

DON'T FORGET

**\$500 GO! GLOBAL  
ENGAGEMENT AWARD**

*This award provides \$500 to two in-state students completing a global engagement experience for the first-time in a developing country. After you have completed the post-GO! evaluation, you'll get a link to the application.*

REALISTIC EXPECTATIONS  
SUSTAINABILITY  
ETHICS  
RESPONSIBILITY

GO!

INITIATIVE

Global Orientation on Culture+Ethics

*Saturday, 13 April 2013*

*FedEx Global Education Center  
The University of North Carolina at Chapel Hill*

# *the* **GO!** *framework for* **CULTURE + ETHICS**

## REALISTIC EXPECTATIONS

Having realistic expectations requires:  
**CONTEXTUAL UNDERSTANDING + FLEXIBILITY**

This entails having an understanding of the history and problems of “development” projects; recognizing the limitations & barriers of your work (both project-based and personal), and being aware of the particularities of the local context.

## ETHICS

Becoming an ethical agent, requires three key competencies:

**HUMILITY + RESPECT + CAUTION**

Developing these skills increases awareness of power inequalities, ethnocentrism, and the potential to do harm (both in research and as a service provider).

## SUSTAINABILITY

Being sustainable requires taking into consideration:

**LONG-TERM IMPACTS + EFFECTS OF ONE'S WORK**

The only truly sustainable outcome of your project is your own learning!

## RESPONSIBILITY

Cultivating a sense of responsibility requires being:

**INFORMED + ACCOUNTABLE + REFLECTIVE**

Being informed requires doing basic research on the location's history, culture, geography, government and other context-specific knowledge. Being accountable means holding yourself responsible for your professional and personal actions, as well as for the health & safety of yourself and others. Being reflective is an active and intentional practice requiring the ongoing questioning and thoughtful engagement of your experience.

# SCHEDULE

**9:30a-10:00a /**

## **Check-In and Meet and Greet**

*Check-in and then join us for a collaborative visualization of your experience. Coffee, tea, and breakfast snacks provided!*

**10:00a-10:15a /**

## **Welcome and Opening Remarks**

RON STRAUSS, *Executive Vice Provost and Chief International Officer*  
LEANDRA LACY '13 and BRENDAN YORKE '13, *Emcees*

**10:15a-11:15a /**

## **Plenary Session: Ethical Issues of Working in Communities**

*Student presenters will explore some of the social, economic and ethical issues of working in communities. A panel of students who have conducted service, service-learning, internships and research will share their perspectives on ethical challenges they confronted in their experiences abroad. Their session will be followed by Q&A.*

RICHARD HARRILL, Moderator, Director, *Campus Y*  
SANTIAGO BELTRAN, Senior, *Public Policy and Economics*  
ALAYAH GLENN, Junior, *Afro-American Studies & Public Policy*  
JOËL HAGE, Junior, *Global Studies*  
DANIEL HEDGLIN, Graduate Student, *City & Regional Planning*  
MICHELLE KUEI, Senior, *Biology and Nutrition*

**11:20a-12:10p /**

## **Small Group Breakout Session: Introducing a framework for facing ethical challenges of our global work**

*This session will be an interactive follow up to the plenary panel. It will be crucial for articulating the aims and goals of GO! – to offer a framework for facing the ethical challenges of travel and work abroad as an ongoing process. Beginning by elaborating on themes and tensions that emerged in the panels, these sessions facilitated by a range of people with diverse global experience and expertise offer the opportunity for an engaging and challenging dialogue.*

**12:20p-1:20p /**

## **Global Connections Lunch**

*Students will have an opportunity to talk with individuals native to or knowledgeable about the region/country they will be traveling to. This session has been specially designed so students can ask some of their more targeted and country-specific questions on health and safety, logistics, and daily living expectations/concerns. The lunch will also provide a way to get to know others traveling to a similar area.*

**1:30p-2:25p /**

## **Workshop Session One (SEE NEXT PAGES)**

**2:30p-3:25p /**

## **Workshop Session Two (SEE NEXT PAGES)**

# WORKSHOPS

SESSION ONE: 1:30-2:25PM

## WHEN YES MEANS “NO” AND A SMILE SAYS “I DON’T UNDERSTAND”: STRATEGIES FOR HAVING MORE EMPOWERING AND EFFECTIVE EXPERIENCES WITH COMMUNITY PROJECTS IN AFRICA

ROOM 3009

**LEANN BANKOSKI**

*Executive Director, Carolina for Kibera, UNC*

**HILLARY OMALA**

*Executive Director, Carolina for Kibera, Kenya*

From health to education to entrepreneurship, amazing things are happening in African development. Service and internship experiences offer students a unique way to learn from and contribute to communities in a meaningful way. African communities are culturally rich and have dynamic social subtleties. The path to effective engagement is not clear. Without strategies for preparation and reflection, the complexities and challenges may leave you frustrated. Worse yet, they could threaten the success of the project and your local partner’s trust of outsiders. Participants will learn specific strategies for preparing, setting goals, and reflection. Using real examples and personal experiences, participants will hear a new perspective on how to listen and act in a participatory way with African communities. Special guest co-presenter is Hillary Omala, who is the Executive Director of CFK-Kenya and a native Kenyan.

## THE POWER OF THE CAMERA: RESPONSIBILITIES AND ETHICS OF USING PHOTOGRAPHY IN GLOBAL CONTEXTS

ROOM 1005

**ALEXANDRA LIGHTFOOT**

*Director, Community-Based Participatory Research Core, Center for Health Promotion and Disease Prevention*

This session will engage students in thinking about their roles and responsibilities using photography and/or videography in the context of their experience living and working in another culture. Questions we will explore include: What should you consider in taking photographs in a culture or community not your own? In using images once you return? When is it appropriate (or inappropriate) to take photographs? Are there ethical dimensions to consider? What does consent mean in this context and when and how do you get it given potential language or cultural barriers? This workshop will explore these questions in an interactive format using real examples drawn from student’s overseas experiences to frame the discussion.

## TRAVELING TO A POST-CONFLICT SOCIETY

ROOM 3033

**ANDREW REYNOLDS**

*Chair, Global Studies*

What are the challenges and difficulties of living and studying in a society that has been through conflict? How can you navigate and better understand a place where families and communities have been ripped apart by civil war, ethnic violence, or state repression? How can you maximize your experience and at the same time feel secure in your interactions with your hosts? This session will draw on example from throughout the world: not least Africa, Asia, Latin America and Europe.

## STUDENTS PROVIDING HEALTHCARE ABROAD: HOW STUDENTS CAN BEST HAVE LIFE-CHANGING AND RESPECTFUL GLOBAL EXPERIENCES

ROOM 1009

**RON STRAUSS**

*Executive Vice Provost and Chief International Officer, Office of the Provost*

**SUE SLATKOFF**

*Associate Professor, Family Medicine*

**BEN KING, MICHELLE KUEI & SARA OBEID**

*UNC Students*

This one-hour interactive, student panel discussion-based session will encourage students to think and share about:

How to envision working in a clinical or healthcare delivery context abroad so that it becomes a life-changing experience.

Examine getting ready for health-related clinical or research endeavors, service activities, healthcare delivery and internships

Dealing with the desire to “fix” things abroad; research/clinical credentials approvals and conduct; getting permissions; dealing with disparate professional, religious and cultural views and norms.

## WHEN FAITH IS A MOTIVATION

ROOM 2008/2010

**JIM THOMAS**

*Associate Professor, Epidemiology*

**ROSE WATSON-ORMOND**

*First-Year MPH, Health Behavior*

Some people are motivated to work cross-culturally by their faith. They may want to express their faith through acts of compassion, grow in their faith by experiencing other cultures, or help others to experience the hope that their faith gives them. History gives us many examples – both good and bad – of each of these. What makes an example of lived-out faith good? What makes one bad? What should one consider when living out his or her faith in another culture? This workshop will explore these questions and provide an opportunity to raise others. All faiths (including no faith) are welcome.

# WORKSHOPS

SESSION TWO: 2:30-3:25PM

## CULTURE AND IDENTITY IN A GLOBAL SOCIETY

ROOM 3024

**MIMI CHAPMAN**

*Associate Professor, School of Social Work*

**ROBERT COLBY**

*Visiting Research Professor, School of Social Work*

*Visiting Scholar, Art History*

This interactive workshop uses visual materials to facilitate a conversation on culture and identity in a global context. Together, we'll explore how belonging takes shape when human dignity is affirmed, despite important cultural differences. Using photography and film clips, we'll examine the concepts of "cultural humility" and positive intercultural relations.

## "TRAVELING WHILE \_\_\_\_\_": RACE, ETHNICITY, AND THE BODIES WE BRING WITH US

ROOM 1009

**RENEE CRAFT**

*Assistant Professor, Communication Studies and Global Studies*

This workshop is intended to help any student planning to engage in global travel think about the ways in which race, ethnicity, sexuality, class, and nationality are culturally situated. We carry them with us in conscious and unconscious ways as we travel. They not only mark our bodies in specific ways, but they also shape the way we think about ourselves and the world. This workshop offers strategies to help us reflect carefully and critically on the bodies and perspectives we bring with us as well as methods for approaching another's culture with openness, grace, and a sense of wonder. We are often more careful in engaging in this type of research and reflection when we imagine a greater distance between ourselves and those we encounter. However, it is just as important to do so, if not more so, in places where that distance seems to disappear.

## HEALTH, SAFETY AND CULTURE: SUCCESSFULLY JUGGLING THE TENSIONS

ROOM 2008/2010

**MAMIE SACKY HARRIS**

*Director, Africa Programs, Institute for Global Health and Infectious Diseases*

**SARA OBEID**

*Second-Year Medical Student*

This workshop is intended for students planning to work in developing contexts, particularly middle- and low-income countries. When does respecting culture impact your health and safety? How do you say no and still show respect? Navigating the fine line of cultural sensitivity and respect, this workshop provides new perspectives on how our personal identity and exposures impact our cultural experience - and how to maintain our health and safety whilst embracing new experiences. Cultural immersion includes balancing the tension between our evolving socio-cultural awareness/understanding and our personal identity, safety and health. Through varied forms of dynamic interaction, students will explore these issues and identify value based decisions.

## HOW TO BE A GOOD PARTNER: TALES, CAUTIONS AND BEST PRACTICES

ROOM 3009

**MICHAL OSTERWEIL**

*Lecturer, Global Studies*

This workshop will provide some very concrete guidelines for how to be a responsible and ethical partner in global service, internship and research scenarios. It departs from the premise that while our intentions are always good, there are many things that can and often do go wrong, sometimes leading to serious consequences. The workshop will address possible logistical and ethical challenges you might face and how to best respond. Using a few examples we will suggest that rather than provide a blue print or checklist, we must internalize a series of ethical principles/guidelines that can help us act in a respectful non-harmful way in a diversity of situations. Students will gain skills in: selecting and working with a community partner, building trust and local capacity, and flexing with shifting community priorities.

## DEVELOPING A MEANINGFUL AND MUTUALLY BENEFICIAL INTERNSHIP EXPERIENCE ABROAD

ROOM 1005

**FRIEDERIKE SEEGER**

*Director of Burch Programs and Honors Study Abroad, Honors Carolina*

International internships offer students a unique opportunity to engage with and contribute to the host community in a meaningful way. Working in developing countries can nevertheless provide unexpected challenges. This workshop is designed to help students prepare for the realities of a work environment in a developing country by providing tools and exercises to maximize the impact of their internship experience abroad. Participants will practice how to set learning goals and navigate cultural differences. We will also explore issues of power and privilege that will foster critical reflection on students's roles as Americans working in a developing country. This workshop will enable students to identify ways in which an international internship can provide opportunities to develop skills relevant to their professional goals and help them market those skills.



# FACILITATOR BIOS

*(Includes bios available at printing in alphabetical order)*

## MARIOS ANTONIOU

PhD Student, *Education*

Marios is a Doctoral Candidate at the University of North Carolina at Chapel Hill, studying for a Ph.D. in Education. Through his studies in the Culture, Curriculum and Change program his research focuses on Peace Education and more specifically on how formal education systems in conflicted and post-conflicted countries can construct and promote social peace among their youth, who will be their future citizens. Coming from Cyprus, a divided island in an ongoing conflict, he developed an interest in exploring ethnically and historically created conflicts. Beyond his academic work, his interest in Peace Education is reflected through his work in several NGOs in Cyprus.

## FARIDA BADR

Lecturer, *Asian Studies*

Farida Badr is currently a lecturer in Arabic and the previous coordinator of the summer Arabic immersion program 2012 at University of North Carolina at Chapel Hill. She previously taught Arabic at the American University in Cairo, Middlebury College and the Monterey Institute of International Studies. She was awarded a Ford Foundation Fellowship in 2005 and is an alumna of the International Fellowships Program (IFP). Farida earned her MA in Teaching Arabic as a Foreign Language from the American University in Cairo (2008) and holds a BA with honors in Egyptology from the Faculty of Archeology at Cairo University.

## LAURA BAKER

MPH Candidate 2013, *Health Behavior*

As an undergraduate student at UNC Laura majored in International Studies and minored in Spanish, and spent a semester in Havana, Cuba. From 2008-2010 she served as a Peace Corps volunteer in southeastern Tanzania and planned and coordinated health education programs related to HIV/AIDS, family planning, life skills, and malaria prevention. She is currently an MPH student and serves as a Program Director for Sustain Foundation, a Carrboro non-profit organization that sponsors secondary school students in northern Tanzania.

## LEANN BANKOSKI

Executive Director, *Carolina for Kibera, UNC*

Leann has designed, oriented, and led experiences for American professionals and students to Kenya, Cambodia, and Nicaragua for the past 12 years. She is the Executive Director of CFK, Inc. and among a variety of responsibilities, works with volunteers and students on creating, preparing, and debriefing field experiences in Kenya. Ms. Bankoski graduated from Guilford College in Greensboro, NC with a degree in Sociology and concentration in Environmental Studies and has spent her career in nonprofit management including administration, fundraising, and program development.

## SANTIAGO BELTRAN

Senior, *Public Policy and Economics*

Santiago Beltran is a senior Public Policy and Economics major. He has spent his time at Carolina researching poverty and economic development with a focus in microfinance. He spent his first two summers working in a Guatemala City slum helping start a microfinance program. This past summer, he conducted a cost benefit analysis of health interventions in microfinance for an international development group.

## S. JAKELIN BONILLA

Global Programs Coordinator, *Campus Y*

During college Jakelin received fellowships to conduct research about migration in a rural community in Honduras, as well as shifting gender roles and climate change in a Quechua community in Peru.

## JESSICA BUTCHER

Rotary Peace Fellow, *Education*

Jessica is an Australian who has worked since 2006 in the field of interfaith (esp. Christian-Muslim) and intercultural dialogue in Australia and Indonesia. She speaks English, Dutch & Indonesian. She has studied at the Australian National University (B Sec. Analysis, Asia-Pacific, Universitas Kristen Satya Wacana, Indonesia (Certificate: Indonesian Language and Culture), and RGO Goeree Overflakkee, Middelharnis, The Netherlands (High School). She has worked mostly in Australia, and also as a researcher for A World in Motion: Migration and Development study, Dutch Ministry of Foreign Affairs and an intern for SOBAT Interfaith Forum & RSPA Water Management Group, PERCIK Institute, Indonesia.

## MIMI CHAPMAN

Associate Professor, *School of Social Work*

Mimi Chapman is an Associate Professor at the University of North Carolina at Chapel Hill School of Social Work. She taught in the areas of child and adolescent mental health and health care. Her research has focused on immigrant youth and their families in North Carolina since 2001.

## ROBERT COLBY

Visiting Research Professor, *School of Social Work*  
Visiting Scholar, *Art History*

Robert Colby is a Visiting Research Professor in the School of Social Work and a Visiting Scholar in Art History at the University of North Carolina at Chapel Hill. Dr. Colby is the leader of a number of engaged art projects and his teaching focuses on using images to facilitate conversation and learning.

## CHRIS COURTHEYN

Graduate Student, *Geography*

As an undergraduate, Chris studied abroad in Santiago, Chile, and Salvador and Rio de Janeiro, Brazil. His enriching experiences included research on the informal sector and the honor of working with community education organizations and orphanages in urban slum neighborhoods. Between undergrad and graduate school, he worked as an international accompanier in Colombia, witnessing and advocating for human rights with peace communities struggling for justice and peace amidst civil war. He looks forward to thinking together about studying abroad, learning new languages, developing listening skills, navigating different social norms, and finding and working with grassroots organizations abroad!

## RENEE CRAFT

Assistant Professor, *Communication Studies and Global Studies*

North Carolina native Renee Alexander Craft is an assistant professor at the University of North Carolina at Chapel Hill with a joint appointment in Communication Studies and Global Studies. A writer, scholar, and educator, her work includes poetry, fiction, children's books, critical essays, and texts based on her twelve years of research within the Afro-Latin community of Portobelo located along the Caribbean coast of the Republic of Panama. A graduate of UNC, Alexander Craft's first major trip abroad was to South African and Zimbabwe as a Frances Phillips Travel Scholar in 1995.

## GINA DIFINO

Assistant Director, *MBA Global Programs, Kenan-Flagler Business School*

Gina's studies and work have taken her to five continents and over twenty countries. Studying and living in Senegal and Lesotho have made Africa a very special place in her heart and she seeks to demystify the continent for others who are looking to learn more about the many opportunities it offers. Through her work at the Kenan-Flagler Business School, Gina hopes to extend the opportunities she has received to as many students as she can by making their international studies thoughtful and deliberate.

## SHERINE EL-TOUKHY

Postdoctoral Research Associate, *Gillings School of Global Public Health*

Sherine El-Toukhy is a native of Egypt where she grew up and lived most of her life. At age seven, she traveled with her family to Aligarh, India where she lived for three years and learned to speak the language. At age fifteen, she traveled with her family to Saudi Arabia and spent two years. She has been living in the United States for six years now. She has also been to England on vacation.

## CATALINA GARCIA

Graduate Student, *Geology*

Ana Catalina García de Alba Díaz is a Rotary Peace Fellow currently pursuing her M.A in Geography at the University of North Carolina at Chapel Hill. Additionally, she is pursuing a Certificate in Peace and Conflict Resolution, Cultural Studies and International Development at the same institution. She started her B.A. in International Relations at the University of British Columbia and finished her degree at the Universidad Iberoamericana in 2007 and has since worked as project manager, researcher and consultant for organizations like the Friedrich Ebert Stiftung, UNDP and IDB. Her research interests focus on democracy promotion and development in Latin America.

## ALAYAH GLENN

Junior, *African, Afro-American Diaspora Studies*

In fall 2012, Alayah embarked on the most critical, defining experience in her Carolina undergraduate career. With the Honors Semester in Cape Town, South Africa, she was afforded the opportunity to engage and immerse in all the beauty and disparity of South African culture from the perspective of a student and legal intern. From her time at the Women's Legal Centre learning from the most passionate women and brightest legal minds to building lasting friendships with University of Cape Town classmates and friends, she cannot imagine that she would have the focus to achieve her goals, the articulation of her passions, nor the openness to experience what the world has to offer without her time in Cape Town.

## JOËL HAGE

Junior, *Global Studies*

Joël has traveled throughout Lebanon, South Africa, Central America, Western Europe, and the western Mediterranean conducting independent research, taking language classes, volunteering with youth, and just doing a lot of random things.

## RICHARD HARRILL

Director, *Campus Y*

Richard Harrill is the founder and board chair of Demokratikus Ifjúságtér Alapítvány (DIA), a non-profit organization located in Budapest, Hungary, which has been working for more than a decade to develop a policy and programming infrastructure for youth service and civic engagement across Central Europe. Between 2007 and 2009, Harrill was the Director for Europe of the Public Interest Law Institute in Budapest. For five years prior, Harrill was a visiting professor of political studies at Bard College in New York, where he also served as the Director of Bard's Program on Globalization and International Affairs (BGIA) in Manhattan, which he helped Bard to adapt to the Central European University in Budapest and the University of the Witwatersrand in Johannesburg, South Africa.

## MAMIE SACKKEY HARRIS

Director, *Africa Programs, Institute for Global Health and Infectious Diseases*

Mamie Sackey Harris has worked in the field of public health for over 10 years. She has lived and worked in various regions of the world - West Africa, East Africa, Latin America, the Caribbean, Europe and North America. Her interests are in humanitarian emergencies, food security and cultural immersion. She is adjunct faculty in the Gillings School of Global Public Health where she co-lectures the "Interdisciplinary Perspectives in Global Health" course (PUBH 510) and an inter-institutional ONE Health course (PUBH 705) cross-listed with Duke and North Carolina State University.

## LIZZY HAZELTINE

Internship Director, *Minor in Entrepreneurship*

Lizzy has been involved with grassroots development projects in rural Peru and ethnographic-style research in Western Europe and Canada. Her current work has her up to her elbows in start-up culture, digital education, and social entrepreneurship at home and abroad. She understands the complexities of the insider-outsider interaction first-hand, along with the added twist of cross-cultural gender interactions.

## DANIEL HEDGLIN

Graduate Student, *City & Regional Planning*

Shortly after graduating with a B.A. in International Studies from The University of Mississippi, Daniel moved to Shanghai, China. First, he worked as an intern for a Chinese law firm that specializes in protecting intellectual property rights. Next, he spent two years at a small educational technology start-up, where he worked with an international team of teachers, designers, and programmers to develop online tools to facilitate Chinese language acquisition.

## WHITNEY ISENHOWER

Graduate Student, *Health Behavior*

Whitney has worked in African countries for her global career. She was a Peace Corps Volunteer in Cameroon from 2006-2008 where she assisted an organization, Education Fights AIDS International, in managing support groups for people living with and affected by HIV and AIDS. Then as the Communications Assistant for the U.S. Agency for International Development (USAID) Health Care Improvement Project, she traveled to Uganda to help with a chronic care conference and later to Niger to document a human resources for health workers program. She spent summer 2012 in Ethiopia as a USAID Africa Bureau intern, working with Save the Children's TransACTION program that educates at-risk populations on HIV prevention.

## VINCENT JOOS

Graduate Student, *Anthropology*

Vincent Joos is a French national who came to the US in 2004. As an anthropologist and photographer, he has conducted fieldwork in France, Romania, and the US South. Currently, he is conducting research in Port-au-Prince, Haiti, looking at the housing solutions Haitians implement themselves.

## CHARLES JOUKHADAR

Lecturer, *Asian Studies*

Charles is a Lecturer of Arabic Language in the Department of Asian Studies at UNC. In addition to teaching Arabic and coordinating different sections, he organizes extracurricular events designed to help students expand their understanding of Arabic culture. These events include: calligraphy workshops, dance sessions, film screenings, and lectures. He is a native of Lebanon and teaches Arabic for foreigners at the American University of Beirut during the summer. He is therefore familiar with the challenges that foreign students face when they travel to the Arab world to study the language and the culture.

## MICHELLE KUEI

Senior, *Biology and Nutrition*

This past summer, Michelle interned with a community based healthcare program in rural Uganda for 8 weeks. She conducted HIV testing/counseling, reproductive health sessions in schools, health assessments, and focus groups on various health topics. On the side, she collected data for her honors thesis on how to implement culturally appropriate diabetes prevention in Uganda and if it is necessary. It was her first time in Africa and she was able to learn a lot about healthcare abroad, community based participatory research, and the culture in general.

## LEANDRA LACY

Senior, *Women's and Gender Studies*

Leandra Lacy is a senior Women's and Gender Studies major from Columbia, SC. In Fall 2012, she studied abroad in Cape Town, South Africa and it was an unforgettable, life-changing experience. It was her first time traveling internationally, so she was very excited for the opportunity. She was also nervous at the same time because she did not know what to expect. However, she met so many friendly people, and she learned so much about South African history along the way. She gained a wider perspective on the vast, wonderful world we live in, and now she is excited about traveling more in the future!

## ALEXANDRA LIGHTFOOT

Director, Community-Based Participatory Research Core, *Center for Health Promotion and Disease Prevention*

Alexandra Lightfoot, EdD, directs the Community-Based Participatory Research (CBPR) Core at the UNC Center for Health Promotion and Disease Prevention. She is an Adjunct Assistant Professor in the Health Behavior Department at the UNC Gillings School of Global Public Health, where she co-teaches a graduate seminar on CBPR and Photovoice. She has used participatory photography as a tool for research, education and community-building in diverse communities around the world. Her international experience includes serving as a volunteer teacher at a Harambee school for girls in rural Kenya and living with her family in Niger, West Africa.

## YUXIANG LIU

Graduate Student, *Biology*

Yuxiang is from China and has experience living and working in several provinces of China. Hopefully, his experience can improve your trip to China.

## MICHAEL MALAHE

PhD Student, *Mathematics*

Michael is Ph.D. student at UNC from South Africa. He enjoys travelling and experiencing other cultures, and has visited a few countries in Africa and Europe, as well as Thailand.

## JABULANI NCAYIYANA

PhD Student, *Epidemiology*

Jabulani Ncayiyana is a PhD student in Epidemiology at the UNC-Gillings School of Global Public Health. He received his BS in Microbiology and Biochemistry from the University of KwaZulu-Natal in Durban and MSc in Epidemiology and Biostatistics from University of Witwatersrand in Johannesburg. Currently, he is involved in infectious disease epidemiology and his main research interest is in TB and HIV in South Africa. He is a bookworm and a Lewisian.

## LYNN NEDDO

Director, *Continental Europe Programs, Study Abroad*

Lynn was raised in France (20 years) and also lived in Germany and Finland. She has traveled extensively throughout Europe but also to other continents.

## RYAN NILSEN

Student Services Specialist, *Carolina Center for Public Service*

Ryan Nilsen is the student services specialist working with the Buckley Public Service Scholars program and APPLES Service-Learning Initiative at the Carolina Center for Public Service. He graduated from North Carolina State University with a double major in English and International Studies and a minor in Mathematics. He also completed a Master of Theological Studies degree at Duke University. Before coming to Carolina, Ryan worked for DukeEngage in Northern Ireland, FaithAction International House in Greensboro, the NC Center for International Understanding and has also worked in experiential education and service-learning in the US-Mexico border region and in Guatemala.

## SARA OBEID

Second Year, *Medicine*

Sara has worked in Honduras, Sudan, Vietnam and Thailand in various capacities. Her experiences in SouthEast Asia were through a study abroad program at UNC during her undergraduate years focusing on public health, health economics and traditional medicine. Meanwhile, her experiences in Honduras and Sudan consisted of medical mission trips relating to women's health and cervical cancer screening.

## MICHAL OSTERWEIL

Lecturer, *Global Studies*

Michal Osterweil is a lecturer and the director of internships in Global Studies, and is the director of global programming at the Campus Y. She completed her PhD in Cultural Anthropology with a certificate in Cultural Studies from UNC Chapel Hill. Her research focuses on contemporary social movements and their knowledge production. Her dissertation focused on the theoretical-practice and political imaginaries of the Italian Global Justice Movement and related transnational networks, in particular those affiliated with Zapatismo. She has also published on World and Regional Social Forums, as well as other actors active in contemporary anti-capitalist movements.

## ANDREW REYNOLDS

Professor, *Global Studies*

Andrew Reynolds is an Associate Professor of Political Science at UNC Chapel Hill and the Chair of Global Studies. He received his M.A. from the University of Cape Town and his Ph.D. from the University of California, San Diego. His research and teaching focus on democratization, constitutional design and electoral politics. He is particularly interested in the presence and impact of minorities and marginalized communities.

## JAVIER RWAMWEJO

MPH Graduate Student, *Maternal & Child Health*

Javier is a First-Year MPH graduate student in Maternal and Child Health at Gillings School of Public Health. He is a physician in Obstetrics and Gynecology from Rwanda.

## FRIEDERIKE SEEGER

Director of Burch Programs & Honors Study Abroad, *Honors Carolina*

Friederike Seeger is director of Burch Programs and Honors Study Abroad and works with internship programs in Cape Town, London, and Beijing. Prior to her appointment at UNC Chapel Hill in 2005, Ms. Seeger completed an M.A. in International Education at the School for International Training and worked with the Dean of SIT Study Abroad on international experiential learning programs. Her areas of interest include international program development, foreign language learning, and internationalization of higher education.



## VIRGINIA SENKOMAGO

PhD Student, *Epidemiology*

Virginia is a PhD student in the UNC Department of Epidemiology. Her research interests are in infectious disease epidemiology, specifically sexually transmitted infections (HIV and HPV) in Sub-Saharan Africa. She has worked and lived in Uganda and Kenya for most of her life, and plans to conduct research there in the future. She has also worked on projects based in the Democratic Republic of Congo (DRC) and South Africa.

## HYEWON SHIN

Graduate Student, *School of Nursing*

Hyewon is a graduate student from South Korea. She finds her homecountry to be exciting and full beautiful locations such as mountains, traditional regions and beautiful nature.

## SUE SLATKOFF

Associate Professor, *Family Medicine*

Sue has been a Family Physician and teacher of medical students and residents for over 30 years. Thought she has spent time living and working in Israel, she has mostly cared for patients and their families in North Carolina, including seeing patients, many from Central America, at a rural community health center.

## ANNA STORMZAND

Graduate Student, *Department of Health Behavior*

Anna Stormzand is originally from Michigan and earned her undergraduate degree from Michigan State University. Anna previously worked at the United States Agency for International Development (USAID) as a Program Assistant for the Europe and Eurasia Health Team, supporting health programs in the Caucasus Region (Republic of Georgia, Armenia and Azerbaijan). Anna was a Community Health Volunteer with the Peace Corps in Northern Cameroon and worked with a district hospital to implement a five-year health promotion program. A strong proponent of service-learning and study abroad, Anna also has experiences living and working in India, Italy, and Mexico.

## RON STRAUSS

Executive Vice Provost and Chief International Officer, *Office of the Provost*

Ron Strauss, UNC's Executive Vice Provost and a faculty member in the Schools of Dentistry and Medicine for over three decades, is also the university's Chief International Officer. His education includes a B.A. in Biology from Queens College, a Doctorate in Dentistry from the University of Pennsylvania, and a subsequent M.A. and Ph.D. in Sociology, also from the University of Pennsylvania. He is a clinician and member of the UNC Craniofacial Center team caring for children and adults with cleft lip, cleft palate and other craniofacial conditions.

## ASHLEY TAYLOR

International Programming and Marketing Assistant, *Honors Carolina*

Ashley is currently a graduate student at SIT Graduate Institute and is working as the International Programming and Marketing Assistant for Honors Study Abroad and Burch Programs. She has five years of experience studying and working in South Korea and Japan. As an undergrad, she spent one year studying in Nagoya, Japan. In South Korea, she worked for the Ministry of Education as a coordinator for native English speaking teachers working in Korean public schools. After the time in Korea, she returned to Japan for two years to teach English.

## JIM THOMAS

Associate Professor, *Epidemiology*

Jim Thomas has lived in the Democratic Republic of the Congo and Kenya, and has worked in dozens of other countries. He is an Associate Professor of Epidemiology in the School of Public Health. As Director of the MEASURE Evaluation Project, he oversees a project working in 35 countries to improve decision making in public health. He was the principal author of the public health code of ethics. In addition to his professional work in public health, and motivated by the social implications of his faith, Jim founded a nonprofit called Africa Rising that builds the capacity of African founded organizations by networking them together to transfer skills to each other.

## RACHANA UMASHANKAR

Lecturer, *Asian Studies*

Rachana completed her doctoral degree in the Anthropology of Religion from UNC-Chapel Hill, and has been teaching at the Department of Asian Studies since Fall 2010. She has done extensive ethnographic research in North and South India and is familiar with Indian urban areas, and the linguistic, religious and cultural diversity of these cities.

## RODNEY VARGAS

Director, *Latin America, Africa & the Middle East Programs at UNC Study Abroad*

Rodney joined the UNC Study Abroad Office in January of 2007 and now serves as the Latin America, Africa & the Middle East Programs Director. A native of Costa Rica, he is fluent in Spanish, has over 15 years of experience working in the field of international education and has visited over 20 countries, mostly in Latin America.

## ROSE WATSON-ORMOND

First-Year MPH, *Health Behavior*

Rose Watson-Ormond is a first-year MPH student in the Health Behavior department. Her research and professional interests include community-based participatory research, domestic and international food security, and reproductive health. Before beginning the MPH program Rose worked with a community-based organization in rural Uganda on reproductive health and food security projects. Rose has volunteered in Central America, studied in Spain and farmed in England. She is a part of the Gathering Church in Durham, and when she has time she enjoys gardening and attending births as a doula.

## BRENDAN YORKE

Senior, *Psychology*

Brendan Yorke is from Nova Scotia, Canada and has spent the last four years studying adolescent immigration and psychological health. Brendan is interested in training individuals in cross-cultural communication to reduce stress and interpersonal conflict. Towards this goal, he has worked to connect culturally diverse adolescents through the exchange of art, music, and photography. Locally, he has mentored recently immigrated youth in Chapel Hill and has shared his experiences in Ghana with K-12 students through Carolina Navigators. In the future, Brendan aims to introduce evidence-based practices from psychology into the education field.

# USEFUL STUFF

## 2-3 MONTHS BEFORE YOU LEAVE, DON'T FORGET:

- ☐ Passport (valid for at least 6 months after your return to the US)
- ☐ Visa(s)
- ☐ Immunizations (UNC Student Travel Clinic)
- ☐ Flight arranged
- ☐ Trip listed in the UNC Global Travel Registry ([globaltravel.unc.edu](http://globaltravel.unc.edu))
- ☐ UNC HTH Insurance Ordered ([global.unc.edu/travel-info](http://global.unc.edu/travel-info))
- ☐ In-country/Domestic travel arranged and researched
- ☐ Lodging arranged
- ☐ Dietary supplements
- ☐ Specialized supplies such as mosquito nets, sunscreens, etc.
- ☐ Language preparation
- ☐ Materials for your work
- ☐ Emergency contact information
- ☐ Telephone numbers for your local contacts
- ☐ Airport pick-up
- ☐ Alternate plans (lodging and transportation) if airport pick-up falls through
- ☐ Embassy information
- ☐ Health Insurance card printed
- ☐ First aid kit
- ☐ Medications and letter from doctor for prescription medicine
- ☐ Plan for in-country communication with home

### BE A GOOD TRAVELER

- ☐ Go into your research or service project with an open mind.
- ☐ Take every opportunity you can to learn something before, during, and after the internship.
- ☐ Bring small, useful gifts like LED flashlights, warm clothes, hairbands to give to your family rather than less utilitarian things.
- ☐ A small daypack in addition to a larger internal frame pack is excellent for travel in-country, and purchasing the daypack at your location is cost and space efficient.
- ☐ A USB drive is handy for storing photos and documents while traveling.

### STAY HEALTHY

- ☐ Get the proper vaccinations way ahead of time
- ☐ Learn about access to water
- ☐ Get travel insurance
- ☐ Register your trip with UNC and the State Department

### LEARN THE LANGUAGE

- ☐ Join local language conversation groups (talk to the languages department)
- ☐ Talk to a professor about auditing their a language class
- ☐ Media Resources: Language tapes in the Undergrad Library  
[http://www.lib.unc.edu/house/mrc/lingua\\_search/](http://www.lib.unc.edu/house/mrc/lingua_search/)

### KNOW THE CULTURE AND COUNTRY

- ☐ Practice the language of the country. Learn a few key sentences if the language is new to you.
- ☐ Read your countries' travel guide(s) thoroughly!
- ☐ Keep up with current events around the world by reading international and national periodicals.
- ☐ Study the customs and history of the country you will be visiting, using the Internet, foreign newspapers and magazines, or ask a person from your host country, including:
  - » names of political leaders
  - » names of political parties
  - » major religion(s)/spiritual beliefs and their effect on the host country
  - » hot topics of the day
  - » recent conflicts and the role of the US in those conflicts
  - » type of government
  - » year of independence and circumstances
  - » economic conditions
  - » cultural diversity (immigrant and refugee populations, etc.)
  - » class structure
  - » US role in local economy, politics, culture, etc.
  - » Familiarize yourself with every aspect of the region to which they are traveling (weather, customs, manners, etc.).

# READ UP

## ON CULTURE AND ETHICS:

### **Seven Lessons Toward Cross-Cultural Understanding**

- One: Don't assume everyone is the same.
- Two: Familiar behaviors may have different meanings.  
The same behavior - saying yes, for example, can exist in different cultures and not mean the same thing. Just because you've recognized a given behavior, don't assume you've understood it.
- Three: What you think of as normal behavior may only be cultural.  
A lot of behavior is universal, but certainly not all. Before you project your norms on the human race consider that you might be wrong.
- Four: Don't assume that what you meant is what was understood.  
You can be sure of what you meant when you say something, but you can't be sure how this is understood by someone else. Check for signs that the other person did indeed understand you.
- Five: Don't assume that what you understood is what was meant.  
You are obliged to hear what others say through the medium of your own culture and experience. You know what those words mean to you, but what do they mean to the person speaking them? Always double check!
- Six: You don't have to like "different" behavior, but understanding where it comes from may help you respond with more sensitivity.
- Seven: Most people do behave rationally; you just have to discover the rationale!

*taken from Cross-Cultural Dialogues: 74 Brief Encounters with Cultural Difference, Craig Storti, Intercultural Press, 1994.*

## Culturally Sensitive Photography

Like Travel Itself, Photography Builds Bridges



*A dignified member of the Good Death Sisterhood marches during the organization's annual celebration in Cachoeira, Brazil. Photo: Jim Kane*

by Jim Kane

When I think of travel and photography it's difficult to separate the two. For me photography helps to capture and transmit the sense of place that makes the destination special. Through the personalities of its people, a country comes alive, both in person and through photography.

Inevitably, the question arises "How do you know when it's alright to take photos of people in other countries?" After all, there are major cultural differences in how being photographed is perceived and often an economic disparity between photographer and potential subject.

The answer is that responsible photography is very much like responsible travel. With a thorough knowledge of the place you're visiting, a genuine interest in sharing and not just taking, an alert intuition, an open mind, enough time, and a little luck, photography abroad—just like travel itself—can be a vehicle to build bridges.

By following these eight guidelines while abroad your photographic efforts will become more rewarding for photographer and subject alike:

### 8 Photography Guidelines

**1 Be informed.** Invest time before traveling to research the customs and photography mores of the place you will visit. Customs vary not only by country but by region and religion as well.

**2 Get comfortable with yourself.** Self confidence, an open attitude, and a genuine smile are important wherever you travel. People will generally respond to you with the same attitude that you exude. Conversely, if you are nervous and "sneak around" with your camera because of shyness or insecurity, they will feel this and, worse, feel they are being used.

**3 Communicate.** It only takes a simple gesture and a smile for a subject in a foreign land to understand your interest in taking a photograph. You'll immediately get a clear indication of whether they are a consenting subject. Not understanding the language should never be an excuse to photograph an unwilling person.

Learning some simple phrases related to photography in the language of the country in which you are traveling not only allows you to communicate more directly with your subject, explaining why you want to take a photograph, it shows your interest in learning at least some of the local language.

**4 Take the at home test.** You should treat people abroad with the same respect and courtesy as you would at home. If you find yourself questioning the appropriateness of a certain shot, ask yourself if you'd take the same picture in your home country without feeling awkward.

**5 Spend time without shooting.** Once while riding through rural Thailand on a moped, I stumbled across some kids playing ping-pong behind a temple. Wanting to capture this wonderful scene, I just stood there and watched the kids at play without touching the camera. After a few minutes I asked

(through gestures) if I could play. This was met with smiles and a paddle was immediately thrust at me. Five minutes later I returned the paddle, smiled, and thanked them. Only then did the camera come out. Not only did I feel at ease taking the pictures, the kids were also much more relaxed with my presence.

**6 Use an ice-breaker.** Instantly showing people the photos you've taken of them can be a wonderful ice-breaker. The photography becomes less intimidating and more fun for kids and adults alike. They may even want to turn the tables and photograph you!

**7 Give and take?** One of the most controversial situations while abroad is the question of giving money to people you photograph. We've all been in situations where a once untouched indigenous community becomes popular with camera-toting tourists. Soon, there is a bustling business in "authentic" photos for a dollar each and mobs of children running up to visitors shouting, "photo, Mister?" On the other hand, isn't a person you've photographed entitled to some form of compensation? After all, you're benefiting from their presence, personality, customs, clothing, etc.

Engaging people openly and sharing time, a story, or a drink together is often the greatest gift for both sides. However, if it is made clear that someone expects money for a photograph, the decision becomes not whether to pay, but whether to take the photo. That must remain a judgment call that each of us needs to make on a case-by-case basis.

**8 No means no.** When someone objects to your taking a photograph you must respect them, even if you don't agree with or understand their reasons. You are a guest and you must respect their decision.

One recent experience comes to mind. There's a church in San Juan Chamula in Chiapas, the interior of which is nearly indescribable, because of the blend of customs the people have adopted. There are no pews, only two long rows of saints bordering a wide, straw-covered

floor where scores of people sit in individual prayer areas and surround themselves with incense and colored candles.



Photo: Jim Kane

As a passionate photographer, it killed me not to be able to capture and transmit this unique display of spirituality. However, there was no misunderstanding the stern and repeated prohibition of photography inside the church. For the people of San Juan Chamula photographing this scene and the people inside would have shown a terrible lack of respect.

So the interior remains unphotographed. And perhaps that's not so bad. Now, in order to understand this wonderful and mysterious place, one must travel there, step inside, live and breathe it. Sometimes there's just no replacing the real experience. ✧

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*Jim Kane is the President and co-founder of Culture Xplorers. Having lived in 6 countries and traveled through 40 more, Jim now creates immersive trips to Latin America with a focus on people. Through festivals, home-stay opportunities, living traditions and positive impact projects, Culture Xplorers promotes genuine interaction between travelers and locals. Visit Jim & Culture Xplorers at [www.cultureexplorers.com](http://www.cultureexplorers.com)*

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# Ethics of Working in Communities

**Ethics are central to everything we Americans do abroad, because of the unequal power relationships we embody, whether we want to or not! When we try to become more ethical, we try to cultivate these qualities:**

RESPECT

HUMILITY

REFLECTION OPENNESS

- 1. Try to become aware of the practical impact of your presence on the communities and individuals that host you in some way.**
  - ❖ translation, transportation, water, housing, food, work itself—all of these very practical, mundane, and often unanticipated aspects of projects can be a serious burden on folks whose resources are unimaginably limited (by American standards).
  - ❖ American students can become a real burden on their host communities, even when their objective is to *help* these communities.
  - ❖ BUT, don't dismiss your own needs and potential contributions. Use preparation for your trip and deep reflection, now and while you're there, to navigate this complex terrain!
- 2. Think about what one can actually accomplish in just a few weeks or months.**
  - ❖ Don't make promises that you are not certain you can follow through on (no matter how tempting this is!).
  - ❖ People have been “doing development work” in Africa for decades; if problems had easy solutions, we'd have found them by now.
  - ❖ Prepare a 1 page resume that is skills-based and includes a statement of interest for the NGO, include computer, writing, or lab skills.
  - ❖ Sometimes the smallest projects and efforts have the most profound impact. Filing papers, moving boxes, teaching computer skills, or playing soccer with children are not glamorous, heroic activities, but they are greatly appreciated and allow for tremendous learning!
  - ❖ If there is something that a student would not be allowed to do in Chapel Hill (like draw blood or provide family counseling), they should not do this abroad.
- 3. Try to keep in mind that the only outcome of your work abroad over which you have true control is how much you learn from your experience.**
  - ❖ Keep your eyes, ears, minds and hearts open!
  - ❖ It is so important to *listen* to local needs and local knowledge, rather than assuming one knows best.
  - ❖ What you *learn* (about people, economics, politics, and yourself) may provide a real key to solving some of our greatest world problems.
- 4. Educate yourself about the history, culture, politics and economics of the communities in which you plan to travel, *before you go*. This preparation takes time, so plan for it!**
- 5. “Humility” is often dismissed in the U.S., but it is a character strength that is truly admired elsewhere and can be invaluable when power inequalities are so great.**

Barbara Shaw Anderson  
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# NOTES

I  
WILL  
**NOT**  
SAVE THE  
WORLD

**GO!** [unc.edu/go](http://unc.edu/go)

FIRST  
**DO**  
NO  
**HARM**

**GO!** [unc.edu/go](http://unc.edu/go)

**GOOD**  
INTENTIONS  
ARE **NOT**  
**ENOUGH**

**GO!** [unc.edu/go](http://unc.edu/go)