




Internship Opportunity

INTERN NEEDED IN NAMIBIA

The Center for Global Education is looking for a program intern for the Namibia site. Our internships provide opportunities to learn about coordinating semester-long programs for undergraduates as well as short-term travel seminars. The Namibia program intern lives in the program house and works with staff, college students, and travel seminar participants, facilitating community life and participating in the logistical operation of the programs. The position involves traveling with students in Namibia and South Africa. Previous experience in southern Africa is preferred, though not mandatory. Room and board, travel, health insurance, deferred student loans, and a living stipend of US \$300/month are provided. The time commitment is December 1, 2004, through December 20, 2005. The deadline for applications is September 15, 2004. For a job description and application, contact Juanita Chwara at juanita@cge.com.na. ♦



Students from the Center's southern Africa program take a break from studies at Van Dijon Park near Windhoek. Photo by Jamie Johnson

 If you have any questions about the Center for Global Education, please contact us at 1-800-299-8889, <www.augsburg.edu/global>, or e-mail <gloaled@augsbuurg.edu>.

JENNIFER FALKMAN: STUDY ABROAD IN MEXICO LEADS RELIGION STUDENT TO BROADENED SENSE OF VOCATION

by Patty Park

As she entered her senior year as a religion student at Augsburg College, Jennifer (Jeni) Falkman was very comfortable in her Christian faith. Too comfortable, she thinks, looking back on that period of her faith journey. Needing to fulfill an intercultural awareness requirement for graduation, she signed up for an eight-day study abroad religion course in Cuernavaca, Mexico, organized by the Center for Global Education. She qualified for a scholarship through the Center's endowed fund for religion and seminary students, which made the seminar affordable for her. Without any particular expectations, Falkman set out for Cuernavaca with 13 other Augsburg students and religion professor Janelle Bussert on January 21, 2002. She came back transformed. Falkman says, "The trip opened my eyes. To say that it changed my life is an understatement. It is more accurate to say that it dismantled my world view. Suddenly the world was more than a map and religion was more than just believing the right thing. It was an awakening—a positive change but one that has required a lot of work ever since."

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SCHOLARSHIP PROGRAMS

By providing international travel programs that bring North Americans to various regions of the world, the Center for Global Education aspires to create opportunities for cross-cultural understanding among nations. We have also found that our participants' fellow travelers offer one another a rich source of intercultural learning. The Center's commitment to opening our travel programs to as diverse an audience as possible has led us to develop a variety of scholarship programs. In this issue, we feature the experiences of Jennifer Falkman, Tara Ramos, and Florestine Watkins—recent recipients of the Center's three main scholarship programs. (See page 3 for an overview of these programs.)

TARA RAMOS: CONNECTING WITH ONE'S CULTURAL HERITAGE

by Patty Park

In 1999, the Center for Global Education's semester programs abroad team received an interesting application for scholarship funds from a student at the College of the Atlantic in Maine. Tara Ramos wrote that she had been struggling with her identity as a Hispanic and felt that the Center's Sustainable Development and Social Change in Central America program could help her discover her cultural heritage. Growing up in Texas, she was surrounded by Hispanic culture but had never been part of it. She hoped that by participating in the program, she would return to her home town of Houston with a better understanding of other people of Hispanic roots and would feel connected to the Hispanic community. Her goals were to become fluent in Spanish, to learn about the places of origin of Hispanics, and to understand the diversity within that community. She also hoped to see examples of effective community organizing skills that might help her contribute to the empowerment of the Hispanic community. "I don't want my education to be just for my sake," she wrote. "I want it to benefit others as well."

"The person I am started there"

The Center granted her a scholarship that, along with a summer job and school loans, made it possible to enroll in the Central American program. The program awoke in Ramos an abiding interest in Central America. Now she says, "The person I am started there."

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Tara Ramos sang songs with a little girl named Massiel in the rural community of Sontule, located in the Miraflores National Reserve in Esteli, Nicaragua. (Photo by Angela Beallor)

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FLORESTINE WATKINS: ADDING A NEW DIMENSION TO A LIFE OF SERVICE

by Patty Park

Florestine (Flo) Watkins was a sophomore at Tidewater Community College in Portsmouth, Va., when Professor Barbara Johnson told her about an upcoming cultural immersion opportunity in Nicaragua. From July 31 - August 15, 2003, Johnson would be leading a seminar sponsored by Tidewater and organized through the Center for Global Education. At the time, Watkins was a 40-year-old business major with a deeply-ingrained desire to work toward making the world a better place, as evidenced by her involvement in a number of community and student organizations. Johnson encouraged her to join the seminar. The Center for Global Education granted Watkins a scholarship from the Mary Witt Fund to help pay the cost.

"I am very grateful that the Center for Global Education and Tidewater Community College afforded me this wonderful opportunity," says Watkins. "My trip to Nicaragua has truly changed my life. It is now my desire to be able to change the lives of others."

Renewed commitment to projects
Watkins has always been active in community activities. She came back from Nicaragua with new energy for the projects in which she was already involved, such as Habitat for Humanity. Seeing the camaraderie of the small coffee growers of *Central de Cooperativas Cafetaleras del Norte* (CECOAFEN) and the work being done by organizations such as *Bufete Popular* (a legal aid group) in Nicaragua revitalized her commitment to community service back home. "The strength of these individuals, who keep striving without government assistance, is astounding," she says. "It seemed that everyone we met possessed the tenacity to overcome their circumstances and the adversities of their country."

Last May, Virginia Gov. Mark Warner came to the Tidewater campus as part of an informational tour to explain to the community how money in Virginia's newly-passed budget will be spent. Because he had pushed for funds for higher education in his new budget, Gov. Warner drew support from Tidewater's students. As the president of Tidewater's student government association, Watkins participated in the event. She speculates that if she had not gone to Nicaragua, she probably would have given only obligatory attention to the event. However, visiting schools in Nicaragua and hearing accounts from people there in need of adequate access to education heightened her level of interest in her own education system and drove



Florestine Watkins (center) was deeply moved by the hopeful spirit she encountered while visiting women's cooperatives in Nicaragua. (Photo by Scott Berry)

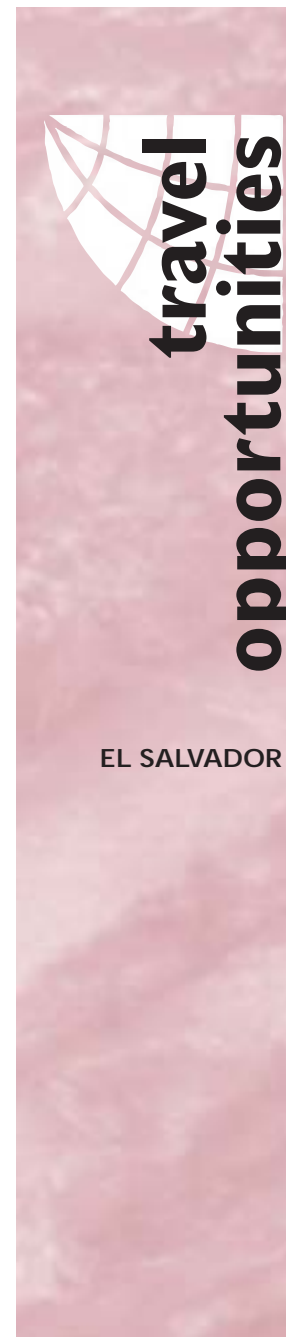
her to look carefully at the state budget figures before the event.

A responsibility to be informed and to share her experiences

Watkins also finds that she casts a more analytical eye on U.S. foreign policy. During the travel seminar, she learned that Nicaragua's economy is greatly affected by the policies of other governments. She says, "When viewing our government's policies and procedures, U.S. citizens must understand the impact our actions have on other nations. Now when I go to the election polls, I strive to be fully informed. Since my trip to Nicaragua, it is my desire that the impact of our policies on other nations will be good and fair for all involved."

Watkins's experience in Nicaragua was so inspiring that, since her return, she can't help sharing it with everyone who will listen. She has made several presentations to groups. Addressing a women's studies class at Tidewater, she conveyed to them the difficulties faced by the women of Nicaragua and their ability to remain hopeful. She told the class about the women of the sewing co-op at *Nueva Vida* in Ciudad Sandino who managed to build their own factory in spite of many obstacles

(Continued on page 3)



(Travel Opportunities, continued from page 6)

Nicaragua—Co-sponsored with Project Minnesota Leon and the Resource Center of the Americas **Our Fragile Relationship: Birds, People, and Tropical Environment**

March 5-19, 2005

This travel seminar to Nicaraguan communities and wildlife areas will emphasize conversations with local community organizers and advocates, economic developers, and faith communities with special interest in environmentally sustainable development. This discourse will be balanced with observations of indigenous and migratory bird species and other wildlife in a variety of neo-tropical habitats. Migratory birds are a natural connection between our countries and lead us into frequent and deep conversations with Nicaraguans about our shared future. Participants will visit people striving to make a living within the tropical forests and others who are developing preserves and educational programs for bird preservation. This travel seminar is co-sponsored with Project Minnesota Leon and the Resource Center of the Americas. It will include a special day in Leon, as well as natural areas in Solentiname, Guatusos, and Mombacho, and coffee areas near Esteli and Matagalpa. **Price: \$1,895. Does not include airfare.** *Application deadline is November 30, 2004.*

El Salvador

Romero: Twenty-Five Years a Martyr

March 19-27, 2005

On March 24, 1980, Archbishop Oscar Romero was assassinated while celebrating mass. Twenty-five years later, his vision for a peaceful and just El Salvador lives on. Join this travel seminar and take an in-depth look at the life, martyrdom, and continuing influence of Monsignor Romero, as well as the current realities of El Salvador. This travel seminar will focus on the historical context of Romero's assassination and the current status of the struggle for social justice. Based in San Salvador with trips to rural areas, this seminar will include meetings with political, religious, and social justice groups as well as participation in the commemoration activities. **Price: \$995. Does not include airfare.** *Application deadline is December 10, 2004.* ♦



The apartment in San Salvador where Archbishop Romero lived at the time of his death is now a museum commemorating his life. This mural has been painted on the outside wall.



Julie Trimpe has joined the Center for Global Education team as Augsburg College's study abroad advisor. Previously, Julie served as a regional college relations manager with the Institute for the International Education of Students (IES) for six years. Prior to working with IES, Julie was the study abroad advisor at Virginia Tech in Blacksburg. She has both worked and studied abroad in locations including Japan, Austria, and Australia. Julie earned a M.A. in international and intercultural management from the School for International Training in Brattleboro, Vt., and a B.A. in German from Central College in Pella, Iowa.

Pandu Hailonga, site director of the Center in Namibia, returned to her post in Windhoek on June 2 after a study leave to complete her doctoral program in The Hague, Netherlands. It is great to have her back. Special thanks to the rest of the Namibia team for their excellent leadership during Pandu's absence.

Kaila Knox has been selected as the new intern in Cuernavaca, replacing **Gayle Maslow**. Kaila has earned a B.A. from the University of Wisconsin-Madison with a double major in Spanish and Latin American, Caribbean, and Iberian studies. She has studied or conducted research in Spain, Mexico, Japan, and Honduras. Kaila comes to the Center from the UW-Madison Office of International Studies, where she served as a peer advisor and student services assistant. ♦

The Center for Global Education offers alternative travel experiences that will expand your horizons, challenge your perceptions, and strengthen your spirit. Join one of our travel seminars listed below, designed for people who want an in-depth learning experience.

- Quality programming from a nonprofit organization with 20 years experience in educational travel
- Experienced staff who live and work in the region to accompany the group
- Opportunities to hear voices of the people not often heard
- Group reflection time planned into the program
- Honoraria or donations given to resource people
- Modest but comfortable accommodations

For more information on any of the following programs, or to be kept up to date on additional programs being scheduled, contact the Center at 1-800-299-8889 or <globaled@augsborg.edu>.

Namibia and South Africa

Liberation and Social Change: Democratic Celebrations in Southern Africa

November 6-21, 2004

On November 15-16, Namibians will vote to elect a successor to Sam Nujoma, who has been in office since independence in 1990. Through experiences in both Namibia and South Africa, participants in the travel seminar will witness this landmark election and the political climate in southern Africa 10 years into majority rule. Participants will evaluate racism and resistance during the liberation struggles of Namibia and South Africa as well as the social and political action taking place today. Participants will meet people involved in historic and current political resistance and labor, education, and health initiatives. In Namibia, the itinerary will include activities centered around the election in Windhoek and visits to Etosha National Park, the coastal town of Swakopmund, and a rural village. In Cape Town, South Africa, the group will visit townships, mines, Robben Island, Table Mountain, and Cape Point.

Price: to be determined. Application deadline is August 15.

Nicaragua—Special Travel Seminars Co-Sponsored with Lutheran World Relief

Coffee with a Conscience—Especially for Higher Education Students, Faculty, and Administrators

January 3-13, 2005

The LWR Coffee Project—Especially for Pastors, Parish Leaders, and Seminary Students

January 22-February 1, 2005

Though coffee is the second most highly-traded commodity in the world, most of the people who grow coffee are without access to basic health care, nutrition, education, and sanitation. Why? Come to Nicaragua to listen and learn about social justice issues involved in the coffee trade. Return home equipped to advocate for justice and peace through prayer, reflection on the root causes of poverty, the sharing of resources, storytelling, and consumer/citizen action. Co-sponsored with Lutheran World Relief, both of these travel seminars will be based in Managua with visits to the local LWR office and a partner coffee cooperative.

Each includes a home-stay in a rural coffee area. *Price: \$1,075-1,125. Does not include airfare. Application deadline is October 1, 2004.*



(Travel Opp. continued on page 7)



“Study abroad

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FLORESTINE WATKINS: ADDING A NEW DIMENSION TO A LIFE OF SERVICE

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and about the women of a coffee co-op who simultaneously maintain their own fields and run their homes.

In April 2004, Watkins and Professor Barbara Johnson were asked to speak to the Portsmouth Rotary Club about Tidewater Community College's study abroad program. Prof. Johnson discussed the history of the college's trips to Nicaragua through the Center for Global Education, and Watkins described how the experience broadened her concept of a global neighborhood. "I told the club members that, to me, comparing classroom settings to study abroad programs is like comparing plastic food to real food. Plastic food cannot be tasted or smelled. But study-abroad programs give the concepts taught in the classroom real substance and nutritional value," she says. After the presentation, the rotary club made a donation to Tidewater Community College's Nicaraguan Program to help students offset travel costs.

Words of inspiration

Looking back, Watkins thinks that the most moving speaker she heard in Nicaragua was Fr. Fernando Cardenal, director of the Fe y Alegria education movement. He talked about his experiences as the architect of the Nicaraguan literacy campaign 20 years ago and also offered some advice. "There are so many beautiful things in life," he told the group. "No matter what the outcome, even if you know that you are going to fail, you still have to try. Do something special with your life."

Watkins says she will remember Fr. Cardenal's words forever. She does not know what God has in store for her future, but she will strive to make a difference with her life. She says, "There is a quote that states, 'Where much is given, much is required.' I hope to fulfill my requirements as an active member of the global community." ♦

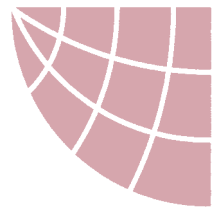
CENTER FOR GLOBAL EDUCATION SCHOLARSHIP PROGRAMS OVERVIEW

The Short-term Programs Endowed Scholarship Fund is made possible by the generous support of John and Eleanor Yackel. The Yackels have long been active in organizations seeking to advance the causes of peace and justice. The fund provides financial assistance to students majoring in religion or students at seminaries in the U.S. and Canada who are involved in a Center for Global Education short-term program. The award is based upon financial need.

Semester Programs Abroad Scholarship Fund. The Center for Global Education strives to create for its undergraduate students a community of co-learners in which a variety of cultures and backgrounds is represented. Students, faculty, and staff help each other form responses to issues of oppression such as racism, sexism, homophobia, economic inequality, xenophobia, and, classism in an environment where diversity expands the range of understanding. Toward this end, the Center offers scholarships for students who belong to groups that are under-represented in study abroad. Selection is based partly on financial need and partly on the applicants' expressions of their reasons for enrolling in the program and how they will share the experience upon return to the U.S.

The Mary Witt Scholarship Fund was established in 1987 in memory of Mary Witt, who was killed in a car accident several months after participating in a travel seminar to Central America. The Center attached the fund to Mary's name because of her inspiring commitment to a more inclusive, just, and peaceful world. Mary was the sister of former Center for Global Education staff member Tom Witt. The Mary Witt fund provides financial assistance for persons who might not otherwise be able to participate in Center for Global Education travel seminars. The fund has made it possible for several people of color to meet their contemporaries who are working for social change in other regions of the world.

For information about contributing to or applying for any of these funds, contact the Center at 1-800-299-8889 or e-mail <global@augsborg.edu>. ♦



"Before, the world and God were in a little box. In Cuernavaca, I realized that there are many ways to learn and be."

JENNIFER FALKMAN: STUDY ABROAD IN MEXICO LEADS RELIGION STUDENT TO BROADENED SENSE OF VOCATION

(continued from page 1)

Among the many encounters in Cuernavaca that contributed to Falkman's experience was a visit to the Palacio Cortez Museum, where she viewed the Diego Rivera murals portraying the history of the Spanish conquest of indigenous Mexico. The striking depiction of brutal acts committed in the name of Christianity disturbed Falkman and challenged her assumption that her religion always exemplifies moral correctness. "I was in a state of constant wrestling when I got back. I could no longer just relax and think that everything is fine."

A faith based on inclusiveness

In May 2002, Falkman returned to Cuernavaca for a five-week history and Spanish language program through the Center for Global Education. She was amazed by how much she had changed as a result of her earlier Mexican experience. For example, on her first trip, she had felt conflicted when given an opportunity to attend an indigenous spiritual ceremony. Should a "good" Christian participate in a non-Christian religious ceremony? She attended but was uncomfortable. On her return trip, her group was again invited to an indigenous ceremony. This time she had no fears that her participation would compromise her Christian faith. She saw the ceremony as another culture's sacred expression of spiritual connection and felt privileged to be a guest. She had moved from a Christian faith based on exclusiveness to one based on inclusiveness.

Now, as a graduate student at Luther Seminary in St. Paul, Minn., Falkman enjoys finding connections between the teachings of various world religions and her own experiences. She notes that in a class about Buddhism, her transformation while in Mexico gave her a resonant understanding of the concept of enlightenment.

Developing materials for intercultural education

Before enrolling at Luther Seminary, Falkman spent a year as an intern at the Center for Global Education's Minneapolis office. The internship was funded through a grant from the Lilly Endowment to Augsburg College to help its students seek vocations within a spiritual context. Falkman's assignment was to assist in creating a student journaling guide and a faculty training manual that foster exploration of faith and vocation with a global perspective. The



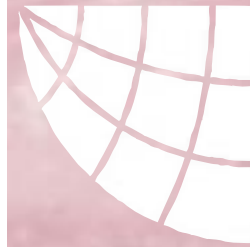
After attending a Base Christian Community meeting in Cuernavaca, Jeni Falkman enjoyed some social time with members' children. (Photo by Jeni Falkman)

journal is designed to impart the Center's unique intercultural approach to students who are studying abroad independently or in non-Center programs. The training manual is intended to provide a resource for faculty who would like to implement the Center's pedagogy while leading international seminars. Falkman took a third trip to Cuernavaca during this internship to draw on the expertise of the Center's Mexico staff while choosing the exercises, readings, and suggestions to include in the guide and manual. The project furthered Falkman's commitment to a world-view that includes intercultural understanding.

An expanding view of Christian theology

In her graduate studies, Falkman continues to broaden her geographical and theological scope. This summer she will be traveling to South Africa with Luther theology professor Dr. Charles Amjad-Ali and his wife Christine for an independent study project regarding non-dominant views of Christian theology. She will focus on the history of Apartheid, the work of the Truth and Reconciliation Commission, and the larger issue of reconciliation as a form of justice.

Falkman looks back on her first trip to Cuernavaca as a defining moment in which her faith and sense of vocation expanded. She feels called to understand which systemic changes are needed as we work toward a better tomorrow. "Before, the world and God were in a little box. In Cuernavaca, I realized that there are many ways to learn and be." ♦



"I don't want my education to be just for my sake. I want it to benefit others as well."

TARA RAMOS: CONNECTING WITH ONE'S CULTURAL HERITAGE

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After completing the semester in Central America, Ramos went on to other international experiences as a student. To get a view of the wider Latin American world, she studied in Mexico and Cuba through a program at the College of the Atlantic. In 2001 she earned credit for a three-month internship back in Nicaragua at *Cantera*, a non-government agency she had heard about through the Center for Global Education. *Cantera* specializes in the methodology of popular education and in the training of community leaders in health, education, and development.

Education that opens minds

After graduation, Ramos again returned to Central America to serve as an intern with the Center for Global Education's program from fall of 2001 through spring of 2003. This experience reinforced her interest in education that opens people's minds. She plans to continue down that vocational path in the fall of 2004, when she will start working toward a master of science in multicultural studies in education degree at the University of Houston-Clear Lake.

Back home in Houston, Ramos has indeed become part of the Hispanic culture, just as she hoped she would before participating in the Center's semester program. Now, she identifies strongly with Latin American issues. She works for a Spanish-language radio program in Houston called *Proyecto Latinoamericano*, which provides music and information from Latin America and from Hispanic communities in the U.S. The program airs on KPFT, 90.1 FM, a station that is part of the nationwide alternative media Pacifica Radio Network. Ramos is spending summer 2004 in Nicaragua as a freelance radio correspondent covering the 25th anniversary of the Sandinista revolution and reporting on current conditions in the country.

Ramos credits the Center's experiential, holistic approach for the deep commitment she has for the Central American region. She speculates that if she had visited the area under different circumstances—as a tourist, for example—she still would have fallen in love with it, but would not have developed the heart-felt affinity that has become such a vital part of her life. ♦

ALUMNA OF THE CENTER'S CENTRAL AMERICA PROGRAM RECEIVES SERVICE AWARD FROM AUGSBURG COLLEGE

In Augsburg College's 2004 Commencement Ceremony, Elsa Maxwell received the Marina Christensen Justice Award. The award is presented each year to the graduating senior who best exemplifies Augsburg's motto, "Education for Service." It was established in 1989 to honor Christensen Justice's vision of social justice. Christensen Justice was an active advocate for disadvantaged communities who was murdered during a mugging in Chicago. She was the daughter of former Augsburg president Bernhard Christensen and Lilly Gracia Christensen.

Maxwell was selected to receive the award because she combined her class work and campus activities with work in the community as both a volunteer and an organizer. She also was an activist in issues regarding Latin American politics, farm policy, and the environment.

Maxwell's interest in community service and international social justice had been important factors in her decision to attend Augsburg College. When she visited Augsburg as a possible choice, she had a conversation with Mary Laurel True (associate director of the Center for Service, Work, and Learning) that helped Maxwell shape her course. True told her about service opportunities available

through her office and international programs through the Center for Global Education. Maxwell chose to come to Augsburg, and True became an inspiring role model and friend to her.

Maxwell participated in the Center for Global Education's Sustainable Development and Social Change program in fall 2001 and says that the semester really challenged her to look at issues from all sides. She also studied in Santiago,

Chile in spring 2003. Maxwell's senior honors thesis explores the impact of the NAFTA agreement on corn farmers in U.S. and Mexico. ♦



Elsa Maxwell's commitment to community service was recognized at Augsburg's 2004 Commencement Ceremony. She is pictured with staff member and mentor Mary Laurel True.