



EXPANDING HORIZONS

International Programs, The University of Montana, September 2005

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Educational Opportunities in Taiwan

By Sharon E. Alexander, Dean, Continuing Education and Merle Farrier, Professor, Education

Higher education in Taiwan has been undergoing educational reform since the 1990s and, today, the Ministry of Education [MOE] is considering greater flexibility in policies related to students studying abroad. In addition, universities and the MOE are jointly interested in having non-Taiwanese students study in their institutions of higher education as well as exploring joint degrees with foreign institutions, particularly in the United States.

In June, Professor Merle Farrier, Education, and Dean Sharon E. Alexander, Continuing Education traveled to Taipei and Taichung for the purposes of networking with previous doctoral students, recruiting a new group of doctoral students and meeting with educational leaders in the Ministry of Education and higher education. They were invited to participate in a prestigious symposium, *The Globalization of Higher Education in Taiwan*, a meeting sponsored by the Chinese Culture University. The Deputy Minister, Mu-lin Lu and the Director General, Chin-sheng Change, both from the MOE, spoke of the need to address existing policies and procedures that prevented this from happening. Several university presidents spoke, including Dr. Haydn H.D. Chen of Tunghai University and Dr. Frank H. Shu, National Tsing Hua University.

Dr. Chen is of particular importance since Tunghai has a formal agreement with The University of Montana. He posited a theory at the symposium related to the importance of sister-school relationships to the internationalization process, and the need for departmental exchanges as well as faculty, student and administrator exchanges. Having spent much of his professional career at the University of Illinois, Champaign-Urbana as well as four years in Hong Kong as President of a private university, Dr. Chen is particularly well situated to discuss these internationalization or globalization issues. In a later meeting at Tunghai and in subsequent e-mails, President Chen has indicated a strong interest in expanding the relationship with UM to include many different areas.

Taiwan, a very small country with a moderately sized population, has one of the best and most developed global economies. According to Yu-Jiuan Lee, a visiting scholar at NYU, *Taiwan is a very competitive*

nation with global recognition for its scientific and technological capabilities, noting that in 2003, the World Economic Forum ranked Taiwan 5th in the world for growth competitiveness and third for technology. [2004, 6-7]

Taiwan has established the National Science Council which distributed NT\$11.6B in 2002 to fund academic research projects. In 2003, NT\$11.0B was authorized to fund hazards mitigation, telecommunications, agricultural biotechnology, biotechnology and pharmaceuticals, genomic medicine, digital archives, system-on-chip, nanoscience and nanotechnology, and e-learning. [2004, 8]

According to Lee, Taiwan has initiated "Challenge 2008: National Development Plan [2002-2007]. The purpose of the plan is to strengthen national competitiveness, elevate Taiwan to world-class standings, and transform it into a "green silicon island".

Taiwan has a strong economy, a strong commitment to higher education, and educational reform has been well established for the last decade. Based on interviews with a number of senior administrators and faculty members,

Taiwan higher education institutions see the value in establishing purposeful sister relationships, often at the departmental and faculty level, with foreign countries, including the United States, plus they have the means to support their efforts.

Opportunities exist for those interested in the internationalization or globalization of higher education. At the present time, UM has sister-relationships with two schools in Taiwan, both in Taichung: Providence University and Tunghai University.

Over the past several years, faculty in the School of Education have expanded their campus-based graduate degrees to a totally different audience, including for students in Taiwan. Under the leadership of Deans Donald Robson, Roberta Evans and Paul Rowland, the School established and sustained a doctoral program for fifteen individuals from Taiwan, all of whom were lecturers in the higher education system. Ten of these individuals have received their Ed.D.'s and the remaining five are working on their dissertations. Recent recruitment (contd. Taiwan p. 2)



An International Collaboration between Montana and Portugal: Biodiversity Conservation and Genetics

By Gordon Luikart, Faculty Affiliate, Division of Biological Sciences

Gordon Luikart and Nuno Ferrand (University of Porto, Portugal) have been awarded a three year grant to establish collaborations in research and education between The University of Montana (Division of Biological Sciences, Conservation and Genetics Laboratory) and the Portuguese Institute "CIBIO-UP" (the Center for Investigations of Biodiversity and Genetic Resources at the University of Porto). The title of the collaborative program is: "Molecular and Computational Genetics for International Biodiversity Conservation."

The general goals are to develop novel models for international collaborations including both research approaches (e.g., applications of genetics and statistical tools) and educational programs such as workshops and seminars with students participating from Portugal and the United States (including courses using web-based video conferencing). Research and education will emphasize the use of emerging technologies in genomics and computational science to facilitate biodiversity conservation and wildlife management. The program will involve 1-3 students, post-docs or faculty coming from Portugal to Montana, and the travel of UM faculty and students to Portugal.

Base funding for the program was received from the University of Porto and the Portuguese Foundation for Development of Portuguese-American Programs in Education, Science and Technology (FLAD). Funding includes three years partial salary for Dr. G. Luikart as a visiting Professor at the University of Porto, and several flights per year for him between Porto and Missoula. Key support was also provided by Dr. Fred Allendorf and Dr. Erick Greene (UM), and Dr. Albano Beja-Pereira (CIBIO-UP). Helpful support also has been provided by Mehrdad Kia and Meghan Squires from the International Programs, UM.

The idea of employing Dr. Luikart in Porto to establish a Montana - Portugal collaboration (and "sister centers of excellence") originated during discussions between Dr. Luikart and Dr. Beja-Pereira (CIBIO-UP) while they worked together at the University of Grenoble in France in December 2004. Subsequently, Dr. Luikart drafted a proposal with help from Dr. Beja-Pereira and Dr. Ferrand (CIBIO-UP) and they submitted it to the President of UP (University of Porto), who was extremely supportive (even offering partial funding), even though UP had never hired before a visiting Professor to establish international collaborations. With the President's support, FLAD then was approached with the written proposal (May 2005). FLAD agreed to help fund the proposal in August of 2005.

CIBIO-UP is Portugal's most productive and well respected laboratory team for research in molecular ecology and conservation genetics. Similarly, The University of Montana campus has leaders in conservation and genetics including Dr. Fred Allendorf, Dr. Scott Mills, and Dr. Mike Schwartz (US Forest service genetics lab). Thus, this collaborative exchange promises to be fruitful and mutually beneficial to Montana and Portugal.

The collaborators realize that partnerships between international research and education institutes are becoming increasingly indispensable because science is becoming increasingly global. Disciplines especially requiring international collaborations are Genomics, Molecular Ecology, and Biodiversity Conservation because these fields are rapidly advancing and because the extinction crisis and biodiversity conservation are global concerns. This collaboration promises to advance research and education in conservation genetics while helping stem the accelerating crisis of biodiversity loss.

(Taiwan contd. from page 1)

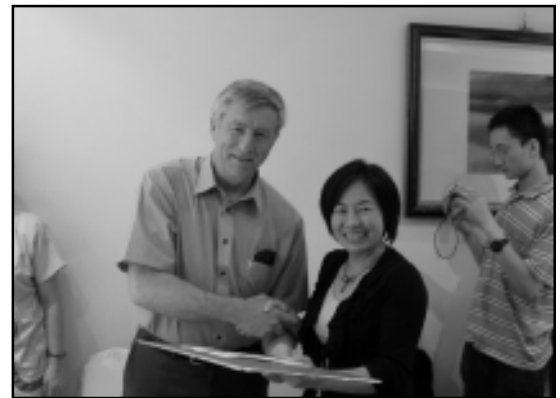
efforts by Dr. Merle Farrier have ensured that the Taiwan-Montana Doctoral Program will continue with the admittance of twenty new candidates in the spring of 2006.

The Educational Administration and Counseling Department is exploring the concept of a double degree with one or more universities in Taiwan. A double degree is the ultimate goal of this relationship and important to this concept is the distinction between offering two degrees for the price of one or offering a truly international degree in which the contributions from each culture are integral to a single degree in leadership.

The two cultures lend themselves to integration, particularly in the area of leadership, which is built upon two essential components: the private good and the common good. The role of leadership is to bring the organizational parts into a common whole. Effective leadership does this by extending the domain of the private good to the organizational whole, thus transforming the private good to a common good. The *sine qua non* of leadership is to bring the common good into existence so that the entire organization functions as a whole toward a common vision.

The quality of leadership is limited by inherent cultural constraints placed upon leaders and consequent leadership theory. The American culture was founded upon and favors a philosophy of individual rights, the private good. The Chinese culture provides a wonderful contrast, favoring a rich cultural philosophy of great respect for the common good. Each culture brings to this partnership, a strength that the other culture lacks. By integrating both cultural strengths into a single conceptualization of leadership, this particular international degree in leadership holds the promise of rising above an international degree that is little more than a degree formally accepted by two universities; rather, this degree would represent a conceptualization of leadership that integrates two cultures into a higher level and understanding of leadership than otherwise possible.

Opportunities exist for other academic units to reflect upon and, perhaps act upon, outreach programs to Taiwan. Exchanges are possible on a number of levels including with students, faculty, programs, research, administration and joint degrees. Clearly, the establishment of contact with an appropriate "sister institution" is essential to succeed. Both the literature and practical experience support the fact that there is great interest, if not need, in Taiwan to make these connections. In the case of the School of Education, the value-added of such relationships is apparent as they experience internationalization of their curricula as well as increased doctoral productivity, thus enabling The University of Montana to meet two of its stated goals. The International Programs is an invaluable asset to the university and individual academic units, as it works wisely and well to help forge meaningful linkages with institutions not only in Taiwan, but in many other parts of the world.



Above: Merle Farrier gives a certificate of appreciation to a new Ed. D. student in Taiwan
Front Page: Merle Farrier and Sharon Alexander during a recent trip to Taiwan

UM Anthropology Professor conducts fieldwork in Nepal and Uganda

By Kimber Haddix McKay, Assistant Professor, Anthropology

Dr. Kimber Haddix McKay is an assistant professor in UM's Dept. of Anthropology, where she teaches courses on demographic anthropology, human ecology, Africa, South Asia, and social change resulting from international development projects. She has also consulted for the Bermuda-based ISIS Foundation, an international agency focusing on health development in rural areas of Nepal and Uganda. McKay works directly with Nepali and Ugandan villagers in an effort to improve the livelihoods of rural communities through locally appropriate development programs and research. Since the mid-1990s, her research has focused on cultural and demographic issues in East Africa and Nepal, especially those relating to health care and health development issues. With her guidance, Anthropology graduate students from UM have embarked upon research projects in Bhutan, Nepal, and Uganda. In addition to those graduate students studying abroad, many UM undergraduates working together with Kimber, independent study abroad programs, and the IP have pursued educational experiences in Africa, Central and South America, and India.

Fieldwork in Nepal

I originally got interested in working in Nepal because I wanted to be someplace in the mountains, and I was very intrigued from an anthropological perspective by the marriage system known as polyandry, which is practiced in many Himalayan valleys of Nepal and India. With funding from The National Science Foundation, Wenner Gren Foundation for Anthropological Research, and the Population Council, I worked with people from remote villages in Humla District, in Nepal's far northwestern corner. Here, close to Tibet's southwestern border, residents are Nepalese citizens, but they are ethnically and culturally Tibetan. In the local polyandrous marriage system, women marry a complete set of brothers, accepting the role of wife to multiple co-husbands. I analyzed the individual and household benefits of the marriage system, finding that polyandrous marriages greatly increase the likelihood of financial security and the integrity of estates across generations. For households with diverse assets like yaks and other animals, farmland and retail trade interests, polyandrous marriages ensure that family investments and land remain intact from one generation to the next. Women loved to tease me about my limited aspirations to maintain only one husband, and fussed over me getting 'so old' and yet childless (this started when I was 26).

Villagers' near total lack of health care or education about basic health, hygiene, sanitation or nutrition is a serious issue in Humla. For this reason, during my many fieldtrips there I always looked for an opportunity to help in some concrete way, and not limit my work to the academic or scholarly arena. The work I have done advising ISIS Foundation has given me the opportunity to contribute to projects that needed to be ethnographically and anthropologically informed. The kinds of conditions that people are dealing with can be quite complex in origin, like congestive heart failure or disease relating to chronic malnutrition. Or they may be simple things—worms, anemia, dental problems, upper respiratory tract infections and the like. These persistent, relatively minor conditions seem to snowball into life threatening disease or, experienced in combination, drag down a person's quality of life in a very significant fashion. Traditionally, the development projects that have found their way into this region tend to be somewhat ill-informed (metal stoves built so that their vents catch people's winter hay supply on fire) or unsustainable (solar projects with no one trained in maintenance and no spare parts for maintenance anyway).

The projects that I have been involved with represent a real ray of hope in this situation. We call our approach the 'family of four'; this includes pit latrines, safe drinking water, solar lighting and smokeless stoves. Each of these addresses a fundamental public health issue in the villages, and these four things are often paired with locally appropriate extras, like greenhouse projects or solar-powered bathing



Top: Kimber Haddix McKay chatting with friends about recent changes in the village

Right: Kiwoko Hospital special care baby unit



houses. We work with the villagers to design projects that address needs that they themselves have identified, and we work hard to create a sense of 'ownership' in all stakeholders. Our projects are piloted with a real sensitivity to local cultural concerns, social hierarchies, and gender relations. I have been researching baseline (pre-project) conditions with yearly follow-ups for nearly 6 years now, and several of my students here at UM have been helping with this work. We are particularly interested in how the projects in the villages in Humla are impacting both health and social conditions. The latter topic, the social impacts of new technologies and related re-organization of labor, allocation of power and knowledge, and so on, is woefully under-studied. One of the things we have realized through the social-impacts research, which we conduct through doing house-to-house interviews with all age groups and in every house, is that villagers have very little concept of leisure time—at least not as might be provided to them in terms of the acquisition of new, labor saving devices. In the deep winter, people hole up in their homes and ride out the snow with dancing and weddings, and cold weather celebrations. But when asked about what they would do with the time saved during the rest of the year, by halving their consumption of firewood for instance, people merely looked puzzled, and ultimately responded "we'll work harder at other things". This reveals quite a bit about the time and resource stress people appear to be under during the 9-10 months of the year when the snow isn't deep, and has inspired new directions in research. My students and I have made quite a bit of progress in investigating these topics, and our findings are folded back into project planning each year.

Fieldwork in Uganda

In Uganda, my UM students and I have been collaborating with neonatal specialists from Uganda, Seattle Children's Hospital, the University of Washington Medical School, and ISIS Foundation in our research on survival outcomes in a unique 'special care baby unit' at a bush hospital in the Luwero Triangle in Central Uganda. This is an ISIS-funded unit that has attracted considerable attention in Uganda, and now
(contd. Fieldwork p. 4)



Smoke-free Humli home with solar lighting

Fieldwork contd. from page 3)

draws patients from the entire region, including from the best hospitals in the capital, Kampala. Currently, we are looking at the factors determining what babies are admitted to the unit and which factors predict survival. In this area, which is heavily impacted by HIV/AIDS, malaria and other tropical diseases, and increasingly by the violent conflict in northern Uganda, babies and their mothers who come into the unit find themselves in an oasis of calm, support, and the relief of simply existing in a place where they are helped by staff to nurse their tiny babies and watch them grow in their incubators. In the unit, babies born as small as 800 grams have survived. In countries such as the United States, this is not uncommon, but for a place like Uganda it is really incredible. Our research will hopefully inform the local community based health care projects, to upskill staff and better provide services to pregnant women so that babies do not have to come into the unit in the first place.

My UM students have also worked with traditional healers in Uganda, in our ongoing efforts to fully understand Uganda's relatively successful attempts to curb its HIV/AIDS situation. Traditional healers organizations such as PROMETRA and THETA organize, train and support all kinds of healers in Uganda, including spirit healers, 'bone setters', herbalists, and other specialists. Because there is only one doctor for every 20,000 people in Uganda, in comparison with one traditional healer for every 200-400 people, most Ugandan's first line of defense against ill health is to visit a healer. We have been working on research highlighting the role that healer organizations play in changing the scope of treatment as well as attitudes of healers in Uganda, which we are hoping will address the fact that healers are often unfairly castigated by 'western' doctors both there and abroad.

Working abroad, whether in the academic/scholarly arena, or the 'applied' arena, is fulfilling and challenging on so many levels. It is one of my main teaching points in both undergraduate and graduate classes, and I am thrilled with the existing and increasing level of interest on our campus for international research and educational experiences. When advising your students, please remember to bring anthropology to their attention! We are always excited to teach and interact with students from all disciplines across campus.

Law School's Activities in Kyrgyzstan and Georgia

By Jeff Renz, Professor, School of Law

And you sometimes think teaching is difficult? What if your students had no books? What if your classroom had no electricity? What if your students did not show up for class because they had skipped breakfast to get to school on time and the class before yours ran overtime and cut into their lunch hour? Or if your classroom (not air conditioned on a 100 degree day) was located a few meters from a factory that was being dismantled by the world's largest and loudest jackhammer?

Welcome to teaching conditions in the Republics of Georgia and Kyrgyzstan.

Although the professors at the Law Faculty of Osh State University, Kyrgyzstan (where Law Prof. Greg Munro and I taught during May and June 2005) and those at Kutaisi State University, Republic of Georgia (where Prof. Diane Benjamin and I taught in April 2005) work under difficult conditions, they continue to inspire students. And they ought to, because the students are inspiring, wonderful, curious, and extraordinarily bright. Some, not confident of their English skills, were the first to roll on the floor when we told a good joke.

In Kutaisi a group of Law and American Studies students re-enacted the direct and cross examination of Mayella Ewell, from *To Kill a Mockingbird*. "She [Atticus] is abusing the witness," the prosecutor-actor argued. "Answer the question," the judge-actor directed Mayella.

Led by Prof. Benjamin, another group of students debated the roles of religion, education, and the state, after viewing and reading passages from *Inherit the Wind*.

At Osh State, with the help of a half dozen Peace Corps volunteers, Greg Munro and I staged a mock trial. My client had been charged with assault for hitting his ex-girlfriend with a whiskey bottle. Witnesses disagreed about what happened and about the state of intoxication of the former lovers. Osh State law students acted as jurors.

At the end of the trial, our students insisted on trying to reach a verdict even though the case had gone overtime. We gave them a simple set of instructions on the law.

Prof. Munro and I were amazed and entertained by the heated argument that followed. Soon the chair of the law school's forensic department joined in, arguing about the physical evidence. The mock jury took repeated votes. With each vote they were evenly split and the argument became more vigorous.

The lesson could not have been better. Our students had been raised in an inquisitorial trial system in which the judge is the fact-finder. In our earlier discussions about the jury system, they questioned the ability of the jury to reach a correct result. Now we ended their deliberations in the mock trial and declared a mistrial. Then we talked about how seriously they took their role in this fictional case. "Think," we said, "about how seriously jurors take their oaths and their job in a real case." Now they understood.

Our primary role in Kyrgyzstan, and our secondary role in Georgia, was to demonstrate alternative methods of teaching and, in Kyrgyzstan, to help Osh State law professors to integrate theory and practice in their classroom. Supported by two grants awarded by the U.S. State Department in 2004 and 2002, respectively, the Kyrgyz and Georgian programs are up and rolling.

We were heartened by the work of Iashvili, who attended UM in Fall 2004. Prof. Iashvili is implementing a women's studies program at Kutaisi State University. This is what the Central and Southwest Asia program set out to do. We were pleased when Prof. Elmira Mamatazova, who teaches civil law at Osh State University, was nominated for the University's teacher of the year award. She visited UM's Law School in Spring 2005.

These programs enrich both sides of the partnerships. Prof. Munro and I return to Osh in 2007 to participate in an Osh State-led conference of law teachers, judges, and lawyers. We agree—we wish we could return sooner.



Left: Bagrati Cathedral, Kutaisi, Republic of Georgia
Middle: Professor Greg Munro teaching Insurance Law, Osh State University, Spring Semester, 2005
Right (top): Montana Educators participate in a welcome reception dance at Xinjiang Normal University
Right (bottom): Montana Educators in Central Asia under the Fulbright-Hays Group Study Abroad program with teachers and students from the school of education at the Xinjiang Pedagogical University in Urumqi in the Xinjiang Uyghur Autonomous Region



UM's Central and Southwest Asia Program Receives New Grants

By Otto Koester, Coordinator, Central and Southwest Asian Studies Program

This past year The University of Montana again was successful in obtaining several important grants for its innovative Central and Southwest Asian Studies Program. Three new grants from the U.S. Department of Education and the U.S. Department of State are helping the Central and Southwest Asian Studies Program to establish itself as a national leader in recognizing the contemporary and historical significance of the peoples and cultures of Central and Southwest Asia through a variety of academic, training, outreach, and international exchange activities.

In August 2004, Jeffrey Renz, Director of the Criminal Defense Clinic in UM's Law School and a member of the Central and Southwest Asian Studies Program, received word that UM had been successful in obtaining a highly competitive award from the U.S. Department of State. Of more than 100 proposals submitted to the Department of State, the UM project was one of only three to be funded. Over the next three years UM's School of Law will receive a total \$243,957 to initiate a pioneering university-to-university partnership with Osh State University in the Kyrgyz Republic. During this period, at least nine Kyrgyz law professors will come to UM for intensive legal education and practical clinical training, and three UM law professors will visit Kyrgyzstan and help Faculty of Law at Osh State University revise its mission and curriculum, and teach new courses. In addition, at the end of the third year, UM and Osh State will collaborate in organizing a nation-wide conference in Bishkek, the nation's capital, to establish a Kyrgyz professional association of professors, judges, and lawyers interested in modern legal education. UM law professors spearheading the project are Jeffrey Renz and Greg Munro, with a third faculty member to be added. Administrative support for the project is being provided by the International Programs.

In April 2005, Terry Weidner, Director of UM's Maureen and Mike Mansfield Center, was informed that the U.S. Department of Education had agreed to fund a request for \$68,400 to send a group of 13 Montana educators to China and Central Asia under the Fulbright-Hays Group Study Abroad program. From July 2 to 28, two members of the UM faculty and staff, together with nine high school social studies teachers from Missoula, Frenchtown, Bozeman, and Billings, traveled to Beijing, Xinjiang Province in western China, and Kazakhstan. The leader of the group was Jeffrey Gritzner, Chair of the Department of

Geography and a long-time specialist in Central and Southwest Asian geography. The study tour consisted of scholarly lectures, visits to historical sites and museums, and meetings to learn about the long-lasting political, cultural, trade, and geographical ties between China and Central Asia, especially at the time of the Old Silk Road. In October 2005 the teachers will give presentations at the annual meeting of the Montana Education Association and discuss ways to incorporate new knowledge and instructional materials about China and Central Asia in high school classrooms across the state.

Finally, in May 2005 the Central and Southwest Asian Studies Program was pleased to learn that the U.S. Department of Education had awarded UM a new Title VI Undergraduate Foreign Languages and Area Studies grant for the next two years. Totalling \$156,435, this grant will allow the Central and Southwest Asian Studies Program to collaborate with the Maureen and Mike Mansfield Center to integrate the study of China with Central and Southwest Asia. Over the next two years, UM will add new undergraduate courses in Arabic and Chinese language and culture, introduce eight new interdisciplinary undergraduate courses, and revise eleven existing ones, thereby significantly enhancing its undergraduate course offerings in Asian Studies. In addition, in Summer 2006 a team of seven UM faculty members will take a study tour to western China and Central Asia to gain deeper knowledge and develop new materials for their undergraduate classes. The Co-Principal Investigators of the grant are Mehrdad Kia, Director of the Central and Southwest Asian Studies Program and UM's International Programs, and Terry Weidner, Director of the Maureen and Mike Mansfield Center.

The Central and Southwest Asian Studies Program received its first grant from the U.S. Department of Education in 2003 to create the nation's first interdisciplinary undergraduate minor in Central Asian Studies. The initial grant allowed UM to introduce new courses in Persian and Arabic, to create four introductory interdisciplinary courses, and to introduce three advanced offerings. A minor in Central and Southwest Asian Studies was designed by Sarah Halvorson, Jeffrey Gritzner, and Ardi Kia of UM's Department of Geography and subsequently approved in Spring 2005. With the new Title VI grant, UM hopes to become the home of a National Resource Center (NRC) with long-term funding from the U.S. Department of Education.

Faculty-directed study abroad program: Paris 2005

By Ione Crummy, Associate Professor, Modern & Classical Languages & Literatures

Seven students participated in The University of Montana Spring 2005 Paris study abroad program directed by Dr. Ione Crummy. Montana students were Kimberly Brevik and Kayla Lemire of Missoula, Amanda Eastley of Sun River, Nicolette Schuman of Billings, and Tayleigh Sykes of Great Falls. Out-of-state students were Glenn Koelling from Powell, Wyoming and Jesse Zirwes from Sand Point, Idaho.

From January 25 to February 10, students attended French classes on-campus with Dr. Crummy in preparation for their time in Paris. On February 15, the group arrived by plane in Paris and accompanied Professor Crummy to her apartment, where their host families picked them up. The Paris host families were: Frydman by the Gare Montparnasse, Feierazen near the Cité Universitaire, Dzierwuk and Arnaud by Gare de Lyon, Robert near Port Royal, De Villemeur near République and Barjhoux at Malakoff. Living all over the city, the students learned to navigate the Métro independently.

During February, the group had guided tours in French of the Louvre, the royal tombs at St. Denis, and the Conciergerie, and visited Notre-Dame, the Sainte-Chapelle, and the Musée Carnavalet —places we had read about in Hugo's *Notre-Dame de Paris* and Dumas' *La Reine Margot*. We saw performed, at the Bouffes Parisiens and the Comédie Française, respectively, Colette's « *Dialogues de Bêtes* » and La Fontaine's « *Fables* », which we had read and discussed on-campus.

During March and April, the students attended French language courses weekday mornings at the Alliance Française on the boulevard Raspail. Weekday afternoons students met with Dr. Crummy for French literature and culture courses and excursions. In our theater course, we read and discussed Molière's « *Le Bourgeois gentilhomme* », Marivaux's « *Les Fausses Confidences* », Beaumarchais' « *Le Mariage de Figaro* », and Ionesco's « *La Cantatrice chauve* », which we saw performed, respectively, at the Théâtres de la Porte Saint-Martin, Silvia Monfort, Fontaine, and de la Huchette. The students found attending live performances, after having read the plays, very rewarding. Advanced students also read, discussed and attended Beaumarchais' « *Le Barbier de Séville* » at the Lucernaire and Ionesco's « *La Leçon* » at the Théâtre de la Huchette. We all enjoyed a spectacular performance at the ornate Opéra Garnier of the ballet « *Cendrillon* », choreographed by Rudolf Nureyev.

While in Paris, the group had guided tours in French of the Panthéon and les Invalides and visited St-Étienne-du-Mont, the Arènes de Lutèce, the Orsay, Rodin, Marmottan, and Cluny museums, and the Institut du Monde Arabe. We took day trips to Versailles and Fontainebleau, where we visited the châteaux, gardens, and fountains, and were awed by the exquisite stained-glass windows of Chartres cathedral. We explored the Latin Quarter and Montmartre, familiar to the students from Balzac's *Le Père Goriot* and Queneau's *Zazie dans le Métro*, and posed with Marcel Aymé's statue, inspired by "Le passe-muraille." Weekends, the students explored and spent time with their host families.

The first week in May, we visited the Loire Valley, staying in youth hostels and touring six châteaux: Blois, Chambord, Chaumont, Amboise, Chenonceau, and Azay-le-Rideau. Highlights were attending a magical *Son et lumière* show at Blois, visiting Leonardo da Vinci's home at Clos Lucé, biking along the Cher to the magnificent renaissance gardens at Villandry, and a walking tour of historic Tours. On May 9, the program officially ended and the students were free to travel on their own or return home.

Pakistan Training Program

By Brian Lofink, Special Projects and Grants Coordinator, International Programs

The International Programs recently completed the administration of the fourth Pakistan Teacher Education and Professional Development Program (PTEPDP) at The University of Montana. The program consisted of 22 science teacher trainees, including 6 women, representing each province in Pakistan. Training was conducted from April 28 to August 28. As with previous PTEPDP programs, funding was provided by a grant from the Academy for Educational Development, which received its funding from USAID.

The program was designed to provide Pakistani educators with the knowledge, training, and infrastructure necessary to develop high quality education programs for use throughout Pakistan. Additionally, the project aimed to promote and foster cultural understanding between the United States and Pakistan.

Science-based components were used to introduce the teachers to *inquiry methods* of teaching science. Effective teaching strategies were shared using the *Dimensions of Learning* framework. PTEPDP participants were encouraged to incorporate new techniques, and utilize educational technology in developing and applying these new teaching methods. The program was a collaborative effort with instructors coming from the International Programs and the Departments of Chemistry, Biology, and Geology.

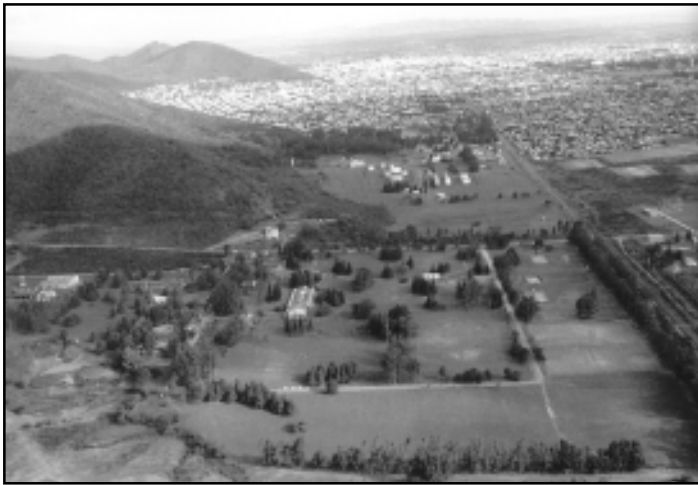
It is likely that the Pakistan training program on UM's campus will take a hiatus. Over the last two years, 83 Pakistani educators have received professional training at UM. IP has discussed the possibility of resuming the on-campus training in a modified format in the future. Moreover, IP is having discussions with AED about providing teacher training in Pakistan. The training would aim at improving the quality of education in Pakistan. Furthermore, a training program in Pakistan would provide lasting linkages between UM and its counterparts in Pakistan.

The International Programs would like to thank the UM administration and the many offices and departments on campus, particularly the Office of President George Dennison, Residence Life Office, and UM Dining Services, that have contributed significantly to the success of the training conducted at The University of Montana. Furthermore, the International Programs would like to thank Vickie Mikelsons and Julia Horn, with the UM Foundation, for their contributions and efforts in fostering cultural understanding between the Pakistani trainees and the greater Missoula community.



Faculty Report on Argentina: Universidad Catolica de Salta

By Maria Jose Bustos Fernandez, Professor, Modern and Classical Languages and Literatures



One of the campuses of Universidad Catolica de Salta overlooking the city. Photo courtesy of Universidad Catolica de Salta.

The Northwestern region of Argentina which borders with Bolivia, Chile and Paraguay was the first port of entry of the Spanish *conquistadores* from the Viceroyalty of Peru in the XVI century. For this reason, this area still 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 Buenos Aires port. Founded in 1582 by Hernando de Lerma it still bears its distinct Hispanic character and is the home of 400,000 "salteños". There is an spectacular variety of landscapes around Salta: magnificent mountains, valleys, the Puna and the subtropical flora and fauna of the *Yungas*.

As an effort to initiate collaborative efforts between The University of Montana and institutions of higher education in Latin America, I visited several universities in Argentina during the summer of 2005. The International Programs has been active establishing formal agreements with several Spanish speaking universities. Of the 19 Spanish speaking countries in Latin America the UM has formal agreements with universities in three of them (two in Mexico, five in Chile and one in Uruguay). My summer trip to Argentina constituted an opening to institutions of higher education in Argentina. The need to expand the Latin American connection and opportunities for our students and faculty is especially important now that we offer a Latin American studies degree where we encourage our students to engage in study abroad experience before graduation. Argentina, a Spanish speaking country of 40 million people, has one of the highest levels of education in South America (97% literacy, 27 public universities and more than 40 private universities) and exerts a leading educational role in South America.

One of the institutions I visited was the *Universidad Catolica de Salta*, a young private institution founded in 1963 which has experienced a rapid growth and become one of the leading higher education institutions in Argentina. Inspired by the mission of Jesuit education which has a long academic tradition in all Latin American countries, the University has actively expanded its presence in the nation, opening several branches all over the country and rapidly developing international ties, making it today a modern university where research is combined with excellence in teaching. During its 42 years of education mission the University has expanded its many areas of study and today offers degrees in most areas of knowledge from Tourism and Law to Environmental Studies and Computer Sciences. In the city of Salta itself, where the main campus stands, they have opened a new campus, *Castanares*, where a whole new development of the curricula was implemented in the last 15 years to better respond to the challenges of the XXI century. Research in many areas has been placed as high priority. Some of the important areas of concentration have been studies of deforestation of the autochthonous forest of the province of Salta, the development of technology to implement an impor-

tant environmental project of protection of drinking water and many other projects in the sciences, the social sciences and the humanities. The University has worked closely with the provincial government to develop various economic sectors with the aim of developing the economy of the region. In this vein the *Universidad Catolica de Salta* has made important contributions in the area of demographic research and planning with the intention to use adequately the resources that are present in the region. Another area where important contributions have been made is archaeology. The creation of the *Instituto de Investigacion de Alta Montana* has worked intensively with Argentinean and other scholars on the sites where the *Llullaillaco* mummies were found in 1999, an important Inca sanctuary on the summit of Mount *Llullaillaco* at 6739 meters above sea level. The *Universidad Catolica de Salta* was instrumental and provided the necessary funds to uncover the mummies which date from five centuries ago and are vivid evidence of the Inca civilization, making the province of Salta a major tourist national and international attraction in Northwestern Argentina. It has also contributed to tourism development in the province through its project *Desde las Raices Profundas*. The University also has a top quality Linguistics Program offering undergraduate and graduate programs. Proof of this is the recently organized international colloquium held in July 2005 where the top linguistics experts in the nation got together, also attracting international figures in the field.

A formal agreement with the *Universidad Catolica de Salta* can offer The University of Montana a variety of research and educational opportunities for UM faculty and students and my visit to the institution, its campus and various conversations with authorities have revealed their interest in developing collaborative efforts with The University of Montana in areas of common interest for both institutions. In addition to these academic opportunities the area offers a richness of wildlife, soils, and landscapes. The name of the city of *Salta* (and the province) comes from an Aymara voice ("*La linda*", "the beautiful"): its natural beauty, its cultural and historical richness, with a mixture of Inca and Spanish colonial legacy, and its growing and vibrant contemporary life all combine with the academic opportunities it can offer.



Maria Jose Bustos Fernandez on her recent trip to Argentina.

To learn more about Universidad Catolica de Salta please visit the website at <http://www.ucasal.net/index2.htm>. You can also contact the International Programs (International Center, X2288) and/or Professor Maria Jose Bustos Fernandez (Liberal Arts 437, X4002, maria.bustos@mso.umt.edu).

EXPANDING HORIZONS

The Newsletter of the International Programs at The University of Montana



The University of
Montana

**International Programs
International Center (MIP005)**

International Brown Bag Series

September 28th, 12-1pm: Prof. Clary Loisel, Modern & Classical Languages & Literatures

***The Universidad Pontificia of Santiago, Chile:
Establishing Ties for Faculty and Student
Exchanges***

October 12th, 12-1pm: Prof. Jeff Renz, School of Law

***The Inquisitorial Criminal Justice System in
Kyrgyzstan***

October 19th, 12-1pm: Prof. Maria Bustos, Modern & Classical Languages & Literatures

***Argentina: Two Decades After the Return to
Democracy***

November 2nd, 12-1pm: Prof. Erling Oelz, Mansfield Library

***International Librarianship—
A Finland Experience***

November 16th, 12-1pm: Dean Sharon Alexander, Continuing Education & Prof. Merle Farrier, Educational Leadership/Counseling
Educational Opportunities in Taiwan

All presentations are held in the Mansfield Center seminar room

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).

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 or call 243-2288.

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