

YOUR NAME:

REALISTIC EXPECTATIONS
SUSTAINABILITY
ETHICS
RESPONSIBILITY

GLOBAL ORIENTATION *on* CULTURE + ETHICS

SATURDAY, 5 APRIL 2014

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

GEO!
INITIATIVE

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.m.-10:00a.m.

Check-In and Meet and Greet JAMES & FLORENCE PEACOCK ATRIUM

Check-in and then join us for a collaborative visualization of your experience.

Coffee, tea, and breakfast snacks provided!

10:00a.m.-10:35a.m.

Welcome and Opening: Reflections NELSON MANDELA AUDITORIUM

Taylor Jo Isenberg '10, *Vice President of Networks, Roosevelt Institute*

Toyosi Oyelowo '14, *Emcee*

10:45a.m.-12:00p.m.

Plenary Sessions:

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 worked in developing countries conducting service, service-learning, internships and research will share their perspectives on ethical challenges they confronted in their experiences abroad. 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. Their session will be followed by Q&A.

Plenary 1 ROOM 4003

Moderator: Katherine Turner | Panelists: Winston George, Bryna Harrington & Amy Patel

These panelists will present the GO! framework within the diverse and intricate context of healthcare.

Plenary 2 ROOM 1005

Moderator: Richard Harrill | Panelists: Rachel Holtzman, Julia Ramos & Jared Scruggs

These panelists will explore the GO! framework within the ever changing context of development and service.

Plenary 3 NELSON MANDELA AUDITORIUM

Moderator: Hannah Gill | Panelists: Omotolu Babatunde, Keegan McBride & Linden Wait

These panelists will discuss their experiences within the GO! framework, with a focus on general engagement, in contexts of education, service, internships, research etc.

12:10p.m.-1:15p.m.

Interactive Seminars LOCATIONS & DESCRIPTIONS FOLLOW

This session will be an interactive follow up to the plenaries. 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.

1:15p.m.-2:30p.m.

Global Connections Lunch JAMES & FLORENCE PEACOCK ATRIUM

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.

2:30p.m.-3:30p.m.

Workshops LOCATIONS & DESCRIPTIONS FOLLOW

The last portion of the orientation will include specific skills based workshops that provide targeted information to students and provide a tangible skill set and knowledge for engaging in global settings.

SEMINARS 12:10 P.M. – 1:15 P.M.

THE POWER OF THE CAMERA: *Responsibilities and Ethics of Using Photography in Global Contexts*

ROOM 4003

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 WHILE _____": *Race, Ethnicity, and the Bodies We Bring with Us*

ROOM 1005

Renee Alexander 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.

DOING NO HARM & MEASURING OUR EFFECTIVENESS OVER THE LONG TERM

ROOM 3009

Tom Kelley

*Paul B. Eaton Distinguished Professor of Law
UNC SCHOOL OF LAW*

This workshop is intended for students who will be visiting non-Western, developing countries to study or to engage in research. We will discuss American's attempts to understand other societies and other cultures, as well as attempt to help those perceived as less fortunate, and how those attempts sometimes go awry. The workshop will encourage students to remember that they are listeners and learners and to measure their effectiveness in their host countries over the long-term: years in the future rather than the end of the semester or academic year.

WHEN YES MEANS NO

ROOM 1009

Leann Bankoski

*Executive Director
CAROLINA FOR KIBERA, UNC*

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.

TRAVELING TO A POST-CONFLICT SOCIETY

ROOM 2008

Miguel La Serna

*Assistant Professor
DEPARTMENT OF HISTORY*

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 examples from Latin America.

THE AMERICAN CLICHE: *Traveling and Studying with Cultural Sensitivity*

ROOM 3024

Joseph Jordan

*Director
SONJA HAYNES STONE CENTER FOR BLACK CULTURE
AND HISTORY*

This session will focus on our understanding of what it means to be a U.S. citizen and/or UNC student while studying or traveling in another country. The session will examine some of the attitudes and situations you might encounter and will also consider your role in shaping those encounters. We will review some commentary from other students who reflect on their experiences, as well as consider the advice of those who have studied international perspectives on the U.S. and its citizens.

WORKSHOPS

2:30 P.M. – 3:30 P.M.

HEALTH, SAFETY & CULTURE: *Successfully juggling the tensions*

ROOM 2008

Mamie Harris

Director, Africa Programs

INSTITUTE FOR GLOBAL HEALTH & INFECTIOUS
DISEASES

Rita Kuwahara

Third-Year Medical Student

This workshop is intended for students planning research, service or study abroad 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? How do you maintain transparency in your work and still have meaningful relationships? This workshop explores how our cultural identity shapes our experiences and, how to maintain our health and safety whilst embracing different cultures. Cultural immersion includes balancing the tension between our social awareness and our personal health and safety. Through varied forms of dynamic interaction, students will explore these issues and identify value-based decisions.

DEVELOPING A MEANINGFUL & MUTUALLY BENEFICIAL INTERNSHIP EXPERIENCE ABROAD

ROOM 1005

Aleksandra Asparuhova

International Programs Assistant
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.

ACTIONS SPEAK LOUDER THAN WORDS: *Nonverbal Intercultural Communication*

Drew Davis

Coordinator of Student Organizations
CAROLINA UNION

ROOM 4003

You might be surprised to find out that the majority of human communication is not expressed verbally with words, but rather non-verbally with body language, hand gestures, proximity to others, and customs among others. This workshop will help to identify the importance that nonverbal communication can have, especially when traveling abroad. We will identify the main methods people use to communicate nonverbally, apply those methods in exploring our domestic nonverbal cues, examine how those might differ from other countries or cultural groups, and discuss ways in which we can become more fluent nonverbal communicators.

ETHICS OF RESEARCH

ROOM 3009

Gail Henderson

Chair and Professor

DEPARTMENT OF SOCIAL MEDICINE,
UNC SCHOOL OF MEDICINE

There are fundamental research ethics questions that arise in any setting: What is the definition of research? How does clinical research differ from clinical care? Should public health surveillance be defined as research? Should assessing the quality of care or how a health care organization is operating be considered research? When the focus of study is not clinical (or assessment of a clinical intervention), but rather is observational and descriptive – perhaps anthropological investigations or oral histories, is this research? Do these studies produce generalizable knowledge? Should the same level of scrutiny in protection of research participants be applied to these kinds of studies as to biomedical research? What about educational projects/class assignments? Should they be reviewed by an IRB? As long as a teacher is overseeing the work, isn't that enough? Will all IRBs treat these questions the same? The workshop will include case studies and examples that will explore these and more questions and reinforce the important concepts required for the conduct of research practices internationally.

STUDENTS PROVIDING HEALTHCARE ABROAD:

*How Students Can Best Have
Life-Changing & Respectful Global
Experiences*

ROOM 1009

Ron Strauss

Executive Vice Provost & Chief International Officer
OFFICE OF THE PROVOST

Sue Slatkoff

Associate Professor
FAMILY MEDICINE

**Mugdha Golwalkar, Jaymin Patel,
Fanny Laufters**
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.*

DECODING CULTURE IN THE CLASSROOM

ROOM 3024

Cate Brubaker

Program Manager & Instructor, Carolina Navigators
CENTER FOR GLOBAL INITIATIVES

Gina Difino

Assistant Director, MBA Global Programs
KENAN-FLAGLER BUSINESS SCHOOL

In this highly interactive session you will learn a simple and practical tool that you can use in cross-cultural encounters abroad, specifically in contexts of teaching abroad. Whether a new or experienced traveler you will take away a deeper understanding of the invisible ways culture influences our behavior, communication, perspectives, and expectations. Our goal is to encourage you to develop greater cultural and personal self-awareness, which in turn will aid in successfully interacting and communicating with new friends, professors, host parents, and colleagues abroad. Learn this simple and practical tool now, spare yourself frustration later!

FACILITATOR BIOS

(Includes bios available at printing in alphabetical order)

ALEKSANDRA ASPARUHOVA

International Programs Assistant
BURCH PROGRAMS AND HONORS STUDY ABROAD HONORS CAROLINA

Aleksandra is the international programs assistant in the Office of Burch Programs and Honors Study Abroad and works with internship programs in Cape Town, London, and Beijing. Aleks is completing her Master's degree in International Education at the School for International Training (SIT) and is focusing her master's thesis on the impact of internships abroad on students' learning and development. Her areas of interest include international program development, integration of international students on US campuses, and internationalization of higher education

OMOLOLU BABATUNDE

Junior,
GEOGRAPHY MAJOR; AFRICAN STUDIES & CHINESE MINORS

Omololu Babatunde is a Junior Geography Major with minors in African Studies and Chinese. Her familial roots in Nigeria and South Africa, gave her the amazing opportunity to travel extensively through Western and Southern Africa while growing up. During her time at UNC Omololu traveled to Hunan, China to teach English for two months with the NGO Worldteach. Omololu spent last semester studying abroad as a student directly enrolled in The University of Cape Town. On Campus Omololu works with the student organization Nourish-UNC as Team Member Coordinator where she engages team members on the cultural, historical and societal implications that surround their upcoming travels that extend beyond desires to 'help others'.

LEANN BANKOSKI

Executive Director
CAROLINA FOR KIBERA

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.

CATE BRUBAKER

Associate Program Manager and Instructor, Carolina Navigators
CENTER FOR GLOBAL INITIATIVES

Cate Brubaker, PhD is a part-time nomad who divides her time between teaching with Carolina Navigators at the University of North Carolina, Chapel Hill, creating intercultural education programs for international schools around the world, and helping travelers, expats and students re-launch themselves into their ideal global life at SmallPlanetStudio.com. In January she co-hosted the Living Your Ideal Global Life Summit and is on the Board of Directors of the Society for Intercultural Education, Training and Research (SIETAR-USA).

RENEE ALEXANDER 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.

DREW DAVIS

Coordinator of Student Organizations
CAROLINA UNION

Drew Davis is the Coordinator of Student Organizations at the Carolina Union. In this role he works with the over 675 officially recognized student organizations at Carolina, including 200 international or cultural groups. He graduated from NC State University with a master's in Higher Education Administration and did extensive research on intercultural communication. His international experience includes living abroad in the United Kingdom for two years, as well as numerous other opportunities to travel abroad, predominantly in Europe.

GINA DIFINO

Assistant Director
MBA GLOBAL PROGRAMS AT UNC KENAN-FLAGLER BUSINESS SCHOOL

Gina Difino manages the Global Immersion Electives designed and created for Kenan-Flagler MBA students. Gina's encounters with international education started at home. Exploring the differences between her family's Italian culture and that of the community encouraged her to explore how different people interact and communicate. Since then, her work and schooling have taken her to study, work, or teach in Africa, Asia, Eastern Europe, the Caribbean and Central America. Gina seeks to bring the international into general education through classroom teaching, educational outreach, advising and support, curriculum development, and bringing students abroad to experience the world.

WINSTON GEORGE

Junior
BIOLOGY MAJOR; CHEMISTRY AND ENTREPRENEURSHIP MINORS

For the past two spring breaks my sophomore and junior year I traveled with Global Brigades to Honduras to help setup and run dental clinics in the rural villages. While in Honduras I helped perform main three types of procedures – cleanings, fillings, and extractions. Along with the actual clinical component I also worked in Charlas, which are small group sessions that aim to educate young children on the importance of dental hygiene. Working in Honduras has given me an immense amount of hands on experience with dentistry while also allowing me to better understand and disseminate the importance of early on dental care in children. The experience overall was very humbling and the work I did gave me a sense of progress and hope for the people of Honduras.

HANNAH GILL

Director, Latino Migration Project

INSTITUTE FOR THE STUDY OF THE AMERICAS & CENTER FOR GLOBAL INITIATIVES

Hannah Gill is an anthropologist with a specialization in Latin American and Caribbean migration studies. She directs the Latino Migration Project at UNC Chapel Hill, a public educational program on Latin American immigration and integration in North Carolina. She is the author and co-author of two books, "North Carolina and the Latino Migration Experience: New Roots in the Old North State" and "Going to Carolina de Norte, Narrating Mexican migrant experiences." Dr. Gill teaches a global service learning class, "Latin American Immigrant Perspectives: Ethnography in Action" that travels to Guanajuato, Mexico each year. She received a DPhil in Social Anthropology from the University of Oxford, England and a BA from UNC Chapel Hill.

MUGDHA GOLWALKAR

MPH student

MATERNAL AND CHILD HEALTH

Mugdha first became involved in international public health work during my undergraduate coursework at UC-San Diego. Through the UCSD chapter of an organization called Project RISHI (Rural Indian Social and Healthcare Improvement), for which she now serves as Director of Initiatives at the national level, she had the opportunity to plan, execute, and evaluate grassroots public health projects at a rural leprosy colony in India. Her other international work includes working with Drs. Abhay and Rani Bang researching infant and neonatal health in rural India and on a collaborative project between an NGO called MatCH (Maternal, Child and Adolescent Health) and the South African National Health Department to determine the feasibility of a pregnancy registry system in South Africa to identify adverse pregnancy outcomes from interacting drug therapies.

RICHARD HARRILL

Director

CAMPUS Y

Richard Harrill is the founder and board chair of Demokratikus Ifjúságit 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.

BRYNA HARRINGTON

Second-year MD/PhD student

SCHOOL OF MEDICINE & GILLINGS SCHOOL OF GLOBAL PUBLIC HEALTH

Bryna is in a joint degree program at UNC and will start her doctoral program in the department of Epidemiology this fall. She spent each of her undergraduate summers and over two years abroad between college and starting at UNC. She has conducted research projects in East Africa (Tanzania, Malawi), Dominica, and France, and taught English in France for one year. Her research projects have largely centered on reproductive health and infectious diseases.

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. Before coming to UNC she worked for over 3 years in South Sudan with the humanitarian organization Action Against Hunger and prior to that, worked for the UN World Food Program as an Associate Consultant for School Feeding and Education. Apart from her position as Africa Programs Director with the UNC Institute of Global Health and Infectious Diseases, 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 the inter-institutional "ONE Health: Philosophy to the Practical Integration of Human, Animal and Environmental Health" course (PUBH 705), which is cross-listed with Duke and North Carolina State University.

GAIL HENDERSON

Professor and Chair

DEPARTMENT OF SOCIAL MEDICINE, UNC SCHOOL OF MEDICINE

Dr. Henderson, a social scientist, has conducted research on health and health care in China, beginning with her dissertation in 1980, a case study of a hospital in Wuhan. Later work included qualitative and quantitative data collection as part of the longitudinal China Health and Nutrition Survey, which began in 1989. Beginning in 2007, she led a 5-year NIH-funded research and training grant, "Partnership for Social Science Research on HIV/STI in China," which involved social scientists, clinicians, and public health practitioners in Liuzhou, a city near the Vietnam border. She has also worked on research ethics training courses in China, with the China CDC, and in Malawi, with the UNC Project-Malawi; and served for six years on the IRB at Family Health International. At UNC, Dr. Henderson taught "Interdisciplinary Perspectives on Global Health" through the School of Public. Her medical student seminar on "Ethics and Politics of Clinical Research" explores regulations governing research with vulnerable populations, the impact of changing increasingly large-scale research infrastructures, and the ways that new technologies raise new issues for research ethics.

RACHEL HOLTZMAN

Senior

HEALTH POLICY AND MANAGEMENT

Rachel Holtzman is a senior Health Policy and Management major in the UNC Gillings School of Global Public Health. As the Co-Director of the Scholars' Latino Initiative, she invests a lot of her time in this mentoring program which prepares Latin@ youth across the state for college. Rachel is also very passionate about access to health care, and is conducting her Senior Honors Thesis on the ways in which the Affordable Care Act will enroll the uninsured in North Carolina. Beyond her locally-based interests, Rachel has spent time abroad investing in education and international policy change. She has lived in Cuba through the UNC Semester in Havana during which she took courses at the Universidad de la Habana. She also serves on the National Board of Witness for Peace, an international non-profit that aims to change US policy as it relates to Latin American countries.

TAYLOR JO ISENBERG

Vice President of Networks
ROOSEVELT INSTITUTE

Taylor Jo Isenberg is the Vice President of Networks at the Roosevelt Institute, an ideas and leadership organization founded in the belief that America should offer opportunity to all. At the Institute, Taylor Jo oversees and supports the largest and oldest student policy network in the country, with 115 chapters in 38 states committed to designing and implementing policy solutions to the nation's most pressing issues; and Pipeline, an ideas network for young professionals. In her role, she is responsible for strengthening and expanding the organization's unique approach to grassroots innovation, policy engagement, and local civic infrastructure. She previously acted as the National Director and Deputy Director of the Roosevelt Institute's Campus Network, where she was responsible for strategic development, programming, and operations.

Prior to joining the Roosevelt Institute Taylor Jo served as a Scoville Fellow at the Partnership for a Secure America, an organization dedicated to advancing bipartisanship on today's critical national security and foreign policy challenges. Taylor Jo is a graduate of the University of North Carolina at Chapel Hill. She's a recipient of the Burch Fellowship, Chancellor's Class of 1938 Joseph F. Patterson Jr. International Leadership Award, and the Roosevelt Institute's Tiana Notice Leadership Award. She is a current Fellow with the Fellowship for Emerging Leaders in Public Service at New York University's Robert F. Wagner Graduate School of Public Service.

JOSEPH JORDAN

Director
SONJA HAYNES STONE CENTER FOR BLACK CULTURE AND HISTORY

Joseph Jordan is associate professor of African/African-American Studies and director of the Sonja Haynes Stone Center for Black Culture and History at the University of North Carolina at Chapel Hill. He is the former director of the Auburn Avenue Research Library on African-American Culture and History in Atlanta and was founding chair of African/African-American Studies at Antioch College. His teaching interests are the African diaspora in the Americas, with a focus on art, cultural politics and the role of culture in social movements. He also leads a study abroad program in Venezuela that explores Afro-Venezuelan social, cultural and political movements.

TOM KELLEY

Paul B. Eaton Distinguished Professor of Law
UNC SCHOOL OF LAW

Tom Kelley is a professor UNC School of Law and faculty supervisor for the Community Development Law Clinic. His international work focuses on American and European efforts to "westernize" state legal systems in Africa. Much of his fieldwork has focused on Niger, where he served as a Peace Corps volunteer from 1986 to 1988 and a Fulbright Scholar from 2003 to 2004.

RITA KUWAHARA

Third-year medical student
SCHOOL OF MEDICINE

Rita Kuwahara is a third year medical student and a Howard H. Holder-ness Distinguished Medical Scholar at the University of North Carolina at Chapel Hill School of Medicine. Prior to entering medical school, she completed her Master's degree in International Health at the University of Copenhagen with a focus on international cardiovascular diseases and health policy. As a part of her graduate program, Rita also completed global health coursework at University College London and the University of Bergen. Rita earned her Bachelor's degree from Wellesley College, where she majored in Peace and Justice Studies and Chemistry with a concentration in the inequities in the healthcare system in the US and abroad. During both her graduate and undergraduate programs, Rita conducted public health research and participated in international health clinical electives and coursework in Denmark, Norway, the UK, India, Ghana, Uganda, Moldova, South Africa, Ecuador and Kenya. She has held numerous leadership positions at UNC, including co-director of SHAC, UNC's student-run free clinic, and co-president of the John B. Graham Medical Student Research Society. Nationally, she serves as the American Medical Student Association Global Health Chair and co-coordinator of the National Health Equity Scholars Program.

MIGUEL LA SERNA

Assistant Professor
DEPARTMENT OF HISTORY

Miguel La Serna is interested in the relationship between culture, memory, and political violence in twentieth-century Latin America. His first book, *The Corner of the Living: Ayacucho on the Eve of the Shining Path Insurgency* (UNC Press 2012) explores the divergent responses that Peru's indigenous peasantry had to the Maoist Shining Path insurgency in 1980s Peru. He is currently working on a study that explores the ways in which MRTA guerrillas and the Peruvian state used historical memory and nationalist symbolism to promote, achieve, and thwart revolutionary change in late-twentieth-century Peru.

FANNY LAUFTERS

Junior
PSYCHOLOGY

For the past two Spring Breaks, I have participated in UNC Medical Global Brigades in Honduras. This nationwide program focuses on offering holistic and gratuitous health care to members of a rural Honduran community. Each patient gets entered into the Global Brigades digital network. I partook in taking vitals and patient family health history for every patient. Also, I job shadowed the doctors and gynecologist and assisted in translating. A total of over 1300 patients have been seen these two past brigades and I have witnessed truly amazing things.

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.

KEEGAN MCBRIDE

First-year student
CHEMISTRY AND APPLIED MATHEMATICS MAJOR

After graduating high school in 2012, Keegan embarked on service-based gap year as a Global Gap Year Fellow. He spent two months doing biology research and teaching English in the Galapagos, six weeks on an organic farm in Costa Rica, 3 months volunteering for YMCA Peru, 6 weeks traveling and walking 500 miles along El Camino de Santiago, and 5 weeks in Budapest discussing youth service and global engagement for the Foundation for Democratic Youth.

AMY PATEL

MPH Candidate
HEALTH BEHAVIOR AND HEALTH EDUCATION

After graduating from UNC undergrad in biology and anthropology ('11), Amy was in rural Alabama for a year, working with a small, community-based nonprofit. The experience gave her rich insights into small town dynamics, mental health care systems, and the mischievous lives of middle schoolers. The summer after returning to Carolina for graduate school, Amy was able to use a CGI grant to initiate a research project that involved collecting data in Guanajuato, Mexico. This data on herbal remedy usage among a Mexican population is being used locally in NC to promote effective patient-provider communication and safe, culturally inclusive treatment strategies. Amy likes the blurriness behind "global is local, and local is global."

JAYMIN PATEL

Third-year PhD student
EPIDEMIOLOGY

Jaymin is a third year PhD student in Epidemiology with focus on infectious diseases. Particularly he is interested in the molecular epidemiology of anti-malarial drug resistance, malaria in pregnancy, and developing novel molecular diagnostic tools for developing countries. Jaymin has received his BS in Biology and BA in Environmental Studies from UNC and a MPH in Global Epidemiology from Emory. He has worked for the Centers for Disease Control and Prevention (CDC) since 2009. Jaymin has conducted field studies in Guatemala, Thailand, and India related to diarrheal diseases and malaria. Jaymin has also volunteered at rural health clinics and NGOs in Uganda and India and traveled to Kenya, Tanzania, and Peru. He was born and raised in Bombay, India and moved to the US at the age of 14. He has extensive experience in working in foreign countries/cultures.

JULIA RAMOS

Senior
BIOLOGY AND WOMEN'S AND GENDER STUDIES

Julia Ramos has spent two to six-month stints in Ecuador, Central America, Kenya, Lebanon, and Western Europe since she began her undergraduate career at UNC. As a Biology and Women's and Gender Studies double major, Julia's primary interests lie in systems of inequality and more specifically, women's health. During her time spent abroad, however, Julia pursued a broad range of interests. She learned medical Spanish and about the healthcare system in Central America, sea turtle conservation in Costa Rica, community development with a focus on HIV intervention and poverty alleviation in Kenya, the Arabic language and special education in Lebanon, and navigating Western Europe while studying abroad in Italy.

JARED SCRUGGS

Sophomore
PSYCHOLOGY AND PORTUGUESE

With funding from the Camões Chancellor's Award in Portuguese, I was able to participate in an unpaid internship through AIESEC in Rio de Janeiro, Brazil in the summer of 2013. It was an amazing experience that allowed me to teach individuals from 6 to 21 years old about human rights, social responsibility, and diversity. Living in Rio, I learned more about these topics than I actually ended up teaching, and I don't believe I'd be the same without such a transformative trip abroad. I currently serve as the Student Coordinator of the Spanish House Living-Learning Community as well as assist in research at the Carolina Affective Science Laboratory.

SUE SLATKOFF

Associate Professor
FAMILY MEDICINE

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

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.

KATHERINE TURNER

Adjunct Faculty
GILLINGS SCHOOL OF GLOBAL PUBLIC HEALTH

Katherine L. Turner, MPH is Founder and President of Global Citizen, LLC; Senior Advisor, Health Systems at Ipas and Adjunct Faculty at the University of North Carolina -Chapel Hill Gillings School of Global Public Health. She has over 20 years of international and domestic experience as a program director, senior technical advisor, author, trainer and change agent. She provides strategic direction on global health steering committees; has founded and served on the Board of Directors of nonprofit organizations addressing women's and LGBTQ health and has won numerous awards for her leadership and excellence in public health. She publishes, presents and consults extensively around the world on strategic planning for evidence-based and sustainable public health programs; mutually-empowering partnerships; global advocacy; effective training; values clarification; cross-cultural and global competence and ethical engagement. She speaks English, French and Dutch.

LINDEN WAIT

Senior
GLOBAL STUDIES AND POLITICAL SCIENCE MAJORS

Linden Wait's passion for global engagement was sparked by the Carolina Southeast Asia Summer (SEAS) program in 2011 where she studied abroad in Singapore, India, and Brunei with 24 other UNC sophomores. The following summer, she co-led a UNC Nourish International project in Amman, Jordan, partnering with a local women's economic development organization to create a summer academy for young Jordanian women. She returned to Amman the following spring to study Arabic intensively and continue exploring the nuances of gender relations, religion, and regional politics in the Middle East.

READ-UP

ARTICLES + WORKSHEETS TO HELP YOU ENGAGE ETHICALLY

The Atlantic

The White-Savior Industrial Complex

By Teju Cole

If we are going to interfere in the lives of others, a little due diligence is a minimum requirement.

A week and a half ago, I watched the Kony2012 [video](#). Afterward, I wrote a brief seven-part response, which I posted in sequence on my Twitter account:



Teju Cole
@tejucole

1- From Sachs to Kristof to Invisible Children to TED, the fastest growth industry in the US is the White Savior Industrial Complex.

12:33 PM - 8 Mar 2012

1,103 RETWEETS 333 FAVORITES



Teju Cole
@tejucole

2- The white savior supports brutal policies in the morning, founds charities in the afternoon, and receives awards in the evening.

12:34 PM - 8 Mar 2012

1,004 RETWEETS 357 FAVORITES



Teju Cole
@tejucole

3- The banality of evil transmutes into the banality of sentimentality. The world is nothing but a problem to be solved by enthusiasm.

12:35 PM - 8 Mar 2012

733 RETWEETS 265 FAVORITES



Teju Cole
@tejucole

4- This world exists simply to satisfy the needs—including, importantly, the sentimental needs—of white people and Oprah.

12:36 PM - 8 Mar 2012

620 RETWEETS 229 FAVORITES



Teju Cole
@tejucole

5- The White Savior Industrial Complex is not about justice. It is about having a big emotional experience that validates privilege.

12:37 PM - 8 Mar 2012

1,275 RETWEETS 473 FAVORITES



Teju Cole
@tejucole

6- Feverish worry over that awful African warlord. But close to 1.5 million Iraqis died from an American war of choice. Worry about that.

12:38 PM - 8 Mar 2012

1,056 RETWEETS 291 FAVORITES



Teju Cole
@tejucole

7- I deeply respect American sentimentality, the way one respects a wounded hippo. You must keep an eye on it, for you know it is deadly.

12:39 PM - 8 Mar 2012

848 RETWEETS 279 FAVORITES



These tweets were retweeted, forwarded, and widely shared by readers. They migrated beyond Twitter to blogs, Tumblr, Facebook, and other sites; I'm told they generated fierce arguments. As the days went by, the tweets were reproduced in their entirety on the websites of the [Atlantic](#) and the [New York Times](#), and they showed up on German, Spanish, and Portuguese sites. A friend emailed to tell me that the fourth tweet, which cheekily name-checks Oprah, was mentioned on Fox television.

These sentences of mine, written without much premeditation, had touched a nerve. I heard back from many people who were grateful to have read them. I heard back from many others who were disappointed or furious. Many people, too many to count, called me a racist. One person likened me to the Mau Mau. The Atlantic writer who'd reproduced them, while agreeing with my broader points, described the language in which they were expressed as "resentment."

This weekend, I listened to a radio interview given by the Pulitzer Prize-winning journalist Nicholas Kristof. Kristof is best known for his regular column in the *New York Times* in which he often gives [accounts](#) of his activism or that of other Westerners. When I saw the Kony 2012 video, I found it tonally similar to Kristof's approach, and that was why I mentioned him in the first of my seven tweets.

Those tweets, though unpremeditated, were intentional in their irony and seriousness. I did not write them to score cheap points, much less to hurt anyone's feelings. I believed that a certain kind of language is too infrequently seen in our public discourse. I am a novelist. I traffic in subtleties, and my goal in writing a novel is to leave the reader not knowing what to think. A good novel shouldn't have a point.

But there's a place in the political sphere for direct speech and, in the past few years in the U.S., there has been a chilling effect on a certain kind of direct speech pertaining to rights. The president is wary of being seen as the "angry black man." People of color, women, and gays -- who now have greater access to the centers of influence than ever before -- are under pressure to be well-behaved when talking about their struggles. There is an expectation that we can talk about sins but no one must be identified as a sinner: newspapers love to describe words or deeds as "racially charged" even in those cases when it would be more honest to say "racist"; we agree that there is rampant misogyny, but misogynists are nowhere to be found; homophobia is a problem but no one is homophobic. One cumulative effect of this policed language is that when someone dares to point out something as obvious as white privilege, it is seen as unduly provocative. Marginalized voices in America have fewer and fewer avenues to speak plainly about what they suffer; the effect of this enforced civility is that those voices are falsified or blocked entirely from the discourse.

It's only in the context of this neutered language that my rather tame tweets can be seen as extreme. The interviewer on the radio show I listened to asked Kristof if he had heard of me. "Of course," he said. She asked him what he made of my criticisms. His answer was considered and genial, but what he said worried me more than an angry outburst would have:

There has been a real discomfort and backlash among middle-class educated Africans, Ugandans in particular in this case, but people more broadly, about having Africa as they see it defined by a warlord who does particularly brutal things, and about the perception that Americans are going to ride in on a white horse and resolve it. To me though, it seems even more uncomfortable to think that we as white Americans should not intervene in a humanitarian disaster because the victims are of a different skin color.

Here are some of the "middle-class educated Africans" Kristof, whether he is familiar with all of them and their work or not, chose to take issue with: Ugandan journalist Rosebell Kagumire, who covered the Lord's Resistance Army in 2005 and made an eloquent [video response](#) to Kony 2012; Ugandan scholar Mahmood Mamdani, one of the world's leading specialists on Uganda and the author of a [thorough riposte](#) to the political wrong-headedness of Invisible Children; and Ethiopian-American novelist Dinaw Mengestu, who sought out Joseph Kony, met his lieutenants, and recently wrote a [brilliant essay](#) about how Kony 2012 gets the issues wrong. They have a different take on what Kristof calls a "humanitarian disaster," and this may be because they see the larger disasters behind it: militarization of poorer countries, short-sighted agricultural policies, resource extraction, the propping up of corrupt governments, and the astonishing complexity of long-running violent conflicts over a wide and varied terrain.

I want to tread carefully here: I do not accuse Kristof of racism nor do I believe he is in any way racist. I have no doubt that he has a good heart. Listening to him on the radio, I began to think we could iron the whole thing



Left, Invisible Children's Jason Russell. Right, a protest leader in Lagos, Nigeria / Facebook, AP

out over a couple of beers. But that, precisely, is what worries me. That is what made me compare American sentimentality to a "wounded hippo." His good heart does not always allow him to think constellationally. He does not connect the dots or see the patterns of power behind the isolated "disasters." All he sees are hungry mouths, and he, in his own advocacy-by-journalism way, is putting food in those mouths as fast as he can. All he sees is need, and he sees no need to reason out the need for the need.

But I disagree with the approach taken by Invisible Children in particular, and by the White Savior Industrial Complex in general, because there is much more to doing good work than "making a difference." There is the principle of first do no harm. There is the idea that those who are being helped ought to be consulted over the matters that concern them.

I write all this from multiple positions. I write as an African, a black man living in America. I am every day subject to the many microaggressions of American racism. I also write this as an American, enjoying the many privileges that the American passport affords and that residence in this country makes possible. I involve myself in this critique of privilege: my own privileges of class, gender, and sexuality are insufficiently examined. My cell phone was likely manufactured by poorly treated workers in a Chinese factory. The coltan in the phone can probably be traced to the conflict-riven Congo. I don't fool myself that I am not implicated in these transnational networks of oppressive practices.

And I also write all this as a novelist and story-writer: I am sensitive to the power of narratives. When Jason Russell, narrator of the Kony 2012 video, showed his cheerful blonde toddler a photo of Joseph Kony as the embodiment of evil (a glowering dark man), and of his friend Jacob as the representative of helplessness (a sweet-faced African), I wondered how Russell's little boy would develop a nuanced sense of the lives of others, particularly others of a different race from his own. How would that little boy come to understand that others have autonomy; that their right to life is not exclusive of a right to self-respect? In a different context, John Berger once wrote, "A singer may be innocent; never the song."

One song we hear too often is the one in which Africa serves as a backdrop for white fantasies of conquest and heroism. From the colonial project to *Out of Africa* to *The Constant Gardener* and Kony 2012, Africa has provided a space onto which white egos can conveniently be projected. It is a liberated space in which the usual rules do not apply: a nobody from America or Europe can go to Africa and become a godlike savior or, at the very least, have his or her emotional needs satisfied. Many have done it under the banner of "making a difference." To state this obvious and well-attested truth does not make me a racist or a Mau Mau. It does give me away as an "educated middle-class African," and I plead guilty as charged. (It is also

worth noting that there are other educated middle-class Africans who see this matter differently from me. That is what people, educated and otherwise, do: they assess information and sometimes disagree with each other.)

In any case, Kristof and I are in profound agreement about one thing: there is much happening in many parts of the African continent that is not as it ought to be. I have been fortunate in life, but that doesn't mean I haven't seen or experienced African poverty first-hand. I grew up in a land of military coups and economically devastating, IMF-imposed "structural adjustment" programs. The genuine hurt of Africa is no fiction.

And we also agree on something else: that there is an internal ethical urge that demands that each of us serve justice as much as he or she can. But beyond the immediate attention that he rightly pays hungry mouths, child soldiers, or raped civilians, there are more complex and more widespread problems. There are serious problems of governance, of infrastructure, of democracy, and of law and order. These problems are neither simple in themselves nor are they reducible to slogans. Such problems are both intricate and intensely local.

How, for example, could a well-meaning American "help" a place like Uganda today? It begins, I believe, with some humility with regards to the people in those places. It begins with some respect for the agency of the people of Uganda in their own lives. A great deal of work had been done, and continues to be done, by Ugandans to improve their own country, and ignorant comments (I've seen many) about how "we have to save them because they can't save themselves" can't change that fact.

Let me draw into this discussion an example from an African country I know very well. Earlier this year, hundreds of thousands of Nigerians [took](#) to their country's streets to protest the government's decision to remove a subsidy on petrol. This subsidy was widely seen as one of the few blessings of the country's otherwise catastrophic oil wealth. But what made these protests so heartening is that they were about more than the subsidy removal. Nigeria has one of the most [corrupt](#) governments in the world and protesters clearly demanded that something be done about this. The protests went on for days, at considerable personal risk to the protesters. Several young people were shot dead, and the movement was eventually doused when union leaders capitulated and the army deployed on the streets. The movement did not "succeed" in conventional terms. But something important had changed in the political consciousness of the Nigerian populace. For me and for a number of people I know, the protests gave us an opportunity to be proud of Nigeria, many of us for the first time in our lives.

This is not the sort of story that is easy to summarize in an article, much less make a viral video about. After all, there is no simple demand to be made and -- since corruption is endemic -- no single villain to topple. There is certainly no ["bridge character,"](#) Kristof's euphemism for white saviors in Third World narratives who make the story more palatable to American viewers. And yet, the story of Nigeria's protest movement is one of the most important from sub-Saharan Africa so far this year. Men and women, of all classes and ages, stood up for what they felt was right; they marched peacefully; they defended each other, and gave each other food and drink; Christians stood guard while Muslims prayed and vice-versa; and they spoke without fear to their leaders about the kind of country they wanted to see. All of it happened with no cool American 20-something heroes in sight.

Joseph Kony is no longer in Uganda and he is no longer the threat he was, but he is a convenient villain for those who need a convenient villain. What Africa needs more pressing than Kony's indictment is more equitable civil society, more robust democracy, and a fairer system of justice. This is the

scaffolding from which infrastructure, security, healthcare, and education can be built. How do we encourage voices like those of the Nigerian masses who marched this January, or those who are engaged in the struggle to develop Ugandan democracy?

If Americans want to care about Africa, maybe they should consider evaluating American foreign policy, which they already play a direct role in through elections, before they impose themselves on Africa itself. The fact of the matter is that Nigeria is one of the top five oil suppliers to the U.S., and American policy is interested first and foremost in the flow of that oil. The American government did not see fit to support the Nigeria protests. (Though the State Department issued a supportive [statement](#) -- "our view on that is that the Nigerian people have the right to peaceful protest, we want to see them protest peacefully, and we're also urging the Nigerian security services to respect the right of popular protest and conduct themselves professionally in dealing with the strikes" -- it reeked of boilerplate rhetoric and, unsurprisingly, nothing tangible came of it.) This was as expected; under the banner of "American interests," the oil comes first. Under that same banner, the livelihood of corn farmers in Mexico has been [destroyed](#) by NAFTA. Haitian rice farmers have suffered appalling losses due to Haiti being [flooded](#) with subsidized American rice. A nightmare has been playing out in Honduras in the past three years: an [American-backed coup](#) and American militarization of that country have contributed to a conflict in which hundreds of activists and journalists have already been murdered. The Egyptian military, which is now suppressing the country's once-hopeful movement for democracy and killing dozens of activists in the process, subsists on \$1.3 billion in annual U.S. aid. This is a litany that will be familiar to some. To others, it will be news. But, familiar or not, it has a bearing on our notions of innocence and our right to "help."

Let us begin our activism right here: with the money-driven villainy at the heart of American foreign policy. To do this would be to give up the illusion that the sentimental need to "make a difference" trumps all other considerations. What innocent heroes don't always understand is that they play a useful role for people who have much more cynical motives. The White Savior Industrial Complex is a valve for releasing the unbearable pressures that build in a system built on pillage. We can participate in the economic destruction of Haiti over long years, but when the earthquake strikes it feels good to send \$10 each to the rescue fund. I have no opposition, in principle, to such donations (I frequently make them myself), but we must do such things only with awareness of what else is involved. If we are going to interfere in the lives of others, a little due diligence is a minimum requirement.

Success for Kony 2012 would mean increased militarization of the anti-democratic Yoweri Museveni government, which has been in power in Uganda since 1986 and has played a major role in the world's deadliest ongoing conflict, the war in the Congo. But those whom privilege allows to deny constellational thinking would enjoy ignoring this fact. There are other troubling connections, not least of them being that Museveni appears to be a U.S. proxy in its shadowy battles against militants in Sudan and, especially, in Somalia. Who sanctions these conflicts? Under whose authority and oversight are they conducted? Who is being killed and why?

All of this takes us rather far afield from fresh-faced young Americans using the power of YouTube, Facebook, and pure enthusiasm to change the world. A singer may be innocent; never the song.

This article available online at:

<http://www.theatlantic.com/international/archive/2012/03/the-white-savior-industrial-complex/254843/>

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. | <p>Try to become aware of the practical impact of your presence on the communities and individuals that host you in some way.</p> <ul style="list-style-type: none"> ❖ 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 <i>help</i> 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. | <p>Think about what one can actually accomplish in just a few weeks or months.</p> <ul style="list-style-type: none"> ❖ Don't make promises that you are not <u>certain</u> 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. | <p>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.</p> <ul style="list-style-type: none"> ❖ Keep your eyes, ears, minds and hearts open! ❖ It is so important to <i>listen</i> to local needs and local knowledge, rather than assuming one knows best. ❖ What you <i>learn</i> (about people, economics, politics, and yourself) may provide a real key to solving some of our greatest world problems. | | | |
| 4. | <p>Educate yourself about the history, culture, politics and economics of the communities in which you plan to travel, <i>before you go</i>. This preparation takes time, so plan for it!</p> | | | |
| 5. | <p>"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.</p> | | | |

Barbara Shaw Anderson
b_anderson@unc.edu

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:

1

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 untouch 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

2

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. ✧

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.culturexplorers.com

First published in Transitions Abroad Magazine July/August 2004 www.transitionsabroad.com Email: jim@culturexplorers.com with reprinting requests.

NOTES+CONTACTS

A series of horizontal dotted lines for writing notes and contacts.

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 & anti-malaria medicines (UNC Student Travel Clinic)
- ☐ Flight arranged
- ☐ Register in UNC Global Travel Registry (globaltravel.unc.edu)
- ☐ UNC HTH Insurance Ordered (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 & transportation) if airport pick-up falls through
- ☐ Embassy information
- ☐ Health Insurance card printed
- ☐ First aid kit
- ☐ Medications & letter from doctor for prescription medicines
- ☐ 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/

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.).