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Programs and  
Globalizing the  
Curriculum

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# Southern Dialogue

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FALL 2011

## Do You Skype?: Global Engagement for Educational Research

*Cathryn Magno, Educational  
Leadership and Policy Studies*

*Georgina Tsangaridou, Doc-  
toral Candidate*

Southern, as an “intentionally diverse and comprehensive university committed to academic excellence, access, social justice, and service for the public good,” is affected, as all higher education institutions are, by global technology trends. Part of Southern’s mission is to provide its students the means necessary to thrive in a world that is becoming highly interconnected and interdependent. In order to fulfill its mission, university practices today, more than ever before, should prepare

citizens to be ready to respond to the needs of a rapidly changing, global society by fostering global projects and international research collaborations using modern strategies and mechanisms.

EDL 705, a doctoral course in qualitative research methods, aims to familiarize students with the theoretical and ethical aspects of qualitative methodology by requiring students to carry out their own research projects from beginning to end. Students are encouraged to examine local educational issues or to bridge distance and to explore educational phenomena from international perspectives. The course provides an

ideal opportunity for opening a window to the world and allowing the exploration of education beyond national boundaries. The overarching objective of the course also allowed for validating and utilizing the diverse cultural assets brought by students in the class in creative, informative and open-minded ways. Specifically, the presence of students in class with diverse ethnic backgrounds and research interests in comparative education made the completion of international projects feasible.

Students were prompted to apply innovative data collection techniques and, relevant to this special issue of *South-*

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## From the Editor

*Bonjour! ¡Hola! Nǐ hǎo! Halló!*  
Welcome to the fall issue of *Southern Dialogue* and to our special focus on international programs and globalizing the curriculum!

We’re very excited about this issue for two reasons: 1) it is, by far, the largest issue we have ever produced; and 2)

this issue’s theme has received the most enthusiastic response in terms of submissions and support. Inside you’ll find everything from tips on how to build a successful study abroad program to how to bring global experiences to campus, along with some stunning visuals provided by our International

Field Study Program directors.

Our next issue will focus on work-life balance. As always I invite your ideas and submissions.

*À bientôt,*  
Jennifer A. Hudson, Editor

## SOUTHERN DIALOGUE GUIDELINES FOR SUBMISSIONS AND EDITORIAL POLICIES

*Southern Dialogue* gladly considers:

- Short reports from different disciplines on college classroom practices
- Articles that focus on practical ideas related to teaching and learning in higher education and explorations of issues and challenges facing university faculty today.
- Announcements of work-in-progress and requests for collaborators
- Announcements of conference presentations, publications, community outreach and creative projects
- Scholarship of teaching and learning/pedagogical book and website reviews
- Images in JPEG format with a minimum resolution of 300 dpi.

Submissions must be in electronic format (as a MS Word file). Send to Jennifer A. Hudson, Editor, at [HUDSONJ1@southernct.edu](mailto:HUDSONJ1@southernct.edu).

The Editorial Board reserves the right to edit all submissions for length and clarity, and assumes no responsibility for the views expressed in the contributions selected for publication. Submissions accepted for publication may be published in both print and electronic copy. All rights revert to the author(s) upon publication.

# Five Suggestions to Help You Build and Run a Successful Study Abroad Program

**Camille Serchuk**, Art; Co-Director, *Southern in Paris*

Since 2006, Thuan Vu (Art) and I have run SCSU's summer program in Paris. As Southern seeks to enhance the global awareness of its students, faculty are increasingly interested in developing international programs. Here are a few suggestions to consider when designing a short-term study abroad program.

1) *Design, Planning and Budgeting.* Programs don't just happen—they are designed, developed, vetted. The most successful programs combine faculty expertise with student demand, so that you are teaching something you love and the students want to be there. As you start brainstorming what you might want to do, consider the audience for your program; will it fulfill a major requirement? An LEP requirement? Or is it going to offer students electives? Study abroad programs are—even when modestly priced—often too expensive for students; a program that helps a defined group of students make progress towards their degrees while they are abroad has a better chance of succeeding than those without a clearly identified target audience. You also want to consider how many faculty members your program can support;

a class needs to have 8-10 students to run. Students can get summer Financial Aid if they take six credits; if you can offer them six credits in your program that will make it easier for them to participate.

Once you have determined what you can offer, you need to consider how long you want the program to be and where your students will sleep and eat. If you will draw on the resources of another institution, contact them early; the best options are reserved quickly. If you need a classroom, you also need to factor in the cost of renting one. Armed with projections about travel, lodging, food and tourism costs, you can start determining a budget. In the case of our program in Paris, we have seen that costs can rise as much as 3% from the time we draw up the budget in November and when we run the program in July. You also need to allow for fluctuations in exchange rates so that you aren't caught short should the dollar fall while your program is running.

Visits to monuments and museums often need to be reserved long in advance, and sometimes a deposit or pre-payment is required. The more clearly you can identify all of the costs of running your program, the better chance you have of

creating a realistic budget. Since these costs are passed along to the students, you want to keep them as low as possible, while at the same time providing your students with the fullest experience possible. It can be a difficult balance to strike.

2) *Recruit and vet students.* All the brochures and posters in the world, and all the International Programs information sessions are not enough to bring students into a summer program. They need to hear about it from the horse's mouth: from students who have done it and from the program director(s). It's indispensable. Only you can really sell your program—you know what it includes and why it's good work and good fun. No one else is as intimately acquainted with all of the details. We have found that we need to start recruiting in the fall semester—leaving it all to the spring has made it more difficult to secure the numbers we need for the program to run.

Once students have expressed interest, they need to apply and be admitted. Over the years, we have refined our application process so that we now ask very specifically about matters of promptness, initiative, and group participation. We ask if students have

*Continued on next page*

## Five Suggestions to Help You Build and Run a Successful Study Abroad Program (cont'd)

US passports (if not, they will often need a visa to enter France; the process is tedious and time-consuming and they need to initiate it immediately). Most important are letters of recommendation from faculty members and employers; they tell us about whether students are reliable, responsible and eager. We like to see these letters because they help us anticipate the kinds of challenges we will face in the program. We also ask the students to write an essay, which then provides the basis for evaluation for grants and fellowships when (and if) they become available.

3) *Prepare students for their experience abroad.* This is one of the most important steps to ensure the success of the program. We meet with the students several times before we leave in order to: 1) build a sense of community in the group; 2) inform the students of our expectations regarding their comportment and participation in the program; 3) prepare them for what they are about to experience; 4) to advise them how to pack for a month away from home; and 5) to answer their questions and address their fears about the trip.

This meeting has become an indispensable factor in the success of our program. We start by describing every dimension of the trip, from the shuttle that will take us to the airport, to the weight allowances for luggage, to traveling with liquids. We show the students pictures of the airport, the Métro stations and trains they will take; we help them think about what they

need to pack, what kinds of shoes they will need (our program involves a fair amount of walking) and what kinds of things they need to bring with them (prescription medications, a second set of glasses, an alarm clock, etc.) and what kinds of things they need to leave at home (illegal drugs, expensive electronic equipment). These logistical matters may seem trivial, but the students are grateful for the guidance that we give. And they follow our advice.

More importantly, we communicate, firmly and positively, that we expect the absolute highest level of etiquette, decorum, and positive attitude from every one of them. We remind them that they are ambassadors for Southern, for the United States, and for the program wherever they go, and that we simply will not tolerate bad behavior. We expect them to dress properly, to be polite, thoughtful and responsible, and above all, not to whine. We are relentlessly positive, and very straightforward. We praise good behavior and firmly correct students who make problems for themselves or the group.

At the end of this long meeting, we ask the students what their biggest fears are. They almost always mention the fact that they don't speak French, and they worry about getting lost, getting in trouble, or getting along with others. These are reasonable fears, but we can assure them that they will see quickly that they can be overcome. We teach them how to get around—our first day is one long lesson in

using the excellent public transport system in Paris; at the end of the first week students are already telling us about the relative merits of individual Métro lines or bus routes—no one ever gets lost. As for getting by without French, we insist that they greet every shopkeeper, bus driver, chambermaid, waiter, and museum ticket taker with a warm “bonjour.” It works like a charm; they are treated kindly and helpfully. This small detail has made our group much beloved by restaurateurs, airline gate agents, and by the people who run the dormitory where they stay. Teaching students to respect local customs, be positive, and be polite helps them better negotiate the unfamiliar world around them. These simple guidelines make the trip a success.

4) *Balancing Contact Hours and Free Time.* After five years of running our program, we have thought a lot about finding a balance between giving the students our all, and making sure we conserve our resources so we don't burn out. This means that we try to balance our time commitments and contact hours in a given day, week, and during the whole month so that we aren't on the verge of exhaustion by the end of the program. As we design our calendar of courses, group meals and events to allow ourselves a few hours or a day of downtime so that we can recharge. Obviously this balance of on and off time is going to depend on the

needs of the individuals involved and the demands of the program. Contractual requirements for contact hours must be respected, but time should also be built in to a program to allow students to explore on their own. In our program we try to keep two long weekends free toward the end of the program so that students can build on their newfound confidence in unfamiliar places to travel in France or elsewhere in Europe. There are special protocols to deal with this situation—when the students are beyond our reach and help—but we have found that students who do travel independently benefit from it enormously, and we try to encourage them to do so.

5) *Keep Receipts, Maintain Accurate Records.* For a faculty member, running a study abroad program is not just about opening the world for students; it's also about administering university funding in a responsible and documented way. Every expense needs to be justified by the original budget and every receipt needs to be kept so that it can be submitted to the appropriate office upon return. For our program, I have found it useful to keep track of expenses in Excel while the program is running, and simultaneously matching them against our budget projections. Good records also make it easier to budget for the following year's program, and they also

*Continued on page 5*

## Do You Skype?: Global Engagement for Educational Research (cont'd from page 1)

*ern Dialogue*, one student, originally from Cyprus, made excellent use of Skype (a free internet-based video service) to access research subjects in Cyprus for her study on curriculum reform and organizational change. The technology enabled her to interview participants in real-time direct conversations, thus preserving the intention to regard interviews as a “full social encounter” (Cohen et al, 2007, p.242). Because of the video capability and the low (zero) cost, the student was able to dialogue with informants in a way that would have been extremely difficult only a few years ago. In reflecting on her experiences, the student commented: “I had [...] good access to the research population and a high accuracy of data.”

The professor and other students also benefitted from the insights gathered on a topic familiar to them from such a different geographic location. It not only made the world seem smaller, but it demonstrated the education sector similarities and differences between the United States and other countries. When she presented her findings, other students showed a keen interest in practices and policies implemented abroad and applauded the

opportunity for broadening their knowledge. Several questions, associated with the nature, strengths and weaknesses of international educational systems promoted the raising of cross-cultural awareness and understanding. Comprehending the educational culture and hearing stories of curriculum reform in another part of the world was a step towards enhancing global knowledge and endowing [students] with skills necessary to function as truly global citizens. Through her project, the student truly contributed to the globalization of Southern’s curriculum.

In order to meet the challenges of globalization, it is in the best interest of Southern and its students for faculty to offer opportunities that promote cross-cultural understanding and cross-cultural competencies, as they are considered critical to the development of socially responsible professionals who can respond to the needs of an increasing interconnected world. Encouraging students to use technology to conduct research internationally, as was done in EDL 705, is just one small effort toward this goal. We hope others are already doing such work and will be inspired to use other technological

and methodological platforms to broaden intellectual frameworks, develop creative adaptation to a shrinking, merging world, and adding value to a Southern program of study at any level. *SD*

### Yale Library Card Awardees Fall 2011

**Marie Dominique Boyce**,  
World Languages and Literatures

**Robert Eldridge**, Economics and Finance

**Scott Ellis**, English

**Olga Fleshler**, Visiting Scholar

**Steven Judd**, History

**Annette Madlock Gattison**, Communication

**Kenneth Mc Gill**, Anthropology

**Pina Palma**, World Languages and Literatures

**Troy Rondinone**, History



Field Study in Iceland, 2011 (Photograph courtesy of C. P. Heidkamp, *Geography*).

Study Abroad (cont'd from page 3)

help track rising costs or exchange rates. Receipt books can help faculty document costs in places where receipts are rare.

The P-card has revolutionized Study Abroad accounting, since it has obviated the need for faculty to carry large sums of cash. But if it has simplified matters, it hasn't entirely dispensed with the need for cash, since small vendors won't take credit cards. Careful accounting assures that students get their money's worth, and that the process of rationalizing the expenses when you return to Southern is easy and relatively painless.

These five factors are the ones we have found most essential to the success of our program, but there are many more. Please don't hesitate to contact me at [serchukcl@southernct.edu](mailto:serchukcl@southernct.edu) if you want more information or help designing a program.

To read first-hand accounts from the summer program in Paris that was featured on the Southern home page this summer, please visit: [http://www.southernct.edu/news/updatefromparis\\_353/](http://www.southernct.edu/news/updatefromparis_353/). SD



## What is Global Learning? A Report on the Shared Futures Initiative

**Polly Beals**, *History*;  
**Sobeira Latorre**, *World Languages and Literatures*;  
and **C. Patrick Heidkamp**,  
*Geography*

In 2010 Southern was chosen to be a participating institution in "Shared Futures: General Education for a Global Century," a national-level initiative of the Association of American Colleges and Universities (AAC&U). Southern's participation in this project was the result of a successful grant application to AAC&U and funding available through the Henry Luce Foundation. Southern applied for this grant through the Global Education Planning Council—an ad-hoc council of faculty, staff, and administrators initiated by former Provost Selase Williams. A total of 32 institutions of all types, from research to teaching-oriented universities and community colleges in both the public and private realm, participated in what essentially resulted in a year-long faculty and curriculum development project aimed at infusing global learning into the curriculum. Teams of the 32 institutions were asked to work on the development of institution-specific global learning inventories that were shared among all the member institutions. The aim here was to discern if there were common challenges that could be addressed collaboratively during the project's culminating phase: a one-week long Summer Institute in Ellicott City, Maryland.

Participants were charged to "work on refocusing general education programs to prepare students to address

global questions such as environmental sustainability, health and disease, and conflict and inequality"<sup>1</sup> and to "create settings that foster students' understanding of their lives and global issues and their sense of responsibility as local and global citizens."<sup>2</sup> We found that this goal fit well with Southern's Mission to empower students "with the knowledge, skills, and perspectives essential for active participation... in our rapidly changing, global society."

Our team-building began on the train to Maryland in the midst of a late-summer heat wave and continued throughout a rigorous five-day schedule. Team members Sobeira Latorre (World Languages and Literatures), Bonnie Farley-Lucas (Communication) and Polly Beals (History) joined team leader Patrick Heidkamp (Geography) at the institute which featured speakers of international renown, experts in the fields of learning and assessment, workshops, small study groups, and plenty of "team time" for us to develop our campus global learning initiatives.

But what is global learning? The answer is not as simple as "study abroad" although that should be a significant part of it. We strategized how to alleviate some of the obstacles that Southern students face with studying abroad, and how to create meaningful global experiences for those that stay at home. After all, many of our students simply cannot afford to take part in study abroad

experiences. Even more, we brainstormed about how to coordinate and better utilize all the rich sources for global learning already existing among Southern's faculty, staff, and students. One axiom that we all embraced was "all spaces are intercultural spaces." Making the most of the resources we have means highlighting the intercultural connections, underscoring the interaction between the local and global, and finding the spaces to develop intercultural knowledge.

One notable place where Southern is already in the global education sphere is our new Liberal Education Program. We found global learning imbedded in almost all categories of courses, and especially in Tier 1 Multilingual Communication and Tier 2 Global Awareness, Cultural Expressions, Time and Place, and Natural World. LEP has unique elements where global learning can be intentionally developed such as in INQ linked to the FYE Common Read and in the Tier 3 Capstone Seminar where courses such as Human Rights, Musical Improvisation, and The World in the 20th Century are in-progress through Faculty Development's Curriculum Innovation Program.

Perhaps the most profound take away from the 2011 summer institute was the emphasis on how we live in an interdependent but unequal world, with Paul Farmer's provocative and inspirational *Pathologies of Power: Health, Human Rights,*

*Continued on page 17*



# International Field Study Showcase

*Nous fêtons!* Throughout the next few pages we are delighted to highlight some of our International Field Study Programs. You'll hear details from some of our faculty trip directors and testimonies from our students. We are kicking off the *fiesta* with this two-page photo essay showcasing Southern students and faculty in their respective corners of the globe. (Photographs courtesy of trip directors C. Arboleda, W. Faraclas, C. P. Heidkamp, Y. Liu, C. Serchuk and T. Vu.)



*¡Hola!* from Guatemala



*¡Hola!* from Spain



*Halló!* from Iceland



*Nǐ hǎo!* from China



*Bonjour!* from Paris





**¡Hola! from Spain**



**Nǐ hǎo! from China**



**Halló! from Iceland**



**¡Hola! from Guatemala**



**Bonjour! from Paris**

## International Field Studies in Health: How Do We Teach Them? Let Us Count the Ways!

**William G. Faraclas and Deborah Flynn, Public Health, and Kara L. Faraclas, MS**

There are many wonderful reasons to travel. Sometimes it is to climb an ancient structure, examine an incomparable work of art or behold a natural wonder. Our field study in Guatemala satisfies all of these reasons—Mayan pyramids, magnificent murals painted on the walls of humble village huts, volatile volcanoes. The field study is, moreover, about understanding health in a new paradigm, discovering a deeper appreciation for culture, developing a more refined world view, learning to see oneself as a global citizen—in sum, all about humanity.

Compared with the United States, Guatemala is a tiny nation of stunning geography and numbing poverty, where seventy-five percent of the population lives below the poverty line. In the Northern Hemisphere, only Haiti is poorer. Leading causes of death include pneumonia and influenza, intestinal infections, nutritional deficiencies and conditions arising in the perinatal period. The infant mortality rate (28 deaths/1000 live births) is nearly five times that of the U.S. While in Guatemala, our students observe differences in ethnicity, religion, housing, diet, family structure, occupation, gender roles, education and literacy, social values and belief systems. And yet students make human connections that bridge differences and emphasize commonalities among people everywhere.

Any student that has participated in the International Field Studies in Health Program sponsored by Southern's Department of Public Health will confirm that the course is an intensive learning experience.

The program is carefully structured in a way that allows students to feel independent in their learning, while sensing the presence of a gently guiding hand. A constellation of teaching strategies gives coherence and integrity to the course. Tangible elements include:

*The Quest for Understanding.* Consisting of 100 questions, the "Quest" is a 40-page field guide given to each student upon arrival in Guatemala. Students spend the next two weeks seeking answers through exploration, observation and interaction with cultural informants.

*Lectures.* The field study faculty provides lectures to students on public health principles, epidemiology, cultural context for health, determinants of health, traditional health practices, environmental concerns, and the health of the planet. "Classrooms" are makeshift and often truly in the field.

*Visits with health experts.* Highly-educated physicians and public health practitioners provide information to students as guest lecturers. We also include traditional practitioners and indigenous people with few years of formal education, but many years of practice as midwives, health promoters, clinic directors and community organizers to fit the description of *experts* on matters of health in Guatemala. It is eye-opening for students to realize that expertise comes in many packages. Our visit with a traditional birth attendant is one of the most endearing and moving moments of our entire trip, as students learn about the dreams and promptings that led the midwife to accept her role in the community as a sacred calling.

*Tours of health facilities.* We eschew the more modern facilities in the urban center of Guatemala City in favor of health centers and outposts and struggling clinics in the towns and villages we visit. Here we learn not about the views of elite Guatemalans, but of the needs of impoverished people and effective ways of providing appropriate services with minimal resources.

*Service learning.* Our students spend a day at a residential facility for people with physical and mental disabilities. After a tour of the institution, students are set loose to interact with the residents, and much pure genius emerges. Students hold and feed malnourished babies, play with children, feed or serenade elderly residents—or just hold hands, brush hair, blow bubbles, paint nails and provide comfort. Prior to this experience, many participants are reluctant and uncertain; they leave uplifted, deeply moved and desirous to return.

*Family visit.* The better part of one day is spent with a family in the village of Santiago Zamora, where students are treated to traditional dancing, fresh roasted corn during a hike into mountainside terraced gardens, and a feast of traditional Mayan fare. Students try their hands at weaving, making tortillas, grinding coffee and constructing fans from dried leaves.

*Observation of health activities and indigenous rituals.* Students learn about the work of local health promoters, programs for seasonal farm workers and community immunization programs. They also observe families preparing sacrificial fires and shamans performing cleansing and healing rituals that involve candles, incense, fresh herbs, turkey eggs and the occasional live chicken.



## International Field Studies in Health (cont'd)

*Stewardship Project.* Students perform many spontaneous acts of charity while in Guatemala, beginning with sharing their food with homeless people on the streets of Antigua Guatemala, and extending to heroic deeds. Upon arrival in Guatemala, students are given an amount of local currency equal to one month's sustenance at \$1.25 per day, and instructed to find a use for these funds as they best see fit. Amazing results ensue.

*Personal journals.* On each day of our journey, students record their reactions to experiences in a personal journal, conveniently included with the Quest.

*Daily discussions.* Daily activities and journal entries are the catalysts for discussions about observations, thoughts and feelings. Many emotions are displayed during these exchanges.

*Purposeful exposure to new surroundings.* Morning walks to outlying villages and cantons, exploration of the rain forest and its archaeological zone, boat excursions across a lake.

*Peer teaching.* The students form a natural learning community that supports collaboration in place of competition. Experiential learning fosters high levels of retention, and peer teaching clarifies experiences and reinforces concepts—all the more to be retained.

It is difficult to summarize with brevity the lessons learned from an experience most students describe, in their own words, as "life-changing." Long after our group has returned from the mountain villages and rainforest of the subtropics, students report new insights that occur continually as they connect new experiences with the ones they had in Guatemala. In other words, the learning does not end when students board a plane to travel home. By their own accounting, during our time in Guatemala students grow intellectually, emotionally and spiritually, and many seeds are planted from which much fruit is born over time. Here are some of the things students learn while in Guatemala from the activities described above:

*From experiencing an "alternate context" we learn that* health inequities are the pernicious effects of oppression, discrimination and failure to champion justice. It is easier for students to understand these things when their thinking is not clouded by preconceptions that are reinforced by their ambient milieu.

*From cultural exposure we learn that* understanding the culture (values, beliefs, practices) of any group is essential to successful health programming for that

group—and it takes time and effort to achieve.

*From social observations we learn that* the impact of poverty, the lingering effects of a 36-year civil war, and social injustices validate the Ottawa Charter for Health Promotion's declaration that prerequisites for health include peace, shelter, education, food, income, a stable ecosystem, sustainable resources, and social justice and equity.

*From completing the Quest we learn that* there is great value in going out among the people and learning from them. We further come to understand that there is much to be gained from those in other places—that poverty, lack of education and primitive conditions do not imply an absence of intelligence, wisdom or humanity.

*From visiting health facilities we learn that:*

- Public health and medicine can be parts of one integrated system.
- Science and tradition can work together to ensure effective care.
- Partnerships promote successful health programming.
- Respect for culture is a key ingredient in public health planning.
- Programs can be

adapted to fit individual needs (for example, using illustrated brochures for illiterate populations).

*From the Stewardship Project we learn that:*

- Scarce resources have implications for addressing competing health priorities.
- Small actions are meaningful.
- Collective actions can make a bigger impact.
- We can make a difference

*From village observations and interacting with our Guatemalan hosts we learn that* a sense of community fosters health, as does feeling valued by the community. The Mayan view that health is a manifestation of harmony with the earth a person stands on and the community that person walks through has implications for healthy communities everywhere. It follows that capitalizing on community assets strengthens the group and results accrue benefits for health.

*From observing health care systems we learn that* integrity, compassion, honesty and respect for all persons are necessary qualities in public health practitioners. We also learn to value the contributions and expertise of people whose ex-

*Continued on next page*

## International Field Studies in Health (cont'd from page 9)

periences have provided them with knowledge and skill.

It can be said that a field study experience is not for the faint of heart nor the casual tourist—and this applies to those on both sides of the proverbial desk. Students and their faculty guides must be fully committed to the task; adaptable enough to yield to natural elements, as well as to cultural differences; sufficiently keen to recognize and adventure-some enough to seize upon serendipities that happen their way; and wise and willing enough to be open to the possibility of growth and change. The work is challenging for students and their teachers. The rewards for both are powerful and profound. In *Up Country*, the author Nelson DeMille wrote, “the journey is more significant than the destination. And the people we meet along the way will be the traveling companions of our memories, forever.” Our journeys in Guatemala have been significant experiences. To the extent that we have opened our minds and our hearts we have acquired very special traveling companions—memories and lessons that will endure with us forever. *SD*

## Special Report: Summer Program in China

**Yan Quan Liu**, *Department of Information & Library Science*

Southern’s Department of Information & Library Science offered a summer abroad course in China, June 11-24, 2011. This first-time trip to Beijing for our Southern students was exciting and unforgettable. Program participants conducted a total of nine professional visits, which included five top libraries in China—the National Library of China, National Science Library, Peking University Library, Beijing Normal University Library and Beijing Post & Telecommunication University Library; three top library/information schools—Peking University Department of Information Management, Beijing Normal University School of Information and Beijing Information Science and Technology University School of Information Management; and one commercial digital library—Chaoxing Digital Group. The institutions provided us not only with carefully prepared PowerPoint slides shows, tours, but also very warm receptions with foods, gifts, even full banquet lunches. To help our American students to better understand Chinese family life, the Dean of the School of Informa-

tion in BISTU hosted a family party at his home.

Students also made wonderful trips at more than ten interesting points in Beijing for cultural learning activities: the Temple of Heaven, the Great Wall, The Ming Tombs, Summer Palace, Old Summer Palace, Tian An Men Square, the Forbidden City, Beihai/Haohai/Shichahai Parks, Bird’s Nest and Water Cubic of Olympic buildings. The class members also obtained Chinese dining experiences during daily meals, especially meals from the Golden Jaguar Buffet, Origus, King of Noodles, and the street foods in Wangfujing and Haohai.

To see more from the International Field Study in China, please visit <http://www.youtube.com/watch?v=MrG5djUjiHY>. *SD*



## Southern Dialogue to tackle Work-Life Balance in its next issue! Submissions are now open!

**Deadline: Tuesday, February 21, 2012.**

How are you managing your course loads with university service and research along with leisurely activities and family? How are you teaching students about the importance of balancing the

many facets of one’s everyday life? We’d like to know! Please submit short reports, articles, book and website reviews and images (in JPEG format with a minimum resolution of 300 dpi) by the deadline noted above. General requests for collaborators and announcements of research and

creative activity are also due on February 21st.

Please adhere to the submission guidelines found on page 2. *SD*

## Special Report: Summer Program in Salamanca, Spain

**Carlos Arboleda**, *World Languages and Literature*

In July a group of twenty students went to Spain as part of the Southern's study abroad program in Salamanca. The program has been successfully coordinated since 2000.

Salamanca, has earned the nickname "Golden Town" of Spain since it has been built mostly with "Villamayor stone," a type of rock that blushes with the sunlight. The city makes the visitor feel as if they were in a town made out of gold. The city has been declared a World Heritage Site by UNESCO, and is a very quiet and safe city for the students to enjoy while practicing the purest Spanish.

The great university city of Salamanca is Spain's finest showcase of Renaissance and Plateresque architecture. Founded as an Iberian settlement in pre-Roman times, the city fell to Hannibal in 217 BC. Preeminent among its artists and master craftsmen of later years were the Churriguera brothers. Their work may be seen in a large number of Salamanca's golden stone buildings, most notably in the Plaza Mayor. Other major sights are the two great cathedrals and the 13<sup>th</sup> century University, one of the Europe oldest and most distinguished.

Participants in this four-week program (undergraduate or graduate students) may take a maximum of six credits selected from a variety of courses in Spanish language, culture, civilization, and literature.

In addition to our academic offerings, students participate in cultural activities such as concerts, guided visits to the city, university, city hall, and a great variety of events that the city of Salamanca offers each summer (some free, some at cost), as well as the very popular "tuna" musical performances at the Plaza Mayor.

Classes are taught by Dr. Arboleda in collaboration with a well-known group of professors, most of whom have graduated from the University of Salamanca with doctoral degrees. The critics-in-residence provide pertinent lectures and discussion sessions to enrich the program. Grades are based on examinations, classroom performance, and participation in all program activities, including our weekend guided cultural excursions. Our students had the unique opportunity to visit Madrid, Segovia, Toledo, and the famous Palace of El Escorial. They also enjoyed a long weekend excursion to Portugal, the other country of the Iberian Peninsula. We visited various cities, including Fundao, Fátima, Figueira da Fox, and Coimbra, famous for its university established in 1290 and considered, as well as Salamanca, one of the oldest universities in Europe.

### Student Testimonials

*"Studying in Salamanca will be an experience I will cherish for years to come. It changed the way I see the world. It also made me appreciate my home and family in America in a way I never have before. I would recommend to any student to go abroad and see the world because it is then that you can truly find yourself."* Perissa Betkoski, Salamanca Program, 2011

*"The Spain trip was the time of my life. I had never traveled outside of the United States before this past summer and after saving up enough money, I was finally able to pay for it. I'd have to say it was worth every penny! My only wish is that I could have stayed longer! I was able to meet new people, immerse myself in a totally different culture (that I LOVE!) and enhance my Spanish speaking skills. I loved every minute of being there. Our group started off as strangers, but we left as a family and each and every one of them and our experience together will forever be in my heart. We shared the best of memories and I will never forget them. Thank you for such an amazing opportunity. It opened my eyes to a new world that I've never been able to experience before and I truly appreciate that. Before going, I was scared and nervous, but I left as a different person. I became so open to new experiences and one day I actually hope to live in Spain for longer than one month. That's something I have you to thank for, for opening my eyes to the wonderful world out there."* Rochelle Hebert, Salamanca Program, 2010

*"Having grown up in a Dominican household, I was familiar with much of the culture and traditions of the Spanish. I enjoyed seeing the origin of customs that I had grown up around. Being influenced by the Northeastern American lifestyle, I am accustomed to being on the move and constantly in a rush. In Spain, however, I learned to stop and truly enjoy life. I indulged in the Mediterranean cuisine and stopped worrying about the calorie count. During siesta I took the time to rest, so I'd be refreshed for the rest of my day. I visited historical cities, learning more than I would from any textbook or*

*Continued on page 14*



## International Field Work in Iceland: A Brief Reflection on Engaging Students in the Field

### C. Patrick Heidkamp, Geography

For some geographers—including myself—international field research lies at the core of the discipline, and the excitement that I feel when embarking on a new field research project has always been one of my core motivators. However, due to innovations in geospatial technologies, as well as the ever-increasing availability of high-quality secondary data, there seems to be a perception among many of my peers in the discipline that it is no longer necessary to “get one’s boots dirty.” As a result, many undergraduate geography programs in the U.S. have focused the education of their majors away from engaged field research and towards achieving proficiency in geospatial technologies alone. This seems especially true for field research in international settings, and is likely due to inherent financial as well as liability issues.

It is my opinion, however, that we must not only preserve international field experiences for our majors, but try to create more opportunities to engage in meaningful international experiences for all of our students. It is this line of thinking that led me to develop the SCSU summer study abroad program to Iceland, which will be offered for the third time in the summer of 2012. While I could provide a detailed description of how the program was developed and the challenges that arise when embarking with students—many of whom have never traveled outside the country—there is more value in sharing students’ actual observations about the program, as well as a piece of advice.

*“The experience I had abroad in Iceland gave legs to the concepts and tools of geography I had been learning at Southern. I was able to tangibly explore the human-environment relationship between the Icelandic landscape and people, a geographical concept which up until the trip had been solely one of abstraction.”—Scott Russell, Participant, Iceland Study Abroad Program, 2010.*



Scott Russell, Melissa Lombardozzi, Heather Casciello and Alicia Gray in the Field at Skálanes, Seyðisfjörður, 2010

*“While academically and sometimes physically challenging, the Iceland 2010 summer study abroad program was an educational experience to explore and expand my knowledge about geography. I was able to implement my geographic education and excel in applying geographical concepts to hands on field study and research. Iceland, for many students has opened a door to traveling, but also has created many individual bonds with people for the future. Iceland was an amazing experience of a lifetime.”—Heather Casciello, Iceland Study Abroad Program, 2010.*

*“As a biology major, I didn’t quite know what to expect but it turned out that geography was actually a big part of the biology I wanted to study. I chose to do a project on lupins, and invasive plant in Iceland,*

*and am still working on the data, running it through GIS, and will soon present the findings at the AAG conference. This study abroad trip was really fun and educational in geography, biology, field work, and Icelandic culture, as well as helped opened up new doors for me by allowing me experience in international field work.”—Joe DiRenzo, Iceland Study Abroad Program, 2011.*

*“Dr. Heidkamp randomly stopped at this hill on the side of the road as we were driving around the island. I had just woken up from a nap and was confused as to where we even were and why we were stopping... I remember being the last one out of the van and the last of the group to climb over this random hill. As I reached the top of the hill, a tear drop formed in the corner of my eye. That day I experienced the most beautiful sight I had ever seen, the glacial lagoon of Jökulsárlón.”—Alicia Gray, Iceland Study Abroad Program, 2010.*



Jökulsárlón, Glacial Lagoon, 2010

*“The Iceland experience was simply one of the most amazing and breathtaking adventures I have ever embarked on. There is nothing like climbing a glacier, admiring massive waterfalls, relaxing in the hot springs, or hanging out at the local pub with the friendliest natives you’ll ever meet.”—Joann Zadrozny, Iceland Study Abroad Program, 2011.*

## Iceland Program (cont'd)



Joann Zadrozny and Shannon Bronson chatting with the locals in Djúpvogur, 2011

*“Traveling to Iceland was an experience that will stay with me for the rest of my life. I do not think there is another country in the world that shares the same beauty and uniqueness as Iceland.”—Jordan Wells, Iceland Study Abroad Program, 2011.*

And now for the piece of advice: Do not put gasoline in a diesel engine car! [SD](#)



Car Trouble in Kirkjubæjarklaustur, 2010



## Two Films, Two Cultures, Two Reviews

**Hing Wu**, *Library Services*  
(Emeritus)

As collection development librarian of world films and other multi-media materials, I am constantly searching for inspiring, meaningful, entertaining films from around the world. We may think that there are vast differences between countries, nations and races, yet in actuality, we share more commonalities than disparities. The universal themes of love, courage, dignity, kindness, generosity, redemption and forgiveness are manifested in most of the films in our collection. On the other hand, the world we know and inhabit is also saddled with violence, intolerance, brutality, greed, injustice, misery and vindictiveness. Progress has been made in almost every human endeavor in science, technology, justice systems, governments, etc. albeit slowly and painstakingly over the millennia, is a testimony that the goodness of the human spirit prevails over darkness and destructiveness.

The two films I review below are the products of two distinct cultures.

### **Be With Me**

**Country: Singapore**

**Duration: 93 minutes**

**Call No. PN1997.S5 B4 2006**

This Singaporean film directed by Eric Khoo, a young filmmaker born in 1965 who has already produced and directed over a dozen feature films, is both a marvel and a surprise. There are three separate stories all but thinly connected at first. Two are fictitious and one is based on the true story of Theresa Chan, a blind and deaf person in her 60s,

who plays herself. It is the autobiography of this remarkable woman that inspired Eric Khoo to make the film.

I lived in Singapore for a number of years and in spite of its affluence, cleanliness, social and political stability, chose to leave. The autocratic one-party government under the benevolent authoritarian control of the premier was simply too oppressive and unbearable for me. In the country's early history during the 1960s, due to its very small size and lack of natural resources, Singapore imposed strict population control and practiced eugenics. At that time, only couples with university degrees were encouraged to have more than two children. Billboards and slogans were posted everywhere to strive for a “tall, strong, beautiful” society. So, this movie about the marginalized, the disadvantaged, the physically challenged and lesbians came as a complete surprise to me. That the director has been given multiple awards and high recognitions by the government is an affirmation of my conviction that human society does make progress.

The first story “Meant to be” is about an elderly provision store owner who recently lost his wife and how he is coping with the day-to-day existence in isolation and loneliness. With no one to talk to and even when his son visits on rare occasions, he remains completely silent. The only way he could show his caring and love is by cooking sumptuous meals for his son. One poignant yet hilarious moment is when the son tries to tell him something but instead of engaging in a conversation or even listening to his son, all he

*Continued on page 16*

## Spain Program (cont'd from page 11)

documentary. Though it's been almost a year since I took the trip to Spain, the experience and everything I learned will always remain a part of me." Stephanie Paulino, Salamanca Program, 2010

"The Spain study abroad program that I participated in this past summer had a large impact on my life. Before going abroad I had never been or studied outside the country. I have wanted to visit Spain for many years now because it is my major and because I have studied the Spanish language and its culture for quite some time. When I made the decision to study abroad in Spain I hoped to improve my language

skills and experience culture that I wouldn't be able to experience in the United States. I also hoped to meet new people including professors that could mentor me in my journey to become a Spanish teacher. My summer in Spain will forever have an impact on my life. While in Spain I was able to visit many different cities such as Segovia, Toledo, Madrid and the country of Portugal. In these places we visited many different historical sites such as castles, cathedrals and monasteries. We also went on many guided tours that were very educational. I was able to learn the history behind the places we visited and about the culture of the different

towns." Lauren Pierce, Salamanca Program, 2011. SD



## School of Business Offers Specialization in International Business

**Ellen Frank, Management/MIS**

Did you know that the School of Business offers a specialization in international business? Students choosing this option take a total of seven global business courses which include Global Marketing, International Finance, Managing a Multinational Corporation, International Business, Global Management Information Systems, International Accounting, International Economics and several courses regarding international trade and monetary policy.

International business students take four semesters of foreign language and two cognate cultural courses of their own choosing. Many take two semesters of another foreign language. Others who are fluent in one language may take an advanced literature course. Some choose to take

international relations, or a geography course, or a cultural anthropology course. I tend to advise students to take these two cultural courses so they relate in some way to their foreign language. Several students following this program have taken the opportunity to spend a semester and even a year studying abroad. Every Business Administration student must take one internationally-focused course.

For management students I offer MGT 430, which focuses on international management and cultural diversity. The course contains seven activities: 1) Eat three dishes in an ethnic-type restaurant you have never tried before (many go to a Japanese restaurant to try sushi); 2) Interview someone who fairly recently came to the U.S. and ask them questions about their reaction to American

food, family, education, and work; 3) Watch a foreign movie or a movie about another country and write what you learned about the culture; 4) Study a multinational company's annual report, website, and Mergent-Online data base in Buley to find out what can be learned about the company's international business strategy; 5) Develop a PowerPoint presentation on a chosen country which includes information a manager should know before trying to do business in that culture. Appropriate business etiquette is an important focus of this activity; 6) Review at least three of these PowerPoint presentations which are uploaded in VISTA and critique them. 7) Observe three media outlets on two different days and discuss how the depth and breadth of the international news differs. I have been amazed over the

*Continued on page 17*



## Identity, Culture, Interconnectedness

**Kenna Barrett**, *English*

My decision to associate my ENG 110 course with the relatively new theme of globalization derives from an old-school notion. I adhere to the pedagogical view that I have an obligation to teach content that students *ought* to care about, not simply content that they already *do* care about. (I envy my colleagues who are able to find productive connections between college students' tastes and interests, and university-related learning outcomes.) Given the pressure that global and technological forces are putting on today's and tomorrow's American workforce, globalization is undoubtedly something our students ought to know more about (even if they don't *know* that they should know more).

The theme of my 110 course is "Identity, Culture, Interconnectedness." Each of these three concepts is explored in one of the three required essays for the course, building in succession from the personal to the worldly. The first required essay is a narrative exploring personal identity, inviting students to reflect upon an event that shaped them as a person; the second essay is a tex-

tual analysis critiquing assimilationist models of nationhood through the lens of civil rights jurisprudence; and the third is an argumentative paper in which students will be asked to pose potential solutions to the so-called challenges that globalization brings. I've been interposing readings on globalization during the semester, with the students having read and dissected a *New York Times* article by Thomas Friedman entitled, "A Theory of Everything (Sort Of)." Friedman suspects that the globalization of information technology, which he calls the "single most important trend in the world today," is contributing to an eroding middle class. As one particularly relevant example for our class, Friedman cites a report from Grinnell College in Iowa that half of its Chinese undergraduate applicants scored 800 on the math section of the SAT.

The third required essay, as implied, is where most of the work on globalization will come in. Students will read excerpts and/or reviews of Friedman's new book, *That Used to Be Us: How America Fell Behind in the World It Invented and How We Can Come Back*. Students will also read at least one

article about globalization's effects within the state of Connecticut. Then, in the genre of a "proposal argument," students will be invited to respond to the claims of those discontents (such as Friedman) who would have globalization playing a major role in the disintegration of American life. Students will advance at least one proposal, grounded in supplemental research they've done on the topic, exploring how to mitigate the potential problems flowing from globalization for their own generation. Rather than asking students to evaluate whether globalization is "good or bad," which is not only an impossible task but one that sets up a simplistic binary, students will be asked to accept (at least hypothetically) that for all its good, globalization does create some challenges, and to think creatively about how to overcome them.

Beyond helping students with many of the learning outcomes of 110, which include among them critical thinking, students will have gained content knowledge about a phenomenon that, in contrast to what its name would imply, is quite local in its ever-widening effect. [SD](#)

## Faculty Activities

**Bonnie Farley-Lucas** and **Meg Sargent**, Communication, recently published their article "Enhancing Out-of-Class Communication: Students' Perspectives" in *To Improve the Academy: Vol. 31, Resources for Faculty, Instructional, and Organizational Development* (San Francisco: Jossey-Bass). Farley-Lucas and Sargent

also co-presented a paper on "Enhancing Faculty-Student Collaborations through Effective Out-of-Class Communication" at the Improving University Teaching Conference in Bielefeld, Germany, in June.

**Robert Kirsch**, Accounting, was Visiting Professor at Friedrich-

Alexander University's Chair of Accounting and Auditing during the summer. He was also authorized to take five of Southern's best accounting majors to the AFECA Conference this September in Innsbruck, Austria. Students who have previously attended the AFECA Conferences have done well in the competitive job market.

## Two Films, Two Cultures, Two Reviews (cont'd from page 13)

could mutter was, "Eat, just eat!"

The store owner's son is a dedicated social worker and regularly checks on Theresa Chan by visiting her and taking her to shop for groceries. When the social worker was translating Theresa Chan's autobiography from English into Chinese, we learned the inspiring life of this remarkable woman of courage, intelligence and dignity.

"So in love" tells the story of two teenage girls' fervent but short-lived love, plunging the one who was being abandoned into abysmal sorrow.

With the thriving, booming commercial centers and glitzy shopping malls of Singapore as the backdrop, "Finding love" is about this desolate yet kind-hearted soul who barely ekes out a living as a security guard. His shabby circumstance would only allow him to admire his beloved from afar, longing for a glimpse of her while hiding in some dark corners.

There is minimal dialogue and the cityscape where all the events took place is stark and foreboding, yet under the masterly direction of Eric Khoo and the impassioned performances

of the protagonists, *Be With Me* unlocks the deepest emotions of the viewers who appreciate the film. You are no longer a bystander, but instead you embrace and live the joys and tribulations of the characters.

### **Who's Camus Anyway?**

**Country: Japan**

**Duration: 115 minutes**

**Call no. PNI 997.J3 W56 2006**

This Japanese film is about a group of college students at a university in Tokyo who are preparing to shoot a movie "The Bored Murderer" as a course assignment. As shooting is about to start, the lead actor drops out, a sudden turn of events that drives everybody in a frenzy trying to find a replacement. All the activities in the casting, financing and shooting the film were captured within a five-day timeframe. What really drew me to this movie were the youthful exuberance and the effervescent energy of the eight students working on the project. Added to this high-spirited vigor that spews out in practically every frame of the film are the ever so subtle, multiple layers of human relationships and love interests that were brewing between the cast members.

The director Mitsuo Yanagimachi is particularly skillful in weaving this colorful tapestry of character studies. As if following how these eight young protagonists' private lives, aspirations and yearnings are not enough sustenance for the viewers' imagination, there is an added twist of an aging professor, nicknamed Aschenbach (after the character of "Death in Venice") who oversees the film project and loses his self respect to his lust and obsession for a ravishing student, Rei. In addition, there is a girl named Yukari, who stalks her boyfriend, Matsukawa, the director of the film within film, in such self-effacing and submissive tenderness that you cannot help but feel her pain.

Most of the scenes are shot in the tranquil yet vibrant university campus amidst a chaotically busy Tokyo. The director composes each scene with a very keen eye for harmony, yet is able to convey the tension and anxiety underneath the calm—all blended with an alluring soundtrack of classical, modern and Japanese pop music.

Another aspect that impresses me is the adaptiveness of these Japanese

*Continued on next page*



**Field Study in Guatemala, 2011 (Photograph courtesy of W. Faraclas, Public Health).**

### International Business (cont'd from page 14)

years how many students at the end of the semester admit they had never realized how much culture can affect business success.

The other course I offer is MGT 460 (International Business), which covers all the functional business areas in an overview fashion. Students select a country and a product and come up with a business plan. A big part of this assignment is to construct a political risk assessment of their chosen country. Is this a country you can safely do business in? How would the culture possibly affect your product/service? Other questions that need some thought are what will be your participation method—export, license, foreign direct investment? How would your packaging, promotion and pricing need to be modified?

Our graduates need to know about the globalization shaping the future of business today. *The Wall Street Journal* predicts that executives in major corporations will have to have some international experience if they want to make it to the top. This is only common sense when the majority of profits and growth for a lot of companies are coming from outside of the United States. The School of Business offers undergraduates desiring a more globalized career the foundation of knowledge and foreign study opportunities necessary to be successful. *SD*

### Two Films, Two Cultures, Two Reviews (cont'd from page 16)

youth to foreign cultures. In this case, to European cultures especially that of France. Yukari is nicknamed Adele, a reference to Victor Hugo's daughter whose tragic pursuit of the lover who spurned her was the object of a number of books and films. There are also multiple references to French filmmakers such as Jean-Luc Goddard and Francois Trauffaut. Finally, the main character Ikeda, the murderer of the film project "The Bored Murderer" is made to study Albert Camus' *L'Étranger* in order to play a role bearing resemblance to Meursault, a char-

acter of the book and someone who is devoid of human emotions, feelings or guilt.

It is an almost joyful film to watch with such interesting and engaging character studies, beautifully orchestrated sceneries, and enthralling music—until the last twenty minutes. The ending is so savage, brutal and shocking that I was left totally dumbfounded and disturbed.

After forcing myself to watch the last nauseating scene of *Who's Camus Anyway?* I am asking myself who are the Japanese anyway? I am afraid I will never find an answer. *SD*



### Global Learning (cont'd from page 5)

*and the New War on the Poor* as our touchstone. Preparing students to embrace global responsibility while they also face their own precarious futures will be a tall order. Media research by AAC&U indicates that employers highly value global knowledge and the ability to communicate effectively in diverse teams. Yet students and community stakeholders seldom rate these educational goals as high in their consciousness.

We have much to do to help extend the message of the value of the liberal arts and global learning. Since nearly 90% of SCSU graduates stay in Connecticut, we can begin locally and act globally in cultivating dispositions for the "shared future." *SD*

#### Notes

1. [http://www.aacu.org/aacu\\_news/aacunews11/june11/news\\_events.cfm](http://www.aacu.org/aacu_news/aacunews11/june11/news_events.cfm)
2. <http://www.aacu.org/resources/globallearning/index.cfm>



## Report from the First International Health Promotion and Communication Symposium

*Jean Breny, Public Health*

On April 11<sup>th</sup>-13<sup>th</sup>, I had the great honor and pleasure to be a part of the First International Health Promotion and Communication Symposium, held in Istanbul Turkey. Along with Turkish and Canadian counterparts, my United States colleagues and I were invited to be a part of this three day conference focused on planning, implementing, and evaluating health promotion programs as well as social marketing, health communications, and health policy. Turkey's Ministry of Health opened its Health Promotion Office in 2008, and their entire staff is excited to get going! Since its inception, they have been successful at establishing indoor smoking bans throughout the country. Legislation like that is easily facilitated in a country with a republican parliamentary democratic government, like Turkey. Meaning, if the Health Minister wants it done – it's done.



The Ministry of Health invited us to present on our various chapters from our new textbook, *Health Promotion Programs: From theory to practice* (Fertman & Alenworth, eds., Jossey-Bass, 2010), to help them develop national programs and policies to curb some of their emerging health issues. On their agenda are familiar health concerns like, obesity prevention, reducing smoking rates, and cancer prevention. In between frequent coffee/tea breaks, and with the use of translation services, presenters from all three countries touted the importance of using a social eco-

logical model to not only plan, but to assess communities and develop health promotion policies and programs. Sessions included topics on globalization and health, implementing and evaluating health promotion programs, and health promotion in specific settings like; worksites, schools, and hospitals.

Our trip, however, was not all business and we were introduced to the beautiful architecture, decadent food, and rich history of Istanbul by our hosts. Among the highlights were the Blue Mosque, Agia Sofya, Topkapi Palace, and the Spice Market. So much history, shopping, and eating – it's a wonder we ever left. In the end, we made some wonderful professional connections with our health promotion counterparts abroad, and, our work together is just beginning. *SD*

## Announcing Winter Study Abroad Program in South Africa



**Winter Session: December 27<sup>th</sup> to January 15<sup>th</sup>**

In Winter Session 2012, SCSU will be offering its inaugural Short Term Study Abroad Program to

South Africa. Students will enroll in GEO 298-- Geographic Field Study, South Africa, a special topics course focused on examining contemporary land use and sustainable development issues in South Africa's Western Cape Province. Students will explore how land use patterns and sustainable development efforts are affected by a variety of multiscale processes. The course aims to aid students in placing these processes in the context of broader social and political institutions and dynamics. In order to

fully engage students, they will take part in field lectures, seminar style discussions, community based service learning activities as well as research driven group projects. Students will be fully immersed in the local context through their stay at the Lynechoch Ecovillage—part of the Sustainability Institute at the University of Stellenbosch (<http://www.sustainabilityinstitute.net/>).

The program will be led by C. Patrick Heidkamp, Geography.

## Office of Faculty Development

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The mission of the Office of Faculty Development is to support teaching and learning at all levels and in all contexts in which instruction occurs at Southern. The OFD supports faculty in their roles as teachers, scholars, and members of the university and wider community.

The Office of Faculty Development is committed to promoting a spirit of innovation, collaboration, and love of learning, as well as enhancing a sense of collegiality among faculty as they expand their intellectual, teaching, and scholarly horizons. In pursuing these goals, the OFD works to enhance the intellectual climate and promote open and ongoing dialogue among all members of the university community. It serves as an advocate for academic initiatives and enterprises that relate to teaching and learning through a variety of programs, activities, and resources in achieving the university's mission. The vision of the OFD is to create an environment at Southern that facilitates and promotes effective teaching, professional development, research, university service, and integration of new instructional technologies.



### Curriculum Innovation Program (CIP) News

The 2011 SCSU Teaching Academy was held on June 1-2, 2011 in Engleman Hall. This year's Academy featured Dee Fink on "Designing Courses for Significant Learning" and Linda Nilson on "Scholarship Made Easier: Best Practices for Writing and Publishing More Effectively and More Efficiently." A variety of workshops on pedagogy, scholarship, and technology were also offered along with a Celebration of Outstanding Teaching reception, sponsored by the SCSU Foundation.

25 pre-selected faculty also participated in the Curriculum Innovation Program (CIP) Retreat, which ran concurrently with the Teaching Academy and continued with a day-long hands-on workshop in Integrated Course Design on June 3. CIP Retreat participants who completed their course designs, along with a draft of the UCF course proposal, were awarded a stipend. Participants included: *David Chevan (Music)*, *Marie El-Nabbout (Mathematics)*, *Marybeth Fede (Exercise Science)*, *Krystyna Gorniak-Kocikowska (Philosophy)*, *Sanja Grubacic (Economics and Finance)*, *Patrick Heidkamp (Geography)*, *Nicole Henderson (English/FYE)*, *Brian Johnson (English)*, *Patricia Kahlbaugh (Psychology)*, *Jessica Kenty-Drane (Sociology)*, *Tricia Lin (Women's Studies)*, *Kate Marsland (Psychology)*, *Armen Marsoobian (Philosophy)*, *Judith Mills (Economics and Finance)*, *Claire Novosad (Psychology)*, *Troy Paddock (History)*, *David Pettigrew (Philosophy)*, *Linda Sampson (Communication)*, *Cynthia Stretch (English)*, *Robert Vaden-Goad (Mathematics)*, *Deborah Weiss (Communication Disorders)*, *Robert Workman (Computer Science)*, and *Leon Yacher (Geography)*. At the conclusion of the 2011 CIP Retreat, participants voted for the best integrated course design proposals presented at the Retreat. Tied for this distinction with 10 votes each were: **David Chevan** for "Improvisation and Contemporary Music Culture," **Marie El-Nabbout** and **Bob Vaden-Goad** for "The Art of Geometry," and **Jessica Kenty-Drane** for "Apocalypse, Now?" **Congratulations to Professors Chevan, El-Nabbout, Vaden-Goad, and Kenty-Drane on their efforts in creating outstanding model courses!**

Participants for the 2012 CIP Retreat will be selected in April, 2012. Look for the Call for Participants early in the Spring semester.

The CIP is supported by a grant received from the Davis Educational Foundation.