Middlebury
C.V. STARR
Schools Abroad
2016–2017
Argentina / Brazil / Cameroon / Chile / China
France / Germany / India / Italy / Japan / Jordan
Russia / Spain / United Kingdom / Uruguay
Middlebury–C.V. Starr
Schools Abroad

Academic rigor, deep involvement in another culture, and the freedom to explore that culture on their own terms: these are the attributes that appeal to students who enroll in the Middlebury–C.V. Starr Schools Abroad.

Many of our students major in disciplines other than foreign languages, yet all are committed to language and cultural immersion. The Schools Abroad provide authentic academic experiences through guided independence, allowing students to immerse themselves as fully as they wish in host languages and cultures.

Academics: A New Mindset

With the exception of the School in India, all instruction is in the host country’s language and conforms to that country’s educational approach. The challenge, therefore, is more than linguistic. It also involves adjusting to a new way of teaching and learning—an education in itself. Universities in most other countries, for example, expect students to exercise a high degree of self-determination in their learning, and courses therefore may have less structure than U.S. students are used to. Middlebury resident staff can help ease transitions as students navigate unfamiliar university systems and policies.

Internships as Inroads

Internships can be a valuable way into the host culture. Resident staff help match students to internships tailored to a variety of interests, including the environment, government, media, the arts, education, and business. Students gain professional experiences as they adapt to new cultural norms, learn specialized vocabulary, and boost language proficiency.

The Language Pledge

® pioneered decades ago in Middlebury’s summer Language Schools, is a cornerstone of immersive language study. By signing this pledge, students abroad affirm their intent to speak only the language of the host country. Exceptions exist, but they are few. Adhering to the Language Pledge requires self-discipline, creativity, fearlessness in the face of mistakes, and a sense of humor. The reward: rapid progress in gaining proficiency and self-confidence in the target language. When students sign and honor the Middlebury Language Pledge, they accept the greatest possible challenge in a study abroad program and an authentic experience in every respect: academic, social, and even professional.
Middlebury

Middlebury College, founded in 1800, has long been recognized as a leader in language education and global studies. Among the top liberal arts institutions in the U.S., it draws more than 10 percent of its undergraduate students from other countries and awards bachelor's degrees in 46 majors. Graduate programs include the summer Language Schools, the Bread Loaf School of English, and the Middlebury Institute of International Studies in Monterey, California.

At the 11 summer Language Schools in Vermont and California—which began with the German School in 1915—and at the 35 Schools Abroad sites around the world, students live the language by speaking only the language they are studying, in the classroom and out.

The Life of a Student

Sharing housing with native-speaking students or living with a host family provides good entry points into the culture. Resident staff, present in all primary and most secondary sites, support students seeking ways to connect with locals. They also assist students with logistics such as housing, course registration, and visas.

Students with the following majors have studied abroad in recent years:

- African Studies
- Anthropology
- Arabic
- Architecture
- Art History
- Biochemistry
- Biology
- Chemistry
- Chinese
- Computer Science
- East Asian Studies
- Economics
- English
- Environmental Studies
- European Studies
- French
- Geography
- Geology
- German
- History
- International Politics and Economics
- International Studies
- Italian
- Japanese
- Latin American Studies
- Math
- Middle Eastern Studies
- Music
- Neuroscience
- Philosophy
- Physics
- Political Science
- Portuguese
- Psychology
- Religion
- Russian
- Russian and East European Studies
- Sociology
- South Asian Studies
- Spanish
- Studio Art
- Theater

Research Abroad

With the support of the Rohatyn Center for Global Affairs at Middlebury, students at the Middlebury-C.V. Starr Schools Abroad are eligible for generous funding to support independent academic inquiry with direct faculty mentoring. These competitive grants support research costs of up to $2,500. For further information, please visit go.middlebury.edu/researchabroad.

Home Institutions of Students Attending Middlebury-C.V. Starr Schools Abroad:

- American University
- Amherst College
- Bates College
- Boston University
- Brandeis University
- Brown University
- Carleton College
- Claremont McKenna College
- Colby College
- College of William and Mary
- Columbia University
- Connecticut College
- Dartmouth College
- Davidson College
- Duke University
- Emory University
- Fordham University
- George Washington University
- Georgetown University
- Grinnell College
- Hamilton College
- Harvard University
- Haverford College
- Hobart and William Smith Colleges
- Kean University
- Macalester College
- McGill University
- Middlebury College
- Morehouse College
- Mount Holyoke College
- Northwestern University
- Oberlin College
- The Ohio State University
- Pomona College
- Princeton University
- Reed College
- Sarah Lawrence College
- Scripps College
- Skidmore College
- Smith College
- Spelman College
- St. Mary’s College of California
- Swarthmore College
- Tufts University
- Tulane University
- University of Colorado-Boulder
- University of Michigan
- University of Mississippi
- University of Vermont
- University of Virginia
- University of Wisconsin-Madison
- Vassar College
- Washington University
- Washington and Lee University
- Wellesley College
- Wesleyan University
- Wheaton College
- Whitman College
- Williams College
- Wooster College
- Yale University

Ambassador Corps

Students looking for an intensive summer internship following a spring semester abroad may take part in the Ambassador Corps program through the Middlebury Institute of International Studies at Monterey. They receive extensive professional training coupled with work experience in a social entrepreneurship organization. For more information, visit http://www.miis.edu/academics/researchcenters/social-impact/programs/ambassador-corps.
Argentina

Many consider Buenos Aires the most cosmopolitan city in South America. The capital is one of the largest on the continent, yet each of its 47 neighborhoods has its own unique cultural identity. The presence of European influences is strong, yet so is that of the gaucho heritage. It is a major political and economic center, yet it is also a cultural hub of art, theater, music, and dance. Buenos Aires is, after all, the birthplace of the tango.

Córdoba lies further inland, at the base of the Sierras and east of the Andes. Ten percent of the city’s population is composed of university students whose youthful energy offers a contrast to Córdoba’s rich colonial history. This smaller Argentine city is an alternative for students looking for a less urban environment than that of Buenos Aires, while offering easy access to mountains, outdoor activities, and indigenous communities.

Students in Buenos Aires and Córdoba take courses alongside Argentine students. In Buenos Aires students attend one of three local universities; in Córdoba, students enroll at the Universidad Nacional de Córdoba. All students complete a writing course offered exclusively to program participants, and many students elect to pursue an internship in a variety of sectors. The School in Argentina’s headquarters is based in Buenos Aires, where staff assists students in adjusting to life as a porteño. A resident coordinator in Córdoba helps students navigate life in the Central Sierras.

My six months in Buenos Aires, Argentina, was the greatest adventure of my life. The city life was something I had never really experienced before, and I had an amazing time exploring the various neighborhoods of the city and watching them truly come alive in the hours I would normally be fast asleep. But the best part of my trip was traveling around Patagonia. The scale and power of it was in the crystal blue lakes of Bariloche, or the jagged peaks of Torres del Paine. I was constantly astounded by the enormity and awesomeness of the natural world surrounding me. Returning home to Buenos Aires was always a shock to the system, going from the isolation of Patagonia to the huge metropolis of Buenos Aires. The variety of my experience abroad was really what made the time so amazing and such an adventure. I fell in love with the porteño culture, the Patagonian wilderness, and the people of Buenos Aires, and I can’t wait to return.

Student Profile

STUDENT: Eli Landman
SITE: Buenos Aires, Argentina
HOME SCHOOL: Claremont McKenna College
MAJOR: Spanish

“The emphasis on independence and the liberty that the program gave were the biggest contributing factors to my progress in Spanish.”

Dylan Barnes
Buenos Aires, Argentina
Latin American Studies
Tulane University
Program Information

Buenos Aires
Population: 11 million
Host Institutions:
- Pontificia Universidad Católica Argentina
  Enrollment: 20,000 students
  Highlighted Disciplines: business administration, computer science, economics, history, communications, math, music, political science, psychology, and international relations
- Universidad de Buenos Aires, Ciencias Sociales
  Enrollment: 24,000 students
  Highlighted Disciplines: political science, sociology, communication studies, religion, labor studies, social work
- Universidad de Buenos Aires, Filosofía y Letras
  Enrollment: 15,000 students
  Highlighted Disciplines: literature, philosophy, geography, history, cinema, anthropology, art history, dance, theater, art, and education
- Universidad Torcuato di Tella
  Enrollment: 1,500 students
  Highlighted Disciplines: economics, political science, history, art history, and international relations

Program Dates:
- Fall semester: late July to mid-December
- Spring semester: late February to mid-July
- Average Program Size: 20–25 students per semester

Córdoba
Population: 1.3 million
Host Institution: Universidad Nacional de Córdoba
Enrollment: 110,000 students
Highlighted Disciplines: architecture, studio art, health, psychology, science, history, literature, and communication.

Program Dates:
- Fall semester: late July to mid-December
- Spring semester: early March to mid-July
- Distance from Buenos Aires: one hour by plane
- Average Program Size: 1–5 students per semester

Housing Options
Arrangements for accommodations in local homes are made by the staff of the School in Argentina. Students are generally matched with families based on preferences provided to the director prior to arrival at the site. Accommodations may be available in residencias in certain sites. Students are not permitted to share housing with other English-speaking students.

Want to escape the northern hemisphere winter and boost your language skills during the summer months in Uruguay? Students looking for more advanced language preparation prior to the start of the spring semester in Argentina are encouraged to participate in the four-week Spanish program in Montevideo. This program is equivalent to a fifth-semester Spanish course and focuses on the study of the cultural and social characteristics of the local carnival. Whether fulfilling the language requirements for Middlebury’s full semester program, or just benefitting from some additional formal language training before beginning university courses, this extra month provides an easier transition and more overall time abroad.

Recent Internships in Argentina

Buenos Aires
- Ashoka
- Asociación Concienza
- Centro de Estudios Financieros (CEF)
- Conviven
- Fundamind
- Fundafasia
- Instituto de Estudios Sociales (IDES)
- Maternidad Sardá
- Proyectarte
- Recursos Naturales (FARN)
- TerraCycle

Córdoba
- Fundación Manos Abiertas
- Museo de Arte Roca
- Teatro Libertador San Martín

Above: “Cafayate Prayer” by Caroline Joyner ’15.
Brazil, with its physical beauty and welcoming social environment, is Latin America’s largest country. Its diverse and vibrant culture offers an ideal setting for students of Portuguese to improve their language skills and immerse themselves in the city life of Belo Horizonte, Florianópolis, or Niterói.

Advanced students of Portuguese will be glad to learn of the academic rigor of our partner institutions, who open their entire catalog of undergraduate courses to our students. Those attending the Middlebury program in Brazil directly enroll in university classes alongside Brazilian students and thus assimilate into the regular student body. To help students process their experiences and increase their writing proficiency, Middlebury also organizes a writing course, which takes place alongside other coursework.

To complement their academic endeavors and enrich their experiences, students choose from many Brazilian pastimes, including capoeira, samba, futebol, or independent historical exploration. Internships in various NGOs or with university professors are also available.

Brazil is a feijoada. A feijoada is a stew made with beans, pork, and an array of vegetables, often accompanied by side dishes, such as rice, farofa, kale, and, more often than not, a slice of orange—this is the typical dish. However, my experience in Brazil has taught me much more than any Wikipedia article about feijoada could. It’s an event. A feijoada is about celebrating something, someone, or even simply celebrating the company you group together to eat and samba with for an undetermined amount of time.

Just like the feijoada itself, the people I’ve met during my experience traveling throughout the country have represented a mix of cultures from different states, regions, and socio-economic situations. It’s the Brazilians themselves, whether local to your chosen region or not, who become more than your personal Google translator—the one that was once your best friend while doing Portuguese assignments. It’s the Brazilians who tell you to get moving and come along for the ride, regardless of whether or not a set destination exists. My time here has taught me to live life at a more humble, richer, and more enjoyable pace—an unforgettable and invaluable experience in my undergraduate career that only Brazil could offer.

Student Profile

STUDENT: Barbara Leary
SITE: Niterói, Brazil
HOME SCHOOL: Northwestern University
MAJORS: History and Geography

“Somewhere in the middle of the semester something clicked and I found myself able to navigate everyday situations more easily.”

Delia Taylor
Niterói, Brazil
English & American Literature and Classical Studies
Middlebury College
Program Information

Belo Horizonte
Population: 2.5 million
Host Institution: Pontifícia Universidade Católica de Minas Gerais
Enrollment: 52,000 students
Highlighted Disciplines: international relations, political science, and economics
Program Dates:
Fall Semester: late July to late November/early December
Spring Semester: late February to late June
Average Program Size: 1–5 students per semester

Florianópolis
Population: 500,000
Host Institution: Universidade Federal de Santa Catarina
Enrollment: 24,000 students
Highlighted Disciplines: history, literature, political science, economics, biology, health science, science, anthropology, sociology, architecture, international relations, and film
Program Dates:
Fall Semester: late July to mid-December
Spring Semester: late February to mid-July
Average Program Size: 5–10 students per semester

Niterói
Population: 500,000
Host Institution: Universidade Federal Fluminense
Enrollment: 52,000 students
Highlighted Disciplines: history, literature, political science, economics, biology, health science, science, anthropology, sociology, architecture, international relations, and film
Program Dates:
Fall Semester: late July to mid-December
Spring Semester: late February to mid-July
Average Program Size: 5–10 students per semester

Housing Options
Arrangements for accommodations in local homes are made by the staff of the School in Brazil. Students are generally matched with families based on preferences provided to the director prior to arrival at the site. Students must live in a Portuguese-speaking environment.

Admission Requirements
In order to be eligible for admission to the School in Brazil, students must have completed a minimum of two years of college-level Portuguese equivalent to Middlebury College’s PGSE 0215, with at least a B average in Portuguese, a B average in their major, and a B- average overall. All students are expected to enroll in a course in Portuguese prior to the term or year abroad. For application deadlines, please visit go.middlebury.edu/study-abroad/applying.

Want to escape the northern hemisphere winter and boost your language skills during summer months in Florianópolis? Students looking for more advanced language preparation prior to the start of the spring semester in Brazil are encouraged to participate in the four-week Portuguese program in Florianópolis. This program is equivalent to a fourth-semester course and focuses on the study of the cultural and social characteristics of the local community. Whether fulfilling the language requirements for Middlebury’s full-semester program, or just benefiting from some additional formal language training before beginning university courses, this extra month provides an easier transition and more overall time in the host culture.
The Middlebury School in Cameroon is the perfect program for the adventurous student of French. Atypical of many study abroad programs in the Francophone world, the program combines a captivating and non-traditional destination with a rigorous and immersive academic program entirely in French.

The second-largest nation in Central Africa, Cameroon is home to more than 200 ethnic groups, with as many distinct languages and dialects. And as its economic and political capital, Yaoundé is where the diversity of Cameroon’s people and languages comes together. Because there are so many different dialects converging on one city, French is the lingua franca of Yaoundé, making it an ideal location for immersion into Francophone African life.

Based at the Université Catholique d’Afrique Centrale (UCAC), the Middlebury School in Cameroon is one of very few study abroad programs in Francophone Africa designed for advanced speakers of French. Students take course work in disciplines in the humanities and social sciences—through Middlebury-arranged courses and by enrolling directly alongside local students at UCAC.

The School in Cameroon encourages students to volunteer with a local organization or pursue other cocurricular activities, including credit-bearing internships with locally based NGOs and other nonprofits. The Middlebury staff in Yaoundé arranges overnight excursions to other parts of Cameroon that students might not otherwise see. In all areas of the program, students are exposed to the cultures and languages of this fascinating country and region.

Yaoundé will captivate participants with its many ethnic groups and bustling city life. The student who is drawn to the vibrant colors, fragrant foods, and rhythmic music of this city and nation will not be disappointed.

STUDENT:
Charles Freeman McCluskey
SITE:
Yaoundé, Cameroon
HOME SCHOOL:
University of the South
MAJOR:
French

Cameroon

Yaoundé has its own special character as far as central African cities go. In no time, I became familiar with the many quartiers of the city, some poor, some wealthy, some politically active, others containing colorful markets! The moment when Yaoundé began feeling like a home, I felt a deep sense of personal satisfaction. I truly felt I was living like a Cameroonian; I appreciated talented taxi drivers, roasted peanuts, smoked chicken, and Cameroonian music on the radio. I also began to understand the hardships and joys of the lives of the people living there, learning how to joke appropriately, pray accordingly, and even dance when a celebration is called for.

An essential part of this program is stepping out of your own bubble to make Cameroonian friends. A lot can be learned and discovered by observation. However, in Yaoundé, it really helps to have Cameroonian folks explain and show you a variety of things. The Cameroonian university students are particularly enthusiastic and helpful for such discoveries.

There is no place like Cameroon. I can’t imagine a better place to do an exceptional amount learning within a short period of time… this program has changed my life for the better.
Program Information

Yaoundé

Population: 2.5 million
Host Institution: Université Catholique d’Afrique Centrale
Enrollment: 1,900 students
Highlighted Disciplines: French, Francophone studies, African studies, political science, anthropology, and sociology
Housing Option: homestays
Program Dates:
   Fall Semester: mid-September to early February
   Spring Semester: mid-February to late June
Average Program Size: 5–10 students per semester

“...I have running water, speedy internet. Amazing friendships. I live in a cushy sorority house and bake cookies on a near-weekly basis. My classes are interesting. My family is close by in NYC now. It’s all rather wonderful.

And that means it’s time to go, for now. I don’t know much about Cameroon, and, honestly, that’s why I want to go there. (Word on the street from a girl who studied there last spring: there’s only running water every four days! Hello, dry shampoo. Cue personal growth.) I’ve lived in developing countries before with my family, but I fully recognize that living with a homestay family will be a new challenge. It’s also a French immersion program held to the exceptionally high standards of the Middlebury Language Pledge. (Read: my French better be \textit{parfait} when I return stateside in June.)

The perfection that has been my junior fall had been making me slightly question my decision to leave it all and zip over to central Africa for five months. But the culture-shock graph today reminded me: this is who I am and what I do. I’m a nomad, and I’m really good at adapting to new places—I just haven’t had the opportunity to do it in a while.

So yes: I’m studying abroad in Cameroon next semester. And this is going to be my self-indulgent blog. Life is exciting.

POSTED BY HANNAH BROWN

Admission Requirements

Students must have completed a minimum of two years of college-level French (or the equivalent), plus one literature or culture course taught in French, with at least a B average in French, a B average in their major, and a B-average overall. All students are expected to enroll in a course in French the semester prior to the term or year abroad. For application deadlines, please visit go.middlebury.edu/study-abroad/applying.
Sandwiched between the Pacific Ocean and the Andes Mountains, and stretching 4,300 km from the Peruvian border in the north to Cape Horn and the Strait of Magellan in the south, Chile encompasses every kind of environment from tropical to desert to sub-Antarctic. Long, thin Chile boasts a magnificent Pacific coastline. Andean peaks with over 50 active volcanoes, the inhospitable Atacama Desert, and Chilean Patagonia.

Since the end of military rule and the return of a stable democracy in 1990, Chile has proven an attractive site for university-level study. And with 11 partner universities in seven cities, the School in Chile has much to offer students in many disciplines. All students at the School in Chile enroll directly at one of our partner universities, where they take the majority of their courses. To increase students’ academic writing proficiency, Middlebury organizes a writing course for all program students to take alongside their other coursework. Many students in Chile choose to replace a university course with an internship experience.

All students in Chile live with host families, which can vary from younger families with small children to older Chileans to pensiones—a family hosting a number of Chilean students. It’s often in the context of living with a Chilean family that students find their Spanish fluency increases the most.

“\nIf you want an immersive, hands-on experience where you act like a student in that country, then choose Middlebury!”

Julia Rabin
Valparaíso, Chile
Psychology
Bates College

Through the Middlebury School in Chile, I had the opportunity to enroll as an exchange student in the nursing school at the Universidad de Andrés Bello. As a pre-health student interested in global health and medicine, I can’t imagine a more enriching experience than to be thrown into a real Chilean nursing curriculum where, right alongside my nursing classmates, I learned how to promote healthy lifestyles, prevent chronic illnesses, and perform basic medical procedures. For my clinical rotations, I was placed in a nursing home with scarce resources, learning to care for older adults with diminishing physical and mental capacities and minimal social support. I also worked in a public health clinic where I went on home visits in the hills of Valparaíso to care for my patient who had suffered the amputation of both his legs. My immersion in the world of Chilean public health allowed me not only to form really close relationships with my classmates, professors, and patients, but also to gain hands-on experience learning from and working in health settings that service patients from all socioeconomic backgrounds. For that reason, my study abroad experience through Middlebury was not just a trip to another country, but rather an opportunity to solidify my fluency in Spanish, develop real relationships with Chilean people and culture, explore my academic interests more deeply and from a different perspective, and really create a life for myself in a new place.
Recent Internships in Chile:

Concepción
- Consultorio Villa Nongsi
- CONICYT—EXPLORA Región del Bío Bío
- Centro de Ciencias Ambientales EULA—Chile

La Serena
- Cerro Tololo Inter-American Observatory
- CONICYT—Explorer Region of Coquimbo
- Liceo de Niñas Gabriela Mistral
- CIEAZA (Centro de Estudios Avanzados en Zonas Aridas)

Santiago
- CONICYT-EXPLORA Región Metropolitana
- CREA
- Die Eche Arte Contemporáneo
- Oficina de Sustentabilidad UC
- Patagonia Sur

Temuco
- Adopta un Hermano
- Facultad de Ciencias Agropecuarias y Forestales—UFRO
- Instituto de Estudios Indígenas
- Facultad de Ciencias Agropecuarias y Forestales—UFRO
- Municipalidad de Temuco

Valdivia
- Centro de Estudios Agrarios y Ambientales (CEA)
- Centro de Estudios Científicos (CECS)
- CONICYT—EXPLORA Región de los Lagos
- Escuela Francesa
- Instituto de Biología Marina—Universidad Austral de Chile

Valparaíso
- CONICYT—EXPLORA Valparaíso
- Consejo Nacional de la Cultura y las Artes, Departamento de Artesanía
- Corporación Laguna Verde

Program Information

Concepción
- Population: 450,000
- Host Institution: Universidad de Concepción
- Enrollment: 20,600 students
- Highlighted Disciplines: literature, history, environmental science, studio art, chemistry, and biology
- Program Dates:
  - Fall Semester: late July to mid-December
  - Spring Semester: late February to mid-July
- Distance from Santiago: six hours by bus, one hour by plane
- Average Program Size: 1–5 students per semester

La Serena
- Population: 160,000
- Host Institution: Universidad de La Serena
- Enrollment: 8,200 students
- Highlighted Disciplines: biology, geography, literature, astronomy, and physics
- Program Dates:
  - Fall Semester: late July to mid-December
  - Spring Semester: late February to mid-July
- Distance from Santiago: six hours by bus, one hour by plane
- Average Program Size: 1–5 students per semester

Santiago
- Population: 6.3 million
- Host Institutions:
  - Pontificia Universidad Católica de Chile
- Enrollment: 21,000 students
- Highlighted Disciplines: art history, political science, literature, film, sociology, and economics

Universidad de Chile
- Enrollment: 24,500 students
- Highlighted Disciplines: biology, chemistry, mathematics, economics, history, anthropology, and literature
- Program Dates:
  - Fall Semester: late July to mid-December
  - Spring Semester: late February to mid-July
- Average Program Size: 1–5 students per semester

Temuco
- Population: 250,000
- Host Institution: Universidad de la Frontera
- Enrollment: 7,500 students
- Highlighted Disciplines: sociology, indigenous studies, history, and geography
- Program Dates:
  - Fall Semester: late July to mid-December
  - Spring Semester: late February to mid-July
- Distance from Santiago: 10 hours by bus, 1.25 hours by plane
- Average Program Size: 1–5 students per semester

Valdivia
- Population: 140,000
- Host Institution: Universidad Austral de Chile
- Enrollment: 11,000 students
- Highlighted Disciplines: environmental sciences, marine biology, literature, and history
- Program Dates:
  - Fall Semester: late July to mid-December
  - Spring Semester: late February to mid-July
- Distance from Santiago: 12 hours by bus, 2.25 hours by plane
- Average Program Size: 1–5 students per semester

Valparaíso
- Population: 275,000
- Host Institutions:
  - Pontificia Universidad Católica de Valparaíso
- Enrollment: 2,000 students
- Highlighted Disciplines: business, law, engineering, psychology, journalism, and design

Universidad Andrés Bello (Viña del Mar)
- Enrollment: 9,000 students
- Highlighted Disciplines: pre-med track (spring only), architecture, psychology, sociology, education, and geology

Universidad de Playa Ancha
- Enrollment: 8,000 students
- Highlighted Disciplines: literature, history, sociology, studio art, education, and philosophy

Universidad de Valparaíso
- Enrollment: 15,000 students
- Highlighted Disciplines: economics, marine biology, and business

Want to escape the northern hemisphere winter and boost your language skills during the summer months in Uruguay? Students looking for more advanced language preparation prior to the start of the spring semester in Chile are encouraged to participate in the four-week Spanish program in Montevideo. This program is equivalent to a fifth-semester Spanish course, and focuses on the study of the cultural and social characteristics of the local carnival. Whether fulfilling the language requirements for Middlebury’s full semester program, or just benefitting from some additional formal language training before beginning university courses, this extra month provides an easier transition and more overall time abroad.

Pontificia Universidad Católica de Valparaíso
- Enrollment: 13,000 students
- Highlighted Disciplines: history, psychology, literature, international studies, religion, political science, and economics
- Program Dates:
  - Fall Semester: late July to mid-December
  - Spring Semester: late February to mid-July
- Distance from Santiago: 1.5 hours by bus
- Average Program Size: 10–15 students per semester

Housing Options
Arrangements for accommodations in local homes are made by the staff of the School in Chile. Students are generally matched with families based on preferences provided to the director prior to arrival at the site. Students are not permitted to share housing with other English-speaking students.

Admission Requirements
In order to be eligible for admission to the School in Chile, students must have completed a minimum of two years of college-level Spanish (or the equivalent), plus one literature or culture course taught in Spanish, with at least a B average in Spanish, a B average in their major, and a B- average overall. All students are expected to enroll in a course in Spanish prior to the term or year abroad. For application deadlines, please visit goc.middlebury.edu/study-abroad/applying.
School in China students live with a Chinese roommate—a pairing based on interests and preferences—whether in Beijing, Hangzhou, or Kunming. Challenging course work and the Language Pledge round out a highly immersive program for the serious student of Mandarin Chinese.

What makes a high level of immersion possible is the participants’ intermediate-to-advanced levels of proficiency, acquired from two to three years of prior instruction. Courses, taught in Mandarin by local instructors, are designed for School in China participants by the program director in consultation with Middlebury’s Chinese Department and the director of the summer Chinese School.

All students take a one-on-one tutorial on a topic of their choosing and a course on local history and culture. Elective courses give students some flexibility in pursuing their fields of interest while studying language. All three program sites offer rigorous language training that aims to improve each of five basic skills: speaking, listening, reading, writing, and fluency in cultural knowledge. Each of the program sites takes advantage of the resources at hand. Students of political science, economics, or the arts may prefer Beijing, China’s political and cultural center. Hangzhou tends to attract students with an interest in religion, history, and literature, while students interested in anthropology or environmental studies might prefer to study in the multiethnic city of Kunming.

The learning that takes place outside of the classroom is an important complement to the learning that takes place in the classroom, and therefore a variety of cocurricular events is offered each semester. The programs reimburse students for some expenses related to independent travel, and they organize activities that involve students and their Chinese roommates. The Language Pledge ensures that Chinese is the only language used during all activities, maximizing the opportunity for cultural immersion.

By immersing themselves in Chinese language and culture, students gain a strong appreciation for a way of life that initially may feel very foreign but that will seem more and more like home as their cultural awareness grows. A strong alumni organization offers the additional benefit of advice from program graduates, a boon to career networking.

Museum and art gallery visits
Guest lecturers
Visits to schools for autistic children and children of migrant workers
Introduction to Peking Opera and attendance at popular music festivals
Participation in campus clubs
Visit to a local university class on the Chinese constitution
Local musical instrument classes
Street and modern dance classes
Classes on cooking, ping-pong, calligraphy, ink painting, martial arts, Taiji, Weiqi (Go), and traditional Chinese massage.
Participation on sports teams

Each semester, program participants and their roommates are invited to join in a weekend excursion to a site chosen for its historical and cultural importance and/or the adventure and excitement it offers.
† Activities will vary by semester, site, and student interest.

Course Offerings*

| Classical Chinese I and II | Contemporary Chinese Literature |
| Business Chinese | Hangzhou Studies |
| Contemporary Issues in China | Ancient Chinese History |
| Chinese Newspaper Reading | China’s Environment and Development |
| Experience Beijing | Yunnan Minorities Studies |
| Advanced Spoken Chinese | Modern Chinese Politics |
| One-on-One Tutorial | Kunming Impressions |

* Actual course offerings may vary by semester and site. Please refer to our website for current course listings and availability.

Cocurricular Activities† and Excursions

| Museum and art gallery visits |
| Guest lecturers |
| Visits to schools for autistic children and children of migrant workers |
| Introduction to Peking Opera and attendance at popular music festivals |
| Participation in campus clubs |
| Visit to a local university class on the Chinese constitution |
| Local musical instrument classes |
| Street and modern dance classes |
| Classes on cooking, ping-pong, calligraphy, ink painting, martial arts, Taiji, Weiqi (Go), and traditional Chinese massage. |
| Participation on sports teams |

Each semester, program participants and their roommates are invited to join in a weekend excursion to a site chosen for its historical and cultural importance and/or the adventure and excitement it offers.

† Activities will vary by semester, site, and student interest.
Having already visited Beijing, coming back to the city was like greeting an old friend. However, the great thing about Beijing is that there is always something new to discover and explore. The atmosphere provided by the lively staff, the friendly teachers, and my amazing friends made every day in Beijing an adventure, whether we were listening to a lecture in the Buddhist temple, visiting the local milk-tea stand, or working on group projects at CNU. One of my favorite experiences with Middlebury was our class trip to Luoyang. From playing cards, to the all day hike in the mountains, to the larger-than-life Buddhist temple, visiting the local milk-tea stand, or working on group projects at CNU students who have compatible interests and routines.

Program Dates:
FALL SEMESTER: late August to mid-December
SPRING SEMESTER: early February to late May
Average Program Size: 8–15 students per semester

Hangzhou

Population: 8.7 million
Host Institution: Zhejiang University of Technology (ZUT)
ACADEMIC PROGRAM: one-on-one tutorial; Hangzhou Studies, and two electives; all classes are language classes, including content courses, which teach language in context.
ENROLLMENT: 15,000 students
Housing Option: Students live in a campus dormitory on ZUT’s campus.

Program Dates:
FALL SEMESTER: late August to mid-December
SPRING SEMESTER: early February to late May
Average Program Size: 8–15 students per semester

Kunming

Population: 6.4 million
Host Institution: Yunnan University (YNU)
ACADEMIC PROGRAM: one-on-one tutorial, Kunming Impressions, and two electives; all classes are language classes, including content courses, which teach language in context.
ENROLLMENT: 20,000 students
Housing Option: Students live in a campus dormitory near the center of Kunming. Each student is paired with a Chinese student from YNU, and every effort is made to match program participants with YNU students who have compatible interests and routines.

Program Dates:
FALL SEMESTER: late August to mid-December
SPRING SEMESTER: early February to late May
Average Program Size: 16-22 students per semester

January Term in Beijing

Students seeking reinforcement of their language skills prior to spending the spring semester at the School in China or looking to pursue an independent study project following a fall semester in Hangzhou, Kunming, or Beijing are encouraged to attend a January-term course in Beijing administered by CET Academic Programs. The presemester program offers intensive language training and a chance for the student to become acclimated to life in China before the start of the spring semester. The post-semester program challenges students to tackle difficult questions related to contemporary China through an independent study who name field research.

Admission Requirements
Students must have completed a minimum of four semesters of rigorous, college-level Chinese equivalent to Middlebury College’s CHNS 0202, Intermediate Chinese, with at least a B average in Chinese, a B average in their major, and a B- average overall. Five semesters of rigorous, college-level Chinese or two years plus an intensive summer language program is preferred. Students who need further preparation may be advised to attend the eight-week Middlebury Chinese School during the preceding summer. For application deadlines, visit go.middlebury.edu/study-abroad/applying.

“This program is the most rigorous of its kind. You will learn even more than you expected.”

Cindy Lan
Beijing, China
Music
Skidmore College

Recent Internships
• Beike Biotech, Zhejiang Xiaoshan Hospital
• Blood Center of Zhejiang
• China GreenTech Initiative
• Juhe Outdoor
• JIE Overseas Education
• KineticOne
• New Ecology Education
• Ullens Center for Contemporary Art
• Yunnan Health and Development Research Association
• Zhejiang Environmental Protection Bureau

Cindy Lan
Beijing, China
Music
Skidmore College
Bordeaux, Poitiers, Paris—each has its own distinct character. In Bordeaux, students experience the natural beauty and festive atmosphere of this Aquitaine capital city. Students in Paris discover the city’s grand boulevards and narrow cobblestone streets. Poitiers is rich in medieval history and is one of the oldest university communities in France. At all three sites, the School in France—founded in 1949—guides students toward courses that are academically challenging and rewarding.

In Bordeaux and Poitiers, students take all of their courses at a local university, choosing from many disciplines. In Paris, students do the majority of their course work at a local university, but may also take up to two classes with other program participants at le Centre Madeleine, headquarters of the School in France. Students with particular academic interests may apply to institutions such as l’Institut d’Études Politiques in Paris or Bordeaux (Sciences Po) or l’École Spéciale d’Architecture. Language and subject-area tutors provide academic support. Writing academic papers à la française is a new skill; tutors can offer advice as students learn by doing.

All students must engage in at least one cocurricular activity, such as an internship or volunteer work. Student clubs and French-language conversation partners are strongly encouraged, offering students an opportunity for community involvement. Interaction with native speakers—as well as Francophone students from around the world—is a benefit of student-housing options that include homestays or foyers (student residences).

Program staff at le Centre Madeleine maintain close contact with all students, and a site coordinator in Bordeaux assists students in Bordeaux and Poitiers. French orientation assistants and local French student organizations in all three cities guide participants as they immerse into student life in France.

Being abroad in Paris was a life-changing experience. The city itself is an endless source of things to explore and visit, and every day I felt like I had the opportunity to wake up and see a new little part of the city that had been invisible to me before. It was wonderful to be with the friends I met on the Middlebury program visiting museums and restaurants and having picnics on the Seine when it got warm out. Even better, my host family—the part of the program that I was most worried about—ended up being a highlight for me. They were warm and welcoming, and after eating with them three times a week I quickly felt like a part of the family. This kind of family atmosphere made practicing my French comfortable and effortless. I even translated between French and English for a whole night when my real family (who unfortunately speak no French) came over for dinner when they were visiting me! After spending the semester in Paris I feel comfortable speaking in French in any situation and much more confident in my language ability. I’m really going to miss Paris!

Student Profile

NAME: Kimberly Plumer
SITE: Paris, France
HOME SCHOOL: Washington University
MAJOR: International and Global Studies

“Being abroad in Paris was a life-changing experience. The city itself is an endless source of things to explore and visit, and every day I felt like I had the opportunity to wake up and see a new little part of the city that had been invisible to me before. It was wonderful to be with the friends I met on the Middlebury program visiting museums and restaurants and having picnics on the Seine when it got warm out. Even better, my host family—the part of the program that I was most worried about—ended up being a highlight for me. They were warm and welcoming, and after eating with them three times a week I quickly felt like a part of the family. This kind of family atmosphere made practicing my French comfortable and effortless. I even translated between French and English for a whole night when my real family (who unfortunately speak no French) came over for dinner when they were visiting me! After spending the semester in Paris I feel comfortable speaking in French in any situation and much more confident in my language ability. I’m really going to miss Paris!”

Audrey Coventry
Poitiers, France
Biology and French
Wofford College

“THE LANGUAGE PLEDGE IS KEY FOR LANGUAGE IMPROVEMENT AND IS SOMETHING THAT SETS THIS PROGRAM APART.”
Initially, I found the act of immersing myself into the French culture to be challenging. Adjusting to a new language, let alone a new country, was exhausting. In hopes of finding a regular activity to provide structure for my weekly schedule, I took a look at the list of sports clubs at Université Bordeaux Montaigne. I was surprised to see that there was a football team—American football, that is. I hadn’t played since high school, and I thought joining the Bordeaux team would be a great way to make friends while also revisiting an old passion. Participation felt like a true cultural exchange: I brought relative football expertise to a country where the sport is still developing, and I was exposed to the way the French approach athletics and a colloquial, 21st-century form of the language. In addition to developing, and I was exposed to the way the French approach football expertise to a country where the sport is still developing, and I was exposed to the way the French approach athletics and a colloquial, 21st-century form of the language. In addition to developing, and I was exposed to the way the French approach athletics and a colloquial, 21st-century form of the language. In addition to developing, and I was exposed to the way the French approach athletics and a colloquial, 21st-century form of the language. In addition to developing, and I was exposed to the way the French approach athletics and a colloquial, 21st-century form of the language. In addition to developing, and I was exposed to the way the French approach athletics and a colloquial, 21st-century form of the language. In addition to developing, and I was exposed to the way the French approach athletics and a colloquial, 21st-century form of the language. 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In addition to developing, and I was exposed to the way the French approach athletics and a colloquial, 21st-century form of the language. In addition to developing, and I was exposed to the way the French approach athletics and a colloquial, 20
The programs in Mainz and Berlin offer two very different experiences. Situated on the Rhine River, Mainz blends rural and urban worlds, allowing students to immerse themselves in a typical German city. Berlin has a unique cultural profile within Germany and boasts residents from around the globe, giving students a truly international experience.

Students with initiative and a spirit of discovery thrive in this program; its small groups promote greater interaction with Germans. Students typically choose to live in a residence hall, but the staff is available to assist in finding apartments as well. German student assistants give support when needed, especially in the first weeks of settling in. They also help program participants connect with native speakers through a variety of activities such as hiking, climbing, or German-English conversation exchanges. Individually tailored internships open up another sphere of German life. Not only do interns meet new people, they also acquire specialized language; interns in the Gutenberg Museum print shop, for example, learned vocabulary in German that they didn’t know in English.

The director of the School in Germany advises each student on course selection (three courses per semester plus a cultural portfolio course). Studying in a German university presents both a language and a learning challenge, since classes are merely starting points for independent reading and research. Students working to improve their language skills can count on the support of their own Babel Guide throughout the semester.

From their experiences, students take away facility in the German language and—after unraveling the fascinating complexities of German logic—they also take away greater cultural competence.

“Mainz is an amazing place to study abroad. I couldn’t be happier about my experience.”

Kelsey Domoracki
Mainz, Germany
International Politics and Economics
Middlebury College

My time in Mainz and various other cities in Germany has been one of the most important and enjoyable experiences of my life. Not only have I had the pleasure of meeting and interacting with so many kind and friendly Germans, but I have also had the pleasure of experiencing the many different and enjoyable parts of the German culture. Karneval, Christmas markets, sunny days by the Rhine, Mainz’s beautiful Altstadt, and the delicious Federweißer, Hefeweizen, and German bread are just a few parts that make Mainz so special. The university work can be quite strenuous at times, but the Middlebury tutors and director in Germany are so incredibly helpful and caring that it is not a problem. The idea of taking classes alongside other German university students was at first a little terrifying, but I did well in my classes discussing philosophy, history, and anthropology and even gave a couple successful presentations. Speaking German daily with other students and at the university has improved my German tremendously since I arrived in September, and I can now quite comfortably carry conversations with others in German. The German language is daunting at times, but I am so grateful to have had the opportunity to navigate the German culture with its language as an important tool.
Program Information

Berlin

Population: 3.6 million
Host Institution: Freie Universität (FU)
Enrollment: 34,500 students
Highlighted Disciplines: linguistics, art history, computer science, history, sociology, film, religion, mathematics, physics, and German studies
Housing Options: dormitories or apartments with German speakers
Program Dates:
Fall Semester: mid-September to early February
Spring Semester: mid-April to late July
Average Program Size: 6-12 students per semester

Mainz

Population: 200,000
Host Institution: Johannes Gutenberg Universität (JGU)
Enrollment: 36,000 students
Highlighted Disciplines: art history, biology, film, literature, philosophy, political science, and theater studies
Housing Options: dormitories or apartments with German speakers
Program Dates:
Fall Semester: mid-October to early February
Spring Semester: mid-April to late July
Average Program Size: 5-10 students per semester

The School in Germany offers students in both Mainz and Berlin a cocurricular program that includes one overnight excursion per semester, usually to Weimar and Buchenwald. Two organizations at JGU, the Geographie für alle program and the international office, offer special excursions throughout the year. The school also encourages and supports self-directed travel in-country. In the past, students have complemented their language skills by developing their physical grace in ballet classes, finding calm in yoga classes, singing in choirs, joining local church groups, participating in internships, learning a new vocabulary on the tennis court, mastering the waltz in ballroom-dancing classes, and, of course, sharing the German passion for soccer by playing on club teams.

STUDENT: Alisa Rethy
SITE: Berlin, Germany
HOME SCHOOL: Kenyon College
MAJOR: German

Admission Requirements

In order to be eligible for admission to the School in Germany, students must have junior standing and must have completed a minimum of six courses of college-level German or the equivalent (including two upper-level literature/culture courses comparable to Middlebury College’s third-year German literature or German studies classes). Applicants who have taken four or five courses of college-level German or the equivalent will be given an oral assessment. (This option is not available for Middlebury undergraduates.) All students must have at least a B average in German, a B average in their major, a B- average overall, and are expected to enroll in a course in German the semester prior to the term or year abroad. For application deadlines, please visit go.middlebury.edu/study-abroad/applying.

My year studying in Berlin was a truly remarkable experience, both academically and otherwise. In my courses in comparative literature, philosophy, and art history at the Freie Universität, many of which approached theoretical concepts in new and provocative ways, I encountered exceptional professors and stimulating discussions. While the Middlebury program offered valuable support—particularly in navigating bureaucratic issues and through the wonderfully helpful writing tutors—I was also, in many ways, quite free and independent, choosing my own apartment and getting acquainted with the city on my own terms. Berlin is an amazingly vibrant, unique place, and in my daily interactions with the city I learned a great deal—not only about German history and culture but also, because of the city’s eclectic international community, about the nature of cultural exchange in general. In fact, because of my great experiences abroad, I am planning to return to Berlin next year to do graduate work.

Recent Internships:

Berlin
- Berlin Art Gallery
- Biochemistry Department, Freie Universität
- Chamber of Deputies
- State Parliament of Berlin
- American Academy
- Literaturwerkstatt

Mainz
- Johannes Gutenberg Museum
- Max-Planck-Institut Medizinethboer
- Research Reactor TRIGA Mainz
- ZDF Television
- Political Science Department, JGU

Student Profile

Above: “Living Memory, Berlin” by Irene Estefanía González ’15
Delhi

Population: 16.7 million
Host Institutions:
St. Stephen’s College
ENROLLMENT: 2,000 students
HIGHLIGHTED DISCIPLINES: economics, English, history, philosophy, mathematics, chemistry, and physics
Lady Shri Ram College for Women
ENROLLMENT: 2,000 students
HIGHLIGHTED DISCIPLINES: business economics, elementary education, English, history, journalism, mathematics, philosophy, political science, psychology, and sociology
Housing Option: apartments
Program Dates:
FALL SEMESTER: mid-July through late November
SPRING SEMESTER: early January through late April
Average Program Size: 5–10 students per semester

The political and administrative capital of India, Delhi is steeped in a rich and tumultuous history. It has long been associated as a capital city to many different kingdoms and populations whose architecture and culture still influence modern Delhi’s culture.

With a metropolitan population of 16.7 million, Delhi is a bustling and diverse city home to ancient monuments—including three World Heritage sites—as well as modern art, business, and cultural scenes.

The School in India is based at St. Stephen’s College and Lady Shri Ram College for Women, both part of the larger University of Delhi. Both are well-known and preeminent institutions of higher education in India, with offerings in the humanities, social sciences, and physical sciences. The language of instruction at the colleges is English, however all students will study Hindi while on the program.

Program Information

Student Profile

I was thrilled when Middlebury instituted the new program in Delhi, and I was especially happy to be able to study at an Indian college. Attending Lady Shri Ram was one of my favorite things about my time in Delhi. In addition to making friends, I met some wonderful professors and experienced India in an authentic way. I got to participate in college life, attending campus festivals and even the graduation ceremony. The friends I made traveled with us on our many group trips, and one has since come to visit us at Middlebury. It is without question that attending LSR put me in a position to have some of the best experiences of my time in India.

Student:
Stephanie Ovitt
SITE:
Delhi, India
HOME SCHOOL:
Middlebury College
MAJOR:
International and Global Studies

Admission Requirements

In order to be eligible for admission to the School in India, students must have a B average in their major and a B average overall. For application deadlines, please visit go.middlebury.edu/study-abroad/applying.

OPPOSITE: Poonam’s Baraat by Teddy Knox ’15.
Those who study with the School in Italy in Florence, Ferrara, or Rome are exceptional among U.S. students in Italy: they study in Italian—and speak it well. The school, founded in 1960, is among a tiny handful of study abroad programs in which students take all course work in Italian and integrate into an Italian university. It therefore attracts students whom local university faculty praise for their academic seriousness and enthusiasm for learning.

Participants in Italy enroll in two university courses alongside Italian students and also take a School in Italy-organized course. Volunteer work and internships bring students into contact with native speakers and allow them to become more immersed in Italian society.

The most successful students possess the initiative and self-reliance to take full advantage of a robust, authentic academic experience. All courses and exams are conducted in Italian. Differences in academic culture, where self-directed learning is the norm, add to the challenge, but seminars organized by the program provide added assessment and extra support. Students actively participate in all decisions affecting them, such as housing, activities, internships, and volunteer opportunities.

Middlebury’s program center in Florence is the Middlebury Sede, located in a 16th-century building in the academic heart of the old city. School in Italy staff visit Ferrara and Rome regularly and are accessible by cell phone and email.

Italians tend to respond favorably when students proficient in Italian reach out to them. Though it is true that many visitors come to Florence and Rome each year—and with good reason—students who use their Italian skills will find that they can get to know locals on a personal level and experience the real lifestyle of the city.
Food Studies

Italy has always been recognized for its gastronomic delights, yet few realize that it is home to the Slow Food movement. Students interested in food studies will find organizations in Italy such as Slow Food and the headquarters of Food and Agriculture Organization of the United Nations (FAO), as well as programs at the local universities that offer classes in the science and technology of food and agriculture.

Admission Requirements

In order to be eligible for admission to the School in Italy, students should have completed a minimum of two years of college-level Italian or the equivalent, plus one literature or culture course taught in Italian, with at least a B average in Italian, a B average in their major, and a B average overall. All students are expected to enroll in a course in Italian the semester prior to the term or year abroad. Applicants who complete the equivalent of just two years of college-level Italian may complete an oral interview to demonstrate their qualifications for the program. (This option is not available for Middlebury students.) For application deadlines, please visit go.middlebury.edu/study-abroad/applying.

Program Information

Ferrara

Population: 130,000
Host Institution: Università degli Studi di Ferrara
Enrollment: 22,000 students
Highlighted Disciplines: Economics, architecture, physics, biology, and chemistry
Housing Options: Homestays or student apartments with Italians
Program Dates:
Fall semester: mid-September to late January
Spring semester: early February to late June
Distance from Florence: two hours by train
Average Program Size: 5-10 students per semester

Florence

Population: 375,000
Host Institutions: Middlebury College School in Italy - Sede
Highlighted Disciplines: literature, culture, history, and art history
Università degli Studi di Firenze
Enrollment: 25,000 students
Highlighted Disciplines: art history, literature, economics, linguistics, and political science
Accademia di Belle Arti di Firenze
Enrollment: 1,200 students
Highlighted Disciplines: studio art, art history
Housing Options: Homestays or student apartments with Italians
Program Dates:
Fall semester: early September to mid-December or late January depending on course selection
Spring semester: early February to late June
Average Program Size: 10-15 students per semester

Rome

Population: 2.72 million
Host Institution: Università degli Studi di Roma (La Sapienza)
Enrollment: 145,000 students
Highlighted Disciplines: History, architecture, literature, philosophy, and sociology
Housing Option:
Student apartments with Italians
Program Dates:
Fall semester: mid-September to late February
Spring semester: early February to mid-July
Distance from Florence: 2.5 hours by train
Average Program Size: 1-5 students per semester

The School in Italy encourages self-directed travel in-country, as well as other cocurricular activities. In the past, students have joined local soccer teams, participated in internships, attended modern jazz dance classes, played on Ultimate Frisbee teams, learned to cook local cuisine, joined gyms, ridden horseback, and rock climbed with local guides. Activities such as these offer additional opportunities for students to become more fully immersed in the local culture and further enhance language proficiency. Visits to churches, museums, and gardens in Florence are regularly scheduled in conjunction with art history and history courses.

“I enjoyed my experience at the Università degli Studi di Firenze, because I was able to study Pier Paolo Pasolin and to participate in the Italian university system, which was truly an interesting and educational experience.”

Charlotte Fressilli
Wheaton College

The University of Firenze, because I was able to study Pier Paolo Pasolin and to participate in the Italian university system, which was truly an interesting and educational experience.”

Charlotte Fressilli
Wheaton College

It seems almost impossible to capture the city of Florence in all its detail, artistry, and magnificence in any other way than through pictures. Every street corner in Florence possesses character, whether it’s occupied by a street vendor selling leather or a stone lettucio carved into the palazzi. My first week in the city has been a delightful, colorful blur; from starting school at the Middlebury College Sede at Via Degli Affari to walking miles around the city (all roads either lead to the Ponte Vecchio or the Duomo) to settling into my apartment with Signora Di Battista and her cat, Poldo. The buildings and piazzas and mercati are all teeming with life and intricate beauty—it’s dream-like to think that I’m here for the next couple of months. In these first few days though, what has been most striking about Florence has been the way in which its history as an intellectually and culturally powerful city-state is still so palpable. The grandeur of the Florence of the Medici is still so evident in the city’s structure and the character of its inhabitants. From the Ponte Vecchio’s charm to the skyline dominating Duomo to the surrounding olive tree that make the city seem both isolated and irrevocable from the rest of Italy, Florence is a city I cannot wait to discover.

Program Dates:
Spring semester: early February to mid-July
FALL SEMESTER:
Mid-September to late February
Program Dates:
Spring semester: early February to mid-July
Distance from Florence: 1.5 hours by train
Average Program Size: 10-15 students per semester

The School in Italy encourages self-directed travel in-country, as well as other cocurricular activities. In the past, students have joined local soccer teams, participated in internships, attended modern jazz dance classes, played on Ultimate Frisbee teams, learned to cook local cuisine, joined gyms, ridden horseback, and rock climbed with local guides. Activities such as these offer additional opportunities for students to become more fully immersed in the local culture and further enhance language proficiency. Visits to churches, museums, and gardens in Florence are regularly scheduled in conjunction with art history and history courses.

“I enjoyed my experience at the Università degli Studi di Firenze, because I was able to study Pier Paolo Pasolin and to participate in the Italian university system, which was truly an interesting and educational experience.”

Charlotte Fressilli
Wheaton College

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The serious student of Japanese will find a distinctive immersive experience at the School in Japan. ICU, the host institution, boasts a national reputation for superior language instruction. The university’s suburban setting in the Mitaka neighborhood is also a plus: its spacious, grassy campus lies just 25 minutes away from the center of Tokyo by train, and the world famous Ghibli museum is just three miles away.

ICU (International Christian University), founded in 1953, is a nondenominational university whose bilingual liberal arts curriculum attracts Japanese students with a global perspective. Students enroll in courses in the Japanese Language Program, which offers all levels, including near-native for advanced heritage speakers. Students also take courses side by side with Japanese students in winter and spring trimesters. Students may pursue these classes in many fields of study. In Japanese studies, for example, students might explore ancient history as well as modern cultural phenomena such as manga and anime. All language classes are small, allowing for intense interaction; and even in larger classes, faculty regularly engage students in active discussion.

On-campus residential life offers a personal view of Japanese culture. Abundant extracurricular activities—all student run and conducted in Japanese—allow students to meet others with similar interests. For students who study in the spring or for the full academic year, internships with Japanese or international corporations add another layer of linguistic and cultural competence. Student support comes from the school’s director, who provides expert advice on course selection, enrollment, and insider tips on exploring Tokyo.

“I met lots of Japanese friends and made memories I will never forget.”

Holly Hummer
Tokyo, Japan
International and Global Studies
Middlebury College

Before going abroad, I didn’t know what to expect out of Middlebury’s School Abroad in Tokyo. However, my experience in Japan turned out to be so much more rewarding than I had ever imagined.

While in Japan, I met great friends and had many fun adventures. ICU’s location made it quick and easy to get in and out of the city. Instead of an internship, I chose to join a hip-hop dance club at ICU called the Smooth Steppers. It was a huge time commitment, but through it, I was able to learn so much, not only about dance but also about Japanese culture. There were only six international students in the club, which had over a hundred Japanese members, so it was a great chance to experience Japanese culture from the inside and see a different perspective.

Through this experience, I was able to practice my Japanese and use the things I’d learned to communicate in my everyday life in Japan. I had the opportunity to make lifelong friends and spend an incredible three months near the heart of Tokyo, and it was one of the best decisions I’ve made!
Program Information

Tokyo

Population: 12 million
Host Institution: International Christian University (ICU)
Enrollment: 2,900 students
Highlighted Disciplines: liberal arts, which include Japanese language and culture, humanities, social sciences, economics, political science, sciences, mathematics, philosophy, communications, and the arts
Housing Options: on-campus dormitory or homestay
Program Dates:
- Fall Term: early September to mid-November
- Winter Term: early December to early March
- Spring Term: late March/early April to late June

Students may begin in the fall term and complete one, two, or three terms or begin in the spring and complete just one term.

Average Program Size: 10–20 students per semester

Student Profile

One of my favorite experiences in Japan started out as my most terrifying: getting lost. The Middlebury coursework involved a lot of independence and risk-taking that I probably wouldn’t have chosen for myself so early on in the program. But instead of getting in the habit of going everywhere with friends, an easy trap for study abroad students to fall into, I learned the value of being able to explore alone. Nothing felt better than getting lost and asking for directions (and understanding those directions) and ultimately coming to better understand my surroundings. Having chances to travel alone and solve problems by myself gave me an unfounded confidence in the Japanese language that I never had before the program. I joined the university’s newspaper club and created their website; I had an internship at an NPO regarding children and imagination through digital media. By the time I left, I could communicate beyond just being understood—I could make someone think, I could make someone laugh, I could make someone smile.

Admission Requirements

In order to be eligible for admission to the School in Japan, students must have completed a minimum of two years of college-level Japanese (or the equivalent), with at least a B average in Japanese, a B average in their major, and a B- average overall. Students considered to need further preparation may be advised to attend the eight-week Japanese School during the preceding summer on the Middlebury College campus. For application deadlines, please visit go.middlebury.edu/study-abroad/applying.
The School in Jordan is located in Amman, Jordan’s capital. Amman was founded in 7000 B.C. and is situated in a rolling area of northwest Jordan, just twenty-five miles from the Dead Sea. Seven surrounding hills, known as jabals, helped shape the city, which is one of the oldest continuously inhabited cities in the world and has been home to a multitude of civilizations.

Today Amman is a prospering, modern metropolis filled with ancient ruins, art galleries, cafés, and museums. It serves as a hub within the Middle East for commerce and trade. With its tradition of welcoming refugees and immigrants from nearby countries, Amman is a multicultural and multidenominational city, and one of the region’s most liberal and westernized ones.

The program is based at the University of Jordan (UJ). Established in 1962, UJ is Jordan’s oldest public four-year institution of higher education. Students in the program take all their courses in Arabic. While continuing their language studies in both Modern Standard Arabic and Jordanian Colloquial Arabic, they also select two elective classes. Students who stay in Jordan for a full year can replace one of their spring-semester courses with a direct-enrollment class at UJ with other Jordanian students. With approval from Middlebury College and the director in Jordan, students can replace a second program course with a for-credit internship. All students engage with the local community through volunteer opportunities, interacting with their mentors and/or language partners (usually UJ students), and by living with host families in Amman. Cultural activities and excursions enrich their cultural experience.

Program Information

Jordan

Site: Amman
Population: 2.4 million
Host Institution: University of Jordan
Enrollment: 42,000 students

Academic Program: Modern Standard Arabic, Jordanian colloquial, and electives in media Arabic, translation, gender issues, environmental policy, Arabic literature, politics, Islam, economies of the Middle East, and refugee and migration studies

Housing Options: homestays with host families, homestays or apartments with Jordanian neighbors for men

Program Dates:
- Fall semester: early September to mid-December
- Spring semester: early February to mid-May

Average Program Size: 20–30 students per semester

Internship Opportunities in Jordan

The School in Jordan supports second semester students in identifying interesting internship opportunities. Recent internships include:

- Arab Renaissance for Democracy and Development (ARDDD) Legal Aid
- Alshorak—Online magazine for social issues in contemporary Jordan

“We be present, be engaged, and always take the chance to explore Jordan with your family and friends.”

Parker Ziegler
Amman, Jordan
Arabic and Geography
Middlebury College

Admission Requirements

Students must have completed a minimum of four semesters of college-level Arabic, reaching a level equivalent to Middlebury College’s ARBC 0202, with at least a B average in Arabic, a B average in their major, and a B- average overall. Students may be required to take an oral assessment to determine admissions. For application deadlines, please visit go.middlebury.edu/study-abroad/applying.

The Language Pledge plays a central role in my experience here, and it’s one of my favorite parts of the program because of all the unexpected interactions that occur as a result of my refusal to speak English. While it didn’t surprise the owner of the shawarma joint that David and I would order in Arabic, it caused quite the stir when the employees realized that we were speaking Arabic in our conversation with each other. One of them surreptitiously sat down behind David to listen in, and eventually we were talking to three Egyptian migrant workers about why the United States had cut off military aid and what it meant for the region. Later, as we were entering the castle, a young boy said, “Hi!” and I responded “Kayfek?” He was stunned, and in Arabic asked weren’t we foreigners? Why did we speak Arabic?

POSTED BY ANDREW THEOBALD
When I decided to study abroad in Siberia, the last thing I thought I would do was join a year-round track team at Irkutsk State University. But just two weeks after I arrived in Irkutsk, I found myself standing in front of a huge Soviet-era stadium, the name of which literally translates to "Stadium of Toil." My first few weeks with the team presented a huge challenge, in part because practice at the stadium lived up to its name, and in part because I was still adjusting to some of the unexpected nuances of life in Russia. For example, every practice, no matter how sweaty or exhausted we were, had to begin and end with everyone on the team enthusiastically shaking everyone else’s hands. And no matter the weather (the Baikal region gets surprisingly balmy) a full track suit was absolutely required.

Once I got the hang of things, however, I found practice to be incredibly rewarding. As the largest city in the region, Irkutsk attracts students and athletes from all over Russia. Our team captain told us about his life in the Mongolian border region of Buryatia, while another student told me about his experience driving a tank in the Army. We had students studying every subject from engineering to neuroscience to Korean. The only thing we had in common was a desire to run and speak Russian, and Irkutsk State’s “Team of Light Athletics” provided a fantastic opportunity for both.

If there is one thing that remains constant in Russia, it is rapid change. The mental snapshots that students take home from Irkutsk, Moscow, or Yaroslavl are very different from those they bring with them. Language learning happens in the classroom, cultural insight happens in places like the home, theater, recital hall, cafeteria, and supermarket.

School in Russia students primarily take their classes together. Conducted in Russian by local university professors, they include Russian civilization, culture, and language. The spetskursy, or content seminars, feature topics relating to Russian history, politics, or literature. Middlebury undergraduates, as well as all second-semester students, must also enroll in at least one university course with Russian students.

Successful program participants consider cultural competence as important as linguistic competence, so they actively seek ways to assimilate. Studying at a university (particularly in Yaroslavl and Irkutsk, where American students are few) boosts the chances to meet Russians—who are typically eager to get to know them once students initiate contact. School in Russia staff in each city can help students find extracurricular activities such as music, dancing, or sports.

Each site offers its own immersive opportunities and challenges. Navigating the bureaucracy can challenge even locals, so resident coordinators at all three sites provide support. Yet students are encouraged to tackle many of these situations themselves to gain self-reliance and language proficiency from their experiences.

Returning students bring with them fresh images and a more nuanced understanding of a dynamic and complex culture.
Program Information

Irkutsk
Population: 600,000
Host Institution: Irkutsk State University (IGU)
Enrollment: 18,000 students
Highlighted disciplines: biology, geography, geology, history, mathematics, and philosophy
Housing Option: homestays
Program Dates:
Fall Semester: early September to late December
Spring Semester: early February to late May
Distance from Moscow: six hours by plane
Average Program Size: 5–10 students per semester

Moscow
Population: 12 million
Host Institutions:
The Russian State University for the Humanities (RGGU)
Enrollment: 5,000 students
Highlighted disciplines: history, literature, mathematics, sociology, psychology, economics, and geography
Program Dates:
Fall Semester: early September to late December
Spring Semester: early February to late May
Average Program Size: 8–12 students per semester

Shukin Theater Institute
Enrollment: 300 students
Highlighted discipline: theater
Program Dates:
Fall Semester: early September to January
Spring Semester: early February to June
Average Program Size: 1–5 students per semester

Higher School of Economics
Enrollment: 15,000 students
Highlighted discipline: economics
Program Dates:
Fall Semester: early September to January
Spring Semester: early January to June
Average Program Size: 1–5 students per semester
Housing Option: homestays

Yaroslavl
Population: 650,000
Host Institution: Yaroslavl State Pedagogical University (YaGPU)
Enrollment: 6,000 students
Highlighted disciplines: history, literature, mathematics, sociology, psychology, economics, and geography
Housing Option: homestays
Program Dates:
Fall Semester: early September to late December
Spring Semester: early February to late May
Distance from Moscow: four hours by train
Average Program Size: 8–12 students per semester

Travel and Co-curricular Activities
Students are encouraged to find activities that will immerse them in the rich cultural heritage of Russia. Past participants have volunteered at art museums, joined hiking clubs, taken guitar lessons, interned at environmental organizations, and studied Russian martial arts. In addition, the School in Russia schedules a three-to-four-day excursion to give students further exposure to specific regional attractions and traditions. Past trips have explored Nizhny Novgorod, Kazan and Tatarstan, Vologda, Pskov, St. Petersburg, the provincial Russian north around Arkhangelsk and Murmansk, Sochi on the Black Sea, and a variety of villages and settlements around Lake Baikal and the region of Tuva.

*Please note that university classes and exams end later in all cases. See website.

Admission Requirements
In order to be eligible for admission to the School in Russia, students must have completed a minimum of four semesters of college-level Russian or the equivalent (comparable to Middlebury College’s RUSS 0202, Intermediate Russian), with at least a B average in Russian, a B average in their major, and a B- average overall. All students are expected to enroll in a course in Russian in the semester prior to the term or year abroad. Three years of college-level Russian are recommended for students wishing to go to Moscow or Irkutsk. For application deadlines, please visit go.middlebury.edu/study-abroad/applying.

Yaroslavl Core Courses and Spetskursy*
- Advanced Grammar
- Speech Practice
- History: Post-Soviet Russia

Moscow Core Courses and Spetskursy*
- Advanced Grammar
- Early 20th-Century Literature and Intellectual History
- Advanced Russian through History
- 20th and 21st-Century Russian Politics

Yaroslavl Core Courses and Spetskursy*
- Phonetics
- Advanced Grammar
- History of Russia (Ninth Century–1861)
- Modern Russian History and Contemporary Politics
- Russian Culture and Civilization

*Actual course offerings may vary by semester. Please refer to our website for current course listings and availability.

“You’ll see an improvement in your Russian that you just won’t get anywhere else.”
Madeleine Stern
Moscow, Russia
History & Russian and East European Studies
Wesleyan University
Students at the School in Spain are motivated to perfect their Spanish competency through guided immersion and facilitated social and cultural integration. Well in advance of leaving the U.S., students are encouraged to reflect upon how they want to achieve their goals while in Spain. Once there, students work with staff to find ways to integrate into the Spanish language and culture by exploring their own interests.

In Córdoba, Getafe, Logroño (La Rioja), and Madrid, students of all majors can choose from a variety of courses at local universities. Some students prefer to align themselves with a cohort that corresponds to their major, facilitating their university schedules and allowing them to get to know the students they see in every class. In Madrid, participants study Spanish and other subjects in courses designed especially for them at Middlebury’s Sede Prim. Madrid students can also directly enroll in up to two courses at the Universidad Autónoma de Madrid. Some students undertake an independent study to thoroughly explore a topic of interest in their academic discipline.

Organized outings supplement course work. Art history students, for example, make weekly visits to museums. In addition, students in Madrid and Getafe can elect a credit-bearing internship as one of their courses with an academic focus on writing. Through practical experience and interviews with their colleagues, students gain the ability to communicate in a professional setting as they make new friends. The research component of the internship adds significant value to their academic experience and professional future.

Students at the School in Spain enjoy a high level of independence, particularly those studying in Córdoba and Logroño (La Rioja). School in Spain staff in Madrid are available for support and guidance via cell phone, email, and site visits. The director also advises all students on course selection. The housing coordinator and Spanish student assistants at each site support students as they find their own housing and settle in.

Most students choose to live in an apartment or residencia with students from Spain and other countries. Additional integration into Spanish society comes from volunteering, Spanish-English conversation exchanges, and activities pursued through student initiative. Students’ extensive contact with a variety of European students, as well as Spaniards, provides broader opportunities to gain a cosmopolitan outlook and more global perspective.

I decided to live in Spanish from the moment I stepped off the plane in Barajas airport, and what I’ve gained from that decision has been life changing. My eyes were opened to a totally new culture: one that I’ve come to love and cherish just as much as my own. I made lasting friendships with my Spanish housemates, my classmates at Universidad Carlos III, and the friends I met through the intercambio language exchange program through Middlebury. After getting my bearings straight in the fall, I hit the ground running in the spring by challenging myself academically and professionally. I took graduate language courses on translation and the subjunctive tense and did departmental rotations at a private Spanish hospital 20 hours a week as part of an academic internship for credit. In addition to learning useful Spanish medical terminology, I also gained practical skills for my future career as a physician’s assistant by assisting with over 20 cesarean births in gynecology/obstetrics, actively learning about diagnoses and treatments in the emergency department, and checking newborns for cognitive development with pediatricians. My year abroad in Madrid has been the most enriching experience of my life so far—academically, professionally, and personally. I am extremely grateful to know I’ll always have a place to call home in Spain.
Córdoba
Population: 228,000
Host Institution: Universidad de Córdoba
Enrollment: 18,000 students
Highlighted Disciplines: art history, history, literature, linguistics, and sciences
Housing Options: apartments
Program Dates:
FALL SEMESTER: mid-September to late January
SPRING SEMESTER: early February to mid-June
Distance from Madrid: one hour 45 minutes by high-speed train
Average Program Size: 1–5 students per semester

Getafe
Population: 172,000
Host Institution: Universidad Carlos III de Madrid
Enrollment: 18,000 students
Highlighted Disciplines: economics, humanities, sociology, and political science
Housing Options: apartments, homestays, and residencias
Program Dates:
FALL SEMESTER: late August to late December
SPRING SEMESTER: early January to early June
Average Program Size: 10–15 students per semester

Logroño (La Rioja)
Population: 153,000
Host Institution: Universidad de La Rioja
Enrollment: 6,700 students
Highlighted Disciplines: history, linguistics, literature, mathematics, psychology, and chemistry
Housing Options: apartments, homestays, and residencias
Program Dates:
FALL SEMESTER: early September to late January
SPRING SEMESTER: late January to early June
Distance from Madrid: four hours by train
Average Program Size: 1–5 students per semester

Madrid
Population: four million
Host Institutions:
Middlebury College School in Spain—Sede Prim
Highlighted Disciplines: art history, culture, language, film, literature, political science, and environmental studies
Program Dates:
FALL SEMESTER: late August to mid-December
SPRING SEMESTER: early January to mid-May
Universidad Autónoma de Madrid
Highlighted Disciplines: biochemistry, biology, environmental science, food studies, geography, history, linguistics, math, music, and psychology
Program Dates:
FALL SEMESTER: late August to late January
SPRING SEMESTER: January to late June
Housing Options: hostels, apartments, and residencias
Average Program Size: 15–20 students per semester

Recent Internships in Spain:
- American Express
- Centro Hispano-Dominicano
- Colegio Público Príncipe de Asturias
- Colegio Público Martina García
- Cooperativa de Consumo Ecológico Almocafre
- Córdoba Acoge
- Eliche Iniciativas
- Embassy of Jordan
- Fundación Mujeres
- Instituto de Salud Carlos III
- International Venture Consultants
- Proyecto Solidario
- Salud por Derecho

Travel and Cocurricular Activities
Middlebury encourages students to spend as much time as possible with native Spanish speakers. The group excursions that Middlebury organizes are related to specific classwork and orientation activities. In addition, the program organizes a mid-semester excursion that offers students the opportunity to visit smaller towns and cities often overlooked by tourists. Self-directed travel and participation in cultural activities are facilitated with logistical help from a full-time cultural coordinator and through partial financial support.

Admission Requirements
In order to be eligible for admission to the School in Spain, students must have completed a minimum of two years of college-level Spanish (or the equivalent), plus one literature or culture course taught in Spanish, with at least a B average in Spanish, B+ average in their major, and a B- average overall. All students are expected to enroll in a Spanish course the semester prior to the term or year abroad. For application deadlines, please visit go.middlebury.edu/study-abroad/applying.

“The internship was an excellent way for me to see a different realm of Spanish life—the professional realm—that my Middlebury classes could not expose me to.”
Daniel Hirsch
Madrid, Spain
Pomona College
As a longtime reader of British literature, I’d always dreamed of coming to Oxford and seeing where many of my favorite poets and writers—Auden, C.S. Lewis, T.S. Eliot—lived, studied, and wrote. My semester at M-CMRS has been my best college semester for many of the reasons I’d dreamed about—being surrounded by traditions and history, studying in the renowned Bodleian libraries, and attending service in the 13th-century University Church. But Oxford is more than its postcard image. It’s a vibrant city with an active student population. It’s a place where I was able to work one-on-one with and learn from encouraging and incredible tutors, take the bus to London or stroll on Hampstead Heath with new friends, play fiddle in the Oxford University Ceilidh Band, and find out just how many essays I could write in a week! Even the little things, like shopping in surprisingly different grocery stores or trying to make sense of the English Prime Ministerial campaign, reminded me that even in another English-speaking country, I would encounter unique experiences that made me look differently at England, college, and myself.

“Oxford tutorials are tough, but from them I learned so much—about the course material, about writing skills, and about myself.”

Anonymous Middlebury-CMRS Student
Program Information

**Oxford**

Population: 150,200

Host Institution:

**Middlebury College-CMRS**

Highlighted Disciplines: archaeology, art history, classical studies, gender studies, history, languages, law, literature, medieval studies, music, philosophy, political philosophy, and religious studies

Housing Option: All students are housed in double-occupancy rooms in St. Michael's Hall.

Program Dates:

- **FALL TERM:** early September to mid-December
- **SPRING TERM:** early January to mid-April

Average Program Size: 30-40 students per semester

Admission Requirements

In order to be eligible for admission to the Middlebury-CMRS program, students should have an overall GPA of 3.5. Students with less than a 3.5 overall GPA will be considered for admission with strong letters of recommendation from faculty members. For application deadlines, please visit go.middlebury.edu/study-abroad/applying.

Recent Seminar Courses

- The Inklings
- Chivalry and Courtly Love
- Gender and Sexuality in Modern Britain
- Political Philosophy
- Cathedrals, Cloisters, Churches, 1050–1350
- Oxford Writing, 1850–1950
- Shakespeare

Field Trips

Oxford is a rich resource for experiential learning, and all Middlebury-CMRS students participate in several field trips each semester. They visit places of historical and academic importance, such as:

- Hampton Court
- Warwick
- Greenwich
- Bath
- Stratford-on-Avon
- Blenheim Palace
- Glastonbury Abbey and Wells Cathedral

Student Profile

**STUDENT:** Sarah Kate Lane-Rickett

**SITE:** Oxford, United Kingdom

**HOME SCHOOL:** Colby College

**MAJORS:** English & American Literatures and Biochemistry

My spring at M-CMRS flew by. What stands out as I sort through the hundreds of photos that my friends and I took around the city and on weekend excursions in the UK and Europe: the friends I made on the Keble College rowing team and in CMRS, the celebratory champagne we opened after our race on the Thames, a sunset lighting up the spires of the colleges, churches, and libraries. The enormous cups of coffee that I never used to drink before Oxford. Lying in the Botanic Gardens reading Brideshead Revisited. Playing card games in The King’s Arms. Hours of free museums.

And then there are the backstories and the things that passed unphotographed: the vast number of pages of modern British novels and 18th-century women’s travel writing that I read and wrote about. Weekly one-on-one discussions with some truly brilliant tutors. The chaos of the city sidewalks. Eating chips (aka French fries) in the JCR, arguing about politics, and watching movies.

Looking back, it’s not what I expected, but I would do it again in a heartbeat.
Montevideo boasts a stunning coastline and has preserved much of its beautiful colonial architecture. Uruguay’s capital may be smaller and calmer than Argentina’s, and host fewer American students, but it is still a cosmopolitan city proud of its culture.

Students in Montevideo take courses alongside Uruguayan students at one of three local universities. (Middlebury College staff in Vermont can assist students in choosing which university best suits their academic interests.) Students can pursue courses in the humanities, sciences and social sciences, along with music or fine arts. All students must complete a writing course designed exclusively for program participants. Many students also pursue internships. In Montevideo, a resident coordinator places students into local homestays and secures internship opportunities for those interested, which are available in a variety of disciplines.

“Direct enrollment and active intention to make friends in the target language were the key factors contributing to my language development.”

Julia Fleisch
Montevideo, Uruguay
Sociology and Spanish
Franklin and Marshall College

Few Americans ever come to visit Uruguay and even fewer come to study and live for five months. The city of Montevideo is calmer and more navigable than bustling Buenos Aires across the Rio de la Plata. While not wandering the streets or taking classes at the national university, I devoted some of my time to my internship with the publication Brecha. A magazine of politics and culture, Brecha is a leading voice in the Latin American left, and has served as the platform for many of Uruguay’s best-recognized writers, like Juan Carlos Onetti and the recently deceased Eduardo Galeano.

By mere virtue of being the only American in the office, I became the yanqui-in-residence, writing and publishing several articles and two-page surveys on recent U.S. fiction. Uruguay should appeal to students who resemble its national character: independent, a little self-deprecating, and willing to explore the alternative path. Studying abroad gave me the chance to pick up my life and transport it 5,000 miles away from anyone I knew. What you want to do during that self-contained time is entirely up to you. And I can guarantee that it will be interesting.
Program Information

Montevideo

Population: 1.4 million
Host Institutions:
Universidad Católica del Uruguay
- Enrollment: 9,000 students
- Highlighted disciplines: psychology, religion, sociology, economics, computer science, and nursing

Universidad de la República
- Enrollment: 40,000 students
- Highlighted disciplines: anthropology, linguistics, philosophy, education, history, literature, music, and fine arts

Universidad ORT
- Enrollment: 8,300 students
- Highlighted disciplines: film/media studies, art and industrial design, architecture, political science, international relations, science, food studies, economics, and mathematics

Program Dates:
- Fall Semester: late July to late December
- Spring Semester: early March to late July
- Average Program Size: 5-10 students per semester

Housing Options:
Arrangements for accommodations in local homes are made by the staff of the School in Uruguay. Students are generally matched with families based on preferences provided to the director prior to arrival at the site. Students are not permitted to share housing with other English-speaking students.

Want to escape the northern hemisphere winter and boost your language skills during the summer months?
Students looking for more advanced language preparation prior to the start of the spring semester in Uruguay are encouraged to participate in the four-week Spanish program in Montevideo. This program is equivalent to a fifth-semester Spanish course, and focuses on the study of the cultural and social characteristics of the local carnival. Whether fulfilling the language requirements for Middlebury’s full semester program, or just benefiting from some additional formal language training before beginning university courses, this extra month provides an easier transition and more overall time in the host culture.

Admission Requirements
In order to be eligible for admission to the School in Uruguay, students must have completed a minimum of two years of college-level Spanish (or the equivalent), plus one literature or culture course taught in Spanish, with at least a B average in Spanish, a B average in their major, and a B average overall. All students are expected to enroll in a course in Spanish prior to the term or year abroad. For application deadlines, please visit go.middlebury.edu/study-abroad/applying.

Application, Credit, Costs, and Financial Aid

Costs 2016–2017*  
<table>
<thead>
<tr>
<th>Semester</th>
<th>Year</th>
<th>Year and Jan-Term</th>
<th>Fall and Jan-Term</th>
<th>Jan-Term and Spring</th>
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<tbody>
<tr>
<td>Argentina</td>
<td>$13,455</td>
<td>$26,900</td>
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<tr>
<td>Brazil</td>
<td>$13,455</td>
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<td>Cameroon</td>
<td>$15,795</td>
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<td>India</td>
<td>$15,795</td>
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<td>Spain</td>
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<tr>
<td>Uruguay</td>
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<td>$26,900</td>
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</tr>
</tbody>
</table>

*Middlebury College students will also be charged a study abroad fee of $1,500 per semester.
**Tours, including transportation, cultural activities, and cultural reimbursements.

Application: Forms and Deadlines
Go to go.middlebury.edu/study-abroad/applying to apply online. Faculty and academic year, the deadline is March 15. Spring semester applications are due by October 1. We will consider late applications if space is available, provided that visa deadlines (where applicable) can be met. Middlebury College students must apply by February 1 of the preceding year. Applications are accepted on a rolling admissions basis until the final deadline, but some programs fill before the deadline.

Financial Aid
The Middlebury–C.V. Starr Schools Abroad offer financial aid to Middlebury College undergraduates. Students from other institutions are generally able to transfer their federal aid. Contact the financial aid or study abroad office of your home institution to determine your eligibility for state or institutional aid.

Credit
Middlebury College considers a semester/academic year abroad equivalent to a semester/academic year in the U.S. The normal course load for undergraduates is four or five courses/units per semester, depending on the school. This is equivalent to 16 to 19 semester credit hours or 20 to 25 quarter hours.

Calendar
The Schools Abroad academic year is divided into two semesters. Start and end dates are typically tied to the academic calendar of the host universities in programs where students are directly enrolled. Those dates can vary significantly, even among universities within the same country. Check program descriptions and the website for details.
Since 1915, undergraduate and graduate students of all levels have joined professionals to engage in Middlebury’s summer Language Schools. The Language Schools use an internationally respected immersive language-learning approach that includes the Language Pledge®. All students sign this formal commitment to communicate exclusively in their language of study during the entire summer session. The program combines intensive classroom instruction in speaking, listening, reading, and writing, with language-specific cocurricular activities, lectures, and films.

The Language Schools prepare study abroad students with the language skills and confidence necessary to function more independently while abroad. Students returning from abroad also attend the Language Schools to further their study of languages or to begin graduate work.

100 Years of Experience

- 24/7 language immersion and Language Pledge®
- Course work for beginners to advanced levels of study
- Students typically acquire a year of college-level language learning in one summer at Middlebury
- Faculty from all over the world
- 7- to 8-week sessions award 9–12 transferable credit hours
- 6-week graduate sessions in Arabic, Chinese, French, German, Hebrew, Italian, Russian, and Spanish
- Need-based financial aid and merit-based fellowships available
- 11 languages

For more information:
Middlebury Language Schools
Middlebury, VT 05753
802-443-5520 phone | 802-443-3205 fax
languages@middlebury.edu | go.middlebury.edu/ls

Applications are available on the Web:
go.middlebury.edu/ls/application