

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

FIGURE 1: "Balkan Bridges" Program Itinerary

JUNE 17-24	BELGRADE (SERBIA)
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)
JUNE 25-JULY 1	SARAJEVO (BOSNIA AND HERCEGOVINA)
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 Hercegovina Tunnel Museum War Childhood Museum Sarajevo houses of worship Srebrenica (site of 1995 genocide)
JULY 2-8	DUBROVNIK (CROATIA)
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
JULY 9-11	MOSTAR (BOSNIA AND HERCEGOVINA)
Lecture:	"Contested Histories, Shared Commitments: Ottoman Period to Socialist Yugoslavia"
Excursions:	Mostar Old City Koski Mehmed-Pasha Mosque Old Bridge Museum Zrinjevac Park Partizan Cemetery and Memorial
JULY 12-14	SARAJEVO (BOSNIA AND HERCEGOVINA) & BELGRADE (SERBIA)
Final exam	
Presentation of final projects	

FIGURE 2: Study Abroad Types and Levels (Engle & Engle 2003)

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

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.

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