

GlobeTrekking

Fall 2010

geosciences out in the field *By Kristin Wood, C&E Staff Writer*

What's the fastest way to turn a geology student into a scientist? Send them abroad to do fieldwork.

The University of Tulsa's Department of Geosciences is encouraging students to head overseas for the field-based capstone course all geology majors must take before they graduate.

"We try to get them out into the world to get real-world experience," said Professor Bryan Tapp.

TU students are required to do a capstone project their senior year, and for geology students, that means fieldwork. Geosciences is very field-oriented since students can learn a lot more by looking at an actual rock formation than by reading about it. In the field, students can learn how to collect and interpret geologic data in a real-world context. Field camps are a way for students to get

interconnected.

Tapp has noticed a significant difference in his students before and after their study abroad experience. "They come back feeling empowered," he said, "with greatly heightened expectations." The change is much greater for students who do fieldwork abroad than domestically. They get an immersive international experience along with an immersive geological experience, and bring a can-do attitude back to Tulsa. Not only are they capable of doing real-world geology, they actually have done it and bring their success stories back to campus with them.

Students often return with a changed

(Continued on page 6)



Jennifer Sturm and James Priesley doing fieldwork in Ireland.

hands-on experience and apply everything they have been learning in the classroom.

Since the university does not offer its own geology field camp, students participate in programs sponsored by other universities. A growing number of students have opted for camps abroad over those in a neighboring state. Over the past five years, 18 TU geosciences students (about 40 percent of students required to do fieldwork) have chosen to go to international camps. Those who stay in the United States attend camps with international students, so they still have the opportunity to encounter other cultures while getting valuable geology experience. This past summer, TU's Department of Geosciences sent students to Ireland and Turkey, but there are also approved camps in Argentina, Australia, Italy and New Zealand. By going to camps abroad, students can see aspects of geology that they cannot find in the U.S.

Field camps allow students to solve real problems, using knowledge from all of their courses at TU, not just those in the geosciences. Tapp emphasized the value of pulling information from other disciplines while maintaining a focus on geology. "You can't compartmentalize the things you learn," he said, noting that all the earth's systems are



CENTER FOR
Global
Education

In this issue . . .

Geosciences out in the field.....	1
Message from the Director.....	2
Exchange Focus: Global E ³	3
Student Focus: What can you do in two weeks?.....	4
Daming Palace gift exchange.....	5
CGE photo contest	7
Students blog about their experiences	8
Student Focus: Involúcrate.....	10
Meet CGE peer advisors	11

A MESSAGE FROM THE DIRECTOR

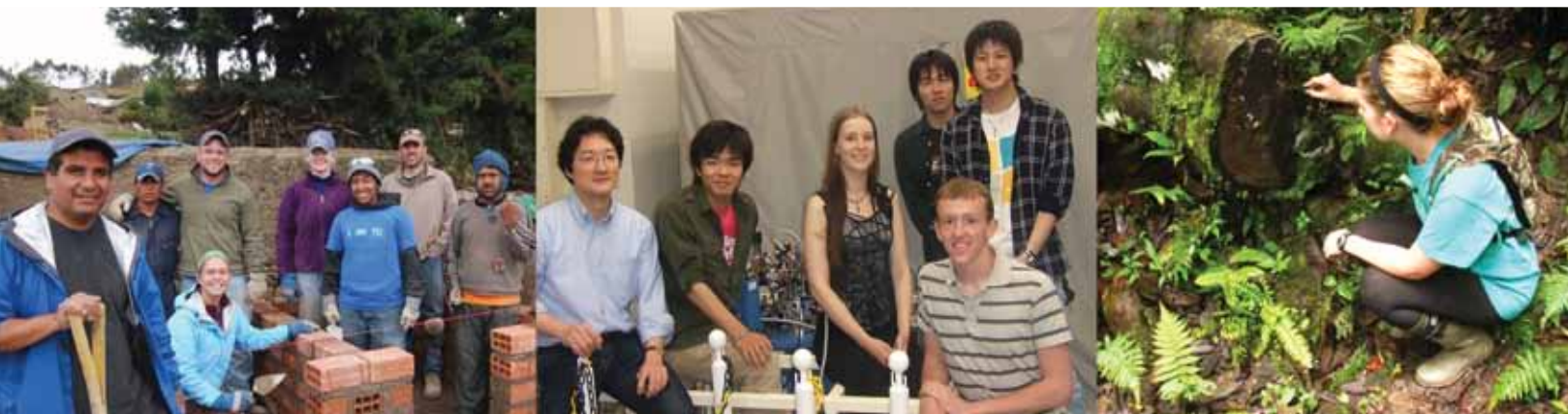
Cheryl Matherly, Assistant Provost, Center for Global Education

In this issue of *GlobeTrekking*, we highlight programs for engineering and science majors. Nationally, only about 3 percent of the students participating in study abroad are majoring in engineering, and only another 7 percent in the natural sciences. While the rates of participation for TU students in the College of Engineering and Natural Sciences beat national averages, we still see room for growth that can be best encouraged by identifying programs specific to the interests and academic needs of these students.

“Technical education” no longer only refers to sterile labs, test benches, mainframes, equations and problem sets. In a market dominated by low-cost overseas skilled workers, the Internet, transnational corporations, and problems that span national boundaries, universities increasingly recognize that they have an obligation to extend their students’ education beyond the classroom. The National Academy of Engineering’s report, “The Engineer of 2020, Visions of Engineering in the New Century,” sought to develop a vision

TU’s mission statement affirms that we educate “men and women of diverse backgrounds and cultures” to “welcome the responsibility of citizenship and service in a changing world.” As the NAE report suggests, students graduating with a science or engineering degree will discover that the phrase “changing world” is indeed one of the key influencers on their careers.

We highlight two TU study abroad initiatives for students from the college of ENS in this newsletter. In spring 2010, TU joined the Global Engineering Educational Exchange (Global E³), a consortium of 80 universities worldwide that facilitate the study exchange of students in technical majors administered by the Institute for International Education. The program was initially funded by the National Science Foundation, AT&T Foundation and the U.S. Department of Education, to support a program through which engineering and science majors could develop foreign language ability, cross-cultural skills, and professional experience to excel in the multinational/multicultural business environment of the 21st century. This



TU engineering students building eco-latrines in Bolivia

Daryl Spencer and co-workers in a nanotechnology lab in Japan.

Ashley Reed studying millipedes in Costa Rica.

of the future jobs and activities in which engineers would be involved. The report, which considered the technological, societal, global, and professional contexts for engineering, identified several impacts of globalization on technical practice. Among these:

- The world in which technology is developed and deployed will continue to be globally interconnected;
- Outsourcing of high-end services, such as electronic design, applied research, accounting, aerospace design, technical consulting, and X-ray assessment, to developing countries will accelerate;
- The use of virtual global teams, comprised of researchers located around the world, in multiple time zones, cultures, and languages has become common practice for many companies; and
- The use of Internet connectivity will continue to grow a virtual customer base that for many companies will span the globe.

program works because it facilitates taking courses directly related to their majors.

We recognize, however, that such programs won’t succeed unless faculty members also send the message that international experiences are important. Students majoring in geosciences hear this from the time they set foot on the TU campus. The rate of participation in international field camps is impressive, but is perhaps not surprising. Their faculty make clear that geological problems, and therefore their careers, are not contained by the U.S. borders.

Almost five years ago, Thomas Friedman declared that the world is flat. Three years later, he added that it is also hot and crowded. Friedman’s shorthand for the pressing global problems of the 21st century will influence the careers of all TU graduates, but especially our technical graduates. We are pleased to highlight opportunities that prepare students with the international experiences required by the changing world.

Exchange Focus: GLOBAL E³

By Kristin Wood, C&E Staff Writer

Nationally, the percentage of engineering majors who participate in study abroad remains low. According to the Institute for International Education, only about three percent of the U.S. students who study abroad major in engineering. The University of Tulsa is trying to counter this trend and increase the number of engineering majors who spend a portion of their undergraduate years in another country. After sending more engineering students abroad last spring than ever before, TU is set to grow those numbers even more with its new exchange membership in the Global Engineering, Education and Exchange Program, or the Global E³.

The Global E³ gives engineering students overseas options to directly enroll in top technical universities around the world. It is a consortium of about 80 engineering institutions in the U.S. and abroad. The consortium program operates as a tuition-swap, similar to direct exchange partnerships. Students pay tuition to their home institution, but are responsible for their own airfare, housing, meals and personal costs related to study abroad. Students can be ‘exchanged’ among any of the member institutions, which opens up a wide spectrum of opportunities.

The consortium includes many universities that require students to speak the local language, but there are others that offer an English language track. U.S. students can take engineering classes in English at universities in Denmark, Finland, Germany, Hungary, Hong Kong, Japan, Singapore, South Korea, Turkey and the United Kingdom, so even if they have not taken language classes, there is still a variety of locations they can choose from.

In the United States, Global E³ is administered by the Institute of International Education (IIE), a nonprofit advocacy group for international education with programs of study and training for students, educators and professionals. The IIE also runs the Fulbright Program and Benjamin J. Gilman Scholarships for the Department of State.

In today’s global workplace, it is beneficial for students of all majors to get global experience as undergraduates. TU Physics Professor Jerry McCoy pointed out that “with increased globalization, it improves what a person can do in their career if they can see more than just the American way of doing things.” There are so many benefits that McCoy thinks students need to have a reason *not* to go abroad.

“When American employees get sent to a branch in another country, we’re going to have to be more comfortable with these cross-cultural experiences,” he said.

Global E³ helps engineering students to develop language ability, cross-cultural skills and professional experience that will be invaluable to them after graduation and will really set them apart. After participating in the Global E³ program, engineering students are more well-rounded and global-minded, ready to contribute in today’s multicultural work environment after graduation.



Ignacio and friends at a TU football tailgate.



Haodong at the Tulsa State Fair.

Global E³ Students at TU

Not only do University of Tulsa engineering students get to go abroad with Global E³, international students can also come here. TU’s first Global E³ exchange students arrived on campus this fall: Ignacio Rodriguez Balbuena from the Universidad Pontificia de Comillas in Madrid, Spain; and Haodong Li, a Chinese student attending Nanyang Technological University in Singapore.

Studying mechanical engineering and electronic and electrical engineering respectively, the students are enjoying their time in Tulsa and have already noticed some differences.

“The size of classes here is much smaller,” said Li. He also was surprised to find that 18 credit hours is the maximum for most students here, since students in Singapore take a lot more.

Rodriguez noticed the independence of Tulsa students right away. “The first things I saw were that many management activities are run by students,” he said. The degree of TU student involvement on campus was an obvious difference for him.

The students are learning a lot in their classes, and noted that TU engineering classes have more short-term assignments than their home universities, which tend to put a lot of emphasis on the final exam. Rodriguez likes the difference, since “you can see your evolution, and you don’t have just one chance to obtain your grade.” He also noticed that his classes in Spain have more theoretical content, while TU’s courses emphasize practical examples.

It is common for engineers in Spain and Singapore to study in another country. Rodriguez came to the U.S. to improve

(Continued on page 5)

Student Focus!

WHAT CAN YOU DO IN TWO WEEKS?

by Taryn DeWitt, International Business and Chinese language major

What can you do in two weeks? You could read a book, finish a project, complete a work of art, or you could study abroad. The University of Tulsa offers a number of short study abroad programs. I have completed basically all of these courses that I could as a business major. I have taken three so far: one in China, one in Vietnam and Taiwan, and one in France.

These classes are like nothing else you will ever experience. Knowledgeable professors and other professionals guide students through these courses. It is like having your own tour guide, showing you around a country and making sure you absorb everything you possibly can. The programs are great for all students, but particularly wonderful for International Business and Language students. The classes taken along with the trip inform students on a level that is hard to receive elsewhere, and usually there is some sort of research along with the course. Research may not be exactly why a student would want to take one of these classes, but in all the courses I have taken abroad, I got to research what I wanted. It was a great learning experience for me to really look in depth at something I cared about.

So, research does not sound as fun to you as it does me? Well, luckily these study abroad courses have plenty more to offer — making lasting friendships, learning about a culture, being able to say you studied abroad on your résumé; great food, great nightlife, and all the knowledge you will learn are just a few perks. Are you ready to sign up yet?

As an international business and language student, I knew I wanted to travel not only for my career, but also while in college. I took my first two-week program the spring semester of my freshman year. The class was “Doing Business in China,” taught by Prof. Mike Troilo. One of the reasons I took this course, and two more like it later on, was the affordability. I knew that once I graduated I would probably never get the chance for a learning experience like this, nor do so at such an affordable price. Of course, that was not the only reason I took this course. The overall experience was worth every

penny and hour I poured in to have this opportunity. While in Shanghai, China my classmates and I traveled to many businesses, including Volkswagen Shanghai and Zebco, which also has a company here in Tulsa. Although I was only in my second semester of Chinese, I was able to use my rough language skills and surround myself with a culture I look forward to doing business with in the future.

In the spring of 2010, I participated in a conference called INNOVATE, where I took a trip to Ho Chi Minh City, Vietnam and Taiwan. This program was absolutely amazing. Not only was I with a group of students from TU, but also groups from Rice, Georgia Tech, Pitt and a number of international students. The course focused on comparing a developing country, Vietnam, with a developed country, Taiwan. The class mainly concentrated on the business and technology aspects of the two countries. Being an international business student, the technology sector was new to me, but I enjoyed learning about it and meeting people that were not business students. By being thrown into a somewhat uncomfortable environment, I quickly learned to adjust. The itinerary was packed, and the pace of everything was fast.

Everything was accelerated in Ho Chi Minh City. When I think of Vietnam, I think of the hundreds of scooters filling the streets, and all the people roaming the sidewalks and parks, whether it was midnight or six in the morning. I thought New York was the city that never slept, but whoever first said that obviously had never been to Ho Chi Minh City. I will admit I had my reservations about Vietnam before I traveled there. I wondered how the Americans would be treated, but we were welcomed with open arms, cups of green tea and an array of tropical fruits I still crave to this day.

My most recent trip was for Professor Susan Boyd’s class, “International Business Law.” The students and I took a two week trip over the summer to Amiens and Paris, France. This trip was more laidback than INNOVATE, focusing primarily on French culture, law, and history. We talked to lawyers, visited schools, went to museums, and went up the Eiffel Tower. I fell in love with crêpes, grew an appreciation for architecture and art, and learned that the French know how to treat their employees—they get plenty of vacation time and have shorter weekly hours.

I saw that I matured from my first visit to China to my other travels abroad. In Vietnam, Taiwan, and France I did more activities outside of the scheduled plans. I felt like an adult and was not as worried to leave my hotel room as I was in Shanghai. Groups would go out to dinner, explore the cities, and soak in the culture. I feel like it is a misconception of going on these short trips that it is all work and no play, but I definitely had time to do my own activities when I was abroad. I connected with people so fast because we were all sharing an experience together. Whether I was with ten other people in a hotel room staying up too late telling stories, eating street food



that I was told numerous times not to try, going out to dinner, or haggling with local vendors, I bonded with people quickly. I formed friendships on all three trips with people that I still talk to on a weekly, if not daily basis.

Sure, I got lost. I accidentally ate a chocolate-covered tomato. Hourly in Vietnam, I had near death experiences trying to cross the streets. I got in trouble for sleeping through classes, but I learned. I learned how to survive and thrive in a foreign land. I learned about business, laws, international trade and economics, foreign direct investments, JVs, technological development, and employment law. These classes have increased my knowledge and set me above other classmates. I can discuss the disparities in China, or French employment law: no sweat. I have been there, done that, and, yes, bought touristy t-shirts.

I have discussed the food, the culture, the people, and nightlife, but perhaps that is not exactly what my professors wanted me to remember most. I will say this: Being in these countries and witnessing how they do business will be a valuable resource that will be with me forever. No matter how much you read about another culture, it is never the same as walking on the streets, talking, learning, being completely submerged in something that, frankly, you were unprepared for. I grew up in a small town, graduated with 120 people. Yes, I traveled around the U.S. Yes, I did the stereotypical vacations to Mexico, but to be in these countries was such an eye-opener. I grew as a person. I have an entirely different level of respect for different countries. I have life skills that employers look for. I know more about international business, I can adjust to change; I can handle myself well in uncomfortable, unfamiliar situations. Plus, studying abroad looks excellent on résumés.

If you ever plan on doing anything international, no matter what your major is, study abroad. If you are skeptical about leaving the comfortable U.S. for a foreign land, take a two-week trip. Anyone can survive two weeks somewhere, and chances are it will be the experience of a lifetime.

Exchange Focus: Global E³, continued from page 3

his English and to have the experience of living outside of Spain. He thinks engineering students have an advantage when it comes to studying abroad since engineering principles are very similar all around the world, while a discipline such as law might vary greatly from one country to another. Li’s reason for studying in the U.S. was to see how engineers do their job in another country. He wants to learn from American engineers and take that knowledge back home with him.

The engineering students are taking advantage of the Global E³ program to meet new people and go to football games, to learn about Oklahoma and American culture firsthand and get a new perspective on the engineering discipline.

TU engineering students have the same opportunity to experience a new culture while staying current in their academic program through Tulsa’s Global E³ membership. The future is looking great for engineers wanting to expand their horizons.



Dr. Zhou Bing, president, Da Ming Palace Academy and TU President Steadman Upham at MOU signing ceremony.

Daming Palace GIFT EXCHANGE

Last spring, a new alliance was forged between The University of Tulsa and the Daming Palace Academy in China.

The Daming Palace National Heritage Park is a \$1.76 billion government project to preserve the imperial palace of the Tang Dynasty (618-907). Xi’an, capital of Shaanxi Province in northwest China, was home to a population of one million during this period, making it the world’s largest city at the time. The city was the starting point of the Silk Road, which continued to bring great wealth to the country while turning it into a religious and cultural melting pot for more than 1,000 years. Because of this significance, preserving the Daming Palace has been recognized internationally as one of the world’s most important preservation projects. A delegation from the Daming Palace Academy (DPA) visited TU in the spring of 2010 and presented the university with a 200-volume collection, *The Four Great Archives of Chinese Civilization*, which contains 18,000 artistic, literary and historical documents of Chinese history and culture. In June, a TU delegation headed by Provost Roger Blais traveled to Xi’an to present three reproductions of bronzes by Frederic Remington from the Gilcrease Museum to the DPA. The gifts represent the beginning of a cultural and academic exchange that will benefit TU, the Heritage Park, Tulsa, and Xi’an.



Taryn in Shanghai.

Geosciences out in the Field, continued from page 1

perspective of themselves since they have had the opportunity to grow both professionally and personally. Those who were unsure of themselves and their potential frequently come back with new found confidence, and even those who already have considerable life experience find out more about their own capabilities.

Senior geosciences majors James Priestley and Jennifer Sturm went to Ireland during the summer of 2010 to complete their senior capstone course. The fieldwork program lasted for six weeks and was quite intensive. The 33 students involved rose at 7:00 a.m., worked until 5:00 p.m. and had homework after that. The days were highly structured and had the students working on various geological projects, such as glacial geomorphology and hydrology. Since it rains so much in Ireland, one of their projects was trying to find out where all of that rain goes. With each project, the students were given an area to go through to find various rock formations, take measurements, determine what minerals were present and describe the rocks. They tried to figure out what had happened in the past geologically, and how real-world situations today can relate to their findings. The program was not all work and no play, however, as students had free days after the completion of each project and some free time to visit the small town where they lived.

The program took place near Galway in western Ireland, with excursions throughout the area and to Northern Ireland. With fieldwork options all over the world, Ireland attracted Priestley and Sturm's attention because it seems to have it all — from bogs to mountains and picturesque geological formations such as the Giant's Causeway and the Cliffs of Moher. Western Ireland is home to these cliffs and an area called the Burren, the largest karstic limestone area in Western Europe. The term 'burren' comes from the Gaelic word for 'stony place', and it provides geologists with much to study.

Neither student had ever been abroad before, and both had a great first-time experience out of the country. "It passed my expectations," said Priestley. "I was hoping for a life-changing experience, and I wanted to make sure I didn't hold back from anything." Priestley had a particularly potent experience in Ireland. "My whole life's changed," he said. He came back confident that geology was the right choice for him. He even was able to narrow down his interest in the field and is a much more motivated student now than he was before he went abroad.

Sturm also gained confidence through the

program, noting that it "showed you what you can and can't do." She pointed out that geosciences students have to do fieldwork anyway, so it makes sense to head overseas. "You get the extra experience of going abroad as well as actually doing the geology," she observed.

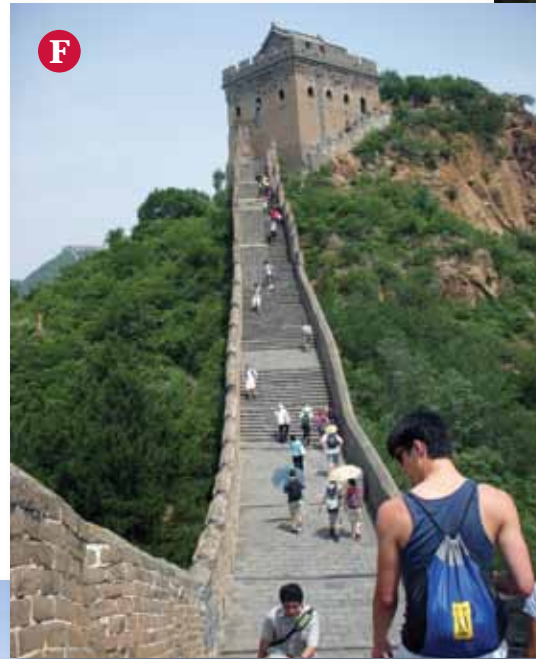
Geosciences student Aidan Leddy spent five weeks of her summer in Taskesti, Turkey, a small town halfway between Istanbul and Ankara. Turkey is an active earthquake and volcano region due to its plate tectonics configuration. The field camp is located along the North Anatolian Fault and according to Professor Tapp is "the best field camp in the world" since it incorporates so much of the local culture into the experience and the program director "becomes an advocate and a mentor" for the students after they come back.

The Turkey program also kept its students busy. They spent all day hiking and looking at rocks and had so much to do that they usually ended up staying in their bunker all weekend, writing up reports and finalizing maps. After experiencing the practical side of her major, Leddy said, "Now, I feel comfortable calling myself a geologist."

Although she was working hard while she was there, Leddy still got to see a lot of the Turkish culture. She was there during Ramadan, the Islamic month of fasting, and a cannon went off every day at sundown, signaling that Muslims could eat again. Her favorite part of the experience was hearing the call to prayer echoing throughout the city. She bartered when shopping and did not leave the camp without a male escort, out of respect for the culture. "I never felt unsafe," she said. "It was more a matter of politeness."

Leddy has no regrets about heading overseas for her fieldwork requirement. "I can't think of any advantages to not going abroad," she said. The program was cheaper than U.S. ones, and by going abroad, she got to see a culture and geology that she never would have been able to see here.

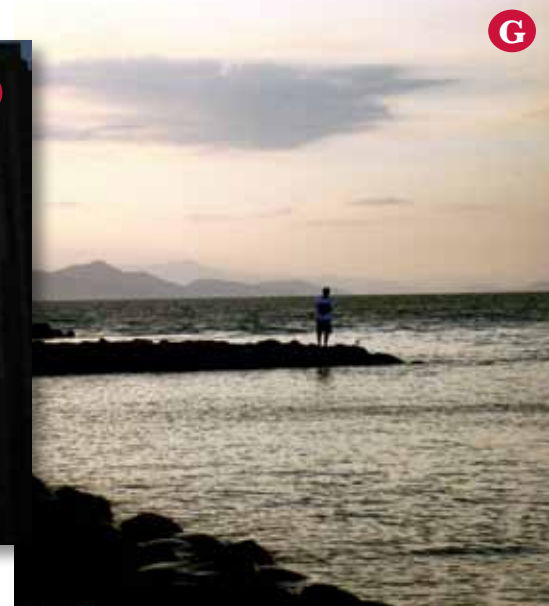
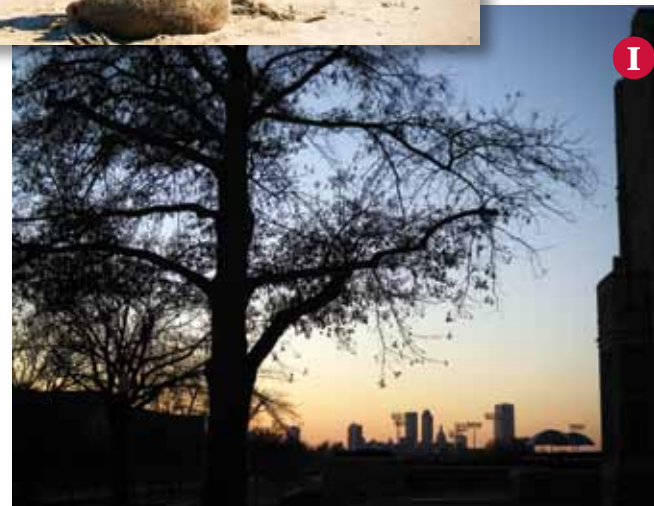
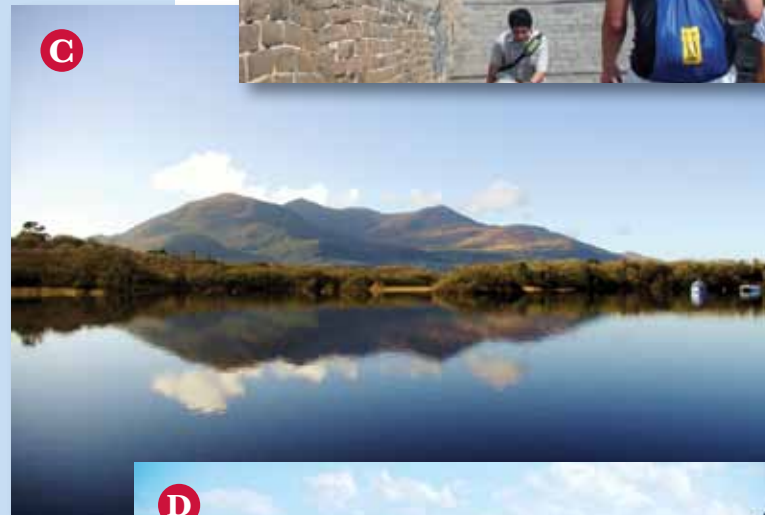
With all of the benefits of studying abroad, it is no surprise that so many geosciences students choose to do fieldwork overseas. Not only do they complete a course requirement for their major and gain practical experience in the field, they also have the chance for a lot of personal growth. In the words of Professor Tapp, "They leave as students, and they come back as scientists."



CGE 2010 PHOTO CONTEST: IT'S A TRIP!

Every spring, the CGE organizes a photo contest to showcase student photos taken around the world. All past and present TU students who have participated in an approved TU study abroad program, or were exchange students at TU, are eligible to enter the contest. A reception is held each spring to announce the winners and prizes are awarded. The CGE proudly displays the winning photos as well as many of the other photos submitted each year for the contest at the CGE office. Come by and check them out sometime!

- A. Best in Show, Versailles, France –Steven Lewis
- B. 1st Place (places), Dublin, Ireland –Steven Lewis
- C. 2nd Place (places), Loch Leane, Ireland –Lauren Nickell
- D. 3rd Place (places), Dunedin, New Zealand –Nick Wood
- E. 1st Place (people), Paris, France –Steven Lewis
- F. 2nd Place (people), Beijing, China –Wesley Wilson
- G. 3rd Place (people), Puntarenas, Costa Rica –Samantha Watson
- H. 1st Place (International students), Redwood National Park, California –Johannes Bebensee (Germany)
- I. 2nd Place (International students), Tulsa, Oklahoma –Katrina Watson (Scotland)



Students blog about their experiences

When students are abroad, there is rarely enough time to Skype everyone they want to talk to, and Facebook statuses can only do so much to keep people informed of their whereabouts.

Many students are finding that blog-writing is a great way to keep family and friends up-to-date while they are out of the country. They can write and others can read at their own convenience. Blog entries can be long or short, lists or stories. Blogs are the perfect place to let people know what students are learning in and out of the classroom, to rave about side

trips and display pictures.

Whether reflecting about what they see and learn, telling a funny cultural misunderstanding story or comparing their U.S. lives with their lives abroad, these students have great stories to share! Here are some excerpts – you can read the full stories on their blogs!

To read more blog entries like these and to see what TU students are doing in their time abroad, check out the links on the CGE website: http://www.utulsa.edu/globaleducation/students_blogs.php



About Me:
Lauren Bull
Student at IES Abroad
Program in Quito,
Ecuador
Spring 2010
Blog address: <http://lauren-bull.blogspot.com/>

Jan. 25th, 2010 - *La hermosura entre la pobreza (Beauty Among Poverty)*

(...) On the bus ride to Baños, I was struck by how many people in small towns live their lives, each day coming onto hundreds of buses just trying to sell some empanadas or ice cream or little booklets while the bus is stopped for people to get off and board. They come on, giving their speech they have probably given thousands of times to their fellow Ecuadorians and foreign travelers. Men, women, and the hardest to see, little kids, try to

make money in this way. Then the bus ride takes you through these small towns, where you see the makeshift, concrete block houses, probably not as bad as some urban slum dwellings but certainly not healthy or sturdy. My heart breaks for these people, and I want God to break it — to break me down, to give me His eyes for His people. It's overwhelming, and you just feel so insignificant. What can I do? How can I respond? You want to give something to each person asking for money, you want to buy all their ice cream so they have 5 more dollars.

(...) And I have no easy answer for this, no quick way to



deal with it. I feel like that would be the worst thing to do, to try to gloss over it

so that I'm not bothered by it anymore. May

God make me uncomfortable and crack through whatever barriers I have between me and the reality of this life. I feel like it's a bit easier to ignore someone on the side of the street in Tulsa — not easy at all, but a little easier. Here you walk by the people everyday. The leg of a man on the bus brushes your arm, there's eye-to-eye contact, physical contact. There's no way to hide from it, to ignore it. I don't really know what any of this means, but I just don't want to be complacent with it. Please pray that I wouldn't be and that I would somehow show love to the people I meet whether that means giving them something monetarily or just a smile of compassion and friendship. My prayer is that my life would be one of love for all people, whatever that ends up looking like. I hope that you all are doing well, but that you aren't comfortable.



About Me:
Catherine Roberts
Student at EuroLearn
Kingston Program,
England
Fall 2010
Blog address: <http://pennedperegrination.blogspot.com/>

September 22, 2010 - *Top (five) reasons living in Kingston is better than living in Tulsa:*

5. Developed river: Kingston's full title is Kingston upon Thames, and that is no lie. There is a lovely walking path along the Thames, and High Street runs right along the Thames' east side. The theater and dozens of great restaurants come right up to it.
4. Shopping: There are multiple H&M locations in Kingston. I am going to have to be careful not to spend all my food and rent money there...
3. Developed town center: Going back to High Street — there is nearly always something going on here. There are tons of cute cafes and little



great, of course, but in the interest of journalistic integrity, I am going to construct an alternative list.

shops, and you can get pretty much everything you need, including help from the Kingston study abroad office, right in the space of about a half-mile.

2. Food: For one thing, there is delicious Indian food everywhere you go.
1. Proper public transportation: Our bus stop is a ten-minute walk from our house, and on weekdays, 7 to 7, the bus runs every ten minutes.

All of this sounds

July 9, 2010 *Eating at a Chinese Subway*

(...) For lunch, we walked over to the Subway shop that we discovered last night in our desperate wandering. It seemed like the perfect meal to eat for lunch and carry to the airport for dinner — and mine was. I had a fabulous Italian BMT and a warm chocolate cookie that tasted just like the subs I remember.

Matt wasn't so lucky. He opted for the meatball marinara sandwich, which I ordered for him. I was a little confused with the worker triple-checked that he didn't want any sauces on his sub, but thought it was just the Chinese tendency to

use mayonnaise in places where mayonnaise has no business being used. But, then he opened his sandwich to see three tired pieces of white cheese and five lonely meatballs, and we realized something had gone wrong.

I went back up to the counter with the sandwich, pointed to the picture, and asked what had happened to the marinara. As luck would have it, they knew every sandwich-related word in English except marinara, even though it was on the menu. They pointed to sauces randomly, saying their names in Chinese, until I heard something that sounded kind of familiar. So, they squirted the "tomato sauce" on the bread,

Top (five) reasons living in Kingston is NOT better than living in Tulsa:

5. Not having a bicycle: The busses are great, but they are only really handy during peak hours.
4. British accents: While sexy in a select few people, mostly they are just hard to understand.
3. Lack of Mexican fast food: Even when I am starving, I can resist places like McDonalds and Burger King, because I'm in England for heaven's sake. But, I don't even have the option of going to T-Bell or Bueno when I am starving in my room after eating toast for dinner yet again.
2. Not having a cat: Pretty self-explanatory. I have always had a cat, since second grade.
1. People: Everything — and I truly mean everything — would be more incredible if I could share how great it is with the people I love.



completely drenching it in plain ketchup. I wiped that off with a napkin and tried again, this time getting a squiggle of clear jelly-like sauce with flecks of hot pepper in it.

You should have seen this sandwich; it was pretty much the saddest-looking thing ever. Finally, one of the employees said, "I know, I know!" He went into the back, rummaged around for a few minutes, and brought out a small container of marinara sauce! They were going to dump it on the sandwich but somehow I managed the impossible and got them to make us a new one. For free. (Note: This does not happen in China, where the customer is not always right. It's more like the customer is barely tolerated. Once, a restaurant gave us the wrong dishes and made us pay for both what we ordered and what they brought us!)

Apparently the sandwich tasted like curry. Still, it was probably better than mayonnaise, right?



Student Focus:

involúcrate! getting involved while studying abroad

By Ellen Beverley, Junior, Spanish, Math and Education

You never know where life is going to take you. I, for one, never knew exactly what I would end up doing after college, until last year when I studied abroad. From age eight to fourteen, my dream was to become a baker. Then in 9th grade, my government class inspired me to get involved in international affairs, and I changed my life goal from humble baker to exalted Secretary General of the United Nations. In succeeding years, I considered law, economics, education, and business; but no clear choice ever emerged. All that changed last year while I was studying abroad at la Universidad de las Américas in Puebla, Mexico. There, I discovered a passion for teaching.

In Mexico, English is not a required subject until 7th grade, so the majority of the public elementary schools do not offer foreign language instruction. However, the town where I studied found a creative way to give their students a head start. The Universidad de las Américas invites native English speakers studying abroad to teach at local schools, and I jumped at the chance to participate. For one semester, I spent six hours a week at Rafael Ramírez Castañeda Elementary, teaching English to 4th, 5th, and 6th graders.

I met with the principal of the school a week before I started teaching. After brief introductions, I asked her if the students knew any English. She said yes, a little. I next asked what resources were available. Did the students have textbooks? Did the school have a copier? Internet? The answers were no, no, and no. I knew then that I would have my work cut out for me.

Since I had been told that most of the students knew some English, on my first day of teaching I decided to introduce myself and see just how much “a little” was. I said, “Hello, my name is Ellen, and I will be your English teacher. How are you?” I got a few “fine’s” back and was encouraged. I then asked a few students individually, “What is your name?” and they all answered “fine.” It turned out that “a little” really was a little.

I had no real idea where to start with them. I tried to think back on my first Spanish class, but I could not remember what

we learned first. Introductions? Numbers? The verb “to be”? All I remembered was that at the end of my first year of Spanish, I was able to write a short paper describing my life. I was so proud of myself, and I felt like I could accomplish anything in Spanish. I wanted my students to feel the same way, so I decided that my goal for them would be to enable them to write a short paragraph describing their lives by the end of the semester.

Through grammar lessons and games, practice and parties, we made that goal a reality. For their final exam, each student wrote and illustrated a short autobiography in English. One 5th grader wrote, “Hi. My name is Eduardo Potrero Lara. I am ten years old and I live in Cholula...” Eduardo went on to say that his mom is a housewife, his dad is a construction worker, that he has four brothers and six sisters, and that he likes hot dogs but not mushrooms.

I felt a huge sense of accomplishment as I read their paragraphs. However, I also felt love, sympathy, and sadness. In our three months together, I had grown to love my students. I had gotten to know them as I taught them to play freeze tag at recess. I had grown to admire their generosity when they spent their 50 cents allowance to buy me *chicharrones* (fried pork skins) instead of snacks for themselves. I had felt sympathy for them when they told me that their parents could not afford to make them cakes on their birthdays, and I felt joy when I saw their faces the day I brought a birthday cake to class for them. I cried on the last day of class when Francisco gave me his patched and obviously well-loved stuffed dinosaur as a parting gift. I loved these children, and I knew I would miss them terribly. My students had become my friends.

Partly because of this experience, I have decided on an education career. Although I do not know yet if I want to teach Spanish in the U.S. or perhaps English in Latin America, I do know that witnessing the eagerness and joy of my young students as they learned another language will have something to do with where I end up.



Ellen with her students in Puebla, Mexico.

Meet CGE Peer Advisors 2010-11

Peer Advisors are TU students who have returned from study abroad experiences and now work at the Center for Global Education assisting prospective students throughout the entire study abroad process, as well as coordinating activities throughout the year. We are pleased to announce our CGE team for the 2010 - 2011 academic year.

Community Outreach Coordinator

Ellen Beverley is a junior math, Spanish, and education major from Columbia, Missouri. She spent the 2009 - 2010 school year in Puebla, Mexico. While she was there, she taught elementary school English and took a Mexican folk dance class. Ellen can now tap dance while balancing a tray on her head!

Campus Outreach Coordinator

Ricky Greer is a senior psychology and German major from Denton, Texas. He studied abroad in Freiburg, Germany, with IES for the 2009 - 2010 academic year. He traveled throughout Germany, France, Switzerland, England, and Holland during his time abroad. His goal was to fully integrate into German society, both linguistically and culturally. He completed an internship at the Albert-Ludwigs-Universität Alumni Office where he helped plan an international event for the university there. Some highlights of Ricky's year included hiking through the Black Forest, watching the World Cup games in the city, and consuming as much delicious schnitzel as humanly possible.

Exchange Student Activities Coordinator

Jillian Hauf is a senior political science major from Stillwater, Oklahoma. She studied abroad in Cusco, Peru, with SIT in spring 2009. While in Peru, Jillian spent her time hiking the Andes, sampling new foods, sheering alpacas, and exploring the Amazon jungle. Some of her favorite experiences were climbing to Machu Picchu and spending time with the locals. She plans to travel back to South America after she graduates.

Special Events Coordinator

Tessa Hill, a senior film studies major from Fort Worth, Texas, studied abroad in Wellington, New Zealand and was there with AustraLearn in spring 2010. While she was there, Tessa traveled all around both islands, hiked a glacier, bungee jumped from the 3rd tallest bungee in the world and hung out with professional rugby players. Some of her favorite memories were just hanging out with her Kiwi and American friends and exploring the islands. Tessa plans to continue her global experience by traveling to South Africa in the near future.

Engineering and Natural Sciences Liaison

Steven Lewis is a senior mechanical engineering and English major from St. Louis, Missouri. He studied abroad in London during summer 2009. While there, Steven traveled to Scotland, France, and Ireland. The summer's best moments included watching fireworks over the garden perspective of Versailles, punting down the river Cam (Cambridge), and taking pictures juggling around the world. Upon graduation, he plans to enter an engineering career with opportunities both domestic and foreign.

Marketing and Writing Coordinator

Kristin Wood is a senior Spanish and anthropology major from Chapman, Kansas. She studied in Valparaíso, Chile, during summer 2008; and Paris, France, during spring 2010 with ISA. As if that weren't enough, she spent summer 2010 in Bangalore, India, with USAC. Since she came to TU, she has added 20 new countries to the list of places she's visited. While abroad, Kristin ate all the empanadas she could get her hands on, rode a camel through the Sahara desert with a turban on her head and performed an Indian dance in front of a crowd the size of her hometown.

Work-Study Student

Lauren Mann, a freshman at TU, has not studied abroad in college yet, but she participated in a month-long exchange to Germany in the summer of 2009. She was born near North Pole, Alaska, and raised in Temple, Texas. She is anticipating a double major in art and anthropology and a minor in German, hoping to travel abroad to Germany or Austria. She also enjoys country music and long walks on the beach.



Left to right: Steven Lewis, Jillian Hauf, Ellen Beverley, Tessa Hill, Kristin Wood, Ricky Greer, Lauren Mann

TULSA STUDENTS HAVE EARNED ACADEMIC CREDIT IN THESE COUNTRIES:



GLOBAL EDUCATION @TULSA.EDU • VISIT US ONLINE AT WWW.UTULSA.EDU/GLOBALEducation

The University of Tulsa does not discriminate on the basis of personal status or group characteristics including but not limited to the classes protected under federal and state law in its programs, services, aids, or benefits. Inquiries regarding implementation of this policy may be addressed to the Office of Human Resources, 800 South Tucker Drive, Tulsa, Oklahoma 74104-9700, (918) 631-2616. Requests for accommodation of disabilities may be addressed to the University's 504 Coordinator, Dr. Jane Corso, (918) 631-2315. To ensure availability of an interpreter, five to seven days notice is needed; 48 hours is recommended for all other accommodations. TU#10611

Center for Global Education
800 South Tucker Drive
Tulsa, OK 74104-9700

