

GOING GLOBAL IS
BETTER WITH FRIENDS

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#uncGO15

YOUR NAME:

REALISTIC EXPECTATIONS
SUSTAINABILITY
ETHICS
RESPONSIBILITY

GO!
INITIATIVE

GLOBAL ORIENTATION *on*
CULTURE + ETHICS

SATURDAY, 18 APRIL 2015

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

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

REALISTIC EXPECTATIONS

Having realistic expectations requires:
CONTEXTUAL UNDERSTANDING + FLEXIBILITY

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

ETHICS

Becoming an ethical agent, requires three key competencies:

HUMILITY + RESPECT + CAUTION

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

SUSTAINABILITY

Being sustainable requires taking into consideration:

LONG-TERM IMPACTS + EFFECTS OF ONE'S WORK

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

RESPONSIBILITY

Cultivating a sense of responsibility requires being:

INFORMED + ACCOUNTABLE + REFLECTIVE

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

SCHEDULE

9:30 – 10:10 a.m.

Registration, Breakfast and Meet and Greet [JAMES & FLORENCE PEACOCK ATRIUM](#)

10:10 – 10:35 a.m.

Welcome and Opening Reflections [NELSON MANDALA AUDITORIUM](#)

Elaine Townsend '12

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.

Plenary 1 [ROOM 3024](#)

Moderator: Katherine Turner | Panelists: Samantha Croffut, Derek Ross, Aashni Ruwala

In this session, a global health expert and student panelists with international experience will present diverse scenarios and challenges and facilitate discussion on the GO! Framework for Culture and Ethics within the complex and nuanced context of global health.

Plenary 2 [ROOM 1009](#)

Moderator: Richard Harrill | Panelists: Kate Borden, Billy Gerhard, Samantha Harrington, Fareeda Zikry

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

Plenary 3 [ROOM 1005](#)

Moderator: Hannah Gill | Panelists: Christina Galardi, Shamira Lukomwa, Anisha Padma

This plenary will discuss resources, ideas and perspectives on preparation for global experiences involving education, service, internships and/or research. Issues such as pre-trip preparation and safety will be discussed in the context of multiple world regions.

12:10 – 1:10 p.m.

Workshops [LOCATIONS & DESCRIPTIONS ON PAGE 4](#)

1:10 – 2:00 p.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 to which they will be traveling. 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.

2:00 – 3:00 p.m.

Workshops [LOCATIONS & DESCRIPTIONS ON PAGE 5](#)

WORKSHOPS 12:10-1:10PM

THE POWER OF THE CAMERA:

Responsibilities and Ethics of Using Photography in Global Contexts

ROOM 1005

Alexandra Lightfoot

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

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

HEALTH, SAFETY & CULTURE:

Successfully juggling the tensions

ROOM 1009

Mamie Harris

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

Susannah Zietz

Health Behavior Ph.D. 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.

EXCESS BAGGAGE:

Racism, Identity, and Their Potential Effects on Students Engaging Globally

ROOM 3024

Aman Nadhiri

*Assistant Professor, Arabic and English Literature
Johnson C. Smith University*

This session explores the overlooked roles of internalized racism and ethnic/racial self-identification on students' experiences abroad. In preparing for travel, we rarely anticipate the ways in which our sense of identity and preconceived notions will impact our experience overseas. These assumptions are central to one's sense of self, and the encounter with challenges to these beliefs is often the cause for consternation, and can radically alter one's travel experience. This session encourages us to recognize our ideas about the world around us, and our place in it, as one of many narratives, and to acknowledge the legitimacy of different points of view derived from unique cultural, historical and political circumstances.

FINDING & FUNDING GLOBAL OPPORTUNITIES

NELSON MANDELA AUDITORIUM

Tripp Tuttle

Program Officer + Fulbright Program Adviser

Center for Global Initiatives

You want to gain global experience, but navigating all the options (and paying for them) can be a challenge. Join representatives from across Carolina for a session to highlight the awards, fellowships and programs available to help you GO! global.

WORKSHOPS 2:00-3:00PM

ACTIONS SPEAK LOUDER THAN WORDS:

Nonverbal Intercultural Communication

ROOM 3024

Drew Davis

*Coordinator of Student Organizations
Carolina Union*

You might be surprised to find out that the majority of human communication is not expressed verbally with words, but rather nonverbally 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.

STUDENTS PROVIDING HEALTHCARE ABROAD:

How Students Can Best Have LifeChanging & Respectful Global Experiences

ROOM 1005

Ron Strauss

*Executive Vice Provost & Chief International Officer
Office of the Provost*

Sue Slatkoff

*Associate Professor
Family Medicine*

Amelia Cline

2nd Year Medical Student

Marie Lina Excellent

MPH Leadership Program

Mia Lei

*President, GlobeMed; Junior Health Policy
& Management Student*

Maeve McGarry

Nursing Student

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 EDUCATIONAL SETTINGS

ROOM 1009

Cate Brubaker

*Program Manager & Instructor, Carolina Navigators
Center for Global Initiatives*

Liz Bucrek

*Program Manager, Carolina Navigators
Center for Global Initiatives*

If you're going to teach, train or tutor abroad, this session is for you. We will discuss important - and often invisible - elements of US culture that influence our behavior, communication, perspectives, and expectations in educational settings abroad. Our goal is to help you develop greater cultural and personal self-awareness, which in turn will aid in successfully interacting and communicating with new colleagues, students, and parents abroad. Learn how to decode culture now, spare yourself frustration later!

FINDING & FUNDING GLOBAL OPPORTUNITIES

NELSON MANDELA AUDITORIUM

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You want to gain global experience, but navigating all the options (and paying for them) can be a challenge. Join representatives from across Carolina for a session to highlight the awards, fellowships and programs available to help you GO! global.

FACILITATOR BIOS

(Includes bios available at printing in alphabetical order)

Kathleen Borden

SENIOR

Mathematics, Arab Cultures

kborden@live.unc.edu

Kathleen (also known as Kate) Borden is thrilled to be graduating from UNC in May with a B.S. in Mathematics and Arab Cultures. She was the data analyst/finances manager for the 2014 Vimy team with whom she traveled to Jordan and subsequently to Egypt and Lebanon. She enjoys discussing everything from ballistic capture and chaos theory to bluegrass and is thrilled to be a part of GO!

Cate Brubaker

ASSOCIATE PROGRAM MANAGER AND INSTRUCTOR

Carolina Navigators

cate@unc.edu

Cate Brubaker, PhD is a part-time nomad who divides her time between teaching with Carolina Navigators, working with international schools around the world, and helping travelers, expats and students make re-entry a positive experience at SmallPlanetStudio.com. She has taught English and German abroad and traveled throughout Europe, the US, Latin America, and Australia.

Elizabeth Bucrek

PROGRAM MANAGER AND INSTRUCTOR

Carolina Navigators

ebucrek@email.unc.edu

Liz Bucrek is the Program Manager for Carolina Navigators, a service-learning program that works with UNC students who have international expertise, to create free global education resources for K-12 teachers and students across the state. Originally from Michigan, Liz has studied abroad in France, taught English in Spain, and traveled throughout the US, Europe, the Caribbean, Latin America, and Asia. She has over twelve years of experience in the field of education. Liz also publishes French and Spanish lesson plans online, and shares world language and technology resources with teachers on her blog.

Amelia Cline

2ND YEAR MEDICAL STUDENT

UNC School of Medicine

akcline@email.unc.edu

Amelia Cline is currently a second year medical student at UNC. She holds a BSPH from UNC's Gillings School of Global Public Health in Environmental Health Science, with a focus on epidemiology. Prior to returning to UNC for medical school, she spent two years as a research assistant in quality improvement and health services research at the Institute for Healthcare Improvement (IHI) in Cambridge, Massachusetts. During summer following her first year of medical school she trained at the Center for Infectious Disease Research in Zambia (CIDRZ) in Lusaka, Zambia. While at CIDRZ she worked as a research intern on a WHO funded field evaluation of rapid dual HIV and syphilis testing kits in local prenatal clinics. She also received weekly clinical training in the infectious disease clinic and nephrology inpatient wards at Lusaka's University Teaching Hospital. Outside of school and medicine she loves Dolly Parton, cooking, reading and arguing about politics.

Samantha Croffut

MPH IN NUTRITION CANDIDATE

Gillings School of Global Public Health

samcroff@live.unc.edu

Samantha's first introduction to Southern Africa took place in fall 2009 during her six-week study abroad in the Eastern Cape Province of South Africa. She returned in 2011 as a Peace Corps Volunteer, which is how she learned to speak isiZulu. During her three years in the country, Samantha lived in a village of Limpopo Province, a township in KwaZulu Natal Province, and in both Pretoria and Cape Town. Outside of South Africa, she has visited Mozambique, Lesotho, Swaziland, Namibia, Botswana, Zambia, and Zimbabwe, and is currently working on HIV/AIDS-related research in Malawi. Samantha is currently pursuing her Master of Public Health in Nutrition in hopes of building upon her experiences in Sub-Saharan Africa, and she is SO excited to interact with others at UNC who are going global!

Drew Davis

COORDINATOR OF STUDENT ORGANIZATIONS

Carolina Union

daja@email.unc.edu

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.

Marie Lina Excellent

Student Advisory Board Member

MPH LEADERSHIP PROGRAM CANDIDATE, FULBRIGHT SCHOLAR

Gillings School of Global Public Health

marilina@live.unc.edu

Marie Lina Excellent, MD. Fulbright scholar from Haiti and first year master student at UNC-Chapel Hill in the Department of Public Health Leadership (PHLP) since Fall 2014. Fluency in Haitian Creole, French, Spanish and English and has been fortunate to travel to: Paris, London, Berlin_Germany, Venice, Florence, Rome, Geneva, Rhode Island, San Francisco_California, Monterey_California, Florida, Philadelphia, New York, New Jersey, Washington D.C., Lyon_France, Lourdes_France, Dominican Republic, Windhoek_Namibia, Martinique, Haiti. Current positions held within student organizations at UNC: Director of Public Relations for American Mock World Health Organization (AMWHO), Social and Community events co-chair for Public Health Leadership Student Association (PHLSA)Board, Mentor for Duke-UNC Global Leadership Institute (GLI), Director of Public Relations for Student Global Health Committee (SGHC), GO! Student Advisory Board member, Gillings Ambassador.

Christina Galardi

Student Advisory Board Member

DUAL DEGREE CANDIDATE

Gillings School of Global Public Health; Department of City & Regional Planning

cgalardi@email.unc.edu

Christina is a graduate student pursuing dual master's degrees in Public Health and City and Regional Planning. She also serves as the graduate assistant for Alternative Breaks with the APPLES Service-Learning Program. She has supported the Refugee Health Initiative and the Student Health Action Coalition, and she is working with a group of peers to develop the UNC GRITS (Graduate Research and Intervention in The South) seminar series. She previously completed a Fulbright English Teaching Assistantship in South Korea and took travel courses abroad in Greece, Turkey, Poland, Lithuania, and Germany as an undergraduate. She has moderate proficiency in French and Korean.

Billy Gerhard

GRADUATE STUDENT

Gillings School of Global Public Health

bgerhard@live.unc.edu

Billy Gerhard is currently a graduate student at the UNC Gillings School of Global Public Health. During a summer study abroad in the Galapagos, he became interested in point-of-use drinking water quality and began the work that evolved into his graduate thesis. Billy has spent the past three summers working at the Galapagos Science Center to establish a baseline for water quality and assist in the creation of the first water quality monitoring lab on the island.

Hannah Gill

DIRECTOR

Latino Migration Project

hgill@email.unc.edu

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.

Richard Harrill

DIRECTOR

Campus Y

rharrill@email.unc.edu

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

Samantha Harrington

SENIOR

Journalism & Mass Communication, Asian Studies-Arab Cultures

ssharrin@live.unc.edu

A Midwesterner with a Tar Heel twist, Samantha is a senior studying journalism and Arab cultures. She's an intern at Reese News Lab. She loves sunflowers, Moroccan rooftops, tea and Joan Didion. Hometowns include: Madison, WI | Chapel Hill, N.C. | Rabat, Morocco | Amman, Jordan. Tweet at me @samantharrin

Mamie Sackey Harris

DIRECTOR, AFRICA PROGRAMS

Institute for Global Health and Infectious Diseases

Mamie_Harris@med.unc.edu

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.

Joy Hill

Student Advisory Board Member

SOPHOMORE

Environmental Science

hill12joy@gmail.com

Joy Hill is from Wilkesboro, NC and is majoring in Environmental Science with a focus on clean drinking water. She has spent significant time in China - she lived there for two summers and one academic year. Joy has a strong interest in Chinese culture and language, and hopes to return to China to work after graduation. In the future she also hopes to study Spanish and German. Joy not only loves to travel, but also enjoys experiencing other cultures in a way that can only be done by immersion. She plans to study abroad in Thailand next year, and while there would like to visit Cambodia, Vietnam and Hong Kong.

Mia Lei

JUNIOR

Health Policy and Management

mialei@live.unc.edu

Mia Lei is a junior at the UNC Gillings School of Global Public Health studying Health Policy and Management. As a recipient of the Carolina Undergraduate Health Fellowship, she traveled to rural Uganda to work with a community development NGO during the summer of 2014. She then lived in Taiwan for six weeks to study Mandarin and became interested in alternative healing systems. Mia is interested in pursuing global health policy because she believes that it is a way to implement sustainable systems level change that enables people to not just survive, but thrive. She spends her time discussing global health equity in GlobeMed and AMWHO, spending too much money attending live music shows, and reading Kurt Vonnegut.

Alexandra Lightfoot

DIRECTOR, COMMUNITY-BASED PARTICIPATORY RESEARCH CORE

Center for Health Promotion and Disease Prevention

alflight@email.unc.edu

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.

Shamira Lukomwa

SENIOR

Global Studies, Communication Studies

slukomwa@live.unc.edu

Shamira Lukomwa once read we have two lives: the life we live and the unlived life within us. She plans to only live one fulfilled life; hence, her passion for travel. A Ugandan-American originally from Atlanta, Shamira is a fourth year at UNC, studying Global Studies and Communication Studies. She spent most of 2013 working, traveling and conducting research in Uganda and Kenya. She has worked with several organizations over the years, but is drawn to those that promote sustainability, minority empowerment, and ARTivism. Currently, Shamira works with Carolina for Kibera and serves as the East Africa Program Coordinator for Operation Groundswell, a non-profit backpacking, immersive travel, and experiential learning organization. She loves adventuring (and getting lost), filmmaking, herbal teas, and everything Lupita Nyong'o.

Maeve McGarry

POST-BAC DEGREE SEEKING STUDENT

School of Nursing

kmcgarry@email.unc.edu

Maeve is currently in the Accelerated BSN program at the UNC School of Nursing and will graduate in May. She received CGI's Undergraduate Health Fellowship award in 2014. With this award, she traveled to San Miguel de Allende, Mexico to work with The Red Cross and practice medical Spanish. Prior to nursing school, Maeve worked as a Research Associate with SciMetrika, a government contractor focused on public health research, located in Durham, NC. In 2012, she graduated with an undergraduate degree in Environmental Health from UNC Gillings School of Global Public Health. During this program, she was a part of the UNC Burch Field Research Seminar at the Hanoi School of Public Health and studied in Havana, Cuba. This summer, Maeve will begin working at Duke University Hospital in the Surgical-Trauma Intensive Care Unit.

Aman Nadhiri

ASSISTANT PROFESSOR, ARABIC AND ENGLISH LITERATURE

Johnson C. Smith University

anadhiri@jcsu.edu

Aman Nadhiri is an assistant professor at Johnson C. Smith University, where he teaches Arabic and English literature. He earned his doctorate in Medieval Literature at the University of North Carolina at Chapel Hill, where he was a two-time recipient of the Foreign Language and Area Studies scholarship. Among his experiences abroad include serving as a faculty leader for Johnson C. Smith University's Summer Program in Senegal (2011).

Anisha Padma

JUNIOR

Public Policy, History

apadma@live.unc.edu

Anisha is a junior from Fayetteville, North Carolina. At Carolina, she is majoring in Public Policy with a concentration in Global Health and in History with a concentration in South Asia. She is the Co-Editor of Monsoon, a platform for South Asian affairs, the Co-Director of Publicity for the Jon Curtis Student Enrichment Fund, a grant resource for students, and the Photo Editor for Campus Blueprint, a progressive campus publication. Anisha is also currently researching with a Professor in the Public Policy Department as well as interning with Youth Ki Awaaz, an alternative form of media.

Radha Patel

Student Advisory Board Member

JUNIOR

Global Studies major, Biology and Chemistry minor

radhap@live.unc.edu

Radha is a junior Global Studies major, focusing on Health and Environment in Latin America, with minors in Chemistry and Biology. She speaks English, Spanish, Gujarati, and bits of Hindi. In addition to having travelled to Gujarat, India, she had the opportunity to travel to Guanajuato, Mexico through a course about immigration. After returning from Guanajuato, she conducted a series of oral histories about immigrant access to health care for Wilson Library's Southern Oral History Program. Radha mentors a high school student from Siler City through Scholars' Latino Initiative and works with a refugee family from Burma to ease their transition through Refugee Community Partnerships. She is excited to serve on the executive board of APPLES Service-Learning for the upcoming school year.

Derek Ross

Student Advisory Board Member

POST-BAC DEGREE SEEKING STUDENT

UNC School of Nursing

doross@email.unc.edu

Derek Oliver Ross is a senior Accelerated Bachelor of Science in Nursing student graduating May 9, 2015. He is a Chapel Hill native who completed his first degree at Birmingham-Southern College (BSC) on a full scholarship. At BSC, Derek studied Political Science and Photography and traveled to Italy, Germany, the Caribbean, Australia and New Zealand. After graduation in 2005, Derek moved to Los Angeles where he worked as an actor for several years. In 2012, Derek returned to Chapel Hill to begin his nursing education. He completed the Nursing Assistant I curriculum at Wake Tech and prerequisite science courses at Alamance Community College before enrolling as a full-time student at UNC. In the summer of 2014, Derek represented UNC-CH School of Nursing on an exchange program in Beijing, China. While in Beijing, he shadowed nurses in the Peking Union Medical Hospital and toured Beijing with nursing students who later traveled to Chapel Hill on the reciprocal part of the exchange. Derek is looking forward to starting his nursing career in the UNCH Cardiothoracic Intensive Care Unit in July.

Aashni Ruwala

SENIOR

Global Studies Major, Medical Anthropology Minor

aashni@live.unc.edu

Aashni is a senior at UNC and will be graduating this year with a Global Studies major and Medical Anthropology minor. She joined Global Brigades her first year and travelled to Honduras with the Public Health Brigade to build home infrastructure in rural communities. Aashni continued working with GB by leading the Public Health Brigade her sophomore and senior years. She enjoys Latin American culture as well as her native Indian culture and is passionate about Public Health. She speaks English, Gujarati, Hindi, and Spanish.

Sue Slatkoff
ASSOCIATE PROFESSOR
Family Medicine
slatkoff@aol.com

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.edu

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.

Sofia Soto Sugar Student Advisory Board Member
SOPHOMORE
Global Studies Major, Social and Economic Justice Minor
sofiass@live.unc.edu

Sofia Soto Sugar and I'm originally from Venezuela, now from South Florida. I'm a Global Studies major with a Social and Economic Justice minor and I speak Spanish and English along with some basic French, Portuguese, and Italian – I'd like to learn as many languages as possible! On campus I'm involved in Carolina Kickoff and Nourish-UNC through the Campus Y and I'm a member of Phi Mu. I've travelled to parts of Latin America and Western Europe but I'm certainly not done getting to know new places.

Sharla Sugierski Student Advisory Board Member
SOPHOMORE
Biology Major, Marine Sciences Minor
sugiersk@live.unc.edu

Sharla Sugierski is majoring in Biology with a minor in Marine Sciences. She is involved with Covenant Gives Back, a service organization on campus, and works for Campus Recreation. Last summer, she received a scholarship to take part in a 28-day backpacking trip with Outward Bound throughout the Appalachian Mountains. Fall semester 2014, she studied abroad in Sydney, Australia. During her time abroad, she was able to travel all over the country, as well as to New Zealand. Sharla is currently studying Spanish, and hopes to study abroad in the Galapagos Islands in Ecuador next year through the UNC proprietary program.

Elaine Townsend
KEYNOTE SPEAKER
Carolina Leadership Development Office
elainemt2002@gmail.com

After graduating from UNC in 2012 with her Bachelor's degree in Middle Grades Education, Elaine Townsend began her journey in South Korea as a Fulbright English Teaching Assistant. Her past two Fulbright grant years were a whirlwind of experiences as she learned how to take shameless selfies, surf-balance on turbulent buses, and grub on makchang (pig intestines) like it's no one's business. Teaching at the Attached Elementary School of Kyungpook National University in Daegu greatly impacted her entire experience abroad as her elementary students are born superstars, constantly rocking their powers of cuteness, enthusiasm, and creativity. After making countless music videos with her students and exploring South Korea with her host family, Elaine returned to the United States to pursue graduate studies. She currently serves as the Program Assistant for the Carolina Leadership Development Office. Next semester, she will begin a Master's program in Technology, Innovation, and Education at Harvard University as a Gates Millennium Scholar.

Katherine Turner
ADJUNCT FACULTY
School of Public Health
katherineturner@unc.edu

Katherine L. Turner, MPH is Founder and President of Global Citizen, LLC; Senior Advisor, Health Systems and Project Manager, Francophone Africa at Ipas and Adjunct Faculty at the UNC-CH Gillings School of Global Public Health. She has over 25 years of international and domestic experience as a program director, senior technical advisor, trainer, author, public speaker 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 presents, publishes and consults extensively around the world on women's sexual and reproductive health and rights; evidence-based and sustainable public health programs; mutually-empowering, multisectoral partnerships; effective training; global competence; values clarification; global advocacy and ethical international engagement. She speaks English, French and Dutch.

Tripp Tuttle
FULBRIGHT PROGRAM ADVISER AND PROGRAM OFFICER
Center for Global Initiatives
tripp@unc.edu

Tripp is UNC's Fulbright Program adviser and a program officer at the Center for Global Initiatives. He has worked for the past six years to help students fund and prepare for global opportunities. A designer armed with a BFA in printmaking and several years designing t-shirts, he combined his love of all things global with his design background at the Center. Under his leadership UNC has become the third-largest Fulbright producer among public research universities. He knows enough French to tell if you talk about him behind his back and just enough Russian to get in trouble. While he may not be fluent, he can say "hello" and "beer" in several other languages.

Susannah Zietz
DOCTORAL STUDENT
Health Behavior
zietz@live.unc.edu

Susannah is a first-year PhD student in Health Behavior with an MPH in the Department of Maternal and Child Health. Prior to matriculating at UNC, Susannah spent nine months working on health and development projects in Uganda and 18 months coordinating an international internship program in Rajasthan, India. Susannah also completed a summer practicum during her MPH with the International Center for Research on Women in Delhi. Susannah's research projects have largely centered on adolescent sexual health and the primary prevention of gender-based violence in South Asia. Susannah will be returning to Rajasthan this summer for a Foreign Language Area Studies (FLAS) Fellowship in Hindi.

Fareeda Zikry
SENIOR
Global Studies, Political Science Majors, Arabic Minor
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Fareeda Zikry is a senior Global Studies and Political Science double major with a minor in Arabic at UNC-Chapel Hill. Last summer, she led the VIMY team to Jordan to research why there is a higher rate, in comparison with the United States, of women in STEM fields. She has been awarded CLS (U.S. State Department) and FLAS (U.S. Department of Education) to study Arabic in Oman and Jordan, and has interned for Congressman David Price. Zikry loves to travel, run, and swim. She has particularly loved her time in Turkey. In her free time, Fareeda Zikry, a Chapel Hill native, enjoys creative writing, running and swimming.

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

Follow

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

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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

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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



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@tejucole

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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

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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



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@tejucole

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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

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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
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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

Handwriting practice lines consisting of 25 horizontal dotted lines.

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 & emergency 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.).