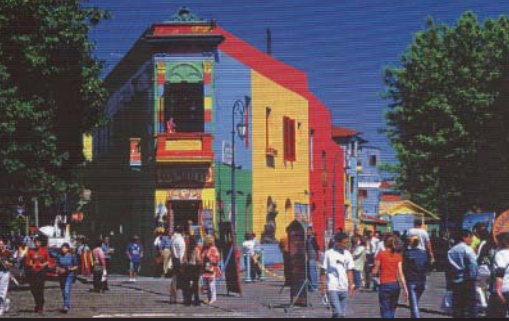




The University of Montana
SOUTHERN CONE
Argentina • Chile • Uruguay

International Programs, February 2009





UM in the Southern Cone Region

The University of Montana has a remarkable array of international opportunities, agreements, and interests. As we move forward in the further development of international programming, it will be important for us to focus on parts of the world that are especially relevant to us as a community of global learners and scholars. One such region is in the “Southern Cone” of South America.

This special publication features teaching, research, and outreach activities involving a large number of UM students and faculty working in the Southern Cone. You will find stories from biology, languages, law, social work, business, journalism, environmental science, economics, the arts, as well as International Programs. Some of the stories describe one-time adventures, others speak of ongoing activities. It is clearly a part of the world that resonates with UM.

On two occasions, I have had the opportunity to visit the Southern Cone, once on a trip with my family and a friend to Argentina (tango in Buenos Aires, mountains in Bariloche, pristine waters in El Bolsón), and recently on UM business to Chile (the University of Concepción, tourism in Coñaique, glacier-fed rivers in Puerto Bertrand). It is a region that has much in common with Montana and we can learn from the land and the people there while contributing to their opportunities and challenges. Enjoy reading about the “Southern Cone!”

Royce Engstrom
Provost and Vice President for Academic Affairs



UM helps Establish the Patagonian Ecosystems Research Center in Chile

By F. Richard Hauer, Professor of Limnology
Flathead Lake Biological Station, Division of Biological Sciences

There are places around the globe that have mystery and mystique; the Himalayas, Alaska, New Zealand, and Montana. One of these places that capture peoples imaginations is Patagonia, which comprises the southern latitudes of South America, primarily southern Argentina and Chile. Although a remote part



Ric Hauer (left) with friend Mac Binger on recent trip to Chilean Patagonia.

of the globe with majestic mountains draped with massive glaciers and ice fields, Patagonia is under tremendous pressure to develop its natural resources. Recently, The University of Montana joined the Universidad de Concepción and Universidad Austral of Chile, and in cooperation with the University of Siena, Italy and the University of Córdoba, Spain, to create the Patagonian Ecosystems Research Center (Centro de Investigación sobre Ecosistemas Acuáticos de la Patagonia, CIEP).

The purpose of the Research Center is to coordinate and focus research by the two Chilean Universities and an expanded international consortium of universities, including UM. CIEP's founding document specifically identifies Flathead Lake Biological Station as its model institution and has a stated mission of conducting ecosystem level research that is relevant to the management of the Aysén Region of Chile.

The relationship between UM and CIEP is strongly intertwined with faculty and senior staff at CIEP

coming from the ranks of UM graduate students. Dr. Alex Fajardo graduated from the College of Forestry and Conservation in 2005, Dr. Brian Reid graduated from Flathead Lake BioStation and Organismal Biology and Ecology in 2007, and Dr. Claudio Meier also graduated from Flathead Lake BioStation and Organismal Biology and Ecology in 2008.

In my first trip to Chilean Patagonia, I was captured by its beauty, the dramatic relief of the Andes, and the power of its rivers. While sampling for aquatic insects in the Rio Paloma (Pigeon River) with Claudio one day, we watched as an Andean Condor soared on rising air currents over our heads. Trout team in rivers that in many ways look much as they do here in Montana. How fascinating it is to see river insects with similar morphologies to those we see commonly in Montana streams, but with greatly different evolutionary histories. Along the coasts, large tracks of southern beech forest (*Nothofagus* spp) remain in nearly pristine condition. However, in the interior where it is dryer, enormous areas of the forest were burned in the early 20th century to open the land for cultivation and for cattle and sheep.

Nonetheless, Chilean Patagonia contains some of the least impacted mountain watersheds in the world. High rainfall in many places exceeds 3-4 meters per year. Large 'finger' lakes, similar to those we see in Glacier National Park, are common along the many

Hauer cont. p. 5



Ocean-run brown trout from a Patagonian river.

Ecology of Patagonia: Research and Education in the Southern Cone

By Paul Alaback, Professor, College of Forestry and Conservation
Carol Brewer, Associate Dean, College of Arts and Sciences

Studies in comparative ecology have a long history in biological research. The aim of such studies is to see how ecosystems that share many key features (e.g., climatic, geological patterns) differ in their evolutionary history, structure and function. If study areas are well paired, it is possible to answer many basic scientific questions, and apply this knowledge to land management and conservation. For Montana and the Pacific Northwest, there is hardly a better parallel environment on Earth than southern Chile and Argentina. This region shares many important physical features with our region, including climate, geology, geography and many ecological processes, while it contrasts in biological and human history, culture, and land ethics. We also can see many striking parallels in conservation issues and natural resource dependent economies.

Starting in 1988, Paul Alaback began a comparative study on the ecology and natural history of forests in southern Chile and the Pacific Northwest. In 1998, these studies were expanded when he began collaborations with large interdisciplinary team of scientists from Chile, Argentina and the U.S.A. This collaboration led to many scientific publications, including four major synthesis books. Later, in 2002, Paul spent a sabbatical in Chile developing materials for a book on the natural history of the plants in the region.

Carol Brewer began her research work in the Andes of Argentina in 1995. In particular, she and her students have conducted research with Argentine colleagues on plant physiological ecology, conservation biology of temperate forests, and ecological education (especially how students could learn about the local environment and play a role in its conservation). With a Fulbright Fellowship in 1998, she was in residence at Laboratorio Ecotono in San Carlos de Bariloche, Argentina, where she and her students studied the ecology species such as alstromeria and southern beech trees.

In January 1998, we offered the first wintersession field course. This was a natural outgrowth of our research programs in Patagonia. We were convinced that doing field studies and meeting with scientists in Patagonia would provide UM students with a unique educational experience, especially a much broader and better integrated foundation for thinking about ecological questions and conservation issues both in Montana and abroad. With each successive offering of this course, we expanded the scope and the range of topics and included a larger number of Chilean and Argentinean participants.

The wintersession course, and the contacts and networks which have been developed as a result of many graduate research projects and faculty exchanges, has been an essential part of building what has now become an active exchange program between UM and the Patagonia. And over the last 15 years, we have mentored Argentinean, Chilean and U.S. graduate students on a wide range of topics relating to conservation, education and the ecology of Patagonia. After seeing the tremendous positive impact this has had on our students, in 2007 we established a scholarship to promote scientific student exchanges with the Patagonia region (the Melipal Award) to be awarded annually.

Please see list of selected publications on page 5



Carol Brewer and Paul Alaback



Carol Brewer with students in the field



Carol Brewer, Paul Alaback and students

contd. from Brewer/Alaback article on p. 4

Selected Publications

Alaback, P.B. 1991. Comparative ecology of temperate rainforests of the Americas along analogous climatic gradients. *Revista Chilena de Historia Natural* 64:399 - 412.

Brewer, C.A., and C. I. Nuñez. 2007. Patterns of leaf wettability along an extreme moisture gradient in western Patagonia, Argentina. *International Journal of Plant Sciences* 168:555-562.

Hourdequin, M.E. 1999. Ecological restoration after removal of exotic conifer plantations in Argentine Patagonia's Nahuel Huapi National Park. M.S. Thesis, Division of Biological Sciences, University of Montana (C. Brewer, advisor).

Lawford, R., P. Alaback, and E.R. Fuentes (eds.). 1995. High-latitude rain forests and associated ecosystems of the west coast of the Americas: Climate, hydrology, ecology and conservation. *Ecological Studies* Vol. 116. Springer-Verlag. 409 pp.

Nuñez, C.I. 2005. Physiological ecology of male and female trees of *Austrocedrus chilensis* along a moisture gradient in Patagonian Argentina. PhD Dissertation, Division of Biological Sciences, University of Montana (C. Brewer, advisor).

Pauchard, A. 2002. Ecology of invasive species in Villarrica and Yellowstone National Park. Ph.D. Dissertation University of Montana (P. Alaback, advisor).

Pauchard, A. and P. Alaback. 2004. Roads as dispersal corridors for exotic plants in protected areas of South Central Chile: How elevation and land-use influence invasion patterns. *Conservation Biology* 18:238 - 248.

Pauchard, A. and Alaback, P. 2006. Edge types defines alien plant species invasions along *Pinus contorta* burned, highway and clearcut forest edges. *Forest Ecology and Management* 223: 327 - 335.

Premoli, A., and C.A. Brewer. 2007. Environmental v. genetically driven variation in ecophysiological traits of *Nothofagus pumilio* from contrasting elevations. *Australian Journal of Botany* 55:585 - 591.

Wall, C.A. 2000. Regeneration of subalpine *Nothofagus pumilio* in northwestern Patagonia, Argentina. M.S. Thesis, Environmental Studies, University of Montana (C. Brewer, advisor).

Hauer contd. from p. 3

ivers. The second largest lake in South America (about 3 times the size of Flathead Lake), Lago General Carrera, straddles the Chile-Argentina border.

The rivers of Patagonia are amazingly diverse. Some of the rivers drain active volcanic watersheds that carry high loads of volcanic ash, some rivers emerge from glaciers, and still others are crystal clear draining forested watersheds and deep lakes. Many of the rivers of Chile are short, but become large quickly as they descend over a thousand meters off the Andes and coastal range mountains, making them likely targets for hydro-power development. Most of these Patagonian rivers had a suite of salmon species introduced in the late 1800's and early 1900's. Chinook, coho, steelhead and brown trout have all naturalized and now exist as wild, self-sustaining populations.

A fundamental question that interests both the researchers at Flathead Lake and at CIEP is "Why are the populations of Pacific salmon so robust and growing in the Patagonian rivers where they are non-native, yet struggling to maintain their populations in much of their native range?" Other questions of interest focus on land use or geology or glaciers. While there is much environmental and ecological research to be done right here in Montana, UM scientists can bring much needed experience to Patagonia. But likewise, Chilean scientists have much to offer UM faculty and students. This is going to be a good relationship between UM and CIEP.



Mountains in Patagonia

Impressions of the Southern Cone

By Clary Loisel, Professor
Department of Modern and Classical Languages and Literatures

I have had the great fortune to spend time in all three countries of the Southern Cone: Chile, Argentina, and Uruguay. What follows is a summary of a few of the highlights of two mini Faculty Exchanges to South America.

The first was during the summer of 2004 when I spent about ten days in Chile. The following summer I visited Argentina for three weeks and used part of that time to visit Uruguay. While in South America, my primary objective was to serve as an advocate for The University of Montana, the city of Missoula, and Montana in general at local universities. As part of my responsibilities, I distributed information about The University of Montana to the Spanish faculty at the Catholic University in Santiago and to the Universidad del Salvador in Buenos Aires. I also answered questions concerning UM, Missoula, and Montana and did my best to help further study abroad opportunities for UM students and faculty exchanges for UM professors. Moreover, I enriched my research interests and have been able to offer creative, dynamic literature and civilization courses at UM as well as to add new components to required courses.

As a Professor of Spanish-American literature, one of the Chilean trip's highlights was visiting two houses of the Nobel Prize winning Chilean poet Pablo Neruda— one in Santiago, the other in Valparaíso. I was treated to a superb tour of his home in Santiago and got to actually see his Nobel Prize. Having taught Neruda's poetry in "Spanish 312: Introduction to Spanish-American Literature" and in "Spanish 494: Spanish-American Recipients of the Nobel Prize in Literature" and then having the opportunity to tour two of his houses left an indelible impression on me, which I have since shared with my students.

My international experience in Chile also broadened my perspective in terms of research possibilities. I can now

speaking first hand of Chilean writers, artists, and musicians and what it is like to spend time in Santiago, Chile. During my meeting with a Chilean professor, she and I realized that we had a common interest in Spanish-American

theater. I mentioned I had just offered such a course at UM and told her which Chilean plays we had read. When she heard me mention the playwrights Jorge Díaz and Egon Wolff, she told me she was a personal friend of both and asked me if I would like to meet the authors. I said I would be delighted to, and she arranged the meetings. Both writers were absolutely wonderful, and I got to spend approximately two hours with each of them. We discussed their

literary works, Hispanic literature in general, politics, history, and philosophy. They were kind enough to autograph several copies of their works for me, and I had my photograph taken with them. I share this experience whenever I teach Spanish-American theater.



1700's Jesuit Mission remains close to the Iguazu Falls.



Graffiti on the monument near Argentine Congress Building, Buenos Aires.

A key component of my Faculty Exchange to Buenos Aires was to investigate Argentine theater as part of my interest in Latin American drama. Buenos Aires has a vigorous theater community, equivalent in its own way to New York, London, or Paris. There are always performances on the docket. Avenida Corrientes is the capital's Broadway or West End, and I had the great fortune to find a hotel right off of Corrientes. I often went to the theater in the evenings and

was fortunate to see such plays as *La señora Macbeth* (2003) by one of Argentina and Latin America's most famous playwrights Griselda Gambaro. (Two years ago I taught *The Siamese Twins/Los siameses* (1967) by Griselda Gambaro in my upper-division theater class and am now more able to understand the trajectory of her works). I also saw a classical production of Miguel de Cervantes' *Numancia* which embodies all the characteristics of a "tragedy" as defined by Aristotle. Moreover, I saw the

Research and Trip Highlights for June 2004 Faculty Exchange

Location: Pontificia Universidad Catolica de Chile

By Keith Jakob, Assistant Professor of Finance, School of Business Administration

I was granted a short-term faculty exchange at the Pontificia Universidad Catolica de Chile. The University is an official participating institution in the University of Montana faculty exchange program. The University has two beautiful campuses, the main campus and the downtown campus, both located in Santiago. Both campuses are located adjacent to the subway system, so I chose to live in an apartment in Downtown Santiago and take the subway to the main campus each day. Santiago is a large bustling metropolis with all the amenities of a world class city, but it also rests at the base of the Andes mountains so you can easily escape the big city life for a day of hiking or high-altitude powder skiing. The Pacific Ocean is around two hours to the west.

I am an Associate Professor of Finance in the School of Business Administration at The University of Montana. One of the areas I specialize in is the behavior of stock prices before and after a dividend is distributed to shareholders. The day when dividends are distributed is called the ex-dividend day. In an efficient market stock prices should decrease by exactly the dividend amount on the ex-dividend date. For example, a firm that trades for \$10 and distributes a \$1 dividend should theoretically fall in price to \$9. However, prior



Rio Maipo near Santiago, Chile

empirical research shows that stock prices, on average, do not drop by the full dividend amount. This phenomenon is known as the ex-dividend day anomaly. I have a variety of papers published in this research area in notable journals including *Financial Management*, the *Journal of Empirical Finance*, the *Journal of Financial Research* and the *Journal of Financial Economics*. These papers specifically examine ex-dividend data from the United States and Canada.

Santiago is the main financial hub for Chile, home to the Bolsa de Comercio, also known as the Santiago Stock Exchange. While visiting Chile I collaborated with Dr. Augusto Castillo on a paper that examines the ex-dividend day behavior of stocks on the Santiago stock exchange. We were invited on a private tour of the Santiago stock exchange so that we could learn about the taxes and structural differences between the Santiago exchange and U.S. and Canadian trading systems such as the NYSE, the TSX and the NASDAQ. We used data from the Santiago stock exchange to test whether taxes or market-microstructure plays a role in the behavior of stock prices on the ex-dividend day in the Santiago market. Our Chilean paper was published in the *Global Finance Journal*.

Loisel contd. from p. 6

play *La Señorita de Tacna/The Spinster of Tacna* by the internationally renowned Peruvian writer Mario Vargas Llosa. The star of the play (Norma Aleandro) is the same woman who has the leading role in the movie *La historia oficial/The Official Story*, which is a film I often use in my Spanish-American civilization course.

While in Buenos Aires, I visited Uruguay for a long weekend. I took an excursion to Colonia and Montevideo, Uruguay from Buenos Aires. Colonia is only about fifty minutes away from Buenos Aires by ferry and is an agreeable, slow-paced town whose colonial-era Barrio Histórico/Historic Neighborhood is a UNESCO world cultural heritage site. Though Colonia attracts relatively few foreign tourists, its proximity to Buenos Aires and its charm draw thousands of Argentine visitors. From Colonia I took a two and a half hour bus trip to the nation's capital, Montevideo. Uruguay's capital dominates the country's political, economic and cultural life even more than Buenos Aires does Argentina's.

My time in the Southern Cone will continue to reward me for many years to come. I am not the same person I was before going to Chile, Argentina, and Uruguay: I grew enormously as a teacher, a scholar, and as a citizen of the world. I will continue to share everything that I learned with my future generation of students at UM and am hopeful that UM formalizes more relationships with many of the universities in the Southern Cone. My mini Faculty Exchanges were opportunities of a lifetime.

Chile Wintersession Courses: The UM Story

The University of Montana began teaching Wintersession courses in Chile in 1998 when Professors Paul Alaback and Carol Brewer took a group of 12 graduate and undergraduate science students from the UM Forestry, EVST and Biology programs to the southern part of the country. These same two professors returned with their science students in 2000 and 2004 (see more about their course and research in the companion article). Social Work Professor Janet Finn and UM Legal Counsel David Aronofsky, who teaches UM's International Law courses in the Law School, also took a group of graduate and law students to various parts of Chile in 2004 in a course focusing on tensions caused by Chile's free trade system on economically disadvantaged social sectors. David Aronofsky, joined by Journalism Adjunct Professor Jeff Hull, returned to Chile in 2005 with a large group of undergraduate Journalism, graduate and law students to study how Chile's media cover environmental conflicts in the country's booming economy. David Aronofsky and History Professor Harry Fritz took a group of graduate and law students back to Chile in January 2007 and 2008 to study relationships between Chile's environmental protection legal initiatives and the free market economic system. UM Provost Royce Engstrom participated in the 2008 course while in Chile on various UM matters. In 2009, two Chile Wintersession courses are planned – one for undergraduates to be taught by Spanish Professor Clary Loisel on Chile's history and culture; and one for graduate and law students to be taught by Professors Aronofsky and Fritz with a focus on the environmental protection-free trade dynamics. Below are some reflections of their experiences by these UM participants.

Chile Wintersession

By David Aronofsky, Legal Counsel

My relationship with Chile dates back to 1976, when I went there with Peace Corps, a new Ph.D. in hand; to undertake university reorganization projects and teach university education courses. Despite some tense times during the military government, I was able to do my work and got to know the country well. I developed close friendships in a number of cities. After becoming a lawyer I returned often for work and family visits; and was able, in my Washington, DC law practice, to help the transition from the Pinochet dictatorship to democracy by bringing lawyers, judges and law professors to my law firm for training in the legal aspects of democratization. In 1990, Chile's Fulbright Commission invited me to return on a Fulbright grant as legal and technical advisor to the first post-Pinochet elected Congress, starting my lifelong commitment to the country.

From the time I came to Montana in 1994 I wanted to take UM students to Chile, but things always got in the way until Janet Finn and I sat down at the start of the 2003 Fall Semester to ask ourselves why we had not yet done so. Janet has as much Chile experience as I do and is prominent there for her scholarship on women's social issues. We realized that if we did not take a Chile initiative course we would still be talking about doing it some day. We meshed our backgrounds and contacts in a course focusing on various aspects of Chile's free trade economic system – the good, the bad and the ugly – with a careful look at who did and did not benefit. We visited Santiago, Valparaiso and Viña del Mar on the central coast, a large copper mine in Rancagua, several agricultural and wine export companies in Talca, and spent time with diverse socio-economic sectors. Our

Aronofsky cont. p. 9



Fitz Roy Mountain, Parque Nacional de Los Glaciares, Patagonia, Argentina



Street scene in Valparaiso, Chile

Aronofsky contd. from p. 8

students were terrific and we became something akin to a big family. I learned as much as I taught about a country which is my second home.

In 2005 I returned with a group of talented and energetic undergraduate Journalism students, along with equally talented, slightly less energetic graduate and law students, to study how Chile's media were covering environmental conflicts arising from the country's natural resources export economy. Adjunct Journalism Professor Jeff Hull and his partner, environmental attorney Ronni Flannery, joined me in traveling from Santiago to Patagonia, with many stops in-between. The Chilean guest lecturers we had were all world class, and the Journalism students produced an outstanding multi-media project under Jeff's guidance while the other students wrote some fine papers. The U.S. Ambassador to Chile, one of our lecturers, afterward cited the multi-media project as an example of how U.S. international education should work. One of the other fine educational experiences in 2005 was being able to combine the Patagonia part of our course with the formal creation of CIEP, the applied environmental studies research center UM helped start with Chile's national and northern Patagonian Aysen regional governments, two Chilean and two European universities.

Harry Fritz persuaded me (with little effort) to go back to Chile in January 2007 and 2008 with our graduate and law students, again focusing on environmental protection and conflicts along with Harry's ever astute observations about the strong similarities between Chile and Montana economic development. During these two years we visited mines, farms, ranches, wineries, agribusiness centers, wilderness areas, Chile's Indian country, industrial plants, condor nesting sites in the Patagonian wilds, the misty island of Chiloe, law firms, corporate centers and quite a few universities (UM has 8 Chilean partner universities and we have involved all of them in our courses). We traveled deeply into Patagonia to visit the sites of proposed hydroelectric dams and saw first hand the makings of a significant environmental advocacy movement committed to stopping them. CIEP scientists (including two who received their Ph.D.'s from UM) have been key participants in these two courses. Time and space preclude more descriptions, but the highlight of our 2007 course for me was watching two UM female students give championship horsemanship demonstrations to experienced Chilean cowboys practically born on the saddle, which those of us present will always vividly remember.

Just when I thought I had retired from Chile Wintersession teaching, I was persuaded to put together two more UM courses for 2009. Professor Loisel and one of our Santiago partner universities will teach an undergraduate course focusing on language, culture and history; while Harry and I plan to take graduate and law students everywhere we went last year. Both courses will end in Patagonia, because there we can see how the Chilean people will handle the dams vs. environment controversy, along with the world's largest condor concentrations, some truly spectacular nature and Chile's friendliest people. As one student commented when we landed at northern Patagonia's Balmaceda airport, "we're home." She was right, in many more ways than she thought.

Chile Wintersession

By Janet Finn, Professor, School of Social Work

The 2004 Wintersession course to Chile offered participants an opportunity to engage with the complexities and contradictions in Chilean social, political, and economic life in the context of the Chile-U.S. Free Trade Agreement. A diverse interdisciplinary group of students representing law, social work, education, theater, and women's studies explored challenging questions regarding Chile's place in a global economy, human rights, social, economic, and environmental sustainability, public health, and participatory democracy, learning in dialogue with Chilean scholars and activists. Moving from courtrooms to community centers, from mountain tops to underground mines, students witnessed Chile's study in contrasts and learned first hand of the complex and dynamic work underway by grassroots women's organizations, emerging NGO's promoting environmental justice, human rights advocates, agronomists, educators, and entrepreneurs. We left with more questions than answers and with a deeper appreciation of our host country and the vital work underway on so many fronts to address questions of history and possibilities for the future.

Caleta Tortel, Patagonia, Chile: A town at the end of the Road, at the Crossroads of Development

By Laura Becerra, Graduate Student, Environmental Studies

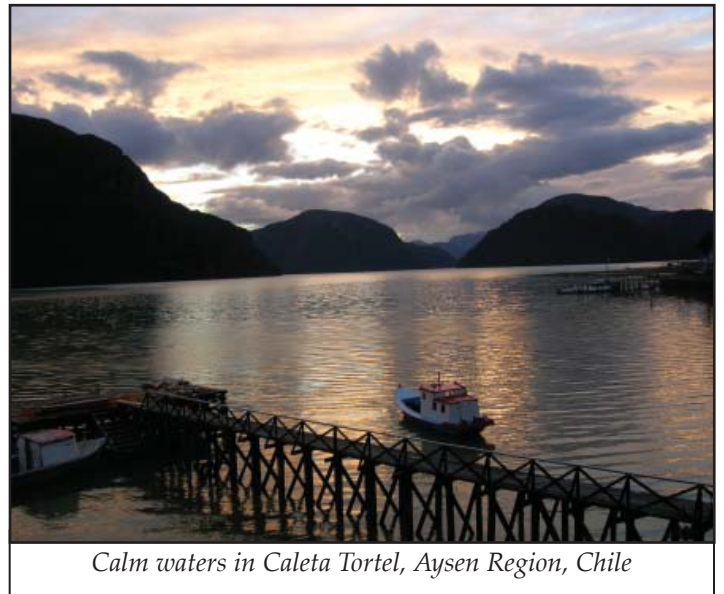
Caleta Tortel, a small Chilean community of about 500 residents, is located at the confluence of the Baker River and the Pacific Ocean in the Northern Patagonia Region of Aysen. The Aysen Region is home to free flowing rivers, vast stretches of open land, glaciers, mountain peaks and ranges, and extensive endemic vegetation and wildlife. It is also the home to strong and adventurous peoples who endured the journey and settlement of these geographically isolated lands. Caleta Tortel shares a similar, yet much more recent history than most of the Aysen Region.

Caleta Tortel was first settled in the mid 1950's by settlers who made their way south from the Island of Chiloe and the Lakes Region of Chile, predominantly, via Argentina by land, and through the Baker, Pascua, and Bravo rivers by water. The extraction of cypress de las guitecas became a major livelihood strategy for the settlers of Caleta Tortel. A strong relationship between the Chilean navy and the settlers of Tortel was developed as the town grew along with the extraction of cypress. Cypress timber was traded for supplies and sold to the navy who took the timber to Punta Arenas for export. The history and connection to cypress extraction continues to be visible in the homes and pasarelas or boardwalks of Caleta Tortel, as this remains a major livelihood strategy for the residents of the town.

Caleta Tortel is a unique place, both in its geographic location as well as in town development. Given that the town sits at the edge of a cliff, and at the confluence of the Baker River and the Pacific Ocean, strategic planning was crucial for the development of Caleta Tortel. As a result, Tortel's residents developed the town using a system of pasarelas or boardwalks that run all through town, along the bay, and up on the hillsides connecting homes, families, and people in an interesting and intimate way. The maze of cypress pasarelas (boardwalks) that connect the town were essential components in awarding and recognizing Tortel as a "zona tipica" or a typical, scenic, and cultural heritage area, by the Chilean government in 2001. The "zona tipica" qualification and designation serve as an important guide for future development of town. The designation calls for the continued use of cypress in construction and promotes alternative economic incentives such as ecotourism thus; the "zona tipica" designation has been crucial in maintaining the character of the town. The designation and its guidelines

are of particular importance since access to Tortel has changed and increased with the arrival of the Carretera Austral, Chile's Southern Highway.

Historically, resident and visitor access to Tortel occurred via the Baker and Pascua Rivers. President Frei extended the Carretera Austral in 2000. By 2001, the Carretera reached Puerto Vagabundo, a remote location north of Caleta Tortel, at the edge of the Baker River. Limited boat rides connected Puerto Vagabundo and Caleta Tortel via the Baker enabling greater and faster access for residents and visitors alike. In 2003, the Carretera Austral finally reached the town



Calm waters in Caleta Tortel, Aysen Region, Chile

of Tortel, allowing vehicle and generally more extensive access to the town. The impacts of the road have been both negative and positive for Tortel.

Easier and faster access to the cities of Cochrane and the region's capital of Cohaique has enabled the residents of Tortel greater connection, easier access to hospitals, goods, and other services. The road has also enabled greater tourism and tourism development to reach the area, broadening the marginal tourism industry of Tortel. The road however, has also increased uncertainty for residents regarding future economic development of the area. According to Silva, in Chile, roads, particularly in isolated places have been seen as the initial step toward further development such as infrastructure, industries, and increased settlement (Silva, 1996). This assumption regarding the Carretera Austral and its impact on Caleta Tortel in particular does not go unfounded

Becerra cont. p. 11

Montana Offers Help to Chilean Artisans

By Geoff Sutton, Montana World Trade Center

In June of 2008, The University of Montana conducted an assessment of the Chilean artisan and craft industry. The assessment, generated by Geoff Sutton, a Creative Enterprise Specialist from the Montana World Trade Center, identified several areas of strengths and weakness in this industry.

Sutton toured the Aysen region of Patagonia, Chile for 8 days visiting artisans in numerous towns. The trip was sponsored by the regional government of Aysen region XI, which is the second largest region of Chile and the most sparsely populated. He looked at ceramics, textiles and the production of a leather product made from salmon skin. He was struck by the similarities to rural Montana. Many of the problems that he identified in Chile are the same faced by rural artisans in Montana. The area has a growing tourism industry, which is competing with natural resource extraction and utilization for use of the same resources.

Generally speaking, the industry is underdeveloped and lacks the market sophistication to meet the needs of high-income tourists who are visiting Aysen. Geographic isolation and the lack of technical expertise have created products of lower quality that are often duplicated by many artisans. Infrastructure problems, including a lack of basic equipment or electricity to run equipment, such as a potter's wheel, have also prohibited development. Patagonia does have marketing value as recognized brand name which can be leverage as part of the marketing strategy for the products of the Asysen region.

Several locations have been identified as potential sites to test innovative programs developed to help move this key sector forward. Two or three small pilot programs, in which small businesses or groups of artisans are given training in basic business skills, product development and design, workforce development, marketing strategies, customer service, logistics and infrastructure assistance, have been proposed. The program will be evaluated to see what assistance is the most useful in order to meet the demand of the growing tourism market and create successful micro-businesses.

Sutton's project is part of a Memorandum of Understanding between The University of Montana and the regional government of Aysen.

Becerra contd. from p. 10

since the town and the area as a whole is facing the potential development of a mega-hydroelectric project. Caleta Tortel, due to its unique geographic location, its resource richness, and its early stage in the development process make Tortel an interesting case study regarding development patterns and alternatives.

Currently, Caleta Tortel is at the crossroads of economic, social, and environmental change, with development options ranging from extractive development industries such as timber extraction and hydroelectric mega-projects and more sustainable alternatives such as enhanced local ecotourism development. Thus, there are vital economic development decisions that must be considered by and for the residents of Caleta Tortel. These decisions will not only determine the future of the land, but the future of the community as a whole. It is also essential to understand the role and ability of the community in controlling and defining their development path.

My work in Tortel will present the history of economic development Tortel has undertaken and will focus on how its residents can choose a sustainable development path, such as ecotourism for its future. Ecotourism will be presented as an alternative source of income, one that does not solely depend on the extraction of a natural resource, but one that enhances the area both socially and ecologically. Through in-depth interviews I conducted while in Tortel, I will evaluate the role of residents in defining and shaping the future of this development path. My goal as a UM Environmental Studies graduate student and native Chilean is to present an analysis that provides advice to Caleta Tortel residents, local tourism service providers, local government officials, and tourism industries who seek to be more socially and ecologically responsible.

Reference: Silva, Eduardo (1997). *People, Forests, and Politics in Costa Rica and Chile. The Struggle for Grass-roots Development-Friendly Initiatives.* University of Missouri, St. Louis.

A University of Montana Student Group Visits Parque Nacional Calilegua in Northwestern Argentina

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

The Southern corner of South America already offers The University of Montana community a whole array of academic and research opportunities: Chile, Argentina and Uruguay have received students and faculty in the last several years through different programs. In the case of Chile several universities offer a partner university exchange program for UM students (Pontificia Universidad Catolica de Chile and Universidad Adolfo Ibanez among others). In order to expand the opportunities for students in the Southern Cone region of Latin America, the Modern and Classical Languages Department took a group of UM students for a whole semester experience to northwestern Argentina. The program, which I directed, included a two week intensive study visit to Buenos Aires, a two month period of intensive study at the Universidad Nacional de Tucuman and a study field trip to the Parque Nacional Calilegua and the northwestern region of Argentina known as the Yungas, the humid subtropical strip that extends between the Chaco plains and the pre-Andean cordillera. The Yungas or subtropical mountain forest offers one of the most diverse natural ecosystems of Argentina and is now a protected area for research and conservation activities. The Park was declared a Unesco Biosphere Reserve in 2002 where the use of land is planned based on the social, economic and ecological priorities of its people.

Our exciting venture into the Yungas, characterized by distinct seasons, a rainy and humid term and a dry one, created a risk for the group: not being able to reach our ultimate destination, the town of San Andres (300 inhabitants) situated at 1,800 meters, only accessed by foot or horseback. Mother Nature must have been on our side because it did not rain while we visited the area so we could complete our journey just as Proyungas had organized. Proyungas is an NGO, which has been working since 1990 in the northwestern region of Argentina towards the sustainable development and conservation of ecosystems in the region. Dr. Lucio Malizia, a biologist and researcher from this institution accompanied us through our trip. We left the capital city of Tucuman, San Miguel, on a cold and humid night towards the city of General San Martin where the Ingenio Ledesma has been processing sugar cane for the last century in Argentina and produces 80% of the sugar which is consumed in the



Maria Bustos with UM student group.

country. The following morning we started our ascent to the region known as Alto Bermejo, drove over 120 kilometers through 75,000 hectares of rugged terrain heading toward the Province of Jujuy in two vehicles. Between 350 and 500 meters the selva supports trees of enormous proportions and intense colored blossoms: lapachos, palo amarillos, jacaranda, pacara, timbo Colorado and the Argentinean national tree, the ceibo. As we ascended between 500 and 1,800 meters the selva became even thicker and we were surrounded by a dense cloud forest of epiphytes, alisos, huge ferns and climbing liana. Our final ascent revealed the presence of the local conifers and quenoa (*polylepis*).

The ride took us to the community of San Francisco, which has been working intensively with the Fundacion Proyungas in a collaborative effort of what is known as Turismo de Base Comunitaria. (Community Based Tourism). One of my main interest as leader of the UM group was to expose students to grass root movements and communities, which carry on projects in which development does not mean abuse or destruction of their land, an assault on life styles and an exploitation of their resources. The community of San Francisco, mainly composed of farmers, hosts visitors in their homes as bases for trips to the region, the biosphere and the various provincial reserves (Potrero de Yala, Acambuco, Laguna Pintascayo etc.). Through a system of loans, negotiated by Proyungas and funded by International Cooperation Agencies, the local community is able to develop a minimum infrastructure

contd. from Bustos article on p. 12

to receive “tourists/visitors” (community base inns with shared bathrooms, dining areas, and basic telephone communication). This approach provides the local population with the opportunity to preserve their environment and cultural heritage. The turismo comunitario de base is almost entirely operated by local community leaders and fosters conservation, traditional culture and a balanced use of their resources, providing at the same time an additional source of income. This region has been inhabited by various groups, such as Omahu-cacas, Churumacas, Ocloyas, Incas, Kollas and Guaranies, who have mingled with the “criollo” and Spanish descent population. Today the communities consider themselves “Argentines” and their lifestyle reflects a “human landscape” where communities and nature have produced a high diversity of forests, lands and cultivated spaces. The University of Montana group held a meeting with local leaders of the community who explained the rationale of their links with Proyungas, the challenges they faced in their relationship with provincial authorities, the presence of the sugar industry, the pressures they have to face from potential tourist development and their desire to create sustainable relationship with their environment. During the two hour long meeting we met the main leaders of the San Francisco community who explained why they had started this effort in collaboration with an NGO in order to create additional sources of income for their impoverished communities and at the same time reduce the social and environmental problems associated with the tourist industry. We were told how they work based on shared leadership emphasizing community well-being over individual profit. While these associations foster traditional culture, conservation, and responsible stewardship of the land, they are in no way resistance to a fruitful dialogue with institutions, agencies, foundations that provide different approaches to the challenges we face in the 21st century. An interesting dialogue and interaction took place and major topics were addressed in our course in Missoula: challenges to local communities, which face the impact of globalization and the forces of the market were experienced firsthand by UM students in their dialogue with real “social actors”. The trip continued with a hike to the community of San Andres which can only be accessed by foot or horseback and where we spent the night hosted by the family of Teresa and Ivan Rios.

This is only one example of opportunities for UM students and faculty in Argentina. Students participating in the Spring 2008 Argentina Study Abroad Program took classes in one of the oldest and most prestigious Argentinean universities, the Universidad Nacional de Tucumán, and lived with local families for two months. For more information about opportunities to Study in Argentina you can contact International Programs and/or Dr. Maria Jose Bustos Fernandez (Latin American Studies Program, X4002, Liberal Arts 437).

UM Partners in the Southern Cone

Universidad Mayor, Chile

Pontificia Universidad Católica de Chile, Chile

Universidad Adolfo Ibanez, Chile

Universidad Católica de Valparaiso, Chile

Universidad de Concepcion, Chile

Universidad de Los Lagos, Chile

Universidad de Talca, Chile

Universidad Technologica Metropolitana, Chile

Universidad de Montevideo, Uruguay

Universidad de Salta, Argentina (forthcoming)

The University of Montana Study Abroad Experience – More Than Just Being A Tourist

By Marja Unkuri-Chaudhry,
Assistant Director for Study Abroad, International Programs

Studying abroad is one of the most exciting and fulfilling experiences students can have during their time at The University of Montana. Participating in the program provides students an unparalleled opportunity to study and live in a foreign country for not much more than they pay to attend UM. Students will increase their understanding of other cultures and learn or improve a second language while earning academic credits toward their degree. There is a wide range of programs to choose from: UM offers students the opportunity to study abroad in Latin America through three different UM sponsored programs: Partner University Exchanges, the International Student Exchange Program (ISEP), and Faculty-Directed Study Abroad Programs.

International Programs (IP) selects outgoing and incoming exchange students, arranges pre-departure orientations to prepare students for their study abroad experience, helps students with their credit transfer and provides support for incoming ISEP students. IP advertises and recruits students for faculty-directed programs, as well as provides support for program directors in pre-departure considerations and responsibilities, including health and safety issues. IP also coordinates a study abroad ambassador volunteer program whereby students who have recently studied abroad serve as mentors for students interested in studying abroad.

INTERNATIONAL STUDENT EXCHANGE PROGRAM

UM is a member of the International Student Exchange Program (ISEP), which allows UM students to spend a semester, year, or summer abroad at one of ISEP's 137 member institutions in 38 foreign countries, 7 of which are located in Argentina, Chile, and Uruguay. ISEP offers reciprocal exchanges and ISEP-Direct programs. With reciprocal exchanges, students switch places with an international student at another ISEP school while continuing to pay their tuition, room and board to UM. With ISEP-Direct programs students pay a program fee covering tuition, room and board through UM to ISEP.

PARTNER UNIVERSITY EXCHANGES

Students may spend a semester or year abroad at one of UM's 50 exchange partner institutions, while continuing to pay tuition to UM. Eight of these partner institutions are located in Chile and Uruguay. Some partner schools also offer a "Study Abroad" program, whereby students pay tuition at a discounted rate to the host school. This opportunity is currently available at Pontificia Universidad Catolica de Chile. Room and board are paid to the foreign university.

FACULTY-DIRECTED STUDY ABROAD PROGRAMS

Through UM's Faculty-Directed Study Abroad Programs, small groups of students led by UM professors explore the cultures, languages, literatures, and history of other countries – in most cases earning credit toward their degrees at UM as they do so. Cost and length of these programs vary, depending on location and time of year. Recent programs include study in Argentina.



Bariloche, Argentina



Montevideo, Uruguay



UM student at Iguazu Falls



Rallies in the streets of Valparaiso, Chile

A Student's Experience in Uruguay

By Logan Baker, Student, School of Law
Montevideo, Summer 2008

When Professor Aronofsky asked me in June of 2008 about my interest in going to Uruguay to participate in a Summer class, my reaction was based primarily on my preconceived notions of study abroad programs. I had never participated in a study abroad program before, but I thought that they were more akin to vacations than academic experiences. I had briefly considered study abroad programs in previous semesters, but with the time constraints and financial commitments that law school had already created, I simply could not justify the costs associated with a study abroad program. Fortunately, I took the time to consider the program and quickly realized that there was more to the opportunity than I initially realized.

As I looked into the Uruguay program, I realized that I could earn credits at the same per credit-hour cost that I would incur had I taken a similar course at The University of Montana. The program offered the opportunity to earn these credits in another country for only the cost of a plane ticket and hotel room. The true value of the program, however, was in the opportunity to appreciate the importance of the international trade and the role that it plays in a different cultural and political climate. Now that I am back from Uruguay, I am happy to have participated in the program. I had the opportunity to spend a week and a half in a country that I never would have otherwise visited. I spent that time immersed in another culture and received a great one-week review of international trade law.

My week in Montevideo gave me a new perspective on the importance of international trade and the relevance of the movement towards globalization. The students at the University of Montevideo School of Law were very familiar with the concepts taught in the course and many had first-hand knowledge of specific examples of the effects of international trade and globalization within Uruguay. While the course material was similar to what we would study in the United States, the material took on a different context, with the input from the students in Uruguay. It was apparent early on that the students were very familiar with international trade and understood its legal implica-

tions on domestic politics and the domestic economy. One of the most poignant examples of the prevalence of international trade in Uruguay occurred during the cab ride from my hotel to the airport on the last day of my stay. My taxi driver was pointing out some of the sights along the way, and with great enthusiasm and pride he pointed out the headquarters of Mercosur, one of the regional trading blocs in Latin America. I was happy to be studying such an important area of the law in a country that is so affected by international trade issues.

This experience was both personally and academically rewarding. The opportunity to discuss the many issues surrounding international trade with students in Uruguay added a layer to the course that is simply unavailable studying the same material at a law school in the United States. I am glad that I overcame my initial skepticism over this program, and of study abroad programs in general. I hope that our chapter will be able to bring some of this experience back to The University of Montana through our 2008-09 ILSA program. We will also certainly encourage more students to take advantage of the international law courses that are available to them at law schools in South America.



Montevideo street scene

URUGUAY: A MAJOR UM OVERSEAS TEACHING DESTINATION

By David Aronofsky, Legal Counsel

Which country has seen more UM faculty teaching since 2001? It is probably Uruguay. The Montana-Montevideo connection started in 1998 when Arnie Sherman and I accompanied a group of Montana business leaders to South America on a World Trade Center mission headed by Senator Baucus. While in Montevideo, the U.S. Ambassador sought advice on whether to support a new private higher education institution, the University of Montevideo, which was created to emulate a U.S. university in the areas of law, business and communications. This visit launched a series of Fulbright Senior Specialist and regular Fulbright Scholar awards, along with other U.S. and Uruguayan grants, which have taken 8 UM faculty members plus Montana Supreme Court Chief Justice Karla Gray to the country to teach.

The University of Montevideo Law School requires all J.D. degree students to take 8 U.S. law courses in English in the J.D. curriculum, a requirement unique to non-U.S. legal education. I was the first Montana law faculty to participate in this program through the Fulbright program, as a Professor of U.S. Contracts and Torts law and as the program evaluator. I then helped UM Law Professors Art Lusse (who has been to Montevideo annually for the past 8 years), Bill Corbett, Scott Burnham and Chief Justice Gray obtain Fulbright Senior Specialist grants to teach in the program and all have been there more than once. This in turn created Fulbright Senior Specialist teaching opportunities for UM Journalism Professor Sharon Barrett and Economics Professor Dick Barrett (both Emeritus) at Montevideo's ORT University; University of Montevideo law teaching opportunities for Missoula attorney and novelist Terry Bodwell in the U.S. law program; and this past summer, a University of Montevideo Business School seminar for UM Management Professor Fengru Li, who taught Cross-Cultural Negotiations. Several UM law students have participated in my Montevideo law courses.

Little did I know that the casual question by our Ambassador in Montevideo about the new University of Montevideo and its U.S.-style curriculum during our trade mission visit in 1998 would lead to what UM has and does in Uruguay. I recall that I wanted to

go back to spend more time in Montevideo, a great city in all respects; and Uruguay had one of the few Fulbright programs for short term teaching. I received a 6-week Fulbright teaching grant to be at the University of Montevideo Law School, where I had the pleasure of teaching U.S. Contracts and Torts to the School's first class of law students. I returned to teach International Trade and International Business Law, and brought a group of students from there to study U.S. Corporate Law here in Missoula. One thing led to another, and all of a sudden Art, Bill, Karla and Scott were in Montevideo teaching law. Young University of Montevideo law faculty came here to work with Art and me in our summer courses. We started the University of Montevideo Jessup International Moot Court Team in 2006, and the students on that team won more awards than any new team in Jessup history. Then we started getting great Montevideo law exchange students. I started taking UM law students to Montevideo, and to date more than 30 persons have participated in this 2-way Montana-Montevideo teaching and learning pipeline. I still try to go there one week a year to teach law on working vacations.

During my first week in Montevideo in 2001, I also taught a 1-week International Trade Law Seminar in the Business School. While there I recruited Accounting students to come to UM on exchange that Fall, and two more Accounting students followed them. All were top academic students here, and are now successful CPA's in their own country. Professor Li revived this Business School connection this year with her Cross-Cultural Negotiations Seminar; and more will come.

My best Montevideo experience came in Summer 2007, when I taught a 1-week Law, Justice & Film Seminar for students, lawyers and judges in Montevideo's largest movie theater. I knew we had a winner when our first day's film, *La Amistad*, ended and everyone in the theater stood up to cheer when the U.S. Supreme Court announced its decision awarding the slaves who had seized the ship their freedom after years of hard-fought litigation. Never has rule of law meant more to me than then.

Teaching in Uruguay

By Karla Gray, Montana Chief Justice



Montana Chief Justice Karla Gray with University of Montevideo Law Dean Nicolas Etcheverry.

To begin as David did, “little did I know” when he brought a group of visiting students from the University of Montevideo Law School to chat with me that it was the beginning of a brand new, challenging and uncommonly satisfying part of my career. In 2004—and again in 2005—I taught a class, in English, to sophomore law students at the University of Montevideo Law School. It was a “first” for myself and for the students as well. For me, this was the first time I had ever prepared—and taught—a full semester course, much less one boiled down for teaching in a two-week concentrated fashion. For the students, it was their first law school course in English.

Starting with day one, I was awestruck by the students. They were mostly 19- and 20-year-olds, already in their second year of law school and expected to pass—on a pretty rigorous grading schedule, I might add—a substantive class in a foreign language on U.S. legal systems and structures, the common law, civil procedure, legal writing and much more. From start to finish, they were engaged, enthusiastic, hard-working, curious and extraordinarily bright. For the few whose English was less proficient, the students were happy to provide some volunteer tutoring on the side. My overall

sense was that the students thoroughly enjoyed the class, learned a lot and decided that both civil and common law systems have strengths and weaknesses. There were, of course, the usual groans from time to time about the extent of preparation needed for each class and my expectation that they participate actively in class, but the students rose to the challenge every time.

And for me? Excerpted notes from my personal journal on the last class day in 2004: “Woke up with the instant thought that it’s the last day with my students. Dreading going to school today in a way—because when I leave this afternoon after grading the exams, it’ll be the end of my teaching experience here. It’s been so wonderful! . . . Then it was time to say goodbye—I nearly cried, saw some tears in the eyes of a few of the young women; then the rush of cheek kisses and “chau’s” (like “ciao” in Italian). What an outstanding bunch of kids! I wonder if professors always feel this sad?” As a postscript for 2005, I did cry on the last day of class and I wasn’t the only one.

Additional mutually enjoyable contacts occurred. David brought several groups of visiting students from Montevideo over to chat with me about our Court; on those occasions, I “robed” the students and we took pictures of them “on the bench.” Fun for all. I was able to host at home in Helena on separate occasions two young women lawyers with whom I had worked in Montevideo who were visiting at our UM Law School. I also had the privilege—and delight—of hosting Dean Nicolas Etcheverry, of the University of Montevideo Law School, and his lovely spouse Inez. It was a pleasure to welcome them as friends and repay only a little of their gracious hospitality.

I simply cannot say enough about the wonderful experiences I had both years. Montevideo is a fabulous, lovely, cosmopolitan and very walkable city, full of enormously friendly and gracious people. The shops, the neighborhoods, the restaurants, the culture, the charm—first rate all the way. I hope I will have a chance to return some day, somehow.



Montana Chief Justice Karla Gray’s 2004 class.

Impressions of Uruguay

By Richard Barrett, Professor, Department of Economics

In May of 2003, I spent three weeks as a Fulbright Senior Specialist in Montevideo, where I offered a set of workshops and a faculty seminar on environmental and natural resource economics at the Universidad ORT de Uruguay. It was apparent from its website and publications that the university had a rigorous, high level and technically sophisticated curriculum in economics, and that both faculty and students were exceptionally capable. This meant that there was little formal economics that I could teach them that they did not already know perfectly well, so in the workshops I concentrated on issues of interest in the U.S. Mountain West, and in particular on the interplay between natural resource policies and the patterns of economic development in our region.

The experience of teaching in Uruguay turned out to be demanding, but worthwhile and enjoyable. Demanding because the level of instruction and expectations at Universidad ORT are quite high, and worthwhile and enjoyable because the workshop participants were lively and engaged.

Before going to Montevideo, my impression of it was derived almost entirely from two gloomy works by the Uruguayan writer Mario Benedetti – *La Tregua* and *Pedro y el Capitan* – and I had expected a cold and oppressive city. But Montevideo turned out to be a delightful place for many reasons, chiefly, in my mind, because of the graciousness of the people, everywhere and all the time. I added another, lighter hearted Benedetti work to my reading when I was there – *Montevidianos* – which I recommend to anyone who wants to begin to get the flavor of this fine city.

In Love With Uruguay

By Sharon Barrett, Professor
School of Journalism

In May 2003, I went to Montevideo on a three-week Fulbright Senior Specialist lectureship to teach in the Facultad de Comunicación y Diseño of the Universidad ORT Uruguay. My stay there came shortly after the beginning of the war in Iraq, an event controversial in and of itself, but made more so for those interested in the media because of the U.S. government's decision to allow reporters to be "embedded" with U.S. troops and the willingness of almost all of the U.S. media to accept that arrangement. As a representative of the media from the United States, and a faculty member of the University of Montana's School of Journalism, I was asked to give a public lecture at the Universidad ORT about the pros and cons of embedded reporters. The lecture stimulated a great deal of interest and led to my being interviewed by much of Uruguay's radio, television, newspaper and magazine media. That experience enabled me to get a good look at the workings of Uruguay's media, which I found to be energetic, well-prepared and professional.

I also had a positive experience working with faculty and students in the Facultad de Comunicación y Diseño. The faculty have international education and experience, and are committed to turning out well-qualified graduates. The facilities, both physical and technical, could match those of many journalism schools in this country. As with my previous experiences teaching and working in Latin America, I felt not only that I had been able to impart to students and faculty some useful information but that I also had learned a lot from them.

On a more general note, I fell in love with Montevideo and the people of Uruguay, and would love to return. The city is charmingly old-world with a substantial cultural life. The food reflects both Uruguay's Italian influences and the main-stay beef industry, as well as the country's sea life. I also was able to fulfill a long-standing desire to see Iguazu Falls, a must for anyone visiting that part of the world.

A Fulbright's Experience in Uruguay

By Scott J. Burnham, Professor, School of Law



I knew about Fulbright, but I did not know about the Senior Specialist program until I was recruited by David Aronofsky to go to Uruguay in the spring of 2004. The opportunity to go abroad for a short period of time, without serious disruption to my academic schedule, was a major attraction. That year I went with my then 14-year old daughter, Faith, who was just completing middle school. The dean of the University of Montevideo arranged for her to attend Los Pilaes school, which was right across the street. The next year I went alone, and in 2007 I was able to go with my wife, who taught the course on Introduction to the U.S. Legal System.



The University of Montevideo has a very progressive curriculum. They recognize, as have many U.S. law schools, that their students' law practice will increasingly involve international law, particularly commercial law. They also ask that their students take these courses in English. We have been fortunate that two students from the program have been able to attend the University of Montana School of Law.



On each visit I taught the course on U.S. Contracts and Torts. The students had already had the course on Uruguayan contract law, which is a code-based system while the U.S. has a common law system. Their familiarity with the law gave the course a comparative aspect, so the experience was a learning experience for me as well. Montevideo and its environs turned out to be a fascinating area to explore, and on our final trip we went to the Iguazu Falls where Argentina, Brazil, and Paraguay share a common border.



While I signed up as a Senior Specialist specifically for the purpose of going to Uruguay, I remained on the list and have received a number of other invitations. The only one I have been able to accept was a five-week visit to Vietnam in the summer of 2008. There I assisted Can Tho University and a number of other institutions in the Mekong Delta with technology transfer. It may be a cliché, but these experiences (as well as a trip to Lithuania that was not sponsored by Fulbright) have in fact broadened my horizons, causing me to reflect on law and legal education on a global basis.

Top picture: Scott Burnham with his class

Second picture: Faith (left) in her uniform at Los Pilaes

Third picture: Scott Burnham(right), Karla Gray (left) with Fulbright administrator (center) and other Fulbrighters above Montevideo harbor.

Bottom picture: Scott Burnham learning to tango.

The University of Montana

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