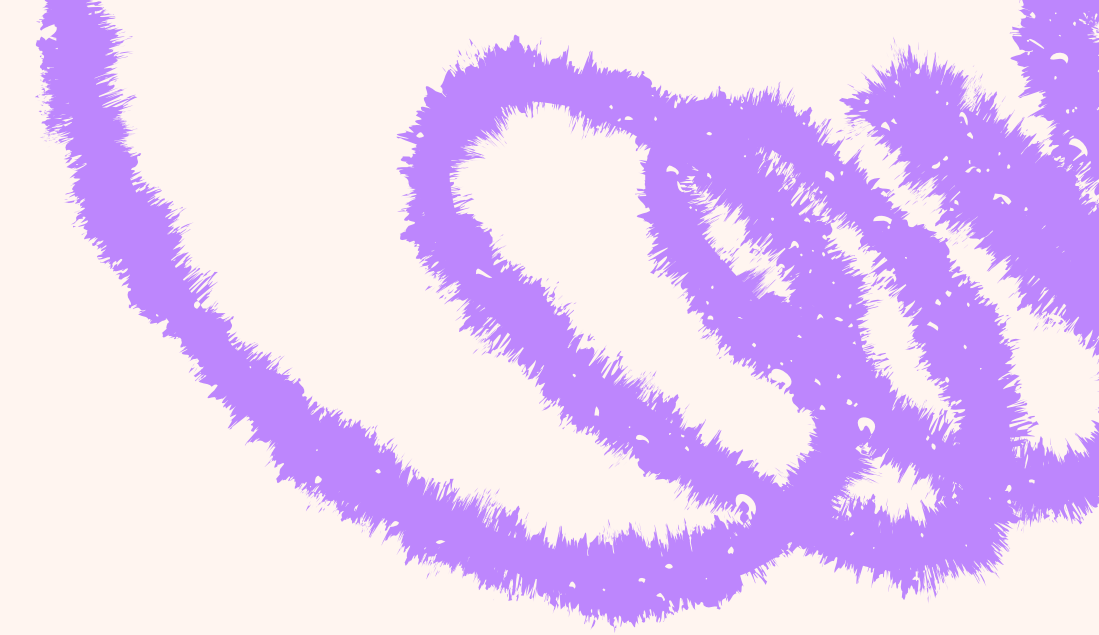
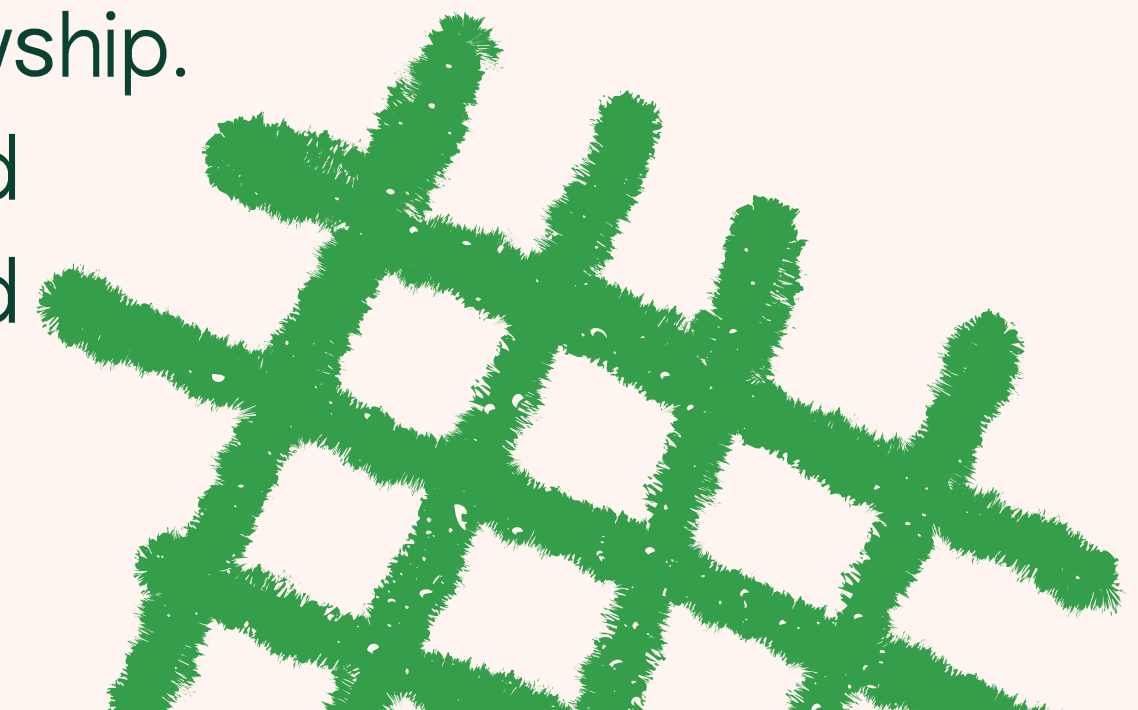


Making Study Abroad Sustainable through Identity- Based Preparation: A Panel Discussion



Land Acknowledgment

We recognize that all of us at UWT learn, live, and work on or near the traditional homelands of the Coast Salish people and our campus is situated on the current and traditional land of the [Puyallup Tribe](#). We also acknowledge the histories of dispossession and forced removal that have allowed for the growth and survival of this institution and nation, and that this land acknowledgement is one small step toward true allyship. We commit to uplifting the voices, experiences, and histories of the Indigenous people of this land and beyond.



Agenda



- Reflection activity
- Preparing students
- Preparing faculty
- Panel
- Q+A

What is identity?

Identity refers to our sense of who we are as individuals and as members of social groups.

Examples of Identity

- Race and Ethnicity
- Gender
- Sexual Orientation
- First Gen Status
- Citizenship
- Social Class



Image from
womenofwise.org

Identity Abroad

As we interact with people all over the world, their perceptions of our identity may be different than how you perceive yourself.


Discuss these questions:

- What is the dominant identity in your host country? Does it align with your identity?
- What kinds of stereotypes may be present about people from the US?
- How will people in your host country perceive your identity?
- What assets does your identity bring to your study abroad program?



Student Preparation

Identity-based programming:



OGA PRESENTS


STUDY ABROAD 101

AT THE VRMC

MONDAY, NOVEMBER 6
12:30PM - 1:20PM
TLB 307A (VMRC)

LEARN MORE ABOUT:

- HOW TO APPLY TO PROGRAM OPTIONS
- HOW TO USE YOUR MILITARY BENEFITS TO FUND YOUR STUDY ABROAD
- RESOURCES TO SUPPORT YOUR JOURNEY



W STUDY ABROAD
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BRITISH COLUMBIA, CANADA



EXPLORING TRIBAL SOVEREIGNTY AND THE ENVIRONMENT THROUGH AN INDIGENOUS LENS

OPEN TO UW TACOMA, GREEN RIVER COLLEGE AND TACOMA COMMUNITY COLLEGE STUDENTS

PROGRAM CONTENT

Participants will study Indigenous literature to gain an understanding of U.S. Indigenous peoples' and Canadian First Nations peoples' sovereignty and environment. Students will take the on-campus course during spring 2025 and travel to Stó:lō territory at the University of Fraser Valley in Abbotsford, British Columbia at the end of the quarter. In collaborating with the Stó:lō, or "River People," students will learn about global understandings of Indigenous sovereignty and how sovereignty is manifested in land relationships.

MARCH 31 TO JUNE 22, 2025
In British Columbia, Canada: June 15-22


5 Credits led by Dr. Danica Sterud Miller (Puyallup Tribe of Indians) and Dr. Leander Yazzie (Navajo)

UWT- TLIT 433 American Indian Literature and Federal Indian Law
GRC- AMES 194 American Minority and Ethnic Studies Special Topics
TCC- ENGL 280 Literatures of Diversity/ **HIST 219** Native American History.

APPLICATION DEADLINE: DECEMBER 1, 2024



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OGA and First Gen Fellows Present

STUDY ABROAD 101


THURSDAY, OCTOBER 20
12:30-1:20PM
BHS 103

THINK YOU CAN'T STUDY ABROAD? THINK AGAIN!

In 2018-2019:

- 54% of study abroad participants identified as First Gen
- 50% of participants were eligible for financial aid
- 41% of participants were seniors

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Office of Global Affairs



For disability access requests contact Disability Resources for Students in MAT 107 or email uwtintl@uw.edu



OGA presents...

The Study Abroad Identity Workshop

Connect with current and future study abroad participants while learning how identity will impact one's study abroad experience. Expect an exciting panel of study abroad alumni as they share their journey and answer your questions.

Pizza will be served and one lucky participant will win a **FujiFilm Instax Camera!**

DATE

Thursday, August 3, 2023
4:00pm - 5:30pm
@ GWP 320

For disability access requests contact Disability Resources for Students in MAT 107 or email uwtintl@uw.edu

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Student Preparation

Pre-Departure Orientation Scenarios:

Scenario 1: You identify as white and gay, use they/them pronouns and generally feel inconspicuous in the United States. Italian people often ask you if you have a boyfriend and use she/her pronouns when referring to you. This does not meet your expectations and makes you angry and uncomfortable.

- What expectations do you think the student originally had?
- What kind of power does the student hold in this situation?
- What can they learn about themselves or their host culture from this situation?
- As an ally, how would you address this issue with faculty members or the rest of the group?

Scenario 2: You identify as Latinx. Since arriving in your host country, several people have asked you where you're from. When you tell them you're from the States, they don't believe you. They keep asking "No, where are you really from?"

- Why do you think this is happening to the student?
- What stereotype do they believe about people from the States?
- What kind of power does the student hold in this situation?
- How would you deal with these comments?



Faculty Preparation

Proposal identity-based questions:

- How is your program relevant to the lived experiences, knowledge traditions, and assets of UW Tacoma students, including those from historically marginalized communities?
- Please describe opportunities that students will have to engage meaningfully with local communities in the host country. What opportunities will students have to learn about the lived experiences, knowledge traditions, and assets of marginalized and Indigenous communities in the host country?





Faculty Preparation

One identity-focused orientation

- How to create a brave space for discussion
- Unpacking Your Backpack reflection activity
- Scenarios
 - An able-bodied student understands her privilege in Italy as she aids a classmate in a wheelchair
 - A white student becomes aware of his racial identity for the first time in South Korea
- Tips for creating an inclusive environment:
 - Project Implicit
 - Remembering to engage with majority group members
- Creating reflection opportunities



Panel



Kayla Rosales
(she/her)

Where: Seoul, South Korea
When: Autumn 2024
Contact: kaylar13@uw.edu



Nicole Renee J
(she/they)

Where: Trinidad and Tobago
When: 2014
Contact: ncol3j@uw.edu



Brooklyn Jay
(they/them)

Where: Cusco, Perú
When: Summer 2022
Contact: bjenn@uw.edu



Angel Reddy
(she/her)

Where: Bangalore, India
When: Summer 2019
Contact: chreddy@uw.edu

A horizontal strip of brown, textured cardboard is centered against a dark green background. The cardboard has a vertical crease down its middle. The text 'Q&A' is printed in a bold, white, sans-serif font on the right side of the strip. The background is decorated with several bright yellow, textured brushstrokes that appear to be splattered or smeared across the surface, primarily concentrated around the cardboard strip.

Q&A

Next Steps

- Browse programs
- Meet with advisors (academic and financial aid)
- Stop by GWP 102 during walk-in advising hours
- Visit our UW Tacoma Study Abroad YouTube Channel
- Follow us on Instagram @UWTStudyAbroad



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