



EXPANDING HORIZONS

International Programs, The University of Montana, September 2010

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Adventure of a Lifetime The Vienna Program 2010

By Maxine Ramey,
Interim Director, School of Music and Director of the Vienna Program



Vienna Composer Class at the Strauss Statue.

Vienna, the world's official "City of Music", was home this summer to 50 University of Montana students and 8 UM faculty participating in Vienna 2010, the UM School of Music's premiere study abroad opportunity. The program was sponsored by The University of Montana, School of Music in collaboration with the Institute for the International Education of Students (IES), Chicago, Illinois. From May 26-July 2, music majors, music minors, art and media arts students, along with students simply interested in music, had the opportunity to spend six weeks in Austria studying and experiencing first hand the art and culture of Vienna. They explored the haunts of Mozart, Beethoven, Schubert, Freud, Klimt and Mahler. Field trips outside of Vienna included a two-day tour of Salzburg as part of the Mozart walking tours. This stop also included a visit to the internationally renowned Orff Institute. A day trip to Eisenstadt, the Court of Esterhaza, was part of the Haydn walking tours. An additional 178 miles of music and art walking tours through the city, into the Vienna woods and along the Danube were conducted by UM Music Faculty.

Classrooms, a concert hall and practice rooms were located at the IES Vienna Center situated in the Palais Corbelli, an elegant eighteenth-century palace in the heart of Vienna, just minutes away from the city's most renowned museums,

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UM Disability Services Office: Charting New Ground in Japan

By Mika Watanabe-Taylor, Coordinator, Disability Services for Students

The transition period from high school to college is a time of opportunity and uncertainty for all students around the world. Thankfully, access, reasonable academic accommodations and equal opportunities for university programs and services are rights that students in the United States can expect and demand because of the Americans with Disabilities Act (ADA) of 1990.

Students in Japan, however, face less certain options. Japan has no parallel to ADA and the laws that do exist are often unenforced. Many colleges in Japan do not have offices to serve students with disabilities and equitable academic opportunities are limited.

Thanks to support from UM's International Programs International Activity Fund and collaboration between UM's Disability Services for Students (DSS) Office and organizations in Japan, opportunities for Japanese students with disabilities are expanding: colleges are taking a new approach to serving students; and research on accessibility and academic programs is emerging.

In the summer of 2010, I was humbled to receive funding from The University of Montana to support travel to Tokyo for a partnership with Dr. Yayoi Kitamura. Dr. Kitamura is a researcher for the National Rehabilitation Center for Persons with Disabilities, located in Saitama, Japan. Together, we conducted a transition program for Japanese students with disabilities. The event was modeled in part on UM's own Transition Seminar conducted by DSS. These assistive technologies, reasonable accommodations, and self-determination that UM Disability Services for Students emphasizes were all highlighted as models which Japanese universities can incorporate into their student support programs.

The three-day seminar in Tokyo involved twenty-four, highly engaged elementary school through college-age students with disabilities from across Japan. A number of parents also attended. One of the seminar's guest speakers was Mr. Toshihiro Higashi, a faculty member of Japan's



Mika Watanabe-Taylor facilitating the closing ceremony for the Transition Workshop.

Kumamoto Gakuen University. Mr. Higashi is currently serving as the chairperson for the steering committee to implement the UN Convention of the Rights of Persons with Disabilities in Japan. Japan signed this convention in 2007 and is currently working toward its ratification. As anyone familiar with the history of The University of Montana, UM International Programs or Mike Mansfield knows, our connections with Kumamoto Prefecture are long standing and rooted in international friendship. Kumamoto is also one of Missoula's Sister Cities.

At Tokyo University, the wide range of our Transition Workshop participants' ages (6th grade to college students) naturally forced older participants to mentor younger participants. Deep personal bonds were built as students empowered one another to define their needs. The students also discussed how to overcome potential educational, political, and societal barriers each was likely to face. Topics of the sessions included: how to disclose disability and request accommodations in college; effective communication and negotiation skills for advocacy; drawing necessary boundaries with parents, and building trusting relationships with others including peers, faculty, and those who support them.

While in Japan, I also delivered a presentation about The University of Montana to students from various universities and the International Programs staff at Toyo University, also located in Tokyo. Materials for this work, including the first UM brochure created specifically for a Japanese audience and translated into Japanese, was supported by UM Enrollment Services. The event was facilitated through collaboration with UM Enrollment Services and the Japan Study Abroad Foundation.

In both cases, as I listened to the students' frustrating experiences with discrimination and inequitable services, I was reminded of how powerful and important disability rights laws play into people's lives. This is particularly true at key periods in students' lives such as when they select a college or consider transitioning instead to hopeful employment. Whether or not a college offers equitable access and programming may be the

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Vienna cont. from pg. 1

theaters, and concert halls. Students performed weekly concerts in the Palace Corbelli, attended concerts and operas, visited museums, studied architecture and attended classes on Mozart, Beethoven, Haydn and Schoenberg. UM faculty members provided an array of courses, and Viennese instructors provided 45 hours of German language instruction. In addition, students participated in workshops and master classes with Viennese musicians. Students signed up for a minimum of 6 credits from a selection of offerings:

- Mozart, Beethoven and Haydn in Vienna, with Dr. James Randall
- Expressionism and Schoenberg, with Dr. Charles Nichols
- Opera History with Dr. David Cody and Professor Anne Basinski
- Vienna Street Level with Dr. Maxine Ramey and Dr. Luis Millán
- The Art and Architecture of Vienna with UM art faculty member Dr. Rafael Chacón
- Instrumental and vocal study and performance opportunities were provided through the Vienna Ensembles (groups of UM choral, wind and string students), along with the Jazz Combo, Mountain Electroacoustic Laptop Ensemble, Pierrot Ensemble, and the UM Flute Choir instructed by Professor Margaret Schuberg

As part of the courses listed above, students attended orchestral, choral, operatic and chamber music concerts presented by the world's most renowned ensembles and soloists, in the most beautiful venues in the world. Professor Chacón presented his art history courses among the most remarkable and famous art collections and architecture in the world.

"... This truly was the experience of a lifetime for a music student. Looking back on my adventure in Vienna and my six weeks of being enveloped in music, I am very glad that I took this opportunity to travel with my school to Vienna. Studying the lives of those composers is one thing in a classroom, but being able to travel to their houses and see their working space and walk in their footsteps is an entirely different experience. I am so inspired to have heard the music that I heard, in the places that I heard it, and I am very ready to go back to school in the fall to share with my peers and my professors alike what I learned on this trip about music. I am very thankful to have been given this opportunity." Garrett Olsen, Sophomore, BME trumpet

Vienna has been an important crossroads since the time of the Romans. It is a magnificent city where music, the visual arts, and history come together to form an unforgettable learning experience. Students participating in the Vienna Program wholeheartedly agree!



Professor Rafael Chacón – Museum Tour

Japan cont. from pg 2

deciding factor whether a Japanese student continues his or her education. This decision impacts the student's lifelong career, health, and economic status.

Here in the United States, thanks to the ADA, students with disabilities may exercise their civil rights to request reasonable accommodations. Our institutions are responsible to provide modifications necessary to eliminate discrimination based on a disability. Because such work is presentably an option and not a requirement in Japan, few Japanese colleges have allocated funds to support their students with disabilities.

It was rewarding to share UM's approach and to help structure an event where research data on the needs of Japanese students are being collected and analyzed. As a former international student myself, it was even more rewarding to facilitate a program where students' self-advocacy skills were being developed. I am proud to be part of a university and a Disability Services office that exercises national-level leadership on disability issues. Thanks to collaboration and support across several departments, this leadership is increasingly entering the global arena and will help to inform emerging policy and student service trends in Japan.

Arctic Trots, Sub-arctic Traipses

By Bharath Sriraman,
Professor, Department of Mathematical Sciences

Although the title of this narrative, suggests aimlessly wandering in the arctic regions, my combined sabbatical plus faculty exchange in 2009-2010 led to several major professional accomplishments of relevance to the Nordic world. The last Winter and Spring included half a dozen monthly trans-Atlantic commutes with time divided between Universities in Norway, Sweden and Denmark, among others. For the sake of brevity, I will focus on the time spent in the arctic (and sub-arctic) regions. The extended time period at the University of Tromsø (UiT) in Northern Norway and an absurdly busy schedule (now in hindsight) led to the completion of several ongoing projects with my colleague Anne Birgitte Fyhn. Part of this activity was loosely planned during an earlier visit in the winter of 2008. A summary of the activity and what was achieved is in order.

I designed and taught a doctoral course on *Mathematics - creativity - culture: Indigenous profiles and interdisciplinary approaches to innovation, teaching and learning*, which attracted doctoral students and faculty from the school of education, the mathematics faculty, regional universities in the greater Finnmark area (a region the size of Denmark!), and a participant who came from as far as Oslo. The course covered basic theories of creativity in mathematics and cross cultural views of creativity in indigenous cultures, and attempted to bridge the two in meaningful ways. Another activity was a writing seminar involving mathematics teachers from schools in Northern Norway, in which I was a co-leader. The seminar

was held in Skibotn, at the end of a breathtaking fjord en-route to Finland. Skibotn also hosts a remote astronomy observatory campus of UiT. The purpose of this writing seminar was to offer support to teachers addressing the needs of minority students in mathematics classrooms, and to produce a book that offered a view of multiculturalism relevant for the Norwegian community, one that highlighted the very diverse needs and issues confronted by teachers, ranging from immigrant Pakistani students in the Oslo area, to Sami students in schools with Norwegian white majority. The book (in Norwegian) is presently in the works and will be published by Caspar Verlag.

A major highlight of the time in Tromsø, was a visit to the Sami community in Kautokeino, where we met with teachers and the students at a local school. This visit was part of designing culturally congruent and fair mathematics items for Sami students on Norwegian standardized tests, as well as encouraging Sami voices in articles for a special issue of *Interchange: A Quarterly Review of Education* (Springer), being edited by Sriraman & Fyhn, which focuses on Circumpolar indigenous world views and their links to mathematics and science. This issue contains native voices from Alaska, Nunavut (Canada), and Norway and is earmarked for 2011. Towards the end of my stay in Tromsø, the North Calotte Conference on Research in Mathematics Education took place, in which I was the opening plenary speaker. This conference drew participants from the North Calotte

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Left Photo: The unfrozen ocean 70 degrees North.

Above Photo: Arctic Sun- below the horizon.

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region, which is the European Arctic shared by the Nordic countries and includes the Kola Peninsula of Russia. One outcome of this conference was continued collaboration with participants from Umea University in Sweden. Finally, I will also mention in passing, that I was invited by the philosophy department to participate in a Socratic (village square) like philosophical conversation on the relevance of mathematics to life! One unexpected result of all these professional activities was the honor of being a featured faculty in the University of Tromsø news. See http://www2.uit.no/ikbViewer/page/nyheter/artikkel?p_document_id=170544

The packed schedule did not prevent traveling through the ice covered terrain of Finnmark, through areas where Norway, Finland and Sweden converge, as well as partaking of the cod runs in the Barents Sea, and the delicious reindeer on the national Sami days, not to mention plenty of walking up the local hills, as well as kayaking in the cold ocean. For the sake of space, I will not narrate the activities and adventures in Sweden (in Linköping, Umea, Gothenburg) and Denmark (Aarhus) following my time in Norway.

During my time away, one singular accomplishment which I am proud of and brought to completion during this time was *"The First Sourcebook on Nordic Research in Mathematics Education: Norway, Sweden, Iceland, Denmark and contributions from Finland."* The three years of work on this project culminated in the 750-page sourcebook, the first of its kind and viewed as a major milestone for mathematics education research in the Nordic world. The project involved more than 50 authors and is part of "The Montana Mathematics Enthusiast: Monograph Series in Mathematics Education," published by Information Age Publishing. The Sourcebook provides the first comprehensive and unified treatment of historical and contemporary research trends in mathematics education in the Nordic world. It is organized in sections coordinated by active researchers in mathematics education in Norway, Sweden, Iceland, Denmark and Finland. My connection to the far North may seem puzzling to some, given my Indian sub-tropical roots. I will close with some remarks related

to this. My connection to the far North first began as a young sailor and continued as an undergraduate student in Alaska, a traveler in Yakutsk, Russia and the Canadian North, and has carried on in my professional life with numerous colleagues in Iceland, Norway, Denmark and Sweden, who have been like a wonderful extended family. Working professionally in North America for most of my career led me to the realization that a considerable amount of valuable research from "elsewhere" was often overlooked by researchers in the field of mathematics education taking a rather myopic view of the literature. Taking inspiration from Marcia Ascher's influential book *Mathematics from Elsewhere* and from Claudia Zaslavsky's classic *Africa Counts*, which are books that changed mainstream mathematicians perceptions of the heritage of mathematics, I thought it was of value to the mathematics education community *outside the Nordic world*, to pay attention to the considerable efforts of our colleagues in Norway, Sweden, Iceland, Denmark and Finland, to advance our field. Another reason for putting together the Sourcebook was to create a visible platform where researchers within the Nordic world could have an international audience become familiar with their work, since a large portion of the extant Nordic research, with some notable exceptions, has appeared within reports and journals that are not accessed by those "elsewhere."

It has been a privilege to be a part of the Nordic world, particularly Iceland, Norway and Denmark for a long time and to engage with colleagues in professionally meaningful ways. On a non professional and more aesthetic note, it is equally delightful to see the progression of the sun from its journey below the horizon in December until it starts to rise a little with each passing day towards the end of January. The light that is produced is very special and especially meaningful to those who embrace the extended dark period of the arctic winters. Everything enacts its price. Last but not least, I am thankful to UM and the time afforded by the sabbatical plus faculty exchange to spend another winter there. I will confess that it is my favorite part of the world!

Berlin to Vienna: UM-Missoula Central European Study Abroad, Spring 2010

By Hiltrud Arens,
Associate Professor, Department of Modern and Classical Languages and Literatures
and Director of the Spring 2010 German Section Study Abroad Program

This spring, nine students from the UM-Missoula campus participated in the 2010 German Study Abroad Semester program in Berlin and Vienna organized by the Department of Modern and Classical Languages and Literatures. Brenna Chvilicek, Noah Engbrecht, Bryanny Froehlich, Evan Hanson, Jessica Maytum, Jackie Meade, Meagan Moering, Caitlin Parker, and Mark Vandlik were the members of the student group.

On January 25th, the semester started with an orientation session on The University of Montana campus in Missoula and the group left in mid-February for Berlin. We stayed in the Pegasus Hostel in Friedrichshain in former East Berlin, near the *Ostbahnhof* (the East Train Station), which used to be the central train station for the East Berliners before the fall of the wall and we chose it as it is also located close to the Eastside Gallery (remains of the wall that artists have left their work on) and in an interesting neighborhood.

The five days in Berlin were spent taking walks, seeing sights and visiting museums from the *Gedächtniskirche* (Memorial Church) to the *Reichstag/Bundestag* (Parliament) with its new transparent dome structure. From there we moved on to the *Pariser Platz* with the *Brandenburger Tor* (Brandenburg Gate) and *Unter den Linden* to Humboldt University and the *Berliner Dom* (Berlin Cathedral). We spent several instructive hours at the Jewish Museum and took a tour braving snow and very cold weather through the former Jewish neighborhood in the Berlin of the 1930s with its old and new landmarks, sculptures and *Stolpersteine* (memorial cobblestones called "stumbling blocks") to remember and honor Jewish history and life. There we visited the *Hackesche Höfe*, the *Weidt Museum*, and the New Synagogue on Oranienburger Strasse. On our way back to Berlin Mitte, we walked across the beautiful area of the *Gendarmenmarkt*, a quiet space with three landmark buildings: the seemingly identical German (*Deutscher Dom*) and French Cathedrals (*Französischer Dom*) standing opposite at either end of the plaza and the Concert Hall in the center.

On the fourth day, we also visited the neighboring city of Potsdam and Potsdam University (UM's German partner university). At the university, we were welcomed by Dr. Regina Neum, the director of the International Office, who gave a very informative presentation about Potsdam University and the German university system. While in town, we took a memorable tour through the *Neue Palais* at *Schloss Sanssouci* and the city of Potsdam, with the older and smaller version of the Brandenburg Gate.

One component of the study abroad experience is a course on theater in Germany and Austria for which all the students register. As part of the course, we read and attended a sold-out and hilarious performance of Max Frisch's "Biedermann und die Brandstifter" at the acclaimed *Berliner Ensemble Theater*, founded by Bertolt Brecht in the post war years at the



UM group at Sanssouci in Potsdam, Germany

Schiffbauerdamm in former East Berlin. On February 21st, we traveled from Berlin to Vienna, where the program was based for the rest of the semester. In Vienna, all the students stayed with host families and continued their classes in German language, theater and Austrian art history and culture. They also wrote a research paper on a special topic for the semester. Two other teachers from Vienna joined the director to teach the different classes: Dr. Lore Brandl-Berger is a German language teacher and Dr. Bernd Zimmermann is a historian with the Austrian Historical Institute in Vienna. While in Vienna, we read, discussed and saw three more plays. One fantastic performance was at the famous *Burgtheater*: Johann Wolfgang von Goethe's "Faust 1." We also read the novel "Jugend ohne Gott" by Ödön von Horváth and went to see an excellent dramatic version of it at the *Theater in der Josefstadt*. We also read the all time favorite "Woyzeck" by Georg Büchner and were very impressed by the performance in a small theater called *Pygmalion Theater*. After the performance the Artistic Director invited our group to visit with him and the actors/actresses to discuss the play in the café of the theater. We had a wonderful, lively discussion and learned a lot about their interpretation of the characters and staging of the play. We also

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UM to Strengthen Ties with Bhutan

By Passang Norbu, Graduate Student, School of Journalism

The University of Montana (UM) will sign a Memorandum of Understanding with the government of Bhutan to deepen its academic and institutional relationship with Bhutan. A UM delegation is set to visit Bhutan to formalize the support to Bhutanese scholars pursuing their studies at the University. Through more scholars, the University aims to strengthen existing areas of research and educational partnership, and develop new areas of collaboration.

Dr. Mehrdad Kia, associate provost at UM and director of UM's Central and Southwest

Asia program, said that by putting the program on a formal track, future student exchanges with Bhutan will be easier and there can be more scholars from Bhutan visiting UM. "The exchange so far is not formal but has been impressive with university faculty members and students having learned more about Bhutan from the Bhutanese students here," Kia said.

To date, UM has awarded scholarships to six forestry students, one music student and a journalist from Bhutan. Dr. Kia added that although the University's main focus is on forestry resource management and wildlife biology, there would be possibilities in other fields such as journalism, music and science. "Not only are the unique culture and resources of Bhutan impressive but Bhutanese attitude towards culture and environment has been a shining example for us," he said.

In spring 2010 three faculty members from the Ugyen Wangchuck Institute for Conservation and Environment (UWICE) in Bumthang, in central Bhutan, visited UM to discuss the agreement.

In an interview with the Kaimin, Sherub, a faculty member of UWICE, said that talks with the University have been positive and encouraging. "We are confident that the agreement – to be signed later this year – will boost the existing relation with UM. However, articles will come into effect only after the Memorandum of Understanding is signed," he said. The main articles in the Memorandum of Understanding include exchange of University faculty members and researchers, exchange of students, joint research projects and exchange of information and publication.



From left to right, Ugyen, Sherub, President Dennis, and Tempa at the Prescott House.

"Unlike other countries in Asia Bhutan has its own unique approach towards development and only needs support to accelerate it, which is an opportunity for UM faculty as well as students. UM's intention is not to dictate but to collaborate and play a positive role in this development," Kia said.

UM is interested in hosting a Bhutanese professor to teach about Bhutanese culture and history at the University and also will explore the possibility of having Bhutanese musicians and dancers at the

University during cultural events.

According to Effie Koehn, the director of Foreign Student and Scholar Services, Bhutanese students seem to be more mature and clear on their goals and are accomplished both academically and culturally. "Bhutanese students have been an important resource both for the University and the community in Montana. There are many people who don't know anything about Bhutan but with Bhutanese students here, a lot has changed," she said. "The partnership with Bhutan has been a two-way thing and I expect the exchange to grow and flourish. Conservation is a big thing not only for the U.S. but also everywhere around the world."

Bhutan cont. on pg 9

Faculty Directed Programs

Through these programs, small groups of students led by professors at the University of Montana explore the cultures, languages, literatures, and history of other countries, while, in most cases, earning credit towards their degrees. Cost and length of these programs vary, depending on location and time of year. Students apply directly to the faculty member leading the program.

AUSTRALIA Earn 6 credits while studying the relationship between societies and the environment during this 4 week course in northern Queensland. Attend lectures at James Cook University, explore the Great Barrier Reef, the Outback and tropical rainforests, and learn about Aboriginal culture and communities. Contact: Bill Borrie, Bill.Borrie@umontana.edu or www.cfc.umt.edu/studyabroad. May–June 2011

AUSTRIA/GERMANY Following a three-week orientation period at UM, students spend two weeks exploring various historical and cultural sites in Berlin, Germany. Students also visit nearby Potsdam, and the University of Potsdam, which is UM's Partner University in Germany. For the final two months students will stay in Vienna, Austria and enroll in a total of 5 courses (16 UM credits). Contact: Marton Marko, Marton.Marko@umontana.edu, 243-5418. Next Program: Spring 2011

FIJI Over 10 days, students will receive 3 credits while examining the conservation and management of Fiji's unique marine, coastal, and mountain/rainforest regions. Students will attend lectures at the University of the South Pacific and experience Fiji's natural beauty and traditional culture. Contact: Keith Bosak, Keith.Bosak@umontana.edu or www.cfc.umt.edu/studyabroad/. June 2011

INDIAN HIMALAYAS Students will earn 6 UM credits trekking through the remote parts of the Himalaya, living in a remote mountain village, meeting with development officials, sustainability activists and stakeholders in the region, and learning through readings, discussions and field experience. Contact: Keith Bosak, Keith.Bosak@umontana.edu; or www.cfc.umt.edu/studyabroad/. May/June 2011

IRELAND This 3-credit program investigates how brain function is related to literary creativity by examining 20th century Anglo-Irish writers and analyzing language and literature using literary theory, evolutionary biology, and cognitive neuroscience. Students experience Irish culture and the arts using Dublin's abundant resources. Contact: Christopher Comer, Christopher.Comer@umontana.edu, 243-2632. Next Program: June 2011

IRELAND Spend winter session in Ireland and earn 1 credit exploring the history, literature, religion, politics, and other elements of Irish culture. Plan to check on deadlines in January 2011. We will visit ancient ruins, medieval monasteries, beautiful sea cliffs, and historical sites. There is a mandatory preparatory course offered during Fall semester. Contact: Laure Pengelly Drake, Laure.PengellyDrake@umontana.edu, 243-6140. Next Program: winter session 2012

ITALY Earn UM credit over winter session while touring Rome and Florence. No previous language experience required, but an orientation class during the fall semester prior to departure is mandatory. For more information contact: Department of Modern and Classical Languages and Literatures at: mcll@mso.umt.edu, 243-2401. Next program: January 2011

MEXICO This 6-week program provides students with the opportunity to study Spanish and aspects of contemporary Mexico while living in Mexico. Students take 3 academic courses, live with Mexican families, and go on a number of field trips related to the themes of sustainable development and immigration. Pátzcuaro, known for its colonial architecture, large indigenous population and culture, and its natural beauty, has a population about the size of Missoula, located approximately 200 miles to the west of Mexico City. Students interested in the program who have safety concerns regarding travel in Mexico should speak with the director. Contact: Paul Haber, Paul.Haber@mso.umt.edu, 243-4862: May-July 2011

NEW ZEALAND This 4-week, 6 credit program will examine the social and conservation history of New Zealand's South Island. Learn about New Zealand's endemic species while attending courses led by faculty at Lincoln University and University of Canterbury, and while on a 2-week field study tour of the South Island. Contact: Kari Gunderson, Kari.Gunderson@umontana.edu or www.cfc.umt.edu/studyabroad/. December 2010-January 2011

NICARAGUA & EL SALVADOR Earn 3 credits (graduate or undergraduate) during this 2-week program in Nicaragua and El Salvador. Students will focus on the environment, human rights, and efforts towards sustainable development in Central America. No previous language required. Contact: Dan Spencer, daniel.spencer@umontana.edu or 243-6111. Next Program: May-June 2011

SPAIN A spring semester program in Salamanca, Spain that alternates with the semester in Oaxaca, Mexico. Students will take an orientation class and leave for Spain at the beginning of Spring Semester. Students stay in private homes and attend language and culture classes at the host institute, which are taught by native Spanish instructors. Participants register for a full course load as well as participate in scheduled trips and activities. Three semesters of university-level Spanish required. Contact: Eduardo Chirinos, eduardo.chirinos@umontana.edu. Next program: Spring 2011

VIETNAM This 4-week, 6 credit program will explore climate change in Vietnam and study the river deltas, beaches, and city life. Spend your winter break in areas of incredible ecological diversity gaining experiences of a lifetime. Lively floating markets, quiet riverside villages, national parks, experiential research sites, and the big city of Saigon: the Mekong Delta is the captivating backdrop for this field-based program on climate change issues as well as the culture, ecology, economy, and history of Vietnam. Classes include: Society, Economy, Environment of the Mekong Delta, and Effects and Mitigation of Climate Change in the Mekong Delta. Contact: Tyron Venn, tyron.venn@cfc.umt.edu, or Deena Mansour, deena.mansour@mso.umt.edu. Next Program Dec. 2010-Jan. 2011

OTHER FACULTY DIRECTED PROGRAMS

From year to year, other programs may be made available that are usually one-time-only experiences. Students should check with the International Programs to see what may be offered during a given academic year.

Fall 2010 International Brown Bag Series

All presentations are held from noon to 1 PM in Old Journalism 303 and are free and open to the public.

For more information, please contact International Programs at 243-2288.

September 15

Of all things Italian: teaching and researching in Brescia

Michael Braun, Associate Professor, Management and Marketing, School of Business Administration

October 7

Health and Wellness in Thailand: the land of smiles and potential for collaboration

James Laskin, Associate Professor, School of Physical Therapy & Rehabilitation Sciences, College of Health Professions and Biomedical Sciences

October 27

The box jellyfish *Chironex fleckeri*: the world's most venomous animal and fastest swimming medusa

Tom Cross, Visiting Scholar, University College Cork, Ireland

November 17

Bees and beekeeping for multiple economic benefits: my experience in India and U.S.A

Sivaram Venkatarama Gowda, Visiting Fulbright Scholar, Nehru Senior Research Fellow, India

November 30

Israeli higher education and the University of Haifa

Menahem Mor, Visiting Scholar, University of Haifa, Israel

December 7

Australian Aboriginals: the tragedy in health and education

Al Yonovitz, Professor and Chair, Communicative Sciences and Disorders, College of Education and Human Sciences

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witnessed a beautiful Ballet performance in the renowned *Wiener Staatsoper* of "Die Fledermaus" by Johann Strauss II and the original operetta in the *Volksooper* a few weeks later.

During our stay in Vienna, we took part in informative guided tours of various monuments and museums, including the *Kunsthau Wien*, *Hundertwasser Haus*, *Leopoldmuseum*, Museum of Modern Art, *Kunsthalle*, *Belvedere Museum*, *Burgtheater*, Sigmund Freud Museum, Jewish Museum, and the Art History Museum. We also did a fascinating tour of the Vienna United Nations Center, where students had the chance to be introduced to the various projects the UN is involved in worldwide. A number of the students in the group started to think of how they might be able to one day work for such an organization. The program's art history instructor also took students once a week to various local sights (i.e., *Schönbrunn Palace*, along with churches and architectural monuments) which he discussed in his weekly culture classes.

A highlight of the semester in Vienna was our group excursion to the Austrian town of Melk. On a beautiful spring day in April, we were delighted to take a trip to Melk along the Danube, where we visited a Benedictine monastery. After the tour of the monastery and a snack lunch in the downtown square, we took a two-hour boat ride down the Danube River through the Wachau region to the town of Krems, from where we took the train back to Vienna in the evening. Throughout our stay we had various social get-togethers as a group informally at a host family's home for a pizza party, for example, or for a movie, and (quasi) formally at a *Heurigen* (Viennese wine tavern with a traditional Viennese atmosphere). We had a chance to visit with host families at a *Heurigen* early on in the program to get to know the families better, and then we met again during the last week at another *Heurigen* to thank them for their hospitality and to celebrate what turned out to be an exciting and academically valuable experience for them all, and to say goodbyes.

Bhutan cont. from pg 7

Tshewang Wangchuk, a PhD candidate in Wildlife Biology say that while the academic programs are relevant and applied, the Missoula community is also conducive for Bhutanese students. "Culturally and socially Bhutan and the Bhutanese have always been made to feel a sense of welcome. And we also do our part to reciprocate. The annual Chillies and Happiness Bhutan festival is a result of that," he said.

Started in the fall of 2007, the Chillies and Happiness Bhutan Festival held every fall at the Program in Ecological Agriculture and Society (PEAS) farm. Besides the prime motive to have a good time it spreads cheer the Bhutanese way – through good food, music, games and camaraderie. "It was an instant hit and more than 200 people attended it the first time and now have become an eagerly awaited Missoulian Fall event," says Tshewang.

International Field Geosciences: A Student's Perspective

By Erin King, UM Undergraduate in International Field Geosciences

I recently returned from a year in Cork, Ireland. Well, mostly.

In some ways I may never return from Ireland. Right now it feels more like I am back in the States for a temporary visit; I have every intention of going back. I don't want to live in Ireland, I don't want to spend the rest of my life there, but it certainly has a hold on me that it never had before I embarked on one of The University of Montana's newest programs, an international partnership with the geology departments at University College Cork and the University of Potsdam. This program is known as IFG, or the International Field Geosciences program.

I was just about ready to graduate when my advisor, Marc Hendrix, told me about the new program. It sounded like a good idea. I would be among the first UM students to go to Cork, and one of the first to graduate with a joint degree between Cork and Missoula. I had always wanted to study abroad, though with my background in Spanish I had pictured myself in Chile or Argentina. But this sounded like a great opportunity to look at rocks in a lot of classic locations, and really focus on my main course of studies while I was abroad—not that the cultural education wasn't important! And it turned out to be much more than I had expected.

As an exchange student, it can be tough to make friends with the locals. That isn't to say that it's hard to make friends at all; it just means a lot of hanging out with other exchange students. As strangers in a strange land, international students bond very rapidly, and new networks form much faster than students can break into groups of friends that have already been established. Luckily, I fell in with a great group of French, German, and Austrian students, and spent the first part of the year traveling around the Emerald Isle and holding dinner parties where members of a particular culture would cook the food they would eat at home and talk about their family traditions. I liked to joke that my English was steadily improving under the tutelage of my linguistically gifted European friends.

In the spring, my field trips started up, and it was then that I started to become good friends with the geology department at University College Cork. There's something about spending a week at a time in a novel location, getting excited about exotic rocks; maybe it's a geologist thing. As it happens, that's also when I really got to know Tyson Zentz, the other University of Montana student who went through the IFG program last year. Tyson turned out to be a fantastic field trip buddy, as we travelled around from the cliffs of the Irish coast to the volcanoes of Tenerife, one of the Canary Islands off the coast of Morocco, to the continental rifts and sutures of Scotland, and down to Italy with students from Potsdam, Germany, to take in the fossils of the majestic Apennines. When this trip was over, Tyson headed back to Cork, but I stuck around for a few days to see Pisa . . . and get caught by the Icelandic volcano that prevented air travel last April. I had another field trip in four days, and had to make it back. From just outside Venice, I took trains, buses, ferries, metros, and one taxi, going through four countries and three currencies to make it back with eight hours to spare before my next field trip, to the southeast corner of Ireland. I never would have made it back if it hadn't been for a good friend in Paris and a great deal of luck.

My study abroad experience was very different from what I expected. It was the single most rewarding experience of my academic career, in terms of both technical knowledge and personal growth. It has opened my eyes to even more opportunities, such as attaining higher degrees in other places in the world, and it has allowed me to build up a network of friends, contacts, and potential future professional collaborators, as my Irish friends work toward careers as geologists. I would recommend this program to anyone interested in becoming a geologist or a world traveler. This program will take you places you never dreamed of, and teach you things you would never dream of. You can't know what you're going to learn until you've been there.



Cliffs of Moher

De Lin Institute of Technology American Culture and Language Program

By Quincie Albrecht, Director, English Language Institute

During summer semester 2010, The University of Montana's English Language Institute (ELI) hosted fifteen students and two chaperones from the De Lin Institute of Technology in Taipei, Taiwan, for the American Culture and Language Program. The program ran from July 3 to 30 and included both intensive English classes as well as volunteer work at local Missoula organizations.

Prior to arrival, students filled out a volunteer preferences questionnaire, and indicated the type of organization and volunteer work that they preferred. Heather Breckenridge, the Special Language Programs Coordinator, worked hard to place students into organizations in which they were interested. The wonderful organizations that hosted the De Lin students included Missoula Boys and Girls Club of Missoula County, Jeannette Rankin Peace Center, Montana Natural History Center, The Springs Retirement Center, SpectrUM Discovery Area, and YWCA Secret Seconds. Missoula Free Cycles checked out bicycles to all of the students, so they were able to bike, walk, or ride the Mountain Line to their organizations.

Students volunteered at their organizations in the afternoons and on weekends because during the day, they attended 20 hours of intensive English classes per week at the ELI. Classes focused on strengthening the students' skills in speaking, listening, reading, and writing. Lots of homework accompanied their classes, so students were quite busy. However, they still made time to visit and experience some of Missoula's great locations: the M, Kim Williams Trail, the Clark Fork River, Farmer's Market, Out-to-Lunch, the Elk Foundation and the Smokejumper Center (They were scared as they thought they were going to have to jump out of an airplane!) Students also attended the Bonner Park concerts, Downtown Tonight and a Missoula Osprey Game, where everyone received free Osprey snuggles, which served as sun umbrellas.

A trip to Glacier Park included a stay at the Glacier Institute and a nature hike and talk by a park ranger. Of course, students received an introduction to making and eating s'mores around a campfire.

At the end of the program, the De Lin students presented PowerPoint presentations on their volunteer organizations so that everyone could see what other students had done and experienced in Missoula. One of the De Lin participants from last year enjoyed UM and Missoula so much that she returned for this summer's program and will join another young woman for the fall semester at ELI and UM.



Above Photo: De Lin students visiting the Rocky Mountain Elk Foundation

Below Photo: From left to right, Robert Squires, Wei-Yuan Lu, Heather Breckenridge, Shu-Fen Lai, Mehrdad Kia, Quincie Albrecht, and Chen-Shu Chen Huang





UM Student Awarded NSEP Scholarship

Russian students at UM have recently garnered a number of impressive national grants and awards. Joel Beckham, a junior from Rosebud majoring in Russian, received a highly competitive National Security Education Program (NSEP) Boren Scholarship to study in Moscow this coming academic year. NSEP is a federal initiative designed to build a broader and more qualified pool of U.S. citizens with foreign language and international skills. Boren Scholarships provide up to \$20,000 to U.S. undergraduates to study in areas of the world that are critical to the nation's interests and underrepresented in study abroad. This year, only 138 awards were offered nationwide from a pool of 925 applicants. Beckham is the first UM student to receive the prestigious award. Two other UM students majoring in Russian— Jane Blevins, a junior from Missoula, and Travis Vincent, a sophomore from Bigfork — also have been awarded U.S. Department of State Critical Language Scholarships to study in Russia this summer.

We welcome items of international or intercultural interest for the next newsletter. Please send them to International Programs, International Center, or email us (goabroad@mso.umt.edu).

If you are interested in receiving an email notification regarding upcoming international events and IP activities, please send your name and email address to goabroad@mso.umt.edu or call 243-2288.

The views expressed in these articles do not necessarily represent the views of International Programs.

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