



**International IU PUI**

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## Celebrating

2006 THE YEAR OF

**STUDY**  **ABROAD**

### *International IUPUI*

Volume 1 Issue 2

Fall 2006

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## The Study Abroad Office Mission

The mission of the IUPUI Study Abroad Office is to enhance all students' cross-cultural understanding by providing meaningful overseas experiences. As societies become increasingly interconnected and the world's need for responsible global citizens grows, it is essential for students across all disciplines, education levels, and personal backgrounds to experience the world beyond the walls of our university and the boundaries of their home country. We strive to meet the individual goals and interests of students by offering a range of study abroad programs that vary by length, language, location, discipline, and pedagogy. Particular emphasis is placed on international service learning as a means for students to establish a deep connection with and understanding of their host community.

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# From the Associate Dean

Study abroad expands minds and transforms lives. It is a pedagogy whose power resides in deep personal engagement with other peoples and places. Students returning from overseas programs often pursue their subsequent education with greater maturity, focus, and success than before. Of equal importance, they come home with a broadened sense of social responsibility, and with fresh understandings and skills directly related to the diverse communities and global interactions that increasingly frame their lives and professions.

Despite these clear and present benefits, study abroad has long been seen as a peripheral activity for most U.S. colleges and universities. Even now, less than 10% of American undergraduates ever study overseas. Joan Gore's book on the reasons for this historic marginalization of study abroad makes for fascinating—but depressing—reading.

The under-use of such a powerful pedagogy must no longer continue. From the perspective of international relations alone, the U.S. is in desperate need of individuals who speak other languages and understand other countries. But this is not all. Business now runs on global networks and negotiations. Scientific and technological breakthroughs are frequently the result of international collaborations. Massive waves of immigration are changing the composition of local populations and bringing international encounters into our daily lives. And we are gaining an ever greater sense of our mutual needs and interconnectedness even with those who live on the other side of the globe. In the 21<sup>st</sup> century, the local and the global are fully intertwined.

It is for such reasons that the U.S. Senate declared 2006 the Year of Study Abroad, and the Abraham Lincoln Commission was created to explore the goal of sending one million American students abroad each year (see the first article in this issue for more details). In full agreement with such initiatives, IUPUI Chancellor Charles Bantz designated fall 2006 as the IUPUI Semester of Study Abroad.

With such thoughts in mind, we dedicate this issue of *International IUPUI* to study abroad. We wish to celebrate what IUPUI is doing while also encouraging us to do even more. Later in this issue you will find statistics that document the truly remarkable growth of study abroad at

*...the destinations involved constitute a much wider range than is typical for U.S. universities. (Did you know that 3% of the American students who studied in Kenya in 2004–2005 were from IUPUI?)*

IUPUI, especially since the appointment of our first full-time Director, Stephanie Leslie. There is much to make us proud. In the last five years IUPUI doubled its number of study abroad programs as well as the number of students who take advantage of them. These students are spread across all IUPUI schools and include as many graduate students as undergraduates. And the destinations involved constitute a much wider range than is typical for U.S. universities. (Did you know that 3% of the American students who studied in Kenya in 2004–2005 were from IUPUI?)

It is not time to rest, however. Let us use this momentum to do even more. The articles in this issue suggest some ways by which we can increase the numbers and deepen the impact of study abroad at IUPUI. Since most IUPUI students study abroad on programs of eight weeks or less, let us find ways to make the most of such intensive, short-term experiences. International service learning is emerging as one of the most effective methods for meaningful student engagement with host communities, even in programs of short duration. The article on Hilary Kahn's service-learning course in Jamaica illuminates why this is so.

Programs that are matched to curricular requirements or the development of professional skills are also especially relevant to IUPUI's professional and pre-professional student population, as reflected in the chart showing the large number of medical students who do a rotation overseas. The dual degree program in German and Engineering is another program that has already drawn national attention to IUPUI.

On another front, there is much to be gained through regular student exchanges with partner universities abroad. Jon Eller's article reveals how IUPUI's relationship with the University of Derby, for example, has created a sustained, cumulative platform for learning and program development over time. Finally, there are myriad reasons to involve students in overseas research and applied projects, as Jan Cowan found when he took students to work on tsunami and earthquake relief in Indonesia.

These are just a few ideas that can lead us forward. There are many others, and the Study Abroad Office stands ready to support, encourage, and work with anyone who is interested. Please get in touch.



*This is me studying as a graduate student in Greece, 1975*

Let me end with some personal thoughts. Study abroad revolves around student learning. But it is transformative in many other ways as well. It changes the climate of an institution. It directs our attention outward as well as inward. It establishes life-long relationships and networks. And it is also a powerful mode of faculty and staff development. I have done research on contemporary Greece for over 30 years and have developed some small measure of expertise on the country. I also periodically teach a study abroad course on Paros. I did so once again this last summer. And when I experienced Greece through the fresh eyes of these students, and followed their conversations and interactions with the residents of Paros, I found myself rethinking what I knew about Greece once again. Like the students, I came back a different person. And this, to me, is the heart of what international education is about.

*Susan Buck Sutton*





...when I experienced Greece through the fresh eyes of these students, and followed their conversations and interactions with the residents of Paros, I found myself rethinking what I knew about Greece once again. Like the students, I came back a different person.

-Susan Sutton

# The Nation and IUPUI Focus on Study Abroad

By Stephanie Leslie  
Director, IUPUI Office of Study Abroad

Focus on international education in general and study abroad in particular has been growing in recent years. At the national level, the Departments of State and Education established International Education Week in 2000 to support international education exchange and to emphasize the need for international understanding. The [Abraham Lincoln Commission](#) was established in 2004 to increase the participation of U.S. college students in overseas programs. The goal of the commission is to have one million U.S. students studying abroad each year. To reach this goal the commission has recommended the development of a U.S. government-funded fellowship program. The Abraham Lincoln Study Abroad Act of 2006 which would create the fellowships was introduced to the U.S. Senate earlier this year.

In another national initiative, the U.S. Senate declared 2006 the Year of Study Abroad in [Senate Resolution 308](#) to encourage schools, colleges, and U.S. citizens to support education abroad programs. The resolution seeks to raise awareness of the importance of these opportunities and the benefits that occur when Americans travel to other parts of the world and interact with the local people and environment.

Through these initiatives and other long-standing programs such as Fulbright, our government demonstrates their understanding of the importance of international education as a means of improving understanding about the world and developing cross-cultural skills. As the world becomes increasingly interconnected it is essential that more Americans have these skills and are comfortable interacting with people from around the world.

On our own campus, Chancellor Bantz designated Fall 2006 the Semester of Study Abroad. This declaration kicked off a series of events at IUPUI to draw attention to education abroad programs and their benefits. Planners of the events recognized that an essential way to highlight the impact of study abroad is through the voices of the students who have participated. Returned students—and those currently abroad—were included in all of the

semester's activities. Events included numerous presentations, articles, and plasma screen displays as well as a few more unusual activities to highlight study abroad.

The first event was the Fall Study Abroad Fair that was attended by over 225 students. They met faculty directors who will be leading programs abroad and talked with returned students who could share what it is really like to go abroad.

Following the fair, a panel of students who had studied in Mexico, Jamaica, and Poland shared their impressions of their experiences abroad and what those experiences mean to them. One student commented that he was able to connect to the local community through drumming and music. He reminisced about the many hours he spent talking with his Jamaican neighbors while drumming and how much he was able to learn about the cultures of the Jamaica through this experience.

During International Education Week students were encouraged to consider questions about the world and why it is important for Americans to travel abroad in the Democracy Plaza chalkboard forum on campus. One response to the question "Why is living abroad important to a college degree?" was "There is a world outside of America and it is more and more important to know about it first hand." Another question asked students to consider their own behavior and its sources. "Why do individual Americans consume more resources than people in most other countries?" Responses included, "Most Americans are not exposed to poverty and want. They are exposed to a culture which encourages collection of material goods." and, "We are being taught to want and consume by corporations." Hopefully the campus community will continue to explore these questions long after the Democracy Plaza boards are changed.

Through videoconferencing, the campus community was also given the chance to talk with an IUPUI student who was at that moment studying abroad in Costa Rica. The student, Anna Curry, was in the middle of her third

study abroad experience. Previously, she has spent a summer in Spain and a semester in the Dominican Republic learning Spanish. Anna is a senior Spanish Education major who will be graduating in December 2006. This fall she traveled to Costa Rica as part of her student teaching requirement. Participants in the videoconference were able not only to talk with Anna but also two of her students and her mentor teacher. The conversation covered not only why Anna has chosen to make study abroad such an integral part of her undergraduate career but also the Costa Rican educational system and political environment.



*Anna Curry connects with IUPUI from Costa Rica to share her study abroad experiences, November 2006*

The Semester of Study Abroad at IUPUI is nearly over. As students, faculty, and staff enter the hectic end of the semester, the Office of International Affairs and IUPUI is committed to continue working to improve international education on our campus. International education and the cultural competence it fosters are needed now more than ever. Our campus is dealing with difficult local diversity issues which cannot be overshadowed by international education. It can, however, play a role in improving our understanding of those around us and creating an appreciation for the diversity of the human spirit.



Proclamation: SEMESTER OF STUDY ABROAD (Fall 2006)

Office of the Chancellor  
Indiana University – Purdue University Indianapolis (IUPUI)

WHEREAS, ensuring that the citizens of the United States are globally literate is a key responsibility of the educational system of the United States;

WHEREAS, educating students internationally is an important way to share the values of the United States, to create goodwill for the United States around the world, to work toward a peaceful global society, and to increase international trade;

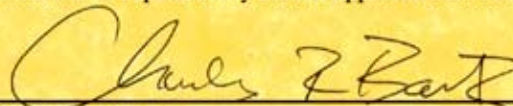
WHEREAS, it is now more important than ever for the United States to be a responsible, constructive leader of the international community led by an informed citizenry with first-hand knowledge and awareness of the world;

WHEREAS, study abroad programs help people from the United States to be more informed about the world and to gain a better understanding of people from other cultures;

WHEREAS, substantive research literature demonstrates that some of the core values and skills of higher education are enhanced by participation in study abroad programs;

WHEREAS, the Principles of Undergraduate Learning at IUPUI call for students to have the ability to understand and appreciate the diversity of the human experience, both within the United States and internationally, and demonstrate the ability to compare and contrast the range of diversity and universality in human history, societies, and ways of life; analyze and understand the interconnectedness of global and local concerns; and operate with civility in a complex social world.

NOW THEREFORE, I, Charles R. Bantz, Chancellor, do hereby proclaim the Fall 2006 semester, as the Semester of Study Abroad at IUPUI and encourage the campus community to promote and expand study abroad opportunities with appropriate programs and other activities.

  
\_\_\_\_\_  
Charles R. Bantz  
Chancellor of IUPUI

2006 THE YEAR OF  
**STUDY**  **ABROAD**



To truly obtain a knowledge and understanding of other cultures, one must be completely immersed in that culture. The experience will help [one] to see the world through different eyes. Overall, I had an incredible study abroad experience, and I have gained a great education as well as memories that will last a lifetime. I am so thankful that I had the opportunity to participate in a study abroad program, and I would highly recommend any student presented with the opportunity to seize it!

Heidi Lawrence - IUB Denmark program participant.





# Study Abroad 2006 Photo Contest Winners

## Category: Cultural Adventure

*For the past four years the IUPUI Office of Study Abroad has held a photo contest for IUPUI students to enter photos of their experiences. A record number of entries were received this year. The pages that follow showcase the winners for the categories Cultural Adventure, Most Picturesque, Most Unusual, and IUPUI Students Abroad.*

1st Place and Grand  
Prize Winner  
Candice Graham  
Monk Debate,  
Tashilhunpo  
Monastery - Tibet



3rd Place  
Derek Ogle  
Daily Life in  
Yogyakarta, Indonesia



2nd Place  
Julie Ashmore  
Central Market in  
Cuernavaca, Mexico



# Study Abroad 2006 Photo Contest Winners

## Category: Most Picturesque



1st Place  
Rebecca McNealy  
Boats in the Port of Finisterre, Spain



2nd Place  
Shannon Simmermon  
Sunset in Alyki, Greece



3rd Place  
Jane Mitchell  
Reflection of Sunset in a Door  
in Alyki, Greece

# Study Abroad 2006 Photo Contest Winners

## Category: Most Unusual



1st Place  
Jane Mitchell  
Drying Octopus in Greece

2nd Place  
Treva Mitchell  
Reading Room  
in the British  
Museum



3rd Place  
Jacqueline Mueller  
Blowfish in Greece





# Study Abroad 2006 Photo Contest Winners

## Category: IUPUI Students Abroad



1st Place Amanda Bishel  
Teaching English in Mexico



2nd Place Heather White  
Students outside St. Paul's  
Cathedral in London



3rd Place Shannon Simmermon  
Student Paints Greece on the  
island of Paros

# Student Exchange Program Reaches New Heights

*Jonathan Eller, Professor of English and Professor of American Studies; Associate Director, Institute for American Thought ; Director, American Studies academic program, Indiana University School of Liberal Arts (IUPUI)*

The British Invasion of the 1960s brought an explosion of English Rock & Roll to the American airwaves, but recently IUPUI's own version of the British Invasion has extended a new wave of cultural exchanges in both directions across the Atlantic Ocean. For the last three years, IUPUI's American Studies program has been a prime destination for American Studies students from the University of Derby, who must spend the fourth semester of their American Studies undergraduate program attending an American university. A total of eight Derby students have spent spring semesters at IUPUI since the first cohort arrived in January 2004, and in return IUPUI's Study Abroad Office and American Studies program coordinators have sent ten IUPUI students from a wide range of academic majors to Derby for both spring and fall semester exchanges. This is currently the only semester-long exchange active on the IUPUI campus in which students from any discipline can participate, and recent developments indicate that it will continue to be a mainstay of the Study Abroad program at IUPUI.

The designation of the Fall 2006 academic semester as the "Semester of Study Abroad" coincides with some exciting developments for IUPUI's exchange ties with the United Kingdom. Both Derby and IUPUI administrators have agreed to continue the initial three-year exchange program for an additional three years, and during the year each school will reach new levels of student participation. This semester, four IUPUI undergraduates are studying at Derby. For the Spring 2007 semester, five Derby students are currently signed up to study at IUPUI and an additional four IUPUI students have been accepted to spend the spring in Derby.

The two universities have much in common, including strong traditions in technology, art, and design programs. IUPUI exchangers find Derby an excellent location to pursue area requirements in Liberal Arts disciplines, and this term some of our students are taking courses in the social sciences as well. Many majors are represented by past and present study abroad selectees, including History, English, Education, Informatics, and Psychology. Candidates recently selected for next spring's exchange include students from the School of Journalism and the Kelley School of Business.

Jon Koenig, a student who recently returned from an academic year in Derby, described his time in the UK as an "excellent experience" and the university and its students as very welcoming. Going to Derby was the first time that Koenig had been outside of the United States and the world came alive to him while he was in Europe. No longer were Buckingham Palace, "football", the British people, or fish and chips merely images in a book or topics of a lecture—they were places he had been, people he had met, and experiences he had lived. Koenig says he has made friends and memories that he will have for a lifetime.

The success of the Derby program has coincided with a developing relationship between IUPUI's History Department and the University of Newcastle, which is located a few hundred miles north of Derby near the Scottish border. Faculty from IUPUI and Newcastle's School of Historical Studies are negotiating an exchange program that will also be coordinated through the American Studies program at IUPUI. Program coordinators expect that both undergraduate

and graduate History majors will take advantage of the exchange to study British History in its native land. Both the Derby and Newcastle programs have provisions for occasional faculty exchanges as well.

The American Studies program is a component of the Institute for American Thought, a major research unit within the School of Liberal Arts. Academic advising for students going to Derby or Newcastle will be coordinated by American Studies resident and adjunct faculty, including Professors Eller and Coleman (for Derby) and Professor Kelly (for Newcastle). Both programs run under the auspices of the Office of International Affairs, and students interested in studying at either Derby or Newcastle should follow the application process established and administered by OIA's Study Abroad Office. For more information contact IUPUI's Institute for American Thought or the Study Abroad Office.



*Gathering of new friends around the Derby Ram, which is the mascot of the city for its football team. This is a group of us in the city center after a day of shopping on our 2nd or 3rd day in Derby. —Jon Koenig*



I ... learned a lot about myself; I have always considered myself someone who is good at stepping outside my personal point of view and seeing something from another's perspective, and this characteristic was put to the test many times while in Mexico. In our pre-departure meetings (in the U.S.) we talked a lot about not making assumptions or ascribing motivations for actions based on our own culture, and I found that, if I stopped to think about this when something bothered me, it often relieved the stress of the situation. Furthermore, I found that such situations often led to greater cultural understanding, since I was then motivated to find out why a particular thing happened. ...Since returning to the U.S. I have a greater sense of social responsibility, ranging from starting to actively recycle...to getting involved in volunteer work.

Caroline Shank - IUPUI Mexico program participant



Part of this trip was a service learning experience, which is what I plan on doing for the rest of my life; learning through service. ... I can not imagine a more gratifying life choice than to devote your life to the service of others, and being a part of this trip reminded [me] of that fact. ...I will never forget my first study abroad program. I am certain it will not be my last. Learning abroad really contextualizes the lessons, and makes them stick in your memory better. You also learn so much more than could ever be taught out of a book, you learn life lessons. Overall what I will take most from this trip is a better idea of my place in the world which is both very small and very big.

David Plasterer - IUPUI Jamaica program participant



# Scholarships Available for Study Abroad!

Did you know that there are over *thirty scholarships* available to IUPUI undergraduate and graduate students for studying abroad? Check out our list of scholarships that are applicable to study abroad below and please let any interested students know! To find out more about these scholarships, please contact the Study Abroad Office:

ES 2129B

(317) 274-2081

[abroad@iupui.edu](mailto:abroad@iupui.edu)

<http://www.iupui.edu/~oia/SA/studyabroad.html>

## Undergraduate Scholarships

### Office of International Affairs

#### *IUPUI International Experience Scholarships*

\$750-\$3000 gift

Must be an IUPUI undergraduate and be admitted to an overseas program which grants credit toward an IUPUI degree.

DEADLINE: October 15 for spring programs; February 1 for summer, academic year, and fall programs.

<http://www.iupui.edu/~oia/SA/IUPUISchoolAid.html>

### Undergraduate Research Opportunity Program (UROP)

Administered and funded by the IUPUI Center for Research and Learning. <http://www.urop.iupui.edu/Intro.html>

### University College

#### *IUPUI University College Leadership Grant for Mentors*

For student mentors, who have received leadership scholarships, the opportunity to enhance their collegiate learning experience by supporting their participation in the following areas:

Research related to mentoring

Service Learning projects

Attendance at academic conferences or institutes

Study abroad experiences

Domestic exchanges with another U.S. College/University

Internships

Eligibility Criteria:

Recipient of the University College Leadership Scholarship for at least 2 semesters (3 preferred).

Approval by the program director

Full-time status, in good academic standing (2.8 GPA or above) at the time of application.

Written proof of a qualified event (conference, exchange program, study abroad, research, or internship experience).

DEADLINE: April 10 for summer, fall, or the academic year; October 30 for spring.

### Kelley School of Business

#### *Childers International Study Award*

\$500 gift

Must be an IUPUI Kelley student and be admitted to an overseas program which grants credit towards an IUPUI degree.

No deadline to apply.

Contact: Mary Chappell, BS4032D, (317) 274-3980

### Herron School of Art and Design

#### *Fehnel Scholarship*

Up to \$2500

Must be a full-time Herron student studying Art who wants to travel to Pont Aven, France.

DEADLINE: December 1.

Contact: Herron student services, HR126, (317) 278-9400

#### *Fraser International Travel Scholarship*

Up to \$2000

Must be a full-time Herron student traveling with a Herron sponsored international program.

DEADLINE: December 1.

Contact: Herron student services, HR126, (317) 278-9400

### School of Liberal Arts

#### *SLA Dean's Overseas Fellowships*

Up to \$2500

Must be an IUPUI Liberal Arts student attending an overseas study program that offers immersion and reflection.

DEADLINE: February 1, 2007; 5:00 pm.

Contact: Office of Liberal Arts, CA401, (317) 274-3976

#### *Cook Foreign Study Award*

Up to \$2000

Must be an IUPUI Liberal Arts student studying a modern foreign language.

DEADLINE: February, for the following year.

Contact: Office of Liberal Arts, CA441, (317) 274-3976

#### *Beaudry Summer Scholarship*

Must be an IUPUI student admitted to a summer study abroad French language/culture program in France or other Francophone country. Preference granted to French language majors.

DEADLINE: February, for the following year.

Contact: Prof. Rosalie Vermette, CA501C, (317) 274-0062



### ***Faure Scholarship***

\$1000 gift

Must be a declared French language and literature major at IUPUI. Not specific to Study Abroad, but may be used for Study Abroad.

DEADLINE: February, for the following year.

Contact: Prof. Rosalie Vermette, CA501C, (317) 274-0062

### ***Max Kade German American Study Abroad Scholarship***

Two \$500 gifts

Must be an IUPUI student and be admitted to an overseas German language program which grants credit toward an IUPUI degree.

DEADLINE: March, for the following year.

Contact: Prof. Claudia Grossmann, (317) 274-3943, [cgrossma@iupui.edu](mailto:cgrossma@iupui.edu)

### ***Hispanofila Award***

Limited funds for the study of Spanish through the WLAC Department.

Contact: WLAC Office, CA405, (317) 274-0062

## **Scholarships for Incoming Freshmen**

### ***Indiana University Hoosier Presidential Scholars Program***

\$9000 annually for four years

10 of 40 awards for Indiana's top high school students are set aside for those attending IUPUI. Nominees must be incoming freshman and Indiana residents who have been admitted to an IU campus. Recipients can select any major. Scholarships are not transferable to other campuses. Other benefits include a personal laptop computer and funding to study abroad during their junior or senior year.

DEADLINE: December 1

### ***Plater Distinguished Scholar Program***

\$7500 annually for four years, study abroad funding, and a partial housing stipend for living in International House for one year.

Eligibility Criteria:

Minimum GPA of 3.75 on a 4.0 scale

Excellent SAT/ACT scores (and TOEFL scores, if applicable)

Application statement addressing why the applicant believes being a globally informed citizen is important in the 21st century as well as describing the qualities and/or experiences the applicant has that will support them in their efforts to become such a citizen. Finalists must also complete an interview; non-Indiana residents will have a phone interview.

## **Indiana University–Bloomington Scholarships**

### ***Minority Scholarships***

Need-based minority scholarships available for IU Office of Overseas Study administered study abroad programs. <http://www.indiana.edu/~overseas>

### ***Scholarships for IUPUI & Other IU Campus Students***

Overseas study scholarships available to students enrolled on one of the IU campuses for participation in IU Office of Overseas Study administered programs <http://www.indiana.edu/~overseas>

## **National Scholarships**

### ***Gilman Scholarships***

Open to all undergraduate students. [www.iie.org/gilman/](http://www.iie.org/gilman/)

### ***Freeman Foundation Scholarships***

\$3000-\$7000 for study in Asia. [www.iie.org/pgms/freeman-Asia](http://www.iie.org/pgms/freeman-Asia)

### ***The National Security Education Program***

Scholarships for study in non-traditional locations. [www.iie.org/programs/nsep/nsephome.htm](http://www.iie.org/programs/nsep/nsephome.htm)

### ***Deutscher Akademischer Austausch Dienst (DAAD)***

Opportunities available for undergraduate students through post-doctoral scholars for research and study in Germany. [www.daad.org/?=4636](http://www.daad.org/?=4636)

## **Graduate Scholarships**

### **Scholarships available through Indiana University**

#### ***Overseas Study Scholarships***

\$500-\$1500 gift

Available to participants on IU administered and co-sponsored programs (check [www.indiana.edu/~overseas/programs/business.shtml](http://www.indiana.edu/~overseas/programs/business.shtml)).

DEADLINE: Same as the program application deadline

[www.indiana.edu/~overseas](http://www.indiana.edu/~overseas)

#### ***Graduate Student Enhancement Grants***

Award consists of air travel and living stipend for research, study, and teaching exchanges at partner institutions. Applicant must submit a proposal for a program that would constitute an integral part of a well-conceived graduate degree program at IU.

DEADLINE: Mid-January for the upcoming academic year

Contact: Rose Vondrasek, [rvondras@indiana.edu](mailto:rvondras@indiana.edu)

[www.indiana.edu/~intlprog](http://www.indiana.edu/~intlprog)

#### ***International Enhancement Grants***

Up to \$2000 gift

Must be an IU graduate student in an external program, course, training, or workshop that offers material *not* offered at IU.

DEADLINES: Mid-October for spring; mid-February for summer; mid-April for fall.

Contact: Rose Vondrasek, [rvondras@indiana.edu](mailto:rvondras@indiana.edu)

### **Summer Pre-Dissertation Travel Grant**

Award consists of transportation and \$1000 stipend.  
To support research-related summer travel abroad a full year prior to conducting dissertation research abroad.  
DEADLINE: Mid-February.  
Contact: Rose Vondrasek, [rvondras@indiana.edu](mailto:rvondras@indiana.edu)

### **Latin American Fellowship**

\$1500 stipend  
Jointly funded by IU and the Indiana Federation of Clubs to support graduate research and study in Latin America.  
DEADLINE: March 1, for the following year.  
Contact: Rose Vondrasek, [rvondras@indiana.edu](mailto:rvondras@indiana.edu)

### **Starr Fellowships**

Approximately 5 fellowships of approximately \$5,700 annually.  
Must be a full-time graduate student at IU from the People's Republic of China.  
DEADLINE: Early April.  
Contact: Edda Callahan, [egcallah@indiana.edu](mailto:egcallah@indiana.edu)

## **Graduate Grants/Scholarships External to IU**

### **Fulbright Grants**

Award consists of travel, tuition, books, maintenance, and health insurance.  
Must be a U.S. citizen; demonstrate language competency for research or study, or be a graduating senior or graduate student from any discipline, department, or campus.  
DEADLINE: September for the following year.  
<http://www.iie.org/Template.cfm?section=fulbright1>

### **Deutscher Akademischer Austausch Dienst (DAAD) Annual Grants**

Award consists of travel, tuition, books, maintenance, and health insurance.  
Support academic year periods of study or research in Germany. Must be a U.S. Citizen; demonstrate language competency for research or study, or be a graduating senior or graduate student from any discipline, department, or campus.  
DEADLINE: September for the following year. <http://www.daad.org/?p=50410>

### **Fulbright-Hays Grants for Doctoral Dissertation Research Abroad**

Award consists of travel, monthly maintenance, dependant allowances, research allowances, and health insurance. Support area studies & modern foreign language research in non-Western European countries. Must be a U.S. citizen or permanent resident; demonstrate language competency for research or study; be entered into doctoral candidacy at an IU campus prior to the beginning of the grant.  
DEADLINE: October for the following year.  
<http://www.iie.org/Template.cfm?section=fulbright1>

### **Rhodes, Marshall, Churchill, and Mitchell Scholarships**

Interested students *must* be nominated by Indiana University and must submit an application to the nominating committee including:

- A 1000-word statement discussing your most important activities, interests and honors in college; your proposed course of study, including name of the university you would like to attend; and your career plans. Please include your name, regular and e-mail addresses, phone number and IU student identification number.
- A list of your activities and honors while in college, including prizes, scholarships, offices held, and extracurricular interests.
- Two letters of recommendation that comment on your work and accomplishments.

DEADLINE: Mid-September; interviews are held within a week of the application deadline.  
Contacts:  
Trevor R. Brown, Dean, School of Journalism  
Ernie Pyle 200 F, IUB  
(812) 855-9249  
[brownt@indiana.edu](mailto:brownt@indiana.edu)

Edda Callahan, International Programs  
Bryan Hall 104  
(812) 855-5021  
[egcallah@indiana.edu](mailto:egcallah@indiana.edu)

**Rhodes Scholarship:** <http://www.rhodesscholar.org>

**Marshall Scholarship:** <http://www.marshallscholarship.org>

**Churchill Scholarship:** <http://www.winstonchurchillfoundation.org/Scholarships.html>

**Mitchell Scholarship:** <http://www.us-irelandalliance.org/scholarships.html>

**EPA Mitchell Scholarship:** <http://www.marshallscholarship.org/applicationepa.html>

More information on graduate scholarships is available at: <http://www.iupui.edu/~oia/SA/GradSchoolAid.html>

*Want more information about Study Abroad Scholarships and funding? Please visit the IUPUI Study Abroad Office online at: <http://www.iupui.edu/~oia/SA/studyabroad.html>.*





I had gone to Spain scared and alone. And I survived and returned, with memories that changed who I am, changed my perspective, changed my life. I learned that the benefits to studying abroad are both professionally and personally immeasurable. I mean, not only did I get to add this amazing experience to my resume, which I am hoping will help me with my current search for employment, but I received college credit for it. I got to learn about the amazing country of Spain, as well as my own country, my home, my prior education, and myself. I underwent a metamorphosis that has made me more confident, flexible, engaging, and tolerant. I feel better prepared to function academically, socially, and professionally. I feel better prepared for my life.

Fatima Johnson

# Reaching Out to and Understanding the World: Culture and Service in Jamaica

By Hilary E. Kahn, Director of International Curriculum and Adjunct Professor of Anthropology  
and Libby Pfeiffer, Graduate Non-Degree student, IUPUI, and Instructor of Anthropology, Ball State University



Belmont is a small fishing village in Bluefields, Jamaica, in the southwestern parish of Westmoreland. It is a rural area with limited opportunities for employment and education; it is also a breathtakingly beautiful seaside community where everyone knows everyone else and their business. This part of Jamaica attracts the occasional tourist, mostly from Europe, but outsiders rarely have the opportunity to delve into the fabric of the community as did seven IUPUI students during the summer of 2006.

Through a service learning and cultural immersion study abroad program called Culture and Service in Jamaica: The Global and Local Contexts, these students lived, worked, learned, washed, ate, and laughed with the people of Belmont for four weeks. Though there for less than one month, these students, because of the service they provided and the way they immersed themselves in the culture, were welcomed by the members of the Belmont

community in a rapid and meaningful way. They lived with local families and worked with a non-profit organization, the Bluefields Peoples Community Association, to provide a summer day camp for local youth to promote and build community respect. Through hours of kickball in the hot sun, explaining art projects to loud and active youth, making hundreds of corned beef sandwiches for the camp fun day, meeting for anthropology lectures and reflection after long days of service, and learning how to eat fish with all the bones and head intact, how to not scratch mosquito bites, and how to bathe and wash clothes and walk in mud and hail taxis and eat sugar cane, the students ultimately, and sometimes to their surprise, deeply engaged and learned about Jamaican culture, global connections, community development, and themselves. Here are a few of the epiphanies and insights by Libby Pfeiffer, a graduate student who articulately captures the essence of learning through international service learning and cultural immersion.

*In the quest of trying to pinpoint exactly what I have learned from my experience in Jamaica, it is important to consider both aspects and to distinguish between the “knowing” and “understanding” that has taken place. Certainly, I have learned a great deal of factual information about Jamaica and “know” much more about the people and the culture. For example, I now “know” about many new (to me) kinds of fruits found in Jamaica that people depend upon. I also “know” that many people do laundry outside with only some soap, a scrub brush, and water. I “know” that ants are a problem and that it is important to keep the house (relatively) ant free. I “know” that*

*Jamaicans eat meat with lots of bones in it for the calcium (obtained from the marrow) and to add flavoring to their food. I now “know” about the importance of walking on the outside of the curves along the roads of Jamaica. I “know” that if you want to make any sort of phone call you need a calling card with the help from Digicel and I “know” the ingredients to a really good Jamaican party (a DJ, 9 huge speakers, a spice cake, and a lot of great people ready to have fun). I “know” to raise my hand along the side of the road to catch a bus and where to look to see what kind of weather is coming. I “know” about the national heroes of Jamaica and their national anthem....*

*But perhaps of even greater importance to me than “knowing” about these things is the “understanding” or the cultural relativism that I have gained from being submerged in Jamaican culture and participating in the daily tasks of the people. This participant observation has indeed enhanced my understanding of what it means to be a Jamaican and the more understanding I gain, it seems the more questions that arise and I realize how much I do not yet understand. To provide a few examples, not only can I identify mango, ackee, and breadfruit trees, I understand how to prepare them and how my taste buds dance when the bland breadfruit is eaten with a spicier meat—the perfect blend! I also understand how it is that there are very few starving Jamaicans in these rural areas (despite the poverty that abounds) because of the wealth of fruit available. This became more and more apparent to me as I daily walked along a dirt path, dodging the abundant surplus of mangos along the way while smelling the sweet scent of rotting fruit in the air. Not only do I know about the process of doing laundry, because I participated rst-handedly in the process, I now understand that*



laundry is not simply about getting clothes clean, it also often serves as a social outlet. A “pipe,” located right outside of our yard in Jamaica, was a major daily social gathering of women, men, and children all there to clean their clothes, but also there to chat, sing, and catch up on the latest happenings.

Not only do I have an increased “understanding” behind the day-to-day lives of the Jamaicans living in Bluefields, I have also gained an increased awareness of Jamaica in a global perspective. In thinking about what I truly “understand” about Jamaica and how it relates to the rest of the world, I am indeed aware of the global “artifacts” utilized by the Jamaican people. The Japanese vehicles that dominate the roads and the expensive American products that fill the shelves of the stores in both Black River and Sav La Mar and even in the small rural town of Belmont. But perhaps what has struck me the most is how swiftly and regularly Jamaicans pass through two very distinct worlds. I lived with a family that had one member with a high status position at the new Sandals Resort in Whitehouse, Jamaica. In the mornings we would sit and wash our clothes with only our scrub brushes and the water we had carried from a nearby pipe while sitting on a log. We talked about everything from complex managerial issues, computer technology, issues of world peace, education, poverty, and politics to our dreams of traveling the world. Following our deeply intellectual conversations, she would step into the open air shower made from only four pieces of corrugated tin (her head poking out over the top) and get ready for work. She took special care of her hands and her nails were painted



*The main highway between Montego Bay and Kingston passes through Belmont, Jamaica.*

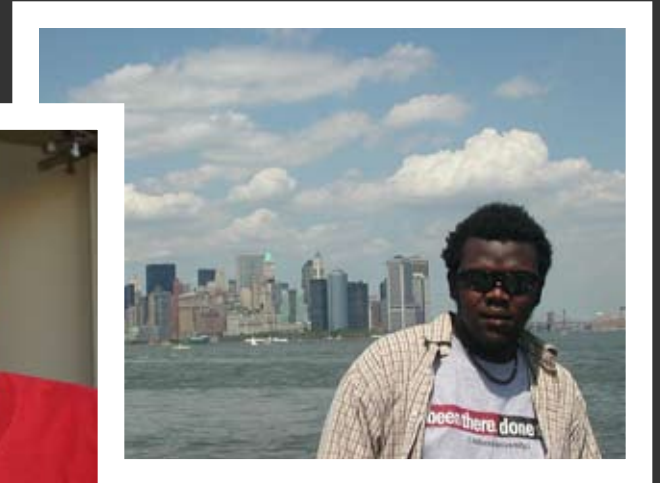
*perfectly. Cleaning ones nails is an endless task and not merely a vain or materialistic activity. In fact, considering her working and spending 10 hours, six days a week serving high maintenance Americans/ Europeans who are constantly judging, her perfection in grooming makes sense and is not only a necessary*

*part of her job, but probably an imperative to keeping it. However, what has really impacted me as especially interesting is how I don't think that tourists who attend such resorts (like Sandals) have the slightest understanding of where the employees live or how they get their basic needs met.*

Fortunately, the students who partook in this international service learning and cultural immersion program, like Libby, know and understand. Their commitment to the community and their service and living with local families pushed their engagement to a level not often reached by foreigners. I am fortunate; my husband is from the area, and many years ago he introduced me to the community with which I now have an increasingly growing connection. He was a social conduit for the students too. Even so, I was truly surprised to see to what extent the students quickly and deeply reached a meaningful engagement, concern, understanding, and a true connection to this little rural fishing village in Jamaica. They bridged the academic and personal divide that must be negotiated in successful fieldwork; they were observers and, more importantly, participants. They reached out, opened their hearts and minds, were receptive to change, and they learned deeply, about themselves and others. They obtained, experienced, and are now applying a true international education, one that is locally supported but global in breadth and significance.

Libby, and the other six students, experienced the way that international service learning and cultural immersion can provide an education that begins deep down inside oneself and also reaches out to the local and throughout the world.

***In addition to the over 300 IUPUI students who study abroad each year, there are over 1,000 international students currently studying abroad at IUPUI.***



*Studying abroad at IUPUI has shown me that my community isn't only my home country but the entire world. By meeting and living with people from around the globe at International House I've learned that the world is as big or as small as you make it. My time at IUPUI has definitely changed my perspective on life ... learning and seeing the world through different lenses other than those in your comfort zone.*

*-Michael Owino, Kenya*



# Reflections on an International Educational Experience in Post-Earthquake Yogyakarta, Java Indonesia

David Jan Cowan, Ph.D., Assistant Professor and Program Coordinator:  
Architectural Technology, Design Technology Program, Purdue School of  
Engineering and Technology, IUPUI

This past summer (June 22–July 3, 2006) I had the pleasure of traveling with two Engineering Technology students from IUPUI to Yogyakarta (Jogja), Java Indonesia. The two students, Derek Ogle and Megan Svarczkopf, were funded through IUPUI Undergraduate Research Opportunities Program (UROP) grants. Both were also taking a directed studies class that focused on Indonesia, architectural technology and construction technology. Derek was interested in effective and sustainable construction procedures for disaster relief. Megan's research focused on bamboo as a sustainable material as well as the construction details of bamboo dwellings used to resist earthquakes.

We arrived in a country that had been recently and repeatedly plagued with disaster and one month after the earthquake that had hit near Jogja. All of us were quickly absorbed in the bustle of activity that surrounded the Department of Architecture and Planning, Faculty of Engineering at Gadjah Mada University (UGM). The Department had become the headquarters for the earthquake reconstruction efforts and we were invited to participate in several workshops that were offered during the week we were there. This included the T-Shelter (Transition-Shelter) workshop which consisted of evaluating sustainable and effective solutions for post relief phases of such disasters. Prototypical T-shelters (all made of bamboo) were built on campus and were examined before being implemented in the field.

The workshop addressed methods of housing at the crucial stage when tents need to be supplanted with more permanent dwellings. Representatives from non-governmental organizations (NGOs) and experts in the field reflected on the process and progress to date through discussion groups that we were privileged to be a part of. We quickly learned the importance of locating these discussions and efforts at the University as it brought together many disparate organizations and individuals. All involved praised the efforts of the professors in developing this center and devoting their time to the reconstruction. It was mentioned several times that this centralization of efforts and expertise made this particular reconstruction effort much more efficient than others.

*Their main task would be to help the villagers construct their own T-shelters, thus empowering the victims with skills to rebuild their lives. Megan and Derek had the opportunity to build mock structures... as well as spend the day with a contractor at the site where the earthquake had done the most damage (Bantul).*

We also were invited to a disaster mobilization workshop at UGM that focused on training students (and others) to offer aid in the villages that were most affected by the earthquake. Their main task would be to help the villagers construct their own T-shelters,

thus empowering the victims with skills to rebuild their lives. Megan and Derek had the opportunity to build mock structures and witness sensitivity training as well as spend the day with a contractor at the site where the earthquake had done the most damage (Bantul). This was an experience that was filled with many emotions as little had been done (in over a month) to alter the physical environment of the many affected villagers. First hand discussions with the victims provided us with images and stories we will never forget. While in the field, we also encountered a group of entrepreneurs who were designing and building a precast concrete house that was to be used as a prototype for other, similar houses. These kind people, aware of our construction interests, quickly embraced us into their activities and brought us back to their site to serve us lunch and to explain their unique system of earthquake resistant construction. It was even more interesting to find out that the precast panels they were using had been shipped in from Lexington, Kentucky.

Part of our time in Indonesia was also spent viewing the effects of Mount Merapi. This active volcano was visible from our hotel windows. With the aid of a local driver and guide we ventured to the other side of the mountain to a village lookout (Ketep) that revealed countryside covered with volcanic dust. We were also fortunate, as students of architecture, to be able to visit Borobudur, the world's largest Buddhist monument. This 9<sup>th</sup> century temple, carved from volcanic rock (andesite), is set in the dense jungle surrounding Jogja. Borobudur is a single large





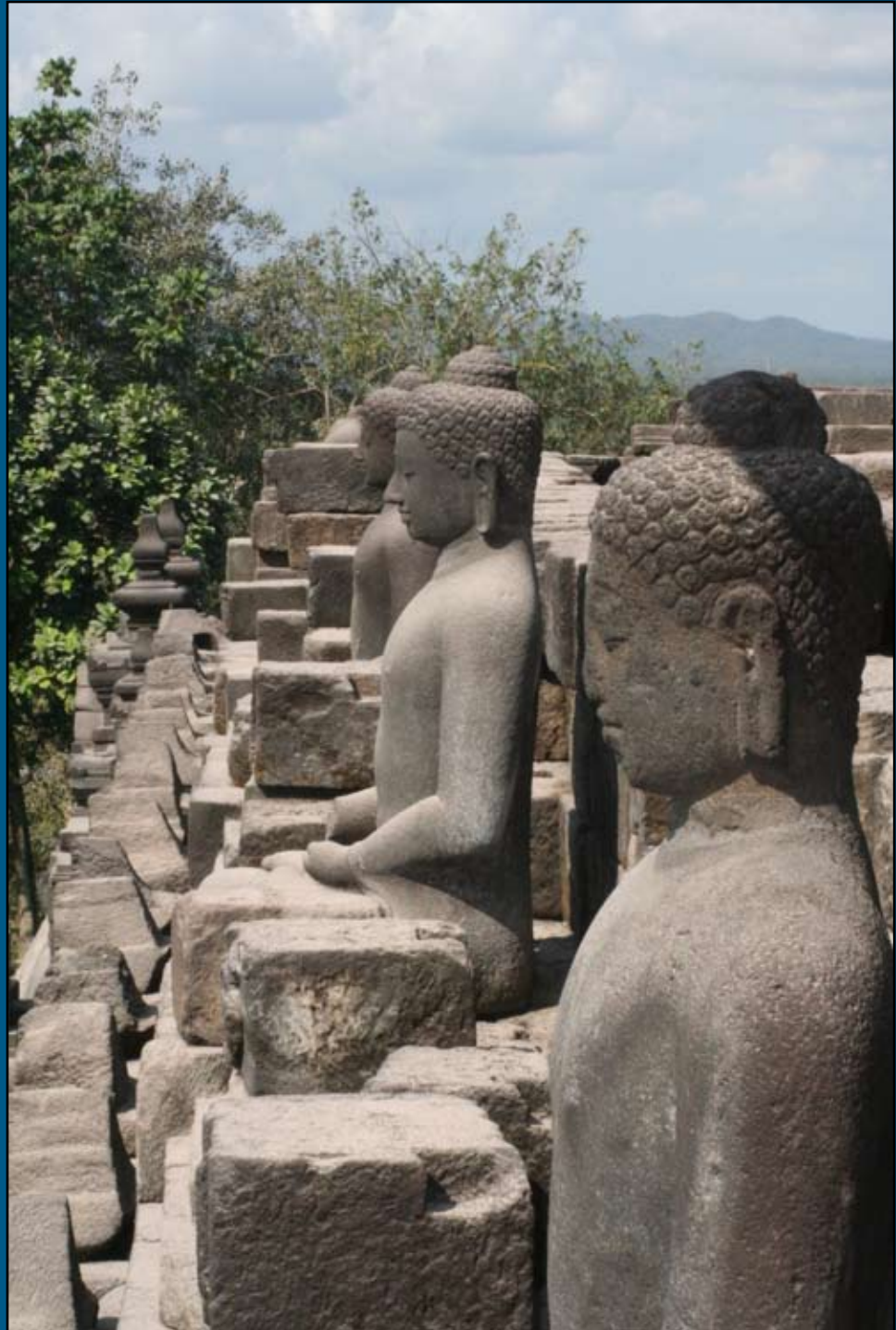
*This was an experience that was filled with many emotions as little had been done (in over a month) to alter the physical environment of the many affected villagers. First hand discussions with the victims provided us with images and stories we will never forget.*

*Photo by Derek Ogle: A lady sorting bricks in the middle of what was left of her house after the earthquake.*



stupa (bell-shaped structure), and viewed from above takes the form of a large mandala. It has eight levels, of which the lower five are square and the upper three circular. Pilgrims circumambulate each level in a clockwise direction to view carved reliefs depicting the life and teachings of the Buddha. The upper level features seventy-two small stupas surrounding one large central stupa. Each stupa is pierced by numerous decorative apertures. Statues of the Buddha sit inside the pierced enclosures. We also visited several kampungs, or urban villages, while in Jogja. These are self contained neighborhoods in the heart of the city that vary in their social and economic structure. Of interest was a multi-storey dwelling that had been recently built in one of the kampungs. It was particularly interesting because the Indonesians do not typically live in multi-storey buildings, nor do they feel comfortable living above their neighbors. With the help of a student interpreter, Derek spent an afternoon interviewing these people and gaining insights into their impressions of living in this new type of communal structure. We are anxious to review the results of this survey and add it to our research data.

We have brought back with us many images and experiences that are ingrained into our summer memories of 2006. While there, we attempted to acquire as much information through photographs, journals and videos so that the rest of IUPUI could benefit from our experiences. We have learned, through direct experience, that construction solutions for earthquakes and disasters in general can be applicable to solving similar problems in the United States. We are grateful for the support offered by UROP and the Office of International Affairs and would encourage many others to pursue an international educational experience such as this.



*Photo by Derek Ogle: A view at the Borobudur temple. One of the wonders of the world.*



# New Greeting Card Designs Now Available



New greeting cards featuring photos taken around the world throughout 2006 by IUPUI Study Abroad students are now available! Packages of eight different cards are \$10, all of which goes toward scholarships for IUPUI students who would otherwise be unable to study abroad.

A thoughtful holiday gift, they are suitable for use year-round and are printed on high-quality card stock. Share the passion and ideals for study abroad, travel, and international experience with a friend!

Photographs include the Eiffel Tower in Paris; fireworks in Santiago de Compostela, Spain; canals in Venice, Italy; a market scene in Cuernavaca, Mexico; the night skyline of Shanghai, China; a front door in Lefkes, Greece; the Forbidden City in China, and the grand prize of the 2006 IUPUI Study Abroad Photo Contest, a large gathering of Buddhist Monks debating one another in Tibet.

To purchase a package, contact the Study Abroad office at [abroad@iupui.edu](mailto:abroad@iupui.edu) or (317) 274-2081 or stop by the Office of International Affairs front desk near ES 2126. We can accept checks or money orders made payable to IU.

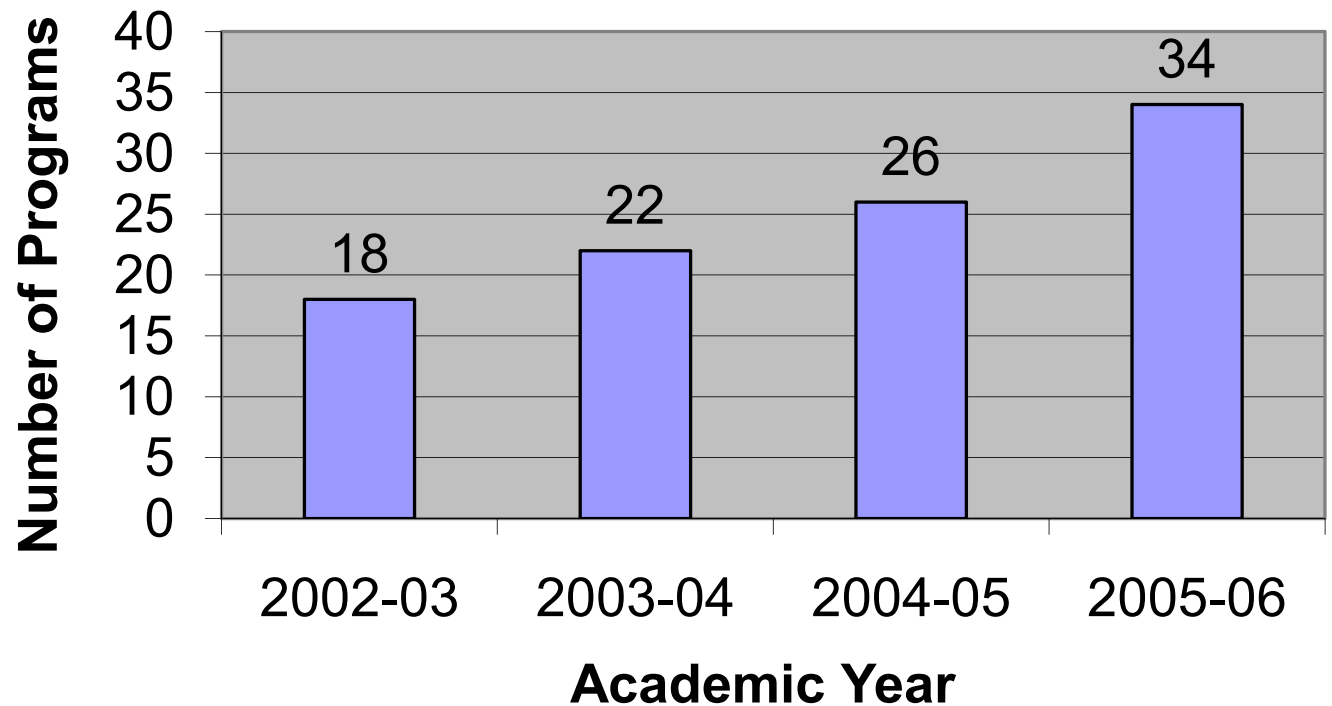




# The State of Study Abroad at IUPUI: Who is Going Where

IUPUI continues to see significant growth in study abroad participation and programs. The number of study abroad programs offered and the number of students going abroad have increased for the last several years. The number of programs offered through IUPUI has nearly doubled since 2002. This is a demonstration of the commitment that IUPUI as a campus and faculty members as individuals have for study abroad. The majority of IUPUI programs are "faculty-led," meaning that an IUPUI faculty member develops a program in conjunction with the Office of International Affairs and leads the group through the experience abroad. Group size may vary from thirty students to just one.

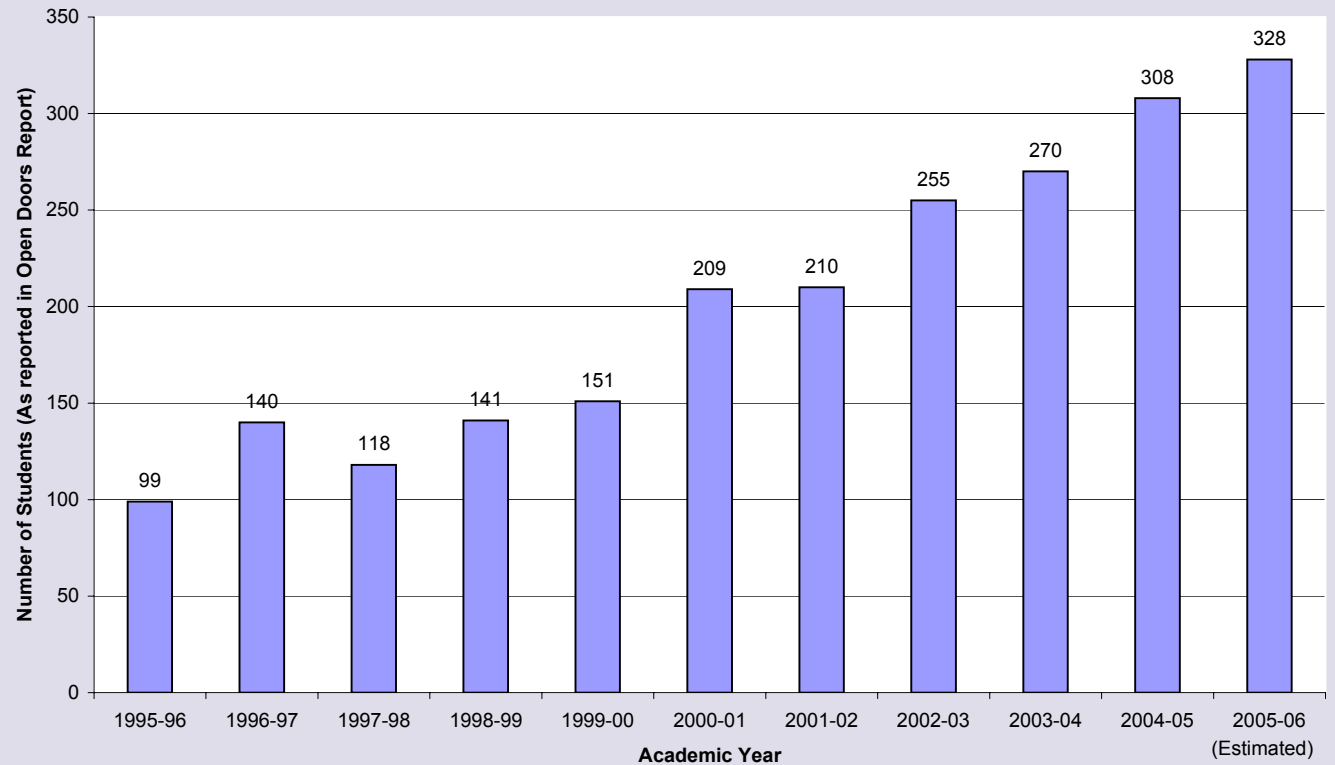
## Number of IUPUI Study Abroad Programs Operating



It is also important to look at the number of students choosing to study overseas each year. The 2006 national report on international education was released on November 13, reflecting the 2004–2005 academic year for study abroad. For the first time, more than 200,000 U.S. students studied overseas. Three hundred and eight of these were IUPUI students. These figures include all U.S. citizens and U.S. permanent residents who are degree seeking and who earn credit overseas toward their degrees. While the U.S. as a whole reported an 8% increase in participation in study abroad, IUPUI saw a **14% increase**. IUPUI has seen an increase every year in study abroad participation since 1997, as shown in the chart on this page.

IUPUI strives to send students to countries all over the world. While we have many strong programs in Western Europe we also encourage students to consider locations a bit further a field. The top four receiving countries in 2004–2005 were France, Mexico, Poland, and Croatia. While data for the 2005–2006 year are still preliminary, the top three receiving countries last year were Greece, Mexico, and Kenya. The Office of International Affairs has created special interest groups focused on developing campus partnerships in Kenya, Mexico, China, and India. All of these interest groups have specifically discussed study abroad as a key component of their work and the Study Abroad Office will work with these committees to develop a broad range of program destinations.

IUPUI Students on Study Abroad Programs  
1995-2006





A few statistics on study abroad at IUPUI (2004–2005 Academic Year)

- 89% of the study abroad students went on a program of 8 weeks or less.
- 84% of students went on programs administered by IUPUI.
- 6% went on programs administered by the IU Office of Overseas Study.
- Western Europe was the most popular (36%) but Central America (19%), Eastern Europe (17%) and Asia (8%) were also well represented.
- 53% were graduate students.
- 39% of students participated in programs with service or an internship component.

