

Study Abroad Connections

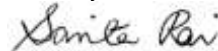
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Message from the Director

The articles written in this volume from two faculty resident directors provide a window into how Study Abroad Programs facilitate student engagement and faculty research. The Study Abroad environment is conducive to faculty mentorship that is rarely found in a large University setting. I would also like to encourage interested faculty to offer short-term thematic study tours in locations that provide opportunities for engaged student learning. For example, one could offer a three- to four-week long thematic course in development in India, sustainability in Vietnam, renewable energy in France, religion in Southeast Asia, fashion design in Italy, and so forth. If interested, contact me and let's have a conversation.

Sincerely,



Sarita Rai

FSHN Girl at Sea

Miho Fujii
Independent Self-Designed
Semester at Sea
Spring 2012

"The Semester at Sea (SAS) program for Spring 2012 was an all-around learning experience about not only the world, but also about myself. Today, I still continue to process this trip of a lifetime and how it has shaped my life in ways I could have never imagined just a mere 5 months ago. I explored many countries, from Third World to First World. I experienced cultures that are very different from my own, here in Hawai'i.

I am a Food Science and Human Nutrition major and I attended an Anthropology of Food class while on the ship for the SAS program. I was introduced to a whole different aspect of food and not the usual science approach I am familiar with in my studies. I learned how food is used socially in many different cultures and what people interpret as food itself. This has given me a whole new dynamic to my major and I hope to explore further as I continue my studies at UH Manoa. SAS has given me the opportunity to explore and experience different cultural foods and I hope to use these experiences in my career as a Registered Dietician."

Congratulations Graduates!

Congratulations to the following Study Abroad Center alumni who participated in the **101st Annual Commencement Exercises!** We wish you the best in your future!

Amber Abinsay, Architectour
Dianne Ark, China
Micah Bacos, Japan
Jill Baker, Japan
Jillian Bennett, Italy
Hans Bruesehoff, Germany/UAE/
Australia
Tate Carpenter, Spain
Liisa Cushing, Germany
Ryan Daugherty, France

Morgan de Partee, Spain
Hoben Delgado, France
Vincent Desrosiers-Nault, Brazil
Joshua Faulk, Japan
Cheyne Gallagher, Japan
Tod Gushiken, Architectour
Kacie Ho, Spain
Courtney Honda, Japan
Kristin Kouke, France
Kaylin Laeha, Italy
Crystal Lee, France
Biwen Li, Japan
Vincent Lin, China
Andrew Moranchel, Argentina
Nicole Nakamoto, Japan

Jennifer Nishio, Architectour
Maegan Ochoa, France
Tanya Oishi, Japan
Justin Ragasa, Argentina
Deirdre Rippe, Japan
Anna Sachs, Argentina
Nina Shao, Japan
Aaron Sualog, Japan
Jason Takeuchi, Architectour
Amanda Utley, Germany
Katrina Valcourt, Germany/ Italy
Sophie Weeder, Japan
Ashley Wood, France
Jerod Zimmer, Argentina



Miho at the Great Wall of China

Spotlight On...

Kathryn Hoffmann
Fall 2011 Director, Florence
Professor and Chair, Division of French and Italian

"Fairy tales, hairy girls, physicians who believed women could shape fetuses in the form of their desires, judges who feared the reflections in women's finger nails, life-sized Venuses made of wax that once graced many anatomical museums, faked dragons in museums... bits of my research on bodies and imaginaries. Most of the bodies, tales, and histories come from seventeenth and eighteenth century France and Italy, although the material I need to tell their stories fully comes from Belgium, Scotland, Austria, Germany, Switzerland, the U.S. and Australia as well. My research topics are interdisciplinary mixtures of history, art, literature, the history of medicine, and the history of the fairground. They are sometimes strange but pleasurable topics to follow for years in libraries, archives, museums, churches, palaces, and private collections as I turn them into conference papers, articles, books, and U.H. courses as well.

Giving study abroad students access to some of my research world in Italy was part of my task as Fall 2011 semester as director in Florence. With sixteen wonderful students from U.H. and Chaminade, a dozen more from Marist University, Cornell, Boston, and other universities who took my two classes at the Centro Lorenzo de' Medici, and a small gaggle of their friends who were not in my classes but joined us on excursions anyway, we went to some of the places where I do my research. We saw nearly every painting of Hell in Florence, climbing to the top of the cathedral on our first weekend here. The national library of Florence, not accessible to students, opened up its rare book room so the students in **LLEA 471b: Fairies, Devils, and Fantasy** could see illustrated miniatures of women-headed serpents in precious Medieval and Renaissance bibles that few scholars are allowed to touch. Students in **LLEA 270: Freaks and Monsters** read Italian fairy tales with crystal objects and visited the rock crystal collection in the Pitti Palace, went to see the wax Venuses in the natural history museum, learned the history of the hairy girls who lived in Parma in the seventeenth century, and visited a closed pathological collection—if they thought they were ready for it—that a hospital opened specially for them. We went to Bologna to see Aldrovandi's Renaissance cabinet of curiosities and saw reliquaries in Siena.

We did topics on which I've already published and topics which I am researching now. The work on crystal is part of a paper I will be presenting at the conference "Cinderella as a Text of Culture" in Rome this November. The wax anatomical Venuses are part of my research for a book that stretches from the first life-sized wax anatomical model made in the seventeenth century to a late mechanized one that lay breathing on the verandah of a fairground anatomical museum in Belgium until the mid twentieth century. The mechanized model haunted the paintings of a Belgian surrealist artist and, quite recently, the works of a famous French poet. I gave a paper on the connections among anatomical museums, art, and poetry for an anatomical conference in Leiden in the Netherlands

shortly after the students left Florence. Objects from the pathological collection will be part of an article I've been asked to write for an Italian medical journal. The woman-headed serpents are part of a book in progress on fantasies of the female in Western culture. Study abroad students became an extension of my research eyes, on the lookout for things, especially women-headed serpents in depictions of the garden of Eden wherever they traveled. They found ones here and abroad that I had never seen.

I stayed in Florence for another semester on sabbatical leave, to continue research. I speak both French and Italian, essential for library and archival work, and for most of my contacts. My research in Italy has involved more than three dozen museums, archives, churches, and libraries. Permissions to enter closed collections take time, and research is always full of twists and surprises and things that can only happen, or happen best, in person. An Italian colleague in art called up to propose pizza and a book on the history of the body in Italy. A biologist in Switzerland popped up in my email to tell me of a collection he has inherited and which he invited me to visit. So, while I am giving papers in Switzerland this August, I'll drive up to Bern to see his collection. Research detours are often both physical and intellectual.

The beauty of living in Europe for research projects that cross national boundaries is that travel is easy. I have done research this year not only in Italy, but in Paris, Leiden, The Hague, and Prague. I have had time to go to Naples and visit a little church devoted to Purgatory, where parishioners used to "adopt" a skull. My contacts bring advantages for future students. A coffee break with an anatomist colleague in Paris on a day I was researching French fairground posters led to an invitation to bring students to Paris to help photograph an anatomical museum in case it loses its display space.

During the year that began with my Study Abroad directorship, I will have written and presented four conference papers in three countries: at an anatomical conference in Leiden; a paper on the beginnings of medical tourism in Switzerland at the conference the North American Society for the Study of Romanticism in Neuchâtel in August; at a colloquium on Isabelle de Charrière and Jean-Jacques Rousseau; and at the Cinderella conference in Rome. While students were here, I finished up the last details on two invited essays that appeared in books published by Studies in Voltaire and the Eighteenth Century in late 2011 and soon to be published by the University of Toronto Press in 2012. I have two invited articles--one on the early evolution of medical tourism in France and Switzerland and another on pathological museums - due this Fall for journals published in Switzerland and in Italy. France and Switzerland and another on pathological museums—due this Fall for journals published in Switzerland and in Italy. My two books are advancing nicely, and will incorporate much of the new work I did here. I have the rare luck to live in a place where I have the Boboli and the Bardini gardens in which to think over my writing for the day, and where all I need to do to get to the library is cross a bridge over the Arno river. It has been a productive and very pleasurable year. "



Prof. Kathryn Hoffmann

"My research in Italy has involved more than three dozen museums, archives, churches, and libraries. Permissions to enter closed collections take time, and research is always full of twists and surprises and things that can only happen, or happen best, in person. "

Examining the Role of Service Learning in University-based Study Abroad Program: Implications for Foreign Language Learning

José "Tony" Torralba
Summer 2012 Director, Mendoza
Asst. Professor, Curriculum Studies

"At the University of Hawai'i at Mānoa, we are seeking to understand how a Service-Learning component can be incorporated into an existing Study Abroad program that has centered on language development. We are starting to do so by offering an education course (*Introduction to Multicultural Education & Service Learning in Argentinian Schools*) as part of the classes our students can take (in addition to their language courses) during their six-week program abroad. This course requires students to spend a significant amount of time working *with* a local school in the host country (in this case, Mendoza, Argentina) helping with needs identified by the school. Through such work, we expect our students to not only *gain* language skills beyond those acquired in the classroom, but also to *give* to the local community in the form of skills and knowledge acquired at the University of Hawai'i. We view this approach as a way for our students to begin developing a way of understanding the relevance and utility of the education they are receiving at the University of Hawai'i and consequently for the University to serve the community at large. Importantly, we emphasize working *'with'* schools as a way to argue for a new model of service learning that seeks to disrupt traditional authoritative models of university-community relationships (*Sandman, More, & Quinn, 2012*). Our initial work has centered on a) trying to understand what are the important parameters to incorporate a service learning program into an existing study-abroad program, and b) to examining how best to develop a *'with'* relationship with local schools or agencies in foreign countries. In what remains, I will describe our initial efforts on both fronts. It is important to note that the following account is a description of a pilot initiative and our thoughts are quite embryonic.

1. Service-Learning as part of Study-Abroad Programs. One critical aspect of incorporating a Service-Learning component into an existing Study Abroad program is the degree to which such effort is accepted or perceived as feasible by the existing institutional arrangement. At the University of Hawai'i study abroad program, our initial efforts consisted of informal conversations between the Study Abroad director and this author. Collectively, we thought this might be something worth examining for the benefit of both parties. Another fundamental factor is how best to establish the minimal links necessary to carry out such efforts across two countries. In our case, efforts by this author to create links with service-learning initiatives in the host country began at the national levels (Argentina) by seeking organizations that understood and were actively researching service-learning in the

country. Those contacts were fruitful and resulted in putting this author in contact with service-learning initiatives at the local (Mendoza) level. A third factor we think is important is how the local relationships are initiated. In our case, that took place through repeated e-mail and telephone conversations with the local initiatives, seeking to explore the possibility of hosting students from our university at their existing work. We think familiarity with the country, its service learning initiatives, its leading researchers and language issues are important at this phase of the relationships. All these issues surfaced in conversations this author had with the local agencies. They expressed openness to our suggestions after hearing we had been referred to them by leading Argentine researchers and agencies dealing with service-learning initiatives. In short, we feel our initial conversations with local service-learning initiatives in Mendoza were indirectly valuing their initiatives since we had been referred to them by larger, national agencies dedicated to foster and research service-learning (e.g., *Centro Latinoamericano de Aprendizaje y Servicio Solidario* – <http://www.clayss.org.ar>). Finally, we think it is quite important that the service-learning component be a central part of outreach efforts by the Study Abroad program since we think students seeking to enhance their language skills through a study abroad program are quite receptive to contextualize their learning through work in local communities and to begin employing their skills in useful contexts. At the University of Hawai'i we began highlighting the service-learning components during face-to-face information sessions across campus and through online means. Considering that the main purpose for students to participate in our Study Abroad program seem to be the completion of their language requirement, we were able to attract 30% of those registered for the summer program in Mendoza, Argentina.

2. How best to develop a *'with'* Service-Learning relationship with agencies in the host country. Before arriving in Mendoza, students were told of the different opportunities available to them in Argentina, and this author produced and sent a profile of each of those students enrolled in the service-learning course to the directors of the service-learning initiatives in Argentina that had agreed to participate with us. The profile described the students' skills and University majors, as well as the type of work they would prefer to do within the existing projects. The profile represented our first attempt to work *'with'* the community and its existing needs, and also an effort to begin working as soon as we could since our students will spend only six (6) weeks in Argentina as part of the summer program. However, once we arrived in Argentina, we discovered that it took some time (about 2 weeks) to work out all the details



Prof. Tony Torralba and Mendoza
 Summer 2012 students

"Our students are now working with and at the request of local teachers to enhance instruction in the natural science in an upper elementary grade, creating and implementing assessments that explore the academic and personal potential of 8th / 9th grade students traditionally left out of the school system in Argentina, and participating in the development of affective aspects of basic literacy."



Study Abroad Center
University of Hawai'i at
Mānoa
1890 East West Road
Moore Hall, Room 115
Honolulu, HI 96822

Phone 808 956 5143
Fax 808 956 9319

Web studyabroad.org
uhmstudyabroad
uhmstudyabroad

*Dare to Discover,
Dare to Learn, and
Dare to Understand*

Examining the Role of Service Learning... continued

necessary to begin working at the sites and programs we had identified. Even though this author's native language is Spanish and fairly acquainted with Argentina's educational system, placing our students in local schools serving marginalized and under-served students required repeated visits and conversations with the directors of these institutions. In general, these individuals were quite receptive of our goals, but we feel they were seeking to meet us face-to-face and make sure we could work within the settings and among the people they serve. In short, forging the local relationships for the work to begin is in itself a cultural and inter-personal exchange that must be carefully negotiated. Once that phase of our relationship was accomplished, we decided to work with one local school that serve students (14-17 years of age) who had not completed their elementary school and were now trying to do so under a pedagogical model of adult education. We chose one site as a way to a) optimize our limited amount of time we have in the country and b) to focus on developing a relationship with one group of people (students, teachers and administrators) with hopes of sustaining such relationship beyond this year of work with them.

Thus, a second important factor, in our view, is to direct efforts to places and programs that offer

potential for extended and sustained relationships. Finally, we wish to emphasize that an important part of developing a good relationship 'with' the local community is to center on activities that organically emerge out of the local needs. For instance, our students are now (as I write these notes) working with and at the request of local teachers to enhance instruction in the natural science in an upper elementary grade (e.g., designing lessons on the water cycle and how pollution affects such cycle), creating and implementing assessments that that explore the academic and personal potential of 8th /9th grade students traditionally left out of the school system in Argentina, and participating in the development of affective aspects of basic literacy (e.g., participating in school-based breakfast where students with very limited literacy begin to express their desires for and barriers to formal schooling). Beyond the service-learning aspects of our efforts, we are also keenly interested in finding out how these experiences benefit the second language development of our students. For that, we are and will be working with the local university (Universidad Nacional de Cuyo) where our students take formal Spanish classes to assess those changes.

For more information on this initiative, please contact Professor Tony Torralba at torralba@hawaii.edu.

Meet the Resident Directors

... and the exciting courses they are teaching abroad this year!

Fall 2012

London, England

John Rieder, **English**

ENG 271 (W): Intro to Literature: Genre: Drama
ENG 494 (W): London and the Representation of Empire

Paris, France

Sumner La Croix, **Economics**

ECON 414 (W): Growth and Crisis in the World Economy: France and the World Economy: 1650-2012
ECON 471 (O): Industrial Organization: France's Tourism, Food, and Wine Industries

Florence, Italy

Brian Szuster, **Geography**

GEOG 324: Geography on Tourism
GEOG 412: Environmental Impact Assessment

Seville, Spain

Benito Quintana, **LLEA - Spanish**

SPAN 352-B: Latin American Cultural Perspectives: Pre-Columbian to Colonial Periods
LAIS 495: Topics in Latin American and Iberian Studies - Imperial Iberia

Spring 2013

London, England

Hamid Pourjalali, **Accounting**

ACC 201: Intro to Financial Accounting
BUS 367 (W): Business Study Abroad (International Business Elective)

Paris, France

Noel Kent, **Ethnic Studies**

ES 301 (E,W): Identity, Immigration and Nation in France
POLS 360: French Society and Politics from an American Lens

Florence, Italy

Judith Kellogg, **English**

ENG 270 (W): Intro to Literature, Literary History: Medieval and Renaissance Florence
ENG 321 (W): Backgrounds of Western Literature: the Construction of Culture through Stories

Seville, Spain

Vina Lanzona, **History**

HIST 350 (W): Iberia in Asia and the Pacific
HIST 451 (E): Literature and the Cultural Memory of the Spanish Civil War