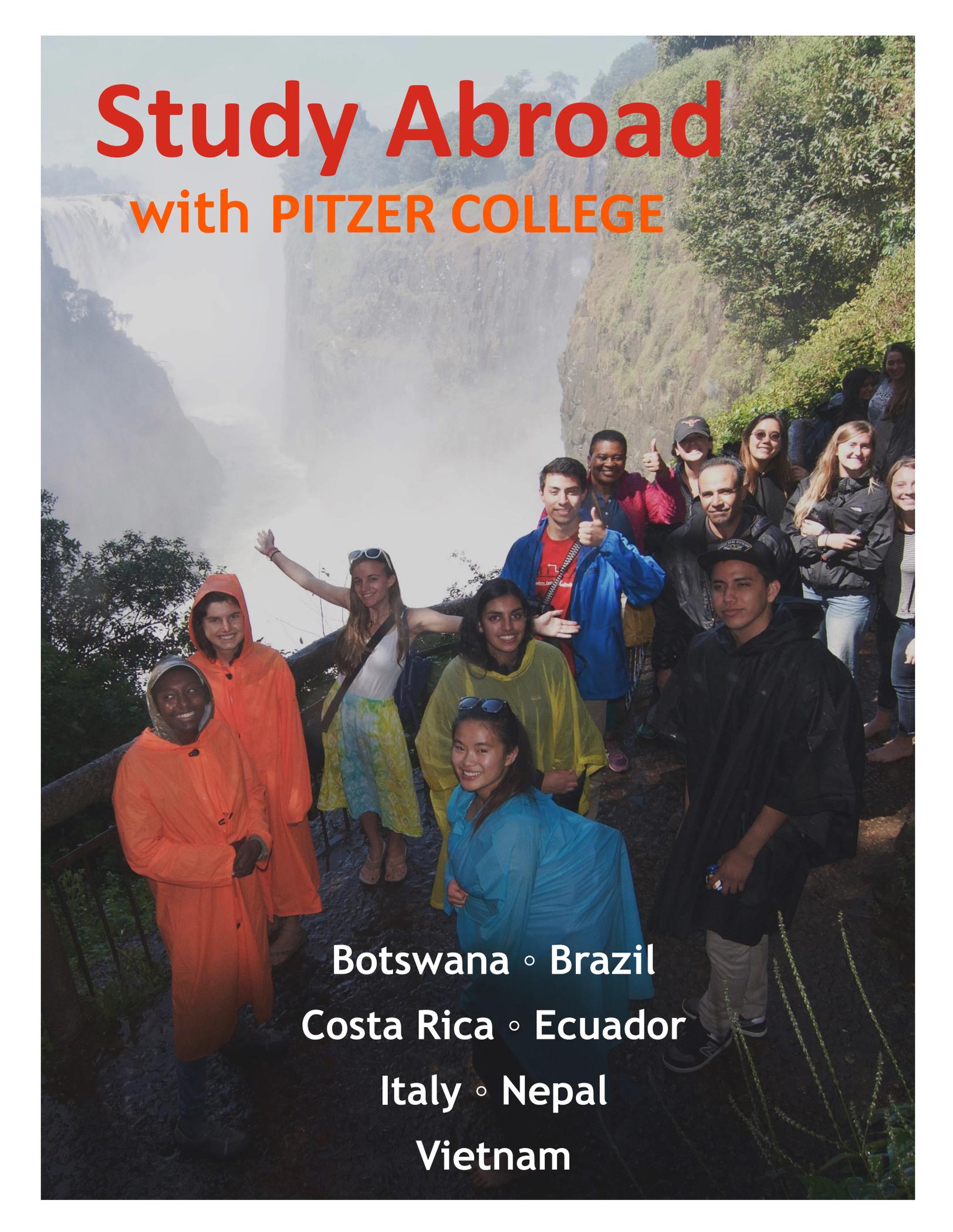


Study Abroad

with PITZER COLLEGE



Botswana ◦ Brazil
Costa Rica ◦ Ecuador
Italy ◦ Nepal
Vietnam

At Pitzer College, students are challenged to see and think about the world in ways that allow them to expand their appreciation of other cultures while working to translate that knowledge into action that benefits their communities. Study Abroad, an integral part of the College’s curriculum, is designed to foster this type of learning. Through structured, intellectually rigorous interaction with other cultures, students learn about cultures and issues first-hand. They gain proficiency in a second or third language, hear music and see art in their natural contexts, visit important cultural sites, and participate in the daily lives of families and communities. Students experience the authentic and rich sources of knowledge our world offers.



Street market in Hanoi, Vietnam



Waterfall at Pitzer's Firestone Center for Restoration Ecology, Costa Rica. Photo by Don McFarlane

Contents

The Pitzer Model for Study Abroad	4
Semester Programs	
Pitzer in Botswana	6
Pitzer in Costa Rica	8
Pitzer in Ecuador	10
Pitzer in Italy	12
Pitzer in Nepal	14
Summer Programs	
Pitzer in Brazil	16
Pitzer in Costa Rica Health Program	18
Pitzer in Vietnam	20
All Approved Programs for Pitzer students	22
General Information	23

The Pitzer Model for Study Abroad

Philosophy and Educational Goals

A strong commitment to cultural and community immersion guides Pitzer’s study abroad programs. The curriculum integrates traditional classroom instruction with experiential opportunities that lead to an understanding of different cultural perspectives through first-hand interactions with host cultures. This coupling of intellectual and participatory learning encourages students to think in ways that cross over disciplinary, cultural, and social boundaries. It combines cognitive and affective knowledge to allow students to live successfully and appropriately in new cultural contexts, to better comprehend the cultural

adjustment process, and thus to realize how they have been shaped by their own culture. This type of learning can powerfully transform the way students look at the world and themselves.

Content and Design

Pitzer programs are designed to create comprehensive, semester-long experiences rather than an assemblage of related courses set in foreign locales. Students learn not only while engaged in intensive language classes and an interdisciplinary core course focused on the host culture, but also when they are at home with their families, on study trips, and while conducting independent study or internships. All of these activities are tied together by writing assignments that require participants to reflect critically on their experiences, apply their capacity for

critical thinking and analysis, and express themselves effectively.

Family Stays

Central to the success of Pitzer programs is an extended stay with one or more host families. More than any other aspect of a Pitzer program, family stays help students understand the host culture and the issues important to its community and country. Family stays demand full participation in community life, and make it possible for students to develop meaningful relationships with family members and neighbors, who will vary in age, gender, ethnicity, and educational background. They put a human face to ideas and theories presented in the classes, and allow students to test assumptions offered in other more formal contexts. They accelerate the learning and mastering of

Class at Pitzer’s program house at the Firestone Center for Restoration Ecology in Costa Rica.



THE PITZER MODEL FOR STUDY ABROAD



Multigenerational Nepali host family and student. Photo by Margie Donahue

culturally appropriate behavior.

Intensive Language Study

Pitzer programs use a communicative-interactive approach to language teaching. This method requires participants to use the language in real ways, both in class and out of class, promoting strong relationships with members of the host culture.

Independent Study Project

Pitzer programs provide an opportunity for students to conduct an independent study project. Depending on the program, these projects may include a research tutorial, directed fieldwork in science, community internship or apprenticeship in the arts. Projects are guided by program staff, university professors, local experts or artists, and require a significant reflective component in the form of a written report, as well as other discipline-appropriate documentation of learning. Because of the field-based nature of most of the Pitzer programs, we encourage students to select a project that involves field research, oral interviews, ethnography, and other techniques that facilitate cultural immersion over those involving traditional library research.

Interdisciplinary Core Courses

The core courses in Pitzer programs

combine a series of lectures given by university faculty and specialists from governmental and non-governmental organizations, with the more experiential program components of family stays, fieldwork, and study trips, to provide a high degree of cultural immersion and cross-cultural learning.

The Fieldbook

In the core courses, students also develop a portfolio of analytical, narrative, descriptive and creative writing known as the Fieldbook, which serves as a stimulus for critical reflections, and becomes a record of their intercultural learning. The Fieldbook recognizes that writing is one of the deepest and most precise measures of experience, and an activity that both generates and reflects learning. Highly demanding of participants' time and intellect, the Fieldbook asks them to integrate the theoretical and experiential components of the program through a series of structured writing assignments. It helps them

to clarify and articulate their feelings, thoughts, insights, and beliefs as they evolve over the program, and provides a forum for discussion of those ideas with program staff and host families.

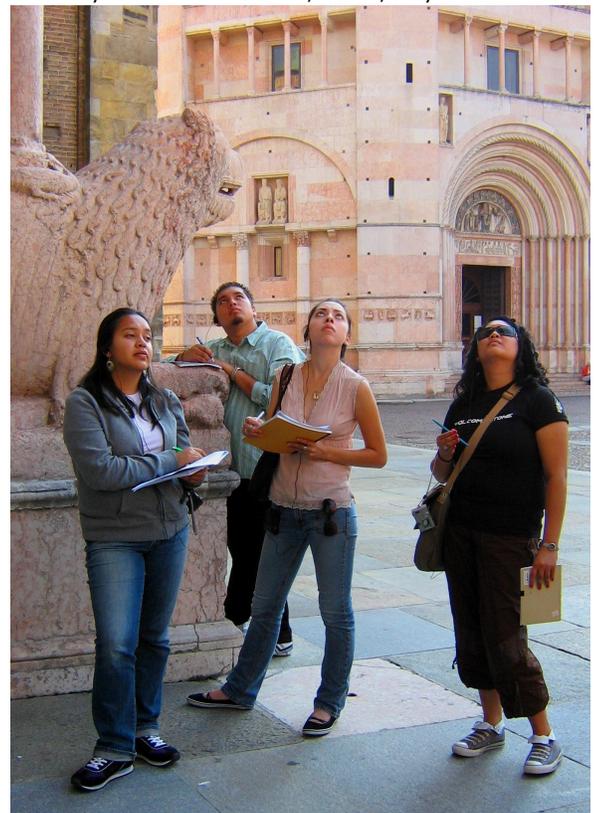
Community Learning Projects and Internships

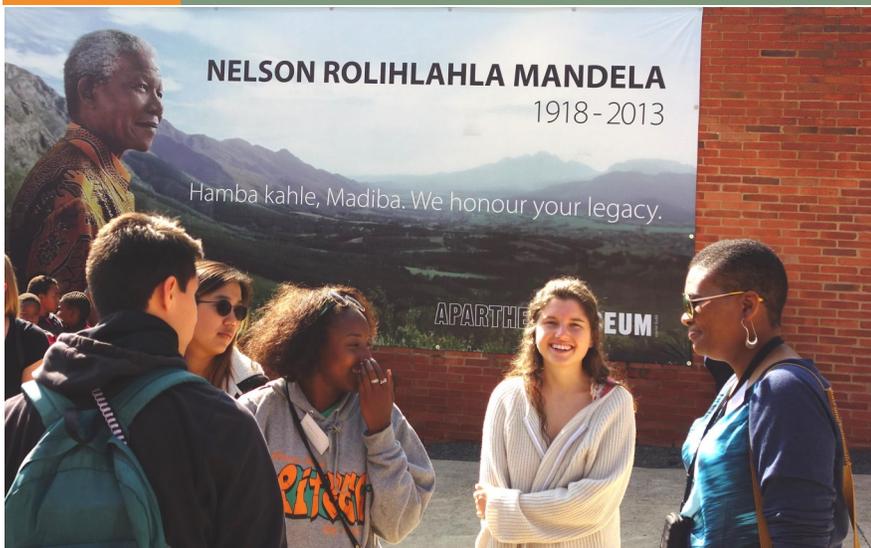
Pitzer is committed to developing strong relationships with its host communities. Often these result in cooperative projects with local organizations. In addition to the modest contribution the projects may make to a particular community, they provide excellent opportunities for our students to utilize their language skills and cultural knowledge while gaining first-hand experiences with local issues.

Limited Numbers of Participants

To best support learning and minimize the impact our group's presence on host communities, we limit the number of students in our programs to a level appropriate for each program site, generally twelve. Sites with rural components often have more restricted enrollments than sites in urban areas.

History lecture at the Duomo, Parma, Italy





Students and faculty at the Apartheid Museum, Johannesburg, South Africa.
Photo by Mike Donahue

Zimbabwe

Once the breadbasket of southern Africa and a model of post-colonial transformation, Zimbabwe has struggled politically and economically in recent decades. Despite these challenges, the country still has the highest literacy rates on the African continent and continues to play a significant role in environmental conservation efforts. Students explore issues related to land and agriculture, politics, natural resources, ownership and management.

Core Course: Socio-political Change in Botswana, South Africa and Zimbabwe

This course provides students with a broad overview of Botswana, including its history, politics, culture, religion and important current issues, within which students are asked to place and analyze their personal experience. The course offers students a comparative and regional perspective on these topics through extended study trips to South Africa and Zimbabwe. In each location, students engage in family stays, participate in a series of lectures given by university faculty and specialists from governmental and non-governmental organizations, and take study trips to areas of historical, cultural and environmental importance. Students complete a series of writing assignments to integrate readings and lectures with the more experiential components of family stays, internships, and study trips, to explore issues from the host culture perspective and to deepen their cross cultural learning.

Pitzer in Botswana

The program is based in Botswana with extended study trips in South Africa and Zimbabwe. Students live with host families, study local cultures, and work with local scholars and experts in each country. Participants experience first-hand the concept and life of *Ubuntu*, the notion that defines the communal nature of the cultural values of the South African, Botswanan and Zimbabwean peoples. It embraces the notion in their greetings that proclaims, "I am well if *you* are well," and "my destiny is intricately intertwined with yours." Additionally, the program provides students with an opportunity to learn about the multiple ways governments, NGOs and local communities in the region choose to approach issues that are common across borders, such as the colonial legacy, development, race, power, human rights and reconciliation, big game conservation, ecology and tourism, health care, education, and poverty.

Botswana

One of Africa's most politically and economically stable countries, Botswana is home to over 2 million people and 226,900 square miles of vast savannas, the Kalahari Desert, and world famous wildlife parks, including the Okavango Delta. Botswana's citizens, most of whom live in the major cities and towns along

the eastern border, enjoy standards of education and economic well-being rivaled on the continent only by neighboring South Africa. Although Botswana shares many socio-cultural commonalities with the rest of the region, it is unique from a political and historical standpoint; it was never colonized nor had to fight a war of independence. Students witness first-hand how good governance and prudent natural resources management can have a positive effect on societal issues such as racism, poverty, and gender inequity.

South Africa

Since the overthrow of Apartheid and the historic 1994 election, the Rainbow Nation has tried to strike a balance between the expectations of the hitherto marginalized black population and those of the white minority. A vibrant democracy and progressive constitution has resulted in a socio-economic and political transformation that has ushered in a new era of prosperity for the non-white marginalized groups that were excluded by Apartheid policies. Nonetheless, after two decades of post-Apartheid efforts, the country still struggles with high unemployment and poverty rates, and with major challenges around issues of healthcare disparities, housing, and education.

COURSES	Course Credits	Semester Units
Socio-political Change in Botswana, South Africa and Zimbabwe	2.0	8
Intensive Setswana Language	1.0	4
Independent Study Project	1.0	4
Total	4.0	16
DATES		
Fall: Early August to mid-December		
Spring: Mid-January to late May or early June		

PITZER IN BOTSWANA

Service Learning

In order to gain first-hand experience with issues explored in the core course, while in Gaborone, students spend several afternoons a week working with a local or international organization. A variety of opportunities are available, including, but not limited to, work in a hospital or clinical setting, teaching in a government school, participating in an organization that advocates for human rights, or working in wildlife conservation.

Intensive Setswana Language

While English is widely spoken by most people in the region, the program realizes the importance of learning the local language as a way to honor the host community, to connect more deeply with locals, and to open windows into the host culture. This course provides an opportunity to develop a basic level of communicative proficiency in Setswana, the language of Botswana, which is also spoken in nearby parts of South Africa. The course emphasizes proficiency in speaking and listening through a highly communicative, interactive language curriculum that is closely connected to the rural family stay experience in Botswana and to other field activities.

Independent Study Project

These projects are guided by university scholars, local specialists, or program staff. They may be a research project, an

apprenticeship, an internship with a school, governmental department, or non-governmental organization, or work in the Vaccine Development Institute at the University of Botswana (for science students).

Study Trips

To understand local and regional issues, students participate in a number of study trips while in each country. Study trips in Zimbabwe usually include: Victoria Falls, the Great Zimbabwe Monument, and Hwange National Park. In South Africa, students explore Pretoria and Johannesburg, study race relations, reconciliation and post-Apartheid South Africa through visits to Soweto, the Apartheid Museum, the Voortrekker Monument and Freedom Park; attend a rugby or soccer match; and visit Krueger National Park and Madikwe Game Reserve. In Botswana, students examine the progress made in HIV-AIDS prevention and treatment through the Baylor Clinic; reflect on issues of social justice at Ditshwanelo Center for Human Rights; learn about local and traditional governance from the Chief of Manyana; and study big game conservation and tourism in the Okavango Delta and Chobe National Park.

Family Stays

The heart of the program is the opportunity to live with a host family in

each country. Host families serve as important co-educators on the program, not only for language and culture learning, but also as a way to allow students to explore ideas and issues that are presented in lectures and readings. Students have rural and urban family stays in Botswana and two-week family stays in South Africa and Zimbabwe. The Botswana family stays take place in the village of Manyana, for the first month of the program and then in the capital, Gaborone, during the middle and the final month of the program. In Manyana, most families are involved in seasonal farming activities focused primarily around sorghum, maize, and cattle. Pitzer has a strong relationship with the community members as well as the *Kgosi* (Chief), and students quickly settle into the rhythms and hospitality of village life. In Gaborone, students live with middle class, professional families while participating in service learning projects, and attending lectures by University of Botswana faculty and other experts. In South Africa, students live with host families in the Johannesburg suburb of Soweto, the heart of anti-Apartheid struggles in the 1960s. Family stays in Zimbabwe are based in Harare, close to the City's social and cultural center. Students live with professional families, who provide a window into many of the issues facing Zimbabwe today.

Local villagers travel by *Mokoro* in the Okavango Delta. Photo by Mike Donahue



Pitzer in Costa Rica

Location

Students spend the first five weeks studying at the Institute for Central American Development Studies (ICADS), based in San José. During this time, there is a one week study trip to either Nicaragua or the Caribbean coast of Costa Rica. After San José, students travel to Bocas del Toro in Panama for a two week marine biology course before returning to Costa Rica to spend the remainder of the semester at the Firestone Center for Restoration Ecology, a 150-acre reserve owned by Pitzer College located three hours southwest of San José and less than a mile and a half from the Pacific Ocean. The reserve is home to pre-Columbian petroglyphs, a harvestable bamboo forest, a riparian zone with waterfalls and streams, secondary growth forest in a former pasture, intentionally replanted hardwood forest, original rainforest, a four pond water catchment system, and an Ecology Center with science and classroom facilities. With adjacent Hacienda Barú, a wildlife refuge of 800 acres to the west, the ecologically significant Osa Peninsula to the south, and Manuel Antonio National Park to the north, students have access to a variety of tropical ecosystems and rich biodiversity.

Intensive Spanish

This 80-hour course is taught in San José

Sloth at Firestone Center for Restoration Ecology
Photo © Mike Winiski



Institute for Central American Development Studies, San José, Costa Rica

at the Institute for Central American Development Studies. The course employs a communicative interactive approach to learning with just three to four students per class. Instruction is offered at all levels from beginner to advanced, with special course arrangements made for heritage speakers.

Core Course: Costa Rican Studies

During the first five weeks of the program, students participate in the first half of the Pitzer Core Course: a seminar offered through ICADS entitled *Latin American Perspectives on Justice and Sustainable Development*. The class includes lectures, study trips in and around San José, discussion sessions, a variety of oral, interactive and written assignments, and a longer study trip to Nicaragua or the Caribbean Coast of Costa Rica. The second half of the Pitzer Core Course focuses on deepening students' understanding of Costa Rican culture through ongoing interviews, ethnographic work, and community service with local host families and community organizations.

Tropical Restoration Ecology Course

The course is divided into two sections: tropical marine ecology at Bocas del Toro, Panama, and terrestrial ecology at the Firestone Center in Costa Rica. It satisfies the natural science graduation requirement at Pitzer College, and for students who have completed an introductory biology sequence, the course can be counted as an upper division Keck Biology and EA - Science elective by arrangement with the instructor.

Environment, People and Restoration Course

Taught on-site by our program director (an agro ecologist) with guest lectures from local experts, this course is designed to explore special topics in relation to the

COURSES	Course Credits	Semester Units
Costa Rican Studies	1.0	4
Intensive Spanish Language	1.0	4
Tropical Restoration Ecology	1.0	4
Environment, People and Restoration	1.0	4
Independent Study Project	1.0	4
Total	5.0	20
DATES		
Fall: End of August to mid-December		
Spring: Late January to late May		



Students in the marine biology course snorkeling at Caño Island, Panama. Photo by Cheryl Baduini

reserves in Costa Rica contain an estimated 75 percent of all Costa Rica's species of flora and fauna, including species that have all but disappeared in neighboring countries. Students have visited Manuel Antonio, the International Park of La Amistad, and Marina Ballena National Parks as part of their coursework.

Family Stays

Costa Rican host families serve as co-educators on the program. They provide a window into the culture, immersion into the language in its full richness, and a chance to explore important ideas and issues from the core course as the families include students in their daily lives and introduce them to relatives and neighbors from a variety of age groups and backgrounds. Students have two main family stays. The first is for one month with middle class families in San José. The second family stay for the final ten weeks of the semester is with a rural family near the Firestone Center.

rich cultural and ecological resources available at the Firestone Center, its neighboring communities, and local protected areas. Topics change from year to year but may include conservation policy and governance, agroecology, and protected areas. Each course segment is taught as an intensive seminar that combines theoretical considerations, case studies, research methodology, and fieldwork.

Independent Study Project

Students pursue one topic in depth over the final four weeks of the program. Typically, students choose to do a field research study in tropical ecology or an ethnographic study related to human ecology or environmental analysis, but many students also pursue topics in education, health, development and a variety of other sociological and

Tree frog on student. Photo by Don Mc Farlane



anthropological topics. With careful planning, the independent study project can count towards a student's major and provide a good start on a senior thesis.

Study Trips

A wide range of study trips serves to enhance the curriculum. Destinations include:

Nicaragua or the Caribbean

In Nicaragua, students visit several cities including Managua, Leon, Matagalpa and Esteli, with visits to NGOs, markets, historical sites, and discussions with local experts on culture, politics, economics, healthcare, the Contra War, etc. The Caribbean coast of Costa Rica has been heavily influenced by Afro-Caribbean cultures, and a trip to this region allows students to experience a part of Costa Rica that is very different from other areas of the country where the bulk of the program takes place.

National Parks

The national parks and

Pitzer student working with local elementary students. Photo by Isabel Argüello-Chaves



Pitzer in Ecuador

Location

High in the Andes and with a spring-like climate throughout the year, Quito, Ecuador is one of the most beautiful cities in South America. In 1978, UNESCO designated Quito as a World Heritage Site, ensuring the preservation of some of the most impressive architecture in Latin America. With a geography that encompasses tropical Pacific beaches, Andean mountain villages, and Amazonian rainforests, Ecuador provides a dynamic setting for studying the challenges that face a small, developing nation.

Host Institution

Pitzer in Ecuador is affiliated with Universidad San Francisco de Quito (USFQ), considered the top university in the country.

Core Course

Ecuador: un país andino

This core course integrates all components of the program, including lectures, study trips, involvement in a local community organization and the family stay. It offers an important framework for understanding the social, political, economic, and

environmental issues in contemporary Ecuador, and provides students with training in ethnographic field methods that they employ in their independent study projects. Students meet once a week in class and spend additional hours participating in a community organization in Quito. The core course is taught in Spanish by the program director, using a sheltered approach that is appropriate for all language levels, and that allows all students to engage fully in the ideas and issues covered in the classroom and readings.

Service Learning

In order to gain first-hand experience with issues explored in the core course, students spend two afternoons a week participating in a service learning experience with a local organization. A variety of opportunities are available, ranging



Historic Center, Quito. Photo by Mike Donahue

Pitzer student at community service site. Photo by Mike Donahue



from work in a hospital or clinical setting, to teaching in a school for indigenous children, to participating in an organization that assists street children and their families.

Intensive Spanish

Intensive Spanish is offered at the beginner, intermediate and advanced levels through *Academia*

Latinoamericana de Español, Quito's premier Spanish as a Second Language institute. The course emphasizes both oral and written proficiency through a highly communicative, interactive curriculum that is closely connected to the homestay experience, issues raised in the core course, and other field activities. Students attend language classes for 16 to 20 hours a week for the duration of the program for

COURSES	Course Credits	Semester Units
Ecuador, un país andino	1.0	4
Intensive Spanish Language OR Content courses at USFQ in Spanish (advanced Spanish language required)	2.0	8
Independent Study Project	1.0	4
Total	4.0	16

DATES

Fall: Late July or early August to mid-December
Spring: Early January to late May

PITZER COLLEGE IN ECUADOR



Boy with Andean flute. Photo by Mike Donahue

a total of over 200 hours of in-class instruction. Becoming fluent in Spanish, however, is not just a classroom exercise. Language learning is part of everyday life through interactions with host families, program staff and the internship

organization. The competence students develop in Spanish is crucial to realizing educational goals in Ecuador, and a vital component of this is the commitment they make to create a Spanish-speaking environment both in and out of class.

University Courses

Students with advanced Spanish skills have the opportunity to choose up to two regular university courses at USFQ.

Independent Study Project

The independent study project for this program enables students to engage in an in-depth exploration of a topic of interest. This part of the program often allows students to do something in their major that they could not do in the US, and can easily serve as the beginning of a senior thesis. Students must select a project that involves field research or utilizes other techniques that facilitate cultural immersion. The project culminates in a major paper written in Spanish for students with advanced Spanish

proficiency, and in English for students with beginner or intermediate Spanish proficiency.

Study Trips

To deepen students' understanding of topics covered in the core course, they participate in a rural stay in the indigenous Quichua-speaking mountain community of San Clemente and have an excursion to the Amazon Basin, as well as a variety of day trips to organizations and places of historical and cultural importance in and around Quito.

Family Stays

Host families are important co-educators on the program, providing students with a singular opportunity to develop their Spanish proficiency, learn about Ecuadorian culture, and explore issues raised in the core course. The first and longest family stay takes place in Quito with a middle-class, professional family. The second, shorter stay, takes place with an indigenous family in the rural community of San Clemente, where families engage in agriculture, and maintain many of their cultural and ancestral practices.

Pitzer student with Quichuan rural host family. Photo by Chris Lubensky



Pitzer in Italy

This program goes beyond a superficial acquaintance with Italian culture through a structured and demanding schedule of intensive Italian language study, semester-long family stays, a core course on Italian culture, a field-based art history course, and a community-based service learning project. For students to be successful in the program, two things are essential: a commitment to learning Italian, and a willingness to share experiences that make up the everyday lives of Italians. Rather than a passive observation or detached study of the culture, the chief influence on learning comes from being a participant in daily Italian life and gearing one's lifestyle and options to those of the average Italian.

Location

Throughout Italian history, the Emilia-Romagna region has played a vital role in the nation's economic, cultural, and political life. Since Roman times the corridor of prosperity that runs from Parma through Bologna to Rome has produced an entrepreneurial spirit responsible for one of the world's most sophisticated and

well-balanced economies. Pitzer selected the city of Parma as its preferred program site in Emilia-Romagna to provide students with a high degree of integration into Italian family life and community.

Host Institution

Pitzer in Italy is affiliated with the University of Parma and the Toschi Art Institute of Parma.

Core Course: Studies in Italian Culture

Using the city of Parma as a case study, students explore topics in Italian history, politics, economy, religion, art, literature, and culture through a series of lectures by



Florence. Photo by Carlotta Bosi

develop in Italian is one of the treasures of the Pitzer in Italy experience. Working with their Language Tandem Partners (an Italian student learning English), auditing University of Parma classes, and participating in a Community-Based Service Learning (CBSL) project advances students' fluency.

During orientation in Parma, students' Italian language skills are assessed and Italian language classes are chosen based on the students' levels. Students with an advanced level of Italian (Italian 44 or higher) may be eligible to take regular university courses in Italian (in lieu of the Intensive Italian Language course) if the test results in orientation show they have sufficient skills.



Venice. Photo by Carlotta Bosi

Art lecture. Photo by Emily Rubin PZ '16



area scholars and specialists. This course also incorporates the family stay, local visits in Parma, and other more experiential components of the program, to put a human face on the material presented in lectures and readings.

Intensive Italian Language

Intensive Italian is offered at the University of Parma. Becoming fluent in Italian, however, is not just a classroom exercise; it is part of students' everyday life through interactions with their host family and local Italians. The competence students

Survey of Italian Renaissance Art, 1400-1550

This course gives students an overview of the main artists and works of art that have characterized the Renaissance period in Italy. Students get an introduction to

COURSES	Course	Semester
	Credits	Units
Studies in Italian Culture	1.0	4
Intensive Italian Language	2.0	8
Survey of Italian Renaissance Art, 1400-1550	0.5	2
Community-based Service Learning	1.0	4
Total	4.5	18
DATES		
Fall: Early September to mid-December		
Spring: Late January to early May		

PITZER COLLEGE IN ITALY

the historical period, the concepts of Renaissance and Humanism, the main artistic techniques used by the different artists and the set-up of a *bottega* (studio or workshop). Students analyze how the different artistic centers (Florence, Rome, Venice, Milan and Parma) influenced the artists and their works. Emphasis is given to the analysis of the different works of art through images and originals. This course includes a series of on-site visits in Parma to see works by Correggio, Leonardo da Vinci and other important Renaissance artists. Class meets twice a week for a total of 30 hours.

Community-Based Service Learning/ Independent Study

According to their interests, students are assigned to a volunteer organization in Parma (health, education, immigrant assistance, environmental, etc.) for a full immersion experience that combines Italian language, socio-anthropological training and field work. Through hands-on volunteer work at a local service agency, students learn about contemporary Italian society. In recent semesters, students have interned with local organizations

assisting the growing number of refugees from the Middle East and North Africa.

Study Trips

To deepen students' understanding of topics covered in the core course, they visit important sites in the cities of Parma, Milan, Florence and Venice.

Students explore

Parma in depth by visiting its great monuments and beautiful castles outside the city. They also have the opportunity to watch an opera in the glamorous 1800's opera theater of the city and taste the famous Italian cuisine on an everyday basis.

One day trip is dedicated to visit the world renowned Last Supper by Leonardo da Vinci in Milan.

During the two-day trip to Florence, students are able to admire the

masterpieces of Italian Renaissance Art in the Uffizi Gallery, explore the unique Cathedral and Baptistry, and climb the 400 steps of Giotto's Bell Tower.

In Venice the two-day trip gives students the opportunity to stroll along the canals and admire the golden mosaics in St. Mark's Basilica.

Family Stays

Students are in single placements so they can maximize their language learning and participate fully in family life.



Art history class, Piazza Garibaldi, Parma

Students around the Baptismal Font in the Baptistry of Parma



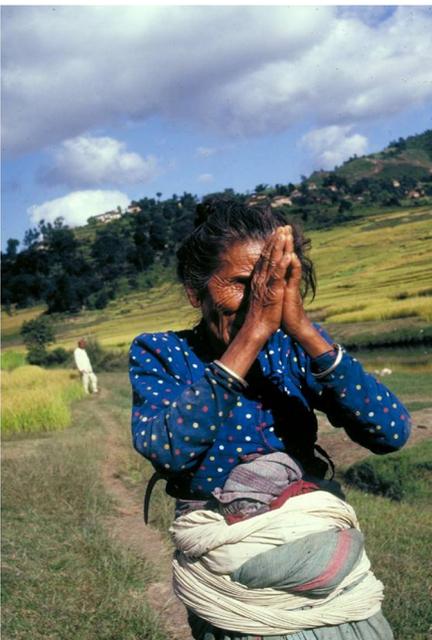
Pitzer in Nepal

Location

The Pitzer in Nepal program house is located seven miles southeast of Kathmandu, off the road to Bhaktapur. This is a semi-rural area of the valley that still comprises tight-knit village communities where the host families are informed by traditional Hindu values and engaged in rice farming, but also dependent on jobs (and other resources) in town. The area is right on the outer edge of Kathmandu’s urban sprawl, so students experience the best of both worlds: access to all the resources of the city, while being fully immersed in the language and cultural richness of Nepali village life. Host families are anywhere from a 15-minute to a one-hour walk from the program house.

Nepal continues to struggle in its rebuilding efforts after the devastating earthquakes of April and May 2015. At the same time, the country is in the midst of an exciting period of social and political change, as it continues its transition from what was, until recently, the world’s only Hindu monarchy, to a secular democracy with increased rights for women, ethnic groups and other minorities. After a decade of Maoist-government unrest

Namaste. Photo by Mike Donahue



between 1996 and 2006, a successful and peaceful election to a constitutional assembly was held in April 2008. As their first official act, the delegates to this assembly declared Nepal a democratic republic and asked the King to leave the palace. A new constitution was finally negotiated and passed by parliament in 2015, but the central issue that delayed consensus on the new constitution for so many years remains: how to give underrepresented groups (Dalits, indigenous hill groups, people of the Terai, etc.) more of a share of political power and access to resources. Additional issues such as rural development, health care, education, sustainable tourism, rural to urban migration, remittance income from Nepalis working overseas (largely in the Middle East), urban pollution, and many others, remain paramount.

The Core Course: Nepal Studies

The course combines lectures, readings, discussions, and extensive writing, with the more experiential components of family stays, study trips, and field assignments. Lectures are given by professors from Tribhuvan University as well as scholars and specialists from government and private organizations. Through the course, students are acquainted with some of the main historical, social, cultural and political issues fundamental to Nepal’s modern identity. Assignments focus on socio-cultural studies, kinship and family relations, development, politics, environmental issues, health, and religion, requiring students to use their Nepali language skills, and integrate their personal experiences in the culture with classroom learning.

Intensive Nepali Language

The key to students realizing



Student with host grandmother. Photo by Mike Donahue

their educational goals in Nepal is their ability to communicate in Nepali. Drawing on some of the best language teachers in the country and with a 1:3 teacher-student ratio, Pitzer in Nepal offers a highly effective language program. Classes take place in village homes, bazaars and along mountain pathways as well as in small classrooms at the program house. A vital component of student learning is the commitment they make, along with staff and fellow students, to creating a Nepali-speaking environment both in and out of class.

Independent Study Project

Students explore in-depth an aspect of Nepal through an independent study. Projects are guided by local scholars or specialists and program staff and require a significant analytical component in the form of a written report. The program strongly recommends students select a project that involves field research, oral interviews, ethnography, and other techniques that facilitate cultural immersion and use of their Nepali language.

COURSES	Course	Semester
	Credits	Units
Nepal Studies	1.0	4
Intensive Nepali Language	2.0	8
Independent Study Project	1.0	4
Total	4.0	16
DATES		
Fall: Early August to mid-December		
Spring: End of January to early June		

Study Trips

To deepen their understanding of topics covered in the core course, and explore Nepal's incredible cultural, geographic and socio-economic diversity, students travel to various locations in Nepal. Destinations may change from semester to semester, but past excursions have included:

Middle Hill Village Stay

During the third month of the program, students travel by bus and foot along ancient trade routes, through terraced fields and in the shadow of the world's highest mountains, to reach the middle hill village of Simigaun where they live with a Buddhist, subsistence farming family for two weeks or more. Given the program has had a relationship with Simigaun for 40 years, students are able to establish relationships with local villagers almost immediately.

Terai

Students visit Chitwan National Park in southern Nepal, home to elephants, one-horned rhino and royal Bengal tigers. They see first-hand how tourism in this region affects the local life and economy, and how Nepal attempts to integrate

traditional subsistence farming activities in and around the park with sound resource management and ecological development. Conditions and schedule permitting, students on the spring program may visit Lumbini, the birthplace of the Buddha, and an important pilgrimage site for Buddhists from all over the world.

Pokhara and the Village of Tangting

Nestled in the foothills of the Annapurna Himal, the Pokhara Valley provides a spectacular setting of lakes and mountain vistas in which students are able to explore a well-known trade center and tourist destination, a village of caste musicians, and a Tibetan refugee camp. Pokhara is also the headquarters of the Annapurna Area Conversation Project (ACAP), an internationally acclaimed organization which attempts to take a balanced approach to traditional subsistence farming activities, tourism management, conservation, village health, development and education, through involving local villagers in decision-making and implementation. Students also have a short family stay in the village of Tangting, where they are able to explore Gurung culture, and study how the ACAP

project has impacted that particular village.

Day trips in the Kathmandu Valley

Participants explore important Hindu and Buddhist temples, non-governmental organizations, palaces, markets, festivals, pilgrimage sites, ancient cities, and the studios of local craftsmen.

Family Stays

The heart of the program is the family stay near Kathmandu and in a middle hill village. The chance to become a member of these Nepali families, and to develop a personal relationship with the individual family members is a privilege seldom experienced by most trekkers, diplomats or researchers. The families often speak little or no English and live in simple homes with limited privacy. Lifestyles are heavily informed by subsistence farming practices and by traditional Hindu or Buddhist beliefs. Students are encouraged to participate fully in the life and culture of their host family and often consider this experience to be one of the most meaningful dimensions of the program.

Students and director at program house in Balkot. Photo by Mike Donahue



Pitzer in Brazil Summer Program

This program is run in collaboration with the Steve Biko Institute, a nationally renowned organization that has achieved extraordinary success in helping black Brazilians enter and succeed at university. Students live with Salvadoran families and take a core course that includes a service learning component in addition to their intensive Portuguese language coursework.

Location

Salvador, a UNESCO World Heritage site, and capital of Bahia State in North East Brazil, is the center of Afro-Brazilian culture and the first colonial capital of Brazil. The Pitzer in Brazil Summer Program provides students an unparalleled opportunity to engage with a city and region that have retained and celebrated their African roots. This cultural uniqueness has a tragic underbelly. The Bahia region was the center of the Brazilian slave trade economy, and racism and the legacies of colonialism are ever apparent. In Bahia, 70% of the population is of African descent, but more than 80% of those who graduate from university are white Brazilian.



Historic district of Pelourinho near Steve Biko Institute

Core Course: Brazil in the Bahian Context

This course provides an overview of history, culture and society in Brazil with a particular emphasis on community and race in the province of Bahia and the city of Salvador. The course includes lectures by local faculty and specialists from non-governmental organizations and community leaders, site visits, and reading and writing assignments that allow students to explore a variety of topics in Salvador, including but not limited to, the legacy of colonialism and slavery in Brazil,

health care, political structures, women’s issues, and environmental issues. An extended family stay for the duration of the program is an important part of the course, providing a human face to the ideas presented in readings and lectures. Students complete a capstone research project on a topic of their choice supervised by local experts.

Service Learning

As part of their core course, all students participate in an internship of 6 to 8 hours per week for four weeks with a local non-profit organization. For students with lower levels of Portuguese, there is a multitude of possibilities to provide greatly needed English as a Second Language (ESL) tutoring with local public schools and non-profit educational organizations

Impromptu music festival in Pelourinho, Salvador. Photo by Paula Gutierrez



COURSES	Course	Semester
	Credits	Units
Brazil in the Bahian Context	1.0	4
Intensive Portuguese Language	1.0	4
Total	2.0	8
PREREQUISITES		
Introductory Portuguese PORT 1 and Introductory Portuguese PORT 2 or Introductory Portuguese PORT 22 or demonstrated equivalent language proficiency		
DATES		
Summer: late May to early July		

such as the Steve Biko Institute. A final reflective paper on the internship experience is a required part of the course.

Intensive Portuguese Language

Intensive Portuguese is offered at the introductory and intermediate levels through local language faculty. With a maximum of six students per teacher, the course employs a highly communicative, interactive curriculum that emphasizes both spoken and written Portuguese and is closely connected to the homestay experience, the core course, and other field activities.

Students attend language classes for 12 to 14 hours a week for a total of roughly 60 hours of in-class instruction.

Study Trips

To deepen student's understanding of topics covered in the core course, they participate in several study visits in or near Salvador, including the Baroque city of Cachoeira, Quilombo Ilha and Itaparica Island.

Salvador da Bahia



Street near Steve Biko Institute

Family Stays

Students are in single placements so they can maximize their Portuguese language learning and participate fully in family life.



Pitzer students at a Bahia high school. Photo by Michael Ballagh

Pitzer in Costa Rica Summer Health Program

Organized by Pitzer College in collaboration with the Institute for Central American Development Studies (ICADS), the Pitzer in Costa Rica Health Program begins in Claremont during the spring semester where students participate in a



Zip lining in Nicaragua. Photo by Mike Donahue

half-course seminar introducing them to Costa Rica, epidemiology, important public health concepts, and intercultural learning. The program moves to Costa Rica for six weeks in the early summer, usually from late May through early July. Through intensive Spanish language courses, a seminar on health and health care in Costa Rica, internships, and family stays, students explore health care while Internship with an EBAIS, San José. Photo by Mike Donahue



furthering their Spanish language skills and gaining an understanding of the life and culture of Costa Rica. A study trip to either Nicaragua or the Caribbean Coast of Costa Rica will provide a comparative perspective on health problems and health services in Central America. One year of college level Spanish is a prerequisite for the program.

This is a very structured, intensive program. Students earn two course credits in only six weeks, but more importantly, they will experience a very special opportunity to live with families, work in Costa Rican institutions, travel in a beautiful country,

and meet people they will never forget.

Core Course: Sociology of Health and Health Care in Costa Rica

This course provides an overview of health and health care in Costa Rica along with the depth of understanding that comes from an internship in a health care setting. Lectures by program faculty and specialists from governmental and non-



Hammock making at the Center for the Deaf. Photo by Mike Donahue

governmental organizations, site visits, and reading and writing assignments allow students to explore the epidemiology of Costa Rica and Central America, the structure and financing of the health care system in Costa Rica, women's health issues, and environmental health. The course includes an overview of Costa Rica's social and economic history that is essential for understanding the context of health and health care in Costa Rica. An extended family stay for the duration of the program is an important part of the course, providing a human face to the ideas presented in readings and lectures.

COURSES	Course Credits	Semester Units
Sociology of Health and Health Care in Costa Rica	1.0	4
Intensive Spanish Language	1.0	4
Total	2.0	8
PREREQUISITES		
IIS 101 Health and Health Care in Costa Rica (0.5 course credit course offered at Pitzer in spring)		
Two semesters of college-level Spanish or equivalent		
DATES		
Summer: late May to the beginning of July		

PITZER IN COSTA RICA SUMMER HEALTH PROGRAM



Internship with the elderly. Photo by Mike Donahue

Internships

The intensive internship of 14-16 hours per week for four weeks provides students with a focused exposure to the roles that particular agencies play in addressing health care issues in Costa Rica. Students gain first-hand experience with the models and assumptions on which an agency operates, the particular problem solving strategies it utilizes, and the financial, intellectual and technological resources it brings to bear on these problems. A final reflective paper on the internship experience is a required part of the course. Past students have assisted health outreach workers on home visits; worked in a nutrition program for malnourished pre-school children; conducted field work with Costa Rica's national institute for health research; and worked in hospitals, local clinics, community health posts, a home for severely disabled children, a school for disabled children, and a residential facility for AIDS patients.

Intensive Language Study

Intensive Spanish is offered at the beginner, intermediate and advanced levels through the Institute for Central American Development Studies (ICADS). With a maximum of four students per

teacher, the course employs a highly communicative, interactive curriculum that emphasizes both spoken and written Spanish and is closely connected to the homestay experience, the health care course, internships, and other field activities. Students attend language classes for 12 to 14 hours a week for a total of roughly 60 hours of in-class instruction. Students who are already fluent in Spanish have an independent study in Spanish on a topic of interest (culture, history, literature, etc.).

Study Trips

To deepen students' understanding of topics

covered in the core course, there are several site visits in or near San José, and two more major fieldtrips. Study trips can vary each summer but past trips have included trips to national parks, a visit to a Nicaraguan immigrant community, a study of a banana or pineapple plantation, visits to an urban *precario* (settlement), and hospitals and health clinics. An extended weekend study trip to a cloud forest

complements our study of environmental health, and a longer study trip to either Nicaragua or the Caribbean coastal region of Costa Rica allows students to compare health problems and health services in two very different regions. This trip may be challenging for some because of greater physical discomforts (e.g., bumpy roads, and a hotter climate than in San José), fewer public health services (e.g., less dependable public water sources), and higher levels of poverty than students experience in San José. Students will be well-prepared for a safe and satisfying experience, however, and they are likely to find this trip one of the highlights of the program.

Family Stays

Students are in single placements so they can maximize their language learning and participate fully in family life. Family stays are in homes within thirty minutes walking distance of ICADS. Two students are generally assigned homes close together so they have someone with whom to share walks to ICADS, and taxi rides at night.

Relaxing in Granada, Nicaragua. Photo by Mike Donahue



Pitzer in Vietnam Summer Program

Hue (Huê), a UNESCO World Heritage site, is a city in central Vietnam that was the seat of the Nguyen Dynasty emperors and the national capital from 1802-1945. Located just south of the North Vietnamese border (DMZ) during the US-Vietnam War, the Hue region was a key area in the conflict and underwent significant damage. In recent years, many of its extraordinary historical monuments, including its Imperial ("Forbidden") City have been extensively restored. Situated on the Perfume River and a few miles from the East Sea, its surrounding mountainous hinterlands are home to a large number of minority communities close to the Laotian border.

In collaboration with Hue University in



The Forbidden City in Hue, Vietnam

Central Vietnam, the summer program in Vietnam begins in Claremont during the spring semester where students participate in an intensive introduction to Vietnamese language, and a brief

introduction to culture and society in 21st century Vietnam. The program moves to Hue, Vietnam for six weeks in the early summer, from late May through early July. Through intensive Vietnamese language courses, a seminar on key topics in Vietnam (taught in English by local experts), internships, and family stays, students explore this dynamic country while furthering their Vietnamese language skills and gaining an

understanding of the life and culture of Vietnam. A study trip to Hanoi and Halong Bay will provide a comparative perspective in [former] North Vietnam.

While an introductory course in Vietnamese will be offered in the spring semester, students who already speak Vietnamese may also enroll in the summer program and have the opportunity to join a large array of content courses taught in Vietnamese at Hue University.

Students earn two course credits in only six weeks, but more importantly, students will experience a very special opportunity to live with families, work in Vietnamese institutions, travel in a beautiful country, and meet people they will never forget.

Core Course: Modern Vietnam

This course provides an overview of culture and society in Vietnam. It includes lectures by Hue University faculty and

Path leading to the Imperial Citadel, Hue, Vietnam



COURSES	Course Credits	Semester Units
Modern Vietnam	1.0	4
Intensive Vietnamese Language	1.0	4
Total	2.0	8
PREREQUISITES		
An introductory course in Vietnamese or the equivalent		
DATES		
Summer: late May to early July		

PITZER IN VIETNAM SUMMER PROGRAM



Halong Bay, Vietnam

specialists from governmental and non-governmental organizations, site visits, and reading and writing assignments that allow students to explore a variety of topics in Vietnam, including but not limited to, the legacy of colonialism, war and conflict in Vietnam, health care, minority communities, political structures, women's issues, and environmental issues. An extended family stay for the duration of the program is an important part of the course, providing a human face to the ideas presented in readings and lectures. Students complete a capstone research project on a topic of their choice supervised by local experts.

Intensive Language Study

Intensive Vietnamese is offered at the beginner level through Hue University. With a maximum of six students per teacher, the course employs a highly communicative, interactive curriculum that emphasizes both spoken and written Vietnamese and is closely connected to the homestay experience, the core course, and other field activities. Students attend language classes for 12 to 14 hours a week for a total of roughly 60 hours of in-

class instruction. Students already fluent in Vietnamese may audit content courses at Hue University or pursue an independent study in Vietnamese on a topic of interest (culture, history, literature, etc.)

Internships

As part of their core course, all students participate in an internship of 6-8 hours per week for four weeks with a local non-profit organization. For students with lower levels of Vietnamese, there is a multitude of possibilities to provide ESL tutoring with local public schools. A final reflective paper on the internship experience is a required part of the course.

Study Trips

To deepen students' understanding of topics covered in the core course, they participate in several

site visits in or near Hue and one major fieldtrip. Study trips may vary each summer but could include visits to the Imperial City of Hue, The Imperial Tombs, minority communities in the mountains west of Hue, the vibrant commercial center of Danang, the beautiful early modern trading town of Hoi An, and the ancient Champa ruins of My Son, one of the foremost Hindu temple complexes in Southeast Asia. Half way through the program, students travel north to the booming city of Hanoi, the capital of Vietnam. In addition, the program visits the UNESCO World Heritage Site of Halong Bay, a region of extraordinary beauty.

Family Stays

Students are in single placements with their own bedroom so they can maximize their language learning and participate fully in family life.

Vietnamese food vendors



All Approved Programs for Pitzer Students*

Africa and Middle East

Botswana	Pitzer in Botswana
Ghana	ISEP University of Ghana
Israel	University of Haifa
Morocco	Al Akhawayn University
Palestine	Bard Abroad in the West Bank
Rwanda	SIT Rwanda
Senegal	SIT Senegal
South Africa	University of KwaZulu Natal
Turkey	Middle East Technical University

The Americas

Argentina	ISEP Universidad del Salvador; ISEP Universidad Católica de Córdoba
Brazil	Pitzer in Brazil summer program; Federal University of Roraima
Chile	ISEP Pontificia Universidad Católica de Valparaíso
Costa Rica	Pitzer in Costa Rica semester program; Pitzer in Costa Rica Summer Health
Cuba	Sarah Lawrence College in Cuba
Ecuador	Pitzer in Ecuador
Mexico	Autonomous University of the Yucatan

Asia and Oceania

Australia	University of Adelaide
Bhutan	Royal Thimphu College
China	SIT China
Hong Kong	Lingnan University
Japan	Kwansei Gakuin University
Korea	ISEP Ewha Womans University; ISEP Korea University; ISEP Yonsei University
Kyrgyzstan	Bard Abroad in Bishkek
Nepal	Pitzer in Nepal
New Zealand	ISEP Massey University – Manawatū Campus near Palmerston North
Singapore	Singapore Management University
Vietnam	Pitzer in Vietnam summer program

Europe

Denmark	ISEP University of Aalborg
England	Sarah Lawrence College exchange with University of Oxford; Sarah Lawrence College London Theatre Program with the British American Drama Academy; University of Birmingham; University of Bristol; University of Essex
Finland	ISEP University of Helsinki
France	Sarah Lawrence College in Paris; Sciences Po; University of Nantes
Germany	Bard Abroad in Berlin; ISEP Justus-Liebig-Universität Giessen
Italy	Pitzer in Italy
Netherlands	ISEP Tilburg University
Scotland	University of Aberdeen
Spain	University of León; ISEP University of Murcia; University of Sevilla with the Spanish Institute for Global Education
Sweden	ISEP Mälardalen University; ISEP Södertörn University

Domestic Exchanges

Arizona	Northern Arizona University – School of Indigenous Studies
California	Claremont McKenna College Silicon Valley Program
Georgia	Spelman College
Maine	Colby College
New York	Bard College - BGIA, New York City
New York	Sarah Lawrence College
Pennsylvania	Haverford College

**Program options subject to change each year. Visit our website for current information.*

GENERAL INFORMATION

Pitzer Students

Study abroad opportunities at Pitzer College include the programs described in this brochure as well as the opportunities listed on the previous page. A study abroad adviser can recommend programs appropriate to students' academic needs and interests.

It is wise for students to start planning early to ensure that they meet the preparation requirements for a program. Students should inform their faculty adviser of their interest in their first year so that their academic plan can be arranged to include a semester or even two semesters away. Students planning to study abroad on a semester or full-year program are required to attend a Study Abroad Information Session before they apply. Students interested in the summer programs in Brazil, Costa Rica, and Vietnam should plan to attend one of the program-specific information sessions offered each fall.

The application due date for Pitzer students who wish to participate in fall semester or full-year programs typically occurs in mid-November. The due date for spring programs is in late-March. Summer program due dates change from year to year. Please consult a study abroad adviser for current information.

For more information on the application and admission process, as well as current costs for studying abroad, please visit our website at www.pitzer.edu/studyabroad or our office.

Students from Other Colleges and Universities

Pitzer College Study Abroad welcomes students to apply to a Pitzer program if they are an undergraduate student in good standing at a college or university in the United States.

Students should consult their study abroad office at their home campus as well as their faculty adviser to ensure that they meet internal deadlines and complete the necessary paperwork to receive credit for a study abroad experience.

A Pitzer semester program is equivalent in credit to a semester at a U.S. college or university with four courses (16 semester units) being the normal award for a semester's work. The Pitzer summer programs award 2 courses (8 semester units). Before choosing to participate, students from other schools should understand their home campus' policy for awarding credit and translating grades from a Pitzer semester or summer study abroad program. All grades are recorded on a Pitzer College transcript and are sent directly to the appropriate office at the student's home school.

For more information on the admission process and to access the application, visit our website at www.pitzer.edu/studyabroad.

Application due dates for non-Pitzer students:

Fall programs:
March 15

Spring programs:
September 15: Ecuador
October 15: Botswana, Costa Rica, Italy, Nepal

Summer programs:
Changes from year to year. Please consult a Pitzer study abroad adviser for current information.



View from the top of Pitzer's Firestone Center for Restoration Ecology in Costa Rica. Photo by Keith Christenson



Office of Study Abroad and International Programs
1050 North Mills Avenue, Claremont, CA 91711
Email: studyabroad@pitzer.edu • 909.621.8104
www.pitzer.edu/studyabroad