This semester a record number of International Studies majors will be graduating from UW-Whitewater—13. They have impressive records; some already have jobs, despite the poor state of our economy. Their graduations are a cause for celebration and great pride. Nevertheless, I will miss seeing them on campus.

In January I had the pleasure of leading, with Prof. Jo Ellen Burkholder, a travel-study course with 14 students to Oaxaca, Mexico. Professor Emeritus Charlie Cottle, who designed the course and led it five times over the last five years, joined us to facilitate the transition from his leadership to mine. The theme of the course was “Globalization,” which we developed through visits to a coffee plantation, a town known for its beautiful weavings and carpets, the archeological sites of Mitla, Lambityeco, and Monte Albán, and the beach town of Puerto Escondido. Each of these is adapting to and/or resisting the forces of globalization in its own way. Lectures by experts on linguistic diversity, coffee farming and trade, urban poverty, and traditional political institutions complemented our site visits.

The plan is to offer the course every other year, in the fall, with the actual travel during the first two weeks of January. For a student account of the experience, see Shannon King’s story below. Other student contributions include Jessica Healy and Shamiram Lazar’s stories from their study-abroad experiences. In conversations with students, I hear over and over again that study abroad is the single most important piece of their college education. These three stories confirm this.

The newsletter also includes a contribution from Chris Kasali, a 2008 graduate, about his experience establishing an NGO to offer youth in the Democratic Republic of the Congo the opportunity to play soccer. Chris’s brother Stephen, currently an International Studies major at UW-Whitewater, has also worked on the project. This initiative is part of a larger project spearheaded by the Kasalis’ parents, David & Kaswera Kasali, entitled the Congo Initiative (www.congoinitiative.org), an NGO with a focus on training and developing leaders in the community through a variety of programs. Their story is truly inspirational.

In the fall I will be coordinating a new Learning Community (LC) entitled, like this newsletter, “Global Journeys.” Up to 20 incoming international and US-born students will live together in Wells, take some of their Gen Ed requirements together and participate in LC activities on and off-campus. I am excited about this new opportunity and will keep International Studies students and interested faculty informed about events that may be of interest to them.

If you have a story you would like to share with us, please contact me at hamiltoa@uww.edu. This newsletter is a forum for sharing your experiences and ideas.

Finally, I would like to express my gratitude and wish the best to Robin McGuire, the Global Journeys editor. Robin will be studying abroad in Spain for the fall semester, through a UW-Platteville program. She very ably helped get this newsletter off the ground last year and shepherded subsequent editions to publication. I hope that her study abroad experience exceeds all her expectations!

Have a restful, warm, and fruitful summer,

Anne Hamilton, Coordinator
Bana Ya Ville Empowers Youth in the Congo

By: Chris Kasali

The United Nations deemed 2005 as the ‘International Year of Sport and Physical Education.’ Their message was clear; sport was now a genuine tool being used for development and peace around the globe. Years ago, sport in particular and recreation in general was a taboo subject in the development cooperation circles. It was seen as a luxury, so funding of its projects was not even an option to most organizations.

Sport and recreation, as a universal language, are essential tools when it comes to empowering youth. Youth recreational programs proliferate across countries in the ‘developed world.’ Whether it’s little league baseball, soccer, or after school gymnastics, the purpose of these programs is to develop character, instill values, teach respect for authority and society, develop confidence and a positive self-image and help youth reach their potential in life.

*Bana Ya Ville,* which means ‘children of the village’ in Lingala, is a community engagement program that connects and strengthens long-term social/development initiatives that transform the lives of disadvantaged individuals in Eastern Congo, increasing their opportunities and creating an environment of social change. The hope that drives this effort is the goal of equitable access to the same opportunities as their peers around the world for young people who experience disadvantages due to their culture, language, identity, economic situation or ability. Recreational programs help promote social responsibility, accountability, teamwork, and education in the community, with the aim of increasing individual well-being, health and development, and social cohesion.

The program is run in conjunction with the Bilingual Christian University of Congo. In the Congo, great importance is accorded to university students due to the rigors they must go through to complete a high school education in the current system. With this in mind, *Bana Ya Ville* established a relationship with UCBC’s service learning program that allows students to gain some valuable experience by engaging within the community through various initiatives for service learning credit. The idea is to use peer leaders as guides in order to transform the younger generation through engagement and example.

In July 2009, *Bana Ya Ville* ran its first initiative, a two-month soccer tournament for the youth boys in the town of Beni. A total of 8 teams, with roughly 250 kids, were formed, from different areas of the city. Each team was coached and mentored by four UCBC students who lived in the area. The students thus engaged in local communities in which they had a particular stake, as they slept, ate, and lived in those quarters. Along with coaching soccer practices and games, the students had the task of administering a development project within their community, with the assistance of their soccer players.

Many of the children who played in the soccer tournament came from less privileged families. Most of the kids had only seen winning medals on television and had never been given the chance to compete for a trophy. It was *Bana Ya Ville*’s responsibility to provide the children with free participation and ensure that adequate playing resources and transport were available. The local community also accepted the initiative wholeheartedly. The professional soccer club within the area donated soccer jerseys and many mothers from across town shared the responsibility of providing food for the players, further confirming the truth of the proverb, ‘it takes a whole village to raise a child.’

On the whole, recreational activities can lead to social change within communities in Eastern Congo. Long before the establishment of *Bana Ya Ville,* the community valued social activities as a means of engaging young people, raising their cultural awareness and building practical skills. In a country devastated by years of conflict, social inclusion programs are a strong means of reaffirming cultural identity, particularly for young people. *Bana Ya Ville* will continue to serve the needs of the youth in the community until all have access to the full range of activities, thus enabling them to realize their human potential.

*Chris Kasali graduated from UW-Whitewater in 2008. He is one of the founders of Bana Ya Ville. For more information on this program and others under the umbrella of the Kasalis’ Congo Initiative, contact Chris at kasalic30@gmail.com.*
Congratulations to May and August Graduates!

The following students are graduating in May or August: Allysha Adkins, Patrick Broderick, Staci Groshek, Hannah Hartman, Jessica Healy, Bethany Keber, Shannon King, Monica Los, Ashley McKillips, Mike Retzlaff, Kadie Shrock, Roxanne Williamson, and Natalie Zeller. Congratulations to all of them. If you are on the list, please consider contributing to the newsletter in the future. We want to hear about your adventures!
From St. Augustine to a Oaxaca Salsa Club

By: Shannon King

“The world is a book and those who do not travel read only one page.” I think St. Augustine was really on to something when he wrote this and he is not alone in his views. In the words of Aldous Huxley, “To travel is to discover that everyone is wrong about other countries”, and Dagobert D. Runes', “People travel to faraway places to watch, in fascination, the kind of people they ignore at home.” Travel opens the eyes of those who experience it and changes their lives. In my own life thus far, I have had fewer opportunities than I would have liked to travel, but the few times that I have ventured out of the U.S. I have come back changed in one way or another.

Most recently, I had the opportunity to participate in a travel study course to Oaxaca, Mexico. My only experience with Mexico up to that point had been a trip to a resort in Cozumel, and I knew going into this travel study that the two experiences would be vastly different. I was not disappointed. In Oaxaca, I saw the truth behind Dagobert D. Runes’ words about watching, in fascination, the kinds of people that we ignore at home. In the zócalo, or city center, it was impossible to walk ten feet without being approached by someone selling crafts, scarves, jewelry, and more. At home, in the States, we walk past these kinds of people with eyes averted and curse them under our breaths for not working real jobs to make a living. We learned from our guides that many of these vendors are indigenous women and children who come down from their villages in the mountains every day to try to earn money while the men in their families are working in the north or even in the United States. If one looks at the actions of these indigenous women and children with this in mind, it is possible to see that what they do is incredibly brave and even admirable, not despicable.

I also had the amazing opportunity to have real conversation with local Oaxacans one night when a few fellow students and I ventured into a salsa club. Within five minutes of our arrival, I was on the dance floor with a local boy of about my age learning to dance and using my Spanish like I’d never used it before! He taught me a few different styles of salsa, all the while acting like a perfect gentleman and asking me questions about my life in the U.S. and my reasons for being in Oaxaca. He even invited me and the others to his sister’s quinceañera the following day, saying it was a part of their culture that couldn’t be missed! Unfortunately, there just wasn’t time to take him up on his offer but the conversation that I had with him was delightful. That night my interest in my area of study and my dreams for the future were validated.

Ever since the first day of my first Spanish class in sixth grade, I knew that I wanted to learn about the different cultures of the world and to introduce others to the amazing benefits that come from understanding people who are different from ourselves. Because of my interests, I entered into the International Studies and Public Diplomacy major area of study. Through my classes, my passion for knowledge of the world has only grown and I know now that someday it is my dream to enter into the Foreign Service. I want to see the world and to do my part in building a productive and meaningful relationship between Americans and people abroad. I like to think that my experience chatting with that young man in Oaxaca may have dispelled some of the myths that he believed about Americans because I know that he showed me, as Aldous Huxley noted, “that people are wrong about other countries.”

I truly believe that people need to travel to open their minds. Anyone can say that she does not have preconceived notions and assumptions about other parts of the world, but that can only be tested if one steps outside of the borders of his/her own nation and actually experience them. I have high hopes for the diplomacy of our future because I plan to be a part of it. I plan to stare with fascination at the people of the world and engage them in conversation when possible to learn about the lives they lead. No one says it better than Maya Angelou who preaches, “Perhaps travel cannot prevent bigotry, but by demonstrating that all peoples cry, laugh, eat, worry, and die, it can introduce the idea that if we try and understand each other, we may even become friends.”
Learning to Communicate—in Two Languages

By: Shamiram Lazar

When I look back on my various international adventures, two of them stand out, one in Costa Rica, the other in France. The people I met and the experiences I had in these two very different countries changed my life forever.

I visited Costa Rica with a small group from my high school. Before our departure, the organizers asked us to purchase some small school supplies to donate to an elementary school. I was more than happy to do this. I actually got really excited because I really wanted to see what the schools were like in a different country. But what I imagined wasn’t anything close to what I actually saw. The schools were very poor. Both the junior high school and the elementary school were very small. The classrooms could only hold about 15 students. The desks were old and some looked like there were in horrible condition, they probably shouldn’t have been used. The teachers didn’t look like they had sufficient supplies to teach these students well. They barely had enough chalk to write on the board because they had to buy their own. The schools couldn’t afford to buy computers for their students. It was really sad to me; to them it was normal, since they didn’t know anything different.

When we arrived at the elementary school with the supplies the teachers were almost as excited as the kids. It was the best feeling in the world to see these kids and teachers so happy because of something we did. The kids all gathered around us to look at the supplies we had brought them. It was so much fun to play with them. All the little girls gathered around me because they loved my long skirt and my curly hair. When one of the little girls saw me putting on some flavored lip gloss, she asked me if she could use some and I told her she could have it. The joy and excitement in this little girl’s eyes was priceless. She said, “For me? Just for me? I don’t have to share?” I thought it was the cutest thing ever and it broke my heart because she is probably not used to having something of her own. She probably has to share everything at home, just like in school.

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The second life-changing experience in my life was when I studied in France. I left for France in January 2008 with my sister. We were going to a city in the south called Aix-en-Provence. Most people asked us why we weren’t going to Paris and I always replied Paris is overrated. It is very touristic and I didn’t want to be surrounded by Americans. I love Paris, but for my learning purposes and to experience the true French life, that meant going to the south. I was so nervous. I didn’t know what to expect. I had taken French for years, but classroom French is completely different from actually interacting in French and living there. The fact that my sister was on this adventure with me helped a lot. I don’t think I could have done it without her. The experiences that we went through together changed our lives.

My sister was more fluent in French than I was at that point. But she refused to help me out too much, which I really appreciated. I understand a lot more French than I can speak. My biggest problem was my lack of confidence. My sister, to help me gain confidence, would assign me tasks to do for her. After two weeks in France, my sister told me to go to a travel agency and buy two bus tickets to Barcelona for our winter break. I was completely nervous. I knew I didn’t know all the necessary vocabulary, but I mustered up some courage and went to the agency. As soon as I opened my mouth to talk, the ladies at the agency pretended they didn’t understand me and started to laugh at me. I may not be able to speak well, but, as I said, I understand almost everything. So I mustered up some courage and went to the agency. As soon as I opened my mouth to talk, the ladies at the agency pretended they didn’t understand me and started to laugh at me. I may not be able to speak well, but, as I said, I understand almost everything. So I understood their insults. Angry and hurt that they would mock my attempts, I told them that I understood what they were saying and that, just because I was not able to communicate properly, the fact that I was even attempting to purchase the tickets was amazing. I asked if any of them had had to do anything like this in a completely different country where she knew no one. They became silent and more helpful after that. It is very stressful being away from family in a strange country. I felt strongly that I should not be mocked for having the confidence and determination to try and learn a foreign language.

After my experience with the travel agency, I didn’t give up. Actually I was proud that I didn’t allow them to mock me. I tried my best and that was what mattered. I continued with my semester in France and learned as much as I could. Since then, I have improved greatly. This is just one of the many interesting experiences I had in France. This one was the one that encouraged me not to give up. While studying in France, I decided that this was the place for me. I want to live in Europe, preferably France, forever. After I graduate, I have decided to take the TEFL exam and teach English in France and other countries in Europe for a few years. Also the head of my program in France said that if I wanted to intern for them in France, they could help me find a job. Eventually, I would like to go to graduate school in France. I just want to take a few years to see what exactly I want to do.

Out of all the countries I have visited, France and Costa Rica hold a special place in my heart. The experiences and people I met there changed my life forever and I will never forget them. They shaped me into the person that I am now. Because of my experiences in these countries, I would like to teach abroad and one day join the Peace Corps. I’m grateful that I had these learning experiences and hope I will have many more in the future.
Advising Tips

By: Advisor Anne Hamilton

Making the most of your electives.

Electives account for 9-12 credits of the 54-credit International Studies major. With planning, students might group their electives into various “mini-emphases” or pursue foreign language instruction beyond the 16-credit requirement. For example, if you are pursuing a Public Diplomacy, Economics, or Business emphasis, you could take all of your electives on a single region—Latin America, Europe, Africa, or Asia. A student with a foreign language and area studies emphasis could take 12 credits of a second foreign language, 12 credits of international economics courses, or some other grouping. In any one of the emphases, students could pursue a mini-emphasis on environmental issues, with courses offered in Sociology, Economics, and Geography. Given the more than 100 courses on the list of courses approved for the major, there are many possible course groupings that can add depth to your curriculum.

A note regarding prerequisites.

Microeconomics (Econ 201), 3 credits of Political Science, and Speech 110 are the only prerequisites for the 21 credits of courses required of all International Studies majors. Since Speech 110 is required of all UWW students, this prerequisite does not add extra credits to your course of study. International Relations (Polisci 351) has a prerequisite of “3 credits of Political Science courses.” I suggest that students take either Intro to Comparative Politics (Polisci 255) or Issues and Crises in American Politics (Polisci 247) to fulfill this prerequisite. Since they can use either of these two courses as electives in the major, this prerequisite does have to add to the total number of credits required in the major. Microeconomics (Econ 201) can count as one of your Gen Ed distributional requirements, but it does not fit elsewhere in the major, unless you have a business or economics emphasis.

There may, of course, be prerequisites for the upper-level courses included on the list of courses approved for the International Studies major. In many cases you will have these prereqs after taking the 21 credits of required courses. Please check the catalog regarding prerequisites.

The Diversity Requirement.

One of the required courses in the major is Cross-Cultural Communication (Comm 424). This course also satisfies the university diversity requirement; this is one of the situations in which one course satisfies two requirements. Therefore, you do not need to take a separate course to fulfill the diversity requirement.

The Capstone Seminar.

When planning your course of study, majors and minors should bear in mind that the capstone seminar (INTRNAR 488) is only offered in the spring semester. This is a course for which there is no good substitute. Not only is it multi-disciplinary and writing-intensive, course requirements include a portfolio of the student’s work, which might be useful in employment or graduate school applications. Although the ideal time to take the capstone seminar is during your last semester at UWW, you should take it earlier if you anticipate studying abroad during your final spring semester at UWW or if you plan to graduate in December.
A Father-Daughter Agreement Pays Off

By: Jessica Healy

Since I had taken Spanish in high school my father wanted me to continue taking Spanish in college. I was so nervous that I would not be able to learn at the college-level pace that I skipped the placement test. My father was so furious that he threatened not to pay for my college. In order to make him happy, I told him I would continue with Spanish under the condition that I could spend a semester abroad. He agreed, thinking that I would eventually decide against studying abroad for an entire semester. To his surprise, my mind never changed. From the day I decided I wanted to study abroad, I knew I wanted to spend a semester in Spain. Not only would I get to experience Europe, but I would also be able to practice and improve my Spanish speaking skills.

In September 2008, my time to leave for Seville, Spain arrived. As a shy and reserved woman, I was very scared to travel alone with just a Spanish dictionary to help navigate me to my destination. The first few days in Seville were exhausting. I was so overwhelmed by the time difference, I could barely understand my house mother, and my roommate was to arrive a day later than expected. It was a lot for me to handle but I made it. Eventually, I got used to the time difference, I understood my house mother, and despite having no luggage, my roommate made it into Seville. Within two weeks of living in Seville, I got a hang of my new schedule and life.

I would not be able to choose a certain day or trip that changed my perspective on life because every moment changed me. My study abroad experience taught me not only about Spanish culture, but also about myself. I believe I matured more in my four months abroad than I had during all of my prior college experience. I learned that I am a very independent person. Never before did I think I could read a map, ride in a taxi, or spend an entire day alone. I learned that I could budget! I learned that I could make good decisions. All of this I did while I was abroad.

My study abroad experience was fantastic. I gained so much appreciation for other people and cultures. I had always loved learning about different cultures, but study abroad gave me the opportunity to see the culture and live it. It was truly amazing to see flamenco dancers up close, the orange trees that lined the roads, and the family life of a Spanish home. I will always cherish these memories, and there will always be a place outside of Wisconsin that I can call home. The people I met and the places I saw will never leave my heart. I will always encourage others to see the world and travel abroad. Through traveling, people gain so much knowledge about themselves and others. One cannot entirely express the benefits of traveling to other countries because it is a unique, individual experience for all.
Postcards from Tomorrow Square: Reports from China
By: Robin McGuire

James Fallows, national correspondent for *The Atlantic Monthly* and former speech writer for President Jimmy Carter, visited UW-Whitewater on March 15th to speak about his experiences in China. From 2006 to 2009, Fallows and his wife lived in Shanghai and then Beijing. He began his speech with the question, “Why will China matter to all of us?” Fallows said that the image that most Americans have of China is inaccurate. His photos of a man resting in his delivery truck, parents match-making for their children in a park, the air-polluted skyline of Shanghai, herds of pandas, an internet café—showed us several different faces of China. The China Fallows knows is not just one large, faceless population, but a variety of individuals leading very different lives.

Fallows tried to dispel various myths about China. First, he said that China is big, chaotic, diverse and unplanned. It is not a large in-sync entity like the 500 drummers the world saw during the opening ceremony of the Beijing Olympics. China is a wide variety of languages, socio-economic classes and government policies. China’s self-image is that of a proud, ancient civilization that has been mistreated by the Western world—it is this self-image—of victimhood—that unifies them.

Fallows also mentioned the many problems that China is facing—in fact, more than the U.S. China has some 500 million poor people, has invested $200 million in the United States, and is facing severe environmental issues. There is also an uneven balance between governmental control and oppression: things in China may be anarchic, like the traffic, or extremely controlled, like the internet and assembly politics. The desire for democracy and liberty in China varies. There is not a large demand for democracy, but liberty is in high demand. People in China want control over their lives and over simple things like money and schools, where they live and where they work. The fact that there is not a large demand for democracy may explain why the government’s use of the internet—to increase political control—is not a problem for most Chinese.

Fallows referred to generational differences, rooted in different historical experiences. An important part of China’s history is the Cultural Revolution, which happened 40 years ago. Those who witnessed this revolution are reluctant to discuss it. Younger generations in Chinese society are open and permeable—it is easy to make connections at many levels. He described China as a “web of human fabric and texture.”

Fallows discussed the Chinese view of America. While he had seen numerous TV programs emphasizing “why we hate Japan,” he saw very little regarding the relations between the United States and China.

Fallows discussed what all of this might mean for America. The question of military competition is not on the horizon—China, though rapidly developing, is ill-equipped militarily. He also countered the argument that China’s rise means the United States’ decline. The Chinese economy would be bigger because they have more people, but this does not immediately mean a decline in the U.S. position. He stressed that the United States and China should work together in areas such as energy research, and that the U.S. needs to act confidently, not defensively.

Fallows stressed the need for students to spend a year outside of the country. Going abroad will help individuals be at ease with the rest of the world and not feel threatened by other countries or people. A liberal arts education will expose students to different views, languages, history and cultures and will improve a student’s adaptability. When students expose themselves to the outside world, they become a part of it and stop viewing others as different—as “them.” For Fallows, it does not matter where the student studies—the important point is to leave the U.S.
Addressing the Climate Change Challenge:  
Why a Traditional Conservation Approach Wouldn’t Work  
By: Robin McGuire

On April 20, 2010, Dr. Jean Brennan, a recipient of the 2007 Nobel Peace Prize, visited UW-Whitewater to discuss climate change and the steps she believes need to be taken to conserve our planet and its inhabitants. Climate change is a process that is complex, non-linear and difficult to understand. She argued that we do not have to understand it in full to recognize that climate change is already occurring and causing a rise in the global air and ocean temperatures, melting of snow and ice, and a rising sea level. It is going to take a Herculean effort by the government to limit global warming. Dr. Brennan believes that governments all over the world need to take into account population and economic trends, as well as energy emissions and climate behavior.

For quite some time, Dr. Brennan noted, the US has had a system of protected areas for species in place. Such safe havens are national parks, national forests, and fish and wildlife refuges. But species are only protected within these areas and frequently move outside of them. Scientists have addressed this issue by asking themselves if it is better to have one large protected area or several small areas. Infrastructure and industrialization have made it much harder for wildlife to move from place to place. Other stressors on the planet’s wildlife, according to Dr. Brennan, are pollution, hybrids, fire, pests and invasives, and scientists need to work to manage these stressors, which only enhance species’ sensitivity to climate change.

Global warming is affecting an astonishing amount of wildlife. Parts of North America will experience complete biome shifts. For example, boreal forests in the upper mid-west will eventually spread as far north as the Arctic tundra—species all over will be moving in latitude and altitude as the global climate continues to increase.

Climate change will also likely cause disease invasions. As species change habitats, they will be exposing new wildlife to disease that they have never come into contact with before. Asynchrony, another result of climate change, is the idea that seasonal timing events are becoming severely out of synch—migration and breeding are two areas disrupted by this. Ecological disruptions are becoming more common. Climate-change related disasters, such as pest and disease outbreak, fire, droughts and flooding are affecting numerous species on our planet.

This abrupt change, according to Dr. Brennan, is posing a challenge to adaptation. The rising global temperature is heating up the Gulf Stream and affecting the overall circulation of earth’s oceans, called the Thermohaline Circulation. This rise in ocean temperature has actually stopped circulation in the ocean surrounding parts of Malaysia and Indonesia. The result is that complete coral reefs are dying—they need the circulation of the water to sustain any type of life.

Dr. Brennan’s plan to improve these problems and prevent others is called “The New Conservation Paradigm,” a strategy to manage the disruptive shifts. Her future vision is to expand the conservation footprint, engage non-traditional partners and maintain safe corridors. Species have three choices in the planet’s current crisis: they can either move to suitable sites, adapt to new conditions or go extinct. Obviously, extinction is the least desirable outcome. Her approach involves human management of these disruptive changes, which would require appropriate land-use laws and policies, transnational partnerships, and the development of a whole new mind-set. Dr. Brennan cautioned against assisted migration, also known as managed relocation. The only circumstances under which assisted migration might work would be through a legal system run by professionals with integrated long-term monitoring.

The ability of species to adapt on their own is slim. Our planet needs human involvement to protect them. Dr. Brennan presented a very convincing argument for adopting her Conservation Paradigm.
The International Studies major requires at least 3 credits of travel-study or study-abroad courses. There are many ways in which to fulfill this requirement, through UWW and other UW campuses and non-UWW programs. UWW will offer the Travel-Study opportunities listed below in Winterim and Spring 2011. A faculty contact or name of the sponsoring department is also provided for each course.

- China (Xia Lollar, Anne Hamilton)
- Paris (Sheila Turek)
- Ireland (Linda Reid, John McGuigan)
- Ecuador (Linda Reid, Eric Compas)
- Japan (Management)
- Jamaica (Praveen Parboteeah)
- Greece, Turkey (Barb Monfils, Nelia Olivencia)
- Italy (Art History/Music)

These courses are listed under the “Schedule of Classes.” Registration is through the Center for Global Education. If you are interested, register as soon as possible, as some courses end up being cancelled due to low enrolments. For more information, contact Dan Colleran at collerad@uww.edu.

International Studies Newsletter

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