

COMPARATIVE RELIGION AND CULTURE PROGRAM HANDBOOK

Fall 2012 – Spring 2013

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TABLE OF CONTENTS

Letter from the Dean	2
Welcome to LIU Global	3
Introduction to Comparative Religion and Culture	
Experiential Learning and CRC	
Classes and CRC	
Director's Seminar	
Documenting and Evaluating Learning	
Academic Standards	
Language Study	
Independent Study	7
CRC As a Learning Community	8
CRC Academic Courses	
Organization of the Year	10
Overview of the Program	
The Five Agreements	
CRC and Religious Belief	13
Logistics	13
Tickets & Travel	
Passport & Visa Information	
Photocopies of Documents	
Health & Medical Issues	
Packing	16
Computers & Electronics	18
Mail & Communication	18
Money	18
International Student Identity Card	18
Accommodations	19
Food	19
Other Advice from CRC Alumni	19
Future Mailings to Watch For	20
Suggested Summer Reading	
Expenses	
CRC Faculty and Staff	

LETTER FROM THE DEAN

LIU Global takes as its mission the development of well-educated world citizens. Virtually all the world's inhabitants now live in a world society, but we do not always have the know-how to live with one another well. Learning how religions function in this society, for better and for worse, is one vital source of this much needed know-how. Thus, in line with the mission of LIU Global, the Comparative Religion & Culture (CRC) Program creates opportunities for you to learn from scholars and dedicated participants of many religions how they understand the world and its present challenges.

I have been working with the CRC program since 1997. The impact this program has on students continues to inspire me. Let me offer just two memorable instances.

In Thailand, students were shocked by the disjunction between the image of Buddhist simplicity they brought with them from the United States and the opulent temple-headquarters of several Buddhist organizations that hosted us. Starting from this simple surprise, the students left with a far more complex understanding of Buddhism and a heightened ability to question their own presumptions.

In India, we were walking to class one bright, dusty morning, just as seemingly every Muslim man in the city was heading – in the opposite direction – to a nearby mosque to celebrate the ending of the pilgrimage to Mecca. Conspicuously not part of this surging assembly of faith, and not knowing what else to do, we began to greet them as they passed, "salaam aleykum" (Peace be unto you). Soon, we were greeting and being greeted enthusiastically by everyone who passed. I'll never forget it.

The year long program begins in Taiwan and Thailand in the fall semester and continues with India and Turkey in the second semester. It is a powerful and life-changing educational experience.

I invite you to read through the following pages. They will tell you more about what you can expect as a CRC student. To ensure that you receive additional information during the summer, please keep the admissions office informed of any updates to your e-mail, phone or mailing address.

Sincerely,

Robert Glass, PhD University Dean of International Education Dean, LIU Global

WELCOME TO LIU GLOBAL

LIU Global offers an education like no other. Experiential learning and interaction with host cultures play integral roles within the curriculum and complement in-class instruction. The majority of the program is not spent in a classroom setting. Instead, students gain experience and learning through field trips, site visits, and meetings with local figures. Be ready to participate in your education and ask questions.

LIU Global encourages the pursuit of individual interests through personal motivation. What you get out of your education is what you make of it and LIU Global gives students the opportunity to push themselves and learn to their fullest capacities.

LIU Global operates through the student's ability to communicate their learning process and progress within an intensive academic program. Grades are based on the student's progress, participation in and out of the classroom setting, and completion of academic assignments.

Expect to be challenged mentally and physically through your LIU Global education.

INTRODUCTION TO COMPARATIVE RELIGION AND CULTURE

LIU Global takes as its mission the development of well-educated world citizens. Every year, the program in Comparative Religion and Culture (CRC) offers a small group of undergraduate students the chance to explore the meaning of this mission in relation to the world's religions. CRC is a one-of-a-kind experience, combining theoretical study with extensive exposure to religious practice in several different cultural contexts.

Virtually everyone on the planet now lives in a globalizing society. Each of us is affected by distant others, whom we may never know. And close neighbors may go about their lives with different assumptions and expectations than do we. Life in a global society is full of such fascinating and frustrating encounters.

Why religion, though?

Religions play a variety of roles in life, for better or for worse. CRC students learn a great deal about many of these roles. But in particular, one of the primary roles religion plays is as a source of personal orientation in one's world. However well or badly, religious participants gain an orientation to their world that shapes how they understand and act in it. For this reason, religions today have a vital influence in efforts to create a livable world community.

CRC helps students learn about and wrestle with, the situation of religions today by creating opportunities to study with scholars and learn from dedicated practitioners, across several cultures.

Interestingly, and importantly, there are many different religions and many different cultures. Not only are they different, though. At times, they seem quite divergent: each of these truly different ways of understanding and acting in the world is endorsed by centuries of experience as a (if not *the*) good and true orientation to have. Thus, although there is increasing interaction, oftentimes that interaction is just confusing. (Sometimes it is damaging; sometimes it can be wonderful.)

In short, even though religions are a source of personal orientation in one's world, most religious traditions are struggling to sort out how their adherents ought to orient themselves towards others. Within traditions, then, there is a great diversity of views about the meaning of other religions. Indeed, the same tradition itself can mean different things from one culture to another.

This complex situation points to a problem for life in a global society. CRC students learn firsthand about the situation, and they are also expected to address the problem explicitly. The problem can be posed the following way, borrowing language from the LIU Global mission statement:

What does it mean for me to act for the good of this society, to act as a "world citizen," if what I take to be good and true reflects only a particular perspective among so many?

To understand how CRC students combine learning about the situation with addressing this problem, it is helpful to think about the model of experiential learning.

EXPERIENTIAL LEARNING AND CRC

Students can study religions in many ways, and the many scholars and practitioners you will meet while on CRC engage you through a wide variety of approaches: anthropology, history, sociology, psychology, philosophy, art, meditation, ritual participation, dialogue, dining and more. But the key to your work as a student on CRC, knitting things together, is the commitment to experiential education. This is a commitment that each and every CRC student must make for him- or herself.

CRC emphasizes *self-motivation* within the context of a *learning community*. Experience has its individual aspect, of course, but experience is a cooperative creation, too. To maximize the benefit of learning together, students are required to attend all classes and events. At the same time, each student's success depends on pursuing an individual cross-examination between what he or she learns in the field, in the classroom and in less formal ways.

Programming in each country is overseen by a locally based Coordinator, in consultation with the Director of CRC. The program engages local academics and other experts to introduce students to the religions and cultures around them. Not only are students learning by living in new and different cultural environments, but by attending classes and field trips where they are exposed to the perspectives of locals and experts. In addition, the traveling Faculty Advisor provides continuity and aids students in connecting their experiences, classes, and interactions with one another and with comparative theory. Advising sessions, briefings, and debriefings act as a space for tying events together, and exploring the various religions and cultures in a comparative context.

It is common to equate experiential education with *doing* things, with *taking part* in events. This is a good part of the equation, but it is not the whole. For instance, you can "take part" in a ritual without learning much of anything worthwhile. And while taking part in rituals is one way of learning that CRC makes possible, all of CRC is (or should be) experiential education – even a regular classroom seminar can become a totally engaging learning event.

It is important to stress that LIU Global does not equate experience with learning: students are not given academic credit merely for having experiences. Rather, credit is earned for the documented learning that occurs through the experience. Experience is an essential component of the learning process, bridging the gap between the students' own lives and the larger global reality.

Experiential education aims at enabling students, through documentation of their learning process, to create and explore connections between their own lives and the larger global reality. In this way, LIU Global enables students to prepare for a life of committed action in the interest of the world community.

In light of this, there are three interacting levels of learning in CRC:

1. Learning about the world's religions and cultures through classroom studies;

- 2. Learning about the world's religions and cultures through direct experience;
- 3. Learning about our own ways of learning about the world's religions and cultures.

Regarding the first two levels, students on CRC learn through a combination of organized classroom and field experiences and their own, un-programmed opportunities to explore, make acquaintances, dine, and so on. The third level deals explicitly with the challenges of cross-cultural understanding. It involves recognizing that every person understands his or her world according to certain cultural and/or religious commitments which may not be shared by everyone else. Thus, the third level of learning is learning about the implicit values or biases that form how one understands the world differently from others.

Each of the three levels of learning has the potential to enrich the others. Neglecting one will diminish what can be learned from the others. Therefore, typical questions a CRC student would ask of him- or herself include: How does what I learn in the classroom help me understand what I experience directly? What questions does my direct experience raise back in the classroom? How do my commitments affect what I take to be important questions and relevant answers? How might I change? Such questions reflect the power at the heart of experiential education.

CLASSES AND CRC

CRC classes are arranged by local coordinators and fit into the course descriptions described in this guidebook. Although all classes pertain to the general theme and goals of each course, classes may each only address a particular facet of the general course's goals, or come from a particular perspective. The classes will be taught by local professors and experts in the field.

This format allows for a pluralistic and holistic understanding of a region, religion, or culture. Given the opportunity to take instruction from many professors (as opposed to only one) for each course enhances the perspective and awareness of a student. While more intellectually challenging and demanding of proactive learning on the part of the student, this model facilitates comparative study.

Furthermore, the CRC's collaboration with local instructors assists students in fully grasping local perspectives and practices. Local teachers are invaluable in that they offer students an "insider's" perspective, open the door to local contacts and resource persons, and expose students to teaching styles typical of the region. The classroom can thus be seen as a microcosm of the society students' encounter. Navigating the dynamics of diverse classroom settings is an experiential element of discovering the culture at large.

Though individual teachers will not be responsible for student evaluations, they will sometimes review student work and share their input with the traveling faculty advisor.

DIRECTOR'S SEMINAR

The Director's two-semester Comparison Seminar works primarily at the third level of learning. To begin with, the seminar introduces students to a variety of theoretical or conceptual "tools" with which to begin learning about their own—and others'—ways of making sense of the world. For this reason, the seminar resembles, at least on one level, typical college courses on "Theory and Method."

As it is a seminar, student dialogue is an essential component of this course; the seminar can also be seen as a workshop where students must use theoretical tools to practice understanding one another's different ways of learning and comprehending. Working with these tools amongst peers in the classroom setting prepares students for working with the same tools in situations of more radical cultural and religious difference.

Students make use of the ideas introduced through the seminar to learn how events may be interpreted in new ways and woven into broader fabrics of experience. This is not simply a call to attend to *one's own* experience, but also to try to understand others' experience *as other*, and not simply as a variation (however strange) on one's own experience. In other words, students will learn to understand events in the cultural context in which they occur, rather than assessing them solely within the context that arises out of the students' conditioning.

Overcoming the tendency to judge and reduce others in terms of one's own experience is one of the most important challenges facing religious scholars today. The opportunity for comparative study reflects the contemporary reality of increasing interaction among religions and cultures, and the vital issues in comparative study are special instances of broader life issues for us today. Admittedly, the use of any conceptual tool, and therefore any study of religion, involves some reduction of the subject being studied; however, the failure to understand the other in terms other than one's own has been a cause of much suffering and confusion. A third way of posing the problem CRC students are expected to address is: Can I appreciate and understand others outside the context of my own experience?

The American philosopher, John Dewey, uses a furniture analogy to distinguish between events and experience. When furniture is unloaded from a moving van, it is stacked in any old manner on the sidewalk. This is like a collection of unconnected events. When the furniture is carried inside though, we arrange it carefully to suit our tastes and the character of the home. Similarly, events are woven into a fabric of experience through analysis, reflection and integration according to our own values and the changing character of our environment.

Any trip around the world will give you the opportunity to select extraordinary pieces of "furniture." Without critical thought, the furniture remains in a disconnected jumble outside on the sidewalk and eventually rots. The Director's Seminar is designed to assist you to analyze your own part in events, and to consider how they might become part of your experience. Critical self-reflection is at the heart of this process. Students will look closely at the "furniture" they pick up along the way. Why they choose certain pieces and not others, and what they recognize as appropriate, beautiful, sturdy, etc. Challenging questions will be raised: Have you trained yourself to select only those pieces that complement your present arrangements? Or are you open to a radical reconsideration of what furniture is and to a complete re-orientation of your interior spaces? Considering these sorts of possibilities is a vital part of our work together.

DOCUMENTING AND EVALUATING LEARNING

CRC is an academically intense program. Documenting the learning process means not only stating *what* you have learned, but also recording and reflecting upon *how* you have learned it and relating it to *other dimensions* of experience and knowledge. Different kinds of assignments stimulate different aspects of the learning process.

You will want to keep a journal in which you describe events, note favorite quotations, clarify questions you have, and ponder the meaning of incidents you encounter. This journal can serve as a basis for discussion in your meetings with your Advisor. As part of a larger assignment, you may also be required to submit field notes on occasion. Other classes require you to write short, extremely focused response papers based on a specific reading or event. You will have the opportunity to write traditional college essays, synthesizing readings and direct field experience to explore the meaning of some phenomenon, or better understand an issue. You will need to demonstrate your skills in oral presentation, including oral exams. And you will need to work collaboratively with your classmates on group assignments. The program ends with the assignment of a major paper that asks you to distill the lessons you have learned and speculate on the future importance these lessons may have for you.

CRC combines emphases on learning from a diverse faculty and gaining continuity through the constant presence of a traveling Advisor. You may submit some of your assignments to local professors who can share their intimate local knowledge to give you a perspective on your learning that you might not see otherwise. Most of your assignments will be submitted to your Advisor. This person travels with the group as the professor but also meets individually with students on a regular, at least bi-monthly basis, to help them review and refine their learning. Local faculty contribute to evaluation of each student's work, but it is the Advisor who gives the grade.

Academic Standards

All LIU Global students receive a library access code which enables them to use Long Island University's state-of-the-art library resources that include 90,000 online journals, more than 200 online databases and 50,000 electronic books, as well as reference specialists devoted specifically to the needs of LIU Global. The Long Island University Library's Web site can be accessed at:

http://www2.brooklyn.liu.edu/library/index.html. Taking advantage of these resources is made more challenging, however, by the travel and field work that the program demands. This challenge offers some positive opportunities: 1) the chance to read carefully and closely the texts that are assigned for class; and 2) the chance to test classroom learning in daily experience and to examine experience in light of classroom theories. These opportunities also serve as two important criteria used for evaluating students' work, for as the advisor reads students' papers, s/he will be asking how well the students relate their classroom learning to their experience and vice versa.

Experiential education nevertheless entails a commitment to high academic standards and scholarly ethics. Academic misconduct, including plagiarism, is not tolerated. Any such misconduct adversely affects a student's learning and its evaluation by faculty. Academic misconduct may result in a student being placed on academic probation, or suspended. Plagiarism is the use of another person's words or ideas misrepresented as one's own original work. Downloading papers from the internet or using direct quotes from the work of another constitute plagiarism unless these sources are clearly accompanied by appropriate references and citations. This usually takes the form of footnotes and a complete bibliography.

LANGUAGE STUDY

The most time the CRC students will spend in any one country is 8 weeks. Within this time, considerable domestic travel will take place. This structure allows for language study at a very basic, "survival," level. Intensive language study is best pursued during a yearlong residence at one of the LIU Global centers.

INDEPENDENT STUDY

As with language study, multi-credit independent study is best pursued during residence at one of the LIU Global centers. Enrolling in CRC means enrolling in the CRC curriculum. There is room to develop individual interests within this structure, of course, but it is not feasible to design and carry out large, free-standing independent study projects for credit while on CRC. Students will have the opportunity during the fall semester to engage in a two-week independent study, and in the spring semester they may have a week devoted to independent study. In the spring semester, juniors will also research and prepare a proposal for the senior-year Independent Study Semester. While on the CRC program, it is best if students focus on the curriculum at hand, which will give them an invaluable theoretical and practical foundation for the larger independent studies they will conduct in the future.

CRC AS A LEARNING COMMUNITY

The success of the program depends on the willingness of the individuals to make a commitment to the group and to work with the group. Students are encouraged to — and naturally do — share their work with one another. There are frequent formal opportunities built into CRC for working as a learning community, too. Also, learning extends beyond the academic curriculum. Social change is a social process and it starts with one's own group! Working to resolve issues within the CRC group will give you some idea of the challenges that lie ahead in pursuing societal change — it is an important part of CRC. There are regular community meetings where group issues can be raised and resolved if necessary.

CRC ACADEMIC COURSES

Visit: http://www.liu.edu/Global/StudentLife/Records/Reg-Info/pos-cd.aspx

The following course descriptions are for the 2012-2013 academic year. All students are required to take all courses. While these descriptions give a good indication as to the courses that are offered this year, some details may change to reflect specializations of local faculty.

*Courses and course descriptions are subject to modification

Fall 2012

16 credit semester

GCRC 300 - Religions, Culture, and Modernity in Taiwan (4 units)

This course is an introduction to the religions and culture of the Republic of China and its peoples. In the area of culture, topics considered will include the idea of Chinese identity in domestic and international politics; the self and its relations to others; cultural tradition and innovation. In the area of religion, this course introduces students to religion in the Republic of China (principally Confucianism, Daoism, Buddhism and popular religion). Special attention is given to the experience of practitioners as influencing and influenced by modernity and globalization. Examples include the use of Confucian ritual in civil religion, the internationalization of Buddhist monastic and lay organizations, efforts to revive Daoist institutions, and the regular appearance of new religious movements.

GCRC 310 - Methods in Research and Experiential Learning I (4 units)

This course will develop student skills in research and experiential learning methods such as field notes, interviews, organizational analysis, online research, building bibliographies, budgeting for independent projects, and introductory language acquisition. Assignments will include presentation and peer review and critique of assignments. The course will culminate in a two-week independent study project in Thailand.

GCRC 320 - Comparison: Theory and Reflection I (4 units)

This course is an introduction to comparative and cross-cultural study in a globalizing world. Students are introduced to theoretical tools with which to begin learning about others' – and their own – ways of making sense of the world. Yet, comparison is not a neutral act. The person who compares necessarily reduces the reality of the things compared, but also adds to his/her reality with the product of that comparison. What are we looking for when we compare? How might we recognize "it"? Students develop answers to these questions through seminar discussions of readings drawn from such fields as cultural anthropology, philosophy of religion, and social

criticism. Learning is documented through short response papers to readings and a final essay identifying and extending key insights from the semester.

GCRC 330 - Religions, Culture, and Modernity in Thailand (4 units)

This course introduces students to religions and culture in Thailand. In the area of culture, topics considered will include the idea of Thai identity in domestic and international politics; the self and its relations to others; cultural tradition and innovation. In the area of religion, topics considered will include Theravada Buddhism and popular animism. Special attention is given to the experience of practitioners as influencing and influenced by modernity and globalization. Examples include the engagement of the *sangha* in health and environmental issues, *vipassana* as spiritual and as touristic practice, and the coexistence of spirit worship, Buddhist devotion, and consumerism.

Spring 2013

16 credit semester

GCRC 340 - Religions, Culture, and Modernity in India (4 units)

This course introduces students to religions and culture in India. In the area of culture, topics considered will include over the idea of Indian identity in domestic and international politics; the self and its relations to others; cultural tradition and innovation. In the area of religion, topics will include Hinduism, Buddhism, Islam, and Dalit religions. Special attention is given to the experience of practitioners as influencing and influenced by modernity and globalization. Examples include India's distinctive experiment in multi-religious "secularism," and the globalization of *bhakti* movements.

GCRC 350 - Methods in Research and Experiential Learning II (4 units)

This course will continue to develop student skills in research and experiential learning methods such as field notes, interviews, organizational analysis, online research, building bibliographies, budgeting for independent projects, and introductory language acquisition. Assignments will include presentation and peer review and critique of assignments. The course will include two weeks for an independent study project or for an Independent Study Semester proposal.

GCRC 360 - Comparison: Theory and Reflection II (4 units)

This course is a companion to "Comparison: Theory and Reflection I," offered in the fall semester. How can we track the process of comparing, and what might we do to make our comparisons better, in a variety of senses? This seminar-format class deepens students' critical reflection on the limits of the "tools" acquired in the fall, as well as their use of them. The course includes a long capstone essay in which students revisit their crucial learning events, analyzing them to disclose the (stable and/or changing) ways they make sense of others and, finally, speculating on practical lessons to be drawn from this analysis as they prepare to return home.

GCRC 370 - Religions, Culture, and Modernity in Turkey (4 units)

This course introduces students to religions and culture in Turkey. In the area of religion, principal focus will lie on Sunni Islam, Sufism, and Alevism. In the area of culture, topics considered will include the idea of Turkish identity in domestic and international politics; the self and its relations to others; cultural tradition and innovation. Special attention is given to the experience of practitioners as influencing and influenced by modernity and globalization. Examples include the

role(s) of women in the modern Turkish Republic, Islamism and secularism, and Turkish candidacy for membership in the European Union.

ORGANIZATION OF THE YEAR

The schedule of classes and activities for each country is relatively self-contained, although the presence of the traveling Faculty Advisor throughout the journey facilitates an ongoing, cumulative learning experience for students. Thus, each new country marks a new set of topics and approaches reflecting that country's religious and cultural experience.

<u>Taiwan</u>
September 5 Air Travel (San Francisco to Taipei)

September 5 – October 29 Program in Taiwan

Focus: Mahayana Buddhism, Taoist Popular Religion, National Identity Highlights: Dharma Drum Meditation Retreat, Tzu Chi Buddhist Service

Organization

Thailand

October 30 Air Travel (Taipei to Chiang Mai)

October 30 – November 7 Fall Recess

Students may explore locations in Thailand

November 7 – December 21 Program in Thailand

Focus: Theravada Buddhism, Inter-religious Dialogue,

Social Issues and Human Rights

Highlights: Loi Krathong Festival, Buddhist Meditation Retreat,

Social Issues at the Thai-Burmese Border

December 22 – January 6 Winter Recess

<u>India</u>

January 6 Air Travel (Bangkok to Delhi)

January 6 – March 1 Program in India

Focus: Hinduism, Religious Diversity, Social Issues and Human Rights

Highlights: Varanasi, River Ganga, Sarnath, Yoga

March 2 – March 12 Spring Recess

Students may explore India independently before making their way to Delhi

Turkey

March 12 Air Travel (Delhi to Ankara)

March 12 – April 28 Program in Turkey

Focus: Islam, Sufism, and Alevism, Turkish Language, History and Culture

Highlights: Konya and Sufi Lodge

Keep in mind that itineraries can change in response to events in the countries to be visited, and the advice of the U.S. State Department.

OVERVIEW OF THE PROGRAM

Taiwan

Hosted by National Chengchi University (NCCU), CRC students can expect to devote two days a week to classroom instruction on the campus located in the hills and sub-tropical forest at the southeastern edge of Taipei. In addition to receiving instruction on Taiwanese religion and culture, we will also look to attend the annual student activity fair so that CRC students can join clubs and meet local students. CRC students can also expect to spend two days a week on guided visits to important religious and cultural sites in and around Taipei. One day a week will likely be devoted to advising, community and/or processing meetings, and homework, and the remaining two days of the week will be reserved for free time. Two field trips will take us away from this weekly rhythm: one to a Buddhist monastery for multi-day instruction in Buddhism and meditation, and another to sites in eastern Taiwan that will give us broader exposure to Taiwan's geography, indigenous peoples, traditional economy, popular religion, and other cultural features.

Thailand

We will begin with a three-week program run largely by the Institute for the Study of Religion, Culture, and Peace (IRCP) at Payap University in Chiang Mai. In addition to classroom instruction mixed with site visits, we will look to spend several days at a Buddhist temple and Burmese refugee camp on the Thai-Burma border, combining service learning and meditation. Following IRCP's program, we intend to spend two weeks of independent study in which students may take advantage of northern Thailand's numerous NGO's and social service organizations, both religious and otherwise. Finally, we will end our first semester at Empty Space, an artist's retreat center in the rural environs of Chiang Mai. While we will have some exposure to international and Thai art, our time there will be largely devoted to reflecting on the first semester's experience and producing final papers and presentations.

India

We will begin our program in Delhi, the capital and home to numerous sites that display India's national heritage. Gaining a general orientation to Indian culture there, we will proceed to Agra and the Taj Mahal, capping our encounter with India's national heritage with one of the wonders of the world. Journeying east to Varanasi, our program will spend a number of weeks in and around one of Hinduism's most holy cities, a hub of multiple pilgrimage routes sitting on the Ganges, India's most sacred river. In addition to an intensive introduction to lived religion and sacred geography, students will likely have the opportunity for independent study and homestays during this period. Our final destination in India will likely be either Dharmsala in the foothills of the Himalayas or an ashram in Ujjain in the west of India, either of which will allow both programming opportunities and time for final writing and reflection on India.

Turkey

Ankara will provide our program with an intensive, two-week classroom introduction to Turkish society, politics, and religion, supplemented by select site visits and cooperative programming with Youth for Understanding Turkey. With this foundation, we will journey to the east of Turkey near the border with Syria, encountering a more Middle Eastern culture and several ancient religious and cultural sites. Journeying back toward the west, we will spend several days in Konya living in a Sufi lodge and encountering Islam's mystical tradition. We will end our time in Turkey and CRC with several weeks in Istanbul, mixing some programming with end-of-year assignments and processing of our collective experience.

*Note: The activities listed above may change or be replaced based on unforeseen circumstances and normal year-to-year variations.

THE FIVE AGREEMENTS

As a CRC student, you should see yourself not only as a student who is experiencing other peoples' religions and cultures, but also a person *being experienced by others*.

You will not only learn about others for your own benefit, but you will contribute directly to a better or worse understanding of your own society and culture.

It is with this reflection in mind that all CRC students are expected to agree to the following five principles. These principles are not only for the benefit of individual students, but also the group as a whole, and indeed, for future groups of CRC students.

Please read the Five Agreements carefully. Your enrolment in CRC is an implicit commitment to abide by the principles they express. Failure to comply with them is grounds for a student to be removed from the program.

- 1. Attendance: Attendance is expected at all times unless otherwise stated by the Director, or when exceptional circumstances prevent it. An effective learning community requires trust as a foundation. Trust is undermined and resentment fostered when the entire group is not present for the work that needs to be done. By enrolling in CRC, you are agreeing to attend all aspects of the program.
- **2.** The "CRC" Compassion, Respect and Compromise: It is essential when traveling in a large group that we practice *compassion* for each other; listen to and *respect* others' opinions even though they may differ from our own; and *compromise* if and when possible. We must try to question our own assumptions about others, be open and honest with each other, keep things in perspective in terms of what is important and what isn't and, finally, remember that we all have our annoying quirks. By enrolling in CRC, you are agreeing to attempt compassion, respect and compromise with one another.
- **3. Controlled Substances**: CRC trips are drug free. In most of the countries we visit, people do not view drug use as simply an individual's decision. Drug laws in these countries are far stricter than in the United States. Furthermore, penalties for drug use or alcohol abuse may fall not only on the individual, but also on the entire group and on groups that follow. By enrolling in CRC, you are promising to refrain from using illegal drugs. *Students who feel unable to refrain from illegal substances during the semester should withdraw from the program.*
- **4. Safety:** The CRC group *will not travel to areas in which its safety will be threatened.* CRC students are free to travel between countries or within a country during vacation breaks (except to countries named in U.S. State Department Travel Advisories or Travel Warnings). Students should, however, inform the traveling faculty and staff of their whereabouts. In general, students are advised to travel in groups of two or more to guard their safety. By enrolling in CRC, you are promising to abide by these safety provisions.
- **5. Health:** CRC is an intense educational experience. Students should be in good physical and emotional health. The kinds of support services students might expect at some of the LIU Global centers are NOT always available on the road. Students presently seeking assistance (or currently in support programs) for emotional or substance abuse, or for affective disorders should consider seriously whether participating in the CRC program is appropriate. *The Director may require a student to take time out of the CRC programming if it is determined to be in the student's best interest.* By enrolling in CRC, you are agreeing to these conditions.

CRC and Religious Belief

As an academic program, the Comparative Religion and Culture program is committed to scholarly and critical study of religion. It is not committed to a particular confessional perspective, or to the privileging of some particular tradition over others. It is not a program of religious instruction, but a program in the study of religion.

At the same time, though, CRC does not exclude theological questions (i.e. questions about truth in religious matters) as if they are beneath serious consideration. CRC students can and have explored such questions. Some recent alumni of the program have gone on to studies at seminaries and yeshivas and to internships with organizations promoting interfaith dialogue.

The experiential methodology of the program allows a distinctive approach to the study of religions. On the one hand, the commitment to critical study implies reliance on "outsider" understanding, for example, examining religions through the lens of the social sciences. This is a vital part of the program, with its theme of "Religion and Modernization." On the other hand, simply by virtue of joining the program, CRC students commit themselves to going out of their way to encounter "insiders," and trying to understand how they, the members of the various religious traditions, understand themselves and the world about them.

It is through such encounters that the experiential nature of the program achieves its full significance. Committing to the attempt to understand others from their own points of view means committing to put ourselves in question. This can mean many things, depending on the situation. It may mean asking ourselves whether what we have believed is true in religious matters is still adequate to our current situation. It may mean being willing to be flexible about our dietary habits. It may mean giving up our usual religious observance for a time, in order to share in someone else's.

In general, this means that while allowance is made for any and all religiously-observant students to follow their faith, it is impossible to guarantee that there will never be situations that demand compromise. We will always encourage students to look for ways to view such situations as beneficial opportunities for discovery.

CRC Logistics

TICKETS AND TRAVEL

LIU Global negotiates the least expensive multi-site ticketing option at a group rate for CRC students. Students are responsible for arranging their own travel to and from the designated starting and ending points. Once the ticket price is negotiated and flights booked, students will be asked to contact the travel agent directly to pay for the tickets individually. Look for future emails giving more information about the itinerary and ticketing as it becomes available.

PASSPORT INFORMATION

All students must have passports that will be valid for at least 3 months beyond the end of the program. Applying for and receiving a U.S. passport will take at least 4-8 weeks. *If you have not provided the LIU Global Admissions Office with a photocopy of your passport (opened to the information photo page) please mail, fax or attach as an e-mail attachment as soon as possible!*

VISA INFORMATION

Apply for tourist visas. **Do not apply for student visa(s).** Visas for Taiwan, Thailand, and India should be secured in advance of departure. U.S. citizens can obtain a visa for Turkey at the point of entry to the

country. Note that countries vary in when they initiate the beginning date of your visa period. India begins the visa time period upon granting the visa. Thus, if you obtain a 6-month visa for India July 1st it terminates 6 months from that date. Keep this in mind when applying for your Indian tourist visa. The Thai tourist visa period begins at the date of entry. You are advised to contact the Consular offices closest to you for specific information regarding what steps to take and how much time to allow to ensure that you receive your visas in time. Citizens of countries other than the U.S. should check visa requirements for their nationality for all the countries visited.

PHOTOCOPIES OF DOCUMENTS

Make a photocopy of your *passport* (front page and the pages with your visas) and keep it with you, as you travel, in a safe place. You should also photocopy your *flight itinerary* when you receive it and keep it with your passport copies. In India, as per security regulations, you will not be able to enter the airport without a copy of your flight itinerary. Finally, you should make a list of account numbers of all of your *credit cards*, *ATM cards*, etc., and the phone numbers to call if the cards are lost or stolen. Keep one copy of this with your other photocopies. One year a student lost her wallet and did not have any information to cancel cards.

You should also leave one copy of all these documents at home with a relative or trusted friend.

HEALTH & MEDICAL ISSUES

Safety Policies

Studies in Taiwan, Thailand, India, and Turkey are planned. Sometimes changes in itinerary may be called for at short notice, in response to well-grounded concerns about safety. The safety of students is the program's top priority and, to that end, the Director, traveling Faculty Advisor and local coordinators seek advice on local conditions from local scholars and officials and from U.S. embassies and consulates. The advice of the U.S. State Department is a guiding factor at all times.

Anti-Harassment/Discrimination Policy

 $\frac{http://www.liu.edu/About/Administration/University-Departments/Human-Resources/HR-Policies/Anti-Harassment-Discrimination-Policy.aspx}{}$

Emergency Procedures

If a travel warning is issued, students will be evacuated from the country in due course once it is safe to do so. We encourage all students to subscribe to the U.S. Department of State Travel Warnings (DOSTRAVEL) electronic mailing list by sending an email to: listserv@lists.state.gov type in the message body "SUBSCRIBE DOSTRAVEL YOURNAME" (omit the quotation marks and leave subject blank). You can also use the online subscription form at: https://travelregistration.state.gov/ibrs/ui/. It is good practice to keep a copy of your passport and entry stamp with you when you travel and in a separate bag from your wallet in case your passport is lost in transit.

Recreational Travel

For their own safety, students are strongly advised not to travel to countries with State Department Travel Advisories or to areas with high health or safety risks even if such travel is for recreational purposes and/or during semester breaks.

Vaccinations (Immunizations)

LIU Global of Long Island University *requires* all enrolled students to have certain standard immunizations (listed on the "MMR/Meningitis Form" enclosed in the deposited student mailing). For other vaccinations for international travel, go to **http://www.cdc.gov** and perform a search under the countries we will be visiting to see what inoculations and other prophylaxes are required and/or suggested. Consult your doctor, local

clinic or health department early, as some series of vaccinations may take weeks. Please discuss the potential side effects of particular malaria prophylaxes with your medical professional. Many students travel with the "International Certificate of Vaccination." This booklet will contain a record of all your vaccinations.

Personal Medications

It is recommended that you bring required medications for the duration of the program, as it is difficult to find most North American medications overseas under the same product or name brand. **Please carry copies of your prescriptions**, especially if you are on long-term prescription medication. This helps if you happen to be stopped for a Customs inspection. **Bring strong sunscreens and DEET-based insect repellents with you.** Additionally, tampons can be difficult to find in Thailand and India so bear that in mind when preparing for your trip.

Mandatory International Health Insurance

Students enrolled in LIU Global are automatically enrolled in the Plan on a mandatory basis. Due to the travel requirements of these programs, LIU Global students are not permitted to waive coverage. Charges are placed on the student's account statement prior to the start of the Fall term and the Spring term. Please see the following link for more information:

https://www.gallagherkoster.com/students/view-brochure.php?idField=1170&KosterWebSID=81rdvgoe23d50pu6crejk6lqn6

You can contact Susan Rachouh at susan.rachouh@.liu.edu or 718.780.4327 if you have additional questions.

Travel assistance:

If a student is on a field trip and has an emergency, they can contact the 24/7 call center at 1-866-525-1956 (toll free from the U.S.) or 603-328-1956 (call collect from anywhere in the world).

Yearly Coverage Dates: August 15, 2012 through August 14, 2013

All of the above information was taken from the 2011-2012 Aetna Student Health Insurance Plan Highlights for Long Island University. To view the full plan details, you may access it at the Aetna Student Health website.

Illegal Drugs

Drug use threatens not only the health of students, but can easily lead to criminal charges. It also can jeopardize the standing of the entire group, as well as the reputation of our hosts. All four countries in the CRC Program do not take lightly to illegal drug use and severe punishment is enforced by local authorities if discovered. If you feel unable to refrain from using illegal drugs during the semester, then please withdraw from the program. Please also refer to the "Five Agreements" for more on the prohibition of drugs on CRC.

Help Available in the United States

The Citizens Emergency Center in the State Department's Bureau of Consular Affairs provides emergency services relating to the welfare of Americans arrested or detained abroad, searches for Americans missing overseas, transmission of emergency messages for Americans to their next of kin and transfer of private funds to U.S. posts abroad for delivery to destitute Americans. Assistance at the Citizens Emergency Center is available Monday through Friday from 8:15 am to 10:00 pm at Call 1-888-407-4747 (from overseas: 202-501-4444).

For Overseas American Citizen Services in the United States call 1-888-407-4747. If calling from overseas dial 202-501-4444.

PACKING

Luggage

Don't run out and buy a huge backpack for CRC. If you have a good rolling suitcase, that may be as good as or better than a backpack. The vote is split among past CRC students. Some people, who started out with backpacks, eventually sent them home and purchased rolling suitcases because they were easier to pack, unpack and handle at the airport. Others swear by their big backpacks. It seems to be a personal preference, but there is no need to spend a lot of money on new luggage for CRC. In addition, make sure that your luggage is in good shape and is sturdy enough to last throughout the entire year without ripping or breaking. In some locations it is difficult to find replacement luggage that is sturdy (i.e. the zippers usually break).

How much to pack

As for what to pack in your luggage, try this test: can you load up all the things you would like to bring and carry them by yourself around a quarter-mile track? Can you carry them up two flights of stairs? You WILL have to do this—don't make things difficult for yourself, you will be sorry. We will be packing, unpacking, and moving luggage frequently, so the less you have, the easier it will be to travel. You will have opportunities to purchase items as we travel, so you will want to leave extra space in your suitcase. For example, you will be able to buy excellent and inexpensive clothing in each country that we visit. Most students bring one piece of checked luggage, and another small backpack or personal bag which can be a carry-on for flights and bus rides. Bringing more than this is not suggested. You do not need to bring enough shampoo, toothpaste, soap, etc. for the entire trip because these are easily obtainable in each country we visit.

Clothing

As a general rule for packing, bring clothes you can layer and feel comfortable in. Backcountry wear is not necessary. Some students feel silly wearing hiking gear, as in many of the countries we visit people wear casual clothing like jeans/ pants and blouses or button-up dress shirts. You may want to bring at least one warm sweater, sweatshirt, or light jacket. You do not need a sleeping bag or sheets for CRC, though some students bring slipcovers or sleep sacs. Bringing a lightweight towel is essential as not every place we stay has towels.

The best advice is to bring versatile clothes that you really like to wear because you will wear them over and over and over again. Comfortable, sturdy shoes are a must (sport sandals are a CRC favorite). Keep in mind that in many of the countries we visit, shoes are taken off before entering an interior space, and you may take them on and off many times a day. So bring shoes that you can slip on and off easily.

When packing, bear in mind that in all the countries you will visit; clothing customarily covers more of the body then does the clothing worn by young Americans. Moreover, to be a university student is considered an honor. Most students dress rather formally by American college student standards. Both men and women should bring one slightly dressy outfit: there will likely be some occasions when you will want to dress up, such as thank you luncheons or an evening at a concert.

Men will want *at least* one pair of long pants. One regular and one lightweight pair of cargo pants are a good start.

Women will need a long skirt and a scarf to cover the head when visiting mosques and temples. In virtually all places of worship, it is appropriate to dress modestly – shoulders covered and at least knee-length pants or skirt. Tank tops and sleeveless shirts may keep you cool in hot weather, but they are not always appropriate.

Make sure to carry something that you can throw over your shoulders when necessary. One benefit of buying local clothes is that they are more often culturally appropriate and designed for the weather and terrain at the place you are visiting.

While men will be comfortable in regular pants and collared shirts in each country we visit, women may need to modify their dress according to the customs of each country we visit. Below are suggestions from previous students.

Clothing suggestions for Taiwan

Taipei is a fashion savvy city in Taiwan. The youth are usually sharply dressed in trendy attire. You will most likely feel out of place wearing hiking gear in the city. You will need to have your shoulders covered and wear either long pants or a long skirt to cover your legs when entering temples. Weather: For the majority of the time it is VERY hot and humid. Towards the end of October when you leave it gets into the rainy season. Having a light rain-resistant or rain jacket is recommended. Unfortunately you can only pack so much, therefore be conscious of bringing clothes that are versatile. Some girls felt out of place as they brought only their basic wardrobes without style, but this is not to worry. Buying clothes in the night markets of Taipei is both easy and usually well-priced.

Clothing suggestions for Thailand

In Thailand, women should be modestly dressed. Most Thai women cover their shoulders. Longer shorts are ok, but short shorts are inappropriate. Long pants/ skirts and covered shoulders are required to enter temples. Weather: It is beautiful weather in Thailand that usually stays in the 70s-80s during the day and can drop down to low 60s or so in the evening. When you go to the mountains for a meditation retreat it gets VERY cold in the early morning and evening.

Clothing suggestions for India

India is the most conservative country we will visit in terms of dress. Women should always dress modestly with their shoulders and legs covered at all times. No short skirts, shorts of any length, or tank tops will ever be appropriate. In previous years, female students bought the traditional salwar kameez outfits in the first week of the India program and wore them throughout our stay there. You can buy these outfits premade or have them tailored for about \$5-10 USD. Females will feel more comfortable and attract less attention if they wear traditional Indian clothing. Weather: In the south it is hot, usually in the higher 70s-90s during the day. At night it does cool down, but not terribly. When you move to Varanasi it is cooler, but not by much. You may need warm clothing for the last portion of the India section if we go to Sikkim (in the foothills of the Himalayas).

Clothing suggestions for Turkey

Turkey is a fashionable country, especially in the major cities where you will be spending most of your time. Most women wear boots, fitted clothing and makeup. When we go to the countryside though, dress is very conservative. Long skirts and long sleeves are suggested. By the time you reach Turkey you will have probably already purchased over three scarves, but just in case, having a scarf to cover your hair is very important as you need one to enter mosques. Weather: Cold! Sometimes it is snowing at the first stop – Ankara. As you near the end of the program it does warm up in Istanbul but it is still in the 60s. You can easily purchase a warm jacket in Turkey, or you may want to purchase a jacket before departure in India.

While all of these dress codes vary considerably, you do not need to pack for them all, but please do consider this when selecting clothing options. Most likely you will buy clothes in each country, which is also a fun shopping experience.

Laundry facilities will vary from laundromats to buckets to sinks – expect it all.

COMPUTERS AND ELECTRONICS

A laptop computer is indispensable. It is not necessary to bring a printer. Most students choose to save their work to portable devices and print at local print shops or libraries. For the purposes of backing up your work and portability, USB storage devices (flash/pen/thumb drives) are recommended by past students in lieu of portable printers. Oftentimes assignments can simply be emailed to your faculty advisor, and printing is not necessary. All students should bring a power converter/transformer as well as plug adapters or "shape changers." Most laptops nowadays are equipped with a power converter, in which case only the plug adapter is needed. For other appliances (e.g., battery chargers, hair dryers), both converters and adapters are necessary. A helpful website on electrical requirements and accessories is www.traveloasis.com. The use of a surge protector is recommended whenever possible, as the electrical current in countries traveled to on CRC is much less stable than in the United States and can cause damage to electronics, especially in India

MAIL AND COMMUNICATION

Since the CRC program involves so much travel, it is impossible to guarantee that mail sent from the U.S. will be received by students. Email communication and/or blogging are the preferred modes of communication for most CRC students.

We have had problems in every country receiving packages. What is dutiable varies from country to country. It is best not to send massive quantities of any one thing to any country we visit. Also, it is better not to send any electronic equipment through the mail: usually it is dutiable and additional charges that must be paid to receive the package can be very high.

It is possible to mail items home from every country in which we study, so if you find that you packed too much or have bought too much you will be able to mail some of it home. Airlines impose strict limits on the permitted weight of luggage, and students are individually responsible to pay the penalties for excess luggage.

MONEY

ATM cards are the best way to get money everywhere we go. Make sure that the card is on either the PLUS or Cirrus network (you can tell by looking at the symbols on the back of the card). However, there may be instances when, inexplicably, your ATM card will not work. Bring some back up money in the form of cash or travelers' checks (probably not more than a few hundred dollars) and/or a credit card.

Some of the things students spend their own money on are entertainment (going out, movies, concerts, etc.), internet, coffee, laundry, phone cards, transportation (buses, taxis), gifts for family and friends, books (both for pleasure and for classes), copying and printing, newspapers, etc.

The amount of money spent by former students has varied greatly. Each student receives a food stipend to cover basic meal costs. You will need extra spending money to cover food beyond basic meals, nights out, transportation (buses or taxis to use during your free time); and buying clothing or souvenirs along the way. Students are also responsible for all expenses during the fall and spring recess. Over the course of the program, some students manage to stretch their food budget to cover some personal spending, while some end up spending a lot of extra money.

INTERNATIONAL STUDENT IDENTITY CARD & PASSPORT PHOTOS

This card can be used for discounts on travel, museums, and lodging worldwide, and provides a limited amount of health insurance (but can NOT be used to waive the program's health insurance requirement). It is recommended, but not necessary. STA Travel at http://www.sta.com issues these cards. In addition, bring 6-10 passport size photos. The group has used them on several occasions in the past when encountered with unexpected bureaucracy.

ACCOMMODATIONS

Over the course of CRC, students reside at a mix of dorm-style university accommodations and modest hotels "close to the action," which makes it easy for students to explore on their own in free time. It also offers opportunities to get to know people from the host countries and begin seeing the world through their eyes. However, students should be ready for anything. Past CRC groups have stayed at primitive camps, slept on hard surfaces and encountered the cold bucket shower and other rustic experiences on field trips.

FOOD

At various times during the year our hosts may offer meals to you. Take some time to think about what dietary compromises you are willing to make in order to engage your hosts and their religious and cultural heritage better.

That said, for most meals you will be free to explore the culinary delights of all the places we will visit on your own. It can be hard for vegetarians and for picky eaters, especially when you don't know what might be lurking in your *lo mein*. India, on the other hand, is easy for vegetarians. Restaurants designate whether they are veg or non-veg. Paneer is easily avoidable for vegans and that is the only cheese we've seen in India. Great fruit is available in almost every country we visit. Sadly, in India especially, not all food is safe to eat. NEVER eat from street food carts in India – though in other countries it is safer.

The food is just as much an adventure as anything we encounter during the year and, fortunately, everywhere you go, you can find chocolate, which can make even the worst of meals seem not quite so bad.

OTHER ADVICE FROM CRC ALUMNI

- ✓ You can't have too many pairs of underwear.
- ✓ Don't pack for the entire time of travel. There are plenty of places to pick up clothes. Your bags will be lighter and it is more fun to find things locally. No need to bring 4 months of shampoo, deodorant, etc. unless you are very particular about the brand you use.
- ✓ If you start CRC with a bag full to the brim, it is hard to pick up anything along the way. Accumulation of stuff is inevitable.
- ✓ White clothes won't stay very white.
- ✓ Not many people wear shorts in Asia.
- ✓ Portable Music Player is recommended. Bring your favorite music, rechargeable batteries and a battery charger.
- ✓ Bring a Nalgene or other brand camping bottle.
- ✓ Small items from your home state (magnets, pins, etc.) make good gifts for hosts along the trip.
- ✓ Ziploc type bags are a great cheap way to keep things waterproof and organized.
- ✓ Do not bring any item of value, sentimental or monetary, that can be lost, stolen or damaged. On the other hand bring items that you cannot do without (specific toiletries/cosmetics) as they may not be available.
- ✓ Bring a light-weight micro-fiber towel.
- ✓ Be ready to experience anything.
- ✓ Be open; have an open heart and open mind.
- ✓ Come without expectations or be ready to be disappointed or surprised.
- ✓ CRC is not always easy, and actually quite challenging. Be ready to be challenged.
- ✓ Some of the biggest challenges you will learn to overcome are yourself, your biases, traveler's diarrhea and packing for an entire year (anticipate sending things home). Be ready to be adaptable, see things from new perspectives and experience other learning techniques.
- ✓ Have fun and enjoy the ride.

FUTURE MAILINGS TO WATCH FOR

List of books to bring with you for the program
Rendezvous information for September departure from U.S.

Please keep the admissions office informed of any contact updates/changes in phone, e-mail or mailing address

SUGGESTED SUMMER READING

Alain de Botton. The Art of Travel. New York: Pantheon, 2002.

The newspaper. You can easily read local news from each country online. Look for stories concerning the countries you will visit. What topics are covered? What section of the newspaper does the article appear in?

EXPENSES

Please refer to our website for tuition & fees: http://www.liu.edu/About/Administration/University-Departments/SFO/Tuition.aspx.

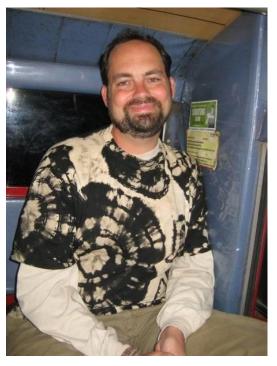
Tuition & Fees for the CRC Program include the following:

- Tuition flat rate for 12-18 credits per semester
- Center Fee
- Student Activity Fee
- University Fee
- International Fee
- Housing Fee (Room & Board)
- Health Insurance

Please note:

- International travel is not included in the tuition and fees
- You are billed for each semester individually
- Tuition & fees increase by approximately 5% per academic year

CRC FACULTY AND STAFF



Director: Kerry Mitchell

Kerry Mitchell's experience in international education began during his undergraduate years, with a six week summer abroad program in Austria. He never fully recovered. His travels have taken him throughout Europe, and to Central and South America, Asia and the Near East. He is an experienced teacher, working with undergraduates since 1997, with particular skills in social scientific and anthropological approaches to the study of religion. Kerry began studying religion at Indiana University where he developed an interest in religion outside of traditionally recognized institutions. After receiving his B.A., he spent two years in Europe, at the Université des Sciences Humaines de Strasbourg in France and Albert-Ludwigs-Universität Freiburg in Germany studying philosophy and literature, before returning to the United States to pursue graduate studies.

Kerry received a Ph.D. in Religious Studies from the University of California, Santa Barbara, upon completion of a dissertation on the state production of spirituality in national parks. Outside of his academic life, Kerry enjoys kayaking, yoga, and French and German poetry. Kerry is entering his sixth year with CRC.



Assistant Director: Brooke Schedneck

Brooke Schedneck holds a Ph.D. in Asian Religions from Arizona State University. For the past three years she has been conducting research and teaching in Thailand. Her dissertation explores the modern phenomenon of Thailand's international meditation centers, discussing how the Thai Buddhist retreat model is adapted for a foreign audience. Her interest in meditation began as an undergraduate at Boston University, writing a seminar paper on a local meditation center. Upon graduation, eagerness to travel manifested in a year-long appointment teaching English in Japan. Brooke also used this time to complete an 88-temple Buddhist pilgrimage on the island of Shikoku. At Harvard Divinity School she continued to develop her interest in modern religions in Asia, receiving a Master of Theological Studies.

Since moving to Thailand Brooke has traveled throughout Southeast Asia, also making her way to parts of East Asia, Europe, and the Middle East. Brooke has taught courses on Meditation in

Southeast Asia, Buddhism, and World Religions, all with an emphasis on religion's transformations in modernity. She currently maintains a research website called Wandering Dhamma (wanderingdhamma.org), which is both an outlet for her academic writings as well as a resource for travelers about meditation in Southeast Asia. In her free time, Brooke likes to run, swim, bicycle, karaoke, and be married to William Starner, Program Administrator. This is Brooke's first year with CRC.



Program Administrator: William Starner

William is thrilled to be a part of LIU Global's innovative CRC Program as the new Program Administrator. For the past 8 years, he has taught elementary students in Massachusetts, Arizona and Thailand. As well, William has led several outdoor adventure camps for adolescents. For the past three years, William has lived and taught in Chiang Mai, learning Thai and forming new relationships with Thais and foreigners alike. During this time, he has been fortunate to travel to several neighboring countries including Laos, Vietnam, Cambodia, Myanmar, Malaysia, Indonesia, Australia, Taiwan and Japan. William stays healthy by running, swimming, playing softball, soccer and tennis, singing karaoke, doing impressions, and being married to Brooke Schedneck, Assistant Director.



Local Coordinator (Taiwan): Dale Albanese Born and raised in Ohio, Dale moved to Taiwan as a Fulbright English Teaching Assistant after graduating from Ohio University in 2007. They haven't been able to get rid of him since.

After his Fulbright year in Yilan County, he moved to Taipei for Chinese studies with a Ministry of Education (MOE) Huayu Enrichment Scholarship, where he also worked in the Foundation for Scholarly Exchange (Fulbright Taiwan). This was followed by three years at the Graduate Institute of Development Studies (GIDS) at National Chengchi University (NCCU) under the MOE Taiwan Scholarship, and work as a research assistant in the Center for Creativity and Innovation Studies. Here he developed his interests in creativity, cultural and

creative industries, and especially international and creativity education. He received his master's from GIDS this July and will begin his PhD in the Department of Education at NCCU this fall.

A big fan of international education, Dale was pleased to conduct classes on Taiwanese culture, society, and education for CRC in 2009 and 2010. He was then delighted and honored to serve as a local coordinator and teacher for the group in 2011 and is looking forward to meeting everyone in the next round.

When not studying, translating, or enjoying CRC, Dale adventures with his wife, Fifi, whom he met his first year here in Yilan. They split time between two cats in Taipei and family in Yilan.

Contact Information

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Web site: http://www.liu.edu/Global