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UNIVERSITY PARK EVENTS

Apr 03

The Case of Qayrawān: A Jewish Community in Muslim North Africa in the Making of the New Jewish "Bookshelf"

Dr. Menachem Ben-Sasson

5:00 to 7:00 p.m.

Alumni Lounge, The Nittany Lion Inn

Apr 04

Dealing with North Korea

Evans Revere

11:15 a.m. to 12:30 p.m., 012 Katz

Apr 06

2018 Penn State-Pittsburgh Undergraduate Research Symposium in Global Studies

10:00 a.m. to 2 p.m.

Assembly Room, the Nittany Lion Inn

Apr 06

On Digital Colonialism and Monstrosity

Morehshin Allahyari

10:00 to 11:00 a.m.

Foster Auditorium

Apr 10

Careers in Diplomacy

Usha Pitts

5:00 to 6:30 p.m.

158 Willard Building

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Dr. Richard Delacy: On the Importance of Foreign Language Teaching in the US

By: Stacy Brehman

Dr. Richard Delacy, a professor of South Asian Studies at Harvard University, visited Penn State on February 16, 2018. During Delacy's visit to Penn State, I had the opportunity to interview him prior to his lecture on the importance of teaching Hindi-Urdu as a second language. During my interview with Dr. Delacy, I asked him what he believes is the hardest part of teaching a second language in the United States today, and he said it was the disconnect between what he understands the world of language to be and where his students are coming from. The advent of technology is changing education, it seems as if the world is coming to the student instead of the student going out into the world. According to Delacy, the connection that language may bring a person to the rest of the world and what it means to be a citizen of the world is the value of teaching a second language anywhere, not only in the US.



While analyzing the instructors and their roles in teaching languages, it is also important to acknowledge the role of the student and their motivations for learning a language. Students may want to learn a language to speak with their families or to use when travelling. When dealing with a language as diverse as Hindi, it becomes challenging: students may need to use completely different forms of the language in their particular contexts. Delacy stated that it is impossible, as instructors, to actually socialize students into the particular form of language that they need; thus, language instructors should teach the abstract structures and focus on developing literacy skills, while it is up to the student to become integrated into the particular community. Therefore, full knowledge can only come from being in a country and having the desire and passion to become integrated in their





community. He declared that human beings are naturally hardwired to learn language so all students really need is the desire and drive to learn it. As for his literary and cinematic research, Delacy said that he likes to analyze how the styles of writing in Hindi are different, even though they may be categorized under the umbrella of Hindi writings. His research focuses on the finished product, and what comes about when intentionality comes together with what's actually written. He stated that the production of written materials in India, in the 90s, was to promote their language and to have a great sense of cultural pride.

Watch the interview with Delacy here:
www.youtube.com/watch?v=_BD_7_rK-gw

Cold War Freud

By: Zack Fernandez

At five o'clock on February 12th, Dr. Dagmar Herzog gave a lecture on Post-Cold War Freud and Antisemitism following the end of the Second Cold War. Dr. Herzog is a professor of history at the City University of New York, specializing in history and psychology following the end of the second world war.

The talk centered around the plight of the Jews whom had endured the horrors of the Holocaust and sought medical treatment to help with PTSD. Many had, among other symptoms, waking nightmares, and insomnia. However, at the time, German psychologists and pathologists had believed the human mind to be infinitely persistent in theory, capable of

withstanding any amount of trauma or physical harm that might come their way. Herzog referred to these people as the "rejectors," people who rejected the notion of these symptoms being directly attributable to the events of the Holocaust. As a result, the Jews who had experienced these symptoms were considered abnormal; the symptoms were attributed to deficiency in character. In German society, Jews had become further ostracized, not only as reminders of the awful mistakes of World War II, but now thought of as abnormal people incapable of living properly.



What followed was the attempt of the Jews to be accurately diagnosed and to receive help. There were a group of "sympathizers" who began to see what the Jews experienced as symptoms of a psychological disorder, what we now call PTSD, or Post Traumatic Stress Disorder. What the sympathizers discovered is that the experience of the Jews in the concentration camps irrevocably changed their minds, and strengthened the parts of the mind that give more easily to feelings of emotion and anxiety. Meanwhile the parts of the brain that were responsible for regulating emotion and are more associated with self-control were reduced, and were not as active. Herzog's talk ended with a question and answer session.

Interventions to Reduce Intergroup Hostility

By: Nay Min

Ethnic conflicts have taken place and are still taking place in many places around the world: Sri Lanka, Ireland, South Africa, and now Myanmar. By chance, Dr. Emile Bruneau has traveled to many regions during periods of ethnic conflict: in South Africa during the transition from Apartheid to Democracy, Sri Lanka during one of the largest Tamil Tiger strikes in that nation's history, Ireland during "The Troubles," and Israel/Palestine around the Second Intifada.

Now serving as the Director of Peace and Conflict Neuroscience Lab, Dr. Bruneau studies the psychological processes that drives such conflicts among other things. On March 13th, 2018, Dr. Bruneau shared his research on dehumanization and collective blame in intergroup conflicts at Penn State.

As he discussed dehumanization, he shared that when specific groups of people are asked to rank people from different backgrounds including their own on a scale of being human, they rank the group whom they are in conflict with to be around 30 points lower than their own groups. These findings are consistent in different countries.

When it comes to the concept of collective blame in intergroup conflicts, there are many instances of Americans collectively blaming Muslims for the actions of a few, as well as the other way around. For instance, perpetrators of the Boston Marathon Bombing claimed that they took their actions as revenge against that the United States' bombings in the Middle East. Dr. Bruneau pointed out that people that the perpetrators killed and injured were innocent civilians who did not participate in the bombings in the Middle East. He argued that this is an example of collective blame. Other examples include Americans blaming Muslims for terrorist attacks.



Dr. Bruneau is also formulating tools to lower dehumanization and collective blame. He used a "hypocrisy activity" to do this in his research sample. He asked a group of white Americans, group 1, on how responsible they think Muslims are for terrorist attack carried out by other Muslims by giving specific examples of terrorist attacks. For another group of white Americans, group 2, they were asked the same question after they were asked how responsible they think white people are for attacks carried out by other whites by giving specific examples. He found that those from group 2, or those who were forced to sympathize, scored lower on the level of collective blame.

The lecture ended with a question and answer session.

Preparing for a Culturally Diverse Classroom

By: Nay Min

In today's globalized world where people are constantly interacting with those from different cultures and backgrounds, it is extremely important to be aware of cultural differences. Awareness of differences between cultures is especially crucial for teachers who are teaching students from different cultural backgrounds.

That's why the Center for Global Studies (CGS) organized a workshop to bring awareness on how to teach a class of culturally diverse students. The Pre-Service Teachers' Workshop targeted undergraduate students

who are becoming certified to teach in Pennsylvania. The workshop took place on February 9th from 8:30 a.m. to 12:00 p.m. at the Mt. Nittany Room at the Nittany Lion Inn.

Speakers from the department of Applied Linguistics presented their research and experiences on teaching students from different cultures and backgrounds, and Ritu Jayakar, Hindi instructor at Penn State, shared ideas for working with South Asian students. Students then discussed practical ideas for implementing these concepts in their future classrooms.



National Intelligence and Defense

By: Zack Fernandez

The chief of staff to the former secretary of State Colin Powell, Lawrence Wilkerson, visited Penn State to give a talk about “Intelligence and National Security.” Lawrence Wilkerson was a colonel in the army, and served as a helicopter pilot during the Vietnam War. During the Vietnam War, Wilkerson gained renown for taking care of local civilians. In one incident he helped prevent a war crime by placing his helicopter between a fellow American attack helicopter and that of a civilian village. During his time in the military he rose through the ranks until he became the advisor to Colin Powell while he was the National Security Advisor. He followed Powell into civilian life, and was rehired as his chief of staff when Powell was hired as the Secretary of State to President George Bush.

Lawrence Wilkerson was responsible for reviewing the data from the CIA that was being used for Powell’s

analysis, however, he was only given a week to review the data and did not see the faults in the data. Wilkerson has criticized the Bush administration’s decision-making process as well as the undue influence of Vice President Dick Cheney and Secretary of Defense Donald Rumsfeld.

Following his talk, Wilkerson answered questions on the current state of affairs. He talked about Russia and their growing sphere of influence. Since the end of the Cold War, Russia has been losing their sphere of influence within Europe and abroad. Within the past few years, Putin has sought to re-expand this sphere, and make Russia as influential as it was during the Cold War. Wilkerson noted that Putin wishes to return Russia to its former glory, even if this means jeopardizing global security.

Zwigenberg: The Meaning of a Survivor from Hiroshima and Auschwitz

By: Stacy Brehman

Ran Zwigenberg, Assistant Professor of Asian Studies, History, and Jewish Studies, was the first speaker at this semester’s CGS Brown Bag Series. His lecture was titled “Survivors: Psychological Trauma and Memory Politics in Hiroshima and Auschwitz.” His book, titled *Hiroshima: The Origins of Global Memory Culture*, was written to try to understand the history of what the bombings have done to national memory and how to the survivors were influenced. Hiroshima made trauma into a more universal phenomena. It highlighted that it is not just the victims of the Holocaust that can go through trauma; other groups can experience PTSD as well such as rape victims, victims of domestic violence, and Vietnam Veterans.

The history of trauma started with rail accidents and workplace accidents in Germany. Germany was very hostile towards trauma because they assumed people only wanted their pensions. They referred to those with complaints as “pension-neurotics.” The Japanese doctors used the same language as the Germans and took a similar perspective.



He discussed three stages to trauma: the traumatic experience, a period of no symptoms, and then PTSD. These stages may appear to have no direct link with the traumatic event due to the period of no symptoms. Thus, doctors could deny the causes and the compensation. Americans declined to research PTSD and the bomb because it made America look bad. Giving treatment acknowledged American responsibility. The anti-bomb movement during this time tried to use the survivors for publicity, which emotionally mobilized their trauma for political purposes. However, most of the trauma during this time could not be expressed because there was a lot of shame in being a survivor. Zwigenberg ended the lecture with the words of a survivor explaining that they don't want to be defined as a "survivors"; they prefer the silence and they just want to live in peace.

From page 1**Apr 11****Demography, Fertility and Sustainability****Karl Hofmann**

11:15 a.m. to 12:30 p.m., 012 Katz

Apr 14**World Stories Alive! Igbo**

11:00 a.m. to 12:00 p.m.

Schlow Library, Downtown State College

Apr 14**Egyptian Cultural Night**

6:00 p.m. to 8:00 p.m.

Jury space, Stuckeman School of Architecture and Landscape Architecture

Apr 17**Krzysztof Czyżewski: The Borderland Foundation**

5:00 to 6:00 p.m., 102 Weaver Building

Apr 18**Why America Misunderstands the World****Paul Pillar**

11:15 a.m. to 12:30 p.m., 012 Katz

Apr 23**Beginning Bioinformatics, or, the Translation of 'Translation**

12:15 p.m. to 1:30 p.m., 102 Kern

Apr 25**Corruption and State Capture****Dr. Vineeta Yadav**

11:15 a.m. to 12:30 p.m., 012 Katz

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The Center for Global Studies (CGS) has been designated a Title VI National Resource Center by the Department of Education.

Working in collaboration with Penn State's many excellent international initiatives, faculty and students from multiple disciplines, and K-12 schools in the region, the CGS is dedicated to the growth and support of global studies.

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