



MEDALLION

May 2009

The International Newsletter of Phi Beta Delta Honor Society for International Scholars

Special Section 2009 Annual Conference Abstracts

The pages that follow are included in this issue of the *Medallion* to meet the need of readers and members who were not able to attend the Annual Conference. Please note that the author of each abstract takes full and sole responsibility for its accuracy as well as for any errors found in spelling, grammar, context, or fact. Any comments related to the paper must be addressed to the presenter(s) whose name and email addresses are included. In addition, please contact the presenter(s) for requests of further information, elaboration, or future collaboration. In addition, all abstracts can be downloaded from the Phi Beta Delta website.



TITLE: *Utilizing Videoconferencing to Develop Emotional Awareness in Cross-Cultural Communication***PAPER PRESENTERS/AUTHORS:**

Zita Zoltayne Paprika
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ABSTRACT

The current teaching methods in cross-cultural business communication have paid relatively less attention to developing students' emotional skills in cross-cultural interactions. Prior research, however, suggests that cross-cultural interactions are inherently emotional processes, since they involve a considerable amount of uncertainty and a potential for misunderstanding. With an attempt to fill this gap, this study aimed to design an easy-to-implement teaching module that brings emotions and emotional awareness more centrally into analysis of cross-cultural business communication, and to empirically assess the effectiveness of this module based on the data collected from students who participated in the process. To this end, we have initiated collaboration between the business schools of a Hungarian university in Budapest and an American university in Northern California, by utilizing the videoconferencing and screen-capture technologies.

The results of the study suggested that the videoconferencing technology could be a viable tool to create real-time interactions between students in different countries in which they can experience, express, and observe emotions. In our video-conferencing sessions, the dynamics that emerged among the students provoked a wide-range of emotions, which helped them learn more about cross-cultural communication as reflected on why they have felt these emotions. Thus, students who participated in the teaching module not only gained a first-hand experience in cross-cultural communication, but also could build on this experience to gain knowledge by reflecting on their observations and emotions.

Editor's Note: This paper is currently under review for publishing in the *Journal of Management Education*.

TITLE: *Improving the Family Housing Environment for Married International Students: An Example from the University of Kansas***PAPER PRESENTERS/AUTHORS:**

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ABSTRACT

The number of international students enrolled in higher education in the United States of America is growing. According to the University Daily Kansan, the number of international students at KU has grown by more than 100 students since fall 2005 because the economic situations of many countries are better around the world. The top five home countries of enrolled international students were China, India, South Korea, Saudi Arabia and Japan in spring 2008 according to KU international Student and Scholar Services.

Stouffer Place is the on-campus housing for married students at KU and one of the biggest international communities in Kansas. Almost 80 percent of the residents are international students and their families, and one of their primary concerns is adapting to American culture smoothly. Stouffer Place Neighborhood Association (SNA) helps to ease the transitions of students new to the apartments and new to life in America.

This paper examines how SNA helps international students and their family members to adapt to American culture while providing opportunities for individuals to share their own culture. It will document the facilities and programs provided by SNA including efforts to make Stouffer Place environment friendly.

TITLE: *Inter-professional Development of an International Living and Learning Community***PAPER PRESENTERS/AUTHORS:**

Sarah Jones, Psy.D. Staff Psychologist / Assistant Professor James Madison University	Annick Conis, M.A. Faculty, School of Speech and Communication Studies James Madison University
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ABSTRACT:

The presentation will focus on the development and implementation of a diversified curriculum within a living and learning community, Madison International, at James Madison University. The mission of the Madison International learning community is to provide a rich array of living and learning opportunities for student-residents so they may think and act locally and globally; learn from and contribute to the multiple communities in

which they are embedded; and cultivate the values and competencies of informed and enlightened global citizens who are prepared to lead productive and meaningful lives.

The program aims to prepare students to contribute meaningfully in ways that honor a diversity of cultures and worldviews. Subsequently, the curriculum and program activities are designed to expose students to a variety of disciplines, worldviews, mentoring, and leadership opportunities. Phi Beta Delta members will collaborate with faculty and staff to provide cultural programs and social events for residents as well as serve as mentor/leaders for students in the community. Our objectives in engaging through this process is twofold: one, we can interest those within the community to develop a strong interest in Phi Beta Delta and its mission on campus; and two, we can provide collaborative, cultural immersion experiences for all involved.

The presentation will focus on aspects of curriculum development and how cultural activities and didactic materials are infused into course work and experiences for PBD members and residents. Further, we will discuss the collaboration taking place across faculty disciplines as well as the divisions of academic and student affairs.

TITLE: *The Study Abroad Reunion Concept: Education and Inspiration*

PAPER PRESENTERS/AUTHORS:

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ABSTRACT:

Creativity and collaboration are key to growth and sustainability of any organization. The organization in question is the local chapter of Phi Beta Delta at Columbus State University (CSU) in conjunction with the overall study abroad community. This community entails groups that have experienced study abroad, those who may do so in the near future and, of course, the faculty and staff that make the programs happen. The "Study Abroad Reunion" is a CSU PBD chapter creation. The event, started in fall 2007, takes place once a year and allows participants (students, faculty) in study abroad programs of the prior 12 months showcase their experiences and learning. The reunion itself brings together participants and others to view slide show presentations created by the study abroad groups.

This opportunity can allow those present to become more engaged as members of the community of international learners. The basic objective is to educate and inspire. The presentations bring to light the realities faced by the different student groups and the different challenges faced during the programs. The reunion endeavors to be a central event around which members of the community of international learners share ideas and experiences, collaborate on best practices, and inspire those who have not yet studied abroad to do so in the near future. This endeavor can achieve several of the PBD goals of recognizing scholarly achievement for those in study abroad, developing international programming, and providing a network for those involved in international activities.

TITLE: *Improving Students' Emotional Skills to Break Stereotypes in Cross-Cultural Communication: A Longitudinal Videoconferencing Project **

PAPER PRESENTERS/AUTHORS:

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ABSTRACT:

Learning about cross-cultural communication by just gaining knowledge about the common customs, beliefs, and values of other cultures may be insufficient, and sometimes even misleading, considering the intricate nature of cross-cultural interactions in business life. Osland and Bird (2000), for instance, have discussed the potential risks of "sophisticated stereotyping" in intercultural communication, a situation in which people make inferences about someone from another culture based on their preexisting academic knowledge about this culture. They have argued that the business education curriculum tends to gloss over the variations and nuances that exist in different cultures, resulting in a rather stereotypical view of these cultures.

One effective way to help students break cultural stereotypes would be to improve their emotional skills, i.e., their ability to understand their own and other people's emotions, and to take these emotions into account when interacting with different cultures. However, the existing methods in business education curriculum have mostly focused on expanding students' *knowledge about other cultures* and paid relatively less attention to developing their *emotional skills in cross-cultural interactions*.

In this study, we have attempted to fill this gap by designing a longitudinal cross-cultural videoconferencing teaching module that brings emotional awareness more centrally into the teaching of cross-cultural business communication, and empirically evaluating the effectiveness of this module based on the data collected from the participant students. To this end, we have initiated a collaboration between the business schools of a Hungarian university in Budapest and an American university in Northern California, by utilizing videoconferencing technology.

The preliminary results of the study suggest that the dynamics that emerged among the students who participated in videoconferencing sessions provoked a wide-range of emotions. Students have gained insights about cross-cultural communication as they reflected on why they felt these emotions. * This study has been supported by the ACE Grant (International Curriculum Innovation Award) and the PEA Grant (Pedagogy Enhancement Award) at the CSUS.

TITLE: *Creating an International Community of Learners: The Development of a Global Program*

PAPER PRESENTERS/AUTHORS:

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ABSTRACT:

As universities seek increased global opportunities for their students, faculty and administrators have begun to design new internationally located degree granting programs. At the University of Michigan-Flint, Education Department faculty members have developed a 15-month Global Master of Arts program in the area of Educational Technology. Located in Geneva Switzerland during two summer residencies, with additional online collaborative work occurring during the academic year, students are offered the opportunity to work with partner organizations from around the world. Through these professional partnerships, university Masters students work with various non-governmental organizations to develop interactive Hypermedia websites that highlight important world topics. Each student uses audio, video, and written dialogue to capture the essence of their project. While project topics vary in nature from one another, each project requires students to use advanced critical thinking skills as they refine their work to meet professional expectations. This paper examines program development, implementation, and findings from the first UMF Masters' level Educational Technology Global Program, describes the important work that students developed, and offers insight into the challenges and opportunities of internationalizing university level programs of study.

TITLE: *Globalization and Literacy Practices in the Bangladeshi Context: Challenges and Opportunities*

PAPER PRESENTERS/AUTHORS:

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ABSTRACT:

Globalization is impacting societies in myriad ways, and we are compelled to better understand the language and literacy practices of those who share and interact with us in our international community. This paper seeks to contribute to our understanding of the challenges and opportunities that exist within home, school, and community literacy practices in the context of Bangladesh.

Bangladesh is a developing nation with varied forms and functions of literacy expression. Even with a booming population exceeding 150 million people, still limited research is available concerning the complex literacy practices or instructional strategies in this sociocultural context. This paper focuses on research relating to the literacy practices and instructional strategies within the Bangladeshi context, both from the literature and our ethnographic work in the region, in order to address the challenges and opportunities for cooperation and collaboration in our international learning community.

The ethnographic study presented here is intended to add greater insight into the literacy practices as situated in Bangladesh, in the hopes of contributing to the development of more effectively delivered culturally-responsive literacy education (Au, 1980), both in Bangladesh and among Bangladeshi immigrants abroad. The focus of this paper is to synthesize research on literacy practices in Bangladesh, comparing and contrasting what is found in the literature with our discoveries and experiences first hand from our ethnographic study. One of the presenters is a native of Bangladesh, and both have studied literacy practices in the Bangladeshi context over the past five years through periods of participant observation in rural and urban home and school settings.

First we will briefly share contextual information about Bangladesh's educational and literacy progress, followed by a synthesis of published studies on Bangladesh's language and literacy instruction and practice. We will then describe our experiences observing in rural and urban homes and

the rituals and cultural significance of all these aspects. We further examine two schools of thought in regards to the cost of Akan funeral celebrations, using a secondary data. The analysis shows that though modern-day Akan funerals cost a lot, they continue to act as occasions for reaffirming love and respect for the deceased, social support and ties with the bereaved, sense of belonging and cultural performances' stimulation for Ghanaians, both at home and abroad. However, the overemphasis placed on the cost of funerals at the expense of the living is critically analyzed.

TITLE: *The Smallest Mouse Gets the Cheese*"—Young African and African American women dialogue on their changing societal roles

PAPER PRESENTERS/AUTHORS:

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ABSTRACT:

Incorporating the role of social and economic justice activist into one's major field of discipline has been a tradition for students at many institutions of higher learning. This is especially true of current students and graduates of Bennett College for Women. The fact that students engage in international study has also been considered to be an important component in the development of a Bennett graduate who will use her social and economic justice skills for positive change as a member of the global community.

This paper explores how the student author (Ms. Dunn) used an opportunity for a summer study abroad program in her major (Journalism and Media Studies) to deepen her interdisciplinary global studies about the roles of women in different African countries and cultures in relation to community building and urban development.

During the past two years, the two authors have developed a mentor-mentee relationship in order to facilitate the student's research interest in international community development. The faculty mentor conducted research on community development projects in Ghana, and other West African countries. Additionally, the student worked with international students, primarily from eastern and southern African countries on social and economic justice projects. The opportunity to travel and study to Ghana, South Africa and Tanzania was especially fortuitous for the student to experience first hand the challenges and opportunities that some young African women face in the early years of the 21st century. An important question that the authors sought to explore was how could young women of color cooperate and collaborate on the current and changing roles of women in Africa and the African Diaspora?

The authors examines some of the misperceptions held by young women of different cultures and explores how these misperceptions can be altered by interpersonal interactions and new and emerging authentic media forms.

NOTE: The student author, Ms. DeAndrea Dunn, was accepted into a media institute sponsored by the National Black Program Consortium's (NBPC) in collaboration with the Real Life Documentary Festival in Ghana, and the Zanzibar International Film Festival in Tanzania. After preliminary work in New York City, Ms. Dunn and other students traveled to three African countries from June through mid-July. She studied and traveled in Ghana, South African and Tanzania. This project allowed Ms. Dunn to continue her research on social and community development work initiated by women in international arenas.

TITLE: *The Other Side of the Streets of Gold (El Otro Lado de las Calles de Oro): A Case Study on the Ways Stage Migration has Affected Family Relationships Between Those Left Behind In Mexico and Their Relatives in the United States.*

PAPER PRESENTERS/AUTHORS:

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ABSTRACT:

This study examines the relationship between family members of those who remain in Mexico and their family members who have migrated to the United States in stages. The focus is upon primary family units that have been separated by stage migration, rather than those who have more distant relatives abroad in the United States. Using interviews with the migrants' families, books and articles, I have attempted to identify how life has changed for the migrants, and how the families judge the change to be, positive, negative or both.

Some research has been done on those who have migrated to the United States from Mexico however, research has just recently been done on the other side of the border. Stage migration from Mexico to the United States is increasing each year as economic difficulties in the Mexican economy force workers beyond Mexico's borders. Each year more families, especially women and children, remain behind in Mexico, learning to live a life

that causes them to go beyond standard societal norms. Because of the difficulties with legal migration to the U.S., and the costs associated with migration, stage migration is usually the only option available to those attempting to find work in the U.S.

Stage migration is defined by Pierrette Hondagneu-Sotelo in *Gender transitions: Mexican Experiences of Immigration*, as migration of a family over time with the members of that family migrating in part. She maintains that there are three kinds of migration 1) family stage migration, where the family migration occurs in stages, usually first with the husband, and then the wife, and finally the children, 2) independent migration, where a single person migrates independently without family members, and 3) family unit migration, where the entire family migrates together. The focus of this research is on the families (in Mexico) of those in number 1 above.*

* Massey, Douglas S. *Continuities in Transnational Migration: An Analysis of Nineteen Mexican Communities*. The American Journal of Sociology, Vol.99, No. 6. (May, 1994) p. 1499

TITLE: *Globalization and the Responsibility of the 'International University*

PAPER PRESENTERS/AUTHORS: Dr. Yannis Stivachtis

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ABSTRACT:

This paper will examine the impact of globalization on the academic world by focusing first on the economic context in which universities operate and the constraints that they face; second, on how market forces have impacted the way universities function; and third, how universities contribute to society's knowledge. The paper will argue that globalization should not at any cost mean homogenization. The paper will then discuss the various aspects of university internationalization, as well as the phenomenon of university internationalization itself by placing it into a historical context. It will suggest that internationalization or globalization is not a new phenomenon and that because of their very nature universities are national and international at the same time. Emphasis will be given to the four evident longer-run respects in which the international dimension of the university is visible, namely the composition of the student body and the faculty, the geographical sources of university finance and the university's location. Moreover, the paper will investigate the effects of the external political and cultural environment on the universities and their choices while it will provide a detailed discussion of a set of significant issues in international education, such as the importance of learning foreign languages, enriching university curriculum by adding new subjects and internationalizing the contents of those subjects as well as existing ones, the need to improve mass media performance by providing a better education for journalists, re-introducing 'area-studies', making the university a central and important actor in the definition of non-ethnocentric universal values, and the need for the university to produce students who can serve as human-diplomats.

TITLE: *Applying Intercultural Concepts to Academic Integrity*

PAPER PRESENTERS/AUTHORS:

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ABSTRACT:

This paper will add to the discussion on the challenges and opportunities for seeking greater cooperation and collaboration within our community of international learners. One such challenge relates to cross-cultural understanding. Thus, this paper draws from a chapter of the same name as this paper in *Pedagogy Not Policing: Positive Approaches to Academic Integrity at the University*, Ken Sagendorf, Tyra Twomey, & Holly White, Eds. Syracuse University Press, to be published in the December 2008. Discussions on academic integrity in books have provided explanations of theory, classroom policies, establishment and enforcement of policies, and practical issues. Treatment of intercultural aspects, specifically international students, is typically limited to one page with a short paragraph highlighting one case. In journals there are only a few more in depth articles that focus on the cross-cultural aspects of cheating and plagiarism. Other sources of information on academic integrity will be added to books and journals in order to explore cultural and behavioral issues related academic integrity as well as attitudes held by faculty and students. It will touch but not focus on specific countries or cultures at the risk of stereotyping or unfairly treating them. The paper will also review proposed axioms on the characteristics of academic integrity in the U.S. and around the world that were developed for the original publication.

TITLE: *Benefits from a Mandatory International Education Fee: Students Collaborating to Engender Study Abroad Opportunities***PAPER PRESENTERS/AUTHORS:**

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ABSTRACT:

A University is not a true Community of Scholars unless it includes international students and our native students have a study abroad experience. Yet, the sad fact is that most of our U.S. students do not study abroad. In an effort to remedy this situation, a student-initiated International Education Fee was established at Georgia State University, where students attend from 160 countries around the globe, and hundreds of our U.S. students now study abroad in dozens of countries. Interestingly, the *mandatory* international education fee was developed as a result of student reaction to the perceived unfairness of allocating the cost of implementing SEVIS (Homeland Security/federal database tracking international students in the U.S.) solely to our international students.

When administrators at Georgia State began discussing the need to charge international students a fee to cover the costs of implementing SEVIS, students who were not affected identified this possible cost to international students as being shortsighted. The International Education Fee thus was proposed by students so that all students would be charged and all students could potentially benefit from an unfunded mandate.

The Georgia State University International Education Fee has helped Georgia State become even more internationally focused and serve as a model for such fees at other University System of Georgia Institutions, where the fees will go into effect in fall 2008.

Participants in this session will learn the origins of this mandatory international education fee, how our students worked to implement the fee, and how the fee has performed in practice over the past four years. The presentation will also include a discussion of the criteria for awarding the fee, the administration of the fee, an overview of the countries in which our students have studied and a discussion of the benefits from the fee now that it has been in effect for four years.

The presentation will also cover the unique service component required of students who benefit from the fee after they return from their study abroad experience. Of interest will be the many ways in which students have provided the five hours of service (already totaling nearly 4,000 hours). This service has included peer mentoring, language instruction, and donating of student produced travel guidebooks. Institutions that wish to implement such a fee will also be able to use the template that will be presented to do so.

TITLE: *Collaboration in the Global Search for Quality in Higher Education: a Bi-National Study of Accreditation and Assessment***PAPER PRESENTERS/AUTHORS:**

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ABSTRACT:

Accreditation and assessment initiatives are emerging worldwide as important processes in the pursuit of quality in higher education. This study examines the assessment portion of the standards and policies of the U.S. regional accrediting agencies and the only similar Mexican agency, evaluates their relative strengths and weaknesses, and frames their relative successes in the experience gained in recent years.

Opinions of U.S. and Mexican experts are integrated into the study, together with a review of a sample of self-studies of institutions implementing assessment plans, and an extensive review of literature portraying the development of accreditation and assessment. The methodology was qualitative, and includes in depth semi-structured interviews with recognized experts in both countries; and a comparative comprehensive analysis of the standards and policies related to assessment. A model for comparison of the standards was constructed breaking the standards into four interrelated parts: what-to-do, the standards/criteria; how-to-do-it, the policies/guidelines; proof-of-doing, the documentation/evidence; and lack-of-compliance, the responses/sanctions. The results of this research have been shared with accreditors and universities in both Mexico and the United States.

TITLE: *Facing the Challenges That Impact Students' International Learning Experiences***PAPER PRESENTERS/AUTHORS:**

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ABSTRACT:

Throughout the world educators strive to create international learning opportunities for their students. Amidst the acclaim and endorsement for these valuable learning opportunities, there also exist real world challenges that impact students' experiences. Each student brings with them a very personalized set of knowledge, skills, and dispositions that impacts their learning. This set of values also influences the learning community in which a student is temporarily located. This community environment is comprised of peers, professional partners, local residents, and faculty members. As a result, the challenges and opportunities afforded each individual student take on new meaning when placed within the international learning environment. This paper examines specific challenges and opportunities afforded students situated in international contexts. Data is derived from four international trips across two different continents with three different student groups. Data sets include student involvement and correspondence with members of the learning community prior to travel and student, faculty, and international partner experiences during travel. Findings from this work offer attendees considerable reflection as we each approach future work. Discussion, feedback, and others' experiences are encouraged following the paper presentation.

TITLE: *Making Changes Together: Integrating Gender and Ethnicity into Ukrainian University Curriculum***PAPER PRESENTERS/AUTHORS:**

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ABSTRACT:

The process of globalization and democratic changes in Ukraine have led many Ukrainian universities to question whether they are adequately preparing students for the life and work in the global society. Gender roles and ethnicity undergo significant change in the developing country as the society becomes involved into comparing its traditional culture and westernized one. People are often torn by cultural dissonance caused by the tension between their own and a new way of life.

Classrooms in academies are becoming more culturally diverse, and teachers question how the politics of global economic, political, and sociocultural domination can be reproduced in educational institutions. The study of gender has called attention to the inadequacy of disciplinary knowledge for analyzing the experience and status of women. Similarly, nations and regions in the age of globalization look for forms of knowledge that must be regionally located and at the same time incorporating an understanding of the global processes that affect local lives. This knowledge transformation is quite evident in the realms of cultural, historical, and literary studies.

The study of women's writing contributes greatly to a broader understanding of the concept of gender and ethnicity. Gender category is inseparable from other categories of diversity such as ethnicity, race, religion which continue to be present in the works of contemporary writers like Sylvia Plath, Marge Piercy, Gloria Naylor. Minority women have found a political voice in literature, and their writing is a site showing the double oppression of sexism and racism. Maya Angelou, Gloria Naylor, Leslie Marmon Silko, Maxine Hong Kingston, Amy Tan, and Louise Erdrich show both domestic and racial oppression, documenting the world of pain and triumph. The use of materials on gender and ethnicity broadens the outlook of students within what Mary Louise Pratt (1992, 4) calls "contact zones", those "social spaces where cultures meet, clash, and grapple with each other, often in highly asymmetrical relations of domination and subordination".

We will focus on our collaborative efforts of integrating gender and ethnicity into Ukrainian university curriculum through literary studies, an important contribution to the process of transformation in university education in Ukraine.

TITLE: *Global Media Coverage: How the Agendas of Middle-Eastern and American Students were shaped during the 2008 Presidential Campaign***PAPER PRESENTERS/AUTHORS:**

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ABSTRACT:

The U.S. presidential race of 2008 was definitive with respect to both Sen. Barack Obama and Sen. John McCain's policies and personas (Source: *WashingtonPost.com*). Their campaigns addressed a variety of issues of importance to global affairs. Given the U.S. incursion in Middle Eastern politics, the nominees' profiles and policies figured prominently in the coverage of both American and Arab news media (Source: *AlJazeera.net*, *Middle East Times.com*).

Understanding the differences between American and international news agendas may explain some of the intercultural influences that are a part of today's news reality. During the campaign, U.S. and international media covered the war on terror in Iraq and Afghanistan, along with crises in energy and the economy. This study compares and contrasts the agendas influencing young people's opinions in the Middle East and the United States in order to determine the extent to which issue coverage played a role with regard to candidate preference.

This multi-method, cross-cultural analysis administered two surveys conducted simultaneously in Qatar and the UAE in the Middle East; and Illinois and Louisiana in the United States. The surveys were supplemented with a content analysis. The study not only showed that the U.S. presidential elections stirred anticipation in both Americans and Middle Easterners but determined whether the salience of issues was controlling among both groups. In addition, it explores the phenomenon of homophily in order to understand how political and cultural identities affect the electoral decision-making process. What candidates did the young people of these two regions prefer and for what reasons; audiences in the U.S. and the Middle East were influenced by this important presidential race both personally and politically, and that forms the genesis of this study.

TITLE: *Fueling the Fire: A Rhetorical Analysis of English Al-Jazeera, CNN, and Fox News Websites' Stories about the Other Culture***PAPER PRESENTERS/AUTHORS:**

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ABSTRACT:

For a one month period in April 2007, website homepages were saved and archived for three major international TV news organizations – two from the U.S. and one from the Middle East. Pages from CNN, Fox News, and English Al-Jazeera were collected for analysis to determine how each of the sites portrayed stories about the other culture. Cultivation theory suggests that inaccuracy, bias, and over emphasis of certain information in stories may lead audiences to cultivate an inaccurate perception of the world around them – in this case of the other culture.

A qualitative content analysis will be performed focusing on stories, headlines, pictures and other material on these homepages that relate to the other culture – for the US sites that would be information about the Middle East and the Arab World. For Al-Jazeera that is stories about the U.S. and the West.

The approach to the analysis will be rhetorical criticism. Instead of just counting the occurrence of certain keywords, this study delves deeper into the rationale and meaning behind the information and persuasive content of the discourse, in order to offer a more comprehensive understanding of the content. By deconstructing beyond the superficial or obvious text, the motive and intent behind the text can be better understood for the audience.

The researchers believe that this qualitative content analysis utilizing the rhetorical criticism approach will aid in the understanding of how these

news organizations' websites may cultivate stereotypes about the West and the Middle East.

TITLE: *International Statistical Polls Assessing the USA Presidential Election: Polemic, Polluted, Polarizing, or Political*

PAPER PRESENTERS/AUTHORS:

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ABSTRACT:

The United States of America has just undergone one of the most historic elections of all time. There was a great deal of excitement leading up to the election and selection of Senator Barack Obama as the first African American President or Governor Sarah Palin as the first Republican female Vice-President. This enthusiasm was fueled by America's insatiable desire for systemic change. However, it was extremely difficult for the average citizen to know which candidate was leading nationally, regionally, and locally based on the variegated results from "reliable" pollsters. On any given day, Senator Obama could lead by 11 points in one poll and Senator John McCain could lead by 2 points in another. The election season was incredibly long and it was a hard, arduous fight between the two nominees of the Democratic and Republican parties. Supporters from both campaigns could arguably have sited results from their selected poll to demonstrate the public support for their candidate.

This paper will explore the similarities and differences of several of the major international polls used throughout the 2008 United States presidential campaign and provide an in-depth discussion about why each poll yielded different results. Analyses will include a summary of the questions asked, the sample size, the power of the sample size, the "margin of error" calculations, the validity of the sample, and a summary of how results were analyzed. Additionally, the presentation will talk about the strengths and potential limitations of telephone polling given that a significant number of people (especially younger participants) don't have both land lines phone and cell phones, but cell phones only. If pollsters are unable to obtain access to these potentially new, younger voters, results by design can be flawed and skewed. Lastly, this paper will explore the attitudes and perceptions of the United States presidential candidates from outside of the United States and how consistent or dissimilar the polling data were throughout the campaign.

TITLE: *Service Learning as a Way to Promote Intercultural Understanding*

PAPER PRESENTERS/AUTHORS:

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ABSTRACT:

During Wright State University's Winter Intersession 2007, the lead author taught honors students a condensed four week sustainability course with a service learning component. Students in this interdisciplinary general education course hailed from Engineering, Liberal Arts, Nursing, and Science & Mathematics. In addition to attending lectures and reading texts, students researched economic, social and environmental issues relating New Orleans in the aftermath of Hurricane Katrina and then shared their insights in class.

The service learning component then took us to New Orleans' hard hit Lower Ninth Ward. Following a first day city tour, we worked for four days installing attic insulation. Early evenings were spent either in group reflection or engaging in enrichment activities.

Property owners were present during our work and students were encouraged to engage them in conversation. The evening programs provided additional opportunity to strengthen their understanding of the issues. The cumulative experience forced all of us to think critically about what we had learned.

Students came away from the trip transformed. Not only did they perform good work, they also gained an appreciation of the unique culture and circumstances of the people they served. Residents also benefited both tangibly through the improvements made to their homes and intangibly through their awareness of the empathy our students had for their plight.

No trip just happens and collaborations abounded. We worked with various groups to arrange our food and lodging, our service activity, project locations, and evening activities. These collaborations all reinforced in students the importance of teamwork.

This service learning trip has implications for other areas of the world where communities are isolated whether by natural disasters, racial or ethnic diversity or poverty. In such cases where crisis creates desperate needs, engagement can promote shared understanding and benefit. Service learning can provide a structure for that engagement.

TITLE: *"They are all Whores": Negotiation of the Female Identity in Telenovelas and Series***PAPER PRESENTERS/AUTHORS:**

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ABSTRACT:

As globalization brings faster and fresher messages to audiences around the world, innovative means and models for the consumption of said messages are co-created. New information defies tradition, and conflict starts taking place as culture seeks to remain static. This study is based on a number of studies that speak about *telenovelas* and the relationships that women establish with their characters. It is intended to understand choices and realities regarding the concept of femininity and the role of media in such issues. The main purpose is to understand how the concept of femininity is being negotiated in relation to the new female characters emerging in contemporary USA - based television shows. It seeks to provide insights for understanding contemporary definitions of femininity in light of global media, particularly with the increase of new female characters and women-centered entertainment. How women start defining themselves by the appropriation of foreign ideas is a further step to understanding how globalization affects the daily life of individuals and their constructions of reality. Research conducted on this issue is an opportunity to apply material and consumer culture studies to the consumption and circulation of ideas in the consumption chain. The way ideas are created, naturalized and recreated will bring valuable insights to further research on concepts like life-style, identity, hybridity and global culture. In relation to this, it gives an opportunity to study the creation and consumption of gender stereotypes not only among sexes but among different cultures.

TITLE: *Arts Collaboration as Community Builder Across the Disciplines: From Local to Global and Back Again***PAPER PRESENTERS/AUTHORS:**

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ABSTRACT:

The arts as an international means of communication and collaboration of teachers and students in the task of creating art are the vehicle for creating community and greater understanding across a multitude of divisions. For one month in the summer of 2008, I worked with a group of twenty-seven teachers from the Middle East and North Africa who were participants in a University of the Middle East Project institute on Collaborative Arts Initiatives. In this program the participants, who teach a wide range of subjects at the high school level, attended sessions in classroom techniques for bringing students of divergent backgrounds together through dialog, movement, theater, writing and art making. My role as faculty in the Institute and as a member of the hosting Roger Williams University's academic community was to introduce the teachers to communities of the local region. We toured traditional Portuguese gardens and met with the gardeners of Azorean heritage in our local town. We spoke with community builders working at an environmental organization about creating awareness of shared stewardship for the regional watershed and bay. We toured the university campus and talked about the importance in American academic communities of creating identity through secular ritual and symbol. We went to the historic sites of the indigenous Indian nations that today are a faint trace of those who once lived on this land. And we participated in an arts event in the town of Providence which has transformed the residential feeling to one of strongly knit community. Each of these experiences was intended to raise thoughts of the ways that, in their home countries, these teachers experience community. Discussions included the similarities and differences of priority and means that they know in their respective cultures. Finally, through a journaling assignment we talked about the value of dialog with self that leads to reflection and critical thinking about the experiences we have whether in our day to day life at home or in the collaborative community formed during the Institute.

TITLE: *Deconstructing Music History in the Classroom***PAPER PRESENTERS/AUTHORS:**

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ABSTRACT:

“Globalization entails a shift from two-dimensional Euclidian space with its centers and peripheries and sharp boundaries, to a multidimensional global space with unbounded, often discontinuous and interpenetrating sub-spaces, “ writes anthropologist Michael Kearney. Music has now become a global, multidimensional space, in which I, Russian-born musicologist, am passing my knowledge of music history to American Mid-Western liberal art students in Columbus, Ohio. When one’s expertise lies outside of music historiography, it is both tempting and fruitful to challenge traditional chronological method of discussing musical eras and styles in the two-semester music history sequence. Why not, instead of presenting music eras through reconstructing history brick-by-brick, build a multidirectional web of interrelationship between musical styles and aesthetics? Contemporary postmodern thinking provides the framework for such an approach in the concept of intertextuality.

The term “intertextuality” was first introduced by French semiotician Julia Kristeva in 1969. Since then, this fascinating approach has been expanded to all other arts, including music. I see intertextuality as a tool for de-centralization and de-peripherization of music history study. Thus, in this paper I contemplate teaching music history through intertextual links, using synchronic as opposed to the traditional diachronic method of discourse. Medieval polyphony and Pärt, Ockeghem and Ligeti, Handel and Schnittke, Chopin and Silvestrov, Bach and Brahms, Mahler and Berio, - are just a few of many possible synchronic pairs connected intertextually through direct quotations, indirect stylistic borrowing, and more subtle allusions to another composer’s technique and/or aesthetics. One of the important aspects of this method is the continuous presence of the contemporary music throughout the course. Using comparative analysis of Ives’ *The Unanswered Question* and Kurtág’s *The Answered Unanswered Question* I demonstrate how synchronic approach to teaching music history allows for better presentation and understanding of both commonalities and fundamental differences between musical eras, aesthetics, and styles.

This presentation introduces an alternative method of teaching a two-semester undergraduate music history survey course through intertextual links. I propose, instead of presenting material strictly chronologically, to build a multi-directional system of interrelationship between composers, compositions, styles, and aesthetics, regardless of their timeframe. I believe that this approach will allow for a better understanding of the concepts of music meaning, style, aesthetics, and connectedness in music history. Intertextual (synchronic) method of teaching may be applied equally effectively to the teaching in other disciplines, including art history, literature, philosophy, and religion.

TITLE: *The Music of Al Andalus! The Legend***PAPER PRESENTERS/AUTHORS:**

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ABSTRACT:

Al Andalus! The Legend is a multi-disciplinary original “dance epic” set in medieval Spain during the eight hundred years of Arabic reign in Andalusia. Through an artistic combination of music, dance, multi-lingual narration, and multi-media, this concert-length production depicts the vibrant exchange of knowledge and cultures, the advances in sciences, math, philosophy, and the arts, and the spirit of tolerance and cooperation among Muslims, Christians and Jews of the era.

This collaborative project was conceived and directed by Houston choreographer and Artistic Director Sara Draper and Music Director Sharon Joy. The music for this project was chosen from Arabic, Sephardic, North African, Medieval Northern Spanish, and contemporary sources, and includes additional music composed to reflect and synthesize the musical styles of the historical period. This paper presents an overview of the music of the Andalusian period (711-1492 C.E.), documents the compilation of the music for this unique integrated arts production, and describes the cooperative effort that culminated in performances in Houston, Texas and Natchitoches, Louisiana in August 2007.

Historical and descriptive research methods include consultation with living experts in Arabic, Sephardic, Spanish, and contemporary music and collaboration with multi-ethnic performers on authentic folk instruments. Insight into the composition process of new music and choreography informed by historical and cultural styles provides examples of intercultural creative instruction. The artistic cooperation between the musicians and dancers who created and performed the work is discussed as a model for intercultural and interdisciplinary arts projects. The *convivencia* of the Andalusian period and its rich cultural, scholarly, and scientific contributions to Western civilization are potent examples of the possible challenges,

opportunities, and rewards of cooperation within our contemporary global community.

TITLE: *The Yellow River Cantata and Concerto*

PAPER PRESENTERS/AUTHORS:

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ABSTRACT:

This lecture/demonstration will discuss how the poems of the famous *Yellow River Cantata* (1939) written by Chinese revolutionary Xian Xinghai are manifested musically in the resulting *Yellow River Concerto* (1969) composed by a committee of Chinese composers.

The original poems for the cantata were written after the author had crossed the Yellow River at Hukou where it narrows to form a spectacular waterfall. The falls is considered the origin of Chinese civilization, and its beauty and strength inspired Xian to compose music that reflected the firm and unyielding spirit of the Chinese people. After the poems were set to music, the cantata was soon heard throughout China as a call to resistance against the Japanese invaders of World War II.

Thirty years after the birth of the *Yellow River Cantata*, a group of Chinese composers, led by pianist Yin Chengzong, endeavored to transform this vocal work into a piano concerto. I will explore how the poems of the cantata are musically reflected in the piano concerto and how both might have influenced a Chinese perspective.

