

## **Daniel Ng -- Cultural Survival**

### ***Education***

**Wesleyan University** *Bachelor of Arts*,  
Major: Spanish and Psychology GPA: 3.30/4.00

May 2015

### ***Experience***

**Community Adviser**, Wesleyan Univ. Office of Residential Life, May - Aug 2012

- Hosted programs focusing on social justice
- Organized food delivery, decoration, and entertainment at events
- Attended weekly meetings with supervisors and fellow Community Advisers

**Office Receptionist**, Wesleyan Univ. Office of Residential Life, Sept. 2011-present

- File documents and records and data entry
- Answer phone calls, resolving students' and parents' issues or transferring to professional staff
- Check the Office Residential Life e-mail, answering questions or forwarding to professional staff

### ***Extracurricular Activities***

Liberty in North Korea, Wesleyan University, Middletown, CT, Oct. 2011-present

- Help organize events, including speakers, movie screenings, and fundraisers
- Make flyers for events, using Microsoft Word and Microsoft Publisher

**Team Manager**, Wesleyan University Swimming and Diving Sept. 2011- Feb. 2012

- Distributed important paperwork and team apparel
- Ran the timing system during home meets
- Researched and contacted prospective athletes

Middlebury-Monterey Language Academy, Poultney, VT, June 2010 - July 2010

- Attended a language immersion program in Spanish, gaining fluency in the language

**Vice President**, National Honor Society, Chicopee Comprehensive High School,  
Chicopee, MA, Sept. 2009 - June 2011

- Contacted schools and other organizations for available community service
- Performed more than 50 hours of community service Organized monthly meetings with other members

- Middlebury-Monterey Language Academy, Poultney, VT, June 2009 - July 2009  
Attended a language immersion program in French, gaining fluency in the language

## **Skills**

Proficient in Spanish, French, and Korean, strong computer skills with proficiency in Microsoft Office, strong organizational skills, artistic and writing skills, making flyers and pamphlets

## **Summer Program**

1. Provide a brief overview of the organization for which you will intern or program/project you are developing.

Cultural Survival is a nonprofit human rights organization that partners with indigenous peoples around the world to protect their customs, languages, and lands in accordance with the United Nations Declaration on the Rights of Indigenous Peoples. Based in Cambridge, Massachusetts, the organization publishes annual reports and news articles and organizes letter writing campaigns to spread awareness of the injustices that indigenous peoples face. Harvard University anthropologist David Maybury-Lewis and his wife Pia founded Cultural Survival in 1960 with the “opening up” of Amazonian land. Governments sought to extract resources from these areas, and the indigenous people were in desperate need of education and advocacy. Today, Cultural Survival works with over 123 communities to preserve their cultures and languages, and it has raised over 3 million dollars for indigenous artisans, performers, and tradesmen.

2. Briefly provide details of the internship or experience, including responsibilities and tasks.

The Endangered Languages Interns compile research, fact sheets, and reports in partnership with over 300 tribal language programs to help preserve Native American languages. The program coordinates letter writing campaigns and petitions to Congressional appropriation committees for Indian Education and Native Language Immersion funding. Working with Native American tribes in Alaska, Massachusetts, Oklahoma, and Wyoming, the interns also draft newsletters, e-mails, and webpages to appeal for funding from private donors. As an Endangered Languages Intern, I would work in the Cambridge office contacting organizations such as the National Congress of American Indians and the National Indian Education Association to help record and maintain native languages. Past interns have worked with Sauk, Euchee, Wampanoag, Northern Arapaho, and Alutiiq tribes.

3. How will this experience enhance or broaden your career goals?

My interest in language learning and cultural preservation started in my childhood when I attended Korean school at the Greater Springfield Korean Presbyterian Church. Before this, Korean was a language I used to communicate basic needs and desires to my grandmother and the language that my mother spoke with my aunts and uncles. When my family immigrated to the United States, it left behind a language and culture and adopted American customs and way of life. As a

second-generation immigrant, I felt disconnected from Korean culture, but at Korean school, I learned Korean in a formal setting and reconnected with my Korean heritage. This sparked my interest in languages, and I graduated Korean school with a hunger for more knowledge.

In middle school, I started studying Spanish, and I was able to broaden my horizons and explore another culture. I completely immersed myself in this new world, reading children's books in Spanish and absorbing new vocabulary. Then, my freshmen year of high school I wanted to study French, but unfortunately I was unable to fit it in my schedule. I spoke with the department head of the foreign language department, and I was able to do an independent study of French I. Throughout the year I taught myself French, periodically meeting with the French teacher to solidify grammar structures and to address any confusion I encountered. At the end of the year I took the French placement exam, and I was successfully placed into French II for my sophomore year. Then, the summer before my junior year I attended the French Academy at Middlebury-Monterey Language Academy, a four-week language immersion program. I was able to skip another level of French, allowing me to take French IV my junior year and subsequently AP French my senior year. The next summer, I attended the Middlebury- Monterey Language Academy for Spanish. My summer experiences with the Academy renewed my passion for languages, and I decided to dedicate all of my studies to languages.

I am currently a Spanish and Psychology major at Wesleyan, but the open curriculum has allowed me to study several other languages during my time here. My freshmen year, I decided to take Hebrew because Modern Hebrew is a language that has only been spoken for about the past hundred years, and I was interested to see how such a young language has developed. In this class, I learned not only about Jewish culture, but also about Israeli culture, and my eyes were opened to the distinct differences between the two. This year, I started taking German, and I am yet again amazed at how much culture influences language and vice versa. During my Wesleyan career, I have also taken several Spanish and French classes, and a linguistics course. I hope to continue my study of languages for the rest of my time here and beyond.

In the future, I would like to continue my work with languages and cultural preservation. It is my dream to work with nonprofit organizations such as Cultural Survival to help preserve people's languages and cultures. I believe that it is vital to support language preservation, especially of languages that are in danger of extinction, because language is a vehicle of culture. In our modern, globally connected world it is important to preserve indigenous cultures because when these cultures die, a whole group of people loses its identity and its way of life. Through an internship with Cultural Survival, I believe I will gain the knowledge and skills necessary to enter a career in cultural preservation. The Endangered Languages Internship will especially broaden my horizons and give me hands on experience working with peoples who are fighting to protect their cultures. And finally, I believe that this opportunity will allow me to come back to Wesleyan with a fresh outlook on cultural preservation and to start projects on campus to promote the cause.