

# GLOBETROTTER

REFLECTIONS FROM ABROAD

MARIST COLLEGE

**MARIST**  
**INTERNATIONAL**  
**PROGRAMS**  
**2015**



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**MARIST**  
**INTERNATIONAL**  
**PROGRAMS**

# A MESSAGE FROM INTERNATIONAL PROGRAMS

## Dr. John E. Peters, Dean

American poet Robert Frost ends his famous poem “The Road Not Taken” with the oft-quoted lines:

*Two roads diverged in a wood, and I—  
I took the one less traveled by,  
and that has made all the difference.*

While a colleague in Marist’s Department of English informs me that like many others I may have misunderstood Frost (for many years now it would seem), my particular (mis)interpretation of these lines resonates deeply for a professional working in the field of international education. Because I am an economist and not a poet, perhaps I may be forgiven for continuing to misinterpret the lines for my own purposes, which I will write about here.

I frequently argue that education abroad is all about exploration—be it a faculty-led short-term program, a semester or two in one or more of the many countries we offer, or a bachelor’s or master’s program at our Florence branch campus. It is exploration of the world and of ourselves—figuring out who we are, who we want to be, and how to get there. On one level, of course, this is the purpose of going to college, particularly at a liberal arts institution such as Marist. There’s something about being a stranger in a strange land that really forces personal development. We not only embark upon classroom studies abroad, but we do so in the context of a different culture. For many, experiencing a different educational context contributes greatly to the overall learning experience. Moreover, beyond the classroom we develop and hone problem-solving skills, flexibility, proactive orientation, and creativity as we figure out how to conduct our lives,

build new networks, and learn to thrive in the host culture. Things previously taken for granted—shopping for food, cooking, transportation, meeting new people, and political discussions with professors, colleagues, and taxi drivers—provide fresh opportunities to engage with new cultures and communities and to find our place within them.

We cannot seek to replicate our lives, routines, and cultural interactions abroad as they are at home. If everything abroad is to be the same as at home, why go? Rather, what we do is push ourselves to grow by experiencing something new. And by following this road less traveled (less than ten percent of current freshmen in the USA are expected to study abroad in their college years), students who go abroad set themselves apart by undertaking learning opportunities not available to many of their peers.

Students sometimes ask me if it’s necessary to go far afield to get the full benefits of overseas study. The “study in London vs. study in Tibet” question, one might call it, or boldly going where few have gone before should one wish to paraphrase Star Trek. The answer is, not necessarily. Study abroad is less about “where” and more about “why,” and connects with my take on Frost’s poem. While in one sense the road to London is certainly more traveled than the one to Tibet, one can boldly go anywhere. Rather than a particular destination, it’s more about charting your own path in a new environment, making the experience your own, taking full advantage of every moment, and articulating and then reflecting on your objectives, goals, and progress. Taking things as they come, accepting difference,



*Enjoying a meal in Tuscania, Italy. From left: Dr. John E. Peters, Dean of International Programs; Aida Hernandez (Mexico, BA studio art, digital media at Marist Florence Campus); Justin Barber (Ohio, MA museum studies Marist Florence Campus); Daniela Fanelli (Italy and Chile, communication major, Freshman Florence Experience Program); and Shareef Jarbawi (Palestine, Freshman Florence Experience Program).*

learning from mistakes, and the ability to laugh at oneself along the way doesn’t hurt, and can make the path smoother. The application of such a purposeful, focused, and reflective yet highly flexible attitude often leads us down the road less traveled, which (with apologies to Frost) can make all the difference.

I hope you enjoy the 2015 issue of *Globetrotter* magazine. Herein you will find essays and other contributions from Marist students, staff, and faculty, reporting on myriad experiences abroad through Marist International Programs. We have also included a number of photographs, many taken by Marist students, to illustrate and further entice you toward the abroad experience. My own photo included here is of students and me enjoying lunch in Tuscania, Italy, which is one of my favorite places in the world.

# A B O U T

## **MARIST INTERNATIONAL PROGRAMS**

Marist International Programs (MIP) promotes international engagement and academic, personal, and professional development through rigorous, reflective study abroad, overseas internships, and international campus programming.

MIP offers a variety of study abroad experiences that support a broad range of educational objectives, with affiliated programs on six continents. These experiences are open to all Marist students meeting eligibility criteria and upon successful application. A number of Marist programs are open to non-Marist students as well. We offer semester, full academic year, and short-term programs, enabling students of any major to study abroad and complete degree requirements within their four-year plan.

Be more than a tourist: experience what it means to live and study abroad!

### **MIP Staff**

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# U S

## MARIST ITALY

Marist College, in partnership with the Lorenzo de' Medici Institute, is the only US college or university offering a full branch campus in Florence. Marist Italy offers several bachelor degrees, a master's degree program, a one-year study abroad Freshman Florence Experience (FFE), traditional semester study abroad, and the Summer Pre-College Program for high schoolers. Bachelor's degrees in studio art, art history, conservation studies, digital media, fashion design, interior design, and Italian are currently offered on the Florence campus, as well as an MA degree in museum studies. Each of these degrees and programs takes full advantage of, and interacts with, the unique cultural, historical, and educational environment that is Florence, Italy, and Southern Europe.

### Marist Italy Staff

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Genesis Abreu  
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Meghan Deasy  
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Qu Ting Zheng

## FACULTY & STAFF PHOTOS

Prof. Amy Cahill  
Dr. Wesley King  
Dr. Carolyn Matheus

## WANT TO CONTRIBUTE?

If you are a former or future MIP study abroad participant, you can be a *Globetrotter* contributor! Take some beautiful photos, write an inspiring essay, and submit your work for the next issue. Contact MIP for more details at [international@marist.edu](mailto:international@marist.edu).

## MARIST ITALY STUDENT ASSISTANTS 2013-14

Student workers not only play a crucial role on Marist's Hudson Valley campus, but on the Florence branch campus as well. Students enrolled in one of the Florence-based bachelor's and master's degree programs, as well as the Freshman Florence Experience (FFE), are eligible to apply for a number of positions available in Florence in areas such as excursion assistance, social media, and general office work.

As on the home campus, becoming part of the international team in Florence means working to create, facilitate, and support the highest-quality education-abroad programs possible. Marist Italy students undertaking the FFE or their full degree in Florence should contact [ldmitaly@marist.edu](mailto:ldmitaly@marist.edu) for more information.

### Graduate Program Assistants

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### FFE—Student Assistants

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Patrick Tobin



# 4 1 1

## MIP STUDENT ASSISTANTS 2013-14

You've seen them on campus. In Marist classrooms giving presentations. Standing behind tables in Dyson, Donnelly, Hancock, and the Student Center, recounting adventures accompanied by open laptops displaying tens (or hundreds) of photos from abroad. You may also have seen their social media handiwork, through the MIP Facebook site and Twitter feed. Or perhaps you've seen them working on important projects and offering vital assistance in the MIP offices on the second floor of the Hancock Center. Who are these people? They are the Marist International Programs student workers.

At Marist, the international experience does not end upon completion of a program abroad. For alumni of Marist's international programs, ongoing engagement with international and intercultural perspectives takes many forms. Some study abroad alumni formally work for MIP. Many more MIP alumni volunteer as study abroad ambassadors helping to share the value of the overseas experience in classrooms, hallways, dorms, and online.

Our work is strengthened through the unique contributions of our student workers and volunteers. Their assistance in helping us to offer the strongest programs possible is greatly appreciated. Here's a list of the student workers who gave assistance in the 2013-2014 academic year. Due to space limitations, we cannot list the tens more who have volunteered with our fall and spring study abroad fairs, orientations, and other activities. But you know who you are, and to each of you, we say: thank you!, *grazie mille!*, *domo arigato!*, *shukran!*, *merci!*, *jai-rruh-jef!*, *vielen dank!*, *¡muchas gracias!*

MIP alumni interested in working or volunteering with MIP should contact [international@marist.edu](mailto:international@marist.edu).

### Student Assistants

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Kathryn Herbert—Italy, Scotland  
Kendra McKechnie—France, Senegal  
Claire Mooney—England, Ghana  
Eric Niermeyer—Italy  
Dillon Orr—Italy  
Emily Pasquerello—Italy  
Grace Sin—Italy, England  
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MARIST  
IN THE  
DOMINICAN  
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# SPANISH & TECHNOLOGY

SERVICE  
LEARNING

DR. CAROLYN MATHEUS  
DR. KEVIN GAUGLER



***I learned an incredible amount about the language, technology, and myself. I strengthened my command of Spanish while teaching native Spanish speakers HTML. The students were incredibly receptive and accommodating in what was the most rewarding experience I have had as a Marist student.***

***Kyle Heubner '17***

In June 2014 Marist students majoring in Spanish and computer science/information technology and systems (CS/ITS) collaborated in a two-week short-term study abroad program and service-learning project in the Dominican Republic. The group travelled to Cabarete, Dominican Republic, to provide a technology-education summer camp for junior high and high school students at the Centro de Aprendizaje y Desarrollo Integral (CADIN). Marist students helped camp attendees build a Web site for their school (colegiocadin.com), providing them with technology-related skills they can use to help their community.

CS/ITS students gained hands-on experience setting up a local area network and providing technology education to an economically repressed population. Spanish-language students gained real-world experience as curriculum developers, translators, and interlocutors for camp attendees. Spanish-language student Kyle Heubner commented:

*I learned an incredible amount about the language, technology, and myself. I strengthened my command of Spanish while teaching native Spanish speakers HTML. The students were incredibly receptive and accommodating in what was the most rewarding experience I have had as a Marist student. It was fun to work as a team because neither group of students could have succeeded without the other group's help. I cannot wait to return to Cabarete next year and see the progress CADIN has made.*

Camp attendees worked in groups that rotated through a series of activity stations led by Marist CS/ITS and Spanish students. In one station, students used Raspberry Pi technology to learn basic aspects of computing and networking, including an introduction to programming using Scratch.

In another station, students generated and edited text, images, and video for the Web site using Android XO tablets—most notable for being used in the One Laptop Per Child program—and were introduced to a variety of educational applications and collaborative software. In the final station, students learned about generating and editing Web sites using HTML. Commenting on his experience, IT major Steven Bacdayan noted, “I strongly feel that volunteering my time and expertise has helped inspire kids to pursue careers in technology.”

All Marist students were afforded the opportunity to apply their knowledge in the field while building new connections and relationships and to give back to an underprivileged community with limited access to technology education. In addition, they gained cultural and historical knowledge of the Dominican Republic through this innovative and engaging service-learning project, as well as through educational excursions that explored the cultural and natural landmarks of the Dominican Republic's north coast. On the weekends and in the afternoons, the group visited a Jewish museum in Sosua, learned how to surf, snorkeled around coral reefs, went zip-lining through Monkey Jungle, and explored local beaches and caves. “This opportunity is unparalleled and I am proud to have been part of it,” noted CS major Matt Maffa.

We feel that the unique combination of community service, education, technology, Spanish, and pure adventure makes this program stand out. Kyle Heubner recommends the program “to all computer science and Spanish students as it brought together two very different disciplines in a powerful way.”

We plan to return to the school with a new group of Marist students in 2015, and to continue to offer the program thereafter as well!



Photos: Dr. Carolyn Matheus



Photo: MIP

# STUDY ABROAD SCHOLARSHIPS

PAT **TAYLOR**

Graduate School and Fellowship Advisor

Students contemplating study abroad should be aware that there are several notable scholarships to fund those travels. Here I would like to give some important information on scholarships as well as offer reflections of recent scholarship recipients.

The Benjamin A. Gilman International Scholarship and the Boren Awards for International Study are competitive scholarships that help pay for undergraduate semesters abroad.

Students who have already spent some portion of their college career abroad and want to go back following graduation from Marist should look into the Fulbright U.S. Student Program. This prestigious award funds from nine to eleven months of either research into a specific topic, or teaching English in another country.

Academically high-achieving students who would like to pursue advanced study abroad might wish to look into fellowship opportunities supporting graduate study in Europe:

- ✓ The Rhodes Scholarship funds such study at Oxford University;
- ✓ The Gates Cambridge Scholarship supports graduate study at Cambridge University;
- ✓ The Marshall Scholarship supports advanced study at a wide range of universities across the United Kingdom;
- ✓ The Mitchell Scholarship funds advanced study in Ireland;
- ✓ The Deutscher Akademischer Austausch Dienst (DAAD)—or German Academic Exchange Service—offers a range of undergraduate study or internship grants as well as graduate scholarships for Germany.

All of these scholarship applications require the student to compose an essay or essays that express the student's motivations, achievements and, emphatically, the student's highest aspirations in studying abroad.

*To provide a better understanding of the benefits of pursuing these scholarship opportunities, past Marist awardees of the Gilman and Fulbright reflect on their own experiences with these applications.*



Photo: Alirio Gonzalez

**Alirio Gonzalez '14**

**A**lirio Gonzalez was awarded the Gilman to study in Madrid during the spring semester of his junior year. He captures the Gilman emphasis on making study abroad attainable for students who face financial and other obstacles to such study, noting that one of the goals of the Gilman is to not only diversify the destinations where students travel abroad but also to diversify the types of students who study abroad. Students of color sometimes feel

that getting into college is already a very large hurdle and studying abroad isn't even on the horizon.

On the kind of hard thinking demanded by the Gilman application, Alirio recalls:

*I thought I knew why it was that I wanted to spend a semester in Madrid. The application process was an opportunity for me to really take a look at myself internally and discover the ways in which a semester in a foreign country could impact my life. After several revisions of my personal essay, I learned that many of the superficial reasons I had originally listed barely scratched the surface of the value an international experience would provide. Applying for the Gilman and having to write a personal statement allowed me to further understand my own motivations and goals in life.*



Philip Lopez '13

Photo: Philip Lopez

**P**hilip Lopez '13 is one student for whom an undergraduate semester abroad was simply not enough. After learning of the Fulbright English Teaching Assistant (ETA) grant, which places young US graduates in other countries, he applied for the ETA grant to Vietnam.

*After finishing my study abroad experience in Ho Chi Minh City, Vietnam, I couldn't shake the feeling that I wasn't ready to leave. There was still so much more to experience in Vietnam, so much more to see, and so much more to learn. I thought my feelings were natural and would go away within a few months as I reacclimated to America. As months passed I realized that I had to return. The Fulbright Scholarship allowed me to return to Vietnam and experience the country in a much different way than as a five-month foreign student. Being a Fulbright English Teaching Assistant in a rural area of Vietnam allowed me to see a side of the country I never could have experienced otherwise. It has allowed me to become more than just a visitor and grants me unique opportunities to experience*

*life stages through a local's perspective: weddings, funerals, anniversaries, foods, and celebrations.*

Phil received highly useful feedback from the Marist College Fellowships Committee, commenting:

*My one piece of advice would be to make sure your Statement of Grant Purpose, and Personal Statements, are authentic and true to you. This is your chance to say who you are and why you are a good fit for a Fulbright Scholarship. Before you write your statements, take the time to think and understand what you are applying for, why you want it, and what it is about your character that makes you a good candidate. Say what you want to say, but remain open to criticism. I would advise people not to change their message if they think it is important, but do listen to all advice with an open mind.*



Robin Minter '11

Photo: Robin Minter

**R**obin Minter '11 was awarded a Fulbright research study grant to do research in India. In her case, her Fulbright project in India united her major in journalism, her minors in women's studies and global studies, her skills as a photographer, her passion for rugby, and the fascination she had developed with the country from the time her younger sister was adopted as an infant from that country. She recalls struggling to develop her topic, when there was the late-night counter conversation in Fulton with one of her best friends:

*My threads were all leading to dead ends and I was concerned. "What about rugby?" she asked, "Do they play rugby in India?" After a search on Google, the video I found—a newscast clip on the Indian Women's Rugby National Camp—inspired my final proposal. Coming full circle, I later found that video one more time—but now, I would be sitting in my living room in Pune with one of my best Indian friends whom I had met there. "Let me show you this video I'm in," she said, "it's on YouTube." I had not made the connection. Of*

*all the chance and happenstance India threw at me, it was in this moment that I knew that this Fulbright experience was something special.*

Robin offers invaluable advice for those contemplating the Fulbright "academic" grant:

*Before you apply, reflect. Superficially: What are your reasons for applying? Secondly: What, in your waking life, speaks to you? What is your quirk, and how can you capitalize on it, delve into it, explore it, and share its value with the world at large? What do you have to give? What questions are you asking, and better yet: Why are you asking them? How uncomfortable are you willing to get? How willing are you to be confused, surprised, frustrated, and elated? How open are you to changing?*



Genesis Abreu '15

Photo: Genesis Abreu

**G**enesis Abreu '15 was awarded the Gilman to study in Costa Rica during the fall semester of 2013. Below she offers this essential advice:

*Be honest with yourself and in your application. Dig deep down and ask the hard questions. Why do I want to go abroad? Why and how is this experience going to be meaningful in my life? I knew I wanted to go to Costa Rica because of how important it was for a student like myself. I am interested in sustainable development in Latin America and plan to have a career in this field. My abroad experience in Costa Rica allowed me to witness firsthand how a nation emphasizing sustainable development operates and what factors contribute to its development.*

These opportunities give students access to needed financial resources, as well as life-changing experiences. To learn more, seek me out at [pat.taylor@marist.edu](mailto:pat.taylor@marist.edu), and read more Marist students' stories on the College's scholarship page: [marist.edu/academics/scholarships](http://marist.edu/academics/scholarships).

# Z F E S S I O N S O of a STUDY ABROAD O J U N K I E

MATTHEW **SACCO** '07

Like most students who study abroad, my life has been forever changed by my overseas experiences. Twelve years after my first academic experience abroad as a high school student in Australia and New Zealand, and eight years since my Marist study abroad experience in Ireland, my career, hobbies, skills, degrees, and even my marriage are all directly tied to the study abroad experiences I was so fortunate to have.

I am currently the assistant director of international programs at American University's School of International Service in Washington, D.C., and as a professional in the field of international education, I often reflect on my time at Marist as foundational to my personal and professional development. I hope this short article conveys my enthusiasm for the transformative nature of education abroad and provides an interesting read and "report back" from a Marist grad, some years out.

After participating in a student exchange program in high school, finding a college with a strong study abroad program was a must. Marist not only had a strong study abroad program with diverse program offerings, but also a student body who shared my desire to take my

educational pursuits beyond the campus. I decided to major in international communications while plotting to go abroad as soon as I could conceivably fit it into my schedule.

My first opportunity to go abroad while at Marist was a summer Spanish immersion program in Guadalajara, Mexico, which inspired me to declare Spanish as my minor. In addition to the Spanish language being woven into my life from that point on, it was amazing to live in a culture that I had been studying since my early teens. Latin American culture surrounded me and, for the first time, things just "clicked." As my mind began to work effortlessly in the language

and the texts from my classes came alive, I also started seeing my own culture and values in a new light. I finally felt like I stepped out of my New York "bubble" and my worldview had shifted for the better. I was also fortunate to make a lifelong friendship with my host family, the Cardenas.

My next adventure was in spring 2006 when I joined a dozen other Marist students in Dublin for the semester. The semester before leaving I took an Irish history course and, while in Dublin, I walked the city's narrow streets, each one rich in history, and became fixated on learning as much as I could about the Easter Rebellion of 1916. I not only

immersed myself in the culture through academic coursework, but I also had a great internship at a student travel company, where I was able to develop important skills and experience. On a personal level, meeting the woman who would one day become my wife on that trip made Ireland a particularly special place for me.

These experiences solidified my interest in international education and afforded me the opportunity to begin considering a career in the field. When I really thought about what drew me to international education and study abroad, I realized that it was more than just a desire to fill my passport with stamps. Like many students, I had to work hard to maintain good grades throughout my schooling. While some people were able to get by with less studying and preparation, I spent endless hours in the library, with tutors, etc., to make grades that were in line with my goals. As I got older and became aware of differences in learning styles, I came to appreciate that in particular, I thrived with experiential learning—that is, learning by doing. Studying abroad can be a classic example of experiential learning and provided an educational experience much more conducive to my style of learning than anything I had



experienced in a traditional classroom setting.

After my semester in Ireland, I returned to campus and began working for Marist International Programs. While building important professional skills and getting my feet wet in the profession, I was able to participate in two other short-term study abroad programs (Galapagos and South Africa).

I graduated from Marist in the spring of 2007 and moved to Argentina for six months to teach English. My time in Argentina was culturally enriching, personally challenging, and eye-opening. However, unlike my previous trips, this one pushed me further outside my comfort zone, and was exactly what I was looking for. This time, I wasn't surrounded by classmates or following an expertly organized itinerary. Instead, I was completely on my own and forced to learn quickly how to navigate a new environment as well as manage my own time and finances to maximize my experience. I taught English to adults during the day, explored the vibrant city in my off hours, and traveled the countryside (land of the Gauchos) on weekends to lead youth language camps at rural schools.

As my stay in Argentina started to wind down, I began to consider my next steps career-wise. I wanted to transition my passion for experiential learning to a position that afforded me the chance to offer other students such valuable, life-changing opportunities, and help students develop important skills, knowledge, and values both inside and outside of a traditional academic setting. This sharpened focus led me to the professional field of international education, which has become my passion.

My first job back in the USA was for the American Institute for Foreign Study (AIFS), where I managed their high school programs and worked closely with students from countries with significant Muslim populations.

After a couple of years at AIFS, I moved to Washington, D.C. to pursue a master's degree in international education at The George Washington University. While earning my degree, I also worked at GWU serving both as the coordinator for outdoor education programs and a graduate assistant for the School of Business-International Programs. Upon graduation from GWU, I accepted a three-month internship in Malaysia to help establish the international programs office at a new university in Kuala Lumpur, where to my surprise, I soon learned one of my colleagues there was also a Marist alum (Justin Calderon '07)! While at Marist, Justin had studied abroad in Bangkok, Thailand, and had been working and traveling throughout Asia more or less since he had graduated.

Since returning to the US, I have found and have settled into a wonderful position as assistant director of international programs at the School of International Service at American University. Since joining AU, I have helped to develop study abroad programs and have taken students to a number of fascinating places including Cuba, China, and Turkey. I have been incredibly fortunate to be able to turn my love for adventure into a career path. From the streets of Havana to the Appalachian Trail, I have had the pleasure of leading students and helping to facilitate programs and experiences that push people outside their comfort zones to embark on educational experiences that cannot be found in any textbook. Every chance I have, I encourage students to study abroad, as it's not only an important part of a resumé, but more fundamentally, is often transformative. With everything that studying abroad has given me, I am eager to continue paying it forward in any way I can, and I'm thankful to Marist for helping me develop and continue on this path.



Photos: Matthew Sacco



# MY JOURNEY TO SOUTH KOREA

Photo: Kristen O'Brien—Seoul, South Korea

KRISTEN O'BRIEN '14

If someone had told me four years ago that I would spend a semester in South Korea, I wouldn't have believed them, and I don't know if I would have felt emotionally prepared. Studying abroad is throwing yourself into the unknown and taking risks—something I never would have thought myself capable of doing.

I remember feeling so afraid, the day my twin sister, Allison, and I were dropped off at JFK airport by our parents. I was about to start a new journey and part of me felt that I wasn't ready. I had waited all my life to make this journey, yet I had feelings of doubt. After we boarded, saying farewell to everything that felt safe and comfortable, I realized how much of a risk I was taking. I was about to travel halfway across the world where I would hear and learn a new language. I would meet family I had never known, and have to adjust to a foreign country and culture. Yet, in a way, I was going back home. Twenty-one years ago I made the same journey, in the opposite direction.

Allison and I were adopted from Seoul, South Korea, when we were four months old. We were given a better life when our birth mother realized she could not support us. Our father had passed away, and she was left alone to support our older sister and us as well. I had always been curious about Korea, but never fully embraced my birth culture. Growing up on Long Island, I had little to no connection with my Asian heritage. It wasn't until I met some international students at Marist that I started to grow more curious. I began watching Korean TV shows and listening to K-Pop.

My interest grew as I gained little bits and pieces of Korean culture, and these cultural

insights connected me to something I knew almost nothing about.

Preparing to go to Korea was, as cheesy as it sounds, an emotional roller coaster. At first, I was exceedingly overwhelmed. We had been searching for our birth family for about a year before learning that the adoption agency made contact with them. We would meet them in Korea.

We met the other program participants at the airport in February. All were Americans except a couple of students from Canada and Vietnam. It was freezing cold when we arrived, and everyone was exhausted from the thirteen-hour time difference and jet lag. Orientation kept us so busy for almost a month. From early morning to late at night we ran around the city, without cell phones, hanging out with new friends. We were exhausted at the end of each day. I loved every moment of it, and getting to know new, lifelong friends.

Allison and I met our mother and sister two weeks after we arrived. We met them at the adoption agency which was only two subway stops and a few minutes from our program at Yonsei University. We had a translator, but our sister (who is seven years older than us) spoke some words in English, and we spoke a little Korean. She had been studying English so that we could communicate better. We went to dinner together and on parting, our mother said she hoped that we could have a good relationship with our sister. Our mother worked long hours every day in a take-out restaurant, so spending time with her during the semester was difficult. Being with our sister, however, was much easier, and

wonderful. We saw her often and always on weekends. We shared a love for music, and an artistic background. We even had some similar habits. Her English improved as our Korean also improved. I still can't say I'm fluent, despite intensive three-hour classes every day. Allison and I had hoped to stay for the summer and continue studying, but it wasn't feasible. Nevertheless, we both want to become fluent. My dream is to communicate comfortably with both my mother and older sister.

On return to the USA, I was happy to be home. Our birth sister came to visit over the summer, and that was fun. I miss Korea very much. One of my closest Korean-American friends (whom I met on the program) and I talk about the Korean term **상사병** (sangsa byung) which roughly means "love sickness" or "symptoms." The phrase is much more nuanced than the translation. It means when you miss a person or place so much that you become physically ill. You can't eat, sleep, or work. Your body aches along with your heart—a deep, sad pain. Though none of us are actually ill, we feel a deep aching in our hearts, not only for the country, but for the friends and family we met there. My closest friends are in Colorado, which may as well be another country. We video chat and text all the time, but it's not the same. We all say, "I wish I could go back and do it all over again."

In a broader sense, however, I now feel complete, having learned about parts of my life that I hadn't known, and gained back some of what had always been missing. I am both Korean and American, and I have come to realize that I cannot be one without the other.





Photo: CC Renate Flynn

# New Place? Really, It's Quite Easy.

PATRICK TOBIN '17

Ever been in a situation where a group of newly acquainted people blankly stare at each other? Well, this is where I found myself: a freshman in Florence, Italy, where I would spend my first year of icebreakers, introductions, and fear of rejection. As I walked Florentine streets like a newborn, mouth open, in awe of all the sights, my heart raced the Tour de France. As I breathed in each detail of the Duomo, endless jitters made me dance the Jitterbug. As my pupils dilated from the shiny jewels along the Ponte Vecchio, my bladder seemed to hold the entirety of the Arno River. As I conceptualized the sheer size of the David in Piazza Vecchio, I felt as though I pestered, pushed, and nearly pummeled myself to keep talking to people. “Listen, if you do not put yourself out there, no one will want to be friends with you,” I whispered to myself under the raspy ruckus of street performers as we arrived at Piazza di Santa Croce.

Wouldn't your nerves make you nauseous to the point of not eating breakfast if you had just met the forty or so people who you were going to spend the next year of your life with? This was how I felt the morning we travelled throughout the new and frightening city of Florence. New people and places—they made my stomach twist like a wet T-shirt, wringing out watery nerves. I did not know these people; I did not know this place. My fear of the unknown was a nuclear meltdown and my HAZMAT suit didn't make it through airport security. I've never really had to move into a new situation before. Familiarity was my friend and always comforted me. These strange people, and certainly this strange place, let loose the hounds of anxiety. I never used to fear being rejected or not making friends, but here I was now, fearing to breathe the same air as these people.

“Normally,” I get along with people quite well. From playing with everyone on the playground to saying “hey” in the hallways, I can be very personable. In elementary school I was one

of the select few chosen to be a “Buddy”—to greet the new students and help them make friends. Weird, huh?

I remember the day my guidance counselor (a very pale woman with bleached blonde hair, always dressed in black) spoke to us just before the annual New Friends Lunch. She looked like someone in an Audrey Hepburn movie. She said, “Alright, Buddies! It's your duty to make sure that our new friends make a lot of new friends!” Her voice chipped, chapped, and chirped the intense list of instructions for how to treat our new friends. As the newcomers entered the immensely decorated cafeteria—with streamers, balloons, and welcome signs covering the walls—all of us, the Buddies, stood waving and smiling as instructed. Our new best friends were not smiling; their faces expressed sheer terror. Anxious energy quickly squashed the positive, like the smell of moldy cream cheese overwhelming the aroma of fresh-baked chocolate chip cookies. I could not comprehend how anyone could be so worried about coming to a new school. It seemed as easy as walking through the door and down the hallway. But these kids' faces told me otherwise.

“Welcome, our new friends,” squawked the Dalmatian-colored guidance counselor. The ceremony began with cookies and Kool-Aid—every elementary school student's dream. Our job was to go around and talk to all the new kids. Like a pack of viciously friendly wolves we surrounded the frightened herd of sheep. I locked eyes with a boy wearing glasses, a Teenage Mutant Ninja Turtles shirt, and the nametag “Brandon.” I smiled. It was all over for Brandon; he would no longer be the friendless new kid. I went in for the kill.

Until I moved to Florence, I had no idea how Brandon and the other new kids felt. Now, I do. Looking back on my past experience as a Buddy, I think I still possess some of the skills: a friendly smile, small talk, and intense

personal questioning can get you pretty far. Actually, that last one wouldn't work. None of these college-aged people wanted to get too personal; no one was sure if they had reached that “level” yet. But I knew that if I calmed my nerves and made an effort, I would be able to build new relationships. I decided to see how rusty my skills had become.

One night, a bunch of us went to play soccer in one of the parks. At first, we just kicked the ball back and forth. Then, more people started to join and we changed the game. We had to kick the ball quickly and sprint to the person you kicked it to. Before anyone knew it, there was a mess of American teenagers kicking and running around the small, quiet park. At one point I said, “Ohmigod, you guys, my stomach hurts from laughing so hard!” I knew from the smiles, laughter, and relief on everyone's face that we were in this together. Finally, the newly acquainted had broken the silent stares and were able to connect. We were able to reach that level because of this game of soccer. The experience of letting down my guard, coming together, and letting loose made me realize that I would find my place among these people and any other people I would meet. It made me realize I would eventually find my place in this city. I was going to find friends here.

From that night on, everyone started to become more personal with everyone else. I shared so many details about myself that I'm sure some of my friends in Florence know me nearly as well as my friends back home. I look back at the first days of dread and despair and laugh at how silly I was; all it took to make friends was some small talk and a game of kick-sprint soccer.

**SPRING ONLY!**



**J U M P !**

*into the* **ADVENTURE!**

## Asia Study Abroad Program in Business

What will set you apart when you're looking for a full-time job? What can you do now, while you're an undergraduate, to become competitive for a position that has an international component to the job? What part of the world is experiencing high economic growth accompanied by the opportunity for talented, informed people to be part of that growth?

Welcome to Asia. Now how do you prepare yourself to take advantage of that opportunity?

The answer: Marist's Asia Study Abroad Program (ASAP). ASAP is designed for business majors and minors seeking unparalleled insight into the world of international business through site visits, examination of real-world business issues, reflective cultural experiences, and contact with businesses, cultures, and people of each country visited.

### SETTING

In this traveling program, students will move with their cohort and professors between multiple Asian countries over the course of the semester. Classes and activities integrate local contexts so students can learn about the peoples and cultures of Asia while examining regional and international business. Previous itineraries have included Cambodia, China, Hong Kong, Japan, Laos, Myanmar, Thailand, Tibet, and Vietnam.

### PROGRAM

ASAP was a studyabroad.com rankings winner in 2012, and alumni frequently

refer to the program as a "life-changing experience." A defining feature of ASAP is that company visits are fully integrated into the curriculum; students will analyze each company they visit to learn its management and organizational structure, market position, marketing practices and strategy, production mix, innovation strategy, stock valuation, and long-term viability in the marketplace.

### ACADEMICS

Participants enroll in twelve to fifteen credits (four or five courses). Courses are three semester credit hours, and for the spring semester 2015 include:

- BUS 302 Organizational Behavior
- BUS 340 Marketing Principles
- BUS 319 Ethical Decision-making in Business
- BUS 390 Entrepreneurship
- COM 470 Organizational Writing
- REST 209 World Religions

An additional course may be offered, if needed and feasible.

### EXCURSIONS

Imagine visiting General Electric to hear senior executives discuss GE's strategy for entering the rapidly expanding Chinese aviation market. Or meeting with the Director of Johnson & Johnson Thailand to learn about J&J's positioning in the Thai cosmetic and health care sector. Or sitting down with an entrepreneur in Hong Kong who will describe efforts to develop a market for biodegradable plastic made from

corn. This level of integration is what truly sets ASAP apart, and is what will prepare students to work and compete in the world of international business.

### ELIGIBILITY

Both Marist and non-Marist students may apply. Candidates must have a strong interest in international business and intercultural management. They must also want to experience diverse Asian cultures, customs, lifestyles, and to develop a nuanced world view. International travel and foreign language ability are not prerequisites, but intellectual curiosity, personal maturity, and flexibility are.

### REQUIREMENTS

Students must meet the following:

- Good academic and judicial standing
- Minimum cumulative GPA of 2.50
- Sophomore-level standing or higher
- Meet all course prerequisites
- Currently enrolled in a degree-granting institution
- Academic advisor approval

### GENERAL INFORMATION

Interested students should visit the Web site at [marist.edu/asap](http://marist.edu/asap) or contact Assistant Coordinator James Morrow-Polio at [james.morrowpolio1@marist.edu](mailto:james.morrowpolio1@marist.edu). Enrollment is limited, and applicants are encouraged to apply early.

Please note that this program is offered in spring semester only.



### No Better Way to See Asia

In order to succeed in business you need to be able to identify how you are different and how you are similar to the person you are dealing with (whether customer, supplier, employee, or boss). Once you do this you can then bridge the gap and achieve a successful outcome. There is no better classroom than Asia to learn and practice this skill.

*Timothy A—University of Dayton*



### ASAP Invigorated My Senses

After this program I knew I wanted more. I spent two years abroad after college in another program where I worked a full-time job at an investment bank, all while taking classes to complete my MBA. The second part of the program brought me back to Southeast Asia (my favorite stop from the ASAP trip) where I finished up my MBA classes full time in Bangkok. I quickly found myself in a great fast-paced job in Chicago that I would fully attribute to the ASAP program.

*Wenyan G—SUNY - Binghamton*



### ASAP: The Experience of a Lifetime!

It was absolutely worth it. I would do the program again without hesitation. I took more out of it than I had ever anticipated. I learned to become detached from unimportant factors of life, abandon a ritual of living, and embrace the cultures that I was in. These all contributed to the greatest experience I have ever had.

*David L—Marist College*



### Eye- and Mind-Opening Experience In Asia

The world is bigger than a campus.

*QuTing Z—Marist College*



Photo: Wesley King—Hong Kong



Photo: Ou Ting Zheng

# Game Changer

QU TING ZHENG '13

Listening to the radio at work, Death Cab for Cutie's *Soul Meets Body* transported me back to East and Southeast Asia. The lyrics of wonderment evoked memories of a summer spent in conference rooms, monasteries, and makeshift classrooms in airports, hotel lobbies, and overnight trains.

In 2011 I had the opportunity to participate in Marist's Asia Study Abroad Program (ASAP), a full semester program that offers the opportunity to gain unparalleled insights into international business and cultures through a curriculum which includes visits to overseas companies.

During the final days of the program, director and founder Dr. Wesley King warned us that Asia changed us; when we get back home things will be the same, but different. Our family and friends will be the same, but we will be different. I did not believe him, because at that time I could not see how ASAP had affected me. But midway through my welcome-home dinner with family and friends, I realized that Dr. King was right; I had left a part of myself in Asia while bringing back a brand new Qu. All I wanted to talk about were the wonderful people and cultures that I encountered in my travels to China, Tibet, Cambodia, Laos, Thailand, and Myanmar.

Desperate to hang onto the new me, and Asia, I volunteered to share my experiences with prospective Marist study abroaders

and tell them how ASAP is life-changing. Following a series of classroom presentations, and helping with Marist's Study Abroad Fair, Dean John Peters asked me to join the Marist International Programs (MIP) team as a student assistant, which began a rewarding

it had really begun). Two months prior to graduation, I shifted the focus of my job search from life insurance and annuities marketing to international higher education.

It has been a little over a year since my graduation, and four months since I began an internship with the education team at the British Council in New York City. Happily, I was recently offered (and have accepted) a full-time position with the British Council as education assistant. The British Council is the cultural agent for the United Kingdom, and my team serves as the official representative for the UK education system in the US. We represent and work with many universities in the UK to increase their presence and recruiting efforts in the United States. As education assistant I will be supporting development of the British Council's presence at a variety of conferences, informational sessions, and other activities. The work is fast-paced, collaborative, important, and highly enjoyable.

I could not be happier about the places ASAP, Marist International Programs, and Marist College have taken me in my young career—even if it means editing handbooks and counselor guides on a Friday night! I'm looking forward to continuing to apply my education, overseas experience, skills, and enthusiasm to the international education field for many years to come.

**ASAP changed me forever, like no other experience.**

two years with MIP. I spent many hours interacting with prospective and returning study abroad students, and these interactions underscored for me the power of the overseas experience. It was clear that study abroad, and the opportunity to live and travel in other countries, was changing lives and enhancing students' college experience.

I realized that I wanted to help other students to take advantage of study abroad opportunities, so I decided to change my career path (before



Photo: CC Singing With Light

# HANSARD SCHOLARS PROGRAMME

NICHOLAS **BAYER** '16

It's 8:00 a.m. London time. I wake up, put on my professional clothes and head to work. The Thames River sparkles in the morning sun, a light breeze cooling my face as I stroll along the South Bank. I stop at Costa Coffee to pick up my usual mocha and continue past the London Eye and across the Westminster Bridge. Over the buzz of double-decker buses zipping past, I hear the sounds of a bagpipe floating through the air, and as I pass by, I toss a 20-pence coin into the player's open case. With a smile and a nod I turn my eyes towards Westminster and Big Ben's clock tower. After scanning my badge, I type my password on the keypad and head through the revolving doors into the heart of British government. Westminster Palace is quite a big place, but I was headed right towards the House of Commons Chamber. At the last chance, I turned into the whip's hallway and up a flight of stairs to my Member of Parliament's office. It was time to start my day.

This was my routine for ten weeks during the spring of 2014. When asked about my favorite moment during my Hansard Scholars Programme

experience, this regular walk to and from Westminster is what comes to mind. It was during this time that I got to really live in the moment, overwhelmed by what my life had become in a few short weeks. Not only is London one of the most culturally and historically rich cities in the world, but it was my home—at nineteen years old!

As time went on, I became completely immersed in British politics. My courses at the London School of Economics complemented my work for Scottish MP Thomas Docherty, and vice versa. I engaged with Scottish citizens on both sides of the independence campaign and connected with politicians and NGOs working to decrease corruption in Afghanistan. I watched David Cameron and Ed Milliband go head to head during Prime Minister's Questions and enjoyed the music of MP4—the only non-partisan, Parliamentary rock band, made up of four British Members of Parliament. I traveled to the snowy mountains of Norway and to the rolling hills of Ireland. I felt the warm breezes of Spain and reveled at the taste of real French bread and authentic German

beer. And on top of that I still found time to explore London and the rest of the UK!

It was on one of my last walks from Westminster to my flat in Waterloo when I realized that the surreal life I had been living would soon come to an end. I have traveled abroad twice before and each time I left feeling disappointed that my trip would end so soon. As I reflected on my time in London, I knew that if I returned in the future, my experience just wouldn't be the same. I mean, how could anyone match or recreate this amazing semester? I knew then that London had not only given me an incredible study abroad experience, but it had won a special place in my heart. But I was not sad to be leaving. In fact, I was already excited to return and I hadn't even left yet! After living and working in London, immersed in the everyday life of a true Londoner, it has become a part of me. I will take those experiences and build upon them. For some, London is just a point on a map. For me it is home.



# H U J

I had too long envisioned the silhouettes of giraffes and acacia trees against the backdrop of a sunset over the Serengeti to be swayed by suggestions from peers such as “You should go to Australia instead.”

SIT Wildlife Conservation and Political Ecology is a rather non-traditional study abroad program. We had many classes, but they were not all held in traditional classrooms. Our learning environment was integrative, with seminars and lectures in cities, towns, and the countryside. We held debates on the politics of a proposal to lay an asphalt road through the Serengeti that could potentially interfere with wildebeest migration. We learned about the evolution of *Homo sapiens* on the rim of Olduvai Gorge, where the first humanoid footprints were found. We embarked on safari with expert ecologists and conservationists, who helped us examine wildlife up close. Quite close.

I arrived at Kilimanjaro National Airport in Arusha, Tanzania, at 10 p.m. local time. The other people in my group were very easy to spot. We all wore backpacks bigger than we were (due to camping gear and other items we were instructed to bring). Perhaps our expressions of enthusiastic confusion were even more of a give-away. We were approached by a man who introduced himself as Baba Jack, the program director. He handed each of us a liter of water with an order to finish it by the time we reached our campsite.

Memories of the drive to Ndarakwai Ranch (our campsite for the first few days) are quite vivid—two hours down a bumpy dirt road that bisected a massive field of sunflowers. We set up our tents in the dark and ate dinner by lantern light, at 1 a.m. We wondered how we were ever going to remember everyone’s names—the first of many challenges to come.

I experienced my first bout of homesickness after a week, when I was approached by an elderly woman on the street, begging for money in Kiswahili. On that day I realized how few people I would be able to communicate with for the next four months. Although phrases I memorized early on, such as “kila wakati ni wakati wa chai” (every time is teatime) and “poa ka chizi, kama ndizi kwenya

## Finally.

After two years of dogged determination, my parents agreed. I got the “OK” to study abroad.

As with most students about to embark on such an exciting experience, I quickly started sharing the news with anyone who would listen. Almost everyone I told responded with the same question: “So where in Europe are you going?” When I replied, “Actually, I’m going to Africa,” the response was predictable. “Africa? What? Like, South Africa?” “Why would you ever want to go there?” “But it’s so...primitive...,” “Where the heck is Tanzania? I’ve never even heard of it.”

Although there are many draws to Europe, I did not feel that a study abroad experience there provided the best fit for my objectives to study and work in wildlife conservation and as such, there was simply no alternative to Africa.

Photo: CC Daniel KJ

# A M B O !

friji” (I’m cool like a banana in the fridge) could elicit a laugh every now and then, they weren’t too helpful when we had to ask for directions or order food—linguistic skills that took a bit longer to develop (which we did; studying Kiswahili is a program requirement!).

A touch of homesickness struck again when I moved into my first homestay and felt the pressure of having to assimilate not only to a culture I knew almost nothing about, but to a family of total strangers. Luckily, my homestay brothers spoke nearly fluent English. The homestay really brought out differences in customs. My mama did not approve of the way I washed my clothes, the way I washed myself, or even the way I cut vegetables. But after three weeks in the house, it began to feel like home, and I was truly sad to leave. I still think about my family, and miss them often.

Toward the end of the program, I was required to design and carry out an independent research project. I chose to focus on biodiversity in the intertidal coral reef off the remote coastal village of Ushongo. I had

to adjust the research methods I had initially proposed after I arrived at my research site and better understood the local resources. I was ultimately successful in MacGyvering my way through, although I gained a (justified) fear of sea urchins in the process.

One of our first investigations of wildlife conservation included a thrilling night drive in a Land Rover through the nature preserve at Ndarakwai, on which I was greeted by the glowing red eyes of bush babies, casually hanging out in surrounding trees. On that trip I saw the first of many giraffes. The incredible experiences I had on this program didn’t end there. I went for a swim in the bathtub-warm waters of the Indian Ocean, floating above bioluminescent algae, gazing up at the Milky Way, in its apparent entirety. I shared my love of *Harry Potter* with my homestay brothers, Erick and Emmanuel, and Mama taught me to bake cake over a campfire. I came within four feet of wild lions in Ngorongoro Crater, and witnessed a group of mongoose chase a raptor up a tree, while attempting to rescue one of their kin. I watched the sunrise from the summit of Mount Kilimanjaro, the tallest freestanding mountain in the world, and saw it set over the plains of the Serengeti. It was just as I had always dreamed. I climbed trees and waterfalls in the rainforest, and swung on lianas, Tarzan style. I gained a great appreciation for things like towels, ice cubes, and cheese—things I hadn’t thought twice about before the trip. Most importantly, I met some of the most interesting, genuine, and amazing people that I have ever had the pleasure of knowing.

I never became fully adept at bucket showering and my clothes were rarely clean. I let my friend chop off several inches of my hair by candlelight in our tent in the Serengeti (to prepare for the heat of Ushongo), and while she did a pretty good job, it was rather lopsided. None of us wore makeup, and for a while after my stay on the coast, my skin resembled the exoskeleton of a lobster. The point, however, is that no one, including me, cared about these things. The relationships formed were real and uninfluenced by the material culture of the Western world. For me, the superficial concerns that we have in the States seemed to melt away.

I loved my experience in Tanzania for all of the adventures that I was fortunate to have and the stories I can share with others, but



**CHRISTINE HEALY '14**

I value the experience for how it changed me. Not only did I learn a great deal about wildlife conservation, but I was able to focus on personal development as well. I have always been a perfectionist and that has sometimes prevented me from making the most of situations. This has kept me from taking risks, for fear of failure. Tanzania taught me that not only is perfection impossible, it is also undesirable. Making mistakes is how we learn. Mistakes can, and frequently do, result in some of our fondest memories and most important learning experiences. Mistakes help to shape our character.

Often, it seems, people “write off” Africa. They hear the name and subconsciously associate it with AIDS, genocide, political corruption, poverty, disease, child mortality, and lack of modern-day conveniences. The African continent is massive, and extraordinarily diverse. It cannot be defined by such generalizations. I equate Africa not only with friendship, but also confidence, acceptance, natural beauty, hard work, and challenges that can be met and overcome.

Tanzania provided me with some of the greatest experiences of my life. I had more recognizable moments of bliss (those times when, if you could choose anywhere in the world you could be, you would be exactly where you are) in those four months than I have had at any other time.

My semester in Tanzania was one of the best decisions I’ve ever made, and I can’t recommend studying abroad in Africa enough. It may not be as glamorous as Europe, but it is, in every way, worth it.

*Hujambo Africa! Hello Africa!*



Photos: Christine Healy



Photo: Christine Healy-Tanzania



Photo: Nicholas Bayer-London, England



Photo: Christine Healy-Tanzania



Photo: Erica Nishimoto-At the Airport



Photo: Erika Lopez-Stonehenge, England



Photo: Nicholas Bayer-London, England





Photo: Aidan O'Shea—Australia



Photo: Kristal Seidita—Sydney, Australia



Photo: Majay Donzo—Morocco

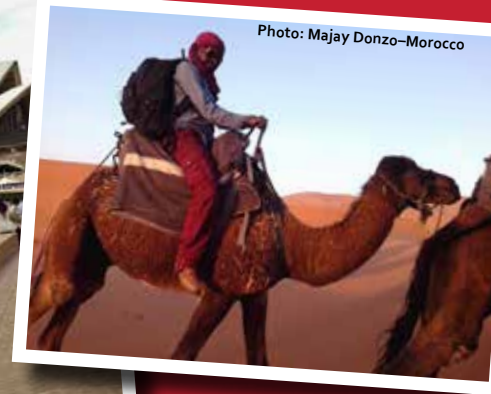


Photo: Erika Lopez—Amsterdam, The Netherlands



Photo: Meghan Deasy—Athens, Greece



Photo: Erica Nishimoto, Japan



Photo: Carey Jamilkowski



Photo: James (Jimmie) White—London, England

Photo: Erika Lopez—Florence, Italy



Photo: Kathryn Chmielewski—Morocco

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Photo: Erica Nishimoto—Tokyo, Japan



Photo: Carey Jamilkowski—Amalfi, Italy



Photos: Jenna Snyder-Ireland

# There's No Place Like Dublin

JENNA SNYDER '15

It is hard to believe that a year has passed since I walked the cobblestone streets of Temple Bar, marveled at the beauty of the Trinity College campus, took a ride on a Dublin bus, or attempted to dry rain-soaked clothing. Being back in the USA is very comforting; I certainly missed the perks of small-town life, and the happiness that comes with daily sunlight. But now, throughout the course of my day, no matter where I am or what I am doing, five words cross my mind more than ever: there's no place like Dublin.

I miss the friendly people, the delicious cuisine, strolls along the banks of the River Liffey, and the lively Irish music that constantly fills the streets. I miss everything about the most populated city of the Emerald Isle. It was very humbling to return to New York, but all the memories I created during my semester as a Trinity College student make my heart drift back to Dublin.

Studying abroad has been one of the most rewarding and certainly most unforgettable

experiences of my entire life. I learned so much about acknowledging differences, and embracing changes. There is so much that can be learned from another culture. The Irish taught me how to use and detect sarcasm, worry less often, drink more tea, appreciate the essence of time, and how to pour the perfect pint of Guinness.

Now it is time to complete my college career while carrying Ireland's lessons and my memories. I plan to graduate from Marist with degrees in finance and economics and then secure a career in a Manhattan firm. Although a lot can change in a year and I'm not certain where my degrees will take me, I am certain about one thing: my

feet and the banks of the River Liffey will meet again someday. I look forward to the day that I can introduce my own children to the city that I so proudly call my second home.

My advice to prospective study abroad students would mimic the Nike slogan: just do it. It is next to impossible to regret living in a foreign country during your college years. Another bit of advice (which I disregarded): four months really is too short. Dublin stole my heart in four days and if I could go back and do it all again, I would stay for the entire year. Take it from me: there's no place like Dublin.





Photo: Caterina Armenter-Germany

# Reutlingen University, School of Management

## CATERINA ARMENTER '14

Perhaps the logical thing for me to have done was to spend my study abroad semester in Barcelona, Spain, where I have family and speak the language. Choosing a country for study abroad is more difficult than one might assume, considering all of the wonderful places Marist offers. Thanks to the help and support of the School of Management and Marist International Programs, I decided the University of Reutlingen in Germany offered the best fit with my goals.

I was excited by the prospect of traveling to an unknown culture, learning a new language, and being the first participant in Marist's new exchange program with Reutlingen University. As a business student aware of and impacted by the global economic crisis, I realized that Germany is a leader in world finance, so I was interested in learning more about German business systems and their approach to sustainability.

I arrived at Reutlingen University a month before my courses were to begin and four days prior to my twenty-first birthday. A German student, whom I had contacted through the school, kindly met me at the bus stop, and while helping me move into my dorm asked me a million questions about life in New York. The campus was fairly empty, as was the town. It was eerie, but the beauty of the snow-

covered town (with solar panels on practically every rooftop) cheered me. Reutlingen is twenty miles from the nearest airport, in the Baden Wurttemberg region. Most Germans speak English—further motivation for me to learn their language, culture, and history. Reutlingen's prestigious ESB Business School offers rigorous courses, with inspiring professors who challenge students to strive for excellence.

I was awed by the diversity of students at Reutlingen University. They came from around the world to study fashion, engineering, chemistry, computer science, and other areas in addition to business. I enrolled in three required business courses which were taught in English. I also took an intensive German language course. One of my business course projects had me teamed with two other students—one from Kazakhstan and the other from Vietnam. We wrote a paper on General Motors and its business approach in Russia.

The workload kept me quite busy, yet I found time for hiking, rock climbing, and traveling to nearby countries. Germany has a very affordable and accessible transportation system, with special discounts for students. I traveled the surrounding areas with the students I met abroad, and I am happy to continue my friendship with them through the

magic of social media. I hope to one day visit them in their respective countries.

At Reutlingen I began to understand why Germany is an economic world leader: teaching is rigorous, focused, and very structured. Although they work hard, they also know how to play hard (just as we do at Marist). My experiences taught me that Germans look ahead to the future; they are not motivated only by a quick return on investment, but show great concern for climate change, a clean environment, innovation, affordable education, and a healthy lifestyle. I learned to incorporate into my daily routine the time management and organizational skills I found embedded in German culture.

In choosing a study abroad country and program, I highly recommend leaving your comfort zone to experience both thrills and fears. The goals are to expand one's horizons, develop independence, and maturity. Study abroad takes one far from the watchful eyes of parents, yet still mindful of their loving guidance. I not only enhanced my business education, but gained so much more! Thank you, Marist College and Reutlingen University, for the many memorable, life-changing, and empowering experiences.



Photo: Eury Fabian—Spain

# Experience Madrid! Be Madrid!

**EURY FABIAN '16**

Why Madrid? Madrid, like no other place, stirred in me an immense curiosity to explore the unknown. Picture this: A sunny morning, birds chirping, people going to work, the sun shines through your window. A lively afternoon, everyone eats, laughs, and indulges themselves in the siesta. Night comes and Madrid transforms seven days a week, with every place full of people. They say New York City never sleeps. Well, Madrid also never sleeps: everyone is out and about, eating tapas, enjoying a Flamenco show, or simply strolling the Gran Via or Puerta del Sol. There are seemingly endless places in Madrid, some of which have become my sanctuaries. They offered me more than what I expected before deciding to come to Spain. Monuments, museums, and parks are some of the places in Madrid where one can reflect, explore, admire, and create lifelong memories.

Moments come when you want to disconnect from the mundane. Reflection comes in



many ways: some speak their thoughts, others write, and there are some who want a calm place for quiet thought. The Temple of Debod is an authentic Egyptian temple from the 2nd century AD, in the middle of Madrid. This acclaimed romantic site delights with outstanding sunsets. In addition to the historical aspects, it is without doubt a place for personal escape from the everyday routine.

Gran Via is Madrid's great avenue. Whether or not you like to shop, it is always interesting to walk along this avenue and look at the lavishly decorated rooftops of impressive buildings. You will find a breathtaking view of the city in the Circulo de Bellas Artes, a multidisciplinary center with a beautiful terrace where a visit with friends can lead to an unexpected experience.

If you like art, but don't understand it, Madrid can teach you how to appreciate it. The Prado Museum has a stunning ratio of great paintings to total collection. The National Museum of Art Reina Sofia is the home of Picasso's *Guernica* and other contemporary masterpieces. My favorite is the Joaquin Sorolla museum, owing to how personal it is, considering that the museum was Sorolla's home and studio. Museums are ideal places to admire pieces that are rich in history.

The Buen Retiro Park is Spain's version of New York City's Central Park. It is a perfect place to exercise, play, or simply enjoy the park's beautiful Crystal Palace. Imagine a sunny afternoon by the man-made lake enjoying a book you can't put down, or a picnic near the beautiful rose gardens.

There are several markets in Madrid featuring clothing, antiques, and of course food. My favorite is Mercado de San Miguel, a one-floor

crystal building near Puerta del Sol in the city center. It offers everything from desserts, to seafood, to delicious paella. Every Wednesday night after classes my friends and I would enjoy some frozen yogurt. The time we spent here, in storytelling sessions, made me feel at home. El Rastro is a famous local market, open every Sunday morning, where the streets are closed to traffic and people sell all types of things, old and new.

It's bittersweet to think about these genuinely special places, and these are only a few of the wonderful places Madrid has to offer. Madrid has something for everyone's taste, and it has given me the opportunity to expand my knowledge, establish heartfelt connections, be my eccentric self, and enjoy a page of the wonderful book that is the world.

The **Marist in Madrid** program enjoys a most enthusiastic alumni base, as Eury's article above demonstrates. In the following essay (in both a Spanish and English version), on-site Resident Director Dr. Isabel Carrasco offers insight into the Madrid program by interviewing longtime Madrid program host mom Carmina; and Morgan Kelly describes her experiences on the Madrid program's Morocco excursion.

Applicants for the Madrid program need at least two semesters of Spanish at the time of admission. Coursework is primarily in Spanish, with a limited number of courses available in English to help students stay on track for graduation.

# MARIST EN MADRID

## *Carmina: Madre Anfitriona*

DR. ISABEL **CARRASCO**  
DIRECTOR RESIDENTE

Carmina abre la puerta y me saluda con una gran sonrisa. Sus bienvenidas siempre son sinceras. El interior está impregnado de un aroma a deliciosa comida exótica: "He preparado moussaka. Espero que te guste la comida griega," dice. "Sí, me encanta"- respondo. El salón recuerda a esos de las revistas en los que los famosos presumen de sus casas como palacios. Sin embargo, el hogar de Carmina no está hecho para presumir. En él se acumulan las

Hoy como con Carmina pero esto no es una mera comida de trabajo. Lo que sea que ella signifique-una buena vieja amiga, consejera, o abuela-hoy ha cocinado para mí y a mí me encanta su compañía. Estamos de celebración: este año hace veinticinco que Carmina aloja a estudiantes de Marist College del programa de Madrid. Ella forma parte de la historia del programa: estaba aquí antes que yo y que todos nosotros. No

terminó siendo profesor de inglés. Unos años después, Alejandro también ha enviado a su hija a estudiar EEUU.

Como espero que haya quedado claro en este breve artículo, el impacto del programa de Marist College en Madrid no se limita a los estudiantes que emprenden el viaje. La historia de Carmina es un ejemplo que ilustra el impacto sobre los locales también. Hoy doy la enhorabuena



antigüedades y el arte adquirido a lo largo de los años: vigas mudéjares de madera rescatadas de la demolición de una casa medieval en Toledo, grabados antiguos, lámparas de pergamino caligrafiadas por un familiar francés, y un tapiz indio cubriendo una pared. Se trata de piezas que destilan vida, que comprenden el santuario personal de Carmina y que reciben calurosamente a sus invitados. Es cierto aquello de que las casas hablan de sus dueños.

Carmina nació en Toledo. Se casó con un hombre que amaba las antigüedades y con el que viajó por el mundo durante años. Su hermano se casó con una francesa, de ahí la conexión personal de Carmina con el país vecino del norte. Esta casa expresa que su moradora es una persona de mente abierta, una ciudadana del mundo que disfruta aprendiendo de otras culturas.

tengo palabras para expresar la suerte que tenemos de tener una anfitriona como ella. Ella no sabe cómo expresar lo importante que fue para ella abrazar la oportunidad de tener compañía -la excusa para levantarse, cocinar y mantener su casa limpia y bonita. Las familias de acogida siempre tienen razones íntimas para terminar alojando estudiantes estadounidenses. En el caso de Carmina, su marido le había dejado después de una larga enfermedad y ella se quedó sola con su hijo Alejandro, un joven en el momento de tomar decisiones en la vida y dejar la casa familiar. Carmina estaba destrozada. Entonces, conoció a la antigua directora del programa en Madrid y fue punto de inflexión en sus vidas que abrió una nueva puerta a las experiencias internacionales e interculturales. De hecho, después de disfrutar de ser hermano de acogida durante un tiempo, el hijo de Carmina, Alejandro, finalmente estudió en EEUU y

y las gracias a todos los estudiantes que han tenido la oportunidad de participar en la historia de Carmina y que, por lo tanto, han escrito una línea en la biografía de esta heroína anónima. También doy la enhorabuena y las gracias a Carmina Alonso por esos 25 años de dedicación a los estudiantes de Marist, con el deseo de que sean muchos más.

El programa de Marist College en Madrid continúa promoviendo las conexiones personales para crear otras historias sencillas pero inspiradoras como la de Carmina. ¡Espero con alegría al próximo grupo, fresco, con ganas y preparado para vivir nuevas aventuras y experiencias!

# MARIST IN MADRID

## *Carmina: Host Mom*

DR. ISABEL **CARRASCO**  
RESIDENT DIRECTOR

Carmina opens her door and greets me with a big smile. Her welcomes are always genuine.

Inside, there is an aroma of delicious, exotic food. "I prepared moussaka, hope you like Greek food," she says. Yes, I do. The living room looks like something in a flashy tabloid where celebrities boast about their palace-like houses. But

I'm having lunch at Carmina's today but this is not just a business lunch. Whatever she is to me—good old friend, respected advisor, grandmother—she cooked for me, and I love her company. We are celebrating: this year makes 25 years that Carmina has been hosting Marist College study abroad students. She is part of the program's history. She was here before me, before all of us. I cannot

sent his daughter to study in the USA.

As I hope I've made clear in this short article, the impact that Marist has through study abroad is not limited to the American students who travel. Carmina's story, as one example, illustrates the impact study abroad can have on the local people as well. I congratulate, and thank, all the students who had the opportunity



Photo: Cass McKinney

Carmina's home is not meant for boasting. It is full of accumulated antiquities and art, gathered over years: wood mudéjar beams rescued from a demolished medieval house in Toledo, old engravings, velum leather lamps with calligraphies by a French relative, and Indian tapestries covering the walls. They are pieces which have life, embody her personal sanctuary, and are meant to warmly receive guests. Houses truly speak about their owners.

Carmina was born in Toledo. She married a man who loved antiquities, and they travelled the world together for years. Her brother married a French woman, hence Carmina's personal connection to the neighbor in the north. Her home expresses that its inhabitant is an open-minded citizen of the world who loves learning from other cultures.

express how grateful we are to have such a great host mom. She cannot express how important it was for her to embrace the opportunity for company—a reason to wake up, cook, and keep her home clean and beautiful. Host families always have personal, intimate reasons for hosting US students. Carmina's husband had passed away after a long illness, and she was alone with her son, Alejandro, a teenager just about to make his own decisions in life and leave home. She was devastated. Then she met the former Marist resident director in Madrid. It was a life-changer for her family, as this opened a new door to international and intercultural sharing and experiences. After enjoying being host brother to many Marist study abroad students, Alejandro eventually studied in the USA and is now a professor of English! And now years later, Alejandro has also

to participate in Carmina's story, and who have therefore "written a line" in the biography of this heretofore anonymous heroine. And congratulations and thank you to Carmina for 25 years of dedication to Marist students, with wishes for many more!

The Marist in Madrid program continues to enhance person-to-person connections, and to generate simple, inspiring stories for us all. I look forward to welcoming the next group of Marist students, fresh off the plane and ready for their own journeys and new experiences.



Photo: Morgan Kelly-Morocco

# MOROCCO

## Adventure

MORGAN KELLY '14

I have never had a more surreal experience than my trip to the Moroccan countryside while participating in the Marist in Madrid program. While the excursion to Morocco is optional, and I was initially wary, this felt too good an opportunity to pass up. I thought, "Hey, if I'm already paying for it, I might as well give it a shot—a four-day trip to an African country that I may never have the chance to visit again." Marist in Madrid's Morocco excursion totally enhanced my study abroad experience.

In the city of Marrakesh, the people live a decent life. They have the hotels and churches that a typical urban area would have, but it is a long way from the city life a New Yorker may know. We spent one night in the city in a quaint hotel room furnished with three cots, a small bathroom, and an eleven-inch television. Nothing too fancy, but somewhat "familiar." As I was soon to learn, the Marrakesh hotel would be quite different from my next experience, where we were to live for the following three days. An hour-long bus ride brought us to Amizmiz, a secluded little town near the mountains in southern Morocco.

Like night and day, the differences between Marrakesh and Amizmiz were

immense. We stepped off the bus and were led into a room of the tour guides' home. Nothing more than a rug, table, and walls lined with cushioned benches filled the room. As we removed our shoes (customary in Moroccan culture), the reality that I would be living here for the next three days set in. We were separated into pairs and selected to go with one of our host siblings. My host sister lived in a cement house of about four rooms, a kitchen, and a bathroom with a squat toilet (hole in the ground) and a bin of water. It was overwhelming. Tears welled up in my eyes as we entered our bedroom, consisting of a bench lining three of the four walls, a few pillows (fabric wrapped around a small piece of foam), and cement. Most of the rooms were similarly furnished, although our host sister had a few more adornments in hers. Our host sister was proud of her home. This was her house, this was normal. It was where she and her mother lived. I was way out of my comfort zone. Holding back my tears was difficult, but I figured it would be best to share my emotions with my director. I missed my phone. I missed the Internet. But somehow, from that, I found myself.

I never imagined that in this small outskirts town in Morocco I would begin

to understand "need versus desire" and "want versus have." I learned that you do not need the latest and greatest, most highly technical telephone on the market to make you happy. People who live their lives with much less can be far more happy, and better off.

My other realization had a religious basis. I found that the girls we interacted with were living their lives in accordance with their religion, based on teachings of the Quran. They didn't go to a mall to hang out; they met up at the one mosque in the town. I have always felt that religion was more torture than joy. After this trip I want to be more connected to my own religion. I may not be as devout as they are, but the truth and honesty in their beliefs has made me want to renew my commitment.

I have to thank the Marist in Madrid program for showing me this part of the world, and for allowing me to see it through a "different set of eyes." My experiences in Morocco had a profound, life-changing effect upon my soul.



# Enjoying Life Down Under

## DOMU nuqel

ALEX BERUBE '14

It takes over twenty-four hours to get there. It has the deadliest animals on Earth. It's all the way across the world. There are tons of excuses not to go to Australia, but none are good enough; excuses and fears are limitations you put on yourself in order to justify remaining in your comfort zone. The great thing about Australia is that there's no such thing as a comfort zone—in fact, you forget about it as soon as you step off the plane. Any limiting traces of your comfort zone that remain will certainly disappear when you see how welcoming the people are, and how beautiful Oz is.

The mates you make in Australia are the hardest thing to leave behind, but the best reason to go. I spent five months traveling every corner of Australia, from a small country town named Orange, to the capital cities Brisbane, Adelaide, and Canberra, and the people I traveled with most were not my American friends, but Aussies. Their love for life and upbeat demeanor make every day unique. They're always keen to explore, because in the words of a third-year who had seen Americans come and go, "You Americans make us realize how good we have it. Every term you come over and make life exciting and give us a reason to explore our own country. Because you're excited about it, we are too." For those of you who take the chance, you'll realize how



fortunate you are to study in what's called The Lucky Country.

Australians know how to enjoy life in their own backyard. I rode a camel through the Outback, hiked through the oldest forest in the world, climbed to the top of the Mt. Kosciuszko (one of the Seven Summits), and even sat on a beach as hundreds of tiny penguins ran by. Each of these adventures wasn't in a separate country—all were in Oz. Even the cities I explored had unique feels, from Bostonian Melbourne, Cali-like Gold Coast, the Wild-Wild-West of Dubbo, to Sydney, which is like a cleaner, modern NYC. There's absolutely no shortage of things to do in Australia. It's more than just a country filled with sand, strange animals, and people with funny accents.

In a country nearly the size of America, it has one-tenth the people. They're a close-knit group, but there's no worries of people judging you as a "silly American." There's barely any cultural or language barrier, as they typically like the same things Americans do and speak the same language, but with killer slang added in.

One of the biggest gripes I heard from some friends who studied abroad is that they didn't get to know the locals enough because they stuck with the Marist crowd, or that they didn't explore the country in



which they studied as they were always traveling to others. In Australia you won't have those problems. Sure, Marist students love Europe, but I suggest temporarily forgetting about the people you go to college with for a semester. You can survive.

Let's not forget studying abroad involves school, of course. I went to the prestigious Macquarie University and lived at Dunmore Lang College. The biggest difference is that the class schedule is split between lectures and tutorials. My best advice is that, even though attendance is a lot less strict than at Marist, you should stay current on lectures and definitely go to every tutorial. You will learn a lot, both in and outside of the classroom.

In terms of student life, being on campus can be just as fun as off campus. Beer and bingo (drinking age is eighteen, cheers!), and Uni sports like rugby, water polo, and more are yours to experience. Huge events happen on campus as well, from welcome week activities to famous Aussie BBQs, and of course, The Ranch. I suggest studying abroad in the spring, as that's Australia's first semester, and you'll go through orientation with all the first-year students, making it easier to make friends right off the bat. Before you know it, you'll be watching rugby, walking the Royal Gardens, and trying crocodile pizza together. The semester will be in full swing and time will fly by.

Australia is a country that once you experience, you never really "leave." The friends with whom you ate pancakes on the rocks, watched sunsets over the ocean, and learned Australian customs all stay when you leave. Anybody who's studied abroad knows how hard it is to describe their experience, so last but not least, I would like to leave you with a short stream of consciousness: Vegemite is horrible. Tim Tams are a gift from heaven. Cockatoos look pretty but sound absolutely awful at 6 a.m. Public transport is dirt cheap and will take you everywhere and anywhere. There are at least five kinds of rugby. You will embarrass yourself trying to learn Aussie slang, but that's ok. Hold your breath when holding a koala. Short shorts are everywhere. Don't say crikey. Don't mention Fosters. Try a kangaroo burger. Use every free moment to do something, as after all you can sleep on the plane ride back; it's a twenty-four-plus hour trip for a reason. Experience study abroad down under, you will not regret it.





# YOUNG MICHELANGELO'S FLORENCE:

As I looked across the tiny subterranean room crowded with students, I could see that, like me, they were all smiling and amazed. We were in the midst of an unforgettable experience that could happen only in Florence.

Led by world-renowned restorer Professor Lorenzo Casamenti, we had walked past the Medici tombs carved by Michelangelo into what appeared to be a storage closet. Lifting an old trap door on the floor, Casamenti led us down narrow stairs into an underground hidden chamber few have ever seen. Flipping on the lights, we got our first look at the walls, covered with secret drawings by Michelangelo.

How had we all gotten here? Why were we so lucky?

For years now, friends and colleagues who knew of my work with our Florence branch campus asked me why I had never taught there. I'd certainly thought about it, but it is no small thing to leave your family, friends, and colleagues and relocate to another country (even if it is one you are familiar with and love). However, when Marist College decided on a new Core/Liberal Studies program that included a freshman seminar, I became excited by an idea. The name for the course was the first thing that jumped into my mind—Young Michelangelo's Florence—a course that would be a natural way to introduce Marist freshmen from our Freshman Florence Experience (FFE) and Florence-based four-year bachelor's degree programs to the city.

In the course, we would learn what the city was like when, like our freshmen, Michelangelo first arrived as a young person in the birthplace of the Renaissance. I loved the coincidence that our students would study at our partner Lorenzo de' Medici Institute (LdM) and Michelangelo was educated in the palace of Lorenzo de' Medici himself.

The seminar and my application to teach in Florence were approved in March 2013. Late in August, the students, Marist Italy staff, and I all landed in Florence and the course began. Besides Michelangelo's life and art, we studied his times—and what times!—one of the greatest flowerings of culture in human history. Rather than reading textbooks or a biography, we read the same Florentine authors that Michelangelo would have read himself: selections from Dante's *Inferno*, Boccaccio's description in *The Decameron* of the plague in Florence, a fiery sermon by Savonarola, and Machiavelli's *The Prince*. We also read and discussed Leonardo's letter to the Duke of Milan and Michelangelo's correspondence with Pope Julius. In addition, we utilized new technologies to enrich our study of Michelangelo and Florence. As a team project, students created customized and interactive Google maps of the city in 1500 and the final result was an interactive, multi-layered, online timeline of his life.

Our course embraced the Florence branch campus's concept of "the city as classroom." While the class met two days a

week, one of those meetings was almost always a visit somewhere in the city. For example, two days after we discussed Savonarola's sermon in class, we met at his monastery, San Marco. At San Marco we went into his private monastic cells and saw the desk where he wrote the sermon. We also visited the other monks' cells decorated by Fra Angelico's beautiful frescoes. Whenever we met in our classroom (a seminar room decorated with wall and ceiling frescoes), I was amazed, though I shouldn't have been, at how much easier it was for the students to recall art they had seen in person compared to art projected in a classroom. Students in the course were also amazed that the frescoes in the classroom were actually restored by Marist students, under the tutelage of Professor Casamenti.

We saw a special exhibition of Boccaccio's personal book collection highlighted with his handwritten notes and drawings in the Laurentian Library—a stunning landmark of humanism—designed by Michelangelo. It didn't hurt that it was only a few steps from our classroom in the center of Florence.

The Medici Chapel, like the library, is attached to the Church of San Lorenzo—which brings me back to our visit to Michelangelo's secret lair. In class, we learned about a revolt in Florence that expelled the Medici from Florence and established a republic. Courageously, Michelangelo sided with the republican forces over his old patrons. When the Medici regained power,

their hunt for the traitorous Michelangelo began. Cleverly, he hid where they never would have expected: underneath their own tombs. Historians knew about this hiding place and its drawings from Michelangelo's letters but it remained undiscovered for centuries. Our guide, Professor Casamenti, today head of the Restoration program at LdM, was among the team that discovered and restored it in 1975.

Amazingly, this was not the only extraordinary visit our class had that semester. Just a few days later, we were in Rome on an overnight trip organized by Marist Italy staff. While our course focused on Florence, how could we ignore Rome, home of so many of Michelangelo's greatest works?

At the Vatican, we were promised rare access because of Marist's and LdM's special association with the Vatican Museums and because arrangements were being made by a student intern at the Vatican from our master's program in museum studies. I didn't know precisely what this access would be but our guide, Romina Cometti (an employee of the Vatican's restoration department) told me to be sure that our students arrived at the Vatican Museums entrance the moment it opened. Early the next morning, she met us at the front doors and then escorted us through a series of many rooms and back doors, down a staircase, and through one last door. Pushing it open, we found ourselves nearly alone in the Sistine Chapel.



Photo: CC Renate Flynn

# Teaching the First Year Seminar in Italy

PROF. RICHARD LEWIS

Normally, the Chapel is a madhouse, packed shoulder to shoulder with tourists craning their necks upward, your ears filled with the roar of hundreds of people murmuring and guards yelling “Silence!” and “No talking!” But that morning, it was a peaceful sanctuary that seemed to me much, much larger and impressive than ever before. There were perhaps ten other people in the room, including the guards. As an employee, Romina was also able to talk to us, answer questions, and walk us around freely. By the time we left, just as the crowds of tourists began to enter, we had been there, not the usual fifteen minutes, but for over an hour.

If that was not special enough, Romina then took us through another series of doors (guards nodding to her as we passed) to find ourselves suddenly out in the open air walking the inner streets of the Vatican. We saw the exterior walls of the Sistine Chapel, designed as a fortress, its thick ramparts cut with narrow slits near their top, not to let in light but in case archers were needed to defend it. We walked behind the towering walls of Saint Peter’s. To our right, we could see the modest apartment building where Pope Francis lives. At its entrance, a Swiss guard was standing next to a man in a suit having a smoke.

Here we were walking the surprisingly ordinary streets of an extraordinary place, where no tourists are allowed, only priests, nuns, and church officials. We would soon enter

Saint Peter’s without waiting on any lines and see Michelangelo’s *Pieta*, his first masterpiece. But before we entered, I just wanted to take in the experience. I looked at the students and saw again what I had seen below the Medici Chapel: happy and dazed faces, aware that we were in the midst of another once-in-a-lifetime experience. Two in the same week!

It is a bit strange in a story about teaching in Florence that I haven’t mentioned any of the other wonderful benefits: the apartment with a terrace I shared with my wife, the delicious meals, the espresso, and the colleagues, waiters, and shopkeepers who became our friends. All parts of a lifestyle I truly miss. I am very thankful to have had this extraordinary opportunity and grateful for the kindness and cooperation of the Marist Italy staff who made the several educational excursions (including the Castello di Verrazano winery in Greve in Chianti) and so much more possible. But as time passes, I return in my memory to the looks on the faces of my students as we walked up a back flight of marble stairs into Saint Peter’s. And my thought, just before we entered the magnificent cathedral together: “What a great day to be a teacher.”

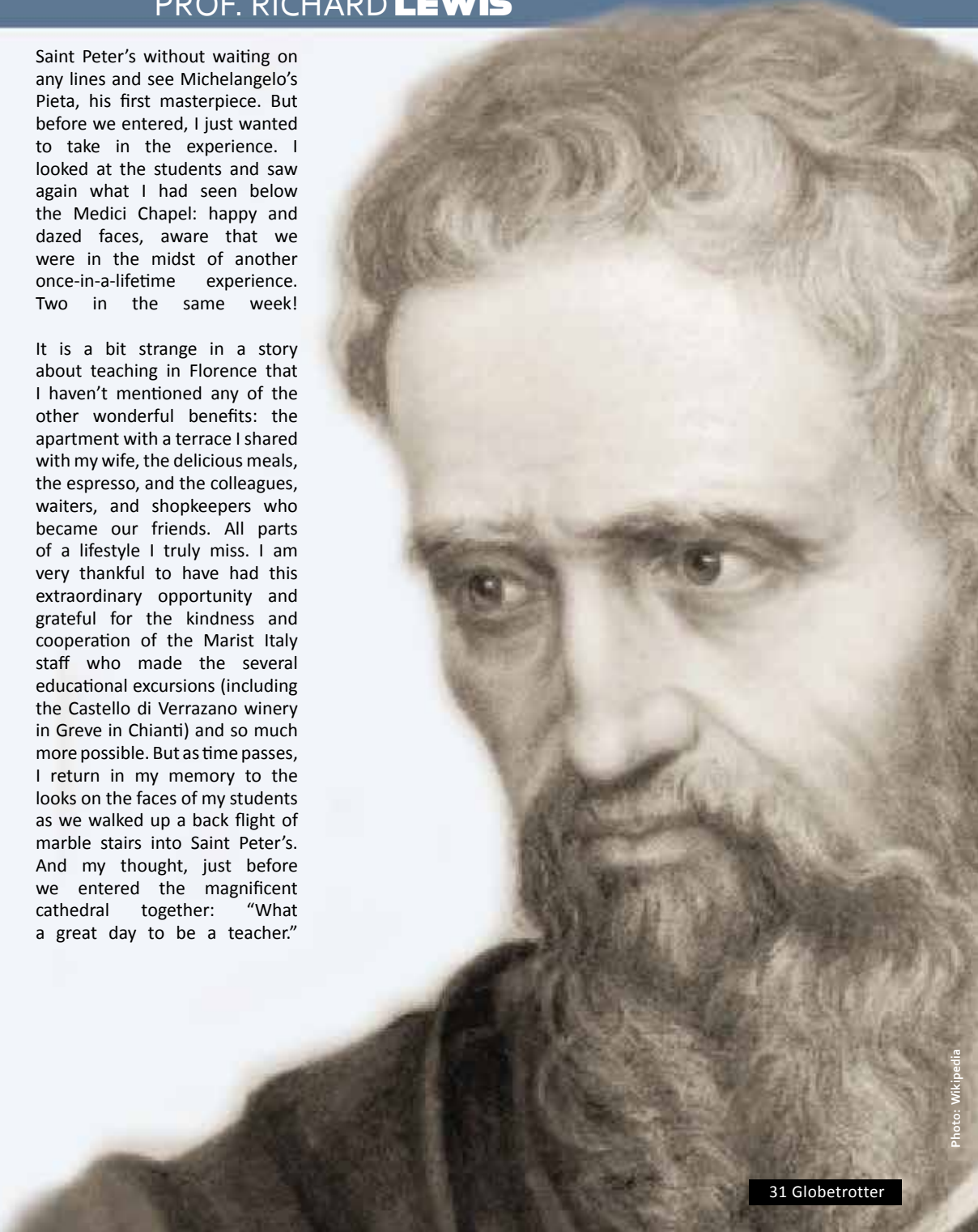


Photo: Wikipedia

# WHAT'S COOKING?

JESSE SCANNAPIECO '15

It's a very small world after all, and until I arrived in Florence, Italy I did not entirely understand this. Most people do not realize how easy it is to see the world; unfortunately, many will not travel because of this. Studying abroad was the best decision I ever made. It opened my eyes to travel and all of its wonderful benefits.

When I was accepted to Marist, I knew I would be studying in Italy my junior year. I was very impressed with the programs Marist offers, and a lot of time went into thinking about where in Italy I should spend my abroad semester. Because Florence was the popular choice of many of my classmates, I was somewhat apprehensive that I would not meet anyone new on the program. However, like most life circumstances, it is what you make of it. I chose Florence and resolved to meet new people and build new contacts (which I did) despite the fact that so many people I knew were also heading there. Thus my best advice for studying abroad: go and immerse yourself in the culture about which you are most excited to learn, do not make a decision based on what everyone else is doing, and strive to have your own experience.

Two of my favorite college courses (thus far) were in Florence at the Lorenzo de' Medici Institute (LdM): Wine Business and Marketing with Professor Dario Parenti, and Topics in Nutrition with Professor Marco Cinotti. Professor Parenti taught us the entire process of bringing a bottle of wine to table. Class trips to a local winery and historic vineyard in Tuscany taught us how wine is made, stored, bottled, and marketed. Professor Cinotti examined Italian-style cooking and placed the cuisine into nutritional and historical perspective. Prior to studying abroad in Italy I had been critical of the food system in America, but through this course I came to further understand why we have so many diet-related health issues in the US. We studied the "Mediterranean"



diet, and worked together to plan and prepare amazing four-course meals. Both of these classes helped me to better understand Italian culture and appreciate lifestyle differences in Italy.

What I miss most about Florence is just being there every day. Whether it was a stroll to class, a walk across the Ponte Vecchio, a jog from my apartment to the Christmas market at Piazza Santa Croce, a bike ride around the city walls, or sitting in Piazza Duomo admiring Brunelleschi's incredible Dome, I never forgot how lucky I was to be living in historic Florence. I miss the busy streets, tiny cars, scooters, and crowds of people. There was always something to

do and more to discover, day or night, within the city. With an abundance of art, history, and culture, you can learn something new every day. Florentines are very proud of their city and willing to answer questions; I used this to my advantage.

Study abroad changed my perspective on life, and taught me that goals can be reached. Human interaction, friendship, memories, and making the most of every day is how life is lived to the fullest. I have gained a deep admiration for Italian culture and have realized that you need to live where you are happy. I am happy in Italy. I cannot wait to return there after graduation.



Photo: CC Fiveten

# FLORENCE PRESCRIPTION: INDEPENDENCE

EMILY SPERBER '17

She stared back at me blankly, her white coat crisp and precise; it lay flat in a sterile manner. I shifted my weight from one foot to the other. The pristine atmosphere of the farmacia made me feel out of place. At this point my runny nose wouldn't cease, my head felt as if it could explode, and every time I made the effort to speak I was reminded that my voice had vanished without any warning.

I had hoped that the language barrier wouldn't be too extreme. For the most part, in Florence, there is plenty of English spoken. In many instances I find this to be a bit of a letdown but for this isolated situation I had been banking on the corrupting influence of tourism to be a positive force by my side. This, however, was not the case. The stern-faced woman in the white coat barely spoke a lick of English.

"Buongiorno," I said, "I was wondering if you could assist me in finding some medicine to help me with my cold."

She shook her head sharply and responded with a definitive, "Non capisco."

Her big, dark eyes peered back at me. Without waiting for my response, she picked up a small book off the high, immaculate counter and quickly started flipping through pages. I jumped at the loud WHIP that the pages made; each turn of the page was just as startling as the last.

Fighting my urge to turn around and give up on this risky excursion, I forced myself to keep my feet rooted to the white tile floor. I looked down to the piece of paper I was clutching. It was crumpled now, and a little damp from my sweaty palm. As I unfolded the paper, I could feel the white coat's eyes boring into me. I tried to stay calm but my mind kept wandering. All I could think of was how much I wished I could be home, in my bed. I thought: why did I even bother trying to do this? I should have just stayed back at the apartment.

It had been my mom's words of advice that got me out of bed. I had called her on Skype that morning. I thought, mistakenly, that it would make me feel better. I explained to her, "I feel sick." Then I whined, "I don't know how this

could be happening right now; I just can't take it."

She responded to my slight breakdown calmly, just how I knew she would: "I'm sorry, Em, but things happen and now you have to work on dealing with what you have been given."

I knew she was right, but I wished she were more sympathetic to my predicament. I wanted to curl up in a ball on the family couch, with a pillow, and the blanket I've had since I was three. Instead, I was stuck in a new city, with new people, in a new bed, and no Netflix or dog or mom to take care of me while sick. Talking to my mom made my body ache all the more and it unsettled me. Up to this point I hadn't felt true "homesickness." I felt a strong pull in the pit of my stomach, a yearning to be back in my habitat and gone from this foreign place.

During the Skype call, my dad had walked into the conversation and was soon caught up on what was going on. As my dad he was worried about me, but as a doctor he immediately dug into the medical side of things. He shot off what seemed like a million-and-one questions; this is how it is to have a doctor dad. As soon as I answered his stream of inquiry, he rattled off a long list of prescriptions. He said, "Now listen, Em, what I'm saying is important. You will want to go to the pharmacy and ask for: pseudoephedrine, phenylephrine, and diphenhydramine."

I looked into the computer camera with what must have been a stunned expression. I never had to figure out what medications to buy when I was sick at home. I always had my dad there to assess the situation and decide what I should take. He had always tried to explain what each thing was called and what its purpose was, but I was never interested. I would nod my head and say, "uh-huh" when needed, but I never really took note of what he was trying to teach me. I knew that my dad was frustrated by my lack of interest and enthusiasm for knowledge and experience, but he never failed to try to teach me what he could. I suddenly felt a surge of guilt because of the many times my dad had made the extra effort, while the "nuisance" of trying to learn would annoy me. I used

to think that the time it took to talk about it was a waste, when in fact I had wasted all of those opportunities to grow, become more independent, and learn. I had been keeping myself ignorant and dependent for so long.

So as I stood in this all-white room I knew that I was uncomfortable and that it wasn't going to be easy, but I was going to get myself out of this mess. I needed to push myself outside my comfort zone. Breaking down my barriers was the only way to earn that independence that I set out to find when I decided to come to Florence.

As the lady in the white coat continued to stare at me, I chose to make use of everything I had available. I showed her the list of medications I had written down from the talk with my dad. That didn't work very well. I started to play charades: exaggerated gestures to act out my symptoms. I pointed to my nose and pretended to blow it. The pharmacist's face lit up; she smiled and indicated for me to wait a moment. She disappeared into the back room while I waited anxiously. She reappeared with a small blue box. I wasn't convinced it was the right medicine for me. Nevertheless, I paid for the item, and left.

It didn't really matter to me anymore, sick or not. I had made a huge discovery about myself. I was capable of so much more than I had known. I didn't know this because I never pushed myself out of the sheltered box I'd been raised in. This isn't to say I had a bad upbringing. I speak to the fact that it was time for me to step up and take responsibility for myself and my actions. I had always relied on my parents to take care of me, and I had never really tried to see what I could accomplish by myself.

Since coming to Florence I have done more changing than I have ever done before. It has been trying at times, but overall I feel better for learning how to be independent. I respect myself more than when I stood idle while others did for me, as I watched on the sidelines. This is why I came here. I can't wait to push my limits further.

# VENICE BIENNALE

## 2015 Intensive Summer Experience

### THE PROGRAM

The Venice Biennale: Intensive Summer Experience is an intensive four-week combined studio art/art history program offered jointly by Marist College and the Lorenzo de' Medici Institute (LdM). The program offers participants a unique opportunity to explore and immerse themselves in the world's oldest and most prestigious art exposition, drawing inspiration from the city of Venice and works of global contemporary artists featured at Biennale sites.

Under the direction of Marist Professor Ed Smith, a Guggenheim Fellow and an Associate Fellow of the Royal British Society of Sculpture, and LdM Professor Elisa Gradi, curator, consultant, and supervisor of art history at LdM, program participants will expand their skills in Art and Art History through two three-credit courses: ART 358: Venice Biennale and International Influence (Studio); and ART 315 Venice Biennale (Art History). Course methodologies include a combination of on-site lectures, studio art workshops, and critiques designed to engage students in the exploration of contemporary art and culture. Each participant will be assigned a studio space, and participants will have the opportunity to develop a body of studio work, while experiencing Venice, including museums such as the Peggy Guggenheim Collection, Galleries

dell'Accademia, Scuola San Rocco, Punta della Dogana, and the Biennale festival. Participants will also explore Venice's outlying islands and other significant sites in the Veneto region. Additional faculty from both Marist and LdM will offer guest lectures to complement the instruction and direction offered by Professors Smith and Gradi. All lectures will be in English or with an English translator.

### PROGRAM DATES

June 5 to July 5, 2015

### APPLICATION DEADLINE

February 27, 2015 (but students are strongly encouraged to apply as soon as possible to secure a place on the program).

### REQUIREMENTS

Studio art or digital media majors with an interest in art history are encouraged to apply. Students should have previous experience and/or demonstrated artistic ability. For application details see: [italy.marist.edu/biennale](http://italy.marist.edu/biennale). As close mentoring of program participants is a priority, space is limited in the program.

### HOUSING

Students are placed in apartment-style residences in central Venice.

### COSTS

The program cost of \$6,500 includes: tuition and program fees; accommodation (double occupancy, refundable security of \$300 required); entrance pass to the Biennale di Venezia festival; vaporetto pass; pre-departure guides, orientation, and post-program materials; welcome and farewell dinner; advisor/staff support; and wireless Internet access during the program.

The cost of the program does not include: airfare; meals and miscellaneous living expenses; individual art materials; personal expenses, transportation, and excursions; and passport or visa expenses.

### APPLICATION INFORMATION

Contact assistant coordinator  
Emily Pasquerello:  
[emily.pasquerello1@marist.edu](mailto:emily.pasquerello1@marist.edu)

### ACADEMIC INFORMATION

Contact program director Professor Ed Smith:  
[edward.smith@marist.edu](mailto:edward.smith@marist.edu)

### ADDITIONAL INFORMATION

[italy.marist.edu/biennale](http://italy.marist.edu/biennale)



Photo: Alexander Marinescu



Photo: MIP



Photo: Alexander Marinescu



Photo: MIP



Photo: CC City Clock Magazine

# MARIST IN GHANA:



Photos: Prof. Amy Cahill

## On the Ground in Ghana

Prof. Amy **CAHILL**

In the summer of 2013, Marist science students set out on an adventure as part of the Ghana Medical Experience program. The upper-level biology course focuses on understanding the biology of common diseases in West Africa, the influence of poverty, and the health care system of Ghana. Students examine a variety of health topics through a lecture series at Marist College in the spring and then contextualize the material and information firsthand by volunteering in rural clinics in Ghana, visiting health care facilities throughout the country, and embarking upon an integrated cultural study program.

During the 2013 spring semester, students attended weekly lectures by guest speakers who covered topics including the biology of HIV and AIDS, tuberculosis, parasitic infections, medical diagnostics, medical botany, poverty, and the culture of Ghana. Students read literature from peer-reviewed journals, faculty-generated handouts, and excerpts from books on a weekly basis to supplement the lecture series.

Prior to traveling to Africa, students learned about the structure of health care in Ghana. Most Ghanaians are registered with the country's universal health insurance plan and pay a deductible based on their annual income. While registered Ghanaians pay very little for health care, the availability of medical facilities varies dramatically throughout the country. Many Ghanaians, especially those in rural areas, choose to seek treatment through herbal medicine and/or spiritual healers since traditionally the sick are believed to require both physical and spiritual healing.

One of our primary goals in Ghana was to be able to explore the intersection of traditional and modern medicine. After arriving in the capital city of Accra, we traveled to the Volta

region near the Togo border to visit traditional healing shrines in two different communities. We met with spiritual healers, herbalists, a shaman, and members of the community who explained the value of traditional African medicine. Students also observed traditional rituals including dancing, drumming, pouring libations, breathing in healing smoke, and the elaborate and lengthy sacrifice of animals.

Another emphasis of the course was to explore the dichotomy between the types of health care issues found in the rural and urban areas of the country. Students heard from Ghanaians about these issues through lectures and seminars at the School of Public Health at the University of Ghana, the Center for Scientific Research into Plant Medicine, and the Kumasi Center for Collaborative Research. The students then had the opportunity to see the differences for themselves by visiting major hospitals and research facilities in the cities and small clinics and midwiferies in the rural areas.

Our travels led us through Accra, Cape Coast, Kumasi, Mole National Park, and finally to Tamale where students spent several days volunteering in small rural clinics. At the clinics, students helped mostly with record keeping and weighing babies, but with a little training they were able to administer malaria finger-prick tests and oral vaccinations. A few students even traveled by motorcycle to participate in outreach programs with their clinics to administer polio vaccines.

While the students did "help" at the clinics, they were the ones who really benefited the most from their time there. Many admired and commented on the strong sense of community that they observed in the clinics. One student, Hilary Wiggins, noted, "This positive attitude and amiable manner by

which the Ghanaian lifestyle can be depicted leads me again to contemplate what it means to be truly healthy." Another student, Nikki Kuhar, commented that "although our time in the clinic was limited and I could only do so much, it changed the way I envisioned my future. I now know that returning to Ghana, or another developing country, is exactly what I want to do."

By the end of the trip, the students had gained a new perspective on health care. Tom Pustorino praised the experience since "it is one thing to read articles in class about life in a certain area, but you cannot get a true understanding of the real-life situations that are going on in a country until you have had a hands-on experience." Based on the lectures and readings, most students went into the trip believing that a shortage of trained health professionals and insufficient education were responsible for many of Ghana's health issues. Afterwards, students instead cited an insufficient infrastructure and the poor economy as having the most significant impact on health care in the country.

The trip to Ghana was not without its challenges, of course. The heat, frequent lack of running water, and different food made day-to-day living more difficult and certainly less familiar than at home. However, the opportunity to work and learn side by side with Ghanaians in their country was one that was repeatedly viewed as a "life-changing experience" by the students, and any challenges faced were in the end crucial to this transformational experience.

Marist International Programs and the School of Science and Policy will be offering a similar program and course in 2015. Watch [marist.edu/international](http://marist.edu/international) for updates!



# MEDICAL EXPERIENCE



## My Experience

Audre **HIRTELEN-BOOKER** '14

In summer of 2013, as part of Marist's Ghana Medical Experience program, a group of twenty-four students and faculty traveled to the West African country. Our first full day began with a lecture on "do's and don'ts" while in Ghana, and a lesson on a few helpful phrases in Twi, which is a part of the Akan language. We were then taken to our first immersion activity, where we walked through the main market in Accra; it was overwhelming. There were so many people in close quarters, selling everything imaginable. Men and women hissed and grabbed at our arms to look at their



merchandise. At first, the sales tactics seemed aggressive to us "Obruni" (foreigners), but the people of Ghana were generally very friendly and welcoming. Simply venturing into any market was undoubtedly an experience within itself. The day ended with one of the highlights of the trip, authentic African drumming and dance, as well as traditional cuisine.

Other planned activities had us going to Kakum National Park, with its breathtaking canopy walkway, Mole National Park with its up-close view of wildlife such as elephants, warthogs, and baboons, and the beautiful Brenu beach. In Cape Coast, we were separated into small groups for a homestay experience. This helped us to better understand the household dynamic of some Ghanaian families. We also toured Elmina Castle Dungeon and explored the beginnings of the trans-Atlantic slave trade. Walking on the very ground, and through the same path on which around 3 million African slaves walked, suffered and died, was one of the most disconcerting, yet emotionally stirring and powerful experiences of my life. All of these experiences gave us invaluable insight into the culture, history, and environment of Ghana, which helped us better analyze the health care system.

Through visiting various health care facilities and participating in an internship, we were able to experience how the health care system operates in Ghana. We spoke with health care professionals, shadowed physicians, and observed in laboratories and pharmacies. During our internships we were able to perform basic tasks, such as taking blood pressure, weighing babies, and reading blood test results. Through these activities we learned about commonly seen diseases and patient care, and experienced the conditions in which patients are cared for and in which the health care professionals work.

In addition to observing modern health care methods, we also learned about the use of traditional and herbal remedies for healing. Traditional and herbal medicine is highly valued in the Ghanaian culture. It can be quite helpful for certain types of illness, but it can also pose great risks, for example: remedies prepared or applied in unsterile environments,

contamination, improper dosages, incorrect herbs, etc.

There are so many barriers to accessing the modern health care system. Many lives could potentially be saved with better access to treatment for illnesses ranging from simple infections to major diseases such as TB, HIV, and cancers. Such barriers include poverty, poor transportation, and lack of education. I want to stress that herbal and natural plant remedies are not inherently bad. Organizations such as the Center for Scientific Research into Plant Medicine are working towards making these medicines safer.

Before beginning this adventure in Ghana, I expected the conditions of the organizations, hospitals, and clinics to be shabbier and unkempt. I thought that the medical instruments would look more primitive than those we use in America. Despite not having top-notch health care, with the lack of trained professionals, money, and medical supplies in general, the medical system in Ghana is on a slow path of improvement.

Although this was a medical experience, the program did not fail to immerse us in the Ghanaian culture outside of the hospitals. It is a beautiful country with incredibly strong, positive, and welcoming people. This trip brought me out of my comfort zone and allowed me and twenty-three other people to plunge into an entirely different way of life for three weeks! Our activities were culturally enriching, as well as eye-opening. I now have a better perspective on the differences between our culture and system of health care and those of an impoverished country. I feel so fortunate to be awarded this opportunity to broaden my horizons and learn from experience in the field, firsthand.

A photograph of a forest with tall, thin trees. In the foreground, a large, textured tree trunk is prominent. The text "Where will you go?" is overlaid in large, bold, yellow letters.

**Where  
will  
you  
go?**



**MARIST**  
INTERNATIONAL  
PROGRAMS

Photo: CC sachman75

## FRESHMAN FLORENCE EXPERIENCE 2013-14

Giulia Accurso  
Sarah Allen  
James Authier  
Jacqueline Autuori  
Serena Bailey  
Keri Berghahn  
Camilla Bowden  
Olivia Bruce  
Maria Ceci  
Caroline Cole  
Olivia Davis  
Heather Decker  
Leslie Diaz  
Molly Elliot  
Daniela Fanelli  
Christopher Forte  
Elizabeth Howe  
Gloria Ibanez  
Anya Ioffredo  
Drake Irvine  
Shareef Jarbawi  
Perry Kehma  
Stefano Mallozzi  
Taylor Mancuso  
Michael Padula  
Jessica Pellegrini  
Monique Quirion  
Stephanie Rowe  
Nemesis Ruiz  
Kathryn Schmalz  
Tiffany Scott  
Jacqueline Shkreli  
Lauren Sibole  
Emily Sperber  
Nicholas Stearns  
Emily Suh  
Eleanor Thompson  
Patrick Tobin  
Leah Weiss  
Victoria Wellington-Deanda

## FALL 2013 SEMESTER PROGRAMS

### AUSTRALIA

Lucas Fader  
Marygrace Navarra  
Samantha Riccio  
Kristen Stevko

### CHILE

Andrew Runne

### CHINA

Alex Tom

### COSTA RICA

Genesis Abreu

### CUBA

Shileen Cruz  
Esmeralda Diaz  
Anthony Galazzo  
Hannah Levien

### FRANCE

Priscilla Aldarondo  
Maria Catalano  
Livia Celmaster  
Sara Costello  
Emily Cullinan  
Sheridan Fauvell  
Adele Jackson  
Noor Kanoo  
Julia Lamson  
Melissa Lombardi  
Courtney Lucas  
Sabrina Mattera  
Kira Melendez  
Katherine Miller  
Jacqueline Ohn  
Lindsey Pavero  
Nicholas Prieto  
Deanna Proske  
Kathlyn Rakvic  
Madeline Rock  
Brianna Sherlock  
Abigail Taylor  
Marrisa Wilson

### GERMANY

Sarah Greenberg  
Alison Hamby  
Nicholas Lamela  
Kevin Pietrow

### HONG KONG

Emma Hailey  
Jill Hub  
Victoria Schermerhorn

### IRELAND

Joshua Bailey  
Bridget Frank  
Taylor Grip  
Matthew Hopkins  
Carli Jurczynski  
Connor Lawrence  
Kathleen McGoldrick  
Ademiwalore Mojiminiyi  
Kelly Ottinger  
Julia Palermo  
Caitlin Reilly  
Melissa Saxe  
Caroline Sullivan  
Meghan Whalen

### ITALY

Elizabeth Abbatiello

Anna Accetta  
Peter Alloca  
Richard Azzarito  
Lauren Berry  
Samantha Blau  
Ignacio Borbolla  
Sarah Bremen  
Leeann Brothers  
Erica Bucking  
Joseph Cahill  
Danielle Carpiello  
Lidia Cirianni  
Kathleen Clarke  
Michelle Copti  
Catherine Dambruch  
Christen Damico  
Meghan Deasy  
Giana Dente  
Gina DeRiccio  
Julian Dezaio  
Christopher Didomenico  
Thomas Dill  
Courtney Dionne  
Catarina Dos Santos  
Renee Dufek  
Danielle Durels  
Sephra Engel  
Melissa Esposito  
Matteo Fochetta  
Samantha Frederick  
Samantha Fusco  
Chloe Genise  
Christopher Gentile  
Renee Georgatos  
Alexa Gherlone  
Gabriella Gilmartin  
Meghan Gilmore  
Nicole Guido  
Stephanie Headrick  
Justin Hermann  
Elizabeth Holmes  
Anna Horrigan  
Carla Huskins  
Lauren Isabella  
Silvia Isotti  
Carey Jamilkowski  
Erin Kerbert  
Amanda Khoury  
Stephanie Kilponen  
Lindsey King  
Taylor Klein  
Alicia Knaption  
Haley Kulikauskas  
Lauren Lambalot  
Elizabeth Lisoski  
Cara Marsicano  
Kerstin Marzullo  
Ashley Mast  
Allison McElligott  
Kimberly McVetty  
Jessica Monello  
Melemaikalani Moniz  
Melissa Morrissey  
Francesca Mugavero

Nicole Musto  
Nichole Musumeci  
Paris Naigles  
Genevieve Nicchi  
Skylar Norris  
Ariel O'Shea  
Julia Papiernik  
Victoria Pappas  
Samantha Payne  
Sarah-Kaitlin Perkins  
Reese Perlin  
Kimberly Pizzo  
Patrick Reynolds  
Christopher Rigoliosi  
Lindsay Rock  
Cameron Rosata  
Hayley Rothbaum  
Sarah Rowley  
Christina Rubino  
Rosanna Ruggiero  
Anna Russell  
Jillian Ryan  
Jaclyn Sanderson  
Matthew Saulnier  
Jesse Scannapieco  
Amanda Schmaeling  
Eleanor Schwab  
Tyler Schwarz  
Kaitlin Simmons  
Charlotte Slattery  
Alexis Sprio  
Nancilyn Stafutti  
Carly Stewart  
Nicole Stimitz  
Jennifer Swift  
Amy Van Benschoten  
Heather Varcasia  
Kelly Velasco  
Marissa Verallis  
Michelle Waters  
Cristiana Wilson  
Jack Young  
Sabrina Zangrilli  
Jessica Zod

### JAPAN

Ocean Radtke

### MOROCCO

Kathryn Chmielewski

### NETHERLANDS

Colin D'Amelio

### POLAND

Erin Kilmer

### SOUTH AFRICA

Brielle Reynolds

### SPAIN

Kelsey Boeshore  
Maureen Degnan  
Bryan Dolan

Mackenzie Flood  
Jessica Hamby  
Hannah Hayes  
Vanessa Healy  
Brienne Kain  
Morgan Kelly  
Andrea Martin  
Rosetta Mastroianni  
Cara Mooney  
Caitlyn Murphy  
Bernice Rodriguez  
Mckensie Saldo  
Thomas Schulte  
Nicole Schwartz  
Luca Sesti  
Adam Stirpe  
Nicole Susca  
Robert Vassallo  
Melanie White  
Sophie White

#### UGANDA

Stephen Neer

#### UNITED ARAB EMIRATES

Lucas Scharf

#### UNITED KINGDOM

Marisa Abbattista  
Carly Beddoe  
Rachael Black  
Jenna Bonaccorso  
Rachel Bowers  
Megan Brady  
Danielle Buckley  
Trina Cardamone  
Emma Christiantelli  
Sabrina Colon  
Shannon Conway  
Michelle Costello  
James Depace  
Shannon Duffy  
Anna Durkin  
Cody Eichelberger  
Caroline Ferrari  
Sarah Gayda  
Alison Gillin  
Anthony Graci  
Deanna Gross  
Hulya Gurhan  
Rachel Hamel  
Elizabeth Hehir  
Danielle Helwig  
John Herman  
Amanda Hickey  
Kimberly Hower  
Alexandra Kramer  
Tessa Lewis  
Matthew Long  
Jacqueline Lopez  
Christopher Lorenz  
Jonathan Malloy  
Timothy Marzo  
Audrey Maysek

Erin McCann  
Rose McMahon  
Mckenna Miller  
Alexandra Mormile  
Alyssa Duelllette  
Natalie Palter  
John Peracchio  
Codi Jo Peras  
Alfonso Pistone  
Heather Rodkey  
Stephanie Roman  
Samantha Rowe  
Emily Rucando  
Marissa Russo  
Cassandra Saad  
Niajja Sheard  
Julianna Sheridan  
Jacquelyn Simard  
Matthew Simonian  
Hannah Smythe  
Brieanne Sullivan  
Catherine Thomson  
Christine Venuti  
Deanna Walters  
Conor Wiggins

### SPRING 2014 SEMESTER PROGRAMS

#### AUSTRALIA

Emily Adametz  
Liana Amato  
Valerie Bertinelli  
Andrew Clarke  
Patrick Corneliess  
Richard Diwan  
Sarah Greenberg  
Daniel Hickey  
Rebecca Jones  
Chloe Liu  
Elena Maimonis  
Aidan O'Shea  
Shayna Powers  
Kristal Seidita  
Jessica Smith  
Sarah Voellinger

#### CHINA

Alex Tom

#### COSTA RICA

Gretchen Bradley

#### CUBA

Kelsey Boeshore  
Tara Boeshore  
Liseth Toro

#### FRANCE

Jesse Bielasiak  
Katelynn Boynton

Nicole Christensen  
Shannan Costello  
Brianna Harrison  
Monet Jackson  
Brittany Jelinski  
Melemaikalani Moniz  
Allison Skabrat

#### IRELAND

Jonathan Avila  
Charlotte Karol  
Kristen McCormick  
Jessica McLaren  
Justin O'Brien  
Bernice Rodriguez

#### ITALY

Nadia Ahmed  
Marissa Aiuto  
Sara Bacchetta  
Shannon Bales  
Chelsea Bennington  
Lauren Berko  
Caitlyn Borzone  
Taylor Brown  
Alexandra Buxton  
Caroline Caraker  
Caitlin Carberry  
Anthony Cardone  
Kayla Chozen  
Alanna Coogan  
Carlyn Criscenzo  
Salvatore Daniele  
Rebekah Danielson  
Danielle DeMario  
Michael Duffy  
Amanda Fiore  
Lauren Fodera  
Gillian Foss  
Brianna Freestone  
Alessandra Gajano  
Vincent Galasso  
Dylan Gallagher  
Francis Germano  
Olivia Gibbons  
Katelyn Gillick  
Daniel Girolamo  
Susan Guggler  
Timothy Humphrey  
Lauren Kelty  
Shannon Kennedy  
Evelyn Klotz  
Marissa Kopelman  
Lauren Lambalot  
Stephanie Limiti  
Rebecca Losito  
Kerstin Marzullo  
Lily Masco  
Taylor Matonak  
Chloe Mayone  
Marianne Mazza  
Emily Nagle  
Elizabeth Naifeh  
Kathleen O'Brien

Brittany Oxley  
Katherine Paonessa  
Vanessa Pappagallo  
Sarah-Kaitlin Perkins  
Stephanie Salvador  
Michael Scacco  
Sarah Scales  
Rebecca Scaparro  
Elizabeth Schanz  
Morgan Schiff  
Emily Schleider  
Samantha Shannon  
Meredith Shields  
Andrea Sneddon  
Kristen Somerville  
Nicolette Strano  
Elise Swain  
Christopher Traversa  
Brienne Tyler  
Cathryn Vaccaro  
Rachel Varney  
Natalie Viteritti  
Kelly Voglio  
Meghan Vumback  
Eric Whyte  
Cassie Yettru  
Lauren Zaknoun  
Margaret Zarcone  
Jessica Zod

#### JAPAN

Erica Nishimoto

#### MOROCCO

Majay Donzo

#### SERBIA, BOSNIA, AND KOSOVO

William Hammer

#### SOUTH AFRICA

Rebecca Magnuson

#### SPAIN

Kelsey Duarte  
Eury Fabian  
Micaela Krauss  
Jenna Miller  
Cara Mooney  
Kristen Mueller  
Jessica Peake  
Jonathan Pistilli  
Mackenzie Stephens

#### THAILAND

Venise Miles  
Kelsey Plate

#### UNITED KINGDOM

Myles Ashong  
Devin Barbaro  
Juliana Baudler  
Nicholas Bayer  
Carolyn Bugbee

Caroline Carros  
Mary Casey  
Nicole Christensen  
Olivia Curcio  
Harrison Davis  
Alexis DePuyt  
Deanna DiBrienza  
Robyn Downing  
Andrew Duggan  
Pamela Ellis  
Kristen Faubion  
Jenna Hart  
Sean Kirkpatrick  
Meredith Krim  
Xiaofeng Lin  
Erika Lopez  
Jennifer Manning  
Salvatore Manzo  
Frank Morello  
Victoria Palazzolo  
Gabrielle Palleschi  
Alison Ray  
Emily Rucando  
Anna Santos  
Abigail Small  
Jennifer Smith  
Brooke Zywick

## 2014 SHORT-TERM PROGRAMS

### DOMINICAN REPUBLIC Spanish & Technology

Dr. Carolyn Matheus  
Dr. Kevin Gaugler  
Steven Luke Bacdayan  
Kyle Heubner  
Charles Hill  
Matthew Maffa  
Rosemarie Martens  
Cameron Meyer  
Christopher Ognibene  
Robert O'Hearn  
Veronica Rodriguez  
Nicholas Wurtz

### FRANCE Fashion

Prof. Radley Cramer  
Michael Murphy  
Quamie Andall  
Karli Bruno  
Emma Collins  
Giana Emanuele  
Bonita Fowler  
Nicole Giambagno  
Grace Luo  
Alexandra Lynch  
Jaclyn Vasaturo  
Kristen Wong

### GERMANY CZECH REPUBLIC Jewish History, Literature, and Culture

Prof. Steve Sansola  
Dr. Joshua Kotzin  
Keith Hudes  
Jennifer Auclair  
Mackenzie Boscoe  
Christopher Collins  
Paul Fix III  
Colin Hanrahan  
Alexandra Kontos  
Andrew Langford  
Timothy Lehrkinder  
Kaitlyn Pedalino  
Brielle Reynolds  
Jacklyn Simon  
Samantha Snyder  
Samantha Sprague  
Brienna Vos

### GHANA Psychology and Education

Dr. John Scileppi  
Dr. Maureen Fitzgerald-Riker  
Rebecca Bianco  
Emma Borg  
Sarah Fox  
Kathryn Kupec  
Amanda Markowski  
Bekah Polonsky  
Katelynn Wade  
Kristin Wilson

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“Twenty years from now you will be more disappointed by the things that you didn’t do than by the ones you did do. So throw off the bowlines. Sail away from the safe harbor. Catch the trade winds in your sails. Explore. Dream. Discover.”

–H. Jackson Brown, Jr., *P.S. I Love You*

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