

# The College Names a New President

**G**eorge S. Bridges, a Seattle native, will take office July 1, 2005, as the 13th president of Whitman College. Bridges, 54, is currently dean and vice provost of undergraduate education at the University of Washington.

He has been a member of the University of Washington sociology faculty since 1982. In 1998 he was appointed associate dean of undergraduate education and has served in his present position since 2002.

"Besides his standing as a nationally recognized scholar in his field, Dr. Bridges is known for his passion for students, his skill and strong appreciation for teaching, and his ability to make persuasive and compelling presentations to donors," said search committee co-chairs Kari Glover, '72, chair of the board of trustees, and John Stanton, '77, a trustee of the College.

"Though new to liberal arts colleges, he leads an honors college the size of Whitman and oversees academic programs for 25,000 undergraduates at the University of Washington. He is no stranger to undergraduate education, and we are convinced he will add his own enhancement to the story of Whitman College."

"The chance to lead one of the country's leading liberal arts colleges in my home state was an opportunity that my family and I couldn't pass up," said Bridges. "We are honored by the appointment

and genuinely look forward to being part of a community of fine scholars and a college that is a great teaching and learning experience for students."

Bridges earned a bachelor's degree in sociology from the University of Washington in 1972 and holds a master's degree in criminology and a Ph.D. in sociology from the University of Pennsylvania. He has taught at five universities over the course of his career in addition to working in the staff office of the U.S. attorney general.

As dean at the University of Washington, Bridges oversees the Honors Program, a liberal arts college within the university. He helped develop the University of Washington's Teaching Academy, a collection of programs that promote excellence in teaching as well as the integration of education and scholarly activities of faculty, staff, and students.

Much of his research has centered on the problems of racial and ethnic minorities in the juvenile justice system. He has received grants from the National Institutes of Health to study the correlates of violent behavior; from the Department of Social and Health Services to study the racial composition of county juvenile courts; and from the PEW Charitable Trusts as co-principal investigator on research titled "Preparing Future Faculty."

Bridges is co-editor of five books including *Inequality,*

## UNIVERSITY OF WASHINGTON DEAN SELECTED

*George S. Bridges, currently dean and vice provost of undergraduate education at the University of Washington, has been selected as the 13th president of Whitman College.*

*Bridges is expected to take office on July 1, 2005. He succeeds President Tom Cronin, who announced last spring that he will step down at the close of the 2004-05 academic year.*



*At right, president-elect George Bridges poses with his wife, Kari Tupper, and youngest children, James and Anna, before addressing the Whitman community in Chism Hall. Above, he greets individuals in the Hall of Music Foyer.*

*Kari Glover, '72, chair of the board of trustees, introduces the 13th president of Whitman College.*



Tommy Gallantry '06

Lore Fauver



and James. Tupper, who holds a doctoral degree in English, is a senior lecturer in women studies and comparative history of ideas at the University of Washington. Her research interests are in U.S. literature and law.

The Whitman College Presidential Search Committee, which included members of the governing boards, faculty, staff, and student

body, published an Invitation to Apply early last spring and in March began a nationwide search. In June the committee reviewed more than 100 applications and nominations, and in October three finalists visited the campus.

During his campus visit Bridges met with students, faculty, staff, alumni, and governing board members. He presented a lecture titled "What Does It Mean To Be Educated? A Conversation about Liberal Learning and the Future of Higher Education" and gave a talk in his field on "Altering Justice in America: Can We Remedy Racial Inequality?"

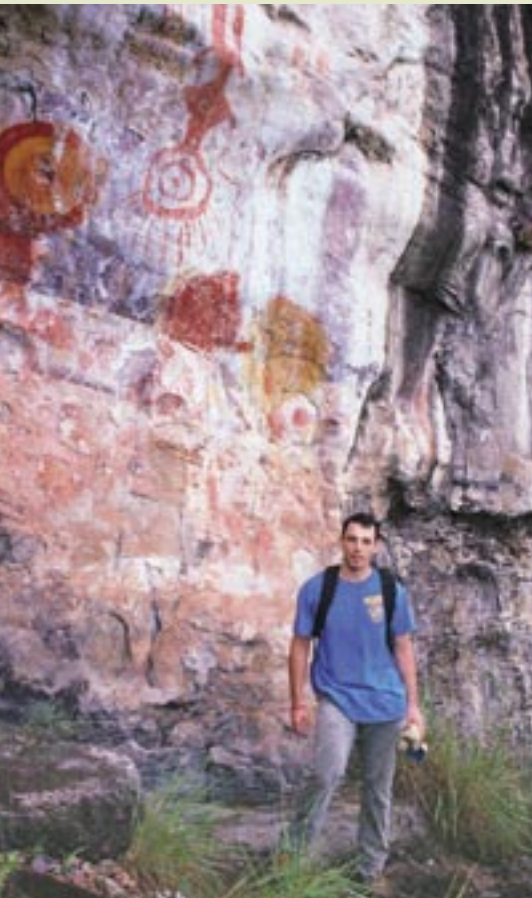
*Crime and Social Control* (1994) and the author or co-author of many papers, book chapters, professional presentations, and reports including "Disproportionate Minority Confinement: The Washington Experience," a 2004 U.S. Department of Justice report.

In 1995 Bridges received the Award for Outstanding Achievement by a Scholar from the Washington Council on Crime and Delinquency. In 1996 he received a Distinguished Teaching Award from the University of Washington, its highest honor.

Bridges will move to Walla Walla with his wife, Kari Tupper, and their two young children, Anna

# STUDY ABROAD

## *New Destinations, New Challenges*



Oak Rankin studied resource management in Brazil.



Caroline Black, center, trained with a traditional dance group while in Botswana.



Susan Holme Brick, director of international programs, and administrative assistant Laura Cummings, at the computer, enjoy a collection of study abroad photos.

Zane Burris lived and studied in France as a high school junior and has returned there for a visit nearly every year since. Last year, he planned to study there again, but “on a whim” decided to spend a semester in Austria first. His experience turned out to be “what the French would call a *coup de foudre* (love at first sight),” says Burris. He is now studying German.

Mathematics was the “language” Lindsey Chadwick wanted to pursue while on study abroad. So she took advantage last year of a program in Budapest where she could study mathematics with some of Hungary’s leading scholars in the field.

Fellow student Nick Zifcak, who had previously toured and studied in China, chose to spend his junior year in a program based at National Cheng-Chi University in Taipei, Taiwan. While he was there, he volunteered with a medical relief team to help bring health care to mountain villages.

These three Whitman seniors are among the 145 members of their class who participated in study abroad programs last year.

For more students than ever (nearly half the student body), the Whitman experience incorporates a semester or a year spent thousands of miles from Lakum Duckum. Often that means coming face to face with the culture of a third-world country. And, increasingly, the study abroad program is combined with an internship or a research project related to the student’s major.

This year, 45 percent of the junior class is spending at least one semester abroad, says Susan Holme Brick, director of international programs. And of those students, nearly a third have chosen an Asian, African, or Latin American destination. A decade ago, only 30 percent of the junior class studied abroad, and only 15 percent of those students went to Asia, Africa, or Latin America.

“While study abroad in Western Europe is still popular, many Whitman students today want to challenge themselves with study in non-western societies,” says Brick. “They want to learn about a place they may otherwise never get to visit, test their own values, and live lifestyles radically different from those in the United States.”

In addition, more students coming to Whitman today already have had some international travel experience or may even have lived abroad, Brick notes. “Those students are often seeking a study abroad setting that will challenge them even further or help them gain skills in a third language.”

Such aspirations now take students to Bolivia, Botswana, Chile, Cuba, India, Japan, Morocco, Sri Lanka, and Taiwan, among other destinations. Of Whitman’s 34 affiliated programs, 16 are located in Latin America, Africa, or Asia, and nearly all of those have been added within the last 10 years.

New destinations have attracted students from a wider range of academic majors to study abroad than would have been the case a few years ago. In addition, several new programs enable students to earn credits to apply to majors in the sciences. For example, math majors can participate, as did Lindsey Chadwick, in the Budapest Semesters in Mathematics program sponsored by St. Olaf College, which takes advantage of Hungary’s outstanding scholarly tradition in math. Biology and geology majors can choose a program at the University of Otago in New Zealand, where they can study the unusual geological features and rare flora and fauna of the area.

Practical, hands-on experience often comes with the study abroad territory now, says Brick. “Students are increasingly taking advantage of internships offered by study abroad programs as a means of fine tuning foreign language skills, learning first-hand about workplace protocol in a foreign country, and getting a taste of potential professions.” Brick cited several examples: senior Lindsey Gehrig worked with the Atlantic Council (the United Kingdom’s NATO office) during her semester of study in London, and Erin Tennant, ’04, who did a comparative study of sea turtle habitats while abroad. Tennant conducted research in Sri Lanka while attending the Intercollegiate Sri Lanka

Avi Hecht, right, in a remote region of the Parque Nacional Los Glaciares in Patagonia, Argentina. Below, Ryan Choi scuba diving in the Great Barrier Reef.



Education program (ISLE) in the fall and then followed up with more research in Baja California, Mexico, during the spring semester.

Such opportunities are drawing increasing numbers of students to spend a semester or a year away from campus, but the most critical support and inspiration comes from the Whitman faculty, Brick says.

“The success of study abroad at Whitman depends greatly upon the broad support and encouragement students receive from their faculty advisers. Whitman has many faculty members who see the value of a first-hand study experience overseas and who take the time to advise students about how they can study abroad and still graduate on time.”

Three Whitman-sponsored overseas programs are managed in part by faculty members: professor of Japanese Ron Takemoto is the longtime faculty representative to the Associated Kyoto Program; professor of religion Jon Walters is the faculty representative for the Intercollegiate Sri Lanka Education (ISLE) program and current chair of the ISLE board; and assistant professor of art history Roslyn Hammers served as faculty director of the 2004 Whitman Summer Studies in China program.

Other faculty members help monitor the quality of study abroad programs. “Whitman faculty frequently visit our affiliated program sites to learn more

about the curriculum, meet with staff to explore collaborative opportunities, and simply get to know the settings where our students study,” Brick says.

Last year three faculty members traveled abroad to check on popular programs: Bruce Magnusson visited both a Pitzer College-sponsored program in Botswana and a School for International Training (SIT) program in Ghana; Delbert Hutchison attended the annual meeting of the School for Field Studies in Baja California, Mexico; and Christine Moritz served on a review team that assessed the Institute for the International Education of Students (IES) program in Nantes, France.

Whitman faculty members serve on the College’s International Studies Planning Committee (ISPC), which provides oversight of the study abroad program. Chaired for the last two years by professor of music David Glenn, the committee includes three faculty members — currently biology professor Paul Yancey, history professor Julie Charlip, and French professor Zahi Zalloua. Three ex-officio staff members also are on the committee. They are the associate dean of faculty, the registrar, and the director of international programs.

The ISPC evaluates individual programs and makes decisions as to whether students are qualified to participate. It also reviews the safety of destinations, a factor of more concern in recent years and one that is not



## Intensive studies in Japan, Sri Lanka, China attract students

The best part of her six weeks in China last summer, says sophomore Alicia “Lish” Ng, was the chance to observe three very different sides of Chinese life — rural, provincial, and urban. Ng and five fellow students, along with faculty director Roslyn Hammers traveled to China under the Whitman Summer Studies in China Program.

“I think that a lot of false generalizations are made when you see only one aspect of a place,” Ng says. The group first visited Beijing where they took in nearby major sites. They stayed in a small hotel near Tiananmen Square, exploring the alleyways in this old part of the city “that is quickly disappearing because of modernization efforts,” Ng observes.

The students then spent a month in Kunming in the Yunnan Province. Housed at Yunnan University, they studied conversational Mandarin Chinese for three hours every day. Hammers, assistant professor of art history and a specialist in Chinese art,

taught a course on art and ethnic identity in China that included lectures, readings, and field trips. The students also met regularly with language partners and “friendship families.”

Ng says she enjoyed most of all a week-long trip through the countryside of Yunnan Province, especially a visit to the town of Zhongdian, where there is a significant Tibetan population. “Zhongdian seemed so far from the hustle-bustle of the cities we had been in — it wasn’t so commercialized — and we were able to make friends with a couple of Buddhist monks and also meet a family with a Tibetan-style home.”

Exclusively for Whitman students, the Whitman Summer Studies in China Program was founded in 2001 and is funded by the David Deal China Exchange Endowment. The program will be offered again in the summer of 2006.



Whitman Summer Studies in China participants — Alicia Ng, Michael Pinkham, Erica Meurk, and Patricia Hayward — with a Tibetan monk from the nearby Ganden Sumtseling Gompa Tibetan Monastery.

exclusive to Whitman, Brick says. “As the field of study abroad has matured — and in the aftermath of 9/11 — more and more attention has been paid to the issues of safety and security.

“Whitman students receive extensive information about health and safety, and appropriate precautions are taken by Whitman and the programs themselves to help ensure students’ safety abroad. The College does not sanction study abroad in countries that are considered too unsafe or risky,” says Brick. “Safety is assessed in consultation with program officials in the country and by looking at State Department travel advisories.”

During the fall semester this year, 69 Whitman students studied abroad. They immersed themselves in languages and cultures from New Zealand to Beijing and from Rome to Sri Lanka while taking courses that will apply toward their Whitman degrees. Those who have returned from study abroad and are now seniors nearly all agree that what they gained most was a better understanding of themselves and their place in the world.

Whitman College belongs to two consortiums that sponsor rigorous and intense academic and cultural experiences. They are the Associated Kyoto Program (AKP) and the Intercollegiate Sri Lanka Education (ISLE) program.

Since Whitman joined with 15 other national liberal arts colleges in the AKP in 1978, a total of 95 Whitman students have taken part in a demanding year-long course of study at Doshisha University in Kyoto, Japan. In addition, four juniors currently are studying there.

The program includes intensive Japanese language study and a wide range of elective courses taught in English by American and Japanese scholars. Students live with Japanese families. Field trips are an important part of the program.

Professor of Japanese Ron Takemoto is the long-standing Whitman representative to the AKP and served as chair of the board from 1997 to 2003.

Whitman participates with eight other colleges to sponsor the ISLE program. Based in Kandy, the center of Sri Lankan culture, the program is affiliated with the University of Peradeniya. Intensive study of Sinhala, the local language, is required as is a Sri Lankan studies seminar and an in-depth independent study project. Optional courses include Buddhist Thought, Ritual, and Folk Culture; Modern Lankan Literature, Art, and Theatre; and other offerings in women’s studies, political science, history, anthropology, and development studies.

Students, who live with local families, also go on field trips and tours of the island, visiting archaeological and religious sites, wildlife sanctuaries, and tea plantations.

Associate professor of religion Jon Walters, whose specialty is the religious history of Sri Lanka, is Whitman’s representative to the ISLE and currently chairs the ISLE board. This fall, Shampa Biswas, assistant professor of politics, accompanied students and served as director of the program. Eight Whitman students are in Sri Lanka this semester.

## Rivers, rainforests, “colono” families: Brazil educates, tests Whitman student

For his first lesson in Portuguese Oak Rankin was dropped off on the side of a road near a small fishing village in Brazil.

“I had three requirements: to find five people’s full names, find out the name of the community, and find out opinions on a current mangrove restoration project. . . . I spent my time at a little shop/bar on the roadside drawing pictures, using hand motions, looking up words in an insufficient pocket dictionary, and talking to fishermen, farm laborers, and mill workers.



An interest in resource management took Oak Rankin to Brazil to study at the School for International Training.

“At the end of the three hours I was comfortable talking to Brazilians.”

Rankin, a senior from the northwest Washington logging community of Darrington, is interested in resource management. So for his study abroad experience, he chose a semester in Brazil, where one of the world’s most valuable and fragile ecosystems, the rainforest, is severely threatened.

Rankin studied Amazon resource management and human ecology at the School for International Training in Belem. The course was largely hands-on, taking Rankin and small groups of fellow students on trips throughout the Amazon. They visited dams, mining companies (including the largest bauxite mine in the world), government facilities, non-governmental organizations, and research stations in the middle of the rainforest.

Studying the interaction between these entities and the people living on the land, the students visited various types of communities. These included communities of descendants of runaway slaves (*quilimbo*), Indian-European communities which have been established for generations and are accessible only by boat (*colombo*), and communities still in the development stage as people push farther into the Amazon and settle the land (*colono*).

Rankin’s group also met with social movement leaders and activists. “I met one woman who had struggled through the patriarchy of a union to fight off corruption in the union and in governments. She had to have police with her at all times due to death threats and spent three weeks in a hospital after someone attempted to poison her.”

In addition to his field work and classes, Rankin, who is completing a combined major in environmental studies-politics, took on an independent study project through the University of Para in Maraba. In preparation for his senior thesis, he conducted research on a community forest project designed to help colono families realize the importance of the remnants of rain forest that remain on their land.

“Colonos have little appreciation of the land since they are taught that the best land for sustenance is ‘clean’ land (clear-cut and burned) so that it can be used for cattle grazing and crop planting.” Rankin explains that the Community Forest Project is designed to change that perception. Under the project, forests on community-owned land — established by donations of land from individuals — are managed through extraction and sustainable, select logging. Revenues then are split among the participants so that they realize a constant source of income.

Rankin’s interest in resource management stems from having grown up in a logging community, he says. “In high school I planted trees in logged areas worked as a choker setter for the family logging business. After freshmen year of

college I was a biological science technician for the Forest Service researching marbled murrelet habitat. I have also worked as a swamper fighting forest fires for the Forest Service.”

So while he was no stranger to life in the middle of a forest, sometimes with a bit of hardship thrown in — and he has traveled abroad on his own before — Brazil was a good test of his capabilities, he says. Although his main residence was with a host family in the city of Belem, he spent a good share of his time on the road. “The group traveled often. Normally I slept in a hammock with a bug net around me.”

Rankin says he and two other students were on their own in one colombo community accessible only by boat. “I lived with the shaman of the village, a toothless woman, and her husband in their palm-leaf house with mud floors. Since there were no doors, chickens and dogs ran in and out of the house. . . . I spent my days making farinha by hand, going fishing in the handmade canoe, and playing soccer.”

At another time, Rankin lived with a family in an MST (Movimento dos Sem-Terra, “Landless Movement”) community. Here people who have taken over the land of a large (and often corrupt) landowner, negotiate with the government to gain ownership of the land. This particular community had been burned to the ground three times, Rankin explains, but the people were in the process of gaining ownership rights.

“The houses were made of sticks, with palm or tarp roofs. There was little electricity, and it was mainly used for the community radio station.

Rankin spent his time there “talking about communities, political ideals, Marxism, and U.S. foreign policies, playing with children, picking rice, swimming, and fishing for piranhas. . . . I also played soccer with the locals and danced at night under the moonlight in the dirt.”

In another encounter with life in Brazil, Rankin witnessed an Umbanda religious service that took place in a private home. Umbanda is a blend of African and Brazilian traditions and includes elements of spiritism, animal sacrifice, and Christianity. “In the religion certain spirits can come and inhabit the bodies of certain humans. Two of these people were leading the service and dancing in this small room off to the side of the kitchen. . . . The spirits in this branch of the religion can only be used for good. Thus usually only white animals (chickens) are sacrificed.”

After months of such immersion in the culture and landscape of Brazil, Rankin brought back a wealth of memories: “Waking up to the voices of dolphins, swimming with a caiman and a tarantula. Monkeys. Pre-dawn walks through the forest. Swimming in phosphorescent phytoplankton under a full moon. Learning to dance to local music. Eating chicken hearts and fresh fruits. Riding on motorcycles. Naked kids flying kites made out of trash. Talking to numerous people who are now inspirations in my life.”

Yet the most valuable part of the experience, he says, was “how much I learned about myself as an individual and about other human beings.”

*Oak Rankin visited this small village in Brazil.*



## BUDAPEST JAIPUR LONDON DUNEDIN TAIPEI

*Individual stories  
show variety of  
experiences and  
opportunities*



*Among the 145 Whitman students who studied abroad last year are seven whose experiences are related on these pages. They are, from left, Zane Burris, Nick Zifcak, Lindsey Gehrig, Bridget Kustin, Saki Ochi, and Lindsey Chadwick. Not pictured is Conor Flynn.*

### Internship Connections with World Leaders

Mingling with delegates to the 2003 Atlantic Treaty Association general assembly, visiting with the prime minister of Scotland, and blending into the morning commute in London were all part of Lindsey Gehrig’s study abroad experience.

A politics major interested in foreign policy and international relations, Gehrig spent the fall semester of her junior year taking classes in literature, government, and politics at the IES Center in London.

Two days a week she commuted from her flat in southeast London to the offices of the Atlantic Council of the United Kingdom (ACUK) where she held an internship. The ACUK and its counterparts in the other NATO countries form the Atlantic Treaty Association (ATA).

As part of her internship, Gehrig was one of seven ACUK staff members who hosted the ATA’s annual assembly in Edinburgh, Scotland. The assembly drew approximately 300 delegates from more than 33 countries. “Interacting

with ambassadors and the heads of delegations from that many different countries and cultures was interesting enough, not to mention the fact that they were all there to discuss the theme of the conference: ‘After Iraq — A New Transatlantic Consensus? NATO at a Crossroads.’”

Although working 12-hour days, Gehrig says she was able to listen in on some of the plenary sessions, which featured such speakers as Russian ambassador Yuri Kashlev. And among her “unforgettable memories” is a conversation she had with Jack McConnell, the head of the Scottish Parliament, during a reception at Edinburgh Castle.

“It was quite a week — an indescribable and unique learning experience,” says Gehrig, “especially because of my interest in foreign policy and international relations, which, needless to say, reached an entirely new level after the conference.”

### Best of the Experience: Friends and Family

At Cheng-Chi University in Taipei, Taiwan, Nick Zifcak formed a friendship with a Taiwanese student that helped him “feel deeply connected to the country,” he says.

They would “hang out in the dorm and chat for hours” about both Chinese and American culture, speaking in either language (“his English and my Chinese were at about the same level”).



*At a diplomatic event, ACUK intern Lindsey Gehrig met Princess Anne.*

“He invited me over to his parent’s house to visit. I had a wonderful time talking with his grandfather, a calligrapher, about art and about China-Taiwan relations.” This opportunity changed his experience of Taiwan, Zifcak says, bringing it to a personal level and giving him a better perspective.

While in high school, he had visited China with the People to People Student Ambassador program and had studied in Yunnan, China, as a participant in the Whitman Summer Studies in China program. His year in Taiwan built on that experience. At the university, he studied Chinese intensively and took classes on the religion, literature, economics, and politics of Taiwan.

He spent some time traveling around the country and visited Seoul, Korea, during the Chinese New Year break. One of his most memorable adventures was hiking and exploring the scenery in the Taroko Gorge, an isolated, rugged canyon with hot springs and white-water rapids, “an amazing place,” he says.

Zifcak, who is majoring in Asian Studies and minoring in chemistry, volunteered with Taiwan Root, a medical relief team, while he was in the country. On weekends, he accompanied the team into the mountains, to help provide medical care for the aboriginal people living in the villages.

Medical school is in his future he says, but first he plans to spend a year at Tsinghua University in Beijing where he will enroll in the Inter-University Program for Chinese Studies, a

program for advanced competence in Chinese. He may eventually return to China to conduct medical relief work.

### Captivated by Austria’s “Imperial Grandeur”

Zane Burris is passionate about the semester he spent in Austria. His descriptions of his experience are full of such colorful hyperbole as “Vienna was for me a giant schnitzel, one that spilled over the edges of the plate, leaving crumbs in my lap.”

Burris, actually a French major who has previously studied and traveled in France, chose Austria for part of his study abroad experience last year (“my love of the French way of life was already secure”). He then went on to spend the spring semester in Nantes, France, to soak up more of the language and culture in preparation for his senior exams.

In Austria, Burris began to learn German, participated in a music performance workshop, took a course on the cultural history of Vienna, taught English to Austrian teenagers, attended the opera and theater, explored museums, drank coffee in Vienna’s famous coffeehouses, and wandered the streets, “exploring over a thousand years of imperial grandeur and wonderful architecture. . . . I flat out fell in love with Vienna,” he says.

“There is absolutely no experience like studying abroad. It completely



changes your life and your perspective of the world. . . . When else in my life am I going to be as free as this, as open to cultural and intellectual stimulation and different ways of life?

"I returned from Europe to find that while everything at home had stayed the same, I was a different person," he says. "I learned how to live, no longer simply in the world, but as a part of the world. . . . I am now an Austro-Franco-American, because my view of the world has been influenced by each of these countries."

### Studying Mathematics — in Budapest

In talking with the people of Budapest, Lindsey Chadwick caught a glimmer of what it was like to experience the fall of communism. "Most generations still remember when the area was communist, and that adds some mystery to the place because we as Americans can't really understand what a major political change is like," Chadwick says.

Lessons in history and cultural awareness, however, were not what drew Chadwick to Hungary last spring. Working on a major in mathematics, she attended the Budapest Semesters in Mathematics program, which is taught in English by leading Hungarian scholars and faculty members of Eotvos University.

But Chadwick, who has traveled extensively with her family and on her own, fell in love with the "rich history and beautiful culture" of a part of the world she hadn't visited before. To learn

more about it, she studied the language and took advantage of such opportunities as folk dancing to soak up the culture.

While abroad she visited Vienna, Bratislava, and Krakow, spent spring break in Russia, and toured Croatia, Bosnia, Serbia, Romania, Bulgaria, Macedonia, Albania, and Italy.

Back at Whitman Chadwick is completing her math major and a second major in religion, for which she will write a thesis examining "vegetarianism and veganism as it's own kind of 'religion,'" she says.

For next year, she is applying for the Whitman in China program, an exchange program through which Whitman alumni have the opportunity to teach English at Chinese universities.

### Research on the Practice of Dowry in India

While studying abroad in Jaipur, India, Bridget Kustin, an English major interested in gender studies, particularly non-western feminism, observed first-hand the struggles of many urban Indian women.

She conducted independent research on the social, familial, judicial, and legislative issues surrounding dowry exchange, interviewing dozens of lawyers, judges, police officers, feminist scholars, activists, and survivors of dowry abuse. The project concluded with a 60-page report submitted to the Jaipur Women's Resource Center and the Jaipur Institute for Rural Development. And the research forms some of the background for Kustin's honors thesis on "Women Writing Selves:



Bridget Kustin and her host parents, Rakesh and Reeta Shivabare.

Lindsey Chadwick, left, who studied in Budapest last year, spent spring break in Russia.

Constructing a Female Consciousness in Post-Independence India."

Kustin spent the semester in India enrolled in a study abroad program that focuses on the arts and culture of the country. In addition to attending classes she studied yoga and the tabla, a North Indian tuned drum.

"I also spent a week at a Sufi shrine in Delhi called Dargah Hazrat Inayat Khan. I studied Sufi music and poetry, took music lessons from two famous musicians, and was introduced to Urdu, the language of Pakistan and the Islamic North Indian community."

Kustin attended many classical music and dance events, learned to make Indian sweets called *burfis* and *rasmalais*, and explored the city on her bicycle. "I'm sure I looked ridiculous; women don't generally ride cycles, and a Western woman in Indian dress on a cycle is even more unusual," she says. "It allowed me to have a lot of conversations with a lot of different people."

In Jaipur Kustin enjoyed a close relationship with her host family. "They adopted me into their family and treated me like a daughter and sister," she says. During her month-long independent study project, she lived with the director of the Jaipur Women's Resource Centre and often accompanied her to work.

The connections she formed with her homestay families, Hindi teachers, and the many women she spoke with during her project make up the most valuable part of her experience abroad, she says.

"Forming human connections and developing relationships is ultimately what makes an experience worthwhile, and I am in awe of the friends I made and the mentors I acquired."

### The Great Outdoors of New Zealand

New Zealand was the perfect study abroad destination for Conor Flynn, kayaker, adventurer, skier, and astronomy-geology major whose "heart lies truly" in the outdoors.

Flynn spent a semester enrolled at the University of Otago in Dunedin, on New Zealand's South Island. He took a geology field studies course, an environmental physics class, and a classics class. The greater part of his education, however, took place during his wanderings all over South Island — and the tiny, subantarctic Stewart Island — and the days spent kayaking along the coast and down wild rivers.

New Zealand is a classroom of exceptional richness, from primeval forests to freshwater wetlands, and from black-sand beaches to granite mountain ranges. Flynn saw sea lions, seals ("one actually jumped right over the front of my kayak"), and many varieties of birds, in a land that includes descendants of the dinosaurs.

"The Southern Alps and the mountains of the Fiordland were amazing," says Flynn, who also visited the Fox and Franz Josef glaciers near Mt. Cook. He took full advantage of New Zealand's "great river rapids and canyons," kayaking down "a perfect eight-meter waterfall."

"Sometimes it is incredibly valuable to get away from all that is 'normal' in civilization and spend a bit of time by yourself in the wilderness," Flynn says.

At Whitman Flynn runs cross-country and competes on the ski team. Besides the courses for his astronomy-geology major he has "enjoyed ideas" in fields ranging from Asian studies to art. Flynn, however, leaves the pursuit of a future in academics to others. Whether in the short range or the long range, his plans are "to do as much skiing and kayaking as possible."

### Living in "Two Very Different Cultures"

A combination of interests in Asian studies and studio art took Saki Ochi on double study abroad adventures — to Taiwan and to Italy. During the fall semester, Ochi attended National



Saki Ochi, right, and a friend at the Temple of Poseidon in Greece.

Chengchi University in Taipei. Her work included an intense two hours of study in the Chinese language every day, and in addition, she took courses on political economy and Taiwanese folk customs and religions. Weekly meetings with language helpers as well as rooming with three Taiwanese students gave her further immersion in the language and culture, she said. During breaks she traveled to Malaysia and throughout Taiwan.

Ochi followed that experience with a semester in Florence, Italy, taking classes in painting, ceramics, illustration, and Italian, some of which were taught by local artists. In a fresco painting class, two Italian painters discussed their own recent art restoration projects. The program included art history trips to places of interest including Rome and Pisa, and Ochi traveled to other cultural sites in Italy as well as to Greece, Switzerland, Paris, Belgium, and the Netherlands.

In both Taipei and Florence, Ochi's favorite way of practicing the language was to chat with vendors in the local food markets and "try to bargain them down."

"It was exciting to be able to ask about an unfamiliar food and be able to understand as they explained how to cook it or what it was.

"I feel incredibly lucky to have had the experience of living in two very different cultures and to be able to integrate them into my academic requirements," says Ochi. Her next step, after graduation, is to return to Asia, where she has a possible job with a Japanese IT consulting firm.

## PROGRAMS/ DESTINATIONS

Students may choose affiliated programs\* in the following countries:

Argentina	France	Mexico
Australia	Germany	New Zealand
Austria	Greece	Scotland
Botswana	India	Spain
Caribbean	Ireland	Sri Lanka
China	Italy	Taiwan
Costa Rica	Japan	
England	Kenya	

Approved programs\*\* offer these additional destinations:

Belgium	Hong Kong	Norway
Belize	Hungary	Panama
Bolivia	Indonesia	Poland
Brazil	Israel	Russia
Cameroon	Korea	Samoa
Canada	Madagascar	Senegal
Chile	Mali	South Africa
Czech Republic	Mongolia	Sweden
	Morocco	Switzerland
Dominican Republic	Nepal	Tanzania
	Netherlands	Thailand
Denmark	New Zealand	Uganda
Ecuador	Zealand	Vietnam
Ghana	Nicaragua	Wales

\* Whitman has a formal relationship with affiliated programs. Whitman financial aid and scholarships apply toward the fees.

\*\* Approved programs have been deemed suitable for transfer credit. Whitman financial aid and scholarships do not apply.

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