

University of Missouri, St. Louis

IRL @ UMSL

---

UMSL Global

---

1-1-1988

## Spring Newsletter 1988

University of Missouri-St. Louis

Follow this and additional works at: <https://irl.umsl.edu/cis>



Part of the [International and Area Studies Commons](#)

---

### Recommended Citation

University of Missouri-St. Louis, "Spring Newsletter 1988" (1988). *UMSL Global*. 309.

Available at: <https://irl.umsl.edu/cis/309>

This Newsletter is brought to you for free and open access by IRL @ UMSL. It has been accepted for inclusion in UMSL Global by an authorized administrator of IRL @ UMSL. For more information, please contact [marvinh@umsl.edu](mailto:marvinh@umsl.edu).

SPRING, 1988

## AMBASSADOR TO OPEN EXHIBIT OF NEW CHINESE FOLK ART

The opening of the exhibit "China Through the Art of Peasants and Workers" on Thursday, March 10, 1988, at the University of Missouri-St. Louis, will feature remarks by Chinese Ambassador Han Xu and a slide lecture by Ralph Croizier, an internationally renowned authority on modern Chinese history and culture. The collection of original artwork was created by peasants and workers in Nanjing, St. Louis's Chinese sister city, expressly for exhibit in St. Louis. Nanjing's folk art will be on display in Gallery 210 in Lucas Hall, March 1-31. On March 10 at 5 pm, a wine and cheese reception will be held in the J.C. Penney Building. Following a dinner at 6 pm in the University Center, Ambassador Han and professor Croizier will speak at 7:15 pm. Dinner tickets are \$19.50. All other events, including the slide lecture, are free of charge.

Peasant painting is a genre of Chinese art that emerged in the 1950s when Mao Zedong called on China's peasants, "the truly revolutionary class," to depict the benefits of socialism in the countryside. During the Cultural Revolution (1966-76), Mao's wife worked to eradicate the "elitist" and "bourgeois" art of professional artists and promoted the art of peasants and workers—the true art of the proletariat. Today, peasant and worker painting is riding a new wave of popularity as China's leaders decry the "spiritual pollution" of Western culture and urge the people to adhere to Chinese values and art forms.

Peasant and worker painting is a lively and colorful genre that depicts daily life in the city and countryside, reveals a deep-seated sense of consonance between man and nature and reflects the changing politics of China.

In his lecture "China's New Folk Art: Peasant Painting and the Chinese Revolution," Croizier will explore what China's new folk art tells the viewer about Chinese culture, politics and worldview. Croizier is a professor of Chinese history at the University of Victoria in Canada and editor of the book *China's Cultural Legacy and Communism*.

Han Xu, China's Ambassador to the U.S. since 1985, will speak about U.S.-China cultural exchange. Han has served in the

Chinese Embassy in the Soviet Union and as Vice Minister of Foreign Affairs.

The art exhibition and lecture program are sponsored by the UM-St. Louis Center for International Studies and Gallery 210, Missouri China Council and Nanjing St. Louis Sister City Committee with support from the Regional Arts Commission. Co-sponsors for the opening dinner program

are the Asian Art Society and World Affairs Council of St. Louis.

Gallery hours are Monday–Tuesday, 9 am–8 pm and Wednesday–Friday, 9 am–5 pm. For more information about the exhibition and related events, call Kathy Cochrane at the UM-St. Louis Center for International Studies (314) 553-5801.



## CONFERENCE TO FOCUS ON TAIWAN AND U.S. FOREIGN POLICY

University faculty, business people, graduate students and observers of world affairs will gather at the University of Missouri-St. Louis on Friday, April 29, 1988, to hear a group of eminent China experts discuss Taiwan and U.S. foreign policy. The recent death of Taiwan's President, Chiang Ching-Kuo, and the possibility of political instability have heightened concern about the future of the island. The conference, "Taiwan Entering the Twenty-first Century: Problems and Prospects in U.S. Foreign Policy," will be held 9:00 am–3:30 pm in room 229 of the J. C. Penney Building.

The program is sponsored by the UM-St. Louis Center for International Studies, Missouri China Council and China Council of the Asia Society with support from UM-St. Louis Continuing Education-Extension. Costs to conference participants, including registration fees and lunch, will be paid by a program grant from the China Council of the Asia Society.

Because space is limited, participants are encouraged to register before the deadline of April 22. For registration information, call Mary Hines, at (314) 553-5755. For program information call conference director Joel Glassman at (314) 553-5837.

*Continued on page 2*



According to Glassman, who teaches Chinese politics and is Associate Director of the Center for International Studies at UM-St. Louis, this conference represents the culmination of a two-year project conducted by the China Council of the Asia Society. The China Council has worked with leading political scientists, economists and sociologists to develop an educational program that addresses the central issues in U.S.-Taiwan relations and Taiwan's growing significance

as a political and economic development model. Harry Harding, senior research fellow on China at the Brookings Institution, will open the conference with a keynote address on U.S.-Taiwan-P.R.C. relations. Subsequent speakers will discuss the evolution of democracy in Taiwan and whether democratic reform there signals the success of U.S. foreign policy that encourages the democratization of anti-communist authoritarian regimes.

Sociologist Thomas Gold, from the University of California, Berkeley, will present his recently-produced video documenting the evolution of a modern society and what it has meant for one Taiwanese family. Economists and political scientists will discuss Taiwan's successful economic development, its significance for the capitalist development model and the problems its export-driven economy have created for the U.S. trade deficit.

---

## CLUSTER MEETINGS TO FOCUS ON PEACE CORPS AND INTERNATIONAL MARKETING

The International Studies Career Cluster is a campus organization sponsored by the College of Arts and Sciences and Center for International Studies to provide students information about international careers. The Cluster meets monthly in the McDonnell Conference Room (room 331) Social Science and Business Building. For information call Joel Glassman at 553-5837.

**February 18**  
**2:00-3:30 pm**

### "A Changing Senegal"

Former Peace Corps volunteers Mary Schmit ('65-'67) and Debra Duke ('84-'86) discuss their experiences in Senegal, the changes they witnessed and the impact of the Peace Corps on this African country.

**March 10**  
**2:00-3:30 pm**

### "Creating Markets in China and Japan"

L.G. Griffiths, Division Manager for Asia of the American Soybean Association, relates his personal experiences, successes, failures and obstacles he encountered in working to develop markets for U.S. agricultural products in China and Japan.

---

## LEADING CHINESE AUTHORITY TO SPEAK ON DISARMAMENT

Mme. Ge Qiyun, one of the People's Republic of China's foremost authorities on arms control, will address a selected audience on Friday, March 11, 2:00-3:30 pm on the UM-St. Louis campus. Mme. Ge will discuss the People's Republic of China's views about arms control and disarmament with reference to recent U.S.-Soviet arms control agreements. The wife of Han Xu, the Ambassador to the U.S. from the P.R.C., Mme. Ge has held a number of posts in the

Ministry of Foreign Affairs in Beijing and represented her government at the United Nations Special Session on Disarmament in New York and the Conference on Disarmament in Geneva.

Mme. Ge's lecture is sponsored by the UM-St. Louis Center for International Studies. For more information contact Joel Glassman, Center Associate Director, at 553-5837.



---

## INTERNATIONAL STUDIES ASSOCIATION TO MEET IN ST. LOUIS

The International Studies Association, the major international studies professional group in the U.S., will hold its annual national convention at the Adams Mark Hotel in St. Louis, March 29-April 2, 1988. Hundreds of university professors, graduate students, and others from throughout the U.S. and abroad will participate. Panel discussions on a wide range of international concerns will feature some of the leading scholars in the international studies field and also well-known practitioners. Speakers at the 1987 convention included the Secretary-General of the United Nations and the U.S. Deputy Secretary of State.

The theme of this year's convention is "Inquiry for Value Realization: Peace, Justice and Global Transformation." The registration fee is \$35 for Association members and \$45 for non-members, with students offered a reduced rate. Professor J. Martin Rochester of the Center for International Studies at the University of Missouri-St. Louis is serving as local arrangements chairman. For more information about the program, contact Lois Peterson (803-777-2933) International Studies Association, James F. Byrnes International Center, University of South Carolina, Columbia, SC 29208.



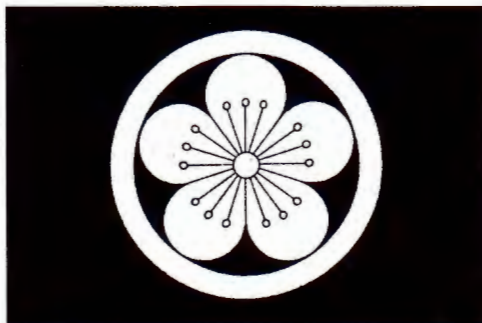


## FACULTY/STAFF PROJECTS

### SOCIOLOGIST COLLECTS ORAL HISTORIES OF LOCAL JAPANESE AMERICANS

The St. Louis chapter of the Japanese American Citizens League has asked Herman Smith, professor of Sociology at UM-St. Louis, and his wife and co-worker Mary Burrows to conduct an historical study of Japanese immigrants and their families who are living or have lived in the St. Louis area.

Smith and Burrows will collect oral histories and memorabilia from Issei (first generation immigrants) and Nikkei (Japanese Americans) and their families and close



friends. Memorabilia will include photographs, news clippings, school yearbooks, diaries, association records, letters, calligraphy, artwork, artifacts or other representations of Japanese American life. When necessary, Smith and Burrows will be assisted by Japanese language interviewers.

The University of Missouri-St. Louis Western Historical Manuscripts Collection will catalogue and preserve all documents that are donated by their owners. Oral histories and memorabilia will also be used to

develop teaching materials about the experience of the Japanese in America.

According to the researchers, time is an important factor in the success of the project because some Issei are already in their eighties and nineties.

To learn more about or participate in this project, contact Smith at (314) 553-6364 or write to the Sociology Department, UM-St. Louis, 8001 Natural Bridge Rd., St. Louis, MO 63121-4499.



### MUSHABEN STUDIES GERMAN SEARCH FOR IDENTITY

by Becky Thompson

"Divided or reunified, neutralized or allied, the two German states will remain physically and therefore, politically in the middle of the East-West conflict," says professor Joyce Marie Mushaben, discussing her research on politics in West and East Germany. Mushaben's research has been supported by a fellowship from the Alexander von Humboldt Foundation which enabled her to work in Germany from July, 1985 to December, 1986. She spent summer, 1987 in Germany, Poland, and Bulgaria completing interviews for her study of the three post-war generations and their evolving attitudes about issues such as relations with East Germany, Germany's role in NATO, and nuclear deterrence. She is also examining the East and West German peace movements and studying women in post-war Germany and comparing their roles to those of women in the U.S. Mushaben is intrigued by the "search for German identity" and found this to be a "hot topic" among the Germans she interviewed, including government officials, politicians, students and academics.

Mushaben has taught at UM-St. Louis since 1980. She received her Ph.D. at Indiana University in 1981, having studied much

of the time in West Germany. She spent two years at the University of Hamburg and two years at the Free University of Berlin. Currently, Mushaben teaches European Politics, Soviet Politics, Introduction to Comparative Politics, and Comparative Public Policy. Among other subjects she has taught are the Quest for Security in the Nuclear Age (focusing on biological, ethical, and strategic dimensions of nuclear technology) and Protest Participation and New Social Movements (featuring guest speakers from local protest organizations).

Mushaben is not reluctant to express her political convictions in class. She believes that value premises, as well as facts, are important in the study of politics. As a professor, Mushaben believes that conflict between her convictions and those of her students is a good way for students to learn about the role of values in shaping political opinions. "Students may think that an instructor is being objective simply because they agree with the instructor, when in fact the teacher is presenting an opinion."

Mushaben feels strongly about the need for more equal representation of women in politics. She hopes someday to see equal numbers of men and women at

negotiating tables, and equal representation of women in top level policy making regarding defense, economic and legal issues. She believes that equality in these areas would be invaluable because "women are more closely connected to the human consequences of policies."

Mushaben's recent work includes articles on "Youth Protest and the Democratic State: Reflections on the Rise of Anti-Political Culture in Prewar Germany and the German Federal Republic," *Research in Political Sociology* (Spring, 1986), "Innocence Lost: Environmental Images and Political Experiences among the West German Greens" *New Political Science* (Winter, 1985-86), "Grassroots and *Gewaltfreie Aktionen*: A Study of Mass Mobilization Strategies in the West German Peace Movement," *Journal of Peace Research* (1986), "Peace and the National Question: A Study of the Development of an 'Association of Responsibility' between the two Germanies" *Coexistence* (forthcoming) and "A Search for Identity: The German Question as An Independent Variable in Atlantic Alliance Relations," *World Politics* (forthcoming).



# TEACHING STUDENTS AND OURSELVES ABOUT THE VIETNAM WAR

by Joel Glassman

There is increasing agreement that we must teach today's youth about the Vietnam War. Many teachers are members of the Vietnam generation and want to teach about the war effectively and objectively. They anticipate, however, that the subject will arouse controversy and possibly antagonism.

To address these concerns, the Center for International Studies and the Department of Political Science at the University of Missouri-St. Louis offered a graduate course on teaching the Vietnam War in the spring of 1986.

The secondary teachers who participated came from a range of school situations—public, private, parochial, suburban, and inner-city. They took the course for a variety of reasons.

Most were teaching about the war and were looking for an opportunity to share experiences. Some were veterans seeking to discuss and understand their own past. Another was married to a veteran who would not discuss the war with her. She wanted to understand his experiences better as well as improve her ability to teach about the war. Some wanted to know whether Central America was going to become another Vietnam.

Teachers repeatedly expressed concerns about personal bias and the danger of teaching only their own opinions. The means for avoiding that danger was to give the participants greater command of the facts, both those that supported their prior opinions as well as those that challenged them.

Among the specific topics most enthusiastically received by the participants were the following: the roots of U.S. involvement in the pre-Johnson era; information about Vietnam's history, culture, and geography; the impact of the war on Southeast Asia and Vietnam's relationship with neighboring states; the link between Western colonialism and Vietnamese Marxism; and the different lessons of the war across the ideological spectrum. Fears about bias receded as teachers gained greater command of relevant information.

None of the teachers reported overt opposition to teaching about the war from students, colleagues, administrators, school board members, or the general public. Instead of opposition, they often confronted indifference. They believed they had the option to teach about Vietnam, but not an obligation.

The Vietnam War has to compete with a broad range of other compelling issues that are being added to the social studies curriculum. One teacher complained that she would have to choose from drug abuse, drunk driving, and the Vietnam War as new topics in her social studies classroom.

One of the most successful activities of the course was to develop and administer to the teachers' own students a fact and opinion survey. The teachers enjoyed devel-

oping the survey and discussing the results. While the results are idiosyncratic, and certainly not generalizable, we found higher levels of information among the students than expected.

We also found in the opinion part of the survey a virtually unlimited sense of U.S. efficacy in foreign policy matters and a reluctance to confront the magnitude of the U.S. defeat in Indochina.

Notwithstanding these results, the survey proved to be a superior pedagogical tool to involve both the teachers and their students in our course. The survey results also helped us in developing a list of essential topics about the war that needed to be addressed in the classroom.

## Textbooks on Vietnam

Teachers brought to class a copy of the text used in their districts to teach about the Vietnam War. Altogether we surveyed eight different texts. In general, they contained more information than we had expected. Nonetheless, we found serious

shortcomings. For example, the books took a U.S. perspective only and failed to treat Vietnam as anything other than a target of U.S. foreign policy. The Vietnamese were not permitted to speak for themselves, and their history and culture were completely ignored.

The texts were strongest in discussing the political and military events immediately connected with the war. This microhistory of the war is often more detailed than I would suppose is relevant to high school students.

Moreover, the information often presents a "negative" picture of the actions of the U.S. government. For example, President Johnson's lack of candor in promoting passage of the Tonkin Gulf Resolution was detailed in every text. Yet all of the books failed to present these decisions in the context of why the United States got involved and stayed involved despite the prospect of almost certain failure.

As a result, U.S. actions appear to be the product of mistakes by the Kennedy and



*Continued on page 5*



Johnson administrations rather than the logical conclusion of a worldview shared by our leaders and the public.

Finally, the texts avoid discussing legacies of the war both at home and in foreign policy, including veterans issues, the POW question, U.S.-Vietnam relations, and postwar Vietnam. With the end of the military history, Vietnam literally disappears from view.

#### **Human Side Ignored**

The political and military textbook treatment of the war focused on both Washington decision makers and the battlefields of Vietnam. Many course participants felt that the human side of the war was ignored. They felt that the texts ignored the experience of combat veterans as well as the experiences of men, women, and children who remained on the home front.

One participant invited a Vietnam veteran to his classroom and reported that

his students were very much moved by the veteran's account of his experiences. Another teacher developed a curriculum unit on "home front" history.

Each student in her high school class, born during the Vietnam War, was required to do periodical research, report on events of the "Year I Was Born," and link experiences in the student's own family to the war at large. These more personal contacts with the war enabled students to experience a deeper sense of involvement.

A resource list was compiled and distributed at the end of the course. We tried to address the concerns raised in the student surveys, the textbook evaluations and the broad range of problems raised by participants in discussion. We also incorporated materials developed by the teachers themselves, as well as new materials introduced in the course, including audiovisual materials.

I will not quickly forget the opportunity to teach such sophisticated and highly moti-

vated students. We were all part of the Vietnam generation—veterans and civilians alike—and our sense of who we are as a nation was shaped by that experience.

By taking the event out of the closet and getting a better sense of why things happened, we all took a step toward feeling more at home again. Teachers took our course so they could teach more effectively about the war. Before they could do that, they needed to discuss the war with their peers. We were all in that room because we needed to talk about Vietnam.

Excerpted from an article that appeared in *Social Education*, Vol. 52, No. 1, January, 1988 and reprinted by permission of the National Council for the Social Studies. Joel Glassman teaches in the department of Political Science and is Associate Director for the Center for International Studies, UM-St. Louis. For a copy of the resource list, student survey and list of essential topics, send a check for \$2.00 payable to University Bookstore to the UM-St. Louis Center for International Studies, 8001 Natural Bridge Rd., St. Louis, MO 63121-4499.

## **LESSONS AND LEGACIES OF THE VIETNAM WAR**

by Harry Murray

Dr. James Rush told an audience of elementary and secondary social science educators attending a conference at the University of Missouri-St. Louis on October 31, that in Vietnam the United States blundered into a complex war which was of far greater urgency to the Vietnamese than the U.S. had imagined. Rush and Don Luce, Director of the Asia Resource Center of Buffalo, New York, discussed lessons and legacies of the War at the Center for International Studies Annual International Relations Conference.

Rush, a Southeast Asia scholar who has lived and travelled widely in the region, said, "One interesting lesson of the Vietnam War is that a country like the United States pays a price for going against its best judgment and principles."

Rush claimed it was ironic that a nation such as the U.S., so dedicated to the principle of self-determination, could become involved in what was perceived by the Vietnamese and others as an imperial war. He said American leaders believed the U.S. had to support France in Vietnam as part of the larger effort to fortify postwar Western Europe against communism. However, Rush said, "The clincher was something else—and this was the success with which the French convinced the United States that the leaders of war for independence in Vietnam were not Vietnamese nationalists at all, but were representatives of international communism."

Rush said that the Vietnamese, like the Chinese in East Asia, developed a sense of themselves as being the preeminent people of Southeast Asia. But in the middle of the nineteenth century they experienced

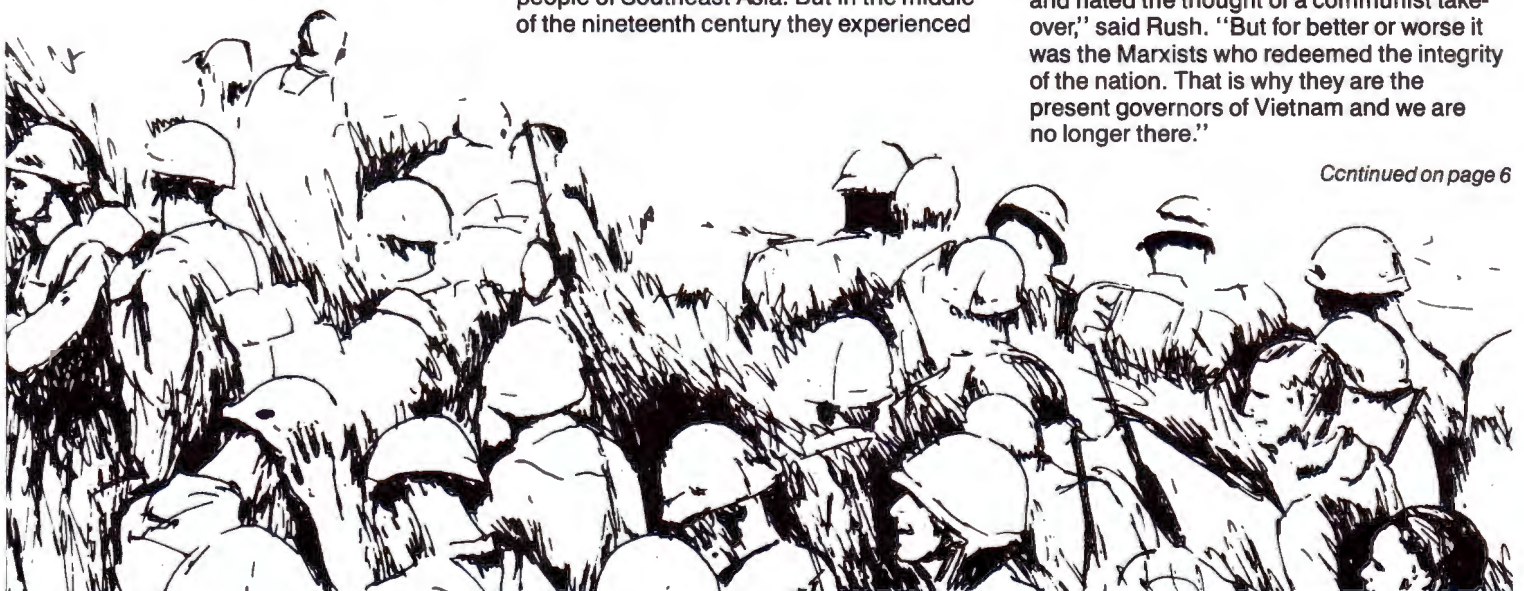
rapid inexplicable conquest by France, a power truly alien to the Vietnamese.

By the 1920s and 1930s there emerged in Vietnam a national response to subjugation. Militant independence movements began. By the 1940s Vietnamese Communists, under the leadership of Ho Chi Minh were leading the movement against France.

Rush cataloged several reasons for the U.S. failure in Vietnam: the American myth of "manifest destiny," the myth of Western cultural and racial superiority, supreme confidence in our science and technology, and a failure to appreciate grass-roots reality. "Failure to listen to the truth was at the roots of our failure in Vietnam," Rush said.

"Many Vietnamese wished us well and hated the thought of a communist takeover," said Rush. "But for better or worse it was the Marxists who redeemed the integrity of the nation. That is why they are the present governors of Vietnam and we are no longer there."

*Continued on page 6*





Don Luce, author of books and articles on Vietnam, told conference participants that conditions in Vietnam today have improved significantly, but many problems still remain for the Vietnamese people. Luce, who returned in September from a tour of Vietnam, said that since he was last there in 1981, there had been a tremendous amount of economic development. "I did not see severe malnutrition in Vietnam—people are not going to the hospital suffering from malnutrition initiated diseases," he said, "but I should stress that in spite of the improvement, the Vietnamese people are not doing very well."

Luce said the religious community is enjoying a measure of freedom in recent years. "In wandering out into the early morning I stumbled onto a Buddhist pagoda and it was full," Luce said. "We were in Saigon on a Sunday and the Catholic church was so full that people were spilling out into the street."

Luce said that the residual effects of defoliation and unexploded munitions are still creating severe problems for the Vietnamese. He deplored the fact that US experts and the Vietnamese are not cooperating on the health problems related to dioxins in the defoliants. "We really need more cooperation between the countries," he said.

Luce pointed out that Vietnam is the third largest communist country in the world, and by government policy the U.S. does not talk to the Vietnamese. "It's sad for the Vietnamese people," Luce said, "because it means their children have less food than if we cooperated with them. It's sad also in a political sense, because the lack of political cooperation forces Vietnamese dependence on the Soviets."

## PANEL TO PRESENT ALTERNATIVE VIEW OF ISRAELI-PALESTINIAN CONFLICT

On Sunday, February 28, a panel organized by the St. Louis chapters of the New Jewish Agenda and the Women's International League for Peace and Freedom will discuss prospects for peace between Israelis and Palestinians. The forum will be held at 2 pm at the Jewish Community Center, 2 Millstone Campus Drive. The panel will feature Repps Hudson, an editorial writer for the *St. Louis Post-Dispatch*, who recently returned from a six-week trip to the Middle East; Nabila Salib, director of English as a second language and foreign language programs of the St. Louis Public Schools,

who is a native of Egypt; and Harold Karabell, co-chair of the St. Louis Chapter of the New Jewish Agenda. Rabbi Susan Talve of Central Reform Congregation will serve as moderator.

According to the organizers, the daily violence between Israelis and Palestinians on the West Bank and in Gaza make this a crucial moment in the history of Israeli-Palestinian relations. Panelists will present an alternative way of looking at the conflict and assess the possibilities for a non-violent resolution. For information call Harold Karabell at 367-1106.

## GREAT DECISIONS LECTURE SERIES

The World Community Center invites St. Louisans to participate in the Great Decisions program and learn more about eight of the most important foreign policy decisions facing the U.S. today. A free lecture-discussion series on the Great Decisions topics will be held on Thursdays, 12:30 pm at the Salad Bowl Restaurant, 3949 Lindell. For information about the program and the video and audio tapes and 96-page briefing book available for purchase, contact the World Community Center (314-862-5735), 438 N. Skinker, St. Louis, MO 63130.

- February 11: **U.S. FOREIGN POLICY**, Projecting U.S. Influence
- February 25: **MEXICO & THE U.S.**, Ambivalent Allies
- March 10: **U.S. TRADE & GLOBAL MARKETS**, Risks and Opportunities
- March 24: **THE SOVIET UNION**, Gorbachev's Reforms
- April 7: **U.S. & THE MIDDLE EAST**, Dangerous Drift?
- April 21: **THE GLOBAL ENVIRONMENT**, Reassessing the Threat
- May 5: **SOUTH KOREA**, The Future of Democracy
- May 19: **WESTERN EUROPE**, Between the Super-powers





# ST. LOUIS EDUCATOR ASSESSES WOMEN'S ROLES IN JORDAN

by Sharon Carper

For the past five months my husband and I have been living in northern Jordan on the campus of the growing Yarmouk University in Irbid, a city of 630,000 people. At Yarmouk University about 70% of the women are "covered." They wear traditional head scarves with no hair showing and long-sleeved and skirted "sharia coats" over their other clothing. Many girls come from villages nearby, and although Muslim tradition dictates that a girl cover at the time of puberty (thus signaling to the community that she is of marriageable and childbearing age), often young women will cover only in order to be "allowed" to come to the university by their male relatives.

The rose gardens in front of the dorm buildings are convenient places for men and women to meet between classes and share tea or coffee in the outdoor cafes. But the attitudes about socializing are very different from ours. A young, nearly Western-dressed woman will meet with her stylish boyfriend (in his ubiquitous John Travolta haircut) and, though they may be sweethearts, they never touch. Sitting close together, talking intensely, or walking shyly together is fine. Touching is not. Last year a couple was thrown out of school for kissing.

Although these young girls may dress in Western styles and even have a boyfriend on campus, they will most likely marry according to their father's wish and male rela-

though illicit sex), it is her father's and brothers' duty to find and punish her. (In many circles this still could mean death.) But if a man violates a woman's honor by touching or bothering her in public, all of the men present have the responsibility to protect her and reprimand the male offender. The honor of the family is preserved in the integrity of its women.

This public defense of womanhood was brought home to me very clearly on a bus ride last week. We were traveling in rainy, cold weather over beautiful mountains that separate the capital city from Irbid. On this day, as usual, there were university students across the aisle from us—two boys opposite us, two girls ahead of them.

Without seeing *what* took place, we became aware that one of the girls had been bothered by one of the boys behind her. Quickly, she was up and out of her seat to inform the bus driver. Not only the driver, but also several men sitting near the boys began scolding them angrily. The man in the seat ahead of us was quite indignant, as he must have witnessed the whole thing.

When the boys protested their innocence, he had the bus stop at the next police check. He brought several officers on board the bus to inform them that these boys had violated the girl's honor. The boys tried to resist arrest but were cowed by four officers and the angry man. Off the bus and into the rain the group went, to gesture wildly outside. Never once was the girl questioned.

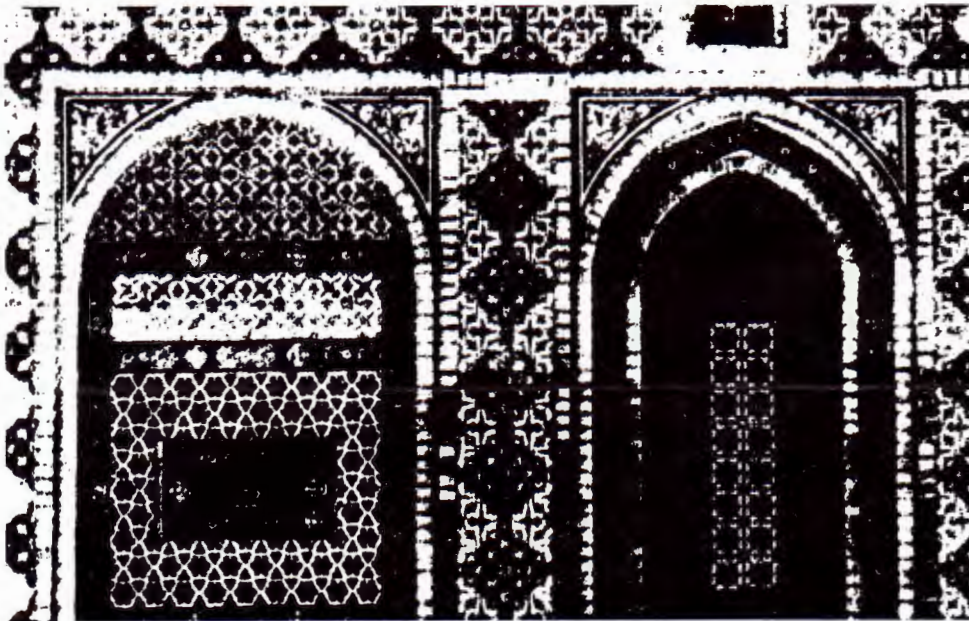
The boys were finally allowed back on the bus, but not before their seats were changed and the witness had written a report to the secret police. Self assured, good looking, and a little macho-like as many university boys are anywhere, these boys, however, became quite frightened when they realized the witness was going to turn his "citizen's report" into the police. When he left the bus, the boys tumbled out behind him, still pleading and declaring their innocence.

We never heard the final chapter of this story, but we certainly experienced firsthand the defense of womanhood!

Through our university friends, particularly men of Palestinian descent, I have come to know some Middle Eastern men whose attitudes toward women seem rather different. An artist friend speaks tenderly about his one child, a bright-eyed, four-year-old daughter. He's happy with her, he admits unashamedly, and does not feel the need for a son. Another musician friend takes equal delight in his young son and daughter.

I find that I am continually reassessing the roles of women in Jordan. Which will be the more important force for change—the attitudes represented by these young fathers or the more traditional attitudes of those committed to protecting and controlling women?

*Sharon Carper is a senior social studies teacher at Principia Upper School in St. Louis County.*



Others are dressed like coeds in the U.S. wearing jeans, baggy sweaters or T-shirts, jewelry and Reeboks. They present quite a contrast to their covered sisters. I loved the sight of one young girl in a black head scarf and long, navy coat walking arm in arm with her girl friend who sported a Farrah Fawcett hairstyle, washed out jeans, and oversized belted shirt with the statement "EQUAL RIGHTS FOR YOU" emblazoned on the back!

Campus rules governing opposite sex associations are very strict. Since boys and girls are not encouraged to mix, there are no weekend dances or activities. Boys have to find their own off-campus lodging, while girls are housed in dormitories. Outside the dorm is a sign that delighted us when we first saw it. In Arabic, it says "FEMALE HOUSING. GO AWAY!" Curfew is a strict 7:00 pm on weeknights and 8:30 pm on weekends. The rules are viewed not as restrictions on the movements of the girls, but as a means of protecting their honor and purity.

tives' choice. Marriages are still commonly arranged by the males of the two families. My young female friends from traditional families do not agonize about this. As Najwa (19 and an education major at a two-year college) explained to me, she has the right to refuse her brothers' choice, but "After all," she asked me patiently, "Who knows me better than my family?"

The concept of sheltering women and defending their honor is one that intrigues and mystifies me. The absence of women in social gatherings in traditional homes disappoints me, but to our devout friends, their women are being protected. This means that I have had to get used to often being the only woman (an honored guest) in a room filled with men of all ages, from aging patriarchs to diapered toddlers.

Similarly, society views women's covering as a kind of protection. If a woman's hair is seen as a thing of beauty that will attract male attention, why should a woman go bareheaded in public? If a woman willfully betrays her family's honor (for example,



# TEACHER OPPORTUNITIES

## SUMMER INSTITUTES FOR EDUCATORS

### KOREA: ECONOMIC SUPERSTAR

June 22-29, Yale University, New Haven, CT

- for K-12 educators
- participation by selection
- financial support available for "master teachers" selected to make presentations

1988 East Asian Summer Seminar for Educators will examine the emergence of Korea as a world economic power and introduce Korean history, culture, language, literature and art. Several sessions will focus on introducing Korea into the curriculum. For an application form contact the East Asian Outreach Program, Yale University, Box 13A Yale Station, New Haven, CT 06520 or call (203) 432-3429.

### MICHIGAN SUMMER INSTITUTE FOR TEACHERS IN ASIAN STUDIES

June 25-July 1, University of Michigan, Ann Arbor, MI

- for K-12 educators (first priority to those from Michigan, Ohio, Indiana, Illinois)
- participation by selection
- cost of lodging, dinners, instruction and some travel grants provided

This annual institute features University of Michigan Asian Studies faculty and other specialists who lead workshops and give presentations on the history, culture and modern transformation of India, Southeast Asia, China and Japan. The program emphasizes teaching materials and curriculum sharing and features guest artists and sampling of Asian cuisines. To apply send a re-

sume and a letter describing involvement with Asia (none required) and present or prospective teaching on Asia. Address inquiries and applications to MITAS, 108 Lane Hall, University of Michigan, Ann Arbor, MI 48109-1290.

### THE SEMINAR ON DIPLOMACY AND GLOBAL AFFAIRS

June 26-July 2 and July 10-16, George Washington University, Washington, D.C.

- for global affairs educators
- participation by selection
- seminar fee of \$585 includes tuition, room and most meals

This seminar focuses on the foreign policy decision-making process. Sponsored by the Washington Workshops Foundation and the School of International Affairs at George Washington University, the program gives teachers the opportunity to learn from professors about developing course content and discussion materials and to meet leaders in the Washington community of international affairs. For brochure with application form call 800-368-5688 or write The Washington Workshops Foundation, 3222 N Street, NW, Suite 340, Washington, D.C. 20007.

### SUMMER GEOGRAPHY INSTITUTE

June 26-July 8, University of Missouri-Columbia, Columbia, MO

- for Missouri K-12 geography teachers
- participation by selection
- scholarships available to cover lodging, meals and materials

- graduate credit available from UM-Columbia at additional cost

Sponsored by the Missouri Geographic Alliance, the National Geographic Society and University of Missouri-Columbia, this institute will present new curriculum materials, guidelines, methodologies and techniques. Teachers will receive assistance with the geographic component of the state core competencies and key skills. For information and application form write to Gail Ludwig, State Coordinator of the Missouri Geographic Alliance, Geography Extension Program, UM-Columbia, 6 Stewart Hall, Columbia, MO 65211.

### BRIDGING OUR DIFFERENCES AND SOWING THE COMMON GROUND

June 20-24, Eden Theological Seminary, St. Louis, MO

- for K-12 educators and others
- participation by registration
- cost: \$40-\$100 (fee varies with number of days in attendance and use of pre-March 15 discount)
- low-cost housing available

The Institute for Peace and Justice and Eden Theological Seminary sponsor an institute for those who "seek integration of the vision and values of a just world." Features a special track for educators with classroom activities and resources focusing on racism, multicultural understanding and South Africa. For information and registration form contact the Institute for Peace and Justice, 4144 Lindell Blvd., 122, St. Louis, MO 63108 or call (314) 533-4445.



The young Chinese Emperor Pu Yi is the subject of the new film "The Last Emperor." Remarkable for its cinematic quality and historical breadth and accuracy, the film represents an excellent teaching resource on Chinese history. See the fall, 1988 issue of this newsletter for information about the availability of the videotape and free teacher's guide.



# CALENDAR

## February

13

### Chinese New Year Celebration—

Organization of Chinese Americans sponsors dragon dance at Chesterfield Mall to usher in year of the dragon. For information call OCA President Dr. Pat Peng at 694-6830.

20–March 6

**Japanese Film Festival**—Japan America Society and Asian Art Society sponsor free film series. Films shown at 2 pm at Steinberg Auditorium, Washington University. Feb. 20: *Dear Summer Sister* (1972); Feb. 21: *The Flavor of Green Tea Over Rice* (1952); Feb. 28: *The Ballad of Narayama* (1983); Mar. 6: *The Family Game* (1983). For information call 726-6822.

27–March 5

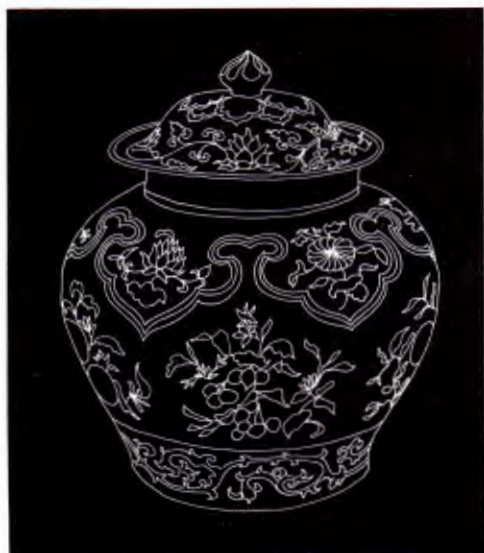
**Fifth Annual Sister Cities Amateur Art Exhibit**—exhibition in West Port Plaza Mall of artwork from Stuttgart (West Germany), Lyon (France), Suwa (Japan) and St. Louis. For information call 454-1488.

28

**Sister Cities Awareness Day**—folk artists from Stuttgart perform along with St. Louisans demonstrating arts of China, Japan, Italy and France at West Port Playhouse, 2–4 pm. No charge. For information call 454-1488.

27–April 16

**Space Contained: A Survey of Oriental Ceramics**—St. Louis Art Museum class meets Saturdays 10:30–11:30 am. Tuition: \$32 (\$24 for Friends). For information call 721-0067, ext. 265 or 286.



28

**Forum on Israel and the Palestinians**—panel discussion held at the Jewish Community Center, 2 Millstone Campus Dr. at 2 pm. For information see article in this newsletter or call 367-1106 or 534-1171.

29

**Early registration deadline for The American Forum on Education and International Competence**—national conference on international education to be held in St. Louis, May 13-16. Register before Feb. 29 for discounted fee. For information call The American Forum (212) 732-8606.

## March

1–31

**China Through the Art of Peasants and Workers**—Gallery 210 in Lucas Hall on the UM-St. Louis campus displays a collection of original folk art from Nanjing created for exhibition in St. Louis. Gallery hours are Monday and Tuesday: 9 am–8 pm and Wednesday–Friday: 9 am–5 pm. Opening reception with dinner and lecture on March 10. For more information see newsletter article or call 553-5801.



7–11

**Newspapers in Education Week**—a program sponsored by the *St. Louis Post-Dispatch* to encourage students to read newspapers. Missouri and Illinois teachers who order 20 newspapers each day for the week receive curriculum guide and lessons related to state curriculum objectives. For information call (314) 622-7378.

9

**“Inside the Soviet Circus”**—at 8 pm KETC Channel 9 broadcasts a special focusing on the performers and acts of four Soviet circuses.

10

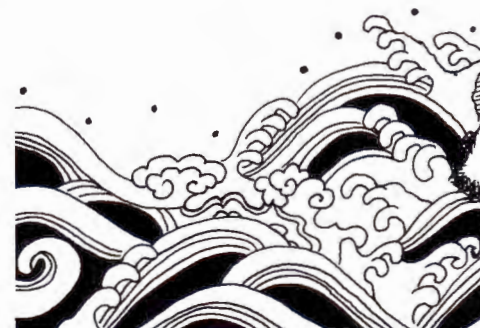
**China's New Folk Art: Peasant Painting and the Chinese Revolution**—Dr. Ralph Croizier, leading expert on contemporary Chinese culture, gives a slide lecture on the Gallery 210 art exhibit at 7:30 pm in the University Center on the UM-St. Louis campus. Free of charge. Dinner preceding lecture features Chinese Ambassador Han Xu. For information see newsletter article or call 553-5801.

10

**Pro Musica Nipponia**—a concert by a foremost traditional Japanese instrumental music ensemble at the Sheldon Theater at 7:30 pm. Sponsored by the Japan America Society and Opera Theatre of St. Louis and supported by the Japanese Cultural Agency. For more information call 726-6822.

11

**China's Position on Arms Control and Disarmament**—Mme. Ge Qiyun, P.R.C. authority on disarmament, gives a lecture on the UM-St. Louis campus at 2 pm. For information see newsletter article or call 553-5837.



29–April 2

**International Studies Association Annual Convention**—educators and students meet in St. Louis to discuss international issues and educational concerns. For information see newsletter article or call program director at (803) 777-2933.

29

**Back in the USSR**—PBS's *FRONTLINE* documents the changes in the Soviet Union since “glasnost” from the perspective of an American journalist and his family who lived in Moscow. 9–10 pm on KETC Channel 9.

## April

9

**Volksmarch**—Stuttgart Sister City Committee brings a favorite German pastime to St. Louis, with this 10 kilometer non-competitive walk through downtown St. Louis, 8 am–5 pm. For information call 454-1488.

9

**Educating for Civic and Social Responsibility in the Twenty-first Century**—an introductory workshop offering strategies and materials for teaching about elections, ethics, citizen participation and controversial issues. Sponsored by the new St. Louis Chapter of Educators for Social Responsibility and featuring Shelly Berman, President of Boston ESR. For information call Carol Lieber at 367-5947.

20

**Asian art workshop for art and humanities teachers**—an all-day workshop at the St. Louis Art Museum co-sponsored by the International Education Consortium will focus on the eight galleries of Asian art in the Museum's new west wing. For information call Sheila Onuska at the IEC, 721-3255.

29

**Taiwan Entering the Twenty-first Century: Problems and Prospects in U.S. Foreign Policy**—all-day conference on the UM-St. Louis campus. No charge for lunch or program, but space is limited. For information see newsletter article or call 553-5837.





NON-PROFIT ORG.  
U.S. POSTAGE  
**PAID**  
ST. LOUIS, MO.  
PERMIT NO. 3

University of Missouri-St. Louis  
Center for International Studies  
8001 Natural Bridge Road  
St. Louis, Missouri 63121-4499

University  
of Missouri  
St. Louis

# Center for International Studies



Established in 1968, the Center for International Studies (CIS) at the University of Missouri-St. Louis promotes the three central missions of the university—teaching, research and community service within areas of international interest. For more information, contact CIS, 366 Social Science and Business Building, University of Missouri-St. Louis, St. Louis, Missouri 63121-4499, telephone: 553-5753.

The outreach program of the Center for International Studies maintains a library of books, audiovisual materials, exhibits, cultural artifact kits, and other classroom teaching aids which are available on loan to schools and other institutions. For more information, contact Kathy Cochrane, Assistant Director for Community Education, 553-5801.

## Staff

Dr. Edwin H. Fedder, Director  
Dr. Joel N. Glassman, Associate Director  
Robert A. Baumann, Assistant Director for  
Administration, Research, Study Abroad  
Katherine Cochrane, Assistant Director for  
Community Education  
Mary E. Hines, Senior Secretary  
Shirley A. Watts, Secretary