The Year of Study Abroad

U.S. Senate Resolution Designates 2006 as Year of Study Abroad

On November 10, 2005, the Senate unanimously passed a resolution designating 2006 as the “Year of Study Abroad.” The resolution, introduced by Senator Richard Durbin (D-Ill.) and Senator Lamar Alexander (R-Tenn.), encourages initiatives to promote and expand study abroad opportunities. The resolution was also co-sponsored by Sen. Larry Craig (R-Idaho), Sen. Norm Coleman (R-Minn.), Sen. Russ Feingold (D-Wisc.), Sen. Daniel Akaka (D-Hawaii) and Sen. Thad Cochran (R-Miss.).

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Morelia, Mexico

Carmen Perez-Frayne
Education Program Coordinator - PACRC

My time in Morelia, Mexico was more than an opportunity to study abroad; it was an opportunity to learn about my cultural heritage and most importantly—myself. My grandparents came to America from Mexico as teenagers to work the fields of Texas seeking a better life. Due to their efforts and commitment for the next generation, I wasn’t the first, or second person, but one of many in my family to go to college. My college experience served as a time for me to develop and secure a personal and professional identity that I was comfortable with, and my study abroad experience played a key role in that journey.

The apprehensions I had about traveling to my ancestral homeland were put to ease the moment I arrived. Immediately, the people of Mexico embraced me like a member of their own family, almost as if they had an obligation to teach me about my own ethnic heritage. Unlike my fellow American classmates, I had the convenience of “blending” with the crowd until I spoke broken Spanish. Just like them, I experienced a certain degree of culture shock, anxiety about “did I make the right decision to come?”, but after a few days, and settling into a routine, this no longer was an issue. I found myself embracing every new challenge and opportunity with enthusiasm.

From this point on, I see my semester abroad as an exciting adventure with many new friendships. I now have the ability to be comfortable with myself, learn and speak Spanish. By living away from everyone and everything I knew, I was rewarded with a great challenge. My four months abroad quickly sped by and my experience came to an end all too soon, yet what I gained from the short time away will stay with me forever.

Top left: Temple of the Sun just outside of Mexico City
Top right: Church in Morelia on the Dia de la Independencia
Above: In Urupan, We rode horses out to a city that was covered by lava years prior. The only thing remaining to be seen is the top of the town church.
Spring 2006 Global Nomads

Studying and living in different countries

UH Hilo's Spring 2006 Students Abroad

Choi, Diane
Seoul, Korea

Francisco, Palani Kai
Tokyo, Japan

Hanashiro, Chad
Tokyo, Japan

Holiman, Wiley
Prague, Czech Republic

Inouye, Ann
Tokyo, Japan

Koike, Ryuta
Wellington, New Zealand

Underhile, Derek
Tokyo, Japan

Yee, Lareina
Asan, Korea
Imagine reading the Pablo Neruda classic poem, In the Heights of Macchu Picchu while standing in the Incan ruins of Macchu Picchu. Imagine standing on the Great Wall of China and marveling at the skills needed to complete this wonder of the world. Students have lived these extraordinary experiences by participating in study abroad programs sponsored by the University of Hawaii at Hilo’s College of Continuing Education and Community Service (UHH-CCECS).

In recent years, students have participated in study abroad programs to China, Peru, Tahiti, Japan, New Zealand, Laos, Cambodia and Thailand. Most programs are offered during the summer and vary in length from two to four weeks. These short-term programs easily fit into busy schedules and provide an excellent summer study opportunity. While abroad, students are eager to learn about the language, the culture, the people, the politics, the education system, and the history of the different countries they visit. Students often comment about obvious cultural differences in food, clothing, mannerisms and behavior of the people they visit. At the same time, students are surprised that they share with their hosts many basic beliefs.

This summer, UH Hilo is offering two different study abroad programs.

UH Hilo and Peking University, the most prestigious institution of higher education in China, will co-sponsor the 19th Summer Institute in Chinese Thought and Chinese Culture program. The program includes pre-departure lectures at UH Hilo, lectures on Chinese culture at Peking University as well as field trips to various historical sites, cultural centers and science places in China. Students will visit the Great Wall of China, the awe-inspiring Forbidden City, Mao’s tomb, the Temple of Heaven and they will enjoy a performance at the Peking Opera.

A highlight of the first tour in 1993 was the cultural exchange tour at Peking University. Peking University opened its doors to a group of foreign students in order to activate an educational and research exchange. Dr. John H.L. Cheng, academic tour director, will lead his popular culture study tour again this summer.

Castellano en Perú will again be offered this summer. Students will speak, listen, read and write in Spanish while they are immersed in local communities in Peru.

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Background and Reflection on my Fulbright Years

Jon Cauley
Professor in Economics
China-U.S. Studies Graduate Faculty

Initially, I became interested in China after hearing a lecture on Chinese economic reforms at the University of Hawaii-Manoa in 1983, shortly after the advent of the Post-Mao Era. In 1985, a friend invited me to Hong Kong. I was in Hong Kong a month and during that time I first visited mainland China. Most wore green or blue Mao uniforms. I actively began doing research on China and the Chinese economy. In the Spring and Summer of 1989, I was a visiting foreign expert at Shanghai International Studies University thanks to one of our Chinese students at UHH. When the Tiananmen Square tragedy occurred, the State Department flew in a 747. U.S. citizens in Shanghai were urged to fly out. I stayed and continued teaching in order that I may give my student's grades. I had also had planned a research project on some market, economic reforms initiated in Inner Mongolia. While living in Shanghai, I met a Fulbright Scholar in the Foreign Expert's compound where I was staying. Fulbright Scholars are appointed to any one of the 25 key Universities throughout China. The Fulbright Scholar and I exchanged curriculum vitae and he encouraged me to apply for a Fulbright. Later, he wrote an important letter of support for me.

The following year I applied for a Fulbright, but the Chinese Government canceled the program for one year due to Tiananmen Square. In 1991, I reapplied and was awarded a Fulbright. In 1992, I found myself in Beijing being introduced to Chinese and American dignitaries. The Ambassador at that time was Stapleton Roy and he invited the Fulbright Scholars to functions at this home on several occasions. I learned a great deal from talking to both Chinese and American persons at these parties. On attending my second party, I crossed paths with Stapleton Roy, and he introduced himself to me. We had an interesting chat and needless to say this was a surprise and honor for me. An event I would have not experienced if I were not a Fulbrighter.

About a year after I first went to China, I began studying the Chinese language with my teacher, Miss Liu. She has lived most of her life in Tianjin where the Northern dialectic was spoken. Miss Liu taught me the “Beijing-hua” dialect which was fortunate, given my Fulbright assignment. Miss Liu and I had many long conversations about China and in these conversations, Miss Liu also taught me a great deal about Chinese culture. Her excellent teaching provided me with a strong foundation for my Chinese experiences. I also believe the teaching of Miss Liu afforded me an avenue to make the most of my Fulbright awards. As the goal of the Program is to increase mutual understanding between the people of the United States and the people of other countries through educational and cultural exchange, the teaching of Miss Liu gave me a greater ability to achieve the Program’s goal. I was more able to understand and relate to my students and this allowed me to be a better teacher.

Chelsey Lai, Terri Menacker, Sra. Luisa Oldmen and Sierra Gacayan reading Pablo Neruda’s “In the Heights of Macchu Picchu” in the heights of Macchu Picchu.

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The Importance of Studying and Teaching Abroad

My Fulbright Experience

Rick Castberg
Professor in Political Science; Liberal Studies: Admin of Justice Coordinator

I applied for a Fulbright award three times. The third time was a charm.

Some feel that you have to be an area specialist to apply, but that is not the case. I first applied for an award to Norway, thinking it would be interesting to live in the land of my ancestors. I didn't get the award. The next time was to Australia, which I selected not because of the location but rather for the subject matter of the courses I would teach – law and society. Didn't get that one, either. Then I read that Japan wanted American professors who could teach about the American Constitution – the award would involve teaching on the 200th anniversary of the Constitution. This was particularly attractive because I was fascinated by things Japanese and thought my many years in Hawai‘i would make adjustment easier. It also helped that I had been teaching constitutional law for almost 20 years and had co-authored a text on the subject. These factors may well have played a roll in my selection, as might the fact that my wife is Japanese-American

Let me explain the categories of awards. They are:
- Research
- Lecturing
- Lecturing/Research
- Distinguished Lecturing (for megastars in their field)
- Junior Lecturing and Junior Research (for junior faculty)

I applied for and received the Fulbright award for lecturing. I intended, however, to conduct research when possible. Fortunately, I was eligible for a sabbatical the semester after my Fulbright, so I planned to lecture, start my research, and after the end of the academic year engage in research full-time.

The Fulbright office in Japan placed me in Nagoya, a large (population over 2 million) industrial city between Tokyo and Kyoto. My primary affiliation was Nanzan University, a private, Catholic-affiliated institution famous for its American studies and English language programs, and Nagoya University, one of the Japanese “national” universities. I was in the British and American Studies faculty at Nanzan and the law faculty at Nagoya.

This experience was truly life-changing. We lived like Japanese. We had an apartment in a “Mansion” (condominium), slept in futons on a tatami floor, packed a bento for lunch every day, took busses, subways, and trains everywhere. I went for almost 18 months without driving a car. I had to adapt my teaching style to the Japanese classroom and slowly learned the culture and politics of higher education in Japan. Thanks to colleagues in both institutions, I was able to meet people who would later prove invaluable in my research, and had access to libraries (and some translation) for the legal material I needed. We made many very good friends in Japan, most of whom we have seen again either here in Hilo or in Japan. We traveled extensively, from Hokkaido to Okinawa, staying at ryokan (traditional Japanese inns), soaking in onsen, hiking all over the landscape, and making many friends.

Upon returning from Japan I was able to complete a book entitled “Japanese Criminal Justice” (Prager, 1990), and since then have had a number of articles published in journals ranging from law reviews to United Nations documents. More importantly to me, however, is the number of times I have been invited back to Japan and the other sabbatical I spent there. Most important, perhaps, is having the opportunity to view the U.S. from afar, to learn how others see us, to completely change your lifestyle, and to immerse yourself in another culture.

Please seriously consider a Fulbright experience. It will change your life.
Solomon Islands

In college, students are constantly plagued with the thought of “What is my major?” or “What direction is my life going in?” Some students dread the thought of their sophomore year coming to an end, since their general education requirements have been fulfilled, and they need to decide what they are going to do once they enter the real world. In a few cases, those who run from the real world, often find themselves venturing beyond it by studying abroad.

Dr. Edvard Hviding recently gave a lecture on long term lessons from the Solomon Islands and sea tenure at UH Hilo. He is the head of the anthropology department at the University of Bergen in Norway. His lecture contained various pictures of the Marovo Lagoon, and a viewing of his latest book Reef and Rainforest: An Environmental Encyclopedia of Marovo Lagoon, Solomon Islands/ Kiladi oro vivineidi ria tingitonga pa idere oro pa goanna pa Marovo. The book is written in the native language of the Marovo lagoon (there are hundreds of Malay dialects and languages in the Pacific area), and contains information gathered from chiefs and kahuna like specialists.

Some would consider it strange that a professor from Europe would specialize in an area like the Solomon Islands, since he had never been there until he did his research. Yet, Dr. Hviding is an expert in his field, and has been making trips back and forth to the Solomon Islands for about as long as the average freshman has been alive. Dr. Hviding serves as a perfect example of someone who’s niche and specialty was discovered while abroad. Let’s face it, the future will always have a veil over it, whether you’re in America, or in a different country.

Year of Study Abroad

U.S. Senate Resolution Designates 2006 as Year of Study Abroad

Alena Seim, Peer Assistant

The resolution:

1. Designates 2006 as the “Year of Study Abroad.”

2. Encourages secondary schools, higher education institutions, businesses, and government programs to promote and expand study abroad opportunities.

3. Encourages Americans to support initiatives to promote and expand study abroad opportunities and observe the “Year of Study Abroad” with the appropriate ceremonies, programs, and other activities.”

The text of the resolution (S.Res.308) is available through http://thomas.loc.gov by using the keyword search “Year of Study Abroad”.

I
The JET Program
The beginning of a lifetime adventure

Dr. Scott Saft
Lecturer in Japanese, Linguistics and ESL

Before graduating college at the age of twenty-two, I had spent approximately twenty-six hours outside of the United States, one full day and night in Canada on a trip with college buddies and about two hours across the border in Mexico with my family while still in elementary school. Needless to say, neither of those experiences prepared me for work as an assistant English teacher in Japan on the JET Program. I left for Japan in 1989 full of worries about being able to communicate with my very limited Japanese and with no experience as a teacher. Nonetheless, I loved the program from the outset and returned to the United States two years later transformed in countless ways.

An acronym for the Japan Exchange and Teaching Program, JET began in 1987 as a large-scale attempt by the Japanese government to increase the cultural awareness and English proficiency of students in the Japanese school system. Participants are given one-year contracts, with the possibility of renewing for as many as two extra years, and dropped into English language classrooms in elementary, junior high, and/or high schools. Usually the teaching occurs in a team teaching formation, as JET participants are paired with a native speaking Japanese teacher of English from the school(s) to which they are assigned. Prior teaching experience and Japanese experience are not required, but applicants go through a screening process before being accepted. Participants are spread throughout the 47 prefectures of Japan, with some assigned to small rural towns and some to the big cities of Tokyo and Osaka. Accordingly, each JET participant will have different experiences and stories to tell. Here are a few of mine.

I was placed in a small town called Tsubame in the snow country of Niigata prefecture. Told that I was the first non-Japanese person to live in the town, I was treated like royalty from the beginning. My first day of teaching was to be at one of the town’s eight elementary schools (I made one visit per month to each elementary school and went on a daily basis to one of the town’s three junior high schools), but I never made it to an actual classroom as I was greeted by the whole school at the entrance for a big welcoming party. The party included speeches from the principal and representatives from each of the six grades, a few numbers from the school band, and a large welcome sign draped across the entrance with the words ‘Welcome Mr. Scoot’ (not a typo). Luckily, the name never stuck, but the new and sometimes zany experiences did not cease. Trying to stay in shape, I took up jogging through the farmland that surrounded my apartment, but I rarely made it very far before being stopped by the farmers and presented with gifts from their gardens. Needless to say, I was quite a sight running across the landscape with a nice, fat daikon in each hand and pockets full of tomatoes, cucumbers, and other assorted vegetables. In addition to the time spent chatting with the farmers, I enjoyed my new experiences of partying under the cherry blossoms in the spring, carrying portable shrines in local festivals, singing until the wee hours of the morning in karaoke bars, and soaking in hot springs.

To be sure, not all of my experiences at the beginning were necessarily positive. I met Japanese teachers who were reluctant to work with me, students who hated English with a passion, and some townspeople who would literally run in the opposite direction when they saw the large gaijin coming. Yet, these failures helped me appreciate that Japan, like most societies, is a very diverse place with people of various backgrounds and ways of thinking. Despite the common image of Japan as a homogeneous country, I was learning that even a small rural town possessed many deep layers. All the people I came into contact with served in a strong sense as teachers of different aspects of culture, with some showing me how to behave appropriately in sushi bars, how to sing Japanese songs, how to pour sake correctly, and even how to eat the Japanese delicacy of

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Seoul Korea

International Summer Program at Chung-Ang University

Dr. Youngki Hahn, Retired Professor in Economics

I arrived at Chung Ang University as a visiting scholar last March, 2005. The last time I was in Korea was in 1996 when I also spent a year there. What a difference 9 years make. People often refer to Korea as “Dynamic Korea” and one understands the true meaning of it as soon as you arrive there. People are very courteous and wonderful but they are constantly on the move. The city of Seoul has several faces. It conserves the old traditional part of Korea with its royal palaces, traditional tiled roofs, temples, old market places, though the size of East Gate and South Gate Markets are by no means small. There are many new sections of the city, 13 million strong in population, are no different than any other big cities of the west like New York, Tokyo or Paris. It offers wide range of activities one can think of from shopping, dinning, sports events, museum, exhibits, concerts, you name it. Although there are nine lines of subways crossing the city and thousands of city buses color coded for distances it serves, mingled with taxis, there seems to be not enough transportation means to serve the mobile population.

Chung Ang University (CAU) is 88 years old, one of the top ten universities in Korea located along the Han River which skirts the city of Seoul. CAU has 30,000 students on two campuses, one in Seoul and one in Ansung. It boasts 450 international students from 18 countries.

The International Summer Program at CAU is particularly interesting because it offers students an opportunity to immerse themselves into Korean culture during their intensive three week stay. The students will truly experience Korean culture and language, and feel the dynamics of the rapid Korean economic development. Students will earn 3 university credits from CAU. The program offers morning academic sessions designed to introduce various aspect of Korea, its language culture and custom and afternoon sessions are entire devoted to field trips. The afternoon site seeing trip include visiting Samsung Electronic Company’s visitor center/museum where visitors can see the wonders of most advanced electronic technology. It is also arranged so that students can visit Ulsan shipbuilding complex, the second largest shipyard in the world, Pohang Steel Co, the largest steel making co in the world, Hyundai auto plants, and other industrial complex in the city.

natto, fermented soy beans. By the end of my two years in Japan, I had developed close friendships with numerous people in the town, exchanging letters and e-mails regularly. I have been back there on a few occasions and have had many of my friends visit me here in Hawai‘i.

Before leaving the United States for the JET Program, I was one of those college graduates who had no clear goals for the future. Yet, at some point during my two years teaching English on the program, I figured out exactly what I wanted to do in the immediate future and what I wanted as a career. I desired to study more about language in general and especially focus on the Japanese language. To achieve this goal, I enrolled in graduate school in linguistics at UH-Manoa. I also knew that I wanted to become a teacher. Teaching in English in Japan was not always easy, in fact, sometimes it was downright agonizing. Still, the excitement and satisfaction of watching the expression on a student’s face change from a frown of frustration to a smile of understanding and appreciation was immense and addictive. Toward this goal, I began teaching Japanese at UH-Manoa and now have spent over 5 years teaching Japanese at various colleges and universities in Hawai‘i and over 8 years teaching English as a university professor in Hawai‘i and Japan (I later returned to Japan to serve as a faculty member at two universities). It has been a thoroughly enjoyable career so far, one that started on the JET Program in a small and snowy rural Japanese town.

Since my time, the number of participants on the JET Program has increased at an amazing rate, from just under two thousand in 1989 to nearly six thousand in 2005. This means, on the one hand, that the program has been very successful, but it also means, on the other hand, that it has become very popular and even competitive. Yet, potential applicants should not be scared off by the numbers. Of course, those students with an interest in Japan and some years of Japanese under their belt should give the program some serious consideration, but I would also encourage those with at least a slight interest in teaching and an open mind toward new experiences to give the program a try. The same goes for students of Japanese ancestry who already feel a familiarity with the culture. Despite the influx of Japanese culture in Hawai‘i, I promise that there are many new experiences waiting in Japan. With my career as an educator of Japanese, ESL, and linguistics, the adventure that began with the JET Program continues to this day. Give the JET Program a try, and you never know, one day you might be saying the same.
Students will explore the similarities between the indigenous Peruvians and native Hawaiians. Other cultural explorations will include music, food, family relationships, youth culture, religion and entertainment. Students will also have the opportunity to perform service learning projects while in Peru.

Last summer, students completed several service learning projects alongside their Peruvian counterparts in Lima, Arequipa and Cuzco. Prior to the projects, the group performed a hula and a chant to the unanimous delight of their hosts. The students from Hawaii proudly represented the Hawaiian culture and the Hawaiian language. “Every single one of our participants earned the respect and admiration of the Peruvian students, teachers, host families and care workers who often marveled at their enthusiasm, unabated desire to work hard, positive attitude, and commitment to complete their work,” said Sra. Oldmen. “I beam with pride when I recall the many host parents who thanked me for the opportunity to share their homes with our students. With genuine affection, these parents asked me to relay their gratitude and extend invitations to our students and their families back home. Their warmth and generosity was a direct reflection of the warmth and generosity of our students.”

Participating in a study abroad program gives students the opportunity to learn more about other cultures and countries. But ultimately, it allows participants to learn more about becoming better students, better communicators, and to be more compassionate and understanding.

Underhile Receives Freeman-Asia Scholarship

The University of Hawai‘i at Hilo’s Center for Global Education and Exchange is pleased to announce that sophomore Derek Underhile, 22, of O‘okala, has been awarded a $5,000 Freeman-ASIA Scholarship to study in Tokyo, Japan, during the spring semester 2006. Underhile, a communications major, will begin his studies at Daito Bunka University in April 2006. He will be enrolled in an intensive Japanese language program. The Freeman-ASIA scholarship award is provided by the Freeman Foundation and is designed to encourage U.S. undergraduate students to study in Asia. Scholarship winners are expected to share their experiences with their home campuses when they return. For the Spring 2006 semester, 90 students received a Freeman-ASIA Award to support their study in East and Southeast Asia. Since the launch of the program in 2000, the Freeman-ASIA Award Program has supported more than 2,000 U.S. undergraduate students. To learn more about this scholarship, please visit: http://www.iie.org/freeman-asia
UH Hilo and partnering universities overseas (as of Nov. 2005)
Center for Global Education and Exchange

PB-9 room 6

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