



# EXPANDING HORIZONS

International Programs, The University of Montana, November 2008

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## Russian Teacher Training Program at UM



*Russian Teacher Training Program participants with Senator Jon Tester at Hellgate High School.*

Faculty and staff of The University of Montana's (UM) International Programs, the English Language Institute and School of Education's Division of Education Research and Service partnered this semester to provide an enriching training program for eleven visiting Russian educators participating in the Teachers to Teachers: Language, Technology, Math, and Science Exchange (LTMS). LTMS is a program within the Bureau of Educational and Cultural Affairs, United States Department of State, and administered by the American Councils for International Education: ACTR / ACCELS. The goal of LTMS is to identify and reward Russian educators with concentrated professional development, short-term internships, and workshop design. LTMS provides Russian educators from across the curriculum the opportunity to collaborate with U.S. counterparts to develop new teaching methods, create or expand materials and curricula, and to prepare professional development workshops for colleagues in their home country.

While in Montana, the educators participated in numerous activities designed to enhance effective instruction in their

home country. The teachers received hands on practice developing curriculum, incorporating information technology into lesson plans, and participated in professional development seminars. The educators participated in a two-day conference with U.S. teachers designed to discuss the best practices of effective instruction. Throughout their stay, the teachers worked towards preparing themselves to lead a professional development conference in Russia for other science, math, and technology teachers. As part of the program, the group visited the three local Missoula public high schools: Big Sky, Hellgate, and Sentinel. In addition, during a trip to Helena, the group met with, Montana Governor Brian Schweitzer, State Superintendent of Public Instruction, Linda McCulloch, and visited the Helena Middle School.

The program also offered meaningful cultural activities aimed at enhancing the Russian teachers' understanding of American culture and society.

This is the second consecutive year the University has administered the exchange project.

# New International Field Geosciences degrees at UM

By Marc Hendrix, Professor, Department of Geosciences

The Department of Geosciences is pleased to announce the establishment of the first formal cooperative international degree program in UM's 115 year history. Along with institutional partners in Germany and Ireland, the Department of Geoscience now offers two new Bachelor of Science degrees with the degree title 'International Field Geoscience'. This new degree program is significant because it establishes two entirely new models for offering and awarding undergraduate degrees from The University of Montana and because it places specific focus on field-based learning.

The new International Field Geoscience B.S. degrees offered by UM are established in cooperation with Potsdam University in Germany and University College Cork in Ireland. The B.S. degree program established with Potsdam University is a dual degree, meaning that undergraduate students who complete the degree requirements as specified by UM and Potsdam University will receive two B.S. degrees in International Field Geosciences – one B.S. degree will be awarded by The University of Montana and a second B.S. degree will be awarded by Potsdam University. The B.S. degree program established with University College Cork is a joint degree, meaning that the responsibility for the degree curriculum is shared by the two universities. Those students who complete the degree requirements will receive one degree that is jointly awarded by The University of Montana and University College Cork.

Joint and dual degree models are relatively common in Europe and the number of such shared degree programs has grown significantly since the establishment of the European Union and resulting increased collaboration among EU universities. In contrast, shared degree models are not widely used in the United States, where the tradition has been one in which individual universities simply offer and award their own degrees. The real advantage of implementing the new shared degree programs is that they allow students to benefit directly from the unique educational resources available at each of the partner institutions while also providing students the advantages of a degree awarded overseas.

The two new Trans-Atlantic degrees in International Field Geosciences require undergraduate students to complete a series of core Geoscience and allied science classes, a series of electives, and a series of formally-developed field-based learning experiences. In addition, the International Field Geosciences degree program requires students to engage in one year of study abroad, with time spent at each of the two other partner institutions and with an emphasis on field-based learning. Students also complete a suite of language and cultural courses to prepare them for undergraduate-level study of Geoscience in an international setting. A key minimum requirement of the proposed degree B.Sc. in International Field Geosciences is that students must complete one formal field-based Geoscience course at each of the three partner institutions.

Financial support for the new Trans-Atlantic degree program has been provided through a joint grant awarded to UM, University of Potsdam, and University College Cork from the Transatlantic Joint Degree Consortium Project. This amount includes \$408,000 to The University of Montana and 204,000 Euros to each of the two European partner institutions for student and faculty mobilization overseas. The award to The University of Montana was made by the Fund for Improvement of Secondary Education within the U.S. Department of Education. The funds awarded to the European partner institutions were provided by the European Commission's Directorate General for Education and Culture. Funding from the Transatlantic Degree Consortium Project will support a total of 48 mobilized students over the four-year duration of the grant period.

The first students seeking the dual degree in IFG with the University of Potsdam crossed the Atlantic in August, 2008 in order to pursue the degree. At present, UM Geoscience seniors Jenica Andersen and James St. Claire are in Germany conducting their year abroad study in pursuit of the dual IFG degree with Potsdam University. At the same time, Potsdam Geoscience undergraduate students Marius Walter, Oliver Oswald, and Philipp Baling are in Missoula, pursuing the dual IFG with UM. The first student mobilizations between UM and Cork will take place during the next academic year (2009-2010). The final segment of the approval process for the joint degree with Cork was granted last week, when the full faculty at University College Cork voted to approve the new degree structure.

The new degrees were designed through collaboration of faculty from each of the partner institutions. The principal degree architects are Dr. Marc Hendrix, Professor of Geology in the UM Geosciences Department; Dr. Pat Meere, Lecturer of Geology at University College Cork; and Drs. Andreas Bergner and Manfred Strecker at the University of Potsdam. Dr. Strecker is Professor and current chair of Potsdam's Department of Geosciences. Hendrix first became aware of the joint and dual degree models that are becoming more commonplace in Europe while attending an international conference on the subject along with UM President Dennison and other UM faculty in 2004. Substantial support for establishment of the new Trans-Atlantic degrees in International Field Geosciences also has been provided by Dr. Gerald Fetz, the Dean of the College of Arts and Sciences; Dr. Mehrdad Kia, Associate Provost for International Programs; and Dr. Royce Engstrom, Provost and Vice-President for Academic Affairs.



*Professor Marc Hendrix (kneeling) works with graduate student Chelsa Feeney (right) and undergraduate students Cormac Ryan and Martin O'Connell from University College Cork to recover a core of sediment from the bottom of Altoona Lake in the Flint Creek Range.*



## IE3 Global Internships offers The University of Montana students a taste of careers abroad

By Kevin Hood, Internship Coordinator, Internship Services

Imagine students spending a semester working with cheetahs in Namibia or teaching at a school in Mexico – and earning UM credit while they are there. Sound too good to be true? Starting this year, UM students can challenge themselves and build their resumes abroad through an IE3 Global Internship.

The University of Montana is the latest campus to join IE3 Global Internships. The Oregon University System based program was created in 1996 through a federal grant to provide university students with the skills to succeed in a global world. Since then, more than 1,200 students have gone abroad to more than 80 countries for professional internships. Other IE3 member institutions besides UM include the University of Washington, the University of Oregon and the University of Utah. Internship Services is administering this program on the UM campus.

The 3 to 6-month internships offered through IE3 can range from a Peace Corps-like development internship in Africa, Latin America or India, to working at the European headquarters of a global business. More than 130 internships are available each term in over 40 countries, yielding opportunities for students from almost all majors. UM faculty have expressed enthusiasm for this new program. "The IE3 Global Internship program offers an unparalleled opportunity to gain practical working experience in a wide array of settings," says Dan Spencer, associate professor of environmental studies at UM. "Through these internships the issues we study in the classroom come alive."

Internships can be done during the school year or over the summer, provided students are enrolled at UM. Because of the academic enrollment requirement for the program, financial aid and scholarships can be applied to program costs. In lieu of tuition, UM students will pay a program fee of approximately \$3,300.

The first UM students will be abroad starting in January – in China and the United Kingdom. IE3 Regional Director Cynthia Engel has made visits to UM. "IE3 is energized by the level of enthusiasm and commitment from both the students and the faculty at The University of Montana for international internships," she said.

For more information, please visit the IE3 Global Internships website at: <http://ie3global.ous.edu> or contact Kevin Hood, IE3 Campus advisor, [kevin.hood@umontana.edu](mailto:kevin.hood@umontana.edu), 243-4613.



*Three internship opportunities in three different locations: HIV awareness program in Tanzania (top picture); Coastal Marine research station in Chile (middle picture); and Cheetah Conservation Fund in Namibia (bottom picture).*



# Le Voile dans Tous ses Etats

By Michel Valentin, Associate Professor of French,  
Department of Modern and Classical Languages and Literatures

'There are countless witnesses to this fantasy, countless accounts of the special fascination colonial cloth held for Western eyes and of the singular and sustained effort of imperialism to remove the veils that covered its colonial neighbor.' Joan Copjec, *Read my Desire*.

Like abortion, gay marriage, or terrorism, everyone has an opinion about the veil. Indeed, it is undeniable that the veil as a discursive matter brings together a number of issues which go way beyond the veil's materiality (scarf, chador, burkha, hijab...), blowing its significance out of proportion. The idea for a conference on the veil only came after the ban of the veil in French schools, a policy which has continued to stir emotions well beyond France, for though it is a simple piece of cloth the veil debate cuts to the very heart of the political discourse in France and the West.

Yet we cannot unduly focus on French and Western debates for the veil is a central aspect of important reforms and debates in many Muslim countries. To this end Muslim positions and response to the veil debate were included, though we have also ensured that the veil is addressed in all its complex 'states': psychological, political, religious, cultural and social. Simply put and reducing the debate to its fundamentals, the veil must be addressed from both sides, that is, of the wearer and the observer though instead and far too often we find only one side represented in the West, that of the observer. This inequity is due to political tactics and mainstream media pandering, while the religious aspect of the veil is overemphasized and then directly linked to "hot button" words such as terrorism, 'communitarisme'—which interestingly enough does not have an English equivalent unless one uses the extreme word 'separatist'—and Islamic fundamentalism.

The 2004 French law banning the veil in schools has only succeeded in concealing a social crisis with respect to a fringe of France's population, a crisis that the veil ironically revealed. In the end, the ban only helped to perpetuate a certain hypocrisy embedded in Molière's famous line from *Tartuffe*, "Cachez ce sein que je ne saurais voir" -- "Hide this breast that I cannot see". Of course, today's consumerist injunction is: "Unveil this breast that I want to see."

Many emails were sent to us as, for example, one Muslim professor of history who told us that she wears the veil to work and cannot fathom why it is understood as a tool of oppression. Another person emailed us about Fulla, a veiled doll which comes with a prayer mat and has replaced the Barbie doll

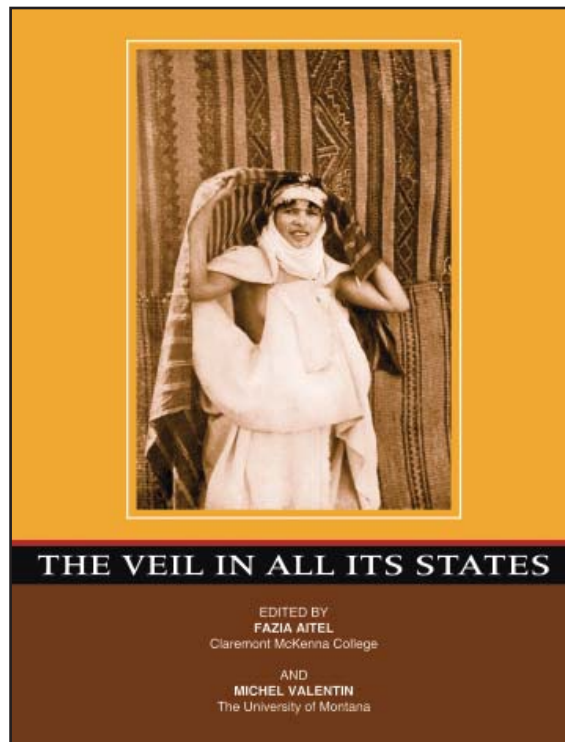
on the shelves of Middle Eastern stores, while in another email, an Alliance Française's President wrote "I do not think that any people should discuss the stand taken by the French government to protect its democratic institutions and its way of life."

The desire to discover/unveil/lay bare the unknown/hidden has characterized Western civilization since medieval times (*The Romance of the Rose*), as well as "Oriental" civilization. For instance the Muslim philosopher al-Ghazali

refers to "revelation" as a "science of unveiling." The same epistemological obsession is also caught in the folds/pleats/creases of the 'Occidental' evolution of clothing and has affected the way the Orient ad/dresses itself. In the on-going struggles between tradition and modernity, garment (vestment as dress-code embodying the Law) and fashion (dis/vestment as seduction embodying the Occidental law of desire and consumerist exchange-value), occupy a key ideological position.

Ironically, the veil became an indirect way to use violence against the very women who must be "saved" for not only is the veil condemned but the woman wearing it is denounced as well. The violence of women living in the West (especially from bourgeois backgrounds) against their veiled "sisters" is such that one cannot stop wondering about the source of such a disposition.

As Giselle Donnard argues in her article "Mettre les voiles," there is no definite demarcation between European women and women of Muslim origin since more than half of the latter is totally opposed to the wearing of the veil in school. The veil detractors have completely reduced the veil debate to an ideological tool and a matter of mere Muslim patriarchal oppression. Moreover one should not forget the connivance between racist and sexist/anti-sexist agenda--a fact lost on many feminists. Historically, as Leila Ahmed argues in her groundbreaking article, "whatever the disagreements of feminism with white male domination within Western societies, outside their borders feminism turned from being the critic of the system of white male dominance to being its docile servant." Fazia Aitel (Claremont/McKenna College)/Michel Valentin (UM), editors. *The Veil in All Its States*--UM Bookstore--\$20.00.



# International Education Week 2008: November 17-21

International Education Week is a joint initiative of the U.S. Department of State and the U.S. Department of Education to promote programs that "prepare Americans for a global environment and attract future leaders from abroad to study, learn, and exchange experiences in the United States." The web address is: <http://iew.state.gov>.

**MONDAY - FRIDAY, November 17-21**  
**International Menu, Food Zoo**  
**Study Abroad Info Table, UC Atrium**  
**Photo Gallery, UC Foyer 3rd Floor**  
**Legacy of Hiroshima & Nagasaki,**  
**Mansfield Library**

## MONDAY, NOVEMBER 17

12:00 PM International Education Week Address and Performance, UC Atrium

Mehrdad Kia, Associate Provost for International Programs, Effie Koehn, Director of Foreign Student and Scholar Services, and Yan To Cheong, President of International Student Association, give opening remarks. Maori dance performance to follow.

2:00 PM How Culture Impacts Teaching and Learning, UC 330

Ellen Swaney, Director, American Indian/Minority Achievement, Office of the Commissioner of Higher Education presents on diversity on university campuses.

4:00 PM Study Abroad Panel Discussion, UC 330

Marja Unkuri-Chaudhry, Assistant Director for Study Abroad, International Programs will present information about study abroad opportunities for UM students and returned study abroad students will share stories about their experiences in various countries of the world.

7:00 PM International Lecture Series: Human and Ecological Dimensions of Global Change: From Problems to Solutions, UC Theater

Moderator: Perry Brown; Panelists: Mark Hebblewhite, Steve McCool, Cory Cleveland, Diana Six, Steve Siebert, Ron Wakimoto, Bill Borrie, and Jill Belsky.

## TUESDAY, NOVEMBER 18

12:00 PM Musical Performance, UC Atrium

Ross Voorhees performs Spanish guitar music and Tshering performs traditional Bhutanese music.

2:00 PM Internship Opportunities Abroad, UC 330

Kevin Hood, Internship Coordinator, Internship Services will give an information session about internship opportunities and the IE3 Global Internship Program.

3:30 PM The World is Your Job Site: Work Abroad, Lommasson Center 154

Explore your options for working abroad and discover which building plan fits you best. Learn how to travel and see new places without dipping into your college funds. Also, a look at teaching abroad and starting an international career.

## WEDNESDAY, NOVEMBER 19

12:00 PM Intellectual Property in Vietnam: A Fulbright Scholar's Experience, Old Journalism 303

Scott Burnham, Professor, School of Law, shares his exchange experience in Vietnam.

2:00 PM Reflections on a Staff Exchange in Finland: International Education Issues in Finnish Higher Education, Old Journalism 303

Mona Mondava, Program Coordinator, Foreign Student and Scholar Services, reflects on her staff exchange and on an innovative European higher education model.

7:00 PM Making the Most Out of Your Community Host Experience, UC 333

Missoula International Friendship Program members, Udo Fluck and Kathy Garramone, share their experiences as hosts to international students.

## THURSDAY, NOVEMBER 20

12:00 PM Education Reform in Kyrgyzstan, Old Journalism 303

Elena Supataeva, a visiting student from the Kyrgyz Republic, shares her analysis on the education system in Kyrgyzstan.

1:00 PM A Lost Asiatic's Journey in Africa, Old Journalism 303

Peter Koehn, Professor, Political Science, reflects on his 25 years of experiences in Africa.

5:30 PM Peace Corps Information Session, Lommasson Center 154

Mike Bradbury, UM Peace Corps Representative, gives an information session about the Peace Corps programs offered at UM and the opportunities abroad.

7:30 PM Well Founded Fear, UC Theater

Peace and Justice Film Series presents a documentary film with an in-depth look at the asylum process of the federal U.S. Immigration and Naturalization Service (INS) known as USCIS today.

## FRIDAY, NOVEMBER 21

2:00 PM Scholarships Abroad, Old Journalism 303

Marja Unkuri-Chaudhry, Assistant Director for Study Abroad, International Programs will provide information about scholarship opportunities for UM students studying abroad. Also, UM recipients of scholarships share their insight on the application process.

# Collaboration between The Universidad Católica de Salta (Argentina) and The University of Montana

By María José Bustos Fernández, Professor of Spanish,  
Department of Modern and Classical Languages and Literatures

The first contacts with the Universidad Católica de Salta were made in the summer of 2005 in an effort to initiate collaborative projects between this young Argentinean university and The University of Montana. Located in the city of Salta, capital of the province with the same name, it has a campus about eight miles from its downtown offices and classrooms. Salta is located in Northwestern Argentina, an area that maintains a strong colonial flavor and fascinating history and, at the same time, displays remains of pre-Columbian civilizations, among them the Inca. The well preserved colonial city of Salta is the heart of this corridor that linked the Viceroyalty of Lima with the port of Buenos Aires during colonial times. Founded in 1582 by Hernando de Lerma, it still bears its distinct Hispanic character and is the home of 400,000 "salteños". There is a spectacular variety of landscapes around Salta: magnificent mountains, valleys, the Puna and the subtropical flora and fauna of the Yungas.

The Universidad Católica de Salta is a private institution founded in 1963, which has experienced a rapid growth, emerging as one of the leading higher education institutions in Argentina. Inspired by the mission of the Jesuits, the University has expanded its presence in the country, opening several branches in various regions of Argentina and rapidly developing international ties, making it today a modern university where research is combined with excellence in teaching. During the last 42 years, the University has expanded its course offerings, which include Tourism, Law, Environmental Studies, and Computer Sciences. Moreover, research has been identified as a high priority by the university administration. Some of the areas where researchers have concentrated on are the study of deforestation in the autochthonous forest of Salta and the development of technology to implement an important environmental project, which focuses on the protection of drinking water. The University has worked closely with the provincial government to develop various economic sectors with the aim of improving the economic conditions of the region. In this vein the Universidad Católica de Salta has made important contributions in the area of demographic research and planning with the goal of identifying the available resources of the region. Another area where important contributions have been made is archaeology. The Instituto de Investigación de Alta Montana has worked intensively with Argentinean and international scholars from other countries on the sites where the Llullaillaco mummies were discovered in 1999. The site was an important Inca sanctuary in the summit of Mount Llullaillaco at 6,739 meters above sea level. With Salta emerging as a

major international tourist attraction, the UCSAL has also contributed to tourism development in the province through a project called Desde las Raíces Profundas.

The Universidad Católica de Salta is comprised of eight schools: (Facultad de Arquitectura, Facultad de Artes y Ciencias, Facultad de Ciencias Jurídicas, Facultad de Ingeniería e Informática, Facultad de Economía y Administración, Facultad de Ciencias Agrarias y Veterinaria, Escuela de Negocios and Escuela de Educación Permanente and Posgrados en Salud).

My first contacts with the Universidad Católica de Salta were continued by Associate Provost Perry Brown who as the Dean of College of Forestry and Conservation, visited the Universidad Católica de Salta in June of 1997 and more recently by Dean James Burchfield (College of Forestry and Conservation) in October 2007. Conversations between the two institutions continued and in summer 2008, UM hosted Dr. Gerardo Vides Almonacid, the Vice Rector/Vice President of the Universidad de Salta. As a result of these contacts, the two universities have agreed to pursue the development of collaborative academic programs in teaching and technical assistance on topics that would be of mutual interest to both institutions. The initial effort will target the development of adequate methodologies for the planning, management, restoration, and public use of protected areas, administration and management of forests and high elevation pasturelands of the Province of Salta and the State of Montana. A further step would be the development of stronger links in other academic areas such as the Social Sciences and the Humanities. I met with Dr. Vides during the summer of 2008 at the UM campus where we discussed the numerous opportunities and interests of our faculty from the College of Arts and Sciences.

Salta is rich in history as this area was once the center of political power and intense economic activity in Northwestern Argentina, particularly, during the time of Hispanic Viceroyalty. The goal of the Viceroyalty was to create a settlement that would secure the route from Tucuman to the west of the kingdom and Peru. Thus, the area offers innumerable research and study opportunities in history, anthropology, literature, linguistics, ethnic studies and sociology.

For more information of the Universidad Católica de Salta (Argentina) and other academic opportunities in Argentina for students and faculty you may contact Maria Jose Bustos Fernandez, Latin American Studies, x4002. Liberals Arts 437.

# UM Disability Services Hosts Delegation from Japan

By Mika Watanabe-Taylor, Coordinator, Disability Services for Students

From August 5th to August 7th, 2008, The University of Montana Disability Services for Students welcomed a delegation of researchers, disability services providers, and a Special Education teacher from Japan. As part of the delegation's international comparative study, they visited The University of Montana and local disability service providers to study educational and employment services for individuals with print disabilities.

A print disability can be a visual impairment, a learning disability, physical disability, or a psychiatric disability. Those with print disabilities cannot access standard print and use alternative formats such as audio recordings, Braille, electronic text, etc.

"It is a great pleasure and honor to host this delegation's visit to UM," Disability Services Director Jim

Marks, said. "This delegation chose to visit UM because they see UM as a model of serving college students with disabilities in the U.S. Their visit also gave us a great opportunity to learn from them," Marks commented.

The delegation included Mr. Hiroshi Kawamura, President of Digital Accessible Information System (DAISY) Consortium, Ms. Misako Nomura, Director of Information Center at the Japanese Society for Rehabilitation of Persons with Disabilities (JSRPD), Dr. Yayoi Kitamura, Chief of Social Support Sys-

tems Section at National Rehabilitation Center for Persons with Disabilities, Ms. Mayu Hamada from Assistive Technology Development Organization, and Mr. Tadashi Kouyama, Teacher of Gifu Prefecture Seki Special Support School.



*Japanese delegation visit to UM Online. Clockwise from top: UM Online Director, Keith Lynip; Delegation Leader and President of DAISY Consortium, Hiroshi Kawamura; UM Disability Services Director, Jim Marks; Secretary General of DAISY Consortium, George Kerscher. Photo by Mayu Hamada.*

After a welcome by Vice President for Student Affairs Dr. Teresa Branch and Dean of Students Dr. Charles Couture, the delegation visited Disability Services, the Rural Institute, the Mansfield Library, and Continuing Education. They also met with student members of the Alliance for Disability and Students at The University of Montana (ADSUM).

The group also met with the Missoula County Public Schools Superintendent Dr. Alex Apostle and Superintendent of the Montana School for the Deaf and Blind Steve Gettle, to understand the education system and support services

for children with print disabilities in Missoula and the state of Montana. Opportunity Resources, Montana Vocational Rehabilitation Services, and Veterans Affairs Vocational Rehabilitation also welcomed the delegation's visit to discuss their employment programs.

Upon completion of their study, the delegation will develop and submit a policy proposal regarding individuals with print disabilities to the Japanese government.

## Off to Africa UM Student Group to Tanzania, Wintersession 2009

By Nate Rott, UM Undergraduate Student

A group of UM students will stash their snow boots and stocking caps this winter break, and pull out their hiking boots and safari hats. The nine mixed-major students are headed to the much warmer climate of Tanzania with anthropology professors Kelly Dixon and Gary Kerr for just over two weeks.

Aside from visiting national parks, indigenous villages, and other sites, the group will spend a large portion of the trip in Olduvai Gorge, a world-renowned archaeological site coined the "cradle of humanity" because of its many found early hominid remains. The trip is designed to help students "understand what the site was like a million years ago," Kerr said, when those early human ancestors walked the earth. In preparation for the trip, most of the students took a class on Olduvai Gorge and its surrounding environment, last fall and spring.

International Programs, the President's Office, the Provost's Office and private donors have all graciously given money or fundraiser gifts to help the group offset the costs of the experiential education aimed excursion. Due to rising costs, students are still actively in the process of fundraising and seeking donations.

# EXPANDING HORIZONS

The International Programs Newsletter at The University of Montana



The University of  
**Montana**

International Programs  
International Center (MIP005)

## International Programs Holiday Reception

International Programs invites you  
to celebrate the season with us

**Wednesday, December 3, 2008**

**3:30 - 5:00 PM**

**International Center**

Please join us for beverages and  
hors d'oeuvres!

We welcome items of international or intercultural interest for the next newsletter. Please send them to International Programs, International Center, or email us ([goabroad@mso.umt.edu](mailto:goabroad@mso.umt.edu)).

If you are interested in receiving an email notification regarding upcoming international events and IP activities, please send your name and email address to [goabroad@mso.umt.edu](mailto:goabroad@mso.umt.edu) or call 243-2288.

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