

2016 SHORT-TERM INTERNATIONAL PROGRAMS



CENTRAL CONNECTICUT STATE UNIVERSITY
Center for International Education

Short-Term International Programs

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The Center for International Education, working with many CCSU academic departments, offers more than 35 Course Abroad programs throughout the academic year. In fact, CCSU offers one of the largest Course Abroad programs in the country. According to IIE's 2014 Open Doors Report, CCSU ranked 8th in the country for the number of students sent abroad annually on short-term study abroad programs at Master's level institutions.



United Arab Emirates

A Comparative Study of Construction, Sustainability, and Manufacturing Practices

January 7 – 17, 2016

Registration Deadline: October 1, 2015

Courses: SET 490: Topics in International Field Studies, 3 credits
SET 590: Topics in International Field Studies, 3 credits
SET 490 counts toward the International requirement.

Website: www.ccsu.edu/UnitedArabEmirates

Cost: \$3,095 per person. See program website for what is included in this cost.
CIE Scholarships are available. See program website.

Program Directors: Dr. Talat Salama, Manufacturing & Construction Management (860) 832-2619; talats@ccsu.edu
Prof. Linda Reeder, Manufacturing & Construction Management (860) 832-1835; reederlin@ccsu.edu

Through site visits and meetings with local industry professionals, students will engage in a comparative analysis of construction and manufacturing developments in the United Arab Emirates and the U.S., with an emphasis on sustainability. The United Arab Emirates is located in the southeast end of the Arabian Peninsula on the Gulf of Oman and the Persian Gulf. Although the federation formed fairly recently, the culture is ancient, with human habitation dating back to 5500 B.C. Rich in oil and natural gas reserves with a fast-growing economy, the UAE has invested heavily in infrastructure. It recently has demonstrated an interest in sustainable development.

Masdar City, a new sustainable city under construction in Abu Dhabi, is the first stop in the program. Students will tour the city, including places such as the solar photovoltaic farm and concrete plant, to see how creating a new desert community with a low environmental impact is being achieved. Students will also have the opportunity to meet with university students and professors at institutions such as the Masdar Institute of Science and Technology and Zayed University.

Cultural excursions will include a visit to the Cultural District of Saadiyat Island. In addition to hosting multiple museums designed by world-class architects, Saadiyat Island is also the future home of NYU Abu Dhabi, and the campus is currently under construction. After seeing the sites of Abu Dhabi, students will depart for Dubai after a stop at the Mosafah industrial city, a special economic zone fostering business and industry.

In Dubai, students will visit the Jebel Ali industrial free zone, Gilbane Construction's forward office and Turner Construction's UAE operations, tour local construction projects, and meet with peers at the American University in Dubai and the Knowledge Village universities. Cultural tours will include a trip to the Sites of Al Ain, a UNESCO World Heritage Site with adobe buildings and evidence of sedentary occupation since the Neolithic period. A visit to the artificial Palm Islands and the Burj Khalifa, the tallest building in the world, will round out the Dubai portion of the program.

Winter Session Programs 2016



Unless noted otherwise, the following Course Abroad programs are embedded in academic courses offered during Winter Session, which begins on December 28, 2015 and ends on January 15, 2016. This catalog lists the dates of the travel component of each course. Please note that students are required to attend on-campus class sessions held prior to departure and upon return. On-campus class schedules vary by program; please contact the faculty member(s) conducting the program for details.

Program Costs and Registration Information. See individual program websites for information about what is included in each travel program fee. Registration for the travel component of the program takes place in the Center for International Education, Barnard Hall, Room 123. Students must register for the credit component of a Winter Course Abroad in the Registrar's Office during the registration period for Winter Session classes and will be charged applicable course fees. CCSU reserves the right to make changes to the program itinerary at any time, with or without notice.

Fulfillment of the University's International Requirement. All undergraduate credits earned overseas on a CCSU-sponsored study abroad program, including courses offered in conjunction with Course Abroad programs, automatically receive "I Designation" and count toward fulfillment of the University's General Education International Requirement.



New Zealand

History, Culture, and Programs in Health and Environmental Communication

December 26, 2015 – January 10, 2016

Registration Deadline: August 3, 2015

Courses: COMM 451: Environmental Communication, 3 credits
 COMM 496: Field Studies in Communication, 3 credits
 COMM 586: Graduate Field Studies in Communication, 3 credits
 COMM 451 and 496 count toward the International requirement.

Website: www.ccsu.edu/NewZealand

Cost: \$4,295 per person. See program website for what is included in this cost.
 CIE Scholarships are available. See program website.

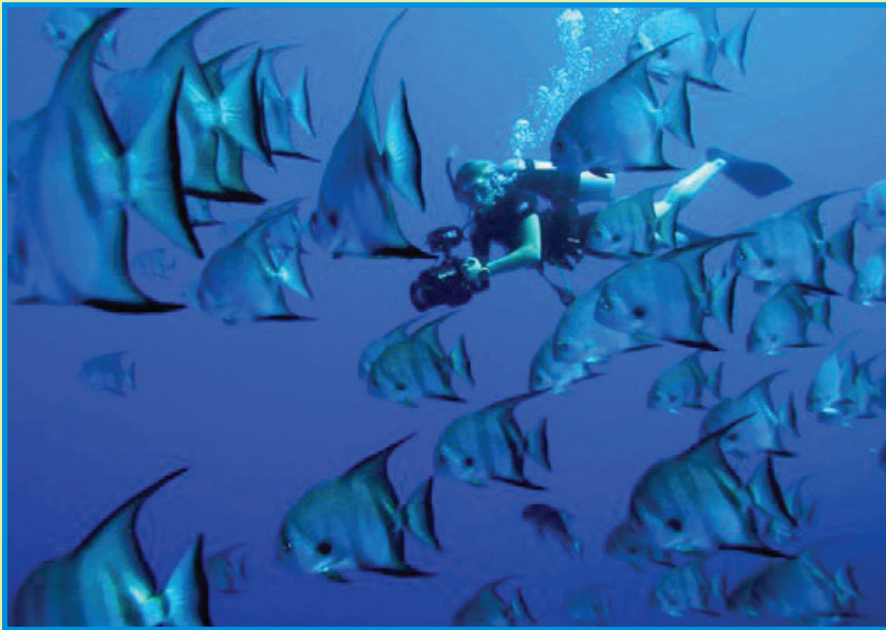
Program Directors: Dr. Ben Tyson, CCSU Communication (860) 832-2699; tysonc@ccsu.edu
 Dr. Christine Unson, SCSU Public Health (860) 392-7029; unsonc1@southernct.edu

This two-week exploration of the South Island of New Zealand will provide participants with a real feel for this beautiful and fascinating country – probably the most clean/green country in the developed world – where the people are friendly, and speak English. It will be summer in December/January in the southern hemisphere. The program will be conducted by two professors who are very familiar with the country, having spent about two years between them living, teaching and conducting research there recently. Professor Tyson's expertise focuses on the communication aspects of environmental change issues; Professor Unson's expertise focuses on health communication.

The program will begin in Christchurch, the garden city, the largest and culturally richest city on the South Island. Students will visit the botanical gardens and museums, and engage in discussions with faculty from the University of Canterbury and Lincoln University. In addition, they will spend an evening with the local Maori *iwi* – being welcomed to the island with a traditional *Pohiri* and *hangi* dinner. Students will then travel over the majestic snow-peaked Southern Alps to the west coast on the Tasman Sea, where they will use the well-situated Punakaiki beach hostel as a hub from which to launch full-day field trips, including visits to farms in the Murchison valley to discuss environmental and health issues. There will also be opportunities to celebrate the New Year with kayaking, beach walks, and instruction in traditional Maori bone or jade carving.

Students will then travel down the west coast, stopping in Hakitika to visit the many jade carvers' galleries and at a Kiwi conservation center. The day's journey will end with a hike around Lake Matheson to view the stunning reflection of the Alps in the evening light. The next morning will include a hike up the valley floor to view the Fox Glacier before getting back on the bus and travelling back over the Southern Alps on the way to Queenstown, the adventure capital of New Zealand. During the stay in Queenstown, there will be another full-day field excursion to visit farmers and discuss environmental and health issues and a free day when students can choose from a wide array of activities (e.g., hiking, biking, kayaking, sailing, tour of the Milford Sound, etc.)

After Queenstown, the group will travel through Central Otago (one of the top wine-making areas of the world), with stops at a vineyard for lunch and at a farm to pick cherries before arriving in the very Scottish coastal town of Dunedin. Lodging in Dunedin will be on a beautiful undeveloped beach and activities there will include discussions with the University of Otago faculty, a tour of two world-class museums, and visits to penguin and albatross conservation centers. Before returning to Christchurch for the flight home, a relatively short farm visit will be made, followed by an evening spent on the shores of Lake Tekapo at a resort known for its thermal hot pool. There, we will tour the St. Johns Observatory to view the southern sky in all its glory.



Belize

Marine Ecosystems of Belize

December 27, 2015 –
January 5, 2016

Registration Deadline: October 1, 2015

Courses: BIO 171: Introductory Field Studies in Biology, 3 credits
BIO 471: International Field Studies in Biology, 3 credits
BIO 571: Advanced Field Studies in Biology, 3 credits
BIO 171 and 471 count toward the International requirement.

Website: www.ccsu.edu/Belize

Cost: \$2,995 per person. See program website for what is included in this cost.
CIE Scholarships are available. See program website.

Program Director: Dr. Jeremiah Jarrett, Biological Sciences (860) 832-2648; jarrettj@mail.ccsu.edu

Heavy fishing, recreational uses, and coastal development have had a tremendous negative impact on marine ecosystems in the Western Hemisphere. However, the small country of Belize has managed to maintain some of the most pristine coastal marine ecosystems on the planet. The Belize Barrier Reef, at 260 km in length, is the largest barrier reef in the Western Hemisphere and is home to a tremendous variety of reef fish, corals, and other invertebrates. Several species of sea turtles and rays, as well as other large fish species and the endangered Queen Conch, reside in the lagoon systems of Belize, while coastal mangrove communities present a large diversity of fouling sponges and tunicates as well as the odd-looking bat fish and the invasive lion fish.

The coastal waters of Belize have been fished since the time of the Mayans (300 B.C. to 900 A.D.) and although the fisheries remain economically important, tourism has become the main use of the reef and one of the greatest sources of revenue for the country. The increased tourism along with coastal development, agricultural runoff and sedimentation now pose the greatest threats to the Belize Barrier Reef. Thankfully, the Belizean government has implemented measures to protect the reef and associated systems. This course will introduce participants to the biology, ecology, and history of the reef, lagoon, and mangrove systems of Belize, the various threats to the health of these ecosystems, and the ongoing efforts of non-profit and government agencies to protect and manage sustainable uses of the Belize Barrier Reef.

Participants will spend several hours snorkeling each day, discovering the inhabitants of these systems, and each evening will conclude with lecture/discussion on select topics. The course will be based at the Belize Marine Tropical Research and Education Center (<http://www.belizemarinetrec.com>), which has been advancing coral reef education and research for over 20 years. The facility has a research library, natural history museum, classrooms, Wi-Fi, laboratory, fresh water swimming pool, and a fleet of boats and is staffed by Ph.D. marine biologists, a Registered Nurse, licensed captains and licensed tour guides. The class will also visit the mainland sites of Clarissa Falls, the Mayan temple of Xunantunich, St. Herman's Cave, the inland Blue Hole, and the Belize Zoo. The mainland component of the course will explore the history of the Maya and the long-lasting influence of the Maya on Belize culture today.



Peru

Studies in World Literature: Peruvian Literature in Translation

December 28, 2015 –
January 7, 2016

Registration Deadline: October 1, 2015

Courses: ENG 214: Studies in International Literature, 3 credits (*meets Literature requirement*)
 ENG 388: Explorations of World Literature: Peruvian Literature in Translation, 3 credits
ENG 214 and 388 count toward the International requirement.

Website: www.ccsu.edu/Peru

Cost: \$2,995 per person. See program website for what is included in this cost.
 CIE Scholarships are available. See program website.

Program Directors: Prof. Tom Hazuka, English (860) 832-2762; Hazukaj@ccsu.edu
 Prof. Ravi Shankar, English (860) 832-2766; shankarr@ccsu.edu

Peru, home to the 15th-century Inca city of Machu Picchu, has produced some of the finest South American literature. In this course, students will study the work of Nobel Prize winning fiction writer Mario Vargas Llosa, modernist poetic innovator César Vallejo, and other important Peruvian writers. Studies of these literary figures will be buttressed by the students' trip to Peru. In addition to receiving numerous international literary awards and publishing over a dozen books, Mario Vargas Llosa was a candidate for president of Peru in 1990. Students will read his novel *Death in the Andes*. César Vallejo was called by Thomas Merton, "the greatest universal poet since Dante." Students will peruse *The Complete Poetry*, a translation that was nominated for the National Book Award. Students will also read Peruvian-American writer Daniel Alarcón, and contemporary Peruvian poets such as Blanca Verela, beginning the reading list prior to our departure, and continuing reading and maintaining a journal as we travel.

The travel component of this course begins in Lima, Peru's vibrant capital. During a city tour, students will see the Colonial Center of Old Lima and the Plaza de Armas, flanked by the Presidential Palace and the colonial cathedral. From Lima, we will fly to the Inca capital city of Cusco, where students will have both organized cultural visits and free time to explore. The environs of Cusco will provide excursions to Sacsayhuamán (the most celebrated Inca fortress), Pisac (site of a centuries-old market), and Ollantaytambo (the best surviving example of Inca town planning.)

Students will ride a train through the Sacred Valley of the Incas and spend two days at Machu Picchu, the Lost City of the Incas. Following a guided tour, students will be free to explore at their own pace, perhaps climbing towering Huayna Picchu, if they desire. After returning to Cusco, we will take an express bus to Puno, on the shore of Lake Titicaca, one of the most spectacular natural sites in the world. Known as the "Capital Folklórica del Peru," Puno provides access to the fascinating lives of the Uros people, who live on manmade islands floating in Lake Titicaca. Students will boat across the lake, stopping at the Uros islands and the beautiful, historically significant Taquile Island. Peru is home to one of the most ancient cultures in the Americas, and students will have a transformative journey learning about Inca civilization and Peruvian literature.



London England

**From Shakespeare to the West End
of London**

December 29, 2015 – January 10, 2016

Registration Deadline: October 1, 2015

Course: TH 475: Studies in London Theatre, 3 credits
This course counts toward the International requirement.

Website: www.ccsu.edu/LondonTheatre

Cost: \$2,995 per person. See program website for what is included in this cost.
CIE Scholarships are available. See program website.

Program Director: Prof. Scott Bartley, Theatre (860) 832-3150; bartley@ccsu.edu

Based in London, this program will afford participants the opportunity to attend the finest theatres in London, including the Royal Shakespeare Company, the West End, the Barbican Center, the National Theatre and the Old Vic. In addition to seeing productions of Shakespeare, musicals in the West End Theatre district and shows on the fringe, students will select performances of particular interest to them.

While in London, students will visit many historical locations, including the Tower of London, Blackfriars, Saint James and Whitehall, Hampton Court, the Inns of Court and London Bridge, Westminster Abbey, St. Paul's Cathedral, Bankside, and the New Globe Theatre. These visits will be coordinated with an historical theme based on events in history and how they affected theatre through the years. Discussions will be held at key locations as students walk through the city. There will also be lectures and workshops with leading theatre professionals working in London. Outside of London, visits to the Globe Theatre in Stratford-Upon-Avon, Bath, and Stonehenge are planned.

Students will also have the opportunity to see a large selection of museums and public institutions while abroad. Daily classes will meet in locations related to historic events of theatre or history that affect theatre in its current time. The Royal Family for generations has always been a patron of the arts; we will learn about their attendance and contributions to the various theatres around the city. A visit to Buckingham Palace will show the loyalty and commitment the country has to the Royal Family. There will be an opportunity to watch the changing of the guards as the Foot Guards provide a colorful display in their red tunics and bearskins and are accompanied by the Royal Band throughout the ceremony. Buckingham Palace is not the only place students will get to see the Foot Guards; with a short walk over to the Horse Guards Parade field, students can watch Calvary Practice and watch the Foot Guards patrol the premises.

Appreciation for theatre is suggested; no prior theatrical experience is required.

Germany & Czech Republic



Passport to Global Citizenship Program for First-Year Students: Berlin and Prague (non-credit)

January 1 – 9, 2016

Registration Deadline: October 1, 2015

Course: This is a non-credit cultural enrichment program.

Eligibility: This program is open to First-Year Students only.

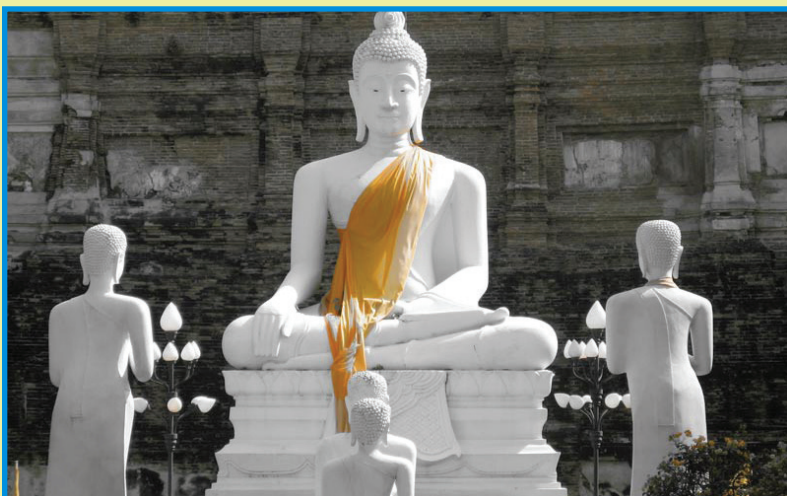
Website: www.ccsu.edu/Passport/Prague

Cost: \$1,595 per person. See program website for what is included in this cost.
CIE Scholarships are available. See program website.

Program Directors: Ms. Erin Beecher, Center for International Education (860) 832-2043; ebeecher@ccsu.edu
Mr. Patrick Tucker, University Registrar (860) 832-2236; ptucker@ccsu.edu

The program will begin in Berlin, Germany, where in November 1989 the world watched as the wall dividing East Berlin and West Berlin for almost 30 years was destroyed. In its place, a unified city of Berlin now stands as a living history museum, albeit one filled with top galleries, grand opera, and ethnically diverse restaurants. Students will explore how Germany has evolved since the fall of the Berlin Wall and the German re-unification. Students will see what life was like behind the Berlin Wall, visit the Checkpoint Charlie museum, and discover the various methods people used to try to escape East Berlin. Walking around the city, students will discover its diverse cultural and modern sensibilities. They will explore the places that became the icons of today's Germany: the Brandenburg Gate, the historic Reichstag, Alexanderplatz, and many others.

The students will then travel by train to Prague, a city closed to the world for over 40 years and seldom visited by tourists until 1989. This former Communist city is now one of the most popular destinations in Europe. Known as the "City of a Hundred Spires," Prague is the capital city of the Czech Republic and offers an exciting atmosphere of history, art, and architectural mastery. It is a pristinely preserved city, undamaged by WWII and blessed not only with natural beauty, but also an impressive number of stunning old buildings, winding streets, and culturally diverse neighborhoods. In 1992, the historical core of the city was listed in the UNESCO World Cultural and Natural Heritage Register. Students will easily navigate the many unique quarters of this walking city, taking in famous historical sights. The group will cross the Charles Bridge, famous for its 30 statues and view over the River Vltava, as well visit Prague Castle, the largest castle in the world, built in the ninth century. No trip to Prague would be complete without visiting the world's oldest time keeper, the Astronomical Clock, built in 1338 and located in the city's famous Old Town Square.



Thailand

Culture, Tourism and Sustainability

January 4 – 17, 2016

Registration Deadline: October 1, 2015

Courses: GEOG 290: Geography of Tourism, 3 credits
GEOG 459: Field Studies in Regional Geography, 3 credits
GEOG 559: Advanced Field Studies in Regional Geography, 3 credits
GEOG 290 and 459 count toward the International requirement.

Prerequisites: Permission of academic advisor and Good Academic Standing.

Website: www.ccsu.edu/Thailand

Cost: See program website for cost and what is included.
CIE Scholarships are available. See program website.

Program Directors: Dr. Charles Button, Geography (860) 832-2788; buttonche@ccsu.edu
Dr. William Price, Geography (860) 832-2841; wprice@ccsu.edu

Boasting both incredibly diverse cultures and ecosystems, Thailand is one of the world's fastest growing international tourism destinations. This course, focusing on Thailand's cultural geography, tourism system, and sustainability initiatives, is designed for students interested in learning about and studying sound conservation efforts, sustainable development, and the resources and impacts associated with tourism. Students will spend two weeks exploring Thailand, based out of places such as the vibrant cosmopolitan city of Bangkok, the historic and culturally rich northern city of Chiang Mai, and gorgeous Koh Talu Island in the Gulf of Thailand. Through a combination of coursework, tours of significant natural, physical and cultural sites, as well as visits to national parks throughout Thailand, including the famous of Khao Yai National Park, students will study broad topics, including: the biodiversity of Thailand rainforests and coral reef systems and their vital importance to human welfare; the intersection of humans and natural systems and how environmental issues influence economics and society; and cultural tourism in places such as the historic Buddhist temples Wat Phra Keow in Bangkok and Wat Prathat Doi Suthep in Chiang Mai, the bustling Ampawa Floating Market, and indigenous communities.

Students will have opportunities to experience nature, learn about conservation initiatives, and meet the activists behind them, including a day spent at Tong Bai Elephant Foundation, where students will have the chance to ride and care for the majestic animals. Through such memorable experiences, students will learn about how conservation on a low budget is accomplished and how environmentalism and sustainable tourism practices can foster economic development and cultural stability. Students will also visit and stay with local community members at Ban Ta Pa Pao and learn about their sustainable tourism programs while enjoying a traditional meal and cultural performances. Throughout the course, students will experience rare and endangered ecosystems such as the cloud forest, rainforest, coast, and coral reef and have the opportunity to see animals such as elephants, gibbons, hornbills, sea turtles, and possibly even tigers in their natural habitats. This course introduces the interdisciplinary concept of sustainability and explores sustainability practices using examples throughout Thailand. In addition to tourism, issues covered include urbanization, food security, agriculture, forestry, water resources, energy production, trade, poverty, climate change, carbon sequestration, and literacy. Ecological design principles will be examined in tourism, agriculture, and forestry practices. Hands-on experiences during field trips will enhance students' understanding of concepts.



United Arab Emirates

**The Arab/Persian Gulf
in the 21st Century**

January 7 – 17, 2016

Registration Deadline: October 1, 2015

Courses: PS 490: Directed Readings in Political Science, 3 credits
IS 590: Graduate Field Study Abroad, 3 credits

Website: www.ccsu.edu/UAE

Cost: \$3,095 per person. See program website for what is included in this cost.
CIE Scholarships are available. See program website.

Program Director: Dr. Ghassan El-Eid, Political Science (860) 832-2963; eleid@ccsu.edu

This course will address a variety of topics, including economic modernization and political developments in the Gulf region, democracy and Islam, challenges posed by violence and extremism, and options for conflict resolution. It will be offered jointly with faculty from the University of United Arab Emirates (UAE).

The course has a travel component to the University of the United Arab Emirates. Classes will be held during finals week of the Fall 2015 semester. Additional sessions and lectures will be held on the UAE campus during the travel component of the program. Students are expected to participate in class discussions, write an extensive research paper, and give oral presentations.

Key goals of this course are to promote global awareness of the challenges facing our increasingly interdependent world and to gain a better understanding of salient issues in the Arab/Persian Gulf region. There is no better way to achieve these goals than for CCSU students to travel to this region of the world and interact with local academicians, local citizens and university students.



Montego Bay *Jamaica*

**Passport to Global Citizenship
Program for Education Majors
(non-credit)**

January 9 – 16, 2016

Registration Deadline: October 1, 2015

Course: This is a non-credit cultural enrichment program.

Prerequisites: Full-time matriculated student accepted into a B.S.-Ed. Program.

Website: www.ccsu.edu/Passport/Jamaica

Cost: \$1,595 per person. See program website for what is included in this cost.
CIE Scholarships are available. See program website.

Program Director: Ms. Mary Pat Bigley, Counselor, School of Education and Professional Studies (860) 832-2112; bigleymap@ccsu.edu

The Passport to Global Citizenship program offers CCSU students the opportunity to participate in a non-credit international experience. This program is designed to introduce students to the West Indian culture so that they may better understand the cultural background of the large population of West Indian students in Connecticut classrooms. This experience is designed especially for B.S. Ed. students accepted into the Professional Program.

The capital of St. James Parish, Montego Bay is the second largest city in Jamaica, an island nation in the Caribbean Sea. Backed by picturesque low mountains, the city is known for its large regional hospital, port facilities, fine restaurants, and shopping. Participants in this unique program will be hosted by Sam Sharpe Teachers College (SSTC). A national hero, Samuel Sharpe was the leader of the last major slave revolt, which took place around Montego Bay. Participants will have the opportunity to engage in a variety of community-based, service-learning projects at one or more elementary schools in the greater-Montego Bay area, where they will also have the opportunity to observe classes, engage in dialogue with teachers and school children, and meet with local college students preparing to become teachers. There will be ample opportunity to explore the Jamaican educational system and learn about teaching methodologies and student/teacher dynamics.

Outside the school setting, students will explore Montego Bay, including visits to Fort Street, Gloucester Avenue, Montego Bay's "Hip Strip," Sam Sharpe Square, and Harbour Street. Students will enjoy a trip to Ocho Rios, a fishing village that now caters largely to tourism. Located on the northern coast of Jamaica, stops will include Dunn's River Falls, a famous 1,000 foot high waterfall where students might enjoy climbing up the falls on giant rocks used as steps, and Dolphin Cove, a natural cove surrounded by 5 acres of tropical rain forest, where students can choose, among other things, to swim with dolphins.

Spring Semester 2016



Spring Course Abroad programs are embedded in semester-long academic courses offered during the semester, which begins on January 15 and ends on May 13, 2016. Passport to Global Citizenship programs, which are non-credit, occur over the week of Spring Break. This catalog lists the dates of the travel component of each program. Students in both credit-bearing and non-credit programs are required to attend the on-campus meeting sessions held prior to departure and upon return. On-campus class schedules vary by program; please contact the faculty member(s) conducting the program for details.

Program Costs and Registration Information

See individual program websites for information about what is included in each travel program fee. Registration for the travel component of the program takes place in the Center for International Education, Barnard Hall, Room 123. Full-time students enrolling in credit-bearing programs must register for the associated course when registering for their spring classes, but do not need to pay additional tuition for the course provided they are registered for no more than 18 credits during the spring semester, including this course. Part-time students must register for this course in the Registrar's Office during the registration period for spring classes and will be charged applicable part-time course fees in addition to the travel program fee.

Fulfillment of the University's International Requirement

All undergraduate credits earned overseas on a CCSU-sponsored study abroad program, including courses offered in conjunction with Course Abroad programs, automatically receive "I Designation" and count toward fulfillment of the University's General Education International Requirement.



Ireland

100 Years of Resistance in Ireland: The Origins and Legacy of the Easter Rising of 1916

March 17 – 26, 2016

Registration Deadline: December 1, 2015

Courses: HIST 495: Advanced Topics in History, 3 credits
HIST 498: Historical Field Studies Abroad, 3 credits
SOC 494: Sociological Field Studies Abroad, 3 credits
All courses count toward the International requirement.

Website: www.ccsu.edu/Ireland

Cost: \$2,995 per person. See program website for what is included in this cost.
CIE Scholarships are available. See program website.

Program Directors: Dr. John O'Connor, Sociology (860) 832-2975; occonnorjohn@ccsu.edu
Dr. Louise Williams, History (860) 832-2806; williamsl@ccsu.edu

This program starts and ends in Dublin, but is set primarily in the north of Ireland, both in the county of Donegal, Republic of Ireland, and in the province of Northern Ireland, United Kingdom. Ireland is not merely a country of immense physical beauty; it is also an area of intense political and social conflict that began with the initial invasion of English forces in the twelfth century. 2016 marks the 100th anniversary of the 1916 Easter Rising, when the first declaration of independence and making it a reality were two different things, and not accomplished without a great deal of struggle. The six counties of Northern Ireland have not yet achieved that independence. Thus, the legacy of the 1916 Rising, which is so central to the history and troubles that characterize modern Ireland, continues to this day. The courses associated with this program are intended to give participants an in-depth understanding of the causes and consequences of the 1916 Easter Rising. The emphasis of HIST 498 (for undergraduates) and 495 (for MA students) is on the historical background to, and representation of, the Rising. SOC 494 provides a detailed assessment of political conflicts and social movements in Northern Ireland since the 1960s, and examines attempts at conflict resolution.

The program will begin with a bus tour of the countryside on the way to Inch Island, County Donegal. Students will stay at Inch Island's Irish Studies Centre, where they will hear lectures from Irish academics about history and politics, hear the life stories of participants on both sides of the recent trouble, including former IRA members and Protestant Loyalists, and learn about hopes for the future from politicians, such as the Sinn Fein representative from Donegal to the Irish Parliament. Students will tour the nearby city of Derry and its environs, participate in walking tours of both Catholic and Protestant communities, see famous political murals, and explore the site of the Bloody Sunday massacre with a first-hand witness. Students will visit organizations dedicated to historical truth recovery and reconciliation, and go to the Guildhall, seat of the government of Derry, to meet the current mayor. A visit will be made to Belfast to see the political murals and divided communities there, and to visit the power-sharing National Assembly at Stormont.

The great physical beauty of Ireland is not missed on the trip. On tours of the Inishowen Peninsula and Giant's Causeway, students will see stunning geological rock formations, a 4000-year-old ring fort set on top of a hill, and Dunluce Castle and other sites featured in the TV series "Game of Thrones." Participants will get an introduction to historic Gaelic culture with an Irish language lesson, demonstrations of traditional Irish harping, singing, and dancing, and evenings of Celtic music at local venues in nearby towns. In the last days in Dublin, students will join a walking tour of the sites of the 1916 Rising, visit Kilmainham Gaol where the leaders of the Rising were imprisoned and executed, and take part in all of the 100th Anniversary celebrations.



Singapore, Hong Kong, & China

**A Comparison Study of Industry
and Business in Three Typical
Developed Cities**

March 17 – 27, 2016

Registration Deadline: December 1, 2015

Courses: SET 490: Topics in International Field Studies, 3 credits
SET 590: Topics in International Field Studies, 3 credits
SET 490 counts toward the International requirement.

Website: www.ccsu.edu/Asia

Cost: \$2,995 per person. See program website for what is included in this cost.
CIE Scholarships are available. See program website.

Program Directors: Dr. Paul Resetarits, Manufacturing & Construction Management (860) 832-2984; Resetarits@ccsu.edu
Dr. Haoyu Wang, Manufacturing & Construction Management (860) 832-1824; wanghao@ccsu.edu

The goal of this course is to conduct a comparison study of industry and business in three major developed cities in Asia: Singapore, Hong Kong, and Shenzhen, China. All are mostly ethnic Chinese societies with Singapore 77%, Hong Kong 94%, and Shenzhen 100% Chinese population. They all achieved economic success through very different economic approaches and during different time periods.

Upon the completion of this class students, will be able to identify the differences of manufacturing and construction techniques, identify the opportunities and issues of economic development, and develop an understanding and appreciation for the culture and history of these three cities. They will also be able to identify the key geographic features of Singapore, Hong Kong, and Shenzhen, and effectively use and understand some basic phrases in the Chinese language.



Ireland

History, Policy and Current Issues for the Counseling Profession

March 18 – 26, 2016

- Registration Deadline: December 1, 2015
- Course: CNSL 580: Topics in Counseling, 3 credits
- Prerequisites: CNSL 500 & 501 or Permission of Instructor
- Website: www.ccsu.edu/Dublin
- Cost: \$2,995 per person. See program website for what is included in this cost. CIE Scholarships are available. See program website.
- Program Directors: Dr. Cherie King, Counseling (860) 832-2407; kingche@ccsu.edu
Margaret Donohue, Counseling (860) 832-2264; peg.donohue@ccsu.edu

This graduate program begins in Dublin, Ireland where participants will learn of the history and philosophy of the counseling profession and specializations of both the school counseling and rehabilitation and mental health counseling fields in this country. Special emphasis will be placed on educational and disability rights and policy related to both fields, including both past and current legislation. We will explore current issues regarding social and emotional learning, college and career readiness, disability services, mental health, and rehabilitation in Ireland and the EU, including national programs and community-based services which serve individuals with disabilities. We will gain a broader understanding and perspective of global and cultural influence on students and adults with disabilities, mental health, prevention, and intervention services and rehabilitation policy. We will explore the cultural influences on counseling and disability awareness in Irish society and the EU. We will also compare and contrast Irish, EU and U.S. cultural influences on comprehensive school counseling programs, rehabilitation service programs, and supporting individuals with disabilities through educational and rehabilitation policies that impact service delivery.

The course will include guest speakers/professionals/researchers from counseling and education (i.e. school counseling, rehabilitation and mental health counseling, disability and mental health service providers and governmental agencies, including The Irish National Disability Authority), and visits to community agency, school and university programs to observe and meet rehabilitation counselors, school counselors, and mental health professionals as well as students and consumers with disabilities. We will spend a day with the National University of Ireland Galway Centre for Disability Policy and Research to learn about current research regarding individuals with disabilities and human rights, including the Irish National Disability Strategy of 2005 and the United Nations Convention on the Rights of Persons with Disabilities. We will visit a school counseling program at Trinity College in Dublin to learn about how counselor preparation is approached there. We will visit Dominican College (HS) in Galway to look at a school counseling program up close.

Participants will also have the opportunity to explore Dublin while on a cultural tour that will include visits to St. Patrick's, Trinity College, and Grafton Street. A boat tour on the River Liffey and a visit to the Guinness Factory will complete the visit. We will also see the beautiful countryside and quaint towns of Ireland as we travel by bus to the city of Galway. We will have an opportunity to see the famous Cliffs of Moher and explore the seaside city.



Cuba

Reporting Cuba in Transition

March 18 – 26, 2016

Registration Deadline: December 1, 2015

Course: JRN 450: Journalism Studies Abroad, 3 credits
This course counts toward the International requirement.

Prerequisites: JRN 200 or Permission of Instructor.

Website: www.ccsu.edu/Cuba/Journalism

Cost: \$2,995 per person. See program website for what is included in this cost.
CIE Scholarships are available. See program website.

Program Directors: Dr. Vivian Martin, Journalism (860) 832-2776; martinc@ccsu.edu
Prof. Darren Sweeney, Journalism (860) 832-2768; sweeneyda@ccsu.edu

Cuba is not much more than a half hour flight from Miami, but this neighbor has been a mystery to most Americans for the past five decades. We have a few faint images we associate with the island, but much of what we know is clouded by politics and propaganda. This program is an opportunity for journalism students and others in related fields to pull away the cloak and experience the country firsthand as part of a course abroad aimed at creating a digital magazine that will cover everyday life in Cuba amid transition. Agreements between President Obama and Cuban leaders that have led to a loosening of travel restrictions is making Cuba a much-vaunted destination for intrepid travelers and journalists who want to witness the Cuba we never got to know, and the country it may become.

Spring Break 2016 is an optimal time to visit Cuba. Leading up to the travel component of the program, students will study contemporary cultural issues, from the economic impact of the U.S. embargo on Cuba, to the country's inner politics and challenges for press freedom, to arts and culture through books and film. During Spring Break, student writers, photographers and videographers will visit the country to collect information for stories of everyday life in Cuba for a digital publication the department will create and publish when we return home. Just a handful of journalism programs have visited Cuba to report; this program will put participants on the cutting edge of journalism education and experience.

From the group's base in Havana, students will meet with Cuban residents both informally and formally. Education, health, music and the role of baseball are just a few for the topics we will report on. We can't go to Cuba without understanding the role of the classic 1950s cars or walking along the iconic Malecon. And coffee drinkers, get ready to try Cubita, one of the most sought brands of coffee in the world. Cuba has long been a tourism destination for Canadians and Europeans. Part of our discovery will be in understanding how that tourism has developed and how new possibilities will emerge in the near future. The loosening of restrictions will also highlight the challenges journalists still face in Cuba, and we will talk with journalists about that as well. A visit to sites associated with the Revolution, including a day trip to Santa Clara, will expose the group to historic touchstones. We will also visit what some regard as the most beautiful beaches in the Caribbean — it's Spring Break, after all!



England

Exercise Abroad
March 18 – 26, 2016

Registration Deadline: December 1, 2015

Courses: EXS 331: Measurement and Evaluation in Exercise Science, 3 credits
EXS 408: Physiology of Sport and Exercise, 3 credits
EXS 409: Clinical Exercise Physiology, 3 credits
PE 598: Research in Physical Education and Exercise Science II, 3 credits
EXS 331, 408, and 409 count toward the International requirement.

Prerequisites: See program website for details about course prerequisites.

Website: www.ccsu.edu/England/Exercise

Cost: \$2,995 per person. See program website for what is included in this cost.
CIE Scholarships are available. See program website.

Program Directors: Dr. Kimberly Kostelis, Physical Education & Human Performance (860) 832-2791; kostelisk@ccsu.edu
Dr. Sean Walsh, Physical Education & Human Performance (860) 832-2164; walshse@ccsu.edu

As aspiring professionals in the field of Exercise Science, experiencing a different culture will allow you to see the world from a global perspective. A new perspective gained from travelling to England will allow students to develop a deeper appreciation of our globalized society. Students will develop an awareness of the world we live in through comparing and contrasting the United States and England. This is a unique opportunity to further students' professional development through an applied research experience.

A review of current levels of physical activity and trends worldwide will be discussed. Much of the current research has concentrated on individual factors, such as age, gender, health, and physiological constructs correlated with physical activity. Thus, students will explore social and physical environments as contributing factors to physical activity, such as transportation systems, as well as accessibility to parks and hiking trails. England is the perfect place for students to experience differences in social and physical environmental factors contributing to physical activity. London has a fantastic transportation system that encourages individuals to keep moving; approximately one-third of London is devoted to parks and open spaces.

Students in EXS 331 and PE 598 will focus on developing research questions exploring cultural differences as to why some people are active and others are inactive. According to the National Household Travel Survey (NHTS 2009), 27% of all trips are one mile or less, which are easily bikeable or walkable. Yet, only one-third of those trips are done actively. Infrastructure is a contributing factor, but cultural attitudes are also linked to an increase in active transportation. Approximately 3.4% of U.S. adults commute by biking or walking, versus 51% of European adults. Students will identify differences in social and physical environmental factors and develop a qualitative or quantitative research design to answer their research questions. Students will experience the culture through walking along the riversides, using the transportation systems to explore London, and hiking in the Lake District National Park, England's largest national park. Additionally, students will spend time at the University of Hertfordshire and have the opportunity to engage with students and faculty in the Sport and Exercise Science major, as well as faculty and graduate students involved with the Sport, Health, and Exercise Research Group. Students will visit several of their human performance laboratories and share ideas, expertise, and technologies. Students in EXS 408 and EXS 409 will engage in a minimum of one laboratory experience that will be written up as a Case Study. The University of Hertfordshire's research has been rated "world leading" and "internationally excellent." This experience is sure to be professionally rewarding and encourages students to physically and academically Exercise Abroad!



Italy

Passport to Global Citizenship Program: Language and Culture (non-credit)

March 18 – 26, 2016

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|------------------------|--|--|
| Registration Deadline: | December 1, 2015 | |
| Course: | This is a non-credit cultural enrichment program. | |
| Eligibility: | This program is targeted to First-Year students, students studying Italian, and native Italian speakers. | |
| Website: | www.ccsu.edu/Passport/Italy | |
| Cost: | \$1,995 per person. See program website for what is included in this cost. CIE Scholarships are available. See program website. | |
| Program Directors: | Ms. Lisa Marie Bigelow, Center for International Education Dr. Carmela Pesca, Modern Languages | (860) 832-2042; bigelow@ccsu.edu (860) 832-2882; Pescac@ccsu.edu |

The Passport to Global Citizenship program offers CCSU students the opportunity to participate in a non-credit international experience. Florence, Italy and the surrounding environs will be the destinations for this program aimed at promoting the study of the Italian language.

For more than 10 years in a row, Italy has been the number one study abroad destination for American college students. Florence, in particular, hosts more U.S. study abroad programs than any other Italian city. CCSU recently expanded its study abroad programs to include Florence as a destination for full-semester, academic year, and short-term study abroad programs. This program is designed to introduce students to Florence as a study abroad destination, as well as the stunningly beautiful, culturally rich, and historic city that it is today. This program is open to all first-year students as well as any sophomore, junior, senior or graduate students who are either native Italian speakers or studying Italian at CCSU. As part of the learning experience, first-year students will be teamed with Italian-speaking students, who will help them navigate and explore the cities to be visited.

The program will be based in Florence, the capital city of the region of Tuscany, considered by most to be the birthplace of the Renaissance. The city itself, noted for art, architecture, and culture, was declared a UNESCO World Heritage city in 1982 and *Forbes* magazine has declared it one of the most beautiful cities in the world. Home to the Uffizi Gallery and Galleria dell'Accademia, which houses Michelangelo's David, as well as the Pitti Palace, Ponte Vecchio, and Cathedral of Santa Maria del Fiore with its spectacular dome and bell tower, the city has much to offer the tourist and student alike.

Students in this program will be introduced to all of Florence's splendor – from the architecture to the art housed within it, from the vibrant central market to specific foods typical to the region, and from hilltop vantage points to the banks of the Arno River. From Florence, day trips to Pisa and Siena can easily be made and may be included in the program itinerary.



Spain & Morocco

**A Journey Through Spain
and Morocco**

March 18 – 27, 2016

Registration Deadline: December 1, 2015

Courses: PS 291: Topics in Political Science, 3 credits
IS 360: International Studies Through Travel, 3 credits
Both courses count toward the International requirement.

Website: www.ccsu.edu/Morocco

Cost: \$2,995 per person. See program website for what is included in this cost.
CIE Scholarships are available. See program website.

Program Director: Dr. Ghassan El-Eid, Political Science (860) 832-2963; eleid@ccsu.edu

The destination region is at the intersection of the “developing” and “developed” worlds, and traditionally Christian and Muslim civilizations. Spain has a rich Arab heritage, and the influence of Spain in northern Morocco is also undeniable. This course will explore the history and culture shared by southern Spain and northern Africa, the Muslim presence in Spain, the cultural diversity and the relation between religion and state in Morocco, and the current challenges of two neighboring countries, including the issue of immigration.

The goal of this course is to learn about the common cultural heritage between two neighboring countries, Spain and Morocco. The 12-mile strait that separates the countries will be crossed in a symbolic attempt to embrace two different continents, Europe and Africa, and two different cultures. By analyzing the specific idiosyncrasies of these two countries, their rich cultural history, their current relations, and their common challenges, students will be able to make connections and reflect on issues of diversity, globalization, and immigration.

Lectures will be given by local experts in Spain and Morocco. Lectures in Spain will focus on the history and politics of Spain dating back to the Moorish era. In Morocco, lectures will focus on a variety of topics, including the role of women in a traditional Muslim society and the challenges facing Morocco as it seeks to modernize and develop its economy.



Montreal Canada

A Comparative Exploration of the Nursing Profession and Health Care

March 19 – 26, 2016

Registration Deadline: December 1, 2015

Course: NRSE 485: Professional Values and Role Development, 3 credits
This course counts towards the International requirement.

Co-requisites: NRSE 495

Website: www.ccsu.edu/Canada

Cost: \$2,995 per person. See program website for what is included in this cost.
CIE Scholarships are available. See program website.

Program Directors: Dr. Catherine Thomas, Nursing (860) 832-2405; csthomas@ccsu.edu
Dr. Heather Hamilton, Nursing (860) 832-3179; h.hamilton@ccsu.edu

CCSU places emphasis on the notion that every student's plan of study should include a global learning component. Nursing is a global profession; it is imperative that students understand and are sensitive to other cultural values and have knowledge of other health care systems. Education and practice settings outside of the United States are typically unknown to American nurses. Canada has an established public health care system. The Organization of Economic Co-operation and Development has given Canada's system very high marks. This one-week seminar course will challenge students to compare the nursing roles in Canada and the United States, and give them the chance to explore and compare the health care system delivery models that are practiced by the two countries.

Montreal is the largest city in the province of Quebec, the second-largest city in Canada, and the eighth largest city in North America. After Paris, France, Montreal is the second largest primarily French-speaking city in the world. However, 56 percent of the residents are able to speak both English and French, making Montreal one of the most bilingual cities in Quebec and Canada. Montreal was referred to as "Canada's Cultural Capital" by *Monocle* magazine. Montreal's many cultural communities have given it a distinct local culture. Students will have the opportunity to visit several of the cultural sites and attractions which include: the Underground City (a series of interconnected tunnels beneath Montreal that runs for more than 20 miles; the tunnels connect shopping malls, museums, universities, hotels, banks, offices and seven metro stations), an environmental museum, insectariums, a museum of fine arts, a museum of contemporary arts, an amusement center, churches, and large botanical gardens, and a world class hockey arena.

During this week-long visit to Montreal, students will be able to learn more about healthcare system models, examine the nursing roles that exist beyond the United States, examine the challenges and issues that international nurses encounter in their professional practice, and gain exposure to health care disparities and their effect on the health of a nation. Students will develop and strengthen their critical knowledge and interpretation of ethical, social, political and professional roles issues. They will spend time visiting and interacting with Canadian nurses and nursing students in a variety of healthcare practice and education settings. They will visit and observe a variety of practice-based settings to learn more about the public health care system.



Spain

Exploring Mediterranean Cities: Barcelona and Valencia

March 21 – 27, 2016

- Registration Deadline: December 1, 2015
- Course: ML 300: Topics in Modern Language Cultural Study, 3 credits
This course counts toward the International requirement.
- Prerequisite: Permission of Instructor.
- Website: www.ccsu.edu/Spain
- Cost: \$2,995 per person. See program website for what is included in this cost.
CIE Scholarships are available. See program website.
- Program Director: Dr. Paloma Lapuerta, Modern Languages (860) 832-2884; lapuertap@ccsu.edu

The goal of this course is to study the Mediterranean cities of Barcelona and Valencia within the dialogue between tradition and modernity. Both millenarian cities have been crossroads of diverse cultural identities, with Roman, Arab and Jewish reminiscences. Today, both cities are the recipient of hundreds of immigrants and tourists every year. The course will give students the opportunity to gain an understanding of the relationship between civic life and public space and to experience firsthand the challenges that these cities face to preserve cultural authenticity despite the emergence of a global culture. The cities' idiosyncrasies will be explored as they are expressed through their history, languages, politics, folklore, gastronomy, architecture, music, etc. The course will pay special attention to current issues, such as the controversial Catalan nationalistic movement, education policies on bilingualism, effects of the economic crisis, and changes in demographics due to recent migration movements. In the context of this course, students will have the opportunity to meet with different local experts on the issues at hand; they will also read some major literary works and explore some current news sources. Students will also engage in research projects and keep travel journals to document their observations.

The course will be taught entirely in Spanish. This will give students the opportunity to practice the language of study before departure, and in an immersion setting for a whole week. Modern Languages 300 may be taken as an elective or as a substitution for the required ML 315, and may fulfill the culture requirement. The course has a travel component to be completed during the Spring Break (March 21-27, 2016). The course will meet once a week before departure. Coursework will be completed after the Spring Break.

The itinerary in Barcelona will include the visit to the Gothic Quarters, some of the most emblematic religious buildings such as the Gothic Cathedral, Sagrada Familia and Santa María del Mar, the lively market of La Boquería, some of the most characteristic buildings of Catalan architect Antoni Gaudí, the famous Ramblas and the harbor area. Students will visit a local school, where they will be able to interact with students from the metropolitan area. From Barcelona students will take a day trip to the cities of Girona, with its Jewish Quarters, and Figueras, hometown of surrealist painter Salvador Dalí. After four nights in Barcelona, the group will be driven to Valencia following the coastal line of the Mediterranean, with its dramatic landscapes of orange and olive trees for approximately 200 miles. In Valencia, students will spend two nights and days visiting the Museum of Ceramics, the Market, the Lonja building and the City of the Arts and the Sciences, an epitome of modern architecture. On the way back from Valencia to Barcelona, students will experience near the city of Castellón, a real paella, the signature dish of the region. The course will be led by Professor Paloma Lapuerta, who is a native of the region.



Germany

Comparative Study of Operations Management

May 12 – 22, 2016

Registration Deadline: February 1, 2016

Courses: SET 490: Topics in International Field Studies, 3 credits
SET 590: Topics in International Field Studies, 3 credits
SET 490 counts toward the International requirement.

Prerequisites: Permission of Instructor.

Website: www.ccsu.edu/Germany

Cost: \$2,995 per person. See program website for what is included in this cost.
CIE Scholarships are available. See program website.

Program Directors: Dr. Paul Resetarits, Manufacturing and Construction Management (860) 832-1834; Resetarits@ccsu.edu
Dr. Haoyu Wang, Manufacturing and Construction Management (860) 832-1824; wanghao@ccsu.edu

Germany is the economic engine of the European Union. German manufacturing is synonymous with quality products. When we think of the best cars in the world, BMW, Porsche, Audi and Mercedes Benz often come to the forefront of the conversation. Germany never sent their manufacturing offshore as was done in the U.S. As a result, there is much that can be learned by studying German manufacturing and its effects on Germany's economy.

The course examines the management of operations in various types of business and industry. A comparison will be drawn between American companies and similar enterprises abroad. The commonalities and uniqueness of the German management styles will be analyzed, with particular emphasis on examining efficiencies and productivity gains in the various systems. Students will observe the use of Lean and Six Sigma concepts in each of the companies and compare and contrast manufacturing techniques used in the European Union (EU) and the U.S. Cultural impacts on labor and the quality of materials will also be considered.

This course follows an interdisciplinary approach. Students will study the language, history, and geography of Germany within the context of intercultural business practices. The program will begin in the German state of Baden Württemberg, which is designated as a sister state to Connecticut. Among the cities we will visit there are Heidelberg, Mosbach, Stuttgart, and more. Stuttgart, the sixth largest city in Germany, is also the home of Mercedes Benz and Porsche/Audi. Students will also have the opportunity to visit and meet with German university students and professors to better understand their beliefs, ideas, and world views.



China

Economic Development and Cultural Heritage

May 16 – 31, 2016

Registration Deadline: February 1, 2016

Courses: GEOG 459: Field Studies in Regional Geography: China, 3 credits
IS 360: International Studies Through Travel: China, 3 credits
Both courses count toward the International requirement.

Prerequisite: Permission of Instructor.

Website: www.ccsu.edu/China

Cost: \$2,995 per person. See program website for what is included in this cost.
CIE Scholarships are available. See program website.

Program Director: Dr. Xiaoping Shen, Geography (860)-832-2794; shenx@ccsu.edu

From Olympic Park and the Great Wall in Beijing, to the most revered mountain in Shandong, to the best preserved ancient city of Xi'an, to Guilin – the fantastic natural mountain and water scenery in the world, China is as vast a country culturally as it is geographically. With over 1.3 billion people, China is the most populous country in the world as of 2013, and boasts the second largest economy, right behind the United States. In this course, students will explore the geography and culture of China – both as an ancient civilization and a modern multi-national society on a vast land through the firsthand experience of unique physical and cultural landscapes, ancient and modern city centers, traditional ethnic cultures, and regional variations.

The program will begin in Shanghai, the largest city in China and the busiest port in the world. The group will then go to Shandong province, located on the eastern coast of the country and the third most populated province, with a rich heritage and dynamic economy. On Mount Tai — the most revered mountain and a UNESCO World Heritage site – the group will meet with the students and professors from Shandong Normal University, a sister school to CCSU. The next stop will be Xi'an city, the ancient capital city for about 1,100 years and the home of the famous Terracotta Warriors. From Xi'an, the group will go to Guilin, a most beautiful city with limestone hills. We will also see the Li River in Guangxi Zhuang Autonomous Region in southeast China.

The last leg of the journey will be in Beijing, a metropolis in northern China, capital of the People's Republic of China. A major transportation hub, Beijing is the political, educational, and cultural center of the country. Beijing has been an integral part of China's history for centuries. Students will visit famous sites, including Tiananmen Square, located in the center of the city; the Forbidden City, the palace compound and residence of former Chinese emperors; the Great Wall; traditional middle class housing known as courtyard; and Olympic Park.

First Summer Session 2016



The following Course Abroad programs are embedded in academic courses offered during the First Five Week Summer Session, which begins on May 31 and ends on July 1, 2016. This catalog lists the dates of the travel component of each course. Please note that students are required to attend the on-campus class sessions held prior to departure and upon return. On-campus class schedules vary by program; please contact the faculty member(s) conducting the program for more details.

Program Costs and Registration Information

See individual program websites for information about what is included in each travel program fee. Registration for the travel component of the program takes place in the Center for International Education, Barnard Hall, Room 123. Students must register for the credit component of the Course Abroad in the Registrar's Office during the registration period for Summer Session classes and will be charged applicable course fees.

Fulfillment of the University's International Requirement

All undergraduate credits earned overseas on a CCSU-sponsored study abroad program, including courses offered in conjunction with Course Abroad programs, automatically receive "I Designation" and count toward fulfillment of the University's General Education International Requirement.



France

Science of Color through the Eyes of Claude Monet

May 16 – 26, 2016

Registration Deadline: March 1, 2016

Course: ISCI 104: Science Connections, 3 credits (Study Area IV)
This course counts toward the International requirement.

Website: www.ccsu.edu/France

Cost: Please see the program website on or after December 1 for cost and scholarship information.

Program Director: Dr. Stanislav Kurkovsky, Computer Science (860) 832-2720; Kurkovsky@ccsu.edu

This course will present an interdisciplinary view on the relationship between science and art. In particular, students will learn about the discoveries leading to understanding the nature of light and color, about the scientific experiments that led to these discoveries, and about the role that these discoveries played in the development of modern science and technology. Claude Monet's eyesight and art will be used as a case study to demonstrate different aspects of the human perception of color and light.

Claude Monet is recognized as a founding father of the French impressionist painting. Monet's artistic gift combined with his degrading vision and subsequent eye surgery enabled him to paint many of the same scenes in entirely different color tones. For example, early in his life, Monet painted the water lilies in his beloved garden in Giverny in colors normally perceived by the human eye. When his vision started to fade, the colors in Monet's portrayal of the water lilies turned to the reddish tones because the cataracts in both eyes blurred his vision and shifted many of the colors of the visible spectrum into yellow, orange, and red. After eye surgery to remove the cataract from his right eye, Monet started painting his water lilies in bluish tones. The cataract in his right eye was removed together with the lens of the eye, allowing him to see vibrant blue and violet colors. Some researchers speculate that as a result of this surgery, Monet was able to perceive colors in the ultraviolet part of the spectrum.

Using Claude Monet's art and visual perception as an example, this course will examine the nature of color, how the human eye perceives color, and the role that color plays in art, design, science, and technology. This course will culminate with a trip to France in May 2016, which will include visits to many art and science museums (The Louvre, Musée d'Orsay, Cité des Sciences et de l'Industrie) with a particular focus on Monet's work (Musée de l'Orangerie, Musée Marmottan Monet) along with the visits to other locations that played a pivotal role in his life and work (such as Rouen and Giverny). This course will not be complete without visiting other French and Parisian landmarks, such as the Eiffel Tower, the Palace of Versailles, and Notre Dame Cathedral.

England

A Comparative Study of Architectural Engineering and Construction Practices in London

May 21 – 29, 2016



Registration Deadline: March 1, 2016

Courses: SET 490: Topics in International Field Studies, 3 credits
SET 590: Topics in International Field Studies, 3 credits
SET 490 counts toward the International requirement.

Website: www.ccsu.edu/England/Architecture

Cost: Please see the program website on or after December 1 for cost and scholarship information.

Program Directors: Dr. Talat Salama, Manufacturing & Construction Management (860) 832-2619; talats@ccsu.edu
Prof. Linda Reeder, Manufacturing & Construction Management (860) 832-1835; reederlin@ccsu.edu

Through site visits, and meetings with students and faculty at a local university and with industry professionals, students will engage in a comparative analysis of architectural engineering and construction developments in the U.K. and the U.S., with an appreciation toward sustainability.

London's buildings are too diverse to be characterized by any particular architectural style, partly because of their varying ages. Many grand houses and public buildings, such as the National Gallery, are constructed from Portland stone. Older buildings are mainly brick built, most commonly the yellow London stock brick or a warm orange-red variety, often decorated with carvings and white plaster moldings. In the dense areas, most of the concentration is via medium- and high-rise buildings. London's skyscrapers, such as 30 St. Mary Ave., Tower 42, the Broadgate Tower and One Canada Square, are mostly in the two financial districts, the City of London and Canary Wharf. High-rise development is restricted at certain sites if it would obstruct protected views of St. Paul's Cathedral and other historic buildings. Nevertheless, there are a number of very tall skyscrapers in central London, including the 72-story Shard London Bridge, the tallest building in the European Union.

A number of world-leading educational institutions are based in London, such as University of Hertfordshire (one of CCSU's study abroad partners), Imperial College London, University College London, and King's College London. London is home to many museums, galleries, and other institutions, many of which are free of admission charges and are major tourist attractions in addition to playing a research role. Students will tour the city to learn about the architectural features of buildings, and the engineering design and constructability aspects of old versus new structures, including elements of sustainability. They will also have the opportunity to meet with university students and professors at the educational institution. Cultural excursions in such an historic city will be naturally included in many aspects of our daily activities.



Ireland & England

**Location Studies in
Art and Biology in
Ireland and England**

May 22 – June 15, 2016

Registration Deadline: March 1, 2016

Courses: ART 100: Search in Art, 3 credits (Skill Area I)
ART 494: Location Studies in Art, 3 credits
ART 494: Location Studies in Art, 6 credits
BIO 471: International Field Studies in Biology, 1-4 credits
BIO 571: Advanced Field Studies in Biology, 1-4 credits
ART 100 & 494 and BIO 471 count toward the International requirement.

Website: www.ccsu.edu/UKArtBio

Cost: Please see the program website on or after December 1 for cost and scholarship information.

Program Directors: Prof. Muriel Miller, Art (860) 455-9918; millermu@easternct.edu
Dr. Barbara Nicholson, Biological Sciences (860) 832-2706; nicholsonb@ccsu.edu

This program will provide students with the opportunity to develop and apply skills in art and biology in the rich biological settings and spectacular landscapes of coastal Ireland and the Lake District National Park in England. Art students will learn to make artistic renderings of the natural environment, and students in Biology courses will learn to conduct field studies of biological aspects of the natural environment.

The Burren area of western Ireland is a wonderful natural rocky coastal setting with distinctive flowers, fossils, and birds, making ideal studies for landscapes. Farmed fields and pastureland surround the town of Doolin, where the students will be staying, and provide many opportunities to study ecological interactions between plants and animals. Students will take a ferry from Doolin to the nearby Aran Islands, where Gaelic is still the main language spoken and the traditional culture is strong. The Iron Age fort of Dun Aengus on Inis Mor provides a commanding view of the surrounding island and sea below the high cliff on which the fort is constructed. Students will also visit the vibrant street market in Galway, a university town on the bay, with local products for sale and street performers providing additional entertainment.

Students will then travel to the Lake District of England, England's largest National Park and a premier hiking area. This is a landscape of low mountains, pasturelands, and lakes and streams, which will be explored on many hikes. Students will visit Beatrix Potter's home, where rabbits that look just like the famous Peter Rabbit can be found in the gardens and fields. They will also visit John Ruskin's home and studio to see his paintings of the local landscape and his botanical illustrations of plant growth forms. They will trek to Kendal's Abbot Hall art museum to see how many famous landscape painters, including Constable and Turner, have depicted the Lake District, and to view their collection of rich portraits by George Romney and Lucian Freud.

Students in Art will render the special sense of place in these striking and sometimes harsh environments. Biology students will develop their skills in designing, conducting, and interpreting biological studies in diverse natural ecosystems. All students will work on developing skills of perception and technical abilities in the study area and media they choose, and integration of practice and theory in their chosen field. Project and media choices will be made on an individual basis. At the end of the time in each location, combined art critiques and biology presentation sessions will provide a forum for students to discuss their work and receive suggestions and ideas to further develop their work.

This program is intended for those who enjoy walking, hiking, and being outdoors every day. Accommodations will be basic and participants should be prepared for being outdoors in cool and sometimes rainy and windy weather.



Japan

Exploring Gender Equality

May 23 – June 7, 2016

Registration Deadline: March 1, 2016

Courses: HUM 330: Selected Topics in Global Culture: Exploring Gender Equality in Japan, 3 credits (Study Area I)
IS 330: Selected Topic in Global Culture, 3 credits (Study Area I)
SOC 478: Current Topics in Sociology, 3 credits
WGSS 390: Topics in Women, Gender, and Sexuality Studies: Gender, Labor & Education, 3 credits
All courses contribute toward the International requirement.

Website: www.ccsu.edu/Japan

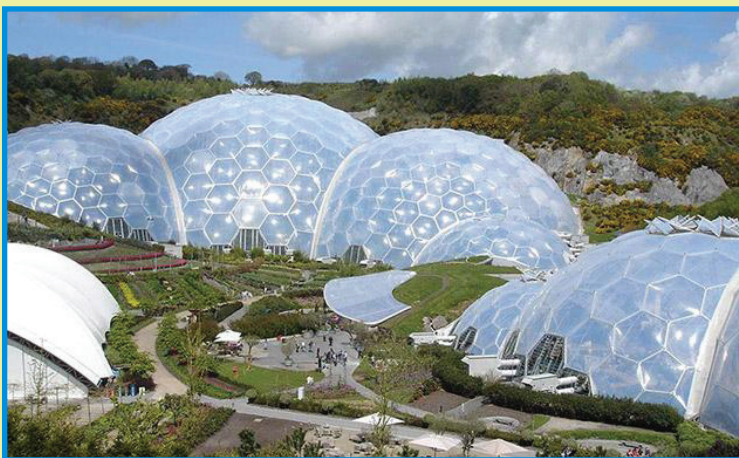
Cost: Please see the program website on or after December 1 for cost and scholarship information.

Program Directors: Dr. Shizuko Tomoda, Modern Languages (860) 832-2892; tomodas@ccsu.edu
Dr. Fiona Pearson, Sociology (860) 832-3137; pearsonaf@ccsu.edu

Japan has the world's third largest economy. Coping with a declining and rapidly aging population, Japan faces many social and political issues that must be addressed to redirect an underperforming economy. Gender inequality in the workplace is arguably one of those pressing social issues. Japan ranks nearly at the top of the world in women's education, health and survival. However, the gender gap in economic participation and political empowerment in Japan is still significantly large. Gender inequality, which is deeply embedded in the family structure, is a significant factor to social inequality in contemporary Japan.

Traveling through the cities and countryside of Japan, students will explore how gendered beliefs are uniquely connected to Japan's rich history. Students will also examine how that history is similar to and different from the evolution of gender in the United States. Throughout the journey, students will visit schools and places of work, including a medical plaza, a corporation and a UNESCO World Heritage site, Tomioka Silk Mill. In examining these social institutions and other key historical sites, students will examine the various ways that gender is inscribed in these social organizations and analyze the ways that gender is evolving in Japan. Through these experiences, students will gain a broader sense of the many ways that gender shapes our world in the 21st century.

Students will travel to megalopolis Tokyo, the charming seaside city of Kanazawa, Japan's ancient capital of Kyoto, and the peace city Hiroshima. Both Kanazawa and Kyoto boast many historical attractions. Students will have a great taste of the rich culture in both cities. In Hiroshima, students will visit the historically significant Peace Park. This program also includes several exciting excursion trips to the countryside of Japan.



England

To Eden and Beyond – Sustainability Studies in England

May 24 – June 3, 2016

Registration Deadline: March 1, 2016

Courses: ISCI 104: Science Connections, 3 credits (Study Area IV)
GEOG 459: Field Studies in Regional Geography, 3 credits
GEOG 559: Advanced Field Studies in Regional Geography, 3 credits
ISCI 104 and GEOG 459 count toward the International requirement.

Website: www.ccsu.edu/Sustainability

Cost: Please see the program website on or after December 1 for cost and scholarship information.

Program Directors: Dr. Stephen Watton, Chemistry (860) 832-2675; wattonstp@ccsu.edu
Dr. Charles Button, Geography (860) 832-2788; buttonche@ccsu.edu

Sustainability is the simple notion that all people should live their lives in such a way that their consumption of the planet's resources should not be more than the Earth can replenish during their lifetimes. This course will focus on raising students' awareness of sustainability issues and some of the solutions that are currently being pursued around the world, emphasizing the "Three Pillars of Sustainability," i.e. Environmental, Economic and Social issues. A central focus will be a visit to the Eden Project, located in Cornwall in southwest England, to explore all three aspects of sustainability. The Eden Project has its origins in the reclamation of a disused clay quarry, and in the 12 years since its construction, it has become a major tourist landmark that has rejuvenated the economy of the region. The Eden site represents a transformation of a barren scar on the countryside into a lush landscape dominated by two vast "biomes," which are the largest greenhouses on the planet. One biome houses a rainforest; the second features plants and agricultural practices associated with Mediterranean climates. Throughout the site, aspects of global sustainability are showcased to educate and inspire visitors through horticulture, art, and music. The world's premiere sustainability tourist attraction, the Eden Project, could fairly be called the Disneyland of Sustainability.

Aside from being a hugely successful tourist destination, the Eden Project is an educational charity, and the income from tourism is applied to a wide array of educational and outreach activities. Our activities at Eden will have been carefully designed in collaboration with their education staff to provide an enriching and inspiring program that will incorporate hands-on experiences, extensive tours of the facilities, and accompanying lectures/discussions.

We will then travel to London to explore some additional aspects of sustainability. The Eden Project recently collaborated with London's South Bank authority to create a rooftop woodland on the South Bank building, in the heart of London, and adjacent to an existing community garden. As an illustration of the social justice aspect of sustainability, we will visit these installations and learn about the involvement of homeless and recovering people in their creation. We will also emphasize the ease of getting around London using public transportation, as an illustration of how London sustains a high population density while incorporating vibrant neighborhoods in easy reach of the city center. A visit to such a neighborhood, such as Covent Garden or Notting Hill, both of which are examples of mixed-use urban planning, will be included, as will a visit to the Thames Barrier, to learn about flood-control efforts that the city has installed due to the threat of climate change-induced sea level rise. Students will also have a free day to visit sites of their choice, but will be charged with using the public transportation to access their destinations.

The final leg will be an excursion to the Isle of Wight, which has recently transitioned the entire island community to 100% renewable energy, and is pioneering other sustainability efforts. Students will see what can be accomplished by a community when they work together toward a worthy goal.



Hungary

Religion, Philosophy, and Cultural Tourism in Budapest

May 25 – June 3, 2016

Registration Deadline: March 1, 2016

Courses: GEOG 290: Geography of Tourism, 3 credits (Study Area II)
HUM 330: Selected Topics in Global Cultures: Building Belief: Construction of Faith in Budapest, 3 credits (Study Area I)
IS 330: Selected Topics in Global Cultures: Building Belief: Construction of Faith in Budapest, 3 credits (Study Area I)
REL 256: Philosophy, Religion and Spirituality, 3 credits (Study Area I)
All courses contribute toward the International requirement.

Website: www.ccsu.edu/Hungary

Cost: Please see the program website on or after December 1 for cost and scholarship information.

Program Directors: Dr. William Price, Geography (860) 832-2841; wprice@ccsu.edu
Dr. Mathew Foust, Philosophy (860) 832-2824; foust@ccsu.edu

Immerse yourself in the fascinating culture, history, and geography of Budapest, widely considered amongst the most beautiful cities in the world! In this course, students will have the opportunity to visit the major cultural attractions of this magnificent city, explore the beautiful Hungarian countryside, and take daytrips into the neighboring countries of Austria and Slovakia. Students will have the chance to explore various important aspects of Hungary's culture, religion, and tourism system. Through a combination of coursework, guided tours, and visits to significant cultural and natural tourism sites, students will gain firsthand experience in philosophy, international studies, tourism and hospitality studies, and geographical concepts. At places such as the Garden of Philosophy, students will gain insight into the diverse influences that have shaped the development of Magyar culture and thought, and helped turn Budapest into one of the premiere cultural tourism attractions in Eastern Europe. Through tours of important sites such as the Great Synagogue, Matthias Church, St. Stephen's Basilica and Diamond Way Buddhist Center in Budapest, and the renowned Abbey in Pannonhalma, a UNESCO World Heritage site and one of the oldest and largest in Europe, students will learn the ways in which Christian, Jewish, and Buddhist philosophies have shaped Hungary in the past and present. Students will also be exposed to the darker sides of religious conflict with memorable visits to the Holocaust Memorial Center and the Jewish Museum.

Students will be exposed to the rich and fascinating history of Hungary at attractions such as the Hungarian National Museum. During a walking tour, students will investigate the famous Castle Hill district of Budapest and venture into the centuries old Buda Castle Labyrinth, Cave Church, and Medieval Jewish Prayer House. Students will tour Budapest's beautiful garden-filled Margaret Island in the middle of the Danube River, and explore the ruins of long abandoned medieval Franciscan and Dominican monasteries. On several excursions out of Budapest, students will wander the cobbled streets of historic settlements such as Sopron, Vac, and Visegrad in Hungary and Banská Štiavnica in Slovakia, encountering castles and Roman ruins. Throughout the 10-day course, students will gain a deep understanding of the various products, such as cultural tourism, heritage tourism, health tourism, dark tourism, and natural tourism, and factors that have driven Hungary's vibrant tourism industry, and see why Budapest has for so long been the focal point of the country. Students will have the chance to see many of Hungary's most visited tourism activities: a cruise along the mighty Danube River, swimming and hiking at Lake Balaton, the largest in Central Europe, and, on the final day, soaking in the famed hot waters of Budapest's Szechenyi Baths. Through course material and discussions with local tourism industry representatives, students will learn the different elements of the tourism system and ways to promote positive social, economic, and environmental impacts, and effectively manage cultural heritage sites.



Spain

Spanish on the Move
May 27 – June 12, 2016

Registration Deadline: March 1, 2016

Courses: ML 200: Spanish Language, 3 credits
ML 200: Spanish Culture, 3 credits
ML 400: Topics in Modern Languages: Advanced Oral Practice, 3 credits
ML 400: Topics in Modern Languages: Spanish Culture, 3 credits
All courses count toward the International requirement.

Prerequisites: ML 220: Span 126
ML 400: Advanced Oral Practice: Span 226 or Permission of Instructor
ML 400: Spanish Culture: Span 226 or Permission of Instructor

Website: www.ccsu.edu/SpanishOnTheMove

Cost: Please see the program website on or after December 1 for cost and scholarship information.

Program Directors: Dr. Gustavo Mejía, Modern Languages (860) 832-2890
Dr. Lilián Uribe, Modern Languages (860) 832-2876

This course, geared primarily to students majoring or minoring in Spanish, will offer the opportunity to enhance proficiency in Spanish while exploring the richness of Spanish culture in one of the oldest and most historical university cities of Europe. The program will be based at the University of Salamanca, one of CCSU's many partner universities around the world. Founded in 1218, the university is one of the four oldest in Europe (alongside Bologna, the Sorbonne, and Oxford). Today, it remains among the most prestigious universities in Spain. It is based in the city of Salamanca, itself a World Heritage Site that boasts of a wealth of historical and art treasures, and whose activities revolve around student life.

This program has several objectives, all tied to the opportunities that cultural immersion offers. Students will be able to increase their level of proficiency in Spanish in a more timely fashion due to the complete exposure to the language, not only through dynamic intensive courses, but also through formal and informal interactions with Spanish students from the University of Salamanca, local residents, and host families. Students will also enhance their knowledge and understanding of Spanish culture and history through lectures and visits to selected representative sites of significant importance such as Seville, Granada and/or other cities in Spain. Apart from these excursions, students will have the opportunity to participate in local cultural tours within the city and in extra-curricular activities organized by the University of Salamanca.



Peru

Resiliency and Citizen Participation: Experiential Learning in Peru

May 28 – June 18, 2016

Registration Deadline: February 1, 2016

Courses: SW 478: Current Topics in Social Work: International Experiential Learning: Peru, 3 credits
SW 478: Current Topics in Social Work: International Social Welfare, Peru, 3 credits
Both courses count toward International requirement.

Prerequisite: Admission to Social Work major.

Website: www.ccsu.edu/Peru/SocialWork

Cost: Please see the program website on or after December 1 for cost and scholarship information.

Program Director: Dr. Catherine Baratta, Social Work (860) 832-3016; barattac@ccsu.edu

This opportunity will introduce social work majors and non-majors alike to the diverse and complex country of Peru using experiential learning as a method of instruction. Students who long for an immersion experience that will increase self-awareness and international competencies will find this experience fulfilling. CCSU students who have a history of volunteering and are interested in international volunteerism will complete a minimum of 60 hours “shoulder to shoulder” with residents of Villa El Salvador, a newly organized district in Lima, to meet their community development needs.

Villa El Salvador, located on a desert tract of land, is a case study in resiliency. In 1971, 200 poor families initially “invaded” and settled here. Despite the government’s violent reaction, thousands of people, mostly from the highlands, quickly followed. Approximately 500,000 people reside here today. Their efforts and commitment demonstrates what can happen when poor people become empowered and organize for a common goal. Through grass-roots participation, initiated by women’s groups led by the activist Maria Elena Moyono, the residents have developed a thriving community despite their impoverished circumstances. It has been said that they have “built a community on essentially hopes and sand.” The original commercial and residential districts are thriving while the newly settled areas, which have sprung up since 1990, have limited resources. Electricity and water is provided, although the water is trucked in daily. It has the highest literacy rate in Peru, and infant mortality is far below the average. Collective work has been used in every public work and service.

CCSU will be partnering with Cross Cultural Solutions (CCS, a non- governmental organization) who will serve as the host site. Students and faculty, as well as other international volunteers, will stay at CCS home base in a middle class residential neighborhood in Lima. In partnership with each student, CCS will place students in local organizations throughout Villa El Salvador based on our talents, skills and need. Volunteers will know prior to departure where they will be assigned. Students will have the benefit of round-the-clock, in-country support while in Peru.

To maximize our experience, there will be a series of speakers, learning activities, and visits to social service agencies, historical, archeological and cultural sites during our stay in Lima. In addition, Spanish speaking lessons will be provided by CCS. Finally, students will read and discuss a collection of diary and journal excerpts of international travelers, including Jane Addams and Langston Hughes, as well as readings about Peru. Group discussions, blog assignments, journal assignments, and presentations upon our return will be required for the successful completion of the courses.



Washington

D. C., France Lithuania & Poland

**Poland in Early America/
Early America in Poland**

June 3 – 14, 2016

Registration Deadline: March 1, 2016

Courses: ENG 214: Studies in World Literature: The American Revolution in Polish Literature, 3 credits
 ENG 448: Advanced Studies in American Literature: A Connecticut Yankee in Emperor Napoleon's Court
 – Joel Barlow's Intellectual Odyssey, 3 credits
 Both courses count toward the International requirement.

Prerequisites: ENG 214: ENG 110, 105 or equivalent or Permission of Instructor.
 ENG 448: ENG 398, or Permission of Instructor for non-majors.

Website: www.ccsu.edu/Poland

Cost: Please see the program website on or after December 1 for cost and scholarship information.

Program Directors: Dr. Gilbert Gigliotti, English (860) 832-2759; Gigliotti@ccsu.edu
 Prof. Renata Czubak Vickrey, Polish Archivist, Elihu Burritt Library (860) 832-2085 ; vickreyr@ccsu.edu

This course provides an opportunity for English majors and non-majors alike to explore the diverse literary and political relationships of several Polish and American figures during the Revolutionary and Early National periods.

Professor Vickrey's ENG 214, for general education literature credit, will explore the literary and political response to the American Revolution by Kazimierz Pulaski (1745-1779), Tadeusz Kościuszko (1746-1817), and Julian Ursyn Niemcewicz (1758-1841). Students will investigate the trio's democratic ideas and struggle for freedom and independence through their political activities, correspondence, essays, pamphlets, poetry, and memoirs.

Professor Gigliotti's ENG 448 will fulfill upper-level literature requirements for English majors and minors. The course will consider the ever-increasing internationalism of Connecticut native Joel Barlow (1754-1812), as expressed in his poetry and essays – from his Yale commencement poem, through his political works during 17 years in Europe, to his final poem, written in Warsaw in the wake of Napoleon's failed invasion of Russia.

The travel component – tracing Joel Barlow's final, and fatal, diplomatic journey from Washington, D.C. to Paris, France to Vilnius, Lithuania to Warsaw, Krakow, and Zarnowiec, Poland – will allow students to explore the often under-appreciated global influence on, and global perspective of, America throughout the Age of Revolution.



Cuba

Cuba in the Cinema

June 23 – July 3, 2016

Registration Deadline: March 1, 2016

Courses: COMM 296: Global Studies in Communication, 3 credits
 HUM 330: Selected Topics in Global Studies, 3 credits
Both courses contribute toward the International requirement.

Website: www.ccsu.edu/Cuba/Cinema

Cost: Please see the program website on or after December 1 for cost and scholarship information.

Program Directors: Dr. Antonio Garcia Lozada, Modern Languages (860) 832-2216; garciaa@ccsu.edu
 Dr. Jose Carlos del Ama Gonzalo, Communication (860) 832-3211; delamaj@ccsu.edu

Recent developments in the diplomatic relations between Cuba and the United States offer a unique opportunity for our students to witness first hand an historical event similar to the fall of the Berlin Wall in 1989.

Even though the island is geographically close to the United States, Cuba's culture and society remain relatively unknown to most Americans. The main idea most of the people in this country have about culture and society in Cuba is through films made in or about Cuba. The socialist regime, in power since 1959, resisted the fall of the Berlin Wall in 1989 and kept true to the principles of a purely socialist economy, which have been abandoned by other socialist powers, such as China. The main goals of this study abroad program are to explore the nearby mystery island and to discover the cultural cocktail that our unknown neighbor produces.

Students will be immersed in and experience different aspects of Cuba's society and environment: music, food, unique human and natural landscapes, literature and, of course, films. The study abroad program focuses on the current state of affairs in Cuba, rather than on the historical background, although some knowledge of this is important in order to understand current developments. The focus will be a study of the contemporary social phenomena – how the people there live their daily lives, their worries, joys and hopes.

Second Summer Session 2016



The following Course Abroad programs are embedded in academic courses offered during the Second Five Week Summer Session, which begins on July 5 and ends on July 25, 2016. This catalog lists the dates of the travel component of each course. Please note that students are required to attend the on-campus class sessions held prior to departure and upon return. On-campus class schedules vary by program; please contact the faculty member(s) conducting the program for more details.

Program Costs and Registration Information

See individual program websites for information about what is included in each travel program fee. Registration for the travel component of the program takes place in the Center for International Education, Barnard Hall, Room 123. Students must register for the credit component of the Course Abroad in the Registrar's Office during the registration period for Summer Session classes and will be charged applicable course fees.

Fulfillment of the University's International Requirement

All undergraduate credits earned overseas on a CCSU-sponsored study abroad program, including courses offered in conjunction with Course Abroad programs, automatically receive "I Designation" and count toward fulfillment of the University's General Education International Requirement.



Namibia, Botswana & Zambia

**Southern African Ecology,
Culture and Programs in
Environmental Communication**
July 5 – 26, 2016

- Registration Deadline: April 1, 2016
- Course: COMM 451: Environmental Communication, 3 credits
This course counts toward the International requirement.
- Prerequisite: Junior/Senior or Permission of Instructor.
- Website: www.ccsu.edu/SouthernAfrica
- Cost: Please see the program website on or after December 1 for cost and scholarship information.
- Program Director: Prof. C. Benjamin Tyson, Communication (860) 832-2699; Tysonc@ccsu.edu

This three-week program in southern Africa will provide participants with a real feel for these fascinating countries. The course will be conducted by Professor Ben Tyson, who ran the same trip in 2014. He once lived in the region for several years and has extensive knowledge about the communication aspects of environmental behavior change. The itinerary will begin in Windhoek, Namibia where the group will travel by 4-wheel drive vehicle to Livingstone, Zambia. As the program unfolds, participants will be learning how environmental communication is used by governmental and nongovernmental agencies to protect and conserve wildlife. This is particularly interesting in countries where there are few sources of revenue and tourism-based wildlife viewing brings in much needed income.

The group will have numerous chances to experience the local culture first hand. They will meet a Herero woman and find out about the symbolism of her clothing. They will learn the click vocabulary of the Nama-Damara people and about their traditional medicine. They will visit the ancient petroglyphs at Twyfelfontein. Later in the program, the group will spend a day in a Himba village learning about the history and culture of these unique people. In the Caprivi Strip, the group will have a full day to interact with village people concerning their conservation activities and visit a local school program.

The group will go on a guided walking tour in the Namid Desert to see the vast diversity of fauna and flora it sustains. They will visit Etosha National Park, Namibia's foremost area for conservation and tourism. The park is home to the world's largest population of black rhinoceros, abundant elephant herds, and dozens of other large and small mammal species and prolific birdlife. In addition to game viewing drives in the day, evenings will be spent at floodlit waterholes viewing nocturnal animal. Equally special will be when local polers take the group in mokoros (dugout canoes) into the Okavango Delta in Botswana. The polers grew up in these areas and their knowledge of animal and plant conservation is immense. Near the end of the program, the group will enjoy a game drive in Botswana's Chobe National Park (home of the Big 4 – rhino, lion, elephant, and buffalo) and a fantastic game viewing river cruise where the group will have the opportunity to see vast numbers of animals. The tour will end in Livingstone, Zambia next to the magnificent Victoria Falls. On the last day, the group will take a sunset cruise down the mighty Zambezi River, where they can reflect on the adventures of the last three weeks.

Participants will stay in lodges a few nights, but the vast majority of nights will be spent camping (tents and sleeping mats provided). Camping locations will vary from bush camping to sophisticated sites with swimming pools and cafés. Most meals will be prepared and eaten (and dishes cleaned) communally. This program is intended for those who enjoy walking, hiking, and being outdoors every day. Accommodations will be basic and participants should be prepared for being outdoors in hot and cool and sometimes rainy and windy weather.



Ghana

**At the Intersection of
the Global Community**

July 7 – 22, 2016

Registration Deadline: April 1, 2016

Courses: GEOG 459: Field Studies in Regional Geography, 3 credits
GEOG 559: Advanced Field Studies in Regional Geography, 3 credits
IS 490: Field Study Abroad, 3 credit
IS 590: Graduate Field Study Abroad, 3 credit
GEOG 459 and IS 490 contribute toward the International requirement.

Prerequisite: Permission of Instructor.

Website: www.ccsu.edu/Ghana

Cost: Please see the program website on or after December 1 for cost and scholarship information..

Program Director: Dr. Peter Kyem, Geography (860) 832-2801; kyemp@ccsu.edu

This course, designed and conducted by a native Ghanaian, will expose students to several aspects of African culture through a study of one of Africa's beautiful countries, Ghana. Africa, the second largest continent in the world, is very diverse. The diversity is not only evident in the continent's physical geography but also in its plurality of cultures, traditions, beliefs and artistic expressions; and in its diverse social and political structures and practices. Long interaction with the outside world has facilitated many African contributions to the world in terms of agricultural products, minerals and other material goods, as well as knowledge and cultural expressions. American culture in particular has been enriched by African culture and music, and yet the continent's rich history is hardly covered in the media.

Nowhere on the continent is this African diversity displayed better than in Ghana, the first African country to achieve independence. Ghana's first president (Nkrumah) opened the country to African freedom fighters. The country has especially influenced the struggle for independence in Africa and the efforts being made to unite the continent. Ghana is therefore a country from where the history, politics, culture and the contemporary life of Africans can be experienced and studied. The program provides an intensive guided experience of the country that allows students to learn about Ghanaian history, economics and culture, including politics, contemporary life, and the role of women in the Ghanaian society. Through lectures, interaction with the people in their homes and places of work, and visits to important sites, students will be guided to experience the Ghanaian life and confront some of the stereotypes and misrepresentations of Africa and its people; this will broaden their outlook in life and teach them to be tolerant of other cultures.

Some of the historic sites to be visited include: Cape Coast and Elmina Castles, World Heritage Sites that provide an opportunity for students to see artifacts of the European conquest of Africa and witness some of the horrors of the Trans-Atlantic slave trade; the Kakum Forest Reserve, a forest canopy walkway suspended 150 feet above the ground, from where one can observe beautiful wildlife and learn about forest conservation, collaborative forest management and medicinal uses of local plants; and a visit to Kumasi, which will reveal the history of the Asantes, the Asantehene's palace and other sites where students learn about resistance and struggles by the native Ashantis against European conquest. Ghana is a haven that combines the charms of a tropical beach with a fascinating historical heritage, rich cultural varieties, and interesting wildlife in national parks. Ghana welcomes you with open arms.



Costa Rica

Community Engagement in Costa Rica: A Cup of Coffee

July 22 – August 7, 2016

Registration Deadline: March 1, 2016

Courses: ANTH 451: Field School in Cultural Anthropology, 3 credits
CEN 200: Introduction to Community and Civic Engagement, 3 credits
Both courses count toward the International requirement.

Website: www.ccsu.edu/CostaRica

Cost: Please see the program website on or after December 1 for cost and scholarship information.

Program Director: Dr. Abigail Adams, Anthropology (860) 832-2616; adams@ccsu.edu

This program welcomes CCSU students in anthropology, community engagement, geography, political science, psychology, history, International Studies, Latin American studies, public health, Spanish – and more!

The course's title, "A Cup of Coffee," references a primary symbol for Costa Rican identity: coffee is a major export and international connection. It is a foremost social lubricant of highly-valued time with family and friends, the source of the income that supports its famous legacy of democracy and egalitarianism, and the crop that the small farmer produces in balance with its beautiful natural environment. We will explore these foundational themes for Costa Rica's culture within the framework of globalization and environmental sustainability.

The course is built around a community engagement project, working and living with the residents of San Luis in neighborhood beautification and the coffee cooperative, Coope Santa Elena. The project will facilitate our immersion in the community and the technique of participant observation, accompanied with the Field School's program of Spanish language instruction and topical briefing lectures/seminars.

This community engaged study abroad course has several "research sites." One is Connecticut, where we begin researching "Latin America in North America." There, students will study Costa Rica's culture and history and prepare for their study abroad. In Costa Rica, we will be based in the rainforest communities around the famous Monteverde Biological Reserve. Another is the highland city of San Jose, the capital. We will also travel within the country and explore Costa Rica's diversity: the Pacific Coast and its ecological and economic challenges (including the beach!) and indigenous communities there; the small towns of Costa Rica's central plateau and coffee region; and the Poas volcano area! We will end the course with a post-fieldwork meeting in Connecticut to share our reactions to culture shock and ways of incorporating the study abroad into our "stateside" work and lives.



Ecuador and the Galapagos Islands

Ecology and Evolution

August 6 – 20, 2016

Registration Deadline: April 1, 2016

Courses: BIO 171: Introductory Field Studies in Biology, 1-4 credits (Study Area IV)
BIO 471: International Field Studies in Biology, 1-4 credits
BIO 571: Advanced Field Studies in Biology, 1-4 credits
BIO 171 and 471 count toward the International requirement.

Website: www.ccsu.edu/Galapagos

Cost: Please see the program website on or after December 1 for cost and scholarship information.

Program Directors: Dr. Barbara Nicholson, Biological Sciences (860) 832-2706; nicholsonb@ccsu.edu
Dr. Eileen Roark, Biological Sciences (860) 832-2645; roarke@ccsu.edu

Imagine walking in Darwin's footsteps. Darwin's visit and research in Galapagos led to his theory on how natural selection creates unique species. Visiting the Galapagos Islands is almost always described as a "trip of a lifetime." This small archipelago is home to animals and plants found nowhere else in the world: Galapagos tortoises, mockingbirds and finches, Galapagos sea lions, marine iguanas, and the two very different flightless birds, the Galapagos penguin and flightless cormorants, both of whom rely on the convergence of three major oceanic currents to bring an incredible mix of marine life to these waters. Naturalist-led hikes will take students to beaches, volcanic craters, lava tubes, lava fields, and bird nesting sites. Snorkling trips will allow students to swim with sea lions (which are very playful), sea turtles, various rays and many colorful reef fish while they study more stationary creatures such as sea stars and corals. During our time on the Galapagos Islands, students will make independent observations of the terrestrial and marine wildlife and habitats. From these observations, students will formulate some of their own theories about evolution, the pace of evolution, and types of natural selection that shaped the inhabitants of the Galapagos Islands, and gain experience formulating, conducting and interpreting their own biological studies.

Small excursions will include a cultural trip to visit to the Old Town of Quito, Ecuador and its remarkable churches and plazas, including Panecillo Hill, the Basilica, the Archeological Museum, and the Mitad del Mundo Equatorial Monument and museum. Our trip north to Imbabura Province, which offers a memorable blend of natural history, dramatic mountain scenery, and local culture, will include a visit to the famous Otavalo Indian Market, which has everything from ponchos, blankets, scarves, sweaters, belts, tapestries, and rugs, to jewelry, paintings, wood carvings, and beadwork. Not trying to bargain with the locals would be an insult, so you'd better practice your bargaining skills!

A visit to the Bellavista cloud forest reserve located in the top of the famed Tandayapa Valley will also be included in the itinerary. The forest is home to a multitude of hummingbirds, in addition to the largest diversity of epiphytes; the trees are festooned with a veritable profusion of bromeliads, orchids, mosses and more. A staggering number of bird species are also found here; the area won the highest 24-hour bird count in 2006, 2007, and 2008 (including the Audubon Christmas Bird Count for the Americas). A trip to Cotopaxi National Park will take us south along the Pan American Highway through the famous "Avenue of the Volcanoes." Cotopaxi (an Indian word meaning "Throne of the Moon"), at 19,700 feet, is one of the world's highest active volcanoes and is considered one of the most important ecologic reserves in Ecuador. The park offers spectacular views of lava fields, colorful highland flora, llamas, deer, wild horses, and mountain birds, including an occasional glimpse of an Andean condor.

ESSENTIAL INFORMATION

GENERAL INFORMATION

Course Abroad Programs (Credit-Bearing)

Course Abroad programs are an important component of CCSU's commitment to international education. Courses Abroad are intense, short-term, credit-bearing University classes that are conducted at international sites and foster the understanding of world issues, cultural differences, and global interdependencies. They are taught by faculty who are proven experts in the topics of the courses. Working in close cooperation with a growing number of CCSU academic departments, the Center for International Education (CIE) offers nearly 35 Course Abroad programs annually. CCSU's short-term study abroad program is ranked among the top 10 short-term study abroad programs in the nation. Course Abroad programs are offered in Winter Session, Summer Session, and embedded in full-semester Spring courses, where the travel component occurs either over Spring Break or in early Summer. All Course Abroad programs offer the opportunity to earn at least three credits. Many programs offer courses at both the undergraduate and graduate levels.

Passport to Global Citizenship Programs (Non-Credit)

The Center for International Education annually sponsors several non-credit Passport to Global Citizenship Programs. Most of these programs are targeted to specific segments of the University's student population (i.e. first-year students, B.S.-Ed majors, Business or Technology majors, graduating seniors etc.), while a few are open to all students. These programs are official overseas educational programs sponsored by the University, and all policies and standards for credit-bearing study abroad apply.

Study Abroad, the Privacy Act (FERPA), and the CIE

The Family Educational Rights and Privacy Act (FERPA) is a Federal law that protects the privacy of student education records. In compliance with the law, CCSU requires written permission from a student before releasing any type of information from the student's education record.

Since the Center for International Education abides by this policy, our staff will not discuss – with a parent, relative, or other third party – any

aspect of a student's participation in a study abroad program without receiving a FERPA Release form (available from the Registrar's Office). Faculty advisors and faculty leading overseas programs must also comply with the Federal law to avoid personal liability.

Accommodation

Any student wishing to assert a disability that requires accommodation must submit supporting documentation from the appropriate professional(s) to the Office for Student Disability Services. The student must register with the Office of Student Disability Services at least ninety (90) days prior to the program's departure date. For more information about this process, contact the Office of Student Disability Services in Willard Hall, Room 101-03, or at: <http://www.ccsu.edu/sds>.

ENROLLMENT and CANCELLATION Academic Credit

CCSU students register for the course component of all Winter and Summer Course Abroad programs in the Registrar's Office, located on the first floor of Davidson Hall, and pay all applicable course fees. Registration for the course component of all Spring programs is done during the normal registration period for Spring semester classes through the Registrar's Office. If you have questions about registering for the course/credit component of a Course Abroad program, please contact the Registrar's Office at (860) 832-2236.

Tuition for Spring Course Abroad programs may be included in a full-time student's tuition, if the student is carrying no more than 18 credits. Excess credit fees apply to all students carrying an overload. Complete information about CCSU tuition and fees may be found on the Bursar's website at: <http://www.ccsu.edu/bursar/>.

Billing for the Travel Component

Registration for the travel component of all Course Abroad programs takes place in the Center for International Education, Barnard Hall, Room 123. Registration/Billing Authorization and Scholarship Application Form are available online and may be delivered to the CIE, mailed to the CIE, or faxed to (860) 832-2047. Registration forms for all programs will be made available on the CIE's website (www.ccsu.edu/cie) well in advance of program registration deadlines. **Once**

a Registration Form is submitted, the CIE will place the appropriate CIE Travel Program fee on the student's University bill and secure travel arrangements in the student's name. The student will be responsible for paying the CIE Travel Program fee by the specified due date, either in the Bursar's Office or via Pipeline. Questions regarding the travel arrangements should be directed to the Center for International Education at (860) 832-2044.

Cancellation

A student who must cancel participation in a Course Abroad travel program must do so in writing to the Associate Director of the Center for International Education as soon as the decision is made. Each registration form contains a detailed cancellation/refund schedule, specific to that program.

Because cancellation penalties may be as high as the full cost of the travel program, depending on when notice of cancellation is received, it is strongly recommended that participants purchase independent trip cancellation/interruption insurance, available from most travel agencies. It is noted, however, that these policies may be restrictive and/or have pre-existing condition exclusions. Therefore, trip cancellation insurance does not necessarily cover all circumstances that may cause a student to cancel participation in a Course Abroad program.

Note: Dropping the course associated with the Course Abroad program does not constitute proper notice of withdrawal from a Course Abroad program.

Fulfillment of the University's International Requirement

All undergraduate credits earned overseas on a CCSU-sponsored study abroad program, including courses offered in conjunction with Course Abroad programs, automatically receive "I designation" and count toward fulfillment of the University's General Education International Requirement.

State College/University Reciprocity Program

Under the terms of the State College/University Reciprocity Program, a full-time student at a public institution of higher education in Connecticut who has paid tuition at his or her college or university, will be admitted on a space available basis without

ESSENTIAL INFORMATION

further tuition charge to any course offered by a university within the Connecticut State College and University System provided the course is not offered at the student's college or university and the student's admission to such course(s) is recommended by the president or appropriate academic officer from his/her college or university. No student will be permitted to carry more than two courses in any semester without consent of the president of the host campus.

To request consideration under the Reciprocity Program, visit the Registrar's Office (or website) on your home campus to obtain a copy of the appropriate Request for Reciprocity form. Complete the form and submit it to your home campus's Registrar for review and approval. After the form has been approved by the home campus Registrar, you can submit it to the CCSU Registrar's Office at the time of registration for the coursework connected to the Course Abroad Program. The Registrar will process your course registration and forward your approved Reciprocity Agreement to the CCSU Bursar, who will waive the course tuition and registration fees for the program. The CIE Travel Program fee is not waivable under the Reciprocity Program and will be charged.

TRAVEL DOCUMENTS

Passports

A valid passport is required for all travel programs. Federal regulations and foreign consulate policies require passports to be valid at least six months beyond the intended date of return. Airlines have the right to refuse boarding and consulates can deny visa applications to anyone who does not meet this requirement.

Information on how to obtain or renew a U.S. passport may be found on the State Department's website at http://travel.state.gov/passport/passport_1738.html.

Individuals who travel on a foreign passport should contact their home country's nearest consulate or Embassy to obtain information on replacing or renewing their passport. A listing of the foreign consulates and embassies in the U.S. can be found on the web at:
<http://www.state.gov/s/cpr/rls/dpl/32122.htm>

Visas

In cases where U.S. citizens are required to have a visa to travel to a Course Abroad destination, the Center for International Education may facilitate the process by collecting individual passports and sending them together as a group to obtain the required visa. Students who do not submit their passports when requested by the Center for International Education will be required to obtain their own visas, at additional personal cost. Participants who travel on passports issued by other countries are responsible for determining whether a visa is necessary, applying for the visa in a timely manner, and paying all applicable visa fees.

PROGRAM COSTS

Itinerary and Travel Program Costs

The programs listed in this catalog vary in price and types of services provided. CCSU reserves the right to make changes to program itineraries at any time, with or without notice, for economic, safety, or other reasons. Program prices may be modified to reflect currency fluctuations, changes in airline taxes and fuel surcharges, enrollment levels, and/or other extenuating circumstances.

CIE Tuition Scholarships

Matriculated CCSU students participating in a Course Abroad program for academic credit may apply to the Center for International Education for tuition scholarship assistance. To be considered eligible for scholarship consideration, applicants must: be matriculated at CCSU, be enrolled in at least 3 credits of coursework associated with the Course Abroad, have a minimum GPA of 2.50, and not receive tuition remission/waivers. Students may apply for a CIE Tuition Scholarship by completing the scholarship section of the Registration/Billing Authorization and Scholarship Application Form. CIE Scholarships are applicable to course tuition/fees, not to the travel program fee. Students may also apply for financial aid through the Financial Aid Office. In many cases, financial aid can be used to cover the travel costs, as well as course tuition. The CIE also maintains a 'library' of numerous external funding sources that are available to students. Additional information about external scholarships can be found on the CIE website at:
http://www.ccsu.edu/uploaded/departments/AdministrativeDepartments/Center_for_International_Education/Study_Abroad/Scholarship_and_Aid_Opportunities_Flyer.pdf

LEARN MORE ABOUT INTERNATIONAL TRAVEL ON THE WEB Additional/Updated Course Abroad Information

For updated Course Abroad program information, including course syllabi, detailed cost information, and program registration forms, please visit the Center for International Education's website at <http://web.ccsu.edu/cie/studyabroad.asp>.

U.S. State Department

The U.S. Department of State's travel website (www.travel.state.gov) provides current travel information via its Consular Information Sheets. Other travel publications on the site include: *Tips for Safe Travel Abroad*, *Tips for Students*, and *U.S. Consulates Help Americans Abroad*. This site is an excellent resource for anyone planning to travel abroad for any purpose. Another excellent source of country-specific information is available through the State Department's Background Notes (<http://www.state.gov/r/pa/ei/bgn/>).

U.S. Centers for Disease Control and Prevention

The U.S. Centers for Disease Control and Prevention maintains a Travelers' Health website (www.cdc.gov/travel) that provides health information by world region, as well as links to other world health organizations.

QUESTIONS?

For general questions about participation in a Course Abroad program, contact us or visit: The Center for International Education
Barnard Hall, Room 123, (860) 832-2040

Questions concerning individual Course Abroad programs should be directed to the faculty member(s) conducting the particular program. See the individual program description for faculty contact information.

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CCSU is a university of the Connecticut State University System and an AA/EO institution.



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Where in the world will you go?