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*Friends of the International Center,  
at UC San Diego*



# *Newsletter*

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Volume XL, No. 8

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## President's Message

It's April, we jump into spring quarter on the academic calendar, and start looking forward to next year, as well as back at 2012-13. Your Friends board is currently working on our nominations for the Chancellor's Awards, given annually to celebrate the dedication and work that goes into furthering international education on our campus. They include: Friends Member of the Year, Friends New Volunteer of the Year, Organization of the Year, and International Visitor of the Year.

Looking ahead, our nominating committee has been busily working to put together a slate of officers for next year, which will be



Joan Adamo

presented to you in the May *Newsletter* and voted on at our annual Scholarship Dinner on May 21 (be sure to mark your calendar now for that special event). Big thanks to **Alice Blake-Stalker** (chair), **Kristine Kneib**, **Josie Foulks**, **Barbara Fitzsimmons**, and **Candace Kohl** for their diligent work on this committee. We're anticipating some new faces and new perspectives on next year's board—stay tuned.

Also looking ahead, it has been exciting to hear our new dean (and new Friends member), **Kirk Simmons**, stress UC San Diego's global reach, and offer new ideas to further develop the International

Center's role. He has stressed over and over to me his appreciation of the Friends history in encouraging international understanding on the campus, and his strong support for our partnership with the I-Center as we go forward. He encourages us, as long-active community members, to add our voices to **Chancellor Khosla's** strategic planning initiative, which solicits ideas from all the university's constituents. Please visit the chancellor's website <http://plan.ucsd.edu/> and share your thoughts on the important role of the International Center on our campus.

And, as always, please share with me your thoughts for developing and improving the Friends!

*Joan Adamo*  
jadamo@ucsd.edu



Kirk Simmons

### Save the Date



Annual Membership Dinner  
and  
Scholarship Awards Ceremony

Tuesday, May 21, 6 p.m.



# Friends of the International Center Marks 40 Years of Service to UCSD

—by Ruth Newmark

*The purpose of Friends of the International Center shall be to support international education, to foster friendship, understanding, and cooperation within the international community, and to create a meeting place on the UC San Diego campus for people who share these aims.*

Even though formal local support for UC San Diego's international community dates back to 1961, the *Friends of the International Center*, as a separate entity, was not formed until 1973, at a February 5 meeting held at the then new International Center, attended by **Joan Walsh** (Dean of International Education), **Joan Jacobs** and **Ruth Newmark** (elected co-chairs), **Susan Chamberlain**, **Dottie Conway**, **Amanda Foster**, **Luna Fung** (who agreed to chair a kitchen committee), **Barbara Gibbs**, **Mary Carol Isaacs**, **Marge Hopkins** (elected secretary), **Susan Leong**, **Lily Lin** (elected treasurer), **Terry Lin**, **Peggy Marston**, **Mary Mosher** (charged with drawing up by-laws), **Judy Munk** (the primary force behind the building of an International Center on the UCSD campus), **Ranjini Obeysekere**, **Peg Palmer**, **Marie Pearce**, **Beverly Quady**, **Nancy Ryer**, **Barbara Saltman**, **Medha von Essen**, and **Polly Wooster**.

Among items discussed were tours for foreign students to nearby points of interest, the development of a library, dinners featuring international cuisine, creation of a gift shop, the need of funds for landscaping and furnishings, and the opening and maintenance of an office.

To these activities, the Friends brought under one umbrella various pre-existing programs: (1) running a state-licensed nursery school (International Cooperative Nursery School); (2) providing temporary housing to newly-arrived foreign students and scholars (Host Fam-

ily program), (3) bringing to the campus a program run out of the home of its founder, **Mary Bailey**, a program that introduced international women—often with babies in tow—to their American counterparts (Wednesday Morning Coffee), and (4) sponsoring a lively Hospitality Program that featured international potlucks in the homes of San Diego community members, so that foreigners could see how we lived. As if all these activities weren't enough, the Friends provided English tutoring to international scholars and their spouses (American English in Action) in consultation with the UC San Diego Linguistics Department and in coordination with International Center staff, who ran the program. The Friends also gave financial assistance to the International Club, allowing students to go on special cultural outings that would otherwise not be available to them.

Much has been accomplished over these forty years. Predictably, with the growth of the university, there also has been change. Some volunteer programs were taken over by International Center staff; some, like the Library, the Nursery School, and the Host Family were dropped. Other programs metamorphosed: our Resale Shop replaced the international gift shop, Gallery Eight. Still others, including our Ethnic Dinner series, cooking classes, and Wednesday Coffee continue to flourish. Newer programs, like Family Orientation, Mommy/Daddy & Me, and Knit-Along, are

also doing well. A Scholarship Program, instituted in 1975, has grown by leaps and bounds.

## VOLUNTEER

None of this could have been accomplished without the help and collaboration of many—volunteers and university staff alike.

To learn about rewarding volunteer opportunities, please contact President **Joan Adamo** (jadamo@ucsd.edu); she will gladly discuss the many different ways to serve.

### April Calendar

April 1: **Spring Quarter** instruction begins

April 2, 9, 16, 23, 30: **Knit-Along**, 1:00-3:30

April 3, 17: **Family Orientation**, 9:15

April 3, 10, 17, 24 **Wednesday Morning Coffee**, 10:00-Noon

April 10: **International Kitchen**, Noon

April 11, 15, 18, 23: **Scholarship Committee meetings**, 9:00-4:00

April 16: **Board Meeting**, 9:30

April 18: **International Cooking Experience**, 9:30-1:00

# The Faculty Perspective

—by Sharon Rose, Faculty Director, Programs Abroad Office

*Local Impact, National Influence, Global Reach*—a key motto of UC San Diego. How do our faculty represent Global Reach? Through their education, research experience, and the content of their courses. All these factors can shape and influence students' decisions to study abroad. One of the roles of the Faculty Directors is to encourage faculty to recognize how vital their contributions are to this enterprise.

I have been Faculty Director since 2009, and my colleague, **Paula Levin**, as Associate Faculty Director since 2008. Together we serve the campus in different ways. Paula focuses primarily on student issues—interviewing students for scholarships and judging petitions for participation in study abroad programs. I focus more on the campus and system-wide academic side of study abroad. Both of us work closely with the Committee on International Education and the Dean of the International Center to guide policy and programs and strategize about ways to involve faculty.

Many departments and programs are natural fits for study abroad due to their teaching and research missions. International Studies, Anthropology, History, and Literature, for example, are among the PAO's strongest advocates for obvious reasons. Their faculty are keen to serve on the Committee on International Education and teach Global Seminars. In other departments, the faculty may view study abroad as a worthwhile supplement to a student's education, but more of an "extracurricular" experience. In particular, STEM (Science, Technology, and Engineering) departments and programs have extensive and rigorously designed curricular framework, and study

abroad is not explicitly incorporated into those plans. Yet research from around the country highlights the value of international experience for STEM majors, and those that have added language minors and international experience have seen a surge of interest. The key is to work with faculty to recommend particular programs to students and to encourage students to pursue the possibilities, even short-term. We work with **Jay Minert**, the Director of Outreach and Academic Integration in the Programs Abroad Office, who ensures that students' study abroad coursework fits with their programs at UC San Diego.

In addition to our work on campus, Paula and I regularly liaison with Faculty Directors at the other UC campuses, and with staff and the faculty-in-residence at the systemwide Education Abroad Program. We promote UC Study Center directorships and overseas teaching possibilities to our faculty, and we help find prospective faculty who can serve on systemwide advisory committees for particular geographical areas or disciplines. I am pleased to say that many UC San Diego professors have shown a readiness to take on these roles. Next year, for example, **Meg Wesling** and **Luis Martin-Cabrera**, both from Literature, will become UCEAP Study Center Directors in France and Chile/Argentina respectively.

Most of our work focuses on the undergraduate level, because study abroad operates primarily at that level in an official capacity. Our graduate students do conduct research abroad, and many spend time at other universities on exchange programs or doing primary research, but they tend to do it on an individual basis. We should

work to make sure that their needs and experiences are also served. The scholarships provided by the Friends of the International Center are a key piece of graduate and undergraduate student support.

Like many faculty members, I have an international background and orientation. I have lived in four countries, and studied in both English and French-speaking universities. I conduct research in Africa and work with African immigrants in San Diego. I understand the value of working and studying in other countries, learning new languages, and gaining an international perspective. My conversations with faculty from different disciplines show a decidedly international outlook, too, but often an implicit one.

Let's make Global Reach more explicit. With support from the Programs Abroad Office and the Friends of the International Center, we can encourage faculty to embrace study abroad and make it an integral component of our undergraduate degrees.



*Sharon Rose is Associate Professor in the Department of Linguistics, and is affiliated with the UCSD International Studies Program and African Studies*

*Minor. She received her M.A. from the Université du Québec à Montréal and her Ph.D. from McGill University.*

*Sharon's research areas are sound systems and word formation, with an emphasis on the description and analysis of African languages spoken in the Horn of Africa (Ethiopia, Eritrea, Somalia) and Sudan. She has conducted fieldwork and run psycholinguistic experiments in Ethiopia.*

## UC San Diego's Green Initiatives: Friends Resale Shop Linked to Campus Sustainability Efforts

—by Erika Johnson

Marketing and Communications Intern, University Communications and Public Affairs

UC San Diego is leading the way when it comes to creative sustainability solutions: rooftops are transformed into verdant gardens, scientists investigate the potential of algae as a fuel source and soil monitoring systems determine when watering is necessary. One thing is certain, from choosing to use alternative transportation to shopping at the Friends of the International Center Resale Shop, it is the collective eco-consciousness of the campus community that has led to UC San Diego's reputation as one of the greenest universities in the nation.

More than 50 years ago, Scripps Institution of Oceanography geochemist **Charles David Keeling** revolutionized climate research when he began measuring rising levels of carbon dioxide in the Earth's atmosphere. His calculations, now known as the "Keeling Curve," are considered the 20th century's most important geophysical discovery. His significant contributions continue to live on at UC San Diego through his son, **Ralph Keeling**, professor of geochemistry at Scripps Institution of Oceanography, and his wife, **Louise Keeling**, who is a longtime member of the Friends of the International Center.

Louise has been involved with the International Center for more than 20 years as an English tutor and volunteer, both at the Friends of the International Center Resale Shop and at the Kitchen Supplies and Baby Furniture Exchange (the latter a project of Oceanids, a campus



Joe Nichols and Louise Keeling, who have worked together in the Resale Shop for over 4 years

support group whose tasks, among other things, are to welcome and assist newcomers to the university).

"I believe in the principle of sustainability, but more than that, it is gratifying to help students, staff, and faculty save money and promote the re-use of clothing and household items," said Keeling. "The proceeds from the thrift store go to scholarships for students wanting to study abroad, a worthy cause in itself, but the recycling of all these items makes for a less wasteful economy."

The Friends Resale Shop provides a unique sustainable shopping venue for students who are looking to furnish their new apartments, find art or theater accessories, or purchase reasonably priced clothing and gifts—all the while contributing to a more environmentally-friendly campus.

"It is great to have thrift shopping grow in popularity as many students are able to promote a sustainable, fashionable, and affordable lifestyle," said **Kristin Hansen**, sustainability program manager at UC San Diego. "While

most conventional clothing stores require immense amounts of pesticides, chemicals, water, and oil to create and deliver their products to consumers, thrift stores have a much better environmental footprint."

Louise Keeling has witnessed the Resale Shop's evolution and growth on campus and heard many customers express surprise over the selection of merchandise and reasonable prices. Many of them are repeat customers, like **Myrtol**, a graduate student on campus who has been shopping at the thrift store for two years. "I live on campus, and find that I save on money, gas, and time by shopping here. Not only that, I always find unique items and enjoy the friendly atmosphere."

Since Charles David Keeling's groundbreaking work more than five decades ago, UC San Diego has continued to lead the way in climate research and sustainability initiatives, with a goal of becoming carbon-neutral by the year 2025. Already, more than 50 percent of students use alternative transportation, while 90 percent of the campus's electricity needs are generated by a natural gas-fired plant, saving over \$8 million dollars per year.

Contributing to the campus's reputation as one of the greenest schools in the nation are the Charles David Keeling apartments, a name chosen by students in honor of the esteemed scientist and his revolutionary studies. In 2012, the apartments were awarded the Leadership in Energy and Environmental Design (LEED) platinum certification,

becoming UC San Diego's first structure to be honored with this certification.

The Revelle College apartments, which accommodate 510 students, save electricity through a system of natural cooling by ocean breezes and solar heating systems. Additionally, more than 4,000 native plants sprawl across the rooftop, providing insulation, a wildlife habitat, and a student relaxation area. Excess water—collected from the rooftop garden and the building's waste water system—is channeled through basins to irrigate the surrounding landscape and control flooding into the fragile coast shrub.

The low-water terrain surrounding the apartments is dominated by rocks, a fitting homage to Charles David Keeling—an avid mountain climber who, his wife recalls, could be seen hopping from rock to rock. The innovative functionality and sustainability of the apartments are an appropriate tribute to Keeling and his discoveries, whose work served as the root for many of the energy initiatives at UC San Diego.



Charles David Keeling, pictured here at age 19 hiking in the Cascade Mountains in Washington, enjoyed exploring rocky terrains and forging his own path.

## Wednesday Morning Coffee

—by Georgina Sham



Mommy/Daddy & Me class

Wednesday Coffee meets every Wednesday, from 10 a.m. – 12 noon. Open to all. If you would like to join some of us for lunch, please bring a bag lunch and stay until 1 p.m.

We have a conversation table where you can practice speaking English. We also have craft tables where you can learn knitting, crocheting, and sewing. Similarly, we have sessions on beading, the making of jewelry of all kinds, kumihimo (a Japanese braiding technique), and much more.

The Mommy /Daddy & Me class is open to parents with small children. **Coco Li, Chin-Ju Chen,** and **Alice Blake-Stalker** lead mothers/fathers and their babies and toddlers in singing, games, reading, and other fun activities. For children 24 months and under, the class is offered from 10 - 10:40, and for children above 24 months, the class is held from 10:45 - 11:30.

- April 3: **Art Walk and Origami.** Postponed from last month, **Bob Starkey** will guide us on a walk to see and learn about three of the Stuart Collection art pieces on campus: Richard Fleischner's La Jolla Project, Elizabeth Murray's Red Shoe, and William Wegman's La Jolla Vista View. For those who do not wish to or cannot walk, we will learn to fold origami!
- April 10: **German Lunch.** **Louise Hummel-Schroter** and others will lead us in preparing a delicious German lunch. Come help with preparations starting at 9:30, eat at noon for \$5/person.
- April 17: **Sewing.** We will start some sewing projects, such as making a small cell phone case or a carrying bag. We will provide patterns, fabrics and threads, plus 5 sewing machines.
- April 24: **Dagmar Bocakova** will teach us needle felting with wool cut-outs. This is a fun and creative craft.

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# Heritage Languages at UCSD

—by John Moore

Professor of Linguistics and Director, UCSD Heritage Language Program

Bilingualism is an often over-looked aspect of immigrant communities in the United States. While many are aware that newcomers may speak languages other than English, they may not be aware of the range of proficiency one finds in these communities. Some bemoan the alleged lack of English skills among immigrant groups, but rarely are these worries backed up with actual data. In fact, the situation is complex. First-generation immigrants who speak a language other than English can exhibit a wide range of proficiencies in English and, perhaps surprisingly, also in their native languages. Indeed, young people who immigrate to the U.S. during their school years may well be English-dominant, with limited proficiency and literacy in their native languages. The children of immigrants exhibit an even wider range of language use and proficiency. These second-generation Americans are very likely to be English-dominant, while their “heritage language” proficiency can vary from near native to receptive bilingualism (i.e. they can understand the heritage language, but rarely or never speak it). Furthermore this second-generation group often has little or no literacy in their heritage language.

Given this situation, worries about the lack of English skills seem misplaced. Rather, one might worry about the inevitable heritage language attrition—in the vast majority of families, the heritage language is all but lost by the third generation. This represents the loss of a valuable national linguistic resource. The UCSD Heritage Language Program (HLP) is designed to serve these heritage speakers, generally second- and first-gen-

eration immigrants with limited heritage language proficiency. The program began in 2001 with a single Heritage Armenian course and now provides instruction in grammar, literacy, and culture for heritage speakers of Arabic, Filipino, Korean, Persian, and Vietnamese. A search is underway for a Heritage Hindi instructor. (Heritage Spanish is an obvious omission. For historical reasons, the HLP did not offer a Heritage Spanish course: Heritage Spanish speakers often took “Spanish for Native Speakers” courses in the Literature Department, which following the HLP lead, are now called “Heritage Spanish.”)

For each language, students can take at least three quarters of upper-division instruction. Some languages regularly offer two or even three levels of instruction. The courses satisfy college and major language requirements. The instruction is tailored to the special needs of heritage language learners, where second-language courses are not appropriate. Rather than starting from zero, as is the case in a typical second-language course, heritage language courses are designed to build on their existing proficiencies, while developing more native-like competence and literacy.

Language courses, in general, face the challenge of appropriate placement; this turns out to be considerably more difficult in a heritage language program. Heritage language speakers form a heterogeneous group. Unlike second-language learners, their proficiencies are far from linear—they may be quite fluent in some domains and lack language skills in others. This is particularly true with respect to literacy. Many first-

generation students may have had an elementary school education in their heritage language and, therefore, have basic literacy skills. Second-generation students, on the other hand, typically have little or no literacy—perhaps some from their families and/or community/weekend schools. For several languages (e.g. Arabic, Korean, and Persian), heritage speakers may not even know their language’s alphabet. Other aspects of the language and culture may also be missing. For example, Korean has an articulated system of honorifics; however, heritage speakers, exposed only to language use in a family environment, may never learn the full system. This is part of a more general trend in heritage languages—they are almost always based on a colloquial variety spoken at home; hence, heritage speakers typically lack proficiency in more formal registers. If resources were unlimited, the HLP could set up several classes to accommodate most levels. However, this is not practical, given the enrollments, so instructors are often faced with the challenge of a diverse student population.

Heritage Arabic brings additional challenges. The Arabic-speaking world is unified by a single written language, based on Classical Arabic (Fusha, or “Modern Standard Arabic”). Aside from being essentially the only written variety, it serves as a common formal language. Because Modern Standard differs significantly from colloquial varieties, it is necessarily learned in school. This situation—where different languages are used in informal and formal contexts—is called *diglossia*. Heritage speakers typically have very limited exposure to the Modern Standard

Arabic; furthermore, the colloquial varieties differ significantly from one another—hence, a speaker of Iraqi Arabic is virtually unable to understand a speaker of Moroccan Arabic. The HLP Heritage Arabic course faces not only multiple levels, but also multiple colloquial varieties.

Another placement issue comes from the need to serve heritage language students with limited resources. If students with very low or very high proficiency were allowed in the program, quality would be unduly compromised. Therefore, neither receptive bilinguals (those with almost no spoken proficiency) nor true native speakers are admitted. This sometimes becomes fraught in the case of the latter group. Due to the fact that HLP courses are upper-division, they are attractive to native speakers, who sometimes view them as “easy A” courses. Some students will go as far as to feign limited proficiency to gain access. Interestingly, this is usually obvious, as

their idea of limited proficiency (e.g. speaking with infinitives instead of conjugated verbs) is nothing like the way a true heritage speaker would talk. The HLP treats this as an academic integrity issue, and requires students to sign a document stating that the proficiency exam is taken in good faith.

Considerable time and money are spent training students in second languages; anyone who has learned a second language knows that it is a long and arduous process, often with disappointing results. To this end, heritage speakers possess a valuable resource—they have the potential to become near-native speakers and literate with a minimum of formal instruction. Heritage language programs have been developed at several universities, and the field of heritage language study is becoming a major area of linguistic research. The UCSD Linguistics Department is proud to be at the vanguard of this trend.



*John Moore has been a member of the UCSD faculty since 1992. Those with a long memory may recall that as a parent in*

*the Friends International Cooperative Nursery School, John, in 1994, wrote a brief history of ICNS, from which I quote: “A constant aspect of the school from its early days until the present has been the involvement of parents. This factor is frequently cited as setting ICNS apart from other preschools. In addition, the program has always been led by the children’s interests, and not by a rigid academic agenda.”*

*More recently, John edited with Maria Polinsky “The Nature of Explanation in Linguistics Theory.” Besides his academic credentials, John is a gifted musician, widely known as a flamenco guitarist.*

*In September, he will assume the position of Provost of Muir College. —Ed.*

## Hearts and Scholars Dinner Membership

Hosted by Chancellor **Pradeep Khosla** and the UCSD Undergraduate Scholarship Council, the annual Hearts and Scholars Dinner, held this year on February 21 at the Faculty Club, connects donors with scholarship recipients.



Seated: Ruth Newmark, Friends scholarship recipient Andrew Yeung, Leonard Newmark, Lou Adamo  
Standing: Vasanthi Shenoy, Arkal Shenoy, Candace Kohl

Vice President **Renate Schmid-Schoenbein** welcomes **Virginia & Pankaj Das** and **Kay & Richard Slater** to our membership. Renate reminds us that Ginny was a frequent instructor in the Cooking in America program, and reveals that Kay is interested in volunteering at Friday Café.

## Donations

Friends received two thoughtful scholarship donations. The first came from **Louise & Victor Engleman** and was earmarked for the **Nan Kehoe Fitzsimmons Scholarship**; the second was from **Barbara & Jerry Fitzsimmons** and was made in honor of **Ruth Newmark**.

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# SCHOLARSHIP LETTERS

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## Progress Report

I would like to begin my progress report with a copy of e-mail that I sent out to my friends when I was notified that I received the Friends Scholarship to illustrate how much it meant for me.

"I was selected as one of the recipients of this year's International Graduate Student Awards from Friends of International Center at UCSD! This is such a great honor for me, because the international community at UCSD recognized my background and what I have been interested in besides my current research project.

"My interests in studying developmental neurobiology derived from all the experiences I have had growing up. Encountering new cultures and meeting people from diverse backgrounds changed the way I perceive the world, shaped me into who I am, and ultimately got me interested in how the nervous system develops. So, I would like to thank every one of you for inspiring me and leading me into this exciting field of neuroscience. I would like to especially thank my friends and colleagues at UCSD, I-House, ICU/ICUHS [International Christian University High School], West Middle, and everyone that I met in the tens of countries I traveled to. Without your inspirations I wouldn't have been studying neuroscience. My sincere gratitude goes to all the labs in which I rotated in my first year, especially to the Pfaff Lab [at the Salk Institute] for offering me invaluable research training. And, of course, my family, too. Thank you all once again. So much more to learn!"

In this report, I would like to briefly update what I have been doing since I met you all at the scholarship ceremony in May 2012.

I am interested in how our body's central nervous system is formed

during development to give us a platform for our perception, emotion, movement, and many other cognitive functions. Furthermore, the nervous system exhibits surprising plasticity. For instance, this plasticity of the nervous system is considered as a basis of learning and memory. Our experience can alter the way neurons, which are central components of the nervous system, connect to each other.

For my Ph.D. thesis research, I study how the spinal cord neural circuitry develops as a model of development of the nervous system. Specifically, I am interested in investigating how the diversity of spinal cord neurons along the rostrocaudal (head-to-tail) axis is generated during development. Each level of the spinal cord along rostrocaudal axis is considered to govern different motor functions, such as respiration and forelimb/hindlimb movements. However, how neurons differ along the rostrocaudal axis and how they are generated during development is not well understood. Over the past year, I have made some observations that indicate the presence of neuronal populations that differ along the rostrocaudal axis. I am currently investigating in greater detail how this difference is generated during development.

With these results, and thanks to your scholarship, I participated

this summer in a Gordon Research Conference: Neural Development, held in Rhode Island. This conference is a prestigious small conference held every two years, and I was given the opportunity to give a poster presentation on my research. I am grateful for having received numerous comments and feedbacks. Additionally, together with other graduate students in the lab and my advisor, we wrote a textbook chapter on the development of the spinal cord, which will be published soon.

Now that I have fulfilled all the requirements in my graduate program, I have been able to focus more on my thesis research, and I look forward to the findings that I will make in the coming year. I plan to complete my Ph.D. training in the next year or two.

I had a chance to go back to Japan over the New Year to spend time with my family and friends. I had not gone back for the past two years, and it was a bit hectic trying to travel around to see all my relatives and friends, but I managed to have good food and conversations with them, something I had been missing. Attached one of several pictures I took at Itsukushima Shrine in Hiroshima Prefecture; the Shinto shrine is amazing.

Once again, I thank you for your support and warm welcome to the International Center community.

*Marito Hayashi*  
Biological Sciences







**Dear Ruth and Friends of the International Center,**

My time in China is nearing the half-way point, and after five months, I am still constantly surprised. I learn new things every day, and have no doubt that there will be plenty of discoveries in the rest of my time here, and that this whole experience will continue to shape my work and my thinking long after I return.

As my original plan was to immerse myself in the full culture of the *gugin* (an ancient zither, often played alone as a form of meditation, a way of stilling the spirit and returning to nature), one of my first steps was to find a taichi teacher. Every morning since I've been in Hangzhou, except for when I was sick, I've started the day with a group of seniors in beautiful pajama-like taichi suits of red, pink, and yellow silk, or magenta and black velvet. We practice facing the storied West Lake, lined by willow trees and stone ponds filled with koi and lotuses, in front of the temple of the Monkey King. It's a gorgeous way to begin the day, moving in slow motion, listening to our breathing and strains of Peking opera or the Taiwanese pop singer **Teresa Teng**. The other students, many of whom are retirees, are very amiable, and I just attended a New Year's celebration with all the taichi friends—40 of us in all, including the teacher; everyone circulating from table to table toasting this strange sweet green tea-flavored yogurt drink, and cracking sunflower seeds in the down time. It was super fun!

In terms of other cultural background activities, I've also been reading Taoist texts, trying my hand at practicing calligraphy with my Chinese painting class friends, and also visiting the Intermedia Arts classes, such as live art, sound art, live audio-visuals, and social space, all of which has given me plenty of food for thought, as well as some new technological tools to play with. As a regular practice, I've been taking pictures and audio recordings of my environs, some of which I am assembling into an experimental documentary-of-sorts on roundness, with various interviewees crafting an exquisite corpse-type chain of stories about things that are round, paired with photos, videos, and rudimentary animations of soup-ball-making, dots searching for love, and the like. As I continue to work on this, I am also shaping up a new project interviewing people about how they imagine life in California.

I've been lucky enough to participate in a number of art events here—a few performance art projects at the local wetlands park and a demolition district, but also video and .gif exhibitions at my host institution, China Academy of Art, and in nearby Fuyang. Through these projects and my classes, I've gotten the most valuable opportunity to collaborate with other students here. The social space class culminated in a happening at the local art museum, where my group sang on the steps, treating the architecture

and its visitors as score. The whole process has been really rewarding, getting to know my fellow students through rehearsals, and learning about each others' ways of thinking. I am also talking with another student about doing live music for his graduation project, a photo-essay slide show telling linked stories about multiple characters on a lost island. In addition to the *gugin*, which is ever-challenging and always deeper than I think, I have acquired some small toy instruments and a *xun*, a kind of ocarina which is somewhat distantly related to the Baroque recorder that I studied in college, and which I hope to incorporate into these performances.

In addition to all of these projects, I think one of the best parts of being here is just meeting all kinds of people and sharing stories—from a little girl on the train drawing whale after whale and explaining to me their shapes, to a young Shanghai entrepreneur who studied in North Carolina and bemoans the Internet sanctions here, to an out-of-work man shouting at the top of a mountain temple hiking path, who was sent into the countryside to teach during the Cultural Revolution and asked me to contact a former student who's now a UC professor. They were all as curious about my life as I was about theirs.

Growing up, Chinese was always a kind of private language to me. It was spoken at home with my parents and with relatives I didn't get to see very often, and their lives were in many ways separated from my life at school and in art. But being here and being able to communicate with all of these strangers who have grown up with such a different national history and vastly different individual histories, I feel connected to them somehow, and this feels like a real gift. I think I will be unpacking this whole experience for a long time. Thank you for making this possible.

*Carolyn Chen*

Department of Music

Ph.D. candidate in composition

### Dear Friends of International Center,

I would like to express my deepest gratitude for helping me achieve my goal of studying abroad in the country I dreamt of visiting ever since I was a child: Japan.

With your help, I was able to explore Japan. Because living expenses are much higher than in the United States, I would have restricted myself to famous buildings, museums, and attractions that offer free admission, which means that I would have had to forfeit the opportunity to visit those that required an admission fee and to gain valuable knowledge. However, through the Friends Scholarship, I had the opportunity of learning about Japan academically and culturally.

I explored the diverse districts embedded in Tokyo city. In traditional Asakusa, I learned that the famous Sensoji Temple is one of the oldest temples in Japan; it is surrounded by a row of interesting shops, called Nakamise, selling their famous Ningyo-yaki and other sweets, besides souvenirs. In September, in Ryogoku, I watched sumo matches at the Sumo Stadium. Because sumo is such a popular sport in Japan, watching a real sumo match definitely made me feel in closer connection with Japanese culture.

Shopping districts and skyscrapers surround the more modern Shibuya, Harajuku, and Shinjuku areas. Seeing the Japanese fashion culture—with its vibrant colors, Gothic Lolita styles, and the anime-influenced Maid Café in Akihabara—is fascinating. From the traditional to the current mainstream fashions, I was able to explore the many faces of Tokyo.

I mean to continue exploring Japan and gaining more knowledge about its language and culture. This would not be possible without the help of the Friends Scholarship. Thank you so much!

*Kristi Cheng*

ERC, Urban Studies and Planning major

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Under the beautiful fall leaves  
in Kyoto

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### Report from Madrid

I remember when, in my freshman year of high school, I first saw a picture of Plaza Mayor, the historic plaza of Madrid. From that point on, I knew that Spain would be the country where I would study abroad during my college years. And over the past four months that I have been living and studying here, I have been having some of the most enriching experiences of my life.

The first time I got out of the metro at Puerta del Sol, I was mesmerized by the buildings I had only perused in photos. But it isn't only the historic and cultural sites that have enriched my experience here in Madrid, it is also the daily experience of living in a big city with customs vastly different from what I am used to, growing up in a suburban town full of malls and supermarkets. Buying fresh produce and groceries from the family-owned *fruterías* and the small bazaars in every street rather than in a large, impersonal Walmart, has allowed me to develop personal relationships with my neighborhood community. By the second month of my immersion here, I was already on a first name basis with the *barista* at the café below my apartment, going in daily to write papers and work on presentations while drinking a *café con leche*.

Experiencing an academic life radically different from that in the U.S. has been just as rewarding, but certainly more challenging than the change in daily habits.

Going from the fast pace of a quarter system to an infamously relaxed and prolonged Spanish semester system had the other UC students and myself anxious for the first few weeks, unaccustomed to a more freeform syllabus that dominates the Spanish university system. For the first two months, there were no major assignments, giving us unheard of free time. But this free time was illusionary, since most classes require independent reading, with nothing truly assigned. This allowed me tremendous flexibility to focus on topics that interest me. Because there is a greater emphasis on oral presentations over written papers, my Spanish has improved tremendously.

The academic structure of the Spanish university system also enabled me to take a breadth of courses on subjects that are unavailable at UC San Diego. From a class on the Spanish Renaissance to a master's level course on 20<sup>th</sup> century Spanish history, I was able to gain a deeper understanding of Spain's cultural and historical legacy.

I thank the Friends of the International Center for helping me realize this opportunity of a lifetime, and although I still have two more months until I return to the U.S., I know that I will remember my amazing time here for the rest of my life.

*Nicholas García Johnson*

ERC, History major

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### Study in the UK

My time in the United Kingdom has been beyond my imagination. I'd have to agree with the cliché expression, that studying abroad has allowed me to widen my perspective on world affairs, and realize things about myself that I would've never thought about before.

I am thankful to have lived in Manchester for three months of my life, and have been able to travel around Europe during that time. The University of Manchester is located in the heart of the city of Manchester, one of the oldest and most visited

cities in the United Kingdom. The university itself is a city campus, and has school buildings scattered all around a main road called Oxford Road. With a long history of 189 years, attending classes made me feel like I had been integrated into their long tradition. At first, classes were challenging, because the UK educational system relies heavily on independent research done by the student. The system isn't as "organized" as compared to the UC curriculum.

Since it's a city campus, school events were often hidden and obscured behind the busy metropolitan life students seem well-adjusted to. It was a rare occasion

to find a school-organized event, and when you do, it's like discovering a gem.

The city of Manchester is famous for its soccer teams, of which I had the pleasure of attending the game between Manchester United and S.C. Braga. While I'm not usually a football fan myself, being in the Old Trafford stadium where the game was held at sparked the inner Mancurian side of me. By the end of the game, I was rooting for Manchester United and yelling the chant other Man U fans were singing on the top of my lungs (which I couldn't figure out for the longest time due to the heavy English accent).

I'd like to express my sincere gratitude to the Friends of the International Center for giving me this chance to experience life and education in another country. These three months out of my comfort zone made me feel like I've matured a lot. It's easier to learn about oneself and test one's "survival skills" when you're halfway across the world from your main support base. I hope to use the things I've learned abroad and apply them onto life back in San Diego. I can't wait to contribute to raising international awareness and understanding on campus.

*Yu-Ting (Jenny) Cheng*  
 ERC, International Studies major



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