

*Proceedings of
Phi Beta Delta*

Michael Smithee, Editor

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Editor's Comments:

This edition of *Proceedings of Phi Beta Delta* has been a long time in coming. But, I think you will appreciate these papers. Four of the papers come from presentations at the Phi Beta Delta annual conference in Philadelphia, April 2010. Two come from presentations in other venues.

This first paper in this volume is an intriguing one. Too often we have little or no deep information on the role of various media in how cross-cultural perceptions are formed. Although in this study the term media is used in a limited sense, its effect is powerful. And too, academic sources of information are usually written descriptions. However, in this case we are invited to engage perceptions through drawings by a set of female Iranian high school students, interpreted by the students, whose comments and viewpoints are put into context by the teacher. Since the teacher is a female, she is not allowed to teach males at the high school level. I will let the reader ponder on this. The drawings demonstrate the views of these students about the United States. In whatever way you assess the validity, nature, or truth of published works, these drawings were made in a context that is difficult for an American to grasp. You are invited to put your biases on hold until you have read the entire paper.

In the second paper, Dr. Yuriy Kondratenko of the Black Sea State University, Ukraine outlines the issues that confront Ukrainian institutions. He concludes that the solution is in collaborating with other institutions. This concept in this context lends itself toward considering the effects of the Bologna Agreement of the European nations. This idea is also explored in the fourth paper by Kimberley Daly, doctoral candidate at George Mason University. She looks at how the ideas of Bologna Agreement might be implemented in the United States. The complexity of the Bologna Accords is clear and these ideas have become well read by international educators around the world. The process of implementation of such accords depends on the contexts of each country. Both Ukraine and the U.S. struggle with the implications of these Accords.

Dr. Sharman Siebenthal-Adams provides the reader with guidelines for study abroad. But, it is more important than that. These guidelines, if followed, will help the institution avoid personal crises of students, and as importantly, the legal implications of those crises. The international educational practitioner needs such guidelines to manage the complexities of preparing students, faculty, staff, and the institution for each sojourn abroad the institution is responsible for. Such responsibility is fraught with legal, ethical, social, and academic issues.

On the other side of the coin, Dr. Elane Granger assembled student members of Phi Beta Delta for a presentation at the Conference. These students have been active in the Syracuse University's Alpha Sigma Chapter. They speak of their experiences and the value of engaging in the activities of which they speak. One student had even returned home and wrote of the positive and negative aspects of having returned home to implement ideas gained in the United States.

Finally, Dr. Edward Khiwa, in his speech at the University of Arizona, talks of the imperative for instilling a global perspective in our students that goes beyond Twitter and Facebook. He talks of career preparation, mobility, and adaptation; and posits that this requires serious strategic planning that will result in faculty moving the administration toward support for an internationalization framework for the institution's curriculum. This is not a separate field of study, rather it is a process of infusing the traditional curricular elements with their relationship to the rest of the world.

The Visual and Artistic Rhetoric of Americans and Iranians of Each Other Impacted by Media

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Abstract

The paper seeks to answer the question of how do teenagers from different cultures perceive the other culture in their visual and artistic representation of the other? Studies of cross-cultural perceptions of Americans and Iranians are reviewed. The method of obtaining the drawings of the teenagers in the United States and in Iran is described, selected drawings of the students are shown, and the rhetorical interpretations are provided and discussed in a dialogue between the two authors. The drawings of both cultural groups are more negative than positive of the other culture, suggesting the influence of the media and/or their understanding of history on the students. The American drawings are characterized more by their individualistic orientation culturally and the Iranian drawings are characterized more by their collectivistic orientation culturally. The dialogue between the two authors about the rhetorical interpretations of their students is a unique characteristic of the paper.

[Author's Note: This is a revision of a paper presented at the Phi Beta Delta Annual Conference, April ion 2010, Philadelphia, Pennsylvania.]

The Visual and Artistic Rhetoric of Americans and Iranians of Each Other Impacted by Media

Introduction

This paper was inspired by a re-connecting after 30 years of separation from when the authors had been together in an Iranian women's college in Tehran. At that time, the first author was serving as president of Damavand College and the second author was a student in the college. That student has now become a teacher and challenges her high school students. The authors decided to collaborate in a study that compares cultural perceptions of each other by their students. This came about when the former teacher was inspired by a paper on Imagination¹ that his former student sent him. He then invited his former student to participate in this collaboration with him. The most significant dimension in this project is the teamwork accomplished and the resulting dialogue by the two current teachers from contrasting cultures whose governments have been

¹ Mansoureh Sharifzadeh. "Using imagination in teaching English as an international language" (paper presented by video at the conference of the International Association for Intercultural Communication Studies, Louisville, KY, November 2008).

hostile toward each other for these same 30 years. Being inspired to cooperate as colleagues at a mutually beneficial level is a hallmark of academic life.

The paper seeks to answer the question, “How do teenagers from different cultures perceive the other culture when they are invited to draw a picture of people who are considered foreigners to them?” The problem arose when the first author had been involved in an investigation of cross-cultural perceptions of Iranians and Americans. After the study of university students had been completed, (Shaghasemi & Heisey, 2009), the question was asked, “What would the perceptions be of people of other cultures if school children were asked to make drawings of people from another culture?”

Many studies have been conducted that seek to obtain the perceptions people have of their counterparts in another culture. Public opinion polls, interviews, questionnaires, and other types of investigation have been reported. We will briefly summarize three of them here.

The World Public Opinion Organization published a study (2007) that the Iranians had a forty-five percent favorable opinion of Americans and Americans had only a twenty-nine percent favorable view of Iranians.² Shaghasemi and Heisey³ reported a study (2009) of Iranian and American university students in which they found that university Iranian students were three times as positive in their perceptions about Americans as Americans were of Iranians, and both the positive and the negative perceptions were attributed to the mass media. Farnaz Namvar⁴ reported in her M.S. degree thesis (2008) completed at the University of Tehran that the Iranians have a more positive attitude toward Americans than Americans do toward Iranians in the sample she surveyed.

The Method Used

In the present study, the first author, along with a colleague, went to two different elementary schools in February of 2009 to discuss with students the concepts of relationships, identities, and perceptions. The students were asked about certain types of relationships, such as, what are siblings, what is a cousin, what is a great-grandmother, what is a niece, what is a cousin-once-removed, what is an uncle. Under the topic of identities, the students were asked to describe what a farmer is, a pharmacist, an historian, a chemist, a teacher, an immigrant, a foreigner. Under the topic of perceptions, the students were asked to describe something they have never seen, such as an angel, an alien, a Martian, or a person from a foreign country that they had never seen.

² World Public Opinion Organization. (2007). Public opinion in Iran and America on key international issues. www.worldpublicopinion.org/pipa/pdf/jan07/Iran_rpt.pdf.

³ Ehsan Shaghasemi and D. Ray Heisey, “The cross-cultural schemata of Iranian-American people toward each other: A qualitative approach,” *Intercultural Communication Studies* XVIII:1 (2009): 143-160.

⁴ Farnza A. Namvar (2008) “Studying intercultural relations between Iran and the US emphasizing Schema and Intercultural Sensitivity theories” (MA thesis, Department of Communications. University of Tehran).

The First School - American The purpose of the discussion of these concepts was to get them ready to be willing to draw a picture of a foreigner. What does a foreigner look like? They were given a blank piece of paper and they used pencils or colored pencils to draw of their choosing a person called a foreigner and give the drawing a title. These students were from a gifted class of fourth grade students in a public school in a small village in a rural community in a Midwestern state. The number of students who participated was 28.

The Second School - American. In a second school, in another small town near the first school in the same rural county, in a fifth grade social studies class, the same type of discussion took place as in the first school and two weeks later, but in this school the students were asked to choose another country foreign to them and draw a picture of a person from that foreign country that they chose. The number of students who participated in this assignment was 16. Then it was discovered that two of the students were from other countries. One from China and one from Senegal. The student from Senegal was especially talented in art. He was invited to draw a picture of an Iranian man, an Iranian woman, and a person from his own home country, Senegal.

The Third School - American. These drawings were then added to the drawings of the other students in this class. In a third school, again two weeks later, the same type discussion took place of relationships, identities, and perceptions. But a third question was asked that was different from the other two schools. This school was a co-op school for a group of home-schooled children ages 11 to 13. These students were asked to draw a picture of an Iranian. The reason given to them was that the author had lived in Iran for three years and would like to know what they perceive Iranian people to be like. The students were asked to count off in ones and twos and the ones were asked to draw a picture of an Iranian woman and the twos were asked to draw a picture of an Iranian man. There were thirteen students.

In all three schools, the students were asked to draw their picture in the time in front of them, approximately 15 to 20 minutes and the teachers collected the drawings when the students had finished.

The Fourth School - Iranian. In the fourth school in the city of Tehran, Iran, the students were older, ages 17 to 18 because they were the students of the second author. Since the rules of the school are they must do work in their class that pertains only to their curricular agenda, the students had to be asked to do their drawings at home and they had a week to draw their drawings and return them to their teacher. The students were asked to draw an American. Not everyone in the classes of 200 chose to draw but 14 drawings were returned and analyzed for the study. The teacher in this case asked the students to give their interpretations of what they had drawn of Americans since many of them involved action and behavior.

The Drawings by the Students

The drawings of the students presented here will be limited to school four in order to focus on the Iranian views of Americans and because the American students did not give permission to have their drawings published. We will instead describe the American drawings verbally.

Drawings by American students in school three

In the first drawing an international student draws an Iranian woman without any hijab (head scarf) or chador (full body covering except for the face). In another drawing, an American student perceives an Iranian man as a terrorist because he is holding a machine gun in one hand and a handgun in another. In two other drawings by American students, one perceives an Iranian woman wearing a full-body chador and another an Iranian man with a black beard, looking mean.

In another drawing an American student perceives an Iranian woman with a full-body chador. In another drawing the American student perceives an Iranian man acting as a terrorist holding a machine gun in one hand and a handgun in another, saying the words, "For Allah." Another drawing by an American shows the Iranian as a terrorist flying a plane to bomb Obama (identified in the drawing) and as a terrorist with a nuclear bomb ready to go to America. Another drawing shows a man holding a hand weapon standing beside a bomb. Still another drawing shows a man with a black beard. Another shows a woman in a full dress.

Another one shows a woman with her head fully covered except for her eyes, saying, "Allah." Another one shows a woman's head with long hair but no hijab or chador. A final one shows a man holding a gun in one hand pointed toward an American flag while he is standing with the other hand on a nuclear bomb, labeled as such. Five of the drawings show men with guns or weapons or bombs and three of the drawings show women with the full chador.

Drawings by Iranian students in school four

As it has been mentioned in the earlier part of this paper, 14 drawings were presented in school four,⁵ out of which 13 are chosen to be presented here. The drawings reflect the idea of the founder of the Islamic Republic of Iran towards the US that is believed to have "arrogance and desire for global hegemony."⁶ "During the rule of Mohammad Reza Shah, the influence and interference of the US increased in Iran, people were deprived of freedom and their religious beliefs were not respected. On the other hand, Mohammad Reza Shah's tyranny would stop people from being critical."⁷ "Before the revolution, the United States was Iran's foremost economic and military partner."⁸

During the past three decades, there has been a poor relationship between the US and Iran due to a number of reasons which have a strong root in the policy of both countries. Media play a fundamental role in characterizing the minds of the Iranian people by conveying the notions that the Islamic Republic of Iran is concerned about. For the youngsters the textbooks are the most effective means to bring their idea into existence about the US. Spending 36 hours at school per week, studying the textbooks to be prepared for the midterm and final exams, reviewing the same lessons at home; give the students preferred information about the US.

⁵ Tohid High School and Pre-University Center- District 4- Tehran, Iran.

⁶ http://en.wikipedia.org/wiki/Iran_%E2%80%93_United_States_relations

⁷ Social Studies text book, Fifth Grade of Guidance School, (2010), 129.

⁸ http://en.wikipedia.org/wiki/Iran_%E2%80%93_United_States_relations

The themes of the following drawings have been derived mainly from the contents of the textbooks. Some of the textbooks⁹ talk implicitly about such items as the US activities before and after the Islamic Revolution, Palestinians, and the Iran-Iraq war. Some other textbooks¹⁰ give unambiguous information about her activities in the world in detail.

The main idea of the textbooks is derived from, “The Muslims must use the power of the Islamic Republic of Iran for crushing the teeth of this domineering government [The USA] in its mouth and observe the flower of freedom, Tohid (oneness of God) and Imamah (leadership) that will blossom out in the realm of the Messenger of God”¹¹ which creates a collectivistic orientation culturally. “They [the textbooks] depict the USA and the West as the enemy.”¹² For example, quotes from two of the textbooks shed light on how the textbook media influence school students. While Imam Khomeini did not write for this purpose, his commentary has been adapted by Ayatollah Khamenie to give awareness to the school children about the enemies

“Now that Imam Khomeini is not among us, we must have a deeper perception of Imam’s thoughts and ideas to base the path of our future life on them. Imam Khomeini defeated the tyrant shah of Iran and brought victory to the Islamic revolution. We must defend the Islamic revolution with complete faith in God while maintaining our unity. Our enemies don’t like an improved Iran. We must be awake and alert to build our country with all our strengths to change it to a better place. Students are the future hope of this country. They must study hard to be useful for the future of the Islamic Republic of Iran.”¹³

Although Imam Khomeini’s doctrine about the superpowers, profiles the base of the textbooks, the second leader plays a significant role in continuing his ideology as well. The textbooks emphasize on the importance of Ayatollah Khomeini’s ideas in different customs. As a result, Imam Kohmeini is not the only leader mentioned in textbooks. Another book states,

⁹ Persian Literature textbook, Third Grade of Primary School, (2010), 133.

Social Studies textbooks of Third Grade of Primary School, (2010), 38.

Persian Literature, First Grade of Guidance School, (2010), 74.

Persian Literature, Second Grade of Guidance School – (2010), 91, 43.

Persian Literature, Third Grade of Guidance School- (2010), 15.

Islamic Culture and Religion of, Third Grade of Guidance School- (2010), 70.

¹⁰ Social study of the Fifth Grade of Primary School – (2010), 127-135.

Islamic Culture and Religious teaching – (2010), 65.

The History of Iran and The World – Third Grade of High School, (2010), 204 -270.

Contemporary History of Iran- Third Grade Of High School, (2010),135 – 232.

Social Science textbook for Pre-University Level (2010), 64- 127.

¹¹ Ayatollah Khomeini’s quote in, Islamic Culture and Theology textbook for the Second Grade of Guidance School, (2010), 65.

¹² <http://www.fas.org/irp/dni/osc/irantext.pdf>

¹³ Adapted from a speech by Ayatollah Khomeini in one of the Friday prayers, Sociology text book, third level of high school, 2010

Today, the Islamic Republic of Iran, under Ayatollah Khamenei's leadership, continues in the clear and glorious path of Imam Khomeini, and, the Iranian people, with their belief in God, continue to fight against the enemies of Islam as well. The Islamic Republic of Iran makes strides in developing and building the country each day and strengthens the hopes of the Muslims for deliverance from oppression and cruelty at the hands of oppressors. The greatest wish of all of us is that the Islamic Revolution joins the universal revolution of the 12th Imam and saves all the oppressed from the dominance and cruelty of the great powers.¹⁴

The text books are coated in a layer of religious, political and anti-US and Israel regimes. This concept can be observed in all of the humanity textbooks from the 1st grade of primary school to the pre-university level. Directly or indirectly, many related texts portray the US as an "oppressor, aggressor, demolisher, performer of the commands of the Zionist regime, cowboy, main terrorist, and in some cases a booster and mainly a very strong power with Satanic intentions."

The drawings were followed by receiving 140 responses to a questionnaire (see Appendix) from 14 Iranian students to examine students' perspectives associated with their ideas about the US in creating their images. The students' ideas which are derived from their responses are given in quotations that precede some statement from their textbooks to demonstrate the effectiveness of the textbook contents which can be assumed as the main media for the youngsters in this regard. The US has been demonstrated as a dominant and powerful enemy in all of the following drawings. "The Eyes" has been chosen as the first drawing, as it clearly conveys the idea of Ayatollah Khomeini who stated, "America is the Great Satan." The media, especially the textbooks, have had a deep influence on the mind of the drawer.

The following series of drawings with written descriptions will follow this sequence: (a) *Drawer's Expression* which is taken from their written comments about the drawing as well as the questionnaire the drawer completed; (b) *Textbook's Statements* which are indicative of the nature of the drawing and the thinking of the drawer; and (c) *Author/Teacher's Comments* which are included to clarify the Drawer's Expressions and the Textbook Statements.

One further note will be useful for the reader. All of the drawers are female. In Iran women are not legally permitted to teach the boys at the high school level.

¹⁴ The social teaching textbook for the fifth Grade (1389/2010), 134

Figure 1- The Eyes¹⁵

[Note] There are two eyes, one of them reflects the US activities and the other one the nature of the Muslim world. One is heavenly and the other one is satanic.

Drawer's Expression

The drawer states, "The left eye is a symbol of America that Indicates Satan [sheytan] which sheds the tears of oppression [zolm]. The flag of the US has found its identity as a result of her oppression and satanic actions. She is The Great Satan in the eyes of the people while having a long history of bloodshed and oppression. She is believed to be like this all over the world.

The right eye is a symbol of the oppressed Muslims that indicates God [Allah] while shedding the tears of freedom [Azady]. Kufiyaaspotting (Chafiyeh) [i.e. an originally Arabian cloth, similar to a scarf which is used by Islamic revolutionaries to show support for Palestine and resistance to westernization]¹⁶ has found its identity as a result of the righteousness and heavenly actions of the oppressed. The US is the **Great Satan.**"

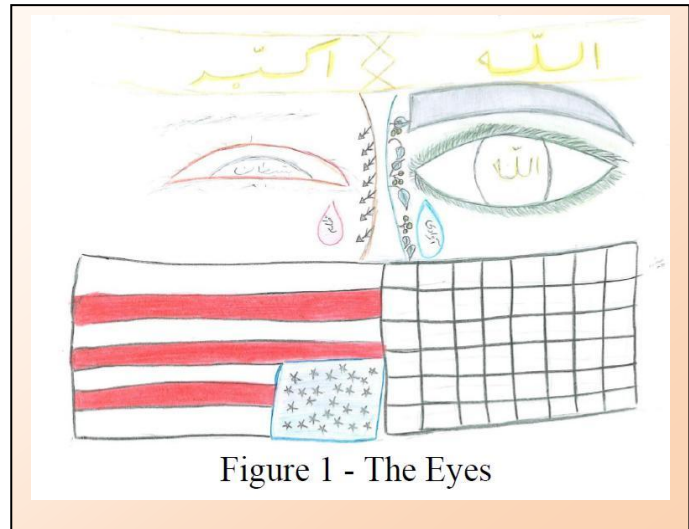


Figure 1 - The Eyes

Textbook's Statements

The textbook states, "In recent years, due to the US interventions in the Muslim countries, her indisputable support of Israel and her conflict with Palestinian groups and considering them as terrorists, a negative attitude has been expanded toward Americans."¹⁷

Author/Teacher Comments

In this drawing, good and evil have been compared with each other. Good, is shown with a beautiful, pure and Godly eye, whereas the evil has a narrow, satanic eye. The drawer explicitly expresses her negative attitude towards the US and has used all of her ability to illustrate the two poles in conflict with each other. It is noticeable that in her drawing the two poles are the US and the Islamic world, not Iran. As Ayatollah Khomeini stated, "We do not worship Iran, we worship Allah."¹⁸

¹⁵ Jamshidian. Fatemeh, (2009), Second Grade of High School, Science major

¹⁶ [HTTP://SWEDENBURG.BLOGSPOT.COM/2008/12/NEW-KUFYASPOTTING-RAPPERS-IN-IRAN.HTML](http://swedenburg.blogspot.com/2008/12/new-kufiyaspotting-rappers-in-iran.html)

¹⁷ Social Science text book for Pr-University (2010), 111.

¹⁸ Speech in Qom 1980, as quoted in *Nest of Spies : America's Journey to Disaster in Iran* (1989) by Amir Taheri, 269.

Figure 2 – Unity¹⁹

Drawer's Expression

The drawer explains, “The lips represent the US as a vampire. The hearts represent the countries of the world. The US and Israel are in black colour so the darkness of their nature can be conveyed. The blood of the oppressed nation is being sucked by the US. The bird of freedom which appears with a coverage of Kufiaspotting (Chafiyah)[A symbol for the Basij²⁰] is trying to attack America. The short stems represent the growth of freedom. They grow till the peace will be settled on the Earth. The US is a demolisher.”

Textbook's Statements

“After the victory of the revolution, Ayatollah Khomeini, issued an order for the establishment of the basij (paramilitary group) for the oppressed.”²¹

Author/Teacher Comments

In this drawing the drawer has tried to portray America as the one that eventually kills the oppressed nations with her cruelty and has efficient power in a gradual destruction. The only savior is the bird of freedom which is actually the Army of God that flies at a higher point and can demolish the oppressor. She seems to have a deep belief in the text.

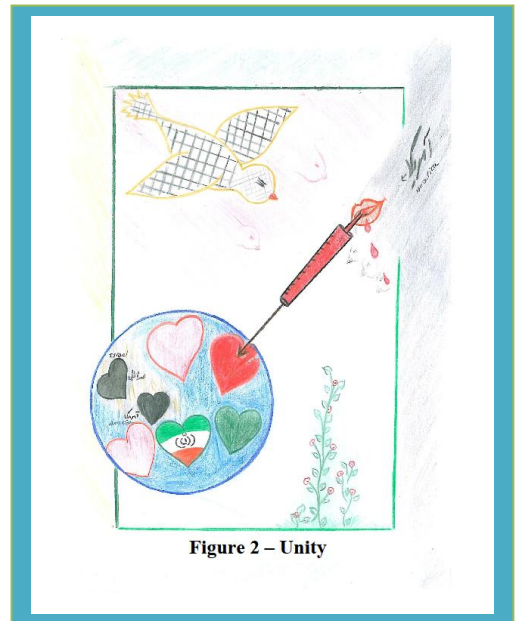


Figure 2 – Unity

Figure 3 – Rescue²²

Drawer's Expression

The drawer explains this drawing as, “The US is in a safe position. She is proposing to save the drowning person but has a saw ready to cut him up when she has him in the boat. The drowning person is a symbol of the oppressed nations and the saw is her solution. The US tortures the people of the world. She is an unreliable torturer.”

Textbook's Statements

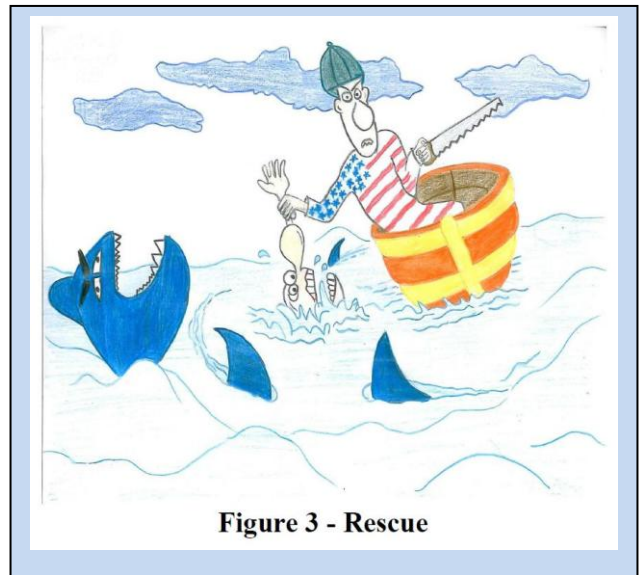


Figure 3 - Rescue

¹⁹ Jamshidi. Neda. (2009), Pre-university student, Humanity major

²⁰ [HTTP://SWEDENBURG.BLOGSPOT.COM/2008/12/NEW-KUFIYASPOTTING-RAPPERS-IN-IRAN.HTML](http://swedenburg.blogspot.com/2008/12/new-kufiyaspotting-rappers-in-iran.html)

²¹ Life and Religion textbook - First Grade (2010) , 60

²² Mehdi Toosi. Shima (2009), Pre-University- Humanity major

The drawer has been inspired by the text that states, “Here is a list of the US actions which followed the Revolution: Launching a coup after the revolution, encouraging chaos in several areas, frightening the neighbors of the probability of exporting the Islamic Revolution to other countries and finally, launching a war against Iran by Western neighbor (Iraq). The mentioned points are only some of the measures to limit Iran. Economic sanctions against Iran, blocking the assets of Iran in America and hundreds of other activities should be added to the mentioned list.”²³

Author/Teacher Comments

In this drawing the drawer has portrayed the US as a hard-hearted one who frankly commits criminal actions. The US is someone whose main intention is to quench her desire in revenge. She is in a high and safe position, while the victim is in the turbulent water and a hungry whale is in an ambush. The theme of this drawing is cruelty and arrogance. The drawing shows the depth of the student’s fear and hatred of the abundant US brutality.

Figure 4 – The Conference²⁴

Drawer's Expression

The drawer expresses herself like this, “*The orange background represents the conference table where some nations make decisions and observe the US activities. The Earth is in a water container. The US doesn't let any air get into the tank. The voice has no echo in the water, so no one can hear the torture of the nations. The flower represents the innocent nations of the world, especially the Palestinians. The bindweed which is a symbol of the Zionist regime goes around the stem to suck its emulsion and eventually kills it. So the US is an arrogant oppressor.*”

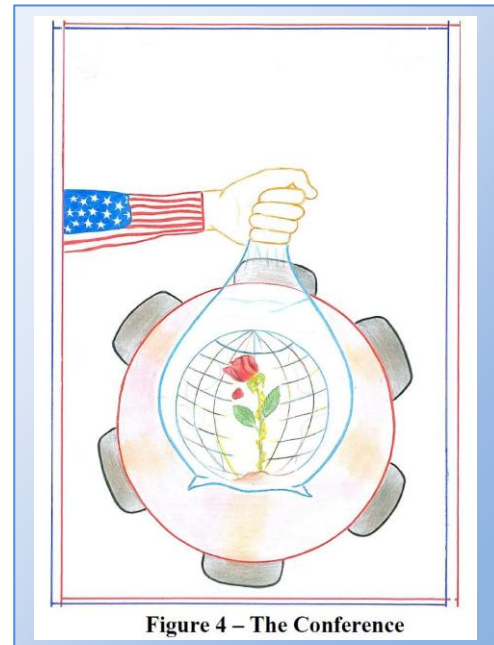


Figure 4 – The Conference

Textbook's Statements

The textbook states, “In recent years, due to the US interventions in Muslim countries, her indisputable support of Israel,”²⁵ So, the US is responsible for the demolition of the Palestinian kids too. “ ‘A Palestinian Teacher’ is a story in which Mohammad while being carried away by his 6-year-old brother, has his head smashed by an Israeli soldier’s gun.”²⁶ The story has had an influential effect on the mind of the drawer about the US.

Author/Teacher Comments

²³ Social Science Textbook for the Pre-University Level- (2010), 120

²⁴ Karimimanesh. Raziye (2009), Third Grade of High School- Math major

²⁵ Social Science Textbook for Pre-University (2010), 111

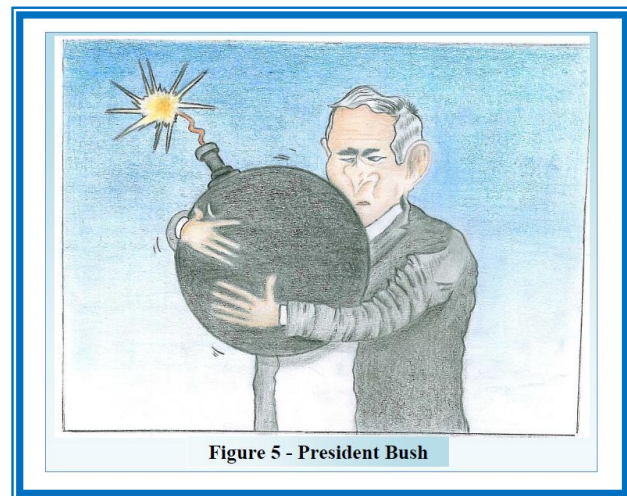
²⁶ A third grade reading literature textbook (2010), 133-134

The rose “Originally came from Persia.The Persian poet Sa’adi of Shiraz wrote of the rose garden as a garden of contemplation.”²⁷ The rose has always been admired because of symbolizing not only loveliness but also purity as well as innocence, peace and mystery, while having a very short life. The fragrance of rose is unique.

The rose demands nothing while revealing her beauty and fragrance generously, that’s why she seems to be oppressed. The rose is wordless and helpless. In this drawing the powerful hand of the US is pressing the opening of the tank vigorously. The rose can be a symbol of the innocent children who are being killed as a result of the US activities all over the world. The rose can be a symbol of Palestinian children who have been killed in Palestine and Gaza strip.

The 6 chairs which are at the conference table indicate the 5+1 countries, i.e. the United States, Britain, France, Russia, China and Germany. These countries are observing all of the performers of the US actions. It is necessary to mention that the whole world is in the hand of 5+1 countries so they are the cause of the demolition of their own countries, too.

Figure 5 – President Bush²⁸



Drawer's Expression

*The drawer states, “After Sep. 11, President Bush got very worried about terrorism so he decided to knock it down. To reach the goal, since then he has been preparing himself to threaten the world with creating wars in different Muslim countries as Iraq and Afghanistan. He is holding a giant bomb tightly enough not to lose control over it. He seems to be very worried because he might be attacked, without the bomb. Ordering a worldwide sanction against Iran’s uranium enrichment in 2008 has been as a result of his distress in this regard. So he is the **Main Terrorist.**”*

Textbook's Statements

A text explains, “The Explosion of the America World Trade Twin towers, has changed her strategy. She defines her national security strategy by the formation of anti-terrorism coalition.”²⁹

Author/Teacher Comments

The drawer has illustrated Bush as a desperate and helpless person who seems nervous because of a disaster which has happened beyond his expectation. Bush likes to have all of the explosions of the world under his own control to save his country from another political scandal.

²⁷ <http://www.authorsden.com/visit/viewArticle.asp?id=30708>

²⁸ Gharayee. Maliheh (2009), Pre-University, Math major

²⁹ Social Science Textbook for the Pre-University Level (2010), 104

Figure 6 – The International Broadcasting³⁰

Drawer's Expression

The drawer explains, “*The U.S. is bombing Iraq to get more oil and the man in the middle is the head of a media and is happy for the war progress because it makes his ratings higher while the anchor woman represents a U.S. or U.K. official who is taking advantages of the condition to increase her country wealth. The US is an opportunist.*”

Textbook's Statements

The textbook states, “For the US, holding the custody of superpower, establishing democracy in the Middle East, dominating the oil-rich regions in the Middle East and Asia, fighting terrorism and maintaining Israel's security are known as parts of the national security strategy. America is an industrial society. As a result, for the survival of her economy, she needs oil to have a strong presence in the world markets to continue its domination in the world as well as strengthening its military needs. Strengthening the military force depends on its industry. All these considerations have caused America to think about the domination of the largest reserves of the oil in the Persian Gulf and Central Asia and Caspian Sea.”³¹

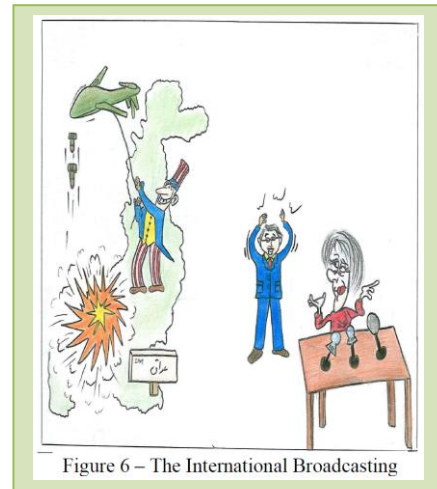


Figure 6 – The International Broadcasting

Author/Teacher Comments

The US looks decent and delightful. The US figure in blue with both arms raised above his head is actually playing with the weapons as well as the fate of the people in a distant country. He seems quite indifferent and has nothing in mind except for his own desires and benefits. The others are in support of his criminal actions. The US seems to be a performer of the commands.

Figure 7 – The Cowboy³²

Drawer's Expression

The drawer states, “*The U.S. is riding Iraq as its prisoner/slave/donkey, while expressing extreme happiness and satisfaction. The US officials take advantages of the conditions and ride nations to double their property and wealth boorishly. The US is an opportunist oppressor.*”



Figure 7 – The Cowboy

Textbook's Statements

³⁰ Rashidian. Fataneh (2009), Pre-University, Humanity major

³¹ Social Science textbook for the Pre-University (2010), 103

³² DaneshTabar. Haniyyeh, (2009), First Grade of High school

Related to this case, the textbooks states, “In 2004, the Secretary of the United States of America (*sic*) about the goals of the US said, ‘In 2004, the US should employ its military force to maintain its fundamental interests in the world and use it to grant freedom to the nations. As was done in Afghanistan and Iraq, United States government is trying to settle democratic governments in the Middle East. Our conflict will not be limited with our opponents in the Middle East. We will liberate the people of the world.’”³³ The drawer tries to prove that the US gives freedom, while controlling the people.

Author/Teacher Comments

In this drawing the US has been fashioned as a cowboy who understands nothing except for imposing force on the others to reach the goal. She assumes herself the best who has the right to any activity, including riding the nations. She pursues her goals under any condition to obtain her benefits and wishes. She has a domineering nature. She holds a weapon in one hand to frighten and threaten the nations and with the other one she controls others with her unlimited vigor. In this drawing the US seems to have an arrogant personality and tries to maintain her own will at any cost.

Figure 8 – The Outcome³⁴

Drawer's Expression

The drawer tries to symbolically fashion, “*The US attempts to wipe out and demolish the whole world with force to create better facilities for herself. So she has a dominant desire.*”

Textbook's Statements

The textbook states, “For example, the Republican and Democratic parties in the United States are in the hands of two groups of the wealthiest people in America who control the most extensive media apparatus for propaganda. By relying on their enormous wealth and potent propaganda, they attract people’s attention to their specific goals and gain their votes (usually with a low percentage of the total vote). For further information about this subject see Noam Chomsky’s world orders, Old and New.”³⁵

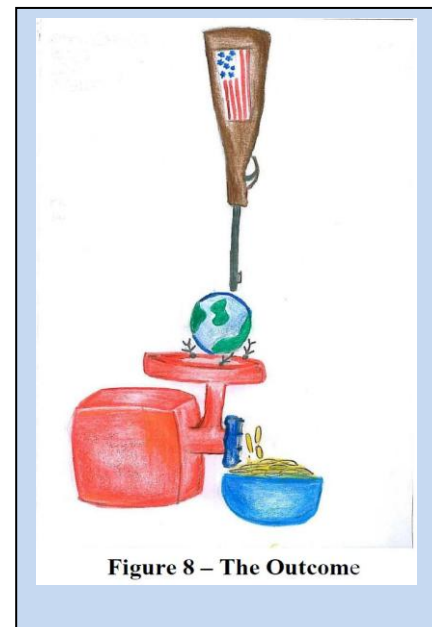


Figure 8 – The Outcome

Author/Teacher Comments

³³ - Social Science textbook for Pre- University (2010), 102

³⁴ The drawer doesn't give permission for publishing her name.

³⁵ Religion and Life Textbook, 3rd Grade High School Textbook (2010), 176

In this drawing the drawer tries to express her idea about the US's unlimited desire in saving wealth at any cost. To the drawer, America is a powerful and rich country that has obtained her assets by force and slaughter to have the globe under her own possession. By imposing pressure on others the US empowers herself. She employs the arsenal in forcing the world to do whatever she wants. In other words, America means a group of rich people who use power and weapons to rule over the world.

Figure 9 –The Rotation³⁶

Drawer's Expression

The drawer presents her idea symbolically as, “*The US intends to rule over the world according to her own standards. Her main intention is to rotate the world or to spin it on any direction that she thinks is right for it. She points her powerful forefinger to a certain direction of the world, to force everything to pursue her commands. So the US is an aggressor.*”



Figure 9 – The Rotation

Textbook's Statements

In this drawing the drawer has been inspired by this textbook statement, “For the US, preservation of dominance over others is important.”³⁷

Author/Teacher Comments

The drawer believes that the US imposes her idea on the people of the world and everything should be done according to her determination. The people of the world must carry out her commands.

Figure 10 – The Arabs³⁸

Drawer's Expression

The drawer explains her drawing, “*The US is taking advantage of the Vulgar Arabs and abuses them as objects in achieving her goals in the Middle East related to the oil. The US is an Opportunistic, exploitative colonialist.*”

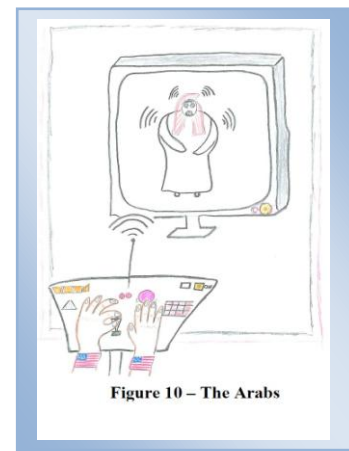


Figure 10 – The Arabs

Textbook's Statements

“Muslims must think about training, controlling, and correcting the leaders of some countries. They must use advice or warnings to wake them up from their expensive sleep which is killing them and the interests of the Islamic nation. They must not be unaware of the danger of the hypocrites and those who work for

³⁶ The drawer doesn't give permission for giving her name, Third Grade, Humanity major.

³⁷ Social Science textbook for Pre-University (2010), 103.

³⁸ Seraj. Narges, third Grade of High School, Math major, 2009

the arrogant powers of the world. They should not sit on the hands and watch the destruction of Islam and the usurpation of their capital, interests, and.....”³⁹

Author/Teacher Comments

The drawer tries to prove the concept that demonstrates the US government as a distant controller for those Arab officials that are at the service of the US whose main interest is their oil sources.

Figure 11- Trust⁴⁰

Drawer's Expression

Obama has successfully passed the finish line with his campaign, but the people seem to be skeptical. The drawer explains herself like this, “*Obama tried to get the trust of the people in 2009, but the people can't trust him because of the actions of the former leaders of the US. Some of the ordinary people are afraid of him and some are making fun of him.* The US leaders are **unreliable.**”

Textbook's Statements

“In 1976, Democrats won the US presidential election and Carter became president, Democrats were aware of the hatred of most of the people of the world towards the US and the regime. In order to bring more friendship and decreasing the Soviet influence.....the Carter administration chose ‘Defense of Human Rights’ as its slogan and asked dictatorial governments to reduce their violence to some extent.”⁴¹

Another textbook suggests, “Launching a coup after the revolution in 1979, encouraging chaos in several areas, frightening the neighbors of the possibility of exporting the Islamic Revolution to other countries and finally, launching a war against Iran by a Western neighbor (Iraq) were part of America’s behavior. These behaviors are only some of the measures to limit Iran. Economic sanctions against Iran, blocking of Iranian assets in America and hundreds of other activities should be added to the mentioned list.”⁴²

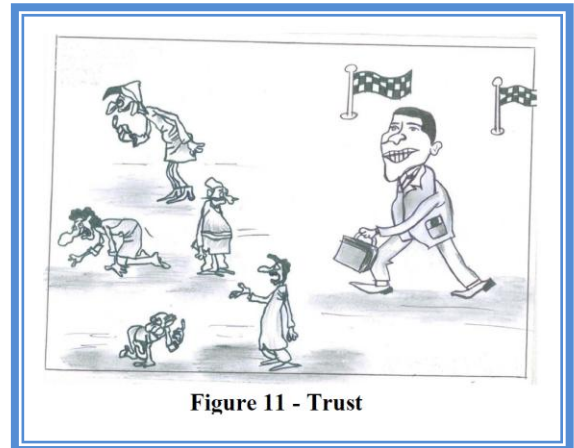


Figure 11 - Trust

Author/Teacher Comments

This drawing is based on the actions of the former US politicians who gained the trust of the people at the beginning of their election, whereas later on they went the same way that the former ones had gone to suit the needs of the US policy. So the drawer expresses her doubt about the Obama administration.

³⁹ Imam Khomeini, Sahifah Noor, V.20, (1987), 114

⁴⁰ Rashidian. Afsaneh (2009) Pre-University, Humanity Major

⁴¹ Contemporary History of Iran – Third Grade of High School – 173.

⁴² Social Science textbook for Pre-University, 2010, 120.

Figure 12 – Promotion⁴³

Drawer's Expression

The drawer expresses herself in this way, *“The US is a very powerful country that promotes the world and is trying to push the world to reach to the peak. The US is an improved, industrialized and powerful nation that is actually trying to create a better condition in the world. American activities are productive for the whole nations of the world.”*

Textbook's Statements

As in a previously cited textbook, the US is described as a powerful nation in different respects. It employs “its military force to maintain its fundamental interests in the world and use[s] it to grant freedom to the nations. As was done in Afghanistan and Iraq, United States government is trying to foster democratic governments in the Middle East and to liberate the people of the world.” In the above passage, the US is pictured as a country with strong military force, the one that can impose freedom to liberate the people of the world. These points create the image of a powerful country that can save the world and bring peace.

Author/Teacher Comments

The drawer has illustrated the US as a powerful country that can transport all the nations to the peak. The drawer thinks that the US is employing all her capabilities to enhance the world condition and create better facilities. The drawer is unique in expressing her idea about the US in this positive manner. Of course it is not surprising because the notion of power can be found in many parts of the textbooks about the US, although with a negative concept.

Figure 13 – The Conductor⁴⁴

Drawer's Expression

The drawer expresses herself as, *“Israel has occupied the whole globe. The green areas have dried and are barren. The head commander is Israel. America is the performer of an episode which is composed by Israel. America holds the two rifles which are a symbol of her cruelty, instead of sticks.”*

Textbook's Statements

In many texts, Israel has been mentioned as the one that acts deceptively and encourages the US to take action. The textbook states, “The territorial development is a long term goal for the Israeli Government, as a result it has constantly been at war and conflict with its neighbors and it has had

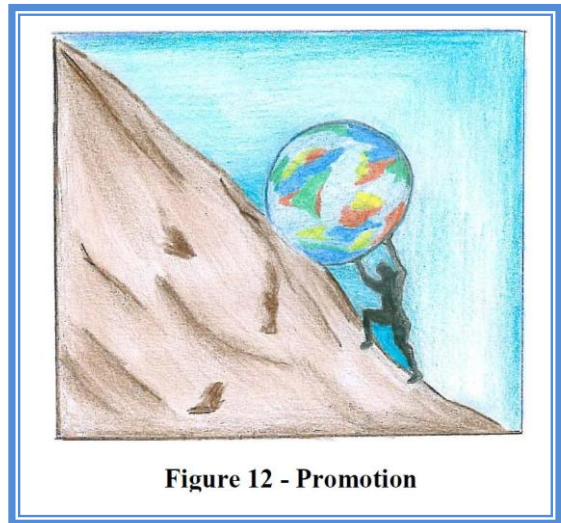


Figure 12 - Promotion

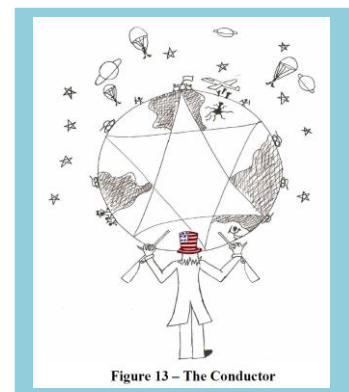


Figure 13 – The Conductor

⁴³ Ghanbari. Mona (2009), Pre-University, Humanity major

⁴⁴ The drawer doesn't give permission for mentioning her name.

a strong influence in the powerful government of the USA. It is a part of its strategy to prevent the Islamic nations to have access to the nuclear weapons.”⁴⁵

Author/Teacher Comments

As a result of the mentioned paragraph and other paragraphs of the texts, the drawer has been inspired to bring out her idea about the US activities like this.

Themes Portrayed in the Drawings

Themes of the American Students

The themes of the American students were constructed from the interpretation of the respective drawings. There were two major categories: the emphasis on physical appearance making the people look very different from Americans in a stereotype of Middle Easterners and the emphasis on making them look like dangerous terrorists. It should be emphasized, however, that the international students did not follow these two categories in their drawings.

(1) Physical Appearance—Iranians are pictured as being fully covered with the chador, wearing black beards, head turbans, or the hijab (head scarf)

(2). Terrorists—Iranians are pictured as being terrorists or individual men or women who are carrying weapons, guns, or building nuclear bombs or flying airplanes with nuclear bombs in them.

Themes of the Iranian Students

The themes of the Iranian students were constructed from the interpretation of the respective drawings coming from their titles or the descriptions given them by the artists.

(1) Humanitarian—Americans are pictured as a nation promoting or pushing the world up to be in a better position for all the nations of the world, as in “The Promotion.”

(2) Cultural--Americans are pictured as being afraid of their president or are making fun of him and the broadcasting industry is under the control of the nations of the world, as in “Obama” and “International broadcasting.”

(3) Political—Americans are pictured as being a vampire oppressing or torturing people of the world, as bombing or controlling other nations of the world, not allowing them to develop and be free to be themselves, as in the “Unity.”

Rhetorical Interpretations

There are four perceptions of the drawings of the American students.

(1) The students draw what they are exposed to in the media and from their parents. They haven’t seen these representations of Iranians in real life. They are from virtual reality. These representations are consistent with the research finding

⁴⁵ Social Science textbook for Pre-University (2010), 102.

of Schrag and Javidi that American media portray negative portrayal of Middle East cultures “that may encourage stereotypic attitudes and behaviors.”⁴⁶

(2) The students’ drawings are not photographs of Iranians, but are poetic expressions of their attitudes and emotions as they relate to their perceptions of Iranians. In this case, the Iranians are presented as stereotypes of Middle East women or terrorist men. As Ameli, et al have concluded from their research, “the media is one of the main factors that cause social discrimination” and “demonisation of the minority Other,” representing “negative stereotypes about Islam” and “Islamophobic discourses.”⁴⁷ Stereotypes of course can include inaccurate images.

(3) The drawings show the individualistic perceptions Americans have of Iranians. That is, the Iranian drawings are pictured as individuals in their appearance and in their behavior, not as a group or collective body representing the country from which they come.

(4) Exceptions to the stereotypical representations of Iranians were made by the two international students—one from China and one from Senegal. The drawings of these students did not include the traditional chador, black beard, and “terrorist” appearance that the other American students gave the Iranians. This may be attributed in part to the lesser impact of the American media in their lives, since they had come from other countries. As noted earlier, Schrag & Javidi (1995) found that American media influence western cultural mindsets, “making them prone to create negative perceptions of [Middle Eastern] cultures.”⁴⁸ The drawings of Iranians by the international students were not negative.

Perceptions of the Iranian student drawings was approached through a dialogue. To better arrive at the rhetorical interpretation of the Iranian students, the American and Iranian authors engaged in a dialogue about the results of their activity. Over the course of exchanging emails it became clear that the best approach for this paper was for the American author to put his commentary into three observations: (1) On the issue of perceptions of the USA, (2) on the issue of who is responsible for US behavior, and (3) on the issue of stereotyping.

To each of these observations the Iranian author responded, using comments from the student surveys as a basis for her remarks. Quoting an email between the authors, the Iranian author writes that “What I have included in my answers, just come from the students' perspectives.

⁴⁶ R. L. Schrag. and M. N. Javidi, “Through a glass darkly: American media images of Middle Eastern cultures and their potential impact on young children,” In *The U.S. media and the Middle East: Image and perception*, ed. Y. R. Kamalipour, (Westport, CT: Praeger, 1995), 212-221.

⁴⁷ S. R. Ameli et al, (2007). *The British media and Muslim representation: The ideology of demonisation*. (Wembley, UK: Islamic Human Rights Commission., 2007), 34.

⁴⁸ Schrag and Javidi, p. 214.

For me, America is the science and knowledge which leads the world to a better future. America is you and all of those who openly deal with the world.”⁴⁹

Observation One by the American author:

The drawings seem not to confirm the positive perceptions that the research cited earlier shows in the attitudes that Iranians have of Americans. Why not?

Response by the Iranian author:

Drawings appear to reflect negative attitudes that Iranians have of Americans due to a number of reasons among which the US war actions are highlighted and are widely broadcasted by different types of Iranian media.

After the collapse of the Pahlavi dynasty in 1979, the doctrine of the founder of the Islamic Republic of Iran, Ayatollah Khomeini, has deeply been ingrained in every aspect of the Iranian policy including the textbooks which make up the core of Iran’s school curriculum. Ayatollah Khomeini called the US as the “Great Satan.” Based on this, the students study the US actions in such textbooks as history, sociology, Persian literature, Islamic Culture and religion throughout different levels of elementary and high school education.

In the history textbooks the history of Iran is extensively clarified along with the US actions not only in Iran but also in other parts of the Middle East, as in Iraq, Afghanistan and Pakistan. For instance, one hundred pages of the history textbook of the 3rd level of high school have been written about the US and its actions.

TV and radio news, journals, films, Internet, music, recorded discs or tapes, video games as well as minor types of media like slogans on various occasions as Quds Day or the anniversary of the victory of the Revolution or even the walls of the streets covered in anti-American mural, all can have strong effects on the minds of the people, especially the young people.

For instance, in figures 14 and 15, the passers- by of this crowded area of Tehran can easily see outside walls of a 10 story building⁵⁰, which portrays the Islamic Republic of Iran’s perception about the US. On the right hand side wall of the building, the portrait of Ayatollah Khomeini that seems to be glancing at the American Cathedral, is quite noticeable. Under the picture, a sentence reads, ‘*Dear Imam,; we will never put down the flag that you have raised*’. The writing has been signed and marked by The Army of the Guardians of the Islamic Revolution.



Figure 14

⁴⁹ Sharifzadeh, M.. Email to D. R. Heisey, April 26, 2009.

⁵⁰ National Organization for Educational Testing (Tehran) which is a few steps far from the American Cathedral on Karimkhan Zand, 3 Km from center of Tehran.

In figure 15, On the left hand side wall of the same building⁵¹, the flag of the US has been portrayed. In the blue section of the flag, skulls have replaced the stars and the red strips are shooting rockets. 'DOWN WITH THE U.S.A.,' is quite evident. Under it, the Persian slogan 'Marg Bar Amrica' precedes a quote by Ayatollah Khamenei which reads, "We will never compromise with the US even for a second."

Different types of media portray the US government as the enemy of the Iranian nation. This might have led to Americaphobia too.

Observation Two by the American author:

The drawings seem to reflect, except in the cases of Bush and Obama, viewing Americans as a collective nation doing something, rather than as individual Americans.

Response by the Iranian author:

The Iranian students have never met any American in person, so they drew President Bush or Obama as official representatives of a nation, as the state TV station usually broadcasts the US officials as a symbol of the US government.

The students are concerned about the US wars in the Middle East. As a result, they went beyond, and represented the American activities in the world in a symbolic manner to convey their message collectively.

Observation Three by the American author:

The drawings would appear to show how the Iranian media reflect America in a stereotypical fashion.

Response by the Iranian author:

Yes, that's the truth, but it can be said that the role of media may be like that. In the history and sociology textbooks, America is portrayed as the main source of wars and discounter of human rights. In addition to that, whenever there is a war attack, all the international channels focus on broadcasting the war events and each day thousands of e-mails exchange different news. So the students' drawings primarily are not based on what they have seen in their media but are based on the international media, as well.

Conclusion

Intercultural communication efforts, such as this one, can in a small way initiate more positive attitudes toward others as we obtain more information and consider the perspectives of others. This actually happened at the interpersonal level when a dialogue off the record took place

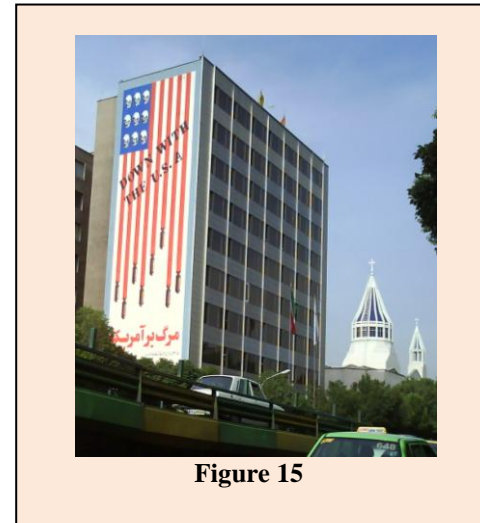


Figure 15

⁵¹ ibid

following the above printed dialogue. The Iranian author persuaded the American author to revise a paragraph at the conclusion in order to emphasize the common ground of friendship between the two cultures rather than the conflicting differences.

This approach is consonant with the words of the former Iranian President Seyed Mohammad Khatami who has argued for “dialogue among civilizations.”⁵² For example, President Khatami, in his interview in 1998 on CNN, emphasized the importance of each side understanding the long history of relations between the US and Iran.⁵³ Dialogue brings understanding. Even the current President Mahmoud Ahmadinejad has reached out to the US in an effort to improve relations. He sent open letters in 2006, first to President Bush⁵⁴ and then to the American people, hoping for genuine dialogue on issues of mutual concern. The new approach is consistent with the words of the current American President Barack Obama who wants to “turn the page with Iran”⁵⁵ and has asked for “open minds” and “open hearts” and the use of “fair-minded words” when people of different views communicate with one another on controversial topics.⁵⁶ The latter terms were in reference to a domestic controversy recently, but the same attitude is present for him in his foreign policy as well.

In conclusion, this paper has presented the visual rhetoric that American and Iranian school children have in their perceptions of each other's culture and nation. Through the drawings this paper elaborates on the political impact from the textbook and other media, the socialization process of growing up, along with that of the new technology of the Internet, and from their understanding of their history and of the history of the other culture, can influence how they view the other culture in personal behavior and in collective, national behavior. The drawings clearly show the impact of prejudice socialization in these adolescent young people. Since no one is immune from the influence of the media. Parents and peers receive information from such sources and become in turn influential in the drawers perceptions about other cultures. In this sense, they reflect what Rodriguez-Garcia and Wagner found in their study of how prejudice is learned. They conclude that “prejudiced attitudes in children are learned at home”⁵⁷ and that there is “a positive and significant correlation between parents’ and children’s ethnic prejudice.”⁵⁸

⁵² G. Tazmini, *Khatami’s Iran: The Islamic Republic and the turbulent path to reform* (London: Tauris Academic Studies, 2009), 1.

⁵³ D. Ray Heisey. (2000). “Global communication and human understanding, in *Communication and Global Society*, eds. Guo-Ming Chen and William J. Starosta (New York: Peter Lang., 2000), 203.

⁵⁴ Mahmoud Ahmadinejad, “Letter to President Bush.” See http://blog.washingtonpost.com/worldopinionroundup/2006/05/iran_letters_surprising_result_1.html

⁵⁵ Quoted in H. D. S. Greenway, “The nuclear cascade,” January 17, 2010. Khaleej Times Online. www.khaleejtimes.com. Retrieved March.23, 2010.

⁵⁶ Barack Obama, (2009) “Commencement speech at Notre Dame,” www.huffingtonpost.com, Retrieved March 23, 2010.

⁵⁷ Rodriguez-Garcia, Jose-Miguel and Ulrich Wagner, (2009). “Learning to be prejudiced: A test of unidirectional and bidirectional models of parent-offspring socialization,” *International Journal of Intercultural Relations* 33:6 (2009): 517.

⁵⁸ Rodriguez-Garcia and Wagner, 521.

The unique dialogue between the two authors from different cultures in the United States and in Iran at the end of the paper suggests that one's perspective on, or interpretation of, drawings must be positioned in an historical context that takes into consideration many and related events that are relevant to what one sees in a drawing. They can not be taken at face value. There are embedded attitudes involved. It is a cross-cultural collaboration.

Visual rhetoric, as is verbal rhetoric, is constructed from political and historical understandings of reality. This reality is seen more fully when it is interpreted by scholars who are from different cultural backgrounds. What seemed obvious to one interpreter was seen differently by another when America's history was brought into the discussion. The understanding of the drawings was made more complete by a cross-cultural dialogue. One is reminded of Kenneth Burke's well-known statement that "language is the dancing of an attitude."⁵⁹ This refers to visual language of school children as well as verbal language of adults.

⁵⁹ Kenneth Burke, *The Philosophy of Literary Form: Studies in Symbolic Action*. (Baton Rouge: Louisiana State University Press, 1941), 9.

Appendix: The Questionnaire

In the Name of God

Dear Student:

Age:

Gender:.....

You are kindly asked to fill out this questionnaire to contribute to a research project on “The Visual and Artistic Rhetoric of Americans and Iranians of Each Other Impacted by Media.”

What you are invited to do is to write down your most probable answers to the given questions related to your drawing.

- 1. What is your current image of America?

.....

Why have you described Americans in your drawing like this?

.....

.....

- 2. What was the most important factor that stimulated you to bring this kind of image of Americans in your drawing?

.....

What is the main source of your knowledge about Americans?

.....

- 3. What is the most significant phenomenon in our country which has the strongest impact in shaping your thought about Americans?

.....

How often do you watch or listen to the news on the TV or Radio?

.....

- 4. Do your textbooks include any subject about the US? If yes, which ones?

.....

5. Do you know any war veteran who has taken part in Iran 8 year war with Iraq? If yes, who?

.....

6. Do you give permission to publish your drawing? If so, sign here _____.

7. Do you want your name to be published with your drawing? Yes_____, No_____

(Please provide your additional comments in the space below.)

.....

Thanks for your time

Mansoureh Sharifzadeh

October 20, 2010

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The Role of Inter-University Consortia for Improving Higher Education Systems

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[Editor's Note: This paper was originally presented at the 2008 Phi Beta Delta Conference, April 16-19, 2008, Columbus, Ohio]

Ukraine is currently working on reforming its system of higher education. At the same time those of us directly involved in the reform process realize that Ukraine is woefully deficient in devising any system of genuine exchange programs, both within the country and abroad. I am interested in addressing specifically the need for institutional cooperation on the different levels (regional, interregional, national, and international) and on determining the most efficient means by which this could be achieved. The unification of the universities to academic consortia opens wide opportunities for interuniversity cooperation and collaboration.

This presentation deals with experience of U.S. higher education system and its correlation with mechanisms of regional inter-university cooperation in the framework of academic consortia.

Some historical aspects of academic consortia organization and successful examples of U.S. educational consortia are: (a) Inter-institutional cooperation between US universities began in 1925, (b) In the 1960's the movement for the creation of consortia was activated as the US government paid special attention and offered financial support for consortia activity, (c) Now there are more than 115 educational consortia in the USA, some of them consist of only private or state universities, but many consortia have a private-state structure, (d) The hierarchical organization of US consortia has five levels: International, All-American, Inter-State, State, and Regional, (e) The activities of such American consortia as Five Colleges (Massachusetts), San Francisco Consortium, Consortium of the Universities of the Washington Metropolitan Area and others are well known in the USA and in the world.

The main characteristics of academic consortia (from the integrated Bologna process point of view) are under discussion, in particular: a) voluntary, not the result of regulatory or statutory mandate; b) multi-institutional, not merely bilateral agreement; c) multi-functional, not single purpose; d) beneficiaries of long-term member support; and e) managed by a substantial professional staff team.

The perspectives of inter-institutional cooperation for improving higher education system in Ukraine is based on the U.S. experience which has dealt with such directions as: student exchange (cross-registration); faculty exchange; fostering collaboration among faculty, staff and students; sharing resources; expanding cultural opportunities; and developing curriculum.

Among discussed research directions are: new roles for consortia, modern specific criteria for consortium creating, new principles of cross-registration system, peculiarities of collaborative admissions and recruitment practices, economic development and financial structure of consortia, criteria for evaluation of effectiveness, consortia fundraising, director's role (leadership) to consortia effectiveness, and analysis of major problems and factors affecting inter-institutional agreements, institutional autonomy.

The Ukraine has some experience in creating academic consortia. Integrated processes between Ukrainian universities on the different levels began in the framework of modern education reform. As examples, on the national level Association of Ukrainian Universities was established. On the interregional level "NaUKMA – PMU" (National University of Kyiv Mohyla Academy - Petro Mohyla Black Sea State University) consortium is well known. In most Ukrainian regions a Councils of Rectors was created for organization of cooperation and collaboration between universities - for instance, the Council of Rectors of the Odessa region united 19 universities). The Regional Inter-Universities Centers in Dniprodzerzhinsk (since 1995) and in Mykolaiv (since 1996) are effective.

Nevertheless, the analysis of current situation in Ukrainian education shows that idea of inter-university cooperation has some difficulties and obstacles. These obstacles deal with the high level of centralization of Ukrainian education and low level of university autonomy. The absence of solidarity between university presidents struggles between the necessity for integration on one hand; and, on the other hand, the pressure to act contrary to the against academic union as they are afraid to lose their power. No doubt, the positive examples of efficient functioning academic consortia could radically improve the principles of group behavior in the sphere of inter-university cooperation.

Preparing for the Inevitable: Globalizing Institutional Programs of Study

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[Editor's Note: This paper was presented at the 2010 Phi Beta Delta Conference, April 8-9, 2010, Philadelphia, Pennsylvania]

Around the world, universities continue to increase offerings of available international programs of study. With these opportunities come challenges unique to each programs' international locale versus similar learning environments offered at the university's 'home' campus. As university members implement programs in overseas locations, certain precautions must be considered not only for the success of a program but also for practical reasons related to students, staff, faculty, and administrators' day-to-day lives. Specifically, these groups potentially face difficult circumstances that they may be unfamiliar with given their temporary surroundings, the socio-cultural and political climate in which they work, and international emergency procedures of their locale.

Introduction: Need for Globalized Programs

Evidence of the expansion of new globally located programs can be seen from large and small colleges and universities alike. Among some of the many reasons pushing educators to move forward with new programs, universities often see value in:

- Increased scholarly opportunities for students and faculty,
- Increased international institutional exposure,
- Increased Networking opportunities with International Partners, and
- Providing students with new geographical learning environments.

While students continue to seek new overseas learning opportunities and universities establish new programs in response to such need, unforeseen circumstances can and do arise in international programs of study. The following article identifies resources that play important roles in helping prepare higher education institutions for international programs of study. Based on findings across multiple countries and types of international based programs (both undergraduate and graduate studies), this article describes topics that are critical to educators' attempts to further globalize institutional programs. The following six categories describe some of the many important items to consider when internationalizing university programs of study: Resources, Preparations and Precautions, Documentation, Flaws in Preparedness, Organized Information & Effective Communication, and Assessment of Program Preparedness

I. Resources

With the creation of new programs, one of the first requirements for program development is an analysis of the resources needed to successfully run such programs. Administrators and faculty must also periodically assess resource needs throughout program development and following the establishment of new programs. Critical to this assessment is the examination of resources required to establish and maintain an overseas program off-site from the 'home' University Campus. Participants themselves offer the foundation of what is most important for programs (students and instructors). However, offering programs off-site at 'host' campuses also pose logistical considerations as institutions attempt to provide students with not only resources but also information related to their residencies at the 'host' location. The resources needed include, but are not limited to the following:

A. Technology Resources

Even though many students own portable laptop computers, access to the internet and instructional server space (and availability) still play a key role in offering programs at different locales. Educators must consider program participants' access to wireless internet and ability to construct and save large files. In particular, students and faculty need readily available server storage space for course projects and materials—and the ability to post information to these locations. While these ideas may sound simple in nature, they are often anything but easy. For example, many parts of the world don't have infrastructures that offer high speed wireless—this is true even in more developed countries. Oftentimes, available access is more commonly found at internet cafes, restaurants, and/or stores in the area rather than instructional facilities. Because of this, educators may want to consider hosting their own servers on site. In doing so, faculty often must hard wire routers into the existing infrastructure and run Ethernet cables in order to find solutions for improving access to technology.

For many international teaching locales, program faculty will want to give significant consideration for transporting or acquiring teaching equipment for overseas' sites that are underprepared for instruction. If 'host' infrastructures are lacking important resources it may additionally be wise to bring replacement equipment in case anything goes wrong with technological items used on a daily basis. As institutions assess equipment needs, faculty must ask themselves what resources are crucial to successfully offering programs? Moreover, what resources are difficult if not impossible to replace on short notice while overseas? Consider both 'what' resources you need but also 'how many resources you need.' Examine the following short list (and add your own), in thinking about daily program needs for effectively instructing students:

- Laptop(s)
- Server(s)
- Wireless Router(s)
- Digital camera(s)
- Digital Video camera(s)

- Digital recorder(s)
- Projector(s)
- Printer(s) (and appropriate sized paper)
- Flash Drive(s)
- Power strip(s) and cord(s)
- Adapter(s) and converter(s)
- Ethernet cable(s)

At first many of the items sound ‘optional,’ but upon closer examination most are necessary when overseas classrooms and faculty offices represent the ‘home’ university as a whole. In many programs students never actually set foot on the ‘home’ university campus and all work is done at an overseas ‘host’ location. Digital still and video cameras, along with digital recorders, often become important for capturing guest lectures, recording and documenting events, and conducting many course projects. Projectors, to transmit and enlarge course materials onto a wall or screen, are often used during daily instruction. Printers (and appropriate sized paper), are commonly needed to print off important documents—even in largely technology based programs. Flash drives, can transport large projects between computers literally by having students and faculty ‘walk’ between machines rather than waiting hours for sometimes slow internet response times. Additionally, power strips and cords are often necessary—as many countries have wall plug-ins that won’t allow numerous machines to ‘plug-in’ at the same time. Thus, as students and faculty arrive from different parts of the world, they are often in need of adapters and/or convertors for their own equipment to access electricity. Lastly, make sure that program staff are equipped with even small items such as Ethernet cords for servers, routers, and printers.

After many years of offering programs, and the rising cost to transport equipment from the United States (whether via airline baggage or shipping boxes months in advance), triage your own list of professional resources and consider what items you can purchase overseas. As you do this, also evaluate your available storage options if there are gaps in the residencies of your program - for instance programs that are offered throughout the academic year, but which have no students [and no classrooms or offices] during the summer; or summer programs, which need to store materials during the 9 month *off- season*.

B. Staff Resources

Availability of university staff resources on the ‘home’ campus is often an overlooked or underestimated category as administrators and faculty concentrate primarily on ‘who’ will physically be located on-site at the international location. However, if program participants need access to personnel and offices located at the ‘home’ institutions, there is much to take into consideration.

- ***Informational Technology Services (ITS) Staff***

Oftentimes, institutions schedule maintenance and upgrades of server space and websites at times that appear to be used less frequently by students and faculty living in

proximity to the home institution. However, scheduled ‘home’ university maintenance doesn’t always take into consideration programs operating in different time zones and geographic locations. Make sure that ITS offices on the ‘home’ campus are aware of your program—don’t assume that everyone on campus knows about your program, let alone the specific times and dates in which you are operating in another country.

- ***University Student Services***

Similar to student and faculty access to ITS resources, make sure to coordinate with other ‘home’ university offices to plan for their limited availability if you are offering a program in a different time zone. For instance, depending on where you are located, you may only have an hour or two in the morning or late afternoon in which the ‘home’ university office is open during your ‘host’ country’s business hours. Such offices include but aren’t limited to:

- Registrar
- Student Accounts
- Financial Aide
- Department Chair at the ‘Home’ Campus
- School/College Dean at the ‘Home’ Campus
- Staff advisors and/or Graduation Auditors (if you have a degree granting program rather than just a short term study abroad program)

II. Preparations and Precautions

The above items largely address logistical topics related to resources and access to resources, yet considerable additional preparations and precautions are important in supporting students and faculty who will be located abroad. In particular, consider especially the background and preparedness of students traveling in the program. Take into account what questions they might have about the following topics:

- Culture and/or background of the ‘host’ country
- Informational Guides tailored to their travel needs
- Residential Housing
- Program of Study
- Appropriate Clothing
- Food
- Money/Exchange/Banking
- Religion
- Politics
- Economy
- Passports, Travel visas, and other travel paperwork
- Immunizations and Vaccinations
- Access to Medical facilities and pharmacies

As you examine the above categories, keep in mind that most students will be placed in an unfamiliar environment at your ‘host’ location’s site. Further, the amount of time individuals spend in their new locale is less than that previously spent within their home environment. As a result, their understanding of cultural practices will be different than that of people around them in their new country. ‘Norms’ that have been embedded in students over the course of their childhood and adult lives do not necessarily translate across borders. Political, religious, and cultural climates are often very different than what students (and sometimes faculty) have experienced at their ‘home’ institutions. Not only do educators need to help transition and educate their students about the practices of their ‘host’ environment, but they also must consider the backgrounds of each of their students. Oftentimes students within the same program are from different countries, states, cities, familial backgrounds, political perspectives, cultural understandings, and the list goes on. These students are often collectively attending courses and living within the same housing establishments, eating meals together, traveling on excursions, etc. It is important to educate students in very holistic ways that takes into consideration all participants. Ask yourself (and your students) whether they know how to respond to scenarios that are localized to your environ. Begin at the basics, do students have an understanding about emergency procedures and basics such as the equivalent of the United States ‘911’ emergency phone line. Make sure students know what to do in the event that they face medical or personal emergencies. Further, students can directly or inadvertently be part of or witness altercations or emergencies in the community, make sure students know where key supports (hospitals, police, embassies, etc.) are located and how those groups can be contacted.

III. Documentation

The design and careful preparation of important personal and program documents can help institutions prepare themselves for potential emergencies that may occur while students and faculty are in residence at the ‘host’ program site. When possible, attempt to collect this information as early as possible in your program. Specifically, assign a due date for the submission of these documents in far in advance of student and faculty travel dates. Make sure that both ‘host’ and ‘home’ offices have copies of the following items for ALL program participants:

- Emergency contact information
- Medication information forms
- Program participation agreement form (Signed by students)
- International travel advisory paperwork (where applicable)
- Copies of ALL relevant Passport pages (pages 2-4 and the last page of students’ passports ‘if’ they have had name changes since the passport was issued)
- Copies of Medical Insurance (Personal policies and University issued)
- Travel itineraries for participants’ entire trip to and from countries of origin and destination

IV. Flaws in Preparedness

After heeding all of the above precautions, double check documents and information from travelers in your group. Above all, **don't assume that:**

- Submitted documents are accurate—double check paperwork as items are often missed or skipped;
- You will be able to collect information 'later'—people are often unable to 'remember' critical information during an emergency (i.e. medication allergies, emergency contacts, etc.);
- You will have the 'time' or ability to search for information. Rather make sure that paperwork for all program participants is organized in an easily accessible 'binder'. Access to these records is vital during an emergency;
- Everyone 'knows' procedures—There are often many informational 'holes' (By 'ALL' parties—including faculty);
- Procedures remain unchanged from year to year or trip to trip at the 'Home' University or the off-site 'Host' site—often times policies change;
- Student and faculty information remains unchanged for participants in mult-semester or multi-year programs—people find new allergies, are put on new medications, emergency contacts change, etc.;
- Issues that arise are 'resolved' until you have double and triple checked—whether it be an altercation between students, family/personal issues, etc.; or
- That resolved issues (even those that you yourself have resolved), are clearly understood by other faculty and/or administrators. Make sure everyone is up-to-date and informed of issues. Partially resolved issues = future problems.

V. Organized Information & Effective Communication

Next, you should organize information and develop an effective communication plan to address the above items:

- Place one **on-site** administrator/staff person in charge of **daily** information and happenings at the 'host' site
 - This person should keep all information and faculty persons up-to-date about important issues. Equally important, program participants should apprise this person of any and all changes that may occur during the trip.
- Place one **home** administrator/staff person in charge of collecting information and knowing about **daily** happenings at the **host** site
 - This person should be in regular contact with the administrator/staff person at the **host** site.
- Check **ALL** submitted documentation for anyone traveling overseas with your program (especially medical, emergency, passport, itineraries, etc.)

- Students, staff, faculty, administrators, guest speakers, etc.
- Keep *three sets* of completed documents about all participants:
 - *Two sets* to be kept *on-site* within the *host* country, giving a full set of documents to two different individuals
 - *One set* located at the *home* University for effectively communicating between countries and people
- Keep a list of all pertinent *Host* and *Home* staff contact numbers—distribute to all participants
 - On this list, make sure to have 2-3 ‘Host’ emergency contacts and 2-3 *Home* emergency contacts.
 - Don’t rely on *one* emergency contact person in either location—illnesses, tragedies, and accidents can happen that cause individuals to become unavailable. Make sure all parties have a *second* and/or *third* point of contact in both countries.
 - Include *after hours* phone numbers for all emergency contacts in both countries—rarely do emergencies align with the working business day across any time zone.

VI. Assessment of Program Preparedness

Gather the above information, examine the ‘holes’ in your policies to consider any potentially missing items.

- Consider case scenarios that might occur while abroad and ask whether faculty, staff, and/or administrators are prepared to meet the needs presented in the scenarios.
- Consult with other faculty and administrators who’ve organized overseas programs to learn about potential issues that might arise—extend these conversations to individuals permanently located in your ‘host’ country and those from other institutional departments and/or universities who have worked overseas in similar environments.
- Examine the liabilities, rules, and policies that your program includes and make sure these are outlined and documented for all participants. As you consider items, ask ‘What are the possible repercussions of having/not having particular policies and/or rules?’
- Examine your program from both a university and student perspective. This is essential as participants have different perspectives and understandings of policies and responsibilities. Make sure that policies are clear for all participants.
- Plan for the inevitable:
 - Medical Emergencies,
 - Students who decide to go home mid-program—whether for personal reasons or forced expulsion from a program,
 - Substance abuse from a program participant,
 - Police/Legal dispute from a program participant), and/or
 - Inappropriate behavior.

As you attempt to plan for the inevitable, in-depth conversations with other program staff and faculty must take place in order for all participants to agree on policies. Amongst the most important questions asked is, what constitutes unacceptable behavior on the part of participant? Make sure that policies and guidelines clearly delineate who is liable for accrued emergency expenses—medical, legal disputes, and travel arrangements related to ‘forced expulsion’ from a program.

Conclusion:

The development and pursuit of internationally located programs has brought forth great strides in advancing student and faculty teaching and learning opportunities. This movement has and continues to highlight the exceptional work of educators all around the world. That said, both new and existing programs will be well served in examining the aforementioned categories in preparing to best meet the needs of their program. In doing so, view this document as a foundation from which to adapt topics individualized to specific programs of study. With each program, different topics and challenges can arise during different semesters of study, at each ‘host’ location, with every set of students, across program faculty, with changes in administrative decisions, and with each and every scenario generated in response to the above categories.

Applying the Ideas of Bologna to Universities in the United States: Prospects and Challenges for Tuning American Degree Programs and Encouraging Collaboration between Institutions and Government Agencies

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For most of the 20th century, Americans were proud of their educational systems and institutions. Students from all over the world flocked to highly-ranked universities and engaged in research alongside American students, collaborating together in an increasingly global world. Now however, the United States no longer has the highest proportion of college graduates and for some students getting an undergraduate degree can take up to six years while still not equipping them with skills that make them competitive for jobs in a global marketplace. As young-adult degree attainment has slipped, perhaps it is time to look towards Europe for possible solutions to not only degree attainment, but for new ideas for institutions of higher education to help their undergraduate programs become more focused towards workplace readiness and help make graduates more able to compete in the global marketplace.

Background

The Bologna Process is a series of reforms that restructured higher education in Europe. The reforms are in accordance with the Bologna Declaration, the first of a series of educational cooperation agreements signed by 29 countries in 1999. European Union (EU) as well as non-EU nations are signatories of Bologna and later agreements. One of the main drivers for the Bologna Process was a desired focus on preparing students for both a global economy and career success. In 2010, there were 47 Bologna countries. A country's Bologna status is a voluntary undertaking of a cooperating nation as the EU has no authority over higher education in member states. The responsibility for implementing the goals of the Bologna Declaration rests with the national government, various academic institutions, different student organizations and professional bodies in the participating countries (Sedgewick & Clark, 2003).

At the start of the Bologna Process there were six broad areas of focus including: 1) creation of easily readable and comparable degrees; 2) organization of higher education into two main bodies: undergraduate and graduate; 3) the creation and management of a recognized system of credits; 4) encouragement of educational mobility; 5) development of quality assurance based on comparable criteria and methodologies and; 6) promotion of the "necessary European dimensions in higher education," particularly in terms of "curricular development,

inter-institutional cooperation, mobility schemes and integrated programmes of study, training and research” (Bologna, 1999). As the Bologna Process has evolved, the agenda has been expanded to include doctoral programs, attention towards access to higher education, diversified student populations, and provisions on lifelong learning.

The Idea of Tuning

Although many of the Bologna action areas might generate fruitful discussions in many areas of American higher education, the rest of this paper will concentrate on the fifth area, sometimes called *tuning*. The name “tuning” refers to the idea that skills and competencies are brought into common agreement, similar to the idea of bringing instruments in an orchestra in tune, for a given discipline. “Tuning” involves research and surveys of faculty members, students, and employers, as well as discussions with businesses and government leaders to determine what a field stands for in terms of students’ learning and competencies. Even though the basic degree is “tuned” it allows for institutions to have autonomy in teaching methods and some of the subject curriculum. Often 100 percent of a degree is not dictated; this allows for local educational concerns and external opportunities such as externships and internships.

Tuning was part of the Bologna action plan so that degrees would have some quality assurance for both universities and employers of graduates. For universities, it translated the expectations of programs courses of study into disciplinary terms. For employers, it conveyed agreed-upon skill sets that would be ensured for graduates applying for entry-level jobs (Gaston, 2010). Additionally, this idea was introduced so that degrees were interchangeable between countries, so that a degree in chemistry in the Netherlands for example, would be commensurate to a chemistry degree in France. Although two students might each hold a bachelor of science in chemistry, the tuning project provided that employers in any Bologna nation knew what this meant, what skills a holder of that B.S. would possess, what basic concepts that graduate should know, and what that graduate should be able to do.

In Europe, 28 different subject areas have been tuned since 2001. In 2003, Latin America and Europe began cooperative work to initiate a Latin American tuning project and 12 subject areas have been tuned to date. Although subject areas have been tuned, governmental and university leadership in Bologna countries self-enforce the tuned curriculum.

Tuning and the United States

In U.S. higher education, no such nationwide tuning effort is in play. The structure of each university and each state’s higher education system would make a tuning project at first glance seem completely daunting and impossible. But are there things that we can learn from the Europeans?

We are a nation that demands high accountability in education. This is not new to our elementary and secondary educational systems as each state for at least the last three decades has developed tests and other assessments to make sure children are learning and not failing behind. Our country is standards-driven. We compare how our students do in international assessments. The 2009 Program for International Student Assessment (PISA) results and the knowledge that the United States ranked 14th in reading, 17th in science, and 25th in mathematics while Shanghai was first across the board leaves us scratching our heads and wondering what we could do better. But higher education does not work the same way as elementary and secondary education in the United States. “Accountability discussions in U.S. higher education rarely focus on what is directly taught, i.e. subject matter that reflects the training and organization of our faculties, rather on what is indirectly or obliquely taught – to which is ascribed global labels such as ‘critical thinking’ and ‘problem-solving,’ the meaning of which might as well be left to mystics to divine” (Adelman, 2010, p. 54). With that, a tuning effort might be a good start to promote not only accountability but to encourage cooperation and collaboration between institutions of higher education.

Lumina Foundation for Education and Clifford Adelman, a senior associate at the Institute for Higher Education Policy were the first to call for tuning efforts to cross the Atlantic and make their way to American institutions of higher education. As a result, in 2009, three states worked on tuning projects as part of a larger effort called Tuning USA – Indiana in elementary education, history, and chemistry, Minnesota in chemistry and graphic design, and Utah in history and physics. As one of my particular interests is teacher education and I think this discipline presents unique challenges in any possible tuning effort, I will focus the rest of my discussion on this particular subject area in an American context.

Tuning and Teacher Education

When I read that Indiana had chosen to participate in a tuning project for education, I admit, I was keenly interested. After all, the Europeans have managed to come up with competencies for education but I also knew that the methods used to train teachers and way teachers are examined and certified as capable of being ready to be in the classroom are quite different than the licensing that goes on in the United States. Each state has its’ own requirements for licensure. Each state requires different courses for beginning teachers and some states do not even permit bachelor degrees in education at their universities. In addition to all this, each state can set their own minimum cut scores on the various educational certification tests. These things make the idea of tuning education really challenging.

Equally important to considering an education tuning project in the United States is the idea that university teacher education programs are extremely diverse, even within one state.

Until recently, there were two main accreditation councils – the National Council for Teacher Accreditation (NCATE) and the Teacher Education Accreditation Council (TEAC). NCATE and TEAC accredited approximately 900 of the 1,400 teacher education programs in the U.S.. In December 2010, those two groups decided to combine into the Council for the Accreditation of Educator Preparation (CAEP). This does not include any regional accreditation a program might pursue. For any tuning effort to work, these groups all should be included, just as the European tuning effort considered governments, businesses, and other stakeholders.

That's why the Indiana education tuning group is so particularly interesting. In the 2009 Indiana pilot, 12 faculty members from 11 institutions, including community colleges and public and private universities met to align learning outcomes for elementary education. It was especially important to include community colleges in the project as articulation agreements between two- and four-year institutions in Indiana allow students the opportunity to transition between institutions, continuing their studies in higher education from one school to another and eventually earn a bachelor's degree. Initially, the education tuning team had planned to study elementary education, special education, and math education but ultimately decided because of the limited time they had to complete their work, to focus solely on elementary education.

The Indiana tuning team developed competencies and standards for elementary education using existing models created in 2007 by the Association for Childhood Education International. These benchmarks offered a wide variety of learning outcomes that a beginning teacher should possess (Glover & Sauer, 2010). Moreover, the tuning team was attentive to the fact elementary educators teach multiple subjects and kept this in mind as they developed their standards. Throughout the project, education proved to be a difficult subject because of what was already being done on college campuses and Indiana's Department of Education announced major changes to teacher licensing requirements while the tuning pilot was underway.

At the end of the project, the Indiana tuning group noted that the level of collaboration that took place during the project was extremely productive, especially between the different types of institutions and degree programs as conversations between different institutions almost never happen (i.e. an associate's degree program at a community college and a bachelor's degree program at a four-year university). This has the potential to have a real effect on ensuring students obtain all the skills they need to make them successful. When the Indiana pilot project ended, all of the subject groups involved thought it would be a good idea to expand the program to subjects and campuses not involved in the pilot.

Conclusions

Even though three states participated in tuning pilots and additional states are expressing interest, because of the structure of higher education in the United States, tuning degrees and

disciplines nationwide may be an insurmountable challenge. In Europe, the basic model for university education is generally represented by that of a large state university or a polytechnic university. In the United States, this is not so simple. There are two-year colleges, technical institutions, four-year public universities, four-year independent universities, for-profit institutions, and other types of college programs. Our wonderful diversity creates a situation where there are many different masters to follow and some institutions and programs completely operate on their own. In addition, higher education institutions in the United States also have different purposes; some have a research agenda and some are more tied to the business and technical world.

Although degree tuning on a national level may be impossible, tuning on an individual state level is a task definitely worth attempting. Our nationwide obsession with standards and accountability needs to move to the higher education sector and students need to enter the workforce more prepared for success. As different types of institutions begin to talk and collaborate with each other, these conversations can only produce clear learning outcomes that will be not only beneficial for students but will aid faculty in assessment, course design, and research. Furthermore, if additional stakeholders such as professional organizations, licensing boards, and members of the business community are involved in the discussion, eventual future graduates will be more able to compete for jobs and be more prepared overall when they do enter the workplace. Although America is very different from Europe, we definitely can take this one aspect from the Bologna Process and improve higher education for the better for students, faculty members, and institutions.

A first step might be research. Since multiple stakeholders should be involved in any tuning endeavor, perhaps a good study might be to look at one discipline and ask the various stakeholders what job skills graduates need to enter the workplace upon graduation. In teacher education, discussed for much of this article, a researcher would need to survey or interview not only representatives from potentially two- and four-year college programs, but also the state licensing board, subject professional organizations, those that design teacher education assessments, and finally those in the state's public and private school system. All of these people can provide valuable insight into what skills teacher candidates need to have before entering classrooms. Studies like this can be conducted for any subject – nursing, chemistry, engineering and many others thus providing solid research evidence that would only enrich any potential tuning effort later.

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Global Connection: Internationalizing the Curriculum in Higher Education & Technology

A Speech at the University of Arizona

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[Editor's Note: Dr. Khiwa is President of Phi Beta Delta, Honor Society for International Scholars, and Director & Professor of Health Administration & Policy, Langston University, Langston, Oklahoma.]

Good evening. I want to begin by thanking President of University of Arizona Robert N. Shelton, Mary H. Berg, administrative assistant of international studies, international academic committee, and the distinguished Professor of Honors' program of this audience for asking me to deliver the keynote address at the honors' day of the International week, especially at a time when we, in Oklahoma are devoting a great deal of thought to the international dimensions of our educational mission. It is also good to be at the University of Arizona. Whose longstanding commitment to international education is reflected in its choice of a global citizen like President Robert Shelton. How nice to be back home after two decades of years.

Now, I am not the first president of Phi Beta Delta of the Honors' Society to travel to Arizona, nor, I hope, the last. In 1980's, President John Schaefer of the University of Arizona, and himself a strong internationalist, discussed the meaning of a college education with the "young ladies and gentlemen" of University of Arizona, Tucson. Although Schaefer's topic was different from ours today, I am quite sure he would have applauded the underlying philosophy of this seminar – to encourage school leaders worldwide to develop global consciousness and to promote international cooperation and curriculum among their schools.

Instilling a global perspective in our students; exposing them to the histories, languages, religious traditions, and cultures of countries other than their own; and building academic bridges between schools and colleges and their respective faculties around the world is today a scholarly imperative, rather than a luxury that educational institutions can dispense with at no cost to themselves or others. The long-term costs of complacency in this arena are very high indeed. Why is this so? Because the subjects our students study, with whom they study, and where they study, as well as the opportunities that we provide for them to encounter what is unfamiliar both here and abroad, will color their vision of the world and shape their interactions with its peoples for the rest of their lives.

Let me tell you just two short stories that reveal the importance of being exposed to ideas and experiences of another culture within a university setting. In the wake of September 11, 2001, I had Ethiopians, Rwandans, Abu Dhabi and Swedish freshman come to my weekly office

hours at Langston, clearly unsettled by what they were living through. I fully expected that our conversation would run along the lines of dozens I had in those terrible weeks following the terrorist attacks in New York, Washington, and destruction of lives in the Federal Building downtown Oklahoma City – students yearning to understand what had just happened and most importantly why, as they feared for their own safety and the safety of their families and friends.

But, these students from Kigali, Addis Ababa, Abu Dhabi and Jakarta were disturbed by something quite different from their American classmates. They were profoundly concerned about the outpouring patriotism – the rhetoric of U.S. leaders and the ubiquity of the U.S. flag. For these students, who had grown up in a country where overt and emotional displays of patriotism are universally discouraged, the aftermath of 9/11 and Oklahoma City, were being observed through a completely different prism. Just as it was important for those students to comprehend the American reaction to 9/11, it was equally important that American students recognize that the U.S. response was not universally embraced.

Another other illustration comes from classes I have taught for a number of years on the topics of comparative health care systems; government relations; war crimes tribunals; and the challenges of health care and human rights. These classes have always engaged the students, but the depth of the discussion changed dramatically the year those students from Southern Sudan were enrolled in it. With someone who could bear witness to the question I raised, the abstract became tangible and the theories encountered reality. Here was a case where one student with a different world view could change the discourse for an entire class.

Today is not a time when any of us, let alone the leaders of tomorrow, can afford to view our neighbors through a purely domestic lens; to see the world in form of Saul Steinberg's famous New York cartoon, in which everything beyond the Hudson River is reduced to insignificance. At the risk of belaboring the obvious, our world has never been so small or, as Thomas Friedman would put it, so flat, thanks to technologies that have altered our relationship with time and space in ways that would startle even Albert Einstein. What the telephone was to the early 20th century, the Internet is to the early 21st century, eroding or obliterating political, social, and economic borders as fast as they are drawn. A member of my staff, who began her secretarial career in the era of switchboards and typewriters, was recently astonished when a problem with her home computer was fixed by a technician in the Philippines who remotely took control of her cursor and resolved her difficulties. From outsourcing to file sharing to video conferencing, the lives of men and women thousands of miles away are becoming intertwined with ours with a greater immediacy than ever before. Places like Shenzhen in China or Bangalore in India may be largely unknown to most Americans, which is itself a problem, but these dynamic cities are transforming the international economy and, with it, that of the United States. Increasingly, decisions taken, products made, and ideas developed in other countries will affect our own prosperity, which means that we need to know as much about our international trading partners as possible and be prepared to work constructively with their industries and universities.

Scientific and technological expertise is no longer the preserve of North America and Europe, and we cannot assume that faculty and student talent will always flow in our direction. Whether the measure is patents issued or paper published, the United States is losing intellectual “market share” to other nations, not because of a diminution in the vitality of the U.S. scientific enterprise so much as the fact that the rest of the world is beginning to catch up. Universities in China and India are furiously expanding their capacities for educating students and conducting scientific and engineering research, using the U.S. higher education system as the model. In Friedman’s, *The World is Flat*, Microsoft Chairman Bill Gates states that his company’s research center in Beijing, established in 1998, is its most productive *in terms of the quality of the ideas that they are turning out*, which may help to explain why Microsoft has established no fewer than nine joint laboratories with Chinese universities.

The changing character of international education and commerce is not the only reason to think globally today. At long last, we are coming to realize that environmental practices in one nation or region can have the profound effect on others – just visit Africa’s Sahel or the far north of my own favorite country, Canada – and that we must come to an international political agreement on reducing manmade greenhouse gas emissions to match the scientific consensus that has emerged. In this context, as in many others, we really are our brother’s – and sister’s – keeper. And then there is the military and ideological conflict that is beamed into our homes around the clock from the streets of Bagdad, Madrid, London, Glasgow, and the mountains of Afghanistan. We need to cultivate a far deeper understanding of the Muslim world in this country if we are to play a positive role in securing a better future for the Middle East and make common cause against the forces of extremism. As The Washington Post declared in an editorial last year, “Americans are horrifically deficient in knowledge about those parts of the world that now most threaten us, as well as about those that may pose important security challenges in the future.” The editors noted with dismay that “only 15 public schools in this country teach Arabic at the moment.” And what is true of the Muslim world is true of all cultures. As technology binds us ever more closely together, we must develop the intellectual tools to match this new proximity; to understand what makes others tick and, just as importantly, to understand how we are seen by others.

And so, whether we are preparing students for careers in business that require unprecedented mobility and adaptability, developing solutions to global environmental challenges, preparing scientists and engineers who will collaborate globally, or training the leaders who will influence the course of international affairs, schools and colleges must open their campuses to the world, creating learning and teaching opportunities that will result in a respect for differences, as well as a recognition of commonalities. To be effective in the 21st century, educational institutions will have to become truly cosmopolitan, a concept best articulated by Princeton philosopher Kwame Anthony Appiah, whose own multicultural upbringing in the U.K. and Ghana nurtured his belief – and here I quote his newest book – that

“no local loyalty can ever justify forgetting that each human being has responsibilities to every other.” His hope, which should also be our own, is to make “it harder to think of the world as divided between the West and the Rest; between the locals and moderns; between the bloodless ethic of profit and a bloody ethic of identity; between ‘us’ and ‘them.’ To paraphrase another Princeton scholar, Cornel West, we need to train a generation to imagine themselves in another’s skin.

I do not have to convince a group like yours of the importance of cosmopolitanism, but how to create a climate in which this spirit can flourish on our campuses may not be as obvious. Across the United States, schools and colleges, are taking steps – some tentative; some far –reaching to internationalize themselves while maintaining their national identities, a balance that must be carefully struck if cosmopolitanism, with its dual appreciation of the universal and the particular, is to take root. As you reflect on your own experience, I thought it might be useful to give you a flavor of what we in Langston, Oklahoma, and a number of other American Universities are doing or contemplating in the field of international education. Approaches vary, as you would expect in a higher education system where colleges and Universities have the freedom to construct their individual educational programs without government oversight.

Most U.S. Universities are beginning to ask whether they consider themselves American Universities with global perspectives, or global Universities that happen to be based in the USA. The difference between those perspectives is subtle, to be sure, but I would argue quite real. The first metric to use to answer that question is whether the campus itself is composed of people from around the World. According to a recent survey of the eight Ivy League Universities, together with Stanford, the University of Chicago, and MIT, the percentages of international students at those institutions range from 11% to 25.2%. Not unexpectedly, the percentage of graduate students is significantly higher than for undergraduates. For example, almost 70% of graduate students at Oklahoma City University, come from outside the U.S.

Basically, to increase international students on campuses of the American Colleges and Universities, the financial aid policy & scholarships which is given to regular American students, should be extended to international programs to recruit international students. With financial assistance given to foreign students, it would attract the very best students in the World.

To develop an international academic based – curriculum on your campuses, is to be a part of a global education network. It has been true for time that an international curriculum would attract higher international student achievers. In that way, we compete globally for the best scholars, scientists, and engineers. I had not realized until I began to write this address that fully 39% of Langston faculty are foreign born, myself included.

One model for assessing whether a University is looking outward or inward is to **ask whether its students are encountering the world outside the United States as an integral part of their education.** Some universities, like Langston, have historically required undergraduate curriculum study composed of computer skills and foreign languages, such as, popular European languages, but also including Chinese and Russian. In addition, summer study abroad programs for both students and faculty improve opportunities for both groups. The contents in other courses also reflect and expose a student to the world outside US. There are however, some colleges that have made this central feature of their curriculum. Dickson College in Carlisle, Pennsylvania, for example, encourages every student to study outside the country, and at their commencement, students march with a flag of the country or countries in which they have studied. Bard College in Annandale-on-Hudson, New York, on the other hand, makes a convincing argument that there is nothing inherently better about studying a subject like chemistry abroad rather than at Bard, and their foreign programs are tailored to the fields of study where residence abroad contributes to the educational mission. They are less persuaded that simply living in a different country has a compelling educational value. My own position in this debate is *it depends*. Unfortunately, there are too many study abroad programs that are a little more than “fun in the sun,” with student living and studying in relative isolation with other American students taught by the same American faculty they would have had at home.

A second model is to *establish exchange programs with selected continental universities where students are directly immersed or enrolled as students of that institution;* to be in a situation where they can work with a tutor, and take normal university classes. To have a successful exchange program, it is a necessity to have an exchange program all over the world which should have the added benefit for each year to welcome on the campus, foreign students and faculty at the same rate with those that go to study abroad. This is truly, a win-win, situation. This kind of immersion into the study of the natural resources of a country is invaluable to a budding field biologist.

A third model that I propose to promote internationalization is develop dual degree programs within universities of similar cultural historical nature such as, Scandinavians, Africans, Europeans, Hispanics and American Historical Black Colleges and Universities (HBCU) system. These exchanges would range from joint degree programs such as music, drama, medical, engineering and so on. In this way, talented and ambitious musicians who do not want to forgo the benefits of a broad liberal arts education can now spend one semester in their junior year and fifth year at that selected university, and receive degrees from both institutions. By the judicious use of such a program, it would craft a menu of opportunities for students that are academically rigorous and allow them to become fully immersed into the country where they will study.

There is no doubt in my mind that while university administration have been leisurely pondering how they might instill an international perspective within their colleges and

universities, faculty must urge administration to fully participate in international collaborations. In fact, that's how it should be for universities tend to work best when ideas are allowed to percolate up through the faculty in a bottom-up fashion, rather than having a top-down approach imposed on them.

In our monthly meetings, faculty from all schools of the Langston University, identify all things that faculty are doing on the international stage. Through hard work, the responses are usually overwhelming. It reveals the fact that no single person is aware of all that is happening in international activities. For some initiatives, those that require formal University agreements, such as those in China, Ethiopia, Middle East and many others, the most important thing in administration can do is to, reduce bureaucratic barriers when they exist for no good purpose, and to provide seed funding when appropriate. In other words, the university must reduce the energy barriers to faculty investment of their time and energy, and the walls of the University should be highly porous for international interchange at all levels.

When universities adopt strategic plans for internationalization, curriculum, technology, etc, some have chosen to focus on specific areas of the world. Yale, for example, has clearly identified China as the primary focus of its international activities, while Cornell has placed a major bet on its future collaborations within India. Most, however, have done what Langston has done, and that is to "let a thousand flowers bloom" wherever the interest and academic strengths of the faculty lead us. The most significant top-down initiatives that schools have undertaken are those that involve the establishment of satellite campuses within the state and others have spear headed to overseas such as Africa, Middle East, and Asia. These successes have been led mostly by the schools of Agriculture, and Liberal Arts Sciences.

If financial and other challenges were not in the way, we need to follow trends of other universities. For example, Cornell University established the Weil Cornell Medical College in Qatar in 2004, the first American Medical school to be set up overseas. Established through a partnership between Cornell and the Qatar Foundation for Education, Science and Community Development, it offers to students in the region the same curriculum and the same Cornell medical degree that they would receive at Weil Cornell Medical School in New York City. This past year, MIT began offering dual graduate degrees in partnership with the national University of Singapore and China's Nanyang Technological University in engineering and life sciences. Such collaborations, however, are not without risk. This year the government of Singapore announced that it was closing a collaborative venture with Johns Hopkins University that was established in 1998 to attract world-class biomedical scientists and graduate students of Singapore. Singapore has a very ambitious plan to become an international hub for biomedical research, including stem cell research, and has used government funds to encourage U.S. universities and pharmaceutical firms to co-invest with them. The reason for the cancellation was the failure to attract the world-class scientists they had promised.

Langston University faculty and other staff of the University has, spent much of their teaching Summer schools abroad, and others. In my own case, I have taken Langston University to the world as a guest Professor in the School of Medicine and Public Health, Makerere University, Kampala, Uganda, a practice I have held since 1995. Through global learning, we all become one and we will appreciate more of each others' value in life and future human survival. Good morning, once again, and may God bless, my fellow Wildcats.

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The Role of the University in World Peace

Elane Granger, Ph.D. Syracuse University, et al

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Wesley Kong, Undergraduate from Hong Kong, Arts and Sciences

Hazel Yilmazoglu, Graduate Student from Turkey, Fulbright Language Teaching Assistant

Sisi Zheng, Graduate Student from China, Maxwell School of Citizenship and Public Policy

Sayed Hashemi, Graduate Student from Afghanistan, Executive Master's in Public Policy

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This paper is a summary of the reflections of international students of the The Syracusee University, Alpha Sigma Chapter of Phi Beta Delta. The speakers focused on “**The Role of the University in World Peace**” emphasizing the vital role of inclusion and conflict resolution as well as team building events on campuses across the nation. On-going activities and events organized during the last two years by the Alpha Sigma chapter in collaboration with the Slutzker International Center and other campus offices have focused exclusively on building bridges across cultures, identifying students from nations and communities in conflict, and providing leadership in internationalizing the SU campus with a view to promote peaceful solutions around the world.

Funding from the chapter, the Central New York Fulbright Association and the Slutzker Center for International Services at Syracuse University enabled us to bring eight students and faculty to the conference. In addition, six who presented, *Andreas Kuhn*, a Fulbrighter from Switzerland studying Information Science and Technology, and *Ghada Al-Attar*, a Civic Education Leadership Fellow grantee from Egypt studying in the Executive Education Program at the Maxwell School, attended the conference.

As an educator in International Higher Education, the opportunity to unite students into a cohesive group, share our country's history and the places inhabited by our founding fathers, filled my spirit to the brim. Sharing their reflections of the Alpha Sigma vision, their dedication to Phi Beta Delta, their learning experiences and new knowledge is the deepest reward one can ever garner. It gives me great pride to share the following from students whose experiences demonstrate the rewards of engaging as many students as possible in Phi Beta Delta conferences.

Jasy Liew, Alpha Sigma Graduate Student in Information Studies:

I was indeed honored to attend the Phi Beta Delta Conference 2010 in Philadelphia. As part

of the student delegation from the Alpha Sigma Chapter at Syracuse University, I presented a short talk on "The Role of University in World Peace". The focus of my talk was on the events organized by our Chapter and the Slutzker International Center and how these events have impacted the lives of international students, who came from different parts of the world. Being an international student myself, life transition in a new country and culture proved to be challenging. However, being an active participant in the events organized by the Chapter and Slutzker helped me tremendously in adapting my new life as a graduate student in the U.S. while sharing knowledge of my culture with local students, as well as other international students. One of the successful programs organized by Slutzker, which I highlighted in my talk, was the Orange Dialogue for Peace. The goal of this program was to provide a safe environment for students from conflicting nations to explore individual thoughts about intergroup and ethnic conflicts, which are a part of their everyday lives. What better way to establish mutual understanding than to have the students discuss about the symbolic meaning on the moon on a moonlight snowshoe hike in freezing cold temperature! What better way to build trust than to challenge students on a team building activity to cross an imaginary poisonous river on a beautiful Saturday afternoon! Apart from that, I also shared my experiences in participating voluntary visits to high schools for inter-cultural exchange. For example, the visit to the Cultural Day event at West Genesee High School in Camillus, New York was indeed an eye-opener as I witnessed the diversity of the students and the curiosity of the local students towards my culture. Thanks to the dedicated efforts of Dr. Elane Granger and her team in the Slutzker Center, I believe I have grown from feeling like an "alien" to being part of a diverse community in my university. Overall, it was truly amazing to be given the golden opportunity to share my experiences, and meet outstanding peers with similar passion in developing global collaborations during the conference. I was truly inspired by talks presented by other leaders who attended the conference.

Wesley Kong, Alpha Sigma Undergraduate from Hong Kong, in Arts and Sciences:

At the conference I talked about how our PBD chapter encouraged collaboration across cultures. I discussed the Robber's Cave Experiment by Muzafer Sherif, one of the most cited social psychology experiments. At a summer camp, children were split into two groups that were unaware of each other's existence. After several days the groups were introduced and pitted against one another in competitive games. The goal was to create intergroup hostility. It didn't take long before the groups were outright hostile to one another and the experimenters began their attempt at bringing the groups to peacefully coexist. They planned events and created scenarios that required cooperation from both groups in order to reach a common goal. For example, they staged the breakdown of a truck containing drinking water for the camp, then asked the groups to cooperate to haul the truck. These activities proved so successful that at the end of the camp, both groups unanimously voted to leave on the same bus.

The results of this experiment inspired Alpha Sigma Chapter of Syracuse University. The International Music Festival, with its tagline of "under one sky," was inspired by this and brought different cultures together for the common purpose of just having fun and being happy through dance, music, and performance. After all, isn't happiness the common goal

of mankind?

Hazel Yilmazoglu, Fulbright Language Teaching Assistant, from Turkey:

I am very honored as a student recipient to visit Philadelphia and attend conference. The trip was very impressive. I was able to be there to get a touch to the history of this city this country, which people took action to make change in the strong sense of the spirit of freedom and justice.

In this diverse world, people from different backgrounds can have very diverse perspective. Only open attitudes will give us tolerance and respect for diversity, understand difference through communication, and foster change through education. Making change through education is a long process that demands passion and patience. The inspiring message I got from the Phi Beta Delta conference, especially from Dr. Granger's presentation, was that as we participated in events we experienced how the education process worked on me to transform me.

Sisi Zheng, Alpha Sigma Graduate Student, Maxwell School of Citizenship and Public Policy, from China

Now I am back to my country and city and my previous work, teaching in the previous language school and leading a grassroots NGO.

So far I am a full time teacher, works averagely 160 classes per month, that's not fun :(And, I have initiated a social organization capacity building training center to focus on grassroots leadership and conflict resolution toolbox training. So far I have run five workshops. For me, it's a huge challenge transforming what I get from Maxwell fit into China grassroots circumstances; very challenging, but fun.

So, in early December, around 120 grassroots NGO leaders (over at least 80% are from not legally registered groups) cross country gathered in my city for a symposium sponsored by Hangzhou government (the communist youth league) to discuss topics on public welfare development. It makes a meaningful break-through. It somehow shows our government should take into account that exploring collaboration between grassroots social service groups and China "not legal" organizations leads to good results, and should be recognized by local governments. In addition, the break-through helped establish a potentially powerful informal national grassroots NGO alliance. I am very proud to be one of those to help make it happen and succeed. :)

I am a kind of very committed to share knowledge through education. It's never a easy work. I want to initiate a kind of mix-it-up dialogue. This is an activity that the Alpha Sigma Chapter sponsored between a diverse group of individuals who had studied abroad. But, I am not yet prepared to engage in that. Soon though.

Sayed Hashemi, Alpha Sigma Executive Master's in Public Policy Graduate from Afghanistan:

The Phi Beta Delta conference has given us an opportunity to hear insights from a wonderful gathering of distinguished scholars and spiritual leaders in the United States. The Conference was an occasion to embrace and deploy the most precious experiences, research outcomes and other very important findings.

Indeed, one of the great benefits of the conference was the reciprocal exchange of ideas and experiences, research finding, feelings in different areas from different perspectives. As an international student speaker in this conference, I was totally impressed and stimulated to express my feeling toward the United States' supportive role to my country, Afghanistan. I believe the lessons learned, and the process itself helps us evolve. These are based on the ideas, experiences, and knowledge we share with each other.