

STUDY ABROAD

with Northwestern, IA

ENGAGE your world

EXPAND your mind

EMBRACE your future



Volume 1 Issue 2
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Global Education Center (GEC), Summer and Semester Study Abroad Programs and Off-Campus Courses
Suite 102, Franken Center for Faith, Learning, and Living

2012 Summer & Winter Study Abroad Trips

Latest News:

The Academic Affairs Committee and the faculty have approved a Middle East Studies Minor. The requirements include a semester abroad in either NWC's Oman Semester or the CCCU Middle East Studies Program, plus 8 on-campus credits from an approved list of courses. More details will be available on GEC's page (My Northwestern) in late May.

By: Leslie Stover

From the rich jungles of Ecuador to the buzzing streets of London and Vienna, Summer Study Abroad (SSA) provides three exciting destinations for this summer and one winter trip.

SSA offers a way to step out of the classroom and experience another world while fulfilling the cross-cultural general requirement. Each program, led by faculty members, has a different focus, and students of all majors are participating. The three to four week time span allows students to be immersed in a different culture without missing all of the summer activities of home. "If I stayed home I would have such a narrow scope on the world. Visiting a foreign culture focuses new perspectives on the world, your own culture and

yourself," said a 2011 Japan student participant. It is the perfect time to explore.

The destinations for this summer include Austria, Great Britain, and Ecuador. Professors Juyeon Kang and Luke Dahn will lead an experience of Austria through the lens of music. Beginning in the beautiful city of Vienna, students will travel to surrounding areas such as Salzburg, Prague (Czech Republic), and Budapest (Hungary) from May 14th to June 5th.

The British culture through art and theatre will be the emphasis in Professors Bob Hubbard and Jeff Taylor's program to Great Britain. From May 16th to June 7th, participants will engage in the culture of London visually such as viewing theatre productions and visiting museums.

The Spanish language, society and culture of Ecuador will be explored from May 13 through June 10th. Professor Rick Clark and students will stay in Quito, but visit the Amazon Jungle, Isla de la Plata and other sites.

An exciting winter study abroad will take place from December 17, 2012 to January 2, 2013. Professors Jeff Barker and Jim Mead will discover Israel through theatre and the Bible. Tel Aviv, Jerusalem, Bethlehem and Caesarea will be the classrooms.

Each trip holds different opportunities for students to live in a new culture, offering fresh customs and a time to reflect back on life in America. Home stays and excursions promise to challenge and promote growth as a student, person and Christian in ways a textbook cannot offer.

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Launching Our New SASA Program

Study Abroad Student Ambassador Program to begin Fall 2012

The Global Education Center (GEC) is pleased to announce its new volunteer program—Study Abroad Student Ambassadors. The program is designed for NWC students who are excited about their studying abroad experience and wish to share their time and knowledge with other interested students. Study Abroad

Student Ambassadors will be mentors to current students considering studying abroad. Ambassadors will participate in promotional activities conducted by the Study Abroad Office such as fairs, open houses, admission events, workshops, information sessions, class visits, one-one conversations with students, and general out-

reach efforts. The program also allows students to build their leadership and communications skills for their resume and job applications. The start date of the SASA program is Sep. 8, 2012. The GEC will be accepting applications until Aug. 31, 2012. For info and application: My Northwestern/Academics/Global Education.



By: Doug Carlson

Spring semester of 2013 Northwestern will launch a new program, the Denver Urban Semester. The focus will be internships with non-profit

organizations working with Denver's marginalized populations. The program was developed out of NWC's collaboration with Mile High Ministries during several summers in the *Vocare* Internship Program as

Denver Semester Opportunity

part of the college's recent Lilly Grant. In addition to 6-8 credits of internship, students will take two or three courses for a total of 12-15 credits. At present the course offerings will include race and ethnicity, intercultural communication, and incarnational spirituality, with future offerings to be added. Students will process their experience living together in intentional community.

will also be available. Applications, like all other off-campus semesters, will be due February 10 for the following year.



Nancy, Greg, Boryana, and Doug outside of the Issachar Community Center, an outreach of Mile High Ministries

Why should students consider this program? It will provide both service-learning and community development experience along with exposure to career opportunities in non-profit organizations. Social Work

Experience the Adventure of Study Abroad: Romania

Continuing the journey

By: Dana Franken-Romania 2011

Moving to a new place, for however long you might stay, is quite the adventure. Going in you never expect to love it, appreciate it, or be as frustrated with it as much as your original home, but what is astonishing is that every new place tends to find its way into your heart. It never replaces any previous home or experience, but creates more space for another.

I entered this semester with the excitement of seeing a new place, guessing that I would be busy with school work but was going to live up every chance I could possibly get to see new places and experience new adventures. I did all these things. But what surprised me even more was the level of depth that I created here—with the people, town, store owners, dogs on the street, taxi drivers, security at the grocery store, cleaning ladies of the apartment

stairwells, and random people on the street. This semester created space for me to truly live out what I was learning in class. Studying Romania's culture, history, and language and then going into the culture and watching it play out. We learned about sustainable development

“What is astonishing is that every new place tends to find its way into your heart.”

and what that means for Romania, how New Horizons Foundation is dedicated to making it happen, and then carried that knowledge over by studying about other countries across the world. I have come out of class, or should I say daily activities, with a new awareness and appreciation for my culture, Romanian culture, and the reasons that those cultures are unique.

So what now? Do I have to

say goodbye? Do I have to look on this semester with sadness that it is ending, or happiness that it is ending? No. This semester has taught me amazing things. Opened up my eyes to topics and realities that I have never been aware of before and now my task is to continue the journey. God blessed me with the chance to come here, learn from Dana and Brandi Bates, Kadie Becker and the rest of

the New Horizons Foundation staff and moving back home is the chance to take the things I have learned and put them into practice. Yes, we have left Lupeni with no concrete ideas as to when we might return, but that doesn't mean the journey is over. It is not ending, rather, it is continuing, on to a new place, with new experiences under our belts that will help us move forward.



Our Strange Stories

We asked past Summer and Semester Study Abroad participants a few questions about their unique experiences in a new country; they responded with unforgettable strange stories.

What was the weirdest food/drink combination you had?



“takoyaki. basically, octopus bits in a ball of fried bread. The texture is very disconcerting, as are the tiny little suction cups that are CLEARLY visible on the chopped up tentacles.”

Keely Wright, Japan SSA 2011

“We had ciorba de burta. Which is a soup made from the

inside lining of a cows stomach. I also ate raw pig skin.”

Taylor Culver, Romania Semester 2011

Do you have a story of traveling in your host country?

“The day we went to climb Masada in South Eastern Israel, it was about 95 degrees outside. We were about to climb about 750 switchbacking steps up the side of a mountain. As we are climbing, the gondola that takes people up to the top of the ancient ruins whizzes by us. Also

while we are climbing at a painstakingly slow and hot pace, people are walking down past us. I was quick to notice that many of them were not sweating like I was, or even breathing hard. That is when the gondola rushed past me again and I realized that we were one of the only groups climbing that day! It was very worth it and rewarding! As we crested the top, there were about

50 people there, whom all gave us strange looks at our group because we were ferociously sweating, yet smiling in joy in our accomplishment.”

Bobby James, Israel/Palestine SSA 2011



Was there a funny or necessary phrase you learned in the native language?

“To help us as we met lots of people, our Japanese friends taught us the phrase for “Nice to meet you,” and then told us it was easy to remember because it sounds like “Don't touch my mustache.” Unfortunately, most of the time when I met people, I would panic and the only thing I could remem-

ber was “Don't touch my mustache!” instead of the actual Japanese phrase.”

Emily Papp, Japan SSA 2011

“The phrase for ‘Nice to meet you,’ in Romanian is: Îmi pare bine. The phrase for ‘I'm sorry,’ is: ‘Îmi pare rău.’ So one day I was meeting some relative of my host family, and I said ‘Îmi pare rău’ instead of ‘Îmi pare

fine.’ I was so embarrassed!”

Sarah Simmons, Romania Semester 2011

“Inshallah--if God wills it--everyone uses it and it is kind of a catch all phrase in order to say if God wills it, it will happen. That can sometimes lead to laziness .”

Ellen Tolsma, Oman Semester 2011

Curious Facts about Study Abroad: *Did you know?*

U.S. Study Abroad Trends
Open Doors report 2011/
Institute of International Education (IEE)

-270, 604 U.S. students received academic credit for study abroad in 2010 (a 4% increase over 2009).

-The top 5 destinations in 2010 were: Great Britain, Italy, Spain, France, and China.

-Europe still hosts the largest

number of U.S. students. However, non-traditional destinations are becoming more popular: India+44%, Israel+61%, Brazil+12%, and New Zealand+12%.

- Men, racial and ethnic minorities, low-income and first-generation college students continue to be underrepresented in study abroad. (*The Chronicle of Higher Education* Feb. 29, 2012)

Employment & Career

-58% of the students who have studied abroad are actively pursuing careers in other countries.

- 73% of employers take into account study abroad when evaluating the applications of job candidates for a junior-level position.

-over 90% of employers believe that applicants who have studied abroad are likely to possess

the following highly desirable skills: strategic international understanding, managerial ability, cross-cultural communication skills, independence, maturity, and flexibility.

Note: these numbers are based on IEE's *Open Doors* report from 2010.

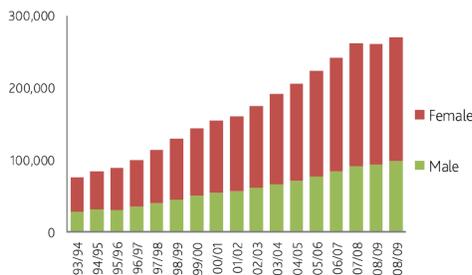
Gender Gap in Study Abroad

By: Boryana Dobрева

On February 19, 2012, *The Chronicle of Higher Education* published an article, entitled “In Study Abroad, Men are Hard to Find.” The essay tackled a pressing issue for many study abroad professionals: the existent gender disparity in study abroad participation. It is no secret that women are more likely to participate in study abroad. According to the *Open Doors* report from 2011, female students comprised close to 2/3 of all students who studied abroad in 2009/10 (fig. 1). As the total number of students studying abroad has continued to grow over the years, it is unfortunate to see that this gender gap has deepened rather than closed.

Fig. 1

Women comprised 64% of U.S. study abroad students in 2009/10.



Researchers and scholars alike have been in search of answers that could explain this historical gender imbalance. Traditional arguments have included the higher number of female student enrollments and the fact that many study abroad programs focus on disciplines and majors that are female-dominated: foreign languages, the fine/applied arts, education, and the humanities. With the advent of globalization and the greater need for international education, however, male-focused fields of study such as business, engineering, mathematics, and computer sciences have created new study abroad venues. In fact, business and marketing students are the second largest constituency (21%) after the social sciences

(22%) of those studying abroad (*Open Doors* 2011). The gender imbalance has nonetheless remained unchanged, leading experts to continue to look for further viable explanation. More reasons are being added to the list: men, as one of the arguments cited in *The Chronicle of Higher Education* goes, are “wired different” than women. Male students seem to be more influenced by peers when making decisions to study abroad, whereas female students seek the support of family and relatives.

One might agree or disagree with such statements, and this becomes a matter of personal choice, to mention the obvious. Practice has taught us one thing for sure. If we want to be

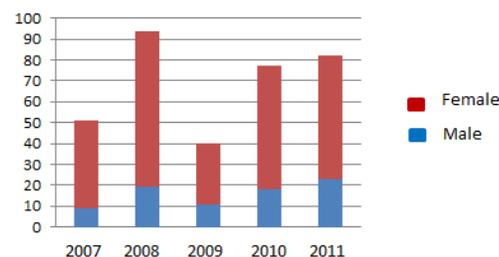
successful in our goals and mission as educators, we ought to embrace different approaches that speak to the interests and intellectual needs of diverse groups of students—male, female, minority, or international students. For each group responds to different messages and differently to different people.

At NWC, our numbers in study abroad correspond closely to the national trends (fig. 2) but solely recognizing that a gender gap exists is not enough. We must seek to understand the driving factors behind such gender trends and adopt strategies that capitalize on the real-world value of the overseas experience; strategies that contribute to successful enrollment rates.

In November, the GEC will hold a roundtable panel discussion, where these and related issues will be examined. Stay tuned for more details and an invitation.

Fig. 2

Women comprised 67% of NWC study abroad students in 2010/11.



NWC Global Education Center– Franken Center

Mission

To foster cross-cultural appreciation and real-world competence through semester and summer study abroad programs and off-campus courses in the U.S. We advise and assist students and faculty who seek opportunities for personal and professional growth and reflection that integrate faith, learning and living in the context of cultural diversity and a global community.

Who are we?

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Why should you see us?

- ... if you are curious about summer/semester study abroad
- ... if you are interested in leading a program
- ... if you know you want to propose a program

https://my.nwc.iowa.edu/ICS/Academics/Global_Education.jnz
 email: global@nwc.iowa.edu

The GEC study abroad programs help students:

- * gain informed understanding of the host culture and its value systems
- * reflect critically on their own culture and values
- * acquire a global perspective on contemporary issues
- * develop beginning or advanced skills in the target language (where appropriate)
- * connect cross-cultural learning to their vocation and calling
- * build their resume and become more competitive for jobs, graduate schools, and scholarships

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