MARYLAND INTERNATIONAL is the newsletter of the Office of International Programs and the two organizations under its auspices, the Institute for Global Chinese Affairs and International Education Services. It is published twice during the spring semester and twice during the fall semester, with an additional issue in the summer. For submissions or suggestions for future issues, please contact the editor, Christine Moritz, by e-mail at cm227@umail.umd.edu or by telephone at 301.405.4771.
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FRONT COVER Statue guarding Bulguksa Temple in Gyeongju, South Korea

OPPOSITE A tour guide, Brian Kim, Stella Chang, and Narae Lee at Bulguksa Temple

Correction: On page 5 of the Fall 2003 Vol. II issue, some of the names in the photo caption were misspelled. The photos showed Dr. Uma Lele, Dr. C.S. Prakash, and Tony Van der Haegen.
Faculty and Students Reflect on UM Winterterm Programs

In January 2004, the University of Maryland conducted 12 winterterm study abroad programs in a range of disciplines, with 195 students participating.

Following are a selection of faculty and student reflections on the programs.

Germany in the New Europe: Politics, Business, and Culture (Government and Politics 388T / Business and Management 398B)

The program was developed with colleagues at the University of Tübingen, and was coordinated by Ursula Kimpel. She teaches at Tübingen University’s International Programs Department and has taught in the United Kingdom.

Dr. Miranda A. Schreurs, who led the group to Germany, teaches in the University of Maryland’s Department of Government and Politics. She has lived in both Germany and the Netherlands. Schreurs conducts research on environmental politics in Germany and the European Union as well as in Japan and Asia.

Through a combination of lectures and field trips, this course introduced a group of 12 students to the exciting challenges and transitions that Germany and the European Union are currently experiencing, and to the power of history, particularly the continuing impact of two World Wars and 40 years of division.

The course was based in the southern German university town of Tübingen, where students visited a 12th-century monastery and a 19th-century castle and met with the city mayor and local businessmen. We also visited places that forced us to reflect on the war and the Holocaust; in Heiderloch, we shivered in the cellar where secret wartime research was done on atomic energy, and visited the snow-covered Jewish cemetery and the restored synagogue.

A real highlight of the course was our four-day stay in Berlin, a vibrant city of contrasts. One of the most memorable visits for the students was their trip to the new Jewish Museum, which takes visitors through 2000 years of Jewish history. We met with officials from the Federal Foreign Office and the Ministry of Economics and Labor, and watched German farmers and students protest against budget cuts. We met with representatives of DaimlerChrysler in the new Potsdamer Platz complex. Once a barren wasteland and now restored as a thriving urban center, Potsdamer Platz symbolizes Berlin’s divided past and rapid transformation.

After three weeks, everyone came back knowing a great deal more about Germany and Europe. The students were excited about all that they had seen and done, and many are already planning their next trips abroad.

Miranda Schreurs

I had always wanted to do a semester or year abroad, but with a busy class and social schedule, it was pretty much impossible for me to do so. Having the opportunity to spend three weeks in Germany, however, was an amazing option, and an amazing experience. Being able to be immersed in their culture and environment was eye-opening and brought my learning experience to a whole new level. I thought
I had a good grasp on international affairs before this trip, but actually being able to talk to German students and to learn from German guest lecturers gave me a whole new level of appreciation of the fact that there are many other viewpoints throughout the globe. I am now actively trying to learn German and other languages, and hope to be able to make it back to Germany as soon as possible. I would recommend this program to anyone interested in international politics or business; it’s a great learning and social experience that cannot be beaten. My only complaint is that it was too short and I wish we all could have stayed for a far longer time.

Jonathan Barley
Junior, Government and Politics

Odyssey to the Euro:
Economic History, Development, and Policy in Italy

(Economics 312 / Honors 328R)

The instructors for this course were Dr. Clopper Almon, Professor Emeritus in the Department of Economics, Dr. Seth Sanders, Professor in the Department of Economics, and Dr. Suzanne M. Bianchi, Professor in the Department of Sociology and Director of the Maryland Population Research Center. Almon’s major research interests have been in the area of interindustry modeling for the purpose of studying macroeconomic phenomena. Sanders’s primary focus is on labor economics with a particular emphasis on economic demography. Bianchi is a family demographer whose research centers on changes in the lives of women during the last half-century.

In “Odyssey to the Euro,” we had such a wonderful group of students this year—funny, intelligent, engaged. Just traveling with them was a pleasure. For me, there were two days that were especially memorable. On a beautiful, warm, sunny “free” day, Director of International Programs Saúl Sosnowski joined faculty member Seth Sanders, myself, and about half of our 20-person group of students for an afternoon at the ruins of Herculaneum. Though less often visited than Pompeii, these ruins are even better preserved. My memory is of the group in late afternoon walking up the hill to leave, turning every few minutes to watch a beautiful sunset over the ruins and the Bay of Naples. A second “free” day highlight was a day trip that Seth Sanders, student Dan Volk, and I took to Ravenna. We spent the day walking from one beautiful church to the next, taking in the breathtaking fourth- and fifth-century mosaics. These were experiences with colleagues and students that cannot be duplicated in the classroom! Our leader, Clopper Almon, brought all of us, students and faculty alike, to the proverbial well and encouraged us to drink. Such skillful teaching and mentorship makes for an incredible learning experience.

Suzanne M. Bianchi
Understanding and Treating
HIV/AIDS in Western Europe:
London, Paris, and Amsterdam

(Biological Sciences 279 / University 279)

The course was directed by Dr. Michael Ulrich, International Studies Coordinator in the University of Maryland’s Study Abroad Office. Formerly the Coordinator for Law and Health Professions Programs and the pre-medical advisor on campus, Ulrich has taught study abroad courses in Europe and Mexico and previously developed an interdisciplinary course on HIV/AIDS. This course was intended for students interested in pursuing careers in medicine.

One of my favorite memories from my program on HIV/AIDS in Western Europe was the students’ ability to transform almost everything into an adventure. Finding the obscure location for an organization that provides service to newly infected Muslim immigrants turned from a frustrating exercise to an exciting team project once the students rallied around a common cause. Such moments of collaboration and optimism helped propel us through rainy London streets, around confusing French rail stops, and over bubbling Amsterdam canals.

This same spirit extended to our class discussions, where we debated the merits of needle exchange programs, traded perspectives on access to health care for illegal immigrants, learned about the unique needs of sex workers, and investigated the complexity of safe sex messages for men who have sex with men. Since the students in this program are all considering careers in health care, it was a pleasure to see them become sensitive to the difficulties some patients may face outside of a physician’s office. It is my hope that such knowledge, rooted in compassion, will help produce a generation of doctors equipped to face the challenges of an increasingly diverse patient population.

Michael Ulrich
Argentina: Politics of Globalization

(Sociology 489W / Latin American Studies 458A)

The instructor for this course was Dr. Roberto Patricio Korzeniewicz, Associate Professor in the Department of Sociology and Associate Director of the Latin American Studies Center. In 2000, he was a Senior Fulbright Scholar at the Universidad Nacional de San Martín (UNSM), the institution participating in this course. He has published several books and articles on social inequality, social movements, and political change in Latin America, and has taught previous winterterm courses in Argentina.

Mayan Culture, Tropical Rainforests, and Coral Reefs

(Biology 288)

The course was directed by Dr. Lee Hellman, Professor of Entomology and Director of the College Park Scholars-Life Sciences program. His main interests are the ecology of tropical rainforests and agro-ecosystems. Hellman has traveled extensively in Southeast Asia, Indonesia, Australia, Africa, and South and Central America, and has led students to Belize for several years.

African-Brazilian Culture

(Latin American Studies 448D / History 419C / History 619R)

This course was taught by Dr. Daryle Williams, Associate Professor of Latin American History and Associate Director of the David C. Driskell Center for the Study of the African Diaspora, together with Raquel de Souza, a Brazilian-born University of Maryland history graduate student, and a number of Brazilian faculty including the Afro-Bahian poet José Carlos Limeira and Dr. Keila Grinberg, a comparative historian focusing on slavery and emancipation.

Cuban Arts and Culture: Traditions and Innovations

(Spanish 448)

This course was directed by Dr. Eyda Merediz. A native of Cuba, Merediz is an assistant professor in the Department of Spanish and Portuguese. Her academic interests focus on transatlantic literatures and cultures, colonial Latin America, and Caribbean studies. She specializes in Cuban cinema and literature produced both on the island and in the greater Cuban diaspora.

continued on page 10
The University of Maryland’s brand-new winter term program in South Korea was directed by Dr. Seung-kyung Kim. An Associate Professor in the Department of Women’s Studies and the Director of the Asian American Studies Program, Kim is a specialist in gender and labor politics in Korea and regularly teaches courses in this area. She is currently working on issues related to women’s movements in Korea.

The program examined the rapid economic and social changes that have taken place in South Korea’s recent past and how society has been redefining itself and its relation to ideas of gender, class, tradition, and nation.

Nine students participated in the program. They came from a diverse group of majors (including a number of double majors), spanning fields such as government and politics, economics, history, information technology, and geography. Six of the nine were Korean-Americans, whom Dr. Kim described as being interested in getting to know Korea better within an academic context in order to “learn more systematically” about the structure of South Korean society.
The three non-Korean-American students in the class had all expressed interest in Asia for different reasons. One had become acquainted with several Korean families through her church and was interested in doing missionary work, especially in East Asia. Another had participated in a study-abroad program in Mongolia, which spurred a curiosity about other parts of Asia. The third had already participated in a few study-abroad programs in more familiar locations and this time wanted to try something different.

The class examined Korean history; politics and economics; family, society, and culture in contemporary Korea; the U.S.–Korea relationship, and the women’s movement. The group took a number of field trips and tours, visiting places such as the Demilitarized Zone, the buffer area between North and South Korea; a chaebol, or corporate conglomerate; the offices of an NGO; the Ministry of Gender Equality; and Kyongju, the capital of the Silla Dynasty (57 BC–935 A.D.). They also went on two “urban tours” in Seoul to see how people used to live in Korea and how they live today. On one of these tours, the group visited a private family and participated in traditional Korean arts and activities including a tea ceremony, calligraphy, making a rice cake, and trying on traditional Korean clothing.

This was Kim’s first time doing either a study-abroad program or a short-term program, and she said that despite some apprehension, she “quite enjoyed” the experience. Commenting that the students were “very committed,” she said that because the program involved a journey halfway around the world during a semester break, the students who signed up had “more of a stake” in it. She also felt that the group’s small size was a great advantage. Rather than splinter into subgroups as a larger group might have done, the program’s group of nine was able to function as a single unit, which Kim said contributed substantially to the students’ interactions with one another. She was also impressed with how the students bonded with one another during the course, becoming close friends.

I really enjoyed my time in Korea, because I was able to learn about the history of a country we don’t learn much about in school and all of the intricate forces coming into play in the fast-paced, dynamic contemporary Korean society. Through a packed schedule of trips, tours, and visits throughout Korea, we were able to see the things we were learning about and understand their reality. Seeing more of the world, seeing how people are so different and yet the same, getting out of the classroom, and learning from a group of highly motivated, intelligent, and adventurous people was so refreshing and educational, indescribably energizing and eye-opening. It was a wonderfully rich experience, life-changing, something everyone should try.

Elizabeth Suh
Junior, Journalism

The students’ pictures can be viewed at http://129.2.216.24/korea/korea.asp.
Ancient Greek and Roman Culture in Context
(Classics 100)

The instructor for this course was Joe Scholten of the Department of Classics. Scholten specializes in Greek and Roman history and historiography (especially the Hellenistic and Republican eras), ancient topography, Greek and Latin epigraphy, and ancient numismatics.

Italian Language and Culture
(Italian 101 and 102)

This course was taught by Genoa native Stefania Amodeo, Instructor of Italian at the University of Maryland, together with Dr. Suzanne Branciforte of the University of Genoa. Amodeo has taught Italian language and culture at the University of Maryland since 1982. Her main research interest is in language pedagogy and the use of computer technology in the teaching of languages.

Japan: A View from the Performing Arts
(Honors 379J / Japanese 499J / Theater 499J)

The course was conducted by Dr. Miyuki Yoshikami, who teaches in the Honors Program and is a member of the Committee on East Asian Studies at UM. She has guided the participants of the previous study abroad and “Theater East and West” programs through Japan and has worked with many Japanese performing artists.

Cultural Competence in Human Services:
A Mexican Immersion Experience
(Family Studies 498C/698C)

This program was directed by Dr. Jacqueline Wallen, an associate professor in the Department of Family Studies. Wallen teaches courses on human services delivery to families, program planning and evaluation, work and the family, and addiction and the family. Her research has focused on mental health and substance abuse services, especially for women. She has a strong interest in cultural competence in human services and has completed two separate sessions of study at Solexico, living with Mexican families both times.
Physics Professor Lectures in Sweden

In the fall of 2003, Dr. J. Robert Dorfman of the Department of Physics and the Institute for Physical Science and Technology spent 12 days in Sweden as a guest of the University of Uppsala’s Centre for Dynamical Processes and Structure Formation.

There, he gave two graduate classes, a physics colloquium, and a special seminar, all dealing with chaotic dynamics and classical transport theory. He also gave a seminar to the theoretical physics group at the Royal Institute for Science and Technology, Stockholm, on kinetic theory calculations of Lyapunov exponents and Kolmogorov–Sinai entropies.

Dorfman is on sabbatical leave during the spring 2004 semester, visiting the Physics Department of the Technion in Haifa, Israel, where he has been awarded a fellowship by the Lady Davis Foundation.

For more information on J. Robert Dorfman, see www.physics.umd.edu/people/faculty/dorfman.html.

African American Studies-Organized Conference Receives Rockefeller Foundation Grant

The Rockefeller Foundation has awarded a distinguished International Bellagio Study and Conference Center Grant to the faculty research seminar “Meanings and Representations of Work in the Lives of Women of Color.” Dr. Sharon Harley, Associate Professor of African American Studies, is the seminar’s Project Director.

The weeklong conference will take place in August 2004 at the Rockefeller Foundation’s Bellagio Center in Lake Como, Italy, in the foothills of the Italian Alps.

Organized by Harley and Dr. Lynn Bolles (of the Departments of Women’s Studies and African-American Studies), the conference is based on an ongoing multidisciplinary faculty seminar funded by the Ford Foundation. Directed by Harley and the African American Studies Department, the seminar examines issues and processes of globalization, cultural identity, and location in the lives of women workers of diverse ethnicities and nationalities.

At the Bellagio conference this summer, scholars from South Africa, Ghana, Jamaica, Trinidad and Tobago, and the United Kingdom will join University of Maryland scholars Harley, Bolles, Dr. Elba Barkley Brown (Women’s Studies), Dr. Seung-kyung Kim (Women’s Studies), and Dr. Francille Rusan Wilson (African American Studies). The goal of the research seminar is to provide a unique opportunity for scholars from various international communities to discuss women, work, and globalization, and ultimately to publish a collective anthology based on conference proceedings.

For additional information on the conference and the scholars scheduled to attend, please contact Sharon Harley at 301.405.1163 or sharley@aasp.umd.edu.
As part of the Office of International Programs’ Ambassadorial Lecture Series, His Excellency Dr. Osman Faruk Logoglu, Ambassador of Turkey to the United States, spoke in December on “Turkey: A Strategic Partner.”

Characterizing the U.S. and Turkey as “friends, allies, partners,” Ambassador Logoglu outlined the history of the U.S.-Turkish relationship. He noted that under the terms of a 1950 UN resolution, Turkey participated in the Korean War and lost over 7,000 soldiers, and that Turkey had joined NATO during the Cold War.

The ambassador said that Turkey’s relationship with the U.S. is based on “shared values and converging interests.” With regard to shared values, he focused on democracy, secular society, and gender equality.

Saying that Turkey has been a democracy since the 1940s or 1950s, Ambassador Logoglu touted it as the only democratic country in the region other than Israel. He said that in Turkey, “Islam and democracy have been successfully combined.” Although 98% of Turkey’s 65 million people are Muslim, the country chose a secular society with a legal infrastructure based not on religious precepts, but rather on “contemporary democratic principles” and civil law, as is the case with European democracies. The ambassador emphasized the importance of the rule of law, saying that freedoms are guaranteed for all Turkish citizens and that human rights are respected.

Praising Turkey’s gender equality, Ambassador Logoglu described it as a leading element of the country’s social and political life. Noting that the country recently marked the 69th anniversary of enfranchisement for women, he pointed out that Turkey gave women the vote “before any country in Europe.” He said that all professions are open to Turkish women and that the country has a higher proportion of female professors than any other country in Europe.

Discussing the U.S. and Turkey’s converging national interests, Logoglu said that the Turkish approaches to recent transnational and regional problems have overlapped with American approaches. As a case in point, he cited terrorism. Whereas European countries disagreed with Turkey’s stance toward the PKK (Kurdistan Workers’ Party) and other Kurdish separatist groups, the ambassador said that the U.S. shared Turkey’s assessment of the groups as terrorist organizations.

Addressing Turkey’s relationship with the European Union, Ambassador Logoglu said that it was critical for the European Union to embrace Turkey as a full member. He said that Turkey has a unique identity—at the crossroads between East and West, simultaneously European and Muslim—and that without Turkey, the EU would be “a distinguished club” of like-minded, like-religioned nations. Dismissing the idea that Turkey was not ready for EU membership, he said that the issue was more a matter of whether the EU was ready for Turkey to join. He stated that for the U.S., “a Turkey inside the European Union is a more effective partner.”

After concluding his speech, the ambassador answered a number of audience questions on topics such as regional imbalances within Turkey, European attitudes toward the U.S.-Turkey relationship, Turkey’s desire to join the European Union, Turkey’s attitude toward Israel, Armenian charges of genocide and the Turkish-Armenian relationship, the relationship between Turkey and Iran, and the role of religion in culture and government.
AMBA S A D OR I A L
L E C T U R E S E R I E S

The Office of International Programs at the University of Maryland cordially invites you to its Spring 2004 Ambassadorial Lecture Series.

Lectures Held in McKeldin Library
Room 6137, Sixth Floor

Thursday, March 4, 11:00 am
His Excellency
Jean-David Levitte
Ambassador of France to the U.S.
France and the United States in a World Transformed

Thursday, April 22, 3:30 pm
Her Excellency
Barbara Masekela
Ambassador of South Africa to the U.S.
Key Issues in Contemporary South Africa

Introductions by President C.D. Mote, Jr.
In February, the Institute for Global Chinese Affairs held its first IGCA Forum of the spring 2004 semester, “Ethics in China: Discourse and Education.” The panelists were Dr. Shao Binhong, the acting editor-in-chief of the Chinese Academy of Social Sciences’ publication International Economy Review and the host of the Chinese talk show “Ethical Review,” and Dr. He Huaihong, a professor in the Department of Philosophy at Peking University. Dr. Jing Lin, Associate Professor in UM’s Department of Education Policy and Leadership, chaired the forum and provided translation.

Dr. Shao said that the impact of her television program is greater than that of her official job; though “Ethical Review” has a non-primetime slot, it draws more viewers than primetime programming. The program’s goal is to use an ethical perspective to review different cases and to reflect on the consciences of Chinese citizens. She cited a number of examples of people acting solely in self-interest and not coming to one another’s aid, and instances of violations of professional ethics and standards.

Dr. He noted that most people still act in an ethical way within the context of their own families. He posited that the emotional “numbness” in the incidents Shao cited stems from China’s transformation from a traditional into a modern society, where people’s spheres now include not only their families and people they know, but also a multitude of strangers. He also theorized that the current state of ethical conduct is related to a lower degree of government involvement in everyday life; from 1949 to 1980 the government’s power penetrated to the grassroots, but beginning in the 1980s the government withdrew from many areas.

The two panelists took a number of questions from the audience on such issues as Confucianism and traditional Chinese values, participation in voluntary associations, the relationship of ethical conduct to socioeconomic status, the influence of the U.S. on Chinese society, and the generation gap.

For more information on IGCA events, see the IGCA website at www.inform.umd.edu/igca.
Global Communities Program
Now in Second Year

In the fall 2003 semester, the Global Communities program welcomed its second incoming class. The 53 participants come from the U.S. and more than 15 foreign countries, among them Japan, China (including the special administrative region of Hong Kong), the United Kingdom, Argentina, Kenya, Korea, Taiwan, Jamaica, Ethiopia, Chile, Uruguay, India, and the Philippines. The U.S. students in the program have a variety of cultural and ethnic backgrounds, including Portuguese, Mexican, Greek, German, French, Lebanese, and Thai. Through the Global Communities Living-Learning program, students come together in classes and through social events to explore culture and develop skills in cross-cultural communication.

The academic year began with an event where students and staff danced to live Latin music. Since then, first-year participants have participated in field trips, discussion, lectures, and experiential learning activities that allow them to learn more about their own cultures and those of others, and to improve their intercultural communication skills. Meanwhile, second-year students participated in one of two colloquia. One was a service learning course that brought students into a local high school and encouraged them to explore ideas of multiculturalism and civic engagement. The other used readings, discussions, and guest lectures to explore issues of science and technology in a global society.

In the spring 2004 semester, the first-year group is focusing on the culture and politics of three world regions: the Middle East, Africa, and Europe. Members of the second-year cohort are exploring the meaning of the global workplace and researching their own career options.

Over the course of the year, students develop a sense of community in this international environment and learn from each other both inside and outside of class. In the fall semester, students worked together to plan and present an International Dinner. In the spring, they will organize the annual Cultural Explosion show. Taking place on April 1 in the Gildenhorn Recital Hall of the Clarice Smith Performing Arts Center, the event will showcase the rich talents of this diverse group of students.

For more information on Global Communities, please see www.inform.umd.edu/globalcommunities.
UM Signs Agreement with Norwegian University of Science and Technology

The University of Maryland’s President C.D. Mote, Jr. recently signed an agreement of cooperation with Eivin Hiis Hauge, Rector of the Norwegian University of Science and Technology (NTNU).

A center for technological education and research in Norway, NTNU was established in 1996 as an extension of the University of Trondheim, which itself was the result of a merger between the Norwegian Institute of Technology, the College of Arts and Sciences, and the Museum of Natural History and Archaeology. NTNU has a solid foundation in the natural sciences, as well as broadly-based expertise in the humanities, medicine, and the social sciences.

NTNU offers professional degrees, university studies, interdisciplinary study programs, and master’s degrees in English.

The university has sponsorship and cooperation agreements with Norwegian and international business and industry, and an annual budget of close to $400 million. Half of its 20,000 students study technology or the natural sciences. Currently the university has 700 students from abroad.

NTNU is located in central Norway in Trondheim, the country’s third-largest city. A major hub for land and sea transportation, the city connects the northern regions of Norway with the more densely settled south. Through the combined efforts of the NTNU and the Sintef research and development center, Trondheim has become a high-tech locus, producing new companies in sectors ranging from automation to telecommunications.

Fellini’s Roma Screens in April

Sponsored by the School of Languages, Literatures, and Cultures, the College of Arts and Humanities, the Office of International Programs, and the Hoff Theater, the International Film Series continues in April with Fellini’s Roma. The film is free and is screened at 7 pm in the Hoff Theater.

Wednesday, April 7, 2004
Introduction by Giuseppe Falvo, Department of French and Italian, and Judith Hallett, Department of Classics

FELLINI’S ROMA

This film celebrates Rome, the eternal city, in its ancient as well as its modern guises. Blending autobiography with scenes from contemporary life, the film shows Fellini’s determination to capture Rome’s cosmopolitan essence in cinematic form and to reconcile the city’s antique past with its present in view of surprising archeological discoveries. (In Italian with English subtitles, and in English. Dir. Federico Fellini, Italy/France, 1972, 128 min.)

For more information on the International Film Series, see www.intprog.umd.edu/film.html.