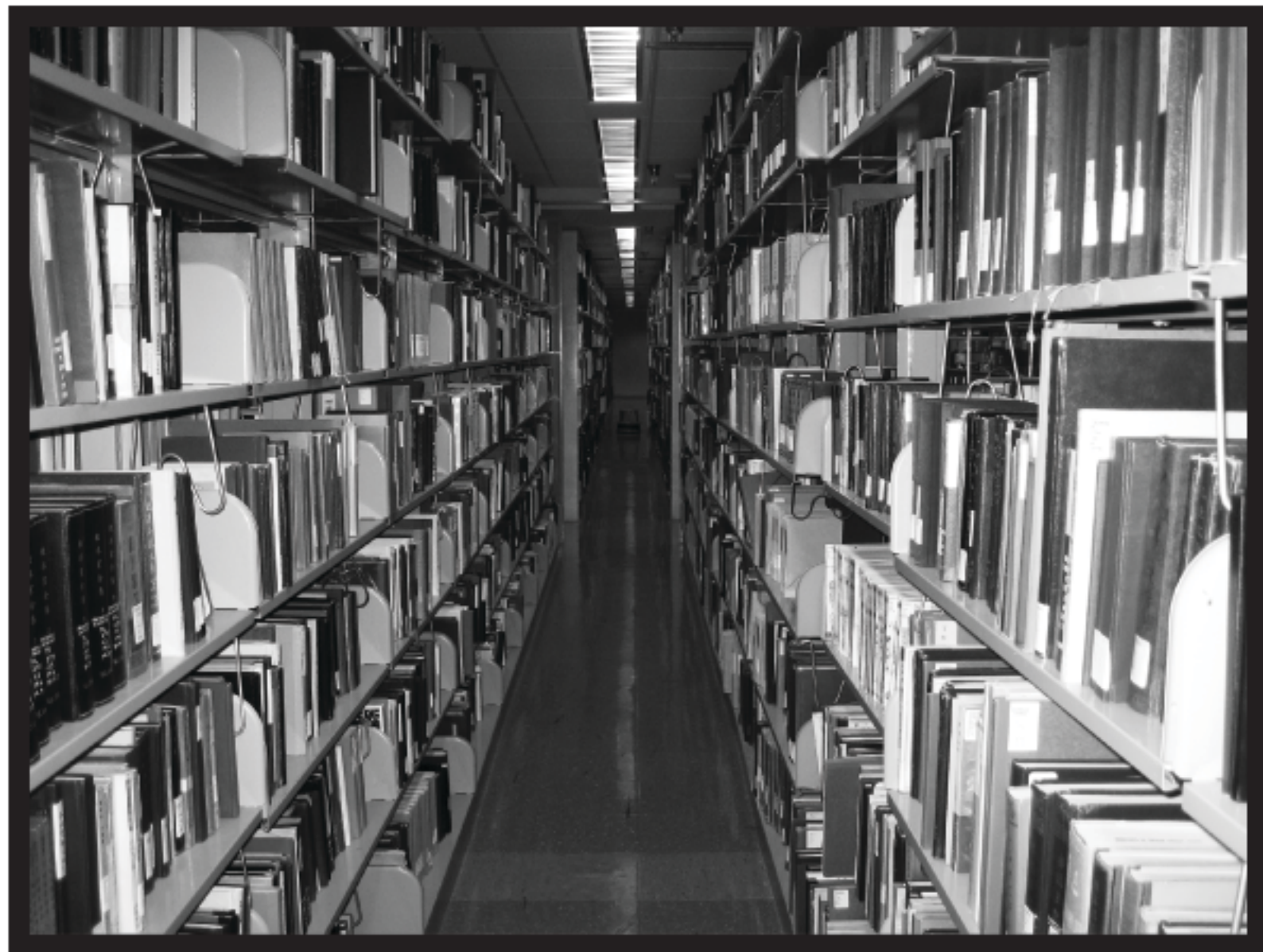


September/October 2006

Issue 8



BACK TO SCHOOL



Welcome to **Global Talk**! This student publication is the first multilingual publication at the University of Oregon, and it is an honor to contribute the opening article to celebrate its first year of publication. Begun in November, 2005, **Global Talk** promotes the study and learning of all languages and cultures taught at UO.

This is an exciting time to study languages at UO: This fall marks the inauguration of the **World Language Institute**, a special program that offers BA requirement-satisfying classes in Arabic, Korean, Portuguese and Swahili. The WLI initiative is an indication of the increasing importance of these languages for research, business, and government, and in the future, we hope to extend course offerings beyond the basic two-year sequence, as well as add other languages to the mix. (For more information, visit the Yamada Center in Pacific Hall, or the WLI website at <http://wli.uoregon.edu>.) We look forward to seeing contributions from these students to **Global Talk** in the future.

The exciting news about WLI is tempered by the fact that overall public support for the study of language and culture is inadequate. State support for higher education in general is well below 20% of what it costs to run UO, and administrators are constantly trying to find ways to slash budgets. Language classes are one of the few offerings on campus that still allow for small class sizes, but we are constantly under pressure to pack in more students per class. If SPAN 101 were a large lecture class, students could not get the practice they need to learn to speak the language!

This “Back to School” issue of **Global Talk** coincides with upcoming mid-term elections for state and national offices. It is imperative that every student research candidates’ positions on funding for higher education and **vote for those who clearly support our programs**.

Also, contact language department heads and the Dean of Arts and Sciences to **express your opinions about language class sizes**. UO has a long-standing reputation for internationalization; our language programs have played a key role in increasing our students’ knowledge of other cultures, and they deserve adequate support.

Robert L. Davis
Associate Professor of Spanish and Director, Spanish Language Program
Dept. of Romance Languages, University of Oregon

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GLOBAL TALK is seeking people for contribution in any language sections, email napplaus@uoregon.edu if interested.

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We would like to thank: the East Asian Languages Department, The Germanic Department,
The Yamada Language Center, and the Romance Languages Department.
Without their financial support this publication would have never been possible.



CHINESE Section (2006年十月)

“3 3 4” by Wan Hang Lee

Starting this academic year, Hong Kong has launched a new academic structure that is similar to the one in the U.S. – three years of junior high, three years of senior high and four years of college. This switch to a more popular system is made to assimilate with the majority of the countries in the world, including Mainland China and most European countries.

In the past, students needed to study eight different fields and take two public exams before getting into three-year colleges. Now, they are recommended to take seven subjects and they need to take only one exam for the Senior Secondary School Diploma of Education. Hopefully students will find less pressure in school.

The most important change should be that Liberal Study becomes a compulsory subject, which is going to help students developing critical thinking skills. However, it is doubted if teachers are ready to teach this subject when they are not trained.

Furthermore, exams become less important because 10% of students’ grade goes to a portfolio that includes their works on different subjects. Yet, fairness is disputable because schools do not have a standard of grading.

Riding Alone for Thousands of Miles by Wan Hang Lee
Zhang Yimou’s “Riding Alone for Thousands of Miles” is now playing at the local Bijou theater. The title of the movie, <<千里走单骑>>, comes from the 27th chapter in the *Romance of Three Kingdom* (三国演义.) The story is about the perilous journey of Guan Yu (关羽), a military general, to reunite with his sworn brother Liu Bei (刘备.) It happens that Guan Yu was trapped by Cao’s army and Cao Cao (曹操) wanted to recruit him. Guan Yu accepted under the condition that he could reunite with Liu Bei. Later, when he found out where his brother was, he escorted Liu Bei’s two wives and traveled days and nights to meet Liu. Cao Cao admired Guan Yu’s loyalty and fared him well with a new robe. However, since Cao Cao did not inform his guards, Guan Yu had to kill six warriors when he was crossing five passes.



Guan Yu 关羽



“Riding Alone for Thousands of Miles”

教師節 by Kathryn Young

一年一度的教師節是爲了感謝老師在過去的一年中對學生盡心盡力的教導以及辛勞。但兩岸三地對教師節的慶祝細節皆有所不同：中國大陸訂定教師節於九月十日，而台灣則是九月二十八，兩者皆以國家節日列出，以示對爲人師表者表示崇高的敬意。香港地區原訂教師節爲九月二十八，但是在1997年以後，慶祝教師節的活動都改爲中國的九月十日。雖然香港的教師節並非法訂節日，但是各級學校都會有慶祝教師節的活動；儼然成爲每一年的規則。九月二十八日此日亦爲中國古代教育先驅孔子的誕辰。在中國教育史上，孔子象徵著「有教無類，因材施教」的萬世師表典型。因此台灣定教師節於九月二十八日是爲了紀念至聖先師，並慰勞教師們的辛勞。

Common Expressions

常用句式:

cháng yòng jù shì

School is hard!

學校的功課真難!
xué xiào de gōng kè zhēn nán

I have lots of homework.

我的功課很多。
wǒ de gōng kè hěn duō

I need a cup of coffee.

我需要再來一杯咖啡。
wǒ xū yào zài lái yī bēi kā fēi

How did you do in the test?

你考得好不好?
nǐ kǎo de hǎo bù hǎo

I passed.

我過了。/我及格了。
wǒ guò le wǒ jí gé le

I failed.

我被當了。/我不及格了。
wǒ bèi dāng le/ wǒ bù jí gé le

Look at the dark circles under your eyes (panda eye)!

看你的黑眼圈
kàn nǐ de hēi yǎn quān

(熊貓眼!)
(xióng māo yǎn)



Confucius, a Chinese philosopher and founder of Confucianism



RENCH Section (Automne 2006)

NEWS

Education Americaine : excessivement chère et surfaite ?

Par Stephany Ross

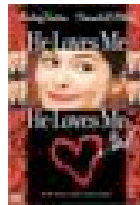
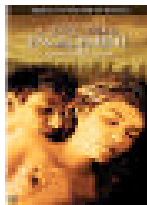
La coûte moyenne pour une trimestre à l'Université d'Oregon pendant 2006-07 était \$2040 (16 unités de valeurs). Par contraste, en France on peut recevoir *une maîtrise* (5 années) pour environ \$946-2000! Pourquoi la grande difference? C'est parce que l'éducation supérieure française est financée par l'état, presque 20% du budget national était attribué à l'éducation. Pour chaque étudiant, l'état désigne à peu pres de \$7571—ceci serait suffisant pour presque *quatre* trimestres ici! Peut-être nous devons considerer un diplôme français pour un education excellent mais aussi à l'égard de nos comptes en banque ! (référence: <http://fr.wikipedia.org/wiki/Accueil>)
 Pour plus d'information sur l'éducation système française, voyez: <http://www.edufrance.fr/en/a-etudier/faq.htm#01>

ENTERTAINMENT

Movie Night

Compiled by Jessica Honsinger

The fall is here, and the cold nights are perfect for curling up and watching a movie! One of the more famous French actresses in America today is Audrey Tautou. Known stateside mainly for her roles in *The DaVinci Code* and *Amelie*, Tautou's catalogue of work contains films in many different genres. Here are some suggestions for a quiet night in !



À la folie... pas du tout (*He Loves Me, He Loves Me Not*) – A thriller; Tautou plays a young woman in love with a doctor... but the story isn't what it appears to be.

Un long dimanche de fiançailles (*A Very Long Engagement*)– A sweet and touching romance set during World War I.

These movies can be found at any video rental store or online.

(information from <http://www.imdb.com>)

VOCABULAIRE

Mes études sont difficiles. : My classes are hard.

J'ai beaucoup de devoir! : I have a lot of homework!

J'ai besoin de plus de café. : I need more coffee.

Quand est l'examen final? : When is the final?

Quand est-ce que vous obtenez votre diplôme ? : When do you graduate?

Quelles classes as-tu ce trimestre? : What classes do you have this term ?

Cercle français

__In the YLC lounge
(Pacific) __

Tuesdays 5:00 - 7:00 pm

**Come join us and
practice your French! __**

All levels welcome!



library.thinkquest.org/03oct/00492/img37.gif



GERMAN Section (Oktober 2006)

Abby's Observations on Foreign Languages in the US

While the curriculum focus in grade and secondary schools has become more centered on math and sciences than language, there has been more integration of foreign languages (other than English) in the schools. This integration is usually connected to a large influx of a foreign culture into the United States.

As technology becomes the predominant field and career in the world today, more emphasis is being placed on math and science in the schools. However, as technology advances and the "national" perspective moves to a "global" view, languages are becoming more and more important for interaction on a global scale. The US, while behind most European countries as far as language teaching, is integrating bilingualism in the education system. Spanish is being introduced as early as preschool and grade school, due to the growing population of Hispanic and Spanish speaking population in the US. Bilingual schools are now becoming common, and most TV shows for children (such as Sesame Street) use both English and Spanish. Other languages are introduced at the secondary school level, either middle or high school depending on the district. Although Spanish remains the most popular language taught, French and sometimes German are also available. Japanese is also gaining popularity in the US due to the

large influx and popularity of the Japanese culture and technologies.

University of Constance by Wolfgang

Universität Konstanz - University of Constance



<http://www.uni-konstanz.de>

Ich heiße Wolfgang Barth und ich studiere Literatur an der Universität Konstanz. Die Universität Konstanz ist eine Campusuni mitten im Wald. Von dort aus kann man den gesamten Bodensee überblicken. Die Uni ist berühmt für die exellente Forschung in den Naturwissenschaften. Aber auch in den Geisteswissenschaften hat sie eine ausgezeichnete Reputation.

Das Leben an der Uni ist durch eine enge Zusammenarbeit zwischen Studenten und Professoren bestimmt. Der Fokus der Universität liegt auf interdisziplinärem Studium. Alle Fakultäten sind in einem einzigen großen Gebäude, daher fühlt man sich an der Uni Konstanz wie in einer großen Familie.

Universität zu Köln-University of Cologne



<http://www.uni-koeln.de/>

Vocabulary

School is hard.

Die Schule ist schwer.

I have a lot of homework.

Ich habe viele Hausaufgaben.

I need more coffee.

Ich brauche mehr Kaffee.

What grade did you get?

Welche Note hast du bekommen?

I got an A. I got a F.

Ich habe eine 1 (eins) bekommen.

Ich habe eine 6 (sechs) bekommen.



<http://www.lonelyplanet.com/mapimages/europe/germany/germany.gif>

Would you like to learn more about a **year abroad in Germany** through the **University of Oregon**? Go to the following website

http://oregonabroad.ous.edu/webseite/forms/Handbooks/bw_handbook.pdf to read a **comprehensive guide** to a year in Germany and to read former student's opinions on their experience.



ITALIAN Section (Num. 1, Autunno 2006)



Maria Montessori. (1870-1952)

FILASTROCCA PAPA` e BIMBO.

- Perche` papa` devo dormire ?
- Perche` bimbo devi ubbidire
- E se, forse, non ubbidissi?"
- Bimbo, é come se mi tradissi."
- Ma non mi piace andare a letto!
- Ma se non ci vai ti ci metto!
- Ma voglio guardare la televisione
- Ma bimbo quest'ora non e` l'occasione
- E se forse, la guardassi?
- Mamma diventerebbe arrabbiata
- Va be`, adesso posso addormentarmi
- Grazie bimbo. Nei sogni puoi ricordarmi.

Written by Kalah McCaffrey

The Montessori Method.

The Montessori Method was developed by Dr. Maria Montessori in the early 1900s to educate poor children at the preschool and elementary school levels in Italy. It is characterized by the encouragement of individual learning, and the exploration of social, emotional and intellectual skills. Users of the Montessori Method promote developing self-confidence, concentration, curiosity, and positive attitudes towards school in their teaching curriculums. It is still one of the main teaching methods used in Italy's elementary education system and has since become popular in many other parts of the world, including the U.S. By Sherry Dickerson

Credit: <http://www.lifepositive.com>

SERATA ITALIANA AT TRACKTOWN PIZZA

Thursdays 7 - 8 p.m.
JOIN US and practice ITALIAN

PARLIAMO ITALIANO!

La scuola é tosta!

- School is hard

C'ho un casino di compiti

- I have a lot of homework

Ho bisogno di piú caffé.

- I need more coffee

Che voto hai preso? Ho preso 10 (liceo) / 30 (all'universita`).

Sono stato/a bocciato/a.

- What grade did you get? I got an A. I flunked.

BENVENUTI AL LICEO

Negli Stati Uniti siamo abituati ad un tipo di liceo per tutti. In Italia invece, ci sono almeno sette diversi tipi: il classico, lo scientifico, il linguistico, il musicale, la coreutica, l'artistico e quello delle scienze umane. Ognuno puó seguire un programma di studi diverso ma ci sono alcune materie in comune in tutti i licei; l'inglese, la storia e la filosofia. Dopo la scuola media i ragazzi devono scegliere a quale liceo vogliono andare; la loro scelta sará importante per il tipo di lavoro che potranno fare nel futuro. In genere si frequenta il liceo per cinque anni. Durante questi anni gli studenti seguono gli stessi corsi con gli stessi compagni di classe. Questo tipo di studio è molto diverso da quello che siamo abituati qua negli Stati Uniti. La scuola italiana enfatizza diversi aspetti che non sono fondamentali nelle scuole americane. Il liceo in Italia é piú concentrato sulla vita scolastica che sulla vita sociale. Non voglio dire che uno sia meglio dell'altro, ma sono solo due diversi punti di vista.

-Courtesy of Paige Deering

WELCOME TO THE ITALIAN UNIVERSITY

The Italian university system contains four types of institutions and educates over 1.25 million students. It includes 45 public universities, 8 private universities, 3 poly-technical institutes and 12 university institutes with special status. Studies are organized into three cycles which roughly coincide with the undergraduate, graduate and postgraduate levels in the U.S. Undergraduate studies consist of *Corsi di Laurea* (1st year courses) and graduates receive a *Laurea* upon completion of 180 credits, usually satisfied during a 3 year period. Graduate studies include *Corsi di Laurea Specialistica-CLS*, *Corsi di Specializzazione di 1° livello-CS1* and *Corsi di Master Universitario di 1° livello-CMU1* and graduates receive a *Laurea Specialistica -LS* upon completion of 300 global credits, usually within a 2 year period- *Adapted from unian.it & unimib.it by Sherry Dickerson*



JAPANESE Section 十月 (Jyuu Gatsu) 二〇〇六

単語

1. School is hard.

学校は難しい。
がっこうはむずかしい。

2. I have a lot of homework.

宿題がたくさんある。
しゅくだいがたくさんある。

3. I need more coffee.

もっとコーヒーが要る。
もっとコーヒーがいる。
(Literally, I still need coffee)

4. What grade did you get? I got an A. I got an F.

成績どうだった？ 5だった。
1だった。
せいせきどうだった？ 5だった。
1だった。

バンディヘー一樹

キャンパス祭り・学園祭

Campus or university festivals are, needless to say, the biggest event of the year in Japanese universities. A famous saying that describes fall as a season of enriching culture is, "Autumn is a season for foods, books, sports and harvest". Every year, most of the campus festivals are held in mid-October and early November. These events have entertainment content in addition to educational content such as speeches by famous politicians, scholars, novelists and actors/actresses, comedy shows by professional comedians, street markets, exhibitions by student clubs, and booths. The biggest and most widely known event in the campus festival is the beauty pageant contest. In other words, "Miss Campus", which brings a couple thousand spectators, scouts from talent agencies, and in some famous universities even media crews. Recently the events get a huge media attention and the contest is a gateway to success in a career in the media industry. In fact, many winners later become anchorwomen on mainstream TV stations. Sponsored by private companies, some campus festivals are very well attended: the biggest university welcomes crowds of 200,000 annually. Japan is an aging society and the number of young population has been decreasing every year. Some universities have a difficult time recruiting new students. Campus festivals are the largest marketing event for the universities, in order to enable the business side of those universities.



大橋聡美

日本での電車事情

* 9月25日午前8時29分、静岡市のJR東海道新幹線静岡駅で、東京発広島行き「望61号」がプラットフォームを通過する際に人身事故があった。この事故により同線は一時、前線の上下線で運転を見合わせていたが、上りののぞみ124号、12号、下本が運休となった。

* 24日午前6時10分ごろ、愛行きの普通電車（4両編成）が故下6本が運休し、12本に最大3



り113号、115号、117号の計5

知県犬山市の名鉄小牧線羽黒駅で、平安通発犬山障し、約30分間発車できなくなった。後続の上2分の遅れがでて、約800人に影響した。

電車の遅延、運休のニュースである。起きてはな人としての観点からすると常識としてニュースと果たして他の国ではどうだろうか？ストライキが日常茶飯事のイタリアやフランス（イタリアほどでないにしてもかなりの頻度でストライキがある）では、電車が遅れるたびに一それも5分10分の遅れではなく、一時間、二時間、もしくは運行自体がキャンセルことも当たり前一面記事で取り扱われることはない。日本（特に大都市）では、2分以上遅れたら駅構内でアナウンスが流れ乗客に謝り、乗客のためには遅延証明書なるものも発行される。いかに日本人が分刻みで働き、時間に追われて生活しているのかを垣間見ることができない瞬間ではないだろうか。 ウインガート伸子



MIDDLE EASTERN Section

Back to School

The Iranian Grading System

At primary, intermediate, and secondary schools, the system of grading is based on a 0-20 scale. An average scale of at least 10 is required for promotion. At the post-secondary level a system of grading based on a 0-20 scale is used too. The letter grade equivalents are as follows:

- * A = 17 – 20
- * B = 14 - 16.9
- * C = 12 - 13.9
- * D = 10 - 11.9
- * F < 10



Iranian schoolgirls admire a photo of E-LAW U.S. Executive Director Bern Johnson's daughters.

Schooling in Cycles

School education in Iran is divided into the following cycles. There are qualifying examinations to pass from one educational cycle to the next and national exams are conducted at the end of each grade of the secondary cycle.



- 1) Pre-school [1 year cycle, age 5]
- 2) Primary [5 year cycle, ages 6-10]
- 3) Middle [3 year cycle, aged 11-13]
- 4) Secondary [3 year cycle, 14-17]
- 5) Pre-university [1 year, age 18]

A Look at Student Fashion:



London

Tehran

Student Life in Iran:

Reconnecting Cultural Ties

By Sara Mostafavi

From sharing tea over intense matches of backgammon to relaxing at local Kabob Houses, the young Persian generation — making up almost 2/3 of the total Iranian population — tries to find leisurely breaks in the midst of final exams.



Sahand Shafiee

Recounting a recent trip to Iran, UO student Sahand Shafiee describes the academic atmosphere, “Young students create the core and heart of the Persian culture still untainted by the current political situation. Groups of young men gather on street corners, laughing and joking as another gets the *ghalyoon* (water-pipe, hookah) ready.”

Shafiee recalls his sheer admiration for the simplicity seen in students’ social lives abroad, “When I first arrived in Tehran, it seemed immediately different because of the amount of young people hanging out at plazas and amazingly beautiful parks.”

A sense of deep-rooted tradition is kept alive through this young generation, passing time playing instrumental music around a fresh fire. This cultural element seems to have been lost when returning back to the U.S, buried among societal pressures to “have fun.”

Vocabulary This Month:

FARSI [Iran]



“School is hard”

Madrisih khaylee moshkilih

“I have a lot of homework”

Takleefih madrihsi zeeyad daaram

“I need more coffee”

Ghahvih beeshtar meekhom

“What grade did you get?”

Nombririh chand giriftee?

“I got an ‘A’ (20) !”

Man beest giriftam

A New Identity on Campus

UO Club Persia

Club Persia is the realization of several UO students of Iranian descent that our University significantly lacks awareness and study of the cultures of the Middle East. It is only through increased exposure and awareness of this underrepresented field of study, that obstacles like misinformation, oversimplification and gross generalization can be surmounted.

It is the intent of Club Persia to help surmount such obstacles of cultural ignorance, by introducing the UO community to the culture of Iran, a culture that reaches much further back than 1979. Don’t be fooled by the name; Persia and Iran refer to the same geographical and historical entity. We wish to educate the campus community about the unique history of Iran; its rich cultural legacies, in the forms of poetry, music and cuisine; its language, Farsi, still spoken today in many countries; and its politics, which in the last century have moved from constitutional monarchy to dictatorship to constitutional theocracy.

We will pursue these aims through interactive meetings, film screenings,



food tasting, debates, and collaborations with the other student organizations representing the Middle East, and cultural celebrations—most notably of the Persian New Year (*No-Ruz*) in March. We will also actively promote the inclusion of Farsi language courses in the UO curriculum. Upcoming events for Fall term include a film screening of *Marmulak (The Lizard)*, a witty Iranian comedy, on November 13th in the IRC lounge; and a traditional Iranian dinner on November 20th at the house of a group member.

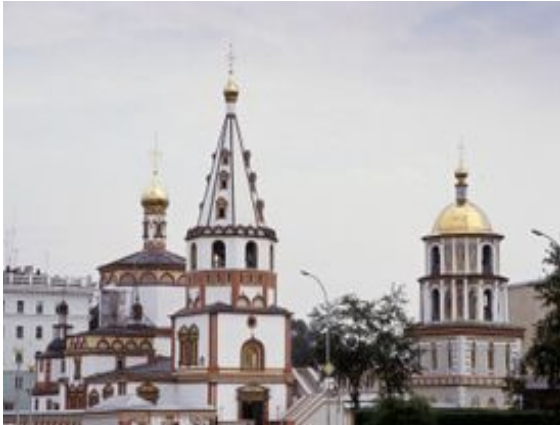
For more information or to get involved, contact the group at the address below.

uo.clubpersia@gmail.com

Facebook group: U.O. Persian Club

By Babak Ghafarzade,

President and founder of Club Persia



A Summer Abroad

By: Amberle Johnson

This summer I got to experience school in Russia first hand. I spent five weeks studying abroad in Irkutsk, Russia. While this might not seem the most typical city to visit, it has one of the best linguistic schools in all of Siberia. The lessons I learned there were invaluable, and most of them weren't even taught in the classroom. While I speak better Russian now than I did before, I also see life differently now. The first thing I noticed was how much harder Russians studied. It is very typical for college student to study one subject for five-six hours a day, without complaint. Students expect to study at least four-five hours again at home, and they won't accept any less of themselves. Also, most college students in Russia live with their

Русские фразы и Выражения

By: Эмберли Джонсон

1) **School is Hard**- учиться в университете очень трудно (oo-chit-sa v oo-ni-ver-si-tet-ye ou-chen trood-nya)

2) **I have a lot of homework**- у меня очень много домашняя работа (oo min-ya ou-chen mno-ga dom-nash-nyaya pa-bo-ta)

3) **I need more coffee**- Мне нужна больше кофе (mn-ye noo-zna bol-sh-ye ko-fe)

4) **What grade did you get?** что ранг вы получил(а)? (ch-to ran-g vui pol-oo-ch-il (a)?)

5) **I got an 5,4,3,2,1 (roughly equivalent to A,B,C,D,F)**- Я получил(а)- один два, три, четыре, пять- (Ya pal-oo-ch-il (a) o-din, d-ba, t-ri, she-tir-ye, p-ya-t)

parents until they graduate. It is rare for someone as young as eighteen to leave home, mainly because it just isn't financially feasible. Students don't usually have part-time jobs and it would be hard with all the homework! Besides, there just aren't that many part-time jobs available for students. It takes the average student 5 years to graduate. As students with good grades can study for free, school becomes very intensive and competitive. Most students graduate with plans to travel abroad, and dream of working in Europe or America.



CANDINAVIAN Section (FALL #1 2006)

Nyheter

Denmark to keep troops in Iraq: Danish Prime Minister Anders Fogh Rasmussen has said that Danish troops would remain in Iraq, despite his recent call for an unspecified change of strategy in the volatile country.

*



Iceland broke a global moratorium on commercial whaling, killing an endangered fin whale for the first time since the 1980s. Iceland's RUV television showed footage of a large fin whale being towed by a whaling boat. It said the whale was harpooned in the north Atlantic about 200 miles west of Iceland. Fisheries Minister Einar Kristinn Gudfinnsson said his ministry would issue licenses to kill nine fin whales and 30 of the more numerous minke whales in the year ending Aug. 31, 2007.

The announcement was condemned by conservation groups and many governments around the world, but praised by pro-whaling nations Norway and Japan.
-news.bostonherald.com-

PRIMARY SCHOOL IN NORWAY



Norway has about 3,250 elementary and middle schools and a total of ca. 620,000 pupils enrolled. In Norway a child starts school at the age of 6. There is a nation-wide curriculum so that each child acquires basic knowledge of the cultural principles and values of Norway. Public schools in Norway were introduced in 1739. In 1889 the law required public school attendance for a minimum of 6 years. In 1969 the requirement was extended to 9 years and finally in 1997 to 10 years. The primary school system is divided into two segments: elementary school (from the 1st to the 7th grade) and middle school (from 8 to 10th grade). Most Norwegian children go on to take an additional 3 years of upper-secondary education. They can choose from 12 different lines of study, taking general courses in the first year and more specialized courses in the main subject area during the last two years.

Adapted from www.norway.org



UNIVERSITY OF OSLO

The University of Oslo is Norway's largest and oldest institution of higher education. It was founded in 1811 when Norway was still under Danish rule. Today the University of Oslo has approx. 30,000 students and 4,600 employees. Four Nobel Prize winners indicate the quality of the research at the University. Tuition at all 5 Norwegian state universities is free.

For more info: <http://www.uio.no/english/>

Litt norsk Featuring Norwegian!



Skole er vanskelig!

-School is hard!

Jeg har masse lekser.

- I have a lot of homework.

Jeg trenger mer kaffe.

- I need more coffee

Hva fikk du? Jeg fikk en A. / Jeg strøk.

- What (grade) did you get?
I got an A. / I flunked.

Courtesy of Ellen Rees.

UNIVERSITY REFORM

Effective since fall semester 2004, the University grading system in Norway has changed, adopting the A-F scale. Prior to these changes the academic grading system employed numerical grades. The number 1 was equivalent to an A and the number 6 to an F.

Scandinavian Studies at the UO

The University of Oregon is one of the few U.S. institutions to offer students courses that deal with the full spectrum of Scandinavian countries: Denmark, Finland, Iceland, Norway, and Sweden. These courses are offered through the Department of German and Scandinavian. For more info: <http://scandinavian.uoregon.edu/>



PANISH Section

(Issue #1 2006)

NOTICIAS

Teachers' Strike in Oaxaca on Brink of Resolution, Some Say

Officials in Oaxaca, a tourist town located in southern Mexico, are hopeful that five months of civil unrest, protesting, and violence may soon come to an end after the recent establishment of a tentative deal between federal government officials and local teachers. Although a 30% raise over six years has been promised, some are skeptical that any resolution has been achieved.



Conflicts arose in late May, with teachers striking for higher pay, but gained momentum after Governor Ulises Ruiz broke up an annual protest in June. The Popular Assembly of the People of Oaxaca, as the large, collective group of protesters is known, is demanding that Ruiz resign. Their resistance has included actions such as barricading roads, overtaking radio stations, and preventing access to government buildings. Five deaths have been associated with the protests. The average spending per primary student in 2004 was just over \$1300, while Oaxaca teachers are among the lowest-paid in Mexico, earning \$400 to \$600 a month.

CULTURA

Estudios de posgrado ¿Necesidad o moda?

La educación es un proceso permanente. En Latinoamérica, especialmente a partir de la década de los '90, se han incrementado los alumnos que continúan estudiando luego de la universidad. Argentina, por ejemplo, cuenta con 41.555 alumnos de postgrado, de los cuales aproximadamente el 10% se gradúa cada año¹.

¿Es una moda o responde a las exigencias del mercado laboral? Lo cierto es que el fenómeno se reproduce en el mundo entero. Algunos profesores recomiendan tomarse un año sabático antes de empezar un postgrado. Pero los especialistas de recursos humanos sostienen que hay que apurarse debido al exigente mercado laboral actual.

Una de las causas posibles del aumento de las inscripciones es el hecho de que cada vez más gente obtiene títulos universitarios, por lo que el postgrado adquiere un valor distintivo. También hay quienes creen que se debe a que el mercado está atomizado y demasiado especializado, por lo que para determinadas profesiones un título a veces no es suficiente. Aunque también están los críticos que sostienen que existe una oferta comercializada impuesta por una política para la cual si no se es 'master' o 'doctor' no se es nada.



VOCABULARIO

- School is hard – *La escuela está difícil*
- I have a lot of homework – *Tengo mucha tarea*
- I need more coffee – *Necesito más café*
- What grade did you get? I got an A. I got an F – *¿Qué nota sacaste? Yo saque un 10. Yo reprobé.*

EVENTOS

Zapatistas! Making Another World Possible: Chronicles of Resistance 2000-2006

November 15th, 2:00 PM.

Hear a talk by award-winning writer and commentator John Ross about his book regarding the Zapatista Rebellion in 166 Lawrence Hall.

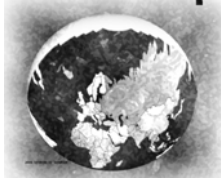
Intercambio

Tuesdays Nov 9th and 24th, 6:30 – 8:00 PM. *¡Vamos a charlar!* Talk it up! Join people of all ages making friends and conversation at *Intercambio* conversation circles at the Eugene Public Library.

Tertulia at UO

Spanish speakers of all levels meet every Tuesday from 3:30 – 5:00 PM at the Buzz in the lower level of the EMU. Facilitated by UO Spanish GTFs and instructors.

¹ Fuente: Censo de Estudiantes 2000. Universidad de Buenos Aires. www.uba.ar



Around the World

November 2006

So what's in the news today?

By K. Haines

I open the door and snag the morning paper. I know, I know, it's an old habit I just can't seem to lose. Give me that cup of jolt and The New York Times and I'm off for an hour or so. Then it's out the door for that first class, juiced up ready to learn (or at least get a grade) baby!

Should I drive today? It's biting cold on these October morns. Yeah, I'll drive, fire up the ol' fossil fuel burner and head out. When I'm driving my mind wanders, there's just enough attention to the road to miss the next busload of nuns. My mind drifts to an article about an island in Micronesia (Isn't it wonderful how I can take you across the globe like that?). An island paradise like in the travel brochure, yeah that's nice. Except...amidst the palms, the lapping shore and fun loving drinks with umbrellas – there's the carbon emissions and global warming raising the sea level in all the oceans and the very existence of thousands of islanders hang in the balance. Oops! That brought me down. Buzzkill. Bummer.

The lapping sea water is the constant companion of these people of Oceania, they welcome the sea, they love the sea, but not like this. Currently these waters are threatening their villages and the spewing of carbon into the atmosphere by mostly western countries, and mostly the USA, is accelerating the problem. Many of these atoll islands are no more than a meter or two above sea level. That's not much of a margin for error. *Our* error. Where I am - watching or reading the news far from their shores - it's all very disconnected from our daily existence. But not for them, not for the Pacific Islanders. This problem, in some cases, is literally at their doorstep. In ten years who knows?

Let's see, next time I'm going to have my coffee and news, then walk or ride the bus as a friendly gesture to the people of Oceania. The people of Micronesia, Melanesia, and Polynesia will thank you for thinking of them. I will too.



The Oceania region ranges from the lush tropical rainforests of Indonesia to the interior deserts of Australia. The climate is strongly influenced by the ocean and the El Nino Phenomenon. Small island nations and the coastal regions—where much of the population is concentrated—are very vulnerable to increasing coastal flooding and erosion due to rising sea level. Warming sea temperatures in recent years have damaged many of the region's spectacular coral reefs, threatening one of the world's most diverse ecosystems.

Fiji -- Sea-level rise. Reports from local inhabitants at 16 sites indicate that the island's average shoreline has been receding half a foot (0.15 m) per year over at least the past 90 years.

American and Western Samoa -- Land loss. Western Samoa has experienced shore recession of about 1.5 feet (0.46 m) per year for at least the past 90 years.

New Zealand -- Retreating glaciers. The average elevation for glaciers in the Southern Alps has shifted upslope by more than 300 feet (91.4 m) over the past century.

Heard Island (Australia) - Rising temperatures; retreating glaciers. Since 1947 the island's 34 glaciers have decreased by 11% in area and 12% in volume, with half the loss occurring in the 1980s. Air temperature has risen 1.3°F (0.7°C) between 1947 and 2001.

American Samoa -- Coral reef bleaching.
Papua New Guinea -- Coral reef bleaching.
Philippines -- Coral reef bleaching.
Indian Ocean -- Coral reef bleaching (includes Seychelles; Kenya; Reunion; Mauritius; Somalia; Madagascar; Maldives; Indonesia; Sri Lanka; Gulf of Thailand [Siam]; Andaman Islands; Malaysia; Oman; India; and Cambodia).
Australia, Great Barrier Reef -- Coral reef bleaching.
Fiji - Coral reef bleaching, 2000. A new wave of coral bleaching events has been observed during the southern summer in Fiji and on many other South Pacific atolls. Satellite measurements by the National Oceanic and Atmospheric Association documented unusually high temperatures across much of the Pacific. The 1990s has seen several major bleaching events. Repeated and prolonged bleaching episodes - expected as tropical water temperatures warm with climate change - eventually kill corals and cause a decline in associated marine species.
<http://www.climatehotmap.org/oceania.html>