

# Abr<sup>o</sup>ad Education



FALL 2002 VOLUME 1, NUMBER 1

## Study Abroad across the Curriculum

MIDDLEBURY'S FIRST SUMMER LANGUAGE SCHOOL IN VERMONT was established as a graduate program in 1915, and the first School Abroad (also graduate level) was established in 1949; the undergraduate programs affiliated with our Schools Abroad began in the early 1970s. From the outset, and for understandable reasons, our Schools were located in major centers of culture and learning: Paris, Madrid, Florence, and Moscow. The exception was the School in Germany, located in Mainz. In subsequent years, these Schools' undergraduate programs prospered, building on their linkages both with the College's academic-year program and the summer Language Schools, attracting students not only from Middlebury, but from other colleges and universities around the U.S.

In time, particularly with the growth of English-language study in Europe and the boom in international tourism, and quite apart from the exceptional quality of these programs, it became increasingly difficult for even motivated students to maintain their commitment to Middlebury's goals of promoting cultural immersion and maintaining the "Language Pledge" in the four cosmopolitan centers.

Middlebury has continued to preserve and develop those "capital-city" programs and make structural changes designed to compensate for the ubiquitous "English-language pollution" by encouraging students to undertake internships and discouraging them from sharing accommodations. We also began to develop fully immersed, direct-enrollment alternatives in local universities situated outside cosmopolitan centers in a range of provincial sites.

Starting with Voronezh and Yaroslavl in Russia in 1997, Middlebury began a deliberate program of expansion that added sites in Getafe, Logroño, and Segovia in Spain, and Irkutsk in Russia in 1998; Ferrara, Italy, in 2001; and Poitiers, France, in 2002. In 2002, we also opened a site in Berlin to balance the original site in Mainz with a capital-city location and, as a first step in Latin America, we inaugurated sites in Buenos Aires, Argentina, and Montevideo, Uruguay, prior to developing additional initiatives outside these cities and in other countries of South America.

We have entered into a contractual relationship with Southern Cone Programs (SUNY-Plattsburgh) in Chile, which follow the same pattern there. In 2003, we hope to launch a School in China in the city of Hangzhou.

Beyond these efforts to offer students more authentic and immersed cultural and linguistic opportunities, and in response to student demand, we have also sought to open study abroad to a wider range of majors and disciplines. As a result of the development of these new sites, students are now also able to "study abroad across the curriculum" in virtually any discipline and "in language." Middlebury has sought to build on the world-renowned commitments of the summer Language Schools to immersion and the "Language Pledge" and to extend these to a total of 16 sites—with more opportunities still to be developed.

David Macey  
Director, Off-Campus Study

### Office of Off-Campus Study

Sunderland Language Center 129  
Middlebury College  
Middlebury, VT 05753  
tel: (802) 443-5745  
fax: (802) 443-3157  
schoolsabroad@middlebury.edu  
URL: [www.middlebury.edu/~sap](http://www.middlebury.edu/~sap) (Off-Campus Study home page)  
[www.middlebury.edu/~msa](http://www.middlebury.edu/~msa) (Middlebury Schools Abroad home page)

David Macey, Director  
Liz Ross, Associate Director  
Stacey Woody Thebodo, Assistant Director (non-Middlebury programs)  
Laurie Mossler, Coordinator (Middlebury Schools Abroad)  
Mark Lilienthal, University Relations Coordinator  
Julie Good, Program Assistant

*Abroad Education* is published twice a year by the Office of Off-Campus Study at Middlebury College. The editor is Liz Ross and the designer is Pamela Fogg. Please direct questions or comments to [schoolsabroad@middlebury.edu](mailto:schoolsabroad@middlebury.edu) or (802) 443-5745.



Kristin Weyman Florence/Ferrara  
2001-02

Kristin, an Italian major and art history minor, spent her junior year at the School in Italy. A strong childhood desire and her interest in art led her to Florence during the fall semester. Florence more than fulfilled her art craving with its many museums, but she decided to venture to Ferrara during the spring term. When asked why she chose to split the year as she did, Kristin says: “I wanted to go where there were fewer American students and really experience total immersion in the language and culture. It was a completely different experience being in an Italian university [in Ferrara]. It was like I was an Italian student myself. I made friends by joining a gym and just talking to people in my classes. Now, I almost wish I had opted to spend the entire year in Ferrara. I would have liked to spend more time with my new friends; however, I really did have the best of both worlds.”

■ Students enrolled at the **School in Italy** in 2002-03 are the first to study at our new *Sede* located in Florence at the *Palazzo Giugni*, a sixteenth-century palace designed by the Renaissance sculptor and architect Bartolomeo Ammannati. The School in Italy also successfully completed its first year at the *Università degli Studi di Ferrara*. Once described as “the first modern city of Europe,” Ferrara has long been associated with the Este family and was a center of learning and the arts during the Renaissance. The city is located in the lush Po River Valley and remains a major cultural center.

■ The **School in Spain** celebrated its 50th anniversary in April. We invited Middlebury’s artist-in-residence, Twilight scholar, and College choir director François Clemmons to perform concerts that included both Spanish folk songs and African American spirituals. Gregorio Peces-Barba Martínez, the rector and founder of the *Universidad Carlos III* in Madrid, was awarded an honorary degree of doctor of laws. Martínez has also served as president of the Spanish parliament, published numerous books on human rights, and is considered one of the seven “fathers” of the Spanish constitution. The School opened in Madrid in 1951 with an enrollment of 21 graduate students, while in the 2001-02 academic year we had 62 undergraduates from 14 institutions studying at our four sites and 55 graduate students in Madrid.



■ The **School in Germany** is pleased to add Berlin as its second location, in addition to Mainz, the original site of the School since 1959. Students enjoy Mainz, the capital of the state of Rheinland-Pfalz, and its 2,000 years of history. They are enrolled as fully recognized students of *Johannes-Gutenberg Universität*. Students now have the opportunity to study at the *Freie Universität*, situated in Dahlem, in one of Berlin’s green districts. As the largest university in Berlin, students may choose from over 90 different programs of study.





■ The School in Latin America welcomed its first students in late July 2002. Sharing a common approach to study abroad, Middlebury has collaborated with the SUNY-Plattsburgh Southern Cone Programs in the expansion of opportunities for students to undertake direct enrollment in universities in both Buenos Aires, Argentina, and Montevideo, Uruguay, and full immersion in the respective societies. This collaboration aims to replicate in the eastern Southern Cone the model of academic programs operated in Chile by the SUNY Southern Cone Programs since 1990.

■ David Paoli had a successful first year as director of the School in France, and the School has experienced a record number of enrollments for 2002-03. In Paris, School in France participants may elect to take courses at Reid Hall, the Université de Paris III (La Sorbonne Nouvelle), Université de Paris I (La Sorbonne Panthéon), Institut d'Etude Politiques (Sciences Po), and the Institut Catholique. Fall 2002 also marks the opening of our new site in Poitiers, located between Paris and Bordeaux in the Poitou-Charentes region, close to the picturesque Loire Valley. Students attend the Université de Poitiers, founded in the fifteenth century.



■ In 2001-02 we had 38 undergraduates studying at our four sites of the School in Russia, with eight students there the entire academic year. In Moscow, students attend the Russian State Humanities University, considered to be one of the most prestigious and progressive universities in Russia. Irkutsk, the capital of Eastern Siberia, is a cultural center with a rich history and spectacular natural attributes and is often referred to as "the Pearl of Siberia." Voronezh remains one of Russia's hidden treasures and is one of the region's important centers of Red Belt Politics. The city of Yaroslavl is often described as a quintessentially Russian town. In addition to being a major trade center, Yaroslavl also has a proud artistic heritage. Amy Allington, director of the School, will be on maternity leave for the fall of 2002. Eric Reppun, who has lived in Russia for many years and attended the School in Russia as a graduate student, will be acting director. All four resident coordinators will be returning for their second year.

### Bryan Wilson Yaroslavl/Moscow 2001-02

Originally intending to spend the year in Moscow, Bryan decided to spend his first semester in Yaroslavl on the advice of a professor. "By the time I went to Moscow, I had fallen in love with everything Russian," he says. "There are so few American institutions in Yaroslavl that there's very little to remind you of home. You must immerse yourself in the language and the culture." Bryan felt that it was a great advantage to have begun his studies in Yaroslavl, where he picked up the local accent. Although Yaroslavl had its advantages, Bryan is not sure what he may have missed by spending less time in Moscow.



## ■ Interview with Amy Allington, Director of the School in Russia

What factors should a student take into consideration when selecting a site?

The most important factor should be how friendly and personalized an experience the students want. If they are from a small school and are used to more individual attention in classes and from administrators, they will almost always be happier at a provincial site. Students who understand and want to experience urban life will be better off in a capital-city location. Similarly, the cosmopolitan center may be better suited to students seeking to conduct research projects required for their home school.

On the other hand, students whose primary goal is to immerse themselves in the culture in order to focus exclusively on improving their language skills might do better at a provincial site. Language improvement is almost always more dramatic among those who study in the provinces because they have less access to other foreigners, English language press, etc.

What type of student would you recommend to study at the cosmopolitan center? In a provincial location?

For a cosmopolitan center, a student has to be very independent, willing and able to function on his/her own. People in the major cities rarely take you by the hand and show you around; you have to be willing to explore on your own. You don't necessarily have to be an extrovert, however. "Quiet and determined" works, too. All kinds of students can benefit from studying in the provinces; those who are quieter and not especially outgoing can expect more personal attention from host families, language instructors, mainstream instructors, and just about everyone they meet.

## Choice Locations

OVER THE LAST FEW YEARS, Middlebury College has been creating a variety of options for students who choose to study at one of our C.V. Starr-Middlebury Schools Abroad. At most of our five European Schools (France, Germany, Italy, Russia, and Spain) students can choose from:

- A "traditional" program of courses (all taught *in* language by native speakers employed by Middlebury from the host country);
- A "combination" program comprised of traditional courses and "mainstream" courses at universities with local students; *or*
- An "immersion" program in which all courses are taken in a local university, usually in a smaller, provincial city, rather than in the capital and/or major tourist center.

We sincerely believe that "one size does *not* fit all": Some students prefer to study at our original program sites, usually the capital city (with its attractions and its temptations to lapse into English) and to take advantage of the support the Middlebury staff there can provide; other students prefer to study at our more recently developed sites, where they will be more immersed in the academic life of the host country with a greater variety of courses and in its language and culture; and some students may decide to sample both settings and spend one semester at each.

The choice is left to the student. Our job is to provide information and advice so that each student can reach an informed decision about how best to make use of his/her time abroad.

Michael R. Katz  
Dean, Language Schools and Schools Abroad

### France

Director: David Paoli  
Paris: Reid Hall  
Université de Paris III  
Université de Paris I  
Institut des Etudes Politiques- "Sciences Po"  
L'institut Catholique  
Poitiers: Université de Poitiers

### Germany

Director: Heike Fahrenberg  
Mainz: Johannes-Gutenberg Universität  
Berlin: Freie Universität

### Italy

Director: Anna Barsanti  
Acting Director: Rosa Cuda  
Florence: Sede  
Università degli Studi di Firenze  
Ferrara: Università degli Studi di Ferrara

### Latin America

Director: Claudio Gonzalez  
Chiamamonte  
Buenos Aires, Argentina: Universidad de Buenos Aires  
Universidad del Salvador  
Universidad Torcuato di Tella  
Montevideo, Uruguay: Universidad Católica del Uruguay  
Universidad de la República  
Universidad de la República

### Russia

Director: Amy Allington  
Acting Director: Eric Reppun (fall only)  
Irkutsk: Irkutsk State University  
Moscow: Russian State Humanities University  
Voronezh: Voronezh State University  
Yaroslavl: Yaroslavl State University

### Spain

Director: Kim Griffin  
Getafe: Universidad Carlos III  
Madrid: Instituto Internacional  
Logroño: Universidad de La Rioja  
Segovia: Universidad Internacional SEK