



OCTOBER 24, 2012

VOLUME 3, ISSUE 1

The State of the Global Citizenship Project

by Tom Berke

It has been another busy year for The Global Citizenship Project. We are delighted by how generously you have been giving us time to share our thoughts, dreams, and visions for a better world. We are delighted that you have allowed us to visit your classes and have given us the opportunity to work with you to help to bring global awareness to your students. We have dramatically expanded the number of classes bringing awareness of global issues and aid groups involved in helping to solve them.

In terms of expansion, we're glad to add the following to the GCP. Keith Heimann is bringing the GCP to Music Appreciation. Britt Carlson is doing the same in Honors Chemistry. Dan Leyes has added a persuasive global assignment in Honors Public Speaking. Anoop Ahluwalia is discussing global issues into Statistics, and Ashley Tasy has done the same in Algebraic Modeling. Chris Vasquez is bringing Global Citizenship to ENGL 122. And we expect that many more will sign up in the future.

We are delighted with the warm, caring, and ever-encouraging support Janice Thomas has provided for our effort. Without her optimism, organizational skills, and moral support we would be a much lesser group.

Every week I have my batteries recharged by the delightful students in our S4GC (Students for Global Citizenship) Club. At our weekly meetings their sincerity, concern for others, and deep desire to make a difference is inspirational. No wonder Terry Konn has invested the huge amount of time and effort to found the club and keep it going. Were it not for the efforts, interpersonal skills, and enthusiasm of our Editor, Howard Miller, very little of the above would have happened. Howard has personally contacted and helped dozens of people bring global awareness to their students by giving their assignments a global slant. Howard has provided unique perspectives, and even mathematical data sets to facilitate the integration. The GCC members are available to help you do the same for your students.

We have even been credited with helping Lynne



Schmelter-Davis secure a sabbatical to work on integrating GCP into Psychology. Her sabbatical is a reward for all the great things she has done for Brookdale. Read what she has to say

in this Newsletter, and see if you don't agree.

The highlight of our year is always our GCP Awards in April. That night is where we get to meet with the students who have been excited by the possibility of making a difference in the world. With families present, the energy in the room matches the energy of the projects. After listening to all the amazing work these students have done, it is hard to believe that this is supposed to be an apathetic generation.

The GCP wishes you a wonderful year during which we can join together in our own small way to help make this planet a better place to live.

Tom is a professor of Chemistry

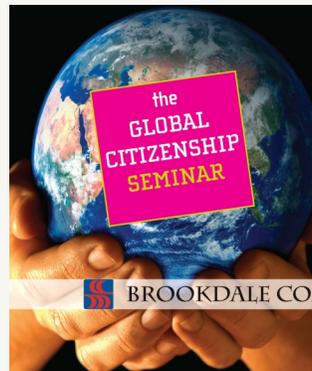
There's an African proverb that says something like, "If you educate a boy you educate an individual, but if you educate a girl you educate a village."

Do you teach in Education? Psychology? Women's and Gender Studies? International Studies? Anything at all that might appeal to students who want to make a difference in the world? If so, please consider bringing or sending your students to the Global Citizenship Seminar, November 15. Brought to you by the International Education Center and the Global Citizenship Project, Change the World: Educate Its Girls promises to be an enlightening program that appeals to many disciplines.

You'll learn about the "Girl Effect", building schools in Kenya, and hopefully begin to think about the way girls around the world are educated.

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Change the World: Educate Its Girls

International Education Week's third annual Global Citizenship Seminar aims to teach the Brookdale community about the education of girls abroad and how that education can change communities and the world. Featured speakers include:

- Emily Bent, a lecturer in Women's and Gender Studies at TCNJ and former UN Representative for Girls Learn International.
- Debby Rooney, co-founder of BEADS for Education, an organization that has sent hundreds of girls to schools throughout Kenya; and some of Brookdale's finest professors.

 BROOKDALE COMMUNITY COLLEGE

Thurs., November 15; 1:30 - 4:00pm; FREE
Student Life Center, Navesink 1

My Sabbatical Project

by Lynn Schmelter-Davis

A presentation by Howard Miller and Tom Berke about the importance of global education got me thinking about my own classes and what I was doing to bring a broader view to the study of psychology to my students. All of our courses are focused on Western psychology, leading students to the idea that human behavior (and how it is studied and viewed) is the same



across the globe. To change this, I proposed the development of assignments for each Psychology course that could be used voluntarily by the faculty and could enable students to learn that many aspects of human behavior may be very different depending on where the human was born and raised. These assignments would include model answers; the faculty

member is encouraged to use these assignments as part of the course, or for extra credit. This has been challenging and very exciting to work on. Even though we have much in common as homo sapiens, it is incredible to see how such similar DNA can result in such different outcomes.

I hope that students who take either of the department's Introduction to Psychology courses plus one other Psychology course would show a gain in global awareness on several measures. To this end, I am developing a Test of Global Awareness that could be used in pre- and post-test conditions. Upon the completion of the project I plan to meet with other department chairs in the Social Science Division to discuss the incorporation of global assignments into their curriculum.

Lynne is an Associate Professor of Psychology who is currently completing her Transitional Sabbatical

Did you know that if your class assignment is registered with the Global Citizenship Project you can nominate a student for a Global Citizenship Award?

Life For A Child

by Dino Falzarano

My sister Marissa spent her eleventh birthday in the hospital where she was diagnosed with Type 1 diabetes. She learned that she needed to test her blood sugar level before she ate every meal. This meant pricking her finger with a needle in order to draw enough blood to be put into a blood glucose monitor. If the monitor said that her blood sugar was too high, she would need to give herself a shot filled with insulin to bring her sugar level down. If her blood sugar was too low, she would need to eat. These vital pieces of information, medications, and supplies were all given to my sister over the course of a weeklong trip to the hospital.

However, things are drastically different in Nepal, a poverty stricken region in Southern Asia. There, Ashok, a sixteen year old diabetic boy, takes a two hour bus ride to get his diabetes supplies. His parents are very poor, and are unable to pay for both his education and his medication. Also in Nepal, Anupa, a young diabetic girl, walks six hours to the bus with her father to get her diabetes supplies. Her parents gave all of their money to a fortune teller who claimed he could cure Anupa. Upon receiving the money, the fortune teller fled, leaving Anupa's family with nothing. Sometimes she didn't even have food, let alone medication. How are these children getting the supplies that they need to manage their disease and live? That is where the Life For A Child organization comes into play.



My sister, Anupa, and Ashok wake up in a wrestling match with diabetes every day. Maybe my sister has more water and a bigger cheering section, but in the end, all people with diabetes face struggles. What Life For A Child is trying to do is get more support for kids like Anupa and Ashok. The Life For A Child organization teams up with already existing healthcare establishments in thirty-nine countries around the globe. The organization works with suppliers to get discounted rates as well as monetary donations in order to get the necessary supplies. By teaming up with the Patan Hospital in Nepal, Ashok and Anupa receive their medication free of charge and are able to manage their disease. Through this organization, ten thousand other children now have the medication to do the same.

To find out more about Life For A Child and how to help, visit their website at www.idf.org/lifeforachild.

Dino is a sophomore studying biology

Study Abroad in Rwanda

by Terry Konn

The Rwanda Study Abroad trip is one of several summer study abroad trips planned by the International Education Center for the summer of 2013. The Rwanda program is a unique experience where participants will engage in service learning activities during their 17-day adventure to the east African nation that was devastated by an ethnic genocide in 1994. The nation has come out of the darkness of its past and is working



to rebuild its educational, health care, social, and economic systems. A majority of its citizens are younger than 30 and striving to learn from others to create a peaceful society. Dr. Terry Konn has volunteered there since 2006 and has developed relationships with the Kigali Health Institute and other local organizations. Study Abroad participants will accompany Dr. Konn and Dr. Maria Fernandez (Counseling) to Rwanda in June 2013.



The trip includes learning about Rwanda's history, working with Rwandan college students, experiencing cultural immersion activities, and completing service learning projects. Students can also take Intercultural Communication (SOCI 105) as part of the program.

Participants will go to a local market to purchase food and personal items and negotiate deals. They will learn through exhibitions of traditional dance and music. And they will visit several genocide memorial sites to learn about Rwanda's devastating history and to better understand the culture and the lives of the young citizens who they will meet. Each participant will develop a service learning project that they will implement while in Rwanda. It can be a demonstration of basic first aid, sewing or craft making, a lesson on proper dental hygiene, a music lesson, or an organized environmental clean-up.



Participants will have opportunities to implement their projects at the Kigali Health Institute, at an orphanage, or at a health clinic or a center for needy women with children.



The trip will also include going to a local market to purchase goats and cows for needy families, participating in the building of a water well for a needy village, taking a day safari to see elephants, giraffes and hipopotamuses, and swimming in Lake Kivu. Participants will take a life-changing journey of cultural immersion and service learning.

The trip is slated for June 3 to June 14, 2013. For additional information, you may email Dr. Terry Konn at TKonn@brookdalecc.edu or go to the International Education Center in MAC 114 for an itinerary and program information. Discounted rates are available for those who register before December 1, 2012.

Terry is a Professor of Health Sciences and advisor to S4GC (Students for Global Citizenship)

Are you working on a project either in or out of class that deals with Global Citizenship? If so, please contact us at globalcitizen@brookdalecc.edu. We need your help to inspire others, and your work needs to be recognized!

Incorporating the Global Citizenship Project Into SPCH-115, Public Speaking

by the Speech Communication Department

Persuasive Speech, Honors Public Speaking, Dan Leyes

This semester, with a two-fold motivation, I've integrated a Global Citizenship component into my Honors section of Public Speaking. First, I wanted to provide an opportunity for students to select more challenging topics. Second, the Honors curriculum seeks to "promote global awareness." So it seemed a natural fit.

This worked in my 2011 Honors section for their informative speeches, and now I have expanded the project to include persuasive speeches as well. This way I can more clearly teach the distinction between informative and persuasive general purposes as they develop two speeches simultaneously on the same topic with two different goals in mind.

Specifically, the topics are being selected from the database of organizations provided on the Global Citizenship web page, with additional research being required. I anticipate students' eyes being opened to over two dozen efforts to make the world a better place, planting the seed that we CAN make a difference in our world!

Dan is an Associate Professor of Speech Communication

Informative Speech, Public Speaking, Joan Scocco

I use the Global Citizenship Project for the researched-based Informative Speech in Public Speaking. Students are asked to choose a topic that is global in nature.

They are encouraged, but not required, to choose a topic using the Global Citizenship database on the GCP's web site.



They may choose any global topic that explores a serious issue or global concern; the topic must have depth and breadth. I have found that for the most part, students understand the nature of the assignment, and although they may be apprehensive at first, most step up to embrace the challenge.

The benefits of the Global Citizenship assignment are many. First and foremost, it immediately gets students thinking in a broader and deeper context than they otherwise might, making the assignment more challenging. Most of them like this. At the same time, the guidance in topic selection makes it easier for them to get started. Also, the vast availability of credible, current research streamlines the research component, allowing the student to focus more on speech delivery. Most importantly, I have found some wonderful "aha" moments when students are stunned by their own research or a fellow student's speech as to what is really going on around the world. It's that moment when a student thinks, I always knew or heard about a particular issue, and now I would really like to know more. They want to dig deeper. Better still is the occasional student who follows with a persuasive speech on a global topic because they are inspired to take action to help a global cause.

I am glad to do my small part in changing the world, one assignment at a time. Start small, add value, and grow.

Joan is an Adjunct Instructor and Learning Assistant in Speech Communication

Charity Speech, Public Speaking, Cathy Blackburn

As a warm-up to their persuasive speech, a 5-7 minute speech requiring academic research, students perform a two-minute persuasive speech to convince the audience to contribute to a charity that's found on the GCP web page.

To help assess the credibility of the charity, students are encouraged to use charitynavigator.com, and then complete research on the charity through additional sources.

The day of the speech, a hat (a big deep hat) is passed around and students are asked to contribute some donation – as small as a penny and as large as \$20. Students have been notified about this donation two weeks ahead of time. The money is collected and counted, and the amount announced to the class.

Each student must then persuade audience members to vote to have the class money collection go solely to their charity. Students must incorporate both logic and emotional arguments in their two-minute plea.

After speeches are complete, each student votes for only one charity. The winner is then announced, and the instructor sends the money to the charity with a letter explaining the donation contest.

Note: This is the first time I will be requiring students to use the Global database in the speech. I hope to encourage students to then use the same database to find a topic for the longer 5-7 minute researched persuasive speech.

Cathy is a Professor of Speech Communication



BEADS for Education, Building Schools and Changing Lives

by Debby Rooney

During the spring of 1991, I took an extended trip to East Africa concentrating much of my time in Kenya with the Maasai people and the endangered animals. I was hooked, and I wanted to share my love of Kenya - the endangered animals and people. In conjunction with The African Conservation Center and Wildlife Conservation Center in Nairobi, I helped the Dupoto Women's Group of the Maasai people to refine their traditional handicraft of beadwork and develop a product for market overseas - dog collars. This project provides the women with their primary source of income, and each woman's profit per item has doubled since we began. In 2002 there were 25 women in the collective, supporting over 125 children. By 2010 there were three women's beading groups and many beautiful handicrafts available on our [BEADS for Education](#) website.



Young women of the Maasai people are often forced to marry when they are only about 13 years old. Thirty dollars a month will provide them with an alternative – the opportunity to continue their education. Educating third-world girls is one of the primary methods of reducing overpopulation, improving quality of life, and positively impacting the environment.

In 1998, the sponsorship program for the daughters of the Dupoto Women's Group began with two girls. In 2002, 24 girls attended Kenyan schools through this program. Now in 2012, 320 girls are sponsored from second grade through college. We boast six college graduates, 34 in college, and many more following. All high school graduates continue to work as interns who teach in the remote schools for one year before college. We all love this program, as it helps the communities and gives the interns pride in their work and confidence in themselves. Every year I look forward to seeing the growth of these girls.



One of our first sponsored girls, Florence Maina (above, left), sponsored in 1998 while in eighth grade, has graduated from college, started her career as a nursery school operator, married the man of her choice as his sole wife, and has started her family with

husband Henry and son Blessed. One of our students has just been accepted to medical school and plans to specialize in women's health. Wow! Other interns are studying to become teachers, accountants, veterinarians, and more.

BEADS has been featured in many publications, including Ms Magazine, Elle, O Magazine, and National Geographic, to mention just a few. We work in close conjunction with the African Wildlife Foundation and the Amboseli Elephant Trust. Recently, I was rereading the United Nations Millennium Development Goals (MDG) and had a little thrill in my heart about how much BEADS has achieved toward these goals. I believe most of their goals can be realized through girls' education.

Debby is the Co-Founder of BEADS for Education and one of our presenters at the November 15 Global Citizenship Seminar; Change the World: Educate Its Girls



OUR MISSION:

The mission of BEADS for Education is to improve the status of women in Kenya, Africa, through girls' education and women's business development.

Statistics and Global Citizenship, More Than Just Numbers

by Anoop Ablumalia

I have been teaching Math 131 for more than eight years now. It is an elementary Statistics course where students are asked to collect a small data set and analyze it over the course of a semester. Students have worked on various themes for this project, ranging from sports, to movies, to anything else they are interested in. This fall, during our faculty days, I heard Howard Miller share ideas about the GCP, and I thought the global theme would work well for Math 131. So, I asked Howard to create a data set for me related to certain aspects of countries around the world. I gave him a very short deadline, and he amazed me with a very user-friendly excel sheet that listed 99 nations with their types of government, literacy rates for girls and boys, population size, GDP per capita, etc. I was off to a great start!



I required my students to do a project related to GCP this semester and shared the data that Howard had created. Students were encouraged to find data on their own as well, and they have come up with several interesting questions for their projects this semester including the following: 1) How does a type of government affect the literacy rate for girls in the nation? 2) How does the literacy rate for girls in turn affect the GDP per capita? 3) How does the continent and population size of a nation affect its GDP per capita? 4) How do literacy rates of girls and boys affect by type of economy the nation has? 5) How do the literacy rates of two genders affect each other?

I hope to hear some meaningful reflections from students concerning their data sets and these interesting questions. I have also been actively researching other global issues to keep the GCP theme alive this semester in my Math 131 class. For example, I invited Dr. Cathy Folio (Mathematics) to come to my class to share some interesting graphs about the rising carbon-dioxide levels in the world. It tied in very neatly with lecture for the day, as I had recently introduced students to the measures of central tendency and variation. I am excited about the opportunity to educate myself along with my students on topics that matter around the world. I owe much credit to Howard Miller for this great initiative and for helping me get off to a good start! Thank you Howard! In near future, I hope to discuss these project ideas with other Math 131 instructors to see how the course can be more tied in with current and global affairs.

Anoop is an Instructor of Mathematics

Culture Shock! Understanding International Students

by Lucy Wadych Ketley

When I started to study at Brookdale as an international student, I had to learn many new things as I adjusted to this culture. One of the hardest customs I had to adjust to in the United States was the scare of answering the question "How are you?", which it seemed everyone asked. I remember being terrified in a grocery store when a cashier, a person I had never met, asked. I had no idea what to say.

In Poland, where I'm from, people don't ask you that immediately after they greet you. Strangers never ask how you are. When friends do ask, they really want to know. Another difference is that no one in Poland would ever say that everything is great. People usually complain and say that they are making the ends meet, otherwise they will seem like they're showing off. So as you can imagine, answering "How are you?" was very difficult for me. It took me a long time to understand this cultural difference and adjust to a simple American custom. This is just one of many examples of how international students go through culture shock.

The truth is, all international students are going through the process of culture shock, as do American students who study abroad. Every year we have about 120 international students at Brookdale. They come from all over the world, and make a beautiful mixture of different countries, cultures, and languages. Even though at first they are excited, because everything is new and interesting, soon they start to feel down. This is a natural step in a culture shock process.

The first happy stage is known as the honeymoon phase. Studying in America is a big dream for many international students, so when they begin to live in this dream, everything is great. Unfortunately, the honeymoon ends sooner or later, and students start to realize the disadvantages of being far away from home and far away from a familiar culture. This is called the negotiation phase.

They may experience a language barrier. They start to miss their family and friends. They miss food from home, their language, and all the familiar things that suddenly disappeared from their lives. At the lowest point in the negotiation phase, they may feel



homesick, get depressed, and they may want to go back home. In this stage, students need a lot of support.

The International Student Association (ISA) can be a really place to get that support. They meet people in the same life situation, they make new friends, they don't feel as lonely, and they feel that they belong somewhere. This process is called an adjustment phase. During this stage, students slowly learn to adjust to a new culture, and they develop strategies to cope with difficulties. Eventually they become totally adjusted, find their own place in US, build a network of friends, and America becomes their second home. In fact, many adjust so well that they experience a reverse culture shock going back home after finishing their study - they go through all the stages of a culture shock again.

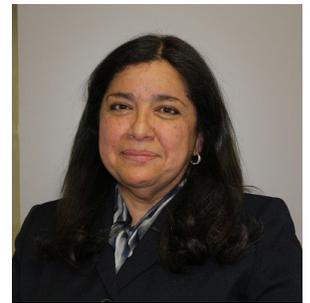
After studying abroad, they will go back home changed, richer, more mature, and with a wider perspective on the world. They will have new routines, expectations, etc. and their friends and family will have to accept them with all these changes. Eventually students will adjust again to life at their home country, whether or not they begin asking everyone they meet, "How are you?"

Lucy is a Coordinator in the International Education Center and has been an Adjunct Instructor in the Art Department

Brazil Partnership Efforts—Our Process Has Just Begun

by Oly Malpica Proctor

What comes to mind when we think about Brazil? For many, it would be their world class soccer and beautiful beaches, or maybe you think of deforestation and the impoverished favelas of Rio de Janeiro. These images, however, are insufficient to define the Brazil of today. While the United States and Europe go through hard financial times, Brazil has become one of the fastest-growing economies in the world. According to the World Bank, Brazil now is the world's sixth-largest economy, making it an important factor in the global economy for years to come. The 2014 Soccer World Cup and 2016 Summer Olympic Games will be held there, so Brazil is accelerating its development and modernization, including updating its educational system and investing capital in international exchange programs. It follows that we need to discard old notions and ensure that our students are exposed to current global realities.



Establishing a partnership with a Brazilian institution is a forward-looking way for Brookdale to keep pace with the ever-developing future. Janice Thomas (International Education Center) and I have acted as co-chairs of the Brazil IAPP Brookdale Steering Committee which, for the past year, has been participating in a series of activities facilitated by the Institute of International Education's (IIE) International Academic Partnership Program for Brazil. These efforts are designed to help institutions develop strategic and sustainable partnerships in Brazil.

I am happy to report that it has been a busy and productive year for all of us involved in the Brazil IAPP Steering Committee. During the year the committee engaged in a process of learning about Brazilian culture and education as well as Brookdale's strengths and weaknesses as they relate to supporting partnerships with Brazil. We worked closely with IIEE, which allowed us the benefits of their past experiences as well as mentorships. Last April, Dean Nancy Kegelman and I participated in a fast-moving six-day tour of Brazilian colleges and universities. We met representatives from a cross-section of Brazilian educational institutions, the Fulbright Commission, and State Department officials in Brazil and had the opportunity to establish connections with the eighteen other institutions in the IIE visiting cohort. Wherever we went, Nancy and I saw great enthusiasm for what is currently happening in Brazil: initiatives supported by a government interested in improving Brazilian education through the development of partnerships with institutions all over the world.

As the year of work comes to a close, the Steering Committee is ready to make specific recommendations for positioning Brookdale for fruitful partnerships with Brazilian institutions, relationships that are mutually beneficial and create opportunities for our students, faculty, and staff to participate. These partnerships will be designed to be sustainable and consistent with Brookdale's mission and internationalization goals.

Opportunities are plenty, and the time is now. Paulo Coelho, one of Brazil's most acclaimed novelists, once said, "Be brave. Take risks. Nothing can substitute experience." As the Committee presents its recommendations, *we invite you all to get involved*. You could be soon welcoming exchange students and faculty or participating in other activities related to this initiative. To make this initiative a success, we all need to take an active part in this partnership effort.

Oly is an Assistant Professor of Mathematics



BROOKDALE COMMUNITY COLLEGE

The Global Citizenship Awards

by Howard Miller

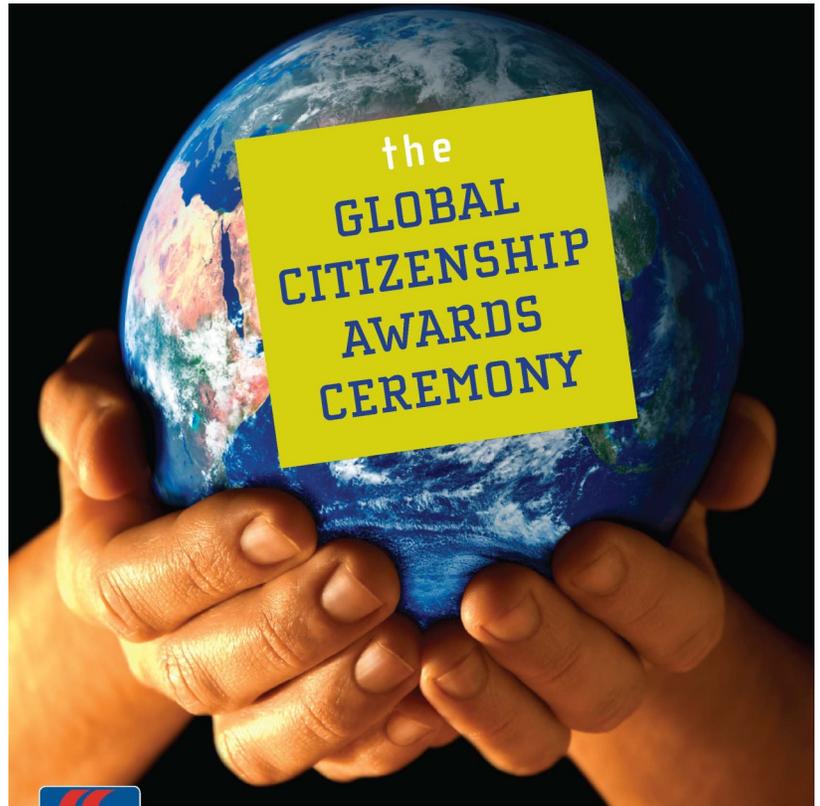
One of the highlights of my year in 2012 was our second annual Global Citizenship Awards ceremony. Awards were given to students nominated by their instructors for outstanding work on globally oriented assignments. Students brought with them to the ceremony their beamingly proud families, as many of them received their first ever academic awards.

You might be wondering how one of your students can win a Global Citizenship Award. Actually, it's quite simple. All you need to do is contact me, discuss with me an assignment in your class that deals with a current global issue, and e-mail that assignment to me so we can use it for our GCP web site. Then you nominate the student from your class who did the very best work on that assignment. There's nothing more to it.

Last year we had winners from disciplines as diverse as Interior Design, International Business, Chemistry, and Public Speaking. If you have a globally oriented assignment in your class, your students could well be eligible for a Global Citizenship Award.

I'm very much looking forward to our third ceremony next April so that I can see that pride and congratulate our students once again. I hope to see you and your students on April 11 in Twin Lights for this wonderful evening!

Howard is an Assistant Professor of Speech Communication



BROOKDALE COMMUNITY COLLEGE

THURSDAY, APRIL 11, 2013; 7-9pm

Student Life Center, Twin Lights Rooms

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BROOKDALECC.EDU**

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GLOBAL CITIZEN PROJECT
NEWSLETTER

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International and Global Citizenship Project Events

- October 23: Hawaii Study Away Information Session, Tuesday, 11:45, MAC 207
- November 1: Bermuda Study Abroad Information Session, Thursday, 11:45, MAS 228
- November 5: Combined Faculty Led Study Abroad Info Session, Monday, 6:00, MAN 106
- November 6: Rwanda Study Abroad Information Session, Tuesday, 12:00, MAN 106
- November 13: Step Afrika Show, Tuesday, 11:45, PAC
- November 13: Passport Cinema Series; Dinner (Culinary Education Center, 101 Drury Lane, Asbury Park, 5:15) and a Movie, (*Central Do Brasil*, The Showroom at Asbury Park, 700 Cookman Avenue, 7:30)
- November 15: Hawaii Study Away Information Session, Thursday, 11:45, MAC 207
- November 15: Global Citizenship Seminar; Change the World: Educate Its Girls; 1:00, Navesink 1
- November 21: London Study Abroad Information Session, Wednesday, 12:00, MAC 110
- November 27: London Study Abroad Information Session, Tuesday, 12:00, MAC 110
- November 29: Rwanda Study Abroad Information Session, Thursday, 12:00, MAN 106
- December 4: Hawaii Study Away Information Session, Tuesday, 11:45, MAC 207
- December 5: London Study Abroad Information Session, Wednesday, 12:00, MAC 201
- December 6: Bermuda Study Abroad Information Session, Thursday, 12:00, MAS 228
- December 10: London Study Abroad Information Session, Monday, 12:00, MAC 110
- December 11: Rwanda Study Abroad Information Session, Thursday, 12:00, MAN 108