

"There Are Fascinating Possibilities Everywhere" Chancellor Birgeneau on Study Abroad and International Exchange

With the staggering pace of economic and cultural globalization, as well debates about the role of the United States in the world, U.S. political and educational leaders are focusing on the importance of global citizenship and international education in undergraduate education. For example, U.S. Senate Resolution 308 proclaimed 2006 the "Year of Study Abroad," recognizing that "educating students internationally is an important way to share the values of the United States, to create goodwill for the United States around the world, [and] to work toward a peaceful global society." Chancellor Robert Birgeneau met IAS students for a wide-ranging conversation about the importance of study abroad and international exchange for students, for Cal, and for the body politic. Joining the Chancellor were Stacy Pearl, Caitlin Sorensen, and David Wenger, peer advisers in the Education Abroad Program.

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We understand that part of your commitment to international education stems from your own experience abroad early in your career. Can you tell us a little about that?

Well, my first experience living abroad was directly related to my education—I moved from Canada to the United States to go to school [at Yale University]. Later, I went to Oxford University as a Rutherford Memorial Fellow, a Canadian government fellowship. I spent a year at Oxford before starting my first "real" job, at Bell Laboratories. So my year abroad at Oxford was really my second international experience, and it was fascinating. I had been living in the United States as a graduate student, and this was a remarkable time in U.S. history. It was especially interesting being in England, to get an outside perspective on the United States and the United States' role in the international arena.

Did that experience—of going from Canada to the United States and then to England—affect your view of the world?

Definitely. Many students going abroad have almost identical stories, which is one reason I've enjoyed talking to students about their study abroad experiences and sharing mine. My experience shows, I think, that you don't need to go very far away to see the world differently. My first experience studying in an "exotic" place was going from Toronto to New Haven, Connecticut, which may not seem terribly dramatic. But it did turn out to be striking, particularly the juxtaposition of Yale University, a great and very rich institution, with its surroundings. You



Chancellor Robert Birgeneau

would walk three blocks off-campus and go from what was then an all-white environment to an all-black environment with housing projects for the poor. I had simply not experienced that before—the shock of seeing the haves and the have-nots so intimately juxtaposed, and the extent to which inequality in the United States was race-based. So that prompted a political awakening, and certainly has influenced the role I, in part, have tried to play here at Berkeley in focusing on issues of diversity.

During my several years at Yale I ended up working quite actively on civil rights and equity issues, first in New Haven and then later in South Carolina and Georgia. By then we were very deeply into the



JOHN LIE,
DEAN OF INTERNATIONAL AND AREA STUDIES
CLASS OF 1959 PROFESSOR

Greetings! Globalization has ensnared academic life; we are all awash not only in global studies, global exchange, and global problems, but in global university rankings as well. Fortunately, UC Berkeley consistently ranks among the top five universities in the world. And indeed, we are blessed with outstanding teaching programs and research centers on virtually every area of the world. Nonetheless, others are catching up—fast. This is especially true for study abroad programs. Keenly aware of the importance of international education, many of the leading colleges and universities are aggressively encouraging their students to study or work abroad. The Berkeley Programs for Study Abroad have been in the forefront of global education for many years, and in this increasingly competitive environment we need to redouble our efforts to sustain our excellence in international education and keep opportunities open for all Berkeley students to be able to study abroad.

As always, if you have any suggestions, don't hesitate to contact me. I look forward to your correspondence at iasdean@berkeley.edu.



IAS TEACHING PROGRAM

New Curriculum Tackles Global Poverty

In partnership with the new Richard C. Blum Center for Developing Economies, IAS has begun an ambitious series of course offerings on global poverty. The Center's inaugural course, "Global Poverty: Challenges and Hopes in the New Millennium" (IAS 140 and City and Regional Planning 290), was taught in the fall 2006 semester by IAS Associate Dean Ananya Roy, associate professor of city and regional planning.

Roy's aim for the course was to "reach out to students in a variety of disciplines and professions, and help them gain a deep understanding of what it means to work on global issues, particularly those around poverty and inequality." By all indicators, there was a great deal of pent-up desire for such understanding on the Berkeley campus. More than 200 students signed up for the class, necessitating two location changes. (It was finally held in the Pacific Film Archive Theater.)

For Roy, the course was a first step in a larger effort to bring together faculty working on issues of poverty, international development, the political economy of the global South, and grassroots action and social change to develop a more coherent curriculum aimed at training a new generation of global leaders. IAS faculty in many

disciplines and with various regional expertise have devoted their careers to understanding poverty and development, and Roy and Dean John Lie reached out to faculty both to provide guest lectures for the inau-



Ananya Roy

The goal of long-term poverty alleviation requires solid foundations in the theory and practice of international development, grassroots action, and social change.

gural course, and to develop future courses to be sponsored by the Blum Center. Future projects include lecture series and an undergraduate minor in global studies.

The Blum Center was initiated through a \$15 million gift from UC

Berkeley alumnus Richard C. Blum that includes a \$5 million challenge grant. The Center taps the expertise and resources of the nation's top public teaching and research university to achieve significant—and financially sustainable—results. Serving as the nexus on the Berkeley campus for cultivating targeted new education programs and convening resources to combat global poverty, the Blum Center focuses on implementing solutions extrapolated from cutting-edge research while engaging students in transformative service programs. For more information on the Blum Center's programs, visit <http://blumcenter.berkeley.edu>.

Outside the Comfort Zone: BPSA Director Khatharya Um



Khatharya Um

IAS Dean John Lie appointed Khatharya Um, Associate Professor in the Department of Ethnic Studies, to be the director of Berkeley Programs for Study Abroad beginning in fall 2006. A specialist in Southeast Asian politics and political economy, conflict studies, refugee and migration studies, and Southeast Asian American studies, Um was born in Cambodia. She and her family fled the country following Pol Pot and the Khmer Rouge's violent revolution in 1975. Eventually arriving in the United States, she became the first Cambodian-American woman to earn a doctorate from a U.S. university—a Ph.D. in Political Science from UC Berkeley.

In addition to her wide-ranging research and writing, which increasingly focuses on transnationalism and diaspora, Professor Um is actively involved in issues of social and educational equity for linguistically and culturally underrepresented students and their families. With her background, deep personal

knowledge of IAS and the Berkeley campus (while a Berkeley student she lived at International House), and passionate commitment to educational equity and international dialogue, she brings a unique perspective and energy to the Education Abroad Program. IAS Publications Director Nathan MacBrien spoke with Professor Um about the importance and challenges of nurturing Study Abroad in the current social, political, and economic climate.

What misconceptions do you think people might have about Study Abroad today?

Historically, Study Abroad has perhaps been seen as an opportunity for the privileged, for those who can afford the time and the resources to acquire an added experience. But more and more we need to understand that study abroad is important for the intellectual development of anyone seeking higher education. When you look at the demographic, political, and cultural change under way in America and across the world, and the increasing interdependence among countries, I think you realize that it's imperative for Berkeley students to be immersed in this process of change as it occurs. And part of that immersion really has to be getting exposed to the world outside of American academic institutions. Berkeley is a premier educational institution, and we should be equipping students with the linguistic and intercultural competence necessary to be global citizens and leaders. For these reasons I personally feel that we can't think of study abroad as an added luxury, something affordable only to some. It should be an integral component of any undergraduate education.

We're always told that globalization makes international communication and travel so much easier. But if it's a fact of life for many students that they can't even afford books for the semester, these opportunities can seem remote indeed. What is Berkeley doing to address this problem of access, and what are some of the challenges for increasing access?

Student financial aid can be used for the Education Abroad Program, and our staff can provide students with the necessary information. The challenge, I think, is that even if a student qualifies for aid, it's often not enough given the shrinking packages that students now receive. How do we ensure equitable access to this opportunity, which is such an important intellectual project for all undergraduates? In the last few years we were very fortunate to have scholarship sup-

port from the Freeman Foundation. But the struggle to acquire more scholarships and to build up a scholarship program has always been an important project for us and will continue to be so in the years to come.

We also want to help students who might want to enroll in high-quality study abroad programs that are not part of the University of California's EAP [Education Abroad Program]. For example, let's say a student wants to do an internship combined with a language program in Laos. There may be a great program out there that offers these opportunities but is not part of EAP. It can be very difficult for students to get the fellowships or scholarships they need to participate in those programs and, moreover, to have that experience count toward their matriculation.

A larger, and more difficult, issue is the opportunity cost that we don't necessarily think about when we think about creating opportunities for students. Many of the students I work with come from economically vulnerable families and have to work during the summer (as well as during the school year) to supplement their financial aid and to help the family. A traditional, year-long study abroad program is virtually impossible for many of these students. Even if we could pay for everything, these students would still face the opportunity cost of not being able to work. Transfer students face similar constraints, although for different reasons. So there is a conundrum. We realize that longer-term participation is much more meaningful, but there are economic and other pragmatic constraints. In that sense I'm very happy that there are now shorter, one-semester or summer programs, but we need more of them within EAP so students can avail themselves of financial aid support, and so it is easy for them to apply the credits to their majors or minors.

You seem to be suggesting that greater flexibility is needed, both in the length of time, but also, I'd imagine, in the locations and kinds of programs offered.

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Chancellor Birgeneau

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Vietnam War, and when some of the leaders of the civil rights movement began to shift their energies toward opposing the war, I remember being quite annoyed. I thought they were incorrect—Martin Luther King among them, as well as a lot of people I knew who had been playing a leadership role in the civil rights movement—because I felt that the problems of racial inequality were so extreme that the leadership couldn't afford to be distracted. I was worried that attention would be diffused. I thought, "You can't solve all problems, right? So let's focus all of our energies on this one problem and see how much progress we can make."

In retrospect I realize that they understood something I did not, which was how racialized the U.S. military was, and by extension, how racialized the war in Vietnam was. So in this context, one of the most important things about going to England for me was being able to watch uncensored television news. That was an astounding eye-opener. I remember the first time I turned on the television to watch the evening news, I saw French footage from Vietnam, and it was nightmarish. I literally couldn't believe it. This was still during the Johnson administration, and at that point the news coverage people were seeing in the United States was comparatively sanitized. So suddenly it clicked for me, the connections between domestic racism and the war in Vietnam, and how destructive it was to the American character to be involved in the war and to be conducting it in this way. That had a major impact on me; perhaps it generated some cynicism, but unfortunately the cynicism was well founded.

It seems that you had a transformative experience even though the United States and the UK share many qualities with your native Canada. Traditionally study abroad has been focused on Europe, although students now are choosing from a much wider group of countries. What would you say to students trying to decide whether to go to, for example, a European country or a developing country?

It absolutely depends on what the student wants to learn and what his or her life history has been. There are fascinating possibilities everywhere. I went to Oxford because by that point in my life I had committed myself to research and really wanted to be in a rich, robust research environment. But as with New Haven, it turned out that England was socially much more interesting and eye-opening than I

expected. My wife and I, not out of choice but out of financial necessity, ended up living in a small, working-class village where every single person dropped out of school

"You don't need to go very far away to see the world differently."

before the age of sixteen. As you know, the British educational system is heavily tracked, and so people who lived in this village tended to work in the Cowley Motor Works and did not have the opportunity to go to college. We became very friendly with the people in the village, and although it wasn't as though we'd gone to rural Nepal, we found there was much to learn.



Chancellor Birgeneau in conversation with IAS students.

If you were choosing to go on a study abroad program now as an undergraduate, where do you think you would choose?

If I were an undergraduate again I would probably go to Shanghai. China is so immensely interesting now. A student there would get a chance to watch history in the making, as the balance of economic power in the world changes with China's rapid development. Of course there would be the challenge of mastering some Mandarin, because you really have to if you want to benefit maximally from the experience. I could also imagine a city in South America like Rio de Janeiro or Buenos Aires, because that is another very complicated and interesting part of the world right now.

Here at Berkeley, in the College of Letters and Science we have an international studies requirement, and students can fulfill that requirement by going abroad or taking a course here. Some students decide not to go abroad because they fear that it will delay their graduation, or they fear their language skills aren't good enough, or they're just worried about negotiating an unfamiliar country. What is your advice to students who might be on the fence about studying abroad?

I'm a tremendous advocate for study abroad. I think it's a really important part of the life experience. I did it a little bit later, as a graduate student and postdoctoral fellow, but I really wish I had done it earlier—my youngest daughter went to England as an undergraduate. It's critical, in order to understand yourself and the people around you, to experience the world from the perspective of an entirely different culture, and to understand how other cultures perceive you. In this sense, even the anti-Americanism we hear about these days can be useful if you go into it with the right perspective. It's very worthwhile for young Americans to go abroad and explain to people what is good about the United States, with all of its opportunities and diversity and contradictions. This kind of exchange will help you think much more deeply about the society we live in than if you had stayed on campus.

Last year, Congress declared 2006 as the Year of Study Abroad, which suggests that at least some lawmakers agree on its importance. What in your view makes studying abroad a national priority?

It is a priority, especially if it's a two-way street. A group of university and college presidents including myself had a very interesting meeting earlier this year with President Bush and Secretary of State [Condoleezza] Rice and some other members of the administration. The President made the comment that as he traveled around the world, he noted that a remarkably large percentage of important national leaders, even in countries that may currently appear rather hostile to us, were actually educated in the United States.

And he and Secretary Rice and Secretary [of Education Margaret] Spellman are quite aware that at this difficult diplomatic moment, the best international relations we have are among the faculty and students in universities. Within universities there is a kind of universality that, unfortunately, is missing in the rest of society, and indeed, one of the purposes of this meeting was to promote better interactions among university communities around the world as a way of establishing lines of communication that might not exist otherwise. I found that quite impressive.

“Within universities there is a kind of universality that unfortunately is missing in the rest of society.”

So students are acting as ambassadors?

Yes, that's exactly right. Students and faculty are, on a daily basis, establishing and cementing relationships that have been frayed because of international events, especially in the Middle East, over the last several years.

In addition to sending students abroad and encouraging international students to study here, Berkeley collaborates with other universities internationally. For example, we recently joined the International Alliance of Research Universities [IARU], an alliance of ten major research universities. What drew you to it, and on what issues do you find international collaboration useful?

We have formed an alliance with Yale in the United States; Oxford and Cambridge in Britain; ETH [Eidgenössische Technische Hochschule] in Zürich and the University of Copenhagen in continental Europe; the University of Tokyo, Beijing Normal University, and the National University of Singapore in Asia; and the Australian National

University [ANU]. The drivers for this initially were ANU and the National University of Singapore, who felt a strong need to connect with other world universities. To me it looked like a really interesting opportunity, both for educational programs and for research, and also potentially for advocacy. There are many issues of global importance for which world-

class research is crucial. Having strong statements from the leaders of some of the major international universities can help set the agenda.

Another of the major alliances coming out of the IARU that we've just formed involves Cambridge and Yale. This alliance is focused on understanding, from an international perspective, the role of women in the academy, and especially in science and engineering. We are concerned with gender-specific issues and ultimately also issues of underrepresented minorities, and what we can learn from each other to improve access and equity. The academy is full of social issues on which an international perspective is valuable, and I think Berkeley is positioned well to be a world leader in those conversations. ●

CENTER NEWS

Center for African Studies

The Center for African Studies played an active role in hosting the 2006 African Studies Association's 2006 annual meeting in San Francisco. Associate Director **Martha Saavedra** was one of three co-chairs for the meeting's local arrangements committee. The committee organized a series of events including exhibits at the Museum of the African Diaspora, film screenings, and a series of sponsored roundtables and panels on such topics as HIV/AIDS in Africa and debt cancellation. On November 18, 2006, in conjunction with UC Berkeley's Office of Resources for International and Area Studies (ORIAS) and the Bay Area Global Education Project (BAGEP), Saavedra and CAS organized a workshop entitled "Teaching and Learning about the African Experience" for K-12 teachers and librarians. The workshop was held at the World Affairs Council in San Francisco.

Center for Middle Eastern Studies

The Center for Middle Eastern Studies is delighted to announce the establishment of the **Afaf Kanafani Scholarship Fund**. This grant has been made possible through a generous donation by Fay Afaf Kanafani from the proceeds of her autobiography, *Nadia, Captive of Hope: Memoir of an Arab Woman*. The grant will be awarded annu-

ally to eligible UC Berkeley students whose academic work focuses on women's rights in the Arab world, in the hope that such scholarship will contribute to a better understanding of gender issues in the Middle East and beyond. The first competition is taking place this year, and the prize winner will be announced in early summer 2007.

Afaf Kanafani is deeply committed to peace in the Middle East and the advancement of Arab women. She resides in the Oakland hills where she continues her work as an artist and activist, and is surrounded by her sons, grandchildren, and great-grandchildren. The Center for Middle Eastern Studies extends its warmest thanks to Afaf Kanafani for her kind generosity to the University.

Daniel Zoughbie received his B.A. in Urban Studies with a minor in Middle Eastern Studies in 2006 from UC Berkeley, where he studied as both a Haas and Strauss Scholar. He has received many honors and awards; most notably, he was named recipient of the prestigious Marshall Scholarship, given annually by the British government to scholars with exceptional academic achievements and outstanding leadership skills to pursue advanced degrees at any academic institution in the United Kingdom. Daniel is currently studying Development Studies at the University of Oxford.

Daniel is also the founder and director of the Global Micro-Clinic

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INTERNATIONAL AND AREA STUDIES (IAS) brings together more than 50 educational, research, and outreach programs devoted to enhancing understanding of the world beyond the United States. IAS serves thousands of students, scholars, visiting dignitaries, and community members annually.

Gifts to IAS may be designated for any of our constituent units, special campaigns, or Dean's initiatives. Your gift will:

- give an undergraduate the life-changing opportunity to study abroad
- support undergraduate and graduate students through fellowships and travel grants
- enhance faculty research on pressing international issues
- bring visiting scholars and government officials from around the world to discuss solutions to current problems
- provide programs to help K-12 students understand the customs and cultures of distant lands
- make the rich array of resources at UC Berkeley available to the broader community through public events

For a complete list of IAS units and programs, please visit our Web site: <http://ias/berkeley.edu>.

To make an online gift, please visit https://egiving.berkeley.edu/urelgift/international_area_studies.html.



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Support Study Abroad

Berkeley Programs for Study Abroad (BPSA) offers every Berkeley undergraduate the opportunity to study abroad through the UC sponsored Education Abroad Program (EAP). EAP offers full-year and short-term stays in over 30 countries for students at the sophomore through graduate levels.

After 45 years of commitment to excellence, Berkeley continues to send the largest number of students to EAP of any of the University of California campuses. Over 800 students from a wide variety of academic disciplines are participating in the program during the current academic year.

Student interest in EAP has increased in recent years with the expansion of participating institutions and program options. Growth has been particularly noteworthy in Asia. EAP now has 16 programs in Greater China, and 33 program choices in Japan. The three most popular destinations for Berkeley EAP students are China, the United Kingdom/Ireland, and Italy, followed by destinations elsewhere in Europe, Latin America, Africa, and Asia. New UC Centers in three European capitals (London, Paris, and Rome) have also helped to increase enrollment. And a series of newly established joint study programs allows UC Berkeley students to study questions related to the processes and consequences of globalization side-by-side with their counterparts at host institutions throughout the world. Future plans may include the establishment of international service learning opportunities.

Jan Kieling, the Administrative Director of Berkeley Programs for Study Abroad, studied in Padua, Italy, on EAP in 1971-72 as a junior at Cal. She has been with EAP since 1974.



Along with the growth of opportunities to study abroad comes an increased need for financial support. The single greatest obstacle for students interested in EAP is a lack of financial resources. Over 70% of the UC Berkeley students who currently participate in EAP are receiving some financial assistance. This level of support is not enough to cover the needs of students participating in the program. And many more students would participate in EAP if additional resources were available to help fund their stay abroad. Thus we are working to increase our current modest pool of scholarship funds.

By making a contribution to the EAP scholarship fund, you can insure that this valuable educational opportunity is available to all Berkeley students.

To make an online gift, please visit https://egiving.berkeley.edu/urelgift/ias_bpsa.html

Khatharya Um

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Right. More students are now interested in going to nontraditional destinations and engaging learning in creative ways that go beyond the classroom. They might be interested in going to Africa. Maybe it's a location within Africa that isn't commonly accessed. They might be interested in doing more than just taking language and culture classes. They may want to do an internship, or work with a local NGO. This is great and should be encouraged. So we constantly need to innovate, and we need to respond to the changing intellectual needs of our students as well as demographic changes in the student population. We now have a very sizable heritage population from Southeast Asia, for instance. And many of these students are moved by a set of imperatives to go overseas that are different from what you might imagine of students 30 or 40 years ago.

It seems that many IAS majors are interested not only in studying abroad, but in understanding what I would call praxis, the place where theory and action meet. Are there opportunities for students to put education and internship-like work together?

I would like to see more. For example, I'm trying to start a program in Southeast Asia that is a two-part series. Students take an undergraduate seminar at Berkeley on contemporary Southeast Asia, then develop a research idea, and then go to Southeast Asia for six or eight weeks. There they will have an opportunity to interface with NGOs, government officials, and local students and scholars to flesh out this research idea. When they come back, they are better positioned to think about graduate work and/or a capstone project for their major.

You are a popular teacher and advise many undergraduate students and student groups. When you think about the ways that students are thinking about the world now, what things worry you? What things hearten you?

What worries me is a sense of parochialism. For example, in the U.S., Asian and Pacific Islander Americans, as well as Latinos, are among the fastest-growing communities. These communities include a significant foreign-born population. There's tremendous wealth there—cultural, linguistic, and in terms of know-how—that we certainly could capitalize on to build a stronger nation. But I don't think we're very good at mining it. Some of my students come from recent-immigrant families, and in the process of acquiring English they lose their vernacular language. And then when they get to Berkeley and decide they want to do research in their home communities, they are in a problematic position. They don't know the language anymore, and we have to pump all these resources into helping them re-learn it so they can do the kind of work they want to do. That is paradoxical and frustrating, and fundamentally wrong in my opinion. Language is consciousness, and if you don't speak another language there is limited access to another culture. And then how can you function effectively outside of your comfort zone?

The optimistic side of this, of course, is that I have been very fortunate to have students who have a tremendous desire to grow intellectually, to think critically, to make a difference. And they are interested in more than just classroom learning. There is often a real desire to maintain and enhance (and sometimes to develop in the first place) connections with their communities of origin. And their notion of community is automatically transnational. It cuts across multiple sites, multiple communities, and multiple time frames as well. And it's

especially heartening to see that even though some of these students have had very, very traumatic historical experiences, there is still a desire to help, to volunteer, to make things better, not just for their immediate ethnic communities, but more globally. I don't see the cynicism that one would expect, and that in itself is very encouraging. So much of what I'm interested in doing is to create opportunities for students to make these connections in a way that is both personally empowering and intellectually meaningful.

When a student comes back from a study abroad experience, is she or he in a position to make different kinds of choices? Is one perhaps more willing to take certain risks, having had the experience of being up close with what previously might have been far away?

Absolutely. Language ability is the obvious advantage. It opens so many other doors. There is also a certain confidence that comes from having lived and studied abroad, along with other skills that are much more easily developed abroad than on this campus, skills that are enriching both intellectually and more personally. For example, I have students who are interested in working in public health, social welfare, law, and medicine in particular communities where language might be a barrier to access. But what skills do you need—including language, but not just language—to work effectively with that constituency? If you are a doctor and want to work with the Southeast Asian population in

Oakland, wouldn't you be better at your job if you had some firsthand connection with the histories and cultures of that population? It actually turns out that international education helps students gain the skills that make them much more effective at what they might choose to do here at home.

Ultimately, though, the most important benefits are intangible. I come from a culture and tradition in which education is not just about academic knowledge; education is ultimately about building wisdom. In this sense there is no effective substitute for immersing yourself in a way of living and thinking that is different from what you are comfortable and familiar with. In this sense study abroad is a way of providing students with real education, not just with schooling. ●

“Language ability opens so many doors. And there is a certain confidence that comes from having lived and studied abroad.”



EAP students and aides at the University of Legon, Ghana, spring 2003.

As a regular part of the IAS newsletter, we include stories from Berkeley students who have traveled abroad in the previous year. In this issue, we feature reflections by Inga Wilder and Thomas Chupein. From their respective vantage points on three continents, each captures a dimension of the study abroad experience.

Are you a Berkeley EAP alum? Please contact newsletter editor Nathan MacBrien at ucias@berkeley.edu with your contributions, letters, and suggestions. We want to hear from you! You can learn more about Berkeley Programs for Study Abroad and EAP by visiting the BPSA Web site: <http://ias.berkeley.edu/bpsa/>.



Inga Wilder

Inga Wilder is from Compton, California. A 2006 Cal graduate, she majored in Microbial Biology in the College of Natural Resources and spent the spring 2006 semester at the University of Cape Town in South Africa.

While in South Africa I was most intrigued by how people responded to me when they discovered that I was African American. Visually, I was indistinguishable from many other South Africans and I loved the freedom this afforded me. The paranoia of being singled out was not an issue because I looked so similar to other Africans. Kinky hair, brown skin, and mahogany eyes, all remnants of my African heritage, made me feel at home on the streets of Cape Town

where even the most indigenous Capetonian would not have been able to pick me out of a crowd. However, as I made local friends I began to realize that looks weren't everything. Although I looked South African, in many aspects I was different because I was American.

In the U.S. I have a dual identity. I am of African descent. I am American. Therefore I am African American. But in Africa I am black, not African (and even my "blackness" was debatable). Furthermore, in Africa I was first and foremost an American. The transition to being just American took a bit of getting used to because I identified with many of my South African counterparts and in a few instances I was seen as an outsider because of my nationality.

Being American in Africa comes with many superficial perks, but it does have its downsides, especially when you are not a Caucasian American. At times, I found myself fumbling around for reasons to explain why I didn't speak Xhosa, Tswana, Zulu, or any of the other numerous Bantu languages found in Southern Africa. Questions like "Why do you say you are African American when you don't have actual ties to Africa?" were common and difficult to answer. Initially I found it all a bit overwhelming, but then I learned to emphasize my similarities. As soon as I began to counterbalance differences with similarities, people became friendlier and eventually opened up to me more. Ultimately this made the transition of being in a new country a lot easier. The most important lesson I learned when I left South Africa is that it is easy to focus on the many ways in which people are different, but when people are given the opportunity to focus on the common aspects of being human, everything else is irrelevant. ●

University Medalist Lane Rettig is a veteran of the study-abroad experience.

He first discovered Berkeley Programs for Study Abroad in 2003, when he traveled to London through summer session to study British theater. In his junior year, through EAP he joined an engineering program at Tohoku University in Sendai, Japan. And even more ambitiously, he sojourned to China and Thailand (again through EAP), meeting people from hill tribes with little access to technology, working at a Thai orphanage, and teaching English and Internet skills to children.

The New Jersey native combines his enthusiasm for technology with a passion for world languages and cultures. By age 14, Rettig was already running a network of computer gaming sites. At UC Berkeley, he double-majored in computer science and Japanese, holding down a 3.96 grade point average. He mentored fifth graders. But his experiences outside the United States were crucial to inspiring him to use his passions to make a difference. His long-term goal is to bring Internet technologies to the developing world, and in pursuit of this goal he is working with UC Berkeley's Technology and Infrastructure for Emerging Regions program to use cell phones as English-language learning tools.

In 2006, Rettig landed Berkeley's most prestigious honor for a graduating senior: the University Medal. At Commencement, Rettig gave an address and received a \$2,500 scholarship.



Thomas Chupein

Thomas Chupein is a fourth-year Development Studies major, with a concentration in economics. He traveled to Morelia, Mexico on the EAP Intensive Language and Society Program during summer 2006.

I missed nothing here. I never do when I travel because very little changes back home in the same space of time that I undergo radical change. Half of the last six years of my life have been spent outside of the United States. This period and its experiences constitute the most meaningful and transformative period of my life. Now immersed in university as a re-entry student, I am well aware of the privilege I have to spend two years of my life at Berkeley. Ironically, this is why I chose to leave it—to take advantage of the coursework and professors one can only find at such an institution and to study language off campus where I should study it—in a country where people speak it. So, I spent this summer in Morelia, Mexico on the EAP Intensive Language and Society Program.

The program was doubly rewarding because I took

courses in Mexican literature, history and culture all while fine-tuning my Spanish and fulfilling my department's language requirement. The program was rigorous. I ended up writing eighteen essays in eight weeks and advanced my Spanish far more than I ever imagined. I came home not just feeling confident enough to take on a thesis topic in which I have to conduct research in Spanish, but much more knowledgeable about Mexican culture. The latter is the most salient personal reward because I feel more connected to my neighbors here in San Francisco, among whom I have lived for nearly twenty years. I also became more intimate with my neighboring country, with which my own country's politics, economy and culture are inextricably linked. For example, I was able to be in Mexico and experience the highly contested 2006 presidential election, far more dramatic than the most over-the-top *telenovela* (and infinitely more engaging). My best decision: to run away from the California enclave other students created and wander around (easily) making new Mexican friends who remain so now. All that and a fantastic host family, amazing food, warm culture, rich history and beautiful cities and landscape. Who can ask for more?

Being uncomfortable is the best feeling I can have and the surest path to growth. This is why travel is so important to me. Out there on my own, I learn about the world, meet new people from other cultures and experience what life can be from so many perspectives. I become a thousand 'mes'. Then, at home, I learn that I am changed for the better. Academically and personally, you simply become a more interesting person with the confidence to continually reach further beyond what you once thought possible. Leave home. Study abroad. See this infinitely inspiring world. Your own will become bigger. For every experience you remember here, you will remember ten from there in the same space of time that you'll always have with you. ●

As a delegate from UC Berkeley to the Japan-America Student Conference, Rettig visited Kyoto, Hiroshima, Okinawa, and Tokyo. His reflections on that venerable international-exchange program (Berkeley has participated since 1937) stand as a apt description of study abroad's highest goals:

We are each a citizen of many communities. I am a member of my family, a student at UC Berkeley, and a computer scientist. I am also an American. It is only natural that we have a stronger affinity for smaller, more closely defining categories: I identify much more closely with other students at my university than I do with other Americans in general. However, there is another, greater category to which we all belong, though we often take it for granted: we are all citizens of the world. Thankfully, there are some organizations that exist to remind us of this, and to give us the opportunity to expand our knowledge and awareness of the world. ●



Lane Rettig and friends in Okinawa.

Tom Gold, Director, Berkeley China Initiative



Tom Gold, UC Berkeley Professor of Sociology and Director of IAS's Berkeley China Initiative.

A graduate student in sociology at Harvard at the time, Gold had been interested in China since his undergraduate days at Oberlin and had been to Taiwan twice, most recently researching his dissertation on Taiwanese political-economic development. "I had met many Shanghai emigrés in Taiwan, and my experience there helped me appreciate how far Taiwan had come, and the challenge the PRC was facing as it was trying to reform. It was clear that the old institutions were no longer viable, but there was no clear sense of what was next. To see new institutions and ways of thinking emerge in real time seemed like an unbelievable opportunity."

Whereas the other six in that first cohort stayed in Beijing, Gold found himself the lone American at Fudan University in Shanghai among an international group that included students from Europe, Japan, and Canada. Prepared for fanfare befitting the momentousness of

In 1978, the Great Proletarian Cultural Revolution that had gripped China in social and economic upheaval for a decade was only two years' past. With the Gang of Four toppled, a new leader (Deng Xiaoping) in place, and a new mandate to modernize, the world's most populous country began a cautious reopening to the West. The United States and China signed a landmark educational exchange agreement in July 1978 that would once again open China's universities to American students. Among the first cohort of seven Americans to arrive in China in February 1979 was

the occasion, he was let down. "There was no notice taken," he laughs. The discipline of sociology did not exist in China at the time, having been dismantled under Mao, so Gold focused on modern Chinese literature, studying the poetry of Mao and the writings of Lu Xun. "Things were still somewhat restrictive intellectually. My teachers weren't quite sure what to make of my opinions; my evaluation simply stated, 'Gold has his own way of thinking about things.'

"Many of my Chinese classmates were my own age [30 at the time], and were the first group to go to college based on an aptitude test, rather than political allegiances. Many had been persecuted as intellectuals. There was an unbelievable hunger for learning and a pent-up desire to take advantage of everything available."

With that hunger came a hunger for understanding the ways of the West and of capitalism, and to tell their stories. "Suddenly I became an expert on Western capitalism. People would turn to me and ask, 'How do Americans do things?' I had also worked as an interpreter in the U.S. for Chinese delegations, and I got to meet several of these people again throughout China. I was amazed that people would say, 'Everything we told you before in the U.S. was a lie. Now we can tell you the truth.'"

In addition to his own continuing research on Chinese economics and society, and his tireless work directing the Berkeley China Initiative, Gold remains committed to international education and language instruction. He is Executive Director of the Inter-University Program for Chinese Language Studies, a consortium of 14 American universities that administers an advanced language program at Tsinghua University in Beijing. And he continues to be an evangelist for study abroad. "I flog it in every class I teach. For me, 30-plus years ago study abroad was more rare. But here at Berkeley it's not odd, and it's not hard to do, so you just have to plan well and do it. The energy of a city like Shanghai is so interesting; I encourage my students to attack and absorb the rhythms of daily life when you're young. I try to do it myself when I can, but these days I rarely have the time to unpack." ●

To learn about the Berkeley China Initiative, visit bci.berkeley.edu.

UC-Fudan Program Highlights China's Economic Miracle

China today serves as an ideal setting in which to observe the political and social consequences of rapid economic development, which, for all its lightning speed, is both uneven and tremendously complex. Among UC's most exciting new Education Abroad Program (EAP) opportunities is the UC-Fudan University Joint Program in International Studies. Located in Shanghai, the epicenter of China's economic transformation, Fudan University is one of China's preeminent academic institutions. The semester-long program focuses on the historical, political, economic, sociological, and cultural dimensions of globalization, especially as they relate to China in the modern world. Courses are co-taught in English by both UC and Fudan University faculty members. Chinese language study is also offered. Students live on campus in foreign student dormitories with other international and UC students, or off campus.

For more information, students may visit the BPSA Office in 160 Stephens Hall, or go to <http://eap.ucop.edu/eap/country/china/cnapp.htm>.

Center Notes

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Project (GMCP), an organization dedicated to providing access to health care in the developing world. He supported his project through various prestigious fellowships, including the Haas and Strauss and set up various “microclinics” in Bethlehem, all meant to address chronic diabetes and a hollowed-out healthcare system.

CMES is pleased to welcome **Dr. Tom Segev** to Berkeley as the Spring 2007 **Helen Diller Family Visiting Professor**. Dr. Segev is hosted by the Graduate School of Journalism and the IAS Teaching Program.

Dr. Segev is an accomplished journalist and historian. He started his journalistic career as news editor at Kol Israel, Israel’s national radio. His later positions included a variety of editorial and reporting assignments in Israel and abroad. He was editor-in-chief of the weekly news magazine *Koteret Rashit*, and since 1979 has been writing for *Ha’aretz*, Israel’s leading daily newspaper. His publications have had a major impact on contemporary debates within Israeli society. *The Seventh Million: The Israelis and the Holocaust* (1993) portrays how the Yishuv, the Jewish community in Palestine prior to 1948, faced the challenges of Nazi Germany and wartime Zionist politics. His book *One Palestine, Complete: Jews and Arabs under the British Mandate* (1999) explored the tumultuous period before the creation of the state of Israel. His most recent book, *Six Days of War*, will be published in 2007.

Dr. Segev is currently teaching MES 150, “The Six Day War—Forty Years Later,” and a course in the Graduate School of Journalism, “Reporting in the Middle East.” Dr. Segev will deliver a major public lecture titled “1967: Israel’s Longest Year” on May 8, 2007, at the International House Auditorium. Please visit the CMES Web site at <http://www.ias.berkeley.edu/cmcs> for updated information.

Human Rights Center

The Human Rights Center awards fellowships each summer to ten UC Berkeley students to work with human rights organizations in the United States and abroad. The fellowships enable students to build connections between their academic studies and complex issues in the field. Fellows have come from a wide range of disciplines, including anthropology, political science, law, environmental science, public policy, public health, and medicine.



Children sleeping in a night commuter shelter, Kitgum, Northern Uganda.

night to “night commuter” shelters to ensure their safety. The shelters provide a measure of protection against possible assault or abduction as well as a forum for educational and cultural activities. While Rohan was there, the 13 shelters were threatened with immediate closure by the government, but his rapid assessment documented the health and human rights implications of a hasty closure. With timely research findings in hand, the shelters and Kitgum Town Council were able to

Among this year’s fellows was **Rohan Radhakrishna**, a graduate student in the UCB-UCSF Joint Medical Program. Rohan conducted a project in Kitgum, Uganda, where thousands of children have not only been displaced from their homes in the countryside and resettled in camps but also travel each

make arrangements with organizations in the area to keep several facilities open as short-term sanctuaries for the most vulnerable. To read details of the 2006 Summer Fellows’ projects, visit <http://hrcberkeley.org/fellowships>.

Institute of Slavic, East European, and Eurasian Studies

In 2006, Professor **Andrew C. Janos** was recognized for his lifelong contribution to the field of East European and Hungarian studies. The Honorable Ferenc Bosenbacher, Consul General of Hungary, visited UC Berkeley to award Janos the commander Cross of the Order of Merit of the Hungarian Republic. The ceremony hosted by ISEES overflowed with Janos’s colleagues, friends, and supporters in a tribute to his many years of scholarship and teaching.



Left to right: the Honorable Ferenc Bosenbacher, Consul General of the Hungarian Republic; Professor Andrew C. Janos; Barbara Voytek, ISEES Executive Director; and George Breslauer, Executive Vice Chancellor and Provost.

Institute of East Asian Studies

Frederic Wakeman, Haas Professor of History, Director of IEAS from 1990 to 1999, and a member of the Berkeley faculty since 1965, died on September 14, 2006, at his home in Oregon, only months after his retirement from Berkeley. Wakeman authored, edited, or co-edited more than thirty books and more than 100 essays and articles in scholarly journals as well as magazines such as *The New York Review of Books* and *The New Republic*. He was a past president of the American Historical Association. IEAS has created an online memorial to Frederic Wakeman’s life and work, with tributes from colleagues and friends around the world, at <http://ieas.berkeley.edu/news/frederic-wakeman.html>. Your contributions to the online memorial are welcome and should be sent by e-mail to Catherine Lenfestey (lenfeste@socrates.berkeley.edu) for posting.

The **Center for Chinese Studies** finished its 2005–6 academic year with a record 105 events managed or co-sponsored. Highlights included a Kunqu opera demonstration in October, a documentary film festival and round-table in March, and three conferences on the same weekend in May. The 2006–7 year began with the co-sponsored U.S. premier of the new *Peony Pavilion: Young Lovers Edition*. Spanning nine hours over three nights, this classic sixteenth-century Kun opera played to a completely sold-out Zellerbach Hall, and received critical acclaim from the *San Francisco Chronicle*, *World Journal*, and *New York Times*. In conjunction with this performance, the Center for Chinese Studies sponsored a three-day academic conference, three lectures on various aspects of Kunqu, one master class with world-renowned Kunqu opera stars, and a special fall class in the Music Department on Chinese Opera.

The **Center for Korean Studies** has been awarded \$100,000 from the Academy of Korean Studies to launch new collaborative research projects in 2006–7. This comes on top of other recent grants for public programs and teaching from the Daesan Foundation, Koret Foundation and Korea Foundation. This generous support allows Korean studies at Berkeley to continue its dramatic growth. ●

Established in 1990 to strengthen and expand UC Berkeley's role as a global academic leader, International and Area Studies provides comprehensive resources for teaching, research, and services related to global affairs on campus. IAS offers six interdisciplinary undergraduate and three graduate degree programs, including Political Economy, Peace and Conflict Studies, Asian Studies, and Middle Eastern Studies. It oversees and coordinates more than 40 research centers, from African Studies and Southeast Asian Studies to Human Rights and Science, Technology, and Society. IAS provides a range of services for international study and research, including study abroad, faculty exchange, and publications. And in an era of rapid global transformation, IAS is dedicated to developing and promoting new programs and collaborations to maintain UC Berkeley's preeminence as an international institution.

For a complete list of IAS-affiliated research units, teaching programs, and services, visit our Web site: <http://ias.berkeley.edu>.

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