



# Study Abroad Experiences and More



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Unsolicited manuscripts are welcomed from all students who studied abroad and their faculty. The deadline for submission is usually two weeks after the study abroad program and the articles are submitted to the Office of International Education (internationaleducation@asurams.edu). The study abroad stories should contain information on the countries of study, objectives of the study abroad program, courses taken, major tours, program activities, experiences, cultural lessons learned and one or two recommendations. The stories should be told in two pages with 4-6 pictures included.

ASU Global Issues (AGI) is published by the Office of International Education, Albany State University (ASU), Albany, Georgia. It showcases global engagements, especially study abroad experiences and other international activities at ASU and its commitment to campus internationalization by ensuring diversity and International learning through various programs. Opinions expressed in The Issues are not those of the University.

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<https://www.asurams.edu/academic-affairs/oie>

# Editor's Note

## International Education (IE) and Study Abroad



This volume of *ASU Global Issues* reflects international education activities, especially study abroad experiences at Albany State University (ASU), Albany, Georgia. What we know so far is that all credible 21<sup>st</sup> Century educational institutions incorporate international education in their academic programs. The U.S. Department of Education supports campus internationalization and affirms the importance of international education by hinging its mission statement on promoting student achievement and preparing them for global citizenship, marketability, and competitiveness.

The University System of Georgia does the same in stating its commitment to strengthening the global dimensions of teaching, learning, research, and service learning throughout the System, and in ensuring that "...all USG students attain an appropriate level of international knowledge and understanding that enables them to participate fully and successfully in a global society." (USG-IE mission statement)

The critical role of international education and global knowledge is not in question both from literature and practical evidence emanating from individuals who have been immersed in international education through study abroad and other international endeavors. In their introduction of "Profiles of Success at Colleges and University" Mary Grant (President) and Marlene Johnson, (Executive Director) of NAFSA: Association of International Educators reiterate the fundamental belief of NAFSA that "...international education and exchange encourages better relations and facilitates communication among people of different cultures"

The main content of the profiles describes milestone achievements on internationalizing the curriculum by the winning institutions. NAFSA believes that international education "...advances learning and scholarship, builds respect among different peoples, and enhances constructive leadership in global community." (NAFSA 2). This belief is fundamental in the integration of international education in the curriculum and co-curriculum of institutions, colleges, and universities, and it is a precursor for study abroad and the quest for the presence of international students and scholars in institutions in the United States. At ASU, we identify strongly with these beliefs, which inform our mission statement and the strategic goal of "Leadership in community and global partnerships and service." Our commitment to this goal drives the establishment of faculty-led study abroad programs and our collaboration with other institutions, including those abroad, to ensure that ASU students and faculty have varied opportunities for study abroad and international exchange. ASU has an established history of campus internationalization and is continuing this trend.

The students' accounts in this issue are examples of global learning experiences from study abroad in Ghana, China, Costa Rica, Japan, and Trinidad and Tobago. These narratives are primary descriptive data, which testify the immeasurable outcomes of study abroad. The twenty-one students who studied abroad in 2014 have peculiar and distinct international experiences that enriched their global and intercultural knowledge and skills.

The articles from faculty members who taught abroad reveal the detailed efforts that they vested in designing and implementing the study abroad courses. Knowing that students' international experience and global perspectives are crucial in 21<sup>st</sup> century education and global survival, I encourage you to read this Issue diligently and to support all efforts to increase the number of students who study abroad and all components of campus internationalization.

A handwritten signature in black ink, appearing to read "Nneka Osakwe". The signature is fluid and cursive.

**Nneka Nora Osakwe, PhD**

**Director, ASU Office of International Education**

**Chief Editor, Global Issues.**



## **WORKSHOP**

**Want to study abroad, but not sure where to get the funds?**

**The Gilman Scholarship provides up to \$4,000 or more depending on student need. Attend this writing workshop and receive help with your application\*!**

## **ASU SUMMER 2014 SCHOLARSHIP RECIPIENTS**



**Sidney Wilson**  
Middle Grades Education



**Keandris Hogan**  
Sociology



**Nickala Kendrick**  
Social Work



**Charles McGinty**  
Mass  
Communications



**Candice Price**  
Social Work

The Gilman Scholarship programs are for undergraduate students to study abroad and are funded by the U.S. Department of State. Undergraduate students who receive Federal Pell Grant funding are qualified to apply.

**Want to get involved? Need more Information?**

Contact the Office of International Education at 229.430.1662 or email us at [internationaleducation@asurams.edu](mailto:internationaleducation@asurams.edu)

**Facilitator: Dr. Nneka Nora Osakwe, Director– ASU Office of International Education, J.C Reese, Room 203**

**Albany State University (ASU), Albany, Georgia  
Study Abroad Alumni and Countries of Study from 2014**

**Summer 2014**

| <b>Name</b>            | <b>Dept./Major</b>                    | <b>Study Abroad Program:Country</b> | <b>Gender</b> | <b>Gilman Scholarship Recipient</b> |
|------------------------|---------------------------------------|-------------------------------------|---------------|-------------------------------------|
| Brittany Welch         | Social Work                           | Trinidad and Tobago                 | F             |                                     |
| Candice Price          | Social Work                           | Trinidad and Tobago                 | F             | Yes                                 |
| Charles McGinty        | Mass Communication                    | China                               | M             | Yes                                 |
| Chevlee Brown          | Criminal Justice and Forensic science | France                              | F             |                                     |
| Deborah Hammond        | Social Work                           | Trinidad and Tobago                 | F             |                                     |
| Dejuan Clanton         | Marketing                             | Trinidad and Tobago                 | M             |                                     |
| Jennifer Swan          | Fine Arts                             | Japan                               | F             |                                     |
| Keandris Hogan         | Sociology                             | Trinidad and Tobago                 | F             | Yes                                 |
| Meiyanna Cheek         | Psychology                            | Trinidad and Tobago                 | F             |                                     |
| Nickala Kendrick       | Social Work                           | Trinidad and Tobago                 | F             | Yes                                 |
| Oriel Tiquiessia Myles | Marketing/ Supply Chain and Logistics | Ghana                               | F             |                                     |
| Shanese Colon-Toyen    | Sociology                             | Trinidad and Tobago                 | F             |                                     |
| Sidney Wilson          | Middle Grade Education                | Ghana                               | M             | Yes                                 |
| Teiara Tyson           | Social Work                           | Trinidad and Tobago                 | F             |                                     |
| Tiana Spearman         | Mass Communication                    | China                               | F             |                                     |
| Tre'Kenya Handerson    | Social Work                           | Trinidad and Tobago                 | F             |                                     |
| Wontashia Merrit       | Marketing                             | Ghana                               | F             |                                     |

# Ghana Summer Study Abroad

Oriel Myles, 1st Position ASU Study Abroad Presentation

Marketing/Supply Chain & Logistics Major-Senior

## AKWAABA!

### *Abstract*

“Akwaaba” means “welcome” in both Twi and Fante languages in Ghana. Everywhere we went, there would sure to be a sign, a restaurant or a hotel name using the phrase. The article reports the different aspects of my 4-week Study Abroad program in Ghana, West Africa. This includes the courses I took activities and tours, and the lessons I learned. During my stay in Ghana I took two courses, one of which was an internship at Ola Presbyterian Basic School. Throughout our stay in Ghana, we participated in a variety of activities and tours ranging from horseback riding to visiting the Cape Coast Slave Castle. Each activity and tour taught me something different and gave me a different outlook and perspective. This trip tested me. I had to adjust to living in Ghana, and I had to learn to let go some of my expectations and high standards. In this report, I hope to present my personal experiences and attitudes during my stay in Ghana. Studying abroad was something I’ve never done before, and it pushed me to go beyond my comfort zone. Some of the things I will discuss in this report will be my observation and comparison of Ola Presbyterian to the schools I’m accustomed to seeing in the U.S. I will also discuss the tours to places such as the Kwame Nkrumah Mausoleum, Dubois Center, Kakum National Park, Monkey Sanctuary, Cape Coast Castle, and our trip to Kumasi, Ghana.

### **Courses Taken**

The two courses I took during my 4 weeks in Ghana were Technical Writing and English Internship. The Technical Writing Course covered things such as how to write a resume, the characteristics of a technical document and the measures of excellence that determine the effectiveness of a technical document. We interviewed career professionals in our areas in Ghana to know what is required for job hire and resume. We took a test over technical writing while in Ghana, a test that covered the information we had learned while in Ghana as well as the information we learned during our two weeks before departure. Our tour report was also part of the assessment for the course. The Internship course was briefly discussed before we left, but much of the course was done once we were in Ghana. On June 2, 2014, we were introduced to Ola Presbyterian Basic School. Ola was a different environment from what I was used to especially coming from the U.S. School system. Teachers at Ola were able to punish students physically while doing their regular class instruction and it was acceptable at Ola, while in US that might lead to a law suit.

### **Activities and Tours**

The first tour we took was to the Dubois Center on May 31, 2014. We took a tour of the home of W.E.B. Dubois and learned a bit of the history of the house. The center was created in 1985 and is used to be a center for Pan African history. Next, we visited the Kwame Nkrumah Mausoleum located in Accra, Ghana. The center is dedicated to the first president of Ghana, Kwame Nkrumah. The mausoleum is the location of the famous Kwame Nkrumah statue where the first president made a speech 7



about moving Ghana forward.

The next weekend we visited Kakum National Park and the Monkey Forest Animal Sanctuary. Kakum National Park is located in the Central Region of Ghana. Within Kakum National Park is the Canopy Walk, which is the only one of its kind in all of Africa. The canopy walk is over 1,000 feet long and connects seven different treetops to one another. In order to access the canopy walk we had to hike about 15 minutes uphill. It was definitely an arduous task but it was worthwhile when we finally reached the canopy walk. While hiking we heard howls which, Ebenezer, our guide, explained to us, was the sound of people walking on the swinging canopy walk.

This only heightened my growing nervousness and fear as we approached the entrance to the canopy walk. Once we stepped on the first walkway, my heart dropped with fear. The walkway wasn’t as set in place as I thought it would be and was swinging as we walked. The board that we walked on moved from left to right, which scared me even more. After the first bridge, we were given the option of taking a shortcut or continuing on the regular seven bridge course. We chose to continue with the seven bridge course. We worked our way through the walk, keeping each other calm and making each other laugh. It was a great experience but I was very happy once we were finished.

After we left Kakum National Park, we made our way a few minutes down the street to the Monkey Forest Animal Sanctuary. We pulled up to the monkey sanctuary and we were greeted by a small lady from the Netherlands. She gave us a brief history of the monkey forest, including how they lived at the sanctuary for 9 years without electricity and how they had hand built all of the buildings on the land. We went on a short tour of the monkey sanctuary and were able to take pictures with a couple of the monkeys. I was very excited to play with one of the monkeys but unfortunately, he wouldn’t let me touch him. The Monkey Forest Animal Sanctuary was an interesting place to visit and I was glad that I was able to see some of the animals that are native to Ghana. Next, we made our way to the Cape Coast Castle.

Cape Coast Castle was one of the most important slave castles involved in the slave trade because it was present during the height of the Trans-Atlantic slave trade. We toured the castle and got to see the dungeons where hundreds of slaves were held at a time before being transported across the Atlantic Ocean. We also got to tour the museum located in the castle that gave specific details about the Trans-Atlantic slave trade. The tour of the Cape Coast Castle was very emotional because of the



background and history of the castle, but the experience was indescribable. Two days later, we visited Accra. We took a trip to Accra on June 8, 2014 to go horseback riding on Labadi Beach. The trip was short and the beach was somewhat dirty. We took a quick ride on the beach and then spent a little time in the water. We stayed at the beach for about 45 more minutes before returning to Cape Coast.

Our next trip was to Kumasi, which is the capital city of the Ashanti region. We made a stop on our way to the Bonwere Kente Weaving Community. This was the location where Kente cloth was made. Kente cloth is one of the most important cloths in Ghana and can get relatively expensive depending on the kind bought. While visiting the center I got the opportunity to try weaving. It was a bit strange at first, as I had these two little pegs each on one foot and I had to go in a specific sequence in

order to weave the Kente cloth. We also got our graduation stoles made at the center and had the opportunity to buy some key chains and bags.



Next, we visited the Manhyia Palace. This was the old palace for the past three chiefs of the Ashanti region. We took a tour of the palace and learned about the history of the chiefs who lived there as well as the current Ashanti

chief. The next day on June 14, 2014, we visited the Okomfo Anokye Sword Site. Okomfo Anokye was an Ashanti priest and a co-founder of the Ashanti Empire. Anokye planted the sword in the ground and made a prophesy that the day someone was able to pull the sword from the ground, the Ashanti empire would fall. Since then many have tried to pull the sword from the ground but no one has succeeded.

Our last trip before our departure back to the U.S. was to the American Embassy. While at the embassy, we learned some history about the embassy as well as how to gain employment with the embassy. The process of getting a job at the embassy is long and hard but we were given the advice that if we really want to work there we should begin with one of their internship programs. After our discussion and tour we left the embassy.

### *Lessons Learned*

This trip, in its entirety, taught me how to adapt to different situations. Coming to Ghana I told myself to be open-minded, but I subconsciously still had expectations for what I thought Ghana would be. The first night we spent in the hotel in Accra, I couldn't figure out how to turn on the hot water so I took a cold shower instead. Once I met my host family in Cape Coast, I was alerted to the fact that there was no running water, no Wi-Fi, and blackouts occurred periodically during our stay. I took a shower using a bucket for the majority of my stay in Ghana, and using the restroom was uncomfortable. This was definitely an adjustment and different from the comfortable surroundings I had grown used to in the States. My time in Ghana made me more appreciative of the little things that I don't think twice about in the U.S. Ghana taught me patience, adaptability, and made me appreciate the things I've taken for granted for years.



# Trinidad and Tobago Summer Study Abroad

**Shanese Colon; 2nd Position ASU Study Abroad Presentation**

**Sociology Major-Senior**

## **Abstract**

The summer abroad trip to Trinidad and Tobago 2014 was a cultural explosion. Achieving the program's objectives of the world serving as the classroom, this trip helped foster understanding of social issues impacting Trinidad and Tobago while helping to gain a better understanding of one's self. The four week program was held at The University of West Indies-St. Augustine. It provided the ideal environment to gain a sound, world class education where you learn to tackle global problems from a perspective that is unique to the region. During the four weeks, the course of SOWK: 4310 Global Research and SOWK: 4460 International Social Welfare Policy and Service Learning were taught in a unique and nontraditional way. Sticking to the program's objective of using the world as the classroom, the lessons were easily grasped and internalized. The Service Learning at The Strategic Learning and Special Education Institute was informative and enlightening. Alongside the two courses, a Cultural Course on Carnival also provided educational information on Trinidad and Tobago. Tours to The US Embassy, Maracas Beach, Macquarie Beach (Zip lining), Temple in the Sea, Pitch Lake, Gasparee Caves, the Angostura Rum Factory, Bird Sanctuary and other cultural landmarks were all experienced. The excursions served as our primary classroom with learning at every turn. Experiencing a whole new culture that is surprisingly somewhat similar to the US was mind-blowing. While navigating through the cultural differences and making a small impact with our service learning, I was able to have an eye opening experience. Not only have I accomplished my goal of traveling, but also I have awakened the travel bug within me. I would like to use that goal in learning more about myself and the countries that I will visit. I would recommend spending more time with locals, absorbing the culture, and gaining more of a firsthand view.

## **Courses, Lessons and Tours**

The courses we took were extremely beneficial to us as we integrated into Trinidadian culture. The Cultural course taught by Dr. Gelien Matthews who had an interactive approach when it came to teaching us about the culture of Trinidad and Tobago. Although all avenues of culture are important, she focused specifically on Carnival. She focused on Carnival, Steel Pan, and Calypso. Carnival is the celebration right before lent that involves elaborate costumes, food, alcohol, music, and a lot of dancing. The festival started off as the slave masters mocking the slaves with the mistresses of the house donning big lips and big butts and the masters in black face. . . Once the slaves were freed, they started to take part in the tradition but in reverse and added a stick fighting component. They would walk the road in the dead of night stick fighting, beating the drums, and dancing under the moon light. Eventually the two festivals merged and through time and the Carnival as we know it came into existence. Calypso music is very influential in not just the Carnival itself but the very fiber that is Trinidad and Tobago. We learned about Calypsoians such as Singing Sandra, The Kitchener, and

Sparrow Calypso music is *extempo*, which means that many times the lyrics are sung off the cuff and they are somehow related to a current or long standing social issue in most cases.



Dr. Matthews also taught us the history of the Steel Pan, which is Trinidad and Tobago's National instrument. An interesting fact about the steel pan is that when the Trinidad and Tobago Government was looking to name the nation's instrument it was between the steel pan and the sitar. The sitar, a very popular instrument in India, became introduced to the Caribbean culture when the Indians migrated to Trinidad and Tobago. After a long debate, the steel pan was named the Nation's instrument. We even got to learn how to play the steel pan on miniature versions. We learned how to play Happy Birthday and Amazing Grace together as a class. I learned how to play the steel pan when I was in elementary school and this course just brought back all the memories of playing

Alongside with Dr. Matthews course, was the International Social Welfare Policy and Service learning course that Dr. Gibson taught. Most of our class was our Service learning at our respective centers and I was happily placed at the Strategic Learning and Special Education Institute. This school caters for the children who suffer from varying levels of Autism and helps them on an educational and personal level. The institute uses the DIR model, which focuses on the individual child instead of a cookie cutter approach to special education. Each child is evaluated for their strengths, while their weaknesses are targeted and nurtured until mastery. I had the pleasure of working with the younger children who have only been at the school for less than 3 years. They were high learning autistics. They were learning multiplication, how to read, and other educational activities related to children their age. Our course was to learn how social issues such as Special need education, the elderly, HIV/AIDS, and child safety are address in Trinidad and Tobago. We also recognized how they are similar to the issues in the USA and gave recommendations of how to improve the system. The classroom side of this course was more of a self-assessment course. In order to help others, we must battle our own demons and help ourselves. By understanding yourself and working on the negatives, it will prove beneficial to those we help in our respective fields. All of this is tied together with the Service Learning to help us gain a better understanding of the social issues that are not only plaguing Trinidad and Tobago but also the world.



*ASU Trinidad & Tobago Summer Study Abroad Students at the U.S Embassy in Trinidad. Standing far left is Dr. Irma Gibson; ASU Trinidad & Tobago Study Abroad Coordinator.*

Since most of our course time took place outside of the classroom, it is only appropriate to talk about the many excursions that took place. Our first tour was of the US Embassy on Friday morning, June 6th. The US Embassy is downtown in The Port of Spain. The Embassy has three buildings and we found out the hard way by walking all over city. We met with Mr. McClaren who is in charge of Public affairs between the US and Trinidad and Tobago. He shed light on how Trinidadian people need visas to enter the US but it is not the other way around. I was so shocked to find out that they don't have the same privileges that we do. I understand how that can make people hateful and bitter towards America especially since if the money they spend will not be refunded. He also talked about being safe because they are a developing country; it is easier to steal than to get a decent paying job. An iPhone here is worth a lot of money and they steal them to make money. Mr. McClaren talked a lot about visas because it is so hard for Trinidadians and Tobagagans to obtain one.

The following day on the Saturday the 7th, we went to Trinidad and Tobago museum of history which had many artifacts and memorabilia that preserved their rich history. This museum did not have a tour guide, which I thought was odd seeing that I am use to having them in the US when I go on tours. The museum is also rather small compared to the US but I understand that they are not as big as the US. That same afternoon we went to Macquarie beach where I went Zip lining through the Caribbean air. This was so much fun that I almost didn't want to get down from the trees. Zip lining helped me face my fear of heights. As I zipped across the sky, all I could think about is how free I felt. I would definitely do it again. One thing is for sure, in the US no one can Zipline for \$20. Trinidad is so affordable especially when it comes to their attractions.

Sunday, June 8<sup>th</sup>, we went to Pitch Lake. I was super excited because I had read so much about this natural wonder. Our tour guide is extremely knowledgeable and knows about the pitch extensively. He told us that the water in the lake is full of sulfur, copper, and iron which is awesome for the skin.

On Thursday, June 12<sup>th</sup>, we went to the Angostura Rum Factory. The factory smells like molasses, which is a delightful smell. They have these bottles of rum in the shape of a woman that is hand painted. We watched the young lady hand paint the bottle and you can literally describe the hard work and intricacy that was put into those bottles. That's the definition of a true Artist!! The tour of the factory was nice and informative, for example I had no clue what bitters were before the tour.

The tour guide showed us how they made the barrels. It was a fascinating discovery, because the barrels were handmade and were meticulously crafted. The highlight, or what was supposed to be the highlight, was the sampling of the rums. Our tour guide kind of ruined that experience for us because she only wanted to give her attention to the white people with money. Similar to the US, money seems to always have a way of making people listen and here is no different.

Friday, June 13<sup>th</sup>, we went to the bird sanctuary during the evening. I really thought the sanctuary would be out of a

scene in the Lion King with the various birds flying and showing off. When the birds came to roost, it was a beautiful site to see them flying home. The boat ride was relaxing and serene.

Saturday, June 14th, we went to the Gasparee Caves. I have never been to a cave before, so I was pretty antsy. We had to get on a boat to get to the caves. Then, we had to take a hike to get to the caves, which wasn't that bad, but it was a workout. The old US weapons base use to be housed there but now people visit the caves and swim there. Once we got to the opening of the caves and descended to the pool. It was amazing.

Bats are everywhere and they are kind of scary. I was the first person to get in the cave pool because the water looked so beautiful. It



*Our Class Session*

felt wonderful and bouyant. I met a woman from London who jumped right in with me. She was visiting her mother in Trinidad. I never wanted to leave the cave; I wish we could go back. This is definitely my highlight of the trip thus far. If I was in the United States, I don't

think I would ever swim in a cave. We went to Maracas beach on Sunday, June 15th, super early in the morning. Our first stop was for Bake and Shark. I'm was little nervous about tasting shark but it was amazing! They have all kinds of toppings such as garlic sauce, pineapples, and other toppings that complement the shark so well. I added too much pepper sauce on mine and I started to cry and sweat. The flavor was there, but the heat was so overwhelming that my mouth was on fire for five to ten minutes. The beach has certain swim zones that are designated as safe for swimming because of the high tides and strong waves.

The water was wonderful and we tried to ride the waves but they were extremely strong. The beach trip was cut short which was a complete mood killer. After the beach, we went back to the dorm to get ready for the Pan festival in the Port of Spain. The Pan Players were accompanied by Calypso singers who brought the pan to life. It was really crowded, but the atmosphere was rather nice. The music had everyone dancing and kept the spirits of the people up. The food there was delicious; I had jerk chicken and fries. My favorite local delicacy was fries with garlic and pepper sauce. The combination was delicious. It was nice to see different nationalities celebrating together. In the US, if a festival is under way only people close to the theme of the festival attend, but in Trinidad regardless of the occasion, everyone celebrates.

On the 21st, we finally went to the Temple in the Sea. Before that, we went to the Indian museum. Indians have a rich history and culture here in Trinidad and Tobago. They came as workers and eventually were able to build a higher social status than the Africans who were brought here as slaves. The museum was small but extremely insightful. They had traditional wedding garments and old tools that were used for everyday chores and work. We finally made it to The Temple in the Sea. It's a beautiful scenery to behold. There were flags everywhere, some new some worn and torn to symbolize the gods of the Hindu religion.

## Ghana Summer Study Abroad

The temple itself was exquisite with open windows and doors and the scent of incense flowing through the air. The people there were really nice and welcoming. On the 22nd of June, we went to Harry's Water Park and it was everything I expected. The park wasn't like the ones in America and that's why I loved it. The ones in America are embellished with technology and what not; in contrast, this park was simple. The simplicity of the water park made it very enjoyable.

**Sidney Wilson**

**Middle Grades Education Major-Senior**

### My Study Abroad Adventures!!!

Traveling to Ghana was one of the greatest experiences of my life. The study abroad experience has made me a better person overall. I have become not only more appreciative of what I have here in the U.S., but more culturally aware and educated. I'm not going to sell Africa or Ghana in this article, but I would definitely encourage anyone, particularly individuals of African descent, to visit this remarkable continent. Africa has so much to offer, in so many ways. Its friendly and festive atmosphere, culture, history, wildlife and scenery are all elements individuals must experience in their lifetime. I grew up in a cultured home, and my parents always explained the importance of knowing who I am. They instilled in me that I can never truly prosper in life without having the knowledge of my history. This, they explained, is the first step toward developing an identity. As an African-American male, it was my dream to travel to Africa. My love for African American history, art and culture coupled with my passion for traveling fueled my desire to travel to the birthplace of civilization and to study abroad in Ghana. I made preliminary preparations through the Office of International Education and was encouraged to apply for study abroad scholarships. I applied for the Gilman scholarship and the ASU Student Affairs scholarship, both of which I received. The Gilman Scholarship paid for the entire trip. I received all necessary vaccinations, began packing and was set and ready for Ghana!

On May 29<sup>th</sup>, we arrived at Atlanta Hartsfield-Jackson International Airport. My study abroad adventure had begun! During my sojourn in Ghana, there were several cultural excursions. My first tour was to the Kwame Nkrumah Mausoleum, and took place on Saturday June 1<sup>st</sup>, the day after our arrival in Accra. The memorial and museum is dedicated to the prominent Ghanaian leader and first president. Led by Nkrumah in 1957, Ghana became the first African nation to gain independence successfully from British colonization. Under Nkrumah's leadership, cocoa (Ghana's primary export) production doubled; forestry, fishing, and cattle-breeding expanded; and deposits of bauxite and gold were exported more effectively. In 1961, the Volta Dam was constructed on the Volta River providing water for irrigation and hydro-electric power which produced enough electricity for the towns, as well as for a new aluminum plant. Nkrumah set the standards for all other African nations fighting toward independence. He believed in "Africa for Africans" and was truly a remarkable leader. His legacy will forever stand and is honored throughout the entire continent. It was truly a privilege to

visit his museum and gravesite. Then, we headed to Cape Coast, an historic town which is home to the University of Cape Coast, our host university and the Cape Coast Slave Castle. We stayed in this location for four weeks to complete the internship and academic programs while touring historical and cultural sites in surrounding cities and rural villages. Each student lived with a Ghanaian host family on campus. I loved my homestay family! My host family mother is a professor at the University of Cape Coast, and my host family brother is a lecturer. They opened their home to me and were very hospitable



*Wilson observes the sketches of Marcus Garvey, Frederick Douglas and other collaborators W.E.B. DuBois.*



I got a taste of true Ghanaian culture. Every morning when I woke up, my host mother had breakfast prepared for me; when I got home from my classes or internship, she asked me whether I was ready to eat. We spent many nights talking while others were rooting for the Black Stars, Ghana's national soccer team (Go Black Stars!) during the World Cup. I felt as if I was a part of the family. I had my own room and house key. The Ghanaian food was amazing! No preservatives or chemicals, and everything is grown fresh. This was quite refreshing, especially coming from the U.S where so much food is processed.

We had class sessions with Dr. Osakwe every Tuesday and Thursday. We had our internship every Monday and Wednesday at a local primary school in Cape Coast, Ghana. This by far was very rewarding and worthwhile. As an aspiring educator, this was the part of the trip I was most excited about. The first visit, I had the opportunity to observe the teacher and the classroom structure. The school does not have a cafeteria, gym, clinic or library, all of which are amenities that every school in America has. The students buy their own lunch from a local street vendor. Additionally, in the school where we interned, all of the girls cut their hair to attend school, wear uniforms, and begin school with worship and song. There are very few discipline problems but, when there are problems, teachers handle them.

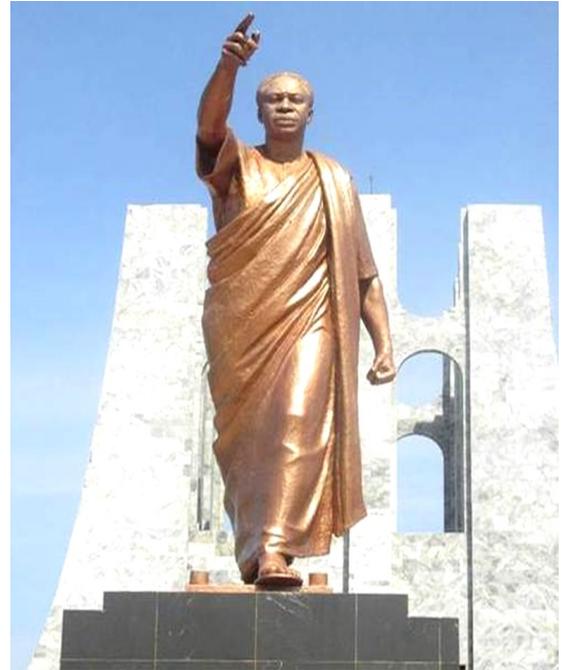
The first lesson that I taught after observation was "Greetings." Immediately fell in love with my students. I don't know if it was my accent and speech or just my personality, but they thought that I was the funniest guy on earth. The class sessions were vibrant and full of laughs.

I was so impressed with the students' inquiring minds and thirst for knowledge. It was truly amazing to see a class full of students who are still motivated and love to learn, despite the limited resources in their learning environment. I was in love with my daily internship experience and hated when the school day ended. Teaching in Ghana really taught me how to become a culturally responsive educator. Because of the lack of resources, I learned how to become creative and think outside the box when creating lesson plans and interactive activities. I truly believe that if you can efficiently teach in similar environments such as Ghana, then one can teach anywhere.



*Wilson with his middle grades class in Ghana*

Ghana has overall made me a better person. I have learned so much in just four weeks, and thank God for blessing me with such an opportunity that will be cherished for a lifetime. I will host a variety of forums to encourage other students to study in Ghana and will facilitate presentations describing my experiences. I plan to work in collaboration with the Office of International Education at ASU to double the number of students studying abroad in Africa.



*Dr. Kwame Nkuruma historic "Forward-ever" statue at the Nkuruma Museum Accra, Ghana*



*Sidney Wilson with his Middle Grades Class in Ghana*

## Japan Summer Study Abroad

### Jennifer Swan; Joint 3rd Position ASU Study Abroad Presentation Fine Arts Major-Senior

During my journey to Japan, I experienced a whole different culture from the familiar. As a fan of the Japanese culture, I was in awe of the sophisticated, calm and professional atmosphere of Japan. However, it does have an exciting contrast with the modern and traditional culture.

I took Japanese II and Japanese Religions. Japanese Religions was taught by Michael Stoltzfus. Japanese II was taught by native Japanese teachers. I have studied Japanese prior to my study abroad. I wanted to learn more about the language, etiquette, and culture while in the country. However, I was not quite prepared for how fast paced the language and community was. Otomon University's classes were prompt and wanted to cram in the lesson, understandably, within three weeks. It was often compared to classes in Georgia, where I would have a semester to learn the progression of levels. However, for them it was a regular. If not, our Japanese class was going slower than usual. Japanese Religions had also helped me understand the culture and the people. Japanese religion like Shinto or Taoism is not really a religion, it is a "way of doing things." Everything the Japanese people do was with care and precision. In a way, for them it is like "nurturing the Buddha". Compared to America's standard where it either gets done now or it gets done right. The Japanese community standards were centered on and around interconnectedness. It is like anything you do can affect and connect to everything and everyone else. In the Japanese society, you cannot have something without the other. In contrast, in America, your way in thinking is "me," "myself," and "mine." You only have yourself and your responsibilities to take care of.

The shocking thing about Japan was the calm ambiance. I was really excited to go to the Japan that I read about. However, I felt the immediate difference. I was welcomed by Japan as a society: safe, simple and organized. In America, it can be dangerous to walk outside by yourself. However, in Japan it is safe to do so. In anime or pop culture known to Americans, Japan was a bit of a stereotype: Japanese are portrayed as polite employees who bowed for respect, and apologized a lot. However, these stereotypes were not as extreme as perceived in American media. The deeper aspect of animation culture was hidden from public. Conversely, it was seen everywhere for commercial use. When asking for directions from anyone I talked to, they were willing to help and they patiently directed me. The serenity of Japan actually made it easier to deal with the culture shock, even though I had prior experience towards culture shock from last year trip to China.

Compared to China, Japan seemed more modern, fast-paced and isolated. Time was really important and you only have seconds to get in the proper position. Otherwise, you can make the whole structure disarrayed and stunted. This is why if you want to go to a place or tour spot, you have to plan ahead and book reservations early. We had to live in a youth hostel, which was shared by Japanese tenants. It was like living in dorm room, but it was a home for students or young adults. As students, we had to get up three hours early so we could catch the correct trains at the best time to get to class in Otomon University.

It was my first experience with trains, so it took me quite a while to know what was the best stop or train to get on. Believe me, I was constantly asking for directions.



Japanese people can be friendly and helping towards each other and others. It was even seen in hostel we lived at. They shared food, space, items, and tools with each other. However, it can seem closed off at some areas. Japanese people have sophisticated system in groups of interests. Like us, we find balance, happiness, and friendships with people we have something in common with. However, it can seem closed off. It can also relate to Japan being an isolated country before being forced open by foreign powers.

### Beautiful Pictures I captured in Japan



## JENNY IN JAPAN

I have to remember constantly that I was foreign visitor, but not necessarily the enemy. I had to respect the country and its culture. I had to act in sync with their society before I could get accepted. This was somewhat difficult with beauty standards that are high for women. Like Chinese women, women in Japan must have present themselves in a certain way in looks, smells, weight, or size. Even some of the guys were way more feminine, which pushed standards higher. However, I can say that Japanese men were too shy or isolated. I felt more judged for my weight than my race. There are not many plus-sized people in Japan. They also hold certain regulations on weight-control issues. For example, someone overweight may be bypassed for a job because such an employee could get fined for their overweight condition. There is a level of respect. People who are older or more experienced were highly recognized; this gives them more authority. I realized that their customs were different from that of America. You listen to and respect your elders or seniors. It gives off a better sense of community control. The food was different from both that of China and America. It was very healthy and was generally fresh. Although the food tastes were not as flavorful as I expected, it was visually appealing and convenient. Vending machines were everywhere on every corner. Japanese food and drinks have less than half the calories of comparable American food. It can be a little expensive, especially if one does not know how to cook. I was lucky enough to experience a family cooked meal with a temporary host family. They treated me like family, and I would love to see them again. Japan is a nice and straightforward place to live.

I was taken to several kami, temples and shrines by Japanese students and study abroad coordinators. There is a kami for everything and it is limitless. We specifically saw Juzou, the kami for children who died young. It could be seen as a superfluous tradition to Americans. On the other hand, it could also be seen as a healthier way to deal with issues like miscarriage, abortions, or death from unfortunate events. Shrines, temples, and other architecture were the major tourist attractions. The temples and shrines are a place of prayer and blessing. You can either buy charms, toss in coins to appease kami, light candles with incense, or bang a gong to resonate balance. It can be compared to the Catholic rituals like selling indulgences, taking communion, or hearing gospels. Being a Baptist, I did not really think of it as praying but as a superstitious practice. It was a fun activity that could also bring luck, like tossing a penny into the wishing well. I had fun and greatly appreciated experiences of these famous places, like Nara's Deer Feeding, looking from a bird's eye view in Japanese Tallest Skyscraper, Silver Temple Tour, Kobe Garden and the climb to Osaka Castle.

For this trip, on the last week we were free to do and explore more things. I went to several attractions like art museum, aquariums, Edo wonderland (an Edo themed amusement park), local restaurants and the famous gaming arcades. I even purchased books from famous bookstores that would have cost three times more in America. I made friends with students and enjoyed the places they hosted me. I met and talked to several people including foreigners from Sweden, Poland, Germany, India, China, Mongolia, and America. I plan to retain my flair for Japanese so that I can join the Japanese Exchange Teacher Program. I even want to look into Fine Art schools in Japan. The experience I had in Japan taught me the basis on the knowledge and coping skills that I would need to live in Japan in the nearest future.

## Beautiful Pictures I captured in Japan



# Trinidad and Tobago Summer Study Abroad

Nickala Kendrick

Social Work Major-Junior

## Abstract

This paper surveys the study abroad trip to Trinidad and Tobago by Albany State University students during the summer of 2014. The objective of this program is to further the mission of potential realization by incorporating diverse atmospheres, activities, and events that will promote global awareness and develop an individual's international knowledge of culture and competencies for global citizenship. During the program, Global Research and International Social Welfare Policies and Service Learning classes were administered by Dr. Irma Gibson. The trip included several excursions, most notably, the Wing's Restaurant, the Temple in the Sea, the Gaspree Caves, and the Beach Boat Cruise. The overall study abroad program was not what I expected, while the experiences of Trinidad and Tobago were life changing. This was a humbling experience and in many ways it changed my perspective of diversity. This trip helped open my mind to the acceptance of differences. While studying abroad I made many achievements. I mastered and loved the experience of playing the steel pan drum, learned to dance like a Trinidadian, and defeated trivial fears of heights by climbing a waterfall and Zip Lining. Though I overcame my fears, my greatest accomplishments was my progression of self-awareness and self-assessment. As a recommendation for next year's group, I suggest that there be more than one coordinator. I believe that a group that large was a bit overwhelming and intimidating. Some assistance from an additional professional would smooth the kinks in the program

## Global Courses

While studying abroad we were required to take two courses with an Albany State University professor and one course from a teacher at the University of the West Indies at St. Augustine. These three classes introduced information about the history and lifestyle of Trinidad and Tobago, while also sharing material that was necessary to help us temporarily transition into a new culture. The classes also provided an insight to how certain issues that exist within the United States existed everywhere. Overall, the classes were used as guides to further understand diversity that exists beyond the United States border.

International Social Welfare Policies and Service Learning was a class taught by Dr. Gibson. The objective of this course included visiting a variety of clinical programs and dialoging on an informal level with social service practitioners. The class also integrated learning about Caribbean culture through reading, class discussions, seminars, service learning, observation and visits to cultural points of interests. Through this course we had the opportunity to analyze key economic, political, and social issues currently affecting the society in an international context. It also introduced the review and application of conceptual frameworks, such as those based on human rights, social development, and sustainable development, to a range of global problems such as poverty, health, status of women and children, and developmental disorders. We were required to identify, assess, describe, and compare practice methods used to address a given social problem in Trinidad and Tobago. 15

The class met on Thursday, June 5th from 1:15 p.m. to 4:15 p.m. and Wednesday, June 18th from 9 a.m. to 12 p.m. in the Social Work building (room 330) located on campus. Additional lectures at off campus events also contributed to this class.



Global Research was the second class taught by Dr. Gibson. This course was designed to offer an opportunity to explore subjects outside of the traditional classroom setting. The course allowed in-depth examination and analysis of specific selected aspects of foreign society. Some of the topics included political participation, economic development, marketing, mass media, academic freedom, the educational system, women's roles, culture, the judicial system, political parties, and ethnic conflicts. The course addressed three major objective categories knowledge, values, and skill. The knowledge objectives included the demonstration of use of research methods when problem solving and completing self-evaluation and the comprehension of research as it relates to diversity from a global prospect. The value objectives addressed the recognition, discussion, and appreciation of human diversity when using methods of research created by biological, cultural, and social factors. The skill objectives covered the use of the methods of research to define and resolve resource issues related to the oppressed, marginalized, and underserved internationally. There were no definite location for this class, but it was incorporated during the class of International Social Welfare Policies and Service Learning with additional lectures at off campus events.

My favorite course was the class taught by Dr. Mathews, a Trinidad native and professor at the University of West Indies at St. Augustine. The course was created to develop an understanding of the rich history of the Trinidadian culture and demonstrate the evolution of the celebration of Carnival. The objectives included the requirements to identify and describe the major constituent parts of Trinidad and Tobago's Carnival, trace the development of different phases in masks, Calypso, and steel pan, and make face masks, sing Calypsonian music, and play a tune on the steel plan. This course was held in the Social Work building in room 330 on Thursday, June 5<sup>th</sup> from 9:00 a.m. to 12:00 p.m., Wednesday, June 18<sup>th</sup> from 12 p.m. to 3:30 p.m., and Monday, June 23<sup>rd</sup> 9:00 a.m. to 12:00 p.m.

## Cultural Tours

While engaging in international studying, there were several outings and excursions. Many of these events placed what we had learned in the classroom into a realistic setting. We participated in many tour. One of our first tours was a tour of the University of West Indies campus. This was a tour led by two of the campus' student leaders. They showed us the entire campus including the cafeteria area and hangout spots.

The tour occurred on June 3<sup>rd</sup> from 10:30 a.m. to about noon. The entire group was present for the tour. It was fascinating to see that their campus life was not much different from Albany State University. After the tour of the campus, later that day we had another tour of our respective service learning agencies.

This tour was to introduce us to the staff and administration we would be working with during our volunteerism. This tour lasted from 1:00 p.m. to 5:00 p.m. This tour allowed us to get an idea of where everyone else would be providing service.

On June 6, the entire group had two tours. The first was a brief visitation to the Embassy of the United States from 1:00 p.m. to 2:30 p.m. This tour gave us a general idea of how Trinidadians stereotype Americans and their behaviors abroad. During this tour, we struck controversy on the Embassy's Facebook page. Certain citizens felt that we should not have the privilege of visiting their country, when they do not have the same ease of luxury in return. After we left the Embassy, we did a little sightseeing and then ate dinner at Wing's Restaurant. At this location we dined on traditional Indian cuisines and discussed political outlooks. The food was delicious and the table talk was interesting.

On June 12, the entire group enjoyed a tour of the Angostura Rum Factory. The tour lasted from 2:30 p.m. to 4:30 p.m. After we over-looked the entire premises of the factory, we were allowed to taste different rums produced by the company. Later, my peers and I made purchases to bring back to the United States as souvenirs. On June 13th, the entire group took a tour down the Caroni Bird Sanctuary. The tour lasted from 4:00 p.m. to 6:00 p.m. The tour was transported by boat down a long winding swamp canal. The tour was very entertaining, though I only saw a few species of birds. On June 14th, the entire group visited the Gasparee Caves. The tour lasted almost the entire day. The Gasparee caves are caves that were created by the ocean, that house a secret swimming hole within them. The caves were surprising very colorful and vibrant. My peers enjoyed swimming, while I remained petrified by the swarming bats.

On June 22, the entire group visited the Sacred Hindu Temple and the Temple on the Sea. This tour lasted from about 10:00 a.m. to 4:00 p.m. The temples are religious sanctuaries created during a time when the Hindu religion was not completely accepted. The temples were my favorite tour because I am a spiritual person and the atmosphere of the temples brought me peace. On June 14th, the entire group visited the Gasparee Caves. The tour lasted almost the entire day. The Gasparee caves are caves that were created by the ocean, that house a secret swimming hole within them. The caves were surprising very colorful and vibrant. My peers enjoyed swimming, while I was petrified by the swarming bats. On June 22nd, the entire group visited the Sacred Hindu Temple and the Temple on the Sea. This tour lasted from about 10:00 a.m. to 4:00 p.m. The temples are religious sanctuaries created during a time when the Hindu religion was not completely accepted. The temples were my favorite tour because I am a spiritual person and the atmosphere of the temples brought me peace. On June 28th, the entire group enjoyed a Beach Boat Cruise around the Caribbean Sea. The Tour lasted from 9:00 a.m. to 4:00 p.m. This tour was also my favorite because we

had an entertaining boat captain and because we had the opportunity to swim in the Nylon pools and exfoliate our pores with the sand.

**Cultural Difference.** Initially, Trinidad and Tobago seemed like another world compared to the United States, but as time passed, I realize that the country was not as different from home as I expected. In the United States, everything is always spinning and there is a dire need to claim the American Dream. The people of Trinidad are different. Everything moves slower and instead of being hung on success, they take time and appreciate their natural accommodations for the accomplishment of happiness. They enjoy their beaches, waterfalls, and fruit trees, while back home we do not share this same happy simplistic lifestyle. We profit from our beaches and pollute our waterfalls. Culturally, Trinidad is just more relaxed than the United States.

**Cultural Lessons.** While studying abroad to Trinidad and Tobago, I have seen so many things. I have seen the most beautiful beaches, the dynamics of some exquisite Caribbean people, and even a small fraction of Venezuela. I have gazed upon the realism of poverty in its most purest and raw form. I have seen a country ascending and witnessed a real development, but what is most important is the life lessons I have taken from this country. I have learned that owning a food truck and driving a taxi can be an extremely productive life path. I learned that the spiciness in the food is what attributes to the women's great shapes and to the men's swiftness in football. I have learned of the West Indian voyage to coexist with the Africans and even the true meaning of a Rastafari lifestyle. Most importantly, I have learned about myself. I have gained a new sense of self-awareness and actualization. By learning about diversity from another demographic, I have advanced in my own personal self-awareness. I had the opportunity to attain my self-realization through my volunteered service learning at the Institute of Special Education and Strategic Learning and by viewing the world as my classroom.

**Future Aspirations.** With the knowledge I have gained I plan to take it and use it within my career. As a Social Worker, I understand that I must be competent when faced with diverse cultures and values. Through Trinidad I have come to be more accepting and understanding of different cultures from mine. Also, I will take the knowledge that I have learned about myself and use it to make myself better person.

## Conclusion



My experience was life changing. I had the opportunity to get a realistic perspective of multiplicity by stepping outside of my comfort zone, which led me to leaving my home country. Though the Trinidadians seem to be an oppressed group of individuals, they have the most simplistic and jovial lives and that's really all that matters. As evident by the consistent construction and increase in the development and awareness of social welfare policies, this country is developing gradually.

**Tieara Tyson**



## **Abstract**

The objectives of this study abroad program included transforming students in a positive way, acquiring knowledge of the courses, and gaining valuable international and intercultural experience of the trip. The courses taken were Global Research, and International Social Welfare Policies, and Service Learning. This hands-on learning experience is was not confined to a classroom from the moment of departure from Piarco International Airport and beyond. The tours and other program activities were a tour of the University of West Indies (UWI); the different sections of the island which included the Central, Southern Trinidad, and Northern Trinidad; the service learning agencies; the Pitch Lake; The Angostura Rum Factory; the Bird Sanctuary; the U.S. Embassy; Maracas Beach; a Steel Pan Festival; an Indian Temple; the Temple of the Sea; and several sites on the Tobago Island.

During the duration of the trip, I acquired tons of knowledge not only of the culture and the people of Trinidad and Tobago but also of myself and peers. My overall experience of the trip was that it had good times and bad times; however, I do not regret anything that I experience throughout the course of this trip. One recommendation that I would suggest for the future would be to have more advisors and to allow the students more time to explore out of the schedule. I believe that with the help of an extra advisor there will be less issues of lack of communication and more perspectives of what students expect and the expectation of the coordinator .

## **COURSES I TOOK AT UNIVERSITY OF WEST INDIES (UWI)**

The courses taken were Global Research, International Social Welfare Policies, and Service Learning. The course Global Research (History and Culture 1) was mainly a course of the history of Trinidad and Tobago that was taught by Professor Matthews. The learning objective of this course was to identify and describe the major constituent parts of Trinidad and Tobago's Carnival : the development of different phases in Trinidad and Tobago's mask, Calypso and steel pan. This course was taught in one of the classrooms on the UWI campus in the Social Studies building. The course International Social Welfare Policies was also located in the same classroom. This course was taught by Dr. Gibson. The objective of this course was to explore social work on a global level through exploring the social welfare issues facing society while abroad. By taking Dr. Gibson, I knew that the lectures would revolve around the person in environment and self-awareness. I was ready to explore what I have changed about myself and the things I have yet to discover. The class times would differ from 9am to 11am for the Cultural class and 1pm to 3pm for the International Social Work course.

## **TOURS**

The tours and other program activities included a tour of the University of West Indies (UWI); the different sections of the island which included the Central, Southern Trinidad, and Northern Trinidad; the service learning agencies; the Pitch Lake; The Angostura Rum Factory; the Bird Sanctuary; the U.S. Embassy; Maracas Beach; a Steel Pan Festival; an Indian Temple; the Temple of the Sea; and several sites on the Tobago Island.

The beach was just like the pictures; you have the Trinidad foods vendors the across the street is the clear, beautiful beach. It was so much fun! The Indian temple we visit in south Trinidad was incredible. The vibrant colors within the temple were beautiful.

When we landed at the Piarco International Airport in Trinidad on June 2nd, the scenery was beautiful. Lucky for us, being that it was the rainy season, we arrived on such a nice day. The weather could not have been more perfect. It was a cloudy Monday yet no dark cloud in the sky; the nice breeze met our face as we waited for our driver. Shortly after we were greeted by our MaxiTaxi driver, Sam.



*Our First Lecture*



*Beautiful Beach in Tobago*

On the way to the University of West Indies were we would stay, there were beautiful mountains in the background. The actual ride itself was an experience because the driving in this country is completely different from the driving in the United States. The car's steering wheel and the direction in which they drive are on the opposite side. I was amazed at the variety of cars that were on the road. Of course with Trinidad and Tobago being an underdeveloped country, I expected to see old and outdated cars but I also saw new cars and the same model car I drive. Arriving to the school, I did not quite know what to expect from the dorms. When I received my key and opened the door, my initial thought was this is not too bad. From this experience I expect to learn more about this culture of such lively people but also to learn more about myself.

On June 8<sup>th</sup>, our MaxiTaxi driver, Sam, took us for a tour of South Trinidad on the way to Pitch Lake. This gave me a different look from what I have seen of Trinidad thus far. In the countryside not only is there more land for, homes, it is also not as noisy. The homes in South of Trinidad were big, bright beautiful homes. While traveling, we saw many homes that were a nice size which we later found out were government owned houses, similar to Section 8 homes in America. These homes, however, were actually nice looking and similar to a small suburbs. Sam expressed that, after a while, the government covers squatters and their families mainly for the well-being of the children. I have learned that this country's government takes care of its people in many ways, i.e. education, housing, health, and so on.

The first thing I noticed when walking on the Pitch Lake was that it reminded me of a parking lot. However, the smell of unfamiliar substance, which later I found out was, sulfur burned my nose. This lake is the largest natural deposit of emulsified asphalt. When our tour guide gave of the history of the lake and what lies beneath it, I was amazed. The Pitch Lake is one of the Seven Wonders of the World; there is nothing like it. The scenery at Pitch Lake is very deceiving.

It's rich history lies beneath the lake. The elements in the lake are copper, iron and sulfur. It is from the sulfur in the muck that it is believed the body will replenish itself. The story behind the Pitch Lake, or Lake of Tar, is an old tale of a celebration gone wrong. The folk tale of the lake is about a tribe who in celebration ate the hummingbird; this made the GOD displeased and in punishment he drowned the town. After touring the lake, we got to indulge in a sweet treat called Cashew stew. This treat is made of the cashew fruit and it had a candy apple flavor.

On June 6<sup>th</sup>, we visit the U.S. embassy in Trinidad. The visit to the embassy wasn't what I thought it was going to be. I had envisioned that we would tour some rooms and get to see the duties of the staff at the embassy. However, we got to speak with Mr. McClairne who briefly discussed the purpose of the U.S. Embassy. The highlight of the trip was getting lost while traveling to the embassy. It was amazing to see the similarities and differences in the city. There are tall buildings which brought a similar feel but also the foreign aspect in the homes and animals being intertwined.

Towards the end of the trip, I realized that I have learned so much not only about the Trinidad and Tobago culture but about myself and others. As far as cultural lessons, I learned that the people of Trinidad and Tobago are rich in the sense of what they receive out of life. The Trinidadians and Tobagonians enjoy the simple things and do not necessary need a lot of money to live a happy and fulfilling life. I also observed that they are people of modesty. They take pride in the way the dress and carry themselves. Overall, what I plan to take away from all that I learned from this study abroad trip is to enjoy the small things in live. I cherish the memories I have had during the duration of this trip and hope to visit Trinidad and Tobago again!

## Beautiful pictures I took in Trinidad and Tobago



Deborah Hammond

## Social Work Major-Senior

### Abstract

This report covers five subjects in regards to the Trinidad and Tobago study abroad program. The courses that were taken, their objectives, professor, classroom number and building, and time of meeting will be discussed first. There were many places I explored in Trinidad and Tobago; a few of them will be discussed subsequently. These places include: the Pitch Lake, Angostura factory, bird sanctuary, and the Gasparree Caves. The cultural lessons I learned will briefly be discussed as well. I gained a great amount of knowledge in Trinidad and Tobago. I plan to apply those knowledge to my life as well as doing other things. Trinidad and Tobago is not as different from the U.S. as expected.

### Courses

The first course I took was called History and Culture 1 taught by Dr. Gelien Matthews. The objectives were for students to identify and describe the major constituent parts of Trinidad and Tobago's Carnival; trace the development of different phases in Trinidad and Tobago's mas, calypso, and steel pan; and make a face mask (shown below), sing Calypso and play a tune on the steel pan. The class was held in the Faculty of Humanities and Education building, or FHE. Our class would usually be held on Thursdays at 9 a.m. to 12 p.m.

The second course I took was called International Social Work, taught by Dr. Irma Gibson. The objectives were: students would visit a variety of clinical programs and dialogue on an informal level with social service practitioners and learn about the Trinidadian and Tobagonian culture through reading, class discussions, seminars, service learning, observations and visits to social, educational and cultural points of interest. This class was also held in the Faculty of Humanities and Education building, or FHE. Our class met once a week but the day each week varied. The time we would meet was usually at 9 a.m. to 12 p.m. or 1 p.m. to 4 p.m.

### Tours

The Pitch Lake of Trinidad and Tobago is the largest in the world. Pitch is made of sulfur, clay, gas, salt, iron, and carbon. The liquid asphalt should be avoided because a person can be swallowed up. The semisolid surface of asphalt can be walked on. My group went to the pitch lake on June 8 around sometime in the morning. Sam, our maxi taxi driver, took us there and got us to try a cashew, or a sweet, cranberry-like fruit (pictured on the next page). The tour guide was very knowledgeable and attentive; he made it easy for my group to understand exactly what the pitch lake was. I noticed that people were coming to the lake to swim; the water content was very good for the skin and medical problems. The pitch lake is a natural resource of Trinidad and Tobago that is not only used for economic reasons but for recreational purposes.



*With the ASU Team at the U.S Embassy in Trinidad, and that's me standing third from right in the front row*

The Angostura factory has a long, sophisticated history. Dating back to 1924, this establishment is a factory that is known for its famously-made bitters. On this excursion, the group, along with Dr. Gibson and other tourists, were taken on a tour around the entire factory. Though our guide did not captivate our attention through his explanation, we remained fascinated by the amazing features of the factory (shown below). The second photo shows a worker designing and painting a popular bitter bottle. I noticed that the people of Trinidad and Tobago drink more rum and beer than any other type of alcohol. The rum compared to those in the U.S. was extremely strong. On June 13<sup>th</sup>, we went to the Caroni bird sanctuary. The bird sanctuary is basically a swamp and the home to a few animals, but is known best because of its beautiful attraction of the habitual birds. The group, Dr. Gibson, other tourists and I were placed on a boat (shown below) in which it took us through the swamp. The birds were red or white; with the exception of a few black birds. When the red and white birds flocked together and land on a tree, they presented a sight that a person would normally see on a postcard.



*The Angostura factory*

On June 14, the group, along with Dr. Gibson, went to the Gasparé Caves. The Caves was pretty interesting because they consisted of many different things. It had a few (other writers have said a lot of bats, was it just three bats?) bats that lived in there so the group couldn't be too loud. Because of the design of the caves, there were a few sculpted-like features, such as a dinosaur. Also, there was a small pond that obviously was safe for swimming, considering the fact that the tour guide jumped in it. Even though there were two giant holes at the top of the caves, it still felt like being cooked in an oven! I noticed that the water had a blue-greenish color. It was beautiful.

### Cultural Lessons

One of the biggest cultural lessons I learned was that education and knowledge is powerful because it is one of the many important factors that helps shape a nation. I also learned that the only way a person can learn and understand another culture is by opening their mind, disposing all assumptions and false perceptions, and coexisting within that culture as freely as possible and examining and analyzing the key components of that particular culture. Another important lesson I learned was that there wasn't a better culture; it was ignorant to think that one's own culture was better than another.

### Plans

The knowledge I have gained from this experience has been indescribable. I plan to take the knowledge I have received and use it to encourage other students to study abroad. I plan to become an international ambassador and learn how to reach out to other students professionally. I, also, plan to take the knowledge I have earned and apply to many aspects of my personal and professional life.

### Conclusion

Trinidad and Tobago is a developing country but with a lot to offer. Upon arriving, I had my own perception about how this country was and a lot of my assumptions were wrong. The humbleness and intelligence of its people was a main attraction for me. They valued what they already have and are, in many ways, like any other person in the United States. People automatically define things that they don't understand, are familiar with, or assume to be different. One day, I want to be a therapist and even more than that. I've concluded that to truly help someone means to help yourself first, only after that is done can you empathize with a person and know how to help them.

### Some more beautiful pictures I took in Trinidad and Tobago



Charles McGinty

Mass Communication Major-Senior



## My China Experience!!!

This past summer I was granted the opportunity to study abroad by my host university, Albany State University, as a Gilman Scholarship recipient in the beautiful People's Republic of China. I was a representative of host university because I went through the University System of Georgia (USG) Study Abroad Initiative. There were a total of eight colleges representing USG: Kennesaw State University, Georgia Perimeter College, Georgia Middle College, Georgia Military College, Valdosta State University, Georgia State University, Dalton State College, and Albany State University.

The great thing about going through the USG program rather than just my host university's program is that it allows a new perspective from a different part of China and an overall experience. The USG program only lasted for three and a half weeks, but in that short time I gained a wealth of new knowledge about China and created friendships that will last a lifetime. While abroad, I studied Chinese Art History and World Regional Geography. Classes were every day, except Friday. Friday was Cultural Enrichment Day when the group would learn more on the culture of China.

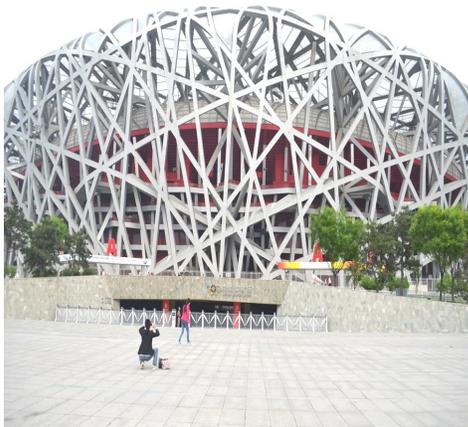
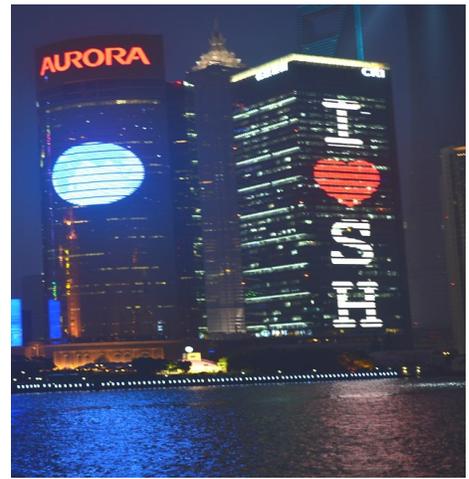
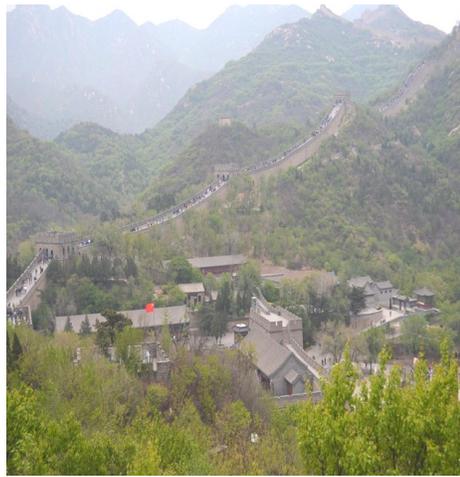
We would also participate after we learned certain things in Cultural Enrichment. Chinese Art History was taught by Dr. Kevin Hsieh, Assistant Professor at Georgia State University. Chinese Art History taught the history of many historical artworks and different art styles that have been in use for many millennia. One prime example is the Buddha Vairocana, which was erected in honor of China's first and only Empress, Wu Zetian. World Regional Geography was taught by Dr. Jun Tu, Associate Professor at Kennesaw State University. World Regional Geography primarily focused on the region of Southeast Asia. The class taught the many ethnic groups in China and geographical locations of where our tours took place.

The tours of the trip are truly what make studying abroad worthwhile. Although we spent three and half weeks in China, we were able to see many, many things. To kickstart the trip, we ventured to the very famous Great Wall, where we hiked about four or five miles along the wall. We also got to see Tiananmen Square and the Forbidden City. The Forbidden City most prominently known for its protest and the unknown man who courageously halted the Chinese Army with his resilience.

## MY PICTURES WITH SOME FRIENDS I MADE ABROAD



## Some Beautiful Pictures I took in China



We also visited the 798 Art Zone and the Temple of Heaven on our final days in Beijing. The Art Zone had a host of graffiti art and many boutique shops (mostly for women). The Temple of Heaven, a famous tourist attraction, was once used by ancient Buddhists for religious purposes. I was able to take a tour to see the Yellow River and visit a memorial sight with my Chinese family. The Yellow River was slightly dried up in the area I visited and wasn't the raging wonder I expected, but I was humbled nonetheless. The group also got to hike up the Yuntai Mountain; it was beautiful but the heat and rugged terrain of China made that quite the experience. We took a few days off from class to visit the city of Xi'an. In Xi'an, we were able to ride bikes along a 9 mile city wall meant to protect ancient Xi'an from invaders. Also, we went to see how the Terracotta soldiers were built; we actually got to see the Terracotta soldier museum where the soldiers guard the tomb of China's first emperor.

Some of the cultural things I learned were calligraphy, Tai Chi, and Mandarin. Calligraphy is taught very early on and it is extremely difficult even for many Chinese. I was told by my instructor that you had to fit a certain amount of characters on a sheet of paper in a straight line. Tai Chi is an ancient form of self-defense but is primarily used now as a tool for meditation and calming of the mind. Tai Chi is something that, again, is taught early in life and takes years of practice and discipline to master. We got a little taste of it and learned the hard way that it shouldn't be taken lightly, as many of us were

winded quite easily. Mandarin is the official language of China; it is more commonly spoken in Northern China while Cantonese is the primary language of Southern China. Mandarin is a difficult language to learn because of the many emphasis you have to put on certain words for them to properly translate. We struggled with the language and butchered it. All-in-all, it was a great Cultural Enrichment, and it gave me new insight on Mandarin and even inspired me to want to learn it more.

One of the many things I took from my experience in China is that you must seize the moment, take opportunities as they come, and be willing to step outside of your comfort zone. China was just a mere dream of mine until ASU helped that become a reality. Study abroad is truly important because it broadens your horizons and can be a great form of networking. Because of the knowledge I've gained, I would love to help spread the importance of studying abroad to teens who aspire to one day visit foreign countries. I can help by giving tips on what to do to ensure it becomes a reality, any amount help can go a long way. Most importantly, passport initiative is the key; you cannot travel abroad without one. We could start an initiative at ASU that teaches kids in the local community as well as ASU freshmen and sophomores that could help them get a passport early so they can primarily focus on the cost of the trip when that time comes.

In the end, I am forever grateful for the opportunity and truly humbled at all the help from the International Education community at Albany State. Their dedication, hard work, and keen eye for details allowed to me obtain the Gilman, ASU Study Abroad Scholarship, and other grants to help cover the cost of the trip. Thank you for everything!

# China Summer Study Abroad

Tiana Spearman

Mass Communication Major-Sophomore

Going to China in summer 2014 was one of the best experiences of my life. This journey showed me that there is more to life than the basics we are used to in our everyday life here in the United States. While boarding the plane, I was anxious but excited at the exact same time. During the plane flight, I was thinking about what I was going to do when I got to China, the people I was going to meet, and how the cultural experience would be as well. Spending four weeks in China allowed me to evaluate the aspects of life from a different point of view. Even though China is a developing country, I am happy I grabbed the opportunity to go to this wonderful country and I am also thankful for the life I live in the United States.

The China study abroad opportunity was one of my best experiences I had so far in my life. Seeing the landscape, experiencing the cultural differences such as: Chinese cuisines, living arrangements, travel and just simply the way of life. Also, getting a chance to go in the home of a host family was the highlight of my trip. They showed us how to make different Chinese foods, they also taught us the way of life in their home. As Americans we are used to the beautiful back yard with a big garden but, in China they don't have this privilege. Most of the homes are apartment styled homes. Learning the deep history of the Chinese people and culture incorporated with my classes help me to understand China in a broader aspect. Traveling from Beijing, Zhengzhou, Xi'an, then finally to Shanghai showed me that China is different and has a lot to offer. From crops and fields, to tall buildings and statues. China is a beautiful country from north to south, east to west. I am very glad to have had this experience and to have been able to share it with my peers and family members.

Lastly, I will be travelling to China again in 2015 for another study abroad program, and I hope that my 2015 experience will be just as wonderful as the 2014 experience.



## Some Pictures from My China Summer Study Abroad Trip



# Ghana Study Abroad

## Dr. Nneka Nora Osakwe, Program Co-coordinator and Professor

The Albany State University first study abroad in Ghana, West Africa, was hosted by the University Of Cape Coast. It was a four-week program with four senior students (two business and two education students), who were residents in Ghanaian host families. The program started with a two-week preparatory course in the United States (May 5-14) and ended with four weeks in Ghana, lasting from May 29 to June 25, 2014. The overall goal was to enhance students' international and intercultural competencies through a study abroad program that focused on Technical Writing (ENGL 3106) and English Internship (Language Arts) program in a primary/middle school in Ghana.

The Technical Writing (ENGL 3106) course was implemented in two stages. The first stage was done intensively in two weeks and covered technical communication theories, principles-measures of excellence, types of technical documents, and strategies for effective production of technical documents. At this stage, students analyzed selected U.S. documents. During the four weeks in Ghana, students searched and selected documents produced in Ghana, which they compared with those produced in the U.S., using the measures of excellence discussed by Mike Markel in *Technical Communication* (2011). They also interviewed individuals in their career areas to assess international hiring process in Ghana and preferred structure of resume/ curriculum vitae used in organizations there.

Finally the students produced documents and wrote technical reports about various tours and trips to Nkrumah Mausoleum, W.E.B Du Bois Memorial Centre for Pan-African Culture, Cape Coast Slave Castle, Elmina Slave Castle, Kakum National Park (where the group completed a two-hour tour of the rain forest through a canopy walk). The analytical reports also included a tour of the Monkey Sanctuary (which houses rescued and endangered animals, especially monkeys), tour of Manhyia Palace Museum, Okomfo Anokye Sword Site, and Nzulezu Village up north in Kumasi. These reports were all part of the course evaluation which students also submitted for publication in ASU Global Issues to disseminate the study abroad outcomes. The various projects and reports yielded an e-portfolio used for the final assessment and grading of the course.

The English (ESL internship) was also implemented in two phases. The first covered ESL learning theories and language learning methods, especially in an African environment (Ghana). The students reviewed attributes of typical African classrooms in comparison with those in America. They also reviewed and wrote annotated bibliography of numerous ESL articles before the travel to study strategic approaches in teaching select topics in Ghana. The review helped to modify a rubric for class observation. The second stage covered four-weeks abroad, observing and teaching as unpaid intern in a private Elementary/Middle School in Cape Coast. The students interned seven hours, two-three times weekly with me on site always for advisement and had 14-16 hours weekly. The class engaged in follow-up discussion sessions, reporting and reviewing their internship twice weekly during instructional hours (Mondays and

Wednesdays). The internship course evaluation was on based observed student teaching and final electronic-portfolio which included daily reports, projects, assignments, internship teaching-feedback evaluation from teachers in the primary school.



Internship School in Cape Coast, Ghana



Ghana Study Abroad Students with class teacher



Elmina Slave Castle in Cape Coast, Ghana

# Ghana Study Abroad

## Dr. Nneka Nora Osakwe, Program Co-coordinator and Professor

Albany State University appreciates the Links Inco-operated, Albany Chapter for Awarding \$1000 Grant to ASU- Study Abroad, Ghana.

The Links Albany Chapter has been a long time sponsor of international education programs at Albany State University (ASU), Albany, Georgia. The grant donation of a thousand dollars (\$1,000) received from the treasurer, Mrs. Flo Hill (Director of ASU Teaching and Learning Support) supported ASU-Ghana Study Abroad, maiden program, which started May 29 and ended June 25, 2014. The Director of International Education, Dr. Nneka-Nora Osakwe, applauded The Links Inc., Albany for being the leader in institutional donation to ASU study abroad programs.

Students in the Ghana program were expected to integrate cultural and professional tours into the summer courses they took abroad. All students obtained six credit hours from taking two courses: ELS Internship and Technical Writing. The ESL Internship provided the students an opportunity to observe and teach English lessons to second language learners abroad, and for the Technical Writing course students read, observed, analyzed, and practiced professional writing in an international environment. The students were hosted at The University of Cape Coast (UCC), Ghana and as they studied they toured historical and cultural sites including: W.E.B. DuBois Memorial Library, Nkrumah Mausoleum, Cape Coast Castle, and Elmina Castle, Kakum National Park, Manhyia Palace Museum, Okomfo Anokye Sword Site, Nzulezu Village and several Educational institutions. Their technical reports were derived from these tours.



Mrs. Flo Hill & Dr. Nneka-Nora Osakwe



The Ghana Team— Wontashia Merrit, Tquiessia, Dr. Osakwe, Lateshia Blakeley, and Sidney Wilson



Ghana Study Abroad Team with School Principal and a Teacher

**Trinidad and Tobago Summer Study  
Abroad After Action Report  
By Dr. Irma Gibson, Social Work**

**Abstract:**

The Trinidad and Tobago 2014 study abroad venture began with a pre-departure session for the participants and their parents/guardians on 5/17/14 and culminated with a four-week stay in the country of Trinidad and Tobago from June 2<sup>th</sup> through July 1<sup>st</sup>, the date of return to the U.S. The ten participating students and I, the program coordinator were housed in the dormitories on the campus of the University of the West Indies, St. Augustine. Students utilized their weekly food allowances to purchase food for cooking and for consumption from the local economy. An official orientation, including a campus tour, was held on 6-3<sup>rd</sup>, 2014 and a farewell/closing ceremony was held on 6-30, 2014. Both were successfully executed. In addition to four 3-4 hour lectures about the culture, history and social, public health and economic issues that are common to the country, the students matriculated in two courses that were taught by the program coordinator: SOWK 3391 (International Social Welfare Policy and Service Learning) and SOWK 4310 (Global Research). Guest Instructors from the University of Trinidad and Tobago and the community were invited to briefly share with the students also. During the tour of study, a variety of learning initiatives that included cultural tours, fieldtrips and activities were fulfilled resulting in an intensive and comprehensive experience. The excursions are listed under the appropriate section in the body of this document.

**Personal goals included** an increase in self-awareness, self-confidence and an enhancement of the students' worldview and intercultural perspectives to positively impact and change their lives socially and otherwise. **Professional goals** were to acquire skill sets that can positively and unequivocally influence and enhance their career paths. **Academic goals were to** further enhance their interest in global academic studies and to influence subsequent academic research choices and decisions. The strategy of the program goals and objectives were to create a curriculum and an itinerary that embraced and supported the concept of service learning and civic responsibility, as well as academic, professional, personal and social growth. The study abroad schedule was strategically packed with a variety of learning activities and opportunities for growth in self-awareness and social consciousness. However, unlike the 2013 experience and the previous four study abroad endeavors of which I have been directly involved, this cohort presented a number of extraordinary challenges and problems that resulted in a variety of interventions on my part. The specifics will be addressed in the overall evaluation of the program.

**Courses taught**

- **SOWK 4460: International Social Welfare Policy and Service Learning; and SOWK 4310 Global Research**
- **Projects, activities, and assignments**

1. Students volunteered at a variety of clinical programs and dialogued on an informal level with T and T social service practitioners.
2. Students learned about the Trinidadian and Tobagonian culture through reading, class discussions, seminars, service learning, observations and visits to social, educational and cultural points of interest.
3. Students completed a social issues paper.
4. Students matriculated in a series of lectures at the host institution.
5. Students completed a group power-point project of their four week endeavor.
6. Students interviewed and interacted with Trinidadians and Tobagonians.

7. Students used the city/public transportation system.
8. Students participated in cultural nightlife events and other festivals celebrating the birthday of the Port of Spain.
9. Students processed and documented their experiences through personal journals and class discussions.
10. Students completed a research paper to provide them with the opportunity to expand their knowledge in a specific substantive area relative to global issues, to help students strengthen their skills in conducting global research, analyzing data, and writing outstanding term papers and to improve students' analytical and writing skills.
11. Students met with the instructor during class and as needed to discuss the topic that was the focus of the student's scientific investigation.
12. Students met with and consulted with the professor regularly to discuss issues such as research questions, hypotheses, theories, interpretation of data, and the proper use of the APA style.
13. Students consulted with and interviewed University of West Indies (UWI) and University of Trinidad and Tobago professors in a variety of departments and disciplines that closely matched the topic/problem of research that was chosen.
14. Students completed a Study Abroad Program Evaluation and a specific assignment for International Education at the completion of the T and T program.
15. Students blogged their daily T and T experiences to the ASU family via ASU communications.
16. Tours integrated in course instruction: (refer to pictures below)
  - a. A trip to Maracas Beach and North Coast Tour
  - b. A visit to the Embassy of the United States of America
  - c. Educational Tour of the Angostura Rum Factory
  - d. Dinner at a traditional Indian Restaurant
  - e. Visit to Temple in the Sea and tour of Central and South Trinidad
  - f. Tour of Pitch Lake (the largest natural deposit of asphalt)
  - g. Gasparee Caves Excursion and tour
  - h. A Cultural home-cooked Food Excursion/Social
  - i. Port of Spain Founder's day Commemoration/ Celebration/Cultural Event
  - j. Caroni Bird Sanctuary Tour
  - k. Visit to Chaguaramas/Macqueripe Bay Beach and Zip Lining Excursion
  - l. Visit to The National Museum and Art Gallery of Trinidad and Tobago
  - m. R and R at Harry's Waterpark
- A weekend excursion to Tobago where additional excursions included:
  - a. *A variety of historic island tours*
  - b. *A visit to the popular nylon pool and tourist beaches*
  - c. *Argyle Waterfall excursion*
  - d. *Lunch excursion at internationally known restaurant: "Jemmas"*
  - e. *Fort King George, Tobago's best-preserved historical site (prison, bell tank, several cannons)*
  - f. *Excursion highlighting Tobagonian past times (jet skiing, shopping etc.)*



*UWI Campus: Whispering Wall*



*The U.S. Embassy in Trinidad and Tobago*



*Tasty Indian Cuisine*



*Service Learning Centre*



*National Museum and Art Gallery*



*In the Classroom*

- **Service learning activities**

The students spent a total of eight days at four service learning agencies where they were assigned duties at the discretion of the staff and according to the needs of the agencies. Two to three students were placed at each agency. The lone business major was placed at a non-profit organization to shadow the COO/visionary. The volunteer hours varied but the duration for each visit was at least four to six hours.

The placement agencies were: Creative Parenting for the New Era, a non-profit organization that educates and provides services to providers who address the needs of families and youth who are challenged and at-risk; The Audrey Mollineau House for Women houses and provides services to women who are mentally challenged and are in need of learning and enhancing their daily life skills; The Cyril Ross Nursery houses and provides services for children and youth who are diagnosed and living with HIV/AIDS; and the Institute for Educational Service and Learning provides services for children who are diagnosed with Autism and other developmentally challenged issues. These activities were a part of the SOWK 3391.

International Social Welfare Policy and Service Learning course. Additional related activities included a visit to the Cunupie House, an extension of Cyril Ross Nursery for young adults who are living with HIV/AIDS and are coping and in need of learning life skills and KIND (Kids in Need of Direction) a community focused agency that caters and services youth and their families. This particular agency was located in a poverty stricken geographical area and the workshop that we attended was a motivational program that was spearheaded by a former resident who had obtained a Ph.D. in the U.S. He accompanied his students to T and T for a two week study abroad experience and motivationally spoke to the local youth and their families via an awe inspiring program. ASU was among the invited guests.

- **Evaluation of courses**

The measurements below were used to gauge and evaluate the course goals and objectives. Overall, the course competencies were achieved and the students were able to meet the stated academic expectations based upon the quality of their completed assignments and class lectures and discussions. Suggested recommendations for changes etc. are included in the next segment.

**SOWK 3391 International Social Welfare Policy and Service Learning:**

**A. Increased academic/intellectual learning (Academic Development) (1)**

**Measures**

- Students completed a paper using a topic from a provided list.
- Students matriculated in a series of lectures at the host institution.
- Students completed a Study Abroad Program Evaluation at the completion of the program.

**A. Increased engagement in intercultural learning (Global Competence) (2)**

**Measures**

- Students documented their experiences daily.**
- Engaged in conversation with locals.
- B. Increased development in self-understanding, maturity, tolerance of ambiguity, and appreciation of cultural differences. **(Personal and attitudinal Development) (3)**

- a. Students processed through personal journals and class discussions.
- Students completed a Study Abroad Program Evaluation at completion of the program.

|   |           |
|---|-----------|
| Organization (cover page, table of contents, sub-titles, etc.)  | 10 points |
| Writing competence (grammar, spelling, punctuation, sentence structure etc.)  | 10 points |
| Variety and quality of sources of information (demonstrate the ability to find and retrieve relevant information from various sources. A minimum of 10 different sources is required) | 20 points |
| Analysis of information, comparison and evaluation of sources, your position...   | 30 points |
| Clear application of the APA style throughout the paper (parenthetical references or footnotes whenever you paraphrase, quote, or use somebody's idea)                                | 10 points |
| Bibliography/References (complete & well organized); at least 10 sources used in the paper, including UWI/UTT personal communication  | 10 points |
| Introduction (research question, hypothesis) and conclusion   | 10 points |



*Argyle Waterfall*



*Gasparee Caves*



*ASU Students at the Pitch Lake*

**Evaluation of program:**

Overall, I do believe that this experience was a lesson in life from which all of the participants can grow. Based upon the feedback from the participants during class sessions, informal meetings, individual sessions and evaluation surveys, **suggested changes for future T and T endeavors are to:**

- Assess the selection and screening of potential participants (require letters of reference; solicit bios in the early stages of the screening process etc.).
- Adjust the cost of the program to account for the anticipated increase in the cost of room and board.
- Consider alternative housing arrangements.
- Conduct structured individual interviews prior to acceptance into the program.

The strengths of the program pertain to the longevity of the relationship with UWI and several of the natives; the service learning component of the program; the focus on self-awareness, self-assessment, social consciousness and civic responsibility; the diversity and rich culture of the country that results in a diverse set of planned and unplanned activities and the affordability of the program.

## 2014 International Education Week (IEW)

### Global Connectivity: One World, One Humanity!

#### The Global and Cultural Explosion Fair Events

- Proclamation-Parade of Flags-Country & Cultural Stands
- Video Contest, Poster/Flyer Contest-Cultural Food Fest
- And International Fashion Show



*Dr. (Mrs.) Nneka Nora Osakwe, Director-ASU Office of International Education and Mr. Jon Howard, City of Albany Mayor Pro tem holding the proclamation plaque*



*Parade of Country Flag kick off at ASU Wiley Hall.*



*Cheering audience as a student waves the flag of the United States of America.*

The Global and Cultural Explosion Fair kicked off on Saturday, November 1 2014 after weeks of planning. The theme for this year's International Education Week is **"Global Connectivity: One World, One Humanity!"**

The Global and Cultural Explosion fair was chaired by Mr. Benard Goins of ASU Student Affairs, and Co-Chaired by Mr. Henry Okafor of ASU International Education.

#### How it Happened....

It was a cold morning, the weather was about 53degrees Fahrenheit. The event kicked off from ASU Wiley Hall with the parade of country-flags. Altogether 53 flags representing international countries present at ASU were used for the parade. The parade team included: Albany State University band, faculty/Staff, students of Albany State University, Dougherty County School System team, which includes ESOL/Migrant parents and students, teachers, volunteers and well-wishers. They all waved the country-flags proudly and marched merrily. The Chair of the parade was Dr. Chinenye Ofodile, from Mathematics and Computer Science, ASU.

The Parade of Flags moved from Wiley hall to ASU Student Center Ballroom, where the countries roll call was conducted by Dr. Candice Pitts, Department of English, Modern Languages and Mass Communication, who was the Master of ceremony for the event.

The Event continued with the introduction of the Mr. Jon Howard, City of Albany Pro-Tem which was done by Ms. Danielle Albritton, ASU Office of International Education.

Mr. Jon Howard read the proclamation for 2014 International Education Week and declared the event open. Dr. Abiodun Ojemakinde, ASU Provost and Vice President of Academic Affairs made the opening remarks, reiterating the importance of international education and the need for all, especially students to have global education. He also encouraged everyone present to continue promoting diversity in all ramifications of life and to keep to the theme of the

International Education Week (IEW), which is "Global Connectivity: One World, One Humanity!"

**The FIFA Shootout Competition** was also part of the Global and Cultural Explosion Fair. The event took place at ASU Stanford field and it was coordinated by Mr. Benard Goins of Student Affairs and his team. The event was divided up into six groups: Free Play-for all (10:00-12:00PM); 2<sup>nd</sup> Grade Play (12:00PM-1:00PM); 3<sup>rd</sup> Grade Play-1:00PM-2:00PM; 4<sup>th</sup> Grade Play; 5<sup>th</sup> Grade Play; and ASU student Play-3:00PM-5:00PM. The participants were all from Dougherty County School System (DCSS) and Albany State University (ASU).



*A DCSS Student before FIFA shootout competition*



*DCSS Students with their 2014 IEW FIFA Shootout Medals round their necks, smiling and feeling happy after the soccer match.*



**Professor Christopher Berry of ASU introducing the monologue performers to the delighted audience**



**Dougherty County School System Post Card Stands**



**Dr. Candice Pitts of ASU commending the monologue performers after their**

The ASU division of Speech and Theatre Acting class students performed a monologue directed by Professor Christopher Berry.

Thereafter, Dr. Sheila Marshall of DCSS announced the winners of the Post-Card Competition. J'Kya Merritt of International Studies Elementary Charter School took the 1st position in the Category 1, while Oscar Vega of Turner Elementary School and Reynold Lucas of Radium Spring Elementary School took the 2nd and 3rd position respectively. In Category 2: James Anderson of International Studies Elementary Charter School took the 1st position, while Javit Munoz of Sherwood Acres Elementary School and Cristina Chavez of International Studies Elementary Charter School took the 2nd and 3rd position. And lastly, in Category 3: Christopher Fuentes of Radium Springs Middle School took the 1st position, Destiny Walker of Albany High School and Vanessa Beltran of Radium Springs Middle School took the 2nd & 3rd position respectively, Dr. Sheila Marshall concluded by said the winners will be given their awards and plaques during the President's honors luncheon. The event proper continued with the International Fashion Show,

There was also time for everyone present, to taste the delicacies of the rich cultural food from parts of the world. There was food from around the world on display during the cultural food fest. There was also Study Abroad Presentation done by the ASU Global Ambassadors. The various Country Stands were also on display in the hall way of the student center. Dr. Abraham Adeleke of ASU and ASU Yoruba Class Students also performed, Dr. Joel Johnson of ASU music department was also present to give a life performance, Mr. Louis Dias and Ms. Lidia Olds of DCSS also performed some Latino dance steps for the audience, Dr. Leticia Alvira-Watson & ASU Latin Dancers also performs some salsa and ballet dance steps with the ballet genre of music on play. As well, a Japanese radio exercise was led by Dr. Mimi Noda of ASU and Japanese Class Students. The audience also joined in, to relax their nerves and muscles. And lastly, the African Drum Performance was done by Mr. Tom Allen of Keta Allen Musical Group. The event came to an end with a closing remark and motivational speech from the amicable and hardworking, Dr. Nneka Nora Osakwe, Director-ASU Office of Global Program. The announcement was made by Ms. Danielle Albritton of ASU Office of International Education.



**From the left- Director of ASU International Education, Dr. Nneka Nora Osakwe, Ms. Janice Hood, the District ESOL Lead Teacher, and Dr. Sheila Marshall from DCSS.**



**“One World, One Humanity” DCSS Postcards Contest winners**



**(Global Ambassadors): ASU Ghana Summer 2014 Study Abroad Students**



**Fashion show— Representative from different countries**



**At the cultural food fest**



**Array of international countries stands in the ASU student ballroom walkway.**

# The IEW ASU International Countries Dorm Competition



**ASU Hall 5**

The Albany State University International Countries Dorms Competition is an annual event, it is held during the ASU International Education Week Celebration and it is organized by the ASU Office of International Education, The ASU Halls countries competition promote and enhance cultural diversification and promote creativity among students living on campus. All the ASU dorms represent a country each and their waiting rooms and walk ways are decorated with the country flags each dorm is representing, costumes, facts about the country, post cards, countries historical profiles, countries food they are representing etc.

This event was held on Monday, November 3, 2014, the dorm judges "Dr. Patricia Wilson, ASU; Dr. Sheila Marshall, DCSS, Dr. Uzoma Okafor, ASU; Ms. Kristin Williams, DCSS, and Ms. Janice Hood, DCSS" rode together in the club car provided by ASU facility management for easy transportation to the various ASU dorms.



**ASU East Hall**

Their first stop was at Hall 3, Hall 3 represented Belize, and afterwards they moved to Hall 4, Hall represented Kenya. The Judges then moved to Hall 1 and Hall 2, Hall 1 and Hall 2 represented England and Argentina respectively. The Judges then proceeded to Hall 5 & Hall 6-Hall 5 & Hall 6 represented Haiti and Bangladesh. Their next stop was North Hall, East Hall and South Hall; these halls represented Ghana, Cameroon and Cape Verde respectively .

**WINNERS TABLE:** FIRST POSITION: Hall 5 (Haiti);  
SECOND POSITION: North Hall (Ghana) & THIRD POSITION: Hall 1 (England)



**AKWAABA!!! Welcome to Ghana (ASU North Hall)**



**Dorms Competition Judges**



**Dorms Competition Judges: Dr. Patricia Wilson, ASU; Ms. Kristin Williams DCSS, Ms. Janice Hood, DCSS, Dr. Uzoma Okafor of ASU, & Dr. Sheila Marshall DCSS**



**The ASU Dorm Competition Winners (hall 5) representing Haiti, the hall representatives re-enacted " The 2010 Haiti earthquake" it was a catastrophic magnitude 7.0 Mw earthquake, with an epicenter near the town of Léogâne (Ouest Department), approximately 25 kilometres (16 mi) west of Port-au-Prince, Haiti's capital. The earthquake occurred at 16:53 local time (21:53 UTC) on Tuesday, 12 January 2010 (Wikipedia.com)**



**DANCING TIME!!! Hall 5 representatives gave the judges a taste of the Haitian R & B music and dancing step.**



**Dorms Competition Judges looks at the hall creativity of ASU East Hall, East Hall Represented Cameroon**

## The IEW Study Abroad Student Panel Discussion

The Office of International Education hosted the annual International Education Week (IEW) from November 1-5, with the theme “Global Connectivity: One World, One Humanity.” IEW started as an initiative developed by the U.S. Department of Education to promote programs that prepare Americans for the global environment and attract future leaders to study abroad, learn, exchange stories of their experiences across the globe. The Student Panel Discussion was used to further the ideals of International Education Week at Albany State University by using our own students who studied abroad in the summer of 2014 to speak, answer questions, and directly engage with the audience. To begin the event, each of the panelists introduced themselves and gave a brief synopsis of their study abroad trip, including excursions, host families, local cuisine, and cultural differences. After the introductions, the audience was invited to ask the panelists questions.

The questions included topics like fundraising, scholarships, safety concerns, language barriers, and the study abroad courses that are required to participate. The panel session was able to intrigue the students that are interested in study abroad and motivated them to visit the Office of International Education for more information. After questions from the audience, panel moderators Talia Ashley (Director of ASU Reading and Writing Lab) and Professor Mark Hankerson (Department of English, Modern Languages, and Mass Communications) challenged the study abroad students to questions that address everything from the lack of African-American males studying abroad and even racial or ethnic prejudices in foreign countries. Overall, the Student Panel Discussion was able to pique the interest of potential study abroad students and study abroad coordinators and faculty.

### Some Pictures of the Event



## The IEW President's Honors Luncheon



The Office of International Education hosted the annual International Education Week (IEW) from November 1-5, with the theme “Global Connectivity: One World, One Humanity.” IEW started as an initiative developed by the U.S. Department of Education to promote programs that prepare Americans for the global environment and attract future leaders to study abroad, learn, exchange stories of their experiences across the globe. The President’s Honors Luncheon, sponsored by ASU President Dr. Art Dunning, was the culmination of the 15<sup>th</sup> Annual International Education Week.

Danielle Albritton of ASU International Education Office presided over the ceremony, which had nearly 60 guests comprised of Dougherty County School System staff, students, and parents and Albany State faculty, staff, and students. The Director of International Education, Dr. Nneka Nora Osakwe, welcomed everyone, giving special mention to those from the Dougherty County School System (DCSS). In previous years, International Education’s International Education Week was centered at Albany State University. This year’s IEW was planned by educators and administrators from both ASU and the DCSS, which made it possible to spread the knowledge of cultures from all over the world to every grade level. This collaboration led to individuals of all ages learning something new, including languages, dance, and even foreign politics. The concept of international education and travel is one that needs to be introduced early, which increases the likelihood of students continuing to make global citizenship a priority.

In the absence of President Dunning due to travel, his Executive Assistant Mr. Clifford Porter, Jr. made the opening remarks on behalf of the Office of the President. Mr. Porter commended everyone present for their work on International Education Week, while also stressing the importance of International Education and educating students from the elementary level all the way to higher education at the university level.

After the opening remarks, Ms. Albritton called on Dr. Osakwe and Dr. Liqui Zheng of ASU, along with Ms. Janice Hood of the DCSS to present the first half of the awards. To begin, the 1<sup>st</sup> through 3<sup>rd</sup> Place winners for the DCSS ESOL/Migrant Department sponsored Post Card Contest were announced. Students who participated were challenged to create a 3X5 or 4X6 inch card with artwork symbolizing the IEW theme on “One World, One Humanity.” There were 3 categories organized by grade level: K-2<sup>nd</sup>, 3<sup>rd</sup>-5<sup>th</sup>, and 6<sup>th</sup>-12<sup>th</sup>.

In the K-2<sup>nd</sup> grade category, the winners were J’Kya Merrit of International Studies Elementary School (ISECS) in 1<sup>st</sup> place, Oscar Vega of Turner Elementary in 2<sup>nd</sup> place, and Reynaldo Lucas of Radium Springs Elementary in 3<sup>rd</sup> Place. The winners for the 3<sup>rd</sup>-5<sup>th</sup> grade category were James Anderson of ISECS in 1<sup>st</sup> place, and Javit Munoz of Sherwood Acres Elementary and Cristina Chavez of ISECS tied in the 2<sup>nd</sup> place position. The 6<sup>th</sup>-12<sup>th</sup> grade category winners were Christopher Fuentes of Radium Springs Middle Magnet School of the Arts in 1<sup>st</sup> place, Destiny Walker of Albany High School in 2<sup>nd</sup> place, and Vanessa Beltran of Radium Springs Middle took 3<sup>rd</sup> place. The IEW Post-Card Contest was judged by representatives from both ASU and DCSS and the post-cards were displayed during the IEW Cultural Explosion, which was held on Saturday November 1<sup>st</sup>. The 145 participants in the contest were from the following schools: Turner Elementary, Sherwood Acres Elementary, Radium Springs Middle Magnet School of the Arts, Lincoln Elementary Magnet School, Lake Park Elementary, Albany High School, and International Studies Elementary Charter School.

Everyone who was involved or participated in International Education Week received recognition in the form of certificates. Customized plaques were given to the 1<sup>st</sup> place winners of the Post-card Contest and framed certificates for 2<sup>nd</sup> place winners. The winners for the IEW Dorm competition were also announced, with a special award being presented to Hall 5 for their Haiti themed decorations that earned them a perfect score from the judges. 2<sup>nd</sup> place in the dorm competition went to North Hall for their Ghana portrayal and 3<sup>rd</sup> place went to Hall 1 for their rendition of England. Awards were also given out to Study Abroad students, with the Keynote speaker Oriel Myles earning Best Overall, Shanese Colon in 2<sup>nd</sup> place, and Sidney Wilson and Jennifer Swan tying for 3<sup>rd</sup> place.

The student voted Best Overall Study Abroad Student, Oriel Myles, gave a keynote presentation that detailed her adventures in Ghana in the summer of 2014. Myles, a dual major in Marketing and Supply Chain & Logistics, spoke of the long hours traveling to Ghana, the amazing local cuisine, and the wonderful and hospitable host family her and the other students lived with for the trip. Myles included amazing pictures and video of her life-changing study abroad experience.

Following the keynote speaker, Dr. Osakwe gave her closing remarks, said special thanks to everyone for a wonderful International Education Week 2014, and was presented with a very special gift from the Global Ambassadors and her office staff.

## Meet Some of the Global Ambassadors at Albany State University, Albany, Georgia

***Your Past is important but it is not nearly as important to your present as the way you see your future" - Tony Campolo***

My name is Shanese Colon, I am a 23 years old sophomore, Sociology Major at the Unsinkable Albany State University, Albany, Georgia. Born and raised in New York, I relocated to Stone Mountain, Georgia at my freshman year of high School. Since coming to Albany State University, I have dedicated my time to various activities in different campus organizations as well as community projects. Now the president, I started serving as a Historian for The Global Ambassadors. I am also the President of the Sociological Society at Albany State, and I do serve as an Institutional Advancement member of the Student Government Association. When I am not working hard for my various organizations, I volunteer my time with several community projects and centers, such as Boys and Girls club, Girls Inc., Girl Scouts, and



***"I can, therefore I will." –Simon Weils***

I am T'Erica Huff, a native of Atlanta, Georgia. I am a 19 year old Junior at Albany State University, and I plan on obtaining a Bachelor of Science degree in Early Childhood Education. I am the Secretary of the Global Ambassadors at Albany State University. I have created flyers, certificates, and proposed graduation cords for students who have studied abroad. I have also participated in various fund-raising activities. I am the Vice President and Event Chair of Sigma Alpha Pi, The National Society of Leadership and Success, Albany State chapter. I also reigned as Miss Sigma Alpha Pi 2012-2013. Upon graduation, my hopes are to return home to pursue my dreams as an elementary school teacher. I am a crowned Global Ambassador, having studied abroad at Xiamen University, China, in summer 2013.



***This world is but a canvas to our imagination." -Henry David Thoreau***

My name is Jennifer Swan, and I am a 22 year old Senior, Dual Major: Art and Computer Science at the unsinkable Albany State University, Albany Georgia. I am the Treasurer of Global Ambassadors, and in Summer 2013 I studied abroad at Xiamen University, China as a Benjamin A. Gillman scholarship recipient.

My experiences are overwhelming. I like to draw, sketch, digitally paint comics and pictures. I want to have a profession in graphics, art, and animation. I have an interest in Asian art, culture and language. Soonest, I will to enroll in a Fine art graduate school program that include animation and graphic novelism.



*“Take care of the little things, and the big things will take care of themselves.”*

*S. Venston*

My name is Chevlee’ A. Brown and I am from Conyers, Georgia. I am currently a Junior, majoring in Forensic Science. Along with being a member of Global Ambassadors, I’m an ASU Cheerleader, Campus Girl Scout, and a part of the Forensic Science Club at Albany State University. Being a Global Ambassador has taught me the importance of expanding my knowledge of different cultures. I have participated in International Education Week, study abroad forums, and various fundraising events.



My name is Elyse Calhoun, and I am a senior, double majoring in Special Education, and Middle Grades Education, with concentrations in Reading, Language Arts, and Social Science at the Unsinkable Albany State University. I will be graduating in May of 2014. I am serving a second term as the Vice President of the Global Ambassador Honors Program, a mentor and Treasurer for the Divine Visions Outreach Mentoring Program. I am also a member of Sigma Alpha Pi, National Society of Leadership and Success. I have completed over 30 hours of community service. I have also conducted meetings, contributed to fundraising events, and spent a lot of time planning events to spread the word about studying abroad across the Albany State University campus. Before I matriculated at Albany State University, I was an international student in Heidelberg, Germany, where I studied German language and Culture at The Ruprecht-Karls-Universität Heidelberg. I have not done a study abroad program with ASU yet, however, I do plan on being a Fulbright scholar upon my graduation. All in all, my

*“They may forget your name, but they will never forget how you made them feel.”*

*– Maya Angelou*

My name is Jarnae Patterson. I am a 20 year old Sophomore Nursing Major. I am currently a member of the Global Ambassadors Honors Program, SIFE, RHA, Sigma Alpha Pi, and Alpha Kappa Alpha Sorority Incorporated. As a Global Ambassador I have participated in community service projects, campus events, and planning meetings. I have studied abroad before but it was in the 9th grade. I wish to study abroad in China, London, Germany, and Russia.



*"It is always the simple that produces the marvelous."*

**-Amelia Barr**

My name is Wontashia Merritt. I am a 20 year old Junior, majoring in Business Marketing at Albany State University. I am originally from Lawrenceville, Georgia. My passion lies in helping others and interior design. On campus I am a member of the Global Ambassadors Honors Program, PUSH Promo Community Group, and ASU Marketing Club. Over the past year I have begun to serve in my community by being a peer tutor a few days out of the week at O.A.S.I.S afterschool program and other community service pro-



*"When you want to know how things really work, study them when they're coming apart."*

**-William Gibson**

My name is Odera Kingsley Osakwe, I am a 19 year old sophomore studying Pre-Engineering at Albany State University. I am a member of Global Ambassadors Honors Program, CAAM (Center for the African American Male), and The Collegiate 100. I became a global ambassador because I am a well-traveled individual, and I want to continue to travel and share my experiences with others.

I look forward to becoming an engineer for a reputable company after obtaining my degree. However, before pursuing my dream in a graduate program in engineering, I would first



*"There is no happiness without courage or virtue without struggle."*

**- Jean-Jacques Rousseau**

My name is Tahari Hart-Sanders, and I am a sophomore, Pre-Nursing student. I am a native of Jersey City, NJ and recent resident of Marietta, Georgia. Once I earn my Bachelor's Degree, I plan on continuing with graduate school at Albany State University to earn my Masters of Science in Nursing. Upon receiving my Master's Degree, I plan on working at a hospital in the Metro-Atlanta area while getting my PhD at either Morehouse College or Emory College. I hope to continue to showcase my talents and strong leadership as an Obstetrician/Gynecologist at my own doctor's office. I also have plans to continue my obligations as a global citizen by moving to an African country and opening a chain of Doctor Offices. I hope to one day become a mentor for young adults who have parents that are incarcerated. Another dream of mine is to adopt a child from another country who doesn't have the opportunities as we Americans have, and I will help to put the child through school. I am former President of Global Ambassadors at Albany State University, and studied abroad at Xiamen University, China with eight other students in summer 2013, I was one of the recipients of Benjamin Gilman Study Abroad Scholarship at Albany State University.



## Study Abroad Alumni and Countries of Study from 2013-2010

| Summer 2013              |                          |                           |                     |                                      |                                      |
|--------------------------|--------------------------|---------------------------|---------------------|--------------------------------------|--------------------------------------|
| Program & Country        | Name                     | Major                     | Classification      | Gender                               | Gilman Scholarship Recipient         |
| ASU -China               | 1. Davis, Chelsea        | Early Childhood Education | Senior              | F                                    |                                      |
|                          | 2. Griffin, Ashley       | Business Management       | Junior              | F <b>(Best Study Abroad Student)</b> |                                      |
|                          | 3. Hart-Sanders ,Tahari  | Nursing                   | Sophomore           | F                                    | Yes                                  |
|                          | 4. T' Huff , Erica       | Early Childhood Education | Freshman            | F                                    |                                      |
|                          | 5. Payton , Jonathan     | Business Management       | Junior              | M                                    | Yes                                  |
|                          | 6. Scott ,Anyonna        | Business Management       | Junior              | F                                    |                                      |
|                          | 7. Shepard ,Kwanesha     | Mass Communication        | Senior              | F                                    |                                      |
|                          | 8. Swan ,Jennifer        | Art                       | Sophomore           | F                                    | Yes                                  |
|                          | 9. White ,Jazmina'       | Business Management       | Junior              | F                                    |                                      |
| ASU -Trinidad and Tobago | 1.Ayers, Channel         | Social Work               | Senior              | F                                    |                                      |
|                          | 2.Bell, Joi              | Social Work               | Senior              | F                                    |                                      |
|                          | 3.Bigby, Keyonta         | Social Work               | Junior              | F                                    |                                      |
|                          | 4.Dorsey, Tanequa        | Social Work               | Senior              | F                                    |                                      |
|                          | 5.Gilliard, Jacqueline   | Social Work               | Senior              | F                                    |                                      |
|                          | 6.Holder Milira          | Social Work               | Junior              | F                                    |                                      |
|                          | 7.Gabrielle Potts        | Social Work               | Junior              | F                                    |                                      |
|                          | 8.Redding ,Keyuna        | Social Work               | Senior              | F                                    |                                      |
|                          | 9.Turner ,Alfton         | Social Work               | Senior              | F                                    |                                      |
|                          | 10.Warner , Tanika       | Social Work               | Senior              | F                                    |                                      |
|                          | 11.Williams, Kamri       | Social Work               | Senior              | F                                    |                                      |
| France, Paris (EC)       | Winkey, Kalisia          | Political Science         | Junior              | F                                    |                                      |
|                          |                          |                           |                     |                                      | <b>Total: 3 recipients</b>           |
| Summer 2012              |                          |                           |                     |                                      |                                      |
| ASU- China               | 1.Heath, Jared           | Mass Communication        | Junior              | M                                    |                                      |
|                          | 2.Jefferson, Dana (FVSU) | Mass Communication        | Junior              | F                                    |                                      |
|                          | 3.Martin, Safiya         | Mass Communication        | Senior              | F                                    |                                      |
|                          | 4.Miranda, Zaykeria      | Mass Communication        | Senior              | F                                    |                                      |
|                          | 5.Okwuosa, Robin         | Mass Communication        | Junior              | F                                    |                                      |
|                          | 7.Patterson, Whitley     | Special Education         | Junior              | F                                    |                                      |
|                          | 8.Ward, Bianca           | Business Management       | Junior              | F                                    | Yes                                  |
|                          | 9.Wilcoxson, Danielle    | Mass Communication        | Senior              | F                                    |                                      |
|                          | 10.Williams, Dahlia      | Mass Communication        | Senior              | F                                    |                                      |
|                          | 11.Wood, Jessica         | Healthcare Management     | Senior              | F                                    |                                      |
|                          | France Paris(EC)         | Sonique O'Neal            | Business Management | Senior                               | F <b>(Best Study Abroad Student)</b> |
| Costa Rica               | Jordan, Tylah            | Spanish                   | Sophomore           | F                                    | Yes                                  |
|                          |                          |                           |                     |                                      | <b>Total:2 recipients</b>            |

| <b>Summer 2011</b>  |                        |                           |           |   |
|---|------------------------|---------------------------|-----------|---|
| <b>England<br/>EC- London,</b>  | Lumpkin, Chastity      | Mass Communication        | Sophomore | F |
| <b>Spain,<br/>Madrid( EC)</b>   | Johnson, Charmagne     | Social Work               | Junior    | F |
| <b>Brazil</b>   | Brice, Tangela         | Business Marketing        | Sophomore | F |
| <b>Brazil</b>   | Martin, Breanca        | Business Management       | Sophomore | F |
| <b>Costa Rica</b>   | Ward, Bianca           | Healthcare Management     | Sophomore | F |
| <b>Costa Rica</b>   | Willie Young           | English                   | Senior    | M |
| <b>Ghana<br/>(Sponsor-United Nations- Through ASU Honor's Pro-gram)</b> | Hardwick , Timothy     | Middle Grades Education   | Junior    | M |
| <b>Fall 2011</b>  |                        |                           |           |   |
| <b>ASU -Peru</b>  | 1. Akintade, Adetola   | Biology(Natural Science)  | Junior    | F |
|   | 2. Akintade, Omolara   | Biology(Natural Science)  | Senior    | F |
|   | 3. Brian Souffrant     | Biology (Natural Science) | Junior    | M |
|   | 4. DeJournett, Destiny | English                   | Senior    | F |
|   | 5. Muckle, Amanda      | Biology(Natural Science)  | Junior    | F |
|   | 6. Peets, Kaiesa       | Biology(Natural Science)  | Junior    | F |
|   | 7. Swait, Brittany     | Biology(Natural Science)  | Senior    | F |
|   | 8. Young, Willie       | English                   | Senior    | M |
|   | 9. Woods, Jessica      | Health Care Management    | Junior    | F |
| <b>Summer 2010</b>  |                        |                           |           |   |
| <b>England, London</b>  | 1. Carter, Jacoby      | Mass Communication        | Junior    | M |



## Faculty Members Who have Led and Taught in Study Abroad Programs

| NAMES  | COUNTRY & YEAR                                  | DEPARMENT   | GENDER |
|--|---|---|--------|
| <b>ASU Study Abroad Faculty</b>                    |   |   |        |
| Dr. Devi Akella                                    | China, 2013                                     | College of Business                               | Female |
| Dr. Jasmine Lambert, Assistant Program Coordinator | China, 2013                                     | Fine Arts   | Female |
| Dr. Jianchuan Zhou Program Coordinator             | China 2013 & 2014                               | English, Modern Languages, and Mass Communication | Male   |
|  |   |   |        |
| Dr. Irma Gibson -Program Coordinator               | Trinidad and Tobago 2013 & 2014                 | Social Work                                       | Female |
|  |   |   |        |
| Dr. ,Judith Andre-Rosenbaum                        | China, 2012                                     | English, Modern Languages, and Mass Communication | Female |
| Dr. Nneka-Nora Osakwe Program Coordinator          | Peru 2011, China, 2012 , & Ghana 2014           | English, Modern Languages, and Mass Communication | Female |
|  |   |   |        |
|  |   |   |        |
| Dr. John Williams, Assistant Program Coordinator   | Peru, 2011                                      | Natural Sciences                                  | Male   |
|  |   |   |        |
| Dr. Leroy Bynum                                    | Brazil  | Fine Art  | Male   |
| Dr. Jonathan Elimimian                             | Kenya   | Business Management                               | Male   |
| Dr. Titi. Oladunjoye                               | Jamaica   | Education   | Male   |
| Professor Patricia Ikegwuonu                       | South Africa                                    | Criminal Justice                                  | Female |
| Professor Juarez Torres                            | Mexico  | English and Modern Languages                      | Male   |
| <b>FULBRIGHT &amp; FELLOWSHIPS</b>                 |   |   |        |
|  |   |   |        |
| Dr. Kathaleena Edward Monds                        | Brazil, 2012                                    | Business Management                               | Female |
| Dr. Joel Johnson (USG Faculty Fellowship)          | Russia, St., 2011 Petersburg (European Council) | Fine Arts   | Male   |

| Study Abroad Program  | Course(s) Offered   | Semester                              | Location                                       | Program Price                 | Contact  |
|---|---|---------------------------------------|--|-------------------------------|--|
| Paris: The City Experience<br>Spring Break<br>March – March – | HIST 1112: World History II   | Spring 2017 & 2018                    | Paris, France                                  | \$2,900                       | <a href="#">Dr. Matthew Stanley</a><br>Dept. History & Political Science<br><a href="mailto:Matthew.stanley@asurams.edu">Matthew.stanley@asurams.edu</a>   |
| Dominican Republic –<br>Spring Break<br>March – March         | SPAN 1001: Elementary Spanish I   | Spring 2017 & 2018                    | Santo Domingo, Dominican Republic              | \$2,111                       | <a href="#">Dr. Adriana Primo-McKinley</a><br>Dept. of English and Modern Languages<br>Adriana Primo-McKinley<br><a href="mailto:@asurams.edu">@asurams.edu</a>  |
| Trinidad & Tobago<br>June – July                              | SOWK 4310/7139: Global Research<br>SOWK 4460/6134: International Social Welfare Policy & Service Learning<br><i>*This program also offers graduate level course equivalents</i>                 | Summer 2017 & 2018                    | Trinidad & Tobago<br>University of West Indies | \$3,848<br><i>*tentative*</i> | <a href="#">Dr. Irma Gibson</a><br>Dept. of Social Work<br><a href="mailto:Irma.gibson@asurams.edu">Irma.gibson@asurams.edu</a>  |
| China<br>June – July  | MACO 3303: Photojournalism<br>MACO 3331: International Journalism<br>MACO 4498: Internship  | Summer 2017 & 2018                    | Xiamen, China<br>With Xiamen University        | \$4,200                       | <a href="#">Dr. Jianchuan Zhou</a><br>Dept. of Mass Communication<br><a href="mailto:Jianchuan.zhou@asurams.edu">Jianchuan.zhou@asurams.edu</a>  |
| Belize<br>May – June  | BUSA 4105: International Business<br>BUSA 3100: Internship for Business I <i>*Course substitutions offered for non-business majors</i>  | Summer 2017 & 2018                    | San Pedro, Belize<br>Galen University          | \$2,992<br><i>*tentative*</i> | <a href="#">Dr. Kathaleena Monds</a><br>College of Business<br>Kathaleena.monds@asurams.edu  |
| Japan<br><br>June – July<br><br>Spring - 2018                 | JPAN 1001: Elementary Japanese I<br>JPAN 1002: Elementary Japanese II<br>MUSC 3125: History of Jazz (Performing the Music)<br>MUSC 1100: Music Appreciation<br><br>ENGL 3106: Technical Writing | Summer 2017 & 2018<br><br>Spring 2018 | Japan with<br>Ryukoku University,<br>Osaka     | \$3,965                       | <a href="#">Dr. Mimi Noda</a><br>Dept. of Fine Arts<br><a href="mailto:Mihoko.Noda@asurams.edu">Mihoko.Noda@asurams.edu</a><br><a href="#">Dr. Kenneth Trimmins</a><br><a href="mailto:Kenneth.Trimmins@asurams.edu">Kenneth.Trimmins@asurams.edu</a><br><br>Dept. of Fine Arts<br><a href="#">Dr. Nneka Nora Osakwe</a><br><a href="mailto:Nneka.osakwe@asurams.edu">Nneka.osakwe@asurams.edu</a><br>Dept. of English |
| Jamaica<br>June – June  | BIOL 4220: Senior Research<br>BIOL 2250: Responsible Conduct of Research  | Summer 2017 & 2018                    | Mona, Kingston, Jamaica                        | \$2,892 <i>*tentative*</i>    | <a href="#">Dr. John L. Williams</a><br>Dept. of Biology, College of Sciences and Technology<br><a href="mailto:John.Williams@asurams.edu">John.Williams@asurams.edu</a>   |
| India<br>June – July  | NURS 2601: Intro to Geriatric Nursing<br>NURS 4240: Community Health<br>NURS 3010: Junior Externship<br>NURS 4010: Senior Externship  | Summer 2017 & 2018                    | Kerala, India                                  | \$3,734                       | <a href="#">Ms. Jan L. Rodd</a><br><a href="mailto:Jan.Rodd@asurams.edu">Jan.Rodd@asurams.edu</a><br><br><a href="#">Dept. of Nursing, ASU-Darton</a><br><a href="#">College of Health Professions</a><br><br><a href="#">Dr. Donyale Childs</a><br><a href="mailto:dbouie@asurams.edu">dbouie@asurams.edu</a><br><br><a href="#">Dept. of Nursing, ASU Darton</a><br><a href="#">College of Health Professions</a>    |

For more information about studying abroad, study abroad scholarships, and any of these programs, please contact  
The Study Abroad Coordinator, Office of International Education  
Phone: 229-420-1035; [globalprograms@asurams.edu](mailto:globalprograms@asurams.edu).

# GLOBAL AMBASSADORS



**ASU Global Ambassadors (AGA) is an honors students' organization design by ASU Office of Global Programs (OGP). It consists of a select group of ASU students who have travel, studied, or engaged in a program abroad for at least two weeks or more. They are also students who have not yet traveled abroad but who are highly motivated to do so and have the prospects of doing so within at least a year of initial membership .**

## **Contact Info:**

### **Gerryson Engelhardt Student Assistant**

Office of Global Programs

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Email: [gengelha@students.asurams.edu](mailto:gengelha@students.asurams.edu)

**Don't forget to like us on Facebook:**<https://www.facebook.com/ASUGlobalPrograms> **& visit our blog:**<http://asuglobalprograms.tumblr.com/>

## **MEMBERSHIP**

- ◆ Maintain a minimum of 3.00 GPA
- ◆ Recruit other students for study abroad programs
- ◆ Organize on-campus international events
- ◆ Raise students' awareness about global issues
- ◆ Promote global citizenship
- ◆ Volunteer hours to the ASU Office of Global Programs
- ◆ Deeply involved in the planning, advertising, and implementation of ASU Annual International

## **Activities**

- ◆ Life Skills Workshops
- ◆ International Festival
- ◆ Thanksgiving Party
- ◆ International Decoration Contest
- ◆ Picnic Day at the Zoo
- ◆ Sport Related Events (ASU Golden Rams)
- ◆ Professional Development (Job Fair and Resume Workshop)
- ◆ Cultural Outings (Bus Trips)
- ◆ Service to the ASU Community



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Address: \_\_\_\_\_ Phone: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_ Email: \_\_\_\_\_

ASU graduate? (Yes / No) Major/College of: \_\_\_\_\_ Year: \_\_\_\_\_

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# NOTES



**ASU Ghana Study Abroad Students**



## Office of International Education

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