

Vanessa Williams
Spring 2014
EDU 6051
Action Plan

Northeastern University Study Abroad Workshop Series: How to Build and Maintain Cultural Competence Abroad and At Home



WORKSHOP INTRODUCTION

As globalization continues to expand, the boundaries that once set apart nations will essentially become transcended. Increased information and communication technologies will continue to reach all corners of the globe, therefore exposing us as Americans to more cultures and perspectives than ever before. As such, we must accept and be open to the fact that they may have alternative views, beliefs, appearances, and customs than we do. As Sonia Nieto points out, “culture is not a given, but a human creation, dependent on particular geographical, temporal, and sociopolitical contexts and therefore vulnerable to issues of power and control” (Nieto, p. 127). Given that the world is changing faster than ever, this new globalized society will require today’s college students to be versatile, respectful, and tolerant – a future workforce that is constantly learning new skills and acquiring multiple viewpoints (UNESCO, 2001). In terms of higher education, this means that with an increased knowledge base, divergent belief systems and ideas, and additional competition, there will be a greater need for today’s college bound students to be well versed in cultural competence. However, there still seems to be a disconnection in terms of what American college students think of their own world versus the outside world; they truly only have one lens with which to look at the world - American. One of the best ways to increase and retain cultural awareness for our students is through study abroad. These powerful and life-changing experiences can create lasting memories, forge international friendships, encourage respect and understanding, and impact a student’s capacity to think outside their cultural bubble.

The workshop series will focus on the preparation process for the study abroad experience for Northeastern University study abroad-bound students. The intended audience will fall into two categories: 1) those who plan on studying abroad the following semester, and 2) those who might be interested in studying abroad in the near future within their college career at Northeastern. It will be divided into eight separate lectures/seminars outside of the core curriculum but part of the mandatory school preparation process for studying abroad (e.g. once a student is officially enrolled in a program). The workshop will be designed by Vanessa Williams, Graduate Student in Northeastern University’s Higher Education Administration program, and implemented by Brian Gibson, the Director of Northeastern University’s Study Abroad programs with the help of his staff.

The goal of this workshop series is to create a safe environment in which to discuss the implications of learning about new cultures, what the students can expect abroad, and how to approach their new, expanded definition of what it means to be ‘culturally competent’ once they return home. It will give them the tools they need to allow them to broaden their scope of the world and see the multicultural

views that are so important in today's global society. Furthermore, this workshop series will address the need to encourage more students to study abroad and discuss the financial implications and benefits to this experience. Many students are often unaware of the costs or automatically assume that the cost will be too exorbitant for them (or their families) to afford. I believe with the proper instruction and information, these students will be able to realize the value in study abroad, incorporate it within their current curriculum, and gain a whole new perspective of themselves and the world around them.

LEARNING OBJECTIVES

At the end of the workshop series, students should be able to perform or exemplify the following learning outcomes:

❖ BIG CONCEPTS

- Cultural competency
- Global awareness

❖ KNOWLEDGE

- Realization of student's multiple identities
- Understanding of his/her privileges
- Question and Reflect on cultural assumptions and stereotypes
- Develop new strategies of thinking outside cultural norms
- Gain self-confidence
- Appreciation, sensitivity, and respect for multiple viewpoints

❖ SKILLS

- Application of knowledge, skills, and overall attitudes to real-world problems and difficult conversations
- Promote civic engagement and social responsibility in global context
- Sensitivity and respect for other students from different backgrounds
- Boost international communication abilities
- Build relationships with students from non-American groups
- Ability to cross-compare other cultures and norms and compare to their own

SESSIONS

1. **“Pleased to Meet You, Won’t You Guess my Name?” – Identity & What Makes Me, Me?**

The first part of any study abroad journey is first identifying and understanding oneself. This workshop will touch on the student’s multiple identities according to various situations and social constructs including their upbringing, family, community and school settings. Before they begin however, students will be asked to create a working, preliminary definition of what they consider to be ‘cultural competency.’ This definition will be used to measure their learning throughout the workshop and be assessed at the very end. After this brief exercise, students will begin to explore their identities and write them down to share with their peers in smaller groups to find comparisons and contrasts. Following these discussions, the director and staff will pull everyone back together in a large group to use the ‘Iceberg Model’ as a resource to show the students their multiple identities and often what is buried underneath the surface. The students will then go back to their groups to further discuss how their thoughts regarding identity may/may not have changed since the first round of sharing and why/why not. The goals of this workshop session are 1) to create a basic understanding of cultural competency and 2) to have the students realize the fluidity and changing dynamic of identity depending on the context, which will later include ‘study abroad student’ throughout the workshop.

NOTE: Students will be asked to keep track of all worksheets, diagrams, and discussions in a personalized **“Studying Abroad with Cultural Competency in Mind”** binder. They will add to it with every session and it will later be submitted for a grade at the end of the workshop series.

2. **Northeastern University School Culture**

This session will focus more on the background statistics and facts regarding Northeastern study abroad students. Students will be given a questionnaire at the beginning of the session where they will be responsible for writing down their assumptions of who at Northeastern studies abroad. Using a mix of figures including demographics of the student population and the overall percentage of students who study abroad during their college career, the students will then turn into mini breakouts to discuss their assumptions compared to the actual data. The director and staff will also give handouts of the most recent Open Doors 2013 Report with data regarding the overall study abroad figures for the nation. This is

designed to tap into the ideas of power relations, racial inequality, economic and financial inequality, and privilege. The session will end with suggestions from the students in groups of how Northeastern can improve their study abroad rate and how to reach underserved populations.

3. Introduction to International Perspectives

Using their questionnaires and current identity worksheets from the previous sessions, this session will be used to enhance their education on the international countries they will be visiting. As (likely) newcomers to their study abroad host country, the students will be expected to garner an in-depth understanding of that culture. Depending on the number of study abroad students per country, the session will be sub-divided into those countries for student groups, or if there are too few students for a particular country, those students will be placed with countries similar or close in proximity to their own. To begin, each student will first be given a sheet on which to write down their initial 'Cultural Assumptions' about their foreign country. This will be a good indicator of their perceptions going into the workshop. Once everyone shares their initial beliefs, a group scribe will write down everyone's thoughts on the left side of the whiteboard. Afterward, the students will then be given a presentation on their specific country with background information in addition to personal stories (both from Northeastern international students who are native to those countries and those who have studied abroad to those countries). After each group reflects on the 'real' facts and testimonials of their study abroad destination, the scribe will write down their summations on the right side of the whiteboard. The idea behind this exercise is to introduce the students to the new situational contexts they will soon find themselves in and how to best adapt to those perspectives and ideas outside their cultural norms.

4. Whiteness vs. Other – Races of the World and the Social Construction of Identity

Many students traveling abroad will encounter individuals of different races and ethnicities, and we must educate the students about the possibility of becoming the minority group abroad. The first part of the day will focus on the "White" dominant American culture, using Peggy McIntosh's article to enhance their understanding of what it means to be White. The students will use McIntosh's conditions that she notes in her article to assess how many times they encounter privilege during their daily activities. The students will share their assessments in smaller groups. Next, the whole group will be given a map showing the degree of racial diversity per their specific study abroad country (Because of the time constriction, students will meet in smaller groups according to where their country is located

within the continents – e.g. Asia, Africa, Australia, Europe and the Americas instead of Spain, Denmark, China, etc.). Together with this information, each group will be given a copy of the different race/ethnicity stages as cited in Beverly Daniel Tatum’s 1997 book, “Why Are All the Black Kids Sitting Together in the Cafeteria?” These stages of racialized and ethnic identity development will help open the discussion further to explore issues of race as they experience them in America in comparison to what they might encounter abroad. Finally, everyone will come together at the end to review and share their assumptions and implications. The goals of this session are to question racial stereotypes, understand their own privileges in regards to race, gain an appreciation and respect for other non-White races of the World, and increase their global awareness of other cultures, races, and ethnicities.

5. Christmas, Kwanza, or Hanukkah?

Depending on where these students travel to, the dominant cultural religion could be completely different from the dominant one in America – Christianity. I’d like the director and staff to highlight other religions of the world and pinpoint the major topics of contention. The students will break out into small groups based on which country/region they will be studying abroad in and will take turns reading numerous excerpts about those religions from Readings for Diversity and Social Justice. The students will read them out loud and write on a large whiteboard the ways in which non-dominant religions might affect their study abroad experience (e.g. school schedule, living situation, travel plans, etc.). This workshop session is designed to give voices to the non-dominant religions of the world and how the students can appreciate and respect them while abroad.

6. Language in a Foreign Land – Barrier or Open Door?

Many foreign countries are familiar with English as a second language, but this is not all encompassing in nature; there are still nations for which English has not yet made its impact or even introduced. This session is designed to get the students to expand their language skills especially in terms of non-verbal communication. This is designed to also speak to the issues and ideas relating to language as a powerful tool with which to drive their education. The director will introduce current Northeastern international students who will speak in their respective foreign languages in addition to English to their respective groups of study abroad students. As an interactive activity, the students should gain valuable insight into other cultures languages and ways of communicating. It is intended to offer a true-to-life experience for the Northeastern students and teach them about cultural respect even in situations when they do not understand or speak the national common language. They will

be responsible for compiling a list of ways in which they are able to use other means of communication in their groups other than verbal language.

7. “Doesn’t everyone love America?” – Systemic Oppression and How We Can Change It

Up until my own personal study abroad experience, I had never considered the idea that other nations and cultures may not believe America is a great, wonderful country. As we begin to delve deeper into cultural competency in preparation for study abroad, we will have the entire group participate in a workshop-wide discussion of power and privilege – this idea that not all peoples of the world believe that America is #1; many in fact despise or resent our ‘achievements’ and ‘success’ within a global cultural, social, and historical context. To begin the day, we will have the entire audience of students create a list on the whiteboard of ways in which America excels on a global scale. Building on their suggestions, the director and staff will show ways in which other cultures view our nation as anything but great through YouTube videos and international student blogs from other universities. Afterward, the group will come back together to focus on systemic oppression and how America, as a dominant culture, can reverse this negative trend and help change her identity. The overall goal is to show students how Americans need to be more culturally mindful, to prepare them with tools and repertoire to alleviate conflicts and learn how to discontinue the perpetuation of common misconceptions. Students again are responsible for keeping a list of these solutions and ideas in their Study Abroad resource binder.

8. Abroad and Beyond: Keeping up with Cultural Competency at Home

Many times we forget that the study abroad experience does not end with the semester; it is a large piece of the student’s identity and how they approach future endeavors. Learning to acclimate back to your home environment after living in another culture for a significant period of time can be difficult and challenging. These students may experience feelings they didn’t think possible or did not quite expect (e.g. anxiety, sadness, isolation, misunderstandings, even anger or frustration). This last session will focus on how we as directors and staff can help prepare these students for a newly constructed social and cultural identity after their experience abroad and the opportunities they can build on once they return including curriculum, study abroad discussion groups, international student blogs, and work and internship openings. The workshop will start with a mini-review of the previous sessions through a Power Point presentation given by the Director. Following this, the students will be asked to revise their definition of ‘cultural competency’ as a whole. This will be used in their binder as a comparison to their first definition and to assess how far they

have come in terms of their own cultural competency in this very workshop. The final piece of this workshop will be from Northeastern study abroad alumni who have themselves experienced and worked through their 'reverse culture shock.' They will touch on issues of cultural isolation, competency and togetherness; emotions relating to stages of power and control, ethnocentrism and cultural inequality, and more. The session will wrap up with the positive experiences and take-away lessons of their experience while the Director and staff offer students multiple resources to seek assistance or collaborate with others to maintain cultural competency post-study abroad.

FULLY DEVELOPED SESSIONS

Session 1: "Pleased to Meet You, Won't You Guess my Name?" – Identity & What Makes Me, Me?

Overview: The initial part of any study abroad journey is first identifying and understanding oneself. However, before embarking on this reflective and eye-opening experience, students will first be asked to create a working, preliminary definition of what they consider to be 'cultural competency.' This definition will be used to measure their learning throughout the workshop and be assessed at the very end. Afterward, students will delve deeper into the construction and perception of their (often) multiple identities. This workshop will examine the various roles they play(ed) in certain contexts including their upbringing, family, community and school settings (in other words, the micro, meso and macro levels). Students will be responsible for writing them down to share with their peers in smaller groups to find comparisons and contrasts. Following these discussions, the director and staff will pull everyone back together in a large group and use the 'Iceberg Model' as a resource to show the students what is buried *underneath* the surface, aspects of identity they may not have originally considered. The students will then go back to their groups to further discuss how their thoughts regarding identity may/may not have changed since the first round and why/why not. The session will wrap up by examining what they learned of identity and cultural competence.

Learning Objectives: The goals of this workshop session are:

- Create a basic understanding of Cultural Competency
- Realization of student’s multiple, fluid identities
- Gain self-confidence
- Sensitivity and respect for other students from different backgrounds
- Appreciation, sensitivity, and respect for multiple viewpoints

Assessment: Students will be asked to keep track of all worksheets, diagrams, and discussions in a personalized “**Studying Abroad with Cultural Competency in Mind**” binder. They will add to it with every session and it will later be submitted for a grade at the end of the workshop series. Specifically for this session, students will focus on adding the cultural competency definition and their identity components.

Set up and Format: This workshop will last roughly 1.5 hours, broken up into smaller segments. It will take place in the Northeastern University Auditorium at the College for Professional Studies and come equipped with a large Whiteboard on stage as well as all supporting documents, handouts, writing utensils, and the “**Studying Abroad with Cultural Competency in Mind**” binders (handed out to students upon arrival).

Agenda:

NORTHEASTERN UNIVERSITY STUDY ABROAD WORKSHOP AGENDA	
SESSION 1:	
“Pleased to Meet You, Won’t You Guess my Name?”	
Identity & What Makes Me, Me?	
Session Goals: <ul style="list-style-type: none">• Create a basic understanding of Cultural Competency• Exploration of Identity• Appreciation, sensitivity, and respect for multiple viewpoints	
Schedule:	
Mins.	Activity
10	Welcome and Introduction to Cultural Competency
15	Identity Exploration Activity – Part 1 (self-directed)
20	Identity Exploration Activity – Part 2 (small groups)

Iceberg Theory of Culture



Just as nine-tenths of the iceberg is out of sight and below the water line, so is nine-tenths of culture out of conscious awareness. The out-of-awareness part of culture has been termed deep-culture.

Source: Adapted from *Beyond Culture* (1976) by Edward T. Hall

5. Identity Exploration Activity – Part 3 (small groups) – 15 minutes

In the final part of Identity Exploration, the students will again break up into their smaller groups to discuss the implications of using the 'Iceberg Theory of Culture' on their previous definitions and classifications of identity. The students may wish to add more items or perhaps discard or change them. Each small group is responsible for electing a scribe to represent them and write down their findings on a large Whiteboard in the auditorium.

6. Wrap-Up

The day's session will wrap-up with an overview by the Director touching on both cultural competency (again, not too much in-depth) and identity formation. Students are required to elect someone or use their scribe to voice their groups' thoughts and findings. They are also encouraged to generate further questions here about identity, cultural competency, how the day was structured, and what to expect moving forward.

To reiterate, each student is required to have all the information, personal notes, and worksheets from the day's activities entered in their "**Studying Abroad with Cultural Competency in Mind**" binder.

Session 4: Whiteness vs. Other – Races of the World and the Social Construction of Identity

Overview: Many students traveling abroad will encounter individuals of different races and ethnicities, and we must educate the students about the possibility of becoming the minority group abroad. The first part of the day will focus on the "White" dominant American culture, using Peggy McIntosh's article to enhance their understanding of what it means to be White. The students will use McIntosh's conditions that she notes in her article to assess how many times they encounter privilege during their daily activities. The students will share their assessments in smaller groups. Next, the whole group will be given a map showing the degree of racial diversity per their specific study abroad country (Because of the time constriction, students will meet in smaller groups according to where their country is located within the continents – e.g. Asia, Africa, Australia, Europe and the Americas instead of Spain, Denmark, China, etc. – and continue to discuss

their thoughts). Together with this information, each group will be given a copy of the different race/ethnicity stages as cited in Beverly Daniel Tatum’s 1997 book, “Why Are All the Black Kids Sitting Together in the Cafeteria?” These stages of racialized and ethnic identity development will help open the discussion further to explore issues of race as they experience them in America in comparison to what they might encounter abroad. Finally, everyone will come together at the end to review and share their assumptions and implications.

Learning Objectives: The goals of this workshop session are:

- Global awareness
- Question and reflect on cultural assumptions and stereotypes
- Understand of his/her privileges
- Sensitivity and respect for other students from different backgrounds
- Appreciation, sensitivity, and respect for multiple viewpoints

Assessment: As with the first session, students will be asked to keep track of all worksheets, diagrams, maps, notes, and discussions in their personalized “**Studying Abroad with Cultural Competency in Mind**” binder. Specifically for this session, students will use worksheets, discussions and questionnaires to build their definitions of identity in regards to race and ethnicity in addition to helping them understand and appreciate other cultures around the world.

Set up and Format: This workshop will last about 2 hours. For the sake of continuity, it will be held at the same location (Northeastern’s auditorium at the College for Professional Studies), equipped with a large Whiteboard on stage as well as all supporting documents, handouts, and writing utensils. Each student will be responsible for bringing their “**Studying Abroad with Cultural Competency in Mind**” binders from session to session.

Agenda:

<p>NORTHEASTERN UNIVERSITY STUDY ABROAD WORKSHOP AGENDA SESSION 4: “Whiteness vs. Other – Races of the World and the Social Construction of Identity”</p>
<p>Session Goals:</p> <ul style="list-style-type: none">• Inspire Global awareness

- Question and reflect on cultural assumptions and stereotypes
- Generate understanding of White privileges
- Sensitivity, appreciation, and respect for other non-dominant races of the World

Schedule:

Mins.	Activity
30	Introduction to Race & Ethnicity
15	White Privilege Activity
20	White Privilege Discussion (small groups)
15	Race Map Activity
20	Racial & Ethnic Identity Activity (small groups)
15	Wrap-Up

1. Introduction to Race & Ethnicity – 30 minutes

In order for the students to fully grasp the concepts in this particular session, the Director and staff will first pose key questions to the whole group on what constitutes race and ethnicity and then present more basic information.

Part 1 - Guiding questions: 1. What is race?

2. Is race important for study abroad studies? Why/why not?

3. Is there a difference between race and ethnicity? Why/why not?

Students will be expected to write down their answers to these questions on a sheet of paper from their “**Studying Abroad with Cultural Competency in Mind**” Binder. After 10 minutes, students will be expected to volunteer their answers including other thoughts and information including personal stories or experiences they have had with regards to race and ethnicity. The goal here is to generate discussions and knowledge that will lead into the subsequent activities.

Part 2 - Race videos and information: <http://www.understandingrace.org/home.html>

The Director will use the above link to help the students further grasp the topics of race and ethnicity along with their personal stories.

2. White Privilege Activity – 15 Minutes

Students will now be assessing how often they encounter situations of White privilege here in their home country. After the Director and staff explain this concept from Peggy McIntosh's article, students will circle either Yes or No on the worksheet, depending on their particular circumstances.

WORKSHEET 1:

Peggy McIntosh's White Privilege Conditions (1989):

1. I can if I wish arrange to be in the company of people of my race most of the time. **Y/N**
2. If I should need to move, I can be pretty sure of renting or purchasing housing in an area which I can afford and in which I would want to live. **Y/N**
3. I can be pretty sure that my neighbors in such a location will be neutral or pleasant to me. **Y/N**
4. I can go shopping alone most of the time, pretty well assured that I will not be followed or harassed. **Y/N**
5. I can turn on the television or open to the front page of the paper and see people of my race widely represented. **Y/N**
6. When I am told about our national heritage or about "civilization," I am shown that people of my color made it what it is. **Y/N**
7. I can be sure that my children will be given curricular materials that testify to the existence of their race. **Y/N**
8. If I want to, I can be pretty sure of finding a publisher for this piece on white privilege. **Y/N**
9. I can go into a music shop and count on finding the music of my race represented, into a supermarket and find the staple foods which fit with my cultural traditions, into a hairdresser's shop and find someone who can cut my hair. **Y/N**
10. Whether I checks, credit cards, or cash, I can count on my skin color not to work against the appearance of financial reliability. **Y/N**
11. I can arrange to protect my children most of the time from people who might not like them. **Y/N**
12. I can swear, or dress in second hand clothes, or not answer letters, without having people attribute these choices to the bad morals, the poverty, or the illiteracy of my race. **Y/N**
13. I can speak in public to a powerful male group without putting my race on trial. **Y/N**

3. White Privilege Discussion (small groups) – 20 minutes

After the students complete the White privilege worksheet, they will be divided into small groups to go over their answers. Students are again expected to take notes and to keep all documents in their Binder. A member of the Study Abroad office staff will aid in the discussion generation.

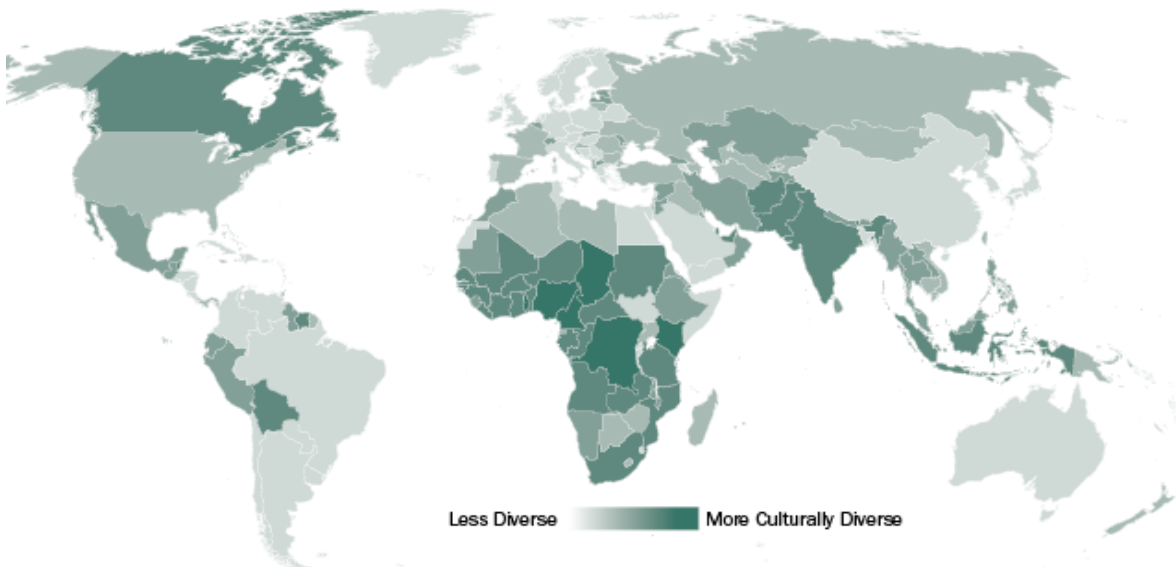
4. Race Map Activity – 15 minutes

Keeping in mind the discussions from the previous activities especially White privilege, we will segue into the final part of the day with a Race Map. This map will show all students' respective countries and overall regions of racial diversity. Breaking up into small groups once again, they will continue discussing the importance and implications of the map's findings. The goal here is to have the students visualize what areas have racial diversity and the need to be mindful of this once abroad. This activity will better prepare them to face possible challenges overseas as they get acclimated to their new foreign landscape and introduce themselves to other peoples of different races and backgrounds.

WORKSHEET/MAP 2:

Cultural Diversity Around the World

The countries with the most and least cultural diversity



Based on Table A1 in "Economic Effects of Domestic and Neighboring Countries' Cultural Diversity" by Erkan Goren. Center for Transnational Studies, University of Bremen Working Paper No. 16/2013

PEW RESEARCH CENTER

5. Racial & Ethnic Identity Activity (small groups)

After visualizing races by country and region, students will then be given the following worksheet (2 parts) showing the stages of racialized and ethnic identity development from both a White and non-White perspective. Depending on the group (as each will be different according to the race map), they will examine the White perspective and each associate with one stage depending on which they think best represents them, and will then pick one stage they *assume* a student from their selected foreign study abroad country might feel about them. After 10 minutes, students will come together in their group to discuss their findings. They might be surprised to discover that not all foreign students think of Americans as highly as we sometimes think of ourselves in terms of racial and cultural acceptance, which will be discussed further in the Wrap Up.

WORKSHEET 3:

Racialized and Ethnic Identity Development^{**}: *White Identity*

Source: William Cross, *Shades of Black: Diversity in African American Identity*, cited in Beverly Daniel Tatum, *Why Are All the Black Kids Sitting Together in the Cafeteria?* (NY: Basic Books, 1997), adapted and elaborated by Lisa Sung ^{**} (2/2002)

	SELF-PERCEPTION	STANCE TOWARD OWN (DOMINANT) GROUP	STANCE TOWARD PEOPLE OF COLOR	TYPICAL PERCEPTIONS & EXPRESSIONS
Unaware of Ethnic Identity. ^{**}	“Normal”: no particular culture or ethnicity. Sees self as a person of goodwill, unprejudiced, colorblind. Views persons and the world individualistically and relationally; unaware of significance of group.	“Normal.” Sees own community as possessing goodwill, unprejudiced, colorblind. Racism is deliberate and overt: acts of hostility or discrimination, or hate crimes committed by certain individuals.	Disinterest or naïve curiosity about ethnic or cultural differences.	“I don’t have an ethnicity; I’m <i>American</i> .” “I don’t see why they keep focusing on our differences; underneath, we’re all the same.” “Why do they always stick to themselves?” “I don’t think of you as ____; you’re just <i>you</i> .” “Some of my best friends are ____.”

<p>Confrontation.</p> <p>Becomes aware of racism's impact on one's own and others' lives.</p>	<p>Earlier beliefs about equality, "liberty and justice for all" shaken.</p> <p>Feelings of guilt and shame about historical oppression and about one's own status in light of White privilege.</p>	<p>Anger. Tempted to distance self from confronting the issues and one's upbringing and community. May retreat into silence, or may become overzealous.</p>	<p>Sees impact of racism in life of associate or friend. May react by trying to dissociate completely from own group and to become "adopted" by people of color.</p>	<p>"I'm not like most Whites; I'm a very fair, compassionate person."</p> <p>"I can't stand his jokes any longer."</p> <p>"People are telling me to lighten up."</p>
<p>Blaming the Victim.</p>	<p>Feelings of tension and guilt may be denied by blaming the victim and reasserting the cultural myths of rugged individualism and of pure meritocracy.</p>	<p>Sides with and justifies the actions of own group and the pursuit of group interests.</p>	<p>Defensive; blames the sinned-against for their current predicament and problems.</p>	<p>"I'm not responsible for society or the hate of a few."</p> <p>"Everybody can succeed if they just work hard, so they have only themselves to blame."</p> <p>"There's no race problem today—there are only agitators."</p>
<p>Benevolent (But Not Engaged). Understands cognitively the problem of White privilege, but unsure of what to do about it.</p>	<p>May develop "aversive racism": wants the ideals of equality and racial tolerance, yet unwilling to confront own racialized biases and racialized privilege.</p>	<p>Tends to overlook and rationalize racializing biases and actions perpetuating White privilege, by 1) denying that prejudice exists; or 2) citing other reasons.</p>	<p>May try escaping White-ness by associating with people of color; in the college years, usually rebuffed by those in the Encounter or Immersion/ Emersion stages.</p>	<p>"I accept all minorities; everyone should."</p> <p>"I've known him for years; there's not a prejudiced bone in his body."</p> <p>"I just don't feel comfortable around her."</p> <p>"I don't think he'd fit in around here."</p>
<p>Engaged.</p> <p>a) <i>Ethnic</i>**</p> <p>b) <i>Racialized</i>**</p>	<p><i>Ethnic</i>. Becomes interested in recovering knowledge of family roots, ethnic heritage.</p> <p><i>Racialized</i>. Wants to develop a positive self-concept as a White in light of the historical and contemporary reality of White privilege.</p>	<p><i>Ethnic</i>. Begins search for ethnic & cultural background(s).</p> <p><i>Racialized</i>. Identifies with Whites who historically allied them- selves with people of color in combating racism.</p> <p>Develops relationships for support and processing.</p>	<p>If successful in forming relationships with people of color, may benefit from their outside perspective and comparison.</p>	<p>"I don't know anything about my ethnicity or culture; I feel a little cheated. Why didn't my family keep it alive?"</p> <p>"If I really start speaking up about racism, I might start losing friends over it. Do I really want to get into it with them?"</p>

Reconciler. Has developed a positive identity based in reality (vs. a culturally based presumed superiority).	Positive views of European American ethnic identity and of Whiteness are internalized. Makes a commitment to oppose racism.	Committed to act and advocate for justice for people of color, by seeking to dismantle White privilege and by working for full inclusion.	Committed to act and to advocate for justice and to work to empower people of color for full participation and contribution.	“I can learn from both Latinos and Whites.”
--	---	---	--	---

* This model does not suggest that all persons proceed through all stages; rather, it outlines the steps and eventual outcome of full identity development for those who engage the issues and pursue the process (especially during the college years).

** Neither Cross nor Tatum define or distinguish ethnic and racialized identity. Nor do they use the terminology “people of color,” “co-ethnics,” “racialization,” or “pre-contact” in their presentation. Also, “*Ethnic Immersion/Emersion*” has been added to Cross’s model.

Racialized and Ethnic Identity Development*: *People of Color***

Source: William Cross, *Shades of Black: Diversity in African American Identity*, cited in Beverly Daniel Tatum, *Why Are All the Black Kids Sitting Together in the Cafeteria?* (NY: Basic Books, 1997), adapted and elaborated by Lisa Sung** (2/2002)

	SELF-PERCEPTION	STANCE TOWARD DOMINANT GROUP	STANCE TOWARD CO-ETHNICS**	TYPICAL PERCEPTIONS/ EXPRESSIONS
Low-Identity. Limited consciousness of self as “other.”	Has absorbed the images, beliefs, values of dominant group. Considers self as “colorblind” and the world as “raceless.” Views the world individualistically and relationally; unaware of significance of group.	Identifies with and seeks acceptance among the dominant group, often by down-playing aspects associated with the dominant group.	Disinterest; distance. Co-ethnics may reject him/her because of assimilation to the dominant group.	“Don’t call me ____; I’m <i>American</i> .” “We’re all just people.” “Just treat me as the individual I am.” “____ are so uncool.” “Why do they only stick to themselves?”
Identity Crisis. Impact of (usually negative) categorization is felt.	If <i>positive</i> encounter: surprised by perceived differences. If <i>negative</i> encounter: feels devalued and rejected;	Hurt, anger, confusion. May develop an “oppositional identity,” both	Openness to reconsidering the significance of ethnicity.	“My color wasn’t supposed to matter, but clearly it does matter to them after all.”

	now unsure of own identity and community. Earlier beliefs about equality, “liberty and justice for all” shaken.	protecting self and keeping the dominant group at a distance. Invalidating responses result in further disengagement.		“She’s different—how could she be <i>proud</i> of being Black?”
Redefine Identity. Begins the search for positive identity concept.	Redefining self.	Little interest in developing relationships outside the group; outsiders are irrelevant.	Joins peer group, which becomes the new social network. Seeks positive images and history; surrounds self with symbols of identity.	“Black is beautiful.” “Whites are so uptight.”
Owning a New Identity. Possesses a positive sense of identity.	The new identity is integrated into the self-concept and affirmed; a new sense of security results.	Willing to establish meaningful relationships across group boundaries with those who respect the new self-definition.	The ethnic identity and ethnic social network are consciously embraced.	“Say it strong and say it loud: I’m Black and I’m proud!”
Reconciler. Ongoing actions express a concern for one’s group.	“Emissary”: sees own achievements as advancing the group’s cause.	Prepared to cross and transcend group boundaries regularly as an emissary.	Willing to act as spokesperson and advocate for the group. Prepared to function more effectively in diverse settings.	“I can learn from both Latinos and Whites.”

* This model does not suggest that all persons proceed through all stages; rather, it outlines the steps and eventual outcome of full identity development for those who engage the issues and pursue the process (especially during the college years).

** Neither Cross nor Tatum define or distinguish between ethnic and racialized identity. Nor do they use the terminology “people of color,” “co-ethnics” or “racialization” in their presentation of this model.

WORKSHEET 4:

<u>White Identity Stage:</u>	<u>People of Color Stage (Assumption):</u>
<u>Discussion:</u>	

6. **Wrap Up**

Coming together as a whole, the Director and staff will go over the day's activities. They will circle back to the original session questions from the beginning:

1. What is race?
2. Is race important for study abroad studies? Why/why not?
3. Is there a difference between race and ethnicity? Why/why not?

The idea here is to see if their responses have changed and if so, how and why. Following that, the Director and staff will ask the students altogether about the activities on White privilege, the stages of racial and ethnic identity, and the race map. Students are expected to volunteer answers and put together the concepts in ways that will help them build their study abroad identity and cultural competence abroad.

REFERENCES

“Iceberg Theory of Culture.” Adapted from *Beyond Culture* (1976) by Edward T. Hall. Retrieved from:

<http://www.wou.edu/student/sla/Assets/leadershipresources/Iceberg%20Cultural%20Model.doc>

Institute of International Education Inc. (2013). Open Doors 2013: International Students in the United States and Study Abroad by American Students are at All-Time High. Retrieved from:

<http://www.iie.org/Who-We-Are/News-and-Events/Press-Center/Press-Releases/2013/2013-11-11-Open-Doors-Data#.Us0K4fZZVpM>.

McIntosh, Peggy (1989). White Privilege: Unpacking the Invisible Backpack. Retrieved from:

<http://www.isr.umich.edu/home/diversity/resources/white-privilege.pdf>.

Nieto, S. (2008). Chapter 9: Culture and Education. *Yearbook of the National Society for the Study of Education*, 107(1): p. 127–142. Retrieved from:

http://www.sonianieto.com/OLD/files/new_additions/culture_and_education.pdf.

“Stages of Racialized and Ethnic Identity Development: People of Color” & “Stages of Racialized and Ethnic Identity Development: White Identity.” Adapted from *Why Are All the Black Kids Sitting Together in the Cafeteria?* (1997) by Beverly Daniel Tatum. Retrieved from:

http://www.tilford.ksu.edu/cultural_self/PeopleOfColor.pdf.

UNESCO (2001). Globalization and Higher Education: Implications for North - South Dialogue. Retrieved from:

http://www.unesco.org/education/studyingabroad/highlights/global_forum/gf_oslo_may03.shtml.