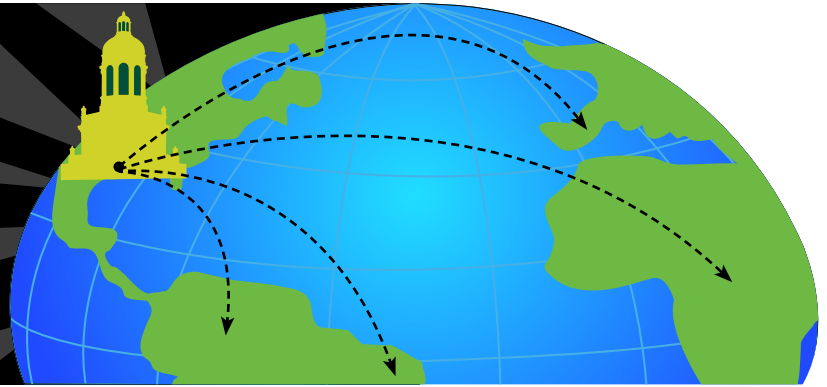


THE GLOBALIST

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A Newsletter for the National/International
Scholarship Committee



Push yourself, Fulbright scholar says

By Lauren Thielicke

In 2008, I spent my year as an English teaching assistant and Fulbright scholar in Germany.

Throughout the application process, you need to have a idea of what you have to offer and clearly defined goals of what you want to accomplish and contribute while you are abroad. The application process is long but knowing your aspirations for the future helps. Before you apply you need to ask yourself some important questions. Who am I? What are my strengths? What are my goals?

Take advantage of Baylor's staff. While you will push yourself to your limits, Baylor professors are there to help you push yourself even further than you realize. Understand that the Fulbright only considers people who want to do good things for the world and help people, so consider yourself incredibly fortunate if chosen.

This experience was the most challenging yet rewarding experience at Baylor. It is certainly a big decision not only to apply

for the Fulbright but to actually move to another country, adapt to a foreign culture, retain your roots and make yourself accessible to others.

While each program is different, the normal workload consists of teaching 20 hours a week. Every month, be prepared to rotate classes because the overall goal is to work with every English teacher in the school and all their students.

Now, I am teaching in Taunusstein, Germany, and currently live in Marburg, Germany, with my husband and son. Together, we run a social organization that supports mentally and physically handicapped adults. This

opportunity has opened my eyes to the world, and I have obtained a better understanding for it.

For those who make it, congratulations! Good luck. Celebrate with people who understand what a trying process it was to make it so far. Relax. Take a deep breath. Have fun before you go, and immerse yourself in collecting interesting materials to use in the classroom.

Overall, just be yourself!

"This opportunity
has opened my eyes
to the world."



Photo Provided by Lauren Thielicke
Lauren Thielicke and her students smile together at a radio station, where the class broadcast in Caldes de Montbui, Germany.

Student learns Russian to meet girls

By Austin Cook-Lindsay

Everyone speaks English...right? When I studied abroad in Europe as a Baylor undergraduate, it certainly seemed that way to me. The Netherlands, a melting pot of bilingualism, served as my home base for trips to other countries where my English was conveniently understood by everyone from bus drivers to cute Scandinavian girls working at Burger King.

Despite being on a continent packed with some of the world's most historically and culturally rich tongues, I'm sure I didn't learn more than a few words in Dutch, French and German during my three months in the Old World's headquarters.

Où est la gare?

Luckily, I had to study a foreign language in order to graduate from Baylor. For several reasons, which may or may not have involved my conviction that Russian women are amongst the most beautiful in the world, I decided to try my hand at the language of Lenin.

Although only a humble science major, I threw myself into studying this complex but interesting language of tsars, Tolstoy and Vladimir Putin.

As anyone who has studied a language in a classroom can tell you, two years is not enough time to reach that Holy Grail of language

See Cook-Lindsay page 4



Robbie Rogers

Sugar Land Senior Laura Swenk dances outside of a church with Kenyan children near the city of Sondu in May 2010.

Medical service

Students help heal in Kenya

By Dr. Lisa Baker

My husband, Dr. Troy Abell, and I went on a church mission trip to Kenya in 2001 and became friends with Habil Ogolla, a medical technologist and pastor from a rural area in Kenya.

Pastor Ogolla was caring for 60 of his neighbors who were abandoned orphans and elders from families decimated by the AIDS epidemic. A long-term project called Straw to Bread developed out of this friendship, and when we came to Baylor, we began to get students involved.

For two weeks every May, students work in a temporary medical clinic, where they see 750 to 850 patients. Since 2009, we have taken 20 to 40 students to rural western Kenya for a medical and public health mission trip to participate in projects that help this community achieve a vision of health and sustainability.

Students plan and carry out public health projects such as installing rainwater harvesting systems, planting fruit and vegetable gardens and leading health education sessions.

Baylor business school professors, Dr. Blaine McCormick and Dr. Van Gray, visited the team in Kenya during the 2011 trip and provided consultation for the flourishing small businesses in the community. More important than the accomplishment of any particular project is the students' participation in a grass-roots model of ongoing work with a community, developed and led by a truly remarkable Kenyan Christian in partnership with U.S. friends.

"Going to Kenya is like arriving at a beautiful and strange new location, but it's also like coming home," Frisco Senior Monica Sok said. "I think anyone you ask about Kenya will tell you the same thing. There are so many things you learn from Kenya and the Luo people. It's more than you can ever teach them because although they have little, they are full of life, life in the sense of spirit and faith."

This trip to Kenya has grown out of a natural alliance with Baylor Missions. Their philosophy of "discipline-specific missions" is a great match for this project. The academic component of the trip has developed from a study abroad course to a dozen honors courses based on data collected by the students while they are in Kenya. The integration of faith and learning has been an incredible experience of "loving God with all our minds."

Scholars go global

Baylor's brightest students should participate, says Parrish

By David Depuma

Within this newsletter, students and faculty share their experiences abroad. Through the Fulbright and other scholarships, students have the same opportunity to experience life in other countries.

According to the scholarship's website, the Fulbright program hopes to increase mutual understanding between the people of the U.S. and the people of other countries. Every year, more than a 1,700 students are given the opportunity to teach English abroad.

Sponsored by the Bureau of Educational and Cultural Affairs of the U.S. Department of State, the Fulbright program lasts for 10 months and helps Baylor graduates become ambassadors for America around the world.

"I encourage our brightest students to participate in programs like Fulbright scholars," said Maxey Parrish, senior lecturer in journalism, public relations & new media. "The opportunity a Fulbright offers to study abroad is unparalleled."

"The opportunity a Fulbright offers to study abroad is unparalleled."

"Many opportunities exist for our students because of the unique nature of American journalism. We're the 'watch-dog press' with freedoms guaranteed by the First Amendment, and this is a message

our government likes to send abroad."

The English teaching assistant program places students as English teaching assistants in schools overseas in the hope to improve foreign students' English language abilities and basic overall knowledge of the U.S. At the same time, it also supports the Fulbright recipients' own language skills and knowledge of that country. Although there are many opportunities in Latin America and Asia, many students look to Europe.

Bond West, a recent Fulbright scholar who is in Iceland for this school year, said, "My advice to those interested in applying is to make sure that they have a genuine interest in the countries that they're each applying for and learn all you can about said countries before writing your proposal. So that when it comes time to interview, the committee can see that your serious about the whole thing."

Associate Dean for Special Programs Elizabeth Vardaman said, "Applying for scholarships such as the Fulbright can, of course, result in students winning extraordinary awards that open doors to the world and to their professional futures. But whether they ultimately are named as 'scholar' within a national or international foundation or not, most students find the experience of applying to be hugely beneficial. Those conversations with themselves and their mentors and the skills learned in that process are treasures that help students maximize their time at Baylor and far beyond."

While this process is challenging, the program wants to attract leaders and give them the intrinsic values to study, teach, learn, exchange ideas and resolve international issues. The program focuses heavily on the knowledge, language, motivation and flexibility necessary to best represent the U.S. in the host country.

i5 program reflects reality

Alongside Asian teammates, students develop projects for international partners

By Dr. Greg Leman

Although I created the i5 program and have been its director since the launch in 2007, leading the program at Baylor is in many ways a completely new experience every year.

The Baylor i5 program joins student teams from Baylor and several Asian universities to assist technology firms in commercialization projects.

Students earn technology entrepreneurship credit and gain cross-cultural work experience, while project-sponsoring firms receive cutting-edge training and move their innovations forward.

Each year, we collaborate with several companies that are engaged in technology ventures and assist them in furthering their opportunities.

As the market conditions evolve at lightning speed and the mix of companies with whom we partner changes, the demands on our faculty and students can be strikingly different each year.

The backgrounds add richness and needed diversity of skills and perspectives to the project teams, which makes leading i5 new all



Leman



Photo provided by Dr. Greg Leman

Frisco Senior Sean Caho, Sugar Land Senior Kathryn Brune and their Chinese and Macanese partners present the final project to their program employers in Shanghai last summer.

over again.

This is what is so riveting to me; the i5 program simulates real life in so many ways. Its projects are open-ended and unpredictable because they are live. The program draws together culturally diverse people, including Chinese and American students and project owners, and highly cross-functional teams. It also demands high-quality business results on a fixed timetable.

When students and faculty are thrown into this melee of on-the-ground work in a place much outside their comfort zones, the real-world experience is not only highly educational, but it also opens up deep relational ties.

Several 2011 i5 teams struggled profoundly with the challenges of crafting a well-researched strategy, but they brought it together to deliver professional grade results. The nearly parental pride they engender in me is what makes this program so deeply satisfying.

Braun explores Kenyan archeology

By Dr. David Braun

"Pole sana officer. Hizi ni my license," I said in my best broken Kiswahili.

I tried to hide the rearview mirror of my Rover from the police. It had been broken off in the accident.

I was on River Road in Nairobi, Kenya, and it was 1998. I had just started a Fulbright fellowship by attending a two-day course on acting as a cultural liaison for the U.S. None of that prepared me for my interaction with the General Service Unit, an elite police force that enforced a strict rule of law. The rest of the year represented the steep learning curve of living and researching in Africa. Working there became my life for the next 13 years.

Now, I am an archaeologist working in the anthropology department at Baylor University. After a post-doctoral fellowship at the National Museums of Kenya, I began teaching at the University of Cape Town, South Africa. Throughout my time in Africa, I taught a course that introduced students to the excitement of archaeological field research. The program at the Koobi Fora Field School brought undergraduates to the northern part of Kenya near Lake Turkana.

While in South Africa I expanded my international connections with



Photo provided by Dr. David Braun

Dr. David Braun drives through the rugged terrain of the Kenyan landscape while serving as a research archeologist on a Fulbright Fellowship.

colleagues from Ethiopia, Kenya and Tanzania. I also spent a year at the Max Planck Institute for Evolutionary Anthropology in Germany. The great strength of archaeological research derives from the diversity of approaches that stem from the international nature of the discipline.



Illustration by Ali Croom

Cook-Lindsay gains confidence in Lenin

Continued from page 1

learners, fluency. However, it is enough time to get a few of the basics down.

My junior year, I saw a flier on campus advertising a Fulbright scholarship informational session and decided to attend. Spending a year overseas after graduation sounded like a good idea to me! Meekly slinking into the meeting, I was sure it would be filled with academic all stars and language-learning aficionados. I was instead greeted by passionate people describing their years as Fulbright scholars and English teaching assistants.

One year later, I find myself writing this article from the other side of the world. I was lucky enough to receive an invitation to become a Fulbright English teacher in the Central Asian country of Kyrgyzstan. It's okay; I didn't know where it was beforehand either.

As a former member of the Soviet Union, Kyrgyzstan has a bilingual population. Kyrgyz is spoken primarily in the country's smaller villages while Russian is the language of commerce. It is more widely spoken in the larger cities, such as Bishkek where I live.

Although I arrived with nothing more than two years of college Russian under my belt, I have been amazed at how quickly full immersion advances ones' linguistic abilities. Without formal study, I have been picking up new words and phrases in Russian as well as improving my grammar.

Just the other day, I worked up the nerve to talk to the gorgeous Russian girl who works at my gym. I'd been eyeing her for a few weeks, and we had a quite pleasant conversation. And really, is there any better reason to learn a language than to expand your potential dating pool?



Photo provided by Austin Cook-Lindsay

Austin Cook-Lindsay crosses a treacherous river in the Ala Archa National Park in Kyrgyzstan while backpacking with friends in September.

Obstacles in China

Strickland learns life lesson from conflict with taxi driver

By Jared Strickland

Travel, as anyone who has gone abroad can tell you, is not only a physical journey away from home, but also a mental journey. It is a journey into new languages, cultures, religions and ultimately new perspectives on the world. As St. Augustine once wrote, "The world is a book, and those who do not travel read only one page." This short article, if it were categorized according to St. Augustine, would be best titled *China* in his great *World Book*.

From June to August 2011, I spent eight weeks in Beijing, China, studying Mandarin as part of the U.S. Department of State's Critical Language scholarship. Before starting the program, I had taken approximately two years of formal Chinese and visited the country once before.

My summer experience taught me that knowing a host country's language allows you to access layers of their culture and life that you would not have been able to conceive otherwise, let alone experience. Two specific language challenges I faced in Beijing helped me mark my progress as I overcame the great language wall of Chinese. These challenges also revealed the necessity of overcoming language barriers when studying a foreign culture.

First and foremost, I lived with a host family including my adoptive uncle, aunt and sister. I lived with them the entire eight weeks I was in Beijing, and while I was there, I learned things ranging from making dumplings to the history of the Chinese Valentine's Day. Every night, without exception, my host aunt would fix a delicious Chinese meal, and the whole family would come together to talk.

It was a great bonding opportunity. We would talk about our day, the news and even politics. Some of the most interesting conversations I had in China took place at that dinner table. I learned how my host family felt about global warming, America and especially sensitive issues such as the Cultural Revolution.

All of these topics required understanding on my part and trust on theirs, both of which required me to overcome language obstacles like my inadequate vocabulary. Though the language barrier was never completely torn down between my host family and I, persistence, with the aid of a pocket dictionary, allowed me to build up an efficient conversational relationship with them, which further evolved into the exchange of ideas previously mentioned.

My other obstacle started in a cab and ended with me being lost. On a return trip from a weekend excursion to a western province called Qinghai, my class arrived in Beijing around midnight. Since the subways were closed, this left taxis as the only means of returning to our host homes. I hailed a taxi, and I ended up calling my host family two hours later, waking them up to ask them to give directions to my taxi driver. I eventually got home at 2:30 a.m.

My problem was not that I didn't know the route to my host home; in fact, I took it everyday on the bus. The problem was that I did not know how to communicate effectively with driver. I gave him the directions as clearly as I could say them in Chinese. I wrote down the characters, and I even showed him where the house was on a pocket map. Every time I thought we were on the verge of success, we were



Photo Provided by Jared Strickland

Junior Jared Strickland of Waynesboro, Miss., hikes along the Great Wall of China while at his temporary home in Beijing. Strickland is majoring in Asian studies.

not. I gave directions, and he claimed that those directions did not exist. When we established a place existed, he claimed the place was a bridge, not my proposed subway stop. This went on for two hours.

Eventually, the problem was resolved with the help of my host uncle, but the whole situation gave me a life lesson about language: your teacher isn't with you at 2 a.m. in a taxi driving through China. Learning language is about being adventurous and making mistakes. It requires you to work with what you have, even if it's frustratingly inefficient. While communicating with the driver was a humbling experience for my confidence of the Chinese language, it was also a rewarding experience as it forced me to work with what I had, regardless of how long it took.

Overcoming a language barrier can be difficult but can also be rewarding. The relationship I formed with my host parents, the understanding of Chinese culture and the overall appreciation of looking at things through a different lens are due largely to my overcoming language obstacles. My experience with the taxicab is a marker for what a language barrier can look like, but when you are abroad, the language barrier really exists in your day-to-day activities.

As you spend more time speaking a foreign language, the language barrier comes down, slowly but surely. At that point, the opportunities to engage the culture of the country are limited only to your actions. With language as an asset instead of a restriction, every moment you spend with members of that culture, from eating dinner to getting lost, is an opportunity to adapt to the new environment and to become more appreciative of others' culture.

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Language war persists in Finland



Photo provided by Amanda Randolph

By Amanda Randolph

Having grown up in South Texas, I am keenly aware of the tensions that language differences cause. Many people I know harbor deep resentments against those who do not speak English and quickly become indignant when encountering such a person. Most have some level of competence in Spanish, but the thought of having to accommodate foreign language speakers is rejected on principle.

So, when I arrived in Finland, I expected locals to resent the fact that I speak English. However, this assumption could not have been further from the truth. Finns are usually pleased to hear that I am a native speaker of English. They view it as a learning opportunity. Most are flattered if you try to learn Finnish at all, since it is rather difficult and of little utility outside of Finland. I felt like a hypocrite for expecting English language skills of American immigrants

In Finland, foreign language education is standard starting in third grade, when students can choose English, German or French as their “long-language study,” with which they will continue until graduation.

Those students who choose French or German are required to start English in fifth grade. And, since Swedish is the second official

San Antonio graduate Amanda Randolph explores a lake outside of the city of Jyväskylä, Finland, where she is studying.

language of Finland, all students must start learning Swedish in seventh grade. So, upon graduating high school, Finnish students are proficient in at least two languages.

Wait, two? Since English and Swedish are mandatory, don’t you mean three? No. It is true that Finland was a part of Sweden until 1809 and that six percent of the current Finnish population speaks Swedish as their mother tongue. However, many do not think that this justifies the requirement to learn Swedish. So, for many, Swedish language skills fade as quickly as they are learned.

So how is the Swedish-Finnish debate relevant to my experience? Well, for one, it makes me feel like less of a hypocrite. Since I am an international resident, Finns do not resent my English, but the same cannot be said for Swedish-Finns speaking Swedish and adopting Swedish nationalism. For better or worse, Finland might be more similar to Texas than I originally thought.

If you are interested in following the rest of my experience in Finland, please see www.baylorpolarbear.blogspot.com.

“For better or worse, Finland might be more similar to Texas than I originally thought.”

Boren scholarship pays for studies

By Ali Croom



Scholarships such as the Fulbright give students opportunities to learn about languages, cultures and people. Another scholarship offered to students is the Boren fellowship. Sponsored by the National Security Education Program, this scholarship enables students to study less common languages such as Swahili,

Arabic, Chinese and Russian that are deemed critical to national security. After their trip, students then spend a year working for the federal government in Washington.

“It’s a matter of giving back and sharing the knowledge that students have picked up, sharing the information with others,” Dr. David Uber, a French professor in the modern foreign language department said.

When applying to this program, students must have three distinct choices in mind. They must decide the language they wish to study, the country where the language is spoken and a college in that specific country. The application for the scholarship is extensive but worth the experience. The application consists of 10 pages of information and two essays. All majors are welcome to apply.

For more information on this scholarship, students can contact Uber at David_Uber@baylor.edu.