



### IN THIS ISSUE

- 1 Madison Hale: Transformational Learning in Costa Rica
- 3 Yin Star Selected for Fulbright Award
- 3 Study Abroad Club Engages Students
- 4 East Asian Specialist Dr. David Gordon Teaches at Nanhua University
- 5 Dr. Sally Brasher- Enthusiastic Proponent of Study Abroad
- 6 Transnational Luther Making a Difference in Thailand
- 7 Office of International Affairs Active on Many Fronts
- 8 34th Annual Phi Beta Delta Conference
- 8 Induction Postponed: Theta Epsilon Chapter, Phi Beta Delta Honor Society for International Scholars
- 8 Global Studies Program Thriving
- 8 Model UN: Immersion in International Themes
- 9 Dr. Samuel Greene Shares His Expertise with a Broad Audience
- 9 The Rude Mechanicals Perform in Florida
- 9 West Virginia GeoBee Held Hostage by COVID-19
- 9 Library Receives Books about Nanhua
- 9 Chinese New Year Celebration
- 10 Study Tours Planned for 2021
- 10 Students Benefit from International Experiences

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*Madison Hale hiking in Escazu, an area in the mountains overlooking the central valley*

## Madison Hale: Transformational Learning in Costa Rica

Global Studies major Madison Hale recently returned from a life-changing, life-enhancing experience in Costa Rica. This study abroad plan was of her own design and creation. She shares her story here.

### ***How did you arrange this experience and why did you choose Costa Rica?***

I've dreamed of traveling abroad for years, and I decided a good first step would be through a study abroad program. I am passionate about sustainability, and wanted to go somewhere with a new language. Spanish is the only other language I have experience with, so naturally Latin America felt like a good fit. I found a school in Costa Rica with classes that perfectly fit my educational goals which were nothing like anything offered at Shepherd. I did a lot of research about the culture beforehand, which was very helpful once I got there. I even actually switched my major to better fit my study abroad goals. I likely would have switched anyway, but when I found the Global Studies major, which requires you to have an international experience, I knew it would be perfect for what I was seeking.

### ***Tell us about a typical day in your study abroad experience.***

That depends on which day! During the week, I had classes in the afternoons. I usually started the day having breakfast with my Costa Rican host family. Then I often would go into campus early to work on homework with friends. Sometimes we would go to the library, other times the campus garden, and when we felt like splurging we would walk to a nearby café. My university was in San José, the capital, so I was close to anything I ever needed. Sometimes we would walk to Mercado Central, which is a large open air market that sells anything from dried flowers to hats. There are many city parks throughout the city and on a nice day we might hang out there too. My favorite area of the city was San Pedro which is where Universidad de Costa Rica is located, the country's first and largest public university. San Pedro has a college town feel, full of art and funky cafés and bars. I went to yoga almost every Tuesday and Thursday during lunch, which was taught in Spanish. It was a challenge, but a great way to practice my Spanish and stay in shape! Almost

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every evening after classes I came home and ate dinner with my host family. Some nights I went out with friends, but the sun sets really early there (around 5:30 p.m.) so nights always felt early and along with the exhaustion of learning a new language I often went to bed early. But on the weekends I almost always went on a trip with friends to a new place in the country, or if I stayed in the city I went to farmers markets, concerts, and other cultural events.

#### ***What were some of the unforgettable experiences?***

Really, the whole trip was unforgettable. But I think my favorite place was Monte Verde. It was my first trip without a guide or group, just a couple of friends and one of my Costa Rican host sisters whom I became close with. We took the public bus there for the first time, which was really hectic because we had some technical difficulties getting to the bus terminal, and ended up just barely missing it. But we were really determined to get there, so luckily a taxi driver overheard what was going on and said he knew where the bus would stop next and took us there. We made the bus! It ended up being a great moment to laugh about later on. Then we made friends with some locals on the bus and they ended up showing us some really beautiful places in Monte Verde we wouldn't have known about otherwise. Monte Verde is famous for its cloud forest which is a national park, and we took one day to tour it. It was the most beautiful and biodiverse forest I had ever been in. The whole weekend was a blast and definitely one of my favorite memories.

#### ***Was this a transformational learning experience for you?***

Absolutely! One thing that really stood out to me was the obvious impacts of globalization.

Many of the American stores, restaurants, and companies were there which was a bit of a shock. Then on a more personal level, most local people I met were familiar with the same movies, stories, songs, and games I grew up with which I found so interesting. Yet, simultaneously I experienced many cultural differences as well. Little things such as mannerisms were the most prominent to me. One thing I really struggled to get used to was the light air kiss to the cheek when greeting someone. I felt awkward every time I tried it. But I did my best to be culturally sensitive and not push my own American beliefs on others and just respect their culture. I also learned a lot about myself. I pushed my own boundaries, went out of my comfort zone, and tried new things I wouldn't normally do. I think I am more adaptable now, and definitely have a renewed compassion for immigrants. I now have a personal understanding about how challenging it is to be alone in a foreign country, and my circumstances were still more privileged than many others, so I only got a taste of what it is like to have such an experience.

#### ***What advice do you have for other students considering a study abroad experience?***

Don't be afraid. Fear can cause you to freeze up, not try something new, or avoid branching out of your comfort zone. Moments when I felt most challenged at first often ended up being some of my greatest experiences. Also to be adaptable. It's easy in a study abroad program, especially when you go through a provider, to cling to what is familiar such as other U.S. national students. You're in another country, embrace the local culture! Take the public bus, go to cultural events, and make friends. And most importantly in my perspective, if there is a different language, speak it as often as you can. Sure, it feels funny and embarrassing because

you know you're not saying things correctly. But think about the times in the U.S. when you've encountered a non-English native speaker, do you call them out for mispronunciations? In my experience people loved hearing foreigners try to speak their language, especially their local dialects! I really loved learning local dialects because when I would use them, people always got a kick out of it. Stay at a hostel, go to the local beach, and buy food from the neighborhood food stand. And don't forget to bring a journal! Not only are they great for storing memories and taking notes, but they are also helpful to work through the hard emotions such as adaption and home sickness or loneliness—all perfectly normal emotions to experience.

#### ***Is there anything else you would like to share with us? Images? Memories?***

To me, the best part of the experience was the cultural immersion. I loved the details such as everything being written and spoken in Spanish. The street vendors who would walk in between lanes on the highways during rush hour when traffic was almost at a standstill, selling bags of locally made plantain chips through car windows. Or the street vendor who walked through the neighborhoods with a box of produce on his shoulder, calling out in a sing-song manner "caliente peji-baye." The popular local beaches full of Spanish music, Imperial beers, and families having a BBQ together. The public buses that played local popular music and were full of hushed Spanish small talk. I loved hanging out with Costa Ricans (or as they call themselves, Ticos) who were my age, learning about what they grew up with, how they like to spend their time, what they think about the world. I liked feeling like I was a part of their world, not just peering in through a window. ■



*"This is from one of my field trips with my Gender and Sustainability Studies class, where we went to a local farm/nonprofit. This farm was really unique because its mission is so much deeper than growing food sustainably, but also to have a positive impact on the local community. Many people immigrate to Costa Rica to escape the world and live isolated in the mountains. This farm is easily accessible and located in a small village, employing local women and acts as an incubator for sustainable projects which motivated young people come to pursue, most of whom were Costa Rican or Central American. I really enjoyed my time there and am considering going back for a volunteer work exchange after I graduate."*



## *Yin Star Selected for Fulbright Award*

Yin Star, Study Abroad director, has been awarded the J. William Fulbright International Education Administrators Seminar award to Japan through the internationally recognized Fulbright Program. The core of the Fulbright Program is devoted to increasing mutual understanding between the people of the United States and the people of other countries. Fulbright is the world's largest and most diverse international educational exchange program.

"I am humbled and honored to be selected for this prestigious award, since the Fulbright Program is recognized worldwide and has been instrumental in ensuring that Senator Fulbright's legacy continues to be felt both within the U.S. and beyond its borders," said Yin.

Yin would like to attend this Fulbright to Japan for several reasons. "I want to learn more about how Japanese universities manage their international programs and offices to encourage and guide students from Shepherd to apply for study abroad in Japan. The opportunity to meet with other professionals from the U.S. and Japan in the field of international education is an important aspect to me. Focusing on building relationships with these professionals and institutions is critical for the development of study abroad programs and meeting the international vision at Shepherd. It will allow for project collaboration, increase familiarity with program design, and promote better understanding of credit and degree expectations of higher education in Japan. My hope is that these connections will allow us to problem solve, share ideas across sectors, and share information about best practices in higher education regarding study abroad."

From early childhood Yin had the chance to live in countries with different cultures and languages. Her father's work in the Malaysian Foreign service took her family to many countries including New Zealand, Germany, India, and Laos. She came to the U.S. as an international



*Yin Star (l.) and Barbara Kandalis celebrate the Chinese New Year event sponsored by the Study Abroad Club*

student eventually earning both undergraduate and graduate degrees. Not surprisingly, Yin has chosen international education and affairs as her profession, working at a variety of international organizations including NAFSA: Association of International Educators and the US-ASEAN Business Council. It is fitting that her current position allows her to help students experience life and study abroad in cultures other than their own.

Due to COVID-19, the Fulbright Seminar to Japan may be canceled. Regardless of the

cancellation, Yin said that a Fulbright award has further validated her professional standing in the international education field. It emphasizes her talent, leadership, and her love of working with students and faculty as an international educator. She is currently working with Dr. Jason Allen in the School of Education on a study abroad trip to the Czech Republic and Austria; Dr. Sylvia Shurbutt on a Celtic Roots Highlands and Hebrides tour; and Dr. Janine Scott on an International Business program to Greece. All trips will take place in early summer of 2021. ■

## *Study Abroad Club Engages Students* Report by Savy Maguire, President

The Study Abroad Club is a group of students on campus who wish to spread global awareness and encourage students to become active in study abroad activities. Our goal is to inform students of various study abroad options at Shepherd University and help them prepare for the process. We throw events to encourage

students to learn about other cultures which we hope will inspire them to study abroad and become a global citizen. One such event was the Chinese Lunar New Year celebration we held this spring. The club invited Dr. David Gordon from the History Department to talk about his trip to Shepherd's partner school, Nanhua University.

During the celebration, there was free Chinese food, a lion dance, an auction of items from Taiwan, and Dr. Gordon's lecture on Nanhua. It was a privilege to share the Lunar New Year traditions with the students and the community. ■

## East Asian Specialist Dr. David Gordon Teaches at Nanhua University



*Dr. David Gordon with students in Taiwan*

Dr. David Gordon, professor of history, had the unique and exciting opportunity to teach at Nanhua University in Taiwan during the fall semester (2019). While there he taught three courses, The American Immigrant Experience, Asian Traditions, and A Study of Japan. The university does not have a History Department so he taught all of the courses within the Department of Foreign Languages and Literature. He also taught two courses online for Shepherd while he was abroad: Asian Traditions and Asian and Western Approaches to Death and Dying. He was eager to speak of his experiences.

### ***Dr. Gordon, what attracted you to that institution/country?***

I was attracted to Nanhua in part because it was founded and is run by a Buddhist organization called Fo Guang Shan. Although I don't consider myself a Buddhist, I'm influenced by the Buddhist practices of meditation and mindfulness. Re Taiwan, my parents had lived in northern Taiwan for a year in 1958-59, before I was born. Actually, at Nanhua I had a chance to give a public showing of some slides that my father took in Taipei (the capital of Taiwan) back in the late 1950s. I have written a biography of Sun Yatsen, the figure who founded the

Republic of China that once ruled over all of China and continues to form the framework for today's Taiwan. I also wrote a piece on Teresa Teng, a famous Taiwanese pop singer from the 1980s who became popular in both mainland China and Japan.

### ***What were some of the challenges of teaching abroad?***

The course load was heavy, so I was quite busy, especially during the first half of the semester. Also, I had planned to assign reading to the students in the Nanhua classes as a complement to lectures and exams. However, students won't do reading unless there is a specific written assignment, even if they're required to speak about the reading in class and lose points for not doing so. So the academic culture of Taiwan is rather different from that of the U.S.

### ***What were some of the delights and benefits of teaching abroad?***

Students were trying hard to follow my lectures and to do their best on exams and papers. In one class in particular, a number of students wrote very nice cards for me at the end, which I greatly appreciated. The campus was in a peaceful, wooded setting and I enjoyed the traveling within Taiwan that I was able to do.

Other delights include the food in Taiwan (much of it, anyway) and the many sites associated with different historical periods (e.g., China's final dynasty and the period of Japanese colonial rule).

### ***Describe a day in the classroom/or your typical day at Nanhua.***

For any course, all of the classes occur on a single day of the week. For example, for a three-credit class, the course might meet from 1:10 to 4 p.m. on Tuesday. This would be subdivided into three 50-minute sessions. To generate additional interest, I would try to find short YouTube clips on the subject matter of the day that would be in both English and Chinese (e.g., English with Chinese subtitles) so that the students and I alike would be able to follow the content.

### ***What advice do you have for someone considering teaching abroad?***

Above all, be flexible. In this case, I worked for both schools, so it behooved me to be as helpful as possible to each. In the case of a Nanhua course, for example, I had been told that it would be a 2-hour/credit class. Actually, though, it turned out to be a 3-hour/credit class, something I only learned about only the evening before the class was scheduled to begin (there was a mixup between two departments about this). So I needed to quickly revamp the syllabus in line with the expanded time and scope of the course. In other contexts, I needed to make adjustments on the Shepherd side. In line with the above, it's good to keep in mind that the purpose of your teaching abroad is to make a connection between two schools. Do things that will enhance the connection; avoid doing things that would inhibit it. When quizzed about what he did for fun at Nanhua, Dr. Gordon mentioned his early morning walks, campus concerts, and student-sponsored events like synchronized dancing and the Christmas party. He noted that faculty-student relationships were less formal at Nanhua than here in the U.S. The students called him "David" and invited him and other faculty to student activities. His classes were mixed, with several students from countries such as Japan, Mongolia, and Vietnam. In his free time he explored areas of western Taiwan, noting that the urban landscape resembled that of Mainland China. He noticed a diversity of crops such as pineapples, bananas, and sugar cane. He lived in a small apartment on campus, utilized the bus service routinely, and praised the night markets and great food. In all respects it was a life-enhancing experience. ■



## *Dr. Sally Brasher – Enthusiastic Proponent of Study Abroad*

Dr. Sally Brasher, professor of history and department chair, is a veteran in leading study abroad tours to Europe and a pioneer in building bridges between disciplines and universities for tour sponsorship. Her academic specialties are in Medieval and Early Modern Europe, History of Italy, Renaissance and Reformation, and Gender History. Please join our conversation as she talks about the benefits and challenges of leading these study tours

### ***Dr. Brasher, what attracted you to organizing and leading study abroad tours?***

I am a historian of the medieval and Renaissance era in European history. I did much of my doctoral research in Italy and am passionate about medieval and Renaissance art and architecture. My husband is a political scientist with an interest in current European politics. We lived in Brussels for two years. We both love to travel and we love to teach. Twenty-five years ago we decided to marry these interests and take students abroad to share our passion and open new worlds for them. There is nothing quite as gratifying (or as effective) as teaching about the Renaissance in Florence while standing in front of the David.

### ***Summarize the “what” and “where” of your faculty-led tours. How many have you led or co-led?***

My husband and I led our first study-abroad trip 25 years ago. I have led trips for Shepherd University yearly for the last 15 years. In all, we have led over 30 trips (including J-term trips). We make all the arrangements for our trip and focus heavily on the academic component. The trip is only open to registered students, not the wider community. The course is worth 6 credit hours, 3 in history and 3 in political science and is open to all majors. It is a joint class of Shepherd and Shippensburg University students. Students travel to at least five countries including Belgium, Italy, Greece, Spain, France, and Switzerland. (The itinerary varies from year to year.) The course is titled The Evolution of European Government and Society and focuses on governmental systems from Ancient Greece to the European Union. The format for the course includes an extensive online component completed before the trip, lectures, guest speakers, and site visits while on the trip, and a paper after students return. We do not use a travel company, and ours is not a tourist trip. In addition to important sites like the Acropolis, Coliseum, and the Vatican, we visit, for example, the International Criminal



*Dr. Sally Brasher's student group*

Court in The Hague to view a war-crimes trial, the International Red Cross Center for Refugees, the European Parliament, and NATO. Students get presentations by faculty and experts in the fields. We also know where all the good restaurants are! Students stay with host families while in Belgium and we find this is an important component to the experiential nature of study abroad.

### ***What are some of the challenges of leading a study abroad tour? In particular, what are the challenges of bringing together two disciplines and two universities to make these tours happen?***

I would say the greatest challenge is in organizing the trip to make it affordable for students. We do not use a tour company and make individual arrangements for host families, hotels, airlines, boats, trains, museums, etc. ourselves. We have been doing this long enough to have established contacts throughout Europe. This substantially cuts down on the cost for students but it entails a great deal of time and coordination on our part. The two

academic disciplines go hand in hand. I am able to give historical context and background to current events and issues, while my husband and his colleague at Shippensburg can give depth to current events and political institutions. One major challenge is just dealing for 24 days with 25 college-age students! While overwhelmingly positive, there are issues of illness, homesickness, behavior issues, etc. A tour leader needs to be committed to being engaged and available 24 hours a day.

### ***What are some of the delights and rewards of leading a study abroad tour?***

Leading this study abroad trip is incredibly rewarding. Many of our students have not traveled extensively. Some have never been out of the country or on an airplane. It is wonderful to be able to introduce them to the joy of travel and to broaden their worldview by bringing them into contact with people from other cultures, not to mention how gratifying it is to awaken their interest in history and current affairs. On the trip I have seen students brought to tears by the beauty of the Italian countryside.

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I have listened to them question refugees from Syria and understand their plight in a very visceral way. I have had students who never cared much for history gasp at the vastness of the coliseum or the ostentatiousness of St. Peter's Basilica. Students make lifelong friends with their host families in Belgium. Some have gone back for weddings or other visits. When we first arrive in Brussels to meet the host families, students are quiet and shy and a bit nervous about living with strangers for a week. Inevitably by the end of the week there are hugs and tears and promises to return. Most gratifying are the students for whom this trip ignites a lifelong passion for travel and an

interest in world affairs. We have had students go on to careers in international affairs and international social activism and others who have expressed how the trip made them more aware and compassionate in every field.

***How do students benefit from these international experiences?***

See my answer to the previous question. I would add that I believe any opportunity for students to study abroad will inevitably benefit them. The opportunity to see other cultures, meet people, and engage in the wider world is perhaps the most valuable educational experience possible.

***What advice do you have for someone considering leadership of a study abroad tour?***

I know there are many tour companies that will facilitate faculty in taking students abroad and I think this could be a good way for faculty to start out. To give the students the best experience I would try to ensure the academic content and be very hands on as a tour leader. I would be very careful about the content of the tour and ask to be able to tailor it to your academic requirements. Leading a tour without a tour company takes months of daily work to make all the arrangements and is not for the faint of heart, but it is worth it if you can. ■

## *Transnational Luther Making a Difference in Thailand*



At 10 weeks old in December 2015, Luther became the youngest non-degree-seeking student at Shepherd University. Born in New York, Luther spent his formative first year attending classes, cheering on the Rams at athletic events, and sitting through countless committee meetings. At the age of 16 months, Luther returned to New York and entered training to be a dog guide. After six months of training at Guiding Eyes for the Blind, Luther was matched with Sai, an international student from Thailand attending college in Arkansas. Luther graduated from guide school and continued his college education. He escorted Sai around campus, on a study

abroad semester in London, and on a summer internship in Boston before ultimately guiding Sai across the stage at graduation.

Luther joined Sai on her return to her home country and became quite the public figure as the only dog guide in Thailand. Sai and her family began their social activism to foster greater inclusion for people with disabilities in the country. Sai and Luther began a media tour, appearing in multiple television shows and newspapers. They raised awareness at schools, colleges, malls, and expos, and encouraged acceptance of service animals in parks, restaurants, and shop-

ping centers, and on public transportation. The Facebook page with over 150,000 followers, "My Name is Luther," celebrates the strides they've made to promote social change. Sai and Luther even had a private meeting with HRH Princess Chulabhorn. The four-legged Shepherd student grew up to help a young woman gain greater independence as well as to impact an entire nation. Dr. Amy DeWitt, professor of sociology and director of academic advising, mentored Luther during his time at Shepherd. She shared the Luther story at Faculty Research Forum this semester. ■





## *Office of International Affairs Active on Many Fronts*

### Report by Dr. Lois Jarman, Director

We welcomed six new international students to campus for the spring semester, coming from Ivory Coast, the Gambia, Qatar, and Turkey. The students are adjusting well to campus life and life in the United States. Our total international population this semester is 61 students.

Our Taiwanese students hosted a very well-attended New Year celebration on January 24. They prepared food, we played games, sang and danced. It was wonderful to see so many of our host families present at this event.

Students also traveled to Frederick, Maryland, to assist with the Asian American Center of Frederick's Lunar New Year celebration at the Urbana library. Two students, Frank Santiago-Cabrera and Yu-Wei Tzeng, led the lion dance. Other students assisted at craft stations. A wonderful time was had by all.

Shepherd's international students have also been engaging in community service projects and have formed a partnership with the Rescue Mission of Frederick, Maryland. Students regularly assist on Saturdays with distribution of food at the mission's food bank. Our graduate assistant, Fadela Belhaj, has been organizing these efforts.

Our language lunch program continued this semester with student leadership. Our Spanish-speaking leaders were Valentina Preciado-Bello and Frank Santiago-Cabrera. French leaders were Audrey Assomoa and Youssouf Bakayoko. Cem "Kayra" Demir led our Turkish learning classes, and Yu-Wei Tzeng taught Chinese. We are very proud of our students for sharing their native languages and cultures to help the Shepherd Community become more global.

We welcomed five students to our International Student Leadership Team (ISLT). Those students are Sujata Sharma of Nepal, Audrey Assomoa of Ivory Coast, Anulika Ummunnah from Nigeria, Frank Santiago-Cabrera of Puerto Rico, and Youssouf Bakayoko from Ivory Coast.

With the outbreak of COVID19, many of our students have returned to their home countries to complete the semester online. Some are staying with family members in the U.S., and others remain on campus. We are in touch regularly to

ensure that everyone successfully completes the spring semester.

All U.S. Consulate offices have suspended visa interviews and processing, so it remains unclear how many students we will be able to bring to campus for the summer Intensive English Language Program, but plans are in place to offer our regular summer courses. Our recruiter, Siriki Diabate, helps students realize their study abroad dreams. ■





### Mark Your Calendar

## 34th Annual Phi Beta Delta Conference

via Zoom and FREE to you!  
May 14-15, 2020  
11 a.m.–5 p.m. EDT

Phi Beta Delta Honor Society for International Scholars (PBD) will host a fully online conference May 14-15, 2020, 11 a.m.–5 p.m. EDT, focused on the theme, “International Education in Our Changing World.” Research paper and poster presentations will be shared online with video conferencing and screen sharing technology. Presenters will talk about best practices in global teaching and learning from a diverse array of academic disciplines and global perspectives. For details on the program, visit the Society’s website—[www.phibetadelta.org](http://www.phibetadelta.org). Shepherd’s chapter has been registered as a participant and, thus, there is no registration fee for individual participation by students, staff, and faculty. Contact Dr. Ann Marie Legreid at [alegreid@shepherd.edu](mailto:alegreid@shepherd.edu) for the link to join in this unique conference offering. ■

## Induction Postponed: Theta Epsilon Chapter, Phi Beta Delta Honor Society for International Scholars

The Phi Beta Delta-Theta Epsilon Chapter spring induction ceremony has been postponed to the fall semester due to COVID-19. Nominations were submitted and approved for 15 new members this year, a mix of students, staff, and faculty who have demonstrated excellence in international education.

Again this year the chapter has been active with co-sponsorships such as the World Affairs Seminar for area high school students held in October 2019 (cooperation and challenges

of climate change) and the Chinese New Year Celebration sponsored by the Study Abroad Club. Some members will be participating in the 2020 national conference online in May of this year. Shepherd’s Theta Epsilon Chapter PBD Executive Board members are Dr. Denis Berenschot, president; Dr. Lois Jarman, president-elect; Siriki Diabate, vice president; Dr. Keith Alexander, secretary; Dr. Ben Bankhurst, treasurer; and Dr. Ann Marie Legreid, campus coordinator and national president. ■

## Global Studies Program Thriving Report by Dr. Aart Holtslag, Director

The Global Studies Program is in its fourth year and has grown to a viable program with more than 20 majors. The new Global Studies minor has enrolled five students. This semester two sections of Introduction to Global Studies are being offered at the Martinsburg Center for dual-enrollment students from Martinsburg High School. With more than 40 students enrolled it is the second most popular dual enrollment class offered this academic year. During recruitment events, it has been clear that the interest of incoming students in the program is growing.

We have five students graduating this year, all of whom have written interesting capstone papers on a variety of topics including Dissemination of South Korean Pop-Culture, Family Planning in Western Africa, Women’s Rights in South Asia, Culture in Cuba since the Revolution, the Economics of Immigration, and Authoritarianism in the Philippines. Students have studied abroad in Cuba, Costa Rica, South Korea, Europe, Vietnam, and Mexico. We are looking forward to many new students, global experiences and outstanding academic work. ■

## Model UN: Immersion in International Themes Report by Dr. Aart Holtslag, Director

The Shepherd University Model United Nations team has had another successful year. Fall semester the team participated in the National Model United Nations Conference in Washington, D.C. Eleven team members represented South Africa. Erin Lehman and Kelly Stout were delegates in the General Assembly First Committee where they discussed Nuclear Non-Proliferation and Improvised Explosive Devices, Landmines, Cluster Munitions, and other explosives. In the Fourth Committee of the General Assembly, Jacob Miller and Ethan Legge discussed Israeli Settlements in the Occupied Palestinian Territories and Special Missions. The Impact of Climate Change on Global Food Security and Low-Income Food Deficit Countries were the topics in the Food and Agricultural Committee discussed by Raphael Corletta. In the United Nations Environmental Assembly, Camden Connell and Merika Khurana discussed Marine Plastics Pollution and Illegal Wildlife Trade and Whaling. Natalie Pullen and Ali Jan addressed the issues of Internally Displaced People in Latin America and Economic Inte-

gration of Refugees in the United Nations High Commission for Refugees. In the Security Council, Zachary Runion and Emily Oliver discussed acute crises and the impact of Climate Change on Peace and Security as well as Strengthening Peace Building. The whole team won an Honorable Mention as the South African Delegation, which rewarded their incredible dedication, hard work, and skill. Spring semester the team consisted of 14 members who were all prepared to compete in the Southern Regional Model United Nations Conference in Charlotte, North Carolina. Taylor Bean, Jonathan Biedler, Raphael Corletta, Lauren Fricks, Ethan Legge, Erin Lehman, Jacob Miller, Alyssa Nazarov, Brandy Paine, Peter Proctor, Natalie Pullen, Ryan Ricer, Glenn Sawyer, and Kelly Stout were assigned to represent Angola and Liberia. They worked hard, researched their topics, wrote position papers, and practiced and negotiated, only to have the conference canceled due to the COVID-19 virus. The team coach, Dr. Aart Holtslag, is confident they would have done exceptionally well given the diligence of their preparation. ■



## Dr. Samuel Greene Shares His Expertise with a Broad Audience

Dr. Samuel Greene, assistant professor of political science, gave a lecture on "Lessons for Latin America from the Strategic Context of the Middle East and North Africa/ Lecciones por América Latina desde el contexto estratégico en el Medio Oriente y el Norte de Africa" to senior military officers and civilians from across Latin America at the World Situation Conference, held at the Inter American Defense College on January 16, 2020.

In the fall, he lectured on his 2018 book *Pathological Counterinsurgency* at West Virginia University and at Shepherd

University's faculty research forum. He also presented ongoing research about the geopolitics of economic diversification in Gulf Cooperation Council States at the West Virginia University Division of Resource Economics and Management Graduate Seminar.

In the summer, he led a workshop on countering violent extremism for more than 40 senior officials from the Middle East, North Africa, and South and Central Asia. The workshop was held at the Near East South Asia Center for Strategic Studies and sponsored by the Department of Defense and Department of State. ■

## The Rude Mechanicals Perform in Florida

The Rude Mechanicals Medieval and Renaissance Players performed a 16th-century Spanish play, *Joseph's Wedding*, at New College of Florida on March 13. *Joseph's Wedding* is a 16th-century Spanish comic romance (performed in English translation) about the biblical Joseph's wedding to an Egyptian woman. The play was probably written by a converso, a descendant of a Jew who had been forced to convert to Christianity in medieval Spain; conversos were often regarded with suspicion. The play emphasizes that an individual's virtue and sincerity are more important than their bloodline. For more information on the Rude Mechanicals, contact Dr. Betty Ellzey, bellzey@shepherd.edu or 304-876-5208. ■

## West Virginia GeoBee Held Hostage by COVID-19

The 2020 West Virginia GeoBee face-to-face competition scheduled for Shepherd University was canceled due to the dangers of the global pandemic. About 60 West Virginia students qualified for the state competition; in lieu of the face-to-face competition they will participate in a virtual recognition ceremony sponsored by the National Geographic Society. The nationwide competition is sponsored annually by the society and is designed to promote geographic education and to "inspire and reward students' curiosity about the world." The National Geographic GeoBee includes three levels of competition: school, state, and national. Schools conduct a GeoBee and name

a school champion. The school champion takes a proctored online qualifying test and the top-100-ranked students in each state qualify to represent their school in the state level of the GeoBee competition. State champions are then invited to compete in the national championship. The academic competition is open to students in grades four through eight, in public schools, private schools, and homeschools in the United States and its territories, as well as the Department of Defense Dependents Schools (DoDDS). For detailed information on the Bee, visit the National Geographic Society website: [www.nationalgeographic.org](http://www.nationalgeographic.org). ■

## Library Receives Books about Nanhua

After spending the fall semester teaching at Nanhua University in Taiwan, Dr. David Gordon has donated three books to the Scarborough Library. One book was written by the founder of the Buddhist organization that established Nanhua University, Master Hsing Yun, and is written in both Chinese and English. It includes a brief Buddhist commentary by Yun and examples of his calligraphy. A second book is a self-study of the events of Yun's life written in relatively simple Chinese with photographs, and the third book is about different species of birds that appear on the campus of Nanhua University. ■

## Chinese New Year Celebration



The Shepherd community celebrated the Chinese New Year on February 7; this was held in conjunction with Dr. David Gordon's presentation on Taiwan. He taught fall semester



at our partner university, Nanhua University. Attendees learned about Taiwan, participated in a food tasting and silent auction, and brought in the New Year with a Lion Dance. The event was



sponsored by the Study Abroad Club, Program Board, Multicultural Student Affairs, Shepherd Foundation, and Phi Beta Delta Honor Society for International Scholars. ■

# Study Tours Planned for 2021

## Progressive Educational Practices in the Czech Republic and Austria, May 2021

**Dr. Jason Allen**  
Assistant Professor, School of Education

A 10-day academic study tour where students will explore the crossroads of education and culture in curriculum development at a university; visit a Youth Development organization followed by a service-learning project; and learn about philosophical, historical and sociological issues in education in the Czech Republic.

Contact Dr. Jason Allen,  
[jallen@shepherd.edu](mailto:jallen@shepherd.edu), 304-876-5511

## International Business Study Abroad Tour to Greece, May 2021

**Dr. Janine Sam**  
Assistant Professor, Business Administration

The academic aspect will include guest lectures and company visits to explore key issues in the Greek economy; perspective on the past and growth strategies for the future; business development strategies and emerging trends in Athens; and the local impact of European Reform in Greece

Contact Dr. Janine Sam,  
[jsam@shepherd.edu](mailto:jsam@shepherd.edu), 304-876-5281

## Celtic Roots Highlands and Hebrides Academic Tour, May 2021

**Dr. Sylvia Shurbutt, Professor, English and Modern Languages**

This 12-24 day tour will cover the writers in the Celtic Roots class. Students will explore the poetry of William and Dorothy Wordsworth, Scottish National Poet Robert Burns, Emily Bronte's *Wuthering Heights*, and Bram Stoker's *Dracula*; and the writings of J. K. Rowling and Virginia Woolf. Through film they will explore Muriel Spark's *The Prime of Miss Jean Brody*, the Scottish play *Macbeth*, and *Sunset Song* by Lewis Grassie Gibbon, all Scottish classics.

Contact Dr. Sylvia Shurbutt,  
[sshurbut@shepherd.edu](mailto:sshurbut@shepherd.edu) or 304-876-5207.

## Students Benefit from International Experiences



Rebecca Ickes, a junior sociology major with a concentration in criminal justice and a minor in psychology, studied abroad for the spring semester at a partner university, the University of the West of Scotland. She came back in mid-March due to COVID-19. Rebecca said, "Going to another country exceeded my expectations and gave me such a better understanding of other cultures and a world I knew nothing about. I gained friendships that I can hopefully keep for years, I gained knowledge that I wouldn't have been able to learn unless I left everything I knew. I was able to try many new things, such as go on an airplane out of the country, meet people from many countries in Europe, go to a castle, and learn about other countries' policies and politics. The list goes on when it comes to all the things I did and experienced for the first time. The hardest thing I had to deal with is I was a bit unprepared when it came to cell data and a short-term visa, but those had a simple fix. Adjusting to the school and classes was a bit hard because I had to make sure I made time for school work, there was so much free time that I was able to travel and kind of put that first above everything but the classes were not difficult by any means. My study abroad journey will definitely help me in the future because I now have a better understand of people that come from different backgrounds and the knowledge/experience I gained from this journey will help me for years to come. And hopefully this trip will jump start my plans to visit more places!"

Two other students studying abroad, Alexander Brown in Australia, and Caylin Clingan in Scotland, also cut their experiences short and returned home in March due to COVID-19. Caylin wants to study abroad again, this time to Ireland. ■