

To:
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PROPOSAL: Mediterranean Food Studies (Italy, Greece, Spain, and Morocco)

Faculty/Staff:

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Full title of class(es) taught overseas: Mediterranean Food Studies

A: Basic Description of the program:

1. Briefly describe the proposed program and its location. Provide a program mission statement.

The Mediterranean Sea functions as a historical center. Food products and practices, as well as ways of thinking and living, traversed the water. Trade crisscrossed the sea long before Greek, Roman and Egyptian Empires and it also played a central part in their histories. The food culture resultant of this exchange has led to a Unesco denomination in 2013 as an Intangible Cultural Heritage of Humanity (<https://ich.unesco.org/en/R1/mediterranean-diet-00884>). Unesco defines this as:

“A set of skills, knowledge, rituals, symbols and traditions concerning crops, harvesting, fishing, animal husbandry, conservation, processing, cooking, and particularly the sharing and consumption of food. Eating together is the foundation of the cultural identity and continuity of communities throughout the Mediterranean basin. It is a moment of social exchange and communication, an affirmation and renewal of family, group or community identity. The Mediterranean diet emphasizes values of hospitality, neighbourliness, intercultural dialogue and creativity, and a way of life guided by respect for diversity. It plays a vital role in cultural spaces, festivals and celebrations, bringing together people of all ages, conditions and social classes. It includes the craftsmanship and production of traditional receptacles for the transport, preservation

and consumption of food, including ceramic plates and glasses. Women play an important role in transmitting knowledge of the Mediterranean diet: they safeguard its techniques, respect seasonal rhythms and festive events, and transmit the values of the element to new generations. Markets also play a key role as spaces for cultivating and transmitting the Mediterranean diet during the daily practice of exchange, agreement and mutual respect.”

The routes of Mediterranean exchange have left an indelible mark on its cultures. The purpose of this class will be to investigate how food cultures based on the Mediterranean systems have propagated and grown to serve as cultural identifiers in the unique lands that form this region.

Commonly, when people refer to the Mediterranean region they may think of Italy and perhaps southern France and neglect the contributions of nations. At the very least, the interpretation is likely to be Eurocentric. However, UNESCO includes Cyprus, Croatia, Spain, Greece, Italy, Morocco, and Portugal as places benefitting from the heritage of humanity related to the Mediterranean diet. I want to ensure that students understand that this was a 2 way exchange between Africa and Europe and that much of the flow of goods and knowledge occurred from African into Europe. Thus, students will travel throughout the region, both north and south, east and west, including Morocco, Greece, Italy, and Spain to compare and contrast the manifestations of this diet and life in these regions.

Mission Statement (Course Outcomes):

COURSE OUTCOMES	IUE CAMPUS OUTCOMES
1. Students will exhibit increased intercultural sensitivity via course material and study abroad.	1.Communicate clearly and effectively in written and oral forms (Course outcome 3).
2. Students will create dishes based on cultural customs in diverse Mediterranean locations.	2. Access, use, and critically evaluate a variety of relevant information sources. (Course outcomes 2, 3, 4)
3. Students will explain the principles of the Mediterranean diet and its impact on the histories, economies, environments and cultures of Western Europe, Eastern Europe, and Northern Africa.	3.Apply principles of inquiry to define and analyze complex problems through reasoning and discovery. (Course outcomes 3, 4)
4. Students will conduct ethnographic research projects that require them to devise a research plan, collect data, assess the data, and assimilate it into a final research product.	4.Demonstrate the ability to relate within a multicultural and digitally connected world. (Course outcomes 1, 3)
	5.Demonstrate a deep understanding of a field of study. (Course outcome 4)

2.At what academic institution abroad will the program take place, if any?

NA

3. Sponsoring academic units at Indiana University

IUE School of Humanities and Social Sciences and the Honors Program

4. Co-sponsoring U.S. institutions or organizations, if any

NA

5. Dates of the program and frequency of repetition [Note: IU policy discourages program overlap with regular home campus classes that result in students missing classes.]

Location(s): Puglia, Italy, Greece, Spain, Morocco.

Tentative travels dates: Late April into May (approximately 14 days, 12 on site) (between April 27-May 14)

6. Estimated number of participants; minimum and maximum numbers that program can accommodate:

Minimum # of participants: 5, Maximum # of participants: 10

B. Rationale

1. What is the academic rationale for conducting this program overseas?

With the ground-breaking text outlined below, the above course outcomes, and my experience in study abroad, this program is highly feasible. A rigorous, high impact experience abroad will be ensured by the fact the program also aligns with my research expertise. The vast of experience of Artisans of Taste in educating travelers on the region's food culture will promote a quality educational environment. Finally, the trans-Mediterranean perspective is unique among study abroad programs.

Academic quality and feasibility of the program

Text: *"Food: A Culinary History."* Edited by Jean-Louis Flandrin and Massimo Montanari. Translated by Albert Sonnenfeld

This pivotal text is comprised of 7 chronological sections and 40 chapters. The majority, if not all, of these chapters will be included in course readings. They are titled as follows:

One: Prehistory and Early Civilizations

Introduction: The Humanization of Eating Behaviors, by Jean-Louis Flandrin

1. Feeding Strategies in Prehistoric Times, by Catherine Perles
2. The Social Function of Banquets in the Earliest Civilizations, by Francis Joannes
3. Food Culture in Ancient Egypt, by Edda Bresciani
4. Biblical Reasons: The Dietary Rules of the Ancient Hebrews, by Jean Soler
5. The Phoenicians and the Carthaginians: The Early Mediterranean Diet, by Antonella Spano Giammellaro

Two: The Classical World

Introduction: Food Systems and Models of Civilization, by Massimo Montanari

6. Urban and Rural Diets in Greece, by Marie-Claire Amouretti
7. Greek Meals: A Civic Ritual, by Pauline Schmitt-Pantel
8. The Culture of the Symposium, by Massimo Vetta
9. The Diet of the Etruscans, by Giuseppe Sassatelli
10. The Grammar of Roman Dining, by Florence Dupont
11. The Broad Bean and the Moray: Social Hierarchies and Food in Rome, by Mireille Corbier

12. Diet and Medicine in the Ancient World, by Innocenzo Mazzini
13. The Food of Others, by Oddone Longo

Three: From the Late Classical Period to the Early Middle Ages (Fifth--Tenth Centuries)

Introduction: Romans, Barbarians, Christians--The Dawn of European Food Culture, by Massimo Montanari

14. Production Structures and Food Systems in the Early Middle Ages, by Massimo Montanari
15. Peasants, Warriors, Priests: Images of Society and Styles of Diet, by Massimo Montanari

Four: Westerners and Others

Introduction: Food Models and Cultural Identity, by Massimo Montanari

16. Christians of the East: Rules and Realities of the Byzantine Diet, by Ewald Kislinger
17. Arab Cooking and Its Contribution to European Culture, by Bernard Rosenberger
18. Mediterranean Jewish Diet and Traditions in the Middle Ages, by Miguel-Angel Motis Dolader

Five: The Late Middle Ages (Eleventh--Fourteenth Centuries)

Introduction: Toward a New Dietary Balance, by Massimo Montanari

19. Society, Food, and Feudalism, by Antoni Riera-Melis
20. Self-Sufficiency and the Market: Rural and Urban Diet in the Middle Ages, by Alfio Cortonesi
21. Food Trades, by Francoise Desportes
22. The Origins of Public Hostelry in Europe, by Hans Conrad Peyer
23. Medieval Cooking, by Bruno Laurioux
24. Food and Social Classes in Late Medieval and Renaissance Italy, by Allen J. Grieco
25. Seasoning, Cooking, and Dietetics in the Late Middle Ages, by Jean-Louis Flandrin
26. "Mind Your Manners": Etiquette at the Table, by Daniela Romagnoli
27. From Hearth to Table: Late Medieval Cooking Equipment, by Francoise Piponnier

Six: The Europe of Nation-States (Fifteenth--Eighteenth Centuries)

Introduction: The Early Modern Period, by Jean-Louis Flandrin

28. Growing without Knowing Why: Production, Demographics, and Diet, by Michel Morineau
29. Colonial Beverages and the Consumption of Sugar, by Alain Huetz de Lemp
30. Printing the Kitchen: French Cookbooks, 1480--1800, by Philip Hyman and Mary Hyman
31. Dietary Choices and Culinary Technique, 1500--1800, by Jean-Louis Flandrin
32. From Dietetics to Gastronomy: The Liberation of the Gourmet, by Jean-Louis Flandrin

Seven: The Contemporary Period (Nineteenth and Twentieth Centuries)

Introduction: From Industrial Revolution to Industrial Food, by Jean-Louis Flandrin

33. The Transformation of the European Diet, by Hans Jurgen Teuteberg and Jean-Louis Flandrin
34. The Invasion of Foreign Foods, by Yves Pehaut
35. The Rise of the Restaurant, by Jean-Robert Pitte
36. The Food Industry and New Preservation Techniques, by Giorgio Pedrocchi
37. The Taste for Canned and Preserved Food, by Alberto Capatti
38. The Emergence of Regional Cuisines, by Julia Csargo
39. The Perils of Abundance: Food, Health, and Morality in American History, by Harry A. Levenstein
40. The "McDonaldization" of Culture, by Claude Fischler

Conclusion: Today and Tomorrow, by Jean-Louis Flandrin and Massimo Montanari

2. Is there any conflict or overlap with existing IU programs overseas?

No. The program is unique in its offerings, content, and array of sites.

3. What evidence is there of IU student demand/need for this program?

Honors students currently do not have options to gain honors credit for overseas experiences. This course will fulfill that desire for many as well as appeal to the general student population because of increased interest in food studies.

4. Explain how the site was chosen and evaluated.

The sites were chosen based on the UNESCO designation above. Further, thanks to an IU Overseas Study Grant, I was able to travel and connect with various service providers in the different sites. This allowed me to tailor firsthand the best activities for the students.

C. Eligibility

1. Academic requirements (minimum GPA, prerequisites, class standing, language level) [Note: IU policy prohibits participation of students on academic or disciplinary probation]

Minimum GPA: 2.75

Prerequisites: none

Class standing: open

Language level: No proficiency in another language is required for the trip.

Nevertheless, students will engage in short courses on survival Spanish, Italian, Greek, and French before departure.

2. Open to students from all IU schools and/or campuses? Students outside IU? [Note: It is not common to open IU programs to outside students due to the complex logistical issues.]

It is open to any student registered for the class. Students from all IU campuses can attend. But IUE financial aid will only apply to IUE students.

D. Orientation Programming

1. Describe the pre-departure orientation (how many sessions; who will conduct them; content.)

This is a spring course that travels at the end of the semester. As such, students will be exposed to course content and logistics the entire semester preceding travel. As a general outline:

Before beginning of semester: Present the program (syllabus, schedule of activities, scholarship opportunities, etc.) and obtain a tentative list of participants.

Week 1 of course: Outline of the details of the overseas component of the program.

Week 9 of course: Logistical orientation: overseas program outline, travel documents, packing tips, cultural notes, language basics, etc.

Week 14 of course: Pre-departure orientation.

2. Describe the onsite orientation (who will conduct it; content). Distinguish between academic preparation sessions and those that focus on logistics.

Pre-departure in the US, we will hold orientation overviews. As we travel into 4 distinct countries, the instructors will hold review orientations that detail the next place of travel and the considerations we should keep in mind before departing the previous site.

E. Academic Program Abroad

1. Briefly describe the overall instructional program

The instructional program includes 14 weeks of pre-travel theoretical and practical instruction, the 18 day overseas experience and post-travel debriefing, application, and critical reflection.

2. How many credits will each participant be required to take?

3 credits

3. Indicate whether students will be enrolled in:

a. Courses taught by an accompanying U.S. faculty member

i. Provide syllabi for courses that will be taught and the IU equivalent course number for each.

Syllabus attached.

ii. Provide CV and/or list of qualifications.

See attached.

b. Regular host university courses

i. Provide description of university, range of courses offered, and illustrative courses descriptions.

n/a

c. Special courses for international students taught by host country faculty

i. Provide course descriptions for courses that will be taught and the IU equivalent course number for each.

n/a

ii. Provide CV's and/or list of qualifications of instructors.

n/a

4. Which major, distribution or other requirements can be satisfied on the program?

The course will meet the 300 general education requirement. It can fulfill requirements in international studies and Honors.

5. Outline the instructional schedule and provide the classroom contact hours [Note: IU courses traditionally involve 12.5 hours in a classroom setting per 1 credit hour and incorporate lab hours at a 50% value. Therefore, pedagogical time outside of a classroom setting (museum tours, meetings with local authorities, etc.) should probably be factored in at a 2:1 ratio.]

Type of Contact Hour	Number of Hours
Class meetings pre departure for 13 weeks	32.5 hours
Cultural site visits Italy (5 days) 24 hours @ .5	12 hours

Greece (4 days) 20 hours @.5	10 hours
Spain (4 days) 17 hours @.5	8.5 hours
Morocco (4 days) 17 hours @.5	8.5 hours
	39 experiential hours
Post trip research project work	10 hours
Total:	82 hours

Tentative Travel Schedule

Day 1 travel

Day 2 half day in Lecce (cooking/dinner with Stile Mediterraneo) 3 hours

Day 3 Lecce Gourmet tour, local business and producers, 4 hours, Jewish culture museum 1 hour

Day 4 Lecce cooking class and Italian culture, 4 hours

Day 5 Lecce area mozzarella demonstration, tasting, and olive oil tour, 6 hours

Day 6 Gallipoli-Seafood market, interview fisherman and markets, 5 hours

Day 7 travel and half day in Athens, Phyllo and cultural interviews 4 hours

Day 8 bike tour and architecture museum 3 hours and 3 hours

Day 9 Acropolis, vegan tour, 2 hours and 3 hours

Day 10 islands/capital 5 hours

Day 11 Travel and Valencia tapas tour, 3 hours

Day 12 market tour and paella class, 4 hours

Day 13 market and farm tour, 5 hours

Day 14 Sevilla Alcázar, Hammam, 5 hours

Day 15 Travel day and Morocco Fes tour, 2 hours

Day 16 jewelry class and art school tour, 4 hours

Day 17 Market tour, cooking class, dinner, and hammam, 6 hours

Day 18 Blue City, 5 hours

Day 19 Depart

6. Describe classroom or other teaching facilities on site

NA.

7. Who will determine students' grades and on what basis?

Dr. Moneypenny, the course instructor.

8. If non-credit, describe the program's purpose and activities

n/a

F. Student Learning and Development

1. Describe how the program will bring IU students into direct contact with the host culture in meaningful ways.

The cultural program that is integral to the study abroad experience will provide students with opportunities to directly familiarize themselves with the Mediterranean peoples, cultures, histories, and foods. This course includes both hands on experiences in fields, tastings, preparing meals in kitchens; conversations with cultivators, fishermen scientists, producers, and members of distinct cultural groups; and visits to

cultural sites from museums to markets to cathedrals from urban metropolises to small towns. The course will provide the opportunity for students to engage in academic discussion of diet and culture through the lenses of history and identity but also via engaging with current topics related to globalization, food industrialization, the role of government in food, global climate change, population growth, and more.

2. Indicate how the program incorporates the program site into its pedagogy.

During the daily field trips, instructors will make several mini-lectures to cover related course content. We will also have course meetings/decompression opportunities abroad to unpack what we have observed. Students will finally complete ethnographic research projects on a pre-approved topic related to their majors based on onsite work (observations, interviews).

How will the program link discipline-specific learning outcomes to the location of the program?

The assessments of IUE Study Abroad learning outcomes to occur during or based on the travel experience are highlighted below.

Course Measurement Tools to Assess Outcome	IUE Study Abroad Outcomes
-Language Quizzes in Arabic, Greek, Spanish, and Italian. -Application during trip. -Final vocabulary quiz.	1. EFFECTIVE COMMUNICATION: Communicate appropriately and effectively in study abroad host culture by using a second language and/or cultural knowledge.
-Course readings, lectures, quizzes, discussions -Cultural papers Final ethnographic research project -Post trip reflection essay	2. ANALYTICAL THINKING: Analyze issues related to the host culture with appreciation for disparate viewpoints from within the culture and from outside.
-Course discussions online and face to face - Final ethnographic research project Post trip reflection essay	3. INTEGRATED REASONING: Recognize their own cultural values and biases and how these impact their world views and behaviors and exhibit an openness to consider other perspectives.
-Course discussions online and face to face -Site decompressions/meetings abroad -Final ethnographic research project Post trip reflection essay	4. CULTURAL UNDERSTANDING: Discuss aspects of diversity with a focus on the population or topic of interest in the specific Study Abroad program.

Furthermore, the course outcomes tie into the campus learning outcomes in the following ways.

<u>COURSE OUTCOMES</u>	<u>IUE CAMPUS OUTCOMES</u>
1. Students will exhibit increased intercultural sensitivity via course material and study abroad as measured by pre and post intercultural sensitivity surveys.	1. Communicate clearly and effectively in written and oral forms (Course outcome 3).
2. Students will create dishes based on cultural customs in diverse Mediterranean locations.	2. Access, use, and critically evaluate a variety of relevant information sources. (Course outcomes 2, 3, 4)
3. Students will explain the principles of the Mediterranean diet and its impact on the histories, economies, environments and cultures of Western Europe, Eastern Europe, and Northern Africa.	3. Apply principles of inquiry to define and analyze complex problems through reasoning and discovery. (Course outcomes 3, 4)
4. Students will conduct ethnographic research projects that require them to devise a research plan, collect data, assess the data, and assimilate it into a final research product.	4. Demonstrate the ability to relate within a multicultural and digitally connected world. (Course outcomes 1, 3)
	5. Demonstrate a deep understanding of a field of study. (Course outcome 4)

Further information on the specific sites:

Puglia, Italy is a less visited area of Italian. As a historically poorer region, it has been less influenced by industrialization and globalization of food. Many traditional practices of agriculture, including 3000 year old olive trees planted during Roman times, are still producing foodstuffs. Traditional cooking practices and the daily consumption of food are also well-preserved. As the heel of the peninsula, Puglia was often a site of invasion from Greece and even Spain. Thus these cultures have also left their marks. It was also a stopping point for pilgrimage to Jerusalem and had a healthy Jewish population before expulsion. It is also uniquely situated between the Mediterranean and the Adriatic Seas. While here, students will tour museums including the old synagogue, take cooking classes, meet producers-including the voted world's best chocolatier, and analyze Italian culture and food.

Athens, Greece is an international metropolis. Here students will gain a perspective on how the Mediterranean diet presents itself in a larger city. Greece is often credited as the birthplace of the Mediterranean diet with its emphasis on olive oil, grapes, and bread. However, today, there is a major movement toward Veganism in the country. Actually, this more closely resembles the historical vegetarian-based diet of the classical version and is often touted as a returning to the roots of the Mediterranean diet-minus cheese. Greece actually boasts the largest vegan festival in all of Europe.

While in Greece we will also plan a small excursion outside of the city to compare more rural Greek diets to those of the urban center.

Valencia, Spain is located on the southern coast of Spain in Andalucía. A major site of Muslim power, Valencian diets, architecture, and culture are highly influenced by their neighbors to the south given the 711 invasion and over 700 years of Muslim presence in the region. Valencia is known as the home of paella, the most famous dish of Spain, which combines Roman, Berber, Arabic, Jewish, and Iberian culinary traditions. While in Valencia, students will also take a tapas tour, paella cooking class, market tour including a Michelin-chef's food stall, and meet producers, including a local producer of brie cheese.

Fes, Morocco is our only destination within Africa. Fes is known as the handicraft capital of the country and residents pride themselves on working with their hands, including cultivating and cooking food. A bit inward from the coast, Fes has had settlement from Berbers, Arabs, Jews, and Christians over the centuries. Its historic medina contains the University of Quaraouiyine, the oldest continually functioning university in the world and founded by a woman from Iberia. While in Fes, students will tour the markets of the medina, do cooking classes, and meet artisans. Students will observe (and taste!) the Berber, Arabic, Andalusian, and Mediterranean cuisines with some influence from Europe and sub-Saharan regions.

3. How will the program provide language development appropriate to the mission of the program?

As an Associate Professor of Spanish, I plan to integrate language instruction into the online and face to face course pre-travel. Students will complete survival based course work in Arabic, Greek, Spanish, French (for Morocco), and Italian. This study will be based on oral production and recognition of high frequency site words as well as cultural communication knowledge. In restaurants and while interacting abroad, students will be expected to attempt language use and display culturally appropriate communicative behaviors.

4. Describe how the students' international experiences will be integrated upon return to campus (re-entry activities, student publications, exhibits, etc.).

Students will complete and present their research projects as well as complete reflection discussions. Students will be encouraged to present at IUE Student Research Day the following spring. Students will also be invited to a campus decompression session in the fall for all study abroad groups.

G. SUPPORT SERVICES ABROAD

1. Will there be a U.S. faculty resident director on site? **Yes**

Please note that if the faculty or staff member does not have additional on-site staffing, he/she must attend to a wide range of student issues, including logistical, academic, personal, medical and emergency response. (Some program models provide for additional on-site support to handle these circumstances.) There will be resource materials and an annual workshop for those who have received approval to teach for or direct a program.

It is recommended that all programs include two responsible individuals so that there is always someone on hand to deal with crisis matters. The second-in-command might be another faculty member, a staff member or an advanced graduate student.

Is the IU faculty or staff member prepared for the responsibilities associated with education abroad programs?

Yes

H. Health, Safety and Security

What safety and security preparation will be provided by the group? What security measures will be taken on their behalf?

All of the countries to be visited are all under normal security precautions. Before traveling, students will receive instruction on how to be safe and savvy international traveler. Students will also be instructed to never go somewhere alone and to avoid being outside much after dark. There will be 2 faculty members available. As all countries are under normal precaution, students will be assigned to read the “safety and security” section for each from travel.state.gov

CDC Recommendations:

Greece-Measles and routine vaccines for all travelers. Hep A/B/and rabies for some.

Italy- Measles and routine vaccines for all travelers. Hep A/B/and rabies for some.

Spain- Measles and routine vaccines for all travelers. Hep A/B/and rabies for some.

Morocco- Measles and routine vaccines for all travelers. Hep A and typhoid for most travelers. And Hep B/and rabies for some.

I. Supplementary Activities

Describe excursions or group activities and how they directly complement the academic program.

COURSE OUTCOMES	IUE CAMPUS OUTCOMES
1. Students will exhibit increased intercultural sensitivity when studying or interacting with diverse populations via course material and study abroad as measured by pre and post intercultural sensitivity surveys and time abroad	1.Communicate clearly and effectively in written and oral forms (Course outcome 3). 2. Access, use, and critically evaluate a variety of relevant information sources. (Course outcomes 2, 3, 4)

<p>2. Students will create dishes based on cultural customs in diverse Mediterranean locations.</p> <p>3. Students will explain the principles of the Mediterranean diet and its impact on the histories, economies, environments and cultures of Western Europe, Eastern Europe, and Northern Africa.</p> <p>4. Students will conduct ethnographic research projects that require them to devise a research plan, collect data, assess the data, and assimilate it into a final research product.</p>	<p>3. Apply principles of inquiry to define and analyze complex problems through reasoning and discovery. (Course outcomes 3, 4)</p> <p>4. Demonstrate the ability to relate within a multicultural and digitally connected world. (Course outcomes 1, 3)</p> <p>5. Demonstrate a deep understanding of a field of study. (Course outcome 4)</p>
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Lecce:

- Cooking/dinner and presentation on Italian food culture with Stile Mediterraneo 3 hours (Outcomes 1, 2, 3, and 4)
- Gourmet tour, greet local business and producers, hear their presentations, and sample products, 4 hours (Outcomes 1, 3, and 4)
- Jewish culture museum tour with professor lecture, 1 hour (Outcomes 1, 3, 4)
- Cooking class and presentation on Italian food culture, 4 hours (Outcomes 1, 2, 3, and 4)
- Mozzarella demonstration and tasting, and olive oil tour, including tour of groves, production facilities, and tasting, 6 hours (Outcomes 1, 3, and 4)
- Gallipoli-Seafood market, interview fisherman and markets, 5 hours (Outcomes 1, 3, and 4)

Athens:

- Phyllo class and cultural interview 4 hours (Outcomes 1, 2, 3, and 4)
- Bike tour of Athens including historical and cultural presentation 3 hours (Outcomes 1, 3, and 4)
- Architecture museum with professor lecture 3 hours (Outcomes 1, 3, and 4)
- Acropolis with guide to examine Greek empire history 2 hours (Outcomes 1, 3, and 4)
- Vegan tour and discussion of the movement's popularity 3 hours (Outcomes 1, 3, and 4)

Spain:

- Valencia tapas tour and Spanish culture discussion, 3 hours (Outcomes 1, 3, and 4)
- Market tour and paella presentation and class, 4 hours (Outcomes 1, 2, 3, and 4)
- Second market and farm tour, 5 hours (Outcomes 1, 3, and 4)
- Sevilla Alcazar tour to investigate Arabic/Muslim influence in Spain (Outcomes 1, 3, and 4)

Morocco:

- Tour of the historical and cultural sites of the city 2 hours (Outcomes 1, and 4)
- Handicraft interview, jewelry class, and tour of art school 4 hours (Outcomes 1, and 4)
- Food market tour, cooking class, and dinner 6 hours (Outcomes 1, 2, 3, and 4)
- Blue City-tour this historic town founded by Jews (Outcomes 1, and 4)

J. Room and Board *Describe student housing accommodations and meal arrangements in detail.*

Students will have individual beds in shared hotels or airbnbs. Students will be grouped in shared spaces by sex.

K. Student Budget

1. What fee will IU charge for this program?

The total cost is \$5300.

-\$1500=committed HSS funds

-\$1500=committed campus funds

After base scholarships student cost: \$2300*

*There is a \$410 course fee that is applied to the cost of travel that students may use grants or loans to cover.

*Students may also apply for merit based scholarships that will reduce this cost.

2. What costs will the IU fee include? (fees to host institution, room & board, health insurance, excursions, books and other materials)

This fee includes all travel, room and board, meals, health insurance and excursions.

3. If not included in the IU fee, what are estimated costs for room and board, personal expenses and international airfare?

Itemized List of Anticipated Expenses

	Details of IU fee:	Cost
a.	<p>Transportation:</p> <p>Includes:</p> <ul style="list-style-type: none"> Airfare to Europe and between countries (\$1500) Miscellaneous (Taxi, public transport) \$100 <p>Total Transportation:</p>	\$1600
b.	<p>Lodging:</p> <p>Average cost per day: \$75 / day</p> <p>Type of accommodation (e.g., hotel): hotels/airbnb</p> <p>Shared rooms (double/triple/dorms)? Varies. Always 1 bed per student.</p> <p>Total Lodging:</p>	\$900max
c.	Miscellaneous:	\$1500

	Includes: <ul style="list-style-type: none"> • Tours/Classes (125/day) *many of these are cooking/meal based. <ul style="list-style-type: none"> • Meals \$50/day • Incidental 200 total 	\$600 \$200
d.	<u>Third-party Company Fee:</u> Includes: <ul style="list-style-type: none"> • Artisans of Taste* 	
	Total Third-party Company Fee:	\$500/person
e.	<u>Coordinator's Cost:</u> [NB: Should be based on the minimum number of participants.]	
	Total Other:	\$(same as students) \$5300
	Estimated Total Cost: Includes all travel, tour, lodging, meals, and entrance fees for a 14 day trip.	\$5300 max

**Waiting on final quote. This is my best estimate.*

NB: Do NOT include in the calculation: IU East tuition, books, personal expenses, and optional activities.

L. Program Budget

- Salaries for instructional staff: N/A
- U.S. staff travel to program site: Included in program fee.
- U.S. staff displacement allowance: N/A
- Tuition & fees to host institution abroad: N/A
- Fees for use of instructional space: N/A
- Administrative costs (publicity, office expenses): N/A
- Group excursions (bus rental, hotels, guides, admission fees, etc.): Included above
- Student housing (if paid through program fee): Included above
- Student meals (if included in program fee): Included above

M. Program Administration

Describe the procedure for registering students, collecting fees, paying program costs abroad, enrolling participants in student health insurance, conducting

checks of academic and disciplinary records, collecting and retaining documents (Agreement and Release forms, emergency contact information, medical history forms), etc.

Students will apply and be cleared to register based on GPA and disciplinary checks. The course instructors will, in consultation with IU East administrators, complete all forms and verify that the policies meet IU requirements.

Enrollment and fee schedule:

•Who will establish program policies, including withdrawal and refund policies?

The course instructors will, in consultation with IU East administrators, verify that the policies meet IU requirements.

•Who will establish the protocol for behavioral expectations, including developing a clear definition of behavior that warrants dismissal of a student from the program?

The course instructors will, in consultation with IU East administrators, verify that the policies meet IU requirements.