

ASU Global Issues Vol. 2



CHINA

Summer Study Abroad at Xiamen University



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Albany State University Office of Global Programs

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Cover Photo: Jared Heath, Mass Communications major, at the Great Wall of China.

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- Jessica Woods
- Whitley Patterson
- Dahlia Williams
- Safiya Martin

Executive Summary

The first Albany State University Study Abroad at Xiamen University, China, in 2012 involved 10 students from different departments and a student from Fort Valley State University. The program was implemented by three faculty members namely Dr. Zhou, Dr. Judith Rosenbaum and Dr. Nneka Nora Osakwe, the program coordinator.

Table 1: Showing list of participants

Name	Gender	Major	Classification
Jared Heath	Male	Mass Communication	Junior
Dana Jefferson	Female	Mass Communication	Junior
Safiya Martin	Female	Mass Communication	Senior
Zaykeria Miranda	Female	Mass Communication	Senior
Robin Okwuosa	Female	Mass Communication	Junior
Whitley Patterson	Female	Special Education	Senior
Bianca Ward	Female	Business Management	Junior
Danielle Wilcoxson	Female	Mass Communication	Senior
Dahlia Williams	Female	Mass Communication	Senior
Jessica Woods	Female	Healthcare Management	Senior
Dr. Judith Rosenbaum-Andre	Female	Professor, Mass Communication	
Dr. Jianchuan Zhou	Male	Professor, Mass Communication	
Dr. Nneka Nora Osakwe	Female	Program Coordinator and Professor, English	

The main goal of the program was to provide students the opportunity to experience the Chinese Language and Culture while enrolled in regular ASU summer courses implemented at Xiamen University. The students gained practical educational experiences through an immersion into the Chinese culture by visiting numerous historical sites and cities, interacting daily with Chinese students and indigenes in both campus and city environments, taking their summer courses at Xiamen University, China. Two mass communication students also completed an internship program with Xiamen Daily, a prominent newspaper house in China.

Program Inception

The program started on June 12 and ended on July 11, 2012. All participants departed the Atlanta Airport on June 12 and arrived late at night in Beijing on June 13, 2012. The team was received by representatives of Beijing International Chinese College who hosted us for a day to tour the Beijing historical "Great Wall". The one-day stay at Beijing was necessary for cultural and educational purposes. The team departed Beijing on June 14 after the tours and arrived at Xiamen University, after about three-hour flight. We were received from the airport by Mr. Chen Zhiwei, the Chief Executive of the Overseas Education College, Xiamen University. Both students and faculty were housed on Xiamen University Campus.

Program Activities

The program activities started the following day, Friday, June 15, with an "Opening/Welcome Ceremony" hosted by the Overseas Education College and chaired by the Deputy Dean of the College, Professor Lv Zixuan. Thereafter, both students and faculty members were taken on a general tour of the campus and were assisted in obtaining ID cards, opening bank accounts and completing other basic requirements for successfully completing the four-week program at Xiamen University. On Saturday, June 16, students started their classes following a scheduled time table developed by the Overseas Education College of Xiamen University and ASU Office of Global Programs.

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Academic Experiences

All the Students took basic Chinese Language and Culture course which also embodied lectures in Chinese paper cutting, Chinese Calligraphy and Kung Fu. These course components were taught by four different Chinese faculty members. Students received 3-credit hours from Xiamen University for taking this language and culture course. The students additionally took ASU courses which include: MACO 2001-Survey of Media and Society (from Dr. Rosenbaum);MACO 3210: Public Opinion and Propaganda (Dr. Rosenbaum), MACO 4498: Internship course in collaboration with Xiamen Daily-(Dr. Rosenbaum), MACO 3330: Editorial and Critical Writing(Dr. Zhou),MACO 3331: International Journalism(Dr. Zhou) and ENGL 4990- Special Topics in Intercultural Communication (Dr. Osakwe).All classes were scheduled from 8:00 a.m. to 6.00p.m. three times a week with intermittent short breaks and a daily lunch break. Two days were allotted weekly for tours and visits of cultural sites. In all, the team had more than 10 official tours to several historical and spiritual sites and towns. (Read samples of students' reports below).

The China Tours

- The Great Wall of China, a historical landmark-located in Beijing
- The Buddhist Temple at Xiamen, right at the gate of the host university
- No. 11 Xiamen School with the Turkish students
- Jimei School Village (a memorial in Xiamen celebrating the victory of the Communists in Xiamen built by Tan Kankakee)
- Taoism Temple (811 steps) with the Turkish students
- Gulang Yu Island, Piano Island
- Xiamen Daily (rated among the top ten Newspapers in China), two ASU students completed internships at the daily during the study abroad
- Xiamen Haitian Container Terminals (XHCT), Xiamen Sea Port
- The Hakka Houses of the Tulou in Fujian province, China
- Jinmen Island (an island that is part of the Republic of China, or Taiwan), visited the Jhaishan Tunnel, Cihu Lake Triangle Fort in Kinmen National Park, and the National Quemoy University
- FuZhou Province on a speed train; visited Lin Zexu's house (the man that banned opium in China), and the Panda Museum
- The Forbidden City in Beijing, and
- The Olympic Stadium in Beijing

Departure

The team departed Xiamen University on July 10, 2012 and had another one night stop-over at Beijing for a tour of "The Forbidden City", the historic Olympic Stadium, and the Beijing City Center. On July 11 at 8:20a.m., the team departed Beijing for Tokyo, Japan and finally arrived at Atlanta Airport at 3:05pm on July 11 after approximately 19 hours flight time. Same day arrival was as a result of twenty-four-hour time difference and lost time traveling back to the USA. All students were picked up by their relatives from the airport between 3:45pm and 4:30p.m., after customs clearance.

Conclusion

The four-week study-abroad program was quite challenging but successful. The students participated in all the classes, tours, and trips which created opportunities for exceptional life changing experiences. The students, faculty and staff of Xiamen University were cordial to ASU students and made great effort to make their stay comfortable and memorable.The program is historical in being the first study abroad by Albany State University in China. It marks the inception of fulfilling ASU 2012-2017 Strategic Plan of expanding global education and internationalizing the campus by expanding students' study abroad opportunities. Completing the China Study abroad program Xiamen University historically places Albany State University among the pioneer HBCUs to engage in China Study Abroad which helps to actualize the goal of the USA Department of State's "100,000 Strong China Initiative" signed into action in December 2010.

Major outcomes of the China Study abroad are as follows:

1. All the students successfully completed at least two academic courses, each required for graduation.
2. All the students completed a 3-hour credit course in Chinese Language and Culture, to enhance their global competency skills.
3. Two Mass Communication students successfully completed internships with Xiamen Daily, one of the top ten newspaper organizations in China.
4. Each student submitted 6-8 page report of the China study abroad to reflect all that was learned and the experiences from touring all the cultural centers. These were converted to PowerPoint and were presented to the ASU and Albany Community. This information is further shared in the publication.

Dr.Nneka-Nora Osakwe,
Director of Global Programs
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Xiamen University(XU)President Dr. Zhu Chongshi(middle) with Dr. Yubua Ji, Dean College of Foreign Languages and Cultures, and Dr. Nneka Nora Osakwe, ASU Director of Global Programs.

From the Students...

Summer 2012



“It’s a Different World”

Danielle Wilcoxson

Mass Communication, Albany State University

Abstract

As I paid my last dues for my study abroad trip to China, I never thought in my wildest dreams that I would visit there. But I did! I am the only one from my family to have traveled abroad, and one of the few students from Albany State University to have traveled to China. I was definitely fortunate to have been given this opportunity to study abroad along with my fellow classmates. I had the chance of seeing and experiencing things others only hear about.

We had our normal summer classes and in addition took excursions to various places in China. We were graced with beautiful scenery and Chinese history all around. We walked the

Great Wall of China, walked along the seashore, saw the few pandas left at Panda World, explored Gu Lang Yu (Piano Island), and climbed 10,000 Boulder Mountain. From Beijing to Kinmen Island, there were things I will not forget.

While we engaged in our various lessons in Mass Communication, language, and the arts, we experienced the Chinese culture and their way of living. Wow! Their lifestyle is so much different from ours in the United States.

However, I learned how to live in China. I learned how to use their currency, toilet, chopsticks, and buses, the basic necessities in any world. I met some wonderful people and wish that we

weren't so many miles and hours apart. It was great to learn their culture and why they do things differently. I find myself not being judgmental, and have come to appreciate my country more and more.

The Beginning

I could not believe that I was about to go to China. I've been counting down the days, and it had finally come. I woke up on June 12, 2012, and was a wreck. I was so anxious, nervous, and scared all at the same time. I didn't have everything together and I started to panic. I moved so fast and ran like a chicken with its head cut off, making it hard for me to catch my breath at times. But, like always, my parents were right there and

However, climbing the wall was a challenge. With its steep steps and rolling hills, I pushed to our stopping point. Some people sweated on the wall, some panted, and a lot did both, like me. But it would not have worked out any other way. Climbing the Great Wall of China was an opportunity to behold the beautiful sight of the city and a fabulous way to workout. When will I ever do that again?

My classmates and I had a wonderful time and an exceptional learning opportunity in Beijing, China, but we had more exploring to do as we headed to our main university base at Xiamen, China without drags in our steps.



reassured me that everything was going to be fine. So I calmed down a little.

I entered the airport, legs shaking, but I did not let my fright hinder me. I continued to walk, because I was about to make history, not just for my school, but also for my family. I was about to be the first person from my family, and one of the few students from my school to travel to the Republic of China. Many wanted to travel there, but I and others have done it. That key detail is what kept me moving. Despite my nervous attitude, everything went fine. The travel to our first destination, though, was tedious. After hours of flying and layovers, we landed safely in Beijing, China and were ready to climb the Great Wall of China.

Before we saw the Great Wall, I was excited. I always wanted to see this architecture up close. I did not know what to expect, so I absorbed everything. We were given historical facts and fun trivia about the wall. I find it interesting that the Chinese people have enhanced and restored the wall over time to maintain its cultural importance. As I walked up and down plastered stone, brick, and other materials, I was taken away by the natural beauty. There were rugged mountains around, a clear sky, and people everywhere. The good weather made it an opportune time to take great photos.

We checked into Xiamen University on June 14, 2012 at nighttime. The dorm assistants helped unload our things; we were assigned our rooms and roommates, and went from there. Once inside the room, though, we were greeted by mosquitoes, a squat toilet, and a mildew smell. My classmates' mood changed from better to worse, and there was an unconscious bet between everyone on who would use the toilet first. From then on, acceptance was a factor, but it got better as time progressed.

The Middle

Our official day as study abroad students at Xiamen University was the next day. In the opening ceremony, we got to meet the dean of the College of International Education and some of our teachers. They seemed eager to meet us; I was eager to meet them. The faculty and staff had a friendly and helpful disposition, making it easy to spark a conversation with them. Even though their English and my Mandarin was not proficient, we were still able to successfully hold a conversation. The Chinese were more patient when it comes to using the language. I am glad we got to meet with them beforehand.

Next, we had a campus tour. I saw how big the campus was, and how many people were around. There were Chinese citizens and foreigners, exploring the campus or doing day-to-

day activities. My classmates and I learned that people would come to Xiamen University to sightsee. We have campus visits at Albany State University, but not like this school's campus visits. This school pulls people from all over the world. There were Russia students, Ghanaian students, Indonesian students and others that came. We were one of the first African Americans to have visited the university.

If I lived in China, I would visit Xiamen University too. The campus is similar to a small town. It had stores, different floors and areas to dine, parks, and temples. It was also located next to the beach, which made it a great tourist attraction. Xiamen,

helped my classmates and I get back to Xiamen University after a night on the town. Everyone I met was eager to help, and I am happy to have met them.

Over our time in China, the majority of my diet consisted of soups, vegetables, and rice. In Xiamen I tasted different foods. I ate dumplings, tofu and duck for the first time, which was not bad. But even though I was in China, I still had to taste McDonalds, Pizza Hut, KFC, and Subway. I was shocked that they had Chinese dishes on their menu.



China was nice all around, and Xiamen University was a beautiful campus. I am pleased that we got to stay here for a month.

While we stayed in Xiamen, I experienced the Chinese culture as a resident and student. I had a chance to interact with Chinese students, eat different cuisines, learn my way around the city, practice my Mandarin, and take Chinese classes.

Knowing people that can help you out in a city that you are unfamiliar with can help out tremendously. My classmates and I met a Swedish student named Matilda, and she gave us insight on great attractions in Xiamen to visit. A Chinese dorm assistant named Alex helped me understand Chinese traditions, while another Chinese Subway customer helped me talk a seller down from his prices. Lastly, my social buddy, Kristy, a Chinese

Learning Chinese

I took note on basic Mandarin. Due to the classes, I was able to understand Chinese people more. I was able to introduce myself, count money, and greet people. Being in a place where you can learn and practice Mandarin was a fun way for the information to be remembered. At times my roommates had to ask me what someone said if I was able to respond to them. Once I told them, my roommates were surprised that I retained so much.

The Ending

We had fun in Xiamen, China. We got to learn first-hand what it was like to live as the Chinese. We dived and dabbled in a little of everything. Food, currency, and people, we dealt with them all in Xiamen. Even though my classmates and I explored Xiamen, China, we also had other fun-filled excursions. We had



the pleasure of visiting the Hakka Houses in the southwest Fujian Province, military attractions in Kinmen Island, and rode the bullet train to Fuzhou, China.

The Hakka Houses were very interesting. We looked down from the mountains while we were riding to our location, and there they were. The most beautiful, circular, self-sustaining ancient houses were in our sight. The houses were protectively located in the valley of mountains, which were beautiful in an area known as Tulou. These houses had one entrance way and no window near ground level, and were strong enough to sustain an attack by opposing forces. These houses show how Chinese people will do anything to protect their loved ones centuries ago.

Kinmen Island, on the other hand, had ancient architecture and quaint scenery. The people seemed different also. They were much nicer than the people in other parts of the Republic of China. This may be because this island is controlled by Taiwan. We got to explore attractions that were very educational. It was grand!



In Fuzhou, China we visited many sights and ate good food. We traveled there by bullet or speed- train, which was really fast. We arrived after a couple of hours to heat waves and lots of people, but we got to see live pandas at Panda World! We also walked through a nice park with eye-catching views. We went to a restaurant that served us duck, soup, American drinks, and tasty noodles. This was the first time that we weren't given rice. But I enjoyed it all.

All of the excursions were an experience that I would never forget. We went from Xiamen to Kinmen Island traveling like there was no tomorrow. I saw beautiful mountain tops, calming beaches, joyful people, and interesting foods. I saw and I absorbed from the classroom to the streets.



I continued to learn. I put my brain to work when needed and stayed cognizant of the different world around me. I was able to connect to Chinese people, by trying to put myself in their shoes during certain situations. I understood how it felt to be a foreigner. I felt alone and scared at times, but remained calm. I experienced their ways of living, accepted it, but was glad that I was an American. I just wished that Americans would adopt some characteristics of the Chinese culture, because I think they have good things to offer other than merchandise.



“...like shifting contents in a basket of life experiences”

Dana Jefferson

Mass Communication Junior, Fort Valley State University



A serene pond is found on the grounds of Lin Zexu Memorial Hall in Fuzhou, Fujian China.

Abstract

It was like shifting contents in a basket of life experiences, and they proved to satiate the urge to delve into Chinese culture. The study abroad program plopped its bulging amount of offerings and provided the exploration of a number of sites. Nonetheless, these offerings were supported by classroom instruction that purged enrichment for visiting the vital locations, and they constructed the foundation for acquiring knowledge and understanding elements in the study abroad experience. Culture lectures conveyed certain subjects, such as Chinese geography, philosophy, and the female experience in the country. Chinese language classes focused on the basic ways to communicate Mandarin, while classes like calligraphy unleashed the artistic traditions of China. The ASU courses that were taught purged added enthusiasm for plunging into actual, tangible artifacts and locations. Layered at the core of the journey, some of the cultural excursions were what livened all that was learned at the 2012 ASU Study Abroad at Xiamen University, China. The experience of having a traditional Chinese family dinner proved to be as

culturally fulfilling. Employees at Xiamen Daily explained the functions of their media, and tour of Xiamen School No. 11 unveiled the structure of education. The managers at the Haitian Container Terminals told about Xiamen’s port. Inland China offered a peep into the preserved styling of the Hakka Houses, while a trek in Jinmen, Taiwan uncovered a sharp contrast in governmental structures. The majestic, ancient sights of the Great Wall and The Forbidden City formed a fresh appreciation for history. Nevertheless, it was collection of experiences that nestled into a raw desire to set a foot on the opposite side of the Earth.

The Story:

In varying forms, pieces of unfamiliarity began to abruptly fall upon arriving to Xiamen University. Fortunately, cultural lectures had lined the bin with insight about China’s history and social matters. Language courses had giving padding by ensuring counting and general utterances. Lessons on China’s artistic practices, like calligraphy, painted a coat of understanding when strokes were stumbled upon in museums.



Practice forming Chinese numbers with the art of calligraphy is displayed.

Adjustments transformed into valuable collections with the assistance of courses, personal observations, and both singular and collective experiences or to becoming engrossed in the routine of classes at Xiamen University, participants conversed with Chinese students studying language. One of the students named Wendy shared information about her experiences with language with a portion of the study abroad students, and it was a privilege to talk about American school structures with her.

A similar experience was visiting a Chinese home. Attending traditional Chinese dinner with at a Xiamen family's home packaged an enormous helping of knowledge. Learning how to properly pour tea and adapting to custom by not sipping it during meals helped to understand cultural values. Having the opportunity to make and eat Chinese staples like dumplings and Bok Choy was delightful.

The focus of the excursion to Xiamen Daily did not exude a single dimension; it uncovered the past functioning of Chinese print media. Participants received information about the early forms of printmaking in the East, and the ways China's dynasties impacted the usage of print. The natural progression of printmaking technology led to a stronger presence in Chinese newspapers. Xiamen Daily is a fitting example of the occurrence. Beginning in 2007, the paper produced its content online to flow in the circuit of micro blogs and other Web 2.0 favored elements that rests popular among younger generations.

The trip to Xiamen School Number 11 seemed to erode the culture barriers and constant memos of being in a foreign environment. Mostly 17 year-olds, the students lodge on the campus during weekdays and return home on the weekends. After hearing a student scoff at his English class and praise



Dana, Wendy, Dabria, and Safiya are seen exchanging language skills at Xiamen University during the first week of the program (left photo). Jared, Dana, and Danielle make Chinese dumplings for family dinner (right photo).

physical education activities, it rang reminiscent of most American teenagers' responses to schoolwork.

Xiamen Haitian Container Terminals (XHCT), one of the world's major ports, was described by some of its managers as an active player in the global economy. More specifically, it was recognized having a stable relationship with the United States. With nearly 53% of the market share tied to America, it mainly imports beans, corn, and pork from the nation.

Greatly differing from XHCT's coastal location, the excursion to the Hakka Houses near inland Nanjing County showcased historical structures that originally housed the Hakka people. They were known for constructing tulou (earthen buildings) upon migrating from northern China to the southern part of the country. It became easy to detect the rural essence of the area once the people were seen around rice paddies and tea trees.

Across the waters, Jinmen, Taiwan allowed an awakening glance into the contrasting government of the island. After the Chinese Civil War of 1949, the Nationalists that were led by Chiang Kai-shek formulated new concepts for governing the people. It is comparable to the democracy in America. It was immediately recognizable how differently the inhabitants behaved than on the coast of Xiamen. The study of haptic communication became a great signifier of the location because several encounters did not display the noticed high

touch culture of China. Instead, they went about their actions similar to the ways of Americans. Moreover, the trip to Taiwan revealed a strong linkage with other plots visited during the study abroad trek.

Intriguing features of the study abroad journey were the visits to Beijing, China, where two main locations were explored. These were the Great Wall and the Forbidden City. Mostly constructed during China's Ming Dynasty, the primary purpose for the Great Wall was to protect China from Mongolian and northern invaders. It remains a gleaming icon of China and opens an eye to historical significance.

Another destination that meets the Great Wall in inducing awe is the Forbidden City of Beijing, which housed 24 emperors from the Ming to Qing Dynasties. Its name is derived from the fact that commoners were not allowed to enter, and another Forbidden City is located in Taiwan. Chiang Kai-shek, the Chinese Nationalist Leader, had the treasures in the Forbidden City of Beijing relocated to Taiwan's Forbidden City. However, the Forbidden City in Beijing continued to be more impressive due to its number of buildings and attractions. Some interesting artifacts were the bronze cauldrons that were filled with water to prevent fire damage.



The group poses at Xiamen Haitian Container Terminals (left photo). Tourists and merchants occupy one of the oldest Hakka Houses remaining (right photo).



The vastness of the Great Wall was under heavy clouds (left photo). Students participating in China Summer Study Abroad listen as the tour guide, Shine, demonstrates the depth of the cauldrons (right photo).



“ASU-China study abroad story”
from
Jared Heath
Mass Communication Junior, Albany State University



Jared Heath at the top of the historical Great Wall of China.

In the summer of 2012 a team of ASU students traveled to China for study abroad. We travel there to gain knowledge of the Chinese culture while we take our regular summer courses. I believe that we achieved a lot by visiting many historical sites, interacting with the Chinese people, putting ourselves into the Chinese way of life, and taking our regular classes in China.

The best part of any adventure is the actual journey itself. For myself I have always traveled to different places with my parents. The trip to China was the first time I traveled outside of the country without them, and it was also the furthest anyone in my family had ever traveled. It was intimidating at first, but I soon got over that feeling and did what had to be done.

First, we visited the Great Wall of China. The fact that we were even in China was amazing, but to be on one of the wonders of the world was even more amazing. The experience at Xiamen University took me some time to get used to. The bathroom situation was one thing I had to cope with. It just seemed very unsanitary. The ASU classes were easy and the Chinese classes were even easier. Even though they were easy I learned a lot.

Each excursion was unique. The best one was the climbing the 10,000 boulder mountain and my least favorite was the Hakka Houses. Overall it was an exceptional trip and I hope ill be able to study abroad again before I graduate.



The ASU Team on the Great Wall of China.



In class attempting to learn the Chinese Language.



A Day with the Chinese Host Family.

“First an idea ... and finally a dream manifested”

By Zaykeria Miranda

Mass Communication Senior, Albany State University



A serene pond is found on the grounds of Lin Zexu Memorial Hall in Fuzhou, Fujian China.

The Story

“At first it was an idea, then it became an opportunity, and finally a dream manifested.”

Idea, Opportunity, and Experience.

When I first heard about Albany State University, Georgia offering a study abroad trip to China, I was sitting in my second class for the day- Public Opinion and Propaganda. I thought, “China, study abroad? That’s scary!” All semester, I had been challenging myself to try new and exciting things, so the idea of studying abroad in China was the perfect challenge. In that moment, I told myself I was going to China and nothing would stop me.

I know all too well that a hope and a prayer can only get you so far. Action towards the goal is a must for prayer to come through. I knew going to China would require determination and forward movement on my part. First, I had to take care of the basics like getting my first passport. Next, and foremost, I had to come up with a way to pay for the trip’s

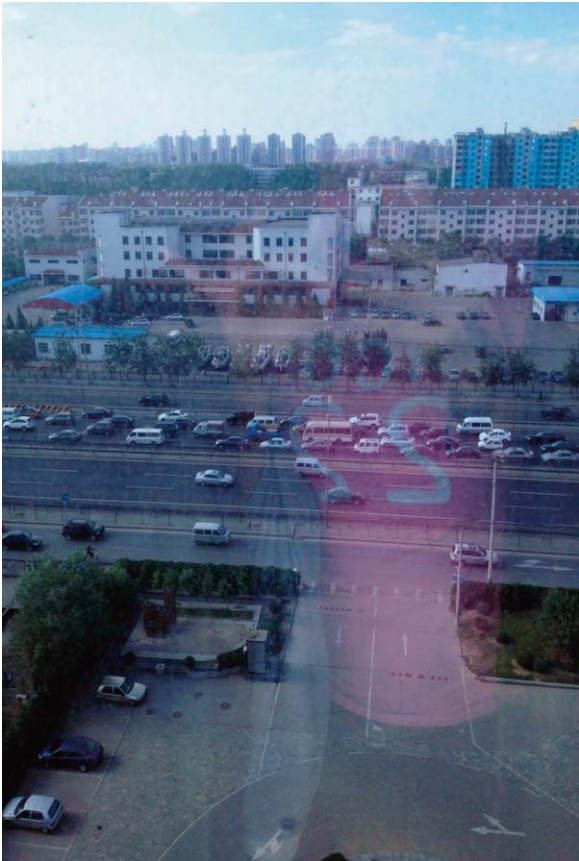
expenses. Fortunately, my family was very supportive, I had a few dollars saved, and I received a scholarship from the ASU Foundation and Student Affairs.

It would be too much if everything went smoothly after the basics were covered. I came across problems with my summer enrollment status that almost stopped me from studying abroad, but I did everything I could to keep the dream alive till the day of my departure.

Everything in place, I was overcome with excitement and high expectations for China, studying, and my internship.

A Taste of China

We immediately got a taste of China once we landed in Beijing for a day. We were surrounded by millions of people and thrust into a culture we were not accustomed to once we got off the plane. Beijing was beautiful and the hotel wasn’t much different from American hotels, except the beds. The beds were very hard, but it wasn’t unbearable. I was so excited about being in China I didn’t mind the firmness of the bed. After sleeping for a few hours, we were off to the infamous



Overlooking Beijing from the hotel window.

Great Wall of China. We spent several hours at the Great Wall of China. The trek up the wall foreshadowed the weeks to come.

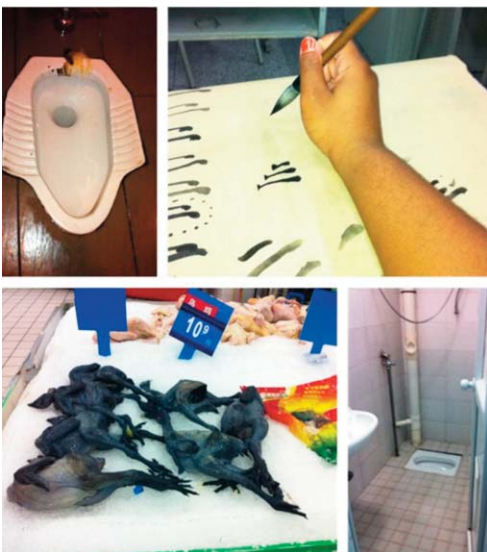
Operation Expectation Management

“You set yourself up for disappointment and frustration with unrealistic expectations.”

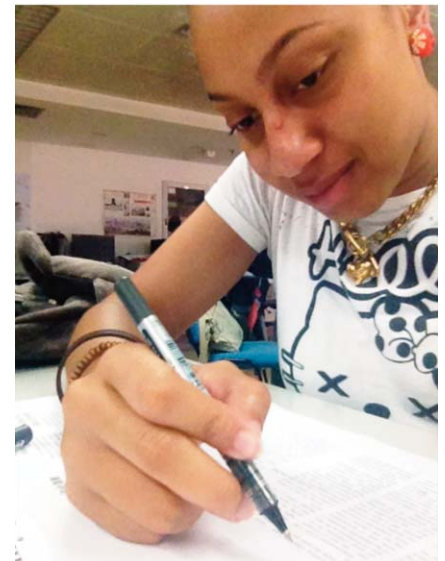
We arrived in Xiamen around 1:30 a.m. on June 14. As soon as we reached our residence hall, culture shock set in. I had never seen or had to use a squat toilet. If that wasn't enough, the shower and squat toilet were one in the same. Luckily, we were prepared for the mosquitoes before arriving.

All things in perspective, we made the best of our living conditions. We stayed up most of the night because of jet lag. Our bodies were functioning as if it were 1:30 p.m. Although we hadn't adjusted, we still had to meet for breakfast, orientation, and a campus tour the next morning.

After a few days and a few reflections I realized Xiamen was my temporary home and university. If I was going to enjoy all of its beauty and opportunities, I had better get a grip and exercise expectation management. I had expected China to be all that the media portrayed it to be, over populated and technologically advanced. All in all, I embraced expectation management. I aligned my expectations with reality and had an experience of a lifetime!

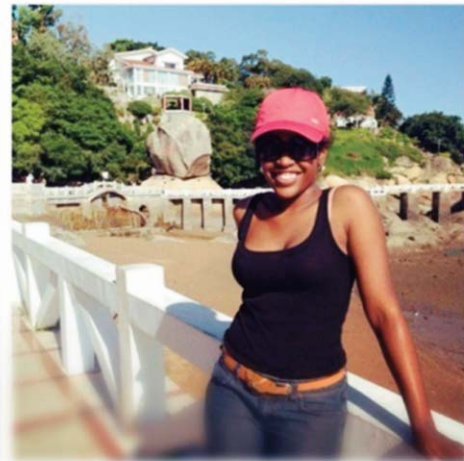


Squat Toilet, Calligraphy, Common Chinese Delicacy.



On internship editing at the Xiamen Daily for Common Talk Weekly.

“My assumptions were wrong”
by Robin Okwuosa
Mass Communication Junior, Albany State University



Introduction

Before leaving for China, I had no idea what to really expect. Looking at different movies and listening to stories made me assume what to expect. Expectation management was a term we should have all known before leaving for China!

While packing my mom mentioned “do not pack any shorts that are too short, it will be disrespectful to their culture”. That gave me the idea that the Chinese are very conservative people that don’t show much skin. My mom also mentioned “be on your best behavior, just focus on your school work” so I took that to mean the Chinese don’t have fun!

Now in China, all of my assumptions were wrong! As soon

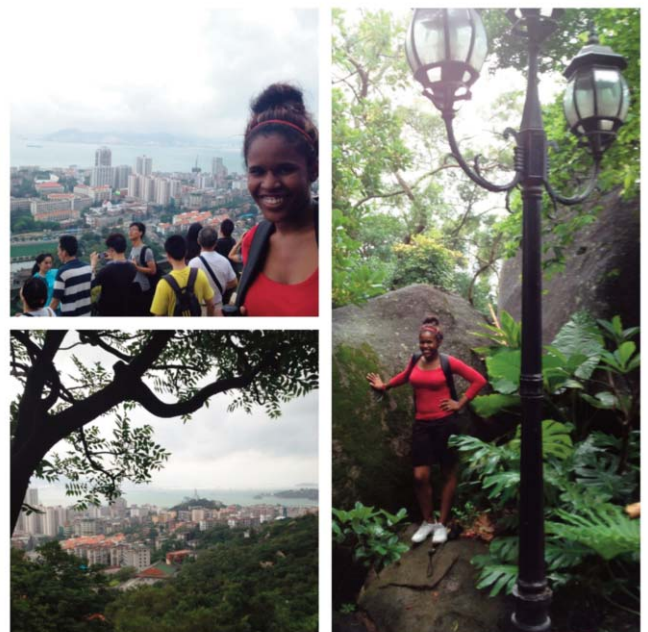
as we arrived on the campus of Xiamen University, two young ladies were outside of the residence hall drinking beer, in short shorts! I was so shocked and appalled! My assumptions have been proven wrong! After entering the lobby of the residence hall, we were given our room keys and able to move into our rooms. Now that was something! The first thing we noticed was the toilet which was really a hole in the floor. We were all extremely shocked! Our room was the only room that had wifi already set up, so all of the students were packed in our room, contacting their families and texting their friends.

As the days went on, we enjoyed Chinese language class, history, calligraphy and paper cutting class. We went on many

excursions and were able to explore Xiamen and other cities. My favorite excursion was when we traveled to Guang Zhao by bullet train! That was exciting.

We were able to enjoy a meal with a traditional Chinese family.

The food was something totally different from what I'm used to at home. The host of the dinner was a college professor who has a daughter named Rose. Rose was extremely smart, she was even correcting her mom with her English. We found that a lot of students in China learn English in class or through movies.



“China Study Abroad 2012 ”
by Bianca Ward
Business Management Senior, Albany State University



Abstract

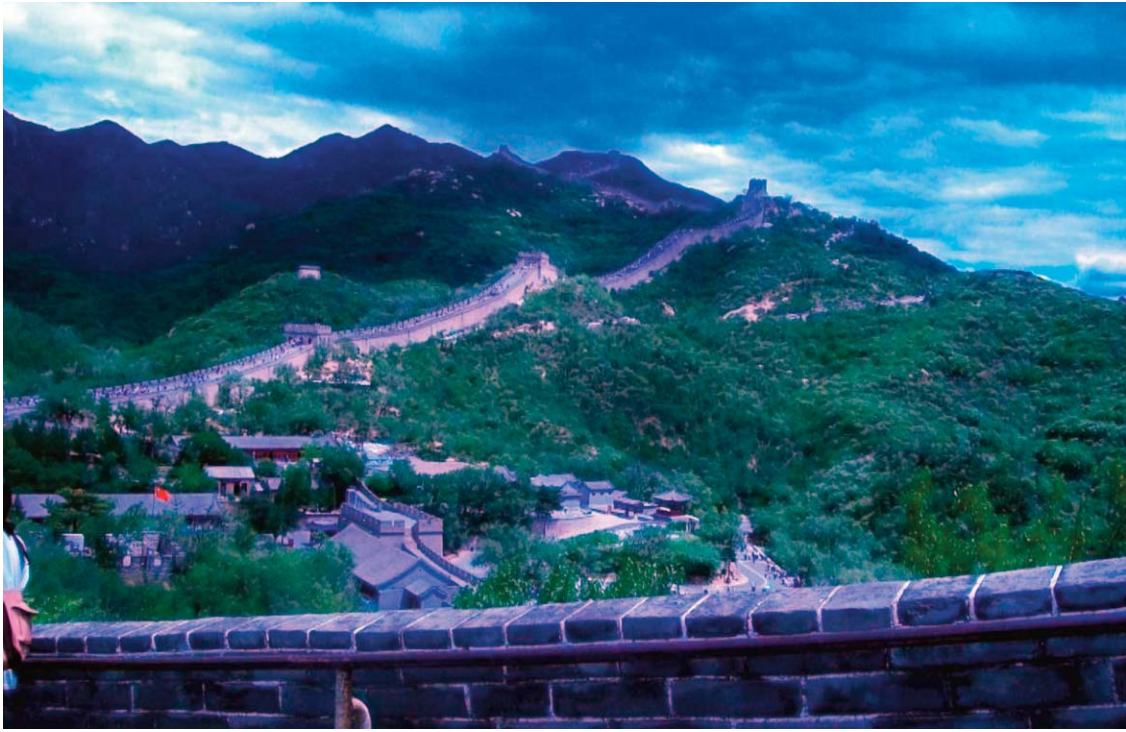
When I reflect on my study abroad experience in China I truly believe that every person I met, every excursion I took, and even the country I visited, crossed my path for a purpose. The purpose was to bring an intriguing mix of adventure and adaptability to my life. Everyday I discovered something new about the people, the country, and even myself. Being emerged in China’s natural habitat and being surrounded by the people, challenged me to accept the Chinese people as they were, because I was a visitor in their country.

Thanks to my experience abroad, I am now aware of Bianca and her values. I accept that my own culture is not necessarily right or best, but it is what I value that makes me who I am. I am now aware of other people’s values, beliefs, and cultures. I respect what they value because those values make them who they are. I even see that the world is a global village; every culture is so similar yet so different in many ways. I believe that

my study abroad experience, or any experience in life, is most successful when we can accept others for who they are and explore their culture, share our own cultures and values, yet remain true to ourselves.

Our first cultural tour was to the Great Wall of China. When I saw the Great Wall, I was taken aback by its majestic beauty. There was nothing greater than seeing the beautiful sky and the historic site of the Wall that seemed to have no end in sight.

The Great Wall was very much like what I thought it would be. I imagined a lot of people touring the Wall. Sure enough, there were plenty of people. I was fascinated by the older women climbing the mountain and young women, who were wearing stilettos, climbing up the highest parts of the steep Wall. It was unbelievable. I was amazed at how people could just walk up a steep paved mountain with no hesitation.



The Great Wall of China—June 14, 2012



We went to a local middle school with Turkish students from Xiamen University. Two fellow ASU students and I sat at a table with two Turkish students and two Chinese students. It was very awkward at first because there was no direction as to how to start off a conversation. So I said, "Hello my name is Bianca." Then everyone else introduced themselves and the conversation just snowballed into hobbies, siblings, girlfriends, and possible future travels to the United States. At first, the Chinese students were shy and fidgety, not looking up and speaking in a low voice, but by the end of our conversation they

were excitedly asking us questions about ourselves and America.

I met five students who were so nice. They practiced their English with me and asked questions about my life as a student at my university. One girl said that the students have nine classes and have no time for jobs or boyfriends. I found out that all students stayed on campus and went home only on weekends. I exchanged email addresses with them and have been in touch with them ever since that excursion.



Kinmen (Taiwan) Island Tour—July 1, 2012

Early morning we boarded a ferryboat, which took us to Kinmen Island. The purpose of the island is to preserve the history of its declaration of war. The island displayed war missiles, army tanks, war aircrafts, weapons, and underground hiding bunkers. It was amazing to see how the Taiwanese people cherished their history. There was even a park that had statues modeled after genuine war scenes complete with make-belief soldiers hiding behind barricades, soldiers sitting in war

crafts, and soldiers shooting missiles. In addition, there was an underground infirmary with a statue of a male nurse and an army general sitting at a desk. It was so exciting to take pictures near the airplanes and on top of the army tanks. There was so much history at that location. Kinmen Island reminds the Taiwanese people of how they gained independence. Overall this excursion was very fulfilling experience.





This young Chinese boy is meeting an African American for the first time.



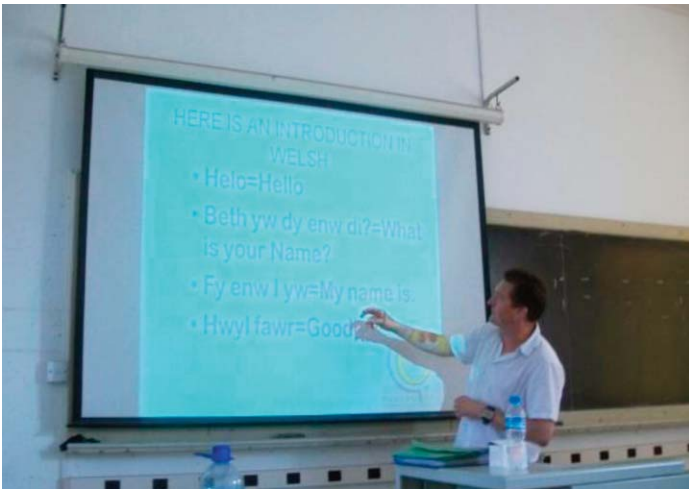
ASU and Xiamen University Students.



Every day and all day buses in China were always packed with passengers.



Chinese Lecture Professor talking about the various Chinese festivals.



Guest speaker from Wales discussed the importance of trading with China.



Xiamen Daily Newspaper House welcomed us with warm hospitality.



Buddha carved on the side of a boulder mountain showing the Chinese pride in their deities.



Street food vendors were at every corner.



Affection is the norm in China; Lovers are seen by the beach.



Faculty Reports

Dr. Jianchuan Zhou
Assistant Program Coordinator

As an ASU faculty with a Chinese mainland background, I was heavily involved in identifying the potential host university – Xiamen University – and making contact with people in the appropriate offices. Under the direction of Global Programs' Director, Dr. Nneka Osakwe, we created a 4-week program that combines academic content with cultural excursions, supplemented by Chinese Language and Culture courses provided by Xiamen University faculty.

Course offerings and student recruitment

It was the first time I taught ASU courses in a study abroad program. In preparation, I modified the course syllabi to incorporate culture excursions as an important part of the teaching. Class schedules also were made accordingly in coordination with visits to cultural sites and civil institutions such as the local newspaper, TV station, schools, container terminals, etc.

I offered three courses in the program. MACO 3330 and MACO 3331 targeted junior and senior students who have at least taken MACO 2000 previously and MACO 2000 offered in the program intended to recruit sophomores who have completed ENGL 1101 and 1102 in their freshmen year. In the end, no students registered for MACO 2000. Only MACO 3330 and MACO 3331 were actually taught in the program.

Conducting the Courses

Conducting regular 3-credit-hour courses in a time frame of four weeks is quite a challenge. Fortunately, the courses I selected for the study abroad programs aren't theory-heavy courses and do not require 15 weeks of lecture time. Those writing skills courses put emphasis on learning by practicing, and students in the study abroad program were required to utilize their excursion opportunities to develop reporting and writing skills that the two courses are designed for. On average, I met with students in classroom (on the campus of Xiamen University) three times a week. In classroom, other than introducing the basic concepts and requirements of the different types of media content, I took a coaching approach, discussing what they have experienced and helping them understand how they could develop a spark of idea to a news story or commentary. Students appeared to enjoy this approach. Their performance in these courses, particularly the richness of the story assignments, also suggests they have benefited from the unique academic opportunity only available within the context of a study abroad program.

Reflection

The structure of the program appeared to have worked well. Future programs will be able to build upon the experiences gained this time and improve by making necessary adjustments. Our students experienced a sharp contrast from the comfort of "American living standards" that they were used to at home.

Dr. Rosenbaum-Andre Judith
Reporting on Students' Internship at Xiamen Daily, China
MACO 4498: Internship (Mass Communication Majors)

Course objectives

By the end of the course, the students will:

- Gain experience working in a professional environment
- Gain experience with the mass communication industries, in a way that allows for the application of knowledge and skills learned in prior coursework and prepare the student for successful employment in the industry
- Develop a professional resume and portfolio

Course outline

The main component of this course is the student's practical internship experience with a newspaper house in China. In addition, the students met with me at least twice a week to discuss their current activities, receive feedback on their produced work, and work on their professional portfolio and resume.

Course structure

The two students enrolled in this class interned at Xiamen Daily, the local newspaper, where they wrote for Common Talk Weekly, the English section in the newspaper. Their internship consisted of three major components: Writing, editing, and interviewing. Every Wednesday afternoon, the students were expected to travel across Xiamen to the newsroom to help edit the final copy of the newspaper before it went to print. During the rest of the week, the editors would email them stories that required editing (sometimes as many as seven at a time), and ask them to conduct interviews, attend press conferences, and write their own original stories. The students interned between 10-15 hours per week.

Student-instructor meetings were usually scheduled on a bi-weekly basis, or whenever the students indicated they needed help with an article. Due to the small size of the study abroad group, I saw the interns at least once a day, at which point I would ask them how they were doing and what their latest assignments were. We also scheduled one longer meeting to go over their resumes and discuss the requirements for their portfolio.

Assignments

The students' main assignment was to perform well at their internship, produce a sufficient amount of work, and assist the editors of Xiamen Daily in their jobs. In order to measure how well the students did all of this, several assessments were put in place.

First, students were asked to write weekly progress reports, which were due every Friday. In these progress reports, they were asked to describe every day that they did something for their internship. They were asked to specify how many hours they worked, what they did exactly, what problems they ran into, how they solved them, and what they learned.

In a second assignment, students were asked to update the resumes they had brought to China with them. We met on an afternoon, went over their resumes, discussed improvement points, and students were then asked to revise them.

Finally, the students had to produce a professional portfolio. This portfolio had to contain an updated resume, a reflective essay delineating what they learned from their internship, as well as copies of all the work they did as part of their internship.

In addition to the students' work, their grade was also based on a final review of the students' work, provided by their supervisor at Xiamen Daily.

Student response and performance

Both students did well in both the course and their internship. After an initial adjustment period, the students appeared to have adapted to the work and writing style of the newspaper. Both students indicated an interest in studying and/or working abroad after this experience.

Improvement points

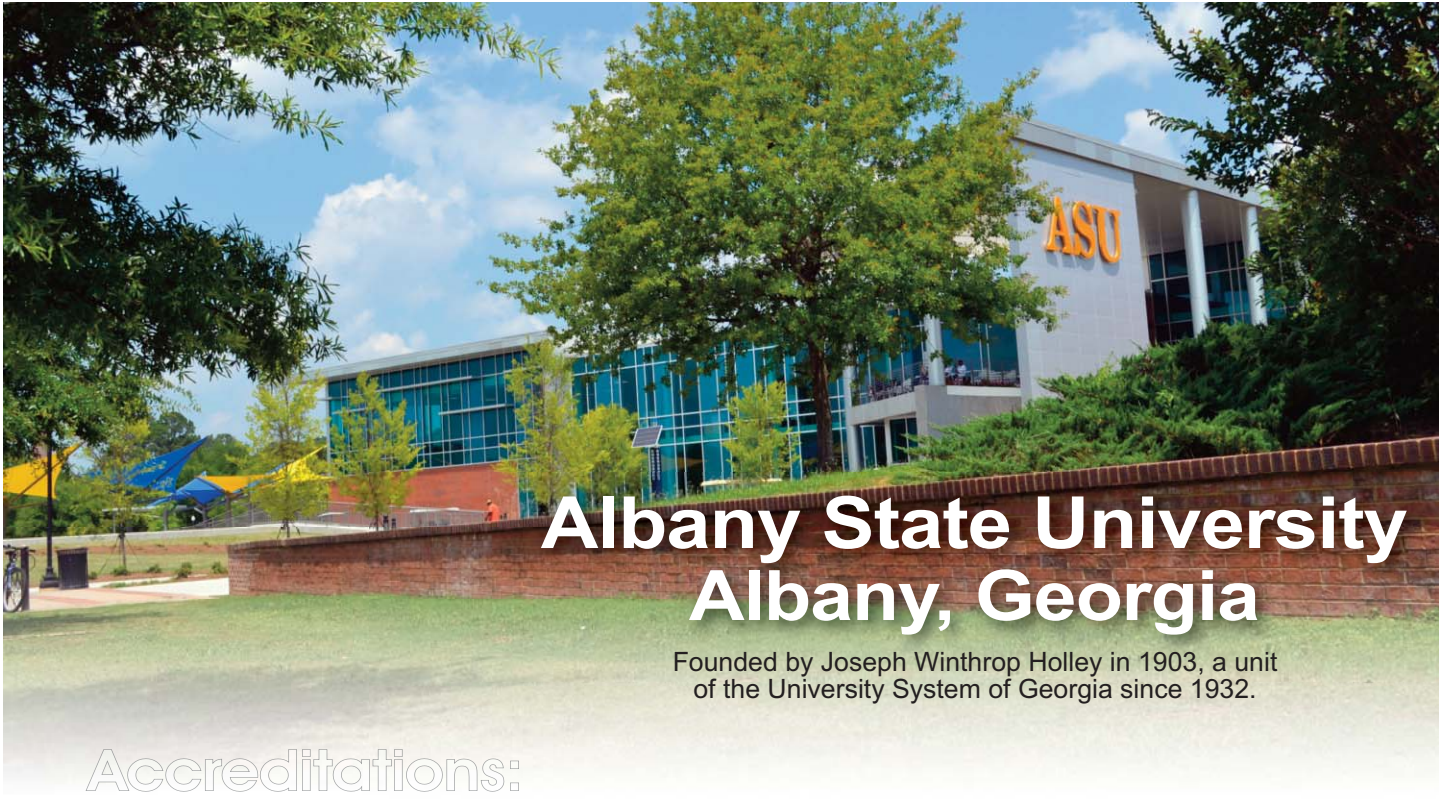
Future internships with foreign companies need to involve a pre-departure orientation on the work practices of this particular culture. Although the students had received a general orientation to Chinese culture, nothing in this orientation addressed the way in which Chinese people operate at work, and this probably attributed to the adjustment period the students went through. It would be helpful if students received clear, unequivocal guidelines about dress, mode of address, and method of communication before landing in a work environment.

In addition, the current final review form used by the internship supervisor used scales to rate the students' performance. The scales ran from 1-5, with 5 indicating perfection. The problem I encountered was that while China scores out of ten (just like the US scores out of 100), in China, a 6 is deemed a passing grade, while in the US a 70 (7/10) is a passing grade. This meant that confusion could arise when providing a numerical grade, as different numbers mean different things in both countries. Therefore I would recommend developing a review form that uses categories (e.g., excellent, above average, average, failing) instead of numbers.

Conclusion

In my opinion, the 2012 China Study Abroad program was a success. Not only did my students acquire the knowledge and skills required to meet the course objectives, they were also able to augment their learning experience with a basic understanding of the Chinese culture and media landscape.

I highly recommend repeating a program such as this one in either the same or a different location. In my opinion, students gain a deeper understanding of the material taught in the classroom when they are able to apply it to a culture completely different from their own.



Albany State University Albany, Georgia

Founded by Joseph Winthrop Holley in 1903, a unit of the University System of Georgia since 1932.

Accreditations:

- Southern Association of Colleges and Schools Commission on Colleges (1866 Southern Lane, Decatur, GA 30033) (SACSCOC)
- National Council for Accreditation of Teacher Education (NCATE)
- Council on Social Work Education (CSWE)
- American Academy of Forensic Sciences (FEPAC)
- National League for Nursing Accrediting Commission (NLNAC)
- National Association of Schools of Public Affairs and Administration (NASPAA)
- Accreditation Council for Business Schools and Programs (ACBSP)

Undergraduate

- Accounting
- Art
- Biology
- Business Information Systems
- Chemistry
- Computer Information Systems
- Computer Science
- Criminal Justice
- Early Childhood Education
- English
- Fire Service Administration
- Forensic Science
- Health and Physical Education
- Health, Physical Education and Recreation
- History
- Management
- Marketing
- Mass Communication
- Mathematics
- Middle Grades Education
- Music
- Music Education
- Nursing (RN to BSN)
- Nursing (RN)
- Political Science
- Psychology
- Science Education
- Social Work
- Sociology
- Spanish
- Special Education
- Speech and Theatre
- Supply Chain and Logistics Management
- Technology Management

Graduate

- Education Specialist (Ed.S.)
- Business Administration (MBA)
- Criminal Justice (MS)
- Early Childhood Education (MED)
- Educational Administration and Supervision (MED)
- English Education (MED)
- Health and Physical Education (MED)
- Mathematics Education (MED)
- Middle Grades Education (MED)
- Music Education (MED)
- Nursing (MSN)
- Public Administration (MPA)
- School Counseling (MED)
- Science Education (MED)
- Social Work (MSW)
- Special Education (MED)



Office of Global Programs

Office Global Programs

MISSION

To further ASU's mission of fostering diverse university programs and activities in order to realize its goal of educating students to become global citizens who are outstanding contributors to society, and to actualize Goal 3 of **2013-2017 ASU Strategic Plan: Leadership in community and global partnerships**, the Office of Global Program stipulates thus:

GOAL

To foster initiatives, activities, and events that will enhance diversity and help ASU realize its mission and goal, the Office of Global Programs will enhance:

Objectives:

Global programs objectives are to create initiatives, activities, and events that will enhance:

- 1. Students' Participation in study abroad and international/national internships.**
- 2. ASU awareness about International Education through International Education Week (IEW), Global Programs Lecture Series etc.**
- 3. ASU engagement in national and international linkages and exchanges (national linkages include participation in University System Councils, Committees, and Consortium activities).**
- 4. Faculty/Staff professional development including training and workshops on Internationalizing the Curriculum, study abroad, etc.**
- 5. Community partnership in Global Programs.**
- 6. International students' services and retention.**

Students' participation in study abroad and internship

Study abroad is a critical component in realizing the expected quality of the 21st century education. In recent years, many ASU students have shown a lot of interest in study abroad; however, the greatest challenge has always been funding. We are requesting your kind support of our study abroad and internship programs through donation to the ASU Foundation (memo: Study Abroad/ Internships). For more information please visit www.asurams.edu/global.

100,000 Strong Study Abroad Scholarship Fund



Please help us make this possible by supporting our study abroad fund.

Study Abroad
GLOBAL. POTENTIAL. REALIZED.



Questions?

Call 229.430.1662

I would like to make a tax-deductible gift to Albany State University Study Abroad in the amount of:

\$100 \$250 \$500 \$1,000 Visa MasterCard AMEX Other _____

Bill me \$ _____ monthly quarterly one-time payment

Credit Card # _____ Expiration (MMYY): _____ / _____

Name: _____ Partner Name: _____

Address: _____ Phone: _____

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ASU graduate? (Yes / No) Major/College of: _____ Year: _____

Is spouse an ASU graduate? (Yes / No) Major/College of: _____ Year: _____

My employer, _____, will match my gift. (Please enclose your company's matching gift form.)

Please make checks payable to Albany State University Foundation, memo: Global Initiatives.

Please Support ASU Foundation Study Abroad Scholarship Information and Application Form

Background - The ASU Foundation Study Abroad Scholarship (AFSAS) program was created in spring 2011 to help ease the financial burden on students who are interested in experiencing study abroad. The first five recipients for the AFSAS award received \$1000 each to study abroad in Costa Rica, Trinidad and Tobago, England and Spain in summer of 2011.

Requirements – eligible applicants must be enrolled at ASU as either full-time or part-time students who have made application to a recognized Board of Regents accredited Study Abroad program listed at ASU or in the University System of Georgia Study Abroad Catalogue. You can find the catalog at either <http://www.usg.edu/oie/catalog/> or at the Office of Global Programs-“Study Abroad”.

Available funding – The total dollar amount available annually to fund study abroad is determined by the ASU Foundation Advisory Board or the Vice President for Institutional Advancement, and is awarded on a competitive and first-come first-served basis. Students who will benefit must be participating in a USG-sanctioned study abroad program, and should submit formal application timely to the Office of Global Programs using the application form.

Deadlines: The completed application form must be submitted to The Office of Global Programs by January 31, of each year. Recipients of AFSAS aid will receive notification of the amount awarded to each of them by March 15.

**Please sponsor students and donate to ASU!
Make checks payable to:
ASU Foundation (memo: Study Abroad)
and send to:**

ASU Foundation
Old President’s House
Albany State University,
504 College Drive, 31705

ACKNOWLEDGEMENTS

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Dr. Richard Green, Vice President, Academic Affairs and Interim Provost

Mr. Larry Wakefield, Vice President, Fiscal Affairs

Dr. Edgar Berry, Former Vice President, Student Affairs (2012)

Dr. Leroy Bynum, Dean of Arts and Humanities

Dr. James Hill, Chair of English, Modern Languages, and Mass Communication
(housing most China study abroad students for 2012)

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Ms. Maggie Emily, Office of Global Programs

Ms. Patrice Smith, Office of Global Program and Foreign Language Institute

Dr. Jianchuan Zhou, China Study Abroad faculty, Mass Communication

Dr. Judith Rosenbaum-Andre, China Study Abroad Faculty, Mass Communication

Dr. Nneka Nora Osakwe, Coordinator of China Program and Study Abroad Faculty, English



ASU Team at the Opening Ceremony, Overseas College, Xiamen University, China.



Lake view, Xiamen University, China.



Office of Global Programs

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