

COMMUNITY STUDIES CENTER

SPRING / SUMMER 2011

GLOBAL CLOTHESLINE PROJECT

"Bearing Witness to Violence Against Women"



Clothesline Workshop: As part of the international movement against violence directed at women, the Clothesline Project invited women to construct T-shirts that expressed the violence they have suffered and the healing they are experiencing. The shirts are color-coded: **red** represents violence experienced as a result of rape; **black**: political violence; **yellow** or **beige**: domestic violence, **blue** or **green**: childhood sexual abuse and incest; **purple**: for having been targeted as lesbian; and **white** for those who have been murdered. At the IOHA conference in Prague, we screened *Clothesline: Bosnia-Herzegovina* and invited women to participate in a workshop to create T-shirts for the Global Clothesline Project (<http://blogs.dickinson.edu/globalclothesline/>). Rose has facilitated a number of workshops with her students and community members in Venezuela, the Netherlands, Bosnia, and Cameroon. With the Women's Center, she and colleagues helped organize the Central PA Clothesline Project whose shirts were displayed at the UN Meetings in Vienna when women's rights were declared as human rights and rape as a crime of war, and co-produced with Lonna Malmsheimer the Clothesline documentary that screened at the Fourth World Conference on Women in Beijing in 1995.

Fall 2011 Latino Mosaic in Central Pennsylvania

This dynamic and interdisciplinary program involves a cluster of courses that engage students in in-depth fieldwork with a range of Latino communities in Central Pennsylvania, including Mexican migrant workers in Adams County. Students will have the opportunity to do internships and/or independent studies in day care centers for migrant children, teaching ESL in elementary schools, visiting and interpreting in health clinics for migrant workers, interviewing farmers and workers in the orchard campus. This work will help students to investigate immigration policy and its effects on the lives of (im)migrant workers and their families in both sending and host communities. We will also study the ways in which Latino labor benefits U.S. employers.

(Continued on page 6)

EXCITING NEW MOSAICS FOR FALL 2011!

Climate Change Africa Mosaic: Fall 2011-January 2012

A beautiful and stunning place: Durban South Africa, the energy-conscious South African capital, progressive in its recognition of the necessary solutions to the ongoing collective struggles to combat the increase of greenhouse gasses, and to conserve energy and lower energy consumption. The occasion: the United Nations' Conference on Climate Change. The challenge: to make the journey from student to participant and global citizen.

<http://dickinsonclimatemosaic.weebly.com/>



(Continued on page 7)

COMMUNITY STUDIES CENTER

Notes from the Director

We had a lively year once again at the Community Studies Center. The highlight of the fall was the announcement of a generous gift from Betty '58 and Dan Churchill to support the Global Mosaics. Betty and Dan have long supported the college. After becoming acquainted with the work of CSC and meeting a number of times over the last two years with faculty, administrators, and students involved with various Mosaics, they decided this was something they wanted to support. In their own words, this gift was:

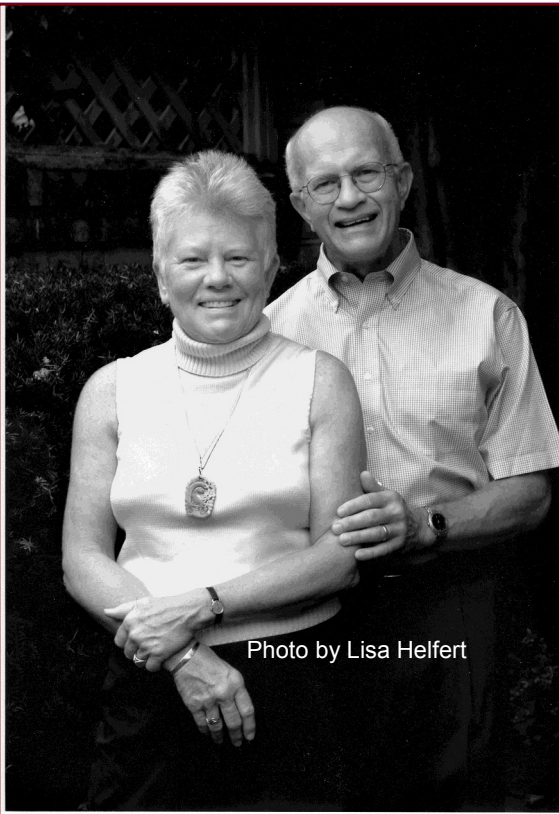


Photo by Lisa Helfert

... "motivated by their own experience of lengthy periods of living abroad and extensive traveling. We believe that experience was invaluable in giving us a world perspective. We wish to promote student learning in an academic setting paired with the actual experience of living abroad. My own (Betty's) first trip abroad occurred the summer before my senior year at Dickinson (organized and well chaperoned by Dr. Milton Flower, Professor of Political Science, who was also the entire Art History Department) - that was a life-changing event for me.

We would like to encourage bright and focused students to experience a combination of classroom and specialist education programs, and the opportunity to live and participate in projects abroad, which surely would contribute to a global perspective. Taking part in a program with specific goals should also give them information gathering skills to resolve problems and possibly to put solutions in effect. Further, this experi-

ence can promote appreciation and respect for the variety of cultural approaches found worldwide and, perhaps, would encourage some to choose meaningful life careers in global public service or in the not-for-profit sector."

Their gift will enable CSC, in collaboration with the Office of Global Education, to design and enhance global Mosaics which will engage students in collaborative research with community partners, in-depth fieldwork, and venues for presenting their research from papers to websites, and podcasts to documentary film for community and professional audiences. In this newsletter, you can read more about the ambitious plans for upcoming Mosaics, including this coming fall's Global Climate Change and Africa Mosaic and the Latino/a Mosaics.

(Continued on page 3)

COMMUNITY STUDIES CENTER

Bill Ayers: Teaching for Democracy



.Photo by Sherri Kimmel

Breakfast conversation with Bill Ayers; Alumni Emily Wylie '94 and Valerie Harmon '05, master teachers in schools in Haslem and the South Bronx and a number of our current students who are planning on teaching and non-profit work.

Look for the article on the CSC Breakfast with Bill Ayers in the Spring issue of Dickinson Magazine, due out in early April

Joyce Bylander, "It was a pleasure to listen again to Bill Ayers and to see him interact with students. Bill Ayers came to speak at Dickinson about twelve years ago. That was before he would become a casualty of the high-pitched, negative rhetoric of the 2008 presidential campaign. It was long before he was labeled a "terrorist". Back then he was an "expert on urban education". He talked to us about teaching and about making a difference in the lives of young people. For those of us whose life work has been focused on these goals he was an inspiring speaker. He used a phrase in his speech that pierced my heart. He called himself a "prisoner of hope". Immediately I recognized that he was describing me. I have adopted that phrase over these last twelve years. Whenever I get discouraged that some change isn't happening fast enough or that people for whom I want so much can't seem to see their own potential, I remember that I am a prisoner of hope and have to keep working. I'm really glad the College had the courage to allow this educator back on campus so yet another generation could be inspired to work for change."

Ashley Kerri Peel '11, "As a student activist, I personally felt honored to meet Bill Ayers. Attending his talk Monday night truly provided "food for thought" to a fellow activist continuously trying to negotiate her way within dominant structures. Additionally, the breakfast really provided me insight into my future teaching career. I hope to employ many of the teaching strategies that were spoken of at the meeting. I hope to emulate the passion and desire to "find the cracks" to transgress and have education be the practice of freedom for both me and my future students. I want to thank all of my professors that invited me to attend the breakfast. Once again, I truly appreciated the opportunity."

Tiffany Hwang '11, "Wow, where do I even begin. Breakfast with Bill Ayers was unbelievable. It was inconceivable that I..a twenty-two year old college senior could break bread and share a meal with a legend, and the best part of all..he was so completely human. He spoke to those of us in the room with reverence, kindness, and wisdom, weaving anecdotes in and out of our dialogue from his many years of experience as a father and as a teacher. It was truly one of my greatest moments at Dickinson."

Valerie Harmon '05, "Awakening... refreshing...exemplary of the much needed discourse concerning the basal matters of today's education tug-of-war. I returned to my classroom and dared my students to tell me what they expected to learn, what they felt they were being taught, and what they never wanted to hear again from their teachers. Who knew that from a conversation with Bill Ayers and other impassioned educators and future educators, I'd carry away pieces to change the tone of my classroom." *(Continued on page 4)*

COMMUNITY STUDIES CENTER

Breakfast with Bill Ayers continued:

Flosha Tejada '11. "Suddenly, a small intimate breakfast with Bill Ayers, a kind of "What Matters Most" conversation, communicated some eclectic messages on the education system, community building and self development. He suggested we "find ways to work the cracks," by building communities of crumbling walls and teaching as it is a part of a larger movement. For a future teacher like me, these messages of teaching and learning as an empowering process of liberation are beyond motivational."

Director's Notes continued

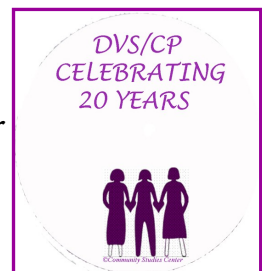
Joyce Bylander, Special Assistant to the President for Institutional and Diversity Initiatives, and I had the opportunity to visit a number of sites in Cameroon this past January. Harambe, Cameroon is a NGO that is encouraging social entrepreneurship among university students (harmabe means unity). Utamtsi is an organic fair trade coffee cooperative near Bafang, Cameroon that is supporting farmers in surrounding villages and runs a school and home for indigent people. The relationships we are building with these organizations will enhance both Dickinson's semester long Yaoundé program and lay the groundwork for a summer sustainability program for the summer 2013. As Joyce said recently, "We were looking for meaningful and substantive ways for our students, who gain so much from their experience in Cameroon, to give back to the country. Students who go to Cameroon are particularly interested in having opportunities to work in agencies and schools to make a contribution. This visit allowed us to strengthen or develop relationships with organizations like Harambe, Cameroon and RENATA."

Two students from Dickinson currently studying in Cameroon, Colleen Cadman '12 and Sarah Wright '12, helped facilitate the

Clothesline Project at RENATA. Known also as "the Aunties," RENATA works with teenage mothers, many of whom have become pregnant as a result of rape or incest. Along with Rose, Bylander and Pochi Tamba Nsoh, a journalist and radio host of the daily Cameroonian English national news program, were able to help with interviewing and interpreting between French and English for the group which included both Francophones and Anglophones. The Aunties not only provide services to these young women but also train women to go into the schools and back to their villages to teach about reproductive health and sexual violence. They have now adopted the Clothesline as a very effective tool for raising awareness and opening up the dialogue about the consequences and costs of family and sexual violence.

Over the past year, a number of students also helped with filming, interviewing and editing a Domestic Violence documentary for DVS of Cumberland and Perry Counties' 20th Anniversary (DVS/CP). The film screened at their anniversary gala March 3, 2011. Thanks go to Hannah Farda, Oanh-Nhi Nguyen, Brooke Marlin, Gabriella Uassouff, Anna Valliante, and Jenny Kowalski for their help with this project. Many Thanks also go to Jean Weaver and Prof. Kim Rogers who is acting Director of CSC this Spring while I am on sabbatical.

From New Zealand, Cameroon and Carlisle.
Susan Rose



COMMUNITY STUDIES CENTER

Music with a Mission

Music major, Elise Newhouse '13, spent January '11 working with students in inner-city schools in Camden and Trenton, building bridges through music. Newhouse's internship with the Jonathan Krist Foundation (www.jonathankrist.org) came about when Brian Krist '06 suggested to his mother that she contact the Community Studies Center to ask about students who had a passion for music, social entrepreneurship, and social justice. Brian's parents, *National Geographic* photographers and journalists, were looking for two student interns to help with the Jazz Academy. The foundation was established in honor of Brian's brother, Jonathan, a musician and activist who died in a car accident in 2006 just after finishing his first year at Oberlin.



"Elise came to music history with an interest in exploring non-profit possibilities. The Krist Foundation offered a wonderful opportunity for her to gain important professional skills while also exploring the inner-

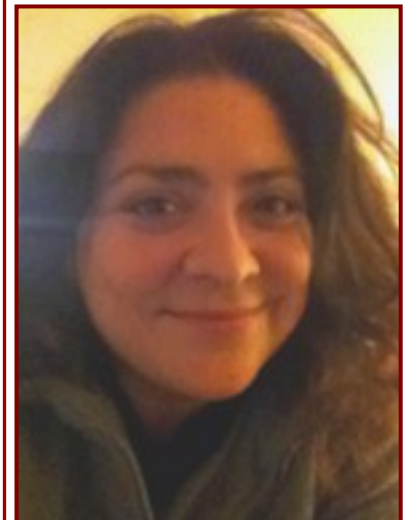


workings of a non-profit music educational program. Opportunities such as these only stress how the skills learnt in majors such as music -- analytical thought, quantitative analysis, oral and written communication -- translate into real life positions and success for our graduates" (Prof Amy Wlordarski, Associate Professor of Music).



Fernando Arcas, Professor of Contemporary History of the University of Málaga, presented the first U.S. showing of his critically acclaimed documentary, "Yo estaba allá" in November on Campus. His documentary is based on over 200 oral history interviews with Spanish Civil War Veterans. This project built on the Oral History Summer Institute Arcas participated in at the Community Studies Center in the summer of 2002.

CSC brought Dr. Liza Trevino to campus to teach a documentary film course Spring 2011. Dr. Trevino has a Ph.D. in Cinema-TV Critical Studies and a M.A. and a B.S. in Radio-TV-Film. Her field is Post-1950 American Film and Television History with particular interest in independent film.



COMMUNITY STUDIES CENTER

Latino Mosaic continued

This Mosaic builds upon work done in the previous two [Mexican Migration Mosaics, \(1998 & 2003\)](#). The Mosaic for the fall of 2011 expands our focus to Latinos in the U.S.- and in particular to Central Pennsylvania. Latinos and Hispanics now constitute 15.8 % of the total United States population, or 48.4 million people, forming the second largest ethnic group after non-Hispanic white Americans.

Engaging students in applied field research, the Mosaic will focus on the increasing pluralization and polarization of the U.S. We will also study current controversies over immigration reform, social policy related to newly arrived (im) migrants, and the importance of better understanding our Spanish speaking neighbors in the context of a world system. This configuration represents a very flexible Mosaic model which allows a student to take all of their semester's course work as part of the Mosaic or to take a cluster of courses.

Courses to be offered:

A. SPAN 239 Spanish for the Health Professions Prof. Asunción Arnedo, MWF 11:30 am Pre-req Spanish 230 (or permission of instructor). Open to students beyond Mosaic.

B. HIST 315-01 Special Topics: Latino (Im) migration to U.S.A. Prof. Marcelo Borges MH 1:30 pm. Open to students beyond Mosaic.

C. AMST Latinos in the U.S., Prof. Laura Grappo MH 3pm. Open to students beyond Mosaic.

D. *SOC 340/HIST 315-02/ANTHRO 244 Fieldwork Practicum. Prof. Susan Rose W 1:30-4:30 pm. Students must be in the Mosaic, taking at least two of the other linked courses (a-c) to enroll in this course (cap at 16). Students may count the equivalent courses from previous semesters. Permission of instructor.

E. *Independent Research/Internship SOC/HIST 500 Rose, Borges (16) . Must be in the Fieldwork Practicum (Soc 340/Hist 315-02) and 2 other Mosaic courses (a-c) to take this. (This course may be considered as an elective in a

number of other departments, such as ANTHRO/AMSTUD/WGST/SPAN/IS/POLS - to be negotiated by individual students and their advisors).

Applications for the Latino Mosaic are due by **March 22, 2011**. To be considered as part of the Mosaic you would need to take 3-4 courses among the ones offered above (or to have taken equivalent courses in prior semesters. That is, if you have already taken Spanish for Health Professionals, then that can count as one of the Mosaic courses and you would be eligible to take an additional course b or c and enroll in the fieldwork Practicum and/or Independent Study).

The one-page application for the Latino Mosaic consists of four questions and may be emailed as an attachment to borges@dickinson.edu and rose@dickinson.edu by **March 22:**

1. Why are you interested in participating in the Latino Mosaic?
2. Which courses are you interested in taking? Have you had any of the above courses previously that can count towards the Mosaic?
3. What do you have to contribute to the Mosaic program re: background and skills? (These may include but are not limited to linguistic skills, experience working with health care, education, ESL or ELL, (im)migration, web design, video...)
4. What do you hope to gain from participating in this program?



Lua's Mexican Store in Adams County, Pennsylvania

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Climate change continued

Climate change is one of the most important serious challenges to human progress and sustainable development today. This Mosaic offers students from all disciplines the chance to participate in, and critically examine, the process of international climate negotiations and science to prepare tomorrow's leaders for the challenges of the future. Students will study climate science, South African history, politics, culture, and environmental issues. They will explore the science, human and ecological consequences, policy options and international negotiations surrounding global climate change. The focus will be on sub-Saharan Africa, and, especially South Africa. The students will investigate the roles, motivations, positions, and effectiveness of different delegations and constituencies in the negotiations. They will conduct interviews with conference delegates, observe conference proceedings, attend science and policy briefings, and other events. They will also follow real-time media coverage of the conference. Bringing their knowledge and expertise into practice, this mosaic also allows for media outreach and creation.

Program Dates: Fall 2011 On the Dickinson campus with Independent Study that begins in fall semester 2011 (½ credit), carries into spring 2012 (½ credit) and includes three weeks of field research and community service in Durban, South Africa from 26 November to 17 December 2011.

MOSAIC COURSES

ERSC 204 Global Climate Change (Fall 2011). Instructor: Jeffrey Niemitz.

An overview of our present understanding of atmospheric processes and their interaction with the land, oceans and biosphere leading to an in-depth study of climate change over the past 3 million years. Students will also study the effects of potential climate change on humans. Topics include the tools used to decipher ancient climate change on various time scales, major climate events such as the ice ages, and the causes of climate change. Past and present knowledge will be used to explore the potential for future climate change and its socioeconomic and political implications. The laboratory component will use climate and field experiences to interpret climate change over the past 3 million years in the context of earth materials and plate tectonics. *Prerequisite: Any Division 111 lab science (Not Math) or permission of the instructor. This course can fulfill the QR distribution requirement.*

History 373 Ecological History of Africa (Fall, 2011). Instructor: Jeremy Ball.

This course provides an introduction to the ecological history of Africa. We will focus in some detail on demography, the domestication of crops and animals, climate, the spread of New World crops (maize, cassava, cocoa), and disease environments from the earliest times to the present. Since Africa's landscapes are the product of human action, we will use case studies of people and their environments. African ecology has also been affected indirectly by decisions made at a global scale. We will study the effects of imperialism, colonization and the global economy in Africa. The course ends with an examination of the tensions between conservation and economic development. *This course fulfills the Div II social sciences and Comparative Civilizations distribution requirements.*

SUST 330 Global Environmental Challenges and Governance (Fall 2011) Instructor: Neil Leary

Many environmental challenges cross international borders, and some, like climate change, are truly global in their causes, consequences, and potential solutions. These challenges are beyond the means of individual nations to solve and global institutions have been created to negotiate, mobilize, and oversee international cooperation to address them. Taking an interdisciplinary approach, we will explore the demographic, social, and economic drivers of a selected global environmental challenge, the dangers it poses to ecological systems, human wellbeing, sustainable development and national security; policy options for responding to the dangers, and the processes, politics, and effectiveness of the governance institutions that have jurisdiction over it. *Prerequisite: two semesters of natural science or permission of instructor. This course to be cross-listed with ENST 230 International Environmental Challenges.*

Oral History: Legality, Ethics, and IRBs by Prof. Jim Ellison, Anthropology & CSC

On February 24th, oral historian Linda Shopes spoke to members of the Dickinson community about oral history and issues of legality, ethics, and Institutional Review Boards (IRBs). Shopes is past-president of the Oral History Association (OHA), past historian at the Pennsylvania Historical and Museum Commission, and formerly an external member of Dickinson's IRB. She has written extensively on her own oral history work and, with Bruce Stave, she is co-editor of the book series Palgrave Studies in Oral History. The CSC invited Shopes to speak because of growing interest in oral history at Dickinson in class projects and student research. Shopes outlined the breadth and importance of oral history, defining it by six main characteristics. Oral history is based on face-to-face interviews, which are recorded and archived for access by others. Oral history is historical in intent, building on an individual's memories and subjective accounts of experiences. It represents an in-depth inquiry, and its medium is orality, involving oral performance and the interpretation of it.

Legalities become involved with oral history, Shopes explained, because transcriptions and recordings are preserved. The preservation of interviews in which people speak about their personal experiences and knowledge about the past raises numerous questions about copyright of one's narration; the possibility of legal demands for access to records—such as by subpoenas; representation and possible claims of defamation; and broader concerns with privacy. In this presentation, Shopes spoke mostly about the first and last issues.

An oral history narrative is a creative work that is owned by the interviewee or narrator, Shopes stated, and it is the subject of copyright. Interviewers also share ownership of transcripts, but the status of narrators' rights is currently better established. This means that when recording an oral history, questions about ownership must be made explicit, usually through a "legal release" that defines retention and use of material from the interview. According to the OHA, a narrator should complete a release after an interview is finished, so that she can be mindful of the possible implications of what she might have said in an interview and can make an informed decision about terms of use and ownership of a transcript.

Legal releases vary. Decisions in legal releases can include an interviewee restricting access to an interview for some specified time; requiring anonymity in use or quotation; forbidding direct quotation from an interview; claiming a right to excise material from a transcript; and requiring the narrator's permission for use of material. Oral historians often want maximum flexibility with regard to transcriptions, but narrators must make these decisions. The conditions agreed to in a legal release, Shopes explained, confirm an ethical principle in oral history: the interviewee retains authority over his or her narrative.

Legal issues are not the same as ethical issues. In oral history, Shopes said, ethics refers to standards for good judgment and practice. The OHA outlines "best practices," concerning both current standards in scholarship and the researcher's relationship to the narrator. Citing Alessandro Portelli, Shopes referred to the importance of a personal and political commitment to honesty, truth, and respect in oral history. Potential narrators must be informed about the purposes, scope, and value of an interview, about its possible uses, and about copyright issues.

An ethical oral history interview involves careful listening and accepting a narrator's own terms, which means an interviewer must be prepared to think beyond his or her own views and to represent the narrator's words with integrity. It is an ethical obligation, Shopes explained, to teach students about these matters. But ethical requirements do not mean having excessive politeness or capitulating interpretive authority, she cautioned. Rather, an interviewer should respect a narrator, and with that respect comes a commitment to being informed about the narrator and the interview topic, and to probing, listening, and determining the limits of a narrator's knowledge.

Moving to IRBs, Shopes discussed the "Common Rule," the Federal Policy on the Protection of Human Subjects, and how IRBs were formed to address ethical problems in biomedical and behavioral research. She touched on ways interviews could potentially bring risk or harm to a narrator. She then described ongoing discussions concerning oral history and its "exempt" status in IRBs, based on definitions of "research" "to develop or contribute to generalizable knowledge." Exemption must come from an IRB rather than a researcher, due to conflicts of interest, but, Shopes observed, not all IRBs understand oral history or the exempt status.

This was the first of two workshops that Shopes is scheduled to present. The second, on March 24th, will delve more deeply into the matter of IRBs, Community Research and oral history, considering the implications of these issues for members of the Dickinson community—students, staff, and faculty. For more information, see the CSC website, especially the Resources page which offers information and links to professional codes of conduct and ethics (<http://dickinson.edu/academics/distinctive-opportunities/community-studies-center/content/Resources/>).

COMMUNITY STUDIES CENTER

FUTURE MOSAICS

TANZANIA ETHNOGRAPHIC FIELD SCHOOL

The Ethnographic Field School in Tanzania offers students a thorough understanding of health and nutrition challenges faced by people in East Africa through practical training in field research. We will specifically examine interactions between cultural traditions and practices, regional environments, changing political landscapes, and international economic transformations. Summer 2011 & 2013 **Jim Ellison, Karen Weinstein Anthro**



Possible Future Mosaics

1. Black Liberations Mosaic: South Africa/Mississippi: January through Spring 2014
2. Comparative Modernisms: Spring 2013
3. Cuba Globally Integrated OR Indigenous Cultures & Colonization & Cultural Sustainability: Winterim 2012 or 13
4. Ghana Middle Passage: Fall 2012 Full Semester
5. Mediterranean (Im)Migration Mosaic: Summer 2013
6. Trinidad Race/Ethnic Relations & Representation Carnival: January though Spring 2015

Climate Change continued

Independent Study.

The Independent Study will have three components: (i) preparation for field research and community service during the fall 2011 semester; (ii) three weeks of field research and community service in Cape Town, site of the 17th Conference of the Parties (COP-17) of the United Nations Framework Convention on Climate Change (UNFCCC); and (iii) analysis, synthesis and reflection during the spring 2012 semester. Students will produce collaborative and individual project outputs, and share their observations, reflections and results with the Dickinson community, members of the Abalimi Bezekhaya community, and other audiences through presentations, webinars, social media and other means. One of the outputs will be a searchable archive of the videotaped interviews and other materials that will be available to interested scholars, students, and citizens from a website hosted by Dickinson College. Jeremy Ball and Neil Leary will supervise the Independent Study.

The Lost Ones The Long Journey Home

DOCUMENTS THE STORY OF TWO LIPAN APACHE CHILDREN CAPTURED ALONG THE TEXAS-MEXICAN BORDER IN 1877 BY THE 4TH U.S. CAVALRY. AFTER THE MASSARE OF THEIR VILLAGE, THE CHILDREN RODE WITH THE CAVALRY FOR THREE YEARS BEFORE BEING TAKEN TO THE CARLISLE INDIAN SCHOOL (CIS) IN PENNSYLVANIA. TIES WITH THEIR FAMILY WERE COMPLETELY SEVERED. THE ONLY LEGACY THEY LEFT WAS KESETTA'S 3 YEAR OLD SON, HE BECAME THE YOUNGEST CHILD EVER TO BE ENROLLED AT CIS.

WHILE THE FAMILY REMEMBERED THE LOST ONES EVERY YEAR, THEY NEVER KNEW WHAT HAD HAPPENED TO THE CHILDREN OR WHERE THEY WERE BURIED UNTIL TWO CENTURIES LATER. THE DOCUMENTARY REVEALS THE MYSTERY OF HOW LIPAN APACHE DESCENDENTS FROM CALIFORNIA, NEW MEXICO, & TEXAS CAME TO CARLISLE IN 2009 TO OFFER THEIR BELSSINGS AND SEND THEIR CHILDREN HOME.

Susan Rose & Manuel Saralegui

A CSC Production In
Collaboration with
JACQUELINE FEAR-SEGAL
PROFESSOR OF AMERICAN STUDIES
UNIVERSITY OF EAST ANGLIA

DANIEL CASTRO ROMERO, JR.
GENERAL COUNCIL CHAIRMAN
LIPAN APACHE BAND OF TEXAS

Update on CSC produced film:

The Lost Ones: Long Journey Home, was screened at the Reconceptualizing Early Childhood Education Conference (RECE) IN October 2010 and the 7th annual Sustainability Conference in Waikato, New Zealand in January 2011. It will also be screened at the Native American and Indigenous Studies Association conference (NAISA) in May with a discussion by those who made the journey to Carlisle for the Blessing Ceremonies that "sent the children home." CSC and Dickinson will also be hosting a group of 26 Navajo children coming to Carlisle from New Mexico to do a Commemoration ceremony at the site of the Carlisle Indian School. These collaborations keep developing into more interesting opportunities for students to develop skills, understanding, and an appreciation of the diverse history of the U.S. and the world. [For more see our 2009 Newsletter.](#)

COMMUNITY STUDIES CENTER

College Faculty Presented Research Papers at the 2010 International Oral History Conference in Prague, Czech Republic, July 7th-11th.

Six Dickinson Faculty presented papers drawing from their research at IOH. Professors Marcelo Borges, Amy Farrell, Karl Qualls, Kim Rogers, Susan Rose and Dan Schubert presented research on diverse subjects: the Spanish Civil War, international migration, the language of AIDS treatment, the politics of "fat" and shame, violence against women and rape and shame in African American communities in the 1930s and 1940s.

The Sixteenth International Oral History Conference, "Between Past and Future: Oral History, Memory and Meaning" drew oral historians with global interests and concerns.

Marcelo Borges, a professor of history at Dickinson, commented that "Oral history brings together a diverse array of experiences—including academic and community initiatives, personal and collective perspectives. Because of its location the 2010 Prague conference included many presenters from Central and Eastern Europe. It was very interesting to learn more about the ways in which these societies have been addressing issues of memory, trauma, and redefined national identities during the post-Communist era."

Borges, who is Argentine, found the Central and Eastern European experiences especially interesting because many Latin American



L to R: Karl Qualls, Susan Rose, Marcelo Borges, Kim Rogers, Amy Farrell, & Dan Schubert.

nations have worked to redress issues from their authoritarian pasts, just as the nations of the former "Eastern Bloc" have had to deal with the economic, social, and cultural legacies of Soviet rule. "The location also added to the overall experience because of the Czech Republic's fascinating recent history and, of course, because of the city's vitality and beauty."

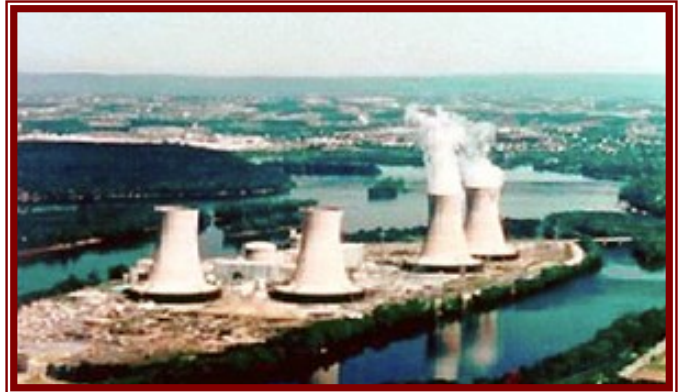


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JAPANESE NUCLEAR DISASTER SPARKS NEW INTEREST IN THE 1979 THREE MILE ISLAND INCIDENT IN MIDDLETOWN, PA

<http://www.threemileisland.org>

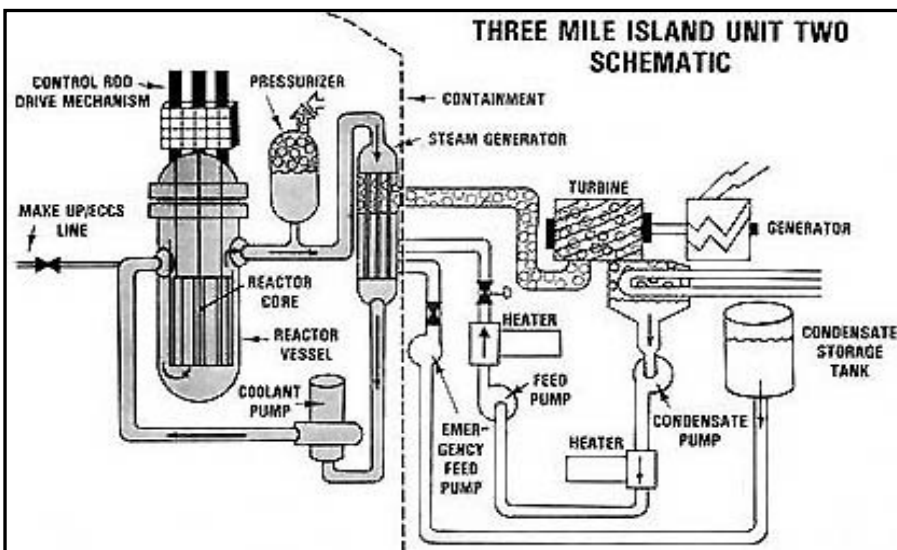
Wall Street Journal and Fuji television crews and reporters recently visited the Community Studies Center to use the TMI Archives. They interviewed Emerita Prof. Lonna Malmshiemer about the unfolding events that have followed the recent Japanese nuclear disaster. They specifically wanted to know what Malmshiemer and several teams of student-faculty interviewers/researchers discovered in the immediate post-meltdown period. Much interest was also shown in interviews conducted by Dickinson faculty and students on the 25th anniversary of the nuclear accident.



"In the immediate wake of the TMI accident, many students left the campus, but some remained," said Malmshiemer. "We gave some of those remaining students down and dirty training in oral history or ethnographic interviewing and sent them into the Carlisle community." The faculty had sent the interviewers out with an interview guide of specific questions, but then found that local residents didn't want to talk about the questions on the interview schedule, but did want to talk about their impressions, fears and imagined scenarios of the disaster." Some mentioned images from H.G.Wells' "War of the Worlds", others imagined the world's end, as in the aftermath of nuclear wars depicted in the 1950's films like "On the Beach" or "Fail-Safe". The plant owners, the Nuclear Regulatory Commission, and the federal government allowed so little information about the incident to be disseminated to the wider public that observers were left to express their feelings about the accident through their fears and representations of other disasters.

The TMI accident has had a long half-life already. In 2009, the BBC did an hour long interview with Malmshiemer on the TMI site. The Boston Globe cited Dickinson's TMI site as one of the best resources for information on TMI.

Fuji reporters said that Japanese citizens were being calmed by reassurances from some authorities that cite the TMI accident as a parallel of the troubles at the Japanese plants. Malmshiemer said that the Japanese disaster has far worse implications because a hydrogen explosion has occurred at the Japanese plant, a far more serious result than the accident at TMI. In the mean time, the Japanese are still trying to work through the earthquake and tsunami disasters that has helped to cause this nuclear disaster.



For an unknown reason, the feed pump (in the turbine water loop see the schematic) stopped operating. Without this pump, the turbine water could not remove heat from the steam generator. When this happened, the control rods automatically dropped into the reactor stopping the fission process. However, the radioactive fission products still produce heat so the temperature and pressure started to rise. To reduce the pressure, the valve on the pressurizer, called the pilot-operated relief valve (PORV), opened.



COMMUNITY STUDIES CENTER

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<http://www.dickinson.edu/academics/distinctive-opportunities/community-studies-center/home-page>



What started at Valkenhorst
has now spread throughout the
Netherlands.

See the Clothesline display in the Hague.

COMMUNITY STUDIES CENTER STEERING COMMITTEE

Susan Rose > Director

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Shalom Staub

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Check out our new CSC You Tube channel that features
a sample of abridged documentaries on (Im)migration
to Patagonia, the Bosnia Clothesline Project, and the
Lost Ones: Long Journey Home.

<http://www.YouTube.com/communitystudies>

and our page on Facebook at:

<http://www.facebook.com/pages/Carlisle-Pa/Community-Studies-Center-at-DickinsonCollege/W219208715505>