The Role of Race in the College Experience: What Makes Education Abroad a High-Impact Practice?

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Wagner College Alternative Winter Break 2017

- The goal of AWB is to examine trends in race, ethnicity, class, and gender that shape and reshape diversity in the global community. Participants will not only provide a week of service, but will also examine the social dynamics of race, ethnicity, class, and gender, and how they influence institutional structures, social issues and policy, and the possibilities for social change.
- This trip to Accra, Ghana over winter break explored the intersections of privilege and desperation.

Students Can Expect To:
- Examine trends (e.g. demographic, historical, legal) in race, ethnicity, class, and gender that shape and reshape diversity in West Africa
- Study issues of social injustice and economic inequality that emerge from and also influence these trends.
- Critically examine the systems of power and privilege used to exploit and control varying segments of the global community.
- Locate yourself in a multicultural society and thoughtfully consider (and reconsider) what you think and how you act toward others.
- Explore and discard stereotypes of “others” and yourself toward social justice issues and public policy.
- Develop a responsible position toward social justice issues and public policy.

How To Apply
- Submit a cover letter and resume. Highlight why you are interested in participating in the program, what social issue(s) you have a personal interest in examining and what you hope to be able to bring back to the campus as a result of your participation in this experience.
- Students are responsible to pay (or fund raise) experience fee(s), have a valid passport, proof of required immunizations.
- Students will participate in all pre-travel workshops, fund raisers and a post-trip symposium.
- Students will be responsible for arranging ground transportation to and from the airport in New York.
- Students will adhere to all College policies.

Everyone learned to paint walls and lay brick, some helped local fishermen pull in their nets for a dawn catch; and most climbed a thousand feet above the ground to walk across the rainforest canopy on suspension bridges.

Purposeful opportunities for engagement, such as intergroup dialogue, workshops on racial and economic inequality, and personal reflection, are critical tools that educators can use to help students understand themselves, as well as their place in the world.

EDUCATION ABROAD

Educators can consider how students need a balance of challenge and support (Nevitt Sanford 1966) in their experiences interacting across difference and within their own racial/ethnic groups.

Students will stay in the Yaa Asantewaa House, which is located within the grounds of the Aya Center, approximately three blocks from the University of Ghana, In East Legon, a quiet residential neighborhood located in greater Accra.

When visiting Cape Coast, students will stay in hotels.

“Financial support came from Beth ‘71 and Henry ‘71 Cruz and from the Network for Vocation in Undergraduate Education (NetVUE)

The students also toured historic sites with a profound and dark history – the slave fortresses where captured people waited in dehumanizing conditions before being shipped to the “New World.”

CIVIC ENGAGEMENT

Encourages a feeling of unity and empathy among students through service, creating commonalities despite different persuasions.

DIVERSITY & EQUITY

Independent and motivated students seek to experience and explore program opportunities highlighting diversity and reinforcing intercultural communication (Navarro and Tooker 2015).

This trip allowed students to see their home through a new lens.

For those who had always experienced life as an ethnic minority in the U.S., just walking the streets was empowering. “To be around a sea of black people was beautiful says Cynedra Osinaike ’19, a Chicago native of African American and Nigerian heritage.

REFERENCES