Summer Programs

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ON OUR COVER: Ready for a fishing trip, Senegalese pirogues often display flags painted with names of families or religious leaders to seek protection or bliss when going to sea. Photo by student Kelsey Jacobsen, Senegal: Lens on West Africa.
SIT Study Abroad Summer Programs

Students can take full advantage of their summer months through SIT Study Abroad’s summer programs, which utilize the same experiential, field-based academic approach as SIT semester programs. Each summer program includes intensive study of a less commonly taught language and/or a specific topic relevant to the local context.

Programs range from six to eight weeks, carry six to nine credits, and offer the flexibility to study abroad utilizing the time between spring and fall terms. For a deeper, more long-term experience, students should consider combining an SIT Study Abroad summer program with a semester program in the same country or with a similar theme.

SIT Study Abroad Priorities

Academic Quality SIT Study Abroad delivers challenging academic programs that engage students in critical issues in a field study context. Experiential, interdisciplinary programs examine themes from a variety of perspectives and offer students opportunities for fieldwork on relevant topics.

Safety and Security Extensive experience and global networks equip SIT Study Abroad to continuously evaluate safety and security conditions prior to departure and throughout each program, including homestays and educational excursions.

Diversity The best learning occurs when diverse individuals come together in an open, respectful environment. SIT Study Abroad works actively to provide learning opportunities for students from a wide variety of backgrounds.

Reciprocity SIT Study Abroad values its close partnerships with local communities and organizations. Programs are designed to maintain a small and respectful footprint and to model responsible global citizenship based on mutually beneficial relationships.

Re-Entry and Global Citizenship The study abroad experience is only the first step to lifelong learning, growth, and engagement at home and abroad. SIT Study Abroad encourages students to utilize and share their transformative experiences to enhance their future studies, careers, and communities as socially responsible individuals.

A Viking longboat sculpture welcomes visitors to Reykjavik, Iceland, site of one of several educational excursions on the Iceland: Renewable Energy, Technology, and Resource Economics program. Staff photograph by David Shallenberger.
Admissions and Scholarships

SIT Study Abroad welcomes summer applications from undergraduate students who have:

- Good standing at an accredited college or university
- Completed one to three semesters of college-level coursework at the time of application, depending on the program
- A cumulative grade point average of 2.5 or higher
- Met stated prerequisites for the program to which they are applying

Some summer programs are also available for graduate credit. Please see individual program listings and visit www.sit.edu/studyabroad, email studyabroad@sit.edu, or call 888 272-7881.

Rolling Admissions

Applications for summer programs can be submitted starting January 15. After this opening date, complete applications are reviewed on a rolling basis. Many programs fill prior to the final application deadline, so early applicants are most likely to be considered for their first choice program.

Application Procedures

To apply for an SIT Study Abroad summer program, you will need to submit the following:

- SIT Study Abroad Application
- $50 nonrefundable application fee
- Official transcript(s) from all postsecondary institutions attended
- Two academic references from professors or your academic advisor
- An essay
- Approval of Participation Form (signed by your study abroad office)
- Letter to your prospective homestay family, if applicable
- Any additional program-specific requirements

You can apply using our online application or download the relevant forms from our Web site at www.sit.edu/studyabroad. Pending any followup required, offers of admission are normally made within three weeks.

Next Steps

After you have been offered admission, in order to participate you will need to:

- Complete medical forms for review and approval by SIT Study Abroad
- Comply with visa processes and make travel arrangements
- Meet deposit and final payment deadlines
- Read program-specific predeparture materials

Scholarships

To make study abroad opportunities available to a wide range of students, including those whose participation will broaden the perspective and collective background of our student groups, SIT Study Abroad offers a variety of need- and merit-based scholarships. For a full list of scholarships, and to download a scholarship application, visit www.sit.edu/studyabroad.

A kora workshop in Senegal explores some of the rich musical traditions in Africa, where SIT Study Abroad offers seven summer programs. SIT Study Abroad staff photo.
Study the influence, impact, and evolution of musical forms in Ghana. Music plays a central role in traditional and contemporary cultural expression in Ghana, where it often has a multi-dimensional meaning, and includes dance, song and drama. Popular music in Ghana has often set the standard for West African musical expression, and Ghanaian artists are well known on the world music scene. Additionally, there are forms of musical expression that have evolved in Ghana over the past 20 years that are little known outside of their regions.

During this seven-week program, students have the opportunity to explore urban influences on music and its evolution, incorporating an examination of both traditional and contemporary elements. The program focuses on the processes that take place in the evolution of new music, dance, vocal, or performance styles as a result of an urban environment. Students participate in homestays in Accra and Kumasi, allowing them firsthand knowledge of the role of music in everyday life. Additionally, students participate in group workshops and receive individual instruction on a musical form of their choice, allowing students to concentrate on any aspect of Ghanaian music.

The program is based in Accra, with educational excursions to Kumasi and rural areas in the Volta region. In addition to classroom study, students attend performances and workshops at the University of Ghana, the W.E.B. DuBois Centre, the Ghana Dance Ensemble, the Kumasi Center for National Culture, and local venues.

Coursework
AFRS 3000: Urban Ethnomusicology Seminar
2 credits/30 class hours
Lectures and seminars provide an understanding of the historical, social, economic, and political forces that have shaped the contemporary music scene in Ghana today. Topics include history, geography, and urban issues, as well as ethnomusicology, dance styles, and use and cultural background of various instruments.

PRAC 3000: Practical Music Studies
6 credits/90 class hours
A combination of group workshops consisting of drumming/dancing classes, performances, and private instruction. Because Ghanaian music often incorporates dance, song, and drama, students can concentrate on any of these elements of performance.

Homestays: Three weeks in Accra and one week in Kumasi

Educational Excursions: May include Kumasi, Tamale in the Northern region, and rural areas in the Volta region.

Duration: Seven weeks (early June to late July)

Student Eligibility: At least one semester of college-level work at the time of application and good academic standing with a minimum cumulative grade point average of 2.5.

Prerequisites: None

Performances, workshops, and individual instruction help students gain an understanding of the key role music plays in Ghanaian cultural expression. Photo by student Rachel Shuman.
Kenya

Intensive Swahili Language and Culture

Language and cultural immersion in coastal Kenya set the stage for six weeks of intensive Swahili classes and practice for study at the beginning, intermediate, or advanced levels in this less commonly taught language. In addition to their communicative language classes, students work with individual tutors and gain cross-cultural competency through firsthand experiences, reflective assignments, and facilitated group discussions. Language classes are complemented by seminar-style classes on aspects of Swahili culture to give students a framework for understanding the Islamic Diaspora in East Africa and the interplay between religion and culture.

The program begins in Mombasa, where students have an introduction to Swahili language and culture. From there, they move to the UN World Heritage site of Lamu town, a highly traditional, pre-industrial community in the Lamu archipelago off the northern Kenyan coast. Students also have opportunities to practice Kiswahili in a village setting during a four-day service project/rural stay in Kiwayuu.

Coursework
SWAH 1000-3000: Intensive Swahili Language and Culture
6 credits/90 class hours
Emphasis on speaking and comprehension skills through classroom and field instruction. Based on in-country evaluation, including oral proficiency testing, students are placed in intensive beginning, intermediate, or advanced classes with additional language practice in field visits. Language classes are scheduled six hours per day, six days per week over four weeks with group classes in the mornings. In the afternoons students are paired with individual language tutors who facilitate further language and cultural immersion through participation in various aspects of Swahili life. Through the combination of language study and seminars, students gain a deep understanding of Swahili culture.

Educational Excursions: Takwa Ruins, Lamu Museum, Malindi, plus four-day service project/rural stay in Kiwayuu

Duration: Six weeks

Student Eligibility: At least one semester of college-level work at the time of application and good academic standing with a minimum cumulative grade point average of 2.5.

Prerequisites: None

Veiled women observe dhows sailing off the coast of Kenya. Photo by student Sarah Lynne Heddon.
Madagascar

Traditional Medicine and Health Care Systems

Students have the opportunity to study both traditional and allopathic health care models in their cultural and socio-economic contexts in the island nation of Madagascar, where traditional medicine remains widely practiced. Students will learn about forms of treatment, methods of diagnosis, questions of access, ethical issues, and the education and training of health care professionals in traditional and allopathic practice.

Based in the capital city of Antananarivo, participants will explore health care in urban and rural areas to discover how geography, and cultural, economic, and political dimensions provide appropriate context for understanding the Malagasy approach to health care.

Coursework
IPBH 3000: Social and Political Dimensions of Health
3 credits/45 class hours
An introduction to the cultural, political and socio-economic contexts of health care in Madagascar, allowing students to understand Malagasy cultural assumptions and practices as they relate to health care. The course will also explore the role of post-colonial and contemporary Malagasy politics as applied to health care policy and delivery, and introduce students to major economic activities in the formal in informal sectors as they relate to health care and access to health systems.

IPBH 3500: Health Care Practice in Madagascar
3 credits/45 class hours
An examination of health care practices in urban and rural settings to understand traditional and allopathic health care approaches. Students will explore ethical issues in health care delivery, and the roles of health care delivery professionals and informal health care practice in overall health care issues in the different systems.

Educational Excursions: May include visits to the School of Medicine at the University of Antananarivo; Institut Malgache de Recherche Appliquée, a traditional medicine research center; rural and urban allopathic health care centers; and local herbalist markets.

Duration: Seven weeks

Student Eligibility: At least one semester of college-level work at the time of application and good academic standing with a minimum cumulative grade point average of 2.5.

Prerequisites: One year of college-level French, or the equivalent, as assessed by SIT Study Abroad.
Morocco

Intensive Arabic Language and Moroccan Culture

This program offers intensive Modern Standard Arabic and an introduction to Moroccan culture and Moroccan Arabic through cultural and linguistic immersion. SIT is uniquely situated to offer this fusion as it has offered a similar course in a semester-long program since 1988 and in the summer program since 2004. In this program, even beginning students are able to understand a few lectures in Arabic by the end of the summer.

Language classes are run in conjunction with the Center for Cross-Cultural Learning in Rabat. Located in a nineteenth-century Andalusian home in the old Medina of Rabat, the Center hosts educational programs and organizes other cultural events, such as artistic shows and performances, for local communities.

Coursework

ARAB 1000-3000:
Intensive Language Study: Modern Standard Arabic
6 credits/90 class hours
Arabic instruction with participatory, interactive, communicative techniques, including role-plays, dialogues, use of stories, and field trips. Students participate in language classes offered at the beginning, intermediate, and advanced levels for three hours a day, five days a week.

AFRS 3000: Moroccan Culture Seminar
3 credits/45 class hours
Field-based lessons and assignments, lectures, and participation in other cultural events. Lectures on topics such as family life, cultural heritage, Moroccan politics and economy, Islam, environmental and development issues, identity, and ethnicity.

Homestay: Six weeks in Rabat to assist in language acquisition.

Educational Excursions: Students undertake a five-day and a four-day excursion. The northern excursion will generally include the towns of Fes, Ouazzane, and the village of Brichka. The southern excursion will generally include the cities of Marrakech and Essaouira.

Duration: Seven weeks (mid June to late July)

Student Eligibility: At least one semester of college-level work at the time of application and good academic standing with a minimum cumulative grade point average of 2.5.

Prerequisites: None

An archway frames the towers of two mosques in Moulay Idriss in northern Morocco. Photo by student Kristin Wardell.
Senegal

Lens on West Africa

Senegal boasts the “best of West Africa”—a vibrant society, dynamic cultural institutions, bustling city life, calm rural areas, warm people, varied landscapes, and near tropical climate. Senegal’s hospitality—teranga—is immediately evident to visitors, who are captivated by the richness of this fascinating country. In many ways, Senegal is a photographer’s dream—both for those who wish to document their experience in pictures and for those looking for artistic expression.

From its program base in Dakar, this six-week program investigates photography as a means of exploring, documenting, and participating in contemporary Senegalese society. Coursework and a homestay in Dakar with local families introduce students to Senegalese culture. Students then work on their digital photography skills, gaining practice through coursework and assignments that challenge them to see Senegal in new, and culturally appropriate, ways. At the culmination of the program, students complete a social documentation practicum using their skills.

Coursework
AFRS 3000: Contemporary Cultural Issues Seminar
2 credits/30 class hours
Focus on contemporary issues in Senegalese society and ethical and culturally appropriate approaches to photography in Senegal. Topics include family life in urban and rural homes, cultural context of public and private spaces, religious beliefs and practices, the economy and employment, artistic expression, and cultural views of photography. Excursions in the greater Dakar area will showcase issues discussed in class.

PRAC 3000: Photography and Social Documentation Practicum
4 credits/60 class hours
Focus on digital photography and technical aspects of taking and reproducing photographs using subjects in Dakar. Students select and work with an association, institution, community, or other group in need of documentation of a project or issue.

Homestay: Four weeks in Dakar

Educational Excursions: May include sites in the greater Dakar area and a rural village in central Senegal.

Duration: Six weeks (mid June to late July)

Student Eligibility: At least one semester of college-level work at the time of application and good academic standing with a minimum cumulative grade point average of 2.5.

Prerequisites: One year of college-level French, or the equivalent, as assessed by SIT.
South Africa

Education and Social Change

More than a decade into democracy, South Africa continues to struggle with the legacy of apartheid. From the Soweto uprisings to contemporary campus life, educational institutions in South Africa have long been sites of social struggle and political organization as well as centers of learning and formal education.

It is widely recognized by both government and civil society in South Africa that education has a vital role in the development of the country. Yet vast challenges remain in curricular reform, pedagogy, and educational delivery before education will be able to play its vital and progressive role in social transformation.

SIT Study Abroad students explore the history of education in South Africa, examine the challenges and successes of educational transformation since the 1994 elections, and analyze potential paths for the future.

Coursework

EDP 3000: Education and Social Change Seminar
4 credits/60 class hours
An examination of education in South Africa in the historical and contemporary contexts to offer students and holistic appreciation of pertinent issues. Lectures and discussions combine with field study, visits to schools, NGOs, local communities, and government offices.

PRAC 3000: Education Practicum
4 credits/60 class hours
A firsthand examination of educational issues through practicum experiences in both rural and urban KwaZulu-Natal. The Zululand rural homestay period includes a one-week practicum and observation of nearby educational institutions. Urban practicum experiences in Durban may include participation in a weekend youth camp, where students will serve as camp counselors.

Educational Excursions: May include the Apartheid and Hector Pieterson Museums in Johannesburg and Soweto; primary, secondary, and tertiary schools as well as adult educational centers in urban and rural KwaZulu-Natal; and the office and project sites of governmental and nongovernmental educational organizations.

Duration: Six weeks (early June to mid July)

Student Eligibility: At least one semester of college-level work at the time of application and good academic standing with a minimum cumulative grade point average of 2.5.

Prerequisites: None.
AFRICA

Uganda/Rwanda

Peace and Conflict Studies in the Lake Victoria Basin

This groundbreaking program utilizes the resources of Makerere University and engages with the active peacebuilding and NGO community to study the root causes of conflict. Study in both Uganda and Rwanda helps students gain perspective about the complexities of conflict, regional and international responses, and efforts towards lasting peace. Opportunities to interact with local residents, including victims, enhance understanding of the impact of conflict and the challenges of reconciliation.

Though Uganda has had relative political stability since 1986, civil strife in the northern part of the country continues to cause civil dislocation and destruction of life and property and a drain on resources. Students also examine the 1994 Rwandan genocide, a tragedy that resulted in the killing of nearly one million Tutsi and moderate Hutus in a timespan of 100 days.

In both Uganda and Rwanda, one week of classroom discussions, readings, and lectures focuses on history, contemporary politics, and the role of the state. Excursions to carefully selected sites, introductory language instruction, and homestays with local families complement studies. The program concludes in Arusha, Tanzania, where students reflect on their experiences and learn more about the United Nations’ International Criminal Tribunal for Rwanda.

Coursework
PEAC 3000: Peace and Conflict Seminar
6 credits/90 class hours
The seminar examines the historical, political, and social dimensions of the conflicts in the Lake Victoria Basin with a focus on northern Uganda and Rwanda. Major topics include the sources and root causes of conflict, political and social aspects of the genocide, migration and refugee issues, the UN Tribunal, and the Gacaca court system in Rwanda.

Educational Sites and Resources include Kigali, Rwanda; Western and southwestern Uganda, and the International Tribunal on Genocide in Arusha, Tanzania.

Homestays: One week in Kampala, Uganda, and two weeks in Kigali, Rwanda.

Duration: Six weeks (mid June to late July)

Student Eligibility: At least three semesters of college-level work at the time of application and good academic standing with a minimum cumulative grade point average of 2.5.

Prerequisites: None required, but background in peace and conflict resolution, social justice, human rights, or similar studies is strongly recommended.

Under a banner titled Ibuka, which means “remember,” silent crosses commemorate those who lost their lives in the 1994 Rwandan genocide. Staff photo by Ann Lee Omondi.
China
Community Health and Traditional Chinese Medicine

From barefoot doctors to traditional remedies, the Chinese public health system has drawn increasing attention in the West. In this program, students study traditional Chinese medicine and community health issues by working with professionals in the field in both urban and rural settings. Students will have the opportunity to observe traditional practitioners of herbal medicine, acupuncture, and massage therapy, and, in some cases, receive practical training.

Based in the city of Kunming in Yunnan Province, China, and run in conjunction with the Yunnan Provincial Hospital of Traditional Chinese Medicine, the program provides an introduction to the ancient philosophy, theory, history, and practices in traditional Chinese medicine, one of the world’s oldest, best-known, and most-developed medicinal systems, placing it in the social context of community health in China.

To facilitate their health-related academic work, students on this program also undertake the study of Mandarin language and Chinese culture.

Coursework
IPBH 3000: Community Health and Traditional Chinese Medicine Seminar
6 credits/90 class hours
This portion of the program offers students a classroom-based introduction to the program theme as well as structured activities alongside professionals in traditional Chinese medicine, both in community and clinical settings.

CHIN 1000-3000:
Mandarin Language and Chinese Culture
2 credits/30 class hours
Students will undertake the study of Mandarin with an emphasis on basic oral expression, listening comprehension, and an introduction to Chinese characters. Instruction will be offered at beginning, intermediate, and advanced levels.

Educational Excursions: In addition to key sites of interest in the Kunming area, students will also visit the traditional towns of Dali, on the shores of Erhai Lake, and Lijiang, a UNESCO World Heritage site and home to the Bai and Naxi peoples.

Duration: Six weeks (early June to mid July)

Student Eligibility: At least two semesters of college-level work at the time of application and good academic standing with a minimum cumulative grade point average of 2.5.

Prerequisites: Previous college-level coursework or other significant preparation in the health sciences or a related field, as assessed by SIT Study Abroad.
Coursework

ASIA 3000: Himalayan Buddhist Art
and Architecture Seminar
8 credits/120 hours
Focus on the history, arts, architecture, and culture of the Himalayas. Topics include: traditional and contemporary issues in Himalayan art history; stresses of tourism and environmental degradation; conservation and restoration of threatened structures; ancient and modern history of the region; social and political issues; and Himalayan geography, flora and fauna, climate change, deforestation, and water conservation.

A methods component helps develop field study skills in observation and interviewing, gathering and organizing research materials, and maintaining a work journal. As many of the sites that students will study have not been surveyed, the component will also cover art historical conservation and restoration.

A practicum provides an opportunity to learn Himalayan arts or crafts such as thangka painting, sand painting, woodcarving, dance, or folk music. Alternatively, students may choose to conduct an academic research project.

Educational Excursions: Spiti, Manali, trek to Zanskar, Chenmo Monastery.

Duration: Six weeks (mid June to late July)

Undergraduate Eligibility: At least two semesters of college-level work at the time of application and good academic standing with a minimum cumulative grade point average of 2.5.

Undergraduate Prerequisites: None required, but background in art, art history, or architecture is strongly recommended.

GrADUATE CRedit AVAILAbLE
Eligibility: BA degree or the equivalent in an appropriate discipline or enrollment in relevant graduate studies.

Prerequisites: At least one of the following courses: Asian, South Asian, Southeast Asian, Indian, or Buddhist art history; arts of the Himalayas; Asian religions; Buddhist Studies.

For more information, please see the Web site at www.sit.edu/studyabroad, email studyabroad@sit.edu, or call 888 272-7881.
The Balkans
State Building and Human Rights in the South Balkans

Witness the emergence of new states and the challenges they confront, especially in ensuring minority rights in the south Balkans. In Montenegro, an independent state since 2006, civic groups are playing a watchdog role against corruption and for minority rights. In Kosovo, the newest country in Europe, debates center on institution building and human rights for Serb, Roma, and other minorities. Macedonians are working to share power between the majority ethnic Macedonians and minority ethnic Albanians, as well as to integrate Europe’s largest settled Roma community.

Throughout the south Balkans, the program considers the process of democratization and peacebuilding, the impact of international involvement, development assistance, and European Union accession. The program also emphasizes the concept of reciprocity through a community action project in the Roma communities in Macedonia.

Coursework
EURO 3000: State Building and Human Rights Seminar
6 credits/90 class hours
Case studies of three countries: Montenegro, Kosovo, and Macadonia. Additionally, a visit to southern Serbia helps illustrate the complex regional relationships impacting state building. Topics may include the efforts of watchdog NGOs and the judicial system to stop corruption in Montenegro, Serbia’s role in the regional dynamics, the state-building process in Kosovo, and the impact of the Ohrid Peace Framework on interethnic relations in Macedonia.

PRAC 3000: Community Action Project
2 credits/60 field hours
Participation in various activities within the Roma community (10 days). Emphasizes community needs and applying individual talents and skills to provide service to benefit the host community.

Homestay: Six days in southern Serbia and 10 days in Macedonia.

Duration: Six weeks (early June to mid July)

Undergraduate Eligibility: At least one semester of college-level work at the time of application and good academic standing with a minimum cumulative grade point average of 2.5.

Undergraduate Prerequisites: At least one of the following courses: modern European history, East European history, nationalism, human rights, European Union, modern European politics, peace and conflict studies/security/peacekeeping, East European cultures, or a relevant language (Serbian, Macedonian, or Albanian).

GRADUATE CREDIT AVAILABLE
Eligibility: BA degree in the social, economic, or political sciences, or enrollment in relevant graduate studies.

Prerequisites: At least two of the following courses: modern European history, East European history, nationalism, human rights, European Union, modern European politics, peace and conflict studies/security/peacekeeping, East European cultures, or a relevant language (Serbian, Macedonian, or Albanian).

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Mosque and Serbian church side by side in Ferizaj, Kosovo. Photo by Scott Link.
Iceland is a world leader in developing the use of renewable energy. While this is partly attributable to the country’s ample endowment of geothermal and hydroelectric resources, Icelanders have also made unique economic choices, valuing the social benefits of energy independence differently than much of the world.

The program is divided into three components. Iceland’s School for Renewable Energy Science (RES) hosts the program in Akureyri, on Iceland’s north coast. Students study with RES faculty experts and visit major sites related to Iceland’s energy and geology. Moving to the capital, Reykjavik, students meet with politicians and industry leaders to develop their understanding of how Iceland’s energy policy fits into the larger national agenda. Students spend the final portion of the program in the remote West Fjords, applying concepts learned to village-scale energy problems. Coursework in the Icelandic language helps students develop a knowledgeable appreciation of the culture.

**Coursework**

**ENGR 3000: Renewable Energy, Technology, and Resource Economics Seminar**

6 credits/90 class hours

This course focuses on helping students develop mastery of alternative energy technologies, an understanding of the role these technologies play in Iceland’s social, economic, and political context, and how these lessons apply to the larger world. Learning takes place both in the classroom and in the field.

**ICEL 1000: Introduction to Icelandic**

2 credits/30 class hours

Classroom and field instruction in the basics of the Icelandic language and the ways in which it reflects the sociocultural identity of the nation.

**Educational Excursions:** In addition to key sites in both Reykjavik and Akureyri, students will visit the tectonic rift zone and other key geological sites, as well as energy production facilities of various sizes.

**Duration:** Seven weeks (early June to mid July)

**Student Eligibility:** At least two semesters of college-level work at the time of application and good academic standing with a minimum cumulative grade point average of 2.5.

**Prerequisites:** Previous college-level coursework or other significant preparation in engineering, geology, environmental studies, or related fields.
Switzerland
International Studies, Organizations, and Social Justice

Since the onset of conflict in Iraq, the role of international organizations in maintaining world peace and promoting development of countries in the global South has become increasingly controversial. This program enables students to increase their understanding of the multifaceted United Nations system, while also examining the extraordinarily large number of nongovernmental organizations (NGOs) based in Geneva.

In the first part of the program, students attend seminars and complete field-based assignments. Later, each student will engage in interactive research to develop in-depth competence in a specific area of interest.

Coursework
EURO 3000: International Studies, Organizations, and Social Justice Seminar
4 credits/60 class hours
This seminar examines the history and development of international organizations; the role of international organizations in the new millennium, and an overview of development and the work of the United Nations, UN agencies, and nongovernmental organizations and voluntary agencies; as well organizational strategies, mandates, and resources.

ISPR 3000: Individual Project
4 credits/35 class hours, 80 hours total
Students choose to focus on a specific organization or research question. Individual projects are subject to approval by the academic director and may also be dependent on the nature of the topic and/or the interests of collaborating organizations.

Educational Excursions: Lugano, or another appropriate location in Switzerland, to study development and cooperation.

Duration: Six weeks (mid June to late July)

Undergraduate Eligibility: At least one semester of college-level work at the time of application and good academic standing with a minimum cumulative grade point average of 2.5.

Undergraduate Prerequisites: While there are no prerequisites, students with at least basic French proficiency will be at a linguistic advantage in Switzerland.
LATIN AMERICA AND THE CARIBBEAN

Bolivia

Lens on Latin America

Explore the dynamics of Latin America by joining award-winning filmmaker Ismael Saavedra in this hands-on summer program focused on video and media production within the Latin American context.

Based in Cochabamba, students travel to the capital city of La Paz to visit the Bolivian film archives and meet with prominent Bolivian artists and filmmakers. Travel to Lake Titicaca and rural highland agricultural villages, home to both Quechua- and Aymara-speaking cultures, provides additional field experience and cultural context.

In the later weeks of the program, students will develop the skills to produce a video or media project on a topic of their choice, creating a tangible product to express their understanding of Latin American culture. Ethnographic documentary filmmaking is a strong focus, supported by classes in production and hands-on editing in our program’s own media laboratory. Partnering with a Bolivian film student in producing video footage may be possible for students seeking intercultural production experience.

Coursework

LACB 3010: Lens on Latin America Seminar
3 credits/45 class hours
Lectures and film discussions, conducted in English and Spanish, by local academics and other professionals. Required readings, films, video and audiovisual showings, and related activities supplement classroom work.

MDST 3010: Practicum in Video and Media Production
3 credits/45 class hours
The practicum allows students to apply their cultural knowledge, critical analysis, and methodological skills to the field. Field exercises include participant observation, interviewing, and video recording for students’ independent film projects.

SPAN 1000-3000: Intensive Language Study: Spanish
2 credits/30 class hours
Spanish courses and an overview of Bolivian culture, offered in Cochabamba.

Duration: Seven weeks (mid June to late July)

Student Eligibility: At least one semester of college-level work at the time of application and good academic standing with a minimum cumulative grade point average of 2.5.

Prerequisites: Two recent semesters of college-level Spanish or equivalent, as assessed by SIT Study Abroad. Although not a requirement, a background in media production, Latin American Studies, development studies, or cultural or visual anthropology is recommended.

A merchant sells her bread at the La Cancha central market in Cochabamba. Photo by student Mark Kendall, Bolivia: Lens on Latin America.
Jordan

Intensive Arabic Language Studies

This intensive field-based Arabic language immersion program uses a content-based approach. Based in Amman, students engage in an Arabic-only environment of classroom instruction, field exercises, and homestays to learn Arabic and Arab culture. The emphasis of the course is Modern Standard Arabic (MSA), with additional instruction in Jordanian Colloquial Arabic. Students gain an understanding of Arabic diglossia and proper usage of MSA versus colloquial.

During the second half of the program, students at an advanced proficiency level may opt for a module in Media Arabic. This three-week module focuses on the acquisition of specialized vocabulary used in print and electronic media in the Arab world. Students read, listen to, and analyze stories from the local Jordanian press and other Arab media outlets.

Coursework

OPTION ONE
ARAB 1000-3000: Intensive Language Study: Modern Standard Arabic
9 credits/135 class hours

OPTION TWO
ARAB 3000: Intensive Language Study: Modern Standard Arabic
5 credits/75 class hours AND
ARAB 3000: Media Arabic
4 credits/60 class hours

Beginning, intermediate or advanced level classes, with study between 15-25 hours a week. Emphasis is on creating an Arabic-only environment that stimulates student learning through content-based lectures on diverse, contemporary topics related to the Arab world, including politics, Islam, family structure, and identity. Instruction takes place in the classroom and in the field.

Homestay: Six weeks in Amman to assist in language acquisition.

Educational Excursions: Six days exploring Jordan.

Duration: Seven weeks (mid June to late July)

Student Eligibility: At least two semesters of college-level work at the time of application and good academic standing with a minimum cumulative grade point average of 2.5.

Prerequisites: None.
Jordan

Water and Environmental Policy in the Middle East

Water is scarce in the Middle East and its use is one of the significant causes of conflict in the region. This program explores sustainable development alternatives, looking at appropriate technologies and strategies in Jordan, and (conditions permitting) in Israel, as well as cross-border challenges and potential for cooperation. The program includes a three-day rural Bedouin homestay to inform in-depth case studies of sustainable agriculture in arid lands and the impact on rural life in Jordan. Students examine challenges and strategies in the development of mass tourism and ecotourism. Field visits to projects such as dams, water treatment plants, ecotourism reserves, and sustainable agriculture sites give students firsthand experience and understanding of the issues.

Coursework
MDES 3100: Water and Environmental Policy in the Middle East
6 credits/90 class hours
Lectures, active learning experiences, site visits, and discussions on history, peoples, cultures of the region; the impact of government policies on water and other resources; issues and organizations involved with appropriate technology; the impact of refugees on scarce resources; environment and conflict; ecotourism.

ARAB 1002: Intensive Language Study: Jordanian Colloquial Arabic
2 credits/30 class hours
A two-week intensive course in Jordanian Colloquial Arabic. The emphasis is on basic oral expression and listening comprehension.

Educational Excursions: Two weeks in Jordan visiting project sites in Irbid, Safawi, Azraq, Ma’an, al-Mudawwarah, and Aqaba. Students also travel to Wadi Mujib on the Dead Sea and the Arava Institute for Environmental Studies (www.arava.org/new), in Israel, conditions permitting.

Homestay: Two weeks in Amman plus three days with rural Bedouin families.

Duration: Seven weeks (mid June to early August)

Student Eligibility: At least one semester of college-level work at the time of application and good academic standing with a minimum cumulative grade point average of 2.5.

Prerequisites: None

Reclaimed water becomes a valuable resource in a region where water is scarce. Staff photo by Christian Sinclair.
WORLD LEARNING PROGRAMS

HIGH SCHOOL The Experiment in International Living
The Experiment offers challenging, three- to five-week summer abroad programs that have provided transformative learning experiences for tens of thousands of young people over the past 75 years.

UNDERGRADUATE SIT Study Abroad
A pioneer in experiential, field-based programs, SIT Study Abroad provides academically rich international learning that awakens students to global issues and equips them to take meaningful action for change in the world.

INTERNATIONAL HONORS PROGRAM
World Learning/SIT is also affiliated with, and provides accreditation for the International Honors Program (IHP) which offers theme-based, multicountry study abroad with an emphasis on social justice and environmental issues.

GRADUATE SIT Graduate Institute
SIT Graduate Institute offers transformative intercultural graduate education for global social change. Founded as a training center for early Peace Corps volunteers, the Institute combines classroom and field-based opportunities.

INTERNATIONAL DEVELOPMENT PROGRAMS
Combining a historic emphasis on education with a focus on local solutions, World Learning works with community partners in more than 20 countries to implement programs that address critical global issues.

It is the policy of World Learning to provide equal employment and educational opportunities for all persons regardless of race, color, religion, gender, sexual orientation, national or ethnic origin, age, disability or handicap, veteran's status, ancestry, or place of birth.

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