Studying Abroad at Ohio University
1967–1999

International Education:
The Road to Global Citizenship
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Editor’s Preface

By Lois Vines, Professor of French

When I came to teach French at Ohio University in the fall of 1969, I was immediately impressed by the university’s strong support of study abroad. A summer interdisciplinary program in Italy and year-long programs in French, German, and Spanish had been created a couple of years before I arrived. Having just returned from directing a program abroad for The Experiment in International Living, I was convinced that every student should have the opportunity to live in a different culture and learn a foreign language. Spending my junior year at the University of Geneva, Switzerland had been a life-changing experience, a refrain one often hears in discussions about living for a period of time in another culture. The major problem in the early sixties was the lack of guidance for students who wanted to study abroad for academic credit. As a psychology major, I chose the University of Geneva because I had learned that the famous child psychologist Jean Piaget taught there, and I was determined to take his courses. How naive! I did manage to find my way to Piaget’s class, but his habit of mumbling in French and the graduate-level content of the course left me in despair. That was the bad news. The good news was that I enjoyed my classes in French language and literature, a change in direction that set me on course toward a fascinating and rewarding career.

Study abroad is a time of discovery, both inward and outward. Many students, especially those who have never traveled beyond their home states, would probably lack the self-confidence to make this voyage of discovery if it were not for the well-organized programs headed by O.U. directors who conduct the pre-departure orientation and accompany the students to the foreign country. Programs in French, German, and Spanish have offered O.U. students this opportunity for over thirty years; more recent study abroad programs in England, Greece, Japan, and Russia extend the possibilities beyond the more traditional ones. The first part of this booklet describes the background of these programs, which are still taking place today.

For the student willing to set off alone, there are institutions abroad that have exchange agreements with Ohio University. At these institutions, advisors welcome the students and help them find suitable courses to take.

The recently created Office of Education Abroad in Gordy Hall on the O.U. campus plays a major role in advising students who have special academic interests they would like to pursue throughout the world. The second part of this booklet gives a brief introduction to the many worldwide opportunities open to O.U. students from all majors.

The success of the O.U. study abroad programs is due in large part to the dedication of the directors, who devote twenty-four hours a day to the welfare of the students while they are abroad. Those of us who have not directed O.U. programs benefit in many ways from their determination to offer students a unique experience. Over the years I have found that students who would like to go abroad are very motivated in their language studies, and after returning, their self-confidence is evident. One goal of this booklet is to honor the directors who have made a difference in the lives of many students.

The international outlook at Ohio University has been encouraged by the administration at all levels. President Robert Glidden recently created the Global Learning Community to give international experience to students in business and communication. During his nineteen-year tenure, President Emeritus Charles J. Ping encouraged the extension of study abroad beyond the traditional borders of Western Europe. He is now chair of the board of directors for the Council on International Educational Exchange, one of the world’s largest organizers of study and work programs abroad. Many O.U. administrators and faculty members, too numerous to mention here, have played a major role in providing international education opportunities open to all our students.

As we look back over the past thirty years, we see solid programs that have provided unforgettable experiences for many students. As we look to the future, I hope we can carry on the established programs and continue to create new ones.

I would like to thank my colleagues who have helped prepare this history of study abroad at Ohio University. My special gratitude goes to the College of Arts and Sciences for funding the project and to Joy S. MillerUpton for her excellent work on the design and layout.

October 1998
Why Study Abroad?

By Leslie Flemming, Dean of the College of Arts and Sciences

My first study abroad experience was leaving the comfortable world of suburban Long Island to go to a small college in rural Minnesota. The kind of cultural adaptation required by being 1,000 miles away from all I had previously known was good preparation for the next step: spending the spring quarter of my junior year in England and the following summer traveling in Europe. After graduating from college, I spent a year teaching English in India, an experience that set my scholarly directions and led ultimately to two more trips to India, in 1971-72 and 1982. I too would describe all these experiences, as Lois Vines has done of her experience in Geneva, as "life-changing." And so would many, many others who have had similar experiences.

But why? What is it that makes these experiences life-changing? And, more importantly, why do we encourage students to pursue them? While there are many answers to those questions, I will set my answers within the framework of the goals of a liberal arts education. Much current research on the outcomes of a college education emphasizes that there is more to that education than cognitive development. Certainly the development of particular skills and competencies and the exposure to the great domains of knowledge are important goals of baccalaureate education. However, we also expect a college education to contribute to a student's social development, especially by enabling the development of a surer sense of self-identity, a clearer idea of who we are and what our life paths might be.

Some of that social development surely comes from the curriculum, as we encourage students to encounter other cultures, past and present, new perspectives on the social order, new methods of observation and analysis. Often that encounter is destabilizing, as students move beyond the implicit cultural certainties that defined their earlier experiences. As students progress, they gradually integrate that new knowledge into their earlier frameworks, becoming, we hope, broadly educated citizens ready to take on adult social roles.

While overseas travel is enlightening at any age, at its best a study abroad experience as part of the undergraduate experience makes an especially important contribution to students' social development. For many students, it is a profoundly destabilizing experience. To an even greater degree than that provided by classroom education, study abroad provides a personal encounter with a cultural context in which basic assumptions of behavior and social roles are different, in which communication must be carried out in another language with different thought patterns from one's mother tongue, and in which the comfortable home base of family and friends is missing. Culture shock is a very real experience!

Once students move beyond culture shock, however, study abroad is also a profoundly exhilarating experience. Operating in a new and strange environment, without those former cultural certainties, provides students many opportunities to test their social skills, their ability to be resourceful, their survival skills. They also have the chance to see, and do, and discover, to find out things good and bad about the world, that they had never imagined, perhaps even to experience for themselves the places where the history they studied actually happened. This is exciting! What is more important, the study abroad experience provides an enlarged sense of human possibilities, making students aware of the multiple ways to be human, and enlarging their circle of choices regarding vocation, relationships, and beliefs. I believe that having these experiences and integrating these new possibilities into their own lives, like their formal coursework, helps students to enlarge their personal identities and thus become multi-faceted, more broadly educated people.

I too was pleased to discover the variety of study abroad programs available to Ohio University students. As we look back in this publication at the history of those programs, let us also celebrate their great value in students' lives. As dean of the College of Arts and Sciences, and as someone who has personally experienced the value of similar programs, I am fully committed to continuing to make these experiences available to our future students.
Study Abroad at Ohio University, Past and Present

By Connie Perdreau, Director, Office of Education Abroad

Study abroad programs have been an important educational opportunity offered at Ohio University since the late 1960s. The Department of Modern Languages, with its foreign language courses in French, German, Italian, Russian, and Spanish was the pioneer department in this area and the founder of the first study abroad programs at Ohio University in 1966. These programs were instantly popular not only with language majors and minors, but with a large number of students fulfilling the College of Arts and Sciences two-year foreign language requirement.

The administration of these programs was vitally important to their success, and, as a means to that end, President Vernon Alden supported and encouraged the founding of the first Study Abroad Programs Office in 1968 under the watchful eye of Norman Parmer, Associate Dean of the College of Arts and Sciences and later Dean of International Studies. Phyllis Katz was hired as the first Director of Study Abroad Programs. Subsequently, Marjorie Stone was appointed as associate director, and was joined by Richard Danner, who became director of the office in 1970. The study abroad office functioned until 1973, when major budgetary changes were made and the funding for an office dedicated to overseas study programs was eliminated. Then Ohio University President Claude Sowle saved the day by making the Department of Modern Languages and the College of Arts and Sciences entirely responsible for the administration and oversight of their own programs, and the Center for International Studies added to its ongoing responsibilities the university-wide advising function for study abroad programs. Mary Anne Flournoy, Associate Director of the Center for International Studies, did general advising of students and assisted in the development of new study abroad programs in the professional schools.

As study abroad participation was steadily growing and new programs were on the horizon in the 1980s, College of Arts and Sciences Dean Donald Eckelmann and Associate Dean Harold Molineu found it necessary to create another position, that of Study Abroad Programs Coordinator in the College of Arts and Sciences in 1988, for which Connie Perdreau, a lecturer in the Ohio Program of Intensive English, was hired. By this time, the study abroad programs had been joined by two exchange student programs in Norway and Denmark, established primarily through Scandinavian contacts by Lester Marks and Ernest Johansson in the English Department. These initial student exchange programs were an outgrowth of English faculty exchanges at the University of Trondheim, Norway, in the early 1970s and Odense University, Denmark, in the late 1980s.

Continuing through the 1990s, interest in study abroad participation, particularly at the undergraduate level, continued to rise dramatically, and programs continued to expand in all colleges. Twenty-three new study abroad and exchange programs were created from 1990-1998, and the number of study abroad student participants doubled. In 1995, a second university study abroad advisor's position was created in the Center for International Studies.

However, in 1998, the two study abroad positions (one in the College of Arts and Sciences and the other in the Center for International Studies) were combined into the formation of a new office at Ohio University, the Office of Education Abroad, which opened its doors for the first time in the new Gordy Hall in the fall of 1998. We are thus at the crossroads of a new direction for overseas educational programs at Ohio University.

What does the Office of Education Abroad do?

In sum, we endorse and promote the concept of education abroad, assist in the implementation and administration of programs, maintain a resource library of material and references regarding education abroad opportunities, and, through advising, workshops, special sessions, and focus groups, help to prepare students and faculty to undertake an education abroad experience.

What is the definition of education abroad? As there are a variety of ways to acquire an academically sound international experience while a student at Ohio University, education abroad can be broadly classified into five major categories:

First, there is study abroad, the traditional academic route to an overseas experience, which forms the core of
education abroad programs. At least eighty percent of Ohio University education abroad program participants take courses for credit abroad.

But there are other ways for students to achieve an enriching international experience:

Second, we have internships and practical experience programs. Such programs have not only been popular with business, communication, health, and education majors, but also have attracted students with majors in social work, environmental studies, political science, and the performing arts.

Third, meaningful, career-related work abroad is another option for students, particularly in the summer.

Fourth, we have volunteer opportunities, especially those which involve service-learning on the Peace Corps model.

Finally, students, both undergraduate and graduate, at times assist faculty members by doing supervised research or field study abroad.

Why is international education important?

The academic enrichment gained is immeasurable. Students can develop fluency in a foreign language, learn about new perspectives in their academic discipline, have direct field experience with topics they have only read about in books, and acquire profound knowledge of a foreign country, its history, and its culture.

Beyond that, education abroad is mind-expanding because it enhances each individual's global perspective. Students learn that Athens, Ohio is not, contrary to some popular opinion, the center of the universe, and that the United States is but one player in the global village of the twenty-first century. Today's world operates on the basis of exchange, and our students must be prepared to participate in the global workforce in this increasingly interconnected world.

Moreover, education abroad participants experience tremendous personal growth, in terms of maturity, independence, innovative thought process, tolerance of differences, and ability to interact with a diversity of people and situations.

The educational benefits achieved afterward are shown in the tremendous contribution these students make to the classroom upon their return. Their academic work and class participation truly add a global dimension to the curriculum.

Finally, there are definite career benefits. More and more employers are seeking to hire college graduates with the skills and knowledge base that education abroad participants have acquired. Fluency in a second language is particularly beneficial in a variety of professions and geographical locations within our own country's borders.

Last summer, I took a survey of hundreds of study abroad alumni. Time after time, respondents wrote, "This was the best experience in my life." The linguistic skills learned through the immersion experience was often cited as phenomenal. One of the respondents, who is now the chief operating officer of his own company in California, had made more than twenty business trips to Latin America, where he has used his proficiency in Spanish in the art of successfully making the deal with his Latin American partners. He mentioned that study abroad via Ohio University was one of the best things he had ever done because it was a career catalyst to his future.

Facts about education abroad at Ohio University

Education abroad is on the rise. According to the most recent statistics regarding American students who study abroad, almost 90,000 students received academic credit from U.S. institutions for study abroad. This figure is double the number of students in such programs ten years ago.

At Ohio University, more than 429 students participated in a study abroad or exchange program last year. Consistent with national statistics, that is more than double the number we sent ten years ago. This figure represents 253 females and 176 males.

In addition, more than 100 students participated in non-traditional education abroad programs, such as internships, work abroad, and volunteer programs.

Our statistical data show that more than 2.5% of our total enrollment of students are on education abroad programs, while the national average is just over 1%.

The most popular Ohio University student destinations for education abroad are the United Kingdom, Mexico, and France, locations which currently attract a total of about 200 students, or slightly less than 50% of our total participation annually. These program sites are followed, according to participation rate, by O.U. programs in Hungary, the Czech Republic, Spain, Ecuador, Italy, Austria, Japan, Russia, and Greece.

The following pages of this booklet give a historical perspective on study abroad programs in the College of Arts and Sciences and present brief descriptions of academic opportunities throughout the world. With careful advising, students from all majors can discover an international experience that fits into their academic careers at Ohio University.
Austria (1968–1999)  By Barry Thomas

The Modern Language Department’s study abroad connection with Salzburg, Austria began in 1968 as a cooperative venture between Ohio University and Bowling Green State University. The University of Cincinnati also expressed an early interest, but this failed to materialize. In the ensuing thirty years the program has taken various forms, but a constant factor and the underlying goal has been to provide Ohio University students with an opportunity to experience a different culture and language so that they might come to a deeper understanding of their own American heritage and of themselves.

The original year-long program was designed for German majors and minors with at least two years of college German. Students were housed primarily at the Billrothheim off Alpenstrasse, usually sharing a room with an Austrian university student. Some male students were housed in the “Schwarzes Rössl” student dorm near Linzergasse, right downtown (and therefore a favorite location). The director and family enjoyed the hospitality of Herr and Frau Hein in the pleasant house on Fürstenallee.

Classrooms were rented from the University of Salzburg, where the head of the English Department, Dr. Erwin Stürzl, served as the university liaison. Dr. Helmut Pellischek, Professor of Pedagogy at the “Musisches Gymnasium” in Salzburg, acted as the assistant director and taught an education course for the program. Depending on their proficiency levels, students took classes in German from host country faculty in subjects such as history, geography, education and art history. The Ohio University director taught two literature courses, and advanced students who had passed the Salzburg University German proficiency exam could also take courses at the university. Our program followed the Salzburg University academic schedule, that is, we began in October, enjoyed several long breaks, including the Austrian “Ski-Pause” in February, and finished the year in July. One of the highlights of the program was the trip to Vienna with professor of art history Wolfgang Steinitz, who made the subject come alive for the students as he led us through some favorite haunts from his own student days in the capital of Austria and the former Austro-Hungarian Empire. I remember particularly the Twelve Apostles wine-cellar and restaurant, where you could descend on steep stairways at least three levels below the street into increasingly smoky caverns to enjoy the food and atmosphere in a convivial, “echt weanerschisch” manner.

Ohio University sent three German faculty as directors: Ursula Lawson in 1969-70, Paul Krauss in 1971-72, and Barry Thomas in 1973-74. Unfortunately, by the mid-1970s the university, facing serious financial and enrollment problems, was unable to continue its participation in the program. The last year in which Ohio University students had an opportunity to participate in a year-long program designed specifically for our majors and minors was 1974-75.

All was not lost, however. Due to the initiative of Ursula Lawson in creating a quarter program in Karlruhe for first year students in the spring of 1973 and 1974 we already had the model for an intensive program that could be established in Salzburg. With assistance from contacts developed during the year programs, especially Frau Sigrid Stadler (Director of the Institute for Studies in Salzburg), Lawson took the first group of beginning students to Salzburg in the spring of 1975.

From 1975-78 the groups lived somewhat the life of wandering scholars, since we were never able to find a permanent classroom and housing site for the students. Finally, in 1979, Frau Stadler arranged for the students to live and learn at the “Heftterhof”, where we have been housed ever since. This facility, at that time under the direction of Herr Egger, is connected to the state department of agriculture and serves many purposes: it was, until this year, a boarding school for young girls from the countryside who are pursuing their regular studies while developing skills in the traditional sewing and cooking arts of Austria. (The cooking class they arranged for our students was always a favorite, if somewhat messy, activity.) The Austrian staff and the present director, Herr

Directors for the Austria program are, from left: Ursula Lawson, Barry Thomas, Melanie Archangeli, and Noel Barstad.
Ingenieur Winding, also offer continuing occupational education opportunities for area farmers; and in recent years the Heffterhof has played an important role in providing a forum for the often heated discussions surrounding Austria's entry into the European Union.

In the same year (1979) the Ohio University director, who had been leading a similarly peripatetic housing life, finally found suitable accommodations under the kind care of Herr and Frau Hengerer, whose spacious home provided not only a pleasant apartment but also the company of the Hengerers, which sometimes included a pre-dinner sip of wine and delightful conversation as well as occasional samples of the marvelous pastries prepared by their industrious and culinarily-gifted housekeeper, Frau Resi. Since the move of the Hengerers to a retirement home in 1993 the program has been renting an apartment from Frau Renate Beck, who also happens to be the (indispensable) secretary at the Heffterhof; students call her the "Angel of Letters", since she delivers the much anticipated mail each morning.

The Heffterhof offers our students—who now include beginning, intermediate and advanced levels—modern double- and triple-rooms with balconies providing a view of the impressive Untersberg mountain that straddles the border of Germany and Austria. Participants claim that the facilities are far more comfortable and pleasant than Ohio University dorms. The language, culture, and literature classes are held right in the building (so students have no excuse for missing classes)—in fact, sleepy-heads have occasionally found themselves being awakened by the Ohio University director and urged to get down to the classroom, "aber sofort!"). Breakfast is taken at the Heffterhof, but for other meals students collect a weekly allowance at the bank and cook for themselves in the small dorm kitchen or visit the many good and inexpensive restaurants in the area to sample such Austrian specialties as "Wiener schnitzel" or "Salzburger Nockerl" (a rich dessert that adds pounds just by looking at it!). Students are especially welcome at the nearby "Restaurant Löwenstern", a definitely non-tourist establishment where the owner and cook, Frau Kaiser, serves up extra large portions for those students brave enough to venture into the linguistic fog of the local dialect.

Although the Ohio University director does most of the language and literature teaching, both the director and the students have been fortunate in benefiting from the contributions of several host-country faculty: Sigrid Stadler, our liaison since 1975 (see accompanying story and picture). Dr. Ernst Mitgutsch, director of a magnet high school in Salzburg, has taught a culture course to our advanced students since 1988. Dr. Mitgutsch also taught a year at Slippery Rock College, so we feel fortunate in having someone who knows American students and the educational system. Since 1997 the course has been taught with his colleague, Dr. Christl Oellerer, a welcome addition to the program. Larissa Mitgutsch, the dynamic wife of Ernst, meets with the students once a week on an informal basis to introduce them to "Everyday Life in Salzburg".

Among the favorite activities outside the classroom are a visit to a "Konditorei/Café", where students have a chance to practice the intricacies (some might even say the mysteries) of ordering pastry and coffee in the Austrian manner; and of course you get to eat the day's lesson! Also high on the popularity scale are the all-day bike trip; the cable-car ride up the Untersberg, and the hike down (despite the sore muscles in the morning); the visit to the salt-mines of Hallstatt, including the smiling skulls in the local cemetery "bone-house"; the tour of "Hohensalzburg", the eleventh-century fortress dominating the town from its perch on one of the three hills encircling Salzburg (the medieval torture chamber usually catches the students' attention); and, on a more pleasurable note, the visit to the Mitgutsch home for more delicious "Kaffee und Kuchen", this time in a family setting.

In the course of thirty years approximately 500 Ohio University students have participated in the program. Given that number it is not surprising that they represent a very diverse group of individuals. We are fortunate that there have been few serious illnesses or accidents, but there have been occasions when student antics prompted the director to think—only partly in jest—that it might have been wiser to call in sick before leaving Athens for Salzburg. For example, there was the student who decided that hitchhiking down to Turkey in the middle of the semester, with only a few dollars to his name, sounded like a lot more fun than attending class. This was the year the director became well-acquainted with the Salzburg Bureau of Missing Persons! Or the student who looked enough like a terrorist that he was put in a Munich jail for a long weekend until the director could find a judge to release him.

Some antics are less serious: the group that confidently set off for Nice but ended up in Venice (well, the names are similar, and they still had a good time); the student, who, fortified with Austrian beer, climbed the very tall and slick Maypole in search of a prize (even though he didn't reach the top, the locals were so impressed they awarded him one anyway); and "Bicycle Doug", who rescued abandoned bicycles from the Salzach river and other strange places, until the courtyard at the Heffterhof resembled a graveyard for broken bikes (he did, however, manage to piece together one whole if somewhat fragile "Fahrrad" from the numerous skeletal remains).

The vast majority of the many students who have participated in the program have declared it to be one of the high points of their academic and personal lives. No matter what their major and career interests, the opportu-
nity to become immersed in the language and culture of other countries and peoples has affected them in ways both obvious and less definable. For most it has meant a broadening of their spiritual and intellectual life, a chance to see their own culture from an outsider's perspective; for a lesser but still significant number the experience abroad has translated into career opportunities which would not have been available without the linguistic and cultural knowledge of other countries. To cite a few outstanding examples:

• **Paul Zito** (B.A., German/Political Science, 1983) participated in the program as an undergraduate and graduate student. Paul began his career by waiting on tables in the US. Not very international, you might say, but Paul knew what he wanted and was willing to wait (literally!) until the opportunity presented itself, which it did in the form of a position as international representative for a Hollywood film and leasing firm. Paul had the "tough" task of visiting the Cannes Film Festival each year on business, and on several occasions he returned to Salzburg to give the new program participants a pep talk about the value of their foreign language studies. Recently Paul took another step up the international career ladder when he was appointed manager of the State of Ohio's Economic Development Office in Brussels.

• **Patrick Callahan** (B.A., German/International Studies, 1993) went to Salzburg as a freshman, immersed himself in the language and culture more deeply than most, and has continued to build an academic and professional career based on that experience. At Ohio University he served as an active president of the German Honorary. After graduation he received a Fulbright scholarship to teach in a high school in the newly accessible Eastern Germany, and the following year served as an intern in the German parliament. He is now the international representative for a firm in Columbus, with many opportunities to travel and conduct business in Europe and elsewhere.

• **Kathy Oppelt Allison** (B.A., Spanish/German, 1983) was one of our star students in the eighties. She majored in German and Spanish, and played "Gretchen" to Steve Allison's "Faust" in our German production, *Scenes from Goethe's Faust*. She went to Salzburg twice, the second time serving as the tutor with the added "perk" of her future husband's participation in the program. Kathy and Steve (a chemistry major with a strong minor in German) went on to earn Ph.D.'s in Spanish (Kathy) and Chemistry (Steve) at the University of Pennsylvania. After graduation Steve accepted a research grant in Austria, where he pursues his research at the University of Vienna while Kathy teaches Spanish at a "Volkshochschule". Most importantly, since June 1997 they are the happy parents of a son, Daniel, who offers further proof that the study abroad experience can produce more lasting benefits than mere credit hours.

• **MaryKay Kuebler** (B.A., German, 1983) participated twice in the spring quarter program, including once as tutor. Upon graduation from Ohio University MaryKay accepted an appointment to teach English conversation at an Austrian high school. After returning to the States she was hired by a German importing firm that outfitted Mercedes-Benz cars for the US. market. Because of her Austrian teaching experience she later found employment with another firm teaching computer skills. These various strands of international, cultural and teaching experience have now come together in Bonn where MaryKay works for the American Embassy as a computer expert.

• **Chris Wright** (B.S., Communications, 1986) was a two-time "Salzburger". After working in German radio and TV he became a regular on-camera correspondent for the TV program "European Journal," filing reports for American consumption from all around Europe. For several years now he has been running his own video production company in Cologne, Germany. Chris and his wife Evelin (an English teacher in Cologne and a former German exchange student at Ohio University) were instrumental in establishing the first Ohio University German Alumni/ae Chapter in Germany. This is a service-oriented chapter which has already provided one of our newly-minted Salzburg alums with a teaching internship at Evelin's school—one of many examples of how the study abroad experience doesn't stop with the individual, but has a ripple effect benefiting many others. For example, in winter quarter 1998 the future Salzburg participants were able to carry on an e-mail exchange with the students of Evelin Wright's English class, resulting in a growth of linguistic and cultural proficiency on both sides. During the spring quarter the Ohio University students visited their pen pals in Cologne, stayed with the families, and cemented many friendships that will last well beyond the short ten weeks of the program.

Ohio University's thirty-year presence in this birthplace of Mozart cannot compete with the almost 2,000-year
history of Salzburg (or Juvavum, as the Romans called it),
where the old and the new, continuity and change are an
integral part of its identity. But there are some similarities:
every participant is different, of course, and yet in this
yearly change there is a continuity of experience from
group to group. Each spring the fortress looks menacingly
down upon us; the frigid alpine waters rush through town
in the Salzach River; the salt-mines of Hallstatt provide
their thrills as students don miners’ clothes and “warm”

ABSCHIEDSFESTER SALZBURG

In wenigen Tagen machen wir Schluß
Mit Mozarthugen und dem Sechser Bus.
So wiederholen wir einige Sachen,
Die wir getan—oder wollten machen.

Die Studenten haben erlebt so viel!
Was, Ihr frage?—Na, zum Beispiel:

Die einen haben den Gaisberg bestiegen,
Andere ließen ihr Gepäckstück liegen.
Maria Stuart sahen sie zwei Mal—das genüge!
Die Darstellung zu loben, wär’ wohl eine Lüge.

Jeden Tag beim erweiterten Frühstück
Gab’s auf den Berg den schönsten Blick.
In der Kochklasse trafen sie Heffterhof-Mädel.
Im Beinhaus lachten die Totenschädel.

Am Hallstätter See, wo lebten die Kelten
(Heute sieht man sie leider sehr selten)
Fuhren sie tief in die salzigen Berge.
In Mirabell findet man putzige Zwergen.

Ein wesentlich’ Teil von Salzburger Charme
Ist das Wetter, immer so sonnig und warm—
Es sei denn, es regnet oder hagelt oder schneit,
Dann fährt man viel lieber in die Ferne weit.

Die Reise nach Leipzig, jetzt Deutschland-West,
War ein echtes Geistes-und Gaumenfest
In Wittenberg und der Moritzbastei.
Nur schade, daß es so schnell vorbei.

Hinter der Festung, wo der hohe Maibaum
Aufgestellt wurde, hab’n wegen dem Schaum
Der zu vielen Biere ein paar der nicht Feigen
Versuchte, zum ersten Kranz hinaufzusteigen.

Von Frau Kaisers Schnitzel sind alle besessen,
Weshalb wir hier bei dem festlichen Essen
Versammelt sind, um gern zu geniessen
Auch die Getränke (die tüchtig fließen),
Und sagen einander Aufwiedersehen,
Bis wir uns treffen in Ohio’s Athen.

themselves sliding from one level of the mountain to
another; Frau Kaiser at the restaurant “Zum Löwenstern”
provides a local welcome and huge portions for the Ohio
University students; and, appropriately enough for such a
renowned music center, the weather, Vivaldi-like, offers
samples of all four seasons. These typical experiences
have been commemorated from time to time in verse, a sample
of which may be enjoyed below. The original poem was
written in German by Barry Thomas.

FAREWELL TO SALZBURG

In just a few days the lot of us
Bid farewell to the #6 bus
& “Mozart-balls” & just a scad
Of things we did—or wish we had.

“You did a lot?—Well give a sample!”
Ok, here’s a typical example:

Some climbed the mountain, very high.
Others left their luggage lying lonely on the station platform.
The play we saw twice(!) was poorly performed.

Each morning at the breaking of fast
The “Untersberg” view was really a blast!
In the cooking class we met Heffterhof girls,
And peeked at the bone-house with smiling skulls.

In Hallstatt with its Celts of yore
(Whom you don’t see much now any more)
We entered the deep and salty mines.
The Mirabell dwarves were another cute find.

An essential part of Salzburg’s charm
Is the weather, so sunny and so warm—
Unless there’s rain or hail or snow,
Then off to warmer climes the students go.

We took a trip to Leipzig-town
Shortly after the wall came down.
We enjoyed the student haunts and more,
Including Wittenberg and Luther’s door.

On the first of May the pole went up
And someone with an extra cup
Of beer or two, perhaps befogged,
Tried to climb this slippery log!

For Wiener Schnitzel, with “Pommes” enhanced
We’ve come to Frau Kaiser (and not by chance)
To enjoy the food and liquid libation
In tearful joyful celebration
And bid each other “Aufwiedersehen”
Till we are all safely home again.
Sigrid Stadler

Sigrid Stadler has been associated with our spring quarter in Salzburg since 1975. Along with Ursula Lawson and Barry Thomas she was instrumental in establishing the program in Salzburg in her capacity as director of the ‘Institute for Studies in Salzburg’. This institute arranges and conducts cultural tours in Austria for American groups, and sponsors international conferences, with a focus on women’s issues.

In Salzburg Sigrid serves as our local liaison, a title that does not do justice to her many essential contributions to the continuing success of the program. In addition to making travel arrangements for our day trips to points of cultural interest, she offers the students a weekly lecture on the history of Salzburg and environs, followed by a walking tour of the sites under study. For the director she is an invaluable on-site assistant. Her local knowledge and contacts make it possible to add many enriching experiences for the students, such as receptions by the mayor; visits to families; and most recently opportunities for internships. She also helps the students in myriad other ways (inexpensive tickets to concerts and the theater; contacts with Salzburg residents for social or professional purposes; travel advice; and much more). A common thread in all student program evaluations is: ‘If you need to know something about (fill in the blank), ask Frau Stadler!’

After such a long association with the program and its students Sigrid has developed a soft spot in her heart for Ohio University, especially since her first visit to Athens a few years ago when she gave a talk on “Women in Austria” and was made an honorary member of the German Honor Society, Delta Phi Alpha. But for all her contributions to the program, she claims she has received much more in return. For her the most important reward is the affection expressed by the students in response to her efforts to assure that the Salzburg experience is one of the best of their lives.

Salzburg, Austria Program Directors

Academic Year Programs

1968-69: Joint program with Bowling Green State University
1969-70: Ursula Lawson takes first Ohio University year-long program
1970-71: Bowling Green University
1971-72: Paul Krauss
1972-73: Bowling Green University
1973-74: Barry Thomas
1974-75: Bowling Green University

1975: Ursula Lawson directs first spring quarter program in Salzburg, after initial contacts between Sigrid Stadler and Barry Thomas. From 1975-78 classes are held in various Pensionen, where the students also live.
1976: Ursula Lawson
1977: Ursula Lawson
1978: Noel Barstad
1979: Barry Thomas, first year for students and classes in the Heffterhof.
1980: Ursula Lawson
1981: Noel Barstad
1982: Ursula Lawson
1983: Ursula Lawson
1984: Noel Barstad
1985: Ursula Lawson

1986: Ursula Lawson
1987: Barry Thomas
1988: Noel Barstad
1989: Noel Barstad
1990: Barry Thomas
1991: Barry Thomas
1992: No Program
1993: Noel Barstad, first year for Director residency at Frau Renate Beck’s apartment.
1994: Barry Thomas
1995: Barry Thomas
1996: Barry Thomas
1997: Melanie Archangeli
1998: Barry Thomas
1999: Barry Thomas

Spring Quarter Programs

1973: Ursula Lawson initiates spring quarter beginning program in Karlsruhe, Germany
1974: Ursula Lawson, Karlsruhe

Studying Abroad at Ohio University: 1967–1999
Going abroad for academic credit in summer term offers students the opportunity to travel after the program. In 1992 Loreen Giese, a Shakespeare professor in the Ohio University English Department, organized and directed an intensive three-week program in London from June 15 to July 6 entitled “History and Drama: The English Stage, Past and Present.” Students not only studied plays by English dramatists, they also attended performances and made visits to Stratford and Oxford. While in London, the students were housed in a 200-year-old hotel in the West End near the theater district. In addition to classes and performances, students learned a great deal about the theater during visits to museums, historical theater sites, and to five Shakespeare sites in and near Stratford. Thanks to Giese’s connections with theater directors, the students were treated to several backstage tours and conversations with people who are involved professionally with the theater.

In order to participate in the intensive program, students must have junior, senior, or graduate standing. Loreen Giese describes her four-credit course as “a unique opportunity to read dramas in their social contexts both on the page and on the stage. The course also provides an interdisciplinary arena in which to examine how the social, historical, and political contexts and practical considerations of theater produce meaning.” Classes are scheduled during the week so that students have the opportunity on the weekend to explore London on their own and travel to nearby Scotland, Wales, and France, which is only a short train ride away through the new tunnel under the English Channel.

Undergraduate student Katherine Keim, a veteran of the Salzburg program, was eager to repeat an academic experience abroad. While taking the course “Shakespeare’s Tragedies” on campus, she found that “Dr. Giese’s enthusiasm for the material brought Shakespeare to life.” When the opportunity came to study theater in London, Katherine signed on immediately. The aspect that impressed her most about the program could not be replicated on campus: “For me, the actual performances were the most important and impressive part of the course. Watching the pages of my Shakespeare text come to life was practically ethereal, and I feel as though I may have found my calling. A career which involves studying such timeless plays would be rewarding and exciting.”

Beth Wickham, another undergraduate who went on the London program, especially enjoyed the backstage visits and walking tours in areas of the British capital she probably would not have seen as an ordinary tourist. Beth recalls a special moment: “There were various types of theater from modern ‘cutting edge’ to early Renaissance. One of the most exciting moments for me on one of the tours was when I was able to walk onto the stage and look out into the empty theater and imagine what it would be like to perform in front of an audience.”

For Beth, the strong point of the program was that it met everyone’s specialized needs and interests. The intellectual exchange in small groups, whether with her peers or with theater people, stimulated her interest and encouraged her to explore on her own. “One of the most emotional times,” she remembers, “occurred when I visited Shakespeare’s grave in Stratford-upon-Avon, and I don’t think I was the only one who felt this way, judging from the expressions on the faces of others.” In addition to the theater, Beth discovered in London “one of the largest melting pots in the world,” which gave her a sense of the broad diversity of the capital. For her first trip out of the United States, the London theater program offered Beth a cultural experience she would like to expand in the future.

The success of the first program inspired Loreen Giese to direct a similar one in 1993 and then every other summer since. The 1992 program was nominated for a Creative and Innovative Award of the North American Association of Summer Sessions.

This description is based on an article that appeared in the Forum 10.1 (Fall 1993) and on program information.
France (1967–1999)  By Lois Vines

“Study abroad changed my life,” remarked Michael Hinden, an Ohio University philosophy and English major from 1959 to 1963 who was encouraged to study in Paris by Bert Renkenberger, chair of the Department of Modern Languages. After he had convinced his friend Alan Singerman, a math major, to embark on the adventure with him, the two intrepid students sailed off to France on the S.S. Rotterdam in the fall of 1961 with the address of the Sorbonne and a date to show up for classes. The year in Paris turned out to be, in Michael’s words, “the most exciting intellectual experience of my life,” and the effect has been lasting. As Associate Dean of International Studies at the University of Wisconsin–Madison he is in charge of working out exchange agreements and internationalizing the curriculum. Alan’s experience was equally transforming; leaving campus as a math major, he returned excited about the language of Molière. Now a French professor at Davidson College, he is responsible for its program in Rennes, France.

In the early 1960s few students like Michael and Alan had the courage to take off abroad on their own with only rudimentary language skills and little knowledge of the new culture. In the spring of 1966, Ohio University students were offered the opportunity to study in Tours, France as part of a joint program with directors on alternating years from Ohio University and Bowling Green State University. Among the advantages of this collaborative venture were a pre-departure orientation, group travel, and a director on site for the entire program abroad. The first and only participant from Ohio University in the program that year was Stefania Denbow, who has fond memories of the family she lived with in Tours. One of the last participants in the joint program was Stefania’s sister, Signe Denbow, who currently teaches French at Ohio University. Participating in the program from Bowling Green the same year was David Sanders, director of the Ohio University Press. “The program in Tours enriched my life and intellectual interests,” remarked Sanders. “I still enjoy reading the works of French poets and translating them into English when I have time.”

Ruth Nybakken was the first Ohio University director (1967-68) of the joint year-long program in Tours. Spring of 1968 was a time of major turmoil in France when student and worker strikes paralyzed the country and almost brought down the French government. There was no train, bus, mail, telephone, or telegraph service, and Nybakken recalls having to find a ride to Paris to pick up important messages at the U.S. Embassy. She also persuaded a truck driver headed for Belgium to post a large packet of letters from program participants to their American friends and family. Although Institut classes continued throughout the crisis, Ohio University students were on the scene during a dramatic and historic period that affected French politics, culture, and university life. When Rich Danner arrived in France as director in the late summer of 1969, the political climate had cooled, but there were still major changes taking place in universities throughout the country. Danner immediately became aware that an O.U. student who had participated in the O.U.-Bowling Green program the previous year had left a profound, positive impression on many people in Tours. Jim Fleeman was a basketball player whose enthusiasm for the game put him in contact with amateur teams in Tours and the surrounding area. Through this sport, Jim made many friends and became known in the city for his love of the sport. While driving to Caen after a basketball event, Jim and a French friend lost their lives in a car accident. As a tribute to his indomitable spirit, a sports club in Tours organized an evening of basketball in Jim’s memory.

Danner was invited to participate, which he did as a player and coach for an American student team. The following year Jim Fleeman's parents created an endowment in his name which provides funds to purchase French and history books for Alden Library at O.U.

In 1971-72 James Barnes (Ohio University professor emeritus) became the first director from outside the Department of Modern Languages to head the program in Tours. A professor of political science and fluent in French, Barnes was able to offer a course dealing with the complex political and social changes that were taking place in France in the early 1970s. Two years later, William Carter, former Ohio University French professor (presently at the University of Alabama-Birmingham) and last O.U. director of the joint year-long program in Tours, set off for France with his wife Lynn and two young daughters, who returned speaking beautiful French.

The joint arrangement with Bowling Green continued until 1975, when it was decided that more Ohio University students from all majors could benefit from a one-quarter program in the spring with the option of staying over in the
summer to work in France. Marie-Claire Wrage took the first group of Ohio University students for the spring quarter of 1975 at the Institut de Touraine in Tours, the site of the earlier programs. She went on to direct or co-direct with her husband, Bill Wrage, fifteen spring programs in France. Looking back on these experiences, Marie-Claire Wrage remembers with fondness what she calls "a two-fold miracle:"

Students discovered French culture through direct individual contacts with French families, many of them making lasting friendships. Secondly, students discovered themselves as they engaged in activities that were totally different from what they had known.

She recalls that one spring term the Wilson Bridge in Tours collapsed, leaving the city without water or electricity for a week. This catastrophe had the good effect of bringing together French families and American students as they shared stories while waiting in the water-bucket lines.

For the Wrages the program in France was a family adventure. Their sons David and Eric, both bilingual, were enrolled in French schools during the spring terms of their formative years. They participated in excursions and activities along with the college students, who became their older siblings.

The spring program in Tours has proven to be a popular study abroad experience for students from different majors and also encourages those who are fulfilling the language requirement to continue in advanced courses when they return to campus. The program in Tours offers two levels. Students who have had two quarters of the beginning sequence (French 111, 112) can complete in one quarter abroad the third beginning course (113) and the intermediate-level sequence (211, 212, 213), thus fulfilling the language requirement in the College of Arts and Sciences. When these students return to campus in the fall, they often continue in advanced-level courses and complete the major or minor in French. At the higher level, students going abroad who have had two quarters of advanced conversation and composition (341, 342) take the third course in the sequence (343) plus a course in

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France directors pictured left to right are: front row, Rich Danner, Bill Wrage, and Dominique Bardet; back row, Ruth Nybakken, Marie-Claire Wrage, and Herta Rodina.

Studying Abroad at Ohio University: 1967–1999
civilization and culture and two 400-level courses (usually one on literature and the other dealing with the French press). The courses are taught at the Institut de Touraine by Ohio University faculty and by local professors who teach at the Institut. Students live with French families, many of whom have been welcoming Ohio University students for years. On the weekends, group excursions to châteaux in the surrounding Loire valley and an overnight trip to Mont Saint-Michel continue the learning experience. Bill Wrage, who co-directed twelve spring programs in Tours, enjoyed seeing students discover France both with the group and on their own. "I saw students," he remarked, "come to grips with the language, the people, and the culture and at the same time mature tremendously psychologically and intellectually."

One of the most difficult aspects of the program for the director is dealing with the budget, which is made even more complex by fluctuating exchange rates. Bill Wrage had a major budget crisis when a thief broke into his car and stole hundreds of receipts, bank statements, check stubs, and, even worse, his wife's passport. After recovering from the initial shock and despair, he had the brilliant idea of searching through nearby garbage cans, where (after fifteen unpleasant fishing expeditions) he managed to find all the missing items, except for the passport. Completing the budget report is one of the director's responsibilities that continues long after the students have returned home.

Although the program in Tours is designed for undergraduate students, each year a graduate teaching associate is selected to accompany the group, teach one course, and assist the director with program activities. Several of the graduate students had already participated in the program as undergraduates, an experience that was very valuable to them as they helped the other students get to know the city and surrounding area. The graduate students take independent studies and do a lot of reading in preparation for the M.A. comprehensive exams they take upon their return.

In 1990 Herta Rodina and her husband David Sharpe took the program to Tours. They were particularly impressed by the dedication and generosity of the host families, many of whom went far beyond what was expected of them to make students feel truly at home. "One of the unusual aspects of study abroad," Rodina observed, "is that it gives the faculty a chance to get to know students on a more personal level and to see how three months can dramatically change the course of an individual's life." Many of the 1990 students have since returned to France or to other francophone countries.

Teaching Associate Ruth Gaertner went on to spend two years with the Peace Corps in Morocco, where she spoke French while teaching English at the university level.

When the Wrages took early retirement after directing fifteen study abroad programs, it was very difficult to replace them. Many students were disappointed when the spring 1997 program had to be canceled for lack of a director. A couple of students found programs at other institutions, but most of them waited to apply again for the O.U. program in 1998, when we were fortunate to have a new director, Dominique Bardet. Because of the backlog from the previous year and many new applicants, Bardet was faced with having to select only about half the students who applied to study in Tours. Among those selected was Melissa Marchand, a biology major interested in fulfilling her language requirement. In France Melissa caught the language bug as she became proficient in French while studying in Tours and during the summer in Saint Tropez, where she worked as an au pair in a French family. Upon returning to campus, she became a French major, signed up for the winter program in Mexico, and looked into possibilities for studying in Italy the following summer. Excited about her change in direction, Melissa remarked: "Living abroad gave me a completely new perspective and provided me with opportunities I had never imagined." Her observation best sums up one of the goals of our program in France: offer students a new perspective and unimagined opportunities, then see where the experience leads them.
Annick Andurand

An important part of the study abroad experience for students in French has always been living with a family, where they can have conversations outside the classroom, learn about many aspects of the culture, and enjoy authentic home-cooked cuisine. Finding families willing to share their lives with students has been carried out very successfully for the past eighteen years by Annick Andurand, who makes the arrangements for the students’ one-quarter stay well before they arrive in Tours. A number of families have hosted Ohio University participants for many years, and students always feel welcome on a return visit to Tours. Bill and Marie-Claire Wragge have especially appreciated the effort Madame Andurand makes each year to place students in families where they will be happy, a major aspect of a successful program. Dominique Bardet, director in 1998, remarked that "Annick Andurand's genuine enthusiasm for her various responsibilities as our program liaison is absolutely contagious. Her natural warmth and kindness inspire all those she comes in contact with in one way or another. She is the cornerstone of the Ohio University French family network in Tours."

As an undergraduate student in Tours, Karen Durbin, now a graduate teaching associate in French at Ohio University, felt very fortunate to have been placed in the home of Madame Andurand and her husband Jean-Pierre: "Like many of the host families in Tours, they were welcoming and very interested in how their 'host children' were adjusting to living and studying in France. Thanks to their kindness, generosity, and especially their humor, I felt comfortable and was eager to learn. The conversations at home reinforced what we learned in the classroom." For Karen and many other Ohio University students over the years, getting to know a French family is a unique experience providing memories that last a lifetime.

France Program Directors

Academic-year programs in Tours alternating directors with Bowling Green State University:

1966: spring semester, Bowling Green State University
1967-68: Ruth Nybakken
1968-69: Bowling Green–Micheline Ghibaudo
1969-70: Rich Danner
1970-71: Bowling Green–Michael and Lenita Locey
1971-72: James Barnes
1972-73: Bowling Green–Tony Baynard
1973-74: William Carter
1974-75: Bowling Green–Warren Wolfe

Spring quarter in Tours

1975: Marie-Claire Wragge (Philip O'Connell, TA)
1976: Bill and Marie-Claire Wragge (Anne VanderMale and Barbara Cantrell, TAs)
1977: Bill and Marie-Claire Wragge (Frank Arnett, TA)
1978: Bill and Marie-Claire (Suzanne Sommers, TA)
1979: Rich Danner (Rick Coleman, TA)
1980: Rich Danner, Mary Danner, instructor (Maria Tong, TA)

1981: Bill and Marie-Claire Wragge (Pei-Fan Chen, TA)
1982: Bill and Marie-Claire Wragge (Geoffrey Bond, TA)
1983: Program cancelled for lack of director
1984: Ruth Nybakken (Susan Williams, TA)
1985: Bill and Marie-Claire Wragge (Merilee Krick, TA)
1986: Marie-Claire Wragge (Susan Lee, TA)
1987: Marie-Claire Wragge (Scott Sink, TA)
1988: Bill and Marie-Claire Wragge (Maureen Madden, TA)
1989: Bill and Marie-Claire Wragge (Ruth Gaertner, TA)
1990: Herta Rodina (Ruth Gaertner, TA)
1991: Bill and Marie-Claire Wragge (no TA)
1992: Cancelled for financial reasons
1993: Bill and Marie-Claire Wragge (David Gatouxi, TA)
1994: Rich Danner (Sarah Bogdanovitch, TA)
1995: Bill and Marie-Claire Wragge (James Lopez, TA)
1996: Bill and Marie-Claire Wragge (Cynthia Lenhart, TA)
1997: Cancelled for lack of director
1998: Dominique Bardet (Eileen O'Malley, TA)
1999: Dominique Bardet

In the spring of 1995 the Classics Department at Ohio University pioneered a unique program that emphasizes the study of Classical Greek language and literature in Greece. While many American universities offer study abroad programs in Greece, they are often hosted by departments of history, theater, religion and art. Some programs sponsored by classics departments include the study of Modern Greek. The Ohio University program is innovative in the sense that it focuses on both Classical and Modern Greek language and civilization with an emphasis on classical literature.

Ohio University’s biennial Greek in Greece program admits students who have studied at least five quarters (three semesters) of Classical Greek, favoring in particular those who are in their third or fourth years of study. During the intensive ten-week program, students follow an academic regimen that is divided for administrative purposes into four courses: an introduction to Modern Greek; an introduction to the history, archaeology, and topology of Greece; and courses on two major ancient authors (typically Homer and Plato).

Upon arrival in Greece, students take an intensive Modern Greek course taught by native speakers at the prestigious Athens Centre. With their background in Classical Greek, students are able to learn a great deal of Modern Greek during this initial three-week period. While learning Greek as it is spoken today, students develop a more instinctive “feel” for Classical Greek, which, up to this point, they have known only as a highly sophisticated literary language. Now they are beginning to use the linguistic descendant of that language to order chicken and potatoes and to ask directions to the bank. As their knowledge of basic “street Greek” becomes ingrained by repetition and practical use, some of that feel for Greek as a natural and spontaneous language is transferred back into their reading of Classical Greek. Although the Modern Greek course lasts only three weeks, students continue to speak, hear, and read the language in everyday living throughout the program.

The Greek in Greece program is relatively Spartan in its comforts. Travel is by public transit, and lodging is, as often as possible, in simple rooming houses with some students choosing to triple-up to cut costs. Food is as modest as the students care to make it, the result being that the all-inclusive cost of the 1997 program for in-state students was about $5,300, much less than for other Greek programs offered by American institutions.

This innovative program is the result of the insistent demands of a group of Greek students who were sophomores in 1992–93. Inspired by the stories of Mindy Tyler-Kelly, a middle-aged woman who had lived in Greece for a couple of years, at whose home they often gathered to eat Greek food and study for exams, and around whom they had developed a community of students devoted to one another and to learning Greek, they informed Associate Professor Steve Hays that they wanted him to take them to Greece. After exploring the available programs and finding nothing affordable or language-oriented, Hays finally agreed to take them in 1995. Sadly, because of illness, Ms. Tyler-Kelly was unable to travel with the program that her encouragement and imagination had initiated, but twelve others, including students from Berkeley, the University of Chicago, and the University of Victoria (Canada), participated in program, which came off without a hitch.

Since the initial experience in 1995, the Classics Department has decided to divide the direction of the program among three faculty members, who offer their different areas of expertise. These professors enrich their own academic lives by participating in the biennial program in Greece while minimizing time spent away from family responsibilities.

The pioneering methodology of this program—using a basic knowledge of spoken Modern Greek to revitalize the

Directors for the program in Greece are, from left, Steve Hays, Ruth Palmer, and Bill Owens.
learning of Classical Greek—is having unexpected results. The faculty have grown much more comfortable with speaking Classical Greek, which they now use more often in speaking and listening drills in class. It remains to be seen how far this trend can or will continue, but at this point the Classics faculty are beginning to imagine something that none of them has ever witnessed even at renowned universities: undergraduate literature courses in which Classical Greek texts are discussed on a daily basis in Classical Greek.

New Intersession Program: Rome (1998)

When fall term ends at Ohio University just before Thanksgiving, students have about six weeks before winter quarter begins in early January. The long break is ideal for those who would like to pursue academic interests by taking an intensive three-week course for which they receive four credits. Recently, several courses have been given on campus during the intersession, but an even more exciting academic experience is offered abroad by the Classics Department. Tom Carpenter and his wife Lynne Lancaster, both of whom have doctoral degrees in classical archaeology from Oxford University and share a passion for the subject, have created a three-week course called "The Archaeology of Ancient Rome" to be taught on site from November 30 to December 19, 1998.

The primary purpose of the course is to provide students with an intensive introduction to the social and physical urban development of ancient Rome through a close examination of its topography, including the layout of the ancient city, the surviving monuments, excavated artifacts, and the location of fundamental resources. Although students will have daily reading assignments, a large part of the course consists of doing fieldwork and writing a site journal with the help of the instructors. Each student will work independently on a specific monument and then present the research to the rest of the group.

A central theme of the course is urban development from its modest beginnings in the eighth century B.C. to its maximum extent in the fourth century A.D. Students will learn about the changing uses of various parts of the city and about the development of different types of urban buildings and complexes.

In addition to fieldwork in the Italian capital, trips will also be taken to Ostia and Pompeii, ancient cities that are much better preserved than Rome. The main point of these visits will be to illustrate and highlight aspects of ancient life not readily observable in modern Rome. The first two weeks of the program will be based in Rome, where students will be lodged at a hotel run by a religious order that originally created the facility to host pilgrims. For the last week the group will move to Pompeii and make day trips to Herculaneum and Naples.

The program is open to students who have some knowledge of ancient Rome, preferably through college courses such as Latin 113 (third quarter of beginning sequence), 211 (first quarter of intermediate) or courses in classical archaeology taught in English. Students who can otherwise demonstrate a knowledge of the subject and have a strong interest will also be accepted. A secondary purpose of the program is to introduce students to modern Italy and a lifestyle that is different from what most of them know. Upon returning to campus, it is expected that they will be inspired to continue their study of the classics and perhaps even develop proficiency in Italian.

The Ohio University Japanese Study Abroad Program began after a visit to Japan by Keiko Koda, Gerry Krzic, and Connie Perdereau during the fall of 1992. The three visited Chubu University, Ohio University’s sister school in Kasugai, Japan, to explore the possibilities of establishing a program at Chubu, which was very open to the idea of having such a program and offered to establish Japanese as a Second Language (JSL) classes for Ohio University students. Until that time the relationship between the two institutions had been characterized by short-term visits by Ohio University instructors, two-year teaching stints by Ohio University graduates in Teaching English as a Foreign Language, and summer English as a Second Language program visits to Ohio University by a group of Chubu University students. The establishment of the study abroad program in Japan was a new chapter in the relations between the two institutions. The arrangement was mutually beneficial: Chubu was pleased with the visible presence of Ohio University students on its campus and Ohio University was very happy to have an institution that it knew would take good care of its students. At approximately the same time, Chubu began sending a large group of students to study for fifteen weeks at Ohio University. Thus, the sister relationship now became strengthened with groups of students studying on both campuses.

Special mention must be made of the contributions of Tomoyasu Tanaka, professor emeritus of physics at Ohio University. Tanaka had worked tirelessly for many years to ensure a strong OU-CU relationship and provided great encouragement and support for the study abroad program. During the initial discussions of the study abroad program, he was the Director of the Center for International Programs at Chubu.

During the first years of the program, the curriculum of the Chubu classes followed the Japanese program at Ohio University. Students took Japanese language classes and one Japanese culture class for a total of 16 hours of credit. Ohio University materials were edited to fit the time frame of the study abroad program and to reflect the fact that the students were studying in Japan and not at OU.

Students were expected to have completed at least the first-year sequence of Japanese classes at Ohio University and then, depending on their language level, sign up for either the second, third or fourth year sequence of classes at Chubu. One of the main attractions of the program was that students could gain twelve hours of academic credit (the equivalent of one academic year) in Japanese language in addition to the four hours for the Japanese culture class. Many students were able to complete their Arts and Sciences language requirement because of this format. The Japanese culture class was also unique because lectures were supplemented with hands-on experiences and field trips to places of historical and cultural importance.

While the students were divided into separate classes based on their language level, they all participated in the same Japanese culture class and off-campus excursions. The timing of the program was slightly different from the Ohio University academic calendar in order to coincide with the Japanese academic calendar. The program began in late September and ended in mid-December.

After a recruitment campaign by the Department of Linguistics, fifteen students were selected to be participants in the first program in 1993. Ohio University faculty members in the Ohio Program of Intensive English (OPIE), Gerry Krzic and Joung Hee Krzic were chosen as directors. Gerry focused on the administrative aspects of

Gerry Krzic and Joung Hee Krzic, directors for the program in Japan
the program and Joung Hee on the teaching. A typical week consisted of Japanese language classes in the morning, Japanese culture class on Monday and Wednesday afternoons, field trips on Thursdays, and weekend excursions. With such a demanding schedule, students were hard pressed to meet their social and academic responsibilities, and adjustments in the program had to be made.

Many of the aspects of the program which the students had anticipated to be the most anxiety-provoking were in retrospect the most rewarding. These included the weekend homestays, presentations in Japanese at Japanese elementary schools, and skits with Japanese conversation partners. The interaction with the Chubu students was particularly rewarding. Ohio University students were also able to meet various community members in the Nagoya/Kasugai area, publish articles in Japanese in the Chubu school newspaper, and have articles written about their stay in Japan in the local press.

Overall, the first year was exhausting but as one student said “it was the experience of a lifetime.” In fact, it should be mentioned that three of the students from this first group chose to go on the program again the next year.

In 1994, Gerry and Joung Hee Krzic once again accompanied the Ohio University program, which was renamed the Kazuo Yamada Study Abroad Program in honor of the president of Chubu University. This time the group was smaller (eleven) but the Ohio University students were joined by a group of approximately ten Australian students. Thus, a bicultural experience had turned into a tri-cultural one; fortunately the Ohio University, Australian, and Chubu students all got along quite well and made many friendships. Miki Ueda, a former Japanese instructor at Ohio University, had been hired by Chubu to help organize their fledgling JSL program. Ueda proved to be invaluable as she knew the Japanese language program at Ohio University and the study habits of American students.

There were some new aspects to the study abroad program in 1995. For the first time, the Japanese government began a scholarship program to help defray the high costs of studying in Japan. All seven of the Ohio University students who applied were granted the scholarship. Four of these students stayed six months and three stayed for nine months. This necessitated changing the curriculum slightly and creating a mechanism for the transfer of credit beyond the original three-month program. Also, with the strong yen, the administrative costs of running the program were becoming higher, so it was decided that Ohio University faculty members would not stay with the students for the entire three months of the program. Instead, Gerry Krzic stayed at Chubu for approximately two weeks to help orient the students to their new surroundings before returning to Athens.

The eleven students in the 1996 program experienced some minor changes. Harold Molineu, former Acting Dean of the College of Arts and Sciences, agreed to serve as the on-site coordinator during his stay at Chubu as a visiting professor.

The following year Gerry Krzic stayed for the first two weeks at Chubu to help with the initial orientation and adjustment. To provide some on-site support help, Shawn Morris, one of the OPIE instructors at Chubu was hired as an on-site coordinator/counselor.

The number of students going for the 1998 year was seven, with two of the students receiving nine-month scholarships. In addition to the usual program in Japan, this year Gerry Krzic took five of the students to Korea for approximately ten days to gain a Korean perspective of Japanese culture. Students stayed in Seoul for a few days and then were hosted by two Korean universities in the central and southern part of the country.

Overall Ohio University students have found studying in Japan to be a great learning experience. As the director of the program, I have found it refreshing to observe the changes in the students over the course of the program and during their careers at Ohio University. Many of them have developed insights about Japanese and American culture that they would not have been able to make had they studied Japanese only on the Ohio University campus. As one student remarked, “The whole place is like one big classroom. Just going down to the store to buy something or walking down the street is an education.”

Without a doubt, studying in Japan has not always been easy for all the students. Some of them have experienced culture shock and homesickness, but the fact that many of them have wanted to return for a second time on the program or find a job in Japan indicates that the program is having a positive impact on their lives.

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**Japanese Program Directors**

1993: Gerry and Joung Hee Krzic  
1994: Gerry and Joung Hee Krzic  
1995: Gerry Krzic (first two weeks)  
1996: Harold Molineu  
1997: Gerry Krzic (first two weeks); Shawn Morris, on-site coordinator  
1998: Gerry Krzic (pre-program: ten days in Korea)

By Karen Evans-Romaine
with David Mayberry

The Ohio University spring quarter in Moscow program began with discussions between David Mayberry and Eloise Boyle in the spring and summer of 1993. They explored with department chair Maureen Weissenrieder the possibility of a study abroad program in Moscow beginning in the spring quarter of 1995. During the summer of 1994 Eloise Boyle travelled to Moscow to discuss various options for Russian partner organizations. In the fall she and David Mayberry decided to work with Kitaigorodskaya Center for Foreign Language Instruction at Moscow State University. That fall Marina Biriukova of the Kitaigorodskaya Center visited Ohio State University, and Eloise invited her to meet with Deans Harold Molineu and Patricia Richard, Maureen Weissenrieder, College of Arts and Sciences Study Abroad Coordinator Connie Perdreaux, David Mayberry, and Eloise herself. Dean Molineu subsequently raised the possibility of running the Moscow program through the Office of Continuing Education, Conferences, and Workshops, since the College of Arts and Sciences was unable to increase its study abroad funding allotment in order to support a new program to Russia. Students would pay, in addition to O.U. tuition, a program fee to defray the costs of instruction at the Kitaigorodskaya Center, excursions, and living in Moscow.

The first program did indeed go in the spring quarter of 1995. Sixteen students were admitted, under the direction of David Mayberry. Fifteen decided to participate—six men and nine women. After arriving in Moscow on March 24, the students lived and dined in a dormitory at the Russian International University (formerly a building assigned to the All-Union Higher Party School). Students took classes in Russian language, taught by faculty at the Kitaigorodskaya Center at Moscow State University; however, the classes were taught at the International University. Dormitories and instructional buildings formerly allocated to the Communist Party are known for their relatively good facilities, and thus by Russian standards, accommodations were excellent and meals good, except, perhaps, for vegetarians, who complained of the lack of variety. The excellent Russian instructors used a methodology that places a strong emphasis on everyday conversational practice in an intensive setting. Students take on new roles, complete with new names and identities, in order to be more at ease in discussing personal and everyday lives. Classroom instruction, according to one program alumna, combines the mood and capers of a game with the intensity of constant, challenging language practice for four hours a day. In addition to these language classes, David Mayberry taught the Introduction to Nineteenth Century Literature (Russian 355) and the Cultural History of Russia from its beginnings to Peter the Great (988-1700; Russian 348). Students attended about six hours a day of classes, four days a week. Students and Mayberry took the midday meal together in the cafeteria of the International University. On Thursdays, students participated in excursions to various museums, churches, monasteries, and other sites of cultural interest in Moscow which they had studied in their Russian culture class.

For the spring quarter of 1996, David Mayberry and Marina Biriukova decided to make two major changes in the program: to hold classes on the campus of Moscow State University itself, and to house students with Russian families, rather than in a dormitory. For the 1996 program, twelve students were selected, and ten decided to go—four men and six women. The group was in Moscow from March 23 to June 3, 1996. Students stayed with Russian families in apartments which, for the most part, were in the neighborhood of Moscow State University, considered the most prestigious institute of higher learning in Russia. Study on that campus gave students more opportunities to meet Russian students in the best possible circumstances, while the homestays gave them tremendous linguistic and cultural opportunities. Classes met on the same schedule as in 1995, with the exception that excursions were held on Wednesdays.

In the fall of 1996, David Mayberry and new faculty member Karen Evans-Romaine surveyed Russian classes and realized that interest would not be strong enough to hold a Moscow program in the spring of 1997. They decided to try to take another program in the spring quarter of 1998, with Evans-Romaine as director. In the fall of 1997, she decided to recruit students outside Ohio University as
well; however, although twelve students were accepted to the spring quarter 1998 program, four of those students eventually withdrew. Three of those four were from other universities in Ohio: Ohio State and Youngstown State, both also on quarter terms. When the ninth student in the group also withdrew, Professor Evans-Romaine feared for the fate of the 1998 program. With help from the department, the College of Arts and Sciences, Washburn Travel (in covering part of the director's ticket), and Workshops (in removing the study abroad fee), Ohio University was able to keep the program viable for the eight students, many of whom had waited two years to go to Moscow on O.U.'s program.

In 1998 the Kitaigorodskaya Center faculty offered its language courses again on the campus of Moscow State University, and the eight students—two men and six women—lived with Russian families, as in 1996. Evans-Romaine taught the Introduction to Twentieth-Century Russian Literature and the Cultural History of Russia from 1700 to the present. One of the students on the 1998 program, Rebecca Workman, participated in the O.U. Moscow program for the second time; she had special seminar courses with Karen Evans-Romaine.

The O.U. spring quarter in Moscow program is unique in a number of respects: its ten-week time frame (rather than the traditional six-week or four-month undergraduate programs in Russia); its combination of intensive language courses and O.U. upper-level Russian literature and culture courses, all conducted in Russian; and the benefits students derive from the innovative and highly intensive language instruction by the Kitaigorodskaya Center faculty. Students on the O.U. Moscow program work very hard, with regular writing assignments and a great deal of reading to do in the evenings. The Kitaigorodskaya Center tries to arrange, in consultation with the O.U. program director, a variety of excursions in Moscow and to its environs—for example, to the famous monastery in Sergiev Posad and the artists' colony in Abramtsevo, in the so-called "Golden Ring" around Moscow. In 1996 Mayberry took the Ohio University group to St. Petersburg, a trip that was repeated in 1998.

Alumni of the O.U. Moscow program have many valuable things to say about the program and its impact.

Clare Warmke (O.U. Moscow '96) writes that "participation in this kind of program doesn't just affect a person's interaction with Russia, but with every topic about which they are already passionate. [...] Because I participated in the study abroad program, I had the opportunity to work with the Women's Peacepower Foundation and the National Coalition Against Domestic Violence—expanding my interest in women's issues to include not just American problems, but the problems of Russian women as well. Spending the time in Russia helps a person visualize the world as a whole place, not just through a United-States-centric point of view. [...] Perhaps the most important thing I found in my trip was a loving host family whose influence and kindness will never leave me—and through them, I saw the aspects of Russian life that became the most important to my own life."

Rebecca Workman (O.U. Moscow '96, '98; O.U. France '94) wrote before leaving for her second O.U. quarter in Moscow: "As a freshman, going abroad to France was liberating to me. I think it helped me to make better decisions, opened my mind to new culture [...] The host family experience is a must as well. I have kept in touch with both families. [...] I am going to live with my Russian host family again. There is still more to see and do; I need to 'conquer' Moscow.

"Both experiences also permitted me to grow in confidence. Had I not been to either country, I would certainly not walk with the confidence in my step that I do now. I would not be as aware of my surroundings, and I certainly would not have been able to make any of my trips elsewhere in Europe and throughout the US. Going to another country awakens the 'travel spirit' in each of us. Once that part of you is awake and alert, there is no stopping or controlling its craving for more."

Angela Piscitelli (O.U. Moscow '96) writes: "The Ohio University study abroad program in Moscow undoubtedly was one of the best experiences of my life. [...] The homestay truly affected not only my study abroad experience, but also my life, my future. My hostess did not speak English, and I was forced to reevaluate. I learned how to live with this stranger—we shared our lives over endless bowls of borscht and cups of tea.

"The Russian professors at Moscow State University were tough, but I and the rest of the group members benefitted from their expertise and the interactive technique of learning. We learned lessons of practical importance, including transportation, financial concerns, accommodations—conversational and useful language skills.

"But the most effective and by far the most interesting aspect of the program was the integration of school work with our total learning experience. Every encounter, every conversation, every new experience—was a learning experience. If something arose that I did not understand (hardly an infrequent occurrence) I simply could ask my hostess and/or my instructors.

"[...] The Ohio University program and all that I learned and experienced during the quarter inspired me to continue with my Russian studies. I since have returned to Russia, and I plan to return again soon in order to work and live for a period of perhaps a few years. Without this program and the solid foundation I acquired through it, I am not certain that I would have continued with my pursuit."

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**Russia Program Directors**

1995: David Mayberry, director (15 students)
1996: David Mayberry, director (10 students)
1998: Karen Evans-Romaine, director (8 students)
Spain and Mexico (1967–1999)  By Carolyn Lukens-Olson

For over thirty years, the Ohio University Department of Modern Languages has offered the opportunity to study abroad as one of the most attractive features for its students of Spanish. Its appeal to our students is attested to by the popularity of the programs, their growth, the successes of the returnees, and the many stories from alumni and faculty telling us that their experience abroad was, for one reason or another, the high point of their college careers.

Since our first program in 1967, we have educated a relatively large percentage of our students in Mexico, Spain or elsewhere. The total number of participants has grown remarkably during these three decades, from half-a-dozen students in the first study abroad program in Spain to more than fifty in the latest program in Mexico. More than 100 students will participate in our Spanish study abroad programs in Mexico and Spain during the 1998-99 academic year.

The numbers are growing for several reasons, some of which are independent of Ohio University. The study of Spanish abroad is a national trend, and Spanish is now the most widely-studied foreign language in the United States. Demographic studies show the Hispanic population as having the highest growth rate in the United States. One result is that government programs are finding the need to offer Spanish-language services. In addition, the economies of Spain and Latin America are growing rapidly. American businesses and organizations are increasingly more interested in hiring Spanish-speaking employees. Study abroad is recognized to be the surest means of preparing students to be not only good employees, but also good citizens, as the United States becomes increasingly conscious of the need for cross-cultural awareness and mutual comprehension among its diverse peoples.

The other reasons that the programs are growing in popularity have to do with Ohio University’s growing commitment to second-language study in general, both on campus and abroad. All students in the College of Arts and Sciences, for example, have a foreign language requirement, which many comparable programs at other universities have dropped. Encouragement to study Spanish abroad is on the rise in colleges other than Arts and Sciences as well, evidenced by the second-language proficiency and study abroad requirements recently instituted by the International Studies undergraduate major program and the newly founded Global Learning Community program, a joint venture of the College of Business and the College of Communication. Finally, it is worth mentioning that Mexico and Spain, where the Language Department’s current programs are located, are the two most popular destinations for American university students traveling abroad to study Spanish. This past year, of all continental Europe, Spain was the country where the largest number of American citizens studied.

But such an institutional commitment means nothing without the individuals who see the programs through. Much of the tremendous success of our study abroad programs is attributable to the gargantuan efforts of the program directors, faculty instructors, and teaching associates.

Ohio University sent its first few groups of students to Madrid, Spain in the late 1960s and early 1970s in a program designed and directed in collaboration with Bowling Green State University. Ohio University faculty directors were Lawrence LaJohn and Douglas Hinkle. Then as now, participants studied Spanish language, literature, and culture, while living with families and taking courses with Ohio University and host country faculty. After the Bowling Green collaboration was terminated by mutual agreement, Abelardo Moncayo created and directed a program for Ohio University in Madrid in 1972-73. This was a nine-month program sponsored in part by the Instituto de Cultura Hispánica. Moncayo describes the success of the program:

The students came back with an excellent command of Spanish, and quite a knowledge of history, art, and literature. It was delightful to hear them sound like madrileños, using the current youthful slang as well as the most cultivated forms. They went through the usual experiences: falling in love and falling out of love; liking the room and board arrangements and hating them; feeling homesick for Kentucky Fried Chicken, hamburgers and hot dogs and enjoying their tapas, their wine and their
The experience of becoming, for nine months, part of a different culture, was somewhat difficult for them, I suppose, but also extremely beneficial, for they came back to the States more mature, less prone to depression (an important gain in the early 70s), and more sophisticated in their tastes. I taught them some things—I learned a lot from them.

Moncayo later directed a summer study abroad program in Jalapa, Mexico in 1979 and in 1989 and 1990 created and directed a summer program in Quito, Ecuador, his native country.

Grafton Coniffe (1975) and Thomas Franz (1975-76) subsequently directed the Madrid program, which the department decided to change to a spring quarter program which was named Cibeles, after the famous fountain in downtown Madrid. Tom Franz has fond memories of the experience and is still in touch with several participants.

Wally Cameron, now retired, created and directed many study abroad programs in Mexico. He started taking groups to Mexico in the 1960s, initiating a program in Jalapa because of its good location and rich pre-Colombian history. Classes were held at the Universidad Veracruzana and taught by Cameron and host faculty. Cameron called this program "Portales", or "tiny doors", "portioles", in the sense of creating a small window to the world. In 1980 Cameron expanded the Mexico program to include a site in Mérida, the capital of the Yucatán peninsula. The Jalapa program was designed for elementary and intermediate levels, and the Mérida program for intermediate and advanced. Although the Jalapa program ended in 1982, the Mérida program, which Cameron named "Mayab", the indigenous name for the area, continues to be the department’s largest and most widely solicited program to this day. It is currently directed by David Burton. Betsy Partyka assisted with the Mayab program in 1991, and Daniel Torres has taught for it since 1992.

Other Ohio University Spanish professors directed these programs in Mexico. Maureen Weissnrieder, currently Associate Dean of the College of Arts and Sciences, directed five quarter-long programs in Jalapa. Weissnrieder writes:

Directing the Ohio University study abroad program in Mexico was the most significant pedagogical contribution I have offered to students in my 25-year career here at Ohio University. Serving as study abroad director was a tremendous personal sacrifice at the time. I started as director of the Jalapa program in my second year at Ohio University and directed the program every other year thereafter for a total of five different programs. On a sixth occasion, Wally Cameron and I cooperated so that students could go to Mérida.

Much later, when I was older and wiser, I found out that an untenured faculty member should have been publishing, not directing study abroad programs but I have no regrets for my ignorance, for I was given the privilege of observing the remarkable impact that study abroad has on its participants. I have been a faithful supporter of study abroad ever since. Clearly, students who participated in the programs experienced notable improvement in their language skills, but more importantly, they matured as individuals. I was taking very young students abroad, many in their freshman year. It took much coaxing while on campus to get some of them to participate in the program and even more encouragement to keep them in the program once they arrived on site. I had one student who returned home after two days in Mexico City. He had never been to a big city, much less a foreign one. Several others shared this particular student's trepidations, but with support the majority of the students worked through the inevitable culture shock.
and, with a bit of direction, students came through the experience changed for life.

Another Ohio University professor who directed several programs in Mexico was the late Manuel Antonio Serna-Maytorena, known as Tony Serna to his students and colleagues. A native of Mexico, Serna enjoyed introducing students to his homeland, its language, and its culture. The Modern Languages Department now awards an annual scholarship in his name. Also a native of Mexico, Alfonso González (now teaching at California State University in Los Angeles) directed summer programs in Jalapa in 1973 and 1974.

We were very fortunate to have David Burton take on the directorship of the Mérida program in 1990. He continues to direct the program every year and has recently made several expansions. In Mérida, students attend classes at the Centro de Idiomas del Sureste. The most significant recent change in the Mayab program is the fuller curriculum: the program in Mérida now offers a wide range of courses, from elementary to advanced level. Besides these curricular changes, Burton offers internships in Mexico for very advanced students, an extremely popular and much-requested option. Excursions on the Mérida program take students to various important archaeological sites around the Yucatán peninsula, including Chichén Itzá, Uxmal and Río Largartos. The tremendous success, reputation, and popularity of the program are attested to by the fact that the number of participants has nearly doubled since Burton began directing the program; over fifty students—selected from 100 applicants—participated in the 1998 program.

David Burton reflects on his experience:

For nine years, the program in Mérida has been the highlight of my year. Study abroad in Mérida means returning to a place where I feel energetic, where the people are warm and open, in a word, where I am at home. It has meant personal growth for me and I see that growth reflected in the students who study in Mérida. Language skills are the first thing that we consider, but it is much more than that. The majority of the participants encoun-

ter and fall in love with a culture that is so different from their own. They become world citizens and open their eyes to so many distinct ways of thinking. If I were to name the most significant contribution that I have made, I guess it would have to be the development of the internship program, which was suggested to me by Maureen Weissenrieder. Through contacts we have placed students studying business in a large hardware store; a young woman learning health care was placed in a hospital where she learned admitting and billing procedures; several who want to be teachers have observed and then taught in a bilingual school; a young man studying communications got to co-host a live radio show; an engineering student learned about the galvanizing process firsthand; and an anthropology student received invaluable practice working with Mayan children in a remote village. Students studying political science, Latin American studies, and public relations have worked with the city government to see theory in practice.

When you ask me what study abroad means, it is all these things. No one year or person stands out; it is a collage of impressions. Only one tragedy has happened, and that will live with me for a long time. I only hope that other students will learn from it. It has been an exciting nine years of different experiences, and I look forward to many more.

As the department saw Burton's numbers growing bigger than the program, the decision was made to find another site abroad for the students. In 1995, Betsy Partyka initiated a cooperative arrangement with Albion College and Horizons to offer our students the opportunity to study in Segovia, Spain. Partyka had studied there
herself as an undergraduate and has maintained connections with its directors. The first Ohio University students went to Segovia during the summer quarter of 1995. In the following years, the program was offered winter, spring, and summer quarters. In 1998 a total of thirty students participated in this program during one of the three quarters, a big increase since its first year, which was attended only by Erica McClellan, who studied Spanish civilization, history, literature, art, and economics. As a graduate student at O.U., she received the College of Arts and Sciences Outstanding Teaching Assistant Award. Erica is now the student coordinator for the O.U. program in Spain.

Because of the burgeoning number of Ohio University students requesting Spanish study abroad, the department decided to organize its own academic-year program in Spain. In the fall of 1998, Carolyn Lukens-Olson, who participated in three Ohio University study abroad programs herself as an undergraduate Spanish major, took the first group to Pamplona, where students are studying at the Universidad Pública de Navarra (UPNA). Lukens-Olson is directing the Pamplona academic-year program and teaches advanced literature and culture courses. Other faculty members include Randy Olson, who is teaching philosophy courses, and UPNA professors, who are teaching the rest of the courses. The Pamplona program is built around a liberal arts curriculum and will feature extensive community involvement.

The success of our study abroad programs lies in the many positive effects they have had on the participants. For some, study abroad has been a determining factor in their careers. Yvonne Maffei (Segovia, Mérida) feels that her study abroad experiences not only made it possible for her to become fluent in Spanish, but were also instrumental in giving a focus to career goals. Yvonne is currently pursuing a master's degree in international development at Ohio University. Graduates Chrysty Rusch (Mérida) and Betsy Sandlin (Mérida), who have begun doctoral programs at the Universities of Michigan and North Carolina at Chapel Hill respectively, recognize study abroad as key in being accepted to the graduate programs of their choices. Many Ohio University graduates who went on to become Spanish teachers in the public schools name study abroad as the single most relevant experience of their college years.

Kelly Davis, a 1982 graduate with a degree in Spanish, acquired his language proficiency skills in Mexico's study abroad programs. His freshman year he studied in Jalapa, and sophomore and senior years in Mérida. As a business professional, Davis has lived in Mexico City for six years and has traveled and worked extensively in Latin America, dealing mainly with human resources. Davis is currently Director of Human Resources for MCI Systems House in Texas, where he lives with his family. Reflecting on his experience abroad, he wrote:

I wanted to let you know the impact Ohio University's study abroad programs have had on my career. At the time I graduated from Ohio University in '82, the employment market for college graduates was dismal. Ohio had nearly 20 percent unemployment. I left Athens for Dallas with a resume in one hand and a Mastercard in the other. I was fortunate to get my first job out of college with a technology company that valued training its recent college hires. I realized early on that most companies can teach new employees their business, but cannot teach them a foreign language! After several years with the company, its business plan focused on international expansion. By this time, I had learned the company and was fairly well positioned to take advantage of international business opportunities. The language skills I acquired and familiarity with the culture were obvious considerations for an expatriate assignment. That was my beginning in international

Tony Serna
business. Sixteen years later, I look
back and realize most of my career
has been in some international
business capacity related to Latin
America. I credit Ohio University
and its study abroad programs for
helping lay a solid foundation. My
small investment in the programs
have yielded a lifetime of memories,
friends and a financially rewarding
and ever exciting career.

In business, teaching, and many other
professions our study abroad programs in
Spanish prepare students to take on the
challenge of living and working in multi-
cultural communities.

From left are David Burton, Betsy Partyka, Maureen Weissenrieder,
Carolyn Lukens-Olson (standing), Daniel Torres, and Abelardo Moncayo.

José Salazar

José Salazar has played a key role in the success
of the Ohio University program in Mérida,
Mexico. Twenty years ago he started out with the
program as a conversation teacher who developed
strong bonds with his Ohio University students. He can
remember names of students and amusing anecdotes
that happened years ago. In 1991 José became housing

José Salazar, family coordinator in Mérida, Mexico

 coordinator for the program, a job that involves know-
ing each of the Mexican families personally so that he
can make a successful match with the new participants
arriving from Ohio University in January. He stays in
close touch with the families throughout the year to
make sure they will be available to welcome students
during the winter quarter.

Professionally, José Salazar is a lawyer for a bank
and part-time law professor at the University of Yucatán,
but his true passion is sharing his love and knowledge of
Mérida with Ohio University students. Very proud of his
native city and region, he wants participants in the
program to enjoy their ten weeks and get as much out of
the experience as possible. Living with families and
sharing their lives provides the most direct link
with the local culture. Program director David Burton
admires José’s extraordinary ability to coordinate the
host family network:

José is essential to the smooth running of the
family experience in Mérida. The families
often contact him to find out when the
students from Ohio University will arrive.
We have many loyal families in the program
who offer students unique experiences they
remember after the classwork fades in their
minds. José is always happy to help with
countless questions that inevitably arise
when we live in a different culture. I
especially appreciate his teaching me how to
drive around the traffic circles in Mérida and
come out on the other side with the car
intact.

José Salazar’s contribution to the Ohio University
program in Mexico as family coordinator is at the core
of each student’s experience in learning the language
and culture.
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An Overview of Study Abroad and Exchange Programs at Ohio University

By Connie Perdreau, Director, Office of Education Abroad

The programs just described are housed in specific departments in the College of Arts and Sciences (Modern Languages, Linguistics, Classics, and English) and involve a selection process with specific course prerequisites.

Before going abroad on these programs, students participate in an orientation on campus; while on site they are in close touch with the program directors. In addition to these programs, there are many other international opportunities available that are managed in other departments and through the Office of Education Abroad at Ohio University. New programs are being created each year that offer interdisciplinary studies in other countries.

As we approach the new millennium of our global village, Ohio University undergraduate and graduate students are finding a multitude of opportunities to incorporate an education abroad experience into their chosen course of study. With thirty-eight different programs in twenty-eight foreign countries, Ohio University-sponsored study abroad and exchange programs are available during each quarter of the academic year and summer.

Ohio University has thirteen official institutional exchange programs and twenty-five study abroad programs. In the exchange program, there is a student for student "swap" of tuition, and sometimes room and board. Students switch places by directly enrolling in the partner institution's program.

In the study abroad program, on the other hand, a group of students from Ohio University goes to a foreign institution, without student reciprocity from the host school. Most often, study abroad programs are specially constructed to fit the curricular needs of the students and involve the direct granting of Ohio University credit to the student's degree program.

In contrast, exchange students receive transfer credit toward their degrees. Study abroad programs can involve anywhere from ten to fifty students, whereas each exchange program typically is much smaller, with one to five students per exchange. Moreover, the exchange program is established according to a formal, written agreement between two institutions and usually involves more than the student exchange, for example, joint research projects, faculty exchange, and programmatic cooperation.

Erin Sullivan decided she would like to have a study abroad experience that would be out of the ordinary. She was accepted for the exchange program at Odense University in Denmark, where she learned Danish and enjoyed living with students from other countries. Erin encourages others to strike out on their own:

"Studying abroad was the best experience of my life. In my program there were few Americans and I liked that. I met other international students from all over the world—France, Germany, Italy, Spain, Russia, Sweden, Norway, Canada, Belgium, England—and learned that people, no matter where they are from, are just people. Traveling and meeting new people breaks down stereotypes pushed on us by society. Living in Denmark for four months not only taught me about the country—but about myself as well. Studying abroad is like listening to your voice for the first time on a tape recorder. At first you say, 'No, that can't be me. Do I really sound like that?' I heard my voice, my American personality, for the first time in Denmark. I realized how loud I spoke at times and that not everyone in the world wears denim overalls and flannel shirts. I adapted to the Danish culture and I loved it there. I had a very hard time coming back to America. I couldn't adjust back to the person I was when I left. I think about Denmark all of the time—it was brilliant. I recommend it to anyone who is interested in study abroad. Don't worry about money. Don't worry about missing time with your friends here. Don't worry about anything. You can always take out a loan, get a scholarship and spend time with friends when you return. But once you pass up the chance to study abroad, you can never get that back. This is a once-in-a-lifetime experience. Push your boundaries and go for it. You'll never regret it."

Ohio University has active exchange programs with the following institutions:

- The University of Newcastle, Australia
- The University of Southern Cross, Australia
- The University of Limburg, Belgium
- Odense University, Denmark
- University of Helsinki, Finland
- Universities of Clermont-Ferrand and Rennes, France
- University of Leipzig, Germany
- Johannes Gutenberg University—Mainz, Germany
- University of Amsterdam, the Netherlands
- Hogeschool, Van Utrecht, the Netherlands
- Norwegian University of Science and Technology, Trondheim
- University of Edinburgh, Scotland
- University of Wales, Swansea, United Kingdom

The following two pages give a brief overview of the many educational experiences abroad that are sponsored by Ohio University. Detailed information can be obtained by contacting the department indicated with each program.
Locations of Ohio University Education Abroad Programs
www.cas.ohiou.edu/programs/educationabroad/

For more information about study, work, and volunteer abroad programs, contact the Office of Education Abroad, 107 Gordy Hall, (740)593-4583.

AFRICA

* Kenya
  Kisumu
  Rural health and tropical disease field experience. Contact: College of Osteopathic Medicine, 593-2465. Winter Break

* Swaziland
  Ngwane
  Service-Learning for all majors. Contact: Office of Education Abroad, 593-4583. Summer Session 1

ASIA and the PACIFIC

* Australia
  Univ. of Newcastle
  Student exchange, all majors. Contact: Office of Education Abroad, 593-4583. Feb.-July and/or July-Nov.

* Indonesia
  Bali
  Applied Arts. Contact: School of Art, 593-4284. Summer Session 2

* Japan
  Chubu Univ., Aichi
  Japanese language and culture. Contact: Linguistics Department, 593-4564. Fall Quarter

* Hong Kong
  Global Competitiveness Program
  Study abroad. Contact: Center for International Business Education and Development, College of Business, 593-2021. Summer Session 1

CARIBBEAN

* Bahamas
  Tropical ecology. Contact: Geological Sciences, 593-1844. Winter Intersession or Summer session

* Dominica
  Media workshop. Contact: College of Communication, 593-4871. Winter Intersession

EUROPE

* Austria
  Salzburg
  German language and culture. Contact: Modern Languages, 593-2765. Spring Quarter

* Belgium
  Univ. of Limburg, Diepenbeek
  Student exchange. Contact: Center for International Business Education and Development, College of Business, 593-2021. Quarter or Academic Year

* Denmark
  Odense University
  Student exchange, all majors. Contact: Office of Education Abroad, 593-4583. Fall Semester

* England
  London
  Master of Fine Arts; Directing students only. Residency at the Young Vic Theatre. Contact: School of Theater, 593-4851. Quarter

* England
  London
  English literature and history. Contact: English Department, 593-2796. Summer Session 1

* England
  London
  Art history and studio arts. Contact: School of Art, 593-4283. Alternate Summer Session 1

* Finland
  Helsinki or Vaasa
  Student exchange. Contact: Center for International Business, Education and Development, College of Business, 593-2021. Quarter or Academic Year

* France
  Clermont-Ferrand or Rennes
  Student exchange. Contact: Center for International Business, Education and Development, College of Business, 593-2021. Quarter or Academic Year

* France/England
  Paris & London
  Fashion/retail merchandising; Interior design. Contact: School of Human and Consumer Sciences, 593-2885. Alternate Summer Session 1

* France
  Tours
  French language and culture. Contact: Department of Modern Languages, 593-2765. Spring Quarter

* Germany
  Univ. of Leipzig
  Student exchange, College of Communication. Contact: Office of Education Abroad, 593-4583. Quarter or Academic Year

* Germany
  Kiel University
  Contact: Center for International Business Education and Development, College of Business, 593-2021. Quarter or Academic Year

* Germany
  Johannes-Gutenberg Univ., Mainz
  Student exchange, all majors. Contact: Office of Education Abroad, 593-4583. Academic Year
• Germany
  Wilhelmshaven
  Geography and German field studies. Contact: Department of Geography, 593-1148
  Summer Session 2

• Greece
  Athens
  Greek language and culture. Contact: Classics Department, 593-2742.
  Spring Quarter

• Hungary
  Pecs/Global Competitiveness Program
  International management and consultancy project. Contact: Center for International Business Education and Development, College of Business, 593-2021.
  Summer Session 1

• Italy
  Florence/Rome
  Art History. Contact: College of Fine Arts, 593-4282.
  Alternate Summer Session 1

• Italy
  Rome
  Roman archaeology. Contact: Classics Department, 593-2741.
  Winter Intersession

• Netherlands
  Amsterdam
  Student exchange. Contact: Center for International Business Education and Development, College of Business, 593-2021.
  Quarter or Academic Year

• Netherlands
  Utrecht and Aarhus, Denmark
  Journalism student exchange. Contact: Office of Education Abroad, 593-4583 or the School of Journalism, 593-2590.
  Academic Year

• Netherlands
  Utrecht
  Communications student exchange. Contact: Office of Education Abroad, 593-4583 or Comm. Systems Mgmt, 593-4907.
  Fall Quarter

• Norway
  Norwegian Univ. of Science & Technology (formerly Trondheim)
  Academic Yr
  Graduate student exchange and fellowship. Contact: Office of Education Abroad, 593-4583.

• Russia
  Moscow
  Advanced Russian language and culture. Contact: Modern Languages, 593-2765.
  Spring Quarter

• Scotland
  Edinburgh
  Honors Tutorial student exchange. Contact: Honors Tutorial College, 593-2723.
  Academic Year

• Scotland
  Edinburgh
  Photographic Field School. Contact: School of Visual Communications, 593-4895.
  Summer Session 2

• Scotland
  Edinburgh
  Geriatric tutorial. Contact: College of Osteopathic Medicine, 593-2266.
  Summer Rotation

• Spain
  Oviedo/Global Competitiveness Program
  International management and consultancy project. Contact: Center for International Business Education and Development, College of Business, 593-2021.
  Summer Session 1

• Spain
  Public Univ. of Navarre, Pamplona
  Advanced Spanish language, literature, and culture. Contact: Department of Modern Languages, 593-2765.
  Quarter or Academic Year

• Wales
  Swansea
  Study abroad and exchange opportunities. Contact: Office of Education Abroad, 593-4583.
  Fall quarter or Academic Year

  LATIN AMERICA

• Ecuador
  Quito
  Tropical diseases and public health. Contact: Biological Sciences, 593-2372.
  Winter Intersession

• Mexico
  Merida
  Spanish language and culture. Contact: Modern Languages, 593-2765.
  Winter Quarter

PROGRAMS WITH VARIED DESTINATIONS

Consortium for Overseas Student Teaching (C.O.S.T.)
Student teaching in local schools of: Australia, New Zealand, Ecuador, Great Britain, Greece, Mexico, Switzerland.
Contact: College of Education, 593-4420.

Foreign Correspondence Internship Program
Work for the foreign bureau of a major news organization. Assignments worldwide.
Contact: Institute for International Journalism, 593-2611.

Consorral Programs
Ohio University students may also participate in a number of study abroad programs sponsored by other universities in Ohio and throughout the United States. In addition, Ohio University belongs to the Council on International Educational Exchange (CIEE), which sponsors education abroad programs in Argentina, Brazil, Chile, Costa Rica, China, the Czech Republic, Ghana, Indonesia, Poland, Thailand, Tunisia, Vietnam, as well as other locations. The Peace Corps offers two-year assignments in business, education, ecology, health, construction, agriculture, and animal husbandry in over 90 countries.
The new Gordy Hall, home of the Department of Modern Languages, the Department of Linguistics, the Ohio Program of Intensive English, and the Office of Education Abroad.