CGS Receives Continued Funding from US Department of Education

In July, the Center for Global Studies at the University of Illinois (UIUC) was re-designated a National Resource Center (NRC) by the U.S. Department of Education under the Title VI program, which forms the backbone of DOE’s commitment to international education. This program provides grants to American colleges and universities to establish and operate comprehensive international and area studies centers that serve as national resources for teaching modern foreign and less commonly taught foreign languages, as well as related international area and cultural studies; performing educational outreach services on national, regional, and local bases; and cultivating relationships with other institutes of high education and organizations to enhance international education.

Through the NRC grant CGS will receive approximately $1.5 million from 2007-2010 to provide Foreign Language and Area Studies Fellowships (see page 10 for more information on FLAS) in less commonly taught languages, and to support the continued globalization of UIUC’s teaching, research, and outreach programs.

Global Studies at UIUC is focused on producing, supporting, and disseminating innovative global studies research, with an emphasis on two increasingly determinant human conditions: (1) the increasing and deepening interconnectedness of the world’s diverse peoples, and (2) the enlarging and accumulating interdependencies of people and states that makes cooperation an imperative if they are to reach their

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Mega-Disasters: Science, Policy, and Human Behavior
By Susan W. Kieffer, Walgreen University Chair and CAS Professor of Geology and Physics

CHANGING TIMES

We who have lived through the second half of the 20th century have witnessed a profound transition in the relation between Planet Earth and its human inhabitants. In the middle of the century, the planet still had real islands, both physical and sociological, on and within which were frontiers that held new lands, mysteries, adventures, cultures, and resources. By the end of the century, however, expanding population and technology merged these islands into a relatively seamless mass.

Life has affected the planet on a global scale throughout geologic time—for example, causing the formation of the oxygen-rich atmosphere—but never before has a species been able to observe its impacts

Susan W. Kieffer is coordinating this year’s Center for Advanced Study initiative on Mega-Disasters. See inset on page 6 for more.

on its own environment at a global scale. This planet is the only home of our species, and there are many indications that we are altering that home in ways that will undermine our evolution into and survival as the civilized global society that we might become.

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Welcome from Director of CGS Edward A. Kolodziej

The Center for Global Studies is pleased to continue support for existing programs and initiate new projects under the 2006-10 Title VI National Resource Center funding cycle.

Central to programming over the next four years is collaboration with units across the UIUC campus and institutions throughout the country and the world. CGS will be working with over 37 groups through the five clusters of excellence to bring a multidisciplinary focus to issues and problems that operate on a global scale. This issue of the CGS Newsletter reflects this collaborative and multidisciplinary imperative through its focus on Mega-catastrophes and humanity’s ability to both perceive the threats posed by these impending events and respond in manner that could ameliorate worst-case scenarios outlined in Professor Kieffer’s essay.

These multidisciplinary collaborations extend across the UIUC campus through programs such as the new MA in Museum Studies, which included units such as Urban Planning, Landscape Architecture, Anthropology and the Graduate School of Library and Information Science.

At the K-12 level, CGS will focus on supporting and building upon the Illinois International High School Initiative, which includes 24 pilot schools from across Illinois.

CGS will also support community colleges through collaboration with the Midwest Institute to provide both professional development opportunities and support for emerging associates degree programs in Global Studies spawned by past CGS programs.

To facilitate the dissemination of new research on globalization and within Global Studies, CGS is also launching a new online journal, *global-e* with the University of North Carolina, University of Wisconsin Madison, and University of Wisconsin-Milwaukee. This journal is set to launch in the fall of 2006 with featured articles from prominent scholars that focus on Global Studies as (fill in the blank with something flowery).

CGS and its faculty associates look forward to the next four years as a National Resource Center, and we invite you to join us as we continue to produce and support global studies research.

Edward A. Kolodziej, Director of CGS
In our freshman U.S. history class, while discussing the transatlantic slave trade, our teacher Wendy Nelson-Kauffman introduced us to “modern day slavery.” We were shocked and outraged when we realized the magnitude of the problem. With approximately 27 million people in the world today living in slavery, it was difficult to believe that we were so ignorant of such a big issue. What was even more appalling to us was how few people were actually trying to do something about it. Ms. Nelson-Kauffman wanted us to understand that, through ignorance and inaction, we were complicit in modern slavery in the same way as those living in 18th and 19th century America, when slavery was a conspicuous part of society. These feelings prompted us and three others to begin our own abolitionist organization: Student Abolitionists Stopping Slavery (SASS).

With our new organization in place, we resolved that it was not enough to learn about modern slavery and human trafficking. An active organization would be more effective. So, we began to research modern abolitionists and some of the tactics they use to promote their cause on the internet and elsewhere. We discovered many different strategies that we could adapt to fit our own particular needs.

SASS’s first action was at our school. We organized a “dress-down day” to raise money for the influential American abolitionist non-governmental organization, Free the Slaves. Our school’s normally uniformed students could donate one dollar to SASS and wear clothes of their choice for a day. Our first venture into anti-slavery activism raised over $500 for Free the Slaves.

As successful as this was, SASS members wanted to do more than fund raise. We wanted to make our own, direct contribution to the anti-slavery movement. This desire to spread the word about slavery led to our involvement in iEARN, the International Education and Resource Network. In summer 2005, three SASS members attended the 12th Annual iEARN Youth Summit in Dakar, Senegal. There they gave a presentation about SASS and its work, and taught youth from all around the world about modern day slavery.

With this amazing educational experience under our belt, SASS embarked on a more ambitious and involved path as it entered its second year. In February 2006, the Center for Global Studies at the University of Illinois invited us to speak at the 2006 JACS Human Trafficking and Slavery Conference Youth Summit. We leapt at the chance to spread awareness and discuss this problem with our peers from around the country. This was a big step forward for SASS because we feel that the only way to stop human trafficking and modern day slavery is to oppose it with a united force. The first step is education, and making further connections between students like ourselves is absolutely essential in the fight against slavery. It was an amazing experience that educated us about slavery as well as giving us practice in discussing slavery with other students.

We also organized a large abolitionist fair at our school. We set up student run booths about historic slavery and modern day slavery to educate our classmates. We circulated petitions in support of the proposed federal anti-human trafficking legislation. A Free the Slaves Representative came with educational materials and we also had a bake sale to raise funds for that organization.

After doing so much work with Free the Slaves, we were honored when SASS was invited to hear Kevin

Continued on page 4
Bales, the president of Free the Slaves, lecture at Harvard University. We actually got to have lunch with him and discuss various plans of action. It was really fantastic to talk one of the seminal figures in the anti-slavery movement about how our organization can really make a difference.

As SASS now turns three, our commitment to educating youth, abolishing slavery, and to future projects continues to deepen. In fact, we are now more motivated than ever in spreading the word about the existence of slavery to our peers both within the United States and abroad. In a day and age when statistics show that youth apathy towards world issues is at an all time high, we will continue to prove that basic human rights ideals do indeed live on. However, as important as educating fellow youth about slavery is, simply telling them that there is a problem is not enough. Until our fellow young people are reminded that we have a tremendous amount of potential to create change, individually and collectively, our impact will be minimal.

The youth of tomorrow does not want to live in a world infested with slavery, nor should anyone have to face the prospect of slavery. SASS has worked assiduously over the past two years do our part in ending slavery, and we are just getting started.

What is a Mega-Disaster? Type 1: Natural Disasters, Aided and Abetted by Humans

Traditionally, humans and their institutions, such as governments and insurance agencies, have put geological phenomena over which we have little control into a category of events termed “acts of god.” We call these “natural disasters.” Earthquakes, tsunamis, floods, and volcanic eruptions are the most familiar examples, but exogenous events such as meteorite impacts, solar flares, and supernovae are also possibly disruptive. These events typically have an abrupt onset, cause immediate major change, and get much media and public attention. Such natural disasters cannot be prevented, but preplanning can ameliorate their effects.

Because of the large population of humans, effects of natural disasters are increasingly amplified by human presence and human activities. The 2004 Indian Ocean tsunami, precipitated by a large earthquake off Sumatra, brought images of devastation of a mega-event to the whole world, and losses could have been much worse if this quake occurred nearer more densely populated economic centers of Indonesia. Often one disaster reveals another, the so-called “disaster within the disaster,” as with the tsunami, or New Orleans with poverty and race, or the Pakistan earthquake, a harsh winter, and poverty.

What about North America? In ~900 A.D., a shallow earthquake on the Seattle fault in the present state of Washington sent a tsunami through Puget Sound, burying Native American fire pits beneath sand swept ashore by the wave. A recent interpretation of historical Japanese documents combined with computer simulations suggest that another ~magnitude 9 (M9) earthquake occurred on the Seattle fault between 1680 and 1720.

The populations of Puget Sound in 900 or
This planet is the only home of our species, and there are many indications that we are altering that home in ways that will undermine our evolution and survival into the civilized global society that we might become.

1700 are unknown, but would have been nowhere near the 3,000,000 people that live and work in the area today. If an earthquake of comparable magnitude occurred in the colliding tectonic plates of the northwestern U.S. or southern British Columbia, the shaking could extend from the heavily populated areas of Vancouver to northern California and could last for several minutes causing extensive destruction, particularly around tall buildings. An off-shore earthquake of M9 could also send tsunamis 11 meters tall onto adjacent shores within minutes, and additional waves westward across the Pacific Ocean. Such quakes occur on average once every 500 years; the last big one occurred about 300 years ago (the fault is currently locked, accumulating energy for a future destructive event). Intensive monitoring and warning efforts may minimize damage and loss of life, but there would inevitably be major economic and humanitarian repercussions around the globe from the disruption of such a densely populated, high tech area.

Seattle is in danger not only from tsunamis, but also from future eruptions of volcanically active Mt. Rainier. However, intrusion of magma into the ice-covered edifice of the volcano could cause the ice to melt, generating enormous mudflows like those at Nevado del Ruiz, Colombia, in 1985 which killed 29,000 people within minutes. A mass of mud, ice, and water traveled from the summit of Rainier 100 km down the White River valley 5600 years ago into what is now the middle of Seattle and Tacoma. This event covered the land with a layer of mud 90m thick in places. Large mudflows have traveled the same path on the average of every 600 years, and yet over 100,000 people live directly on the deposits from these flows as if they would not occur again.

Other large population centers face similar hazardous scenarios: Vancouver, Anchorage, Tokyo, multiple places in Indonesia, the west coast of South America, Mexico City, Los Angeles, and San Francisco are all at risk. Mega-scale natural disasters generally cannot be prevented. We simply know from the geologic record that these events will occur in the future.

In some instances, mitigation and remediation are possible: human casualties from the Indian Ocean tsunami could have been reduced by an effective warning system. A deep space warning system may give us advance notice of a meteorite heading toward earth, and volcanic monitoring systems may give us warning of new activity. However, these warning systems cost money, and mitigation of rare events is usually a lower priority than that of frequent events. We live on a planet with constantly changing geological conditions: some are episodic, some are gradual, and both can be catastrophic.

**Type 2: Stealth Disasters**

Another on-going mega-scale process is unique in the history of the earth: the expansion of an animal species with a population and brain large enough to challenge all competition in the ecosystem—humans. Other so-called “terminator species” have existed in the past, but never at the global scale. We have been able to use our brains to bypass, or delay, the negative feedback of natural selection—the process that keeps other species from dominating the biosphere. Consequently, the size of the human population has increased along an exponential trend. We are the only large ferocious mammals remaining whose population is growing.

Exponential population growth means that the implications of our behavior en masse, particularly consumption of resources and generation of waste, is magnified exponentially. Stripped to its fundamentals, human behavior is no different from the behavior of other animals: we eat, reproduce, and ignore our dependence on other components of the ecosystem at our own peril, just as rabbits, cockroaches, foxes, or lemmings.

The development of human society has already led to a range of well-recognized man-made hazards, which could be comparable in scale to some of the natural mega-disasters: nuclear warfare, bio- or technological terrorism, or a volcanic intrusion into a nuclear waste repository. However, our inte-

*Continued on next page*
natural selection processes. That our species has probably overshot the planet’s carrying capacity means that collective human behavior is affecting the physical and biological state of the planet on a massive, and dramatically rapid, scale.

Many tend to view the effects of human behavior on the planet as gradual because of the perception of time on a human, rather than geologic, time-scale, and because of the historically modest rate of increase characteristic of the early stages of an exponential curve. However, all island populations have collapsed within geologically short time scales when they have exceeded the carrying capacity, e.g., the collapse of the reindeer population on St. Mathews Island during WWII, and the collapse of the human life on Easter Island. We are heading toward a mega-scale collapse on island earth if we cannot change our behavior (Diamond, 2004; Wright, 2004). Such disasters are responses to present human behavior. However, they unfold only in the near term—but not NOW—and so I call them “stealth disasters.” These differ from natural disasters in several important ways: they are generally human-caused, their onset is incremental rather than abrupt, and pre-planning can allay their im-

The number of humans that the planet can support—earth’s “carrying capacity”—is debatable. Extremes vary from 0.5 to 14 billion; medians of the low and high estimates yield a range from 2.1 to 5.0 billion. This number depends heavily on assumptions about standards of living, technology, resources, and whether we diligently recycle or vastly deplete natural resources. Our population exceeds 6 billion and is projected to reach 9 billion by 2050. Most estimates are that this is not a sustainable population given resources and technologies that we can envision.

The major problem is that we have been able to extend our lifetimes to avoid some of the obvious

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**Center for Advanced Study**

**2006-07 Interdisciplinary Initiative: Mega-Disasters**

The Center for Advanced Study’s (CAS) mission is to promote and sustain meaningful dialogues across the disciplines to better understand the world we live in. Our CAS Community of Scholars includes a core group of permanent faculty (CAS Professors), tenured and untenured faculty who have been awarded release-time from teaching to pursue a scholarly or creative project (CAS Associates and Fellows), and the many faculty, staff, and students from on and off campus who participate in our numerous programs.

The Center hosts many public events during the year, including the prestigious CAS/MillerComm lecture series, as well as talks and other sorts of events sponsored or cosponsored by CAS. The Center also presents an annual interdisciplinary initiative that includes a public events series, panels featuring UIUC faculty and a Special Topics seminar.

The interdisciplinary initiative for 2006-07 is Mega-Disasters: Science, Policy and Human Behavior. The initiative will include a series of panel discussions featuring UIUC faculty and invited speakers throughout the coming academic year and seminar offered through the Campus Honors Program during spring semester, 2007. CAS Professor and Resident Associate Susan Kieffer (Geology) has been appointed to help coordinate the public events component of this project. She will be joined in the spring by CAS Resident Associate Robert McKim (Religious Studies) and the two will co-teach CAS 587: The Science and Ethics of Sustainability. [This course meets Tuesdays and Thursdays, 1:30-2:50pm, Levis Music Room.]

For more information about the Center and its programs, please visit http://www.cas.uiuc.edu or call 217 333-6729.
We seem curiously unwilling to take the actions needed to rescue ourselves from that self-induced mega-scale terminal event called “extinction of civilized society.”
as the Centers for Disease Control (CDC) and the World Health Organization (WHO), catastrophic pandemics of SARS or flu might have occurred (and still might). Monitoring showed that in the absence of initial control measures, individual SARS spreaders in Hong Kong and Singapore infected about 3 people each. As control measures were instituted, the transmission rate fell. With four key actions—detection, acknowledgment, aggressive monitoring, and treatment—the pandemic was at least temporarily halted in the societies that instituted these remedial measures.

By analogy, thoughtful people have already detected and defined many aspects of human behavior that are jeopardizing the planet. Regardless of which path we follow (do nothing, or remediate and adapt), a large body of wise leadership, and huge database for research, education and policy will be required at a global scale. For example, the very concept of human “adaptation” to the natural world in the midst of an ecological catastrophe is poorly defined, if at all. Resources for analyzing and thinking of the world do not exist on a global scale. The UN Charter contains appropriate environmental mandates, but because of its historical and current emphasis explicitly on war and war prevention, the focus is only obliquely on environmental sustainability (e.g., it is only one of eight of the Millennium Development Goals).

At least four separate global bodies are probably needed: a scientific body to provide impartial facts and uncertainties, an engineering body to propose and implement technical solutions, a negotiating body to balance the realities of political, economic, religious and cultural values (like the United Nations, and the new initiative on human behavior advocated by Erlich and Kennedy, 2005), and an enforcement body responsive to all of the inputs (like the Canadian peace-keeping forces?).

Current efforts of global collaboration by the National Academies (The U.S., the National Academy of Science, the National Academy of Engineering, the Institute of Medicine, and their global counterparts in other countries) represent a positive development on the scientific and engineering fronts. However, much more needs to be done as most members to the Academies are volunteers and there is no policy that mandates they be at the political and moral bargaining tables.

To address our perceived global scientific needs, we have taken the mandates of the CDC and modified them to arrive at a concept of a mandate for a much-needed body, a “CDC for Planet Earth” (CDCPE). To paraphrase the CDC mandate, we propose that:

The CDCPE should be recognized as the lead world body for protecting the long term health and safety of the planet and all of its inhabitants, providing credible information to enhance decisions relating to all resources of the planet, and promoting wisdom in resource use through strong international cooperation. The CDCPE serves as the international focus for developing and applying resource conservation, and promoting education activities designed to improve the conditions for continued human existence on the planet.

In the longer paper referenced, we proposed five core functions for resource evaluation: information acquisition and assessment, implementation of norms and standards, catalyzing change, promotion of global partnerships, and advocacy for evidence-based policy.

At the least this body needs to be (1) global, (2) credible, (3) scientifically based, and (4) sensitive to political, economic, religious and cultural values while
There is one major and potentially hopeful difference between random catastrophic events and a potential human-induced stealth disaster: We can know in advance about the latter. We ignore the warnings at our own peril.

avoiding direct bias. If we have the collective will to build a CDCPE to institute aggressive monitoring, to identify and understand trends, to predict their consequences, and to suggest and evaluate alternative actions, we may be able to rescue ourselves and our ecosystems from catastrophe. Such actions would be prudent insurance and necessary if remediation were attempted.

Conclusion

We must do something, and we must be sure that the actions are real, and not delusions of action. The famous astronomer Fred Hoyle wrote: “It has often been said that, if the human species fails to make a go of it here on Earth, some other species will take over the running. This is not correct. We have, or soon will have, exhausted the necessary physical prerequisites so far as this planet is concerned. With coal gone, oil gone, high-grade metallic ores gone, no species however competent can make the long climb from primitive conditions to that high-level technology. This is a one-shot affair. If we fail, this planetary system fails so far as intelligence is concerned.” Hoyle is right with one exception—perhaps civilization does not have just one shot. Something majestic might arise from our rubble using renewable resources alone, and certainly the individuals that would create such a future civilization would have to be collectively wise in ways that we have not been. If we can envision such a future society, can we not envision a way to become that society ourselves? Planet Earth—that small blue dot—is now Island Earth and it is time for action to ensure our survival on that island in space.

Title VI Award, continued from front page

The grant allows CGS to continue building upon the strength of its existing global studies research, outreach, and pedagogical programs. To achieve these aims CGS has identified five clusters of excellence through which to focus activities over the next four years:

1. K-1/16 teacher training, including continuing support for the new M.Ed. in Global Studies Education degree and the Illinois International High School Initiative;

2. Enhanced offerings in less commonly taught languages, including two new majors/minors in Arabic and Hindi studies;

3. Advanced interdisciplinary study of the interdependence of global health, ecology, and economic growth;

4. New course offerings in global security studies;

Support for library and information sciences through the Graduate School of Library and Information Science’s community informatics program and the University library’s growing collection of literature on globalization.

CGS looks forward to continuing to engage the UIUC campus, local community, nation, and world in activities that increase knowledge and awareness of the global society in which all six billion humans live.
Congratulations to CGS FLAS Fellows!

Congratulations to the UIUC graduate students who received CGS Foreign Language and Area Studies Fellowships for 2006 and 2007! Title VI Grants from the US Department of Education allow CGS to award FLAS Fellowships to graduate and professional students of exceptional promise who plan to enter the professional world in fields with a global dimension.

The CGS FLAS program provides graduate and professional students with the skills they need to deal effectively with global issues in their future roles in business, health, education, government, non-governmental organizations, intergovernmental organizations, and other professions. CGS typically awards four summer and six academic year fellowships. This year’s recipients are:

### Summer 2006 (full tuition and fees, $2,500 stipend)
- **Jason Slade**, MD/PhD (Community Health), Advanced Arabic
- **Rashelle Roos**, MFA (Art & Design), Inter/Adv Turkish
- **Suzana Palaska-Nicholson**, MA (African Studies), Advanced Lingala
- **Nicole List**, MA (Geography), Inter/Adv Wolof

### AY 2006-07 (full tuition and fees, $15,000 stipend)
- **Rashelle Roos**, Art & Design, Wolof
- **Jeffrey Ahlman**, JD/PhD (History), Beginning Arabic
- **Nicole List**, Geography, Wolof
- **Chen Li**, PhD (Linguistics), Intermediate Arabic
- **Maribeth Ruiz**, MD/PhD (Kinesiology & Community Health), Beginning Hindi
- **Nathaniel Chio**, PhD (East Asian and Pacific Studies), Intermediate Hindi

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**Interested in a FLAS?**

The unique aspect of the Global Studies FLAS is that graduate and professional students can now learn a language and culture relevant to their projected professional work, yet not necessarily be expected to teach that language or be engaged in area studies.

Students from all fields are invited to apply for CGS FLAS Fellowships, though students studying an international field within their discipline and those studying Less Commonly Taught Languages have a competitive advantage.

For application information visit http://www.cgs.uiuc.edu/resources/FLAS_fellowships/index.html

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**FLAS Spotlight on Jason Slade**

**Bridges in Amman**

By Jason Slade, MD/PhD Candidate in Community Health, is a AY 2005-06 and Summer 2006 CGS FLAS Fellow.

The questions I get most often here in Amman, Jordan are the same questions I have gotten from friends and family for years, “Why do you want to study Arabic?” and “Why do you want to be in the Middle East?” Usually the questions are asked with significant skepticism that any American in their right mind would be purposefully trying to come to the Middle East, especially somebody in medical school planning for a medical career. It’s the same here, only in reverse. So many people here have aspirations of making it to the US for better economic opportunities and it just doesn’t make sense that somebody would be willing to leave the US to come here. I used to try to explain that I am interested in working in the health and development sector in the Middle East to establish better relationships between our cultures. However, this response was frequently met with some disdain as if to say “So you think we have problems,” or “So you think that you are better than us and we need help.” So now when locals ask I reply, “jusoor,” meaning bridges, and I explain that I hope to build bridges of friendship and understanding between our cultures. I believe this probably is a more accurate representation of my intentions anyway, as medical service and health and development are more of a

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Illinois International High School Initiative (IHS) held its 4th Annual Global Studies Forum from March 17-18, 2006 at Glenbrook South High School in Glenview, IL. 75 teachers and over 100 students attended the two-day event.

The Forum was organized around the theme of “Global Connections,” with a three-tiered focus: (1) best practices in internationalizing high school education, (2) preparing students for a global economy, and (3) using technology to facilitate teaching and learning from a global perspective.

The Conference began with a Student Forum on Rwanda, moderated by Felicia Middlebrooks, co-anchor of the morning program for CBS Radio/WBBM Newsradio 780 in Chicago. Middlebrooks previewed Somebody’s Child: The Redemption of Rwanda, a documentary she produced on the progress of reconciliation in the country. Michael Lev, Business Editor and former Beijing and Tokyo Correspondent for the Chicago Tribune, addressed China’s emergence as a global economic and cultural power in his Keynote Speech. Dr. Edwin Gragert, the Executive Director of iEarn (International Education and Resource Network—http://www.iearn.org), Inc., discussed the use of information technology to create global connections and networks, including friendships, among young people. Thomas Aichele, the Managing Director for Passenger Sales for American Airlines in Chicago, spoke about the global connections and multidisciplinary knowledge (climate control, culture and linguistic expertise, business, communications technology, etc.) needed to establish the American Airlines Chicago to Delhi, India direct flight.

IHS, operated via the Center for Global Studies, is committed to increasing global awareness among Illinois K-16 students and their teachers. Each year IHS organizes an annual Global Studies Forum for Illinois students and teachers to prepare them for life in an increasingly interconnected and globalized world. The 2007 Global Studies Forum will be co-hosted by the Peoria Area....

means than an end.

So what am I really doing here? First of all, I hope that I am doing just that, building bridges of friendship and understanding. Since May of this year I have been at the University of Jordan in Amman as a CGS FLAS fellow. Obviously, a major part of what I am doing is studying Arabic. The academic program strongly emphasizes gaining fluidity in not only reading and writing classical Arabic through an Arabic current events class, but also developing fluidity in colloquial speaking and listening comprehension. Each day we are expected to read Arabic newspapers and watch news clips from channels like Al-Jazeera for in-class discussions and writing assignments. In addition, we are expected to use our free time to mingle with the people and make friends to practice using Arabic in day-to-day conversations for at least two hours a day. This latter aspect has probably been the most valuable part of the program as meeting people and making friends has truly opened up wonderful lines of communication. People are generally very open and are thrilled to hear an American attempting to communicate with them in their language and listen to them. They want for us to understand them and their culture.

In addition to my curricular activities I have spent my time establishing contacts and meeting with USAID officials and their affiliates researching health and development programs in Jordan to better understand just how foreign assistance works and how it is received here. I also spend my afternoons in an observership at the University of Jordan Medical Hospital. These activities have been valuable as far as personal learning is concerned, but even more so, I believe I am establishing a framework for future partnerships and long-lasting personal relationships that truly are bridges between our peoples.
CGS Fall 2006 Events Calendar

- September 19: P. Sainath, Indian Journalist, “Covering Deprivation: Farm Suicides in India’s Brave New World,” 12 Noon, at the Lucy Ellis Lounge, 1080 Foreign Language Building.

- September 27-30: Katrina, After the Storm: Civic Engagement through Arts, Humanities, and Technology, as part of the Humanities, Arts, Sciences, and Technology Advanced Collaboratory (HASTAC) InFormation Year 2006-07, will be held at UIUC.

- October ??: Robert McKim, Director of the Program for the Study of Religion at UIUC, will discuss environmental ethics in a Prisms of Globalization Seminar, 3:30pm, 101 International Studies Building.


- November 29: Peter Huntoon, Environmental Scientist, will discuss Mega-Disasters in a Prisms of Globalization Seminar, 4pm, at the Spurlock Museum.

For the latest information about CGS events and projects, please visit http://www.cgs.uiuc.edu