

## Culture Shock: Berkeley vs Home

Most of my students flew halfway around the world to be a part of IPCP, so they've noticed major difference between their hometowns and Berkeley!

- **Winnie (Hong Kong):** diversity of population in Berkeley, high cost of living, "cars wait for the people instead of the people waiting for the cars!"
- **Daigo (Chiba, Japan):** Berkeley is noisy at night, and has many restaurants with different foods.
- **Kevin (Suzhou, China):** surprised by the lack of noodles/rice in Berkeley compared to his hometown; interactive nature of classes in which students share their thoughts; and the cold, rainless "summer" in Berkeley.
- **Linda (Guangzhou, China):** architecture is different and students in Berkeley use computers much more frequently.
- **Kenny (Beijing, China):** Berkeley is organized in blocks whereas Beijing is not, UC Berkeley is very open without any walls/gates unlike other universities in Beijing.
- **Ivan (Qingdao, China):** there is more physical touch during interactions between people in Berkeley and the public transportation is not reliable, less convenient, and doesn't cover as much ground.
- **Steven (Yangon, Myanmar):** sorting trash into compost, recyclable, and landfill; not a lot of traffic in Berkeley compared to Yangon.
- **Derek (Chongqing, China):** in Berkeley, you need to tip servers.
- **Cheshire (Yibin, China):** weather-- "I'm trying to avoid the heat so I came to Berkeley."



- **Emily (Virginia, USA):** courses in Berkeley are harder and the size of the



classes is bigger.



- **Josephine (Hunan, China):** Berkeley has a much smaller population and lacks stores that stay open late.

- **Blair (Shenzhen, China):** there are a lot more homeless people on the streets in Berkeley as well as programs to help them (i.e. free breakfast), and "I have roommates here and I feel very happy!"

- **Patrick (Shenzhen, China):** there aren't many taxis on the streets in Berkeley

and having a car is important here.

## Places to go in the Bay Area

### In San Francisco

#### - Exploratorium

- o A public learning laboratory to explore science, art, and human perception

- o Pier 15 The Embarcadero, San Francisco, CA 94111

#### - Alcatraz Island

- o Explore an old federal prison
- o Take a ferry across the Bay

#### - Golden Gate Park

- o Large park with many sights and things to do



- o Conservatory of Flowers
- o California Academy of Sciences
- o Japanese Tea Garden
- o Golden Gate Park Aquarium
- Ocean Beach
  - o Go swimming or tan on the beach
  - o Play volleyball or soccer with friends
  - o Get some work done in the sun



### In Berkeley

- Botanical Gardens
  - o Collection of plants from all over the world
  - o Great way to relax
  - o Free for students
  - o 200 Centennial Dr, Berkeley,

CA 94720

- BAMPFA
  - o Modern art museum
  - o Screenings of films
  - o Free for students
  - o 2155 Center St, Berkeley, CA 94720



- Berkeley Marina
  - o Great place for a bike ride or walk
  - o Nice views at the waterfront
  - o Stress relieving

## How to survive Finals during your summer at CAL

As a veteran of summer classes I have taken summer classes for the past 3 summers each time with 6 or more units. Here are some tips on how to survive finals this summer!



### Attend Review Sessions

Review sessions can be the most helpful in your preparation and it is important to make sure you prepare a list of questions. There is no such thing as a silly question. It is guaranteed that everyone is also trying to ask the same questions, but is too nervous.

### Talk to your friends about your class

When you explain the concepts on your psychology class or your marketing course it will help you understand the material! Teaching the material to others who are not in the same course will help you find the topics that you still need to review. Finding a classmate in your course and explaining the topics to them is also helpful in making sure you understand the material.



### Utilizing google documents

Using google documents and collaborating with your classmates if you have a study guide. You can make a shared google doc where you and your classmates can all collaborate on all the terms for the final at the same time.



This will help you see how others understand the terms and how they explain it. Good luck on your summer finals! You can do this!

## Different Perspectives of Life

Being a part of the International Pre Collegiate Program at UC Berkeley has been a rewarding and enriching experience -- both for the mentor and the students. The students were all very excited to start classes as soon as they arrived, although some of them were very tired and jetlagged. (Who wouldn't be after a 12 hour flight!) My first interactions with a lot of my students were simple icebreakers just



to get to know each other. What I thought was very interesting was the fact that many of the students told me that UC Berkeley was their dream school, and that they were hoping to be a student here in the near future. One of my students, Si Yu Shen, says that "UC Berkeley has always been my number one school. My parents would not have me anywhere else." This was very interesting to me. Being from Los Angeles, I had never heard of UC Berkeley



before. My students grew up and are soon to return back to China, but despite this, they have heard of and praise the university higher than I ever did. It was very eye-opening. As undergraduates, we tend to forget where we are and hearing my students say things like that really makes one take a step back and appreciate the magnitude of being able to call yourself a Berkeley student.

Beyond this, it has been interesting to see the cultural adjustments that some of my students have had to make. For example, one of my students, Chung, was telling me about a dilemma she had encountered during a presentation for a public speaking course. The topic for her



presentation was one that she chose herself -- homosexuality. Unfortunately, homosexuality, as Chung described it to me later that day, "is a very delicate topic in Berkeley". Chung's presentation was not well taken by some of the

students, but she took it as a learning experience.

Classmates then started to correct her mistakes and Chung eventually started to understand how some of the content of her presentation could be seen as offensive to some people. She, however, was not discouraged by the criticism and instead took this as a learning experience. She was telling me everything that she had learned, and this led to a conversation with my students about other



stuff they had learned while in Berkeley. Several of them made observations that I had not even thought of. One of them thought it was very funny and peculiar how a lot of people greeted each other with "Hi, how are you?" but proceeded to leave without waiting for an answer. This has been, in a nutshell, a very new experience to me, and to my students as well. Everyone is going to leave with more knowledge than they came with.

## Evening discussions

Roll call tends to be a space where games are played and students catch up with their fellow group members and mentor. Two times a week I will bring my students to a quiet common area and have a discussion about a topic that they are interested in.

Recently we delved into bounty standards in China and how it compares around the world. The first thing I did was show them the music video *This is America* by Childish Gambino. I chose this video to begin to look more at color and race in the United States and how that placed into global perceptions of people. One



of my students brought up the importance of women and even sometimes men having pale skin in Hong Kong and how that was thought of as desirable. Someone interjected that they believed it was all of China that had this belief. They began to describe an entire history that portrayed beauty most in royalty. Royalty, especially women, stayed inside most of the time and covered their



skin to keep themselves pale, and the students felt that this tradition of being wealthy and being pale skinned stayed in the culture for centuries. I wanted to probe their analytical minds and I asked them if they thought it would ever change? Most of them said no and

that it was supposed to be that way. However, a few students felt that pale skin didn't matter, and that we shouldn't judge others by how they look. One student then posed the question if any of them had the money would they get plastic surgery? The students were pretty divided almost 50/50. The students that

would get plastic surgery mostly said they wanted to change their eyes. Others said they would change their nose or their jaw line. I then followed up the student's responses with asking why. One student said that "especially for women if you are beautiful you can get a better job and be more successful. Many students agreed with this as well. To end our discussion, I asked if you could change then system that we lived in and didn't have to be beautiful to be successful. Most people said it would be possible and that they would want that. However, some people were adamant that it was actually easier in the system that they live in now rather change it. I thought that this was great opportunity for the students and myself to get to know one another as well as use their analytical minds to explore the possibilities of social change.

## Basketball and the Campanile!

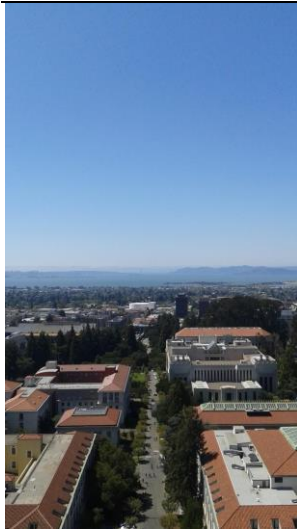
For one of our field trips, a group of two mentors went to the gym on campus known as Recreational Sports Facility and played several games of basketball. The main game played was a 5 on 5 with one mentor group versus the other to see which group was the best. After that

we played several other competitive games just for fun! Some of the students that decided not to play basketball in particular decided to play badminton, table tennis, or run on the treadmill somewhere else in the gym instead.



This day was mainly to allow the kids to get in some exercise while having fun at the same time, and somewhat forcing them to do activities they would otherwise decide not to do.





On our way to the gym, we also went a top the clock tower, the Campanile. The Campanile, to many people, is the one structure that identifies UC Berkeley. Going to the very top and viewing everything from above was something many of the students truly enjoyed. In the distance you can see the Golden Gate bridge and bits of San Francisco. You can also see a large part of campus and the Memorial Glade, a grassy area where many students spend their time relaxing in between

classes. After our trip to the gym, we all came back to our housing facility and ate dinner together. Many students are now going to the gym more often on their own to exercise and play games of basketball amongst themselves!

## Lake Merritt

On a foggy Saturday morning student walked off their sleep on the way to the nearest BART (Bay Area Rail Transportation) station and boarded a rail car headed to the beloved landmark, Lake Merritt. Located just five miles away from UC Berkeley campus and in the city of Oakland, Lake Merritt offers Bay Area residents a place of leisure surrounded by parks, secret gardens, cafés, and restaurants.





By the time the students arrived at the lake the fog faded and the sky opened. They took a walk around the sunny lake on the paved road that encompassed its bank, greeting joggers,

cyclists, and vendors along the way. Just before they made a full circle, they were guided to a secret garden just across that street called the “Cleveland Cascade,” a series of paved steps hugged by green foliage that leads to an incredible view overlooking both the city as well as the lake itself.

They then returned to the lake where blankets were spread, snacks were opened and shared, and a game of catch commenced. During the game a dog and its puppy ran from out behind a tree and tried to get the ball we were playing with, ultimately succeeding, and had to be chased to get their ball back. The puppy which was unable to run as fast as its mother found amusement with the students whom he played with instead.

After the long walk, small picnic, and game, the students dined at a nearby Mediterranean restaurant while a live accordion player performing in the



background. During the meal, one of the students remarked how much she enjoyed the food, especially because of the way in which the cuisine related to a Greek and Roman Mythology course she was taking. Another instead



preferred the dining commons near campus, noting that the food served there is better than the food in a restaurant! The students then returned to Berkeley in the afternoon happy and spent.

