



2018

GAEF

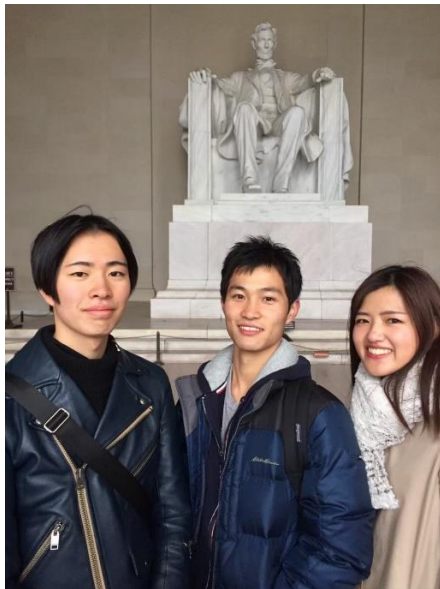
American University, Washington DC
United Nations, New York



Visit to US Capitol

Shunya Morita

On November 13th, we visited US Capitol and participated in Capitol Tour. Because Washington D.C. is capital of the US, it has many governmental buildings such as Senate Office Building and House Office Building. Among them, US Capitol is the most symbolic building, and is located at the center of Washington, D.C.



US Capitol is a place where US Congress is held. Congress is in charge of legislative function of US government and consists of two legislative bodies, the Senate and the House of Representatives. The US capitol has three components, the north wing, the south wing, and the center building. The north wing is for the Senate and the south wing is for the House of Representatives. The center building has a domed ceiling and there is “Statue of Freedom” on the top of the dome. Since the construction of US capitol was completed in 1800, it has played an important role as the home of Congress for more than 200 years.

Capitol Tour took about one-hour. It started with short film which is an introduction part of the tour and we could learn about rough history of the US from governmental perspective and the role of Congress and the Capitol. After the film, guided tour started. We walked around in the Capitol and a tour guide explained about the exhibitions. The first interesting exhibition was the Old Supreme Court Chamber. A room in the Capitol was used as the Old Supreme Court Chamber

from 1810 to 1860. There were desks and chairs for judges and an outstanding clock which is called “the Supreme Court Gallery Clock”. The second interesting exhibition was a lot of statues and paintings. The guide said that statues are famous people in history and they were donated by individual states. For example, there were Samuel Adams from Massachusetts and Dwight D. Eisenhower from Kansas. Paintings on the wall were also impressive. For example, there were paintings which depicted “declaration of independence” and “landing of Columbus”. From those arts, I felt history and diversity of the US.

Though it was a little bit hard to grab the meanings of what the guide said because he spoke fast sometimes, it was a good opportunity to learn about US history and US politics. This one-hour experience was interesting and precious for me.



Thanksgiving in Philadelphia

Momoko Hatsutani

On Wednesday morning on November 14th, we took a train from Washington D.C. to Philadelphia with Dr. Mislan. After we arrived in Philadelphia and left baggage in our hostel, we headed for lunch at “The Bourse” (modern food hall in Philadelphia) which Dr. Mislan recommended. In the afternoon we had a

short tour at the National Constitution Center, and finally rode subway to Dr. Mislan's house where we were invited to Thanksgiving Dinner. Only Shunya had once experienced the traditional American Thanksgiving dinner when he was studying abroad, and this was the first time for all the other members.



Dr. Mislan's wife Courtney and children Coco and Clark warmly welcomed us at the entrance. Their house was in a quiet residential area in Philadelphia with a pretty pumpkin decoration on the outdoor entrance. Dr. Mislan first let us see the "turkey", which he and his family had roasted the day before. GAEF members had then split into two groups; one for help cooking side dishes for dinner, and one for playing and chatting with children at the living-room.

Kazuyoshi, Misa and I were first in the cooking group. Misa was washing and squashing for "sweet potatoes", Kazuyoshi was boiling cranberry for "cranberry sauce", and I was pouring and mixing raisins, dried bread, and butter for "Stuffing". I was also asked to cook rice with rice cooker. Thanks to Dr. Mislan, he probably knew that we were all starving for rice, from his

experience of living in Japan. After we raised our glasses with homemade apple champagne, we have then switched our job for other members. Coco (Dr. Mislans's 6-year-old daughter) seemed very shy at the first, but she was always standing beside and supporting us while cooking. We then played with Clark at the living-room. We were very surprised by how smart this 4-year-old boy was, showing us the toy money and trying to trade with us.

Turkey, corn bread, cranberry sauce, stuffing... they were all beautifully served on the dishes. After everyone took those foods on our own plate, we enjoyed our dinner sitting around the fireplace in the living-room. All those foods were very delicious, and I loved turkey the most. I was first hesitating to pour cranberry sauce on turkey, but then I noticed that they really match each other well. Ms. Mislans and Coco have also prepared us a pumpkin pie with whipped cream beside. Again, it was extremely delicious.

Time passed very quickly, we had to say goodbye to the family. We are extremely grateful to the Mislans family, and we really enjoyed our first experience of Thanksgiving dinner.



YNU Presentation at American University

Kazuyoshi Kojima

We gave a presentation at the American University on the theme of "The Trump Presidency Seen from Japan". Since May, we had prepared each part that we had been responsible for by periodical deadlines. We grasped other people's part and made consistency in the style of the presentation.

After GAEF had begun, we repeatedly practiced it because there were few opportunities that everyone meets directly before the program. Every day we were exhausted at night, but in order to make this program a success, we gathered in a hotel room and repeated the meetings and exercises. We had made this meeting until the day before the presentation.



As for the content, there are so many challenges which President Trump presents, so we focused on things that many people and media in Japan paid attention to,

namely trade problems and national security. Through surveys of Japanese media, we examine the opinions of intellectuals and the general public, then summarized them on data presentations. We also surveyed YNU students using the internet, but the parameter was small so it became statistically low reliability. This is one of our points to critically reflect on. We felt the difficulty and importance of collecting data.

American University students responded well to our presentation. The discussion with the students was also interesting. A particularly impressive thing is that at the end of the debate, I said, "It is difficult to grasp the intention of President Trump", then one of the students answered, "We do not know what he does either". Of course, his remark includes a kind of joke, but I felt it was a word symbolizing the confusion of current America.



For the Japanese, President Trump may be just a bizarre person on the other side of the screen, but he is most certainly the President of the United States and

has a great influence on our lives. He is greatly different from the past presidents and we are experiencing an era of change. We could know and feel it through the preparation, presentation at the capital of America, and discussions with American students from the same generation.



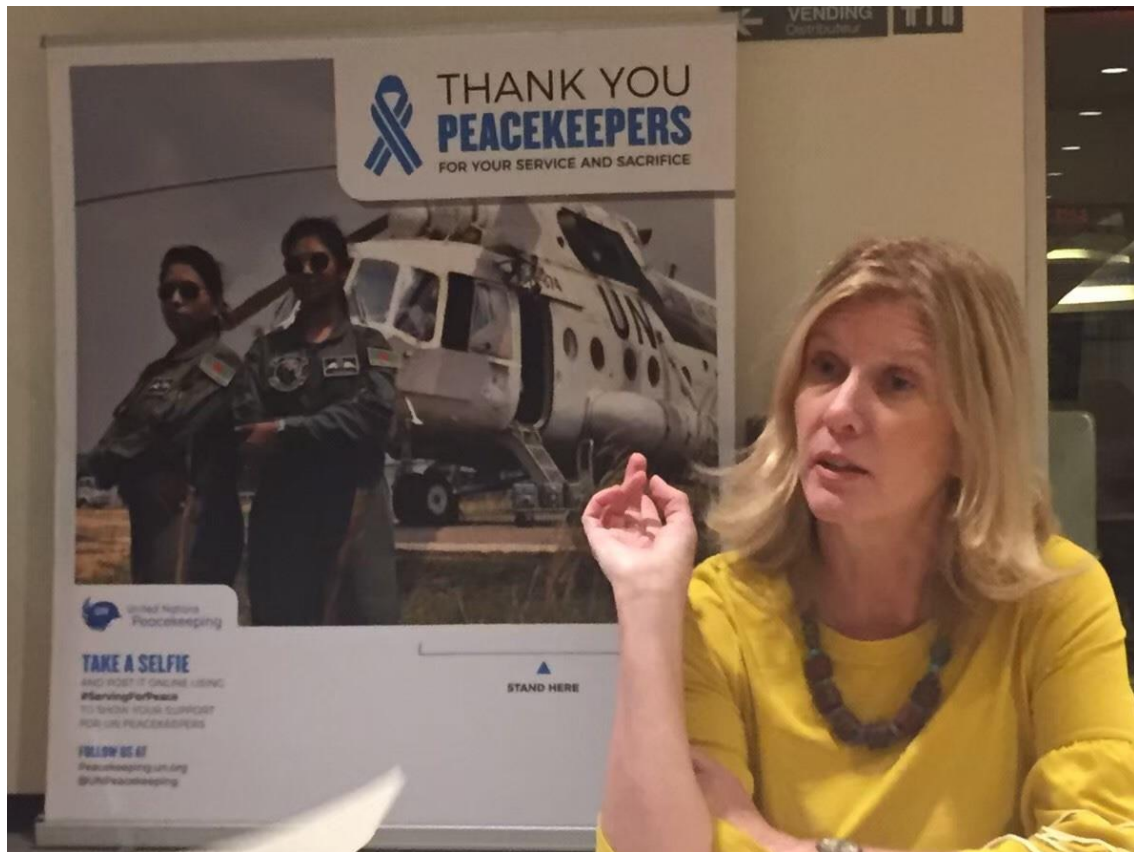
A Visit to the United Nations

Saki Tanaka

On 11 November, we visited United Nations Headquarters. We were hosted by Jessica Newby, who is responsible for training at the UN. Even though the national flags of the UN member nation are flown around the UN building in alphabetical order on weekdays, unfortunately we could not see the scene since we visited there on Sunday.

In the first half of the UN visit, we went around the UN building while listening to some information of gifts from all over the world. Gifts are local products or traditional items of each country. The gift from Japan is Japanese Peace Bell,

which sounds at the International Peace Day ceremony as a symbol of peace in the United Nations. There were portraits of successive United Nations Presidents in the corridor as well as the gifts. Jessica explained to us that the UN President is elected in turn from each region to maintain equality but there has been no female president yet.



In the second half of the UN visit, Jessica told us about her job as a UN staff member involved in peace-keeping. She said that even though the UN staff are working in a relatively safe place, working in conflict areas is always difficult. She is working as a trainer for peace-keepers from many different countries to work cooperatively. She said that having a common awareness is necessary for cooperative activity because peace-keepers have different cultures and living styles. According to a material we read before the UN visit, countries which send peace-keepers are mainly Africa and South Asian countries such as Ethiopia, India, and Bangladesh. It was surprising for me that many peace-keepers are from developing countries near the supported countries. Although Japan is in the top three countries for financial support, the number of peace-keepers from Japan

is not large in comparison to other developed countries.

Before this visit, I only had knowledge from textbooks about the UN activities. Through listening to stories from those who actually work for peace keeping, I realized how difficult it is to bring “peace” from the outside.



Presentation by American University Students

Misa Kaji

On November 13th, we had an opportunity to take part in a Forum session organized by Dr. Mislan and listen to a presentation by the US students on the Senkaku islands dispute. Senkaku islands dispute is a territorial dispute over

uninhabited islands in East China sea. The People's Republic of China, Taiwan, and Japan all claim that the islands are part of their sovereign territory on historical grounds. The main point of their presentation was how the US should solve this problem under the following dilemma; while the US wants to maintain a good relationship with their important economic partner China, they have a partnership with Japan that obligates them to serve with Japan.



First, the American students mentioned the history of the islands. Then they talked about geographical factors, focusing on the dispute over oil deposits in the area. I found it interesting that they said that this is more of a regional power struggle than a struggle for oil. They are fighting for hegemonic power in the region, because the control of the islands leads to a higher status in the international community. Thirdly, they introduced concrete claims of each country. Finally, they suggested four possible options for US governments; Ambivalence, coercive diplomacy, revising Japanese pact, and engaging China.

After the presentation, there was discussion time. The presenters split us into small groups and indicated us to choose the best course of action for the US government. I liked the way they offered us options to choose for the discussion

because it made the discussion point clear and helped prevent the discussion from deviating. Our group struggled to draw a conclusion but finally concluded that ambivalence would be the best choice because it seems less risk-taking than other options. The discussion time was very hard for me. It made me realize my lack of discussion skills and ignorance on Japanese politics.

There were many things to learn from this experience such as the confidence and discussion skills of the US students. Also, it was impressive that they had a comprehensive view of Senkaku islands dispute, grasping the issue as just a micro-example of national power struggles. I would like to utilize what I have learned in my future activities.

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GAEF 2018 Participants

		
Shunya Morita	Saki Tanaka	Momoko Hatsutani
		
Misa Kaji	Rina Ohkoshi	Kazuyoshi Kojima

Gallery

