



EXPLORE YOUR WORLD



Volume 1
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Greetings from Faculty Advisors

Thanks to a SASI grant, we are releasing the first issue of the *Explore Your World* APSU Student Study Abroad magazine. Our goal here is to showcase students' study abroad experiences/adventures through their stories, photographs and other forms of creative expressions. This publication will initially be produced annually with an aim to produce it bi-annually in the future.

We would like to publish the very best student essays, photos, poetry, or any other creative work generated from study abroad programs. In addition, we would like study abroad faculty and advisors to annually provide us with a brief description of their program for inclusion in this publication. Ultimately our goal is to create a publication that will both highlight student creativity and serve as means to recruit and encourage students to participate in APSU study abroad experiences. Thank you to everyone who submitted material for this magazine. Special thanks to our student Editorial Board: to Nicholas, Kasey, Christina, Paulina and Alaina for all their hard work and drive to publish the first issue of this magazine.

We encourage you to submit your stories, photos, and poetry to us for our next magazine issue.

Sergei A. Markov
John Steinberg
Osvaldo Di Paolo Harrison
Faculty Advisors

Editors' Note

Dear Austin Peay Students:

As editors of the premiere issue of the *Explore Your World* study abroad magazine, it is our hope that the rich experiences relayed through these pages inspire you to take your own journey. As former, current, and future study abroad alumni, we can personally attest to the life changing influence that these programs offer. It is our goal to share these stories and pictures as seen through the eyes of our fellow students and esteemed faculty in order to stimulate a thirst for global travel and education. We hope the information provided will allow students to make informed decisions about where, what, and why to study abroad and that the ensuing experiences broaden your cultural and academic world in wonderful ways.

Happy travels!

Kasey Burns, Editor-in-Chief

Nicholas Harriel, Editor-in-Chief

Nina Lizura, Graphic Design Editor

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Editorial Board Staff Members

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North & Central America

Students Meet Prime Minister of Quebec

AUSTIN PEAY'S STUDY ABROAD IN QUÉBEC PROGRAM IS AN intensive French immersion experience. Located in the heart of the Saguenay region of Québec, Canada, the Université du Québec à Chicoutimi is about two hours north of Québec City in a region that is 99% Francophone. Students study French at the École de langue française et de culture québécoise in a well-rounded program which includes classes, taught all in French, with students from around the world; a homestay experience with warm and carefully selected French-speaking host families; and a wide variety of organized sports and activities, from canoeing, yoga, journaling, and hiking, to dance, improv, theatre, and music ensembles. Weekend excursions may include Québec City, a trip to the fjords of the Saguenay River, the Lac St. Jean region of Québec, and whale watching excursion on the upper St. Laurence River. Three- and five-week options are available for APSU students. Prerequisite: two semesters of college-level French or the equivalent.

Late one evening, a hotel clerk slid a slip of paper under Dr. Karen Sorenson's door. The Austin Peay State University professor of French was staying at the Hotel Clarendon in Quebec City, and the next afternoon she was going to embark on an intense study abroad program with a group of APSU students. For the next five weeks, the students would only be allowed to speak French.

To have a bit of fun before they left, Sorenson arranged for a morning of sightseeing through the historic, 400-year-old city. But shortly after waking up, she noticed the note under her door. "It said, 'Sorry but circulation in the city will be

"I have students who did more than a year's worth of language development in five weeks."

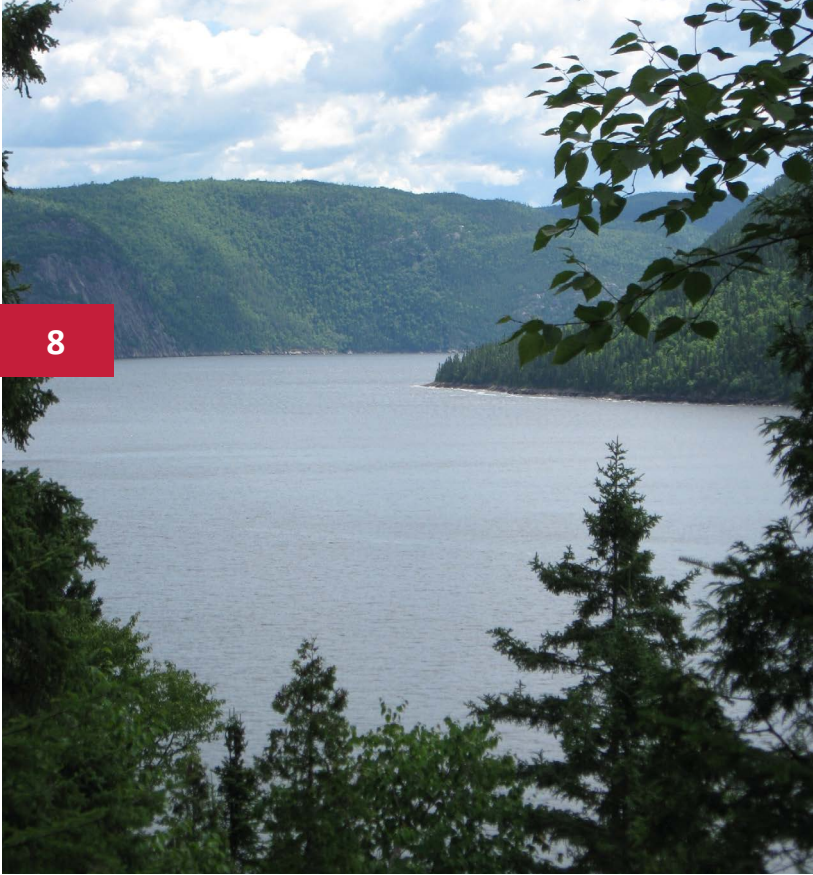
Sorenson said. The world's most famous royal couple, Will and Kate, was in town, effectively shutting down Quebec City. The APSU students were scheduled to get on a bus and head east

to the École de langue Française et de culture Québécoise later that afternoon. Sorenson looked out the front window of the hotel to see what their options were that morning. "It turns out there were barricades, and we were inside the barricades," she said, laughing. "We couldn't just wander around. So we hunkered down, grabbed a great window and watched with our cameras ready."

After hours of monotony, they finally saw the royal couple drive past the hotel, waving at onlookers. Sorenson watched most of it on the television in the hotel lobby. When it was over, everyone grabbed their luggage and went out to find a taxi to take them to the bus station. "Half the streets were still barricaded," Sorenson said. She was worried they'd miss the bus. But then a familiar looking man appeared on the sidewalk, distracting her.

"I asked the concierge of the hotel, 'Isn't that the Prime Minister?'" Sorenson said. "She said yes. He was just standing there with a tall man wearing an earpiece." It was Jean Charest, the Premier of Quebec. He wore a dark blazer and a blue button down shirt, and his trademark blonde hair was tousled from the wind on the street. "I grabbed as many students as I could in a hurry, and whispered, 'Come with me,'" Sorenson said. "We walked up to him and I said, 'Bonjour...'" She proceeded to





introduce herself and her students in French. The prime minister smiled politely.

“He turned to me in perfect English and said, ‘Oh, what state are you from?’” The students shouted, “Tennessee!” Sorenson explained that APSU was a small liberal arts college about 45 minutes north of Nashville. “At first, we did not know if he would talk to us, but he did and he actually knew the former Governor of Tennessee, Phil Bredesen,” Sarah Simpson, an APSU student on the study abroad trip said. “He said, ‘Oh Tennessee, I’ve had such a good working relationship with your former governor, Gov. Bredesen,’” Sorenson said. “We worked on numerous projects together. I have a tremendous amount of respect for him.”

The APSU students then asked if they could have their picture taken with Charest. He smiled again, wrapped his arms around the students and let his tall, imposing bodyguard snap a few pictures. “I felt like I was meeting a

celebrity,” Simpson said. “And he was nice enough to take a picture with us.” “He asked why we were in Quebec,” Phillip Reinert, another APSU student on the trip, said, “and he encouraged us in our goal of speaking French and wished us a good trip.” The conversation with the prime minister was cordial but brief, and it marked one of the last times the students would speak English in more than a month. Once the bus took them to the École de langue française, they signed a contract requiring that they only speak French.

“It’s a real immersion program,” Sorenson said. “Their courses are taught all in French. They live with families that speak to them all in French. Their afternoon activities are all in French. They go rappelling, biking, canoeing. Or they join a choral group or work on a journal or do photography. You can do sports activities or arts activities, depending on what you want, but all in French.” Sorenson





has taken APSU students to the scenic Saguenay region of Quebec since 1994, and during those five weeks in the summer, she's seen dramatic changes in their foreign language skills. "I have had students who literally doubled their scores," she said. "I have students who did more than a year's worth of language development in five weeks."

The École de langue française et de culture québécoise is located at the Université du Québec à Chicoutimi. The program, which is open to students with a basic knowledge of French, is part of the Mid-Continent Consortium for International Education. For more information, contact Sorenson at 221-6246 or the APSU Office of International Education at 221-6851.

-Charles Booth



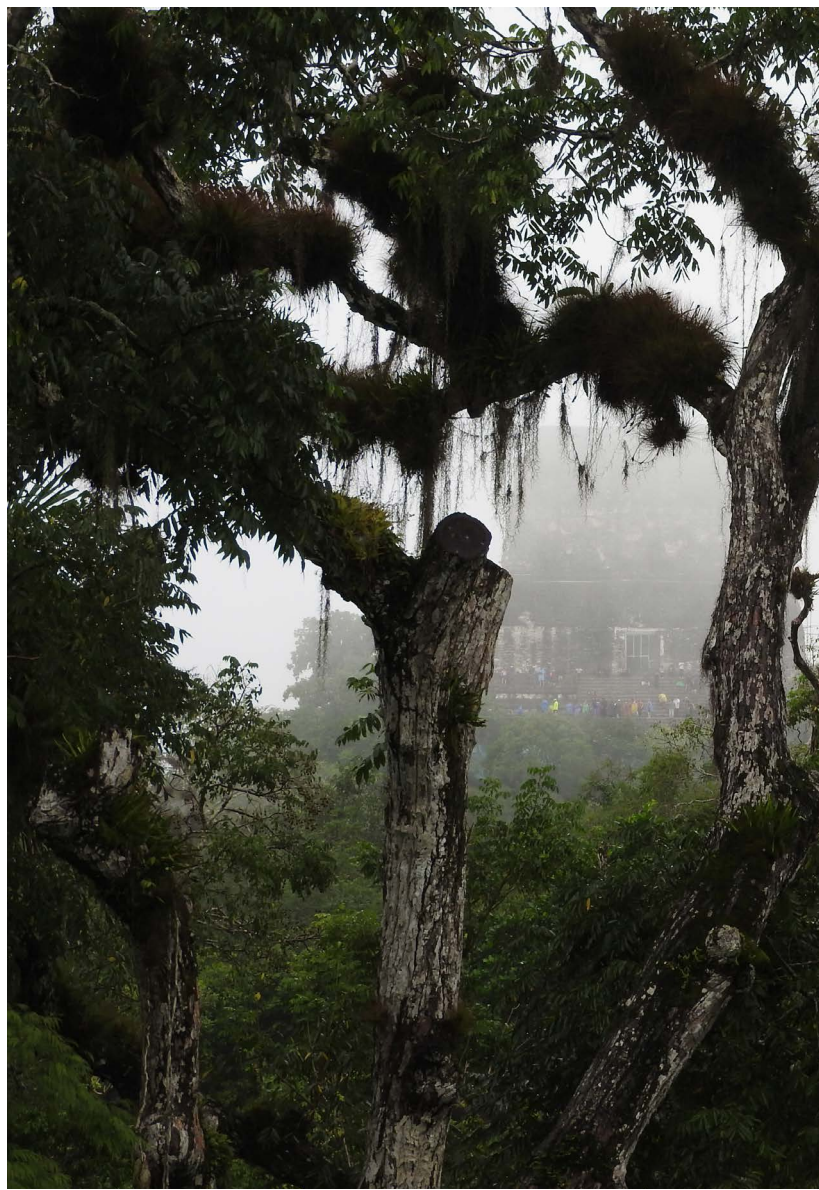
The Belize Experience

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Belize is a beautiful and diverse Central American country located just below Mexico, with a population of 331,900, many of whom are English speaking immigrants. Belize is known for its diverse terrestrial, freshwater, and marine species of wildlife. Such diversity is what makes Belize a premier location to study biology. On December 28th, myself and fourteen other APSU students left the United States and ventured to the Belizean island of San Pedro. Our group reached the city late in the evening. After arriving to the capital, our commute to the island involved a winding cab ride through the crowded and hectic streets of Belize City, followed by a 90-minute boat ride across beautiful waterways. Our final leg of the commute ended with a cab ride to Tropical Research & Education Center (TREC): a research center which is headed by Dr. Ken Mattes and his wife, Maureen.

The center first reached out from the tropical trees and shrubs as a quaint facility with weather eroded white walls and green shutters. It appeared unpronounced, much smaller than I expected a research center to be. The front door sat under a light and was flanked on either side by large tropical plants. This made the appearance of a secret entrance to a government facility which attempted, but failed, to appear incognito. We departed our dilapidated cabs for the door. Dr. Mattes greeted us there before we could knock. We passed through the threshold and as I looked around, I was reminded how frequently first impressions are not lasting ones. To the right, in a sort of villa style, colorfully painted room-fronts wrapped around a clear blue pool. Accents of island life were splashed throughout the area. An alligator carved from wood sat in front of the pool. Wooden Mayan figures were in each corner of the facility. To the left of the entryway was a common area. The common area was lined with rooms, just as the pool area had been. Its center was filled with tables and chairs. Tropical features brought life to the room and added intricacy to what would have otherwise been a simple layout. Shells, diagrams, and bones laid on shelves or suspended from the ceiling. Two classrooms were connected to the common area, their contents concentrated with artifacts and diagrams on marine species.

Behind the common area and down two sets of stairs hung six colorful hammocks. Each one attached to beams. A worn and tattered tin roof lay overhead. Buoys hung from the ceiling here and there. The floor, sand. The walls, exotic plants species which peaked out from six-foot



fencing—beauty and security all in one. The area even came complete with two pet dogs, a cat, and a free-loading land crab (*Cardisoma guanhumi*) which from time to time would peek out from his hole. After walking the layout, I was shown to my room. The room had been one of the billets around the pool area. After settling in, unpacking our bags, and bouncing around ideas of what the trip would be like, we headed to a classroom for orientation.



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We all huddled in, the room just the perfect size for the amount of people we brought. Dr. Mattes sat in the front of the classroom on a wooden stool. The stool made him appear much larger than he was (or was it his personality?). Dr. Mattes couldn't have been taller than 5' 6" or so. He was a middle-aged Caucasian male, thin, with sun-beaten skin, and had an aura that made him someone you both admired and were intimidated by. Dr. Mattes told us about the facility, how he started it, and what was expected of us during our stay at TREC. After orientation, a few of us left to explore the island with Dr. Markov. As we walked along the beaches, we drifted through warm breezes, over beautiful scenery, and even met a few hospitable locals. Our exploration brought us to the town square of San Pedro. Even in the dark of night, our surroundings bellowed to us its culture, magnificence, and greetings. I had to force myself to sleep that night—a task that was seemed almost impossible.

We awoke for the first day of snorkeling around six AM or so. Our group met in the common area for food and conversation. The meal was simple and included watermelon, bean dip, tortillas, and juice. The preparer of the meal, Maggie, greeted everyone as they trickled into the common area. She was another notable personality who drew you in and somehow made you feel cared for and protected. Our group sat over our food and spoke in excitement of what we hoped to see on the reef. Our imaginations were interrupted by the call to prepare for departure. We gathered our things, headed out the double doors, and began on the path to the dock. A flat-bottomed boat by the name of Goliath waited for us at the end of the dock. A few checks underway and our boat set for the Belize Barrier Reef.

Our first site was Pillar Coral. The site was named after a form of coral also known as finger coral (*Dendrogyra cylindricus*). These corals grow toward the surface of the water and appear much like pillars. Hurricane Earl hit the San Pedro area before we visited. Damage or not, we were excited to hit the water. The first dive site offered a vast array of diversity. I got to see species including the following: honeycomb cowfish (*Acanthostracion polygonius*), sergeant major (*Abudefduf saxatilis*), horse-eye jack (*Caranx latus*), and adult grey angelfish (*Pomacanthus arcuatus*). Dr. Mattes introduced us to some of the botanic species including turtle grass (*Thalassia testudinum*), manatee grass (*Halodule beaudettei*), and several forms of algae. We were guided around the Pillar Coral for about an hour. Our group then boarded the boat for lunch and left for another snorkeling site.

The next site was Tres Cocos, an area named after the three tall palm trees that were once on the island. The trees were eventually taken down by hurricanes. As Dr. Mattes put it, "The area is now 'No Cocos'." There I saw: conch (*Strombes* sp.), squirrel fish (*Holocentrus adsuensianis*), Spanish hogfish (*Bodianus rufus*), peacock flounder (*Bothus lunatus*), southern stingray (*Dasyatis americana*)

and a spotted eagle ray (*Aetobatus narinari*)!

On day two, we ventured to and dived into the deep blue waters of Tuffy and Coral Gardens. On day three, we traveled back to the mainland

"Belize was an epicenter of diversity ... I observed firsthand what mankind has done to the reef systems."

to explore Mayan ruins. On day four, we were given a free day to explore the island on golf carts (the main mode of transportation on San Pedro). Day five brought us more diverse species at Coral Gardens, as well as floating islands of mangrove trees. That night we took to the beaches to go "netting." This brought us exposure to more juvenile and nocturnal species. On day six, we visited Playa Blanca, Medico Rocks, dove down into the Mexico Cave, and hung out with a squid during night snorkel. Day seven, we dropped anchor and hung out with nurse sharks (*Ginglymostoma cirratum*) at Shark Ray Alley, swam through Hol Chan Channel, and met a grumpy loggerhead sea turtle (*Caretta caretta*). On day eight, we dove down to a shipwreck, shopped on Caye Caulker, and tried to process that this would be our last day in the beautiful waters of Belize.

Around mid-day we arrived back at San Pedro from our last snorkeling adventure. The taxis were to pick us up in less than an hour. Most of us only had time to change before the eager taxi drivers arrived. Our destination was a local restaurant where the directors and our group would eat together for the last time.





The restaurant was just behind the town square of San Pedro. The place's theme was that of the island culture... with a slight American twist. The food and conversation were great. We reminisced on what we had seen during the trip, and ate the last bit of our Belizean food. Leaving the restaurant was bitter-sweet. We would be home in less

than 24 hours. I couldn't wait for a hot shower and the amenities of the U.S. My clothes would be clean again. I wouldn't have to wait my turn for a bathroom or remember

to coat myself in sunscreen. I wouldn't have to worry about mosquitoes carrying me off in the night. Still, when I thought about it, those were really just minor annoyances compared to the beauty and intensity of Belize. I got to see and study organisms that I had only observed from magazines. Belize was an epicenter of diversity. I had become one of the few biology students who had the privilege of experiencing it from a scientific perspective. In Belize, I learned just how much I'm ungrateful for. The locals taught me to be thankful for what I have and to give back when possible. I observed firsthand what mankind has done to the reef systems. I got to swim with unfathomably unique and beautiful species. My Belizean experience was educational and humbling. I was happy to go home, but I was also sad to leave Belize.

-Nicholas Harriel





Caribbean & South America

Antigua - A Change in Perspective

ANTIGUA, GUATEMALA IS A LOCATION IN WHICH students have the opportunity to go to as an Alternative Break trip. This means that for a cheaper price than most study abroad programs, students can travel while volunteering and being an asset to the local community. When one is considering completing a study abroad program, they should also consider that the programs sometimes come and go. Students now have the opportunity to volunteer in Antigua, but the following passage is from a previous study abroad in Antigua that focused on Biology.

Know you[r] limitations,” I told the students as we jumped off the boat to swim to Hell’s Gate in the waters off the coast of Antigua. I was referring to the fact that I chose to wear a life jacket, when no one else did. It was not that my YMCA swimming instructor had not taught me well, but I knew that if I was swept into open water, I might just drown.

After climbing the rocks to the top of the gate and taking in the amazing view, we swam back to the boat. On our next stop, several other people in our group also asked for life jackets. Maybe they were no longer embarrassed to ask for one or maybe they also thought about being swept off and becoming fish food. Whatever the case, they had a change in perspective. That is what the study abroad

experience is really about: having an experience, challenging your limitations, and changing your perspective.

The students in my group heard me say, “know your limitations” several times on our study abroad experience in Antigua and Barbuda. Sometimes I said it to caution them, but more often I said it to remind myself and them that we should not let our own perceived limitations prevent us from experiences in life. Just because you need a life jacket does not mean that you should not jump in the water.

From scooping jellyfish out of the water to ziplining



through the rain-forest to swimming with the stingrays to catching the rare Antiguan racer. the students and I both tested our limitations again and again and each time our perspective was changed. I do challenge everyone to travel abroad. Don't let your perceived limitations (money, time, other obligations) keep you from having this unique

experience. It will change your perspective in ways that you cannot imagine!

-Dr. Amy Thompson

Volunteering in Trinidad and Tobago

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THE HONORS PROGRAM AND THE PRESIDENTIAL EMERGING Leaders Program students have the option to complete a service-learning course in Trinidad and Tobago. During this course, the students work together to assist in building the a house for Habitat for Humanity alongside the person (or people) the house is being built for. On days off, students have excursions to beaches, nature tours, and walks to get local foods.

In the spring of 2017, Dr. Matthew Kenney took a group of honors students on a trip to Trinidad and Tobago as a service learning project for a leadership course. We partnered up with Habitat for Humanity to build a retaining wall to prevent mudslides from washing out a road in a village called Moriah on the island of Tobago.

This was a spectacular experience that I think all the students who went benefitted from. The trip directly related to the books we had been reading in the class and definitely enhanced our understanding of the topics discussed. We worked hard during the day, got a lot accomplished throughout the week we were there, had some great conversations with the locals, and



experienced some of the culture of the country during the evenings. It is one thing to read about helping communities around the world, but it is a whole different experience to put yourself in a situation in which you have to apply what you've learned and work towards an end that will benefit the people living there.

Although our main focus during the trip was to work to help the people of the Moriah Village, by doing so, we all helped ourselves. We developed close





ties to our classmates, learned about the culture and traditions of that country, and gained insight into things going on around the world that need our attention. This was truly a phenomenal experience, and I think it deepened my understanding of certain issues that are going on around the world and our ability to respond to those issues much better than a classroom discussion is able to do.

-Allison Parker



Spanish in Argentina

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THROUGH THIS PROGRAM, STUDENTS TAKE PART IN EITHER AN intensive Spanish language program and/or a history and literature program in Rosario, Argentina. Students attend Universidad del Centro Educativo Latinamericano (UCEL), a private Methodist university in Rosario, Argentina and are paired with their very own Argentine host families. In your leisure time, you will be immersed in the Argentinean culture through day trips, afternoon activities, and cultural events. Some examples are drinking mate, attending asados, cooking classes through UCEL, visiting the Teatro El Círculo, which is the Opera house in Rosario, and taking a ferry ride/ river tour in Rosario. You also will have opportunities to participate in optional excursions to Iguazu Falls, Patagonia, Buenos Aires, Salta and Mendoza.



“La Garganta del Diablo
Freely flowing fountains rush
Flowing freely men they’ve crushed
Chutes are born from streams atop
Flowing slowly ‘til they drop
Stories thrive through history
Eyes of native spirits see
People daily passing by
Pay for views before they die
Over there two borders share
You can see it if you dare
Splendor, beauty, deadly moat,
Chasm called The Devil’s Throat.”

-Jacob Burney

“A Ver”

In a blue and white soccer jersey in the middle of a salt desert, a man named Donato shovels volcanic sweat. Standing in a turquoise quadrangle of water, he mines the grains pulled to the surface by Volcán Chañi. He spreads this exhumed layer under the Andean sun to purify.

The salt flats of Salinas Grandes in northern Argentina stretch 3,200 miles in a field of pentagonal patterns. The sun crusts closed the pools that Donato and other workers have opened to mine the pura salt used to whiten sugar and paper. The kaleidoscopic desert glitters like a bleached leopard print, a lolling sandpaper tongue that licks across another planet on which time is more like flavors than a line.

Petals of salt rise to the surface of the pools where miners have shoveled away tiles of rusted earth. After the workers have heaped mounds of shining output, they cover the openings and the clouded water dries in hopscotch patterns, while Chañi goes on drafting a text of brine and grit. Its pages are as obscure as the ones Rilke recommends in a “very foreign language” so that the young poet will learn to live his way into the answers he would ask of them. The salt desert has none of the wind-carved dunes of Great Sand Dunes National Park. It lacks a powdered slope or glaze of ice, exudes no ribbons of heat. It is a rind on the world’s pate, a panorama of forehead, bare as the mind without thought.

Donato straightens the bandana covering his nose from chloride fumes. He is a one-man factory today, since many pools froze over during the night and his fellow workers are elsewhere, waiting for them to thaw. For millions of years the activity of Chañi has been exactly the same, folding the past into the present, purging itself. Donato has mined the flats his whole life, as did his father before him and his grandfather before that. I do not ask if there was tension in that decision; there is no point imagining it another way.



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My Argentine host, Marta Herrera, garnishes my acelga tostadas with tomato skins that she shows me how to wrap into miniature roses. She speaks seventeen words in English, including “American Airlines,” which she pronounces “Err-lines” with her jaw locked to mock the formality of the English accent, while her own tongue is curvy and expressive. The phrase she says to me most often is “A ver,” meaning give me a moment, let’s see, wait. She says it to get a prop with which to mine a Spanish word I don’t understand, or to ask me to hold my attention for her like a purse. The phrase creates space to notice how the pauses between people fill with anticipation or assumptions, and if you don’t know what to expect, simplify into being conscious. There is intimacy in not knowing her, as there is revelation when memory quiets, lost in absorption.

While we eat, we listen to political radio and afterward, watch Argentina’s two current presidential candidates debate on television. Her candidate is not the more radical Peronista—a woman—but Ricardo Alfonsín, son of the “father of democracy” elected in 1983. A plane set me down at the unknown edge of relationship, but already I have begun to flag familiar ground, identify her politics, create concepts to hold between us.

After I have milanesa the first time, then on a sandwich, and one morning cold for breakfast, I may as well have grown up with it. Some clamor to end the habits of experience, to be disinterred from the old and refreshed with the crisp, but the forerunner follows a long run, like those made by Inca messengers who kept the early civilization connected by spreading in tandem the latest word. We pull our stories up from the debris of history and identity that cover them and air them out over her dining room table, while the eruption of Chile’s Volcán Puyehue covers her apartment balcony in a skin of ash.



It is brisk and windy on the flats considering volcanic heat beads the salt from its depths. The only thing rippling other than the salt lotuses are the outstretched wings of the occasional condor in flight. In the starkness of this landscape, one can see the blank slate against which life communicates itself among the accidents of chance.

On the drive down from Salinas Grandes, our van of excursionists belts out pop songs. The hired driver slows for a cow crossing the road while we chant a mantra of Brazilian rap. The spectacle of sublime vistas leaves us stranded in the vacancy of measurement, and we grow delirious to hear an eighties song in English, to recall another life in which we are not dwarfed beyond recognition by the Altiplano, the second highest plateau, after the Tibetan, on Earth. Pop music brings us back to ourselves in a rush of gratitude, and our true colors wavelike junior high schoolers in a rare moment of forgotten fear. All is forgiven, even the reasons awe is so frequently dodged. The narrative is always one of descent. What can we offer each other who have communed at the heights of experience but a pause before we break into babble, having seen together a mutual need to defend ourselves.

-Dr. Amy Wright



Cultural Spotlight: Argentina

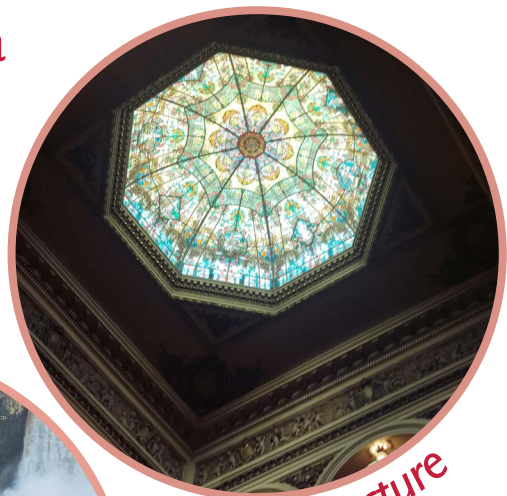
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Food



Nature



Architecture



Experiences



Nationality

Advice from Dr. Marissa Chandler

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Q: What is your position at APSU?

Director of Study Abroad and International Exchange.

Q: How long have you been in that position?

I have been the Director of [the office of] Study Abroad & International Exchange for 4 years, but I have worked at APSU for a total of 20 years.

Q: What do you like most about your work?

I enjoy making a difference in students' lives every day. In my opinion, study abroad provides students with

global opportunities they may have never thought about pursuing. My mission at APSU is to help students think outside the box by exploring the world around them.

Q: Why do you believe in Study Abroad?

I am a product of study abroad. When I was an undergraduate student, I was very fortunate to study abroad for a year in England. My adventures abroad truly shaped who I am today.

Q: How have you seen it impact students?

Students who study abroad obtain transferrable skills in their future careers like global awareness, communication skills, flexibility, and independence.

Q: Students are often afraid of the cost of studying abroad. What do you recommend they do to pay for their programs?

It is never too early to start saving up for a study abroad program. Students in their freshmen year are strongly encouraged to plan ahead; however, an upperclassman shouldn't be discouraged if they suddenly wake up one day and decide to study abroad. For example, once a potential study abroad student is advised in our office, we strongly suggest visiting the Student Financial Aid Office. There are two Study Abroad Financial Aid Counselors that are dedicated to advising students about grants, scholarships, and loans. In addition, the Office of Study Abroad and International Exchange awards eligible students with travel grants. We also have raffle drawings throughout the year for travel grant scholarships, as long as, you attend one of our study abroad fairs or Study Abroad 101 sessions held throughout the year.

"I am a product of study abroad... My adventures abroad truly shaped who I am today."

Q: What about students who are on the fence? What would you tell a student that isn't sure if they should study abroad?

I would strongly encourage a student on the fence to visit our office, meet with study abroad faculty coordinators, attend one of our study abroad fairs, participate in the Study Abroad 101 sessions, talk to study abroad alums, and don't be afraid to ask questions.

Q: Are you excited Explore Your World is in the works?

I am super excited about the Explore Your World magazine. I believe this publication will not only promote study abroad, but strongly encourage the entire campus community to expand their global horizons.

What do you see the future of the magazine being?

I would love to see this magazine published each semester both digitally and [as a] hard copy. I also hope this publication can be featured in the APSU Alumni magazine in order to gain more study abroad recognition, as well as, increase potential support for future alumni study abroad scholarships.

Additional comments:

A BIG thanks to all of the students, faculty, and staff that have dedicated their precious time towards producing the very first *Explore Your World* study abroad magazine!

If anyone has more questions, please feel free to contact me.

-Dr. Marissa Chandler

Leading
through
EXCELLENCE



Paige Williams, Study Abroad Coordinator

Paige Williams of Paris, TN received her Bachelor of Arts degree from APSU in May 2011, studying History and minoring in Art History. Her favorite travels include her summer study abroad program to Germany, France and Austria in 2010 through APSU's European Studies and Holocaust Seminar. Paige has visited other locations such as England, Spain, South Korea, Japan, Taiwan, Belize, and Ireland.

She was a Student Assistant for the Office of Study Abroad and International Exchange from 2010-2011, and became their Administrative Assistant in 2011. In 2014, Paige was promoted to Coordinator for the Office of Study Abroad and International Exchange. She enjoyed her role as the Assistant Director for the CCSA London Winter 2012- 13, 2013-14, and 2014-15 programs. Her main goal is to advise and educate the APSU community about the importance of being a global citizen. Her dream trip is to travel throughout the UK and Ireland to research family genealogy.

Europe

Poland

THIS PROGRAM STUDIES THE 20TH CENTURY EXPERIENCE OF the peoples of East Central Europe with special emphasis on the country of Poland. Situated in Krakow, the four significant historical moments that this program will key on are: the emergence of independent Eastern Europe from 1918-1938, the Nazi conquest and Holocaust, the Communist occupation of the region, and most importantly, the reemergence of Eastern Europe as a significant region in today's Global Community. In addition, students will have the opportunity in Poland to attend musical, theater, and dance performances to enrich



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their learning experience. Come join us and walk in the footsteps of famous Polish people beginning with Pope John Paul II (born Karol Józef Wojtyła) who was from Krakow.

Upon arrival in our home base of Krakow, we were immediately immersed in a thousand year old culture. In the city square of Krakow, you find the silk market where traders from the Middle East first entered Europe to trade their goods. Students browsed vendors of silk, amber, and handmade goods in the very walls utilized in medieval times. Although Poland is a member of the European Union, it still uses the national currency, the Polish Zloty, instead of the Euro. This is an advantage to students as the U.S. dollar usually hovers around three Zloty's for each dollar exchanged, allowing travelers to stretch their finances further than most anywhere in Europe.



More info at <http://www.usc.edu/study-abroad/exchange/>



Exploring history in Krakow was only a short walk or tram ride away from our dorm. When visiting Wawel Castle (the medieval castle in the center of Krakow) we marveled at preserved works in a museum that draws nearly 2 million visitors a year. Afternoon trips included visiting Wadowice (birthplace of Pope John Paul II), Kazimierz (Old Jewish quarter), and Oskar Shindler's enamel factory where many Jews were sheltered during the Holocaust by declaring them essential workers. Scars of the Holocaust are ever present while in Poland, and the curriculum is designed for students to not only understand but see what happened. A sobering day trip to the Auschwitz death camp is a day I will never forget for the rest of my life. It sends you through a range of emotions guaranteed to humble the strongest of spirits.





Often the first question asked after a study abroad trip is, did you like the food? The short answer is yes! If you like to explore a range of what seems like home cooking

“It sends you through a range of emotions guaranteed to humble the strongest of spirits.”

everywhere you go, then this trip is for you. I would also be remiss if I didn't mention the old saying “if your grandmother isn't Polish, then you haven't had a real pierogi unless you have been to Poland”. Every delicious option is available for every meal, from amazing pastries for breakfast, to a meat-n-three vegetables for lunch, and a sit down home cooked meal for supper that seems endless. I can say with great confidence that you will not go hungry in Poland. . . Give yourself a lifelong memory and go see for yourself, you will not regret it.

-Howard Spurgeon



Spain

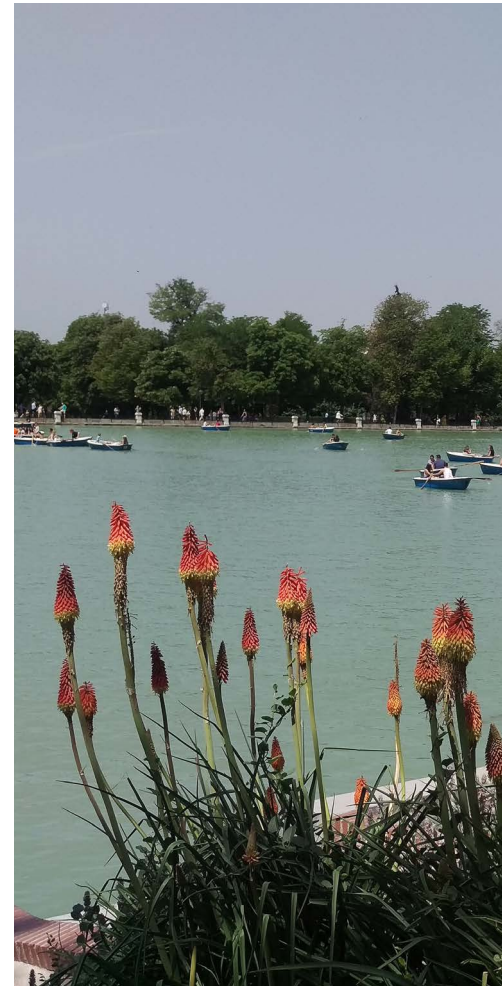
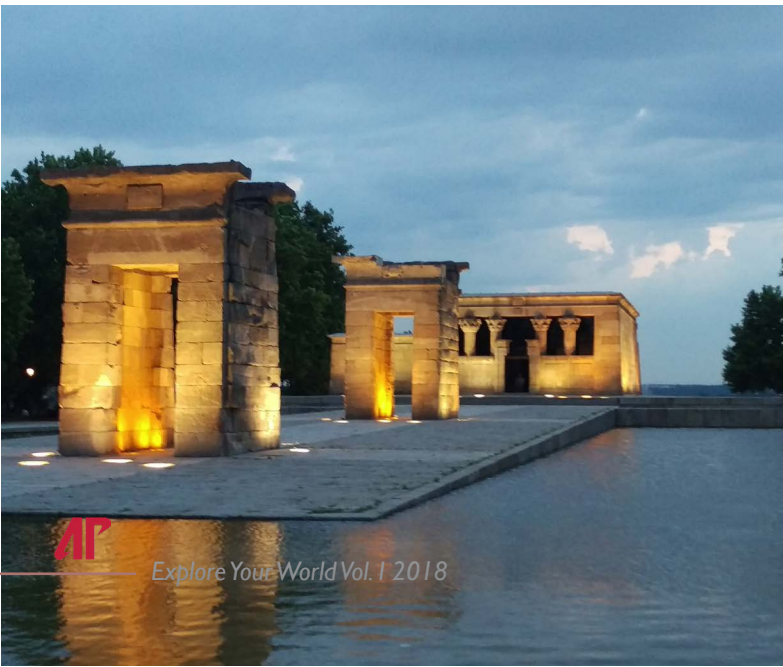
EXPERIENCE THE LANGUAGE, CULTURE AND HISTORY OF SPAIN while studying in Madrid and Alicante. In Madrid, you may enjoy theater, dining and exhibitions and visit many attractions including the Royal Palace, the Reina Sofia Museum and the Prado Museum. In Alicante, you will take part in classes held within walking distance of the Mediterranean Sea. In addition to exploring and studying in Madrid and Alicante, you will take part in weekend excursions to Toledo, Segovia, Ávila, Salamanca, El Escorial, the Roman ruins of Segobriga, and the windmills of La Mancha. In both cities, you will be paired with a host family. You should return from the program with a better understanding of the Spanish language and an appreciation for Spanish culture and history

The study abroad program at Austin Peay State University is the door to unforgettable and life-changing experiences. I was fortunate to study in Spain this summer, and I am now more open to the world around me and all its possibilities. There are three things that have made this experience the best in my life. Firstly, I acquired knowledge, through APSU, that prepared me for entering a new culture. This trip has also influenced the way that I choose to interact with the diverse population in my home country and it has given me experiences and

knowledge that I can apply in my future career. Lastly, this experience has re-defined my view of myself in the world and has prepared me to effectively respond to new and challenging situations.

Prior to studying abroad, I took classes at APSU that prepared me for entering a new culture. I have taken intermediate and upper level courses. The intermediate courses gave me the vocabulary and grammar that would help me communicate with those around me. The upper level courses consisted of Phonetics and Conversation, Spanish American civilization, and Spanish American literature. These courses gave me the ability to speak in normal conversation and the understanding of customs that are much different from my own.

Studying in Spain has truly influenced the way that I interact with the diverse population in my home country, and it has given me tools that I can apply to my future career. Upon arrival, I immediately recognized the cultural differences between Spain and the United States. One difference is that Spanish men and women stand closely when in conversation. In the U.S., people see personal space much differently. Knowing that the Spanish, as well as some other countries, kiss upon greeting will help me in formal and business occasions in the future.



This study abroad experience has re-defined my view of myself in the world and has prepared me to effectively respond to new and challenging situations. Before taking this trip, my self-confidence was low. I spent more time questioning my competence in a situation than trying to solve a problem. Being fully immersed in another culture forced me to use my knowledge and experiences to adapt to my surroundings. Now, I face challenging situations logically rather than emotionally.

Taking the opportunity to study abroad gave me the confirmation and motivation that I needed to continue my pursuit of a career as an interpreter. My self-confidence is renewed, and I now have experiences to add to the knowledge that I've obtained. I have climbed to the tops of castles and mountains, stood in the very historical sites that I learned about, and cried in some of the most beautiful cathedrals in the world. I was able to do these things through the study abroad program at APSU.

-Jasmine Staten



Changes of Global Perception in Spain

Before my study abroad trip to Spain, I never knew the sensation of being a foreigner in a place that felt like home, but the forlorn feelings I endured as I boarded the plane back to the U.S. after my month long trip told me that I would always have a home across the waters.

Reflecting on my past semester at APSU, as well as my study abroad trip in its entirety, I now fully realize how the pre-exposure of Spanish culture in class truly prepared me for any unanticipated challenges that arose on the trip. For example, prior to this trip I was nervous that I would have a difficult time acclimating to the customs and lifestyle of a group of people much different than myself, mixed with the apprehension of knowing I was to live in a large and populous city, which I knew would be a striking contrast to the everyday sights and sounds of the relatively suburban town in which I live. However, once in Spain, it took almost no time at all to become wrapped up in the Spanish way of life, because I had already been informed and edified on what to expect upon my arrival.

Being a chemistry major with an intention of pursuing a medical career, I know that I will be working and interacting with individuals who perceive and comprehend the world in a vastly different way than I do. Whether it's other scientists I encounter in a laboratory setting or patients that I am charged with caring for, effective communication is a vital skill that transcends all aspects of my future career. While I was fortunate in taking a Spanish class prior to this trip that gave me a hearty vocabulary to utilize while away, I was still constantly at a loss for words

when it came to answering inquiries about my life in the United States or even when prompting my own questions to my host mothers about the amazing lives they had lived. It's amazing to realize that if you learn to tap into the bountiful pool of sensory details, you can paint a picture in someone's mind of an event or object they have never seen or experienced. I know that this skill will be well utilized in my future when I need to make descriptions in my lab journals of phenomena I see in experiments or even when I'm discussing symptoms a patient is suffering and I need a more thorough understanding of the situation at hand.

If someone told me that spending a month in Spain would make me reevaluate the way I've perceived the world for the past 19 years, I don't think I would have believed them. However, post trip, my eyes have been opened to the tiny parameters in which I have been allowing myself to think and perceive the world as I knew it. I, unknowingly, had allowed myself to be complacent and make plans for my immediate and distant future in terms of the where I am right now. In a perfect world I would have been able to pack all the things I fell in love with about Spain in my two small suitcases and haul them back to the U.S. to share with my friends and family. However there are somethings that cannot be held between two hands. Despite not being able to pack these things in my suitcase, they will always be held securely in my mind. I will always remember that even though I can't always stand shoulder to shoulder with them on the subway, there is a country of people with a culture and way of life so very different from the one in which I grew up, but that their differences are what make their culture shine so vibrantly and incandescently under the same sun as my own. My experience abroad has taught me to have an inquisitive mind and to be curious and concerned not only for the people who are down the road from me, but those who live oceans away.

-Stacy McAllister-Brooks



Learning German in Austria

THROUGH THIS PROGRAM, students will take part in an intensive German language program at the Language Institute of the Universität Klagenfurt. Students will reside at Wörther Lake in the Alps, just a 10-minute walk from the university. In your leisure time, you'll get a taste of Austrian culture - including real strudel and schnitzel - during activities such as day trips, cultural events, sports activities.

Learning German in Austria sounded like just the right way to spend my summer after studying German for two years at Austin Peay State University. My time in Klagenfurt was better than I could have imagined. I was constantly amazed at the sheer beauty of Klagenfurt on the edge of the Wörthersee with the Alps as a backdrop. Klagenfurt provided the perfect setting to learn German.



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The best part of my study abroad experience was getting the opportunity to listen, speak, read, and write German all day, every day. My classes at the university were great, and I can tell that my German has greatly improved from my time studying in Klagenfurt.

In addition to the classes, I really enjoyed the Freizeit Program activities that exposed me to the culture and beauty of Austria. Some of the activities were visiting Hochosterwitz Castle, watching traditional Austrian dancing, swimming in the Wörthersee, going to the Staßenkunstfestival in Villach, and so much more. I even got the chance to try activities that I had never done before, such as indoor rock climbing.

I can truly say that the month I spent in Klagenfurt studying German is an experience I will always remember and one I would gladly recommend to anyone studying German.

-Jennifer Montgomery



More info at <http://www.apsu.edu/study-abroad-exchange/>

Birthing the Art of Realism in Rome

THE ART IN ROME STUDY ABROAD PROGRAMS ALLOW students to truly learn about the Italian artistic masters by following in their footsteps in the home of amazing artistic movements such as the Renaissance, Baroque style, and Neoclassicism. One of two summer programs is led by Dr. Tamara Smithers and Paul Collins including a sketching course and an Italian art history course. Daily excursions bring opportunities to view and study spectacular sites such as the Colosseum, Palatine Hill, Sistine Chapel, and more. The alternating program led by Ken Shipley features residency at La Meridiana International School of Ceramic Art in Tuscany, where students focus on ceramics, in particular studying the terra cotta vessels, ceramic sculpture and Italian ceramic tiles that Italy is known for in the realm of ceramics.

The following is an abstract for an in-depth research presentation completed by Austin Peay art student Gabrielle Maxwell. This research was funded, in part, through the QEP grant for students to share what they have learned during their study abroad experience.

Rome is a city which captures the historical progression of religion through art. The city houses the art of the masters who shaped art and



technique during their lifetime and continue to influence art today. As one walks through the streets of Rome, they can experience the atmosphere of the city as many great artists have throughout history. Religion is the most common subject matter of art in Rome as displayed in the different styles, mediums, and building structures. Religious art was not just for beauty but used as a gateway for the viewer to communicate with God.

Michelangelo Merisi Caravaggio made kneeling at the altar an intimate moment between the individual and God through his realistic representations of biblical stories. Instead of seeing overly sanctified representations of Christ, the Saints, and stories from the bible; one would see them as they were in their time, human. However, Caravaggio's realistic representation



of the divine went against the ideal Catholic portrayal of divine figures. The Contarelli Chapel alter pieces The Calling of Saint Matthew and Matthew and the Angel created controversy due to Caravaggio's use of chiaroscuro style; he unwittingly aided in bridging the divide between the divine and humanity by portraying divine subjects with earthly realism. Living during the late sixteenth century and early seventeenth century, Caravaggio worked in opposition to the Counter Catholic Reformation by painting progressive art that created realistic representations of divine life through light and shadow, birthing the art of realism.

-Gabrielle Maxwell



More info at <http://www.apsu.edu/study-abroad-exchange/>

Greece Adventure

APSU STUDY ABROAD TO GREECE TAKES students on a tour of the most important archaeological sites and museums around Greece. The program is centered around the 3 credit hour course, Greek Art and Archaeology; this course is designed to introduce students to the history of the discipline of archaeology in Greece, and to the history and archaeology of the country. Students will gain familiarity with the major developments in pottery, architecture, and sculpture not only as objects of art, but also as they relate to archaeological excavations. Students will visit such places as Neolithic cave sites and WWII cemeteries. Additionally, we will visit all four sites where quadrennial athletic games were held in the ancient world, and we visit some less well-known places. Mythology, history, archaeology, literature all come together in this trip of a lifetime.



Going to Greece was the scariest, yet most rewarding, thing I had ever done up to that point in my life. I did not know the language, I didn't know a single person on the trip, and I had never traveled out of the country. I was 20-years-old and had no idea what I was going to do in life, but figured going to Greece would be a good story to tell and a great opportunity to capture stunning photos. I had a very strong feeling that if I didn't go right then, I wouldn't have the opportunity presented to me again (I ended up being correct on that one, but that's a story for another time), so I took a leap of faith and went. I flew by myself from Nashville, to JFK, then to Athens. I stepped off the plane in Greece absolutely terrified. I couldn't read the signs, I didn't recognize the language, and I did not see very many blonde-haired, blue-eyed young women walking about. I somehow found my little puddle jumper to Crete and tried not to cry during the short flight. I was seriously doubting my decision and praying that I remembered what Dr. Winters looked like (I



had only met him a few brief times during our meetings). Thankfully, I found him and as soon as I got out of the airport, I was in love with Greece.

I loved everything about that country: the colors, the climate, the people, the history, the food...everything. The classes were brutal as I had NO classics or ancient history background, but I immersed myself in books and studied hard and enjoyed (almost) every minute of it. I finally felt like I had found a direction to take my studies toward. The group of kids I traveled with was definitely a motley crew. We had a preacher's son, a young mother, a medical school graduate, a few classics students, a musician with Greek heritage, a gay poet, and me—an ordinary, middle-class white girl with no clue. But we had the time of our lives and I still keep in contact with a few of those weirdos. Traveling out of your home country creates a bond like no other. None of us were untouched by the experiences we had in Greece. It's almost impossible to not get lost in the culture and the spirituality of such an ancient country, and not to question everything you've ever known (or thought you knew). Even when I was homesick, I knew almost every day during those 4 weeks that I was exactly where I was meant to be.

When I got back to Tennessee, I was changed. Not only was I tan as all get out and bleached blonde (and a few pounds heavier if we're honest here), I was smarter. I was thinking and speaking in two languages, and kept seeing Greek architecture influences everywhere I looked. The next semester I signed up for Modern and Ancient Greek classes and finally declared a major. I spent the next two years drowning in Greek, Latin, and ancient history classes. For the first time in my life I



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had a plan, I had an unstoppable drive, and I had found something in which I excelled. Life threw me a few curve balls in the years following my trip, that pushed me off that original path. But regardless of where I ended up or what I did, Greece never left me. I'm homesick for the Aegean. I've never found as good tomatoes as I found on Crete. I have friendships that I probably would have never had otherwise, and I have a faithful mentor in Dr. Winters. Studying abroad is an opportunity that I would recommend to ANY student, regardless of their major or life story. There is so much to take from a country that is not your own. So many lessons to be taught from people and cultures different than what you're familiar with. So many eye opening moments that will never leave. And yes, you get some damn good stories to tell. And award winning photos, too.

-Brittani Anderson



More info at <http://www.apsu.edu/study-abroad-exchange/>

Interview with Amir Elraheb

Q: What is your major and minor at APSU?

I major in foreign languages, focusing on Spanish, and I minor in French.

Q: What study abroad trips have you attended and where?

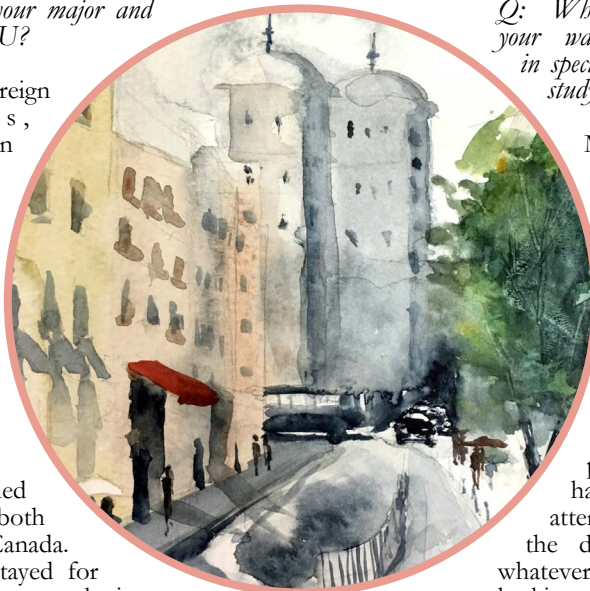
I have studied abroad in both Spain and Canada. In Spain, I stayed for four weeks, three weeks in the beautiful city of Madrid and one week in the perfect weather of Alicante. In Canada I stayed in the province of Québec for five weeks in a French speaking town called Chicoutimi.

Q: What inspired your watercolor art in specific places on study abroad?

My watercolor sketches and paintings are of course a way of expression, but also a way for me to vividly remember what I'm painting. It's sort of like a photograph, but when you are painting you have to pay attention to the details of whatever you're looking at much harder, so scenes are engrained in my head. Also, other countries have much to offer, many different types of subjects and architecture that make great paintings.

Q: Where do you draw your inspiration from?

My inspiration mostly comes from the beauty of architecture. The Spanish architecture was completely different from what I was accustomed to seeing, since this was my first trip to Europe. I believe watercolors



are one of the best mediums to capture a city scene, although difficult to work with. From time to time I think I produce a good one.



Q: How has studying abroad impacted your life and influenced your art?

Studying abroad opened my eyes a little bit more about the world we live in, and more importantly, where I fit in the big picture. Along with the improvement in Spanish, I feel a sense of improvement as an individual with greater sense of maturity and proactiveness. Those benefits by themselves are priceless. Just

like any other skill, the more you practice, the better your ability, therefore taking the time to paint different scenes on the streets of various cities in Spain allowed me to improve. Sometimes while I was



painting, I attracted small crowds of four to eight people, so being able to chat and make friends was one of the best parts.



More info at <http://www.apsu.edu/study-abroad-exchange/>

Asia

China

THIS 3-WEEK STUDY ABROAD PROGRAM offers two courses - one course to introduce Chinese culture in both China and Taiwan; one course to explore ancient Chinese technological inventions, and survey the development and achievement of technology in present-day China and Taiwan as well as its impacts on the society. The students will reside in guest housing on the main campus of National Changhua University of Education (NCUE) in Changhua City. The students will participate in local tours to surrounding old towns, temples, and National Museum of Natural Science. Two overnight trips are arranged. We will travel south to visit the Taiwan Semiconductor Manufacturing Co. plant and after we will tour and stay overnight in the historical city of Tainan. The next day we will visit the Moonworld then return to NCUE. The other trip will be a visit to the Formosan Aboriginal Culture Village and an overnight stay at Sun Moon Lake. The next day we will go to Sitou Forest Recreation Area, and attend a paper-making hands-on workshop in Puli Town. Then we will travel north to Taipei City, the Capital, and stay three days to visit the National Palace Museum, Taipei 101 skyscraper, memorials, temples, YehLiu Geopark, and traditional night markets. Then we will fly to China and we will stay in Beijing and reside in Beijing Caixin Hotel on the Central



University of Finance and Economics (CUFE) campus. During the 10-day stay, we will visit Tiananmen Square, the Forbidden City, the Summer Palace, Capital Museum, Beihai Park, Yonghe Lamasery, Temple of Confucius, Beijing Olympic Park, and watch an acrobatics show one evening. There will be a whole day trip to the Great Wall.

I went on my first Austin Peay Study Abroad trip during the summer of 2014. I had just finished my freshmen year of college and had taken a Chinese 1010 course to study the language and writing of Chinese. When I saw this amazing opportunity to travel, I had to take it! The trip included two weeks in Beijing, China and two weeks in Taipei, Taiwan. We stayed at local college dorms in both cities. Being able to fully immerse myself in the language and culture was such an amazing experience. I had no choice but to practice the Chinese that I had learned. I understood that that's how I would improve my Chinese- by socializing with others! I had so much fun during the trip. We ate different foods and went sight-seeing to so many different places. My favorite part of the trip was walking the Great Wall of China. It was breathtaking! The instructors that took us were phenomenal. Most of the days were full of learning and having different discussions, but we had just enough free time to explore too! I am so thankful that I had the opportunity to study abroad!

-Lillian Long



More info at <http://www.cpsu.edu/study-abroad-exchange/>

Japan

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THROUGH HISTORY AND ASIAN STUDIES COURSES, STUDENTS will experience the many sides of Japan through its history, literature, culture, and people. Traveling during Maymester, students will have the opportunity to see sights across a large part of Japan. With daily excursions to Tokyo, Hiroshima, Kyoto, and Kanazawa, students will see many different aspects of Japan. Upon returning to Tennessee, students will complete assignments online. This program provides an opportunity to experience a broad spectrum of Japan that is unavailable to most.

“**M**omanaku Ishiyama desu Ishiyama desu, arriving nextstop is Ishiyama.” That was the announcement our group grew used to hearing each night as we arrived at Ishiyama, the small city outside of Kyoto where our hotel was. At first Japan was a huge shock, but it wasn’t until after we passed through customs that I saw how busy the airport near Tokyo truly was. The

language barrier was the biggest unexpected shock that shouldn’t have been a shock. At Austin Peay, I had just gotten through my second

semester of first year Japanese, and my teacher was from Kure, Hiroshima. Thanks to him, I was a little prepared for the culture and I could



understand a little bit after learning the basics of the language. When we exited the country I was truly unsure of what I would think of Japan. We arrived in the afternoon and go to our hotel late at night. One of the big differences between the US and Japan is the train system. I really liked the way the train system operated. Also, when you would go to a store and make a purchase, the customer service was outstanding even though there was a language barrier. Returning to the US was another culture shock, because the contrast between like say customer service is just so much different. The way I interact with foreign speaking peoples is something I learned in Japan.

In Japan, the young people learn English from elementary school and continually study it. They understand writing and correct spoken English if spoken slowly. It is a hard language for them and they don't necessarily get to have good communication skills because there aren't many to talk to. When Americans speak English we don't use perfect English, and when we speak to each other we use slang and speak with accents and in ways that even for some of us is hard to understand. Once I slowed down and pronounced my words I found my interactions with limited English in Japan was much smoother. I realized after I got back that language barriers aren't because people don't understand English, it was because of accents and weird ways of pronouncing words. Now my conversations are much smoother as well because I realized English is difficult for non-native speakers, but then to add slang and an accent or two mixed in, I see the difficulty.

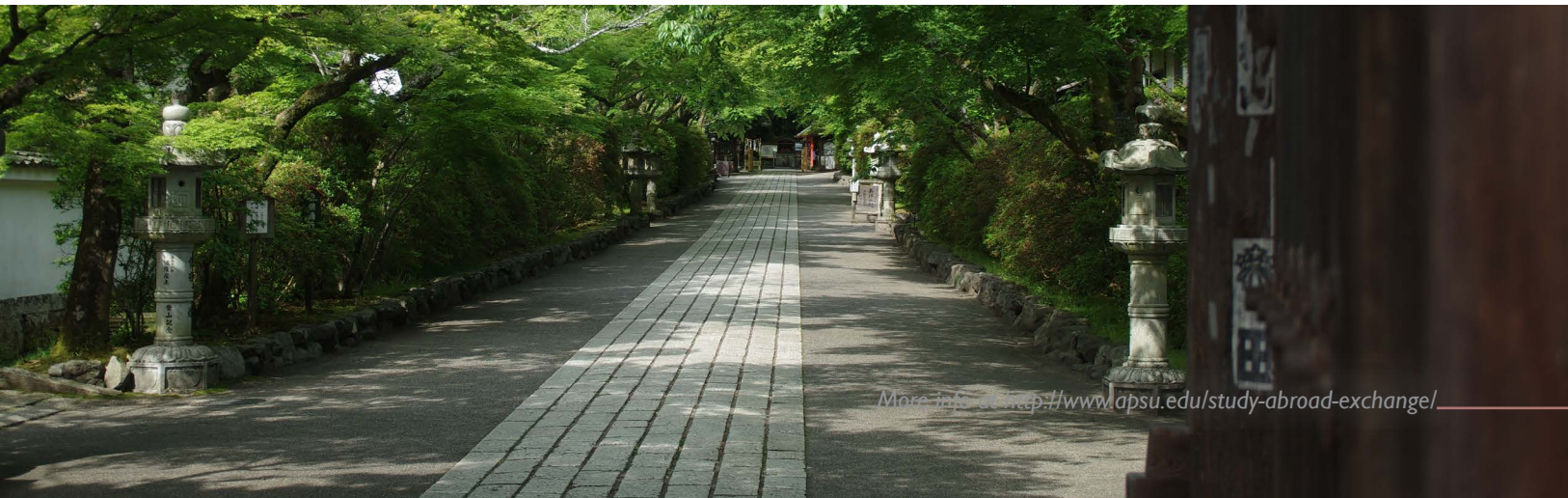
One thing I realized from this trip is the fact that you will be faced with situations in which communication is hard



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and sometimes you have to improvise or think of ways to possibly get on a level of simple understanding. For example while in Japan when we went to Kyoto, on one such occasion we visited a mall. This mall wasn't a place you would see many tourists at. I was tired and saw a store that was something I was used to, a Starbucks. I tried to order something I would usually order, but I found out Japan doesn't have flavorings as much as we do, and after a difficult [time] trying to explain [my order], and after the employee even tried to look to the person behind me for help, I finally just accepted the order with no flavoring. As I was drinking the coffee, in the cafe I realized truly for the first time on the trip that I was in a foreign place and how difficult it could be trying to communicate with a different language. It truly has redefined me as a person.

-Jacob Gunter

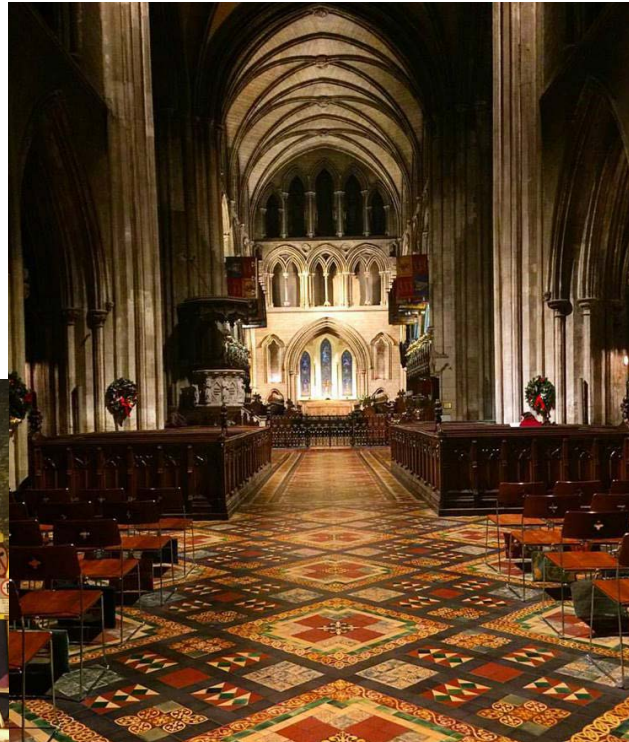


More info at <http://www.apsu.edu/study-abroad-exchange/>

CCSA Programs

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The Cooperative Center for Study Abroad is a consortium of U.S. colleges and universities, which jointly offers study abroad programs in English-speaking regions, such as England, Scotland, Ireland, Belize, Australia, and New Zealand. A not-for-profit organization, CCSA is headquartered at Western Kentucky University in Bowling Green, Kentucky. Its signature programs are in the United Kingdom with London being the most popular destination for students studying through CCSA. Examples of



some course offerings include courses in Shakespeare, literature, theater, travel writing, nursing, chemistry, geology, education, communication, film, and art. CCSA programs are taught over the winter break during a two week session. For more information on courses offered through CCSA, please contact Dr. Mickey Wadia.





Meet the Editors

Kasey Burns

Co-Editor in Chief

Kasey Burns is a Foreign Languages major with a Spanish concentration and a minor in International Studies at APSU. She is the student assistant for the Spain Study Abroad Program 2018 as well as the Editor-in-Chief of *Explore Your World* magazine. Kasey is an alumna of the Argentina 2016 and Spain 2017 study abroad programs.



Nina Lizura

Graphic Designer

Nina Lizura is an Art Education major at Austin Peay. She has completed a semester exchange in Sweden, a study abroad program in Italy, and a service learning course in Trinidad and Tobago. Upon graduation, Nina intends to teach English abroad. In her free time, Nina enjoys painting, Netflix, and cuddling with her cats.



Paulina Beran

Copy Editor

Paulina is a Foreign Languages major specializing in French and Spanish with minors in Film Studies and Asian Studies at Austin Peay State University and is a member of the Spanish Honor Society Sigma Delta Pi. She has participated in study abroad programs in England and Ireland with upcoming trips to Spain. Paulina currently has an Associate's Degree from Austin Peay and plans to continue on to her Master's with aspirations for creative humanitarian work. Paulina enjoys travel, film, art, and animals.





Nicholas Harriel

Co-Editor in Chief (Fall 2017)

Nicholas (Nic) Harriel came to APSU following service as a medic in the military from 2011 to 2015. Nicholas became an advocate for international education following his studies with Dr. Markov in Belize. Nicholas became the Editor-in-chief of the Explore Your World magazine in early spring of 2017. In December of 2017, Nic left the magazine to graduate with a Bachelors of Science in Biology. Nicholas currently works as a nurse and will begin medical school at the New York Institute of Technology this August. "I'm very proud of my time as Editor-in-chief of the Explore Your World magazine. It was amazing to work with such a highly motivated and talented team. I have no doubt that what that team accomplished will have a great impact on both their readers and the editors who follow them. I'm very happy to have been a part of it."

Alaina Davis

Public Relations (Fall 2017)

Alaina Davis is a Foreign Languages major specializing in Spanish with a double minor in Linguistics and Journalism. She is the president of Sigma Delta Pi Nu National Collegiate Hispanic Honor Society 2017-2018. Alaina is an alumna of the Spain 2016 and Spain 2017 study abroad programs. After graduating in May 2018, she plans to pursue her Master's degree in English Linguistics.



Faculty Advisors



Dr. Sergei A. Markov

Professor of Biology &
Belize Coordinator



Dr. Osvaldo Di Paolo Harrison

Associate Professor of Spanish
& Argentina Coordinator



Dr. John W. Steinberg

Professor of History &
Poland Coordinator

More info at <http://www.apsu.edu/study-abroad-exchange/>



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