

## 2005/2006 Drew International Seminars

*Virtual tours of the pyramids, Machu Picchu and the Acropolis can be found on the World Wide Web. Restaurants serving Chinese and French cuisine can be found in most American towns. We are surrounded with opportunities to explore the world, yet can we really appreciate all it has to offer without truly understanding the people and places where they live?*

*How does a visit to a health care facility in Harbin teach us about Chinese culture? Why in a modern technological age do artists and scholars seek inspiration in the monuments of Ancient Greece? What could a visit with a Peruvian shaman teach us about conserving our precious resources? How can talking with citizens of Accra help us to better understand our own culture? The Drew International Seminars invite you to meet these people, explore these places and discover how you might learn from them.*

### **What are the Drew International Seminars?**

Experiential learning and multicultural awareness are integral parts of a Drew education. The Drew International Seminars (DIS) are academically rigorous programs designed to provide as many students as possible with the opportunity to undertake an intensive, on-site exploration of a culture other than their own. The seminars combine coursework completed on campus with a three to four week period of on-site study. In keeping with Drew's mission statement, they invite you "to become informed and responsible citizens of a world that is rapidly shrinking and becoming increasingly diverse."

The DIS program is intended primarily for second year students as an introduction to the importance of cross-cultural study and can help meet many of the general education requirements. The DIS emphasizes accessibility and affordability. The off-campus component is offered in January or during the summer so as to not interfere with the curricular requirements of the normal academic year. Participants are charged only for tuition while Drew University covers the cost for travel, room and board.

The DIS program is a key feature in Drew's highly regarded international curriculum. The objectives of this curriculum are to develop your awareness of global issues, improve your fluency in cross-cultural communication, and help you gain a better understanding of yourself and your own culture. Opportunities to meet these objectives include semester-long programs in London, Eritrea, Europe and the United States, summer programs in West Africa and Barcelona, the Drew International Seminars, and the Approved List. By providing a flexible array of programs, Drew encourages your participation in international study.

You are invited to learn more about this world we are all a part of. Whether exploring another culture or learning another language, study abroad will help you to define academic goals, develop personal interests, and come to a better understanding of yourself and your own culture. Please read through the following information to see how a Drew International Seminar can expand your learning opportunities at Drew University.

## Academic Information

The Drew International Seminars encompass a variety of subjects and geographic regions in order to accommodate your interests and academic needs. The topics and locations of the seminars vary from year to year. The following six seminars are scheduled during 2005/2006 academic year:

*Health Care in Chinese Culture and Society*

*Religion and Society: Christianity and Islam in Egypt*

*Provence: Myth and Reality*

*The Politics of Religion, Ethnicity and Urbanization  
in Contemporary West Africa: Ghana and Benin*

*Greek Cultures: Ancient Legacy and Present Reality*

*Conservation Biology in Peru: Conserving Biological Diversity by Combining  
Economic Gain through Ecotourism with Sustainable Practices and Partnership with the Local People*

The seminars enable you to develop and refine your skills in cultural awareness, intercultural adjustment, critical observation, and research - especially your ability to conduct research on-site. You are asked to develop and present a research project and to keep a journal in which you record your cultural observations. You also receive some training in the language and customs of the culture you are visiting.

Each seminar consists of a semester-long **pre-departure course** and related activities, a three to four week **on-site seminar**, and **re-entry activities**. You are required to participate in all of the pre-departure and re-entry activities, which may be held outside of normal class time. The pre-departure course and activities are prerequisites for the on-site seminars and are valued at four credits. You must successfully complete the pre-departure component to participate in on-site activities. The off-campus component and re-entry activities have a combined value of four credits. You receive two separate grades, one for each four credit component. The pass/unsatisfactory option does not apply to the pre-departure or on-site courses. The individual seminars and pre-departure courses are fully described on the following pages.

## Cost

As mentioned earlier, one objective of this program is to encourage your participation by keeping the cost of the off-campus component as affordable as possible. To achieve this objective, the University covers the cost of your travel, room and board. You are responsible for the tuition cost for the four credit off-campus/re-entry component. The cost of tuition for next year has been set at **\$1,900** for 4 credits.

Other costs for which you are responsible include your passport, internationally valid health insurance, medical evacuation and repatriation insurance, immunizations and any other travel documents (such as visas) which may be necessary. There is also a \$25 summer course fee for the May DIS programs. You should also plan to take some spending money along to pay for personal items (snacks, souvenirs, laundry, entertainment, etc.). The cost of travel documents, insurance and vaccinations will vary from seminar to seminar, from as little as \$65 to as much as \$400. In addition, the amount of spending money needed will vary from country to country. Please ask the seminar faculty for more detailed information about these expenses.

## Scholarships

The Drew International Seminars program is highly subsidized by the University. Students pay only for the cost of tuition, while travel, room and board are paid for by Drew. However, in an effort to make this program affordable, limited financial assistance is available to help defray the additional costs associated with this program. Scholarships are awarded based on financial need and are applied as a credit towards the cost of the

program. Application forms are available from the International and Off-Campus Programs Office, BC 115, and must be completed and returned by April 15, 2005. The scholarship recipients will be announced in June.

### **How to Apply**

The application process for the 2005/2006 Drew International Seminars will take place only during the spring semester of 2005. A schedule of important dates is attached.

Students who entered Drew, either as first year or transfer students, in 2004/2005 are encouraged to apply to the DIS program and will be given priority in the selection process. Upper-class students may also apply, but will be placed on a space available basis, with upper-class students who have not already participated in a DIS given priority. You should understand that the application process is competitive; hence, admission to the program cannot be guaranteed for any student.

Eligible applicants must be in good academic and disciplinary standing on the date of application, and must remain so from placement through participation. Faculty will select participants from the pool of eligible applicants. Applicants who are on academic or disciplinary probation at the time of the selection process will not be placed into the program but, may be put on a seminar's wait-list. If you are removed from probation prior to the start of the pre-departure course and if space is available, you may be admitted at that time.

Before applying, there are two questions you should consider. First, prior to participating in a study abroad program, think about your academic plans and how this program will fit in with that structure. Your advisor will be helpful in this process. Secondly, while the off-campus component of the DIS will be an exciting experience, it may also be physically and emotionally demanding. It is important that you make an informed decision regarding your ability to participate fully in the seminar. With this in mind, you should contact the faculty leader or the Director of IOCP at some point well in advance of departure if you have a pre-existing medical or psychological condition which may be affected by your participation in the seminar. All selected students will be required to provide a physician's authorization form in order to participate in the on-site portion of the program.

If, after reading through this document, you decide that you would like to apply, we invite you to complete the enclosed application materials and return them to the International and Off-Campus Programs Office in Brothers College 115. You may apply for as many as three seminars, ranking them in order of your preference. ***Indicating three preferences will increase your chances of being placed in a DIS seminar.*** Applicants are required to submit the student application form, an essay for each seminar to which you are applying, and one faculty recommendation. Completed application materials, including the faculty recommendation form, must be received **no later than 5 pm on Monday, February 21**. Late applications will not be accepted.

### **Student Selection Process**

One hundred twenty students will be chosen to participate in the 2005/2006 DIS program. Seminar leaders will review the application materials and select participants. Important selection criteria include academic merit, students' maturity and flexibility, the relevance of the seminar to the students' academic goals, his or her interest in and commitment to the seminar as demonstrated by the essay, and the faculty recommendation. Some of the faculty leaders may invite you to an interview as part of the application review process.

You will be notified of your status through campus mail on **Monday, April 4**. If you are selected, you must confirm your intent to participate by paying a \$300 non-refundable deposit by Monday, April 18, 2005. A second non-refundable payment of \$200 will be due 1 week prior to the end of the add/drop period for the pre-departure class in which participants must enroll. Students placed on wait-lists will be slotted into seminars only if openings become available. Students may be selected off the waitlist up until the end of the drop/add

period for the specified pre-departure course, or in some cases, after the drop/add period if they are already enrolled in the appropriate pre-departure course and are fully participating in all orientation activities. The final payment of \$1400 will be due one month prior to departure.

### **Conclusion**

The six seminars are described fully in the following pages. In addition, an information meeting has been scheduled for **Wednesday, February 2, 2005 at 7:00 pm in UC 107**. During this meeting, the faculty will present further details on the scheduled seminars. This will be an opportunity for you to ask questions about the seminars and the countries which will be visited. If you are interested in participating in a DIS, you are encouraged to attend this meeting.

We hope the information about this exciting program is helpful. If you have further questions, please do not hesitate to call the International and Off-Campus Programs staff at 973-408-3438, stop by the office located in Brother College room 115, or contact the faculty leaders listed on the next page.

### Important Dates to Remember

- Wednesday, February 2      Information Meeting at 7 pm in UC 107  
Bring these materials, a pen and your questions
- Monday, February 21      DIS Applications due in BC 115 by 5 pm
- Monday, March 29      Students notified of status via campus mail
- Monday, April 4      CLA 2003 fall semester pre-registration begins  
January DIS participants enroll in pre-departure course
- Friday, April 15      International and Off-Campus Programs Scholarship Applications  
Due in BC 115 by 5 pm
- Monday, April 18      Participating students confirm intent to participate with \$300 non-refundable  
deposit
- Monday, September 5      Second non-refundable payment of \$200 due for January participants
- Friday, January 27, 2006      Second non-refundable payment of \$200 due for summer participants

### Seminar Leaders

<b>Seminar</b>	<b>Faculty</b>	<b>Department</b>	<b>Extension</b>
China	Afe Mascio	Biology	x 3351
	Bai Di	Chinese	x 3427
Egypt	Chris Taylor	Religion	x 3641
	Obiri Addo	African Studies	x 3173
France	Marie-Christine Masse	French	x 3713
	Marie-Pascale Pieretti	French	x 3506
Ghana	Kesha Moore	Sociology	x 3170
	Obiri Addo	African Studies	x 3173
Greece	John Lenz	Classics	x 3275
	Robert Ready	English	x 3302
Peru	Patrick Dolan	Psychology	x 3558
	Tammy Windfelder	Biology	x 3057

## HEALTH CARE IN CHINESE CULTURE AND SOCIETY

Beijing and Harbin

Afeworki A. Mascio, Professor of Biology  
Bai Di, Assistant Professor of Chinese

*The provision of adequate health care is essential to quality of life, productivity, and human development. But health services tend to be expensive and this is a major challenge to developed and developing countries alike. Historically, the Chinese have always practiced holistic medicine and their approach to health care has very much evolved along with their culture and politics. And to a large extent, China has succeeded in integrating many of its traditional practices with modern medicine, the importance of which has not escaped health providers in the developing world. Traditional medicine is at the heart of Chinese culture and civilization, and the development of a holistic health care system and its practice in China are seen by many as one of the most successful human endeavors. This Drew International Seminar will provide students with the opportunity to observe and study health care in a cultural and environmental setting that is quite different from that of the United States.*

### **Pre-Departure Course**

**Spring 2006**

*CHIN 40/Selected Topics in Chinese Culture.* The course will provide background in Chinese history and culture, the cross-cultural study of medical systems and development issues, and the basics of Chinese language. Some class time will be devoted to discussing travel overseas, matters of personal conduct and health, contemporary Chinese politics, and cross-cultural issues relevant to our seminar. Students will carefully develop individual or group research projects and plan how to further investigate these projects while in China.

### **On-Site Seminar**

**May/June 2006**

Our first stop will be Beijing, the capital and the political, economic, and cultural center of China. Students will visit important cultural and historical sites in the city and the environs. Two guest lectures on Chinese history and society are planned. After seven days stay in Beijing, we will proceed by train to Harbin in Heilongjiang Province. Harbin is the site where the main theme of this DIS is explored. Supported by visits to health care facilities, several guest speakers will address health care systems with special emphasis on the philosophy and practice of Chinese medicine as well as the overall status of public health infrastructure and family health. In Harbin, students will have ample opportunities to converse with their counterparts at Chinese universities.

### **Re-Entry Activities**

**Fall 2006**

After returning to Drew, students are expected to complete a formal paper on their research projects. A final presentation of the research followed by a social gathering will conclude the program.

### **Living in China**

Beijing and Harbin are both large metropolitan, modern cities. In the cities, we will be housed in three-star hotels, comparable to the ones here in the States, and will travel to rural areas from time to time. Students should be willing to experience and explore different kinds of food and social customs in China.

### **Special Considerations**

All participants are required to possess an up-to-date passport and purchase an International Student Identity Card, which provides required insurance. Students with citizenship other than U.S. should consult the Chinese consulate for additional entry requirements. Vaccine and other health-related recommendations by the CDC will be distributed by the Drew University Health Service. Vegetarians can be accommodated. Students with severely restricted diets or other special medical needs are urged to speak to the faculty leaders.

## RELIGION & SOCIETY: CHRISTIANITY AND ISLAM IN EGYPT

Cairo, Alexandria,  
Sinai, Luxor and Aswan

Dr. Obiri Addo, Assistant Professor of African-American/African Studies  
Professor Christopher S. Taylor, Professor of Religious Studies

*Egypt is an overwhelmingly Muslim country. However, before the rise of Islam, Egypt was Christian. And still today somewhere between 3 and 6 million Egyptians remain Christian. Regardless of whether they're Muslim or Christian, religion plays a much more central role in the daily life of most Egyptians than it does in the lives of most Americans. Through this seminar you will gain a much deeper understanding of the multi-faceted role that religion continues to play in most societies around the world. Through interacting with both Muslim and Christian Egyptians you will come to appreciate both the tensions and the many positive things that define their common life. Because Egypt has itself played a vital role in the history of both Christianity and Islam, you will also visit many sites central to the formation of both religions. For example, you will see where Christian monasticism was born and visit the greatest center of higher learning in the Islamic world as well as the oldest university in continuous operation, al-Azhar University. Some places you visit are sacred to both religions, like Mt. Sinai, where Moses is believed to have received the Ten Commandments. Finally, you will also see the pyramids and other major monuments of the Pharaohs, who figure so prominently in both the Bible and the Qur'an.*

### Pre-Departure Course

**Fall 2005**

*AFAM 170/Selected Topics: Christianity and Islam in Africa or REL 48/Religion and Society in Modern Egypt.* These two courses, which will meet and be taught concurrently, will not only provide you with a firm introduction to both religions, but will also train you how to function appropriately and effectively in a multi-confessional and traditionally religious society like Egypt. You will learn basic survival Arabic and begin work on your research projects.

### On-Site Seminar

**January 2006**

We begin in Egypt's bustling capital of Cairo, where we will meet with both Muslim and Christian Egyptians from many walks of life. We will also meet with Egyptian academic experts who deal with various aspects of religion and society in modern Egypt. As we visit major historical sites we will learn the significance of those places in the history of either or both religions. We will attend worship services at both mosques and churches. After our first week in Cairo we will travel to Alexandria, Egypt's great port city on the Mediterranean, and from there to the Sinai Peninsula, where we will climb Mt. Sinai. After a brief return to Cairo, the seminar will move to Upper Egypt, where we will continue our study of contemporary religion in Egypt while exploring some of the great monuments of Egypt's Pharaonic past. In addition to our group meetings and site visits, students will continue to work on their research projects.

### Re-Entry Activities

**Spring, 2006**

Upon our return, we complete our research projects and make brief formal public presentations of our main findings to the Drew community.

### Living in Egypt

While we are in Egypt we will be housed in either double rooms or dormitory style facilities depending on our location. The weather will be dry, but the temperature will vary greatly, from the mid-60s in Cairo to the low 30s in Sinai, to the mid-80s in Upper Egypt. The sun will be intense and participants should take precautions to protect their skin.

### Special Considerations

All participants are required to possess an up-to-date passport and purchase an International Student Identity Card, which provides required insurance. Students with citizenship other than U.S. should consult the Egyptian consulate for additional entry requirements. Vaccine and other health-related recommendations by the CDC will be distributed by the Drew University Health Service. Although there was a history of terrorist attacks against tourists in Egypt between 1993-97, those attacks seem to have ceased. DIS programs have been conducted in Egypt safely in 2000, 2001, and 2004. We will continue to monitor political developments closely and observe any U.S. State Department warnings about travel to or in Egypt.

## PROVENCE: MYTH AND REALITY

Cannes, Aix-en-Provence, Arles

Marie-Pascale Pieretti, Associate Professor of French  
Marie-Christine Massé, Assistant Professor of French

*Provence is a region of outstanding beauty that has exercised a fascination for outsiders since earliest times, from Van Gogh to Hemingway, and more recently Peter Mayle. All have in their own way created a romanticized land of lavender fields and brilliantly lit hill villages. Today, Provence has become a cultural icon or myth in the American mind. This region, however, is much more complex: as a crossroads of the Mediterranean and a true melting pot of diverse cultures, it is learning to deal with complex issues arising from geopolitical and economic pressures from the European Union, immigration and globalization. This intensive French language seminar invites students to explore this region, and to experience first-hand its thriving cultural life while actively gaining a more profound understanding of its geopolitical and economic reality.*

### **Pre-Departure Course**

**Spring 2006**

You may select any course taught in French, level 30 or higher as preparation for your participation in this seminar. In addition, biweekly meetings with the instructors of this seminar will introduce you to readings on Provence, its history and contemporary reality as a political, economic and multicultural crossroads, on its pictorial tradition, and on the importance of Cannes' International Film Festival. These meetings will be supplemented by exploring Internet resources and discussing readings and other relevant information in online discussion groups. In addition, these sessions will also provide cross-cultural training and practical preparation for our trip.

### **On-Site Seminar**

**May 2006**

We will start our trip with 3 days in Cannes where you will get a chance to participate in the world famous International Film Festival. Most of our stay will be in Aix-en-Provence with classes and meetings with the seminar instructors, and trips scheduled to Arles where you will have a choice to participate in workshops in theater, dance, photography, or pottery, depending on your interests. There will be group visits, language classes and opportunities to meet with artists, professors, writers and French students in Aix-en-Provence. Excursions include trips to Marseille with a boatride to the Callanques, Gordes, Avignon, and the Antique theater in Orange among others. Finally, you will further delve into French life and improve your cultural and linguistic proficiency through a homestay in Aix-en-Provence. The stay will end with two days of visit in Paris.

### **Re-Entry Activities**

**Fall 2006**

Upon our return to Drew, we will meet to discuss our shared experiences. Students will also finish their research projects for a final presentation.

### **Living in Provence**

To enhance your linguistic proficiency and your cultural understanding of French life, you will live with carefully selected French families in central Aix-en-Provence. Breakfast and most evening meals are taken with these families. Most families have hosted American students before and are prepared to make you feel at home, while respecting your independence. There may be, however, family norms and customs to which you must adapt. You are expected to be a part of that family, showing courtesy to an interest in all members of your host family. Above all, realize that this experience offers you the best opportunity to "step inside" French life.

### **Special Considerations**

All participants are required to possess an up-to-date passport and purchase an International Student Identity Card, which provides required insurance. Students with citizenship other than in the US should contact the French Consulate for any additional entry requirements. Vaccine and other health-related recommendations by the CDC will be distributed by the Drew University Health Service. Our activities in Provence will require moderate amounts of walking; plan accordingly. Vegetarians can be accommodated but students with severely restricted diets or other special medical needs are urged to speak to the faculty leaders.

## THE POLITICS OF RELIGION, ETHNICITY AND URBANIZATION IN CONTEMPORARY WEST AFRICA: GHANA AND BENIN

Accra, Ghana  
Contonou, Benin

Dr. E. Obiri Addo, Assistant Professor of African-American/African Studies  
Dr. Keshia S. Moore, Assistant Professor of Sociology

*Using Ghana and Benin as specimen of contemporary West African societies, this Drew International Seminar offers an interdisciplinary course in religion, comparative politics and urban sociology. We begin by approaching the subject of ethnicity and recognizing this as a construct used to create identities within the social and historical context of society. We will focus on the historical origins of religious, ethnic and political identities in modern West Africans. Using the historical origins and contemporary identity of representative ethnic groups such as the Fon, Yoruba (Nagot), Bariba, Betamarive and Fula of Benin, and Ga-Adangbe, Asante, Fanti, Ewe, Gonja, Dagbons and Brong-Ahafo of Ghana, we will assess the roles of the three major religious traditions (Indigenous/Traditional religions, Christianity and Islam) on contemporary social, political and economic lives of West Africans and the implications for urbanization, as major cities in West Africa continue to utilize ethnic identities.*

### Pre-Departure Course

Spring 2006

AFAM 170/Selected Topics in Pan-African Studies/SOC 131/Contemporary Issues in Sociology/REL 133/Selected Topics in Religious Studies. This course will provide a foundation to the histories and cultures of West African societies. It will also enable students to understand the dynamics of cultural entry and exit by learning what it means to be a “good guest” outside one’s cultural comfort zone. Work will begin on research projects which will be conducted in West Africa.

### On-Site Seminar

May 2006

We will begin in Ghana’s capital city, Accra, where experts for the University of Ghana, Legon, will address aspects of contemporary West African life and thought. After a few days stay in Accra, we will travel by air conditioned coach to Contonou, the Benin capital. Here, leading academics from the National University will head discussions on topics specific to Benin. We will visit historic sites such as Porto Novo, Grand Popo and Quidah, the original home of most Haitians and the historical origin of *Vodou*. After our travels in Benin, we return to Accra and prepare for our tour of Ghana. Kumasi, the capital of the ancient Asante kingdom and the second largest city of modern Ghana is our base for a one week stay with carefully selected host families. These stays will enable students to learn how contemporary Ghanaians organize their daily lives. Finally, we return to Accra for reflection and preparation to re-enter the United States. In addition to group meetings and site visits students keep academic journals and continue work on their research project.

### Re-Entry Activities

Fall 2006

Upon return to campus in September, students will be required to attend an *Akwaaba (welcome)* ceremony organized by Pan-African Studies and Kuumba in early September. There will be formal presentations of research findings to the Drew community as well as selected classes.

### Living in Ghana

While we are in Ghana, we live in comfortable hotels and guest houses, as well as with carefully selected host families. Local university students will also work with seminar leaders and help serve as chaperones for participants. May-June is the rainy season in Ghana and the weather ranges from 60 – 80 degrees depending on the location.

### Special Considerations

All participants are required to possess an up-to-date passport and purchase an International Student Identity Card, which provides required insurance. Students with citizenship other than U.S. should consult the Ghanaian consulate for additional entry requirements. Vaccine and other health-related recommendations by the CDC will be distributed by the Drew University Health Service.

## GREEK CULTURES: ANCIENT LEGACY AND PRESENT REALITY

Athens, Mycenae, Sparta,  
Olympia, Delphi, Crete

John Lenz, Associate Professor of Classics  
Robert Ready, Professor of English

*If you look at the names of most departments and majors in a university, you might notice that many are derived from Ancient Greek, and that's no accident. Greece defined, for subsequent generations, wide-ranging human inquiry into many fields. Placed between Europe and the East, Ancient Greece drew from the Near East. Never fully "European," yet it defined the boundary of Europe and Asia that we still use, and came to be seen as the builder of Western Civilization. Greece has inspired poets, politicians, visionaries and archaeologists with spiritual and cultural ideals. Its influence can be seen in religion too; we see the move from Delphic oracle and Parthenon to Christianity. On this Drew International Seminar we ask, what is the legacy of Ancient Greece for Modern Greece and the West? What realities and ideals do we seek in Greece? What other forces shape Greece today? Ancient and Modern Greece each consists of many varied cultures in a rich historical mosaic, always modernizing while still feeling the pull of tradition.*

### Pre-Departure Course

Fall 2005

*CL 28/Topics from the Classical World: Greek Cultures and their Legacy.* Co-taught by Professors Lenz and Ready, we will study the major cultures of Greek civilization over time, comparing them with each other and with the present. We will consider their physical layout, social structure, and values as reflected in the remains, both physical and literary, of the main periods. We study the palace-civilization of the Bronze Age (the "age of heroes"); the Classical city-state (*polis*) and the ideal of the citizen, including Athenian democracy as both model and "antimodel" for the U.S. system; Greek temples and religion; the panhellenic cultural and religious centers of Olympia and Delphi; Christianity in Greece and the East/West split; poetry from and about Greece; the legacy of Ancient Greece for Modern Greece and the West. We will also begin to learn more about Modern Greece.

### On-Site Seminar

January 2006

While in Greece, we will visit the ancient sites we have studied while bringing the story of Greek civilization up-to-date in the contemporary world. We explore rich and influential layers of history: Bronze Age palace (such as Knossos and Mycenae), Classical Athens, medieval Byzantine sites and churches, and the modern countryside and nation-state. All live on and contribute to the present, through both material culture and ideals conveyed in words and images, literature and art. We consider the meaning of the past for the present and future. We learn the contribution of ancient Greece to Modern Greece and the West, engaging in a three way comparison of similarities and differences. What is the place of Greece in the world today, as a member of the European Union with a love-hate relationship with the U.S.? During this time, we also gather research for our final projects and maintain a journal of our experiences.

### Re-Entry Activities

Spring 2006

Upon our return to Drew, we will complete our research projects based on what was learned in Greece. We will write our final journal entries and meet to discuss our shared experiences.

### Living in Greece

Student participants should be receptive to the host culture, including eating the local food and resisting unfavorable comparisons with what we are familiar with. We should be prepared for daily activities including rising early, some hiking and much walking. We will be housed in comfortable facilities but will be on the move regularly. Information about Greece can be seen on our WWW site [www.users.drew.edu/~jlenz/greece.html](http://www.users.drew.edu/~jlenz/greece.html)

### Special Considerations

All participants are required to possess an up-to-date passport and purchase an International Student Identity Card, which provides required insurance. Students with citizenship other than U.S. should consult the Greek consulate for additional entry requirements. Vaccine and other health-related recommendations by the CDC will be distributed by the Drew University Health Service.

# CONSERVATION BIOLOGY IN PERÚ: CONSERVING BIOLOGICAL DIVERSITY BY COMBINING ECONOMIC GAIN THROUGH ECOTOURISM WITH SUSTAINABLE PRACTICES AND PARTNERSHIP WITH THE LOCAL PEOPLE

Lima, Cuzco, and Tambopata (Amazonia)

Tammy Windfelder, Assistant Professor of Biology  
Patrick Dolan, Assistant Professor of Psychology

*Conservation biology is a relatively new, rapidly growing field that emerged as the calamitous decline in biodiversity was recognized in the 1970s. Unfortunately, many of the remaining "hot spots" of biodiversity in our world are located in areas where developing nations do not have adequate resources to devote to the conservation of biodiversity. The country of Perú is home to incredible species diversity from its productive marine coast, to the Andes highlands, to the vast tracts of rich tropical rainforest that compose part of the Amazon Basin. Our Drew International Seminar will explore the challenges of conservation biology in Perú, examining the role of ecotourism and the attempt to combine economic gain with sustainable practices. Also, we will examine a case of partnership with the local people, in recognition of the fact that any effort to conserve biological diversity must be balanced with the economic and social needs of the country.*

## **Pre-Departure Course**

**Spring 2006**

BIOL 192/Topics in Biology. Conservation Biology in Perú: A Case Study in Experiential Learning. Conducted by Professors Windfelder and Dolan, we will begin with an examination of conserving biological diversity in Perú, focusing on topics such as the flora and fauna of Perú, assessment of biodiversity, and the biological principles and theories regarding tropical biodiversity. Another part of the pre-departure course will be devoted to the geography, climate, history, language, economics, industry/trade, and culture of Perú to prepare students for their international travel. Finally, we will explore the role of indigenous people as stewards of biological diversity and critically examine the difficulties of balancing conservation biology with competing economic and social needs, focusing specifically on this challenge in Perú.

## **On-Site Seminar**

**May 2006**

While in Peru, we will start our visit in Lima, where we will meet with students studying conservation biology as well as representatives from two Peruvian NGOs focused on conservation. In Cuzco, we will visit a number of nearby archaeological sites, including Machu Picchu where we learn about the Inca Empire and investigate the sometimes conflicting pressures of conservation and economic gain. Finally, we will travel to the Amazon Basin, where we will examine one company's aim to combine the conservation of biological diversity with sustainable practices, economic gain through ecotourism, and partnership with a local community. We will explore the advantages and disadvantages of ecotourism as a way of balancing conservation and human economic needs. An often cited reason for conserving biodiversity is the possible medicinal benefits awaiting discovery in the jungle. A trip to a local ethnobotanical center will allow students to talk to a shaman and learn about the medicinal uses of local plants. Finally, at the Tambopata Research Center, students will conduct research projects focused on some aspect of conservation biology.

## **Re-Entry Activities**

**Fall 2006**

Upon our return to Drew in the fall, we will meet to discuss our shared experiences. There will be a final poster presentation during which participants will share their experiences with the Drew community.

## **Living in Perú**

Participants should be willing to do without some of the conveniences of American life and be prepared for some hiking in order to reach various archaeological ruins around Cuzco and sites within the Amazon. We will be housed in hotels and guest houses in Lima and Cuzco, and open-walled lodges in the jungle. There will be no hot water at some sites. A variety of conditions will be encountered as we travel from the coast to Cuzco (high-altitude, cold) to the rainforest (wet, warm).

## **Special Considerations**

All participants are required to possess an up-to-date passport and purchase an International Student Identity Card, which provides required insurance. Students with citizenship other than U.S. should consult the Peruvian consulate for additional entry requirements. Vaccine and other health-related recommendations by the CDC will be distributed by the Drew University Health Service. Vegetarians can be accommodated, but students with severely restricted diets or other special medical needs are urged to speak to the faculty leaders.

## PRE-DEPARTURE COURSE DESCRIPTIONS

Listed below are descriptions of the pre-departure courses for the Drew International Seminars offered in 2005/2006. As mentioned earlier, these seminars can serve as important components of the general education requirements. Depending on your particular circumstances, the following courses might be used to meet the language competence or language in context requirements, a breadth requirement, or to count toward a related minor. For further information about the general education requirements, refer to the Drew University College of Liberal Arts Catalogue or see your advisor or the faculty member who directs the minor.

### **China**

#### CHIN 40/Selected Topics in Chinese Culture

Course topics will address the theme of this Drew International Seminar.

### **Egypt**

#### AFAM 170/Selected Topics in Pan-African Studies

Course topics will address the theme of this Drew International Seminar.

#### REL 48/Religion and Society in Modern Egypt

An interdisciplinary examination of the role and place of religion in modern Egyptian society. Examines issues such as the impact of religion on the family, on politics, on education, and on various aspects of contemporary Egyptian intellectual and cultural life. Employs literature and film, as well as historical, sociological, anthropological, political science and religious studies approaches to the study of religion. Focuses on comparing and contrasting Muslim and Christian experiences.

### **France**

You may enroll in any course given in French, level 30 or higher during the fall semester. FREN 30 is open to students who have completed 8 credits of college level French (FREN 20) or the equivalent.

### **Ghana**

#### AFAM 170/Selected Topics in Pan-African Studies

Course topics will address the theme of this Drew International Seminar.

#### SOC 131/Contemporary Issues in Sociology

Course topics will address the theme of this Drew International Seminar.

#### REL 133/Selected Topics in Religious Studies

Course topics will address the theme of this Drew International Seminar.

### **Greece**

#### CL 28/Topics from the Classical World

Study of selected topics from Greek and Roman civilization, literature and archaeology. Topics change from year to year and include the Trojan War; the Golden Age of Athens; Rome of Caesar and Augustus; sport and spectacle in Greece and Rome; Alexander the Great; classics and computers; classics in cinema; Greek and Latin roots of English.

### **Peru**

#### BIOL 192/Topics in Biology

Course topics will address the theme of this Drew International Seminar.