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# Exploring the Influence of the African Diaspora in Spain: A Short-Term Program Design

Stephanie McCreary  
*SIT Graduate Institute*

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Exploring the Influence of the African Diaspora in Spain:

A Short-Term Program Design

Stephanie McCreary

PIM 76

A capstone paper submitted in partial fulfillment of the requirements for a Master of Arts in  
International Education at SIT Graduate Institute in Brattleboro, Vermont, USA.

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Advisor: Dr. Sora Friedman

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Student Name: Stephanie McCreary

Date: July 19, 2018

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### **Abstract**

Students of African descent are underrepresented in education abroad. Solutions must be found to ameliorate this problem, as it has become increasingly critical in our globalized world to gain intercultural sensitivity, linguistic skills, and knowledge, respect, and appreciation for other cultures. Students of African descent are missing out on the opportunity to develop these skills as a result of the barriers that often prevent them from engaging in this life-changing endeavor such as a lack of financial resources and little to no awareness that education abroad is available to them.

Short-term study abroad programs offer students of African descent who may be hesitant about leaving their country the chance to do so without the large financial investment of a semester or yearlong program. Many undergraduates are attracted to studying abroad in Europe, and Spain is one of the most popular destinations on the continent. Utilizing the short-term program model and Spain as a destination, *Exploring the African Diaspora in Spain* seeks to attract more students of African descent to study abroad by offering a January term, multi-country program through Barcelona Study Abroad Experience (SAE) that bridges this European country to Africa. It spans 19 days from January 7-26<sup>th</sup>, 2019 and includes a three-day excursion to Rabat, Morocco. The curriculum examines topics such as the influence of African art on the work of Picasso, the influence of the Moors in Spain, the experience of African immigrants in Spain, and the role that Spain played in the transatlantic slave trade. The total cost of the program is \$31,085 or \$1,943 per student for 16 participants.

## Introduction

Traveling the world to experience life beyond the borders of the United States has always been my passion and led me to participate in a high school foreign exchange program with Rotary International. I knew that I was poised for the adventure of a lifetime and that I would return from my year abroad transformed. Before leaving for Belgium, I attended a program orientation for participants and looked around the room and noticed that I was one of two black participants out of the 50 or more outbound exchange students from Wisconsin. I was accustomed to being in the minority, but the reality that students of color were missing out on this experience was disheartening nonetheless. Toward the end of the exchange year, I went on a two-week tour of Europe with the other participants, which whet my appetite for more travel. As an undergraduate years later, I was a participant on a semester-long Buddhist Studies in India program, and again, out of 32 participants, only two were black.

According to the Institute of International Education *Open Doors Report* for 2017, in 2015-2016, only 5.9 percent of students who studied abroad were black (Institute for International Education, 2018). Factors that may contribute to this dearth of black students participating in study abroad include lack of financial resources, and the fact that some marketing is skewed towards white students. Additionally, many students in this group are first generation college students from families with members who have not studied abroad, and thus, do not have role models who exemplified the experience.

As a participant on the SIT Graduate Institute Languages, Social Justice, and Education in Multilingual Contexts in Senegal program, I had the opportunity to be a part of a program that piqued my interest as a student of African descent because of its location in West Africa, where many Africans were forcibly taken from their homes to be enslaved in the United States. During

my practicum at Barcelona SAE, I began to think about how to attract more black students to study abroad in Spain, which is in a unique location to create a customized program for students of African descent because its popularity and focus on African culture can draw more students of African descent. Thus, this program was designed to create a path to study abroad for these participants through the emphasis of a subject that is centered on their interests.

### **Institutional Context**

Barcelona Study Abroad Experience (SAE) is a study abroad provider specializing in the study of the city of Barcelona, Spain, with U.S. headquarters in Northampton, Massachusetts. The organization is part of a consortium of study, work, and volunteer abroad companies called Global Educators (GE). Founded in 2009, it offers fall, spring, January term, May term and customized 4 to 12-week internships for U.S. college and university students. The topics of these programs are varied and include Mediterranean Studies, Spanish language and Hispanic Studies, Fashion and Design, and more (Semester Programs, 2018). Barcelona SAE has partnered with four higher education institutions to provide academics to students: The University of Barcelona (UB), University of Pompeu Fabra (UPF), University Autònoma de Barcelona (UAB), and Barcelona School for International Studies (SIS).

Barcelona is an enticing option for students interested in study abroad for many reasons. The city has a unique culture due to its location in the Catalan-speaking province of Catalonia, a progressive region with a strong cultural identity. Its location on the Mediterranean Sea has opened it to international trade and welcomed people of diverse backgrounds to its shores. The city is known for its stunning architecture, numerous art museums, and rich cultural traditions that come alive in a variety of festivals and events, which students can participate in during their free time.

Barcelona SAE facilitates cross-cultural experiences for participants in a number of ways. Students have the option to stay in apartments with other students or with homestay families (Housing Options, 2018). The apartment option is ideal for participants who want to ease the transition from United States American culture to Spanish culture with a familiar language and culture around them, as culture shock is eased when students are living together and going through it at the same time. Living in an apartment with three to four other people teaches students responsibility and respect for one another and their neighbors, but the most beneficial aspect to this living arrangement is that students get to know each other well and make meaningful friendships. Students who choose the homestay option have the opportunity to practice Spanish with their family members, eat typical Spanish and Catalan food, learn about local traditions, and teach members of their family about their own home culture (Housing Options, 2018). Barcelona SAE provides day trips to nearby destinations such as Mount Tibidabo and Montserrat, and weekend trips to other Spanish cities such as Seville, Granada, Madrid, and Zaragoza (What's Included, 2018). Students can participate in cultural activities like cooking classes, neighborhood tours, and trips to museums and churches. (What's Included, 2018).

Barcelona SAE offers semester-long programs that focus on liberal arts and humanities, and business and entrepreneurship (Semester Programs, 2018). Summer programs are also available to students. The current January term programs are: *History, Culture, and Management Across Borders: Barcelona*, and *History and Culture of the Mediterranean: Rome, Florence, and Barcelona*, a multi-country option (January Programs, 2018). Participants in the former program earn three to six credits over a three-week period and take classes such as Architecture and Urban Design: The Barcelona Example, Contemporary Spanish Society, and Management

Across Borders, while participants in the latter group earn three credits and take classes such as History and Culture of the Mediterranean: Italy and Spain. (January Programs, 2018).

*Exploring the African Diaspora in Spain* will enhance the January term program options by offering students a look at Spain through the perspective of the African Diaspora and issues concerned with it. This will broaden their understanding of the country and help them see its important connections to the African continent.

The fall of 2017 was the company's most successful, with 131 participants, but despite this large number, only about 10 were of African descent. There is a need to increase these numbers and a program designed to attract these students is one way to achieve this goal. The design of *Exploring the Influence of the African Diaspora in Spain* centers on the following question: What type of short-term program will attract more students of African descent to study abroad? This capstone presents an example of a program that would accomplish this goal.

### **Literature Review**

*Exploring the Influence of the African Diaspora in Spain* seeks to empower participants to understand that people of African descent have made a significant impact on the world outside of the United States. For the design of this program, there are important factors that need to be taken into consideration. Student development theory contributes to the understanding of the stage of life participants are in, which informs what they might be looking for in their global education. Central to the program design is the field of African Studies, as well as existing programs with African countries or the African diaspora as a focal point. These topics will be investigated in this literature review.

### **Student Development Theory**

In order to design programs that will promote growth on a variety of levels, there are different aspects of student development theory that must be considered. Emerging Adulthood (Arnett, 2007) is the period of life that spans 18 to 25 years of age, and most college students who participate in study abroad fall into this range. This time of life is characterized by the desire to have a variety of experiences and relationships before settling into one career and partnership (Arnett, 2007).

Compulsory schooling demands that young people follow an academic curriculum dictated by authority figures in the education system, not by what they are naturally curious about or interested in. Although much of what is taught and learned may be beneficial to a certain extent, students have very little control in its design and execution. Therefore, when students reach the age of 18 and Emerging Adulthood begins, they are free to explore themselves outside of school, and education becomes more purposeful and self-guided. They may ask questions such as “What do I believe in?” and “What spiritual path, if any, do I want to walk?” This is a time when political beliefs are often questioned. A young person might decide not to pursue higher education after high school but instead enter the workforce or do voluntary work. A person could also take a bridge year before starting his or her higher education during which they have the option to engage in a variety of non-formal and informal educational pursuits, travel domestically and or internationally, and endeavor to expand intellectually and creatively.

It is often the case that many emerging adults are still not sure what professions they want to pursue even after they finish college or are not ready to lock themselves into one. A solution to this situation can be found through working multiple jobs on the same career path. For

example, someone who is interested in having cross-cultural experiences and either majored in education or has considered a career in education could teach English as a Second language abroad. They could sample the field by working at the kindergarten, primary, elementary, middle school, high school, or university level, in several regions of the world. The emerging adult might also be driven by a desire to learn a language so if they want to learn Spanish, they might live in Mexico and teach at an elementary school for a couple of years before moving onto Colombia to teach at a university. This experience might lead to the realization that the student finds satisfaction working as an educator and the decision to earn an advanced degree in the field.

In *Holistic Student Learning and Development Abroad*, the IES 3-D Program Model, Braskamp, Dwyer, and Gillespie argue that education abroad offers the perfect setting for substantial learning and development because of the many opportunities to encounter new people and places and be immersed in different cultural traditions (2009). The two theories that comprise this model are holistic student development and intercultural communication, both of which use the journey as a metaphor for personal change (Braskamp, et al, 2009). Holistic student development stems from the view that the inner lives of students ages 18-24 are interwoven with their social and intellectual lives (Braskamp, et al, 2009). The perspective of the theory of intercultural communication is supported by the idea that cognitive, behavioral, attitudinal and physical change is required in travelers of all ages (Braskamp, et al, 2009).

The theory of self-authorship evolved from a longitudinal study of adult development that tracked participants from the ages of 18 to 47 (Baxter Magolda, 2016). The study concluded that participants in their 20s were guided heavily by external formulas (Baxter Magolda, 2016). These external formulas came in the form of the influence of parents and other authority figures, and people of this age group let their beliefs and value systems be defined by these external

formulas. (Baxter Magolda, 2016). The study also found that toward their thirties, participants began to listen to their inner voices while cultivating their own beliefs, which led them to being self-realized (Baxter Magolda, 2016). Some participants reached self-authorship in college, but this phase is typically realized in the thirties (Baxter Magolda, 2016).

Self-authorship can be exemplified by coming out of the closet. This can be a hard process for gays and lesbians made even more difficult if parents and other family members hold conservative beliefs. If one lives in a conservative part of the country, being open with one's sexual orientation might even be impossible if his or her physical well-being could be compromised as a result. However, self-authorship can occur when they have the freedom to make their own choices. For example, if one chooses to attend college in a progressive city, they could meet people who are accepting and appreciative of them and begin to build a community of like-minded people around them who will support them when they come out.

Many people are raised in religious or spiritual faiths that they might discover do not align with what they believe in as they begin to perceive the world differently from their families and religious communities in which they congregate. For example, someone raised Catholic might decide that the Buddhist faith is more in line with his or her own ideas. Similarly, a child might grow up in a home in which both parents are upper class professionals and expect and even pressure him or her to become an attorney, surgeon, or university professor when the child has no desire to do so and is more artistically inclined. The decision to become a writer, musician, or actor when it is contrary to the parents' belief system is integral to forming an individual identity and becoming self-authored.

Central to critical race theory (CRT) is the understanding that people of color have experienced racism and other forms of oppression resulting in marginalization (Hernandez,

2016). This marginalization plays a strong role in the ways that they form their identities and create meaning in their lives (Hernandez, 2016). The benefits of using CRT to inform student development theory is that it can provide a lexicon and framework for examining how the racialized experiences of students of color might affect their development (Hernandez, 2016).

A person of color lives with the knowledge that white people have advanced the most economically as a direct result of the social construct of race that they imposed on non-whites. One way that this marginalization plays out is in spoken language. African-American Vernacular English is a language that is spoken by many in the black community. It is a language that evolved from the days of slavery when slaves from various African countries had to learn to communicate with one another and therefore created one language they could all understand (Rickford, 1998). However, because the United States is a majority white country, in order to succeed in the workforce, higher education institutions, government, and other social institutions, black people must speak Standard American English. In the eyes of some American whites, blacks that speak in this vernacular are perceived as uneducated, stupid, and ill mannered. This reality means that whether or not blacks succeed in the United States depends on how well they conform to white norms.

Similarly, many blacks feel oppressed by members of their own race as a result of racial prejudice. In the case of speaking Standard American English as opposed to African-American Vernacular English, it is not uncommon for black youths to be ostracized by other black youths who speak Standard American English by telling them they are “acting white,” or being an “oreo,” someone who is black on the outside but white on the inside. This name-calling is a result of the fact that white people are the most powerful and have oppressed blacks so anyone that speaks like them must want to be white.

The criminalization of black people in the United States is illustrative of the intensity of racial prejudice. When a black man walks around aware of the fact that he might be seen as suspicious or dangerous simply because of the color of his skin, it influences his identity formation such that even though he knows and feels that he is human being first, he must move through life knowing that he has to behave in a disarming way in order to put any white people who might feel uncomfortable around him at ease.

### **African Studies**

In order to understand the course material, an understanding of the field of African Studies must be gained. African Studies is a broad field that integrates disciplines in the arts, humanities, and the social-behavioral sciences for the sole purpose of studying and understanding all facets of Africa and African people. The subject areas that make up this interdisciplinary field are history, political science, anthropology, sociology, religion, literature, music, art, philosophy, geography, linguistics, and economics (Azevedo, et al, 2005).

It is important to understand the field of African Studies through its evolution. Prior to the 1950s, Africa was not the center of any field of study (Azevedo, et. al, 2005). It was believed that the continent had contributed nothing significant to the history of humanity (Acevedo, et al, 2005). British historians painted a negative picture of the continent as an intellectually, creatively, and spiritually barren land. Hugh Trevor-Roper, of Oxford University called African history “nothing but the unrewarding gyrations of barbarous tribes” (Acevedo, et al, 2005). It is believed that this view of Africa was projected onto the world stage deliberately in an effort to justify the European colonial presence and to continue to subjugate the African people. Europeans believed that Africans should be enslaved and colonized to save them from their barbaric way of life (Azevedo, et al, 2005).

This paradigm shifted during the 1960s when many African countries like Senegal, Mali, and Nigeria gained independence from their colonial powers, (france24.com, 2018) and the student movement of the 1960s in the United States demanded African-American and African Studies programs (Azevedo, et, al 2005). African universities staffed by African scholars gave credence to Africa's contributions to world civilizations, specifically in the artistic and musical realm (Azevedo, et al, 2005). Belgian historian Jan Vansina, who worked in Central Africa, pushed the acceptance of oral tradition as a valid source of historical knowledge. He also made important written documents available, and the work of archeologists and linguists facilitated the development of the field of African Studies (Azevedo, et al, 2005).

### **Program Rationale**

Critical race theory and self-authorship are the two theories that most inform the design of *Exploring the Influence of the African Diaspora in Spain*. Students are attracted to this program for the opportunity to learn more about their heritage and the way that people who share their ethnicity made a significant and often positive impact on a part of the world that is seen solely as European. Many students of African descent from the United States have internalized societal messages that their people are inferior to people of European descent. However, this program provides them with an opportunity to transform that way of thinking. It is fair to assume that at least some of the external formulas of students of African descent in the 18 to 24 age range are negative beliefs that have been created and reinforced by white people as the dominant majority in United States American society. This program empowers participants to understand another example of the African experience and through that, to then see themselves through a wider lens.

### **Needs Assessment**

The needs assessment process for this program examines similar programs currently available. It considers program length and subject matter, given that two of the barriers to study abroad for students of African descent are cost and relevant programming. Interviews with students of African descent who studied abroad were conducted in order to gather feedback on their experiences.

### **Competitor Program Analysis**

*Exploring the Influence of the African Diaspora in Spain* is a study abroad program based in Barcelona, Spain that spans 19 class sessions over the course of a three-week January term. This period of time allows students that do not wish to dive into a semester or academic yearlong program to experience a popular and exciting destination while delving into a topic that is not often offered in study abroad. Programs that are similar to *Exploring the African Diaspora in Spain* offer different themes and course options.

SIT Study Abroad's International Honors Program: New African Diasporas is a multi-country, semester-long course that takes students to three countries. In 2018, it began in Atlanta, Georgia, USA, and took students to Senegal for four weeks, before continuing to Italy and France (IHP: New African Diasporas, 2018). The theme of the program was Migration, Identity, and Resilience with the following coursework: Africana Muslims, Wolof language, Entrepreneurship and Migration, and New African Diasporas: Frameworks and Fieldwork (IHP: New African Diasporas, 2018). The program examined current factors influencing migration from Africa to Italy and France and investigates the lives of Africans and Muslims living there. One major difference between the IHP and *Exploring the Influence of the African Diaspora in Spain* is that the former is multi-country while the latter takes place primarily in Spain. Other

differences are that *Exploring the Influence of the African Diaspora in Spain* does not include a focus on Islam or any other religion, nor does it explore entrepreneurship. A slight similarity between the IHP and *Exploring the Influence of the African Diaspora in Spain* is that both are offered through third-party providers, Barcelona SAE and the IHP through SIT Study Abroad. For the Spain program, students would receive credit through Jacksonville University in Florida.

The University of Chicago African Studies department offers a study abroad program called African Civilizations in Paris: Colonialism, Migration, Diaspora. It examines pre-colonial, colonial, and post-colonial issues in African history while putting students into direct contact with the social, cultural, and historical context of the colonizers (African Studies, The University of Chicago, 2018). Students use immigration as a lens through which to observe formerly colonized people of the African diaspora in their new adoptive city. A French course is offered throughout the quarter-long program and is designed to facilitate the participants' understanding of both French and Parisian culture (African Studies, The University of Chicago, 2018). This program includes excursions to sites of historic and cultural significance within Paris. There is also ample time for students to explore the city during their free time (African Studies, The University of Chicago, 2018). Additionally, students spend a week in Dakar, Senegal where they live with homestay families and examine the cultural, political, and historical connections between France and Africa. Senegal is a unique vantage point from which to study this, as it was one of the first African countries to be colonized by France (African Studies, The University of Chicago, 2018). Students receive credit for three courses on African civilizations and the French course (African Studies, University of Chicago, 2018).

One similarity between this program and *Exploring the Influence of the African Diaspora in Spain* is that they both offer participants the opportunity to live with homestay families, which

offers them more exposure to the Spanish language. The University of Chicago program incorporates a trip to Senegal, whereas *Exploring the Influence of the African Diaspora in Spain* investigates Senegalese communities in Spain and includes a Morocco excursion. A major difference between the two programs is that the University of Chicago program has a strong focus on African countries that have colonial ties to France, while the *Exploring the Influence of the African Diaspora in Spain* focuses on the influence of Africans in Spain in general. A key similarity is that the two programs offer participants the chance to learn about two European countries while simultaneously learning about Africa.

IES Abroad offers a program called Multi-Location: Europe and the Muslim World, Granada and Rabat (Multi-Location: Europe and the Muslim World, 2018). The program spans 12 weeks and takes place in Granada, Spain, and Rabat, Morocco. Participants are required to take courses that examine Arab-Western issues, and mass and social media (Multi-Location: Europe and the Muslim World, 2018). Elective courses are offered in Rabat and Granada, and basic non-credit Spanish and Arabic are required in each location. This program is geared toward students who want to learn more about Western Europe and the Muslim world and the ways in which the histories, cultures, economies, and politics of the two countries interconnect (Multi-Location: Europe and the Muslim World, 2018).

One similarity between this program and *Exploring the Influence of the African Diaspora in Spain* is that they seek to connect two cultures; those of Spain and Africa on a broad scale, and the Muslim culture of Morocco with Western Europe. However, the IES program does not explore the Muslim diaspora, nor does it investigate Islam in other western European countries.

The four programs are all credit bearing, but offer different program lengths: three-weeks, 12 weeks, and 10 weeks. The January term model with *Exploring the Influence of the African*

*Diaspora in Spain* is advantageous for its affordability and for students who are new to study abroad and may be hesitant to participate for a longer period of time. All four programs offer a language course component, which is essential to understanding the culture and the people.

The IHP: New African Diasporas, University of Chicago, and IES programs are both semester-long, multi-country, credit bearing programs. They each have a different focus and offer students the opportunity to travel to Africa. However, there is a need for a short-term option, and

*Exploring the Influence of the African Diaspora in Spain* fills this gap.

### **Interview Methodology**

It was important that students participating in the research for this project be of African descent as the program is designed for them, and it was also important that the students had participated in a study abroad program previously. Therefore, students from the SIT Study Abroad IHP: New African Diasporas program and Barcelona SAE fall 2017 participants were contacted by email for interviews. [See Appendix A]. Two students were asked participant background questions and project-focused questions. The former questions were intended to ascertain basic information about the participants and the latter were designed to determine the needs of students of African descent participating in study abroad programs.

### **Barriers to Study Abroad for Students of African Descent**

According to the research for this project, barriers to participation in study abroad programs exist for students of African descent. One of the participants in the research, an international student from Nigeria at Jacksonville University in Florida who participated in Barcelona SAE, cited one reason as the intimidation factor. When students learn of the amount of paperwork that is required for participation in these programs, they will not want to participate. Furthermore, this is exacerbated if they do not have an example of a student who has done it

before them. According to this student, there is a stereotype that African students do not study abroad because of issues with visas and the possibility that they might have to go back to their home countries to process paperwork. Financial issues are also a reason why some students of African descent do not study abroad. Lack of adequate marketing from campus study abroad offices leads students to believe that study abroad options are not available to them. Some students do not see a good reason to study abroad and decide to stay in the US for the duration of their education.

A Morehouse College student who participated on the IHP: New African Diasporas program in spring of 2017 also cited cost as a major barrier to participation for students of African descent. According to this student, a multi-country option such as the IHP is more appealing to students of African descent because the cost is offset by the fact that students get to study and travel in more than one country. This student also highlighted the issue of lack of inclusion in marketing and that when students look at websites and other promotional materials for study abroad, very few students of African descent are represented. These students have a desire to be around people they can relate to and not be in the minority, and the IHP marketing materials contained images of students of African descent, which encouraged student participation.

### **Marketing Study Abroad to Students of African Descent**

The Barcelona SAE program participant shed light on the notion that many students are not aware that study abroad is an option. This student had such a positive experience in Barcelona that she decided to work in the Office of International Programs at Jacksonville University as a Study Abroad Ambassador. This role enabled her to reach out to other students and serve as an example that African students *can* study abroad. This is one of the most powerful

ways to market study abroad to students of this group because if they can see that others have done it, they might find the drive and courage to do it themselves. Historically Black Colleges and Universities (HBCUs), have great potential to market study abroad to students of African descent. *Exploring the Influence of the African Diaspora in Spain* would be a great program to market at one of them as the content would be of interest to many students.

### **Importance of Study Abroad to Students of African Descent**

Study abroad has the power to make participants see themselves from a different perspective. Students that study abroad have the opportunity to interact with people from other cultures and in so doing learn more deeply about themselves and others. For the Jacksonville University student, coming from Nigeria, a country where she was in the majority, to Spain, where she was in the minority, was a shock. She was often subjected to staring and exclamations over her natural hair from local people. Although this type of reaction was unexpected, she used it as an opportunity to educate people about her country, culture, and hair type, and in a friendly and congenial way. She also learned that being different was not a negative thing and even something to be proud of. For the Morehouse student, a different view of what it means to be a of African descent was presented to him. Prior to going to Senegal on the IHP, he believed that all black people came from Africa, and felt a kinship with other people of African descent. However, after speaking with many Senegalese people, he learned that in their eyes he was an American before he was African.

Apart from a shift in perspectives, the students interviewed for this research got the opportunity to do things they wanted to do. The Jacksonville University student, a Spanish and International business major, studied Spanish in Spain, while taking classes in International Business, in preparation for her life and career after college. The Morehouse student was able to

travel to three different countries, which satisfied his desire to see as much of the world as possible.

### **Program Description**

Participants on *Exploring the African Diaspora in Spain* will study the historical, artistic, cultural, and political influence that Africa and people of African descent have made and continue to make on Spain. The program is designed to facilitate the acquisition of knowledge and awareness of the presence of the African diaspora in Spain. Armed with this new knowledge, each participant will be able to view him or herself through an expanded prism and learn what it means to be a part of a larger diaspora not just limited to the United States. This expanded view will lead participants that are in the emerging adulthood phase of life (Arnett, 2007) to develop their own ideas and opinions about the struggles and contributions of people of African descent in Spain, which will assist them in becoming self-authored (Baxter Magolda, 2016).

Areas of concentration include immigration, the Spanish Civil War, the Moors, Spanish artists, and the slave trade. The program will explore:

- The period in which Picasso drew inspiration from African artwork.
- The importance of the role that African-Americans played in the Spanish Civil War.
- Immigration, with a focus on the experience of immigrants from Senegal and Nigeria.
- Spain's role in the transatlantic slave trade.
- Spain's strong Moorish influence evidenced in cuisine and architecture such as the Alhambra palace in Granada and La Mezquita in Cordoba.

In addition to guest speakers and lectures, the course is designed to be an experiential learning experience. During the course, students will keep individual academic blogs in which they will post various class assignments, go on field trips, including a three-day excursion to

Rabat, Morocco, and listen to guest speakers. Toward the end of the course, students will develop a project devoted to an area of interest from the course. Students can work alone, or in small groups, and use resources from class readings and outside resources. The final project can be completed in the form of a presentation, video, or audio recording and will serve as a way to demonstrate knowledge of critical concepts.

### **Program Goals and Objectives**

*Exploring the Influence of the African Diaspora in Spain* seeks to investigate the historical, cultural, and artistic influences that African countries have made on Spain. Specifically, the program will:

- Examine the significance of the presence of the African Diaspora on the country
- Provide a short-term study abroad option designed to attract students of African descent who may have limited financial resources
- Offer an opportunity for students of African descent to make a connection between Africa and Spain, a top study abroad destination for students
- Create a safe space for students of African descent to engage in meaningful discussions about Spain and the African diaspora, and racial and ethnic identity
- Increase the participation of students of African descent in study abroad
- Diversify the program portfolio of Barcelona SAE which currently includes business, entrepreneurship, STEM, and Hispanic and European Studies programs
- Highlight the connection between two continents: Africa and Europe

### **Participant Goals and Objectives**

*Exploring the Influence of the African Diaspora in Spain* enables participants to learn about the experience of people of African descent outside of the United States and increase knowledge about the ways in which Africa has influenced Spain. In addition, participants will:

- Gain knowledge of the role that Africa has played in the development of the cultural, artistic, and historical landscape of modern day Spain
- Study the ways that African art influenced the work of Pablo Picasso
- Learn about the Moorish influence on the architecture and cuisine of Spain
- Observe Moorish architecture in Morocco
- Practice and learn basic conversational Spanish and Catalan
- Immerse in local culture through participation in Catalan cooking classes, neighborhood tours, and salsa dancing lessons.

### **Curriculum**

*Exploring the Influence of the African Diaspora in Spain* is a three credit, 45-hour January term program. It begins with a cultural and welcome orientation on day one, followed by a Spanish and Catalan crash course on day two. The course continues chronologically, beginning with A Brief History of Spain Pre-700, followed by a class on the History of Spain from 711-1492. Students will learn about the products the Moors introduced to Spain during this period such as rice, artichokes, and almonds. The next two classes will be devoted to case studies on the Alhambra and La Mezquita, two architectural masterpieces designed by Arabs from North Africa. The program continues with one class session devoted to 1492: The Discovery of the Americas, two classes on slavery in the Americas and the influence in Spain, one class on the influence of African art on the work of Picasso, followed by a weekend trip to Morocco for the students to

observe Moorish architecture where it originated. The remaining classes focus on African-Americans in the Spanish Civil War, immigrant and refugee issues in Spain, and case studies on the Nigerian Women's Association of Malaga and Senegalese street vendors. The program closes with student project presentations on the last two days. **[See Appendix B].**

### **Potential Participants**

Although the main focus of the program is the African diaspora in Spain, its interdisciplinary approach has the potential of attracting a participant pool with a wide variety of academic interests. This program would be of interest to African and African-American Studies majors, art, art history, and history majors. Students from Historically Black Colleges and Universities and students from higher education institutions with higher numbers of students of African descent could be motivated to participate in this program.

### **Program Marketing**

Marketing this program via social media is extremely important as college and university students are technologically savvy. Barcelona SAE has an active social media presence both on Facebook and Instagram and the program will also be promoted there and on Barcelona SAE's website. One of the purposes of this program is to attract a more students of African descent, so online marketing materials will reflect this, through both photographs and text. The Barcelona SAE University Relations team has built relationships with study abroad advisors at higher education institutions all around the country and has the power to promote the program directly to them so that the students they advise will know about it.

### **Student Recruitment**

Each member of the Barcelona SAE University Relations team is in charge of a different region of the country: Colorado, Utah, and Wyoming, the Midwest and New England,

the West and South, Mid-Atlantic and Northeast, and the Southeast. Each team member travels to these regions during the fall and spring study abroad fair seasons where they represent Barcelona SAE. The team members will have many forms of literature that will serve as information for students interested in participating in *Exploring the African Diaspora in Spain*. Team members will also conduct classroom presentations that target art, history, Spanish language and African and African-American Studies classes. Being that *Exploring the Influence of the African Diaspora* is a customized program, an important component of the recruitment strategy is to seek out professors of African and African-American Studies and pitch it to them as one they could lead with their students. The team member for the Southeast has an excellent opportunity to connect with Historically Black Colleges and Universities as she has connections at many of them, and this program is exactly the type that an HBCU would want its students to take part in.

### **Admissions**

Students who are interested in participating in *Exploring the Influence of the African Diaspora in Spain* will have to demonstrate their passion for the program theme by selecting from two of four 500-word essay questions to be submitted as part of their application package [See **Appendix C**]. Students must have taken at least one African or African-American Studies course to be considered for participation and have a minimum GPA of 3.0. Previous knowledge of Spanish is useful but not required for participation. Students will begin the admissions process by visiting Barcelona SAE's website [See **Appendix D**] and filling out the online application form, followed by paying the \$200 deposit, and finally, receiving notification of acceptance.

### **Logistics**

**Air tickets and passports:** Once students have been notified of their acceptance into the program, they will be informed by their Barcelona SAE advisor of the best time to buy a round-trip plane ticket from their home city and state. They will also be given information on what travel websites provide the best deals. Students will need at least six months' validity on their passports beyond the end date of the program. If they do not have a passport, they will be advised to apply for one at least three months before the start of the program.

**Visas:** Students who hold United States passports can enter Spain and Morocco without a visa for stays of 90 days or less. International students will be advised on visa processing by Barcelona SAE should they require a visa for either country.

**Money:** Students should bring enough of their own personal funds for items such as toiletries and souvenirs to last the duration of the program. Most major credit cards are accepted in Barcelona, and there are ATMs that accept debit cards. Students should notify their banks well before departure that they will be traveling in a foreign country.

**Housing and board:** When students apply to the program they will have the choice of living in an apartment with other participants, or with a local homestay family. For the apartment option, students will be responsible for purchasing and cooking their own meals. The apartments are fully furnished and outfitted with kitchen appliances and washing machines. The homestay offers the participant two meals a day shared with the family. Housing and board will be provided for the weekend trip to Morocco.

**Ground travel:** When students arrive in Barcelona at the start of the program, they will be met by a Barcelona SAE staff member at Jamaica Cafe in the International Arrivals

terminal at Barcelona El Prat Airport. The staff member will take students to their accommodations.

### **Staffing Plan**

The success of *Exploring the Influence of the African Diaspora in Spain* is determined by the strength of its staff members who work together to deliver quality course content and to provide relevant cultural immersion activities to participants. The staff consists of a Director, Program Leader, guest speakers, Spanish and Catalan teacher, Health and Safety Coordinator, Housing Coordinator, and Tour guides

**Director of Customized Programs:** This is a full-time, onsite position in charge of overseeing logistics for *Exploring the African Diaspora in Spain* and other programs and ensuring that the Program leader has everything he or she needs to successfully lead the program.

**Program Leader:** The Program Leader is a professor of African Studies at Barcelona School for International Studies, one of the local higher education institutions that Barcelona SAE partners with to deliver academics. He or she will hold a Master's and or PhD in the field and will teach the majority of the courses on the program. This position is full-time for the duration of the three-week period.

**Guest speakers:** Guest speakers will be members of the local community who work at museums, universities, and non-profit organizations. They will be experts in areas such as immigration, Spanish art and artists, Moorish architecture, the Spanish Civil War, and more. Guest speakers will present to the group for an hour and a half, and therefore are considered part-time staff.

**Spanish and Catalan teacher:** The Spanish and Catalan teacher will be a faculty member from Barcelona School for International Studies (SIS), one of the institutions that Barcelona SAE partners with to provide academics to its participants. This teacher will be a native speaker of

both languages and skilled in teaching conversational Spanish and Catalan and will hold a master's degree in language teaching. As the language portion of the program is short, this will be a part-time position.

**Tour guides:** Tour guides will be responsible for leading participants on tours through neighborhoods in Rabat, Morocco during the weekend excursion. They will also lead neighborhood tours and the slavery walking tour in Barcelona. Tour guides are licensed, professional, part-time staff.

### **Health and Safety Plan**

Necessary information regarding health and safety is included in the pre-departure orientation provided by Barcelona SAE. Therefore, participants are engaged in the health and safety discussion before they arrive in Spain. It is required that students enroll in the U.S. Consular STEP program to receive travel warnings, and Barcelona SAE will stay updated on potential dangers in the area. There is a health and safety code of conduct in accordance with site-specific laws and dangers inherent to Spain and Catalonia that are disseminated in the pre-departure literature and discussed in depth and agreed upon with students when they arrive during the health and safety portion of the welcome orientation (Health and Safety, 2018). Student travelers are often targeted for pickpocketing and are advised on how to avoid these and other dangerous situations. Students are given general information about safety in the city of Barcelona and are told which parts of the city to avoid. Students also learn about cultural differences that could lead to problems (Health and Safety, 2018). The program leader and Barcelona SAE staff members carry health forms for each student which detail any allergies or illnesses students have along with emergency contact information that is easily accessible.

Health and safety is emphasized throughout the course of the program so that preventive measures remain fresh in the minds of participants. At the end of the first week of the program, students are given a brief health and safety session facilitated by a Barcelona SAE staff member. The program leader and Barcelona SAE maintain contact with Barcelona School for International Studies (SIS) to keep track of student attendance as a safety precaution.

One of the most important resources offered to students on the African Diaspora program is access to mental healthcare services. While the experience of studying abroad can be enlightening, intellectually stimulating, and exciting, it can also cause some students to feel overwhelmed and trigger homesickness and feelings of loneliness and anxiety. This is why Barcelona SAE is connected to a network of both medical and mental health professionals who are there to care for students if and when the need arises (Health and Safety, 2018). Although Spain does not mandate that international students have health insurance, all students are covered under Barcelona SAE's \$5 million-dollar general liability insurance offered through a United States provider that specializes in the medical needs of international students.

### **Crisis Management Plan**

The 24-hour Emergency phone will be a key player in crisis management. All participants are given this phone number during the welcome orientation so that in the event of an emergency, students can call this number, anytime of the day or night and reach a staff member who will give advice on what to do. Common situations include being pickpocketed or becoming ill. Barcelona SAE staff and the program leader will keep abreast of potential crises by staying connected to the U.S. Consulate travel advisories and by staying up-to-date with news in the local and surrounding area, in addition to other parts of Spain.

Although it is possible for almost any crisis to occur, terrorist attacks and political unrest are the most likely to happen in Spain. Participants in the program will be advised on what to do during a crisis during the welcome orientation. The crisis management plan consists of seven steps.

- The Director gains **awareness** of the situation by evaluating sources of information and notifying staff using the designated phone tree [**See Appendix E**]. He communicates if the crisis is a Level 1, 2, or 3. A level 1 crisis means that the threat level is low and that there is no immediate threat. A level 2 crisis is moderate and means that safety is at risk, and a level 3 crisis is a high-risk situation in which harm has occurred. [**See Appendix F**]. As more information is provided, the crisis management plan can be readjusted depending on whether the situation escalates or de-escalates.
- Further **assess** the situation. Identify the first responder and assess the severity and time sensitivity. The decision maker first in line is the Director of Barcelona SAE. If the Director is incapacitated or unreachable, next in line is the Assistant Director and Office Manager of Barcelona SAE, followed by the Program Leader. Check in on the emotional status of the participants.
- **Communicate**. The program leader will be assigned a list of participants to contact via cell phone during a crisis situation prior to the program start date. Identify a safe location and gather there. Contact the Department of State, the Embassy, and parents, as necessary. Communicate only the essential information to participants in order to minimize panic.
- Make a clear and firm **decision** in a timely manner.

- **Take action!** The Program Leader locates all participants and talks to them each individually if necessary. He or she fills out an incident report and records events, actions, and other pertinent information in real time to reduce the risk of forgetting key information.
- **Reflect.** When the situation subsides, the director checks in with participants to inform them that mental health services are available should they need them. The program leader creates time and space for activities that promote wellness like various forms of exercise and journaling.
- **Return to normal.** The director and program leader review the crisis management plan and its effectiveness. Get feedback from all stakeholders and make adjustments where needed.

## Budget

Exploring the influence of the African Diaspora in Spain Budget			
	# of Units	Cost Per Unit	Total Cost
<b>PROGRAM EXPENSES</b>			
Airport Pick-up	16	\$40 Per Student	\$640
Program Leader Salary	1	\$2,375 Per Leader	\$2,375
CISI Insurance	16	\$53 Per Student	\$848
Guest Speakers	5	\$125 Per Speaker	\$625
<b>Total Program Expenses</b>			<b>\$4,488</b>
<b>BARCELONA ACTIVITIES AND EXPENSES</b>			
Picasso Museum	17	\$15 Per person	\$255
Casa Vicens Museum	17	\$15 Per person	\$255
Cooking Class at Barcelona Cook and Taste	17	\$60 Per person	\$1,020
Slavery Walking Tour	17	\$20 Per person	\$340
Salsa Dancing	17	\$20 Per person	\$340
<b>Total Barcelona Activities and Expenses</b>			<b>\$2,210</b>
<b>MOROCCO EXCURSION</b>			
Participant Homestay in Rabat	16	\$250 Per stay	\$4,000
Roundtrip Airfare	16	\$300 Per student	\$4,800
Rabat City Guided Tour	16	\$20 Per student	\$320
Mohammed the VI Museum of Art	16	\$2 Per student	\$32
Moroccan Cooking class	16	\$47 Per student	\$752
<b>Total Morocco Excursion Expenses</b>			<b>\$9,904</b>
<b>FACULTY MOROCCO EXCURSION</b>			
Faculty Apartment in Rabat	1	\$250 Per stay	\$250
Faculty Airfare	1	\$300 Per Leader	\$300
Rabat City Guided Tour	1	\$20 Per Leader	\$20
Mohammed the VI Museum of Art	1	\$2 Per Leader	\$2
Moroccan cooking class	1	\$47 Per Leader	\$47
<b>Total Faculty Morocco Excursion Expenses</b>			<b>\$619</b>
<b>ACCOMMODATION AND MEALS</b>			
Participant Apartment or Homestay in BCN	16	\$824 Per Student	\$13,184
Farewell lunch	17	\$40 Per Person	\$680
<b>Total Cost of Accommodation and Meals</b>			<b>\$13,864</b>
<b>Total Cost of Program</b>			<b>\$31,085</b>
<b>Total Cost per Participant</b>			<b>\$1,943</b>
<b>INCOME</b>			
BSAE Application Deposit	16	\$200 Per Student	\$3,200
Participant Fee	16	\$1,940 Per Student	\$31,040
<b>Total Income</b>			<b>\$34,240</b>
<b>Balance</b>			<b>\$3,155</b>

### **Budget Notes**

**Barcelona activities and expenses:** Participants will spend the majority of their time in Barcelona, apart from a three-day excursion to Morocco. Barcelona SAE will cover the cost of the activities the students will participate in which include visits to the Picasso and Casa Vicens museum, a Catalan cooking class, a Slavery Walking Tour, and Salsa dancing. In this instance, the cost of each participant is covered in addition to the program leader. Per person indicates that the participants and the program leader are included.

**Morocco excursion:** Expenses under the Morocco excursion category are for participants only. This is because the program leader will have his or her own housing. These expenses include the cost of the homestay which includes housing and two meals a day with local families for the duration of the three-day trip for 16 participants as well as round-trip airfare for 16 participants. The Rabat city guided tour, Moroccan cooking class, and a trip to the Mohammed the VI Museum of Contemporary Art, are paid for by Barcelona SAE.

**Faculty Morocco excursion:** This category covers expenses for the program leader during the three-day Morocco excursion. Barcelona SAE incurs the cost of the individual apartment for the program leader which includes funds for two meals per day. The cost of round-trip airfare and the activities are also covered.

**Accommodation and meals:** The cost of the apartment or homestay in Barcelona is included. Per person includes the participants and the program leader. Students staying in apartments will cover the expense of their meals. The homestay option includes breakfast and dinner with the family. A farewell lunch on the last day will be provided by Barcelona SAE.

**Income:** Income for this program will be generated through the non-refundable \$200 deposit students pay after acceptance into the program, as well as the \$1,940 participant fee charged by

Barcelona SAE. This fee was rounded from \$1,943 to \$1,940 in the final income. The balance of the program is \$3,155.

### **Evaluation Plan**

Evaluation is of the utmost importance for ensuring the efficacy of future programs. As this is a new program, it is important that both the participants and the director of customized programs at Barcelona SAE evaluate *Exploring the Influence of the African Diaspora in Spain*. Participants will be given a program evaluation at the end of a class session at the halfway point of the course and another at the end of the course during class time. This evaluation will ask them to give feedback on their satisfaction with program content and delivery. The final evaluation will ask participants to provide feedback on their overall satisfaction with the facilitation of the program through Barcelona SAE as well their thoughts on anything that could be added or improved about the program. Evaluating the course during class time will facilitate a more thorough, accurate, and thoughtful assessment, while making it possible to focus on the task without interruption. The director of customized programs will collect the feedback from the students and discuss it with the program leader, and together they will develop a plan to make any necessary changes.

### **Conclusions**

The design of the program was aided by interviews with two students of African descent who participated in education abroad. However, it would have been strengthened by more interviews in order to have a greater variety of voices and experiences. These participants could have been reached through list serves such as SECUSS-L and others. Surveys could have been utilized to reach students of African descent who had studied abroad as well.

Education abroad must be made accessible to all students, regardless of race, ethnicity, or socioeconomic status. One approach to increasing accessibility to students of African descent is by creating short-term study abroad programs that cater to their needs and interests. According to the interviews conducted for the needs assessment for *Exploring the Influence of the African Diaspora in Spain*, students in this group feel like study abroad is not for them as a result of marketing materials featuring mostly white students. If more programs catered to students of African descent, an increase in their participation would be likely to occur. However, if accessibility does not increase, these students will lose opportunities to be exposed to diversity and the breadth and depth of knowledge that is afforded by international education. *Exploring the Influence of the African Diaspora in Spain* provides a safe and intellectually stimulating space for students in this group to engage thoughtfully in the world by providing a short-term program with a focus on African history and culture.

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## **Appendices**

### **Interview Guide**

#### **Appendix A**

#### **Participant Background Information**

What is your name?

What college or university do you attend?

Are you a first-generation college student?

Did anyone in your family study abroad or travel internationally before you? If so, did this influence your decision to study abroad?

How did you finance your study abroad experience?

What semester and year did you study abroad?

What year were you in your studies when you studied abroad?

Was your primary study abroad advisor from your college or university or a provider?

What other programs, if any, did you consider?

#### **Project-focused questions**

Why did you decide to study abroad?

What made you choose your study abroad program?

How did your study abroad experience change the way you think about your racial, ethnic, or cultural identity?

How many other students of African descent participated on your program?

What do you think could have been done differently to attract more students of African descent on your study abroad program?

Why do you think there are so few students of African descent who study abroad?

As a student of African descent, do you feel that the option to study abroad was presented to you in a way that appealed to your needs?

What type of study abroad program would have been interesting to you?

What types of program activities and excursions are of interest to you?

What areas of study are of interest to you?

What parts of the world appeal to you as study abroad destinations and why?

**Appendix B**  
**Program Breakdown**

**Title:** Exploring the Influence of the African Diaspora in Spain

<b>Session (date)</b>	<b>Content</b>	<b>Class activity</b>	<b>Student assignments</b>
1-1/7/19	Arrival, Welcome and Cultural Orientation	Icebreakers, create class norms, learn about living in Barcelona	
2-1/8/19	Crash course in Spanish and Catalan	Conversation practice	Practice new phrases during free time in the city
3-1/9/19	Brief History of Spain pre-700	Guest speaker/Class discussion	Read Introduction and Chapter one of <i>The History of Spain</i>
4-1/10/19	711-1492: History of the Moors in Spain: Products introduced during this period—almonds, artichokes, and rice cultivation	Lecture & class discussion/Guest speaker  Visit Casa Vicens museum to see Moorish influence on Gaudi's work	Read <i>Globe and Mail</i> article by English  Write 500 to 700 words on your blog reflecting on the impact of the Moors in Spain
5-1/11/19	Case Studies: The Alhambra in Granada and La Mezquita in Cordoba	Lecture & class discussion/ Guest speaker	Read Alhambra and La Mezquita chapter in <i>Architecture of Spain</i> by Lapunzina  Write a 500-word blog post about the significance and

EXPLORING THE INFLUENCE OF THE AFRICAN DIASPORA IN SPAIN:  
A SHORT-TERM PROGRAM DESIGN

			symbolism of the two buildings
6-1/14/19	1492: The Discovery of the Americas	Lecture & Class Discussion	Read Pierson chapter
7-1/15/19	1600-1800: Slavery in the Americas and the Influence in Spain—The Triangle	Lecture & Class Discussion	Read Gannon article
8-1/16/19	1890s-1910: Money from Cuban Slave Trade returns to Spain	Guest speaker Slavery Walking Tour	Write 500 to 700 words on your blog reflecting on the influence of slavery in Spain
9-1/17/19	1920s: Influence of African Art on the Work of Picasso	Lecture/class discussion  Visit Picasso Museum	Read Gannon article
10 1/18/19- 1/20/19	Weekend trip to Morocco: Marrakech and Rabat	Guided Tours of Marrakech and Rabat Museum visits	Write a blog post comparing and contrasting Moorish architecture of Granada and Cordoba, Spain to that of Morocco
11 1/21/19	1937-1939: The Spanish Civil War, The Lincoln Brigade, and the Moroccan Troops	Lecture and class discussion  Midterm review	Read introduction to <i>The Spanish Civil War</i>
12 1/22/19	<b>Midterm exam</b>		

13 1/23/19	Ada Colau: Modern Mayor Supportive of Immigrant and Refugee Issues	Guest Speaker	Read introduction of Immigration in Spain, by Bochaca  Write blog post reflecting on Spain's status on immigration
14 1/24/19	Case Studies: Nigerian Women's Association of Malaga and Senegalese Street Vendors	Lecture & Class Discussion	Write blog post on your thoughts on the work of this organization
15 1/25/19	Project Presentations	Class member evaluations	
16 1/26/19	Project Presentations	Class member evaluations	
17 1/27/19	Farewell lunch and departure		

### **Appendix C**

#### Exploring the African Diaspora in Spain Application Essay Questions

Instructions: Please write 500 to 700 words on two of the following questions:

1. Why do you want to participate in this program?
2. Why do you think it is important to study people of African descent outside of the US?
3. How do you think your perspective on your racial and ethnic identity might change as a result of participating in this program?
4. In light of the Black Lives Matter movement, why do you think that studying abroad is important for people of African descent who live in the United States?

**Appendix D**

**Application Form**

First name \_\_\_\_\_

Last name \_\_\_\_\_

Preferred first name \_\_\_\_\_

Gender Male \_\_\_\_\_ Female \_\_\_\_\_

Email: \_\_\_\_\_

Phone number: \_\_\_\_\_

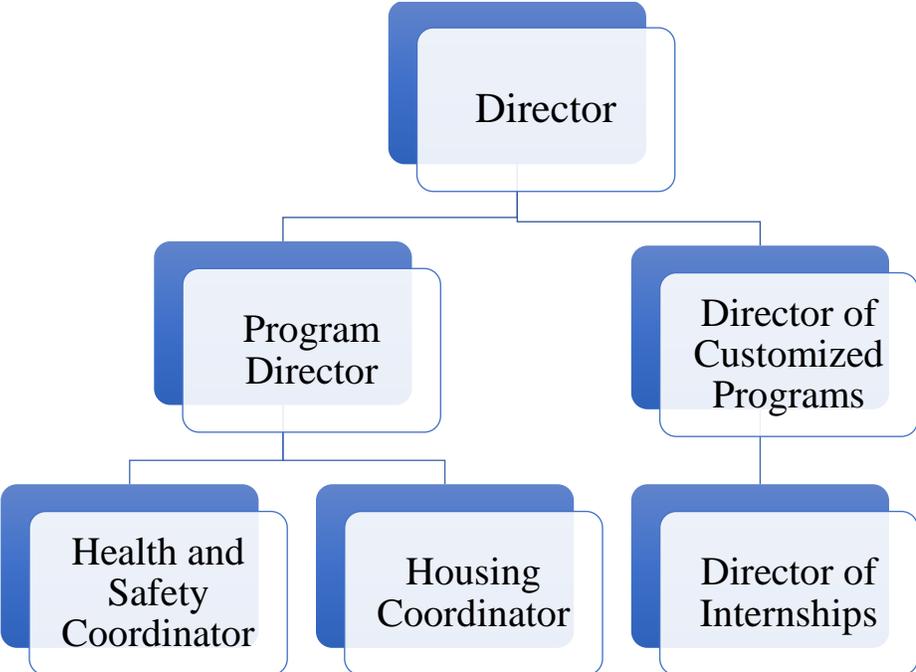
College/University: \_\_\_\_\_

Major: \_\_\_\_\_

Which study abroad program are you applying for? \_\_\_\_\_

**Appendix E**

**Exploring the Influence of the African Diaspora  
Phone Tree**



**Appendix F**  
Crisis Levels

Level 1 Low (No Immediate Threat)

Level 2 Moderate (Safety at Risk)

Level 3 High (High Risk/Harm Occurred)