

Community Discussion Series



Re-Writing History: Understanding
Historical Injustices and the
Significance of Public Monuments in
Education Abroad



Ed Abroad: Fundamentals of
DEI Task Force 2020-2021

 #DiversityAbroad

Sponsored By

Diversity Abroad's Inclusive Advising for Education Abroad Professionals eLearning Course



INCLUSIVE ADVISING FOR EDUCATION
ABROAD PROFESSIONALS

Disclaimers

**Today's conversation will
not be all encompassing.**

**Our language and our
perspectives will be biased.**

**We hope to crowdsource the
knowledge of those connected
to the conversation!**

Presenters



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Monuments and International Education

Goals

- Gain an intergenerational perspective on confederate monuments and other symbols that celebrate racism in America's past and tie these conversations to similar movements around the globe.
- Through dialogue, reflect on what representations would reflect shared values. Connect the narrative of cultural heritage to our institutional practices including inclusive program design and development, diverse curricula, and student preparation for their abroad experience.



The Apartheid Museum, Johannesburg, South Africa

Statue of Louis Fedherbe in Saint-Louis, Senegal



- Louis Fedherbe and the French colonial project in West Africa (1854-1865)
- “The death of George Floyd has sharpened the conscience of the people and revived reflection about our independence and neocolonialism.” (Dienne, former UN special Rapporteur on contemporary forms of racism)
- “The statue is part of the architectural and historical heritage of Saint-Louis, a World Heritage city. We are keeping the statue not to celebrate colonisation but to preserve memory.” (Gisse, director of cultural patrimony in Senegal)
- Global history of systemic violence and new forms of resistance (Mignolo’s “re-existence”)
- Moral responsibility of UN agencies (need to rethink attribution of titles such as “World Patrimony” and “Heritage of Humanity”)

Memory Activism



- “[...] archeologists have come to understand that all material objects , like the statutes that have been toppling round the world [...] are not static repositories of information about the past. They not only represent and transmit the ideologies of their makers, they continue to shape communities’ beliefs and emotions long after their makers and subjects have slipped into historical oblivion.” (Copnik and Rees, 2020)
- How do we read the new forms of activism that target monuments and figureheads in public space?
- To what extent does the toppling constitute an “epistemic de-linking” (Mignolo)?

How Do We Reframe?

**3 possible
directions to relate
the debate about
monuments to the
student's study
abroad experience**

- The notion of “slippage” (différance”) (Derrida) and reconstitution of interculturality and “border thinking” (Walter Mignolo)
- Rethinking the “multicultural question” (Hall)
- The student as a “professional stranger” (“étranger professionnel”) (Khatibi)

Sample Cases

Public Monuments in the U.S.

- [“Silent Sam” statue](#), Chapel Hill, North Carolina
- [National Memorial for Peace and Justice](#) in Montgomery, AL
- [The vote to change Mississippi's State Flag](#)
- [Jefferson Davis Memorial](#), Richmond VA
- [Invasion of the Capitol Building](#), D.C.

Public Monuments in Global Context

- [Kigali Genocide Memorial](#) in Rwanda
- [Apartheid Museum in Johannesburg](#), South Africa
- [Elmina Castle](#) in Ghana
- [Auschwitz-Birkenau Memorial and Museum](#), Poland
- [Museum of Memory and Human Rights](#) in Santiago, Chile



Protesters at “Silent Sam,”
Chapel Hill, NC



National Memorial for Peace and Justice, Montgomery,
Alabama



Current State Flag of Mississippi

ONE SCHOOL'S JOURNEY

California Lutheran University

CENTER FOR GLOBAL ENGAGEMENT
Office of Education Abroad



STEPS WE'RE TAKING

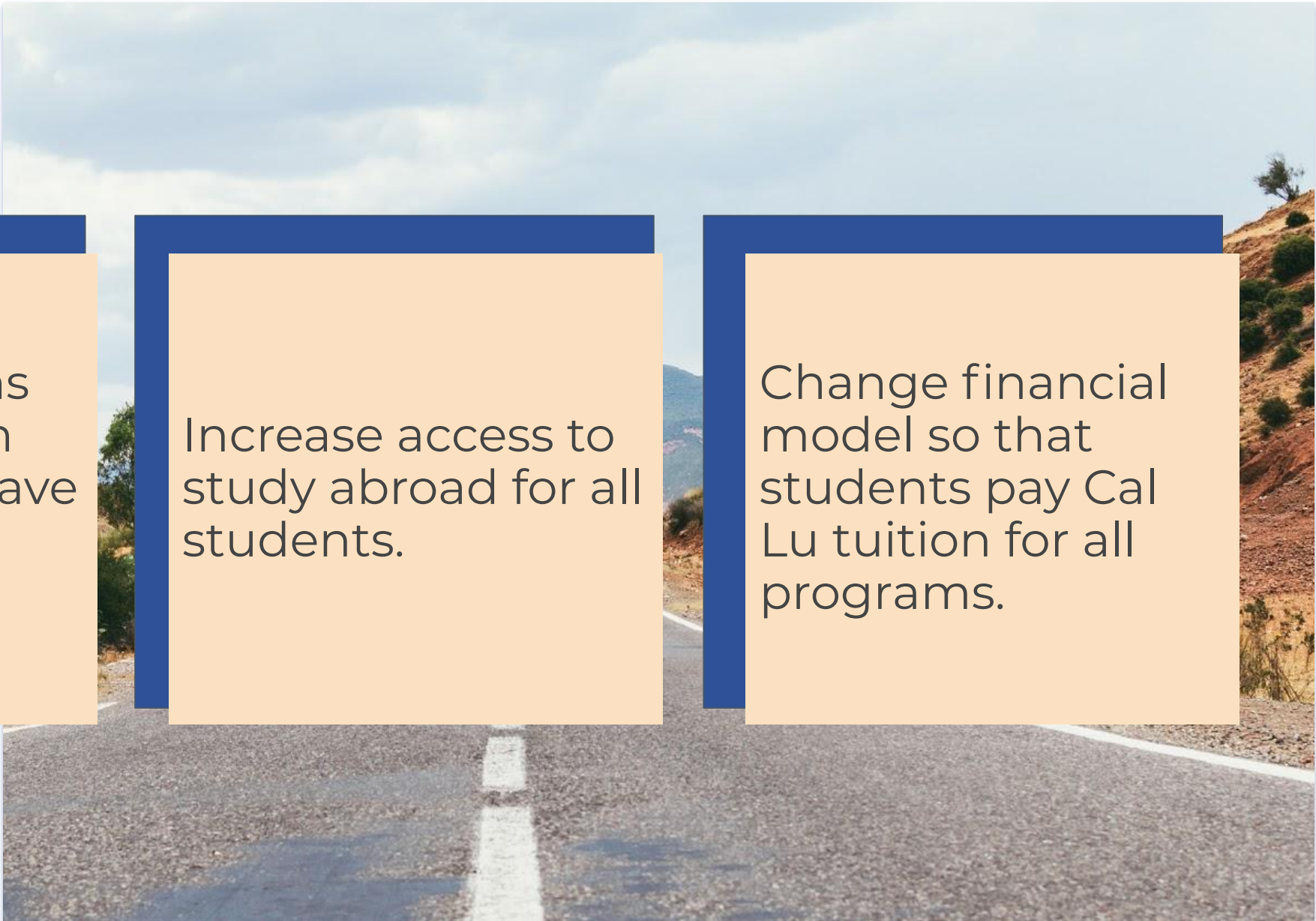
- Revamp study abroad portfolio
- Better incorporate intercultural awareness, including colonialism, into pre-departure and return programming
- Intentionally link study abroad to anti-racism work on our campus



REVAMP PORTFOLIO

- In existing portfolio, two-thirds of our programs were based in Europe.
- None in South America or Africa
- One in Asia, one in Australia, and one in Washington, D.C.

CRITERIA



Expand locations beyond Western Europe, so we have a truly global portfolio.

Increase access to study abroad for all students.

Change financial model so that students pay Cal Lu tuition for all programs.

NEW PORTFOLIO

- Three new programs in South America
- Two new programs in Africa and one in the Middle East
- Five programs now in Asia
- Europe still has most programs, but portfolio is now more global.
- As participation builds, will add more programs outside Europe.



Questions & Discussion

1

How does understanding systemic racism in education abroad help work towards change?

2

How do we address the systemic inequalities at home in order to create more equitable opportunities going abroad?

3

How do we write the history that was pushed aside to make space for that current monument or recently removed monument?

4

What is the type of monument that we want to replace or rewrite when these monuments are taken down?

For More Information

- The Mellon Foundation's [Monuments Project](#)
- [Forum on Education Abroad DEI Resources](#)
- United Nations [“More Than Meets the Eye”: Let’s Fight Racism!](#)
- Diversity Abroad [Diversity & Inclusion in Global Education Blog](#)
- [NYU Anti-Racism Education, Programs, and Resources](#)
- [Frommers: 28 Memorials to Human Rights Disasters](#)



Resources

[Inclusive Advising for Education Abroad Professionals eLearning Course](#) - Diversity Abroad



- A foundational understanding of diversity, equity, and inclusion in global education;
- An understanding of how inclusive best practices in advising can be integrated throughout the spectrum of the education abroad process from outreach, marketing, & recruitment, pre-departure, in-country, and upon return.
- An increased awareness of biases that may influence interactions with different student populations.

Additional Resources

- [Global Equity and Inclusion Guidelines](#)
- [Being _____ Abroad: Health, Safety, and Security Concerns for Diverse Students](#) - Summer 2019 Global Impact Exchange
- Article: [Four Ways to Advance Equity, Inclusion and Racial Justice in Global Education](#)

What's Next?



- Full Recording of Community Discussion
 - Added to D&I Resource Center for Members
- PowerPoint Presentation & Resource Sheet
 - Sent to All Participants
- Upcoming Community Discussion:
 - Inclusivity & Accessibility: Lessons In Supporting International Students
February 18 at 2 PM EST



Diversity Abroad **ONLINE COMMUNITY FORUMS**

Let's continue the conversation!

COMMUNITY FORUM TOPICS:

- **Strategy and Communications** (ex. Student Data and Profile, Strategy and Leadership, Communication and Partnerships)
- **Operations** (ex. Organizational Operations, Professional Development and Staffing, Assessment and Evaluation)
- **Academics and Student Success** (ex. Curricular and Co-Curricular Activities, Advising and Student Support)
- **Health, Safety, and Security**
- **General** (Open Discussion)

Diversity Abroad members are invited to post questions and share promising practices today!

DiversityNetwork.org/CommunityForums

Contact Us



Diversity Abroad

www.diversitynetwork.org

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