

# INTERNATIONAL STUDIES

AT Colorado State University

Fall 2015

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*International Studies Spring 2016  
Course Listings*



## DIRECTOR'S ADDRESS

Leaves are falling, days are getting shorter, and temperatures are dropping. All that means ... it's time for the International Studies Fall Newsletter! As usual, the International Studies Program is abuzz with activity.

First, you'll notice some changes to the **Newsletter**. We've added more faculty and student stories and updated the layout. We also revamped the program **website** last spring. Check it out at [inst.colostate.edu](http://inst.colostate.edu). International Studies has been busy improving post-college prep and career development opportunities as well. On November 6th, we will be leading a student visit to the **Posner Center for International Development** in Denver. The Posner Center hosts over 60 humanitarian-focused non-profits. It is a great resource for International Studies majors. A few weeks ago, we hosted representatives of the **United Nations Association** for a crash course on the United Nations. See Page 6 for details. International Studies has been involved in cultural activities too. Our student organization, GAIA (Global Awareness and International Affairs) has hosted several successful **Language Cafés** this fall, some with over 50 domestic and international students sharing stories over cookies and hot chocolate. To learn more about these events or to get involved in GAIA, e-mail President Andrew Marca at [armarca@rams.colostate.edu](mailto:armarca@rams.colostate.edu).

Finally, International Studies has some new student staff. **Madeleine Cox** is conducting an independent study to develop new curriculum for the major, and **Nicolas Delgado** is serving as the International Studies Administrative Intern. He was instrumental in putting this newsletter together—thanks Nick!

# SOAKING IN THE SOUTH OF SPAIN

**By Anna Porter**

This past spring I had the opportunity to study abroad in the stunning city of Granada, Spain. Author Ernest Hemmingway once said “if you were to visit only a city in Spain, this should be Granada”, and I agree wholeheartedly. Granada is a small city, around 300,000 people, located in the southern region of Spain called Andalusia. This region of Spain was ruled by the Moors from 711 until 1492. Islamic Spain is sometimes described as a “golden age” because of the religious and ethnic tolerance between Muslims, Christians, and Jews that all resided in Andalusia. Because of this deep history, Granada is rich in diverse culture and has a unique art presence throughout the city.

Preparing to study abroad was a lot work, but once I was in Granada and got over my jetlag it was all completely worth it. I studied abroad with the outside program CEA, Cultural Education Abroad. I loved the opportunities and excursions CEA offered as well as having native program advisors that really knew the city.

I took classes at the University of Granada’s Center for Modern Languages. The University of Granada is one of Spain’s oldest and largest public universities, founded in 1531 with enrollment today around 60,000 students. My classes were all very small and intimate and all taught in Spanish. The school’s professors were all Granada locals, so speaking English in class was not an option as many people in Andalusia only speak Spanish. In class I was really able to hone my Spanish speaking and writing skills, but speaking the language in everyday life was when my Spanish improved the most.

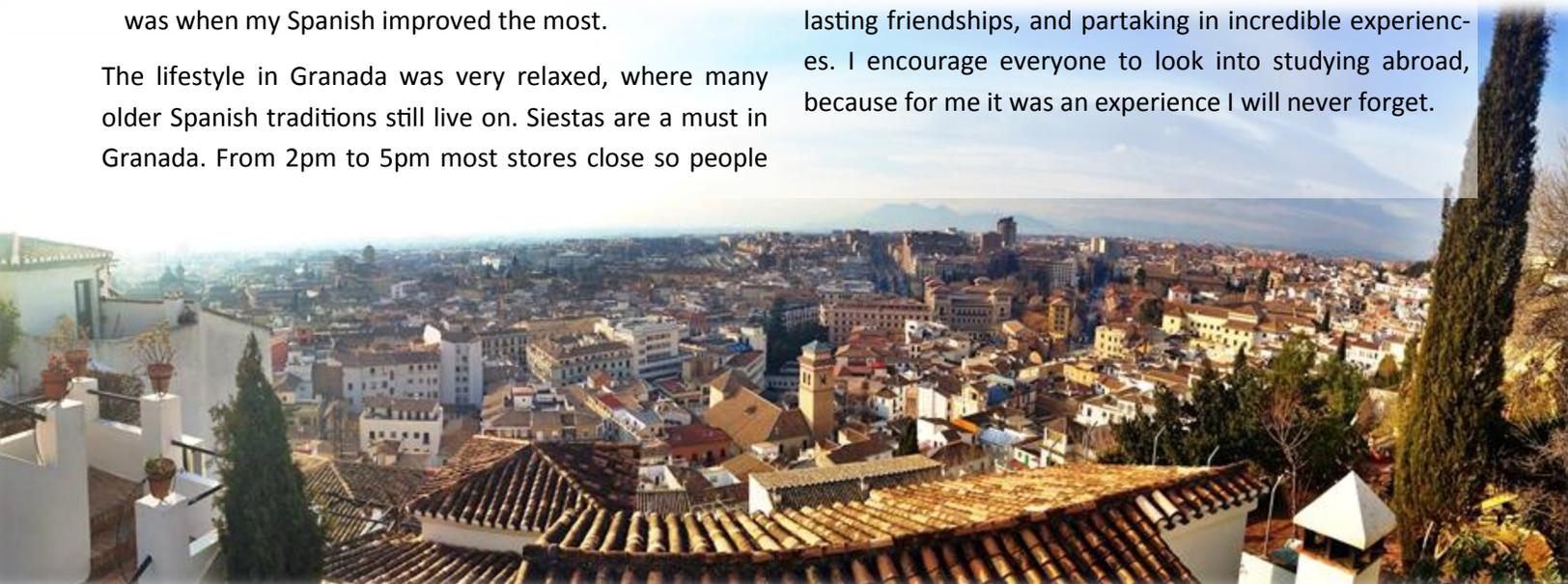
The lifestyle in Granada was very relaxed, where many older Spanish traditions still live on. Siestas are a must in Granada. From 2pm to 5pm most stores close so people

are able to go home for lunch, as this is the Spaniard’s biggest meal of the day. Granada also still serves free tapas with every drink. The tapas are amazing Spanish appetizers, such as paella, patatas bravas, or croquettes that are served family style for everyone to share. Going out for tapas with my friends were some of the best times I had abroad.

Through study abroad I was able to meet some of the most remarkable people. There is no way I would have enjoyed my time in Granada as much if I had not been surrounded by people that also loved traveling and adventures. I made lifelong friends during study abroad because these were the people I studied with, I lived with, and I traveled with. Jumping on a five euro bus ride to the Costa del Sol and spending the weekend on the beach with the friends I made was incomparable to any experience I had in the United States.

I was fortunate enough to travel to nine countries all over Europe and Africa during my time abroad. A huge reason I wanted to study abroad was to see the world, and that is what I was able to start doing. Airline tickets in Europe were extremely cheap, so that plus only having class four days a week made traveling on the weekend easy. I was able to see so many new terrains and enjoy their cultures for a short time, including Amsterdam, Prague, and Dublin as well many others.

There is truly nothing comparable to studying abroad. My time in Granada was the best semester of my undergraduate career. I grew as a person and got to know myself better while also traveling throughout new places, making lasting friendships, and partaking in incredible experiences. I encourage everyone to look into studying abroad, because for me it was an experience I will never forget.



# My Life between Two Worlds: *La Experiencia Colombiana*

By **Marcela Velasco, Ph.D.**

My story of immigration starts with my mother's pursuit of higher education. A teaching assistantship found her a place in that Tower of Babel that characterizes top universities in this country and we found a veritable multicultural community in the student housing units. The Latin American diaspora quickly became our family and our friends for life.

While our parents spent their days toiling in the tower we, the kids, shared our lives with the real "America." My middle school was full of racial and social class fault-lines and cafeteria factionalism. The first six months were spent in morning English classes with Cambodian, Vietnamese and Laotian refugees, and afternoons in regular Math and Science classes. Daily bus rides took me along desperately poor neighborhoods where black and Latino children lived. I quickly realized that a world of difference separated me from white, black and even Latino Americans, mostly Puerto Ricans overwhelmed by poverty.

After school I went back to the multicultural safety of my elders with expert knowledge in the social sciences, humanities and hard sciences. They were tutors and mentors, and opened a world of culture and ideas. They



helped me build the navigation skills needed to understand our condition in this country, in this world. I now know that this self-conscious awareness allowed me to ignore, play down or surpass any encounters with bigotry or negativity, and focus on this country's open mindedness and generosity coming from all walks of life.

Our parents lived on tight scholarships, even cleaning houses to make ends meet, and were thus materially poor by US standards and seemed to spend any disposable income on "living experiences," a lovely euphemism to explain away our material poverty and aggrandize our characters.

The return to Colombia kept getting postponed. Mother finished her Ph.D. and I completed my high school degree, at which point I wanted to go "home" but also stay at "home." My mother's tenure track job settled the decision to stay and I ventured into adulthood as an undergraduate. I soon got tired of navigating, could no longer accept my foreignness, nor the costs of acculturation, or the deterioration of my mother tongue. So I went "home" on my own and spent most of the next 15 years after graduation in Colombia, with brief stints in the US to complete coursework for a Masters and Ph.D.

Back there I worked at three different universities and with two different organizations, traveled through Latin America, and visited every corner of Colombia as an Indian movement collaborator. I also found a partner and had a daughter. Over those fifteen years the country became increasingly unstable, filled with internal refugees, orphans and widows, traumatic stress, fear, and bleakness. My privileged position sheltered me, but I felt that country's reality like an open sore. Perhaps it was time to come back "home." With my Ph.D. in hand I returned to the US, to Colorado, a new place.

Immigration turned me into an observer, an explorer and a navigator. My childhood and young adulthood full of transitions and travels did away with many delusions, but made me conscientious, resilient, and sometimes even shockingly fearless. Who knows, but perhaps, many immigrants also develop similar attitudes, and maintain alive that toughness and flexibility that characterizes the American experience.



# CAELIA: A PRE-ROMAN BEER IN THE IBERIAN PENINSULA

By Jonathan Carlyon, Ph.D.

When Spanish conquerors first arrived to Cuba, they were struck by the new varieties of food. One writer, Gonzalo Fernández de Oviedo (1478-1557), wrote in his *Summary on the Natural History of the Indies* that the New World held numerous meats and fruits. For example, in his chapter on armadillos, Oviedo declared: "They are a delicious treat ... I have eaten them sometimes, and they are better tasting than goat." In a later chapter, he discussed vines and grapes, saying: "in those parts of the main land in the mountains and wooded forests one often finds very good wild vines, very full of bunches of grapes, not small, but even larger than those in Spain raised in groves, and not so sour, but better and of better taste, and I have eaten them many times and in great quantity." At first glance, one sees the Spanish Conquistador cataloging the spoils of conquest. However, Oviedo's reference to grapes betrays a hidden grammar of an earlier conquest of the Iberian peninsula by the Roman empire. His focus on grapes, that is, speaks to Spain's own legacy as a conquered country. The Celts and Iberos of indigenous Spain may have known about wine, but they grew wheat and barley, and they made beer.

Beer and wine form a counterpoint. Wine belongs to the conqueror. Beer, so we are told, pertains to a lower class. In his book *Cuban Counterpoint*, Fernando Ortiz wrote similarly of tobacco and sugar. He argued that tobacco and sugar, "contradict each other economically and socially." This cultural tension, according to Ortiz, served to define Cuba's relatively quick, 500 year cultural evolution. However, if in Cuba sugar and tobacco achieved some harmony, in Spain the counterpoint



*The author (right) sampling Iberian beer*



between beer and wine took a more dissonant turn. For example, the Roman historian Pliny the Elder (23AD - 79AD) explained: "From the cereals are also made beverages called zythum in Egypt, caelia and cerea in Spain, ...; the froth of all these is used by women as a cosmetic for the face. But to the beverages themselves, it will be best to pass on to a discussion of wine." Additionally, Paulus Orosius (375 AD - 418 AD) indicated these indigenous Spaniards (known as Celtiberians) would fight the conquering Romans, "after having drunk a large quantity,

not of wine--which doesn't abound in his area--but of an elaborately made wheat juice, a juice they call 'caelia' because it is necessary to heat it." In these examples, we see the cultural tension between beer and wine in pre-Roman Spain. Furthermore, we notice that before Spain imposed its colonialism on the Caribbean, turning Armadillos into exotic fare, the Romans subordinated Celtiberian beer to the development of their imperial wine.

Culinary decisions reflect cultural decisions. In a city like Fort Collins, well-known for its many quality beers, the example of pre-Roman Caelia reminds us of the need always to expand our participation in a diversity of cultural counterpoints.



*Spanish grape vines*

# SERVING THE STATE DEPARTMENT IN GENEVA

**By Alexandra N. Schweigert**

This summer I received the opportunity to complete an internship with the U.S Department of State, which was an irreplaceable experience. The State Department is the department of the executive branch which is responsible for establishing, keeping, and promoting international relations with other countries. The State Department sends hundreds of diplomats to embassies, consulates, and missions around the world. Working with diplomats was an experience unlike any other. Diplomats are largely the face of America overseas and are the main source of American leadership around the world. I was fortunate to learn from many diplomats both from the U.S. and from other countries and it was a very enriching experience. Specifically, I worked with the diplomats and Ambassadors at the U.S. Mission in Geneva, Switzerland. The U.S. presence in Geneva is home to four entities: the Mission to the United Nations, the Mission to the World Trade Organization, the Delegation to the Human Rights Convention, and the Delegation to the Conference on Disarmament. These four entities work together to uphold American values at the United Nations in Geneva.

I remember vividly walking through the door on my first day. I had never been in a diplomatic facility and I spoke very little French, which is the primary language spoken in Geneva. I am sure I looked very out of place. However, that would soon change. I was placed to work primarily with the U.S. Delegation to the Conference on Disarmament (CD). The CD is the world's only permanent multilateral disarmament treaty negotiating body. To clarify, the purpose of the CD is to promote U.S. nuclear interests and ensure that our nuclear and biological weapons are safeguarded against misuse. Furthermore, the CD allows the United States to hear about and monitor uses of nuclear and biological weapons in other countries. In the 10-week period, I spent at the CD, I learned a massive amount about nuclear weapons. More importantly though, I was able to see so much of what I had learned about international relations in the classroom being applied in the real world. Although interns are unpaid, the State Department pro-

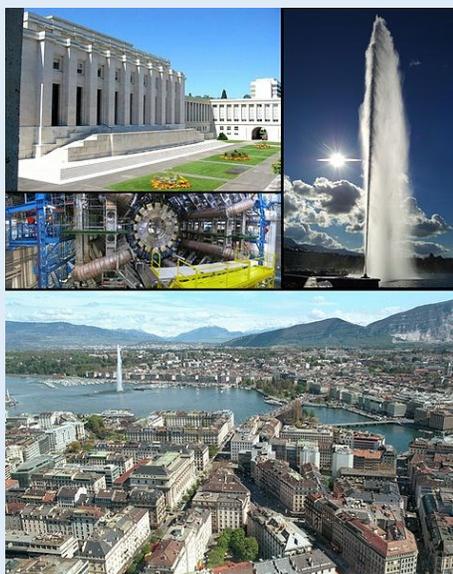
vides value and contributes to the learning of their interns in other ways. From the get-go, the Department fully submerges their interns in substantive work. I recall finishing my first week feeling very good. Not only had I survived the week, but also I was excelling in the work I was doing and building upon the solid foundation of my education. The diplomats in Geneva were extremely good at explaining concepts, including me in daily activities, and giving me meaningful and useful tasks. I was able to participate in both multilateral and bilateral talks on a number of issues. To this day, one of the neatest experiences I was given was to sit at coffee with the American Ambassador and the Indian Ambassador as they persuaded one another

to listen to their viewpoints on a specific policy. I was also trusted to attend meetings and other sessions and then type up accurate and detailed reports to send back to Washington D.C.

Not only was I able to hear and follow the different sides of the ongoing debates in the CD, I was also able to hear the United States perspective both formally and informally. One of the amazing things about working with the CD was that the office is home to a U.S. Ambassador. For me this meant that I not only saw the talking points and reports being drafted and edited before the Ambassador would speak formally, but I was also privy to hearing his opinions and personal views on a number of matters.

The most exciting and challenging duty that I was tasked with was drafting a speech for the Ambassador, which was read in front to representatives from over 70 different countries. This was very beneficial for me because I was able to improve my writing skills while working with high-level officials in Washington to make sure the statements I was writing would align with the view points of the United States.

Overall, an internship with the Department of State is one I would highly recommend, especially for International Studies Majors. The internships run Fall, Spring, and Summer and the State Department asks for a 10-week commitment. Each season they send students all around world to contribute to American presence overseas and observe diplomacy in action.



**Geneva's urban environment includes the United Nations building (top left).**

# UN 101: An Introduction to the United Nations



By **Nicolas Delgado**

This semester the department of International Studies had the pleasure of hosting two members from the United Nations Association. Eleanor Dwight and Dick Rush are part of the Northern Colorado chapter of the UNA and their involvement within the non-profit organization stems from a history of world disorder and violence. Both speakers grew up during World War II era, a time where the world was chaotic and despair was unavoidable. Growing up during this time period inspired them to do the work they do with UNA and it sparks their immeasurable support for the United Nations that we have today. The younger generations may not feel the influence of the United Nations in their daily lives, however the speakers argue that the United Nations is extremely necessary in order to maintain world peace and order.

Dwight and Rush explained the functions within the United Nations and revealed the realms in which the United Nations is associated with. A common misconception about the UN is about the work that they actually execute. Yes, there is a general assembly that discusses the issues that are going on within their countries in order to avoid conflict and there is also a security council that holds more power within the UN; however Rush believes that the specialized programs such as UNICEF and UNHCR are the “unsung heroes” of the UN. This is because these are the programs that provide direct services to those who are having trouble within the country and these agencies act as first responders in some situa-

tions. For example, the Syrian refugee crisis is currently being aided by UNHCR and they were able to set up refugee camps along the path in order to aid the crisis.

After sharing the reasons why Dwight and Rush believe strongly in the United Nations, they offer an opportunity to get involved with the UNA chapter here in Northern Colorado. The association is responsible for advocating for the UN through many ways such as lobbying congress people to make them pay for our 25% share to the UN. If you are a student, you are able to join the association for free. The panelists concluded with the point, which is in order to maintain the United Nations, younger generations must carry it on in order to continue its legacy of reaching for world peace.



*Left to right: Eleanor Dwight, Dick Rush, and Andrea Williams*

## INST SPRING 2016 COURSE LISTINGS

AUCC: CO150, ECON202, GR100, MATH117, POLS241

INST Track 3D, 4A&B: AM430, ANTH200, ANTH441, AREC240/ECON240, AREC460, ECON204, ECON332/POLS332, ECON460, FIN475, GR320, GR415, HIST471, IE179, IE472, IE479/ANTH479, JTC412, MGT475, MKT365, NRRT320, POLS362, POLS431, POLS433, POLS435, POLS437, SOC364, SPCM434, INST300, INST492

Asian Studies: HIST 116, HIST451, HIST455, ART316, LJP250, LJP365, LCHI365, LCHI496, LJP496, PHIL172, PHIL360, PHIL379

European Studies: HIST302, HIST303, HIST304, HIST318, HIST320, HIST335, HIST339, POLS 345, POLS 421, ART111, ART212, ART412, ART415, E276, E277, E342, E343, E443, E444, E445, E452, E460, E463, LAND120, LFRE/LSPA310, LFRE/LSPA335, LFRE454, LGER/LSPA452, LSPA313, LSPA345, LSPA413, LSPA437, LSPA443, MU334, MU335, PHIL300, PHIL301

Latin American Studies: ETST370, HIST414, POLS331, ANTH451, ANTH452, LSPA310, LSPA313, LSPA335, LSPA345, LSPA436, LSPA437, LSPA452

MENA: HIST 116, HIST303, HIST435, POLS 443, POLS449, PHIL171, PHIL379