

# Pitzer College in Italy

Pre-Departure Orientation Handbook  
Fall 2018



Cover photo by Elisa Asdourian  
Pitzer Exchange in Italy, Fall 2011

# MAP OF ITALY



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# CULTURAL IMMERSION AND ADAPTATION

## Cultural Immersion

One of the most important modes of learning employed by this program is learning through cultural immersion. By cultural immersion we mean,

*A commitment to participate as fully as possible in the local lifestyle, language and culture of your host family and community in order to understand something of what it means to be a member of the host culture.*

Notice the word *commitment*. Immersion doesn't happen automatically. It takes a certain commitment over the course of the program – a mindfulness of why you came in the first place and faithfulness to that.

Pitzer's Study Abroad programs ask students to engage the local lifestyle, language and culture as fully as possible. Our programs provide ample opportunities for interaction as well as experienced cross-cultural guidance. You make the commitment to take those opportunities and follow that guidance when you participate in a Pitzer program.

We help you move beyond passive observation to active participation in the life of the host community. We ask you to meet the culture on its own terms and share the common experiences that make up the everyday lives of typical community members. You will accomplish this within the program structure of intensive language study, family stays, and field exercises that require interaction with members of the host culture.

We expect you to limit your daily living options to those available to typical members of the host community. This may mean living with little privacy and few amenities, opting for crowded and sometimes unreliable local transportation, using local health facilities that require long waits, or going into town to make a call home or send an email rather than using the program office phone or computer. This is hard work and requires a strong commitment on your part. We provide the structure and encouragement for cultural immersion, but you must choose between engaging the culture on its own terms and retreating to more convenient and familiar options.

With this in mind, it will be helpful for you to think about ways you can participate more fully in the life of your host family and community. To get you started, here are some ideas that past students have come up with. Reflect on these and add your own. Refer back to this during the course of your program to make sure you are taking full advantage of the many opportunities for cultural immersion learning on your program.

### Strategies to deepen cultural immersion learning:

Ways to participate fully in the life of my host family:	Ways to participate fully in the local community where I am living:
<ul style="list-style-type: none"><li>• Help around the house</li><li>• Run errands with your family</li><li>• Play with the kids</li><li>• Go out with host brothers or sisters, help with homework, read to them, go to school, share daily activities and ask about host family's life,</li><li>• Shop for a meal, prepare and cook food, eat, and clean up together</li><li>• Go to clinics or hospitals or local healers with host family</li></ul> <p>Other strategies:</p>	<ul style="list-style-type: none"><li>• Volunteer in social work agencies</li><li>• "Just get out"</li><li>• Visit local markets</li><li>• Check out community theater groups</li><li>• Get involved in sports</li><li>• Take local transportation</li><li>• Eat in restaurants frequented by locals</li><li>• Go to church/temple/mosque</li><li>• Participate in community activities</li><li>• Go to local hangouts (park, restaurants, cafes), frequent the same path so you can get to know locals</li></ul> <p>Other strategies:</p>

## Cultural Appropriateness

Given that we want you to participate fully in the host culture, we want you to do this in a way that reflects the host culture's values. This is what we mean by cultural appropriateness:

*A commitment to learn about and increase your understanding of the host culture and then interact, communicate and behave in ways that respect the host culture's values.*

This may mean you need to dress differently, eat new foods, or new quantities of food. You may need to change certain concepts of time, personal space and privacy. You will certainly need to develop a new set of non-verbal behaviors and to give up certain things you value. Most importantly, you will need to develop tolerance and respect for many other things that you may not understand or cannot accept.

Committing yourself to cultural appropriateness is hard work, but the rewards are considerable and last a lifetime. The depth of your immersion experience and the character of the relationships you develop are dependent on your ability to make a serious attempt to understand and respect others. We believe the quality of your learning experience is directly related to these efforts.

A commitment to cultural appropriateness:

- is a reflection and measurement of ongoing culture learning and therefore factors into your core course grade.
- demonstrates that you care about what is important to your hosts and that you are making an honest attempt to respect their values.
- has a profound effect on the type of experience you will have.
- promotes meaningful interactions and language learning.
- increases safety and helps to prevent harassment.
- speaks well of your home college, your program, and your program staff and faculty.

### A Higher Level of Cultural Sensitivity

Sensitivity to another culture requires more than mastering rules of etiquette. Of course, such rules are important, but they cannot be learned in isolation from actual experience. The best way to prepare for upcoming cross-cultural encounters is to imagine the type of person you will attempt to be during the program. Pitzer expects a sustained commitment to developing and maintaining a higher level of cultural sensitivity. What does that mean? Consider the following three characterizations:

- 1) The tourist level – represented by the sentiment: “I am oblivious to the effects my actions have on locals and never stop long enough to even question my behavior.”
- 2) The sojourner level – represented by the attitude: “How can I continue to live my life, interact and behave the way I always have without offending my hosts?”
- 3) A higher level – represented by the question: “What must I change in order to show I respect the host culture's values, facilitate meaningful relationships, and have a deeper more meaningful learning experience?”

We expect you to make a commitment to being at the higher (proactive) level of awareness and sensitivity. At this level you move from a “What can I get away with and not offend my hosts?” attitude to a higher level of sensitivity represented by this questions: “What can I do (How must I change?) to show I respect the host culture's values and through this, facilitate meaningful relationships with members of the host culture and have a deeper, more enriching learning experience?” If you commit to this higher level, a list of do's and don'ts is not necessary. You will be actively engaged in culture learning throughout your experience and your behavior and interactions will reflect this. People will see your respect for their culture and help you to learn. Even cultural blunders or faux pas (which we all make) will be accepted by members of the host culture gracefully when you are at this level.

### Cultural Appropriateness as an Indicator of Learning

Cultural appropriateness is an ongoing effort throughout the course of your semester to learn about the host culture and reflect that in your interactions and behavior. It is not a list of dos or don'ts or something you can simply learn in orientation. It is a commitment to ongoing culture learning. As such, *cultural appropriateness as an indicator of learning* makes up a portion of the grading criteria of both the language and the core course. We believe that successful and appropriate participation in the local culture is just as much a demonstration of learning as a well-written paper or a top mark on an exam.

## **A Role Model for Cultural Appropriateness**

All of culture is contested and in a process of change. It is easy in any culture to find exceptions to the norm. There will always be members of the host culture who question, challenge, disagree with, and even openly go against certain cultural practices. Students often point out such exceptions and say, "Look. She is from this culture and she's dressing like that, so why can't I?" or "He's from here and he's doing that. How can you say that is culturally inappropriate?" Our role model for cultural appropriateness is behavior that is typical for the community and host family where we live and study, not the liberal or conservative extremes that can be found in any culture. The fact that a particular cultural practice is being contested by certain members of the culture does not mean we can disregard or disrespect that practice if it is the norm for the situation we are in and the people with whom we would forge meaningful relationships.

We expect you to respect the cultural practices of the situation you are in, even as you engage in a critical exploration of how, by whom, in what context and to what extent certain aspects of the culture are being contested. We certainly don't want to enter your host family, for instance, having made pre-judgments, perhaps from certain readings, that certain of their cultural practices are oppressive to women. Rather, we want you to enter in with an open and non-judgmental attitude. Learn about the cultural practices of your host family, allow their values and beliefs to inform your own behavior as a gesture of respect, and in this context, explore from the host country perspective whether and to what extent a certain practice is being contested or is seen as oppressive. These two approaches to culture learning (critical analysis and respectful participation) are not incompatible.

Since there is such a diversity of cultural practices out there, initially, it will be difficult for you to know if behavior you observe is on the fringe or fairly typical for the community you are in. It takes a while to figure this out. Early on, you should proceed with caution and let program staff and host families serve as guides and role models for cultural appropriateness. Later on in the semester, as you commit to the process of culture learning, you will be more and more able to figure this out on your own.

## **Cultural Appropriateness and Your Own Core Values**

A common question students often struggle with is this: *Won't a serious commitment to cultural appropriateness require me to compromise my own core values?* The answer is no. You do not need to give up your own core values to appreciate and respect the existence of contrasting values in others. Cultural appropriateness does not require us to do this, but it does require that we learn about and respect a different set of values in the way we behave and interact as long as we are guests in the host culture.

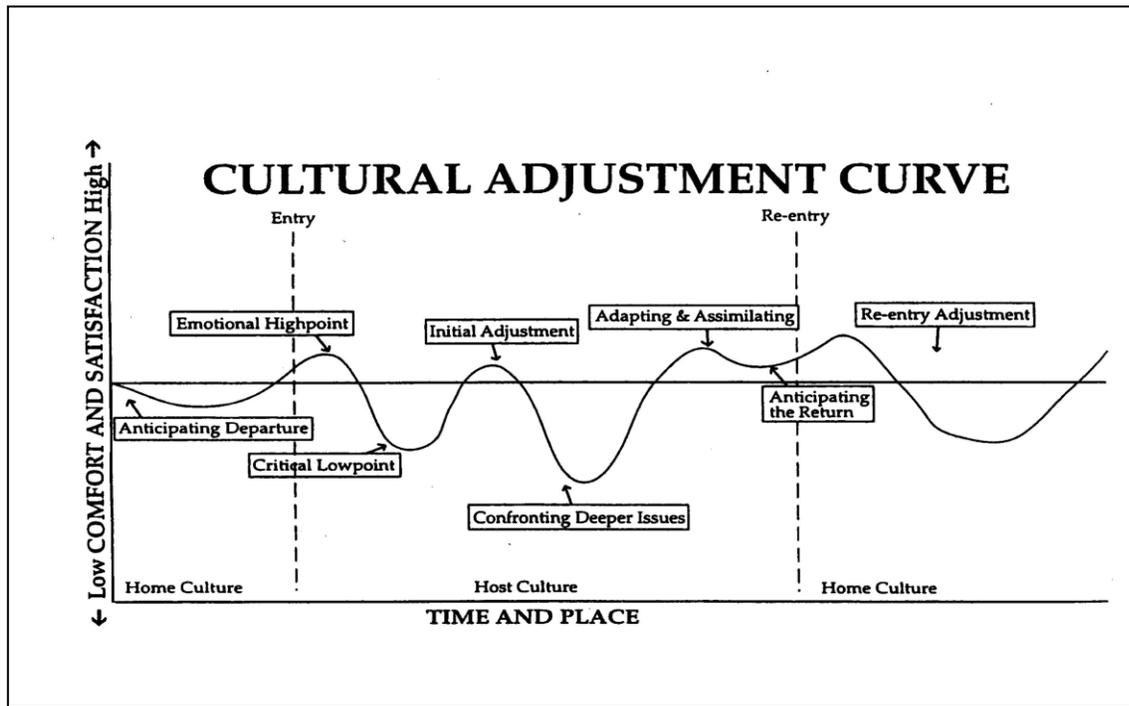
Your role as a student on this program is not to judge the host culture, especially not to judge it based on your own values, but to understand it based on its own beliefs and values and to honor these host culture values in the way you interact and behave. Again, you can do this without compromising your own core values. Cultural appropriateness is not a process of giving up or diminishing who we are, but of adding on.

"When you commit to cultural appropriateness, that is, when you are willing to see the world through the eyes of the host culture and reflect that in the way you behave and interact, you don't become less of an American, you become more of a human being." *Cap Miller SJ - Anthropologist in Nepal who has conducted research on Jhaankris and on Decision Making in Village Nepal.*

Humility and the willingness to change are the hallmarks of a higher level of cultural sensitivity. Respect for the host culture and your willingness to change should lead you to sort through your own values and struggle with better understanding your own culture. Persistent conscientious effort will enable you to eventually define a comfortable cultural boundary for yourself that neither compromises you or offends those with whom you live and learn. It is vitally important to realize that you do not need to discard your own core values to appreciate and tolerate the existence of opposing values in others. You will need to examine your values from a new perspective and be open to modifying your behavior to accommodate host culture values, but Pitzer does not believe you should ever abandon who you really are. Our programs are journeys of self-discovery as much if not more than they are journeys into the lives and experiences of others.

## Cultural Adjustment

What we are trying to describe is often referred to as cultural adjustment, or acculturation. One recognized model of the process is the U-curve developed by Lysgaard in 1955



The curve depicts your emotional state as you adjust to contact with another culture. You feel uneasy leaving friends and family, and a little anxious about stepping forward into the unknown. Once you arrive, and become familiar with your new surroundings, anxiety gives way to a euphoric feeling of excitement supported by a natural fascination with the exotic and different. This is an accomplishment within reach of any earnest tourist. You, however, are more than a tourist, and must go deeper into the culture. Here is where the difficulties really begin.

The very differences that excited and attracted you slowly begin to confuse and frustrate your attempts to function in the new culture. You begin to experience what is often referred to as “culture shock”; a characterization that became popular in the 1960’s and is still used today to refer to periods of emotional discomfort that are depicted as low points on Lysgaard’s U-graph. The use of the word “shock” is a bit misleading since it lends itself to the suggestion that these feelings are provoked by incidents that would not be so shocking with proper preparation. Consider the following hypothetical description taken from Craig Storti’s *The Art of Crossing Cultures*:

*Let’s conjure up a typical morning in the life of an expatriate development worker in Tunisia, and, to load the equation, let’s make her a woman. She enjoys a quiet breakfast in the sanctity of her home and then begins the drive to work. The streets are thronged with pedestrians, choked with donkey carts, and full of aggressive Tunisian drivers who take regular and prolonged solace in their car horns. She is alternately immobilized by all the confusion and driven to fits of frightening recklessness. She stops briefly at the post office, long enough to be intimidated by the throng of men pressed around the stamp seller’s window, and leaves without mailing her letters. At ten o’clock she reports for an appointment at the Ministry of Health and sits down to wait for the man she has come to see, assured by his secretary that he is due any minute. After forty-five minutes and several more assurances from the secretary, she leaves (and learns later that the man was out of town for the day and, further, knew that he would be when she pressed for the appointment). On her way back to her office she stops to buy the *International Herald Tribune* and have a cup of coffee. The paper isn’t available, though the vendor assured her the day before it would be (God’s will, he shrugs), and she is harassed by several male customers as she tries to relax with her coffee.*

From the safe and comfortable confines of wherever you are reading this booklet, you are probably thinking that these kinds of incidents won’t bother you. You are ready. But imagine waking up to the expectation of similar incidents every day you are abroad. Imagine facing these daily disappointments while suffering from the frequent intestinal and respiratory illnesses that often attend extended stays in foreign lands. Imagine not understanding most of the verbal

and non-verbal communication attending these incidents, and the treatment of your illnesses. Imagine experiencing all these things alone, without the emotional support of family and friends. Are you really ready? Can you be? Can anyone?

Probably not, at least according to most interculturalists, who agree that culture shock is natural. It is a common experience for anyone making a serious attempt to adjust to another culture. Overt manifestations can range from mild irritability to deep psychological panic and crisis. It is often associated with feelings in the learner of resentment, estrangement, anger, hostility, indecision, frustration, sadness, loneliness, homesickness and even physical illness. The person undergoing culture shock often vacillates between feeling angry with others for their lack of understanding, and being filled with self-pity. It is much more than the simple shock of being confronted with unexpected behaviors.

Though it may seem like a liability, culture shock is actually beneficial. It presents an opportunity for one of the most meaningful types of learning. When you find yourself on the low point of the Lysgaard curve your instinctive fight or flight response will lead you to three well-documented coping strategies. You may withdraw from the host culture, seek out the company of other expatriates, or project your discomfort onto members of the host culture, and see them as the source of your pain and suffering. All of these responses end in failure. The way to overcome culture shock is both simple and challenging. You need to continue to participate in the host culture. Without continued participation your learning experience stops at the low point, and you fall off the curve altogether. Simple persistence will get you through to the next peak where you will be able to see your experiences differently. Over time the curve should flatten out, the emotional roller coaster should subside, and at the end of the journey you will be a remarkably more mature person.

You may be hoping to avoid culture shock, but if you do you may not learn anything at all. Most experts believe that culture shock is a prerequisite for true cross-cultural effectiveness. Gary Weaver believes individuals who claim to have never experienced any form of culture shock probably did not have a genuine cross-cultural encounter.<sup>1</sup> Douglas Brown argues that failure here may affect language learning as well. His research suggests that adjustment through avoidance leads you through the low points with a psychology that weakens the drive for greater fluency. If you find a comfortable niche requiring minimal participation in the culture, the inevitable result is the acquisition of a stunted version of the language that meets minimal needs. Your speech remains grammatically fossilized and functionally inadequate.<sup>2</sup>

It is clear that the low points are the most critical moments of your experience abroad. You must choose to remain involved in the new culture and not to retreat into the expatriate, tourist or foreign student community lifestyle. Learning how to recognize and check this impulse to retreat is essential. Program staff will be able to help. It is their responsibility to keep you in the game. They will create opportunities for interaction and help you up when you fall. At the same time, however, they will insist you continue to confront your difficulties head on and not lead you around them. Remember that you cannot overcome culture shock by thinking about how the other culture is different or even by reading about the other culture. The only way to successfully acculturate is by trial and error. You must make mistakes, misunderstand, and suffer embarrassment. Only then can you gradually learn to read the underlying cultural conditioning in yourself, and in others. Eventually, with effort, you will be able to interact successfully and appropriately.

## **Immersion and Community Integration through Family Stays**

Pitzer study abroad programs emphasize experiential learning through immersion into local cultures and communities, and an essential ingredient of this, wherever possible, is family stays. Family stays are much more than just a convenient solution to the room and board problem. They are an important dimension of the academic program designed to give you an opportunity to understand something of what it means to live in the host culture and deal with a range of issues important to the local community and the country.

In fact, family stays often become the focal point of our commitment to cultural immersion and appropriateness. They allow for fuller participation in community life and integration into the local culture on as many fronts as possible. Living with a family allows you to develop meaningful relationships with family members and neighbors who will vary in age, gender, ethnicity, and educational background. This compels you to give a human face to ideas and theories presented in the core course lectures and readings. Indeed, family stays allow you to feel the pulse of a community, to test and verify the assumptions offered by community agencies and governing bodies, and to explore issues from a variety of perspectives. J. Daniel Hess, author of [The Whole World Guide to Culture Learning](#), has observed that one can learn more by living with a family for six weeks than living in a dorm or alone in an apartment for a year.

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<sup>1</sup> Weaver, Gary. R. 1993. "Understanding and Coping with Cross-Cultural Adjustment Stress." In R. Michael Page (ed.), *Education for the Intercultural Experience*. Yarmouth, ME: Intercultural Press.

<sup>2</sup> Brown, H. Douglas. 1991. *Principles of Language Learning and Teaching*. Englewood Cliffs, N.J.: Prentice-Hall.

While family stays are one of the most effective tools for culture and language learning, they are also, without question, one of the most challenging dimensions of a study abroad program (for both you and the people who host you). You are expected to make a commitment to building a relationship with your host family, to participate as fully as possible in their lives and to respect their habits, lifestyle and values. This is hard work. It usually means making some significant changes in lifestyle and behavior for three to four months and forgoing much of the social life you may be accustomed to on your home campus. Nonetheless, most students who embrace this challenge realize that it results in an experience that would be impossible to have on campus (or even living alone, in an apartment in the community), and find it to be one of the most personally rewarding and academically valuable parts of the program.

### **Expectations for Students**

Remember that there is no such thing as a typical family, neither in the US nor in your host country. Your family may consist of a retired couple, a large family with children, a single adult, or several generations living under the same roof. Most host families have been selected because of their interest in sharing their culture with an American student, not because they live in the most convenient location, have the best house, or can provide all the conveniences of your own home. Here are some tips for your home stay:

- Treat your host family as a family, not just as a place to eat and sleep.
- Make a real commitment to building a relationship with your family.
- Respect your family's values, lifestyle and customs, such as meal times, quiet times, use of TV, taste in music, appropriate dress, coming home at a reasonable time, smoking restrictions, appropriate language, conversational topics, etc. *(The question a student should ask here is not, "Will my family accommodate my needs for my lifestyle and my preferences?" Or even, "What is the most I can get away with and still not offend them?" But rather, "What can I do to better fit in with my family members (and their culture) and respect their needs and their lifestyle so that I can have a deeper, more meaningful relationship with them?"*
- Time with your family will be limited. Commit to sharing as many meals with your family as possible. Notify your family ahead of time if you won't be there for meals.
- Commit to participating as fully as possible in your family's life and their involvement in the community. This may include visits with family to churches or temples, schools, medical facilities, markets, etc.
- Take responsibility as a full member of your family (this might include, depending on what is culturally appropriate, yard work, farming chores, washing dishes, cooking, babysitting, house cleaning, shopping, etc.)
- Occasionally, throughout the semester, engage your family (or certain members or your family) in social and community activities such as movies, theater, eating out, and visits to relatives' houses or areas of cultural interest.
- Observe scrupulously the laws of your host country and community and the values of your family. Do not do anything that would embarrass, endanger or hurt your family.
- Explore theories and issues raised in the core course with your family and incorporate their perspectives into discussion sessions and writings for the course.
- Be patient. It takes time and energy to make this work, but Pitzer College has been facilitating thousands of these types of family stays throughout the world, and students almost always agree that the rewards of building a meaningful relationship with a host family make the effort worthwhile.
- If you have any concerns about your home stay, talk to your program director early on.

### **The Role of Program Staff**

Program staff members are committed to help facilitate your intercultural learning. In order to do this they will often ask you make the hard choice for cultural immersion and appropriateness over the more familiar, easier option. This is sometimes seen by students as a lack of support, but to the contrary, our staff would be remiss if they did otherwise. When staff insist you do something on your own, in the same way the locals do, rather than doing it for you, they are helping you to develop your own creative problem solving solutions in the new cultural context. They are, in fact, supporting you in your own culture learning and adjustment, which is their job. Staff members are not there to become

your friends, but to facilitate your learning. By the end of the program you will appreciate this when you are capable of operating independently, appropriately and successfully in the new culture.

However, when you are in the midst of the cultural adjustment process it is often difficult to appreciate what the staff is doing in terms of supporting your culture learning. We hope that by emphasizing this here, you will be better able to step back and understand that when your program staff nudges you into participating more fully and appropriately in the local culture, as uncomfortable as that may be at first, they are supporting you in the best way possible. To the extent that you can recognize this and can express your appreciation to the staff, you will have a better educational experience. This is human nature. This doesn't mean you can't express concerns and offer suggestions, but please do these in a way that respects the collective wisdom of the staff and takes into account the educational goals of the program which attracted you in the first place. Seek to understand rather than to judge, both the host culture and your program staff. Give your program staff the gift of your enthusiasm and support and they will give you the gift of the best program and educational experience possible.

## CULTURE LEARNING WORKSHOP

If you received this handbook, then you've already completed one out of two orientation requirements. Congratulations! The second orientation requirement is the following:



**Complete the on-line Culture Learning Workshop (time requirement - approximately 3-5 hours) and email the completed short essay responses to [studyabroad@pitzer.edu](mailto:studyabroad@pitzer.edu) prior to your departure for study abroad.**

### Instructions for the on-line version of the Culture Learning Workshop

You are expected to work through Module 1 – from Section 1.1 through Section 1.7 of the on-line workshop at <http://www2.pacific.edu/sis/culture/>. You will get the most out of this workshop if you complete each of the exercises and read the explanations for your answers. Reading the Cultural Encounter and Critical Incident sections that are sprinkled throughout will provide additional insights. While there may not be an example from the country where you will study, you should be able to extract the concepts needed to develop useful skills for understanding your host culture. Once you have completed the full Module, please respond thoughtfully to the essay questions below and send your responses to [studyabroad@pitzer.edu](mailto:studyabroad@pitzer.edu).

1. Decide where the US and your host culture are most likely to be different in the value continuums (Individualist/Collectivist, Universalist/Particularist, High Context/Low Context or Monochronic/Polychronic) and in communication styles (linear/circular, direct/indirect, informational engagement/relational engagement etc.) Which set of differences do you anticipate having the most trouble adjusting to and what can you do to deal with this challenge?
2. According to the orientation materials what is the difference between a helpful generalization and making potentially harmful over-generalizations or stereotypes? How might this apply to your answer in Question 1?
3. Which of the other exercises did you find most useful and how will you apply what you have learned from this exercise on your semester abroad?
4. Describe the process of cultural adjustment as described in the workshop. Have you ever experienced culture shock? How did you work your way through this? What are your strategies for dealing with the inevitable culture shock when you are abroad?

## CROSS-CULTURAL QUESTIONNAIRE

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The following statements are based on expectations commonly held by US students planning to study in Italy and on dilemmas and issues students often face once they arrive in the country.

Directions: Please mark each statement below as true (if it is generally true) or false (if it is generally false).

1. \_\_\_\_ Italy is a Mediterranean country, so the weather is generally mild even during the winter.
2. \_\_\_\_ Italians always eat huge meals and drink lots of wine with every meal.
3. \_\_\_\_ Since Americans are the largest non-European group in Italy and since the media broadcasts many American movies, television programs and music, Italians are generally well aware of what life in the US is like.
4. \_\_\_\_ Because men are often given preferential treatment in the home; students may have a hard time adjusting to gender roles in Italy.
5. \_\_\_\_ Students who are tired of the restrictive structure of their home campus and its highly structured academic schedule may want to consider study abroad in Italy for a more relaxed schedule and a whole semester of independent, autonomous learning.
6. \_\_\_\_ As a capital of fashion, Italians, even university students, tend to dress more formally. However, you're an American and can dress however you'd like.
7. \_\_\_\_ The easiest way for a student to learn if they are not acting in a culturally appropriate way is to ask a member of their host family.
8. \_\_\_\_ A common way students inadvertently insult their host family in Italy is by locking the door to their room whenever they leave home.
9. \_\_\_\_ Despite the advantages for cultural immersion, traveling alone in many areas of the country is a high-risk activity.
10. \_\_\_\_ Students are often disturbed by the fact that Italians do not seem to take care of their museums or monuments.
11. \_\_\_\_ Students don't have to worry too much about leaving their rooms tidy. Families respect the fact that it's the student's personal space.
12. \_\_\_\_ All Italian families are large and very open. Friends and family members come and go whenever they please.
13. \_\_\_\_ Because families are so open, you don't need to tell them where you are going and when you'll be back. They respect the fact that you are an independent American student and need your space.
14. \_\_\_\_ Italy is a predominately Catholic society. Most Italians, of all ages, go to church on a regular basis.
15. \_\_\_\_ Americans, especially women are stereotyped as sexually promiscuous throughout Italy (and most of Europe). Overt flirtation may be seen as a desire for sexual encounters.
16. \_\_\_\_ Wine is a large part of Italian culture. Drinking wine at meals is the norm for everyone in most Italian households, including children. Although wine and alcohol are such prevalent parts of the culture, their abuse is not condoned by Italians.
17. \_\_\_\_ Refusing food prepared by your host-family is always O.K. if they prepare something you don't like.

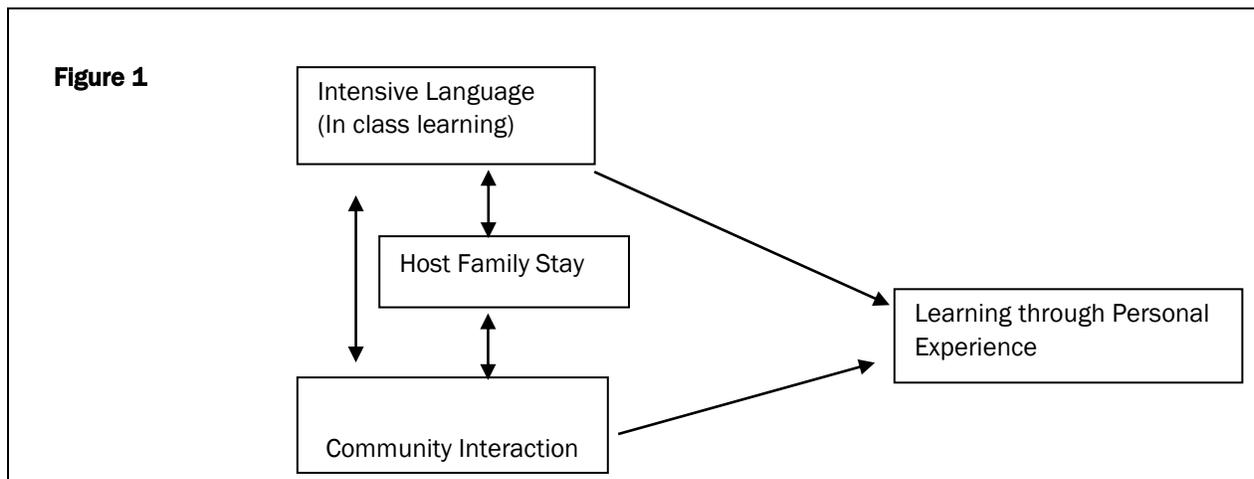
# OUR EDUCATIONAL MODEL, PHILOSOPHY, AND PROGRAM STRUCTURE

In this section we review some of the basic ideas covered in previous sections as well as introduce a few new concepts all of which are essential for you to understand and accept before you make your final decision to participate on the program.

## AN INTEGRATED LEARNING MODEL

Rather than thinking about the program as separate courses or classes (which is how it shows up on the transcript), we want you to begin to see the program as it really is: a connected whole where each part of the program is related to and dependent on every other part of the program, and where all these components work together to create a particular kind of interconnected learning experience.

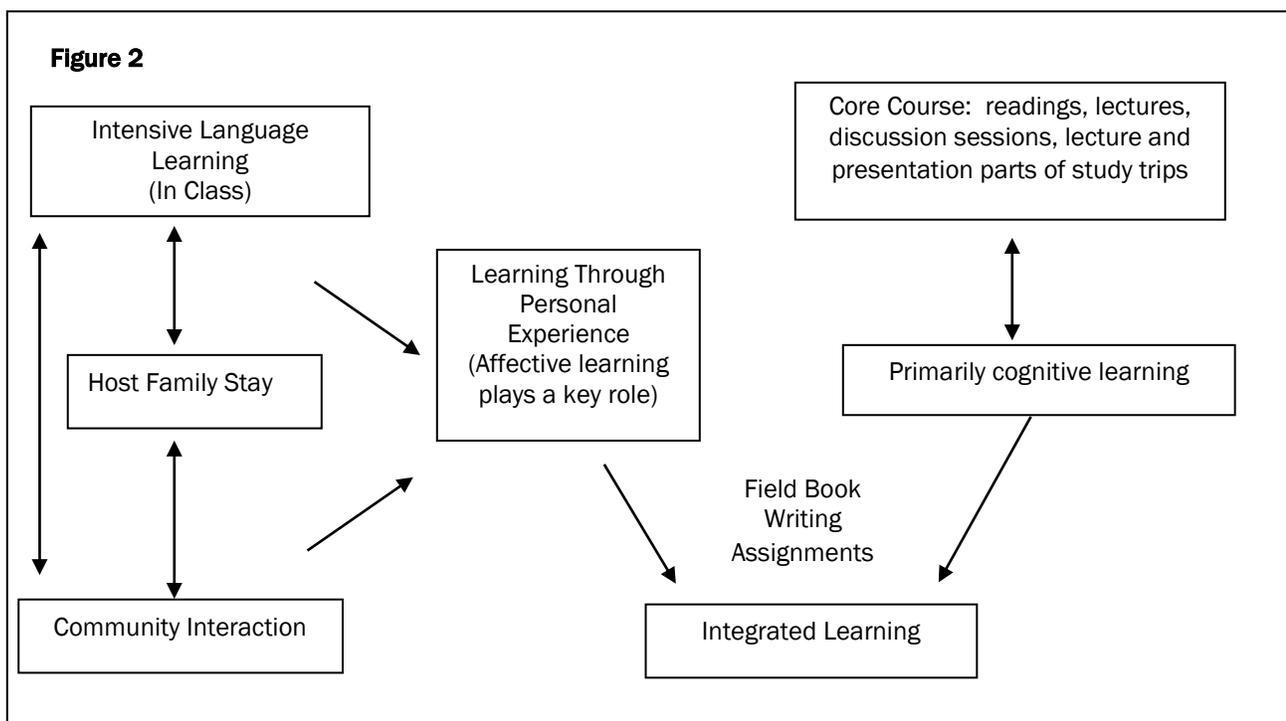
As you can see from Figure 1, intensive language instruction (in the classroom) allows you to participate fully in the life of your host family and make that part of your program into an important mode of learning. At the same time, full participation in the life of your host family allows you to develop a higher proficiency in the language than would be possible in any other living situation. As your language skills develop, your host family helps you to develop meaningful connections in the larger community. In turn, your interactions in the community enhance your language learning even more, while giving you an important context for better understanding your host family. Taken together, this part of your program (family stays, community interaction, out-of-class language learning) can be considered your *learning through personal experience*.



An important part of your learning through personal experience is affective learning, which relies on trust in personal experience and relationships. It acknowledges feelings as valuable tools in the learning process and is often subjective and very attached. Intuition and empathy play key roles in affective learning.

On the other side of the learning continuum is that part of the core course that consists of lectures and readings. This part of your learning is largely cognitive; that is, learning through objective, detached examination, where emotions are discouraged. Cognitive learning relies heavily on memorization, and analysis; it is the type of learning you typically do in a university classroom by taking and memorizing notes, library research, and literature review.

The heart of our educational model is the connection you make between your learning from personal experience in the culture, for which affective knowing plays a very important role, and your learning through core course lectures and readings, which is largely cognitive (Figure 2). In this type of connected learning, your own observations, conversations and experiences, as well as your feelings and intuitions are given equal importance to more traditional forms of classroom learning such as lectures and readings, and you are encouraged to combine the two in a process of constructing your own meaning. This can be a difficult exercise for students who have been conditioned to thinking that the only valid forms of knowing are contained in books, scholarly articles and the lecture notes, but for those who approach this with an open mind, it can also be a very empowering educational experience. You will be expected to engage in the process of integrated learning throughout the program and demonstrate this type of learning in core course writing assignments and discussion sessions. You should be excited about this type of learning if you choose to participate on this program.



### An Example: Cognitive, Affective and Integrated Learning

Cognitive learning is reading about infant mortality rates in a particular country, learning some of the main economic and social causes, and hearing a lecture on the efforts of international aid organizations to provide better pre-natal health care.

Affective learning is the lump in your throat and the knot in your stomach as you sit quietly and listen, speechless, as your host mother tells you about how three of her five children died from illness between the ages of one and five. Her interpretation of why and how this happened may be quite different from what is said in the books.

Integrated learning is combining the two to arrive at your own personal understanding of infant mortality – its causes, effects and possible solutions. It is meaning you construct yourself that comes from an integration of both cognitive knowing and affective knowing. It is often learning that transforms behavior and that creates a passion for action or change. Connected learning gives a human face to statistics and abstract concepts. At the same time, it allows for a fuller and more accurate understanding of personal experience. It is balanced and whole. It is especially meaningful to you as it lies in the intersection of what you know to be true from personal experience and what you have learned in your readings and lectures.

Experiential education is not just experience. It is experience plus reflection. It is education that requires connected, integrated learning.

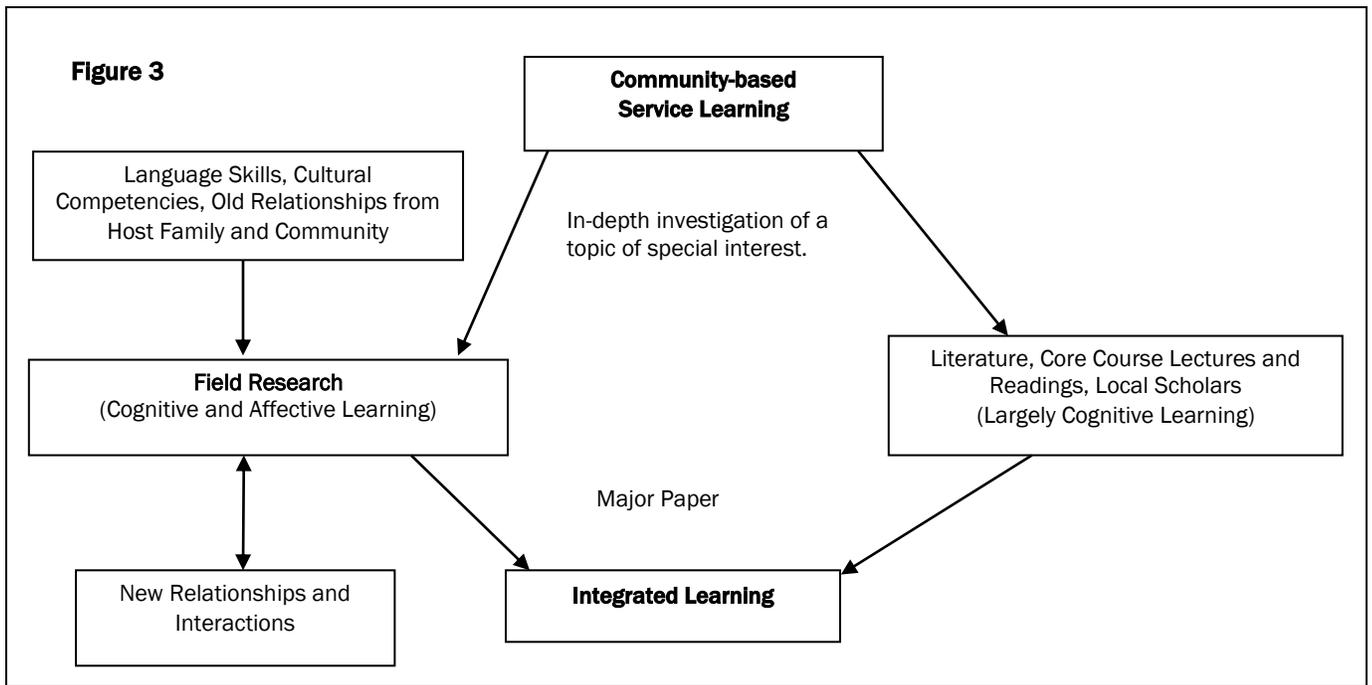
### Integrated Learning and your Community-based Service Learning Project

Please carefully review the section in this handbook on the community-based service learning project. The CBSL allows you to take one topic of special interest and pursue it in depth, usually during the last month of the program. This is the part of the program when you are called to function independently within the host culture, using your language skills and cross-cultural competencies to interact and conduct research in ways that are appropriate, successful and ethical.

The program will connect you with local experts, who, along with program staff and faculty, will help you craft a solid, feasible proposal, pick a good location, connect with local resources, and develop an appropriate methodology. As you can see in Figure 3, the CBSL is another opportunity to engage in integrated learning. Reviewing the literature of your CBSL topic, referring back to core course lecture notes and consulting with local scholars (largely cognitive learning) will play an important role in crafting a proposal and deciding on a location and methodology for your study. These sources will also provide important context for your final paper. The bulk of your CBSL time however, will consist of field research. Here you will rely on your previous language skills and cultural competencies to interact directly with

people from the host culture who are involved in your topic. Learning here will be both affective (personal experience with people) and cognitive (surveys, questionnaires, etc.).

For your final paper, you will be expected to integrate the cognitive and affective learning you experience in your field research with learning from your interactions with local scholars, core course lectures, and the literature of your topic.



### Intensive Language

The language component features small classes with intensive instruction for three to four hours a day, five days a week. During the first two weeks of the program there may be up to five hours of language class a day. You will learn grammar and vocabulary (just as you would in a class at your own college), but you will do this in a way that allows you to practice in the classroom the very features and communicative functions you will need outside the classroom in real life interactions.

Our language learning philosophy is simple: We learn the language not by studying about the language, but by using the language in the classroom, and outside the classroom, with program staff, with host family and community members, and especially with each other.

Students who commit to using the language with each other outside of class whenever possible, even when it would be easier to speak in English, consistently develop significantly higher levels of communicative competence than those who choose to speak only English with each other outside of class.

You will be expected to join with program staff and faculty in creating a host culture language speaking environment at the program office, outside the classroom, and during all program activities. Make this commitment, and the results will astonish you, we promise.

### Host Family Stays

Students almost unanimously report that their stay with a host family was one of the highlights of their program and the center for much of their learning. Family stays allow you to learn much more language than you would in any other living situation. They allow you to put a human face to topics covered in your course lectures and readings. They provide a window into the culture as they include you in their daily lives and welcome you to participate in special ceremonies and events. They support you during your inevitable ups and downs as you adjust to the country and culture and help you to connect with the local community in ways that would otherwise be very difficult if not impossible to achieve.

As you can see, family stays are a key mode of learning employed by the program. As mentioned above in the section on integrated learning, all students are expected to explore issues and ideas raised in their more formal course work with their host family members and to incorporate this learning into discussion sessions and writing assignments.

## INTENSITY AND STRUCTURE OF THE PROGRAM

Pitzer programs are very intense, and you will find your life very busy and structured for much of the time you are on the program. A large amount of your time is taken up *in the classroom* by the language and core course components of the program. Outside of daily interactions with your host family and the surrounding community there is really little chance for independent learning until the Community-based Service Learning project (CBSL) component during the last three to four weeks of the program.

This structure and intensity is very important for you to understand and accept if you choose to participate on this program, especially if you are strongly interested in or focused on one particular aspect of the culture or country, such as religion or rural development, etc. These topics can be pursued in depth only during the CBSL, which usually means the final three to four weeks of the program.

You have to be comfortable with this model. If you see the core course or language course as hindering your chance to head out on your own to pursue a special topic, you are in the wrong program. If you are excited about pursuing your special interest as your CBSL for a shorter period of time but in the context of a solid background in the language and culture, and through the eyes of members of the host culture with whom you have formed relationships (e.g., members of your host family) then a Pitzer program is an appropriate choice for you.

Please keep in mind, therefore, that you won't be able to do everything and see everything in the country you might imagine seeing and doing. It is important for you to clarify your reasons for going, make sure they match the program structure and educational goals, and then set priorities and make good choices. Find what you are most passionate about and make that your CBSL, but know that you will only be able to pursue this full-time during the last month of the program and that your other interests may have to wait for future visits to be pursued in depth. Remember, it may be possible to stay on after the program is over to pursue some of your interests. Think too, about applying for a fellowship to return after graduation.

### Visitors and Independent Travel

The details of the final schedule for your program will be given to you during your on-site orientation. With this in mind, it is crucial that you **not** plan visitors or independent travel until you receive the schedule during orientation and check with your program director.

#### Visitors

As a rule of thumb, **having visitors during the regular program does not work**. You will be too engaged in program activities (and with homestays on weekends) to attend to a visitor properly without major conflicts arising. Participation in **all** program activities and classes is required, and guests cannot be included. Moreover, we expect you to maximize the time you spend using the language and engaging the host culture. Visitors interfere with this. The idea of playing tour guide during the program to a friend or family member may sound wonderful now, but it inevitably leads to frustration and resentment. The best time to have a visitor is right after the end of the program when your language and cultural knowledge are at their height, and you can devote full time to hosting.

Pitzer has a firm policy for all of its programs regarding visitors. Visitors cannot participate on study trips and on many other program activities. This has grown out of over thirty years of experience. Some of our key reasons for this policy include the following:

- Visitors may not understand, agree with or want to follow our expectations for cultural appropriate behavior and our commitment to abide by all local and national laws. A visitor who does not share these commitments can easily jeopardize our relationship with the host community and ability to operate the program in a particular area or country. We have no way of encouraging or enforcing this with a visitor who is not on the program for credit.
- We try on all of our programs to create an out-of-class language speaking environment in the host culture language. Visitors may not agree with this, or, as is usually the case, not have the language ability to join our commitment to this.
- Visitors may not agree with or want to follow our program guidelines for health and safety. This not only puts our students at higher risk (e.g. for gastro intestinal illness caused by eating certain foods with visitors that they wouldn't normally eat), but often undermines the program's credibility in the eyes of the students, especially when the visitor has spent considerable time in the country or region and insists they know what is best.

- A visitor will often throw off group dynamics. For some students it often takes a month or two before they are willing to open up and share with the group, and through that, contribute to our collaborative learning efforts. The breakthrough often happens on a study trip. A new addition to the group will often interfere with this process. Trip leaders may also be uncomfortable with an outsider in the group, and that could affect their interaction with the group.
- When a student has a friend or family member visit, they naturally want to be a good host and/or put in the time and effort necessary to maintain an important personal relationship. This often results in the student pulling away from group activities and other important educational goals of the program.
- Having a visitor is not fair to the trip leader.
  - A visitor who falls into any of the above concerns (and most do) requires extra time, effort and worry on the part of the group leader.
  - A visitor or who does not agree with the trip leader's decisions often ends up, sometime inadvertently, undermining the leader's credibility with the group.
  - If a trip leader is not comfortable with a visitor participating in certain group activities, they end up in a very awkward and difficult position: they either must ask the visitor not to participate, and risk angering the hosting student, or they allow the visitor to participate even though they have misgivings.
- If a visitor is given permission to join the group and then gets injured or sick (which is not unlikely if the visitor chooses not to follow the program's health or safety guidelines), Pitzer would be responsible.
- Finally, before they are allowed to participate on a program, Pitzer students sign several legally binding agreements, including health forms in which they reveal all medical conditions, a waiver, and a *Conditions of Participation* document concerning respect for staff, other students, the host culture, local and national laws, and the educational goals of the program. Visitors do not sign these documents. This creates liability issues for Pitzer, and compromises our ability to 1) minimize or head-off potential health problems and 2) hold all members in the group accountable for conducting themselves in ways that honor the educational goals of the program and our relationship with the host culture.

## Independent Travel

Independent travel during the program may not be possible due to health, safety, and educational considerations. All travel within the host country must be sanctioned and/or supervised by the program staff. Independent travel outside of the host country is only possible after the end of the semester.

## PROGRAM RULES, GUIDELINES AND RESTRICTIONS: THREE BASIC PRINCIPLES

During on-site orientation you will be given a comprehensive list of program guidelines, rules and recommendations. We will not go over these in detail here, but we would like to discuss the three principles on which all of these are based. You should agree with all three of these principles if you choose to participate in this program.

### 1. Health and Safety

Your health and safety is our top priority. Certain program rules and guidelines are given to you in order to keep you healthy and safe. Please take these seriously, even if they appear silly or an overreaction. They are the result of decades of experience and our work with thousands of students. Failure to follow certain safety and health guidelines could result in your dismissal from the program.

### 2. Educational Goals and Philosophy

By now you are quite aware of the important roles cultural immersion and cultural appropriateness play in our educational model. Certain program rules and restrictions will be based on this.

### 3. Our Relationship of Trust with the Host Community University and Government

Pitzer College does not have any inherent right to operate in the countries where we are based. We are allowed to do so by the host communities, the university and the government. In return, our hosts simply ask that we respect their culture and their laws. We have pledged to do so and we invite you to join us in this relationship of trust. Please join us in our efforts to learn about and respect all local and national laws, as well as the values and cultural norms of the communities where we live and study. This is a fundamental prerequisite for participation on the program.

## TIPS FOR LIVING WITH AN ITALIAN FAMILY

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The following tips may help you to decipher Italian culture as you settle into the Italian way of life.

To assure that your acclimation in your new “home” goes smoothly, you must cultivate awareness and sensitivity towards your host family members. Remember that you are not living in a dorm room nor staying at a hotel, but that you are actually living in someone else’s home, where there are traditional ways of running the house, simple but often unspoken rules of conduct and systems of etiquette. Often these things are only discernible upon actually settling into the home and getting to know your host family. Feel free to ask your Italian family any questions, even at the risk of sounding naive.

### GREETINGS

“Ciao,” “Buongiorno,” “Buonasera,” and “Arrivederci” are probably the most commonly used words in the Italian vocabulary. You should **always** greet your host family members whenever you come home or go out.

### NO BARE FEET!

Even the most open-minded Italians consider it to be extremely rude, even vulgar, to go around the house with bare feet. You should always wear slippers when hanging-out around the house. In some instances, in some families, both slippers **and** socks may be necessary!

### PHONE USE

Unlike phone systems in the US, **all local calls in Italy are timed for their charges** (local calls cost .10 Euro Cents for two minutes). Always remember to ask specific permission before using your host family’s phone. A good suggestion might be to write a list of your phone calls and offer to pay your personal phone bill from time to time. Remember, **under no circumstances** should you make calls to cellular phones from your host families’ phone (sometimes numbers are indicated by prefixes 347-, 349-, 335-, 338-, 339 among others. Ask if unsure). Calls made to cellular phones are extremely high, up to \$1.00 per minute!

Wire-less connection is becoming more and more common in Italy. Ask your family if they have it and permission to connect. We know that you want to keep connected to your family and friend back home through Skype or other networks. However, remember that you are living in a family setting and you should try to spend time with them and not only in your room alone talking to people in the US.

**You should not talk late at night from your room because you might disturb your family’s sleep. Please advise friends and family members back home of the time difference so that incoming calls do not disturb your host family at odd hours.**

### MEALS

Food and the art of dining are highly valued in Italy, and your host family's dining habits may be quite different from your personal practices. Set meal times are practically the only times when Italians eat. Snacking at odd hours throughout the day is rare, practiced normally only by young children. Italian patterns of purchasing and storing food may also surprise you. Italians usually go shopping more often and for fewer groceries than Americans do. Taken together these differences render the Italian refrigerator much less accessible. It is probably stocked with just enough food for meals that are carefully planned in advance; so helping yourself to portions outside meal hours may be very frustrating for your host family. If you have difficulty adjusting to three meals a day ask your host family if you can keep a small section in the refrigerator or pantry for some of your snacks, preferably items that are easily discarded and require little preparation like cookies, fruit, or yogurt.

Two additional and very important dining considerations are timing and attendance. Like many Mediterranean countries, Italians dine late in the evening, usually around 8:00 or 8:30. Italians regard mealtimes as fixed reunions. Italian university students, for example, will return home at 7:30 or 7:45 to eat with their families. Being on time for dinner and observing the family mealtime customs exhibits respect and appreciation for your host family. Always inform them at least one day in advance if you are not able to dine with them.

What you eat can vary greatly depending on the individual preferences of your family. In general, Italians eat well-balanced, healthy meals with an emphasis on different pastas and meats. If you have dietary restrictions or preferences talk to your host family. Open communication will help you and your host family live well together. Although Italian cuisine is much different than American food, and certain possibilities may not excite you, and the more open

you are to trying new things, and in doing so demonstrating respect for an essential aspect of Italian culture, the more your family will be able to respect your particular preferences.

Even at home dining attire is not to be overlooked. You should always dress appropriately for dinner with your family, especially if there are guests. Sportswear, tennis shoes, and other casual attire may be seen as too informal, and you should never go to the table with bare feet or in pajamas. Table manners also require some attention. There are a few subtleties that you should pick up as you go along. It is tradition, for example, to wait until the hostess is served to begin eating, unless she insists otherwise. It is also considered rude to leave a substantial portion of your meal on your plate, so you should serve yourself portions that you are certain to eat and then ask for seconds, which is often a compliment to the chef. Posture at the table might surprise you. Resting your forearms on the table is fairly normal in Italy, and it may be considered rude by some families to keep your hands on your lap during pauses in the dinner. Discussions about the cultural definitions of good manners can be entertaining and educational for both you and your family. When in doubt, watch how others act around you and follow the example of your host or hostess.

Finally, don't forget to bring a small gift, such as flowers or wine, whenever you are invited to visit another family or are invited over for dinner!

### **THE BATHROOM**

Because of the small size of most Italian accommodations, there is usually only one bathroom for the whole family. Timing and cleanliness are very important. It is inconsiderate to stay more than 15 minutes in the bathroom, especially if there are people waiting. Make sure to ask your family how many times a week you can take a shower, as water is used sparingly in Italy. Cleaning the toilet, bidets, sink, and tub for the next person in line is expected. Italian bathrooms usually have a scrub-brush next to the toilet, which everyone in the family uses on a regular basis.

### **LAUNDRY**

Laundry habits vary from family to family. Some families will insist on doing your laundry for you, while others will show you how to use the washing machine, and how to hang your clothes to dry. As with all family customs you should respect their habits.

### **ELECTRICITY**

Electricity is very expensive. Most Italians are very conscientious and habitually turn off all electrical appliances and lights that are not in use. You should be equally conscientious about not wasting electricity, no matter where in the world you live, but this is especially important to your host family. Make an extra special effort to develop an awareness of how much electricity you use, and to avoid wasting it by leaving lights on when not in use.

### **GUESTS**

Having friends over to "hang-out" and for "sleep-overs", even for short naps during the day, is **very** uncommon. It is also extremely impolite to bring unexpected guests to dinner. While families may differ, and some host parents may express to you that having friends over is fine, do not assume that because they have granted permission once that it applies to everyone all the time. Ask permission each and every time you would like to invite a guest to your home.

If you have friends or family planning to visit you for a whirlwind tour of Parma during your stay here you should not plan to offer them lodging with your host family. Even if there is extra room in the apartment or your host family is away during the time of your guest's arrival, the assumption that your family or friends can stay with you is a serious insult to the acute Italian sense of privacy.

### **GOING OUT**

Socializing and creating strong, meaningful friendships are very much a part of the Italian culture, but so is creating a strong family bond. Excessive weeknight activities outside of the home will certainly make your host family feel abused. It will seem as if you are trying to isolate yourself or that you are not willing to spend the time required to get to know them. Going out too much during the week may also disrupt some households, especially those with younger children. Your host families understand that you are here to explore a new world and new culture, but you must also remember that excessive weeknight activities outside of the home not only hurts your family but also hinders your understanding of an integral aspect of the Italian culture. Finally, you may not believe it but your host families feel a strong sense of responsibility for you. They will worry if they do not know where you are, if you come home very late, or if you do not come home at all. Always make sure they know what your plans are and when you expect to return from an outing.

### **FEELING AT HOME AWAY FROM HOME**

Your host family will make a special effort to incorporate you into their household, but it is not their responsibility to provide you with entertainment or an active social life. They will, of course, be happy to include you in their activities if you show a sincere interest in the family. Do not be hesitant to share with your family your emotions. Kissing, touching, and shaking hands is very common among the members of the family. Once Italian friendships are made they are almost always deep and long lasting.

### **DAMAGES**

It should go without saying that you are personally responsible for any damages you may cause during your home-stay or during visits to your friends' homes. This includes lost keys, stolen or damaged bicycles, or broken appliances.

### **A FINAL NOTE**

Half of the fun of living abroad is making *passi falsi* and learning from them. As you struggle through the days and weeks you spend getting to know fellow students, family members and friends you will discover aspects of the Italian culture that no textbook in the US can teach you. Patience is definitely a virtue in cross-cultural learning.

# PROGRAM OVERVIEW

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## 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 ecologically well-balanced economies. Pitzer has selected the city of Parma as our preferred program site in Emilia-Romagna to provide you 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.

## PRE-DEPARTURE READING



As a participant on the program, you are **required to read A Concise History of Italy by Christopher Duggan**, prior to your arrival in Italy. The book is available on [www.amazon.com](http://www.amazon.com) or other on-line retailers. There will be an Italian history session based on this book at the beginning of the program.

## COURSES AND CREDITS

	Course Credits	Semester Units
<b>Core Course: Studies in Italian Culture</b>	<b>1.0</b>	<b>4</b>
<b>Intensive Italian Language</b>	<b>2.0</b>	<b>8</b>
<b>Survey of Italian Renaissance Art, 1400-1550</b>	<b>0.5</b>	<b>2</b>
<b>Community-based Service Learning Project</b>	<b>1.0</b>	<b>4</b>
<b>Semester Total</b>	<b>4.5</b>	<b>18</b>

Grades for this program will be recorded on a Pitzer College transcript and included in the Pitzer GPA. Students are required to participate fully in all program components and are not allowed to withdraw from individual courses. Students must take all courses for a letter grade.

Students who wish to receive credit towards their major for a particular course should consult their academic adviser for guidelines. At Pitzer College the field group decides which courses may be counted towards a major or minor graduation requirement. The Pitzer registrar in conjunction with various field groups decides which courses may be counted towards general graduation requirements. Some schools, field groups, or departments may wish to see a syllabus, samples of coursework, texts, or other program materials to make a determination. Check before you go.

## A Typical Week Schedule

- Attending language and culture classes, Monday through Friday (approximately 3 hours every morning and three afternoons each week)
- Completing at least two written assignments each week
- Participating in your CBSL for 15 to 20 hours per week
- Auditing classes at the University of Parma
- Participating fully in host family life

Students should be prepared to study during the day since all libraries and similar study places usually close between 7 and 8 p.m.

## Core Course: Studies in Italian Culture

Using the city of Parma as a case study, you will explore topics in Italian history, politics, economy, religion, art, literature, and culture through a series of lectures by area scholars and specialists as well as take study trips to

important sites in Parma. The course also incorporates the family stay and other more experiential components of the program to put a human face on the material presented in the lectures and readings.

## **Intensive Italian Language**

Intensive Italian is offered at the beginning, intermediate, and advanced levels at the University of Parma. Becoming fluent in Italian, however, is not just a classroom exercise. It is part of your everyday life through interactions with your host family and local Italians. The competence you develop in Italian will be one of the treasures of your Pitzer in Italy experience. If you are advanced in Italian, you may enroll in a university course.

## **University Courses**

All students on the program will audit sessions of courses at the University of Parma toward the second half of each semester as part of their intensive Italian studies.

## **Survey of Italian Renaissance Art, 1400-1550**

The course aims to give students an overview of the main artists and works of art that have characterized the Renaissance period in Italy. Students will get an introduction to 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". Students will analyze how the different artistic centers (Florence, Rome, Venice, Milan and Parma) have influenced the artists and their works. Emphasis will be given to the analysis of the different works of art through images and originals. The course will include a series of on-site visits in Parma to see works by Correggio and Parmigianino and a full day trip to Milan to see Leonardo Da Vinci's Last Supper and other important Renaissance works. Class will meet twice a week for a total of 30 hours. Students will receive a half course credit.

## **Community-based Service Learning Project**

The program provides you with two options for independent study: Standard Community-based Service Learning or Studio Art Community-based Service Learning. Projects are guided by local scholars, specialists, or artists and program staff and faculty at your home institution. See the following section *Community-based Service Learning Project* for more details.

### **Standard Community-based Service Learning**

In a CBSL project abroad, students are engaged academically, professionally, and personally in a new community toward developing greater intercultural understanding and higher degrees of civic and social responsibility. They are functioning with heightened awareness within a complex, new socio-cultural system, often using another language and navigating unfamiliar cultural norms and value conflicts. As successful learners and responsible community members in these environments, they begin to recognize the validity of knowledge from a rich variety of primary and non-traditional sources in the community. In the best of cases, they begin to generate and apply new knowledge through a notably different intellectual framework toward common good within that community.

Students participating in CBSL projects abroad are held to high standards of academic and professional conduct, including adhering to the Ethical Standards for the Engagement of Communities Abroad (see the Appendix). Availability, locations and responsibilities of CBSL projects are subject to change. Make sure you submit your application form with selection of preferred category within the deadline.

Students will write a paper as part of their standard community-based service learning project. Please see the following section *Community-based Service Learning project* for CBSL final paper guidelines.

### **Community-based Service Learning in Art or Music**

Work with a mentor, or enroll in a class at a local art institute or music school to explore an area of interest in studio art or music. Whenever possible, students who choose art or music projects will also participate in a community-based service learning project that is associated with the school or institute where the student is studying, perhaps serving as a teacher's assistant or English mentor. Possible projects may vary from semester to semester depending on availability of teachers and classes. Current opportunities include drawing and painting (oil, tempura, watercolor), TV/film direction, graphic and computer design, sculpture and theater (acting and/or directing).

Students will generally perform and/or make a formal final presentation at the art institute or music school in Italy as part of their community-based service learning in art or music in lieu of submitting a final paper to Pitzer.

## STUDY TRIPS

To deepen students' understanding of topics covered in the core course, students visit important sites in the city of Parma and participate in study trips to Venice and Florence. In Florence, students spend two days exploring the Duomo, Piazza della Signoria and the Uffizi Museum.

If you are interested in visiting other cities in Italy you may travel independently during your free time with permission from the program director. **Please note: participation in all program activities and classes is required..**

## FAMILY STAYS

The heart of the Pitzer in Italy program is being a full member of an Italian family with all its privileges and responsibilities. Through your family, you have the best opportunity to be incorporated into the social fabric of the local community. You witness the real rather than the theoretical culture and, as a consequence, come closer to knowing what it means to be Italian. Most families speak little or no English, though younger family members may be studying English in school. They usually live in apartments with amenities similar to those of an American middle class home. You will find there is less privacy than you may be used to and that there is the expectation that you will spend time with the family. Host families may be located in central areas or outside the town of Parma. Our criteria of selection are primarily based on family's willingness to open their homes to our students making them feel as members of the family.

# COMMUNITY-BASED SERVICE LEARNING PROJECT

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The Community-based Service Learning Project (CBSL) allows you to take one topic of special interest and explore it in depth. It presents a unique opportunity to utilize and build upon your language skills and cross-cultural competencies as you form new relationships with members of the host culture related to your field of study and systematically explore your topic of interest. If you use the CBSL period as an opportunity to enhance cultural immersion learning, you can expect to achieve some important outcomes: your language skills are likely to blossom as you tackle more challenging conversational topics with a wider range of people; your process of cultural adjustment will most likely accelerate as you function more fully and independently in the new culture; and your overall confidence will very likely increase dramatically as you use your language to forge new relationships and negotiate the many challenges of conducting field research in a new culture.

## Types of Projects

The CBSL may take one of two forms depending on your interests, available resources in the host culture, feasibility of the project, and the credit requirements of your home institution.

### Community-based Service Learning

Work within a private, public or educational organization to gain insights into how a particular social issue is being addressed. Use your language to interact with both agency professionals and the clients served by the agency. Analyze the effectiveness of the organization as well as the issue it is addressing.

### Apprenticeship/Internship in the Arts

Work with an artist, dance troupe, theatre group, etc., to both learn a new art form and better understand its role in contemporary culture.

## Requirements

All projects, regardless of form and topic require the following:

1. A focused research question or topic that is viable and feasible given your progress in the language, your experience with field research, the time allotted and the available resources.
2. An appropriate methodology for exploring your topic.
3. A significant period of hands-on fieldwork that requires interaction with members of the host culture who are directly involved in your study topic.
4. A major paper reflecting on the experience.\*

\*Exception: Pitzer in Italy students who choose the community-based service learning in art or music will generally perform and/or make a formal final presentation at the art institute or music school in Italy in lieu of a final paper to be submitted to Pitzer.

## Grading

Grading for CBSL projects will take into account the process (e.g., proposal, methodology, relationship building, field work, internship performance, presentation of findings to program staff and students) as well as the final paper. Grading for art or music projects will be determined by the art or music professor guiding the project.

## Library Research

The CBSL is not library research. Exploring literature that is relevant to your topic will be an important step in formulating your proposal and in writing up your work in your final CBSL paper, but the bulk of your CBSL time should be spent using your language and cross-cultural skills to conduct actual field research.

## Interaction with Local Experts

Members of the host culture who have studied your topic often serve as important resources for developing an appropriate methodology, and for placing your own work in the context of a larger body of work when you write your final paper. However, interviewing experts who have studied your topic, even when they are members of the host culture, should not be your primary means of collecting data and should not take up the bulk of your CBSL time. The majority of your fieldwork should consist of hands-on work with people who are directly involved in your topic of interest.

For example, the host culture university professor or NGO director, who is an expert on your topic, may provide you with important guidance for your project, but should not be seen as a substitute for working directly with members of the host culture actually involved in the issue you are studying.

### The Use of Interpreters, Questionnaires or Surveys

The use of a bilingual informant to help you translate interviews or conversations you tape may be appropriate but you should design your project and plan your questions in ways that allow you to use and develop your own language skills. Project topics and methodology (questionnaires, surveys, etc.) should be designed to fit your language level whenever possible. Remember, the goal here is for you to learn about your area of interest in ways that allow you to interact directly with people involved in your topic. The relationships you form and the learning and growth you experience while doing this (which will be recorded in your final paper) will very likely become one of the most valuable and rewarding aspects of the program for you.

### Ethical Guidelines for the CBSL

Students participating in CBSLs abroad are held to high standards of academic and professional conduct, including adhering to the Ethical Standards for the Engagement of Communities Abroad (see the Appendix).

### Summary

1. Pick a topic you are passionate about and that is feasible.
2. Do something you can't do at your home institution.
3. Do something that enhances your language and culture learning.
4. Do something that promotes interaction with members of the host culture who are directly involved in your topic of interest.

### Guidelines for CBSL Final Paper



**CBSL project papers are due 15 days after the program departure date.**

**Papers should be emailed to both the program staff in Italy and [studyabroad@pitzer.edu](mailto:studyabroad@pitzer.edu) in Word or ,pdf format. Travel plans are not an acceptable reason for late submissions.**

Students will draw from their weekly journal, discussion sessions, readings, and interviews to write a major paper (15 to 20 pages) that will include the following:

1. **Description** of the organization, its structure, funding, history, philosophy, goals, and methods of achieving goals
2. **Description** of the professionals working in the agency
3. **Description** of the clients or recipients of the agencies services. Who are they? (Interviews, oral histories etc.). What are their needs? What opportunities do they have to participate in identifying their needs, planning, decision making and implementation of the agency's services? What are their views of the organization's role and effectiveness?
4. **Integration/Synthesis:** moving from micro to macro, from the particulars of the field site to a larger context or issue. Write about the context, the urban communities in general, the problem or issue that the organization is addressing and the student is exploring. This type of general background information will provide a context for the work an organization is engaged in and a student's own experience working within that organization.
5. **Reflection and Evaluation** (done in two parts):
  - A. **Reflection**
    - 1) Describe and evaluate your personal experience and work with the organization
    - 2) Describe what you did
    - 3) Describe and reflect upon your encounters with the recipients or clients of the organization's work or service
    - 4) Describe your relationship with professionals in the organization.
    - 5) Reflect on your relationship with your internship mentor.

Was it a learning relationship?

- 6) Reflect upon the effect you think you had on the organization and its work.  
What were your original service objectives?  
Were you able to realize these objectives?  
What were the organization's goals in having you?  
What knowledge and skills did you bring with you into the internship that proved useful?  
Do you feel that you were able to contribute in a meaningful way?
- 7) Express what you learned, the connections you made, and the growth you experienced.  
What were your original learning goals and objectives? Were they met? Why or why not?  
What knowledge and skills did you gain?  
What specific competencies (interpersonal, intercultural, etc.) did you gain?  
How did your participation in the internship help you to develop your understanding of the issue you were exploring, both at a local level and more generally?  
How have your views and perspectives of the community and city changed as a result of your service?
- 8) Finally, would you want to work for this or a similar agency in the future?  
What particular preparation would you recommend to better meet the challenges and demands of this type of work?

**B. Evaluation**

Write an overall evaluation of the work, effectiveness and success of the organization including your recommendations to the organization for improving services.

## HEALTH CONSIDERATIONS

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The **Center for Disease Control and Prevention (CDC)** and the **World Health Organization (WHO)** provide up-to-date health information on their websites at <http://wwwnc.cdc.gov/travel/destinations/list.htm> and <http://www.who.int/ith>.

Generally speaking, Italy is a very healthy country. In most cases, you should observe health precautions similar to those that would apply while traveling in the United States.

### PRECAUTIONARY MEASURES FOR STAYING HEALTHY

General health precautions for students in Italy will be covered thoroughly during the on-site orientation immediately after arrival in Italy. The important thing is to be in control of your own health. Here are the key points to remember for staying healthy:

1. Have a complete physical examination before you go. Be aware of and prevent possible problems. **Let the Office of Study Abroad and International Programs and your program sponsor know if you are on any medications, have any allergies, or any other medical conditions that could possibly require accommodation while you are abroad.** Plan to take adequate supplies of medications and copies of medical prescriptions with you. See the section *Traveling with Medication*.
2. Make sure that your childhood immunizations are complete and up to date. Booster shots for tetanus are required every ten years; it may be time for another.
3. Visit your dentist and have a check-up to ensure that your teeth are in good shape before you leave.
4. Eat well over the break, exercise and get plenty of sleep so that you are rested and fit as you depart and your body can better fight off disease. Do not exhaust yourself with packing and preparations at the last minute. Plan ahead so that you can make your departure as stress free as possible.
5. On the long flight, bring along a bottle of water and drink plenty of fluids as you travel. Avoid alcoholic beverages. They lead to dehydration. Do isometric exercises in your seat and get up to walk up and down the aisle periodically to stretch your muscles. During flu and cold season, you may want to consider a breathing mask since the recycled air in planes can easily spread contagious diseases.
6. Follow all guidelines provided by your program about food and drink and personal hygiene. They are making these recommendations for a good reason.
7. Remember that AIDS/HIV infection rates in other regions of the world can be significantly higher than in the US. Practice safe sex, or better yet, abstinence.
8. Beware that use of recreational drugs is illegal in most places and is not permitted under Pitzer College policies. Additionally, the strength and content of drugs overseas are different than what you may find in the US and may be deadly.
9. The Zika Virus is spreading rapidly worldwide. The situation is evolving quickly and there are still many unknowns about the potential effects of the virus, the mode and ease of transmission, how high in elevation the mosquitos that carry the virus can survive, and how long the virus may be present in someone who has been affected. We are monitoring the situation closely and will keep you updated as new information comes in. We also encourage you to keep informed by monitoring the relevant CDC and WHO websites: <http://www.cdc.gov/zika/> and <http://www.who.int/csr/disease/zika/en/> and other reliable sources of information.

### AIDS

A serious health concern for travelers to Europe is AIDS. The primary mode of transmission of the AIDS virus in this part of the world is through sexual contact. Practicing safe sex will reduce your risk of contracting AIDS but not eliminate it. Abstinence is the only sure way to eliminate the risk of contracting HIV from sexual activity. For health, cultural and educational reasons, the program strongly recommends that students practice abstinence for the time they are in Italy.



**Have complete physical and dental examinations before you go.**

## TRAVELING WITH MEDICATION

If you have a health condition that requires medication you will need to plan ahead for traveling. Usually it is necessary to take adequate supplies of medications and copies of prescriptions with you. Shipping may be unreliable and some medications may not be available even with a local physician's prescription. **Although many over-the-counter medicines may be carried internationally, some cannot. Medications prescribed in the US may be unlicensed or controlled substances not only in your destination country but in countries along your route.** Some medications have restrictions on the amount that can be carried through customs. For details of US regulations, consult the following web site: <https://www.cbp.gov/travel/us-citizens/know-before-you-go/prohibited-and-restricted-items>. You should also check with the consulate of your host country about any restrictions or special procedures required for transporting prescriptions into the country. Be sure to find out before you go. The following websites provide information to assist you in your research.

### US Department of State - Your Health Abroad

<http://travel.state.gov/content/passports/english/go/health.html>

### OSAC US Department of State Bureau of Diplomatic Security - Traveling with Medication

<https://www.osac.gov/Pages/ContentReportDetails.aspx?cid=17386>

### US Centers for Disease Control and Prevention (CDC)

<http://wwwnc.cdc.gov/travel/yellowbook/2014/chapter-2-the-pre-travel-consultation/travel-health-kits>

### Transportation Security Administration - TSA Cares Help Line

<http://www.tsa.gov/traveler-information/travelers-disabilities-and-medical-conditions>

Travelers may call TSA Cares toll free 866.289.9673 Monday through Friday 8 a.m. to 11 p.m. and Weekends and Holidays 9 a.m. to 8 p.m. Eastern Time.

# INSURANCE

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## HEALTH INSURANCE

**Each student is responsible for obtaining a policy that will provide comprehensive health coverage both in the US and abroad for the duration of their program.** Students may need to return to the US unexpectedly. All students must also have emergency medical and accident coverage for the duration of their program.

Regardless of what type of insurance you have, you will almost always have to pay cash upfront at clinics and hospitals abroad, collect the receipts for all expenses and submit them to your insurance company for reimbursement.

The insurance policy available to you through your school may provide adequate coverage abroad, but it is your responsibility to call the company to discuss the specifics of your study abroad program to ensure that you will indeed be covered. When speaking to any insurance company, be sure to ask the following questions:

- Will the plan cover hospitalization for accidents and illnesses while I'm abroad for a period of 3-6 months or more?
- Will the plan cover doctor visits and medication prescribed abroad?
- Is there a deductible? If yes, how much?
- Is there a dollar limit to the amount of coverage provided?
- What are the procedures for filing a claim for medical expenses abroad? Do I need to pay for expenses up front and then submit receipts to the insurance company for reimbursement? Make sure that you get full information from your policy about how to arrange for routine treatment, medical emergency procedures, and what is required to pay for or be reimbursed for a claim. Many overseas health providers will not process American insurance claims and will expect payment at the time of treatment so students should have access to a minimum of \$400 (either by credit card or ATM card held in reserve for emergencies) in the event that medical treatment is required abroad. Be sure to obtain a receipt to submit with your insurance claim for reimbursement upon your return to the US.
- What if I don't have enough money to pay cash up front?
- When does the plan begin and end?
- What do I use as proof of international medical coverage if I need to use the insurance or if the host government requires documentation?
- If I am not a US citizen, will I be covered by your plan?

### Pitzer Students

Pitzer College requires proof of insurance be provided to the College EACH year that you are an enrolled student. Pitzer students must either be enrolled in the Claremont Colleges' student insurance policy, which provides both domestic and international coverage or supply proof of another policy that provides comparable coverage. Proof of insurance through another policy must be submitted to the Student Affairs Office at Pitzer College prior to making your tuition and fee payment. Providing insurance information to the Office of Study Abroad and International Programs does NOT meet the annual notification requirement. If proof of insurance is not provided to Student Affairs, the student's account may be charged with the current annual Student Health Insurance Premium. Visit the Pitzer College website or contact the Pitzer College Office of Student Affairs for questions about the Pitzer College health insurance.

### Non-Pitzer Students

Non-Pitzer students should check the policy at their home institution regarding medical and accident insurance while abroad.

### Students who are not US Citizens

Many, if not most study abroad insurance policies do not provide coverage to students who are not US citizens. International students may need to obtain insurance from similar companies in their home countries.

## ITALIAN INSURANCE PLANS

Most US Italian consulates may require you to purchase a separate insurance package after you arrive in Italy. If you are asked to sign an affidavit when you apply for your student visa, you should be prepared to purchase this insurance. If necessary, the program will pay or reimburse you for the Euro 50,00 (or roughly US\$55) to obtain four months of local

insurance coverage. This insurance will cover only **emergency** care, including hospitalization, surgery, etc. It does not include a primary care physician. If you want to use the services of a physician for anything other than emergency care, you will have to pay for the visit, lab tests, and medications yourself.

As an alternative, you may purchase an insurance plan in Italy that will provide you with a primary care physician. This plan, which costs Euro 150,00 (roughly US\$165), will allow you to visit a regular doctor whenever you wish and will entitle you to discounts on some medication and laboratory tests. With this plan you will have a physician for whom you will have to make an appointment in advance. You will be expected to pay for some medications and laboratory testing. If you choose this up graded coverage you will be responsible for the additional cost.

If your current US health insurance does not cover you abroad, you must purchase one of these **two** Italian plans. If your American insurance plan covers you in Italy, you will be expected to pay the fees (visits to a physician, medications, laboratory testing, etc.) upfront, and then you can contact your insurance company for reimbursement.

## TRAVEL INSURANCE PROVIDED BY PITZER COLLEGE



Students studying abroad through Pitzer will receive an **International Student Identity Card (ISIC)**, which, in addition to providing a form of identification and proof of your student status, supplies a range of emergency medical, legal and financial services. The insurance coverage is in effect whether or not the card is in your possession.

**Each student is responsible for obtaining a policy that will provide comprehensive health coverage both in the US and abroad for the duration of their program. The ISIC is travel insurance NOT comprehensive medical insurance and will NOT be accepted in lieu of payment at medical facilities.** This plan should be viewed as a supplement to your own medical health plan, not a replacement. ISIC does not provide comprehensive medical coverage for pre-existing or chronic medical conditions requiring ongoing care.

### Travel Insurance Coverage

- Trip Interruption – Return Air Only \$1,500
- Trip Delay Minimum 12 Hours Delay \$200 per Day, Maximum of \$500
- Emergency Accident and Emergency Sickness Medical Expense \$100,000, No Deductible
- Emergency Dental Only \$500
- Emergency Medical Evacuation \$500,000
- Repatriation of Remains \$50,000
- Emergency Non-Medical Evacuation Due to Catastrophe \$50,000
- Security or Political Evacuation \$50,000
- Accidental Death and Dismemberment Principal Sum \$25,000
- Accidental Death and Dismemberment – Common Carrier (Air Only) Principal Sum \$100,000
- Baggage Delay Minimum 12 Hours Delay \$200 per Day, Maximum of \$200
- Baggage and Personal Effects Including Lost Passport or Visa Replacement Expense per Item: \$250, per category (e.g. electronics) \$500 for a total maximum of \$2000

Your Travel Insurance Coverage is effective upon enrollment and purchase of the International Student Identification Card. This insurance shall be governed by the Laws of the Bailiwick of Guernsey and subject to the exclusive Jurisdiction of the courts of the Bailiwick of Guernsey under **policy number TCRW-16711**.

**If you are in need of emergency assistance during your trip, please contact Global Benefits Group GBG Assist 24 hours a day, 365 days a year at:**

**In the United States and Canada:**  
**(866) 914-5333**

**Worldwide Customer Call Collect:**  
**(905) 669-4920.**

**Customer Service :** [gbgassist@gbg.com](mailto:gbgassist@gbg.com)

### How to Make a Claim

1. Go to GBG.com and click on Forms under Our Solutions
2. Complete the Travel Claim Form under Claims Forms
3. Send completed form along with proof of travel to:  
Online Claims Submission: [www.gbg.com](http://www.gbg.com)  
Mail: 27422 Portola Parkway, Suite 110, Foothill Ranch, CA 92610 USA  
Email: [eclaims@gbg.com](mailto:eclaims@gbg.com) or  
Fax: 949.271.2330

## **SAFETY AND EMERGENCY PREPAREDNESS**

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Pitzer College brings more than thirty years of experience managing international programs to our effort to insure student safety. Pitzer programs benefit from professional field staff, long-term relationships with the communities that host our programs, and living arrangements with host families that look after our students as if they were their own children.

Our program directors are dedicated to the care and education of our students. Their labors extend beyond the operation of our programs to on-going professional training in international education. That kind of commitment, rare in external studies programs, has allowed our staff to develop extensive expertise that can be critical in an emergency. On average our program directors have just over eight years' experience in their positions, which affords the benefit of having encountered a wide variety of different health and safety situations from geological events and political disturbances to car accidents and serious student illnesses. They work together with our staff in Claremont to resolve current emergencies and anticipate future needs.

Over the years Pitzer has developed an extensive network of personal and professional relationships that we can call upon in an emergency. Our program directors, in close consultation with our staff in Claremont, work together with both US and host country organizations to collect and evaluate information we can use to respond quickly and effectively to emerging health and safety situations. Among our key contacts are the families that take our students into their homes, feed them, teach them, and make them a part of their lives. Pitzer programs are an integral part of the communities that host our programs and the families that host our students are an active and involved component of our education programs and safety networks. The host fathers, mothers, sisters and brothers of Pitzer students are as committed to the wellbeing of our students as our field staff. Host families provide students with a low profile safe harbor during sensitive political events, careful immediate attention during a period of illness, and the practical and emotional support of a true home away from home.

### **OUR COMMITMENT TO SAFETY**

Pitzer takes the following steps to make sure that participants in our programs are safe:

1. Pitzer regularly monitors US State Department announcements and travel warnings.
2. Pitzer works with staff at its foreign locations to develop site-specific security measures and emergency plans.
3. Pitzer provides information on health and safety for participants prior to the program and a more extensive orientation on site. This includes country-specific information on safety, health, legal, environmental, political, cultural, and religious conditions.
4. Pitzer communicates applicable conditions of participation and codes of conduct to participants and alerts them to the severe consequences of noncompliance.
5. Pitzer provides all students approved to participate in external study with the ISIC card, which, in addition to other non-safety related benefits, provides emergency medical evacuation insurance.
6. Pitzer tailors its safety programs to the conditions of countries where the College operates our own programs.
7. Pitzer continuously evaluates the safety of our programs. The College regularly consults with the US Embassy and host country government and community agencies about security concerns. Pitzer will relocate or adjust programs to avoid unsafe locations or conditions.
8. Pitzer maintains communication with parents, study abroad advisers and others who need to be informed in the event of serious health problems, injury or other related health and safety circumstances.
9. Students are instructed to avoid potential targets of anti-American activity such as US and British government offices, Peace Corps offices, US AID and US affiliated organizations as well as private restaurants, hotels, clubs, and internet cafes that are known as American hangouts.
10. Each student lives with a local homestay family who help us to advise students on local safety conditions and monitor his or her whereabouts. If a student does not return home on schedule, for any reason, the program

director is notified. Families also inform the program director, when appropriate, about the state of the emotional and physical health of each student.

11. Students are asked to register with the US embassy or the embassy of their home country, before departure through the STEP program. Program staff maintains regular contact with the US embassy regarding safety concerns.
12. Students are advised how to proceed if an emergency develops when they are away from the program staff (e.g., with their rural experience families, during their internship, on independent travel, etc.)

## LIMITATIONS

There are aspects of your experience abroad that are beyond our control. Please consider the following:

1. Pitzer cannot eliminate all risk from the external study environment. All foreign travel, including domestic travel within the US, entails risk.
2. Pitzer cannot monitor or control a student's daily personal decisions, choices and activities.
3. Pitzer cannot prevent students from engaging in illegal, dangerous or unwise activities.
4. Pitzer cannot assure that US standards of due process apply in overseas legal proceedings or provide for a legal representative.
5. Pitzer cannot assume responsibility for the actions of persons not employed or otherwise engaged by the program.
6. Pitzer cannot assume responsibility for events or activities that are not part of the program.
7. Pitzer cannot assume responsibility for situations that may arise due to the failure of a participant to disclose required or other pertinent information.
8. Pitzer cannot assure that home-country cultural values and norms will apply in the host country.

## WHAT YOU CAN DO TO KEEP SAFE - GENERAL GUIDELINES

You can have a major impact on your own health and safety through the decisions you make before and during your external study experience. The most important assurance of your safety is the consistent application of informed judgment in your day-to-day choices and behaviors. Program staff will provide excellent guidance and accurate information.

You should:

1. Consider your health and other personal experiences when accepting a place in the program.
2. Make available to Pitzer College accurate and complete physical and mental health information and any other personal data that is necessary for planning a safe and healthy study abroad experience.
3. Assume responsibility for all the elements necessary for your personal preparation for the program and participate fully in all orientation.
4. Obtain and maintain appropriate insurance coverage and abide by any conditions imposed by the carriers.
5. Inform parents, guardians, families, and others who may need to know about your participation in the program. Provide them with emergency contact information and keep them informed.
6. Comply with the Conditions of Participation, codes of conduct, and emergency procedures of the program
7. Obey host-country laws.

8. Be aware of local conditions and customs that may present health or safety risks when making daily choices and decisions.
9. Express any health or safety concerns to the program staff.
10. Behave in a manner that is respectful of the rights and wellbeing of others. Encourage others to behave in a similar manner.
11. Accept responsibility for your own decisions and actions.
12. Become familiar with the procedures for obtaining emergency health and law enforcement services in the host country.
13. Keep program staff informed of your whereabouts and wellbeing.
14. You should always keep in mind that no matter how immersed you are in a local community you are still a foreigner. Your chances of being a victim of criminal activity may be greater than those for the average local person. Remember not to carry around a lot of cash, airplane tickets, or your passport, unless local laws require it. Do not carry anything else that you cannot afford to lose. Refrain from visiting establishments where Americans are widely known to hang out, abstain from protest groups, and avoid drawing unnecessary attention by dressing outrageously or conspicuously.

## Safety Guidelines

- Reduce risk of robbery or assault by integrating into the local culture as much as possible: spend significant time with your host family; dress, behave and interact in ways that respect local cultural values and do not call attention to being American or a tourist.
- Do not carry valuables (passport, credit cards, laptops, large sums of money, etc.) with you when you walk around town. If you must carry valuables around with you for certain purposes, be discrete, travel with a group of friends, wear a money belt, take a taxi, etc.
- When you exchange at an ATM, use discretion. Do not, for instance, exchange money and walk away into a mall or street. That will make you a likely target. Try to go with friends and leave in a taxi.
- Do not traveling alone, especially after dark, in isolated areas of the city, or when leaving clubs or bars.
- Do not hitch hike.
- If it's getting late at night, and the streets are getting deserted, take a taxi home, even if you are with friends. If taking a taxi is a financial burden, collect the receipt and Pitzer will reimburse you.
- If you are involved in a robbery, do not risk injury by trying to resist or fight off the perpetrator.
- Carry a list of emergency phone numbers with you at all times so that you can contact program staff at the office or at home in case of an emergency.
- Avoid areas of the country or your host community not considered safe. Your host family will provide valuable advice in this regard. Program staff will also provide guidelines on this.
- Avoid large crowds, demonstrations or political rallies. These gatherings can easily turn violent.
- If you do go to a club or bar, do so with a group of fellow students or friends from the host community. Keep an eye on each other. Never, ever accept a ride home with a stranger or someone you just met that evening, and never allow one of your friends to leave with a stranger.
- When ordering drinks, ask for the bottle to be brought to your table. Do not leave drinks unattended. These simple steps will minimize the chance that your drink can be tampered with (Ruffies, Micky Finns, etc.)

- Refrain from impairing your judgment, and risking assault, robbery or arrest, with the use of alcohol or illegal drugs.
- Stay in regular contact with program staff when you travel. You must receive permission from the program coordinator for independent (overnight) travel away from your host family. When traveling on an overnight trip or even outside the local area on a long day trip, provide your itinerary and contact information for your destination. Let your host families know of any plans for overnight travel and make a courtesy phone call to your host family once you safely arrive at your destination.
- If you go to the beach, be aware of dangerous currents and riptides. Follow water safety guidelines – refrain from going into heavy surf unless you are an extremely experienced ocean swimmer or surfer. Always enter the water with a buddy and only swim or surf on beaches that have a life guard on duty.
- The program director will provide additional safety guidelines for you during the on-site orientation. Understand and faithfully follow the program guidelines for health and safety, including guidelines for extreme sports and prohibited activities.

## **EXTREME SPORTS AND OTHER PROHIBITED ACTIVITIES**

During the program (which includes all days between the program arrival date and the departure date, including weekends and breaks) students are NOT allowed to drive automobiles, ride motorcycles, fly aircraft or participate in extreme sports. Extreme sports include, but are not limited to, white water rafting, jet skiing, scuba diving, parachuting, hang gliding, parasailing, bungee jumping, rock climbing, and technical mountaineering. No hitch hiking or night buses. Additional details will be provided during your on-site orientation. Students who choose to participate in such activities during the program are subject to dismissal (see conditions of participation). Students who choose to participate in such activities before or after the program should be aware the International Student Identity Card and some private insurers do not cover injuries sustained in a number of the activities listed above.

## **EATING DISORDERS AND OTHER ADDICTIVE BEHAVIORS**

We strongly urge students who have or suspect they may be challenged with anorexia, bulimia, bingeing or other forms of eating disorders or addictive behaviors to indicate this condition on the Declaration of Disability or Special Needs form. It is important for the staff of the programs abroad to be aware of the condition and to assist students with managing it so that they can take full advantage of the learning opportunities of the program.

Though it is the goal of the College to make reasonable accommodation for students with special needs abroad, it is difficult or, at times, impossible, for the College to provide support for the management and treatment of eating disorders in other countries. Disorder-related counseling is often not available or not available in English. Students with eating disorders often run a significantly greater risk of health problems while abroad if the disorder is not acknowledged or under treatment. Therefore, the Office of Study Abroad and International Programs asks the directors of Pitzer programs and strongly requests our contacts at exchange and non-Pitzer program sites to notify Pitzer College if they have evidence that a student has an eating disorder. The directors, in turn, ask host families or other staff members of the program to do the same. We ask the staff to discuss the situation with the student and ask that the student see a medical doctor to determine if they are maintaining their health. The program may also ask the student to undertake counseling or other steps of treatment, if available on site. If the College believes that the student is not taking responsibility for her or his health by refusing medical evaluation or treatment, it reserves the right to withdraw the student from the program for medical reasons.

## **SEXUAL HARASSMENT, ASSAULT AND RAPE**

Note: The information below is directed towards all students.

You should be aware of your increased vulnerability as a foreigner in an unfamiliar location and culture. Gender relations and expectations will be covered in your on-site orientation. You may also want to discuss this with your roommate, host mom or siblings, language teacher, other students, your professors, etc. Some key questions you should answer within your first few days are:

- What are gender relations like? How are women and men expected to interact in the family? As friends? When they go out together at night (if culturally appropriate)? In a bar? On public transportation? In the classroom? In the workplace?

- What can students do to prevent the risk of sexual harassment or assault?  
This would include knowing about dangerous locations, traveling in groups after dark if advisable, and culturally appropriate ways of dressing and behaving that may minimize risk.
- If I am feeling unsafe, what should I do? Who can I ask for help?  
If a female student feels threatened and there are other, host culture women present, she should seek their assistance.
- If I am sexually harassed, assaulted, or raped, what are my resources? What is the name and address of an OB-GYN? What are community organizations in this city that address issues of sexual violence? How can they help me?
- What are the laws surrounding these issues?
- How and to whom would I report such events?  
We urge you to confide in the program director and avail yourself of the support and resources she or he can provide, including medical, legal, or counseling services you may need. If you are uncomfortable reporting such an event to the program director, you should be aware of other resources that you can turn to; such as, fellow students, local sexual assault hotlines, counseling centers, physicians, etc.

If a sexual assault occurs Pitzer would like to be able to support you and may have important resources to offer. Please consider contacting us.

See the Appendix in the back of this handbook for more information on sexual harassment and prevention.

## **IN CASE OF PROBLEMS IN THE HOST FAMILY ON PITZER DIRECT RUN PROGRAMS**

Although extremely rare on Pitzer direct-run programs, problems of sexual harassment or abuse, racist comments or behavior, homophobia, theft and related issues in the host family or home stay community are possible. Because of the nature of the host family experience, the close relationships students develop with family members, the special efforts students make to behave in culturally appropriate ways, and the potential for cross-cultural or language misunderstandings, this is a particularly delicate yet important area of concern. We have developed the following guidelines to help minimize the chances of this type of situation occurring and to help us best support you when concerns or questions regarding your host family arise.

1. Host families are carefully selected with an eye toward minimizing these types of problems, and providing students with a safe and nurturing environment. Families are provided with training and orientation around these issues and the type of relationship Pitzer expects between host family members and students. Host families will be given specific guidelines on the types of behavior (especially touching and cross-gender interactions, and homophobic or racist behavior or comments) that will be considered inappropriate.
2. Students should express any concerns or preferences they may have regarding host families to the study abroad office before departure for their program so that the in-country director can select host families with individual student needs and concerns in mind. Examples of things you might want to share: allergies, desire for a LGBTQ friendly family, health concerns with smoking or certain foods, desire for a family that welcomes students of color, etc.
3. During your on-site orientation, you will be given explicit guidelines on what types of host family behavior are appropriate and what behavior is cause for concern and should be reported to your director. You will also be briefed on common behaviors you may see in your family situation which, while not inappropriate in the host culture, may lead to potential misunderstandings.
4. As you know, Pitzer programs expect a strong commitment to cultural immersion and cultural appropriateness but this does not require you to endure behavior or comments that make you feel unsafe or that you believe puts your safety, health or emotional wellbeing in jeopardy.

Romantic or sexual behavior between a student and a host family member is never appropriate; you have the right to politely ask a host family member to stop any physical contact or behavior that is questionable or makes you feel uncomfortable. Similarly, racist or homophobic actions or comments that make you feel uncomfortable or unsafe are never appropriate. You have the right to notify family members that this type of behavior or language is painful

or uncomfortable to you, and that you would like them to stop. In these types of situations, we strongly encourage you to immediately seek, support, clarification and guidance from your program director. In some cases, there may be a cultural or linguistic misunderstanding that can be easily worked out, or adjusted to, but in other cases, the behavior may in fact be clearly inappropriate and something your program director needs to address immediately. Early on in your program, you will not necessarily know the difference, thus the importance of communicating immediately with your program director when anything of this nature comes up, especially when you are confused or unsure about something.

5. Coming forward with questions or concerns about your host family behavior will never affect your grades.
6. All Pitzer Study Abroad program directors are required to consult with Claremont if a student expresses concern that there may be inappropriate behavior going on in their host family, or if the directors suspect this based on their own observations. This will allow us to share resources and better respond to these types of incidents. Information regarding these situations will be regarded as confidential and treated with the utmost discretion.
7. While students tend to want to call parents in such situation, your program director will be receptive to any concerns you have, and is the best person to consult if you have any problems or concerns of this nature. Please know that you are welcome to call Pitzer staff in Claremont (mobile and work numbers are provided in the handbook) or your own study abroad director in situations where you might feel uncomfortable contacting the program director directly. In addition, we have asked our directors to provide information on other local resources (counseling services, sexual assault hotlines, women's centers, etc.) that you may want to consult.

We encourage students to approach issues and concerns of this type with an open mind. While we want you to come forward immediately if you have a concern or question regarding your host family, we also ask you to reserve judgment until you have a chance to carefully consider, with the help of your program director, the many cross-cultural or language misunderstandings that might be at play. Similarly, Pitzer staff has been instructed to approach such incidents with an open mind. While a student's concern may be due to a cross-cultural or linguistic misunderstanding that can easily be explained and cleared up; it may just as easily represent a serious situation that requires immediate intervention.

Living with a host family requires perseverance and effort as in any relationship. It is not always easy. We do not want you to give up on your host family simply because adjusting to the new culture, language and living situation is challenging. On the other hand, we want you to feel safe, welcomed, and part of the family, so that warm relationships can develop and language and culture learning can be maximized. Open communication with your program director in which you share challenges and concerns early on, as well as triumphs and high points will assure that this happens for you.

## IN CASE OF EMERGENCY AT YOUR PROGRAM SITE

**Contact the program staff as soon as possible.** You will be given a list of emergency contact numbers during your on-site orientation. If you do not receive this information, ask for it. There is also emergency contact information inside the back cover of this handbook. While you are certainly free to contact your parents and families in any emergency, and indeed you should, please inform the program staff **first** since they can address your concerns immediately. Calling home only delays the process for intervention and may put undue stress on families who feel as though they are unable to help their sons or daughters abroad.

Pitzer provides the ISIC, which includes insurance to cover emergency evacuations. In the event of a political crisis or a natural disaster that would necessitate evacuation, the program staff will work closely with the US Embassy and other embassies (if you are not a US citizen) to facilitate your return home.

Provide your contact information abroad to your family and friends. Your family should also be advised to contact the Pitzer College staff members listed in the *Contact Information* section of this handbook.

True emergencies are actually quite rare. While losing luggage, tickets or even a passport is inconvenient and upsetting, it is not an emergency. Emergencies are situations in which there is an immediate threat to a student's health or safety.

## IN CASE OF AN EMERGENCY AT HOME

**Contact the Claremont office first.** A list of emergency contact numbers has been provided in the section on *Communications* in this booklet. The Claremont office can usually contact students and staff quickly, even when they are away from the program base on field trips. In the case of a death in the family or of a close friend, we can often arrange for a private, supportive environment in which students can speak directly with loved ones. Program staff can offer considerable and sometimes vital support if they are involved early on in the process of sharing difficult news.

## US DEPARTMENT OF STATE TRAVEL SAFETY INFORMATION

### Students Abroad

<http://travel.state.gov/content/studentsabroad/en.html> contains information on travel documents, health, emergencies, embassies, voting, and security conditions all in one place. Students and parents may find this website very useful when preparing for a study abroad program.

## SMART TRAVELER ENROLLMENT PROGRAM (STEP)

<https://step.state.gov/step/> STEP is a free service provided by the US Government to US citizens who are traveling to, or living in, a foreign country. STEP allows you to enter information about your upcoming trip abroad so that the Department of State can better assist you in an emergency. STEP also allows Americans residing abroad to get routine information from the nearest US embassy or consulate.

The physical address to use to register with STEP is listed inside the back cover of this handbook.



**Students who are US citizens are required to register with the US State Department before leaving the US. Students who are citizens of other countries should check with their consulates for recommendations.**

## PREPARE TO GO

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Any outstanding study abroad, financial, and academic issues must be resolved before the due dates listed in your **Acceptance Letter** for you to maintain your eligibility to study abroad.

It is your responsibility to contact your office of study abroad, student affairs, financial aid, housing, registrar's office and other departments to complete any pre-departure tasks and to find out what preparations you will need to make for a smooth return to campus after your time away. It is also your responsibility to stay in contact with your home institution while you are away so you receive important information and updates. Students are expected to check their email on a regular basis. Pitzer students will be contacted via their official Pitzer College email accounts.

The end of the semester is always a busy time with papers, exams and special events. You should plan ahead to get your passport, have a physical, have photos taken, get signatures and submit your documents now while you still have time to respond to any surprises that may arise. The following list is a guide only.

### PRE-DEPARTURE CHECKLIST



- Complete, sign and return your **acceptance documents** to the Office of Study Abroad and International Programs.
- Email a scanned image or send a photocopy of your **passport** to the Office of Study Abroad and International Programs. Make copies to take with you.
- Arrange your **flight** through the designated travel agent.
- Apply for your **visa**, if required.
- Consult with your current **medical insurance** provider to ensure that your coverage is valid abroad and in the US for the duration of your program. If not, purchase additional coverage.
- Compile a list of names, phone numbers, postal and email addresses of faculty and staff on campus who you may need to **contact** while abroad.
- Provide a **forwarding address** to the Pitzer College mail room. Include start and stop dates. Understand you will have a new mail box number upon your return to campus.
- Update and clean out your **email account**. Change your password, unsubscribe to student lists, and set up folders for non-urgent email that will clutter your inbox and obscure important messages.
- Meet with your **financial aid** officer, if applicable, to make sure you have signed loan forms and promissory notes, to discuss how your aid will transfer to your study abroad program, and to learn about procedures for renewing your aid for the semester you return to campus.
- Meet with your **academic adviser** if you have questions about your academic plan and study abroad.
- Learn how you will **register for classes from abroad** for the semester you will return to campus. (Pitzer students: if you will be a junior while abroad you must **declare your major** before you go or you will NOT be able to register for classes from abroad.)
- Submit **housing** forms and designate a proxy for room draw for the semester after study abroad, if applicable.
- Visit your doctor or public health clinic for your **physical** and **immunizations**. Visit your **dentist** before you study abroad.
- Register** with the **US Department of State** Smart Traveler Enrollment Program (STEP) at <https://step.state.gov/step/> before you depart the US. Review **travel warnings**, if applicable.
- Complete your **pre-departure reading** and coursework, if applicable.
- Discuss **emergency contact procedures** with your family and friends.
- Authorize trustworthy individual(s) in the US to access and make changes to your **bank accounts and credit cards** in the event your cards are lost or stolen. Notify your bank and credit card companies of your travel plans. Depending upon your circumstances you may wish to set up a **power of attorney**.

- Shop and **pack** lightly. Leave room for items you will acquire when abroad.

## PASSPORTS

Anyone traveling between countries needs a passport. Check the expiration date. If you do not have a passport valid for six months after your planned return from study abroad, expedite the application or renewal process. Processing a new passport application or renewal may take several weeks.



### How to Apply for a US Passport

For information on how to apply for or renew a US passport go to the US Department of State's website at <http://travel.state.gov/content/travel/en.html> or call 877.487.2778.

### If Your US Passport is Lost or Stolen

If your passport is lost or stolen while you are abroad, report the loss immediately to local police authorities and the nearest US embassy or consulate. In addition, you should report your passport lost or stolen by visiting the US Department of State's website for details: <http://travel.state.gov/content/passports/english/passports/lost-stolen.html>.

For assistance in replacing your passport, call the International Student Identity Card (ISIC) emergency number. See the *Insurance* section of this handbook for details. A copy will expedite the replacement process. It is wise to email a copy of your passport to yourself and keep a photocopy of your passport in your luggage or with your on-site program representatives.

## VISAS

**You must apply for and receive a VISA from the Italian government before departing for Italy. You must have a current passport to apply.** Tourist visas are not acceptable and you cannot get a student visa after you arrive.

Currently, students are required to **make an appointment** and **apply in person**. You may apply at the Italian Consulate nearest to your permanent residence or, if you are in the Southern California area, the Consulate of Italy in Los Angeles since Pitzer College (the sponsoring institution for your program) falls within the Los Angeles jurisdiction. We HIGHLY RECOMMEND that you **apply at the Los Angeles consulate**. Each consulate has different requirements and students have had difficulties at other consulates.

In addition to the personal documentation you will provide, Pitzer will provide a visa packet that includes the sponsorship letter, affidavit of support and the program details necessary for you to complete the visa application. You cannot apply for your visa without these items. You should apply at least three weeks and no more than 90 days prior to the program arrival date. You often need to **make your appointment several weeks in advance of your visit to the consulate**. Then, Visa application **processing can take anywhere from ten days to three weeks or more**, and rush processing is NOT possible. Plan to apply with ample time to resolve any questions or provide additional information as necessary. Any independent travel outside the US should be planned AFTER the visa process is complete. If you are studying abroad spring semester, you may need to visit the consulate near the end of the fall semester when you are busy with coursework, papers and exams. Visa requirements are subject to change. Be prepared to provide originals and copies of your documents. Visa requirements are subject to change. **IT IS ESSENTIAL THAT YOU PLAN AHEAD.**



Use the following link to **visit the website for the specific consulate where you will apply NOW. Visa application requirements are different at each consulate.**

Italian consulate and visa information in Washington:

[https://ambwashingtondc.esteri.it/ambasciata\\_washington/en/informazioni\\_e\\_servizi](https://ambwashingtondc.esteri.it/ambasciata_washington/en/informazioni_e_servizi)



**Collect your personal documentation NOW.** Do not wait for your Pitzer visa packet. Items required to apply for a visa may take days or weeks to obtain from government officials, banks, parents healthcare professionals, travel agents, insurance agencies, etc.

Note: If the consulate official asks you to sign something indicating that you will purchase insurance once in Italy, then you must purchase the insurance regardless of whether you have your own policy from the US. Pitzer will pay this fee.

If you submit proof of payment to the Office of Study Abroad and International Programs you will be reimbursed for the actual visa fee.

Be proactive, patient, persistent, and polite when contacting the consulate officials. Procrastination will jeopardize your participation in study abroad. Pitzer College has no influence over a foreign government's visa rules and cannot intervene on your behalf. Bring copies of your documents to Italy since Immigration authorities abroad can ask you to show the documents that were submitted to obtain the visa.



**If your itinerary includes layovers or stops in other countries en route you may need a visa for those countries even if you do not need a visa for your destination country. Please check with your travel agent and the relevant embassies for information.**

We suggest that students who are planning to travel to other countries after the end of the program strongly consider obtaining their visas before departing the US. Although it may be possible to get visas after your arrival in the host country, the process of obtaining a visa in the host country, if even possible, may involve visits to an embassy at inopportune times or relinquishing your passport, which is not advised.

### **Permesso di Soggiorno**

Italy and number of countries in an around the European Union (but not all EU countries) are members of the Schengen Area. Schengen Area countries: <http://www.schengenvisainfo.com/>. Students will have their passports stamped when they arrive in the Schengen Area. Within days from your arrival in Italy you have to appear before the local police authority in order to apply for a Permesso di Soggiorno. The Pitzer staff will help you register for this. Unfortunately, it may take many weeks after you apply to receive this card. Legally, students traveling on student visas may be denied entry back into the Schengen Area or Italy if they leave without first obtaining a Permesso di Soggiorno. Therefore students should not make plans to travel outside the Schengen Area during the semester.

### **Travel in the Schengen Area for Non-EU Citizens with a student visa**

Countries where it is currently possible to travel for less than 90 days before expiration of your student visa: Austria, Belgium, Czech Republic, Finland, France, Germany, Greece, Hungary, Iceland, Latvia, Lithuania, Luxembourg, Malta, Monaco, Norway, Poland, Portugal, Slovakia, Slovenia, Spain, Sweden, Switzerland and The Netherlands.

EU Countries where it is NOT permissible to travel with student visa: Ireland and the United Kingdom.

Countries still in the process of accepting the Schengen contract and where it is necessary to double check before organizing a trip: Bulgaria, Cyprus, Denmark, Lichtenstein and Romania.

Regulations may change without notice. Check before you plan your travel.

### **If You Are Not a US Citizen**

If you are not a US citizen and you do not have a US passport, please notify the Office of Study Abroad and International Programs as soon as possible. Depending on the country in which you have citizenship, you may have different requirements.

If you do not have a passport from your home country, or if it is expired, please start the process of acquiring or renewing your documents immediately. In some countries, this process can take months, so it is imperative that you start working on it as soon as possible.

**Depending upon your immigration status, there may be special signatures or other procedures required to ensure that re-entry to the US will be permitted after your study abroad program. Speak with your international student adviser. Check before you go!**

# TRANSPORTATION

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## PROGRAM DATES



**The Pitzer in Italy program runs from Monday, September 3, 2018 (arrival date) to Tuesday, December 18, 2018 (departure date).** Pitzer requires you to participate in the entire program. Late arrivals or early departures are unacceptable. Loss of credit or lowering of grades may result if you arrive late or depart early.

## FLIGHT ARRANGEMENTS

**You should arrive in Milan's Malpensa or Linate Airport before 4:00 pm local time on the arrival date.** Please note that the program staff and host families cannot accommodate you before the arrival date. If you plan to arrive in Europe earlier for independent travel, we ask that you make your own arrangements to arrive in Milan before 4 p.m. on the arrival date, or in Parma by 8 p.m. on the same day. Please notify the program director of your arrival plans well before the arrival date, so that she can make arrangements to meet you. Late arrivals cause significant disruption of the program, so it is important that you arrive on time.

You are free to depart Parma on or after the departure date. We recommend that you not schedule your departure in the early morning, since travel from Parma to Milan may be difficult at that time due to bus and train schedules.

In order to receive your ticket, you are required to submit the Pitzer acceptance paperwork and complete orientation requirements by the dates listed in your acceptance letter. If you complete these requirements less than two weeks prior to your departure, you will be responsible for any charges incurred to expedite your ticket.

Allow ample time to work with our travel agent to arrange your flight. When you contact the travel agent, identify yourself as a student on the Pitzer in Italy program.

### Pitzer's Designated Travel Agent

**KIM RUDD at Corniche Travel**

**Email:** [pitzer@corniche.com](mailto:pitzer@corniche.com)

**Phone:** 951.698.0089 6:00 a.m. to 4:30 p.m.

Additional agents are available from 6:00 a.m. to 6:00 p.m., (Pacific time zone)

Phone: 310.854.6000 Monday through Friday, closed major holidays

Office: 8721 Sunset Boulevard, Suite 200, West Hollywood, CA 90069

[www.corniche.com](http://www.corniche.com)

For emergency after hours service, Please call 800.242.7274 within the US or call collect 203.787.6266 outside the US. Advise the agent of your executive code 6TAO (six tango alpha zero).

Kim Rudd has been providing flight services to Pitzer College students for several years and is very knowledgeable about airline travel. She has many clients, so it may be necessary to leave a message with a call back number.

### Airfare Policy



**Program participants are REQUIRED to work directly with the travel agent designated by Pitzer College to finalize their tickets by the date indicated in their acceptance letters.** (If you are a student from Bard College or Sarah Lawrence College, please contact your study abroad office for the policy that applies to you as it is different.) Tickets not purchased through the Pitzer designated travel agent will NOT be reimbursed or credited to student accounts. Frequent flier miles may NOT be used to book flights.

**The maximum airfare Pitzer College will pay is based upon the cost of a round trip ticket from the closest major international airport to the student's permanent address city in the US to the designated international airport near the program site for the exact dates of the program.** For international students, the maximum airfare is based upon the cost of a round trip ticket from Los Angeles International Airport (LAX). The travel agent will bill Pitzer for the approved ticket. Students will pay the travel agent directly for the additional costs of an itinerary that is more expensive than the approved flight. No refund or credit is given if the ticket costs less than the maximum.

The following items may increase the cost of a ticket. Students will only be charged for actual overages.

- Finalizing travel arrangements after the due date listed in the student's acceptance letter
- Travel dates that vary from the dates of the program, including going early or staying after the program ends
- Special requests for routing or stopovers through specific cities or countries
- Open return tickets - these are discouraged and may not be possible due to visa requirements
- Extra luggage charges - airlines may change luggage restrictions without notice.
- Changing the ticket after it is issued. These costs include change fees and any increase in airfare.
- Replacing lost tickets



If for any reason, you are not able to use an airline ticket, the **airline must be notified prior to the departure of the first flight** that you will be changing the ticket. **Unused tickets including E-tickets become worthless once the plane departs.** You are responsible for the replacement cost of an unused ticket.

## Travel Delays

Unforeseen circumstances (weather, missed flights, equipment problems, etc.) may result in unforeseen expenses due to the delay. Students should travel with emergency funds in the event of unavoidable delays in transit. Pitzer College is not responsible for these expenses. Your International Student Identity Card (ISIC) has some coverage for costs incurred due to travel delays. Should you have expenses related to such delays, be sure to keep your receipts in order to make a claim.

## Arriving Early or Staying Past the End of the Program

Students who choose to arrive in-country before the beginning date of the program must contact the program staff well in advance of the beginning of the program to arrange a time and place to meet on the arrival date. Pitzer can take no responsibility for early arrivals. Students must make their own arrangements for ground transportation, room and board.

If you think you may want to stay on past the end of the program, please advise Pitzer's travel agent before you make the final confirmation of your ticket. Otherwise, you will be booked for departure from the program site on the program departure date, and any additional costs due to changes made after your ticket is issued will be your responsibility. Please know that Pitzer can assume no responsibility for students who stay on past the departure date.

## Flight Changes

If you choose to change the date of your return once you are in the host country, please know that this can be a frustrating, complicated, and costly procedure. You need to check with the airline and the travel agent of the regulations, required tickets, and fees associated with changing your flight. Pitzer and the travel agent will not be responsible for expenses incurred for changing your return dates and/or itinerary after you make your initial confirmation with the travel agent, especially once you are in the host country.

## E-Tickets and Paper Tickets

Please verify with our designated travel agent whether your ticket is an E-ticket or a paper ticket. If your ticket is an E-ticket, please confirm with the travel agent and the airlines what you need to present for airport check-ins. Many international carriers and destinations treat E-tickets differently from the way they are treated in the US. If your ticket is a paper ticket please treat it like cash. If you lose your paper ticket or make a change in your itinerary and cannot present your original paper ticket at the airport check-in counter, you will most likely be charged full-price for a new ticket. This extra expense will be your responsibility.

## ARRIVAL

### Baggage Claim

In the unlikely event that your baggage is lost en route, you will most likely first realize this in your host country. File a claim with the airline before you depart the airport. Program staff will follow up by contacting the airline's office in the host country. Keep your baggage tags. Usually lost baggage is recovered in two to three days.

### Customs

After you present your passport to airport officials and collect your luggage, follow the crowd of people through the double doors into Customs.

### Where to Meet the Program Staff

**After you get off the bus from the airport, a program representative will be at the Milan train station to meet you.** If you will be in Italy before the start of the program, please contact the director well in advance to arrange a time to meet the program representative either in Milan or Parma on the arrival date.

If your plans should change in transit, please call or email the staff in Italy or, if you cannot get through, contact the Office of Study Abroad and International Programs in Claremont. Contact numbers are inside the back cover of this Handbook.

### Take the bus from the airport to the Milan Train station (from either airport)

1. Go outside the airport and look for a shuttle bus heading for the train station. It will say "**Stazione Centrale Milano.**" (If you need to exchange money, there is a *Thomas Cook Exchange Bureau* in the terminal).
2. Buy a bus ticket from the driver. (Approximately Euro 10,00 depending on the airport.)  
The journey to the Milan train station will take approximately one hour from the Malpensa Airport and 30 minutes from Linate Airport. When you arrive at the main station:
3. Get off the bus, collect your bags and wait in that general area.
4. A Pitzer in Italy program representative will be waiting for you in the shuttle bus arrival area with a "Pitzer College" sign in hand. If they are not in sight, **do not** leave the area where you are waiting. They may be sending other students on their way to Parma, but will return to the bus terminal area immediately after. The program assistant will then assist you in buying your train ticket (the program will pay) and catching a train to Parma, where the Program Director or Coordinator and your host family will be waiting for you.

If your plane was delayed or if for any reason you are unable to find the program representative at the train station, call Franca Mora, the Pitzer in Italy Director, at the numbers listed inside the back cover of this handbook.



**Do NOT board a train to Parma unless you have met the program representative at the station or have spoken to the program director.**

# MONEY MATTERS

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## HOW MUCH TO BRING AND HOW TO BRING IT

Generally speaking, most students spend a bit more in Italy than they would during a semester in the US. How much you spend will be determined by 1) whether you bring everything from home or buy items in Italy, 2) your plans for study trips and independent travel before and after the program and 3) any gifts or souvenirs you wish to buy. **In any event, we strongly recommend that you have at least US \$2,000 to cover personal and emergency expenses during the semester.** We recommend you bring 200,00 EUROS with you in cash.



### ATMs



ATMs with the Visa, Cirrus and Star symbols are widely accepted throughout Italy. Your bank will usually charge you a small fee for withdrawing funds from an international ATM, but this is a good way to transfer funds to Italy.

### Credit Cards

Credit cards are accepted in Italy and can be very handy in case of emergency, although **it is the norm to pay daily expenses in cash.** MasterCard and Visa are best. In Europe, credit cards are usually chip and pin which is different than the chip and signature cards in the US. There are locations and businesses such as the train station ticket machines in Italy that may only accept chip and pin cards. Expect to be asked to show photo ID when using a credit card. If you bring a credit card, be sure to leave your card number and the 'Lost or Stolen' phone number at home. In the unlikely event that your credit card is lost or stolen while abroad, this information will help your parents or friends cancel your card quickly. Please note: only a person previously authorized to make changes on your account will be able to cancel a lost or stolen card. You should also notify your credit card company that you will be traveling and may make expenditures on your card in your destination country and other countries en route. Otherwise, when the first few foreign charges show up, your credit card company may put a freeze on your card.

### How to Receive Funds from Home

The best ways to transfer additional funds from home to Italy is to use an ATM card or draw a cash advance on your credit card. Western Union and American Express also provide wire transfer services, but these tend to be more expensive than standard ATM and cash advance fees. If you do not have an ATM or credit card, and you need to have money wired to you, you will need to obtain the latest details from the banks in Italy and forward that information to your parents (or other benefactor). Traveler's checks are very difficult to exchange in Italy so please do not bring them.

## WHAT YOUR PAYMENT FOR STUDY ABROAD WILL COVER

Payment of the comprehensive semester program fee to Pitzer College plus the \$550 travel will cover your program tuition, housing, meals, visas, travel insurance and airfare for the length of the international program and the overall cost of providing and supporting study abroad at Pitzer College.

### What happens to the comprehensive fee I pay for the Pitzer study abroad program?

Students are charged the full Pitzer College comprehensive fee for participation in any of Pitzer's study abroad programs. This does not, however, mean that the full comprehensive fee is sent to the host country for the use of the Pitzer study abroad program. As with all college programs and departments, each year the Treasurer's Office at Pitzer develops a budget for Study Abroad as a whole and for the individual programs abroad. The costs in the budget are determined in collaboration with in-country staff, the Office of Study Abroad and International Programs and the Office of Academic Affairs at Pitzer College. Money to cover in-country costs, such as accommodation, school fees or tuition, CBSL allowances, study trips, instructional and staff salaries, materials, insurance, office rental, etc. is sent to the host country for each semester. The College expects the local director to manage the program within the budget the College has provided. Generally, no changes are made to the budget once a program is in session except in case of emergency. Recommendations for budget changes are taken into consideration for the formulation of the budget for the next fiscal year. The portion of the comprehensive fee that doesn't go to the host country is used to support the cost of promoting and administering the study abroad programs as a whole. It is also used to support the overall

infrastructure of the college (from information technology, public relations, financial services, and insurance, to on-line library resources, etc.) that is available for study abroad students before, during, and after their time abroad.

## Housing

Housing covered by Pitzer College means accommodations that are typical for that particular program or country during the period that school or the program is in session. Please note that housing expense during breaks between semesters and housing expense before or after the program are the responsibility of the student and are not covered in the fees paid to Pitzer.

## Meals

The comprehensive program fee paid to Pitzer College covers all meals for the duration of the program. This usually means some combination of meals with host families (whenever possible), meals provided directly by the program, and a meal allowance given to students (if applicable), which together provide students with a diet and eating schedule that is typical for the host culture. Students will not be reimbursed for missed meals that are provided by the program or their host families. Meals during any break periods between semesters or before or after the program are the responsibility of the student and are not covered by the comprehensive program fee paid to Pitzer.

## Travel Contribution

All Pitzer students pay the same \$550 travel contribution for airfare and travel insurance for an international semester study abroad program. This charge will be placed on your student account for the semester you are abroad. For Pitzer students, Pitzer designates a travel agent for the student to book a round-trip airline ticket. (Refer to the *Transportation* section of this handbook for information on flight Arrangements and the airfare policy. See also the section on *Insurance*.)

Visiting students from other colleges and universities pay the airfare as directed by their home school. Some students may be required to pay our designated travel agent directly for their airfare. If you are a visiting student, please check with your study abroad adviser at your home school or with Jamie Francis at Pitzer for specific information.

## Additional Expenses

The items below are **NOT COVERED** in the semester comprehensive fees plus travel contribution or the summer study abroad fee and should be considered in your budget planning.

- Passport
- Photos required for applications and visas
- Cost of required immunizations
- Cost of the medical exam required prior to participation
- Comprehensive medical insurance coverage is required. (Fees for additional insurance, if required by the program or the host country, may be covered by Pitzer College. Ask the Office of Study Abroad and International Programs.)
- Additional costs incurred for airfare that costs more than the standard round-trip ticket (see Airfare Policy) or if arriving before or extending after the program dates, changing a ticket, or if participating on a domestic program
- Cost of housing and meals before or after the program or during school breaks (e.g. breaks between terms or semesters, spring break)
- Refundable deposits
- Expenses for items or services that are not typically provided on the program but to which students may be accustomed (e.g. email or internet access, access to computer labs, athletic facilities, etc.)
- Expenses for items or services that are not provided for in fees paid to Pitzer (e.g. personal entertainment, toiletries, independent travel during school breaks, field trips that are not a required part of a course, mobile phone charges, laundry charges, etc.)
- Clothing (e.g. winter jackets, boots, rain gear, formal attire, etc.) needed for climate conditions, cultural reasons or activities at the program site
- Course fees, lab fees and supplies
- Textbooks
- Expenses resulting from a difference in the cost of living. Expenses in your study abroad location may be the same, higher or lower than in Claremont.
- The exchange rate should be considered when planning your budget for international programs.

At the beginning of the semester, students in Parma should expect to pay for the following items in cash:

- Deposit for the use of a mobile phone (that will be given back at the end of the program) Euro 50,00
- Individual phone plans vary from Euro 5,00 to 66,00
- Photos for the police station to apply for the Permesso di Soggiorno
- Italian language book Euro 15,00
- (The program will purchase a night bus pass for you which costs Euro 5,00 per month)

## Exchange Rates

Exchange rates can change daily. Keep the exchange rate in mind when budgeting. The exchange rates can vary between now and your program departure. A handy website for tracking these rates is [www.oanda.com](http://www.oanda.com).

## BILLING

### Pitzer College Students

Pitzer College students will be billed by the Student Accounts office for Pitzer College's comprehensive semester fee plus the \$550 travel contribution in the same manner as all other semesters.

### Student Accounts

Charges for your semester abroad will be available via CASHNet. **Students who will be abroad are strongly encouraged to provide authorization to parents or other parties to view and/or make payments on their account.** For further assistance or to report problems with the CASHNet site, please contact the Office of Student Accounts at 909.621.8191.

### Financial Aid

Pitzer financial aid can be applied toward the fees of any approved program. Please consult the financial aid office for specific details on how your financial aid, including the travel contribution, will be handled.

### Withdrawal Fee

If a student withdraws after accepting a place on the program, Pitzer will bill the student's account for a withdrawal fee of \$350 plus any non-recoverable expenses paid on the student's behalf. Please refer to the *Conditions of Participation* for full information on when or if a refund is due to the student. Note that there may be other withdrawal charges assessed by the exchange sponsor and these fees are the responsibility of the student.

## Visiting Students on Pitzer Programs

The handling of financial matters will vary depending on your home college or university. Some schools require that you pay fees directly to Pitzer College. Other schools have made special arrangements with Pitzer and require that students pay the home institution and the home institution then pays Pitzer on your behalf. Pitzer College does not offer financial aid for visiting students. Please contact our Office of Study Abroad and International Programs and/or your home institution's study abroad office for details.

**Transcripts for all students will be withheld until Pitzer College is paid in full. This includes the comprehensive program fee and any outstanding balances due to charges incurred on behalf of the program such as: library fines, charges for damages to homestay or school property, non-reimbursed medical expenses, etc.**



# COMMUNICATIONS

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## PHONE, EMAIL AND MAIL

### Contact Information in Claremont

**Pitzer College  
Office of Study Abroad  
and International Programs**

**Phone** 909.621.8104  
**Email** [studyabroad@pitzer.edu](mailto:studyabroad@pitzer.edu)

**Mailing address**  
West Hall, Suite Q100  
1050 North Mills Avenue  
Claremont, CA 91711

**Office hours**  
Monday through Friday  
8 a.m. to noon and 1 p.m. to 5 p.m.  
except holidays

### Ways to Make Contact While Abroad

Email, mail, Skype, Facetime, Whatsapp, text, and mobile phone calls are all options for contacting the US from abroad or for family and friends to reach you.

Email is not available through the program, but has been accessible at the Università degli Studi di Parma. You will have to wait until you arrive to determine the extent of your access.

### Emergency Phone Numbers for Students in Italy - see inside back cover

In an emergency, students in Italy should call the emergency numbers listed inside the back cover of this handbook. Students are advised to contact the program director as soon as possible. He or she is best able to render prompt assistance and advice in the event of an emergency. Calling home to speak with a family member first, though it may be instinctive or comforting, is not going to get you the immediate local help you need. For privacy reasons emergency numbers will only appear in the student hardcopy of this Handbook.

### In Case of an Emergency at Home - Family and Friends

In case of emergency, parents or friends should contact the Office of Study Abroad and International Programs at the numbers listed above. The Study Abroad staff in Claremont can usually contact students and staff quickly, even when they are away from the program base on field trips. If they call the office number and we are closed they will be directed to Campus Safety at 909.621.8170. Campus Safety has additional contact information on file. Please have them continue down the list until they are able to speak directly with a member of our staff.

### Mobile Phones

You are free to bring your own mobile phone if you wish, and purchase a local SIM card once in Italy. If you want to do this you must have your phone unlocked in the US. However, if you choose not to bring your own phone, or if your own phone doesn't work once in Italy (often the case), the program will make arrangements to provide you with a mobile phone. The program mobile phones allow students to send and received text messages and to make and receive calls. If you want to have internet access to use instant messaging you will have you use your own phone and may wish to increase your data plan. Whether you use a program mobile phone or your own, you will be responsible for keep a working mobile phone (charged, paid up and ready to use in an emergency) on your person throughout the program.



Pitzer expects all students to use mobile phones in ways that are appropriate and responsible. In particular, mobile phones should be turned off (including texting) during classes, program discussion sessions and study trips when interacting with program staff, faculty or guest speakers. In addition, students need to learn and practice appropriate mobile phone use in their homestays. For some families it may be considered rude, for instance, to make or receive calls or text messages during a family meal or while engaged in conversation after dinner.

## Mailing and Shipping to Italy

Family and friends may send your mail to the following address:

**Student Name**  
**c/o Pitzer College in Italy**  
**Via Taro 3**  
**43125 Parma, ITALY**



**OR**

**Student Name**  
**c/o Your host family name**  
**host family address in Parma**

Information on host families will be emailed to students approximately two weeks before the start of the program.

Usually, regular mail is quite reliable and takes between seven and 10 days to arrive. Occasionally, mail can be misplaced or lost by the postal service in Italy, just as it can be lost by the postal service in the US.

Packages may be sent to you via DHL or International Priority Mail through the US Postal Service to the address listed above as long as the phone number listed inside the back cover of this handbook is included. Although you can ship almost anything to Italy, please keep in mind that certain items may require a special tax in order to clear customs. So, think twice before shipping expensive items, such as computers or books or medication. You may be required to spend **several hundred dollars** on taxes (usually a high percentage of the value). Also, personal items, such as contact lens solution, are taxable. If there are certain things you can't live without, pack them with your luggage and do not arrange to have them shipped to you.

In lieu of sending a package (e.g. care package, birthday gift), we recommend families and loved ones simply deposit something extra in your ATM account and send you a note with best wishes to enjoy a nice dinner out on the town with your friends or host family.

You may also RECEIVE faxes at the program office. See the number inside the back cover of this handbook.

## STUDENT COMMUNICATION RESPONSIBILITIES

### Read your Email

Before, during, and after your study abroad experience someone from the Office of Study Abroad and International Programs or another Pitzer College office may contact you with information about orientation, health, safety, academic, finances, or other matters. Faculty may need to contact you about academic issues, invitations to do a senior thesis, etc. **For Pitzer students, the official means of contacting you will be your Pitzer College email account.** For non-Pitzer students we will use the email you provided in your application.

Due to the large number of messages on student-talk, Pitzer-talk, and other email lists, we advise students going abroad to unsubscribe to email lists while off campus. If you have a limited amount of time to check email or are paying for connection time at an internet café while abroad you don't want to miss important College information buried in your inbox. Investigate methods for labeling and filtering your messages before you go.



**Students are responsible for managing their email accounts and reading their official school email on a regular basis before, during, and after studying abroad.**

For Pitzer Students: the Pitzer password automatically expires every six months - 180 days from when you last reset your current password. Change your password before you leave to assure continuous access. If your password does expire, log on to [www.pitzer.edu/pitpass](http://www.pitzer.edu/pitpass) or contact the Pitzer Helpdesk at [help@pitzer.edu](mailto:help@pitzer.edu).

### Keep your Student Contact and Emergency Information Current

We may also try to reach you via your mobile phone, home phone, personal email, or other means. In the event of an emergency, we may need to contact you or your parents or guardians via the information in the Pitzer College database or in your Study Abroad file. It is important that you notify the Office of Study Abroad and International Programs AND the Office of the Registrar at [registrar@pitzer.edu](mailto:registrar@pitzer.edu) (to update the College database) of any changes to your personal information.

When you leave campus for a semester your Pitzer College student mail box is assigned to another student. You will have a different box number upon your return to Claremont. Before you leave campus provide forwarding information to the Pitzer College Mail Center. A forwarding address in the US is strongly recommended. Contact Kathleen Kile, Mail Center Supervisor, at [Kathleen\\_kile@pitzer.edu](mailto:Kathleen_kile@pitzer.edu) for more information.



# WHAT TO BRING

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## ESSENTIAL DOCUMENTS AND ITEMS



- Your **passport** valid for **at least six months past the end of the program** and two photocopies carried separately from your passport in other suitcases or wallets. Leave an additional copy at home with your parent or guardian.
- Your Italy **visa documents**
- Your **airline ticket**
- Credit and ATM cards**
- An official **immunization record** from your doctor or health clinic and a photocopy.
- International Student Identity Card (ISIC).**
- Your **medical insurance information.**
- Important **contact information** for your home institution.
- This **handbook** and any other pre-departure reading materials.

## Clothing, Medicine and Miscellaneous

What you bring is an individual matter. It depends upon what you may want to buy in Italy, how much you want to carry (the lighter the better), and what you plan to do during your semester. Everything you might need is available in Italy, but you may not have access to your favorite brands and some items may cost more than in the US. We suggest you come **as light as possible** and buy anything else you need in Italy. Traveling becomes much more enjoyable as the weight of your bags decrease. Whether you bring it with you or buy it, the following items are suggested:

### Clothing

You should prepare for all seasons. In late November through February, the weather in Parma can be very cold and foggy with occasional snow. In addition, given the current situation in the world, it is also a good idea to avoid words or designs on clothing that call attention to you as an American. In general we suggest darker colors, as they are easier to care for.

- Jeans**, long pants or light-weight slacks
- T-shirts** (Avoid words/designs that could call attention to yourself as a foreigner)
- 1 or 2 **nice dresses**
- 2 or 3 **skirts**, knee length or lower
- 1 or 2 **collar dress shirts** and **ties**
- At least one pair of **nice dress pants**
- Underwear**
- Socks** (2 - 3 pairs wool), stockings, tights
- 1 pair **dress shoes**
- 1 pair **walking shoes**

- 1 pair of **sandals**
- Sweaters** and 1 **sweatshirt**
- Light jacket** (with hood, if possible)
- A **weatherproof coat** or rain coat with a very warm lining
- Gloves, hat and scarf**
- Light bathrobe**, below the knee
- Bathing suit**
- Slippers** to wear around your host family's home

### Toiletries

You will need items similar to those you would use in the States (e.g. soap, razors, nail clippers, deodorant, feminine hygiene products, comb and brush, shampoo, etc.). Most items are available in Italy, including many brand names, but if you're attached to a particular brand you should bring it with you. You should not pack razors or any other potential weapon-like accessories in your carry-on luggage.

### Medicines

- Bring **prescription medicines** in their original containers and copies of your prescriptions. You may also wish to bring a physician's note explaining the need for the medication. We recommend bringing enough for the entire semester. Shipping may be unreliable and it is difficult to mail medication to Italy due to custom controls. Some medications may not be available even with a local physician's prescription. Be aware that some medicines are controlled substances and may be illegal in some countries. Refer to the section on Traveling with Medication.
- Vitamins, cold medicine**

### Miscellaneous Items

- Umbrella**
- English/Italian dictionary**
- Small towel, large bath towel, washcloth, and scrub brush**
- Sunglasses**
- TSA approved locks for your baggage**
- Travel alarm clock**
- Camera**
- iPod** or portable mini disk player with your favorite music
- Mini tape recorder** (for interviews or recording music)
- Extra **batteries** for camera, alarm clock, etc.
- Hair dryer** and **electric razor**
- 110/220 power converter and adapter plug for rectangular 2-hole plug**
- Photos of family and friends**
- A few **novels** for reading and swapping
- Stationary and a book for **personal journal**
- Favorite ink **pens**
- USB flash drive**

## Baggage

- 1 or 2 suitcases** for checking onto the plane (We recommend something with wheels, or a back-pack for easy transport)
- Money belt** – for around the waist or neck
- One regulation size **carry-on bag**
- Day pack** or duffle bag (may also be used as a carry on)



**Check the Transportation Security Administration (TSA) website for current regulations about prohibited and permitted items for carry-on luggage and checked baggage.**  
<http://www.tsa.gov/traveler-information/prohibited-items>

## Laptops: To Bring or Not to Bring?



A common question we receive is whether or not to bring a laptop to Italy. Take into consideration that computer access at the University of Parma is not as available as in the US. It is beneficial for students to bring their laptop as assignments can be sent by email to save paper. However, it is important to keep in mind the following issues:

- Would having someone ask to borrow my computer put me in the awkward position of either saying “no” and feeling guilty, or saying “yes” and then worrying about loss or damage?
- Will a computer in my bedroom become a convenient excuse for me to retreat from interaction with my host family (my primary source of culture and language learning)? Or, can I strike a balance in which my computer assists me in my critical reflection of my experience but does not interfere with the experience itself?
- If access to the internet/email is possible do I want to trade time in cyberspace for time interacting with Italians?
- On the other hand, would having a computer allow me to finish my writing assignments in significantly less time than doing them by hand and therefore increase time for cultural interaction?

If you choose to bring a laptop to Italy, don't forget to bring a power converter and an adapter plug.

If you have specific questions regarding what to bring, feel free to contact the program staff directly.

## GIFTS

It's always nice to bring several small gifts from home for your Italian family members. However, please remember that giving too generously may make it difficult for future, perhaps less affluent, students who may live with your family. Pictures of yourself, your own family and your home are very much appreciated. Picture books of your state or country would also be a good idea. Something typical to your state, calendars, hats, or t-shirts (with slogans from home) would also be nice.



# PREPARE TO RETURN HOME

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## Saying Goodbye

The bonds you form with people you meet when abroad go both ways. In most cases it would be impolite to just disappear. Customs vary from culture to culture, and how you say goodbye can be just as important as the proper greeting when you first met.

- Plan ahead if you have exams to take or papers and projects due at the end of the program. Give yourself a couple days to say goodbye, pack and visit your favorite places one last time.
- Find out what is expected of you before your last week in the host country. If you are expected to give parting gifts you may wish to purchase them during the semester as you explore and have more time to choose.
- Do not make promises lightly. If you invite someone to visit you at home, be prepared to be a gracious host. Be aware that customs restrictions, fees or shipping costs may make sending certain items from home impractical. If you promise to mail an item once you return, make every effort to do so. Keep in touch; send a note.

## What to Bring Home

- Souvenir is the French word for memory. If you want to bring home small items for yourself or your family and friends you may want to purchase them during the semester rather than in a rush at the end of the program. Check customs restrictions and duties before you buy: <https://www.cbp.gov/travel/>.
- If you cannot take something with you, take a photo. Include photos of your homestay or dorm room, your classrooms, local shops, people you meet (with their permission), local plants, animals, cultural items, monuments, foods, study trips, etc. Do you have a photograph for the cover of the next Pre-departure Orientation Handbook or the study abroad website?
- Collect names, addresses, email, phone numbers, host family information, etc. so that you can keep in touch with people you met while abroad. In addition, study abroad students undergoing background checks and security clearances years later have been asked to provide their home stay addresses. The Office of Study Abroad and International Programs does not have this information for prior years.
- Make notes on any research you may wish to continue or use for your thesis or a grant or fellowship application such as the Fulbright. Collect source data and the contact information for people and organizations.
- To get credit towards your major or another graduation requirement for work done abroad, be sure to bring home any syllabi, assignments, course catalogs or other information for faculty to make a determination.

## Culture Learning Workshop - Preparing to Return Home and After you are Home

Your experiences abroad are now part of you and it is not unusual to experience reverse culture shock after your return home. Working through Module 2 - Welcome Back! Now What? of the on-line culture learning workshop a few weeks before the end of your program will help you prepare to say goodbye and better understand reverse culture shock. Modules include 2.1 - Preparing to Come Home; 2.2 - If you are Preparing to Return Home Soon; 2.3 - Back Home: Neither Here nor There; 2.4 - What Did You Learn Abroad? and 2.5 - Say No to Shoeboxing The on-line culture learning workshop may be found at <http://www2.pacific.edu/sis/culture/>. No written responses are required.

## REGISTRATION FOR NEXT SEMESTER'S COURSES

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Pre-registration at Pitzer College will occur on campus in late April for fall, and in late November for spring. If you do not attend Pitzer, please consult with your study abroad office to determine how pre-registration will be handled on your campus. For all students, planning ahead will do much to alleviate the anxiety you often experience about pre-registration. Before you leave campus, it is advisable to:

- Declare your major with the proper forms in the Registrar's office. If you are a Pitzer student who will be a junior while you are abroad you must submit your major declaration form to the Registrar's Office before you leave. If you do not, you will not be able to register for the next semester.
- Talk to your adviser to have a clear idea of the type of courses that you will need to take upon your return.
- Take contact information for anyone you may need to consult with regarding courses and general requirements.
- Ask a friend who is staying on campus to collect the necessary forms and signatures on your behalf for any courses that require special permission.
- Provide a signed document stating that your friend is acting as your proxy (most professors probably wouldn't require something this formal, but it couldn't hurt).

### For Pitzer Students Only: Registration from Abroad

For instructions and course schedules visit the Registration Information and Resources website page at <https://www.pitzer.edu/registrar/registration-information-resources/> **Email your registration to [regabroad@pitzer.edu](mailto:regabroad@pitzer.edu) PRIOR to your assigned registration day and time. Remember to account for different time zones.**

In your email, please include the following:

**Subject line** - please put your name. Example: "Your Name - Fall 2016 Registration"

**Name**

**Student ID Number**

**Adviser**

**Major**

Course ID Number

Section Number

Course Title

Instructor

Day and Time

Please be assured that you will be registered with your class if we receive your registration request prior to your registration time. Your registration will appear on your student portal the day after your registration date. Due to the high level of student registrations from abroad, please allow 3 to 5 business days after your class registration date to receive an email confirmation of classes. If a class you have requested is full or has been cancelled, you will be notified. Email permission from an instructor to register in a full course will be accepted only from the instructor's Claremont Colleges email account.

Information for fall courses should be available around mid-April and around mid-November for spring courses, about two weeks before pre-registration. If you have junior class standing and have not yet declared a major, or if you owe money to the College, you will not be allowed to register for courses until you have taken care of these matters.

## APPENDIX A: SEXUAL HARASSMENT AND PREVENTION

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THE • CENTER • FOR • GLOBAL • EDUCATION



**SAFETI Clearinghouse**



### **SAFETI On-Line Newsletter**

Volume 1, Number 2, Spring - Summer 2000

Sexual Harassment And Prevention In College Students Studying Abroad

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[NaNNewport@aol.com](mailto:NaNNewport@aol.com)

### **Introduction**

It has been my experience over the years as a Consultant to the US Peace Corps that the issue of sexual harassment for women can become a major stress factor that can greatly affect the entire overseas experience.

The information included in these pages comes directly from the work I have done with hundreds of inspiring and courageous Peace Corps Volunteer females as well as my own personal experience as a 22 year old Peace Corps Volunteer in Brasil many years ago. I have listened to and experienced the struggles, fears, frustrations, dilemmas, as well as joys of being a female in a developing culture. I have learned a great deal from the experience and from the incredible women with whom I have had the privilege of counseling. My life and my clinical work have been immeasurably enriched by the experiences we have shared together.

### **Cultural Sensitivity**

We all want to be culturally sensitive, to get along, to be respectful, to fit in, to not offend. In training, cultural sensitivity is emphasized and highly valued. It can be the doorway through which a college student studying abroad gains entry to and acceptance with the community abroad.

It is very important that the cultural sensitivity training provided never requires that you submit to behaviors that invade your personal boundaries and that feel unsafe or even uncomfortable to you. If it feels inappropriate or makes you uneasy, get yourself out of the situation. Never sacrifice yourself or your sense of safety for the sake of cultural sensitivity.

### **Personal Boundaries**

Personal boundaries are the personal space around us, physically and emotionally, that serves to preserve our physical and emotional integrity. When someone gets "too close", an alarm sounds inside. We need to listen for, respect, and respond to that alarm. We also need to respect the personal boundaries of each other. These areas can be very confusing for students for several reasons:

Reason One: The issue of personal boundaries tends to be confusing for people. Some of us were raised in families with broad rigid boundaries, lots of secrets, locked doors, distance from people, and perhaps even distance from our own emotions. Others of us were raised in families with loose boundaries, or inconsistent boundaries where people did not consistently allow personal respect or require privacy, where frequently no one knocked on bedroom doors before entering, where people shared common space and little personal space was available. And some of us (a very few) were raised with more of a balance of closeness, respect, and honoring of privacy and personal space.

Reason Two: Social conditioning in college has influenced boundary understandings by increasing tolerance for loose, fluid boundaries. Many college students have been acclimated to a very loose boundaried college culture. Students may "crash" in each other's dorm or apartment...males and females may share sleeping space for convenience without sexual expectations. They may have become accustomed to, and therefore have a high tolerance for loose personal boundaries.

Reason Three: We "assume" every one has the same understanding about personal boundaries as we do. Now enter another country and find the whole issue of boundaries and personal space is highly influenced by cultural norms and very different from what you are accustomed to. And the amount of personal space has a certain meaning in one culture and a different meaning in another culture. Like learning a foreign language, customs and personal boundaries in a new culture are not to be "assumed" to be known, but must be learned for your safety.

## **The Ultimate Boundary – Your Body**

In some cultures, allowing a man to enter your house is symbolic of letting him enter your body. Many men have told women that they "assumed" she wanted sex just because she allowed entry into her house. Staying outside on the porch is a safer way to receive male guests. Where is the best place to entertain men in a safe way without misunderstandings where you live in the US? Where will the best place be to entertain men in a safe way without misunderstandings where you live/study abroad?

## **Concept of Male Friendship – A Boundary Misunderstanding**

American women are accustomed to the concept of male friendship. It has a meaning that may not translate in the new culture. Being seen with a man, talking with a man, going out with a man may have a different "meaning" in the culture than a female student may intend. What does it mean in the culture you are in? Is that your intention? If no, change your behaviors to send the message you intend.

## **Strokes – Finding Deeper Meaning in Communication**

Strokes are the measure of the exchange of communication between people. When interacting with others, we are constantly exchanging numbers of strokes. When we are communicating with peers, we tend to exchange a comparable number of strokes, a balanced exchange. In communication with those in authority however, the exchange may tend to not be balanced. The employee, for example, may tend to deliver more strokes than they receives from the boss. With friends, coworkers, spouse, children, authority figures, parents, strangers, strokes are delivered in varying amounts of balance or imbalance. Notice how this plays out in your life. Normally we are not aware of this measure of exchange as it operates at an unconscious level.

So it is, that when someone is being approached by a stranger or unwelcome individual, the amount of strokes should be kept to a minimum. In Latin culture, for instance, a man may sit next to a female student on a bus and begin an uninvited conversation with "Oh, baby. I love you." There is a tendency on some women's part to give a lecture on love to that individual ("How can you love me? You don't know me.", etc.)—providing a lot of strokes. Remember it's the number of strokes that are important, not the quality or content (negative or positive). This woman is then surprised to discover that the man continues and even escalates the harassment rather than moving away.

It is more effective to:

- Ignore the harassment/pretend ignorance
- Feign confusion/lack of understanding
- Move away/remove yourself from the situation

Confrontations of any type serve to encourage harassers who want attention, even negative attention will do. It's important to know about the power of strokes. When people come at you with strokes that you don't want, don't give away any strokes in return. Don't offer explanations. Get up and move, say no, but do not equalize the number of strokes exchanged as it may only escalate into getting you into more trouble.

Notice how strokes play out in your life. Notice the relationships where strokes are not equal—where someone is giving you far more strokes than you are giving out, and notice how it feels inside. Does it make you uncomfortable? This is true in all kinds of relationships, and can be used to help identify predators.

Harassment behavior and language varies from one culture to another. How do men harass women in the culture in which you are visiting? How do national women in that culture deal with it? Notice their effectiveness and use their response as a model.

## Assertiveness

Passive	Assertive	Aggressive
<b>Passive</b> <ul style="list-style-type: none"><li>· "Too Nice"</li><li>· Suck it up</li><li>· Hold it in</li><li>· Denial</li><li>· Subtle manipulation</li><li>· Guilt</li><li>· Powerless</li><li>· Latent Hostility</li><li>· Weak Boundaries - not setting personal limits</li></ul>	<b>Assertive</b> <ul style="list-style-type: none"><li>· "Firm"</li><li>· Deliver messages clearly</li><li>· "I" statements</li><li>· "Broken record" technique (say "No, thank you" and then keep saying it over and over)</li><li>· Good boundaries</li></ul>	<b>Aggressive</b> <ul style="list-style-type: none"><li>· "Mean"</li><li>· Blow it out</li><li>· Explode</li><li>· Expressed Hostility</li><li>· Overt Manipulation</li><li>· Threats/Ultimatums</li><li>· Guilt</li><li>· Powerless/Out of control</li><li>· Rigid boundaries</li></ul>

## Actions

Actions speak louder than words. Make sure your body language is congruent with your words. If you say no with a smile on your face or in a weak, unconvincing voice, the words lose their force and power. Say no firmly and swiftly and follow that up with removing yourself from the situation and getting assistance if needed to back you up.

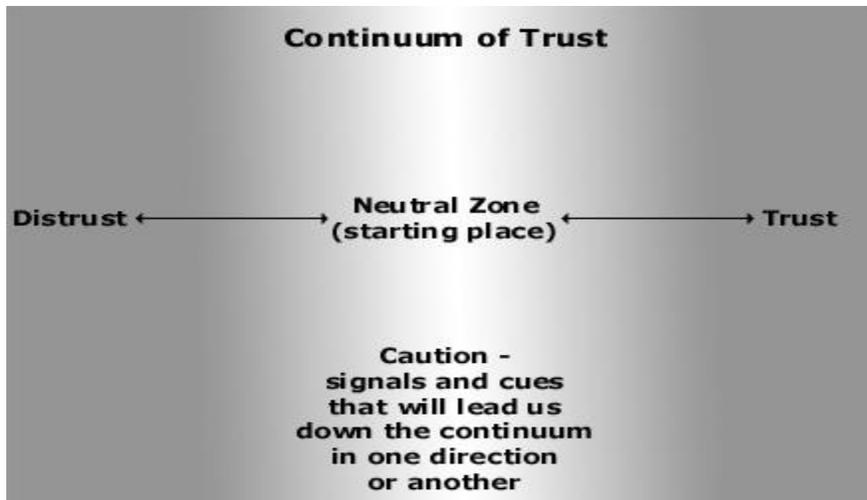
## Persistent People

Use the broken record technique when faced with a situation when someone will not take no for an answer. Do not be coerced into backing down from your position by the persistence of the person insisting. Just because they did not accept your "no" does not mean you now need to come up with another reason or excuse. Keep saying the same answer over and over again, without developing a new reason or excuse each time the other person doesn't accept it. You don't have to be creative. Stick to your answer and just don't budge.

Example:

"Would you like to go to the movies with me?"  
"No, thank you. I can't go."  
"Oh, come on. It's just a movie."  
"No, thank you. I can't go."  
"I'll get you home early. I'll be a perfect gentleman."  
"No, thank you. I can't go."  
"Oh, you're too good for me, is that it?"  
"No, thank you. I can't go."  
"Oh, you can't go?"  
"No, thank you. I can't go."  
"Oh."

## Trust



Trust needs to be earned. Many people have the mistaken notion that people should be trusted until proven otherwise. Actually, it is prudent to stay in a neutral position about a person, neither trusting nor distrusting them at first. Gather information from this person that will help you determine the trustworthiness of the person. In a new culture, watch for clues and cues from people who know the person and figure out how trusted they are by the community.

## Harassment Burn Out

Harassing behavior is annoying at best and threatening and dangerous at worst. All students should seek assistance if harassment towards them becomes out of control and /or causes increased anxiety and anger. Many students reach a point, after which time they can no longer tolerate the catcalls on the street with the same humor they had when they arrived in country. For some, the irritation escalates to anger and retaliation. Some students have acted out toward men on the street (yelling at them, insulting them, throwing things, hitting them) out of exasperation. This aggressive behavior is dangerous. It is a warning sign that needs to be addressed for your protection. It is very understandable that the harassment has "gotten to you," but exhibiting aggressive behavior back can put you at risk. This "burn out" is a signal that it's time to take a break. Get out of town. Take a vacation. Go talk to your teachers, staff, and/or counselor. Do some stress relieving exercises that work for you. Talk to someone. Do something different!

## Predators/Prey

In the wild, when an animal is either separated from the herd, is weak, young, injured, or otherwise vulnerable, it is likely that a predator will spot the animal, consider it prey and attack.

It is essential to your safety that you never allow yourself to be vulnerable to attack, that you avoid behaviors that can make you prey. You may have the right to walk down the beach at 2:00 in the morning, but if you do, you are making yourself prey to a waiting predator.

You may want to go to a bar or a party and have some fun, let off some steam, kick back and have a good time but if you drink alcohol or use any mood altering substance, you are now potential prey. It's as if you said to the strangers/acquaintances around you, "I'm going to relinquish control of myself/my body now. I put myself in your hands." Being at the effect of substances of any kind sets us up to be vulnerable to the attack of a predator.

It's not fair. Of course, it's not. But it's true—and staying in control of yourself can save your life. Being awake and aware allows you to pick up on warning signs that alert you that something is wrong. In the book, *The Gift of Fear*, Gavin deBecker describes the "gut feeling", the intuitive sense, that something is not right—that some danger may be present—as the gift of fear. Fear alerts us if we are awake and aware and respectful of the feelings we get. We must not override our sense of fear by saying to ourselves, "I don't know what I'm worried about, I'm sure nothing's wrong here", instead of paying attention to that little voice in our gut that says, "I don't know what's going on here, but something's up". It is really, really important to pay attention to our intuition, that little sense of knowing that something is amiss here, and not to dismiss it or deny it.

In his book, deBecker describes seven (7) ways that predators manipulate people to become prey. Learn all of these strategies so that you will not fall prey to them yourself. The tactics are:

- Forced teaming: intentional and directed manipulation to establish premature trust, example: "we're in this together"—a form of false rapport
- Charm and niceness: manipulative, deceptive, for self-gain
- Too many details: a tactic used when people are lying
- Typecasting: a slight insult designed to manipulate a woman to feel compelled to prove its inaccuracy
- Loan sharking: unsolicited giving designed to create a feeling of indebtedness
- The unsolicited promise: false promises
- Discounting the word "no": when someone refuses to accept "no" for an answer

More about these tactics can be learned from reading the book, *The Gift of Fear*. It is a highly recommended resource for anyone wanting to be more savvy about ways to protect themselves.

## Potential Predator Behavior—Progressive Intrusive Invasion of Boundaries

If in a situation there is someone giving you more attention that you want, or is finding excuses to touch you, this can be potentially dangerous to your safety. For example, a guy comes up to a woman and gently brushes his shoulder up against her, flipping her hair off her shoulder, grazing her hand. She's thinking, "This is creeping me out, but I'm sure I'm overreacting, I'm sure he doesn't mean anything." This is where danger begins. He is thinking, "How much will she tolerate and allow? How long can I get away with this without her calling me on it? How far can I go?"

### Touch:

- Uninvited, seemingly "unintentional" touching (brushing up against a woman's leg or arm, touching her hair)

### Escalated touch:

- If not acknowledged and objected to, the touch will escalate (hand on thigh, hand on arm, sitting very close)

### Forced sense of indebtedness:

- Creating a sense of indebtedness (buying an unsolicited drink or meal for example) and then expecting her attention in return (a dance, to walk her home, to spend time with her)

## Conclusion

While some men are harassed, women experience the majority of sexual harassment and sexual assault. If you are a female student, this reality undoubtedly frustrates and angers you to have to be so very aware of your safety. If you are a male student, it likely dismays and angers you that women are ever treated disrespectfully.

There are steps to take to minimize risk in while traveling abroad and maximize fun and a rich cultural experience. It is important for women to:

- Integrate into their community
- Make friends with the women of the village
- Learn from the women about self protection and practice what you learn
- Dress according to local customs
- Interact with men according to the local customs
- Behave according to the local customs
- Stay in control; staying sober and alert keeps your senses in place to protect you
- Have a buddy system: having at least one other person with you that you trust can help you in regular circumstances as well as in problematic situations (what if someone spikes your drink). It is generally a good idea to travel in groups
- Pay attention and respond to any inner signal (intuition) that "something isn't right" and remove yourself from the situation

Do not try to behave like you would in the States. You are here to experience a different way of life, one that allows you to assimilate into your village, to "join" the community, to have a full, rich cultural experience. Enjoy it. You are not giving up yourself—you, indeed, are expanding on your choices as a female. This article has been created as an invitation to you to be awake and aware and to acknowledge the realities of potential safety issues around you. To live your life as if this isn't so is to deny yourself adequate protection. Treat yourself well.

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Student Study Abroad Safety Handbook

World Wide Colleges and Universities

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Resources for Study Abroad

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# APPENDIX B: PITZER COLLEGE STUDY ABROAD OVERVIEW OF ETHICAL PRACTICES OF RESEARCH AND ENGAGEMENT IN COMMUNITY

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## 1. Informed Consent

### RESEARCH

When conducting an interview or using a conversation for research data collection, you must have informed consent from the individual. This means you must inform the individual of your research intentions and who might possibly view your data before interviewing that individual. You must accept any refusal or declination to be interviewed.

### PHOTOGRAPHY

Please consult with your program director regarding cultural and legal issues involved in photographing of members of the host culture. Please ask each individual you intend to photograph before taking any pictures. Be specific about the intended use of the photo. If appropriate, given the norms of the culture in which you are conducting research, get a signed release form. Please do not take pictures for public use unless given permission by the individual in the photograph and the director of your program.

Photographing children – Again, consult with your program director. In many countries, you may not do this without the approval of the parents/legal guardian. In general it is best to take photos only when the parents are present and give their approval. Again, if appropriate, use an authorization form in their first language and never assume they know what it says.

## 2. Compensation

Before offering compensation for participation in a research project to any individual, discuss your plans with the faculty supervisor of your project and the director of your program. Never loan money to anyone in the organization in which you are working or any individual involved in your project.

## 3. Questions

Be critical of the types of questions you include in everyday conversation, surveys, and/or interviews. Avoid questions that may frighten or intimidate the people you are interviewing. Be respectful of their privacy and ask only questions that have a clear purpose. Always explain your intentions. Assure confidentiality. For example, if working with a mostly undocumented population, you must always be aware of issues of privacy and law. Whenever possible, review and refine your research questions with your program director and faculty adviser before beginning your field research.

## 4. Confidentiality

If you are discussing sensitive topics that make the individual uneasy, always assure confidentiality and always keep your promise. Never use real names or any other information that can lead to an individual's identity in your data, field book, research notes or final paper. Keep a private key to the names for your own private use, but do not release those names. Always ask the individual if you can use his/her real name before doing so. In some cases you may want to use a pseudonym for your research location (village, community, organization) to add another level of confidentiality. Discuss this with your program director and faculty adviser.

## 5. Culture and Reality

Always be aware of the specific reality of your particular site. This reality may be different from what you would expect, what you are accustomed to, or what you commonly understand. Or it may be very similar to what you would expect. Whatever the situation, there are some general guidelines to follow in order to retain professionalism in a community environment. For example, dress code can become an issue in many environments. It is important to dress in a manner that affirms you as a student with an academic and community-based purpose. Otherwise, you may attract attention that may be perceived negatively or be misunderstood.

Also, age and gender play roles in forming relationships. For example, if you are working with older participants, they may expect you to demonstrate clear respect for them because of their long and often complex histories, yet they may feel they have to be deferential to you because you are college-educated and therefore have a high social/economic

position. These relationships of power and respect are sometimes difficult to manage, but you should always be sensitive to another individual's life experiences. Everyone is a teacher, and everyone is a student. Keep lines of communication open. Assume good will.

## 6. Safety

If there is any question about safety (e.g. the neighbourhood where your internship or research site is located), try to go to your site with a partner – especially at night. Consider going with a fellow student, a member of your host family, or a trusted member of the organization where you are working. Always have the organization supervisor or a staff member present at your site when you are there. Never go to your site alone when confronting a conflict or problem. Ask your program director to accompany you under such a circumstance.

## 7. Phone numbers

Never give out your phone number or the address or phone number of your host family. You can use the number of your program office if you absolutely must give contact information.

## 8. Sexuality and Gender Considerations

Cultural norms in this area vary greatly. In general, the guidelines you receive for culturally appropriate behaviour in the community and with your host families should apply for your internship or research. Check with your program director on any special considerations you need to be aware of in your particular situation. While cultural norms may vary, certain behaviours are not acceptable. Sexual harassment will not be permitted in any form (although the understanding/definition of sexual harassment will vary from culture to culture, and you need to be sensitive to this). This means that within the context of your host culture, you should refrain from any type of behaviour that gives the appearance of sexual harassment. By the same token, we will not permit any type of sexual harassment to be perpetrated on you. At the first sign of a problem please contact your program director so that you can work together to resolve the situation.

Keep in mind that any romantic or sexual relationships you form with people involved in your research or internship (clients, participants, supervisors, interviewees, etc.) may be unethical and/or culturally inappropriate, could negatively affect your ability to conduct your project, and might have negative consequences for the person you are involved with. Please consult with your program director for clarification in this regard if this is likely to become an issue.

## 9. Working with Children

Consult with your program director regarding cultural, ethical and legal concerns you need to understand when working with children. In general, if you witness any type of physical abuse, neglect, sexual abuse, emotional maltreatment of a child you should report to your program director. You are not permitted to transport children.

## 10. First Aid

You should learn and follow your organization's procedures for medical emergencies and the administration of first aid. You should wear protective gloves when coming in contact with blood or any type of wound. Take special care around needles or other medical instruments if you are working in a health care situation. It is always best, whenever possible, to allow a school nurse, local health professional, or member of your organization to handle medical and first aid situations.

## 11. Punctuality and Follow-through

It is important to remember that some of those with whom you may be working (e.g. children, adolescents, abused girls and women) may have abandonment issues. You may trigger negative emotions if you are late or fail to show up when you are scheduled. It is imperative that you prove to them that they can count on you for doing as you promise. In addition, you are a role model, and they will see no reason to follow through with their promises if you do not follow through with yours.

**Note: This document was adapted from a document produced by the Pitzer College Community Engagement Center (formerly California Center for Cultural and Social Issues). These guidelines may be modified to fit the cultural and legal realities of your particular program site.**

**Pitzer College: Study Abroad**  
**Declaration to Adhere to Ethical Practices of Research and Engagement in Community**

Read the document. Place your name, date and signature at the bottom.

1. I will always obtain consent from the participants for any interview/questionnaire/research/evaluation I conduct with them. I will inform them of the purpose of the task. I will respect their decision and not treat them unfairly if they decline to participate.
2. When I ask questions of the participants – whether for research or everyday conversation – I will refrain from asking any questions which might be construed as intimidating or frightening. I will always explain my intentions and assure confidentiality.
3. I will always obtain consent for photographing, audio taping, or videotaping the individuals. If appropriate, I will get a signed release form - even if the collection of this information is for my personal use. When photographing, audio taping, interviewing, or videotaping children/minors, I will always go to the parents or legal guardian for consent.
4. If these individuals are clients of or participants in a particular organization with which I am working, I will always get permission from the director of the organization before I take any action related to my research.
5. If I keep field notes or other written records of my interactions, I will refrain from using real names. I may choose to create a key to the names, which I will keep confidential.
6. I will arrive at the organization or research site at the time I am scheduled. If there is preparatory work to be done for the meeting, I will complete that work before the meeting or arrive early enough before the meeting to make necessary preparations.
7. I will dress in a manner appropriate for the program, organization, or community with which I am working. In addition, I will be sensitive with regard to dress and attitude to not in any way demonstrate disrespect to its members, clients, or collaborators of that organization.
8. I will always use respectful language at my site and in my research interactions.
9. I will follow all safety guidelines given to me by the program director and organization supervisor, including precautions related to travel to and from my site.
10. I will ask for and follow safety, first aid, and other emergency procedures from my site.
11. If it is necessary to give a contact number to others in relation to this project, I will provide the number or email of the program office. I will not give out my personal contact information or that of my host family.
12. If I feel I am the recipient of any form of harassment in the organization with which I am working or I am confused about any behaviour or language that is directed at me, I will consult with the program director and organization supervisor immediately.
13. If I witness any type of abuse or harassment, or behaviour that I am not sure about, I will consult with my program director immediately in order to better understand the situation, and if necessary, resolve or report a problem.

***I have read, understood, and agree to follow these ethical practices of research and engaging in the community.***

Signature \_\_\_\_\_ Date \_\_\_\_\_

Print Name \_\_\_\_\_

**Note: This document has been adapted from the original produced by the Pitzer College Community Engagement Center (formerly the Center for California Cultural and Social Issues).**

## APPENDIX C: ANSWERS TO THE CROSS-CULTURAL QUESTIONNAIRE

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The following statements are based on expectations commonly held by US students planning to study in Italy and on dilemmas and issues students often face once they arrive in the country.

**Directions:** Please mark each statement below as true (if it is generally true) or false (if it is generally false).

**1. TRUE - Italy is a Mediterranean country, so the weather is generally mild even during the winter.**

It is true that the weather in Italy is generally mild compared to Northern Europe, especially along the coasts and in the southern areas (Sicily etc.). HOWEVER, in the Po valley, where Parma is situated, winters are rather cold. During the months of November, December, January, February and sometimes March, it is often humid and foggy, it often snows and temperatures drop below 0°C (below 32°F) during the night and sometimes even during the day. People during these months wear scarves, gloves, hats, boots, wool coats and often carry umbrellas to shield themselves from the rain or snow.

**2. FALSE - Italians always eat huge meals and drink lots of wine with every single meal.**

Traditionally, for all Italian families, meal-times are the most important times of the day. It is when family members gather to be together, eat and share about important events of their day. Breakfast tends to be minimal and dinners are often light meals. Lunch, however, is usually the main meal of the day and almost everyone takes a long lunch break from work to go back home and have lunch with their families.

Of course, specific habits depend on family schedules and things are rapidly changing in Italy. More and more women work outside of the home, many people commute to work and are unable to return home for lunch, and small children generally eat at school. In the modern and hurried life that most Italians have today, the bigger meal is now usually consumed in the evening and the big “pranzo” (lunch) is usually left for Sundays. Drinking wine is, in most cases, limited to evening meals and Sunday lunch. One aspect that still persists in the daily Italian schedule: all shops, offices, schools etc. close for 2 to 3 hours in the middle of the day to let people have time for lunch.

**3. FALSE - Since Americans are the largest non-European group in Italy and since the media broadcast many American movies, television programs and music, Italians are generally well aware of what life in the US is like.**

Many Italians who have not had the opportunity to visit or study in the US have many stereotypes about Americans and their culture. These stereotypes include, but aren't limited to:

Americans are all blonde, blue-eyed, and have lots of money (think, *Beverly Hills 90210* and *Baywatch*)  
Americans don't know how to eat well; the typical American meal consists of hamburgers, hot-dogs and French fries  
There really is no such thing as “American culture”

Also, it is difficult for Italians to imagine how big the US actually is. Often, they have only heard of the big cities, such as New York and Los Angeles or San Francisco, and have heard very little of the cities that fall in-between.

Students should be aware that when they come abroad to Italy, or elsewhere, they become representatives of American culture. They should help Italians, or other Europeans, they come into contact with, to understand it.

**4. TRUE - Because men are often given preferential treatment in the home, students may have a hard time adjusting to gender roles in Italy.**

Although many habits in Italy are changing, Italians still strongly retain the tradition of treating female and male members of the family differently. For example, men are not usually required to help with the housework, but the women (including female host students) are. Both male and female students may feel uncomfortable, when they see that male members of the household aren't expected to do much, while female members are expected to run an efficient home *and* hold full-time jobs outside of their house. Men are given more freedom and don't tend to be questioned when going out. On-the-other-hand, families feel it is their duty to “protect” the women and they often question where a female student is going, who she is going out with, and what time she will return. There is no way to change this and students have to adapt to their host family's habits.

**5 FALSE - Students who are tired of the restrictive structure of their home campus and its highly structured academic schedule may want to consider study abroad in Italy for a more relaxed schedule and a whole semester of independent, autonomous learning.**

This is a common misconception for many students who choose a cultural immersion program. Students who choose to study abroad in these types of programs have to keep in mind that their learning process (their “class”) is almost “around the clock.” In the Pitzer in Italy program, the schedule is intense. Often, students feel that they do not have much free time. While in Italy, students are required to:

- attend language classes or lectures on culture, Mon. through Fri., for about 3 hours each morning and three afternoons a week for about three hours each;
- turn in at least two written assignments for their Field Book every week of the program (including the weeks when field trips are organized);
- participate in Community Involvement;
- audit classes at the Italian University; and
- participate fully in their host family life as much as possible, this includes all set family meals.

Students usually (but not always) only have Friday afternoons and weekends for independent traveling.

**6 FALSE - As a capital of fashion, Italians, even university students, tend to dress more formally than in the US However, you're an American and can dress however you'd like.**

Italians are very aware of what they wear. Wearing clean, ironed, tidy clothes is the norm for everyone. Students are expected to be properly dressed (this does not necessarily mean wearing expensive clothes), with kept hair and shoes at all times. Shorts and flip-flop sandals are considered beach wear and are not worn in town, by either men or women. Generally, pajamas are worn only in the bedroom and not in other rooms of the house. Typically, women only wear sandals during the hot summer months. Jeans that are in good condition are fine and many Italian students also wear them to class, but not on more formal occasions.

**7 FALSE - The easiest way for a student to learn if they are not acting in a culturally appropriate way is to ask a member of their host family.**

While each member of the host family is generally open and ready to give advice on whatever doubts students might have for acting appropriately in the community, they often feel embarrassed to address a specific complaint concerning the student’s behavior directly to him or her, especially at the beginning of their relationship. They often prefer to tell somebody else, usually the program staff, what they are annoyed about and ask them to explain things to their student. However, miscommunications and misinterpretations can be avoided if the student is open with the family by sharing their experiences and appreciation for the family’s advice. The best way to learn subtle typical rules is by observing your host family.

**8. TRUE - A common way students inadvertently insult their host family in Italy is by locking the door to their room whenever they leave home.**

Students should keep in mind that they have been accepted into the home by their host family as a family *member* and not as a paying guest. Therefore, once you have arrived in your new temporary home, you will have to forgo some “inalienable” rights, such as.... PRIVACY!! Be aware that Italians have a much different concept of personal space than most Americans have and that no spaces within the home are considered “private.” All doors in the house remain unlocked at all times and this includes your bedroom. Do not be surprised if children and other host family members may come in and out of your room while you are not there (to clean, open and close shutters, etc.).

**9. TRUE - Despite the advantages for cultural immersion, traveling alone in Italy, is a risky activity.**

Italy, generally speaking is a rather safe country. However, some students in the past have complained of being harassed when traveling alone. Due to this, the program staff strongly urges students to travel in groups of at least two or more. Students must also be aware that it can be dangerous to ride trains alone at night and should avoid planning late-night or over-night train rides. Walking alone late at night, regardless of the city in which you may be in, can also lead to unwanted harassment and troubles, especially for women. Students should also avoid taking buses alone after dark in big Italian cities such as Milan, Rome and Naples. In Parma, however, it is generally safe to take official taxis and ride the buses at night.

**10. TRUE - Students are often disturbed by the fact that Italians do not seem to take care of their memories of the past and cultural heritage.**

Italians are overwhelmed with buildings, ruins and monuments representative of the various periods of their rich history and culture. Generally speaking, they are so accustomed to seeing works of art surrounding them that they are not always aware of their immense value. Furthermore, these precious monuments in Italy are in such abundance that they have become somewhat of a financial burden on the Italian government and taxpayers. However, things are changing in Italy. Especially among the younger generations who are showing a greater awareness and caring for art. Nowadays, it is very common to see many pieces of art under restoration, a sign of this new-found respect. Students should not be too disappointed if some masterpieces they have traveled so far to see are temporarily not available for viewing and out of display.

**11. FALSE - Students don't have to worry too much about leaving their rooms tidy. Families respect the fact that it's the student's personal space.**

Even today, with many women working outside the home, it is considered the mother's responsibility to keep the house clean and tidy and, generally, these women take great pride in keeping an immaculate home. Students should keep in mind that leaving their room messy (or even just leaving the bed unmade) means extra, unnecessary work for the host mother who will feel an obligation to clean it (or make it). Students should be aware of this and try to adapt good housekeeping skills from day one.

**12. FALSE - All Italian families are large and very open. Friends and family members come and go whenever they please.**

In the past few generations, the number of children per Italian family has diminished. Northern Italy has the lowest birth rate in the country. In most cases children are limited to one or two, due to various reasons such as limited space, cost of living, etc.

Furthermore, Italians have an acute sense of privacy when their home is concerned. It is very uncommon to bring unexpected guests to dinner or to have friends over to "hang-out" or for sleep-overs. Their sense of hospitality leads them to feel extremely embarrassed if unexpected guests do not find immaculately perfect homes or well-prepared meals. Students should always remember to ask permission before inviting a friend to a meal and should never assume that they can offer a visiting friend or a family member lodging with their host family, even if there is an extra room in the apartment.

**13. FALSE - Because families are so open, you don't need to tell them where you are going and when you'll be back. They respect the fact that you are an independent American student and need your space.**

Absolutely false. All members of Italian families (both parents and children alike) tell each other where they are going and what time they think they'll be back. Italians NEVER go out without letting other people in the household know they are leaving. Also, they NEVER come back and go directly to their rooms without first greeting the rest of the family. Students should not take this as an intrusion of their privacy, but as a sign of affection and concern from their host family.

**14. FALSE - Italy is predominately a Catholic society, therefore most Italians, of all ages, go to church on a regular basis.**

It is true that Italy is a country in which Catholicism plays an important role and is the main religion of the country. Despite these facts, going to church is not an activity practiced by all Italians and it is not uncommon to see mostly older women at mass.

**15. TRUE - Americans, especially women are stereotyped as sexually promiscuous throughout Italy (and most of Europe). Overt flirtation may be seen as a desire for sexual encounters.**

Unfortunately, many Italians and Europeans have developed this negative stereotype concerning American women. Although Italians tend to be friendly and good natured, you (women AND men) should still ALWAYS exercise prudence when accepting the company of, or interacting with *unknown* persons of the opposite sex or otherwise.

**16. TRUE - Wine is a large part of Italian culture. Drinking wine at meals is the norm for everyone in most Italian households, including children. Although wine and alcohol are such prevalent parts of the culture, their abuse is not condoned by Italians.**

Drinking wine is a social rite like eating good food. Although at times wine may flow freely at the dinner table, its abuse is generally not condoned. Drinking, for the purpose of getting drunk, is not practiced much among adults or young people. Getting drunk in public (at a disco, club, etc.), is regarded by all as loss of self control and considered something that just should not happen.

**17 FALSE - Refusing food prepared by your host-family is always O.K. if they prepare something you don't like.**

Italians put a lot of care and pride into the food they prepare and, by consequence, they hate to waste it. If a dish a student does not like has been prepared, he or she should still taste it. One way to avoid offending the cook is to *try* to eat a large portion of what has been served onto their plate and then refuse a second helping. Students should keep in mind that it is considered rude to leave a substantial portion of food on their plate. Also, vegetarians are rare in Italy and even if a host family has accepted to host a vegetarian, often they are not aware of the many dietary restrictions this practice involves. Students should always keep this in mind and try to be open to eating new foods while in Italy. Students should tell their host mother in advance if they have any dietary limitations. Remember that in the Parma area the diet includes many pork products (prosciutto, salami etc.), butter and cheese (Parmesan cheese).



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