes and perspectives that are helpful in having a fulfilling study abroad experience. In my presentation, I will underline the importance of orienting yourself in a new country by having an open mind, knowing what risks to take (and which ones just aren't worth it), and creating a network of people and resources that will make you feel more at home.

I will also talk about recognizing personal goals and responsibilities that should be considered before studying abroad, and discuss the importance of breaking stereotypes. Studying abroad brings up many questions about personal identity, as well as challenging certain aspects of a person's character. I will talk about these issues and provide suggestions on confronting them constructively.

I will share the ways in which I became accustomed to Ecuador during my year of studies in Quito, and also provide insights that I have gained after coming back. I had an amazing time during my year abroad, and I want you to as well! Although all of my examples will be from South America, this discussion will be applicable everyone. Come to the discussion ready to ask questions, develop personal study abroad strategies, and see fun photos.

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### **John Dunwoody '08**

Madison, Maine

Major: Physics and Astronomy

Sponsor: Paul Stanley

### **Running in Scotland: Sports Clubs and How They Can Help Athletes Continue to Compete**

When people go abroad they can find it difficult to continue with activities that they participate in at their home university. These activities can vary from small clubs to participation in collegiate athletics; in my case the activity was my participation in the Beloit College track team as a distance runner.

When I first arrived in Glasgow I found it difficult to stick to a running schedule; without anyone to run with it became easy to decide to take a day or days off. It was only after I joined the University of Glasgow running club that I was able to run on a consistent basis. In my presentation I will talk about my experiences with the University of Glasgow running club and how clubs such as these can help athletes who go abroad continue to be able to participate in their sport and have experiences while abroad that they would not otherwise have.

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### **Yulia Esaulova '10**

Moscow, Russia

Major: Psychology; Modern Languages

Sponsor: Lawrence T. White

### **Comparative Analysis of Learning Strategies and Personality Traits of Russian, American, and French Students**

Cross-cultural psychology is a relatively new field of study. Some recent studies have revealed that global traits form different personality profiles within various cultures. Other research has found two types of learning strategies, pessimistic and optimistic, used by university students.

My research was a result of my experience of studying in Russia, the United States, and France. It aims to determine possible differences in psychological traits and learning strategies of students with different cultural backgrounds. The central notion of the study is the learning strategy. It is understood as a student's tendency to be optimistic or pessimistic about his or her performance in academic situations. Other personality traits that were measured are openness to experience, conscientiousness, agreeableness, neuroticism, self-esteem, and extraversion/introversion.

I obtained data from three groups of students: Russians at Russian State University for the Humanities in Moscow, Americans at Beloit College, and French at the University of Lyon Deux. Each student completed a questionnaire that consisted of three parts: Julie Norem's learning strategy test, Rosenberg's measure of self-esteem, and a brief version of the Big Five personality test.

I discovered that students' preferences of learning strategy varied within different cultures. Specifically, the optimistic learning strategy was used more by American students, and the pessimistic learning strategy was used more by French students. Most Russian students did not prefer a particular learning strategy.

I also examined the correlations between learning strategy, personality traits, and self-esteem. The results were complex and can be interpreted in various ways. In my presentation, I will compare the personality profiles of students from different cultures in an attempt to explain the complex findings.

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**Stuart Evans '08**

Indianapolis, Indiana

Major: Political Science; Russian

Sponsor: John Rapp

### **Street Protests in Hungary and Russia: A Comparison of Media Reporting and the Realities on the Streets**

What does it feel like to be tear-gassed on the streets of Budapest? How about standing next to 9,000 Russian policemen in full riot-gear? Why were things like this even happening?

Spending a semester each in both Hungary and Russia opened my eyes to two very different post-Communist realities. The difference between the Communist-era regimes was the very reason I chose to study abroad in both places. Though many people do not distinguish between different types of Communist regimes, Communism was not the same everywhere and had a very different effect in each country where it was practiced.

When Prime Minister Ferenc Gyurcsany admitted to lying in September of 2006, the mood of Budapest changed overnight. Protesters stormed the state broadcasting station, burning cars and injuring over 100 policemen. But who were these people? What did it actually feel like to be there?

In April 2007, former-chess champion Boris Kasparov led anti-Putin protests in Moscow, protests that received worldwide attention. Was change palpable on the streets of Moscow? Was Putin losing his grip on Russia? Or was something else entirely going on?

Worried emails from my family and copious amounts of new stories about both events made me realize that people at home were hearing a different story than what was the reality on the streets. To illustrate the difference between media coverage and the reality on the streets, I will compare news stories from the BBC, The New York Times, and The Economist to my actual experience in each event. I will also compare the opinions about these events in the Western media with opinions of people in the countries themselves, opinions that are often left out of the nightly news. All of this will hopefully shed light on two places that are often misunderstood and even forgotten about.

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**Geethika Fernando '10**

Panadura, Sri Lanka

Major: Integrative and Medical Biology

Sponsor: Laura Parmentier

### **Empowering Minority Women in Sri Lanka**

Saraswathie, 45, a mother of five, wakes up long before sunrise. Her day starts with chanting prayers to the Hindu god *Gana*. Then she hurriedly wraps a sari around her skinny, fragile body and starts her long uphill walk along the luscious tea gardens with a *pun* basket on her back. She is weak and pale, but she wouldn't pass by without that friendly smile which shows off her "beetle-leaf stained" teeth.

This was a very common encounter for me when I spent several weeks among these tea plantation workers during the summer of 2007 as my venture grant study. If you have tasted a cup of black tea, you are unknowingly connected to the lives of many women like Saraswathie. For it is by their fingers that the first fresh axial buds of tea are plucked. These women belong to the tea plantation communities of central Sri Lanka, which is one of the best quality black tea producers in the world.

Tea plantation women belong to a culturally isolated minority, and they are the caretakers, nurturers, and the main breadwinners of their families, and often they are subjected to contagious diseases due to poor sanitary facilities, nutritional deficiencies, and physical and mental abuse. The main purpose of my study was to identify the pressing public health issues of the women in these communities by assimilating into their culture. I focused mainly on their reproductive and occupational health and also had the opportunity of being a reproductive health mentor to some women.

Through this presentation, I wish to bring a glimpse of their health issues, hardships, life style, and culture to the Beloit College community. So come, enjoy a warm cup of Sri Lankan black tea while I share my experiences with the tea estate communities including breathtaking pictures of the beautiful tea plantations of Sri Lanka.

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**Sarah Foster '08**

Salt Lake City, Utah

Major: Geology

Sponsor: Carol Mankiewicz

### **Life on the Edge: Skydiving to Volcanoes in New Zealand**

One of the main attractions in New Zealand are the extreme sports. From zorbing to skydiving to bungy jumping, New Zealand is the place to go. Not only are the

sports extreme, but the geology is too. During my time in New Zealand, there was an earthquake, a lahar and a tsunami warning. The threat of volcanic eruption is also constant with the location of New Zealand in the “ring of fire”. New Zealand sits on two tectonic plates along the Pacific Ocean and the Tasman Sea, so the number of geologic hazards is not surprising.

Auckland is the largest city in New Zealand with 1.4 million people. This city is located on one of the most active volcanic fields in the country and has 48 volcanoes interspersed throughout the city. The central part of the North Island has a giant crater from one of the largest eruptions in history and the three conical volcanoes that make up Peter Jackson’s Mt. Doom in Lord of the Rings. Combining the extreme sports with the extreme geology makes New Zealand a country on the edge.

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**Arianna Freeman '08** See page 20

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**Leah Freeman '08** See page 20

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**Ted Gault '09** Buffalo Grove, Illinois  
Major: Anthropology  
Sponsor: John Rapp

### **Green Travel: Ecotourism in Thailand and Laos**

One day this past summer, I was lucky enough to attend a National Tourism Authority picnic in Laos. I had been volunteering in the Laos village of Ban Na and had just taken part in a tree planting ceremony along a path that led to an elephant-viewing tower. After the well-attended event, everyone piled into trucks, cars, buses and motorcycles to finish the day with a waterfall picnic. I couldn’t understand any of the loudspeaker speeches, but one NTA employee tapped me on the shoulder, smiled, and said excitedly, “This is going to be a green country”.

I spent ten weeks working with ecotourism in Laos and Thailand, mostly in small villages. Each village was unique with different levels of English and tourist development, but if a person were to visit any one of these places, he could call himself an eco-tourist.

Ecotourism doesn’t just take place in villages. Roughly, it’s any tourism that conserves the environment and helps improve the lives of local people, and it’s inherently sustainable. I’m not an expert by any means, but my presentation will give an overview of ecotourism, its

comparable manifestations in Thailand and Laos, and how people can be responsible tourists.

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**Lindsey Green '08** Burlington, Vermont  
Major: International Relations  
Minor: African Studies  
Sponsor: Beth Dougherty

### **“For me, justice is the first condition of humanity.”—Wole Soyinka: Transitional Justice in Northern Uganda**

Since 1986 1.8 to 2 million people in northern Uganda have been internally displaced by conflict. Of this total number, 1.2 million originate from three northern Ugandan districts and represent 94% of the population of these districts. In 2004, Jan Egeland, a prominent UN official, spoke of the war in northern Uganda as “a moral outrage.” Before studying in Uganda I, like most in the Western world, knew little about this “moral outrage.” I could not imagine starving children living in crowded, unsanitary camps; adolescent girls supporting babies on their hips, either their own children or brothers and sisters of whom they are now the sole guardian; young boys trained as fighters brandishing machine guns in the bush and constituting 80% of a rebel army; and over twenty years of entire communities living from day to day not knowing what the future holds.

While in Uganda, I sought to investigate the transitional justice needs of local communities who have been uprooted and profoundly transformed by the conflict.

By establishing an understanding of the current transitional justice environment in northern Uganda it was possible to gain a deeper understanding of the different levels of reconciliation that must be addressed.

I found that the largest gap existing in the administration of transitional justice was surrounding the involvement of communities at the grassroots level. Those who have been directly affected by the conflict know their experience the best, therefore involving communities throughout the process allows for justice mechanisms to be created which are suited to both the nature and scale of the conflict, more effectively addressing the experiences and needs of communities. Allowing communities to take ownership of the justice process is the greatest asset northern Uganda can possess as it attempts to move from conflict, to peace, to growth, renewal and development.

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**Laura Grube '08**

Milwaukee, Wisconsin

Major: Economics

Minor: African Studies

Sponsor: Scott Beaulier

### **Reconciling Traditional Leadership and Democracy in South Africa: Has the Gumbi Community Realized the Benefits of Land Restitution?**

Even before the democratic elections in 1994, land reform was a critical component of South Africa's economic and social justice narrative. In 1994 it became a part of the Reconstruction and Development Programs (RDP). Land reform was divided into three areas: redistribution, restitution, and land tenure reform.

As a student in the SIT Reconciliation and Development program in Durban, South Africa, I became interested in the land reform process. I was also interested in the "two" South Africas: those who had benefited from post-apartheid reforms and those who had not. The two South Africas is often depicted as those living in urban areas and those living in rural areas. Rural areas are more conservative and many communities are still governed by traditional leadership. Rural areas are Inkatha Freedom Party (IFP) territory, the opposition party to the African National Congress (ANC), which has been in power since the first elections in 1994. In April 2007 I traveled to Mkuze, a rural area north of Durban, to see how land restitution was playing out in the Gumbi community.

When I arrived the community was in the midst of a significant transition in governance. In 2003 the Gumbi community was awarded 18,000 hectares through the land restitution process. As required by the Land Claims Commission, a land administration board had been elected to hold the legal title and make decisions regarding the land. Interviews with many community members revealed an ongoing conversation about the relationship between the traditional leadership and the land administration board. I became aware that this alternative decision-making model had the potential to change rural governance. Was the board playing a role in the national political transition? And if so, how would this affect rural development? My presentation describes my findings.

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**Robert Harris '08**

San Diego, California

Major: International Relations; Spanish

Sponsor: Marion Fass

### **Health and Human Rights in India: Public Health Care Projects and the Battle for Equal Access to HIV/AIDS Treatment**

For the summer of 2007, I interned at the Vasai Regional AIDS Control Society, in India. My focus areas were two of the highest per capita HIV/AIDS infected villages in the state of Maharashtra. Our goals were to prevent the incessant spread of the HIV virus and other infectious diseases, through baseline health surveys, sponsored medical camps, and town hall meetings focusing on proper sexual education.

I would pass by the in-patient HIV/AIDS treatment ward on my way to work every morning. The pewter blue hallways that led to its entrance intrinsically signaled the changing of worlds that one was about to experience. I was intimidated by the room; belittled by the grandiose disease that made those walls its home. That is, until I met Irdak. Irdak was 11 years old, had been born with HIV/AIDS, and had subsequently been battling the disease for his entire life. He came to the Vasai Disease Control Center (VDCC) to enroll in an anti-retroviral treatment (ART) program, the only HIV/AIDS treatment program located within 300 miles, free of charge. Because of the work done by the people at VDCC, he has the opportunity to fight his disease with proper care, and will have an opportunity to experience a full life beyond any prior expectations.

Irdak's opportunity to live with his disease, rather than die because of it, is one of many examples legitimizing the fight to make sophisticated medical treatments more widely accessible for economically impoverished peoples. The argument that HIV/AIDS is too expensive to treat within developing countries is medically and socially irresponsible, considering modern advancements in medical technology. My symposium will focus on how public health projects are a necessary and productive first step towards equal access to health care in India.

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**Michael Hartley '08**

Carrollton, Georgia

Major: History

Minor: Political Science

Sponsor: Pablo Toral

**Beacon on the Silk Road:  
The America Course in Central Asia**

The five Central Asian States, Kazakhstan, Kyrgyzstan, Uzbekistan, Turkmenistan, and Tajikistan are essentially unknown to the American public, yet as these states have struggled to cast off the affects of overbearing communism, they regularly face new challenges such as militant Islamists, proliferation, and hydrocarbon access, issues which are well within the American interest.

Despite the urgency of these issues, recent American foreign policy towards the Central Asian states has focused on immediate results, an approach characterized by attention to pressing issues rather than long-term stability and stable investments. The misdirection of interests has achieved short-term alliances that fade away at the first cold front.

This is the quandary America faces in Central Asia, for at the same time failure to act quickly poses an even greater threat, creating opportunities for distant enemies to step forward with both an outstretched hand and plans for a pipeline. America must act quickly and effectively in order to promote a summit of possibility for these flickering states.

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**Madeline Helling '09**

Minneapolis, Minnesota

Major: International Relations

Sponsor: Marion Fass

**Big Fish to Fry Where the Water Meets  
the Sky: Community Development in  
Lubwe, Zambia**

In the past few decades Zambia has been plagued by poverty, the spread of infectious diseases and depletion of resources. Metaphorically speaking, the country has had some "big fish to fry."

This summer, along with eight students from the University of Dayton, I had the honor of being welcomed into a rural village in Zambia where I worked on a variety of community development projects. Lubwe is situated on Lake Bangwelu (literally translated: where the water meets the sky). For generations, Lake Bangwelu has been a source of life and a resource for the people of Lubwe. In recent years, however, there have been few big fish in the lake. Walking through the village market in Lubwe, it

seemed that the vast majority of fish being sold were no more than two inches in length. I wondered, what happens to a fishing village when there are no more fish to be found?

The Lubwe community has created a number of development projects to bring "big fish" back to the lake. Not only do these development projects focus on environmental sustainability but they also focus on health, economic uplift, and women's empowerment.

My presentation will explore the complexities, challenges, and paradoxes of development, sustainability, and short-term service.

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**Caitlin Shea Henry '08**

Cheyenne, Wyoming

Major: Anthropology; Classical Civilization

Minor: Museum Studies

Sponsor: Shannon Fie

**Provincial Defenses:  
Castles of Ireland, Cornwall, and Wales**

Traveling by bus across the still remote countrysides of Ireland, Cornwall and Wales, an American will see a sight uncommon to them, castles and ruins that are a thousand or more years old. Still standing, and often in good condition, these castles are a legacy to the troubled times in which they were built. From the 9th through the 16th century, the English swept across the British Isles conquering and taking land as they went; making Ireland, Cornwall and Wales provinces of England. The people of these lands however, fought back against their self-proclaimed lords. In order to protect the new lords of these lands, massive castles were constructed to guard against the raiding natives.

During my study abroad in Ireland, I explored the castles of the Irish countryside and crossed the Irish Sea to compare them to other provincial defenses of Cornwall and Wales. Starting out as simple earth and timber designs, castles go through evolutionary phases resulting in the magnificent castles of our imaginations. This presentation will explore the different castles built in Ireland, Cornwall and Wales and answer questions on the political, economic, and social purposes of these massive feats of medieval architecture.

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**Ruby Jennings '10**

Hallowell, Maine

Major: Political Science

Sponsor: Olga Ogurtsova

***Sangomas: The Intersection of Culture and Medicine in South Africa***

As a Venture Grant recipient, I spent the summer in the South African township of Sebokeng, one hour south of Johannesburg. During my stay I worked on an HIV education campaign for teenagers called "Love Life." The Love Life program, directed by the South African health department, is aimed at educating teenagers to avoid risky behaviors in a country where high teenage pregnancy rates couple with daunting HIV rates. The program emphasized discussions and thus I was able to learn about the culture unique to South African townships.

Traditional healers, often called *sangomas*, are a prominent part of African culture. Similar to the way South Africans have had to adapt to the westernization of their country, traditional healers have had to acclimatize themselves to the changes in the health care system, especially as the HIV pandemic mangles sub-Saharan African. These healers are often shrouded in superstition and negative press. Traditional medicine is the primary source of health care for eighty percent of the developing world. My presentation will attempt to give an accurate depiction of traditional South African healers. Since these healers play such a large part in health care, especially in rural settings, my presentation will offer ways that institutionalized health care can utilize traditional medicine to combat the HIV pandemic.

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**Jess Johnson '08**

Des Moines, Iowa

Major: Religious Studies; Spanish

Sponsor: Oswald Voyses

***Social Networks and the Collective Imagination: Ecuadorian immigration***

In 1999 Ecuador suffered a severe financial and economic crisis, producing a wave of immigration to Spain. Motivations to emigrate undoubtedly include daily struggles Ecuadorians face regarding unemployment and poor financial conditions, however recent studies show relatively low levels of emigration where high levels of unemployment and poverty are present and vice versa, indicating that there exist other motivations to emigrate beyond the economic sphere. How does one explain such motivations towards migration if not from an economic perspective? Leading anthropologists Arjun Appadurai and

Nestor Canclini understand immigration to also be a product of social representations created by the imagination. Thanks to technological advancements, communication is no longer limited but available to the masses, creating international networks and "imaginary communities." Highlighting personal observations and experiences while in Quito, Ecuador, this presentation will examine Ecuadorian immigration to Spain from a cultural perspective through social networks created by mass media and its effects specifically concerning Ecuadorian women.

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**Patrick Johnson '08**

Mobile, Alabama

Major: Anthropology

Minor: Museum Studies

Sponsor: Daniel Shea

***Mas vale morir borracho para que no se sienta tan gacho: Glimpses into Veracruz Life, Language, and Archaeology***

A semester in Xalapa, Mexico provided an interesting foundation to experience Mexican culture and Mesoamerican archaeology. Even solely within the state of Veracruz, thousands of Olmec, Huastec, Totonac, Aztec, and other archaeological sites have been officially discovered.

Veracruzanos carry on the traditions of these cultures. The government-sponsored festivals of Filobobos and Tajín showcase traditional dances, crafts, and foods to raise both awareness and money. Similarly, Carnival parades down a coastal street in the city of Veracruz.

The occasional wealthy tourist group recreates Cortés' route within Veracruz, beyond to the Tlaxcala area and ever closer to México-Tenochtitlan.

In Xalapa and other cities, the center offers not only a maze of markets, stores, and street vendors catering to any whim or need, but also governmental buildings convenient for protesting the latest bureaucratic folly and a few parks to be social or lazy.

The unique Mexican Spanish seems to dominate the culture, with multiple meanings and a teasing sense of humor.

I hope to do the area justice.

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**Heidi Jump '08**

Tenino, Washington

Major: Cellular and Molecular Biology

Minor: Chemistry

Sponsor: Brett Woods

**The Influence of Environmental Factors on a Rainforest-dwelling Marsupial's Density in the Atherton Tablelands, Australia**

My study examined how the density of the red-legged *pademelon* (*Thylogale stigmatica*) was affected by soil fertility. The red-legged *pademelon* is a common, terrestrial rainforest-dwelling macropod (a relative of the kangaroo). A wide range of soil types ranging from nutrient-rich basaltic to nutrient-poor metamorphic soils exist on the Atherton Tablelands, Far North Queensland. Remnants of the tropical rainforest, the habitat of the *pademelon*, are located across the soil types.

Arboreal mammal abundance has been correlated with the soil fertility throughout Australia. However, the relationship between ground dwelling mammals and soil fertility has not been as heavily studied. Of the few studies examining how soil nutrient concentrations affect terrestrial mammals, none have occurred in Far North Queensland, the location of Australia's tropic rainforests. My project was a pilot study that examined red-legged *pademelon* density on nutrient rich and poor soils across a rainfall gradient. Determining if soil fertility affects terrestrial marsupial abundance will help focus conservation efforts on the correct rainforest fragments.

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**Vanessa Kell '08**

Northern Illinois

Major: Environmental Studies

Minor: Psychology

Sponsor: Brock Spencer

**“Mother Earth Here. Let's Chat.”  
Sustainability Lessons from Australia**

The earth is showing severe signs of strain from human actions. There are simple actions that can be taken to reduce energy and resource consumption. Sustainability is not simply about technology advances or being environmentally friendly. Sustainability will only come when the mind-set of people involves the need to balance three principles; a healthy society, flowing economics, and a stable environment. The power for change is in the hands of the everyday people.

In Australia, people have implemented and continue to do implement more sustainable actions, such as composting. The priorities have been changed from the

abstract dollar value to concrete environmental factors. These lessons came from failed and achieved attempts at sustainability in multiple facets of human life and have universal implications.

Australians have started to recognize the signs of stress from the earth. Being sustainable is not about helping the earth; it is about continuing the human race. How can this not be a priority of the government, of schools, and of each individual person? Come and learn the everyday life assumptions which have Australians on their way to becoming a 21st sustainable society.

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**Susanna Kellogg '08**

Huntington, Vermont

Major: Anthropology

Sponsor: Nancy McDowell

**Cashmere and Capitalism: Economic Development in Mongolia's Pastoral Population**

I lived in Mongolia for three and a half months last fall studying Mongolian language and culture. During my last month, I carried out a fieldwork project on the cashmere industry and the affects the transition from socialism to capitalism had on the nomadic herders.

Cashmere begins with herders who hand comb the goats they eat and milk. The fiber is sold in provincial centers and is the main source of income for most herders. In 1990 Mongolia's economy opened up to the world, and cashmere flooded the free market. State owned animals were privatized, and once-enjoyed public services (like healthcare and education) are now the responsibility of the herder.

I conducted my research in the Southern Gobi Desert Province as well as the capital city of Ulaanbaatar. I interviewed herders, NGOs, scholars, and companies on this transition and how it has changed the lives of the herders.

From overgrazing to unpredictable weather to fluctuations in the market, Mongolian herders are struggling to support themselves under capitalism. I found that the herders were joining together into cooperatives to sustain themselves into the future.

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**Janna Knight '08**

Soldotna, Alaska

Major: Modern Languages &amp; Literatures

Minor: Health &amp; Society

Sponsor: Sylvia Lopez

***Trabajo, dignidad y cambio Social: An Internship in Health in an Argentine Piquetero Movement***

Unoccupied workers movements, or *Piqueteros*, arose in the mid-1990's in response to the neoliberal policies of then president Carlos Menem. The name "*Piquetero*" comes from their protest tactic of blocking roads, or picketing, originally used to demand work from their unresponsive government. Now, the movement focuses more on finding ways to provide for their communities what they consider to be basic rights, but are not filled by the government. These include the right to education, food, work, and health.

I spent two weeks with the *Piquetero* movement "Maximiliano Kosteki" on the outskirts of Buenos Aires, Argentina. This particular movement focuses on nutrition through their soup kitchen, and children's health through their brand new health center.

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**Nathan Kraus '07**

French Camp, California

Major: International Relations

Sponsor: Pablo Toral

***Spoiling for a Fight Ruins All: On Bringing the American "Bully" and the Iranian "Bully Pulpit" Together and Into the International Fold***

During the past 29 years, U.S. policies toward Iran have included coercive sanctions and containment, which have intended to isolate Iran due to its support for terrorism, clandestine pursuit of nuclear weapons, and efforts to undermine the Arab-Israeli peace process. For its part, Iran *has* supported terrorism, and Iran's willingness to dismiss dialogue has been frequent and unabashed.

On September 26, one day after Iranian President Mahmoud Ahmadinejad spoke before the United Nations General Assembly, the U.S. Senate passed a resolution urging the Department of State to brand the Iranian Revolutionary Guard Corps a terrorist organization. Should the State Department list the IRG, Iran's military, amongst terrorist organizations, the U.S. would impose stiffer sanctions.

Where does the Senate resolution fit within the trajectory of U.S.-Iran relations?

Nonmilitary sanctions are intended to pressure a state to change its policies, but the U.S. has a 29-year history of imposing sanctions on Iran. Further, U.S.-Iran relations have changed little during this period.

The U.S. Senate resolution may be announced as progressive, with potential, stepped-up measures against Iran viewed as untried diplomacy. Alternately, stiffer measures could signal increased unwillingness to negotiate and predict military sanctions. Either way, the resolution itself represents a confrontational posture. This is nothing new from Washington. Likewise, not to be outdone by the Senate, on September 29, the Iranian parliament voted to label the U.S. Army and CIA terrorist organizations. Disappointing but predictable, this move is nothing new from Tehran, either.

With both states following established patterns, what methods will improve U.S.-Iran relations? My research focuses upon discord between the United States and Iran since 1979, and I will consider the potential to bring the states into normality through engagement as well as what this development would contribute to the predominant goals and interests of the international community.

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**Jenny Laube '08**

Pittsfield, Maine

Major: Biochemistry; Classics

Minor: Physics

Sponsor: Colleen Shaughnessy

***The Other Down Under: Conservation and Recreation in New Zealand***

Due to its geologic history, New Zealand has a very diverse and pristine biota. Separated from Gondwanaland between 60-80 million years ago, species such as Tuatara, Kiwi, and Kauri that developed independently are found only in New Zealand. One of the last lands occupied (just 1000 years ago), scientists are just now learning how much diversity has been lost through that short time because of over-hunting and loss of habitat. Great lengths are being taken to ensure other species don't follow the Moa and Haast's Eagle into extinction.

New Zealanders, or Kiwis, take great pride in the scenery that was made famous in the Lord of the Rings. The health and beauty of the land are preserved so activities such as fishing and tramping can be enjoyed at almost no expense to the land for generations to come.

This tiny country has it all, from the beach to volcanic mountains, over a wide range of latitudes.

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**Hannah Manley '08**

Dundee, Oregon

Major: IDST Contemporary West African Civilizations

Sponsor: Beth Dougherty

### **Popular Conceptions of Witchcraft Among the Urban Bamileke of Baffoussam, Cameroon**

In Cameroon witchcraft is present in all places. Zombies roam the streets selling goods. Secret cults meet in abandoned buildings to plan the murders of their family members. Vampires transform themselves into animal forms in order to heal the sick.

These are the stories that I heard from my Bamileke neighbors and friends in the city of Baffoussam, capital of the West province of Cameroon. The Bamileke are one of the largest ethnic groups in Cameroon and live primarily in the West and Northwest provinces. For the Bamileke witchcraft discourses permeate almost all aspects of life. During the month that I spent living in Baffoussam I was able to speak to many Bamileke concerning their thoughts on witchcraft.

This symposium will be a presentation of my research concerning popular conceptions of witchcraft among urban Bamileke in Baffoussam. The purpose of my research is not to understand witchcraft but instead to understand how people talk about witchcraft, especially in relation to wealth accumulation. In contrast to what one would think, the increasing influence of westernization in Cameroon has only strengthened witchcraft discourse. The goal of this symposium is to explore how the issues of modernity, capitalism, and disproportionate wealth accumulation are expressed in witchcraft discourse.

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**Hannah Manley '08**

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**Alex Marr '08**

Mineral Point, Wisconsin

Major: Art History

Minor: Anthropology

Sponsor: Jo Ortel

### **Emerging Roles for Visual Arts in Contemporary Czech Society**

In the past, art in Czech society has largely been a field for the development of identities against foreign ruling states. Today the Czech Republic is not governed by a perceived oppressor, but neither has the new state emerged problem free. Capitalism furnishes both logistical problems for the art establishment and material for

dialogue in contemporary art works. Using an interdisciplinary approach that includes sociology, anthropology, art criticism, and art history, this paper offers an interpretation of the state of the art establishment in the Czech Republic today. From information gleaned in interviews, I draw upon the accumulated experiences of twelve actors during the multifaceted (and ongoing) transformation of the country from totalitarian socialist party-state to capitalist republic. Art has played a vital role in propagating social change in Czech history; this paper concerns the most recent and emerging relations of Czech art to society.

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**Karen McManemin '08**

Salt Lake City, Utah

Major: Health and Society

Minor: African Studies

Sponsor: Marion Fass

### **Empowering Female Sex Workers in Mombasa, Kenya in Light of the HIV/AIDS Epidemic**

Female sex workers are at the highest risk of acquiring HIV and spreading it to the rest of the population. Kenya has an HIV infection rate of about 6%, but female sex workers have an infection rate of 33%. Why does this disparity exist? It is not just because they have multiple partners. The reason for this disparity is due to the fact that female sex workers are a marginalized group with little or no control over their sexual lives. In Mombasa, Kenya, as an independent study project I conducted 28 in-depth interviews and five focus group discussions with female sex workers to learn about knowledge, attitudes and practices regarding HIV and prostitution in Kenya. I was also able to ask about access to testing, care, and condoms.

In my study I was able to characterize different categories of prostitutes who faced different challenges in terms of empowerment. This information will be used by the International Centre for Reproductive Health and the Women's Health Project to reach out to more sex workers and provide better education and services.

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**Rebecca Moeri '08**

Chicago, Illinois

Major: International Relations

Sponsor: Pablo Toral

### **Ascent of the “People’s President:” The Election of Evo Morales in Bolivia**

What caused the rise of populist leader Evo Morales in Bolivia? Evo Morales is a former coca farmer, leader of the Movement toward Socialism (*Movimiento al Socialismo* MAS), and a prominent political activist. He entered the presidency in early 2006 and at once fashioned a strategy to regain control of the commanding heights of the economy. Morales put into action many reforms that the populace desired, such as constructing markets for coca, land redistribution policies, and a constituent assembly to revise the constitution. For these reason he has been labeled “the people’s president;” however, in recent months Morales has encountered opposition from both the elite and his constituents alike.

I argue that due to neo liberal economic and coca eradication policies implemented by previous administrations (and backed by the United States), along with the marginalization of the indigenous population by the elite class, fostered an organized social and political uprising among the indigenous population who voted en masse for the first indigenous president of Bolivia. In this case study, I will explore the history, economic policies, politics, and popular/social movements from 1990 to the present in order to shed light on the context surrounding the election of socialist leader Evo Morales. I will also investigate briefly the implications of this election and how Evo Morales’ decisions have affected Bolivia and interstate relations within Latin America during his first year in office.

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**Kristin Monnard '09**

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**Laura Mullen '10**

Bronx, New York

Major: undeclared

Sponsor: Rama Viswanathan

### **Experiential Learning: The Culture of Organic Living in Germany**

In June 2007 I found myself in a different world. There were cows, potato flowers, and words I didn’t recognize. I was in Lienen, a small, rural town in Northwestern Germany, participating in World-Wide Opportunities on Organic Farms (WWOOF). My one-month there on “Bioland Steggeman” exposed me, for the first time, to the

regulations, perceptions, activities, and general culture of German organic life.

WOOOF was first established in the UK in the 1970s in order to allow people to learn organic growing techniques, “to help farmers make organic production a viable alternative,” and “to improve communications within the organic movement.” Today these opportunities are widely available, from Ghana to Denmark to China. In Germany I improved my language comprehension and learned organic methods in animal care, gardening, and conservation, many of which differ from U.S. techniques due to EU regulations. I also became keenly aware of the social perceptions of organic farming.

In my presentation I will reflect on my experience by showing photographs, discussing these findings, and examining the growing international organic movement.

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**Mallory Prouty '09**

Bolingbrook, Illinois

Major: Anthropology; Spanish

Sponsor: Dan Shea

### **Hallucinogenic Drug Use in Shamanistic Rituals**

As far back as has been accounted, humans have utilized plants not only as sources of nutrition, but also as part of their rituals and healing practices. One culture to have implemented plants in their ceremonies is the San Pedro de la Atacama.

The Atacama Desert of northern Chile is a rich archaeological area due to the dryness of the environment and allows artifacts to remain nearly unchanged for hundreds of years. This is fortunate because the San Pedro archaeological finds include the greatest number of snuffing implements known from pre-Colombian America. These *rapé* implements suggest that the high priests of the San Pedro culture inhaled a dust with hallucinogenic effects as part of a ritual act within ceremonies. These rituals often involved human sacrifice and it is supposed that they had magical-religious and curative functions.

The Incan culture places a great amount of importance on felines and the use of hallucinogenic drugs was thought to allow the user to form a connection with a feline creature, which was thought of as a sort of guide or alter ego of the shaman.

The use of hallucinogens and the connection with a Cat-God are ever-present in motifs portrayed on the snuff-tray handles, snuff tubes, ceremonial spoons, pottery and petroglyphs. The topics most frequently represented are felines, anthropomorphic representations of shaman, and

decapitators, which depict a “sacrificer” wearing a jaguar mask with a hatchet in one hand and a human head in the other. Involvement of a Cat-God in trophy head ceremonies is a widely held Andean tradition and is not uncommon to be seen in this culture.

Through close investigation of the rituals and their use of drugs I am able to demonstrate a greater understanding of an important aspect of the San Pedro de la Atacama culture.

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**Scott Reinhout '08**

Kalamazoo, Michigan

Major: Geology; Creative Writing

Sponsor: Carl Mendelson

**A New Take on Old Europe: How Snow Days  
Raised the Alps and Shaped a Nation  
(Switzerland)**

“The mountains are fountains of men as well as of rivers, of glaciers, of fertile soil.” —John Muir

The European Alps form the northernmost rampart of a vast mountain belt spanning half the globe, from the Pyrenees to the Himalaya. Scientists have studied the Alps for centuries, making the range one of the best-understood mountain ranges of the world. For this reason, I jumped at the chance to experience such a classic domain firsthand, through summer research with the Keck Geology Consortium.

However, this understanding comes from a theory as old as geology itself: mountains are generated and maintained by two variables, uplift, and erosion. New research published within the past ten years suggests that a third variable—climate—may hold incredible sway over the development of mountain belts. Rivers and glaciers, long acknowledged as the sculptors of landscapes, may also play a significant role in drawing forth mountains from the depths.

I used my month in the Alps to examine glacial erosion throughout Switzerland. My focus area sits atop a curious confluence of lowered topography, heavy precipitation, and a high rate of regional uplift. Using a host of methods, from day hikes to Geographic Information Systems (GIS) to a novel use of Google Earth, I hope to add to the growing body of evidence that implicates climate as a major force behind tectonics.

Switzerland's extensive infrastructure makes it an ideal place to study Alpine geology. However, geology's independence from manmade boundaries led to unexpected lessons in navigating both Switzerland and the

Swiss. Through my experiences, I gained a greater appreciation for the ways that geology has played, and continues to play, a profound role in shaping Switzerland's diverse Alpine culture and lifestyle.

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**Nik Schuetz '08**

Kansas City, Missouri

Major: Psychology

Minor: Anthropology

Sponsor: Greg Buchanan

**Heart is What the Home Reflects: A Cross-  
Cultural Examination of Estonian and  
Moroccan Mentality and Visual Culture**

A photograph of a street in Tartu, Estonia, compared to a photograph of a street in Fez, Morocco, yields quite a disparate view. There exists a plethora of differences easily available to the attention of the observer's eye and many underlying subtleties that pertain to these visual differences. Does the visual layout of a city change the way that citizens feel as they traverse the public pathways? Or is the structure and layout of the city just an expression or reflection of the internalized feelings and cultural differences? The interaction between home and heart is a strong one regardless of where you go, and I will discuss the differences I observed during my stay in Morocco and Estonia. In many ways, Tartu and Fez present polar opposite cultures, making it easy to highlight the relationship between the cities themselves and those who live within the cities' walls. By concentrating on the different visual cultures of the two countries, I will discuss how it makes sense that Estonians built Tartu and Moroccans built Fez, and how the two cities shape the lives and hearts of their citizens.

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**Katie Schurr '10**

Canal Winchester, Ohio

(with Erin Ballou)

Major: Undeclared

Sponsor: Dan Shea

**Pre-Incan Water Crafts  
As Seen in Northern Chile**

We participated in Beloit College's 2007 field program in Northern Chile. Dan Shea and Mario Rivera introduced us to museums, archaeological sites, and the unpredictability of fieldwork. While there we studied pre-Inca water craft; materials, technological details, and the effect of marine innovation on the population.

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**Ellen Sieg '08**

Milwaukee, Wisconsin

Major: Anthropology  
Sponsor: Bob Hodge

### **Didgeridoos and Beethoven: Six Months in Oz**

Join a typical Beloit College anthropology major on a six-month journey in the Land Down Under. From the Muru Mittigar Aboriginal Cultural Centre (where I learned to throw boomerangs and eat witchety-grubs) to Beethoven's 1st and 9th Symphonies at the Sydney Opera House, my semester was a non-stop lesson in the beautiful land and unique people of Australia, a country so similar and yet so very different from the United States in culture, language, and attitude. With history lessons that took place both in classrooms and in some of the oldest pubs in Sydney, a surprising amount of culture shock, and some truly bizarre anecdotes about spiders, snakes, and lizards, it's an experience worth sharing.

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**Ruthie Sipher-Mann '08**

Ann Arbor, Michigan

Major: Education; Psychology  
Sponsor: Sonja Darlington

### **Negative Social Behavior: Psychological Development in the Classrooms of Buenos Aires, Argentina**

For many Argentine students, school is constant and stable in a way that the rest of life is not. For example, of all enrolled students in the city of Buenos Aires, almost 9% were living with "unsatisfactory basic needs" in 2001. In district XIX, where I observed in several classrooms, that number jumps to a whopping 23.2%. It may come as no surprise, then, to find out that teachers in this district have a hard time with negative social behavior in the classroom.

While one might expect the Catholic country of Argentina to have a lower tolerance for negative behaviors than a more egalitarian one, in reality the opposite is true. While observing classes in the poorest school district in Buenos Aires, I saw chaotic classrooms with little teacher-control, and a stunted amount of information distribution. While several programs have been implemented in the schools of Buenos Aires to try to reduce the problem, in practice, students are winning this particular war.

Through my research, I explored the causes of negative social behavior in the classroom, including gender, socio-economic status, and parental involvement. I found that discipline that is experienced in the classroom can have an effect on the psychological social development

of students; therefore, the control of negative social behavior must be carefully thought out in order to have the greatest effect on students. Programs that encourage students to take responsibility for their own actions and which support parental involvement seem to work the best in reducing the amount of negative social behavior in the classroom. The encouragement of social norms through the discipline of negative social behavior in the classroom will continue to help teachers guide students in becoming citizens of their own world.

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**Dashiell Sloatbeek '08**

See page 20

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**Asher Alexander Smith '08**

Cary, North Carolina

Major: East Asian Languages and Cultures  
Minor: Russian Studies; Physics  
Sponsor: Akiko Ogino

### **Traveling in Japan and Korea, a Photographic Study of Politics, History, Culture, and Language**

How can you travel alone, easily and rewardingly, to foreign countries where they speak dauntingly alien languages and have cultures far different from one's own? Simply with some planning and prior study it can be a breeze! While narrating the political, historical, cultural, and linguistic backgrounds, I present my adventures and discoveries through my own photographic record.

During the Fall of 2006, I studied abroad at Kansai Gaidai in Japan. Over the course of four months, using every weekend possible, I traveled widely, and largely alone, across the Japanese main island of Honshu. Among the places to which I traveled are the Peace Memorial Museum in Hiroshima, a Capsule Hotel in Tokyo, the Shrine of the supreme deity of Shinto, the sun goddess Amaterasu, in Ise, and the oldest surviving Medieval Castle in Himeji. As if that weren't enough, and for me it wasn't, over a mere twenty six hours, I went alone by overnight ferry to and from Korea, first to the major port city of Busan and then to the capital, Seoul.

My presentation will be academic and practical, informative and aesthetic. Enjoy!

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**Marissa Smith '08**

Cody, Wyoming

Major: Anthropology; Russian

Sponsor: Sonja Darlington

**Reviving History in Mongolia**

In discussions of Soviet successor states, Mongolia is often left out. It lies just beyond Muslim Central Asia and far from Eastern Europe, though it had more in common with these countries than late inductees to the Second World such as Cuba and Vietnam. Mongolia was the second country in the world to embrace Communism, just after Russia. Throughout the Twentieth Century Mongolians have been coming to terms with their complex ties to Russia.

As a student of Russian, fresh from a semester in Moscow, I became especially interested in Russian-Mongolian relations during my semester in Mongolia. While there, I found many Russian speakers, people who had been educated in the Soviet Union or Eastern Europe, as well as students my own age who studied the language in public school, usually before moving on to English. I believe that it is a gross over-generalization to saddle the Soviets with having created a “cultural void” in Mongolia, although Mongolians themselves often voice this sentiment. They are loath to criticize the Russians because of the tremendous amount of Soviet aid that was used to provide the existing infrastructure and the development of education and public services. However, at the same time Mongolians chafe at being “little brothers.”

As in Central Asia and Eastern Europe, the socialist period was a time when national identities were created and defined. The legacy of Chinggis Khaan, the performance of *moriin khuur* (horse-head fiddle), *khoomi* (throat-singing), and Buddhism are spoken of today as undergoing a “revival.” In this presentation, I will address: What does this mean? How are “traditional” or “revived” practices related to the socialist-era “national” arts and customs?

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**Elizabeth Starks '08**

Louisville, Kentucky

Major: Ecology, Evolution and Behavioral Biology

Sponsor: Tom Freeman

**Alemannic German:  
A Dialect Across Borders**

During my term in Freiburg, I studied the major subdialects of Alemannisch with a focus on Badisch, the dialect of southwestern Germany. The Alemannic dialect is spoken in six countries, including Germany, Switzerland, Liechtenstein, Austria, France, and Italy. Although this is an

unwritten language, it is commonly spoken in rural areas and in the home.

Speakers of Alemannisch are descendants of the Alemanni tribe, and have a unique cultural identity that crosses national borders. However, the dialect continues to vanish rapidly due to standardization of spoken and written language, a problem that threatens dialects throughout the world. In an effort to preserve their culture, speakers of Alemannisch developed written forms of the dialect and publish regional literature.

Using the history of the Alemanni as an example, I will discuss the importance of dialects in cultural and national identity. I will share audio and written examples of regional dialect variations to demonstrate the significant differences between Alemannisch and standard German, and show images of their clothing and customs. Potential solutions for preservation of dialects and culture will be considered.

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**Elsbeth Teague '10**

Madisonville, Kentucky

Major: Creative Writing; Environmental Studies

Sponsor: Olga Ogurtsova

**Peace Corps in El Salvador**

I received a Venture Grant to go to El Salvador this summer to shadow Peace Corps members. I stayed at four sites in different parts of the country, where I participated in activities such as teaching six year-olds how to brush their teeth, teaching English classes, and making rounds with a regional health supervisor. Through these experiences I feel I have a much clearer perspective in three different areas:

1. The difficulties and rewards of being a Peace Corps volunteer.
2. The workings of Peace Corps El Salvador.
3. El Salvadorian culture and the difficulties of being an American in El Salvador.

Every volunteer has a different experience, so I will focus on the specific experiences of the volunteers with whom I spent time. Not all of my observations would be true of other countries' programs, but I hope to present as clear an example as possible, to give possible future volunteers an idea of what they would be getting into.

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**Bridget Toomey '08**

Solon, Iowa

Major: Sociology; Theatre Arts (Dance)

Minor: Religious Studies

Sponsor: Kate Linnenberg

**An Experience with an NGO in India:  
People's Union for Civic Action and Rights**

Imagine learning in a school of 1,000 students and having 52 students in a classroom that is meant to hold 12. Next imagine that there is no electricity, two working toilets in the whole school, and no clean running water to drink in 115-degree heat. This may sound like a candidate for a worst-case scenario example, but it is reality for thousands of Indian children living in the old city of Hyderabad, India.

This past summer, I had the opportunity to return to India after studying abroad there the previous Fall. After making such a strong attachment to India, I wanted to return to do some non-profit work. I began work for a non-governmental organization by the name of COVA (Confederation of Voluntary Associations) in the department of PUCAAR (People's Union for Civic Action and Rights). With PUCAAR I visited government schools and slum areas throughout the old city of Hyderabad. While in these areas, the PUCAAR team and I interviewed members of the schools and communities and assessed their issues and problems.

Throughout the process, my job was to document all of the conversations and any statistics given to the team about the current problems in the schools and in the slum areas. Through my symposium I will share the striking statistics that were taken from both the government school visits as well as the slum area visits. I will attempt to show the impact small organizations like PUCAAR have on so many people in the second most populated country in the world.

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**Castagna Ventura '07**

Taipei, Taiwan and Safety Harbor, FL

Major: Gender Studies; Art History

Sponsor: Betsy Brewer

**Empires of Curiosity: Reflections on a  
Transnational Landscape**

"Western ideas about the individual and community, about time and space, knowledge and research, imperialism and colonialism, can be drawn together... in the concept of distance."

—Linda Tuhiwai Smith, *Decolonizing Methodologies*

Simply defined, curiosity is the natural desire to learn. Prodding us towards investigation, curiosity is the wellspring of knowledge. However, a curiosity also refers to the rare and mysterious, those objects estranged from everyday life. Both meanings of curiosity fueled the colonial expansion that sought to define and control unknown territory while marking its inhabitants as exotic Others. During the Age of Discovery, curiosity produced new curiosities; through travel, the Western explorer was able to construct a cultural identity in opposition to the Other. As cultural theorist Daniel Boyarin claims, "before the world was thoroughly mapped by the Europeans, geography was one of the prime ways to 'make one's mark' upon the world."

In contemporary society, such orientalist discourses are now reproduced through new economic and cultural practices. We must question how we "make our mark" as students — explorers on a local and global scale — by examining how we create the meanings of other cultural locations, negotiating between sites here and there. In thinking about our experiences studying abroad in this institutional framework, do we inevitably fall prey to this same colonial logic? And if so, what recourses are available to us in charting new models of exploration? How can we harness the generative power of curiosity to bridge the constructed difference between self and Other?

Engaging these transnational identities first necessitates an awareness of our local community. In the attempt to articulate a potential strategy of resistance, I will discuss my collaboration with the Office of International Education in a mapping project of Beloit. Aiming towards a reevaluation of who we are, how we interact with others, and how we collectively shape the places we live, the project aims to redefine the concept of "distance" in international education.

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**Elizabeth Weck '08**

Chicago, Illinois

Major: Creative Writing; Education, Youth and Society

Sponsor: Fran Abbate

**The Writer as Witness:  
Creative Writing in the Czech Republic**

"Coleridge was a drug addict. Poe was an alcoholic. Marlowe was killed by a man whom he was treacherously trying to stab. Pope took money to keep a woman's name out of a satire then wrote a piece so that she could still be recognized anyhow. Chatterton killed himself. Byron was accused of incest. And you still want to be a writer?"

—Bennett Cerf

Naropa University's creative writing program in Prague joins contemplative education and 21st-century global citizenship with the imaginative writer's voice. The Czech Republic's recent history of social and political struggle, and the role of artists in that struggle, makes it an ideal location for a creative writing program. By approaching international education from a wide perspective—one that brings together intellect, intuitive insight, the vividness of the senses and a willingness to explore with mind and heart together, the program encourages students to ask "Why do I want to write?"

Currently at Beloit College there is not a study abroad opportunity geared towards the creative writing major. This presentation will examine one of the few creative writing programs available in hopes of encouraging other writers to explore their version of reality—of what is viewed as normal or "natural"—as merely learned and acquired, not innate through writing. I will explore the highlights and experiences of this unique program, situated in the heart of the Czech Republic, in hopes of encouraging others to study abroad through a university that promotes social change through active artistry.

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### **Kailah Weiss-Weinberg '08**

Mount Horeb, Wisconsin

Major: East Asian Languages and Cultures (Chinese emphasis)

Sponsors: Paul Stanley, Rob Lafleur

#### **"The Burden of Being Exotic:" Cultural Conservatism and Tourism in Bali, Indonesia**

The island of Bali is among the top tourist destinations, famed for its "exotic" traditional culture, beautiful scenery, and good surfing; one guide goes as far as calling the Bali the "most enchanting... destination in the whole world." Made famous for these attributes first by tour companies and anthropologists, and now propagated as an official narrative by the Indonesian government, other aspects of Bali and Balinese culture become hindered or obscured. This focus on the exoticism of traditional culture dislocates Bali, making it into a buzzword—a paradisaical image rather than a three-dimensional place (gone are the stray dogs)—no longer situated in Indonesia but somewhere in the imagination.

*Ajeg Bali*, "Bali standing strong," is the government's initiative towards preservation of traditional culture in Bali. The purpose of *ajeg Bali* is solidification of Bali's identity, but also functions as a means to draw in tourists. Tourism constitutes the single largest industry on the island;

therefore, changes to it affect the economy. Hindu religious ceremonies become exoticized, performed extemporaneously, and stringently enforced; rice fields kept perennially (and unnaturally) green... all to ensure the "authentic" experience of exoticism for visitors.

With this focus on catering to outsiders and the propagated image, what benefit goes to the Balinese people? This summer I did a service-learning program in Denpasar, Bali, teaching English at the community-development NGO Taman65 and learning the language and cultural issues. Over and over I heard the motto, "No English, no future;" of people struggling to fit into a tourist-centric economy; of their frustration with *ajeg Bali* and its constant push towards enactment of traditional culture amidst modernity in the global age. I will speak about what my group did this summer, my own view of Bali, and of those ideas of tourism and exoticism.

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### **Ting Yan '08**

China

Major: English and Law

Sponsors: Daniel Youd, Elizabeth Brewer

#### **From Confucianism to American Liberal Values: The Distinguished Essences in Chinese Culture and American Culture**

What can we see from the greeting expressions: "What's up?" and "*Chi Fan Le Mei?*" ("Have you had meal yet?") In my view, they are not just different slang in the daily life of the U.S. and China. On the contrary, I argue that these expressions are reflections of the values of the two countries as expressed in The Declaration of Independence and Confucianism.

I was born and raised in Shandong province, which is the hometown of the great Chinese thinker and social philosopher: Confucius (Kong Fuzi). When I was a 10-year-old, my parents took me to visit Mount Tai and Qu fu, which is closely associated with Confucius. From childhood, in part because of my upbringing in Confucius's home, my own way of thinking and my values have increasingly been shaped by Confucian teachings.

After I entered Shandong University, on the basis of an entrance exam I was chosen to be an English and Law double major student and began my study of the western cultural systemically, especially in field of law. After this two-year study, I am impressed by American culture's liberalism and its spirit of pursuing freedom. Just as that embodied in The Declaration of Independence: "We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain

unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness...”

I will discuss my understandings of some features based both on my studies and my experiences as an exchange student in the U.S. I will also refer to Confucian thought in order to point out the specific virtues or values our cultures can share. These can allow us to understand each other so that we can achieve mutual benefits.

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Sponsors: Akiko Ogino, Scott Lineberger

**Benjamin Anderson '08** Hartford, Connecticut  
Major: East Asian Languages and Cultures

**Arianna Freeman '08** Rockford, Illinois  
Major: East Asian Languages and Cultures

**Leah Freeman '08** Rockford, Illinois  
Major: East Asian Languages and Cultures

**Dashiell Slootbeek '08** Groton, Massachusetts  
Major: Political Science, East Asian Languages and Cultures

### ***Gaijin*: Adopting an International Identity in Japan**

Anyone who goes abroad feels a sense of discomfort at being in a foreign environment and dealing with a language barrier. Those who have been to Japan, whether as tourist or as a student, stationed on a military base or on a business trip, however, will tell you there is a very distinct feeling of being treated as an outsider (*gaijin*). In this panel, four Beloit students who studied abroad at Kansai Gaidai University in Osaka, Japan, will parse the connotations of the term *gaijin*; debate what this conceptual category reveals at Japanese society and Japanese ideas about non-Japanese; and discuss how they dealt with being labeled *gaijin*.

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Sponsors: Fran Abbate, Nancy Krusko, Scott Lyngaas, Donna Oliver

**Claire Bartlett '08** Oak Park, Illinois  
Major: Spanish; Creative Writing

**Hannah Manley '08** Dundee, Oregon  
Major: IDST Contemporary West African Civilizations

**Kristin Monnard '09** Davenport, Iowa  
Major: Anthropology  
Minor: Public Health

### **Learning through Engagement with Cities Abroad and at Home**

Virtually all students who study abroad hope for meaningful contact with the host culture(s). They also hope to see the world through others' eyes and to develop relationships with local people. Yet these goals are not automatically accomplished. Language barriers may make communication difficult. One's outsider status as a short-term resident in the host country can make it difficult to penetrate local networks of friends, colleagues, and students. Further, study abroad students may take classes separately from local students and/or live in separate facilities.

How, then, can students accomplish their study abroad goals? In this panel discussion, students who participated in Beloit's Cities in Transition program in Nicaragua, Senegal, and Ecuador will speak about projects and other activities that led them to a deeper understanding of both their host site and themselves and made it possible for them to bridge linguistic and other potential communication gaps. They will discuss how out-of-classroom activities can complement classroom learning and offer strategies for others to expand their own capacities as learners and citizens of the world.