### CULTURAL MEMORY IN FOCUS: DESIGNING A TRAVEL/STUDY PROGRAM FOR THE FORMER YUGOSLAVIA

**Figure 1: “Balkan Bridges” Program Itinerary**

<table>
<thead>
<tr>
<th>June 17-24</th>
<th>Belgrade (Serbia)</th>
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</table>
| **Lectures:** | “Geography, History, and Identity in the Former Yugoslavia”  
“Language, Religion, and Society in the Former Yugoslavia”  
“Belgrade’s Position in National and Cultural Memory” |
| **Excursions:** | Belgrade Old City and Kalemegdan Park  
Museum of Yugoslav History  
Staro Sajmište Memorial to Holocaust victims  
Novi Sad (city in Vojvodina, northern Serbia) |

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<tr>
<th>June 25-July 1</th>
<th>Sarajevo (Bosnia and Herzegovina)</th>
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| **Lectures:** | “Religion and Secularism: Templates for Identity in (Post-)Yugoslav Public Spheres”  
“Sarajevo’s Position in National and Cultural Memory” |
| **Excursions:** | Sarajevo Old City  
Historical Museum of Bosnia and Herzegovina  
Tunnel Museum  
War Childhood Museum  
Sarajevo houses of worship  
Srebrenica (site of 1995 genocide) |

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<tr>
<th>July 2-8</th>
<th>Dubrovnik (Croatia)</th>
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| **Lectures:** | “Memories on Display I (Tourism and National Identity)”  
“Memories on Display II (Tourism and Transnational Identity)”  
“Dubrovnik’s Position in National and Cultural Memory” |
| **Excursions:** | Dubrovnik Old City  
Franciscan Monastery Museum  
Maritime Museum  
War Photo Limited Museum  
Lokrum island |

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<tr>
<th>July 9-11</th>
<th>Mostar (Bosnia and Herzegovina)</th>
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<tbody>
<tr>
<td><strong>Lecture:</strong></td>
<td>“Contested Histories, Shared Commitments: Ottoman Period to Socialist Yugoslavia”</td>
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| **Excursions:** | Mostar Old City  
Koski Mehmed-Pasha Mosque  
Old Bridge Museum  
Zrinjevac Park  
Partizan Cemetery and Memorial |

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<tr>
<th>July 12-14</th>
<th>Sarajevo (Bosnia and Herzegovina) &amp; Belgrade (Serbia)</th>
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<tbody>
<tr>
<td><strong>Final exam</strong></td>
<td></td>
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<tr>
<td><strong>Presentation of final projects</strong></td>
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</table>
**Figure 2:** Study Abroad Types and Levels 
(Engle & Engle 2003)

<table>
<thead>
<tr>
<th>Program Components</th>
<th>Level One: Study Tour</th>
<th>Level Two: Short-Term Study</th>
<th>Level Three: Cross-Cultural Contact Program</th>
<th>Level Four: Cross-Cultural Encounter Program</th>
<th>Level Five: Cross-Cultural Immersion Program</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Duration</strong></td>
<td>Several days to a few weeks</td>
<td>3 to 8 weeks, summer programs</td>
<td>Semester</td>
<td>Semester to academic year</td>
<td>Semester to academic year</td>
</tr>
<tr>
<td><strong>Entry target-language competence</strong></td>
<td>Elementary to intermediate</td>
<td>Elementary to intermediate</td>
<td>Elementary to intermediate</td>
<td>Pre-advanced to advanced</td>
<td>Advanced</td>
</tr>
<tr>
<td><strong>Language used in course work</strong></td>
<td>English</td>
<td>English and target-language</td>
<td>English and target-language</td>
<td>Predominantly target-language</td>
<td>Target-language in all curricular and extracurricular activities</td>
</tr>
<tr>
<td><strong>Academic work context</strong></td>
<td>Home institution faculty</td>
<td>In-house or institute for foreign students</td>
<td>Student group or with other international students</td>
<td>In-house student group</td>
<td>Local norms, partial or complete direct enrollment</td>
</tr>
<tr>
<td><strong>Housing</strong></td>
<td>Collective</td>
<td>Collective and/or home stay</td>
<td>Collective, home stay, home stay rental</td>
<td>Home stay rental or integration home stay</td>
<td>Individual integration home stay</td>
</tr>
<tr>
<td><strong>Provisions for cultural interaction, experiential learning</strong></td>
<td>None</td>
<td>None</td>
<td>None or limited</td>
<td>Optional participation in occasional integration activities</td>
<td>Required regular participation in cultural integration program, extensive direct cultural contact via service learning, week internship</td>
</tr>
<tr>
<td><strong>Guided reflection on cultural experience</strong></td>
<td>None</td>
<td>Orientation program</td>
<td>Orientation program</td>
<td>Orientation program, initial and ongoing</td>
<td>Orientation program, monitoring, on-going orientation or course in cross-cultural perspectives, reflective writing and research</td>
</tr>
</tbody>
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**Figure 3:** Factors in Development of Intercultural Competence and Intercultural Sensitivity 
(Medina-López-Portillo 2015)

**Internal:** student backgrounds, characteristics, and personal circumstances (including student language proficiency prior to departure, student intercultural sensitivity level, previous experience abroad, previous exposure to cultural differences, and academic discipline).

**External (Program):** choices about the experience made by the study abroad office (including length and location of the program, content of study, pre-departure and on-site orientation programs, re-entry activities, the availability of an on-site study abroad faculty director, and internships and service learning opportunities).

**External (Students):** choices made by the students (including housing arrangements, independent travel, and amount of contact with hosts and target language friends).

**Figure 4:** Advantages of “Exported” Study Abroad Programs 
(Goldstein 2015)

- Greater accessibility for students with limited language proficiency or cross-cultural experience.
- Pre-approved curricula that are consistent with the home institution’s academic requirements.
- Programs scheduled to fit the duration and timing of the home campus term.
- Potential for including innovative experiential courses tailored to the needs and interests of study abroad participants.
- A group context that facilitates own-culture learning, as U.S. students work together to process new perspectives on American culture.
- Tuition and fees that are kept within the institution, rather than paid to outside entities.
- Easily accessible mechanism for faculty development.
REFERENCES:


