

# Students Awarded Travel Grants

## University Communications

Sixteen students have been awarded travel enrichment and independent travel research grants for the 2005-06 Winter Break and Spring Semester through the Center for International and Intercultural Studies.

Travel enrichment grants have been awarded to the following students, listed with their topics of study and locations:

James Farrell '07, of Ogdensburg, NY, Great Historical Sites of the Second World War and the Holocaust (Denmark) - Betsy Cogger Rezelman International Travel Endowment

Frank Izaguirre '08, of Coral Gables, FL, Birdwatching in Costa Rica - The Weaver/Nicolais Family International Travel Endowment Fund

Arnold Kanyang'onda '06, of Nairobi, Kenya, Germany 2006: Africa in the Global Game - The Bernard and Lennelle McKinnon Endowment for International Education

Oumou Leye '07, of Senegal, Arab Heritage in Contemporary Spanish Culture and Lifestyle: A Comparison between Madrid

and Andalusia - The Weaver/Nicolais Family International Travel Endowment Fund

Mukhaye Muchimuti '08, of Nairobi, Kenya, Tracing the African Roots in the culture of Costa Rica through Dance and Music - The Weaver/Nicolais Family International Travel Endowment Fund

Kelly Nipp '07, of Elmwood Park, IL, A look at trail maintenance and management tactics in desert, mountain, island rainforest, and temperate rainforest ecosystems (Australia) - The Cabot Family Endowment for International and Intercultural Education

Abigail Rountree '07, Manchester Center, VT, The effects of globalization analyzed through commodification (Vienna, Austria) - The Cabot Family Endowment for International and Intercultural Education

Rebecca Timbers '07, of Underhill, VT, Comparing Savannah Ecosystems to Coastal Habitats (Kenya) - The Cabot Family Endowment for International and Intercultural Education

YiLun Wang '09, of Shanghai, China, Chateaux of France: castles and French history - The D. Douglas Andrews Memorial Award

Sean Watkins '07, of Lowville, NY, The History of my Family in England - The Betsy Cogger Rezelman International Travel Endowment

Matthew Way '07, of Stow, MA, Exploring Climbing Cultures Around the World: A Look at Australia - The Cabot Family Endowment for International and Intercultural Education

Independent travel research grants have been awarded to:

Marie Gage '06, of Stamford, CT, Capturing the Spirits: A Documentation of Peruvian Shamans - The Sol Feinstone International Study Prize

Amy Griffin '06, of Burke, NY, Using Archeological Field Survey to Identify Ancient Socio-Economic Groups in Kerala, India - The Sol Feinstone International Study Prize

Mikinee Moses '06, of New York, NY, J'Ouvert - A Genealogy of Traditional Carnival Characters (Trinidad) - The Giltz Family Fund for International and Intercultural Education Endowment

Katherine Nelson '06, of Marietta, OH, A Change of Character: the effects of globalization on humanitarian aid in Kenya - The Romeo/Gilbert Intercultural Endowment

Lauren Vander Zanden '08, of Old Orchard Beach, ME, Discovering the Goddess: Hindu Goddess worship in India - The Sol Feinstone International Study Prize.

## AROUND THE WORLD

Rachael K. Allen  
Staff Writer

Around the World is a forum used to introduce the students of St. Lawrence University to events that concern the nation and the global world. From the disparaging approval rating of our elected president, to the devastating plane crash that claimed a reported 100 lives, several happenings caught the attention of readers this week.

In Borneo's rainforest a new mammal was discovered that seems to have the slender form of a cat, with reddish fur, and a long and powerful tail. Unfortunately, its habitat is being destroyed by the harvesting of a section of the forest roughly the size of New Zealand, and fears of its extinction are beginning to claim the enthusiasm of scientists.

A military plane carrying 94 passengers bound for Iran crashed into a building in the suburbs of Tehran, taking the lives of all on board, and claiming at least another 25 casualties on the ground. At least 15 of the dead were journalists. This crash, as have others in the past, is being blamed on the lack of support caused by US sanctions which prevent Iran from importing aviation materials to refurbish its planes, the greater part of which date to 1979.

Former South African Deputy President Jacob Zuma has been charged with rape. In 1994 Zuma was charged with corruption, and since the latest accusations of rape has lost several supporters who stood by him in the 1994 battle. The woman, who is in her 30s, claims that Zuma attacked her in his home in Johannesburg. Zuma claims that the relations were consensual.

President Bush's approval rating reached an all-time low in the month of November, with CNN reporting that approximately 37% of voters still support the current administration.

The practice of Vani, or an arranged marriage to one's enemies in order, to settle a feud, is being protested by the Khan sisters of Pakistan, who were betrothed before birth, but have refused to continue this tradition. Vani is essentially the selling of women as slave-brides, and is a condemnation which allows the relatives of the opposing family to invoke pain upon the bride for the rest of her life in order to make amends for the actions of her family. Many supporters have amassed to attempt to end this cruel tradition. Several thousand Pakistani women fall victim to this practice each year.

Al-Jazeera released a video this week, which claims that Iraqi insurgents have captured a US security consultant. Al-Jazeera states that the insurgents demand the release of all Iraqi prisoners and reparations for the Anbar province, with refusal to adhere to this resulting in the killing of the American consultant. Since the US invasion of Iraq more than 200 foreigners and several thousand Iraqi citizens have been taken hostage by militant forces.

## LIZZY-LYNN

Dear Lizzy-Lynn,

I am a senior and have absolutely no idea what I want to do after St. Lawrence. I have no idea where to begin. I have no idea when I am supposed to start doing things...I'm really stressed and starting to freak out! Is there any hope?

Sincerely, Stressed-Out Senior

Dear Stressed-Out Senior,

There is hope, and you should be lucky you are realizing this NOW and not in May! There are a lot of things you can still do, although, the earlier you get things done, the better your chances, and the quicker your stress will be gone. There are endless opportunities after you leave college: Graduate School, Travel, Teach for America or the Peace Corps, and of course, a job, which can be taken in many different directions.

First, you want to begin thinking about your interests. Take out a few sheets of blank paper. On one sheet write everything you like: courses, hobbies, talents, places, weather, hours of sleep...etc. Include everything, and be specific. On the second piece of paper write down what you do NOT like, using the same categories as on your other list. Be very honest, and think of every little thing. Important things to consider are whether or not you want to be in an office. If you want to stay close to home, or travel. If you want a 9-5 or a now and then job, if you want to continue studying or put your efforts towards helping people...there are many options. On the third piece of paper you should write a general plan - not filling in details, but just to get you thinking. Divide the paper into: summer after graduation, Fall after graduation, 2 years, 5 years, and 10 years after graduation.

The next step in putting this brainstorm into action is to start thinking about people you know, or have seen doing jobs that incorporate your interests, recognizing that sometimes you may have to do something you don't love, but those should be to a minimum. Bring your papers with you to the Career Services office and schedule a meeting to talk about what you have discovered. In your free time you can browse through the books in the office. There are books on what jobs are good for certain majors, and different books for interests. If you like being outdoors, you can look in a book specific to that. If you like being crafty or working with technology, there are books for that. Just flipping through the pages will give you a great idea of what is possible, and what you would and wouldn't enjoy doing. Another good way to see what is out there is to go on the career database or any online job search. By looking through positions and getting an idea of what they entail, you get a better idea of what you can have a career in.

Over winter break, try to talk to family and friends; find out what others do. This will not only help you decide for yourself, but it may help you to make connections for an actual job. Another good step is creating a resume. Keep an eye out for workshops and career fairs being offered through the career services office. It's up to you to plan your future, so you should take advantage of all the resources available at St. Lawrence. Good Luck, it can actually be fun!

Sincerely, Lizzy-Lynn

## SLU CROAKIES FOR SALE

IN THE STUDENT CENTER ALL WEEK

11:30 TO 1:00,  
\$5 EACH

### From Page 2

cool peoples'. In this latter sense, the supposed amelioration of students' alienation on campus is the same process by which students' alienation is left unexplored.

Left unaddressed or untreated, this alienation can easily result in personal failure for students, and in an academically unsound and socially unstable learning atmosphere for the university. In my opinion, the stagnant intellectual culture on campus is one direct effect of the imminence of permanent alienation amongst St. Lawrence University students. I also believe that this permanent alienation is a consequence of a college experience and culture with few events and venues to facilitate a productive student social sphere. After FYP, what socio-academic structures help give students academic guidance and social meaning? [There's no 'Underground' any more; university programmers purposely schedule their programs in conflict with student programs (in hopes of providing an 'alternative' source of entertainment); Java, the one campus institution that still owns a semblance of student autonomy, has too many local and university restrictions on it to facilitate 'open mic nights' on Thursdays ...]

To put it plainly, students do not have the right to program for themselves without the university circumscribing those programs to fit into the university agenda. The result is that students not only resist the university's programming, but also resist personal restraint when they seek an outlet from the socio-cultural onslaught of SLU-ism - the St. Lawrence University bubble. Students work too hard during the week to have their weekend activities imposed on them by the same institution that charts their academic performances. Students, as a result, 'lose themselves', trying to ditch the academic pressures and social limitations forwarded by our educational experience here on campus.

Student autonomy needs to be re-instituted if campus culture is to change. Student alienation and its permanence in non first year St. Lawrence University students must be addressed, not with further programmatic restrictions and limitations on student autonomy, but rather with more administrative trust of its students and a greater effort to encourage students to program their socio-educational experience as they see fit. Students leave their FYP incubator and have to socially survive on a campus that is hostile toward individualism and non-conformity. Knowing this, the university, in conjunction with its students, should seek to develop social outlets that will both fulfill its academic mission and also satisfy the social needs of 18 to 24 year old young men and women. Whether these outlets are functions of academic advising, student life, residential learning communities, multicultural affairs, or co-curricular activities, divisions of the administration matters less than the actual emergence of these outlets. In fact, the diversity of outlets is preferable, as long as the diversity is conditioned by student interest. Without a student-centered focus on programming, a concerted effort by the university to facilitate the programs students want, and university structures that assist students socio-academically (after the FYP), the permanent alienation that plagues our students will continue, and the threat of our students 'trying something new' and killing themselves to do it, will remain.

I intend to blame the university for student alienation as little as I intend to blame students for helping themselves cover up that alienation. My real intention is to understand why students would kill themselves to have a good time. Without a team effort from our university and our students, however, no understanding will suffice. The negative string of events that led to a number of student deaths in the past couple of years represent the same string of events that will lead to some student's 'great weekend' this Friday. The only way to address this, i.e. the potential for negativity from a positive, 'new' way of thinking, is for the university and its students to 'think out of the box' together and provide the necessary social outlets for non first year students.

SLU-ly Yourz,  
Steve Peraza