



Universitas

Universitas -atis f. [the whole, total, the universe, the world, the university].

March/April/May 2011

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STUDY ABROAD PANEL



Returnees from study abroad programs on almost every continent participated in "Tales from Abroad: Students Who Have Lived to Tell," a panel to promote studying abroad. Tales from Abroad, on Monday, February 7 in the HUB Ohio Room, was part of the Six O'Clock

Series. Despite a small audience, the presentation was a success with a lot of audience engagement. Panel members included:

- Kimberly Brown (Psychology; studied at the University of Worcester in England on IUP reciprocal exchange)
- Megan Keenan (French; studied at Université D'Angers, France through ISEP)
- Carley Lee-Lampshire (Political Science/Pre-Law; studied at La Trobe University in Melbourne, Australia through AustraLearn)
- Jamie Mead (Anthropology; studied at Yarmouk University in Amman, Jordan on IUP reciprocal exchange)
- Bradley Ray (Communications Media; studied at Karlstadt University in Sweden on IUP reciprocal exchange)
- Tara Swiklinski (Communications Media; studied at the American University of Bulgaria through ISEP)
- Tierra Thorne (Psychology; studied at the University of Worcester in England on IUP reciprocal exchange)
- Lauren Young (Marketing; studied at the the University of Macau on IUP reciprocal exchange)

Thank you to all those who took part! ■

IUP OFFICE OF INTERNATIONAL EDUCATION
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INTERNATIONAL UNITY DAY: MARCH 26

On March 26, the Office of International Education will sponsor the annual International Unity Day. We invite students from each country to display the best of their country through photos, clothing, and activities and, most of all, FOOD!

The purpose of International Unity Day is to make the university and general community aware of the diversity of culture we have at IUP. International Unity Day is a day that we can share, learn about and gain appreciation for all of the different cultures the world has to offer, with the help of IUP's international students.

Who can participate: All international students, faculty and staff!

When: March 26, 2011

Where: The HUB

How to participate:

Applications will be available in the OIE for all who are interested on February 28. The applications will also be available online on the OIE website.

Applications are due back in the OIE by 4:30 p.m. on March 14, 2011. \$100 will be given to those who wish to participate to spend on food. Students may share a table with another country if desired.

We are also looking for students to help with entertainment, children's activities, and setting up.

First time? Want to learn more? Contact Elizabeth Solomonides at e.e.solomonides@iup.edu.

WELCOME BACK

FROM THE OFFICE OF INTERNATIONAL EDUCATION!

We hope you had a wonderful spring break and are refreshed and renewed for the second half of the spring 2011 semester!

A quick reminder of our office hours and functions:

The OIE is open from 8:00 a.m.-12:00 p.m. and 1:00-4:30 p.m. Monday-Friday.

The OIE has advisors and administrators to help international students maintain their legal status as they study, travel and work in the U.S. We can offer guidance and suggestions if you encounter difficulties during your time here, and we can advise you on the resources available to you.

The OIE is also the center for study abroad, offering twice-weekly workshops on general study abroad questions and one-on-one meetings with study abroad advisors by appointment.

Enjoy the rest of your semester! Good luck with finals! ■

2010-2011 SCHOLARSHIP RECIPIENTS

Congratulations to the recipients of the 2010-2011 International Education scholarships.

Jerod Elias (Senior, International Studies/Anthropology & Religious Studies) of Northern Cambria received the Laposata Scholarship for a semester in Granada, Spain.

Stephanie Linker (Junior, Fashion Merchandising) of Reistertown, MD, received the Carone Scholarship for study abroad in London, England.

Olivia Sears (Senior, Anthropology/Chemistry) of Hanover received the Geletka Family Scholarship for study abroad in Gabarone, Botswana.

Congratulations also to Jenna Bubna, Aaron Chiang, Kaitlyn Halsell, Kimika Hudson, Dana Lombardo, Olivia Sears, Kristina Stiger and Jennifer Yasechko, who were awarded the International Education Scholarship by the OIE. ■

UNIVERSITAS IS MOVING ONLINE!

The OIE will no longer print copies of *Universitas*. Instead, the newsletter will be available in PDF form on the OIE website. We will also be emailing the link.

COLLEEN GOES TO CUERNAVACA

Colleen Garten, United States / Undergraduate, Spanish



Living with a family in Cuernavaca was a fantastic experience and a great way to learn about Mexican culture. My mama was an amazing cook and she loved to bring us into the kitchen to show us what she was doing. My roommates and I learned a lot about traditional Mexican cuisine from her.

Living with a family was also great for improving my language skills. At lunch we would eat with mama while watching game shows. She would explain words we didn't know and we were able to play along with the program.

For Father's Day we went to a family party. It was incredible to observe



their culture through the food, dances and social interactions of family members.

Study abroad opened my eyes to another culture and made me more independent. I studied Latin American culture for years, but now I have a deeper understanding and appreciation for it.

I have lived on my own for years now, but living in Cuernavaca made me realize how independent I can be. I am so proud of myself for being independent while speaking a second language. Even issues concerning Mexico and Latin America as a whole seem more personal to me because I made such strong connections with my family and teachers abroad. 🇲🇽



ADDIE IN ENGLAND

Addie Gordon, United States / Undergraduate, Art



This past summer, I studied abroad in England. I studied art history at the University of Cambridge and later stayed in London, visiting world-renowned museums.

While looking through my pictures, I came across this shot taken of me in front of the St. John's College entryway gate in Cambridge, England. The picture shows how I was not only dwarfed in size by all of the surrounding history, but also suggests the overwhelming availability of knowledge.

The summer school at Cambridge was taught by some of England's top art history experts. Each class I attended gave me new insight on a specific topic. One of the main speakers, Rupert Friend, discussed the meanings of symbols on European buildings.

For example, St. John's College has the arms of its donor, Lady Margaret Beaufort, including the rose and the portcullis found on the left and right sides (respectively) from the center. The center holds the college arms, indicative to any person living in the city at the time of the college's creation, because many could not read, but were well versed in the symbolism.

Understanding these meanings enhanced my stay, as I was able to properly interpret my surroundings. Many of the symbols discussed in lecture were also prevalent in London. By looking at a building's arms or royal symbols, I could tell which ruler commissioned it, and therefore its specific place in history.

I was also able to explore many museums in London, such as the Tate Modern and National Gallery. In both museums I was able to associate and

apply the knowledge I had attained from my special subject courses in Cambridge with the paintings housed in both institutions.

At Tate Modern I saw the vivid colours of the German Expressionists and at the National Gallery I saw the Northern European influence on the Italian Renaissance. Learning about these artistic movements and later viewing the works in person made my studies much more meaningful.

While in both Cambridge and London, I was constantly exposed to the living history of art, rather than stills on a slideshow. Both cities that I visited, intermixed old and new architectural styles, creating scenery that emphasized the necessities of both. This culture has taken pride in preservation and has made it a main priority for centuries. This idea of (art) history as a part of everyday life reinforced my need to both cherish my experience and increase art's role in my own life. 🇬🇧



A NEW EXPERIENCE: AN MBA AT IUP

Cynthia Cavero Avalos, Peru / Graduate, Master of Business Administration



I am a Peruvian graduate student. I am so excited to start an MBA in a new country, and at IUP, a well-recognized university. During the last months I spent in Peru, I was anxious to begin at IUP: a new life, new people and new goals.

Things didn't go smoothly at first when I arrived: I had problems on my way to Miami and Pittsburgh. Once I finally reached Pittsburgh, I slept for hours in the airport until the IUP

shuttle picked me up. It was a really long trip. At that point I was worried - things weren't going as I'd pictured them.

However, once I met my peers, the assistants at the Office of International Education, my great professors, I had seen the residence halls on campus, it was evident that IUP was as great as I had envisioned it.

I've never lived in on-campus dorms before. During my undergraduate education at La Molina Agrarian University, there were no residence halls. Most people live at home with their families. People don't tend to move out of their parents' homes until around age 30. I was surprised by how natural it is for Americans to move far from their homes. This shows an independence I hope to develop with time.

The dining halls at IUP are huge. In my opinion, Foster is the best. And, because the Student Co-Op has a free fitness center, you don't have to feel guilty about the excess calories! The relatives I have in America told me that food here isn't as good as Peruvian food, but in the time I've been here I love American food.

There's no snow in Peru. I arrived in Indiana in January 2011, so snow and ice storms seem to be the norm on campus. I'm not yet used to the cold weather, and had only ever seen snow on television before moving to America. Seeing it in person was exciting and fun.

I'm just starting my American adventure, and it looks promising. 🇺🇸



TASTY TABOULEH!

By Amar Jaamour, Syria / MA-Teaching English as a Second Language (TESOL)

Tabouleh is a Mediterranean dish. Specifically, it's from Syria and Lebanon. I love this dish so much since it is very fresh and healthy, very easy and, most importantly, because it was the first dish I prepared all by myself when I was a little kid. My mom helped me of course!

Ingredients:

1. 2 bunches of fresh parsley (1 1/2 cup chopped, with stems discarded)
2. 2 tablespoons of fresh mint chopped

3. 1/4 medium onion, finely chopped.
4. 3 medium tomatoes, diced
5. 1/2 tablespoon salt (add to taste)
6. 1/4 cup bulghur, fine grade
7. 6 tablespoons lemon juice
8. 6 tablespoons of extra virgin olive oil.
9. Romaine lettuce to line serving bowl (optional)

Preparation:

-Soak bulghur in water for 1 1/2 to 2

hours in cold water until soft (some people soak it in lemon juice and then they don't add any lemon juice for the final dish!).

- Combine all ingredients, except for the salt, lemon juice, and olive oil.

- Line serving bowl with romaine lettuce. Then mix all the ingredients together with the salt, lemon juice and olive oil.

Serve immediately or chill in refrigerator for 2 hours before serving. Enjoy! 🍴



INTERNATIONAL UNITY DAYS PAST



STUDY ABROAD COORDINATORS:



MS. JAY HALCHAK

Jay is the coordinator for:

- Programs in Oceania (Australia, New Zealand) Latin America, and Europe, including ISEP programs in those countries.
- Third-party affiliated programs: CEA, Study Abroad Italy, AustraLearn, and AIU.
- Independently Arranged programs.
- Amizade, global service-learning opportunities.



DR. MICHELE PETRUCCI

Michele is the coordinator for:

- Programs in Africa, Asia, and the Middle East including ISEP programs specific to these regions.

JOB SEARCH DATABASE INFORMATION

H-1B visas allow non-U.S. citizens to work in the United States for a period of time, generally two to three years. The visa must be sponsored by the company for whom the non-citizen will be working. The OIE offers packets of information on pursuing an H-1B visa; please contact us to receive one.

The Career Development Center has subscribed to five industry databases of companies with a strong history or an express policy of sponsoring internationals for H-1 visas. Students can access these databases on and off-campus. The databases are grouped by student major:

- Administration: ADMIN-H1B
- Business: BUSI-H1B
- Computer Science: CS-H1B
- Linguistics: LANGUAGES-H1B
- Math & Physics: MATH-PHYSCI-H1B

Duration: 12/16/2010 - 12/15/2011 (12 Months)

Username: users@iup.december2010 and Password: users

Also, please note the following helpful tips:

- (1) There should not be any spaces before or after username/password (a common situation when highlighting/copying/pasting from an e-mail message)
- (2) Username/password are case sensitive
- (3) Make sure you are trying to log into ONLY the database(s) you are authorized to access (H-1B or GC).

What's Going On?

AT THE OIE, IUP, AND BEYOND

MARCH 2011

TUESDAY, 1	Study Abroad Information Session 12:15 - 1:00 p.m., OIE Conference Room
TUESDAY, 1	International Unity Day Information Meeting 2:00 - 3:00 p.m., OIE Conference Room
WEDNESDAY, 2	International Unity Day Information Meeting 2:00 - 3:00 p.m., OIE Conference Room
MONDAY, 7 - FRIDAY, 11	Spring Break - No Classes
SUNDAY, 13	Foreign Film: Treeless Mountain (South Korea), 7:00 p.m. and 9:00 p.m., Sprowls Auditorium
SUNDAY, 13	Daylight savings begins (set clocks forward one hour)
MONDAY, 14	Study Abroad Information Session 3:30 - 4:15 p.m., OIE Conference Room
MONDAY, 14	International Unity Day Booth Applications Due by 4:30 p.m. to the OIE
TUESDAY, 15	Study Abroad Information Session 12:15 - 1:00 p.m., OIE Conference Room
MONDAY, 21	Spring 2011 Midterm Grades Available on URSA
TUESDAY, 22	Study Abroad Information Session 12:15 - 1:00 p.m., OIE Conference Room
TUESDAY, 22	Tax Workshop for International Students, 10:00 - 11:00 a.m. and 2:00 - 3:00 p.m., OIE Conference Room
SATURDAY, 26	International Unity Day 12:00 - 3:00 p.m., HUB
SUNDAY, 27	Foreign Film: The Maid (Chile), 7:00 p.m. and 9:00 p.m., Sprowls Auditorium
MONDAY, 28	Study Abroad Information Session 3:30 - 4:15 p.m., OIE Conference Room
TUESDAY, 29	Study Abroad Information Session 12:15 - 1:00 p.m., OIE Conference Room

APRIL 2011

FRIDAY, 1	Tax Workshop for International Students, 10:00 - 11:00 a.m. and 2:00 - 3:00 p.m., OIE Conference Room
FRIDAY, 1	Deadline for Summer and Fall 2011 Study Abroad Applications
FRIDAY, 8	F-1 Off-Campus Work Permission Workshop
SUNDAY, 10	Foreign Film: Unmistaken Child (Tibet), 7:00 p.m. and 9:00 p.m., Sprowls Auditorium
TUESDAY, 12	International Coffee Hour, 12:00 p.m. - 1:15 p.m. Folger Hall: Crimson Event Center
SATURDAY, 16	Grove City Outlet Shopping Trip, 9:00 a.m. - 9:00 p.m., HUB Lower Level
MONDAY, 18	Taxes Due
SATURDAY, 30	Study Abroad: Predeparture - 8:00 a.m. - 12:00 p.m., HUB - by invitation only

MAY 2011

MONDAY, 2	Last Day of Classes
TUESDAY, 3 - FRIDAY, 6	Finals Week
SATURDAY, 7	Commencement
MONDAY, 9	Early Summer Session Classes Begin
FRIDAY, 13	Spring 2011 Final Grades Available on URSA
FRIDAY, 27	Early Summer Session Classes End
MONDAY, 30	Memorial Day
TUESDAY, 31	Summer Session 1 Classes Begin

IL MIO AMORE PER L'ITALIA

Elizabeth Joy Christensen, U.S. / Undergraduate, Family and Consumer Science Education



Looking back, my Fall 2010 semester in Italy flew past. My experience was so fulfilling and life-changing that it feels like a dream. Before I left for Italy, I had no idea what to expect. I had visited Italy with my family when I was younger, but I knew that studying there by myself was going to be a little different. I was not a five hour drive from my parents anymore; there was a whole ocean between us. I remember panicking when I first arrived in Florence. I had to take a step back to realize that I was an adult and would have to cope by myself. When I think back to my anxiety on that first day, I laugh at myself. I feel much more independent now.

Living in an apartment in the heart of Florence allowed me to really get an Italian perspective. I heard vespas and people yelling on the street at all hours. At first this annoyed me because I was so accustomed to the all the space and quiet that I considered normal in the United

States. I eventually got used to this and found the noise actually helped me fall asleep. My roommates and I would visit our Italian neighbor to practice our Italian. I would visit the *Mercato Agnolo* or the fruit and vegetable market on my street almost every day.

One of my favorite things to do was to walk. I walked everywhere. In the U.S., I used to complain about having to walk far, and now it seems like second nature. One of my classes in Florence was over a thirty minute walk away. I took this time to stroll and to learn my way around instead of complaining. I stopped using a map my second week and decided to just feel my way around the city, using the Arno River as a point of reference. I wasn't always on a mission to get somewhere the fastest; I took backstreets and enjoyed the scenery.

I also experimented with many new foods, and found that the best food came from "hole in the wall" places tourists didn't know about. My diet consisted largely of coffee, bread, pasta, cheese, and gelato. I loved walking around the Italian supermarkets and seeing how different they are from our grocery stores.

The actual "study" abroad part of my experience was very fulfilling. My classes were spread all throughout the city instead of on one big campus like IUP. I loved going to classes

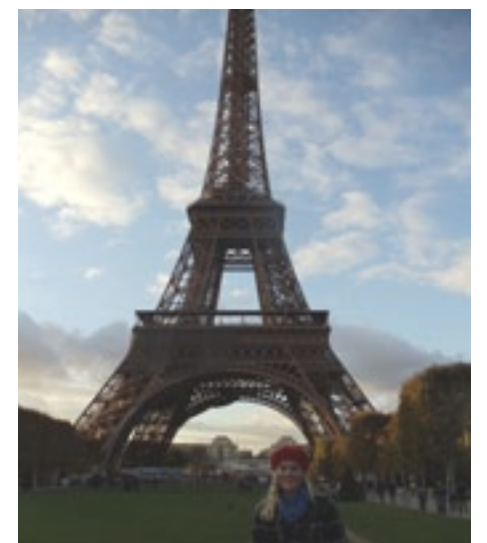
with other students who were going through the same experience as I was. We all wanted to learn more about the Italian culture and go to school in a different environment.

My classes were generally smaller than they are at IUP. My Italian class only had seven people in it! This was very beneficial to me because I was able to dive into the language better with my Florence-born Italian professor. A lot of my other classes also had Italian professors. It was neat that they wanted to teach American students about their culture while also following the class curriculum. My assignments were different than at IUP because we only had two large assignments for the class as well as exams. A large part of our grade was participating in class discussions. This forced me to be a more proactive student to get my voice heard.

During the week, I attended classes in Florence. The weekends were for traveling. I traveled throughout Italy and to Germany multiples times, as well as Spain, France, and Croatia. I did a lot of sightseeing and learned about the history of other cities and countries. Though I had visited some of these places with my family when I was younger, experiencing it all by myself made the places seem brand new. When traveling, I learned to be very budget-conscious. Being able to decide what I wanted to see and do in a city made me appreciate traveling a lot more.

My time in Italy changed me. I am less technology dependent; I do not see as much of a need for a cell phone, or get as much enjoyment from watching TV as I had in the past. In Italy, I socialized in the evenings, rather than being on Facebook or focusing on a high-tech cell phone. This is something that I would like to bring back to my life at IUP.

I am so grateful to have been given the opportunity to study abroad. I would encourage all of my peers to study abroad as well. It really changes your perception of the world and the people around you, as well as yourself. I would say that I am stronger, more outgoing, more appreciative, more mature, and more independent. I gained insight into another culture, and the experience will stick with me for the rest of my life. ■



OPINION: EGYPT: AN HISTORIC AND ECSTATIC MOMENT OF TRIUMPH

Abdullah M. Al-Dagameh, Jordan / Ph.D. Candidate, Literature and Criticism



"If, one day, people desire to live, then fate will answer their call And their night will then begin to fade, and their chains break and fall"

-Abu Qasim Al-Shabbi (An Arab Poet, 1909-1934).

The Egyptian people made history: a history that every human being should be proud of, a history of an ecstatic moment of triumph that has washed away a long history of humiliation, oppression, colonization, and neoliberalization.

This historic moment of triumph has been preceded by another long history: that of the disappointment, frustration, and depression most Arab masses felt and experienced.

I was at a Modern Language Association (MLA) conference in 2009, when I myself felt depressed and disappointed about our situation as Arabs. I attended a session on the power of social media in social and political change. One of the speakers was an Arab scholar, specializing in postcolonial studies. He was asked about the term "Arab Street" which is dominant in the Arab media outlets. To my shock, this scholar responded

in a very cold tone, "The Arab street" is a myth as the Arab people (here he referred to the masses) are dead!"

Shattered and saddened by the response, I felt more depressed as even scholars of postcolonial studies are so pessimistic and gloomy. However, despite my disagreement, I did understand his response: what else could one expect of those who have been violently humiliated for a long time at the hand of colonialism, at the hand of dictatorship, and then at the hand of the so called "neoliberalism" which enhances class tensions, promotes unequal distribution of wealth, and widens the gap between the haves and the have-nots.

Thank you, the great young people of Egypt, for responding to this Arab scholar and for helping to wash away this history of humiliation, pessimism, and frustration experienced by the Arab masses for so long! Through their largely bloodless revolution, the great Egyptian young people have regained our dignity, freedom, and even existence as living human beings!

Not only does the revolution inspire us, but it also unmasks so many myths about Arabs and violence that have been distorted and misrepresented in the mainstream media.

First, the "Arab Street" is not a myth; it exists but it's been silenced and oppressed by authoritarian regimes for a long time. These oppressive regimes have deprived the masses

of their basic human right to lead a decent and stable life. The "Arab Street," represented by the young Egyptians in Tahrir Square, Egypt, has erupted peacefully and gained the respect of all people who believe in true freedom and justice.

The second myth is that only violence can effect social and political change. The youth in Tahrir Square have proved that it is the oppressive regimes which use violence to keep themselves alive and hegemonic: violence of impoverishing people, violence of widening the gap between the haves and the have-nots, violence of exploiting the needy workers, and violence of frustrating the majority of people. This violence has been systemic and inherent in Mubarak's regime (among other repressive regimes in our part of the world) for about 30 years. However, the revolutionary people never used violence to topple the his repressive regime. This unmasks the dominant idea that revolting against an oppressive regime should be violent if it is to be successful.

Third, the bloodless revolution has unmasked another myth dominating our part of the world: literary narratives and social networks are useless and used by the young people to waste time. This revolution is inspired by so many literary narratives, be they movies, fiction, songs and poetry that cultivate the powers of imagination which

are essential to citizenship and to resistance of oppressive regimes and Al-Shabbi's and Darwish's poetry of resistance is just some examples of this narrative. Similarly, this largely bloodless revolution was Facebook and Twitter-driven initiated by the young who opted for true freedom, dignity, and justice.

Finally, Egyptian revolution led by the peaceful masses have responded to all who disbelieve in the "Arab Street," to those who lose their dignity, to those who call for violence and war to topple dictators, and to those who disbelieve in the role of various narratives in effecting social and political change. All one can say to the Egyptian people: thank you for unmasking certain myths that were used to justify our oppression; thank you for regaining our dignity and humanity; thank you for giving us space to perceive ourselves and our reality differently; thank you for giving new voice to the oppressed, the voiceless, and the marginalized; thank you for telling the world that the Arab masses exist and contribute to humanity, and thank you for breaking the psychological barrier of fear haunting those living under a police-driven regime! Thank you!

This article originally appeared in the Indiana Gazette. ■

SABIRA IN AMERICA

Sabira Uvaliyeva, Kazakhstan / Undergraduate, Psychology/Arts



I was raised in Almaty, Kazakhstan, in Central Asia, mostly by my mother's relatives. My mother's family understood that my mom had to struggle to balance working and studying at the same time. Still, she never forgot about my older brother and I. She is a hard worker and I hope I will become like her one day. My father, on the other hand, likes to plan life ahead in great detail, and he is very precise and organized. Both of my parents are lawyers.

I believe that, in order to succeed in life, you have to think objectively about yourself in relation to your companions and peers. Of course you shouldn't take this to the extreme, but it is always good to know who is your friend and who is a competitor. Unfortunately, the instruction I was receiving, and those I was competing against in Kazakhstan, didn't come

close to the education level of the United States. That is why my parents gave me the opportunity to get a better education abroad.

When I first came to the United States, all of my stereotypes of Americans were swept away. I was amazed by how polite and open people are. Even if they don't know you they won't hesitate to be friendly and boost your mood with a compliment, a joke, or a smile.

The more people I meet the more I understand why America is a very successful country. Here, everyone works according to their capabilities, and kids try from a young age not to rely too much on their parents. American children seem to understand that those who don't try to improve themselves won't succeed, and that neither their parents' status nor their money will save them in the long term. I like that here the concept of justice plays a big role in people's lives.

For the past few months, I've been torn between the U.S. and Kazakhstan in my feelings and mind. My dilemma is complicated, as international students, who commonly experience it, know. As we got closer to the Christmas break, many students left, either to go home or to travel. I found it very hard to decide how to compromise between my family and my own self-identity.

Imagine you have a Skype call and it

is your mom, excited to see your sleepy face and comment on how different you look. Sometimes you listen to them talking, but sometimes there is just a silence, the silence of unseen and unheard scenes. You feel as if you were cut out of a family portrait.

This year isn't my first in the United States, but I hadn't seen American life



from a college student's perspective before. America has the best collection of entertainment in the world. There's nowhere with more contrast than that between Miami and Alaska. I want to travel, find freedom and adventure, experience new things, and make friends along the way. I also want to find volunteer work in the community. I think I would benefit from being involved and distract myself from homesickness.

I have never been in America for Christmas, which I think is the most beautiful holiday. I think American culture has a lot to offer, and there are sides of it you won't see at school or

in daily life. I think I should actively search for these aspects of American culture, and part of that should involve exploring the country even while school isn't in session. I miss my home, but I also know that going back for only a month won't take this feeling away. It might even make me more homesick.

However, I also think my family sent me to the U.S. in order to achieve a certain goal that will eventually help me grow as an individual. They expect me to have perfect knowledge of spoken and written English, to get a better education, to make friends from different countries and cultures, to become independent, and to see the world.

If I stay in America for longer periods of time, I will make a lot more friends, and my English will improve more quickly. Don't my parents want to see me as a grown, brave, competitive, person with strong ethics? I think that if I go home at every crisis, it will make me weaker because I'll always be worried more about pleasing my family than about my education and personal goals.

Sometimes, I ask myself: what have I achieved in my life over the past 18 years? What do I have? What are my values? Each day I realize that the answers for these questions are gradually opening up to me. I can see that we are the constructors of our own lives. ■

twitter



FOLLOW STUDY ABROAD AND OIE EVENTS ON
TWITTER: @IUPHawksAbroad

VOLUNTEER OPPORTUNITIES FOR INTERNATIONAL STUDENTS WITH PTW (PARTIAL TUITION WAIVER)

Red Cross Health Services Assistant

Purpose: Assist the Health Services Department in delivering its mission by providing support in assigned departments. If interested please contact Connie Patterson at 724.465.5678.

Jimmy Stewart Museum

Ticket office or Gift Shop volunteer. Some clerical work is required. Contact Tim Harley, Executive Director at 727.349.6112 or email tharley@jimmy.org.

Four Footed Friends

Assistance needed with animal care, office work, computer work, and fundraising. If interested please contact Shannon Cole at 724.349.1144 or email fffvolunteers@hotmail.com.

Indiana County Humane Society

Volunteers can walk dogs, help clean, and play with animals. If interested please contact Kelly Dilts at 724.464.3977 or email Kellydilts@hotmail.com.

Other opportunities will be sent via email to all PTW participants. Contact your academic department or the Office of Service Learning www.iup.edu/servicelearning for more volunteer opportunities.

INTERNATIONAL VOLUNTEER OPPORTUNITIES

- Habitat for Humanity International www.habitat.org
- Peace Corps www.peacecorps.org
- Project of Action without Borders www.idealists.org
- Volunteer in Africa www.iicd-volunteer.org
- AFS Intercultural Programs, Inc www.afs.org
- Volunteer International www.volunteerinternational.org
- Global Service Corps www.globalservicecorps.org
- Global Volunteers www.globalvolunteers.org

INTERNATIONAL WORK OPPORTUNITIES

- International School Services www.iss.edu
- Fulbright Programs www.fulbrightonline.org
- NAFSA www.nafsa.org
- TESOL www.tesol.org
- U.S. Department of State www.state.gov
- English Job Maze www.englishjobmaze.com
- Overseas Jobs Express www.overseasjobs.com
- Int'l Practical Training www.aipt.org
- Transitions Abroad www.transitionsabroad.com
- Dave's ESL Café www.eslcafe.com
- Japan Exchange & Teaching www.us.emb-japan.go.jp