



# Going Global!

Newsletter of Harper College International Studies and Programs

Volume 2, Issue 1  
February 2012

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## Follow Your *Coeur* & Your *Corazon* to France and Spain....



Anyone who has studied abroad during their college years will likely tell you that it was one of the most valuable and rewarding experiences of their lives. Recently, Harper College has been expanding our study abroad options with new programs spearheaded by dedicated instructors who are enthusiastic about bringing these rich cultural opportunities to their students. One of these new study abroad opportunities is being organized by the Art Department at Harper College. Professors Stephany Rimland and Karen Patterson have partnered with EF College Study Tours to create a short-term study abroad program focused on the art, architecture, and culture of France and Spain. During the 12-day excursion, from May 21 – June 1, 2012, participating students will view world-class museums such as the Louvre and the Musee d'Orsay, tour important architectural works such as the Notre Dame Cathedral, Toledo

Cathedral, and Versailles, and visit ancient ruins from the former Roman Empire, in addition to exploring many other magnificent sites. Additionally, students will earn three hours of Humanities credit by completing coursework upon their return.

Although economic times are admittedly tough, studying abroad is an investment that will yield new experiences and perspectives that will continue to reverberate with students for a lifetime. The deadline for enrollment is fast approaching in early February, so please share this unique opportunity with your students soon and refer interested persons to Stephany Rimland at [srimland@harpercollege.edu](mailto:srimland@harpercollege.edu) or Karen Patterson at [kpatters@harpercollege.edu](mailto:kpatters@harpercollege.edu).

Additionally, if you are interested in having someone speak to your class about the France and Spain program, or if you have any questions, please do not hesitate to contact Stephany or Karen.

## Study Abroad is a No-Brainer with EF College Tours

by Colleen Tomanek, Study Abroad Coordinator

Harper College offers exciting international opportunities throughout the academic year, including experiences abroad. This year, International Studies and Programs collaborated with EF College Tours in an effort to offer affordable, short term faculty led trips to destinations throughout the world. Most recently, Stephany Rimland and Karen Patterson have created a Summer Humanities Credit course (3 credit hours) where students will Study Art and Culture Abroad in Paris, Madrid and Barcelona for 12 days from May 21- June, 2012.

While many students will undoubtedly be interested in the trip led by Stephany and Karen, you might also be interested in creating your own course abroad. If this is the case, please take advantage of the great incentives that are currently being offered by

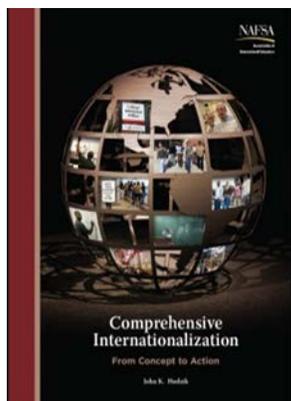
EF College Tours for Professors planning 2013 programs. Current EF College Tour incentives include:

- Hotel room upgrades
- Early enrollment discounts (\$250 for the month of January)
- Repeat traveler discounts (\$100)
- Global reward points

In addition, please note that if 10 participants are enrolled by the end of March, program fees will be locked in for anyone enrolling until you travel. Since planning a course abroad requires advance preparation, please feel free to contact me, or Rich Johnson as soon as you finalize your decision if you are interested in teaching a course through EF College tours. Please also feel free to learn more about EF College Tours by visiting <http://www.efcollegestudytours.com/>

## Develop Your World: 2012 International Education Summit at Harper

The International Student Office and International Studies and Programs are pleased to announce our Second Annual “Develop Your World: International Education Summit 2012” on **Friday, March 2, 2012** in the Wojcik Conference Center! **Develop Your World: International Education Summit 2012** aims to bring together scholars, faculty, and administrators from Harper College and a variety of Illinois and Wisconsin colleges to highlight and focus on the issues of global education and comprehensive internationalization in general with a specific emphasis on curriculum infusion.



### Program of Events:

8:30 am: Registration and coffee in lobby of Wojcik Conference Center

9 am: Keynote address (Wojcik Center Amphitheater): Dr. John Hudzik, Michigan State University and NAFSA Senior Scholar for Internationalization

“The Imperative to Internationalize U.S. Higher Education: Roles for All Institutions”

10:30 am: 2 concurrent sessions:

a) Approaches to Curriculum Infusion (W-216) : Dr. Hilary Kahn, Director of the Center for the Study of Global Change at Indiana University

“Internationalizing Teaching and Learning: Educating Toward Global Engagement and Commitment”

b) Study Abroad and Curriculum (W-217): Mr. Christopher Deegan, Director of Study Abroad at the University of Illinois-Chicago

“Context, Process, and Results of Curriculum Development and Delivery”

12 pm: International Buffet Lunch

1 – 2:30 pm: 2 concurrent sessions on curriculum infusion with content from specific geographic regions:

a) Africa (W-216): Professor Jeffrey Rice, Department of History and Program of African Studies, Northwestern University

b) Southeast Asia (W-217): Professor Trude Jacobsen, Assistant Director, Center for Southeast Asian Studies and Department of History, Northern Illinois University

For more specific information on the individual sessions, please visit <http://dept.harpercollege.edu/facdev/devopsn.html>.

Adjunct Faculty may receive a \$50 stipend. Registration is required: register for **CRN 50998 (LFD0487-001) for the morning session**.

Adjunct Faculty may receive a \$25 stipend. Registration is required: **CRN 50999 (LFD0488-001) for the Africa session** and **CRN 51000 (LFD0489-001) for the Southeast Asia session**.

To register for these programs, please visit the following URL and follow the instructions there:

<http://dept.harpercollege.edu/facdev/register.html>

If you are interested in registering for the Summit but **do not wish to receive a stipend**, please contact me on 847-925-6429 or [rjohnson@harpercollege.edu](mailto:rjohnson@harpercollege.edu) or Jill Izumikawa on 847-925-6756 or [jizumika@harpercollege.edu](mailto:jizumika@harpercollege.edu).

Best wishes for a great semester, and see you on March 2!!

## Coordinator's Corner

Welcome to our second volume of *Going Global!* We have three exceptional faculty development opportunities coming up in the next month!

On Friday, February 17<sup>th</sup>, we will host our second *Infuse This! International Curriculum Infusion Workshop*. Professor Richard Middleton-Kaplan (Department of English) will conduct a workshop entitled, "Teaching Human Rights: Engaging Students at Home and Abroad." See his article on page seven for more information.

On Friday, March 2<sup>nd</sup>, the International Student Office and International Studies and Programs are co-hosting our second annual "Develop Your World: International Education Summit 2012." Building on the enormous success of last year's summit, this year's summit aims to bring together scholars, faculty, and administrators from Harper College and a variety of Illinois and Wisconsin colleges to highlight and focus on the issues of global education and comprehensive internationalization in general with a specific emphasis on curriculum infusion. The keynote speaker will be Dr. John Hudzik, NAFSA Senior Scholar of Internationalization.

On Friday, March 9, Professor Patricia Hamlen (Department of Anthropology) will be moderating a discussion of Scott Wallace's new book, *The Unconquered*, for our first

Read Around the World meeting this semester. Wallace's book details an expedition through the tropical rain forests of Brazil in search of one of the Amazon's last uncontacted tribes, known as the "flecheiros" or "people of the arrow." This trek is undertaken in the hopes of documenting an indigenous population's voluntary isolation and autonomous lifestyle. This book takes us on a hair-raising adventure into some of the most remote regions left on the planet.

In other international news, our Internationalization Review Team is hard at work producing their comprehensive report on our internationalization efforts. Many of you have met with our team on their two visits to campus. We thank you for your thoughtful responses in the various focus groups they held and the individual meetings they conducted with a variety of faculty and staff. With your support and energy, we will succeed in our efforts to further internationalize Harper's campus and curricula.

As you know, we are working hard to re-energize our study abroad programs. This January, Professor Craig Stettner (Department of Biology) led a successful field study class to Costa Rica. In May, Professors Karen Patterson and Stephany Rimland of the Art Department are leading a trip to France and Spain through our new vendor EF College Tours. If you

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## 🌐 Upcoming Events 🌐 Spring 2012

***Infuse This! International Curriculum Infusion Workshop: "Teaching Human Rights: Engaging Students Abroad and at Home"***

Dr. Richard Middleton-Kaplan, Department of English

**Friday, February 17<sup>th</sup>  
12:00p.m. – 2:00p.m.  
X-250ab**

***2<sup>nd</sup> Annual "Develop Your World: International Education Summit 2012"***

Keynote Address:  
Dr. John Hudzik,  
Michigan State University

**Friday, March 2<sup>nd</sup>  
8:30a.m. -2:30p.m.  
Wojcik Conference  
Center**

***Read Around the World***

Scott Wallace, *The Unconquered*  
Moderated by Patricia Hamlen, Department of Anthropology

**Friday, March 9<sup>th</sup>  
12:00p.m.-2:00p.m.  
Building X212**

***Read Around the World***

*Book to be Announced*  
Moderated by Kris Piepenburg, Department of English

**Friday, April 20<sup>th</sup>  
12:00p.m.-2:00p.m.  
Building X212**



Temple of Heaven  
Beijing, China

## Colleen Tomanek Interview with Calhan Nolan

Studied at Xian International University, Xian, China (in the Shaanxi Province)  
Spring 2011

### *Tell me about your time studying abroad:*

I studied at Xian International University where I was in classes three days a week for three hours blocked. There was a lot of content covered, but the teachers were extremely helpful. I thought the classes were pretty interesting for the most part, and they covered a lot of different aspects of Chinese culture, such as the Great Wall, big historical events, food and what it means to be a Chinese person.

I felt that getting to know kids who were roughly my own age, had grown up in such a different culture, and had such different lives was really interesting. Just being able to get to know their own ideas, and understand how they thought America works was great. I liked the trading of cultural knowledge, and learning how things happened in both cultures, which I thought was very beneficial to my overall experience.

Being in China was my first time studying abroad. I was, however, born in South Africa, and lived there until I was eight years-old, so I was familiar with other cultures, yet it was the first time I had been entirely on my own in another country. I was confident in my abilities to be on my own, but it was nice to be able to make my own decisions entirely, and experience what I wanted to experience there separate of my parents.

### *What was your life like in China?*

It was really nice because things in China were really cheap. On campus, there was a cafeteria where for 7 Yuan, which is the equivalent of \$1.00, you could get a full plate of noodles with meat and vegetables, along with other various combinations, so it was easy to get food whenever we wanted. I would usually eat on campus, and if I wanted to, I would eat breakfast, lunch and dinner in the cafeteria.

On days when we had class, we would work on our assignments for class, or be in class, and then there were other opportunities on campus to hang out with Chinese students. A decent amount of the Chinese students could speak English, so I would say there were maybe 5 students that I became very close to while there, and maybe 40 others that I would see pretty regularly.

The Chinese really like playing basketball, so I would play basketball a lot. Students were very willing to show us where they hung out in the city—different restaurants, shopping and internet cafes where they spend a lot of time playing games. So pretty much day-to-day life was reflective of how an American college student would experience life, but we were experiencing the activities of Chinese people, and their lives as lived in their culture.

### *What is your favorite memory of your time studying abroad?*

I think when a Chinese friend of ours took us to his hometown and introduced us to his family, which was in Chengdu located in the Sichuan Province. While we were there, we were able to eat a meal with him and his family. It was really cool to spend time with his friends and family, and I thought that was the highlight of the trip. It made us feel really welcome and just established our friendship that much more, which was incredibly very meaningful.

### *Would you recommend studying abroad?*

Yes, I think it's integral to your understanding of other people around the world as well as understanding yourself. Studying abroad throws you into situations that you wouldn't find at home that challenge you to grow. And getting to see the world, which is an enormous place with lots of cool things to see and experience—you wouldn't see them if you didn't travel.

I hope I get to study abroad again. I greatly enjoyed China, and I liked that things were pretty accessible all the time. For example, things stay open late and there is a food market available where people are very willing to help you. For the most part, people were genuinely interested in us, which I found pretty cool.

I do think that students should know there are lots of different types of study abroad programs out there, and that it's not that difficult to get signed up for a trip, which could end up being one of the most meaningful and memorable moments of your life. Studying abroad is part of your education just like anything else, and a great time to do it would be in your first couple of years in college because it can really help enhance your experience. I had decided on a major before I left, which is Economics, but I think seeing the rest of the world only enhanced my understanding of the field of economics. I saw a whole different economic system, and seeing how people react to different things related to Economics made me even more interested.

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## Interview with Study Abroad Student Calhan Nolan,

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There's really no downside to studying abroad in my mind, and I think pretty much anyone who went on the trip with me would say that they loved it and that they would do it again in a heartbeat. I think that students should not be afraid of difference—that's maybe one of the major objections that people have—they're worried that they won't fit in, or that they won't enjoy things, but we had so many different people on our trip ranging from an ex-Marine in his 40's to a freshman in college to various races and ethnicities. If anyone was afraid of the food, or going somewhere, they overcame it and they walked out of the trip feeling empowered, and like they could take on the world. People should put any reservations aside, take the leap and go for it because studying abroad really is a life-changing experience.



Drum Tower in Xi'an, China

Countries  
Represented by  
International  
Students

*Belarus*

*Bolivia*

*Bulgaria*

*Burma*

*China*

*Germany*

*Greece*

*India*

*Ireland*

*Japan*

*Malaysia*

*Mexico*

*Mongolia*

*Nigeria*

*Pakistan*

*Paraguay*

*Peru*

*Philippines*

*Poland*

*Romania*

*Russia*

*South Korea*

*Taiwan*

*Turkey*

*United Kingdom*

### Harper Faculty Member Pursues Human Rights on Sabbatical

By Richard Middleton-Kaplan

In Spring 2011, I spent a sabbatical at the Centre for Applied Human Rights (CAHR) at The University of York in England.

CAHR offers MA, LL.M., and Ph.D. degrees in Applied Human Rights. The emphasis on “applied” makes it unique: CAHR teaches students to be not just scholars but also human rights defenders in the field. Also unique is CAHR’s protective fellows program, which hosts “human rights defenders at risk, who complete training and educational programmes and contribute to the activities of the Centre.”

Every day I un-learned what little I thought I knew, and in recompense every day I gained a new world of knowledge from these defenders. I audited two courses: *Truth, Justice, and Reparations*, and *Asylum, Migration, and Human Trafficking*. The eighteen or nineteen students came from fourteen or fifteen countries. The topics covered had direct bearing on their lives; for example, when we discussed displaced persons or local justice for perpetrators of atrocity, many had first-hand knowledge of those experiences.

I also helped CAHR develop a course on Literature and Applied Human Rights, taught it to students from CAHR and the Department of English and Related Literatures, and now hope to introduce a version to Harper’s curriculum. The challenge—for me, and for all of us who teach about human rights—is how to generate the same passionate engagement and direct relevance among our students that I found at CAHR.

Please join me to discuss this at a curriculum infusion workshop on **Friday, February 17, from noon to 2 pm in X-250ab**. I will also discuss the sabbatical application process and the institutional challenges faced by human rights centers here and abroad. For information about CAHR, visit <http://www.york.ac.uk/inst/cahr/>.

## Power to the People Through Art & Purpura Plastika

By Damien Loving, Student  
in DIV101-B65

Attending the *Power to the People through Art & Purpura Plastika*, I had no idea what to expect from this presentation. It was very informative, sad, and uplifting to see how one organization tries its best, in many different aspects, to help a race. I have learned about a non-profit organization known as Purpura Plastika established in 2005 to help people with mental challenges, substance abuse, incarcerated people through music and art therapy. The Purpura Plastika organization is in need of more sponsors to help fund their many projects to help the people of the Mayan race.

Every year the numbers of participants versus the people indirectly impacted by the Purpura Plastika fluctuate. That year the Purpura Plastika had 20 participants in 2006 but they indirectly impacted over 400 people. Their purpose was to help battered women through music and art therapy by having people express their feelings of no violence against women. In 2007, they only had 9 participants but indirectly impacted over 750 and the purpose was to help deaf people with equality and freedom. In 2008, the Purpura Plastika had 217 participants and indirectly impacted 900 people by helping mentally challenged and orphaned children.

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## Motive, Means, and Opportunity to Commit to a Language

*Kimberly Jaeger, Chairperson and Instructor, World Languages*

With a new year and a new semester come new students, new courses, and new resolutions. "This semester, I'll reach out to more students and work on that journal article." "This year, I'll volunteer more." The beginning of a new semester is always exciting for the World Languages Department because faculty, students, and community members flood our voicemail and inboxes with inquiries about their newest resolution: to learn or brush up on a foreign language.

It's encouraging that the flood of calls continues despite the state of foreign language learning in the United States. School districts are quick to cut back on their language offerings when faced with budget crises. Colleges and universities, citing the slow economy as the primary cause, reduce the number of language courses and eliminate programs altogether. At least once per semester, I hear our own Harper students say things like, "Why should I learn a foreign language? Everyone speaks English anyway." Or, better yet, "I don't need to learn a foreign language. I'm never going to leave the U.S." And, a personal favorite, "Learning a language is too hard. I just don't think I can do it." When even the last few Presidents of the United States haven't spoken a foreign language, it's challenging to make the case for learning one. But it's still critical to try.

In addition to providing the means, the responsibility falls on the school, and the Language Department in particular, to create the motivation to learn languages. Gone is the time when students learned a language for the sake of learning. Today's students are advised to plan their courses very strategically, considering carefully how they will use the knowledge and skills they gain from their courses in their daily and professional lives. It's therefore imperative to spell out for the student why and how learning a language will help them; "what's in it for them?"

The answer will be different for each student. In recent years, my students of German have been most motivated to learn the language due to professional opportunities, family connections, a sense of adventure, and the urge to see what the world has to offer outside of Palatine. It's far less glamorous, but there's also the group who needs to gain proficiency in a particular language to enrich understanding of their primary academic discipline, or "for their major."

The whys for learning a language all have one thing in common: the learner will need to *use* it. That being the case, schools need to go beyond providing motivation and means to learn language. In order to perpetuate language learning, students must be given exposure to the languages in authentic contexts. They need to leave the country or visit areas at home where the language is spoken- if even for a short while. Language departments thus rely heavily on the internationalization efforts of a campus for true success. Success is not just when my German student masters the dative case or pronounces his umlauts correctly; complete success comes when he travels to Berlin and negotiates the subway or goes to Vienna and understands the opera.

Students who make the resolution to learn a foreign language embark on an exciting and demanding endeavor. There will be plenty of challenges along the way, but we can work so that the roadblocks for Harper students do not include the absence of language courses or the lack of study abroad opportunities. If Harper provides motivation, means, and exposure, our students will leave as culturally competent global citizens with a bigger world within their reach.

*To find out more about World Languages at Harper, visit <http://dept.harpercollege.edu/worldlanguages/> or contact Chairperson Kimberly Jaeger at [kjaeger@harpercollege.edu](mailto:kjaeger@harpercollege.edu). Language offerings now include Chinese, French, German, Japanese, and Spanish.*

## Biology Professor Creates Successful Homegrown Harper Study Abroad Experience

By Craig Stettner, Department of Biology

“Our students need to experience this.” After 8 rainforest trips to 3 countries and 16 lodges, a plan surfaced that felt “right” for a Harper field biology course. Four days at rural lodges would provide students with culture, wildlife, and miles of trails through forest and ranch. For four days at a field station, students would awake surrounded by jungle and pursue projects of their choices.

We had a plan, but it was not without challenges. How can we make reservations without student payments with which to make deposits? If we do not make reservations, how can we have something to offer students? Money was found, but not from a sustainable source. The course was listed; people enrolled. We set two payment dates, and students waited until the last minutes to make the payments. Those anxious moments were exasperated by not knowing if students were even getting my messages. It came time for Harper to make payments; however, paying by check or charge was an option for only one of the vendors; the others were expecting cash. Harper would not send me to Costa Rica with a pile of cash to pay for 20 people. We pursued wire transfers, which ultimately raised our payments by 15%. Harper needed invoices before wiring the funds, and several of the people with whom I had been in contact were not invoice makers. On the last possible day, the team got it “worked out,” and on January 4<sup>th</sup>, a Harper BIO 150 class left for Costa Rica.

The manager of the field station began his introductory talk with, “Your stay here will be worth more than 100 hours in the classroom. When each of you leaves this place, you will not be the same; you will be changed.” He was right; it had all been worth it.



## Power to the People Through Art & Purpura Plastika

*Continued from previous page*

These children were previously receiving medical help but not mental health help. Purpura Plastika mainly helped children with Attention Deficit Hyperactivity Disorder (ADHD) in 2008. The organization helped to prevent violence in parks in 2009 by teaching children that it is not normal to be violent. At that time, the organization had 779 participants and indirectly impacted 1716 people. The gentleman from the organization spoke about the high rate of suicide in 2010. It was very saddening to learn that children felt as if they would die soon; therefore, they believed they would prefer to commit suicide.

The Purpura Plastika organization had better results in 2010 lowering the rate of suicides by attaining 393 participants and indirectly impacting 3999 people through Art Therapy in both Psychiatric and Health Centers. The pharmaceutical company Pfizer provided a one year grant to the Purpura Plastika organization in 2010; this grant has not since been re-offered. I then realized that it is great that the Purpura Plastika is helping people of the Mayan race in an abundance of ways while holding companies accountable by informing regular people of their practices.

## ***International Education Week at Harper College, 2011***

By Karen Patterson, Department of Art

Each year, the International Studies and Programs Committee develops an array of programming for their annual International Education Week. The theme of this year's International Education Week was "Connecting Globally: Community, Creativity, and Collaboration" events ran from October 31 – November 4, 2011. One of the weeks many well-attended sessions included a hands-on Ikebana demonstration led by Ikebana practitioner Chie Mori. This event was paired with Professor Charlie Roderick's Art 105, Introduction to Art class, and was also open to all Harper students, faculty and staff, and community members.

Ikebana is the art of Japanese flower arrangement. Chie Mori demonstrated a variety of arrangements using different flowers and containers while explaining her thoughts on the art form and her creative process. Students were shown that, rather than the symmetrical arrangement of numerous flowers expected in Western flower arrangements, Ikebana stresses principles such as minimalism and empty space, asymmetry, balance, and harmony. Mori demonstrated how long-stemmed flowers could be placed into needle-point holders in order to create dramatic 45-degree angles. In addition, Mori showed how the Ikebana practitioner could add visual interest by manipulating the plants in unexpected ways, such as bending and stapling large leaves to create circular forms. In Ikebana, stems, twigs, leaves, and diverse, interestingly shaped containers are just as important as the flowers in creating an emphasis on line, shape, and color. Mori explained the different Ikebana styles, focusing on her preferred method, Free Style, which developed only in the 20<sup>th</sup> century.

The students were engaged in Mori's creative process and asked many questions. Some of the students were even permitted to bring home a flower arrangement. The International Studies and Programs Committee is proud to bring events such as this to the Harper community and will continue to bring quality programming in Fall of 2012.



## Travel the World as a Fulbright Scholar

*The Fulbright-Hays Summer Seminar is designed for you!*

Patricia Hamlen, Department of Anthropology

Please allow me to briefly share my summer experience and encourage you, fellow Harper faculty members, to take advantage of an opportunity to travel with other faculty from all over the United States, sharing common interests and knowledge across multiple disciplines. Last summer I was very fortunate to be a member of the Fulbright-Hays summer seminar entitled *Land of the Future or the Present: a Historical Perspective of Brazil*.

Thirty four days, nine cities and 12 airline flights: it was literally a whirlwind experience of presentations, lectures, tours, museums, performances and visits to historic sites and UNESCO world heritage sites. The seminar began in Nashville at Vanderbilt University where we attended a series of lectures and workshops about Brazil. The presenters were a select group of Vanderbilt faculty who regularly travel and conduct research in Brazil. In July, we would see many of them again at an international conference hosted by the Federal University in Sao Paulo.

Our summer program began in Salvador, the original capital city of Brazil and home to 3 million people on the coast. From here we traveled to Recife, and took a side trip to Olinda, a beautiful colonial coastal city built by the Portuguese and now an artist colony. Next we were on to Brasilia, this capital city was completely designed and built in just 41 months and became the new capital on April 22, 1960. We were given a tour of the governmental buildings and as we toured the Presidential palace, we also got the opportunity to wave to the new President as she and her secret service team pulled out of the driveway. Continuing on to Belo Horizonte, Ouro Preto and Sao Paulo, our travel experience ended in Rio de Janeiro, a city many would argue to be one of the most beautiful in the world. That said, we were also shown the infamous Rio *favelas* that also are a part of Brazilian urban life. Serious programs are now underway to improve current living conditions in these blighted neighborhoods as Brazil prepares to host the Olympic Games and the World Cup.

The Fulbright-Hays grant covered all expenses including all air travel, hotels and a number of meals as well as providing a \$1200 stipend for any additional expenses. Our share of the expenses included a \$450 participation fee, travel insurance that included repatriation of remains, and any required inoculations as recommended by the State Department. The total value of the grant stated by the Fulbright Commission was \$16,000 per person. [Ed.: If you are interested in applying for this or any other Fulbright grant, contact Rich Johnson, Fulbright Campus Representative.]

Participants for this summer are already under review, so consider this, new summer seminars for 2013 will be announced this August. Applications need to be submitted by November 1<sup>st</sup> 2012 while notification of the award is made mid-March for programs taking place during the summer of 2013. The application must be submitted on-line and can be found at Gov. edu. The application process includes the basic application, vita, two reference letters, and three essays. The essays were limited to 3 pages each that detailed international/intercultural experiences, demonstrated need and a project plan.

After your selection and participation, the curriculum project will be submitted online after returning home. The hope is that your experience will also generate a desire to share your experience through additional outreach presentations and workshops that will also be given upon return.

To be perfectly honest, the application process is long and in some ways cumbersome. The required final project was time-consuming and challenging to complete and the initial acceptance process highly competitive. But the rewards have been life-changing. It was a phenomenal stress-free way to become immersed in Brazilian culture that provided access to scholars, historical sites and information that I will never forget, that has broadened my knowledge and interests in Brazil, its people and culture. So just do it! Get out there and experience the world as a Fulbright scholar.



*Want a change of scenery? Think about a Fulbright Award*

The Fulbright Scholar Program is sponsored by the United States Department of State, Bureau of Educational and Cultural Affairs, and administered by the Council for International Exchange of Scholars (CIES). The Fulbright program is designed to "increase mutual understanding between the people of the United States and the people of other countries." A Fulbright award provides faculty with the opportunity to study, teach and conduct research, exchange ideas and contribute to finding solutions to shared international concerns. There are a wide variety of programs, from two- or three-week seminars to full-year experiences overseas. The competition for the academic year 2012-2013 is now open. The interactive catalog of awards, which lists all awards available to US scholars, is available online. Visit the CIES website for a catalog of awards, tips for applying, content guidelines, review criteria and more: [www.cies.org/us\\_scholars/us\\_awards](http://www.cies.org/us_scholars/us_awards)

**Application Deadline:  
August 1, 2012.**

If you have any questions, contact Rich Johnson, Fulbright Campus Representative, at [rjohnson@harpercollege.edu](mailto:rjohnson@harpercollege.edu) or on 847-925-6429.



## Study Abroad Made Easy

By Karolina Popielarz

During International Education Week 2011, I attended the event called "Study Abroad Made Easy." It was prepared by Dr. Richard Johnson who is the Coordinator of International Studies and Programs and by Colleen Tomanek who is the Coordinator of Study abroad. I really enjoyed the event because it was about studying abroad, visiting different countries and experiencing their cultures and traditions. I was really interested in attending the event because for me coming to United States and continuing my education is also an adventure as much as that of to Jonathan Sullivan who went to Seville in Spain. When Jonathan was talking about his feelings towards studying and being abroad, I realized that for me United States was "new, exotic, and different". After three years, I have a strong feeling that I have really adapted to the United States and I have even forgotten that I was the same excited student as Jonathan. He reopened my mind to how beneficial it is to go abroad and find your strength in a different environment. I really liked the quote, "Life is either a daring adventure or nothing." Every time I read this quote, I am more certain that going abroad was really beneficial for me. I am open to new things and it has changed my life very much. I cannot imagine myself being in Poland and doing the things that I used to do.

In my view, it is really important to take part in and think about international events at Harper College. Those events open our minds to different things that we can do, enjoy and be passionate about it. Moreover, an event such as "Studying Abroad Made Easy" makes us aware of diversity and the challenges that we can experience by studying abroad. Not only does studying abroad open our minds to different people, races, ethnicities, traditions, but it also helps us to be more open-minded and even find a better job. This event presented us with the possibility of studying abroad and it showed how Harper College is interested in its students and their life experiences. Some students probably were not even aware that Harper College offers such possibilities to study abroad. It is important to follow these events because some people may find something that really interests them and even changes their lives forever. I wish I could attend more such events.

## Coordinator's Corner

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have a destination or a class that you'd like to teach on a two- or three-week trip overseas, please contact Colleen Tomanek, Study Abroad Coordinator, to learn about the possibilities available to you. You can reach Colleen on 847-925-6522.

If you are interested in filling out an application for a Fulbright program, contact me by email. We have a number of faculty who have participated in the summer Fulbright programs, but there are also a wide variety of other opportunities available through Fulbright. For more information, see the side panel on page nine.

We rely on your patronage and support, so please consider joining us yourselves and/or sending your students to our events.

Thanks in advance!

Peace,

Rich

Coordinator,  
International Studies and Programs  
Fulbright Campus Representative



## International Studies and Programs

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### About Harper's International Studies and Programs Committee (ISPC)

The ISPC is committed to educating students for leadership in an increasingly complex global society. The programs and services provided enrich faculty, staff, and the Harper College community. The committee serves as a resource to the College and surrounding communities to celebrate the many contributions of the world's cultures and traditions, and will foster the continuing global education of its citizenry. The ISPC is a Programmatic Committee of the Harper College Shared Governance structure.