

OSOGLOBAL

VOL. 1 **No. 2**

Table of Contents

Page 2
Was it something I said? Communicating on a global scale
Page 3
A day in the life of an African child Better understanding in diverse communities
Page 4
Where in our world
Page 5
Where in our world
Page 6
Cole Casper's blog from France (continued) CL Spotlight: Lauren Castro OsoGlobal staff
Page 7
Living and Learning featuring the Lingo Suite
Page 8
Senior Accomplishments Save the date Ambassador Recognition



Photo by Cole Casper

Cole Casper took photos and blogged about his experience at Versailles Palace. This photo is of the palace walls.

Crossing borders and making friends

by Cole Casper

Cole Casper spent five months walking the streets of France. His goal was to make friends. This is an excerpt from the blog he kept on his trip:

Today was so much fun! It is Thursday and we have the day off, so my friend Marie asked me to go to Versailles Palace with her.

We left this morning for Paris before noon and got to Versailles at around 4 p.m. It was my second time to ever be in Versailles. The last time was over five years ago, so I really wanted to see it again.

At Versailles, we saw the inside of the palace and were able to take some cool photos. While we were there, I got in trouble three times.

The first time I was looking out of a window and the little kid inside of me was telling me to open it.

So as I'm in the process of opening this window a woman's voice says, "NON! S'il

vous plaît monsieur!" (No please sir!)

The next time was when I saw a sign that said do not enter. I didn't understand why it said not to enter because I saw several people in the room. So, I entered. I didn't get very far before a woman signaled me to the entrance. Oh well.

The third time was when I saw that a barrier had been slightly moved and I followed some other "naughty" people into a forbidden area. Marie came with me and we took some photos of the "forbidden" rooms.

When we got to the end of the "forbidden" tour a man approached me and asked if I had moved the barrier. I told him that it was already moved and he kicked us out of the area. I wanted to go back into the other parts of the palace and say, "We saw something you didn't see! Na na na na boo boo!"

After we walked through the palace we went out into the gardens and walked around. (Continued on page 6)

Huh? Was it something I said?

How to understand and respect cultural differences to avoid offending people



Rena Lester

Students in the Global Community Engaged Learning Group brought their personal “stories of cross-cultural conflict” into class and wrote them up as “critical incidents.”

The stories illustrate misunderstandings between people from different backgrounds. They target “red flag” moments—the moment when you realize that something went wrong, but you’re not sure what!

Visiting other countries opens doors for people to try many new things, for example, foods and interactions with natives. Unfortunately, the cultural differences can sometimes create problems.

When I went to Costa Rica for the second time, I was much more comfortable staying in a host home than I was the first time I did. I stayed in a house with a single mom and her two daughters, one in high school and the other in elementary. My host mom was a wonderful cook, and every meal was delicious.

However, the portions she gave me to eat were absolutely huge! She always served me at least double of what she and the other girls ate. In the United States this would not be an issue, because if I had too much food I would just eat what I could and toss the rest.

In Costa Rica, not eating everything on the plate is disrespectful to the cook. Thus, I felt obligated to eat everything before leaving the table. Not only did it take me longer to eat, creating an awkward situation because the other girls were watching me eat, but it got to the point where I dreaded the meals.

After a couple days of this misery, I would tell my host mom, “un poco,” or just a little bit, of each dish that we were going to be eating. However, she would continue to pile on the food. What is the problem here?

1. My Spanish was so bad that my host mom did not understand what I was asking her.
2. My host mom was trying to take care of me by being hospitable and giving.
3. My host mom knew she was a good cook and was showing off her cooking skills.
4. Because the United States is considered the “fat nation,” my host mom thought that I fit into the stereotype and always ate a lot of food.

Dear Reader: Make your choice. Then, visit the Global Community website to find the best answer. Explanations for why each answer was correct or incorrect will be given. Global Community website: www.baylor.edu/gcllc

“My critical incident taught me to always keep an open mind with regards to other cultures and to not make haste judgments when something appears ‘weird’ to me.”
-Tiffany Kell

“My critical incident made me more aware of cultural diversity, and how easy it is for miscommunications to occur in a culturally diverse situation.”
-Caty Hirst

Global communication matters By Caty Hirst

The Global Community Engaged Learning Group (ELG) had the privilege to welcome BJ Goergen, a former Baylor student and former member of the Bush Administration.

Goergen helps facilitate communication between U.S. companies and foreign countries. She talked to the students in the ELG about the importance of global communication, in addition to giving them some helpful hints to adhere to when working or serving on a global scale.

First, she stressed the importance

of patience. People in America, according to Goergen, tend to be very impatient and this hampers their ability to communicate on an international level. This impatience promotes a very negative view of the United States, and Americans themselves.

She also stressed the need for students to understand the culture they are trying to communicate with. Every culture has different means of communication, from America’s very fast-paced Internet based communication,

to more primitive cultures, which still base their communication on oral culture. Goergen states, “People are really people,” no matter how they communicate or the culture they live in.

Abigail Risner, a student in the ELG enjoyed the lecture greatly.

“I could relate to her more because she was closer to us in age...It made me think that study abroad is not just an opportunity to have a good time and then not affect your life again, but it can make a difference,” she stated.

Student research explores diversity in Waco communities and high schools

By Noelle Yaqoub

Five Global Community students are working on individual research topics that could produce important information for better understanding diverse communities.

These students presented their topics at the Texas Foreign Language Association (TFLA) conference in Waco this March.

The students include Megan Boyd, a sophomore in the Global Community Living and Learning Center (GC-LLC); Kimberley Gibson, a freshman in the Engaged Learning Group (GC-ELG); Helena Hernández, a sophomore in the GC-LLC; Jacob Murray, a freshman in the GC-ELG; and Stephanie Rivera, a freshman in the GC-ELG.

Each of the students have surveyed and interviewed individuals on the Baylor campus and in the Waco community. They presented their preliminary findings to teachers at the TFLA conference. After the presentation, the students were asked to provide updates on future developments in their research.

The topics chosen by the students vary by their individual interests.

The two main topics include health-care and education. Boyd and Hernández chose to research different aspects of healthcare. Boyd's research involves looking into how different people feel about health care and what forms of health care they like best.



Photo by Janet Norden

Helena Hernández, Megan Boyd, Kim Gibson, and Stephanie Rivera pose for a picture at the TFLA conference. Along with Jacob Murray, they were the primary investigators in the URSA research project.

Hernández is researching alternative health care and what members of the Hispanic community prefer.

Gibson, Murray, and Rivera have chosen to research education. Gibson has asked high school students questions about how often they read and what they enjoy reading the most. Murray surveyed high school students' interest in business and furthering their education. Rivera asked the students about their experience with technology and their reading habits.

The students have declared long-term goals dedicated to their topics and plan to look into previous research

on each of their subjects.

Undergraduate research can be valuable when applying for graduate schools. Schools like the University of Arkansas require competitive research and high grade point averages. Ninety-eight percent of the graduate students accepted at John Hopkins University have undergraduate research experience.

The student's are supported in part with funds from the Baylor Undergraduate Research and Scholarly Achievement Small Grant Program and the vice provost for research.

Glance into the life of a child in Africa through student projects

by Natalie Moore

Jesus Ondo Tang is an 11-year-old boy in Equatorial Guinea, a country in West Africa. Jesus lives in a small house made of sheet metal in a city near the capital of the Island of Bioko. His first name is Jesus because, like 87 percent of Equatorial Guineans, his family is Roman Catholic. His middle and last names the tribal names of his mother and father.

Everyday, Jesus wakes up and helps his mother get water from the well and wakes up his four brothers and sisters. They wash up and walk to school. Because Jesus is the oldest child, he must help take care of his younger siblings.

Jesus will probably stop going to school in a couple of years because only few children in Equatorial Guinea go to secondary school. Jesus and the other students learn Spanish while in school, the official language of Equatorial Guinea.

While her children are at school, Jesus' mother works harvesting yams and then tries to sell them. Jesus' father goes into the capital to look for a job fishing. Unemployment is high in Equatorial Guinea. Sixty percent of its citizens live in poverty due to the political instability from a corrupt dictator.

After school, Jesus will play soccer with his friends. Soccer is a popular sport in Equatorial Guinea. Then Jesus will go home and eat a meal of rice, yams and fish with his family.

Where in our world



Country of origin:

South Korea

Major: Biology/Pre-Dental

Minor: Chemistry

Favorite American Food:

“Hamburger and French Fries.”

Favorite Food from Your County: “Galbee.”

Your feelings about Baylor: “I like the campus and people. I think coming to Baylor was a good decision.”

Best thing about being here: “When I lived in Korea, there were almost no opportunities to meet people from different cultures, unlike the United States where people from all over the world build the community. Meeting new people and learning their cultures are interesting, and it broadened



my perspective.”

Hardest adjustment:

“Language is the hardest thing that I am facing every day, since I am not quite fluent in English. Public speaking is one of the things I fear the most. When communicating with people, it is hard to express my thoughts thoroughly and correctly. Secondly, the difference in race. I have experienced racial discrimination from some people, and it still remains as a scar in my mind. Because of these, sometimes I cannot get rid of the preconceptions towards others from different cultural backgrounds. However, going through these hardships made me grow and be more consid-

erate towards others. I always try to thank God about my situation.”



Country of origin:

Philippines

Major: International Studies, Pre-Med

Minor: Chemistry, Anthropology

World

The Global Community is helping to bridge cultures and break barriers among international students at Baylor.



Country of origin:
Ecuador
Major: Biology
Minor: Chemistry

Favorite American Food:
“Baby back ribs.”

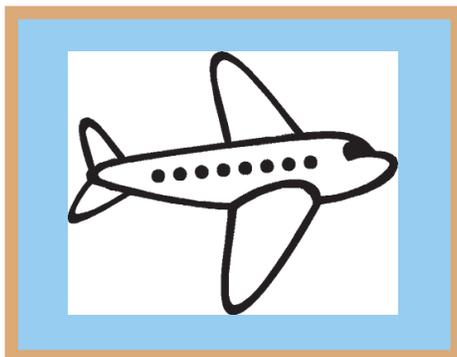
Favorite Food from Your County: Philippine mangos, tuyo at daing (salted dried fish), itlog na maalat (salted eggs), laswa (hard to explain, but it has prawns in it), guinataan (also hard to explain, but it's a dessert with coconut milk in it) and Jollibee (our version of McDonald's).

Your feelings about Baylor: “Don't settle for what's convenient, dare to explore your choices. I did, despite the fact that the odds were against me, and now, I'm here.”

Best thing about being here: “It's a simple formula:

Work hard, and you'll get to where you want to go. In the Philippines, you need money, connections, brilliant brains, and beauty, in addition to hard work, to get somewhere.”

Hardest adjustment: “This place is so different from my home, but I have to learn to like it because this will be my new home.”



Favorite American Food:
“Macaroni and Cheese, Corn-dogs.”

Favorite Food from Your County: “Fritada.”

Your feelings about Baylor: “It's a nice experience and just the university itself is beautiful, however it is a big challenge.”

Best thing about being here: “The people.”

Hardest adjustment:
“Leaving my family, my culture and my food.”

Explore your world!

CL's blog describes his trip to the French palace Versailles

(Continued from page 1) It was a beautiful day!

When we got tired we decided to find a boulangerie and get a baguette.

We found the boulangerie and baguette and then walked back to the train station to see if we could exchange our ticket for a later ticket back to Caen.

When we looked at the time tables, we discovered that we already had the latest ticket. So, we had to hurry to get back into Paris and to our train.

While we were waiting for the train to take us back to Paris we ran into a very nice old lady who insisted that we sit with her on the train. She was SO nice! She talked with us for a while and asked us all sorts of questions.

When we got off at the station in Paris she decided to walk us to the metro to show us how to get to our train for Caen. As we were walking she decided that we needed to hurry so we wouldn't miss our train. She started walking so fast and weaving in and out of

people that Marie and I almost lost her.

When we got to the metro she kissed us goodbye (the French always kiss on the cheeks when they say goodbye) and wished us a bon voyage. We made it to our train on time and enjoyed a nice relaxing ride back to Caen.

I was happy to have gotten to spend the day with Marie and enjoy Versailles! Tomorrow I'm going to the Loire Valley to meet up with my friends from Baylor and see the châteaux (castles).

CL shares experiences with cultural diversity

by Lauren Castro

I am a Speech Pathology major from Highlands Ranch, Colo. My family is Hispanic with roots in both Mexico and Costa Rica. I grew up speaking English in my home, but always heard Spanish from extended family.

I first visited family in Costa Rica at age 9 when I took a trip with my mom for three weeks. So, at that young age I had already experienced culture shock. I knew that a semester abroad in Europe would require a difficult adjustment to the lifestyle and culture of Europe.

Through the Baylor in Maastricht program, I traveled to the Netherlands and 16 other countries with 40

other Baylor students and a Baylor professor.

I quickly learned about the strategies of planning trips to countries like train and hostel reservations. I also was quick to experience the most trying component of all, travel companions.

If you are planning to travel abroad,

know that problems and disagreements will arise and the most difficult obstacles can come in the form of conflict with other Americans.

Be ready to see and experience different ways of life. The Netherlands is a densely populated country and the Dutch love to ride bikes. There are more bikes than people in the country! I was terrified to ride a bike and had to learn that I had the right of way before a car because I had to ride out into busy traffic.

Learn from history what these countries have to offer! I took 14 hours of history courses and I gained so much from studying this it while living abroad.

My assignments involved trips to different palaces and writing papers connecting the home I saw

with the biographies of monarchs that I had read about. It was amazing to see such a living history before my eyes!

I received a pleasant surprise when I traveled to England. My aunt is British and she put me in contact with her brother and his wife who live near London.

Richard and Susan warmly welcomed me into their home and I learned so much from the wisdom they had to offer. Each night Susan served meals and discussion always arose concerning the

"It was amazing to see such a living history before my eyes!"

differences in our eating habits, traffic laws and even general hobbies and lifestyles. Conversations at that dinner table are memories that I will cherish for the rest of my life.

I gained a lot of respect for my aunt through this trip. I learned about where she came from and how far she ventured from home to marry my Costa Rican uncle. She moved to a culture so distant from her own.

Willingness to face cultural differences may lead to culture shock, but the knowledge and experience gained from my study abroad provided me a deeper context to understand myself.



Lauren Castro

Osoglobal Staff

Editors

Lauren Mickens
Neely Guthrie
Carolyn Bryan
Noelle Yaqoub

Global Community Staff

Janet Norden, director of the GC-LLC and GC-ELG
Emily Rodgers, graduate program director of the GC-LLC

Contributors

Rena Lester Natalie Moore
Cole Casper Lauren Castro
Cathy Hirst

Living & Learning

A place that makes a difference

What better way to prepare for worldwide leadership and service than by integrating international thinking and acting into daily life?

Through the Global Community Living-Learning Center (GC-LLC), students immerse themselves in a cosmopolitan experience that concretely and innovatively connects them with the international people, interests and curriculum of Baylor University.

Because borders are becoming less visible and technology is making business and communication easier, students must be prepared to participate in a global society.

Students with the common interest of learning about other cultures have the opportunity to live and learn with a group of their peers.

At the heart of a student's residential experience is language immersion.

Inside the immersion experience are Lingo Groups, which are comprised of domestic and international students who work as a small community within the greater community of the GC-LLC.

Each suite is dedicated to a specific non-English language, which is the "house language." The academic year 2008-09 offered four languages, Spanish, French, Japanese and Korean. This year, the GC-LLC has expanded to seven, also including Vietnamese, German and Russian.

Lingo Group members provide support for the language immersion experience and ensure the environment is one where learning is flourishing.

for meals, discussions and language practice.

Through the GC-LLC, students will form lifelong friendships across borders and become accomplished leaders ready to take part in an international marketplace.

The mission of Baylor University is to educate men and women for worldwide leadership and service by integrating academic excellence and Christian commitment within a caring community.

As a place where differences are celebrated, this community also provides an opportunity for students to learn, be challenged and make a difference. Live out your learning in a diverse community!

Live out your learning in a diverse community.

The group meets occasionally with a designated faculty partner from the Modern Foreign Language department and regularly as a group for social opportunities.

Native speakers and language learners reflect on cultural, political, social and spiritual topics together and are encouraged to invite their GC-LLC neighbors or friends outside of the program



Photo courtesy of Emily Rogers.

Adam Nedella represents the GC-LLC in the Homecoming Parade.

Getting a closer look

The GC-LLC allows students to explore other cultures in a group, yet is customized to meet their specific academic needs and personal interests.

As a group, students will:

- Live with internationally minded friends and learn about cultural backgrounds
- Immerse themselves in their chosen language (suite and lingo groups)
- Take core classes to enhance their understanding of the world and its peoples
- Gain a deeper understanding of their spiritual beliefs as they learn about other belief systems
- Receive and give mentoring
- Develop leadership through community service

- Take part in the program for two or more years

On their own, students will:

- Tailor their plan of study
- Choose their own interests, major and career paths
- Work with advisors to customize their academic work for a global impact
- Select optional courses in a foreign language
- Choose topics to explore for seminars and workshops that excite them
- Plan for and study abroad for a summer, semester or year
- Report back to the GC-LLC about their experiences abroad
- Network and grow within and without the GC-LLC to create a daily life that is in touch with their intercultural interests.

Honoring Global Ambassadors

The Honorary Global Ambassadors were chosen by the Global Community Directors based on their initiative in learning about different cultures, being completely involved and making this community one of their own.



Lauren Castro and Cole Casper were selected as honorary Global Ambassadors at the first Global Community Banquet.



A group that took risks

Seniors

May 2009
Graduates

Cole Casper
Lauren Castro



December 2009
Graduates

Anna Castleberry
Kenyada Kennon
Christine Hersh
Mario Norton

Accomplishments

Distinctions of Consuls of the Global Community
Jacob Murray and **Natalie Moore**

For his hard work and placing in both the Dallas Regional Japanese Speech Contest and the Texas State Speech Japanese Contest in Houston
Josh Greene

Save the date!

Nov. 4, 2009
Global Fair