



At Pitzer College, students are challenged to see and think about the world in ways that allow them to expand their appreciation of other cultures. Through structured and intellectually rigorous study abroad programs, students gain proficiency in a second or third language, hear music and see art in their natural contexts, visit important cultural sites, take part in independent research, and participate in the daily lives of families and communities around the world. Visit the website for current information and details about how to apply to Pitzer Direct-run programs.

Pitzer College
Office of Study Abroad and International Programs
<https://www.pitzer.edu/study-abroad/studyabroad@pitzer.edu>



Philosophy and Educational Goals

Philosophy: A strong commitment to cultural and community immersion guides Pitzer's study abroad programs. The curriculum integrates traditional classroom instruction with experiential opportunities that lead to an understanding of different cultural perspectives through first-hand interactions with host cultures. This coupling of intellectual and participatory learning encourages students to think in ways that cross over disciplinary, cultural, and social boundaries.

Cultural Immersion: The Pitzer Direct-run programs provide ample opportunities for cultural immersion. They require adaptation. Wherever students go, we hope they will engage the local lifestyle, language and culture as fully as possible, and begin to understand hosts. Pitzer asks that students make the commitment to take those opportunities and follow that guidance when participating in a study abroad program.

Content and Design

Program Design: Pitzer programs are designed to create comprehensive experiences rather than an assemblage of related courses set in foreign locales. Students learn not only while engaged in language classes and their core course, but also when they are at home with their families, on study trips, and while conducting independent study or internships. All of these activities are tied together by writing assignments that require participants to reflect critically on their experiences, apply their capacity for critical thinking and analysis, and express themselves effectively.

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

Independent Study Project: Pitzer programs provide an opportunity for students to conduct an independent study project. Depending on the program, these projects may include research, directed fieldwork, an internship or apprenticeship in the arts. Because of the field-based nature of most of the Pitzer programs, we encourage students to select a project that involves field research, oral interviews, ethnography, and other techniques that facilitate cultural immersion over those involving traditional library research.

Interdisciplinary Core Courses: The core courses in Pitzer programs combine a series of lectures given by university faculty and specialists from governmental and non-governmental organizations, with the more experiential program components of fieldwork, service-learning, and study trips, to provide a high degree of cultural immersion and cross-cultural learning. In the core courses, students develop a portfolio of analytical, narrative, and creative writing known as the Fieldbook, which serves as a stimulus for critical reflections, and becomes a record of their intercultural learning.

Student Experience

Family Stay: Central to the success of Pitzer programs is an extended stay with one or more host families. More than any other aspect of a Pitzer program, family stays help students understand the host culture and the issues important to its community and country. Family stays demand full participation in community life and make it possible for students to develop meaningful relationships with family members and neighbors, who will vary in age, gender, ethnicity, and educational background.

Study Trips: To understand local and regional issues, students participate in a number of study trips while in each country. Costs associated with study trips are included in the program.

Pitzer in Brazil Summer Program



Program Information

The [Pitzer in Brazil Summer Program](#) provides students an opportunity to engage with a city and region that has retained and celebrated its African roots. It is run in collaboration with the Steve Biko Institute, a nationally recognized organization that is helping Black Brazilians enter and succeed in the college setting. The program takes place over six weeks in Salvador, Bahia, Brazil. A UNESCO World Heritage site, Salvador, is the first colonial capital of Brazil, and the center of Afro-Brazilian culture. During the program students experience a family stay and take study trips throughout the region to enhance their curriculum. Recent study trips have included the Baroque city of Cachoeira, Quilombo Ilha, and Itaparica Island.

Throughout the program students take their core course *Brazil in the Bahian Context*. The course includes lectures by local faculty and specialists, site visits, and assignments that allow students to explore a variety of topics in Salvador,

including the legacy of colonialism and slavery in Brazil, race, religion, health care, political structures, women's issues, and environmental issues. Towards the end of the program students also complete a capstone research project on a topic of their choice supervised by local experts.

Lastly, students take an intensive Portuguese language course through a local language faculty. The course employs a highly communicative, interactive curriculum that emphasizes both spoken and written Portuguese and is closely connected to the family stay experience, the core course, and other field activities. Students have learning partners to facilitate language acquisition and to promote a rich and real exchange of ideas between Brazilian and U.S. students.

Academic Offerings

Brazil in the Bahian Context

Intensive Portuguese Language

Application Process

[Visit the website](#) to learn more and to access an application.



Pitzer in Costa Rica

Summer Health Program



The [Pitzer in Costa Rica Summer Health Program](#) is organized, in collaboration with the Institute for Central American Development Studies (ICADS). The program begins in the spring semester where students participate in a half- course seminar introducing them to Costa Rica, epidemiology, public health concepts, and intercultural learning. The program then continues to Costa Rica for six weeks where students take an intensive Spanish language class and their core class.

Intensive Spanish is offered at the beginner, intermediate and advanced levels through ICADS. With a maximum of four students per teacher, the course employs a highly communicative, interactive curriculum that emphasizes both spoken and written Spanish and is closely connected to the family stay experience, the health care course, internships, and other field activities.

The core class includes a seminar and an internship. Lectures, site visits, and reading assignments allow students to explore the epidemiology of Costa Rica and Central America, the structure and financing of the health care system, women's health issues, and environmental health. The course also includes an overview of Costa Rica's social and economic history that is essential for understanding the context of health and health care in Costa Rica. The intensive internship of 14-16 hours per week for four weeks provides students with a focused exposure to the roles that particular agencies play in addressing health care issues. Past students have assisted health outreach workers on home visits, worked in a nutrition program for malnourished pre-school children, conducted field work with Costa Rica's national institute for health research, interned in hospitals, and helped in a school for disabled children. Students have study trips throughout the region, including trips to Nicaragua or the Caribbean coast.

Eligibility and Requirements

- The Costa Rica Summer Health Program is open to students from the Claremont Colleges with a 2.0 or higher GPA
- Completion of the half credit course IIS 101 *Health and Health Care in Costa Rica* in the spring before the program
- Completion of a second semester of college-level Spanish or a demonstrated equivalency is required.

Academic Offerings

Sociology of Health & Health Care in Costa Rica
Intensive Spanish Language

Application Process

[Visit the website](#) to learn more and to access an application.



Pitzer in Vietnam Summer Program



Program Information

Through the [Pitzer in Vietnam Summer Program](#) students study Vietnamese language, history, culture, political structures, and environmental issues. The intensive language courses, seminars, internships, study trips, and the family stay provide students with the opportunity to really experience this dynamic country. The program begins in the spring when students start their language learning and receive an introduction to the culture and society of 21st century Vietnam. The program, organized in collaboration with Hue University, then moves to Hue, Vietnam for six weeks in early summer. Hue, a UNESCO World Heritage site, was the seat of the Nguyen Dynasty emperors and the national capital from 1802-1945. Located just south of the North Vietnamese border (DMZ) during the US- Vietnam War, the region was a key area in the conflict and underwent significant damage. However, in recent years, many of its extraordinary historical monuments, including its Imperial ("Forbidden") City have been extensively restored.

Academic Offerings

Core Course: Modern Vietnam
Intensive Vietnamese Language

Application Process

[Visit the website](#) to learn more and to access an application.

While in Hue students take their core course *Modern Vietnam*, which includes lectures by Hue University faculty, site visits, and assignments that allow students to explore a variety of topics such as the legacy of colonialism, war and conflict in Vietnam, health care, women's issues, and minority community issues. As part of the class, students work in local non-profit organizations and complete a capstone research project on a topic of their choice supervised by local experts. Also while in Vietnam students continue with their intensive language study. An extended family stay for the duration of the program in Vietnam is an important part of the program, providing a human face to the ideas presented in readings and lectures.

To deepen students' understanding of topics, they participate in several study trips. Explorations vary each summer; past trips included visits to the Imperial Tombs, Danang, the trading town of Hoi An, the ancient Champa ruins of My Son, the World Heritage Site of Hả Long Bay, and the booming city of Hanoi.



Pitzer in Costa Rica Semester Program



Program Information

The [Pitzer in Costa Rica Semester Program](#) is a great option for students who want to develop their Spanish language abilities and have an interest in ecology, environmental studies, chemistry, engineering, biology, ecotourism, and cultural studies. During the program students experience family stays and take study trips throughout the region to enhance their curriculum. Recent study trips have included a visit to Nicaragua (*when political conditions permit*), the National Parks of Costa Rica, Bocos del Toro archipelago in Panama, and the mangroves of the Sierpe river.

The program begins in the vibrant capital, San Jose, where students spend the first few weeks studying through the Institute for Central American Development Studies (ICADS). While at ICADS students take intermediate or advanced Spanish and participate in the first portion of their core class: *Latin American Perspectives on Justice and Sustainable Development*.

Courses on the program:

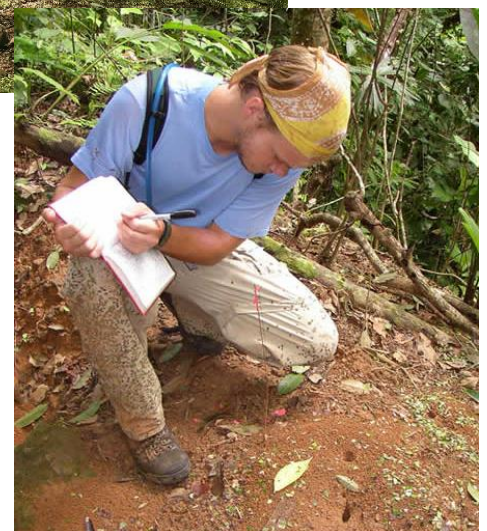
Intensive Spanish
Core Course: Costa Rican Studies
Foundations of Tropical Ecology
Environment, People and Restoration
Independent Study Project

Application Process

[Visit the website](#) to learn more and to access an application.

Students then transition to Pitzer College's 150 acre rainforest reserve, [the Firestone Center for Restoration Ecology \(FCRE\)](#). Using the Firestone Center as a biological field station, students take their *Tropical Restoration Ecology and Environment, People, and Restoration* courses. Each course segment is taught as an intensive seminar that allows for field-intensive exploration and combines theoretical considerations, case studies, methodologies, and fieldwork. The semester continues with students completing the second portion of their core class which focuses on developing oral proficiency in Spanish while deepening students' understanding of Costa Rican culture. It also provides support for students as they conduct their Independent Study Project. Recent projects have included:

- *Difference in Fruit-feeding Butterfly Species, Diversity Based on Ecosystem and Height*
- *"Love People, Cook Them Tasty Food" Las Recetas Populares de Costa Rica*
- *Compost Education Project at El Colegio de Platanillo*
- *Water Quality Disparity in Rural Southern Pacific Costa Rica*



Pitzer in Ecuador Semester Program



Program Information

The [Pitzer in Ecuador program](#) provides a dynamic setting for studying the Ecuadorian economic, political, cultural, and environmental reality. It also provides an avenue for studying other countries in the Andean region. The program is based in Quito, the one of the most beautiful cities in South America and is affiliated with Universidad San Francisco de Quito (USFQ), considered the top university in the country. During the program students experience family stays and take study trips throughout the region to enhance their curriculum.

Recent study trips have included a visit to the Galapagos Islands and the community of San Clemente, an indigenous Quechua community located in the foothills of Imbabura.

Throughout the semester students take their core course *Ecuador, an Andean Country* through which they explore the region via study trips, take part in lectures, participate

in community service and receive support for their other academic work. The community service component represents an excellent opportunity to learn about the situation of Ecuador's most vulnerable groups and the work that non-governmental organizations and religious organizations do in favor of these groups.

As part of the program, students will also participate in an Independent Study Project. The independent study for this program is an ethnographic project culminating in a major paper written in Spanish for students with advanced Spanish or in English for students with beginning or intermediate Spanish. Lastly through affiliate partners, students with advanced Spanish have the opportunity to take courses through USFQ in a subject of their choice. Students at the beginning or intermediate level will instead take *Intensive Spanish as a Second Language* at Academia Latinoamericana de Español and a less language intensive class (yoga, dance, art ... etc.) through USFQ.

Courses on the Program:

Core Course: Ecuador, an Andean Country
Independent Study Project
Intensive Spanish as a Second Language
and/or Content Courses from USFQ

Application Process

[Visit the website](#) to learn more and to access an application.



Pitzer in Italy Semester Program



Program Information

The [Pitzer in Italy program](#) is based in [Parma](#) which provides students with a high degree of integration into Italian family life and community. The charming city is small enough to provide students with many opportunities to practice their language learning, interact with the community, and connect with local university students, but large enough to offer students needed shops, restaurants, cultural activities, and opportunities for community service projects. The city is also well connected by train to the rest of Italy. During the program, students experience family stays and take study trips throughout the region to enhance their curriculum. Recent study trips have included the opportunity to watch an opera in the glamorous 1800's Teatro Regio di Parma, and visits to Milan, Florence, and Venice.

Throughout the semester students take their core course *Studies in Italian Culture* through which they explore history, politics, religion, art, and culture through a series of lectures by local scholars and specialists. As part of the program students also volunteer at local community based

organizations. Students are assigned to an organization in Parma based on their interests which in the past have ranged from assisting refugees from North Africa, to working in education, to volunteering in health care facilities.

Students also take an intensive Italian language course and are paired with an Italian student who is learning English. This partnership allows participants to connect with local students and jump start their language learning. Students with advanced language abilities are able to enroll in University of Parma classes instead of the language class. Lastly, students take a ½ credit class which provides an overview of the great works of art that took place during the Italian Renaissance.



Courses on the Program:

Core Course: Studies in Italian Culture
Community-based Service Learning
Survey of Italian Renaissance Art, 1400-1550
Intensive Italian Language

Application Process

[Visit the website](#) to learn more and to access an application.



Pitzer in Nepal Semester Program



Program Information

[Pitzer in Nepal](#) is the college's longest-running program and has gained recognition for its highly effective approach to language and cultural training. The integrated curriculum enables students to interact more closely with the people and cultures of Nepal. Students visit the most important cultural and religious sites in the [Kathmandu Valley](#), including: the medieval royal palaces of Kathmandu, Patan and Bhaktapur; Pashupatinath, Nepal's most revered Hindu temple; the stupa at Bouddha, an important Tibetan Buddhist pilgrimage site; and Changu Narayan, one of the oldest extant religious complexes in the Valley. Trips may also include visits to Chitwan National Park, the Annapurna Conservation Area, Lumbini, Bandipur, and an extended family stay in a remote hill village.

Participants begin the program with an orientation at the program house where they take intensive language sessions in preparation for living with their Nepali host families. Students then spend the remainder of the program with their host families and taking the required courses.

Courses on the Program:

Core Course: Nepal Studies
Intensive Nepali Language
Independent Study Project

Application Process

[Visit the website](#) to learn more and to access an application.

The core class, *Nepal Studies*, combines lectures, readings, discussions, and writing with the components of family stays, study trips, and field assignments. Lectures are given by professors from Tribhuvan University as well as scholars and specialists from other organizations. Through the course, students become acquainted with some of the main historical, social, cultural and political issues fundamental to Nepal's modern identity. Students also continue to take intensive language sessions to provide them with a basic working knowledge of the Nepali language and to promote communication and interaction with the people of Nepal.

Students spend the last few weeks of the semester focusing on their Independent Study Project. Students begin formalizing ideas for their projects during the second month of the program, developing an initial proposal for a topic and plan for their research which is done in the last three weeks of the semester.



Pitzer in Southern Africa Semester Program



Program Information

The [Pitzer in Southern Africa](#) is a multi-country comparative studies semester program based in Botswana and South Africa. It provides students with an opportunity to learn about the multiple ways governments, NGOs, and local communities choose to approach issues such as the colonial legacy, development, power, human rights, big game conservation, tourism, health care, education, and poverty alleviation. Students live with host families, participate in community service projects, study local cultures and languages, and work with scholars and experts in each country.

Students will begin the semester in Botswana learning local languages and learning about the history, politics, culture of the region. While in Botswana students do a service project with a local non-profit organization. Participants then move to South Africa where they live with host families in Soweto. The family stay, along with a series of lectures, study trips,

and community service projects allow students to unpack the complex issues behind South Africa's recent history and transformative agenda. Students end the semester by completing their Independent Study Project. This is the part of the program where students can do something that counts towards their major that would be impossible to do on their home campus.

To better understand important issues, students participate in study trips while in each country. Locations vary slightly each semester. Past study trips included visits to cultural and historic sites and a safari. In South Africa, students have explored Pretoria, Johannesburg, the Apartheid Museum, attended a rugby match, and visited Krueger National Park. In Botswana trips have included Victoria Falls, the Okavango Delta, and smaller villages to experience rural development and the linguistic diversity of the country.

Courses on the Program:

Core Course: Continuity and Change in Southern Africa
Intensive Language
Independent Study Project

Application Process

[Visit the website](#) to learn more and to access an application.



Application Steps for Non-Pitzer Students

Step 1: Guest students should first contact their home college's study abroad office before beginning the application for the Pitzer Direct- run programs. Most colleges and universities have internal study abroad deadlines students must meet first, before applying to external programs.

Step 2: Students should research the [Pitzer Direct- run programs](#). Visit each website to learn about the program, review the academic opportunities, and read about the student experience.

Step 3: Once students have found a program of interest, they should complete an application within the rolling admissions timeframe.

Fall and Spring Semester Application Due Dates

- Students interested fall 2024 should apply before April 1, 2024
- Students interested in participating spring 2025 should apply between April 15, 2024, and October 15, 2024

[Apply to Costa Rica](#) [Apply to Ecuador](#) [Apply to Italy](#) [Apply to Nepal](#) [Apply to Southern Africa](#)