

**Abstracts of Papers Presented at the Phi Beta Delta Annual Conference  
April 2008, Columbus, Ohio**

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Title:

*Translating teaching abroad experiences in K-12 schools in U.S.*

Author:

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Abstract

In the post-9/11 era colleges and universities across the nation have increasingly shown and continue to show interest in different kinds of study abroad programs for both their graduate and undergraduate students. Despite anecdotal accounts in the literature suggesting that studying abroad contributes to a life changing experience for students who participated in the program, the paucity of research and published material on the impact of student teaching abroad experience in K-12 classrooms is wanting. For example, Shames and Alden (2005) looked at the impact of short term study abroad on the identity development of college students with learning disabilities. Spero C. Peppas (2005) focused on the benefits of short term education abroad experiences. The Institute for International Education of Students (IES) surveyed 3,400 alumni from all IES study abroad programs from 1950 to 1999 to explore the long term impact of study abroad on a student's personal, professional, and academic life (Dwyer and Peter, 2006). Obviously, this body of research has contributed to understanding the benefits of study abroad.

Nevertheless, limitations of extant literature remain. Universities invest tremendously in their study abroad programs, devoting scarce financial, administrative resources in programs that they have thus far, but failed to assess in terms of their impact on students back home. How student teachers coming back from international programs use their experiences to impact students' lives is a continuing question that needs to be examined.

This paper reports a field specific examination of the impacts of study abroad or the lack thereof of former American student interns' professional teaching in K-12 classrooms. Specifically, the author examined the extent to which the student interns translated their international teaching experiences into K-12 classrooms.

Key words: anecdotal accounts; international program; study aboard; K-12 classroom

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Title:

*Study Abroad Ghana: An International Experiential Learning*

Author:

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Abstract

Studying abroad is important for so many reasons: Study abroad educators often assert that one of the goals of study abroad is to train future global leaders to be more effective, respectful of other cultures and political and economic systems, and willing to take a stand for the world's welfare, not just what benefits a specific country. Study abroad positively and unequivocally influences the career path, world-view, and self-confidence of students. Studying abroad help students to better understand their own cultural values and biases, and it contributes to their developing a more sophisticated way of looking at the world. Among other things students explore, learn about themselves, make new friends, learn different perspectives, and become amazed by the places and people of different cultures, values, beliefs, celebrations than their own.

In view of the above, Schools of Social Work are striving to infuse an international perspective into their programs. The realities of global interdependence surely demand increased emphasis on the international dimension of social work. Social issues on the 21<sup>st</sup> Century's global policy agenda, such as HIV/AIDS, poverty, child welfare, mental health, status of women, immigrants and refugees, all of which are of concern to professional social work, can better be addressed through studies abroad. To understand these issues, and to be effective practitioners in today's world, the Universities Studies Abroad Consortium (USAC) instituted among others, a study abroad Ghana program. This program contributes to USAC's globalization mission by: collaborating with thirty three universities across the United States, to enrich student's learning; providing USAC's faculty with research, teaching, and service opportunities; and preparing American graduates as leaders in international outreach, and service abroad. This presentation reports on the experiences of the USAC Summer 2007 Study Abroad Ghana Group, as they lived their lives abroad in Ghana, and explored a new culture, that became life transforming. Additionally, the presentation provides an overview of the activities and tours that took place in Ghana during the six week-trip.

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**Title:**

*Reflections, Generals, and Pagodas to Name a Few - the Piano Music of French Composer Claude Debussy*

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**Abstract**

I propose a lecture/demonstration on the international influences evident in the piano music of Claude Debussy. There will be a brief overview of Debussy and his significance in the world of music, and then the four performers will briefly discuss their individual pieces and how Debussy's internationalism influenced each. For example, *General Lavine* is a humorous piece written for an American who was a celebrated international vaudevillite who Debussy saw perform in Paris. *Pagodes* shows the influence of the Javanese gamelan.

Two faculty and two students will be the performers. Performers are from Cal Poly in San Luis Obispo, California, and Capital University in Columbus, Ohio:

India D'Avignon –faculty at California Polytechnic State University, *General Lavine*  
Tianshu Wang – faculty at Capital University, piece TBA  
YoYo Xiu– International student at Capital University, *Reflects dans l'eau*  
Fan Zhang – International student at Capital University, *Pagodes*

This would be a good short evening program. If OSU cannot provide a piano, Graves Piano & Organ in Columbus might be able to donate or rent one for the conference.

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Title:

*Technology: The Good, The Bad And The Hopeful*

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**Abstract**

Advancements in technology and improved communications have greatly impacted lifestyles around the globe. A computer, internet access and a credit card is all that is required to perform most daily activities from home such as shopping, paying bills, watching movies, gaming, reading, following the news, and of course, “working” (performing “official duties”). Most jobs that are currently being created involve performing some or most of the tasks at a computer desk. This change of culture has been global. Although technology has driven the world’s economy to record highs, it has come with a relatively silent but significant cost – health outcomes.

The first part of the paper will outline the growing epidemic of chronic diseases that have been fueled by the global economic and cultural exchange. Recent increases in the rates of obesity, physical inactivity, heart disease and cancers among developed and developing countries will be addressed. The second part of the paper will focus on involving the utilization of technology to combat these chronic diseases around the world. Recommendations will be provided regarding to lifestyle changes that can be facilitated by the use of technology. The aim of this paper is to increase awareness of appropriate use of technology to enhance people’s health and health behaviors.

Key words: obesity, world health, technology

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Title:

*Intercultural Communication Effectiveness: Thai Culture And The Land Of Smile*

Author(s):

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**Abstract**

For the past fifteen years, a team of Thai and U. S. American researchers have conducted a systematic investigation of Thai communication behavior. This paper summarizes that program, engages in critical commentary about the methods and means of the program, and suggests ways Thai communication traits associate with intercultural communication effectiveness. The paper ends with recommendations for future research.

Several conclusions can be drawn with some degree of probability based on this systematic program of research. First, measurement instruments must be carefully prepared for sensitivity to cultural differences and distinctions. Second, the application of communication apprehension to high-context cultures is inappropriate and, more importantly, produces ethnocentric artifacts. Third, Thais display significantly lower levels of willingness to communicate than do U. S. Americans. Fourth, rhetorically sensitive behavior probably leads to intercultural communication effectiveness. Fifth, rhetorical sensitivity takes time to develop in a relationship. Sixth, the development of rhetorical sensitivity is probably enhanced by a low willingness to communicate and a high level of rhetorical reflection. Seventh, noble self behavior probably inhibits intercultural communication effectiveness.

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**Title:**

*From Acadians to Cajuns: The survival of a French-speaking community in North America*

**Author:**

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**Abstract**

In 1755, during the war between France and England in the new world (Canada), the governor Charles Lawrence ordered the deportation of the Acadians. The whole community was deported to Europe, West Indies, South Carolina, Maryland, Connecticut, Pennsylvania, Virginia, Georgia,... and Louisiana. Some escaped to New Brunswick and Quebec.

During a few decades, the majority of the survivors found family members around the world and rebuilt the community in Louisiana. With the help of the natives, they learned how to survive in the bayous. As fishermen, hunters and farmers the Cajuns ("Cadiens" in French) succeeded to save their heritage: they are catholic, speak French and transmit - from a generation to a generation - their values. From music to food, their original culture is the result of a blending process with other communities: African, West Indies, German, etc.

This paper will invite us to explore an original community from the south of Louisiana. The Cajuns succeeded to save their original heritage despite a difficult negotiation between the preservation of the past and the reality of modernity. Between pessimism and hope, the Cajun community continues - after a few centuries - to show that to be and live different is possible today in the United States.

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**Title:**

*Synergic System of University Education: Unity and Variety*

**Authors:**

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**Abstract**

The modern Ukrainian university's primary function is to provide each person with an optimal opportunity for individual development. According to Bruhovetskiy (2000), this implies ensuring a decent level of academic freedom where a person's potential, creativity, and self-expression are not hampered in any way in the academic setting. Realization of this function seems most likely through the inculcation of ethical principles of humanitarianism upon both teaching staff and students.

A major challenge to this lies in the domain of introduction of new information and communication technologies (ICTs) into the process of education and a subsequent accentuation of and urge for educational efficiency. Fromm (in Liakh, 1996) remarks that although efficiency is most desirable in any type of purposeful activity (and such is university education), human factor, morality, and ethics should never be excluded from consideration.

Synergy allows combining the two in a harmonious and holistic process of development and/or conversion of the educational system through conception of new approaches to education and ICTs so that the latter carry along an ethical synthesis of natural sciences and liberal arts, a new vision and a new way of thinking (Koptiugy et al., 2000). Thus, changes in the system of university education should be based on a confluence of a variety of opportunities, a peculiar pedagogical synergy. Pedagogical synergy is transference of achievements and findings from various academic disciplines to pedagogics, creating a so-called "unity of variety", which results in emergence of new areas of application for already existing decisions. The effectiveness of university educational and research work increases owing to pedagogic synergy, which ensures development and expansion of options (choices) caused by the process of merging of separate components into one system. Ultimately, it is pedagogical synergy that maintains sustainable development of the civilization (Meshchaninov, 1999).

**Key words:** education, university education, ethics, efficiency, synergy, pedagogical synergy, sustainable development

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Title:

*Multiculturalism in the History Classroom: What We Are Doing and What We Need to Do*

Author:

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Abstract

With the sweeping demographic changes across America involving minorities and immigrants it is imperative that educators work to include a greater multicultural perspective in the classroom. Multiculturalism in the teaching of history is generally interpreted solely as the integration of content about various ethnic and cultural groups into the curriculum. As a result, many educators try to be experts on African American, Hispanic, Asian, and Native American history. However, this is very difficult to achieve. In addition, multiculturalism does not mean minority history. A broader scope of incorporating multiculturalism into the class room includes examining how to people identify themselves from within the ethnic group or culture within the context of the historical narrative. Therefore a wider, more complex approach is needed that views multicultural education as a perspective, as a lens through which to see students, history, and the world.

Using various examples, resources, and information from different ethnic and cultural groups to illustrate concepts, values, and principles in the teaching of history, we can begin to understand that including multiculturalism in the teaching of history is a perspective and a process. There is no one size fits all. Content integration requires both content knowledge and creativity which expands the role of underrepresented groups included in core curricula. The result is a more sophisticated degree of integration that includes multiple voices and various perspectives within the curriculum.

A multicultural perspective provides a more realistic view of the human experience. In addition, it gives students the opportunity to think critically about social issues and to work at dealing with them in the hopes of recognizing how they continue to affect society today and then work towards improving our society. Teaching multiculturalism within the context of the history class should allow students to see themselves in our curricula. All students may recognize it themselves at times, but it is our responsibility to help them see how it is relevant in their lives.

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Title:

*Different Education Systems, Common Challenges*

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Abstract

This presentation features a piece of art, a mural by the internationally recognized Mexican artist Diego Rivera, as a framework to illustrate current issues in education in an international context. The mural is titled: *A Sueño de una Tarde Dominical en la Alameda Central*; or in English: *A Dream of a Sunday Afternoon in the Alameda*.

The mural can be viewed from many different perspectives; by historians, social scientists, political scientists, or educators. The presenter gives her own interpretation, an educator's approach B using the mural as a framework B to illustrate issues that are impacting schools systems; from pre-school through college, here in the U.S., in México, and in other countries.

The mural contains more than 75 characters. Some are actual historical persons, such as Hernán Cortés, and Santa Anna; some figures represent arts and sciences, social classes, or other issues. For example, the mural includes literary figures such as; José Martí, Manuel Gutiérrez Nájera, and Sor Juana Inés de la Cruz. The discussion of the different characters and issues in the mural will relate them to current educational issues. Issues addressed include the achievement gap for minorities: barriers to high school completion and college entry for Latinos; and the challenges that students in urban settings face. The analysis of the different characters in the mural will lead the discussion to the growth of English Language Learners in American public schools; the pre-Hispanic languages still spoken in México; and to bi-lingual education in both countries. Examples of books, used in elementary schools in México, in three pre-Hispanic languages (*Purépecha, Náhuatl, and Matzahua*) will be shown. Despite being finished by Diego Rivera in 1948; the mural *A Dream of a Sunday Afternoon in the Alameda* represents our American society, our cultural diversity, and portrays many of the educational issues relevant to school systems worldwide.

Key words: Diego Rivera, educational issues, mural, international, cultural diversity

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Title:

*Academic Integrity in the USA and Ukraine: Different Histories and Common Problems*

Author:

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Abstract

The problem of academic integrity in Ukraine is two-sided. On the one hand, the catastrophic level of academic dishonesty, typical of all post-Soviet regions, has a long-standing history. Totalitarian society was based on dogmatic ideas and goals that were not supported by free will but forced. Therefore a necessary condition of that society's existence was dishonesty.

On the other hand, Ukrainian society and educators do not pay enough attention to that problem. In post-Soviet society, the problem of academic integrity seems insignificant to many people, especially when it is put against the such other problems as corruption and larceny of the governmental or personal property.

On the contrary, in the United States the struggle for academic integrity has long-standing traditions; the issue has been researched for more than 50 years now. Not only educators, but also journalists and politicians are involved in this struggle. Despite great successes and a long-term struggle, a significant increase in academic dishonesty has been detected even in the United States, and researchers often conclude that the reason for dishonesty is plagiarizing from the Internet.

The author believes that the reason for academic dishonesty increase in the whole world is acceleration in societal development and the crisis of the modern classical university as a social institution. This crisis is caused by the opposition between university traditions and economic needs of the modern society.

As a result, studying at a university does not satisfy the needs of students and motivation to gaining knowledge of the latter becomes less. Therefore, in order to provide a good level of academic integrity it is necessary to revise the principles of existence of the modern classical university.

Key words: academic integrity, academic honesty, higher education, college students, ethics, cheating, plagiarism, educational objectives, student behavior, educational policy, internet.

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**Title:**

*An Exploration of Cultural Behaviors in the Preparation for a Symposium at a Japanese University*

**Author:**

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**Abstract**

Certainty is most uncertain when attempting cross-cultural communication. Trying to identify parameters of behavior appears to pursue the goal of objectivity, but raises the question whether objectivity is a common world wide pattern of thinking. Is objectivity important to all cultures in the same way? Most often Americans want to identify a prescription for each specific act. People of other cultures believe that specific acts do not exist in themselves as singular entities, divorced from other meaning: the *context of the behavior* must be identified and the *contingencies for action* must be known. For these reasons it is nearly impossible to label all of the possible actions involved in a behavior or action. Within one's own culture the chances are better than between cultures for making a guess at why an action or response occurs.

In this paper, I will utilize Stewart and Bennett's book *American Cultural Patterns: A Cross-Cultural Perspective* (1991), to review a case study that involves a recent event in which the author was asked to deliver a paper to a symposium at a university in Japan. The symposium was to focus on international education. But the title was confusing to the author. It took a series of emails to find a more comfortable zone of understanding. Embedded in these emails, and in subsequent face-to-face contact with the university staff, it was found that much information was assumed or left out, leaving the author wondering about the purpose of it all.

**Key words:** cross-cultural, internationalization, higher education, Japan, certainty and uncertainty.

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**Title:**

*One Place, Many Experiences: The Evolution Of A Faculty-Initiated International Education Program And Its Benefits*

**Author and Presenter:**

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**Co-authors:**

María José Delgado, Jill Steuer, Jeffrey Lehman, Laurel Talebere, Erica Brownstein, Jacqueline Bussie, Barbara Duane

**Abstract**

An overview of an evolving faculty-initiated program that mutually benefits both Capital University, Columbus, Ohio and the indigenous Bribri community of Yorkin, Costa Rica. We will summarize our learning of Bribri culture and, importantly, the challenges and benefits of developing such an educational program.

Visits to the village of Yorkin were initiated to incorporate a human element into a 12-day tropical ecology field course. This interaction with the village, and particularly the Estibrawpa organization (women-based with a focus on sustainable development), has evolved through longer student stays, incorporation of service-learning projects, and integration of seven additional faculty in topic-focused stays.

These changes have increased our knowledge base of the culture, permitted the students a much richer experiential learning experience, and led to an informal partnership with Estibrawpa through the documentation of aspects of village culture.

After eight years of visits (one to two per year) to the village, our program still emphasizes the student experiential learning experience, but in a more sophisticated manner. In addition, faculty and students have engaged in study in the following on-going projects: traditional use of plants, village medical care, education, oral tradition, perception of the world (women's photo project), music, and the Estibrawpa approach to sustainable development.

**Key words:** experiential education, Costa Rica, sustainable development

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Title:

*Different Genders / Common Genres*

Author:

Catherine Turrill, Ph.D.  
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Abstract

The conjoined themes of difference and commonality, applied to heritages and humanity in the title of the April 2008 conference, have parallels in other areas: for example, the assessment of the work and careers of artists of different genders who specialized in the same types of subject matter, or genre. Did male and female artists of the Renaissance bring a gendered perspective to their work, even when they were depicting the same themes? How much weight did gender carry in the assessment of these artists by contemporary and later writers?

Sofonisba Anguissola, Lavinia Fontana, and Plautilla Nelli were highly-regarded female artists in 16<sup>th</sup>-century Italy. Coming from very different family backgrounds, each woman found a different niche as a painter. Anguissola, the daughter of a physician, is best known for her portraits; Fontana, the daughter of an artist, followed in her father's footsteps and specialized in history painting; Nelli, the daughter of a merchant, painted sacred images, an appropriate genre for a nun. Alone among the three women, she spent her entire career inside the walls of a convent. Accordingly, her working environment also was framed by gender, and historians tended to assess her paintings with that context in mind. Knowing that she was surrounded by women, they looked for specifically feminine qualities in her work. Nelli, some writers asserted, painted not masculine "Cristi" but effeminate "Criste."

In this paper, I will consider the effect gender may have had both on the way in which these three female artists were perceived by others, and on the way in which they may have perceived (or presented) themselves. What effect did the awareness of their gender have on contemporary responses to their work? Returning to the concept of "Different genders/Common genres," do we find that the same type of work, when produced by male painters, was assessed differently?

Key words, names, concepts: Sofonisba Anguissola, Lavinia Fontana (note: her father was the artist Prospero Fontana), Plautilla Nelli (a Dominican nun), Women artists, Italian Renaissance, Dominican order

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Title:

*A Personal Geography Examining Why American Expatriate Writers Lived in Paris and Madrid*

Author:

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Abstract

For the last 150 years, writers from throughout the United States have written from Spain and France, many of them finding a special home in Paris and Madrid. One could roughly divide them by centuries – 19th-century American expatriate writers like Henry James, Edith Wharton and Frederick Douglass; 20th-century writers like Sam Boynes Jr., James Baldwin, Richard Wright, Rose Jourdain, and Barbara Chase-Riboud; and 21st-century writers like Kai El Zabar, Pat Westheimer, Lawrence Schmiel, Miles Marshall, Dr. Tyler Stovall, and Dr. Gerald Honigsblum. The most famous American expatriate writers lived in Madrid or Paris between World War I and World War II such as Ernest Hemingway, Gertrude Stein, Djuna Barnes, Ezra Pound, and Langston Hughes. They were called the “Lost Generation” first by Stein, who coined the phrase, then by literary scholars who sought a way to describe disaffected American writers who fled to Europe between the two world wars seeking a freer environment. They came from different races, ethnicities, genders, sexual orientations, and political persuasions. They were rebels with perhaps good cause. They seemed to shun the seemingly homogenous White Anglo Saxon Protestantism of the United States for a more diverse European cultural and literary milieu.

Some of these expatriate writers directly or indirectly addressed the question, “What is an American?” There was evidence of this in interviews and writings about the American expatriate writers, and by some of their European colleagues. In surveying a few selected American expatriates and even some French and Spanish counterparts, I discovered an assortment of responses. I made other discoveries, too, that helped me understand why I wanted to travel with my sons and later my uncle to find replies that might answer personal and philosophical queries. To thread all of these answers, I wove a family fabric and showed how we addressed the question.

Key words: American, expatriate writers, Paris, Madrid

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**Title:**

*Using Ideas Of The “Manichean Mindset” To Frame Two Examples In Film And Literature*

**Author:**

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**Abstract**

Characterization, ideology, framing and symbolism are tools used in film and literature to depict people. The usual way of portraying African-Americans reveals an assumed inherent conflict between light and darkness (called the ‘Manichean mind’ by Frantz Fanon). Named after the teachings of Manicheaus in the 3<sup>rd</sup> century A.D., this dualistic philosophy greatly impacted Europe, by suggesting the association of blackness (or dark) with evil and whiteness (or light) with good. This view posits a natural opposition which favors light skins over dark and impacts the very basic ways that people interact when based on the idea of race. By means of power, because of ‘race’, various peoples’ expressions of their humanity and potential are denied. What can film and literature show about the operation of this power?

Kwame Anthony Appiah and others suggest the identity of individuals and their relation to the group insinuate the source of this powerful impact of racism on the minds of the oppressed and of the oppressor. He asks, do identities curb our autonomy, or do they provide the “contours?” Another question is whether the cultural values of one’s community can withstand the negative impacts of a racist environment? Who is impacted and how?

Focusing on two titles, Daughters of the Dust, a film by Julie Dash and the novel, Beloved, by Toni Morrison, the character depictions compare to ideas posed by Camera P. Harrell and Frantz Fanon as well as issues of identity suggested by Appiah. The aim is to better understand how characters in these two artistic works may exemplify the Manichean mindset and expose important factors about identity.

Key words: racism, social identity, victimization, African community, mental processes, mindset, triple quandary