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# Connecting Cultural Ties with Latinx Identity: An Explorative Semester in Mexico City

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*SIT Graduate Institute*

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Connecting Cultural Ties with Latinx Identity:

An Explorative Semester in Mexico City

Margaret Musty

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, U.S.A.

Capstone Seminar August 2018

Advisor: Peter Simpson

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Student name: Margaret Musty Date: July 13th, 2017

President Napolitano  
University of California  
Office of the President  
1111 Franklin Street  
Oakland, CA 94607

13 July, 2018

President Napolitano:

It is with enthusiasm that I present my proposal for a new addition to UCEAP's study abroad portfolio: *Connecting Cultural Ties with Latinx Identity: An Explorative Semester in Mexico City*. The Spring semester program in Mexico City will attract both the growing Latinx student population at the University of California, and Latin American Studies degree students, as it provides a bridge from Latin American culture to Latinx identity in present-day United States society. Additionally, the hybrid model which combines faculty-led seminars with direct enrollment at the National Autonomous University of Mexico, would diversify the current Mexico study abroad offerings.

*Connecting Cultural Ties with Latinx Identity* was designed to align with the mission of UC's Mexico Initiative through fostering cross-cultural understanding between Mexico and the United States, and encouraging the critical analysis of immigration, an issue that greatly impacts both countries. Through utilizing an experiential learning model, students will examine critical issues prevalent in Mexican society, deepen their understanding of Latin American culture, and explore the bicultural identity of Latinx in the United States.

In the following pages you will find a complete proposal which includes the program's research and needs assessment, as well as all elements of the design, curriculum, budget, logistics, staffing, recruitment, and admissions plans, procedures for dealing with health, safety and security, and evaluation.

If you have any questions concerning *Connecting Cultural Ties with Latinx Identity*, please contact me. Thank you for your time and review of my proposal.

Sincerely,

Margaret Musty  
UCEAP Administrator

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## **Executive Summary**

As an International Education Design and Delivery Course Linked Capstone, this capstone describes the research and design of an assumed semester-long study abroad program. The study abroad program, entitled *Connecting Cultural Ties with Latinx Identity: An Explorative Semester in Mexico City*, will be designed for undergraduate students as a heritage seeking semester in Mexico City that fulfills Latin American Studies and International Migration Studies degree requirements. Through two faculty-led seminars and direct enrollment at the National Autonomous University of Mexico (UNAM) students will examine Latin American culture, the bicultural identity of Hispanics living in the United States, and Mexican social justice issues. Additionally, through living with local host families, cultural excursions, and forming relationships with UNAM peer mentors, students will gain great exposure to Mexican culture. Furthermore, from participating in weekly reflections and two diversity and inclusion trainings, students will reflect on the role of prejudice, privilege, and oppression when examining identity and immigration.

The proposed semester abroad program is assumed to be administered by the University of California Education Abroad Program (UCEAP) and housed at their Mexico City University of California Center. As such, the program staff responsible for program implementation will be a full-time Program Coordinator, a part-time adjunct Professor, a full-time Program Assistant, a contracted Trainer, and the on-site part-time UCEAP administrator. While the program will be open to juniors and seniors of all socioeconomic and ethnic backgrounds, there will be an increased focus on recruiting Latinx students whose heritage directly links to Latin America, and

who have been traditionally underrepresented in study abroad. The term Latinx refers to anyone of Hispanic heritage and includes all genders. To inform the design the research presents the following: barriers to study abroad for Latinx students; the academic, professional, and personal benefits of study abroad; Latinx ethnic identity development in contemporary U.S. society; strategies to increase the participation of Latinx in study abroad; and the importance of heritage seeking study abroad for Latinx.

### **Introduction and Rationale**

The program concept was inspired by the United States' history of immigration and the role that immigration plays in contemporary society. The United States is a country of immigrants, with a history of immigration from the first European settlers to the many diverse populations that come to the United States in modern-day society. For this reason, there is an immense wealth of racial, ethnic, and cultural diversity within the fifty states. The largest minority group is Latinx who are expected to make up 25 percent of the population by 2025 (Lopez et. al., 2017, pg. 8). However, when looking at study abroad programs participation of Latinx students remains very low. Many barriers prevent Latinx students from joining in a study abroad program including the lack of programs that reflect their cultural and ethnic identity (Hulstrand, 2016, pg. 6).

Additionally, in present-day U.S. society many images and stories negatively portray Latin America and Hispanic immigrants who have come to the United States. The political rhetoric casts an image of immigrants as stealing jobs, not contributing to the U.S. economy, and perpetuating criminal behavior. The current societal and political climate means that the nation

has become increasingly divided. Through learning about Latin American history, culture, and social issues, as well as how U.S. society impacts the identity of Latinx, participants will come away with a stronger understanding of what propels immigration and the experience of Latinx in present-day society. This aims to create cross-cultural understanding among participants, thereby mending some of the divides prevalent in today's society.

### **Research Methodology**

In order to design a program that promotes cross-cultural understanding, I conducted a literature review which includes studies from scholars and practitioners in the field. As there is limited research on the impact of study abroad on Latinx identity development, I augmented my research by investigating different theoretical and design concepts, that when combined, inform the overall program design. This included examining: program design, Hispanic cultural identity experience, identity development while abroad, challenges and strategies for recruiting minority students, perception changing while abroad, and the benefits of a heritage seeking study abroad program. To further understand the program's context, I examined the academic degree offerings, current study abroad programs, student support services, and resources within the UC system related to the program's scope.

## **Literature Review**

### **Barriers and Benefits of Study Abroad**

While the assumed program is designed for the University of California, the literature review first examines the barriers and benefits of study abroad for Latinx students from research studies that take place throughout the United States. Research on study abroad shows that it has the potential to positively impact students' academic and professional development. Studies on study abroad outcomes found that students who studied abroad had higher rates of retention, and were more likely to pursue a higher degree, when compared with other university students who did not participate in a study abroad program.

Despite the potential benefits of study abroad of the students that go abroad only 25 percent identify as racial or ethnic minorities (Engel, 2017, pg. 4). Furthermore, 2016 Open Doors data found that only 8.8 percent of study abroad participants are Latinx (Engel, 2017, pg. 6). This data shows that despite the ever-growing Latinx population, Latinx students are underrepresented in study abroad. In recent years there has been a great increase in students of Hispanic ancestry enrolling in two-year and four-year higher education programs. Nonetheless, according to data from the National Clearinghouse Research Center disparities exist between the graduation rates of Latinx and their White peers. Their study demonstrated that among part-time and full-time Latinx degree seekers only 45.8 percent graduate, compared with 62 percent of White students (Engel, 2017, pg. 5).

The statistics on low Latinx graduation attainment suggests a need for Latinx students to participate in study abroad programs, which have the potential to increase graduation rates. Research conducted by the Florida State System discovered that among bachelor degree seekers 81 percent of study abroad participants attained their degree, compared with 57 percent of those who did not study abroad (Engel, 2017, pg. 5). Similar data was reiterated in one of the largest surveys conducted on study abroad outcomes: the University of Georgia's Georgia Learning Outcomes of Students Studying Abroad Research Initiative (GLOSSARI). GLOSSARI determined an 88.7 percent six-year and under graduation rate for study abroad participants. In contrast, non-study abroad participants chance of graduating in six-years or less decreased to be under 50 percent (Engel, 2017, pp. 5-6). Furthermore, GLOSSARI found an increase in graduation rates for non-White participants from 7 to 18 percent (Engel, 2017, pg. 9). Additionally, beyond graduation, study abroad participants are more likely to attend graduate school and pursue an internationally focused career path (Hulstrand, 2016, pg. 5).

Not only do study abroad participants have a higher rate of degree attainment, the Institute of International Education's (IIE) literature research established that study abroad results in academic, personal, and professional growth. Study abroad participants show an increase in independence, confidence, communication skills, academic performance and satisfaction, and self-efficacy (Engel, 2017). Furthermore, according to *Increasing Diversity Abroad*, engaging in an international setting results in cross-cultural competence, competitiveness as a job seeker, and the ability to adapt in global settings (Hulstrand, 2016). Some students come away from a study abroad experience with the ability to problem-solve,

improved language skills, intercultural awareness, tolerance for difference, cultural sensitivity, weakened ethnocentrism, and the knowledge of another country's geography and history (Engel, 2017), all of which play significant importance in today's global economy. For students of color studying abroad can also impact their identity development and provides for a space to engage in meaningful dialogue around issues of race, class, and identity (Hulstrand, 2016).

While Latinx students would benefit from the positive impacts of a study abroad experience, many barriers stand in the way of accessing study abroad programs. The most common barrier is cost and limited financial aid. Additionally, not all students are knowledgeable about the study abroad programs that exist, worry that study abroad will derail them from graduating on time, and/or are influenced by community and family members (Engel, 2017). The Wabash National Study on Liberal Arts Education conducted a study on what impacts a student's decision to study abroad. While the study determined that students from lower socioeconomic backgrounds were less likely to go abroad, they found that providing scholarships did not always result in a student changing their mind. In fact social and cultural influences also greatly impacted a student's decision (Engel, 2017).

Some minority students do not participate in study abroad as they do not have an individual they trust that is knowledgeable or encouraging of study abroad. Families at times show disapproval of their child going abroad and may not see the value in an international experience (Hulstrand, 2016). The influence of family particularly affects Latinx decisions to go abroad, as being connected with family members plays a large role in Hispanic culture. For this

reason Latinx are also more likely to consider not only the financial impact on themselves but also on their family finances (McClure et. al. 2010).

In addition to their family and peers influencing Latinx' decisions to go abroad some students may fear encountering racism while away (Hulstrand, 2016). This fear partly stems from the majority of study abroad options being in Western countries which do not reflect the ancestry of minority students. "Minority students whose racial or ethnic origins are represented by geographic regions somehow omitted from the focus of international programs and courses receive the clear message that their cultural origins and identities are not important" (Hulstrand, 2016, pg. 6). The feeling that study abroad is for specific identities was reiterated by a Latinx student Elisa, who felt that the typical study abroad participant is "White, probably, someone who has the money to do it" (McClure et. al., 2010, p. 376). This demonstrates a need for more study abroad destinations that reflect minority students' identities and other strategies to increase Latinx students' participation in international education.

### **Increasing Latinx Participation in Study Abroad**

A key strategy to increase Latinx participation is to offer more scholarships for students underrepresented in study abroad. Not only do scholarships aid in covering the costs of participating in a study abroad program, some also support buying a passport. The Gilman Scholarship has already increased scholarships to students from minority backgrounds. In addition to combating barriers while in college, IIE's report emphasizes a need for exposure to study abroad experiences in grades k-12. The DC Public Schools Study Abroad (DCPS) program provides district-wide access to free study abroad opportunities. As Washington, DC is a very

diverse area this has created exposure for many minority students to go abroad at a young age (Engel, 2017). Studies on DCPS showed a positive impact on “students’ engagement in learning, confidence, motivation to continue studying at the college level, and future aspirations for study abroad in post-secondary education” (Engel, 2017, pg. 10). Furthermore, participants compared to their peers were more likely to take the SAT, 15 percent more likely to get into college, and 24 percent more likely to apply for financial aid (Engel, 2017, pg. 10). For this reason IIE highly recommends that minority students gain exposure to study abroad before college to increase their chance of pursuing higher education.

*Increasing Diversity Abroad* recommends five strategies to increase racial and ethnic minority participation in study abroad (Hultstrand, 2016). One of the strategies calls for increasing involvement of faculty, particularly those who reflect the identity of participants, by having faculty members participate in study abroad and thereby become spokespeople of the study abroad experience. To do so institutions can create more flexible requirements of faculty members, relieve the financial burden of going abroad by enabling families to join and providing childcare, and have a local expert on site to mitigate language and cultural barriers. They also recommend that institutions modify their curriculum to include cross-cultural and international concepts. Additionally, universities can alleviate some of the financial challenges of study abroad through connecting students with scholarships, allowing them to carry any institutional aid abroad, and trying to increase alumni giving. Furthermore, advising needs to be individualized to each student to fit their needs and address their specific barriers to study abroad. Finally, they suggest that institutions leverage resources and partnerships by

collaborating with other universities to create mutually-beneficial study abroad programs (Hulstrand, 2016). By utilizing these approaches higher education institutions can increase racial and ethnic minority study abroad enrollment.

### **Latinx Identity**

Participation of minority students in study abroad has particular importance today as the demographics of the United States are increasingly diverse. The largest ethnic minority group in the United States is Latinx. There are 42.7 million people with Hispanic heritage, making Latinx the second largest racial and ethnic group in the country after Whites. By 2025 Americans of Hispanic heritage will make up 25 percent of the population (Lopez et. al., 2017, pg. 8). However, not all Latinx identify with their Hispanic heritage. Of the 42.7 million only 89 percent self-identify as Latinx, while 11 percent do not (Lopez, et. al., 2017, pg. 8). This data comes from a study by the Pew Research Center which surveyed Americans of Hispanic heritage that both identify and do not identify as Latinx. From the survey, the researchers found that with each new generation the connection with Hispanic heritage decreases, as people increasingly do not identify as Latinx (Lopez et. al., 2017).

Of the Latinx adults surveyed, 59 percent identify by their ancestral country of origin, 23 percent refer to themselves as Latinx, and 23 percent often call themselves American (Lopez et. al., 2017, pg. 9). These numbers change drastically from one generation to the next and by the third generation 56 percent identify as American (Lopez et. al., 2017, pg. 9). Many reasons account for adults of Hispanic heritage losing touch with their ancestral background. Latinx are more likely to marry outside of their ethnicity than Blacks or Whites, resulting in many

interracial marriages. Furthermore, many Latinx are born in the United States and may have limited exposure to Hispanic culture.

For this reason, how close a child's parent is to their cultural background greatly impacts whether that child grows up feeling a cultural connection to Latin America. From foreign-born immigrants to later generations the pride that parents have in their country of origin greatly diminishes. By the third generation only 33 percent of parents talk about their ancestral pride and with the fourth generation the number decreases to 15 percent (Lopez et. al., 2017, pg. 12). A way for parents to increase cultural ties for their children is to encourage their children to learn and use Spanish. However, over generations the use of Spanish greatly decreases from as much as 85 percent of foreign born Latinx that speak Spanish, to 68 percent of the second generation, and as little as 26 percent of the third generation (Lopez et. al., 2017, pg. 16). Among second generation Latinx, 52 percent are proud of their heritage and point to their cultural heritage as a large advantage (Lopez et. al., 2017, pg. 17), whereas only 11 percent of Latinx that do not identify with their heritage say that their ancestry has been an advantage and 86 percent say that it has made no difference in their lives (Lopez et. al., 2017, pg. 17). All of this data demonstrates that Hispanic cultural ties and connection with ethnic identity diminish over generations.

Despite the evidence of shifts in identity over generations, Ed Morales, an adjunct professor at Columbia University, views Latinx identity as more fluid than demonstrated in the Pew Research Center's study (2018). He views college as a crucial time in Latinx identity exploration, as students raised "American" may look for connections to their cultural heritage. He points to the mixed racial background of many Latinx as a key factor in losing touch with

their cultural heritage and identity. Furthermore, the racial context that Hispanics find themselves in within United States society impacts their identity development. Ed Morales stated that “the strict black/white binary of racial identity in the United States differs from the more nuanced racially mixed narrative of Latin America, whose societies offered a form of “racial status mobility” through intermarriage with Europeans” (Morales, 2018). The white/black binary can make it challenging for someone of Hispanic descent to figure out where they fit into U.S. society’s concepts of race and ethnicity.

Similarly, a push towards assimilating into U.S. society and culture, as well as affirmative action programs, play a large role in generations increasingly not identifying as Latinx. In addition, the political climate that Latinx find themselves in since President Trump took office has impacted identity preferences. With an increase in hate crimes and micro aggressions many Latinx are choosing not to identify with their heritage. With this reasoning, Ed Morales summarizes that “viewed through such a lens, it becomes clearer that to identify as Hispanic or Latino is not just a whim, a personal preference, or a demographic or cultural trend, but often an act of survival” (Morales, 2018).

While racism and hate crimes are on the rise in present-day U.S. society, a Latinx student’s ability to manage such encounters relates greatly to their identity development. A study conducted by Vasti Torres and Ebelia Hernandez investigates the impact of the college experience on the identity development of Latinx students (2007). The study utilized a holistic development approach by examining the relationship between interpersonal, intrapersonal, and cognitive development. The researchers used qualitative data from 29 Latinx university students

over the course of three to four years to determine their findings. Additionally, Torres and Hernandez use Baxter Magolda's research on identity development as the foundation to evaluate how Latinx identity development may differ from other ethnicities. Baxter Magolda points to college as a transformative period in a young adult's life, in which they embark on a journey that can lead to self-authorship. Self-authorship refers to the identity development phase in which an individual begins to define their personal belief system, relationships, and goals. The results from Torres and Hernandez's study indicated that Latinx college students experience similar developmental processes on the journey to self-authorship as defined by Baxter Magolda, as well as additional developmental tasks (Torres & Hernandez, 2007).

By the end of the study about half of the students reached the crossroads phase in identity development, which comes before self-authorship. During the crossroads phase the individual begins to question external factors and perspectives, and reflect inwardly to contemplate how these external influences align or differ internally. The main factor that led participants to the crossroads was exposure to diverse worldviews and various definitions of what it means to be "Latinx". From these diverse interpretations, participants began to shape their own informed Latinx identity. This often occurred from being in a new environment, such as transferring colleges or studying abroad.

Furthermore, the study showed that during the crossroads phase support systems played a fundamental role in a student's ability to reach self-authorship. During the crossroads phase, the participants who had limited support in negotiating their identity were more likely to regress to the external formulas phase. Additionally, regression occurred most often when participants

experienced racism and oppression. The developmental task of understanding and recognizing racism did not arise in Baxter Magolda's findings, and focuses on "understanding and managing racism as well as stereotypes that influence individuals' self-image (intrapersonal dimension) and their choices of who they seek out for support and relationships (interpersonal dimension) when dealing with the effects of oppression" (Torres & Hernandez, 2007, p. 571). Similarly, the interpersonal dimension was greatly defined around cultural orientation, and the participants who did not reach the crossroads phase tended to stay within their comfort zone and view cultural identity in terms of Latinx or Anglo.

In contrast, students further along in development were able to navigate oppression to have less of an impact on their self-esteem, and began to shape a cultural identity that took in a diversity of perspectives, influences, and cultural norms. For the students that moved into the phase of self-authorship, an understanding of their cultural identity impacted who they befriended and how they managed relationships. Additionally, these students "were able to illustrate interdependence between cultural values and the context of a diverse society" (Torres & Hernandez, 2007, p. 568). This resulted in a more clearly defined cultural identity and understanding of their place within U.S. society.

Other research on ethnic identity theory by Torres & McGowen points to varying levels of Latinx identity development, which include Bicultural, American Identified, and Marginal (2017). A student who is bicultural identifies with both their Hispanic heritage and U.S. society, and is capable of balancing these two identities. In contrast, an American identified student shows identity preference to being American and does not have the same connection with their

Hispanic heritage. A student with Marginal identity feels uncertain about their racial and ethnic identity and is unsure of where they fit racially within their societal context. Similarly, identity salience can either be weakened or strengthened while in college. Identity salience refers to the importance that an individual puts on their race. Students may begin to reflect on their own identity as they are able to recognize racism when it occurs. Experiencing racism can impact a student's identity and have them call into question identifying as Latinx (Torres & McGowen, 2017).

### **Latinx Identity and Study Abroad**

As college is a fundamental time in Latinx identity development, study abroad in Latin America can serve as a catalysis for examining one's own ethnic identity and cultural heritage. In the study "We Just Don't Have the Possibility Yet": U.S. Latina/o Narratives on Study Abroad", McClure et. al. conducted qualitative research with nine Latinx students at an U.S. mid-Atlantic university (2010). Their research involved participants who either immigrated from or had ancestral ties with Bolivia, Nicaragua, Puerto Rico, Peru or Colombia. Despite none of the participants intending to study abroad they all saw the value that a study abroad experience can bring, which included broadening their perspective, increasing job prospects, and enriching cultural identity.

Of the nine participants eight would choose a Spanish speaking country to go abroad, in contrast to the traditional European locations that attract the majority of study abroad participants. Lidia, one of the interviewed students, expressed the desire to be in a Spanish speaking country, "I always try to look for study abroad, and maybe this is really closed-minded

of me, where I can speak Spanish because I want to improve my Spanish. It's just really lovely interacting with people of Latin American descent and my mission is to sort of help them" (McClure et. al., 2010, p. 375). Lidia and other students believed that a study abroad experience is seeing "the world through a different lens, learning language as a means of gaining new insight into identity, touring environments rich in relevance, and learning about their cultural heritage" (McClure et. al. 2010, p. 380). The study concluded with suggestions for increasing Hispanic study abroad participation, such as study abroad offices diversifying their portfolio with more Spanish speaking country destinations.

Similarly, in the study "Comfortable Being Uncomfortable: The Study Abroad Experience of Black and Latino/a Students," fifteen students were interviewed who identified as either Black or Latinx (Dean, 2017). All of the students participated in a short-term study abroad program of either four to six weeks. While none of the destinations were in Spanish speaking countries the Latinx students who participated found themselves reflecting on their ethnic identity. Leo was among the students that felt a reconnection with his Latinx identity, "I never felt Latino, Hispanic, or Mexican. Those were just words people told me I was. Being on that trip helped me re-evaluate that. I always knew I wanted to learn my history and gain a sense of pride. The pride wouldn't come until I got to Singapore where I was like no, I am Mexican" (Dean, 2017, p.82).

Another student of Mexican heritage, Alexandria, was inspired to see her Black peers exploring their heritage while abroad in Africa and decided to enroll in Mexican American courses when returning to the United States. She hoped that through the coursework she would

gain a greater understanding of her ethnic identity. Similarly most Latinx students found themselves interested in learning more about their own cultural identity from being exposed to people from different backgrounds while abroad.

### **Needs Assessment**

The following section presents a needs assessment which aids to place the program in context among other UC offerings, in the field of study abroad, and to determine who will be impacted by the program, as well any potential concerns that they may have. As such, the section first provides an overview of how the program aligns with UC's institutional mission and current academic offerings. Then it delves into how the program fits among UCEAP's current study abroad portfolio and in the field of study abroad. Finally, the needs assessment presents the program's stakeholders and their potential concerns.

### **Institutional Mission and Academics**

The desire expressed by Latinx students to explore their cultural identity while abroad motivated the design of the following assumed program, *Connecting Cultural Ties with Latinx Identity*, as a potential study abroad offering of the University of California. The literature research demonstrates a need for increased Latinx participation in study abroad and for programs that reflect Latinx student identity and encourage cultural heritage exploration. *Connecting Cultural Ties with Latinx Identity: An Explorative Semester in Mexico City* aims to fill this gap in study abroad programming. In addition to attracting students of Latinx background, the study abroad program also aligns with initiatives and academic programming across the University of

California's many campuses focused on Latin America, immigration, and Mexico-U.S. relations. A program that permeates across all of the UC campuses is the University of California's Mexico Initiative. The UC Mexico Initiative aims to increase ties between Mexico and California through "student and faculty exchanges, celebration of our shared heritage and populations, and research and scholarly activity that solves problems and advances knowledge on issues of mutual importance" (University of California, Riverside). Through students familiarizing themselves with Hispanic heritage, Mexican culture, and exploring societal issues relevant to both Mexico and the United States, the study abroad program will further the Mexico Initiative's mission.

In addition to the University of California's Mexico Initiative, UC San Diego and UC Los Angeles (UCLA) both offer minors in International Migration Studies (IMS). The UC San Diego minor in IMS covers a large range of topics including, but not limited to, the integration of immigrants into U.S. society; ethnic dimensions of immigration; cultural, demographic, and political impacts of immigration; and immigrant history and literature (UC San Diego, 2008). In contrast, UCLA's IMS minor focuses on the immigrant experience through a holistic approach, highlighting that "understanding migrants' emergent identities and the problems of belonging and acceptance that migration generates requires attention, both to the micro level, as well as to the specific historical and cultural contexts surrounding both migration flows and societal responses" (UCLA, 2018 1). For this reason, many of the courses available at UCLA explore the experiences of both foreign-born immigrants and later generations, through a lens of identity, personal narratives, heritage language exploration, and by examining the challenges faced when integrating into U.S. society (UCLA, 2018 2). The above concepts will be delved into during the

semester abroad in Mexico City, allowing for students minoring in IMS to study degree relevant coursework while abroad.

Similarly, multiple universities at the University of California offer minors and/or majors in Latin American Studies, such as UC Irvine, UC Berkeley, UC San Diego, UC Santa Barbara, and UC Riverside. *Connecting Cultural Ties with Latinx Identity* will provide an in-depth view of Latin American culture, history, and society, thereby bringing to life Latin American Studies coursework through experiential learning. Furthermore, the program complements the Latin American and Latino Studies (LALS) Department at UC Santa Cruz, which bridges Latino Studies and Latin American Studies. Similarly to LALS, *Connecting Cultural Ties with Latinx Identity* examines Latin American culture and history, while reflecting on the experience of Latinos in the United States (UC Santa Cruz, 2018). Therefore, the study abroad program draws from the different academic offerings already available at the University of California, while diversifying the current study abroad portfolio.

### **UCEAP Study Abroad Portfolio**

UCEAP's study abroad portfolio already includes multiple programs in Mexico. A five-week summer program entitled "Contemporary Mexico" takes place in Mexico City at the UC Mexico Center. All students enroll in the courses "Issues in Contemporary Mexico History" and "Cross Cultural Engagement," as well as a Spanish class. The program is faculty led and involves cultural excursions (UCEAP 1, 2018). In addition to their faculty led program, UCEAP offers one blended study abroad program in Mexico City and a direct bilateral exchange program at the National Autonomous University of Mexico.

The blended program in Mexico City is “Leadership in Social Justice & Public Policy, Mexico & Sacramento.” The program begins near the end of summer and continues throughout the fall and spring semesters. During summer and fall, students enroll at UNAM and take courses in international relations, sociology and others that focus on Latinx and/or bi-national issues. Afterwards students partake in an internship course at UC Sacramento and the “California Policy Seminar.” This program already showcases a hybrid model, however, in contrast to *Connecting Cultures with Latinx Identity*, the faculty-led component occurs in California. A hybrid model refers to a study abroad program that utilizes both faculty-led courses and direct enrollment at a local university. Additionally, Leadership in Social Justice & Public Policy, Mexico & Sacramento demonstrates the university’s desire for programs that examine Latino and bi-national issues (UCEAP 2, 2018). In addition, UCEAP offers direct bilateral exchanges where students can enroll at UNAM, partake in a 5-week Spanish intensive course, and participate in cultural excursions. Students must have at least two years of Spanish to enroll (UCEAP 3, 2018). Therefore, in the UCEAP study abroad profile there is no current course available in Mexico that focuses on Latinx heritage exploration or immigration, or that utilizes a hybrid in-country design.

### **Current Heritage Seeking Programs**

Outside of the University of California, there are other study abroad and international travel programs that focus on cultural and heritage exploration. One travel abroad program that focuses on reconnecting participants with their heritage is Birthright Israel. Birthright Israel takes young adults of Jewish ancestry to Israel to explore their heritage, the Jewish religion, and familiarize themselves with Israeli culture. These programs are short-term and focus on

exploring different aspects of the culture through visiting cultural and historical sights. Through the Birthright Israel Foundation the program fundraises to cover the costs of participating—making the experience as accessible as possible. Unlike study abroad programs, there is not the same academic focus, rather the program aims to reconnect participants with their Jewish heritage and cultural identity.

The study abroad programs that do exist and focus on heritage seeking, or heritage language, do not take place in Latin America, but rather in parts of Europe such as Spain, Italy and Greece. The literature review showed that some students expressed interests in study abroad options outside of the traditional European destinations. Similarly, most of the heritage study abroad programs focus on attracting heritage language learners. Heritage language learners are learners who express interest in learning the language of their immediate family or ancestors. Consequently, introducing a cultural heritage seeking program based in Latin America will not only be an unique UCEAP program, but also distinct among other study abroad providers and universities.

### **Stakeholders**

To ensure successful implementation of the study abroad program, first the various stakeholders need to be accounted for as well as their potential concerns. Since the program involves offices and universities in both Mexico City and California there are many stakeholders involved. As UC undergraduate juniors and seniors will be the main beneficiaries of the program they are the primary stakeholders. The undergraduate students will primarily consist of Latinx students, and Latin American Studies, Latino Studies, and International Migration Studies degree

seekers. Due to the close-knit nature of Latinx families in Hispanic culture parents also need to be considered during the design, marketing, and recruitment process. Additionally, the UCEAP staff at both the UC Mexico campus and the UC campuses in California play a pivotal role in developing, marketing, recruiting, and administering the program. The on-site faculty, program assistant and program coordinator are also primary stakeholders. Additionally, the peer mentors at UNAM are impacted by the program implementation as they play an important role in the exchange of culture and ideas, as well as participating in some program events.

Secondary stakeholders include UC advisors and faculty that recommend the program to students but are not directly impacted by the program. Similarly, Latinx students who have previously studied abroad can aid in recruitment through tabling and participating on panels. Additionally, Mexican societal members who participate in programming at some point throughout the semester, such as guest speakers, are secondary stakeholders. Furthermore, the UNAM and Mexican City communities may be impacted to some degree by the program and its students. All of these stakeholders and their concerns need to be considered throughout the design process.

### **Real and Potential Concerns**

The main concerns that surfaced from my research involved students being wary of the costs of study abroad, placing financial pressure on their family, delaying their time to graduate, and being far away from family members. Furthermore, the research shows that many Latinx students have fewer family members or close friends that have been abroad than do White students—adding to the ambiguity and concerns in participating. These are very real concerns

that need to be targeted throughout the marketing and recruiting process. Not only do the marketing materials need to showcase potential scholarships and the ability to transfer financial aid, and address academic concerns, but advisors, faculty and peers who have been abroad will play a fundamental role in raising awareness about the program to attract prospective participants.

Another concern that arose during my research was that, at times, minority students feel they are not represented in study abroad and therefore do not belong in study abroad due to racial, ethnic and/or class identity. Thus, by involving advisors, faculty and peers that have similar identities to the prospective students, it shows applicants that study abroad is a possibility for all socioeconomic backgrounds. An additional method to increase a student's potential to partake in study abroad is to involve prospective participants' family members throughout the application process.

Since the program takes on a hybrid design, the UCEAP administrators may be concerned about developing a program that differs in design from their other offerings. They may worry that it will be challenging to balance the logistics and relationships with UNAM, in addition to the faculty-led courses and excursions. Nonetheless, due to already having bilateral offerings for students to enroll at UNAM, and separate faculty-led programs on-site at UC Mexico, the program will have elements already familiar to staff. Another potential concern among UCEAP staff is how to administer an inclusive program design that enables students of various ethnic and racial backgrounds to speak openly and feel comfortable when discussing

Latinx identity. For this reason, the program strives to use weekly reflections led by the UCEAP Program Assistant to develop program norms and a welcoming environment for sharing.

Additionally, a large concern for parents, administration, students and staff will be how to ensure the health and safety of students while in Mexico City. As Mexico has a reputation in the United States for its history with drug trafficking, cartels, robbery, kidnapping and other forms of crime, parents may be wary to send their students abroad. The marketing materials, pre-departure and on-site orientations will address these concerns, and all stakeholders on-site will be knowledgeable of health and safety procedures. All of these potential concerns play a fundamental role in creating an informed and realistic program design.

### **Program Design**

The program design includes many different elements which are described in the following section. First, there is a look into the program's context and purpose, which leads to the program and participant goals and objectives, as well as the program structure and logistics. This is then followed by an overview of the participants and the recruitment, marketing, and admissions plans. Finally, there is a focus on the academic aspect of the design from outlining the curriculum and student deliverables.

### **Context and Purpose**

The study abroad program *Connecting Cultural Ties with Latinx Identity: An Explorative Semester in Mexico City* was designed in response to the growing Latinx population across the United States, and to increase awareness and understanding of the challenges that Latinx face in balancing their ancestral and American identities. Additionally, research demonstrated that Latinx students showed interest in exploring their cultural heritage through study abroad. The program aims to deepen participants' understanding of Hispanic heritage, enable cultural identity exploration, critically analyze what it means to be an immigrant in U.S. society, and examine Mexican social justice issues. These program goals will be accomplished through a combination of faculty-led and UNAM courses, diversity and inclusion trainings, reflections, cultural excursions, living with host families, and support from peer mentors.

Due to the growing Latinx population in California and within the UC system, as well as the university's UC Mexico Initiative, the University of California serves as an ideal location to initiate such a program. In California there are 15.3 million residents of Hispanic heritage, which results in a growing Latinx student population across the 11 UC campuses (Krogstad, 2017). In fall 2017, the University of California enrolled 57,839 Hispanic first-year students accounting for 21% of the total enrollment (University of California, 2017). Furthermore, five colleges are considered Hispanic Serving Institutions (HSI). This means that the colleges are members of the Hispanic Association of Colleges and Universities (HACU), and that at least 25 percent of the student population is Latinx (HACU, 2016). Additionally, four universities are classified as

Emerging Hispanic-Serving Institutions with between 15 to 25 percent of the population being Latinx (HACU 1, 2016).

<b>Hispanic-Serving Institutions:</b>	<b>Percentage of Latinx Students Enrolled Full Time 2016-2017</b>
UC-Merced	51.4%
UC-Riverside	39.7%
UC-Santa Cruz	30.0%
UC-Irvine	26.4%
UC –Santa Barbara	26.3%
<b>Emerging Hispanic-Serving Institutions:</b>	
UC-Los Angeles	21.8%
UC-San Francisco	20.5%
UC-Davis	20.2%
UC-San Diego	16.7%

(HACU 1 and 2, 2016)

### **Program Goals and Objectives**

In order to develop a study abroad program that positively impacts Latinx, as well as other participants, there needs to be intentional program and participant goals and objectives. The following outlines the program and participants goals and objectives, which serve as a guide throughout the design and implementation process.

- Program Goal 1: To implement a study abroad program that deepens participants' understanding of Mexican culture and provides for cross-cultural exchanges.

- Program Objective 1a: To use peer mentorships between UNAM and UC students to promote cross-cultural exchange.
- Program Objective 1b: To encourage participants in engaging with their host families and take the opportunity to learn about the culture on a deeper level.
- Program Objective 1c: To coordinate the attendance of cultural events and excursions that provide for a holistic view of Mexican society.
- Program Goal 2: To strengthen students ties with Hispanic heritage and Latinx identity.
  - Program Objective 2a: To support students in reflecting and analyzing Hispanic heritage.
  - Program Objective 2b: To motivate students through coursework and reflection to analyze Mexican and Latin American values, beliefs, and culture, as they relate to the students' identities and/or personal experiences.

### **Participant Goals and Objectives**

- Participant Goal 1: To increase participants' understanding of Mexican history and how it relates to present day Mexican society.
  - Participant Objective 1: Participants will visit historical sites and museums in Mexico City and abroad.
  - Participant Objective 2: Through UC and UNAM courses students will gain an academic background in Mexican historical events as related to contemporary society.
- Participant Goal 2: Participants will explore Hispanic heritage and identity.

- Participant Objective 1: Through reflection, excursions and coursework participants will analyze throughout the semester Hispanic identity and heritage.
- Participant Goal 3: Participants will have a greater understanding of Mexican culture and society.
  - Participant Objective 1: Participants will attend cultural events in Mexico City that represent different aspects of Mexican life.
  - Participant Objective 2: Participants will learn about Mexican culture and society through their UC faculty led courses and UNAM classes.
  - Participant Objective 3: Participants will choose an aspect of Mexican culture and create a multimedia project which includes interviews with activists, artists, and other members of Mexican society.
- Participant Goal 4: Participants will expand their understanding of complex Latin American social issues.
  - Participant Goal 1: Participants will be exposed to different Latin American social issues through the course Shaping Latinx Identity: The Immigrant Experience & Perceptions of Latin America, as well as the UNAM courses.

### **Program Structure and Logistics**

These program and participant goals and objectives lay the groundwork for the program structure and design. The assumed program will be a spring semester study abroad offering that utilizes a hybrid format. The semester will begin on January 24th and end May 27th. This aligns with the UNAM Spring semester calendar and allows for a few days pre-and-after UNAM's semester for students to orient themselves to arrival and departure. Through combining two

faculty-led courses, UCEAP cultural excursions and reflections with UNAM direct enrollment, students will experience both life at a Mexican university and UC directed programming. In addition, each student will be designated a UNAM peer mentor to support them in navigating UNAM campus and Mexican culture. The faculty-led courses and logistical planning will be housed and coordinated in the Mexico City UC Center: La Casa de California.

### **Participants**

In addition to the program details, to inform the curriculum and overall implementation of the design, it is important to be aware of the experiences that participants will contribute to the study abroad experience. Participants will be Junior and Senior undergraduate students who attend one of the 11 colleges within the University of California system. They will have varied knowledge and feelings about Latin American culture. As some participants will be Latinx, they may feel a closer connection and familiarity to Mexican culture than the other participants. Furthermore, Latinx students who are foreign-born immigrants will potentially have a stronger memory of their country-of-origin, whereas other Latinx participants could come from families that are third or even fourth immigrant generation and not feel the same cultural ties to Latin America. Students who are not of Hispanic descent may find it more challenging to adapt to Mexican culture and society. For this reason, participants will experience varying levels of culture shock and potential homesickness.

Regardless of their identity and exposure to Latin American culture, by partaking in the study abroad experience students demonstrate the interest and desire to learn about Hispanic ancestry. For this reason, participants should be open to exploring Mexican culture and how it

relates to Latinx identity. This exploration could provoke strong emotional responses dependent on the participant's identity. It is possible that some of the Latinx participants may have traumatic experiences or have inherited trauma from their parents regarding Latin America, if their family immigrated to the United States due to risks to their safety. For this reason, reflection will need to be incorporated throughout the process that is both guided and individual, as well as assistance in finding mental health services when needed. Additionally, reflection will aid in creating an environment to discuss the different social identities in the program and to establish norms that allow for students to feel comfortable sharing with the group.

Furthermore, for some students their semester abroad will be the first time they have been apart from their family or away from home. For this reason, the pre-departure and on-site orientations the topic of maintaining communication with family members, and strategies for being apart and dealing with homesickness, will be included. In addition, educating family members before departure about the program, study abroad, and expectations for communication while their child is abroad will help families adapt. The reflection time will serve as an avenue for students to share and process their feelings and learn strategies for dealing with this separation.

### **Recruitment Plan**

The participants' backgrounds play a large role in the creation of the recruitment, marketing, and admissions plans. While recruitment will focus more on Latinx students, there will also be prospective participants recruited who have interest in Latin American and International Migration Studies. Recruitment will occur throughout the UC system and be led by

UCEAP staff in each campus' office who will communicate with the UCEAP MX Center office. There will be tabling at all UC campuses main student centers to attract a variety of students to the program. Additionally, UCEAP will conduct outreach at Latinx student resource centers such as: UC Santa Cruz's Chicano Latino Resource Center, UC Davis's Raza Resource Center, UC Santa Barbara's Chicanx/Latinx Cultural Resource Center (CLCRC) & El Centro, UC Santa Cruz's Chicano Latino Resource Center, and UC Berkeley's Raices Recruitment & Retention Center. The primary recruitment will occur in collaboration with advisors that serve at these Latinx student service centers and with faculty in the Departments of Spanish, Latin American Studies, International Migration Studies, and Latin American and Latino Studies. Advisors and faculty will be asked to recommend and recruit students that they believe would benefit the most academically and personally from the study abroad program. In this way, prospective applicants will receive encouragement to participate in the program from someone they trust and that can address their concerns.

Additionally, Latinx student club members and other students who have previously studied in Mexico will be asked if they can participate in tabling and paneling for the program. The panels will occur during one Open House that happens at each UC campus. The Open House will welcome not only prospective students but also their family members. A member of the UCEAP staff will be at the Open House, along with a potential Latinx student advisor or Latin American Studies professor, and student representatives that have previously studied abroad. At least one person fluent in Spanish will need to be present to aid in interpreting from English to Spanish when necessary.

### **Marketing Plan**

As there will be a heightened focus on the recruitment of Latinx students, the marketing will need to be adapted to combat barriers to study abroad for Latinx. Marketing will be conducted on social media platforms including Facebook, Instagram, Snapchat, and Twitter. This marketing will include pictures of Mexico City, testimonials from Latinx and other students that have been abroad in Latin America and will emphasize cultural exploration and Latin American studies. In this way, Latinx students will see themselves represented in marketing materials, showcasing that the program is for students of multiple ethnic identities.

There will also be pamphlets available in the UCEAP offices, at tabling in the UC main student centers, in the Latin American Studies, International Migration Studies, and Latin American and Latino Studies departments, and at any Latinx student serving centers. The pamphlets will include testimonials from Latinx students that have previously studied abroad to demonstrate that Latinx also participate, and benefit from, international education. Additionally, the research highlighted the importance in including parents throughout the process. Therefore, a fact sheet will be available in Spanish for prospective applicants to take home to their parents. The fact sheet will address the familial concerns that arose throughout the literature review, including being apart from their child and student safety. Furthermore, the fact sheet will include statistics on the impact of study abroad regarding improved graduation and retention rates, as well as access to greater professional opportunities.

Additionally, to cut down on worries about the costs of study abroad there will be information about how all federal and university scholarships and aid apply to their time abroad.

This will include specific reference to the 22 scholarships available from the designated study abroad program Scholarship Fund, and the UC Mexico Initiative which provides financial support to select students that choose to participate in any UCEAP Mexico program.

Furthermore, there will be information accessible to students about the positive benefits of study abroad in terms of identity exploration, education, and professional attainment.

### **Admissions**

Once students begin to apply to the study abroad program, the UCEAP office will begin the admissions process. All applicants will be required to have a minimum 2.5 GPA and be proficient in the Spanish language. To be considered proficient, an applicant must possess an Intermediate-Advanced grasp on the target language. This can be demonstrated through the completion of an Intermediate-Advanced university course with a minimum B final grade; taking a Spanish language level test with an UC faculty; or a letter of reference from either an UC Spanish professor or an advisor at one of the Latinx student serving centers on campus that has a mastery of the Spanish language. Furthermore, all applicants must be juniors or seniors enrolled Full-Time at one of UC colleges.

To apply students must submit their transcript, and an 800-word essay in English. The essay will ask them to express why they chose a Hispanic heritage seeking study abroad program and why they feel it is important to explore Latinx identity in today's U.S. society. To complement the essay the applicant must include a letter of reference. Preferable the reference will be from an advisor, professor, or mentor. In the letter, the reference must speak to why he/she believes that the applicant would benefit from the study abroad program. The admission

team's target enrollment will be between 30-40 participants with ideally one representative from each UC campus.

In addition to determining acceptance to the study abroad program, the admissions' team will ask that all students applying for a scholarship from the Scholarship Fund submit an essay detailing how the financial support will enable them to participate in the study abroad program. Furthermore, to determine scholarship awardees, the admissions' office will liaise with the Financial Aid office to determine which students demonstrate the most financial need. There will be a total of 22 scholarships awarded. Two scholarships will be full scholarships that cover the costs of tuition and the homestay. These scholarships will be awarded to students who without the financial support would not be able to participate in the study abroad program, and who demonstrate the greatest financial need of the group. Additionally, there will be five half scholarships and ten partial scholarships. These will all be awarded based on demonstration of financial need.

### **Curriculum**

An important element in the program design is the curriculum, which plays a fundamental role in delivering a program that reaches the participant and program goals and objectives. The curriculum will be founded in Kolb's Experiential Learning Theory. By utilizing an experiential approach, participants will have a more transformative educational and personal study abroad experience, enabling them to unpack social justice issues and identity. The experiential learning model begins with a concrete experience which participants then draw observations from. Together participants work to process their experiences and reflections. Next

in the cycle, generalizations begin to be drawn out as they step away from the initial experience and link the themes to the real world. At this point new knowledge and theory can be integrated. Finally, participants begin to apply what they have learned, this includes but is not limited to putting knowledge into action, changing behavior, and/or changing mindsets. Furthermore, the model is seen as a spiral that continues without a start or end, as participants constantly build on what has been learned (White, R., personal communication, October 2016). Through group-dialogues and reflections, journal entries, two diversity and inclusion trainings, critical analysis essays, an independent study project, and a multi-media presentation, this model will be integrated throughout the semester and serves in designing a transformative curriculum. All students will be involved in holistic programming that allows for an in-depth understanding of Mexican society and culture.

### **Pre-departure Orientation**

The participants and their families will be invited to participate in a virtual Pre-Departure Orientation which will be administered by the Program Coordinator and Program Assistant in both English and Spanish. The pre-departure will give an overview of the program design, what to bring, housing, health and safety in Mexico City, and expectations for maintaining communication between parents and their children. Parents will be assured that the Program Coordinator and Program Assistant will be available to their children 24/7.

In addition, there will be an overview of strategies for dealing with familial separation and how to support their student while he/she is abroad. The overview will suggest that parents and students agree on how often they will communicate while the student is abroad. When

deciding on how often to speak with their child, the UCEAP staff will remind parents to consider that the student will need space to explore a new culture and make the most of their time abroad. Additionally, parents will learn about the cycle of culture shock and how it may affect their child both positively and negatively. As such, parents will be recommended to support their child through expressing patience and encouragement, as well as reminding their child of why they originally chose to study abroad (NM State, n.d.). This aims to prepare parents for their child's time abroad and decrease any potential anxiety that they may experience.

### **On-Site Orientation**

Once on site students will partake in a one-day orientation which aims to build trust between participants and staff and give them an overview of what to expect during the semester. The orientation will include an overview of the stages of cultural adaptation, including what to expect from potential culture shock, homesickness, and how to navigate cultural differences. Additionally, students will learn all health and safety procedures. As a team-building activity that brings in the background of participants, each participant will be asked to map their ancestral background related to immigration on a small world map. As preparation for the activity, before the orientation all students will be told to research their familial ancestry and history of immigration. On their map each student will begin with the country that their ancestors immigrated from to the United States, and map where the following generations lived up to their immediate family. Then half of the participants will stay at their map while the other half rotate to learn about their classmates' ancestry. The participants will then rotate, giving everyone a chance to learn about their classmates' ancestries, and then finally come back together as a

group. The Program Coordinator will then ask that each participant marks on a large world map where their ancestors immigrated from and where the participant grew up in the United States. The participants will then be asked to reflect on where students' families came from, whether they feel the map reflects the diversity in present-day U.S. society, and how the map relates to the overall program theme of immigration.

Later on, participants will be given a tour of the UC Mexico Center and introduced to all staff that support the program. The Program Coordinator and Program Assistant will take them on a tour of the UNAM campus where they will meet their UNAM Peer Mentors. Additionally, everyone will be split-up into small groups of five-seven students to participate in a Drop-Off activity. Each group will be given a scavenger hunt list with a map of the area between UNAM and the UC Mexico Center and be asked to find all items on the list. Their peer mentors will also participate but be asked to not overly guide students during the experience. This aims to give them a chance to get to know the area, begin to work together as a team, use their Spanish, and familiarize themselves with Mexican culture.

### **Reflections**

As participants will have a lot to process throughout the semester there will be a weekly reflection at the UC Mexico Center. Initially the reflections will be led by the Program Support with set topics relevant to the students' experiences, courses, identities, Mexican social justice issues and culture. For example, at the first reflection students will be asked to bring a memento, quote, or poem that they feel represents their identity. They will be asked to share with the group what they brought, as well as why they feel it represents a part of their identity. The rest of the

reflection, the Program Assistant will lead a discussion that reflects on the different identities present within the group, the benefits that students believe come from having present diverse perspectives and experiences, and how to have conversations regarding ethnic, racial, and cultural identities. Additionally, at the beginning of each reflection students are welcome to bring up an issue, challenge, or topic that they would like to address with the group. Each reflection will last 45-60 minutes and can involve a combination of discussions and processing activities. However, after the first month two students will be picked each week to work as a pair in choosing a pertinent topic and facilitating the discussion. This serves to give students' ownership over their experience and increase their leadership skills.

### **Trainings**

As part of the learning process students will participate in two trainings throughout the semester. Both trainings will be facilitated by a diversity and inclusion trainer. The first training will occur the second Saturday after the UC students arrive in the country. This training will look at prejudice, privilege, oppression, and identity, as well as how to begin to have hard conversations about identity. Throughout the training different activities will begin to unpack the multitude of identities that each student has, as well as the many identities present in the group. For instance, for one activity students will fill out a Social Identity Wheel that includes the various elements that make up one's identity, such as social class, ethnicity, gender, sexuality, race, etc. From the chart, students will begin to recognize that everyone has both privileged and oppressed aspects of their identity. The rest of the training will work through the complexities of identity in contemporary society, and how to have open, inclusive conversations about identity.

The goal of the first training is to raise students' awareness of oppression and privilege, and set a foundation for how to discuss issues related to identity in a meaningful way during future reflections and in the seminars.

The second training will happen the day after the re-entry orientation. The trainer will begin by processing the previous day's learnings around prejudice, oppression, privilege, and identity. Additionally, students will be asked to reflect on how their learning experience about race and ethnicity in society benefited from the diversity of perspectives, experiences, and identities among participants. Furthermore, each student will be asked to set a goal of how they will change their behavior, attitude, or raise awareness once in the United States based on what they learned throughout the semester. The trainer will also work with students to develop strategies for engaging in hard conversations about race, ethnicity, and immigration with friends, family members, and acquaintances in the United States, as well as how to be an ally when witnessing racism. The goal of the training is for students to better understand how to utilize their learnings to combat stereotypes and prejudices when in the United States.

### **Seminars**

In addition to participating in the two trainings and weekly reflections, all participants will be expected to enroll in the two faculty-led seminars: "Contemporary Mexican History, Culture, & Social Issues" and "Shaping Latinx Identity: Bicultural Identity & Perceptions of Latin America". Contemporary Mexican History, Culture & Social Issues will give an overview of current Mexican society and some of the historical events that influence present-day culture and social justice issues. Throughout the course students will be able to learn from different

representatives in Mexican society about how they influence, and/or are impacted by, the designated social issue. These actors will include activists, artists, members of indigenous communities, students, and more. Additionally, art will be integrated to tie in culture and demonstrate how society interprets, protests and portrays these social issues.

The course will give an overview of the following social issues and cultural topics: Holidays in Mexican society, delves into the historical underpinnings of major holidays and traditions, and how the holidays are celebrated in present-day society, holidays included are the Day of the Dead, Benito Juarez Day, the Day of the Virgin of Guadalupe, and Revolution Day (Ana Benedetti, 2017); Mexican Revolution, and contemporary political social movements; Multiculturalism in contemporary Mexico, a look into the rich diversity of indigenous, European, and international influences on Mexican culture; Indigenous culture, rights, and the Zapatista anti-government movement.

The seminar “Shaping Latinx Identity: Bicultural Identity & Perceptions of Latin America” will look more closely at identity, immigration, and different perceptions of Latin America. This class will give students the opportunity to reflect on the experiences of Latinx growing up in United States society. They will also delve into some of the main reasons for immigration, by looking at Mexican society, as well as parts of Latin America, in order to create a greater understanding of the immigrant experience. The last section of the course will ask them to critically analyze different images of Latin America that exist in the international media, Mexican society, art, and through the eyes of members of Mexican society. Throughout the course they will be examining how what they learn and experience while abroad relates to their

personal experiences, and the stereotypes and prejudices of Latinx and immigrants that exist in U.S. society.

### **UNAM Direct Enrollment**

In addition to the two-faculty led seminars students will be expected to enroll in three courses at the National Autonomous University of Mexico (UNAM). Students will be given a course list, which can be found in Appendix A, and will select courses in the fields of Political Science, Anthropology and Sociology. All of the UC pre-approved courses further complement the study abroad program and give students a more in-depth view of Mexican history, politics, society, and social issues. Furthermore, from enrolling at UNAM students will have the opportunity to experience life at a local university, engage with locals, and gain insight into an educational system that differs from the United States. Participants will also be encouraged to involve themselves in university events and take advantage of the many resources accessible to students. For more information on the specific course offerings available to UC students at UNAM refer to the Course Catalog in Appendix A.

### **Cultural Expeditions**

To complement the classroom learning and deepen students' connection to Mexican culture there will be trips and events for students throughout the semester. Students will familiarize themselves with Mexico City and the surrounding area through attending music festivals, art exhibits, museums, and architectural and historic sites. There will be two UC coordinated excursions every month, the majority of which will take place in Mexico City. As

the capital of Mexico, the city offers a wealth of history and culture that serves as a launching point for participants to understand the diversity of thought, expression and culture within Mexican society.

Aside from excursions within the city, there will be three UC sponsored trips to other parts of Mexico. These trips will occur during the weekend so as to not conflict with UNAM coursework and strive to provide a holistic view of Mexico. One day trip will be to the pyramids in Teotihuacan which will expose students to Aztec culture and history, and the Aztec peoples' influence on contemporary Mexico. During another outing students will experience life in rural Mexico through a day trip to Malinalco, a pre-Hispanic town surrounded by cliffs and biodiversity. The longest trip will be a two-night excursion to the city of Puebla. For this trip UC will arrange and provide accommodation. Puebla is a mid-sized colonial city with a vibrant culture and known for some of the best cuisine in Mexico.

### **Re-entry Orientation**

The students will all participate in a re-entry orientation before heading home to the United States. This will begin with a poster activity in which some students will volunteer to write down what they believed to be the key themes/takeaways from their semester abroad. The students that volunteered will stand by the poster and facilitate the discussion as other students add ideas and information to the poster. At the end the posters will be presented on and students will reflect as a group. This allows for co-creating the learning environment and student-led processing. Similar activities will happen throughout the day-long re-entry orientation that will lead students through processing their time abroad, reflecting on fears and hopes for when they

arrive in the United States, and developing strategies to deal with re-entering U.S. society. Additionally, students will reflect on how their identities, prejudices, and/or stereotypes have shifted over the course of the semester and what that signifies for when they re-enter U.S. society in the current socio-political climate.

### **Student Deliverables**

For the curriculum to be successful, each student will be expected to produce essays, journal reflections, and projects that demonstrate an understanding and processing of the content area. At the beginning of the semester students will be asked to develop goals and objectives for their time abroad. The goal-setting gives students ownership over their learning process and time to reflect on what they hope to gain from the experience. They will be asked to set two academic goals, two personal goals with at least one being related to identity exploration, and one goal that links their time abroad to their career path. These goals will be looked back on throughout the semester and used as a guide for their own learning experience.

Additionally, students will be asked to write a 1-2 page reflection about what led them to this study abroad program and what they hope to learn and experience. This paper will be assigned to the students pre-departure and due by the end of week 1. At this point students will then partake in a group reflection led by the Program Assistant (PA) in which their hopes and aspirations will be shared. The PA will share their own hopes and goals for the experience as to co-create the learning process.

The Shaping Latinx Identity seminar will require students to write a weekly journal reflection about their experience abroad in relation to perceptions of Latin America, portrayal of Latinx in U.S. society, and their shifts in perception regarding ethnic identity. Additionally, they will have three essays assigned to them and a multimedia project as their final assignment. The first essay will relate to the activity that students participated in during the orientation on their families' immigration history. Each student will write a 2-3-page paper that details the country that their ancestors immigrated from to the United States, what motivated their ancestors to immigrate, and researches factors for people to immigrate at that time period from their ancestors' country of origin. The Program Coordinator will then lead a discussion about how to empathize with immigrants' stories and experiences in contemporary U.S. society, by drawing from the common experience that everyone in the United States has an immigrant story in their ancestry regardless of their ethnic and racial identity.

The second essay will be a 3-4-page Personal Autobiography. Participants will be asked to reflect on the community and family that they grew up with and highlight how their surroundings influenced either their cultural identity or their perceptions of race and ethnicity. They must also reflect on one critical event during their life that either made them question, affirm, or reject their cultural identity or made them increasingly conscious of race and ethnicity. Their third essay will be 6-8 pages and ask them to pull from their observations, in-class resources, and literature research to critically analyze how Mexico and/or another Latin American country is portrayed in that country's society and in the United States. They will also reflect on how the different portrayals of their selected country influenced their own perceptions

and how their individual perceptions have shifted over time. In this way they will look at a country from both a micro and macro lens.

For their final project students will create an individual 15-20-minute multimedia project that draws from their lessons learned about Latinx identity, and Mexican culture, while comparing how Mexican culture differs from how it is portrayed in US society. The second to last weekend an exhibit will be held at the UC Mexico Center entitled *Connecting the United States to Mexico: Perspectives of UC College Students on Latin America and Latinx Identity*. The exhibit will be three hours long and seven students will present at a time in separate rooms. Each student will have 5 minutes of question and answer after their presentation. When a student is not presenting, he/she will be expected to be viewing their classmates' presentations and providing feedback. The exhibit will be open to the public and all host families, peer mentors, and UCEAP staff will also be invited. To complement the multimedia project students will be required to write 4-6-page paper that reflects on how their perception of Latin America and Latinx identity has shifted throughout the course.

For the seminar Contemporary Mexican History, Culture, & Social Issues students will write essays throughout the course and the final assignment will be an Independent Study Project. The first essay will be 3-5 pages and ask students to reflect on what critical issues they believe exist in Mexican society from what they have heard in the news and growing up in the United States. Additionally, at the end of every course topic students will be asked to write a 4-6-page critical analysis of the issue and how it impacts Mexican society. For the Independent Student Project students will write a 14-20-page analysis of a critical issue that resonates with

them. Students will be expected to conduct literary research and interview different actors from society that are either impacted by, or influence, the selected topic. In this way they will demonstrate how the topic permeates throughout different aspects of Mexican society. At the end of the semester all students will present their paper in a 20-30-minute presentation.

### **Program Support**

While the curriculum and student deliverables provide for a theoretical framework and content area to base the design around, the employees bring the academic coursework to life. The following outline provides support for the program in terms of human resources, the coordination of logistics, and ensuring student wellbeing while abroad.

### **Staffing Plan**

The program will call for two faculty-- one of whom will be adjunct while the other will be full-time and also fill the role of Program Coordinator. The other two staff will be a full-time Program Assistant and a UCEAP Administrator that already manages other Mexico study abroad programs. Additionally, there will be volunteer Peer Mentors to serve as support systems to students.

#### **Program Coordinator and Faculty; full-time**

Profile: This will be a senior level position. The selected candidate will teach the course Shaping Latinx Identity. In addition to being an expert in the content area they must have experience in facilitating study abroad programs. In addition, they will supervise the Program Assistant and attend all UC related programming. The applicant must be bilingual in Spanish and

English. He/she will need to be familiar with Mexican City and both United States and Mexican cultures. The ideal candidate will already be a faculty member in the UC system and be familiar with UC's Mexican Initiative.

**Adjunct Faculty; part-time:**

Profile: This will be an adjunct mid-level position. The selected candidate will teach the course Contemporary Mexican History, Culture, and Social Issues. The prospective employee will be recruited in Mexico City and must be bilingual in English and Spanish. He/she must be a specialist in Mexican culture and social issues and how they emerge from historical events.

**Program Assistant; full-time**

Profile: The selected candidate provides for student support and logistical coordination. The selected candidate must be accessible to the students 24/7 in case of an emergency and will be the first-point of contact for students. He/she will facilitate the weekly reflections and is responsible for cultivating a welcoming and inclusive learning environment. He/she must be bilingual and familiar with Mexico City and UNAM campus. Ideally the applicant will be an alumnus of UNAM who is familiar with U.S. culture, knowledgeable about social justice issues and has experience studying abroad. The Program Assistant will receive a stipend that is competitive with similar jobs based in Mexico.

**UCEAP Part-Time Administrative Officer; part-time**

Profile: This position will be held by the UCEAP administrator that already works in the UC Mexico Center campus. The administrator will be responsible for communicating with other UCEAP staff throughout the UC network. He/she will play a key role in the recruitment and marketing process in collaboration with the other UCEAP offices. Furthermore, this position will aid in connecting program staff and students with resources in the area. At times he/she will provide student support when a UCEAP specific question arises.

**Trainer; part-time contract**

Profile: A trainer that has experience facilitating diversity and inclusion trainings, and group-dialogues. The selected candidate must also have experience in working with groups from diverse socioeconomic backgrounds. He/she will demonstrate knowledge, skills, and awareness related to issues of race, ethnicity, and multiculturalism, as well as how to engage in difficult conversations regarding race. The ideal candidate will also have experience as an advocate for racial justice issues in Mexican society. The trainer will run two trainings during the spring semester.

**Peer Mentors; volunteers (30-40 in total dependent on UC student enrollment)**

Profile: An UNAM student enrolled in their Junior or Senior year of university. The peer mentor will serve as a support system for their designated UC student in transitioning to a new culture and place. This role serves to foster cross-cultural exchange that mutual benefits both the UNAM and UC students. The goal is that the peer mentor will aid in creating a sense of

belonging for their UC student, as well as familiarizing the student with Mexican culture and supporting he/she in navigating cultural differences. Additionally, due to the large size of UNAM, having a peer mentor will ensure that UC students interact and learn from local students. In exchange, the peer mentor can partake in selected UC programming and is able to learn about U.S. culture through their designated student.

### **Accommodations**

The program staff, particularly the UCEAP administrator, will be in charge of coordinating accommodations for all students. All students will live with a local host family in order to deepen their understanding of Mexican life and culture, practice their Spanish, and form bonds with locals. The host families will be recruited by UCEAP on-site administration. Each family must express an interest in cross-cultural exchanges and in supporting their designated student throughout the semester. In addition, preference will be given to host families that live within walking distance of UNAM or the UC Mexico Center to increase accessibility for students and ensure safety. The UCEAP staff in charge of host family selection will also aim to choose families that live near each other so that students are close to their other members of the study abroad cohort. The chosen host families will partake in a pre-arrival orientation conducted in Spanish by UCEAP staff. The orientation will include an overview of the program's purpose, design, expectations of host families, rules for students, health and safety protocols, what can be expected from your student, and how to navigate cultural differences. When students arrive in Mexico there will be a welcoming ceremony at the UC Mexico Center where the students, UC faculty, and host families all meet each other.

### **Transportation**

As students will be spread out at various locations throughout the city they will be responsible for their own transportation to classes and cultural events inside Mexico City. To get from the UNAM campus and the UC Mexico Center students can take a metro ride of approximately 30 minutes. Additionally, the metro can be taken for students to get from the host family to academic sites and costs around \$0.25 per ride. Students also have the option to take the Metrobus which costs \$0.89 for a smartcard and then \$0.33 for each ride. (U.S. News, 2018) When traveling outside of the city on UC sponsored trips the university is responsible for providing bus transportation and the cost is included in tuition.

### **Health, Safety, and Crisis Management**

Seeing as students will be in various parts of the city at any given time, it is incredibly important for the UC on-site staff to be cognizant of the students' whereabouts and follow all health, safety, security, and crisis management procedures to ensure their safety.

### **Health**

All participants will automatically be enrolled in UCEAP's Health Insurance throughout the course of their semester abroad. The insurance coverage applies to hospitals and medical facilities in Mexico. Additionally, if students need to be flown out of the country due to a medical emergency they will have coverage. According to the U.S. Department of State there are no necessary vaccinations to travel to Mexico. However, all students will be advised to check the Center for Disease Control's website for recommended vaccines for travel to Mexico while

preparing for their trip. Furthermore, all students will be required to register with the U.S. embassy on the U.S. State Department website before leaving for Mexico. This will ensure that they have updates regarding potential threats to their health and safety, and that the embassy knows their location in the case that U.S. citizens need to be evacuated. During the Orientation all students will be given the contact information and address of the U.S. embassy in their study abroad information packet.

Once in Mexico there are various health risks that the students will need to be made aware of by staff and cognizant of during their time abroad. In Mexico the majority of the tap water is not considered safe to drink. For this reason students will be encouraged to always have bottled water on them at all times. They will be recommended to use bottled water for drinking and brushing their teeth as to avoid getting sick from any potential bacteria in the water. Furthermore, staff will advise them to try and keep their mouth closed when taking showers to avoid swallowing any of the tap water. Similarly, they will be cautioned to always clarify at restaurants whether the ice and/or water served has been purified. Another potential health risk is altitude sickness due to the high altitude of Mexico City. Symptoms that might result from altitude sickness include headaches, dizziness, nausea that may lead to vomiting, fatigue, troubles with sleeping, and loss of appetite (Harvard University, 2013).

In addition to minor health risks, students also need to be aware of the possibility of contracting the following diseases when in Mexico: the Zika Virus, Chikungunya Fever, and Dengue Fever. These three viruses are all transmitted by mosquito bites. Therefore, participants will be reminded at orientation and throughout the semester to use preventative measures to

avoid being bitten by mosquitoes. These measures will include using insect repellent and covering potentially exposed areas by wearing long-sleeve shirts and/or pants (CDC, 2018).

Aside from the potential illnesses that students risk while abroad, it is also important to consider the mental health of every student. The Program Coordinator and Program Assistant will give an overview of the emotional implications of being abroad, such as possibly dealing with homesickness and adapting to life in a new culture, all of which may have mental health implications. During the orientation, students will also receive a list of different mental health care facilities in the surrounding area with contact information. Additionally, the Program Coordinator and Program Assistant will make students aware that at any time they are welcome to seek emotional and/or mental health support and counseling while abroad. The Program Coordinator and/or Program Assistant can support students with mental and/or emotional health issues related to homesickness, culture shock, cultural differences, interpersonal issues, and negotiating potential miscommunications with their host families. However, if a student experiences more severe mental health issues then the Program Coordinator and/or Program Assistant will connect them with a professional mental health counselor in Mexico City.

### **Safety**

According to the U.S. Department of States, Mexico has a Level 2 travel warning (2018). This means that the U.S. government advises citizens to take cautions when traveling in Mexico. Some parts of Mexico have higher risks to citizens' safety than to others. For this reason students will not be permitted to travel outside of the Federal District of Mexico when on their own. Additionally, the planned student excursions only travel to parts of Mexico that have the same

safety level as Mexico City. Nonetheless, certain risks to safety do exist and need to be addressed in the orientation and throughout the program.

In Mexico City there is a particular risk of street crime which can include carjacking, pickpocketing, armed robbery, kidnapping, and potentially extortion (U.S. Department of State, 2018). However, street crime is more common in certain neighborhoods in Mexico City than others. The neighborhoods where students will be housed and attend classes tend to be very safe. Students will be informed of what neighborhoods are safest and asked to avoid the neighborhoods that are known for higher rates of crime.

At all times students are cautioned to be wary of being pickpocketed (Safearound, 2017). For that reason, students will be asked to only take small amounts of money with them, use ATMs in public areas, and only bring debit and credit cards with them when they need to withdraw money. Furthermore, students will be asked to try and hide any money and valuables when riding public transport, as there is an increased risk of being pickpocketed. Additionally, greater risks of crime always occur at night. Therefore students will be advised to never walk home alone at night and always take a taxi. When possible, it is best that students return with other students and not stay out late. If a student feels unsafe going home alone then it is recommended that he/she stays at the house of another student.

To further protect students from any potential safety risks there will be a no tolerance policy for alcohol and drug consumption. As alcohol and drug use would put students at further risk by impairing their judgment, and to abide by U.S. laws, a student will be sent home if found to be partaking in such activities.

Another potential safety risk is civil unrest which could start out peacefully and become violent. By enrolling everyone in the SMART Traveler's Program, students and staff will receive notifications from the U.S. embassy if a demonstration is in place. When this occurs the Program Assistant will be responsible for contacting all students and staff to caution them away from the designated area. Additionally, students will not be permitted to participate in any demonstrations, as it could be a threat to their wellbeing (U.S. Department of State, 2018).

### **Crisis Management**

Before the students' arrival the Program Coordinator will conduct a day-long crisis management, health, safety, and security training for all other Part and Full-Time program staff. Additionally, students will receive information about health and safety before their departure and further destination specific information during the on-site orientation. All contact information, the semester-long itinerary, and each student's UNAM class schedules will need to be on-hand for the Program Coordinator, Program Assistant, and UCEAP Administrator during the course of the program. The contact information will include the phone numbers, e-mail addresses, and addresses for the student, their host family, and their guardians in the United States.

In the event of a crisis the on-site staff will all be prepared to respond to ensure the students safety. The first 24 to 48 hours are crucial when responding to a crisis. For this reason, the program staff will need to respond quickly and in accordance to the Crisis Management Plan. As many different levels of emergencies exist, each different crisis will need to be dealt with in accordance to its severity. Therefore, there will be three different levels of crisis which include

Basic Emergency, Mid-Level Emergency, and High Emergency (Karra Sarr, personal communication, April 2017).

A Basic Emergency will be categorized as a crisis that does not pose a great threat to the health or safety of the student and/or group. This can include pick-pocketing, missing a flight or transportation to a UC planned excursion, a minor student injury, and misplaced documents. In response the Program Coordinator and Program Assistant will first tend to the incident by arranging the necessary support for the student. The Program Coordinator will also inform and update the student's guardians of the incident and the student's status. A formal report will then be written by the Program Coordinator and submitted to UCEAP's California office.

A Mid-Level Emergency can be defined as a crisis that impacts the health and/or safety of the student and/or group. This can include a more severe student injury or sickness, a family emergency that results in a student needing to leave the country, a student facing arrest or criminal charges, and sexual assault or physical abuse. The first action, if a mid-high level emergency impacts the group or an individual, will be for the Program Assistant and UCEAP Administrator to account for all students. When impacting only one student, the Program Coordinator and Program Assistant will first tend to the student and ensure that they receive the appropriate mental, physical health, and/or legal services. This may require both short-term and long-term care. The Program Coordinator will then inform the UCEAP California staff of the incident, as well as guardians. Next the Program Coordinator will determine how and if the incident will impact the student's ability to continue in the program. If the Program Coordinator decides to dismiss the student from programming, then the student will have an opportunity to

write a repeal letter. Finally, the Program Coordinator will write a report of the incident and submit it to the UCEAP staff in California.

A high level emergency is considered as a crisis that threatens the lives of students and puts into question the program's safety. This can include civil unrest, death of a participant, a natural disaster, increased cartel activity in Mexico City, death, kidnapping, and terrorism (Karla Sarr, personal communication, April 2017). First, the Program Assistant and UCEAP Administrator will account for the safety and location of all students. At the same time, the Program Coordinator will contact the UCEAP staff in California to inform them of what is happening on the ground and of the corresponding action plan. The UCEAP staff in California will be responsible for maintaining contact with parents throughout the crisis. The Program Coordinator will then inform the Program Assistant and UCEAP Administrator. The Program Assistant and UCEAP Administrator will be in charge of contacting all students to alert them of the emergency and the actions that will be taken. If it is safe to stay in Mexico City, then all students will be asked to meet at the UC Mexico Center. At the UC Mexico Center there will be enough emergency dry foods, water, and supplies for seven days. All students who may have medical needs will be taken immediately to the hospital by the Program Assistant. During these seven days communication will be constant between students, the staff, and UCEAP's California offices. Dependent on whether the crisis impacts all of Mexico, or only Mexico City, if the crisis does not resolve within seven days, then the students will either be evacuated to their home campuses in the United States or relocated to Puebla, Mexico (Wick et. al., 2014).

### Budget and Budget Notes

In addition to ensuring the safety of all participants, the program delivery relies on a budget that includes all fixed, variable, and indirect costs, as such the program staff will have the necessary funds for program delivery, which includes responding in the case of an emergency. The following budget includes the costs of all program support, participant related costs, administrative expenses, and excursions. As can be seen below, the assumed study abroad program provides for an affordable study abroad option that would be accessible to students from various socioeconomic backgrounds. Additionally, to further increase accessibility the admissions office will be selecting 22 students to receive full, half, and partial scholarships based on their financial need. Nonetheless, the program does not spare any expenses and still results in revenue for the University of California.

<b>Expenses</b>				
<b>Fixed Costs</b>	<b>Costs</b>	<b>Units</b>	<b>Quantity</b>	<b>Total</b>
<b>Employees</b>				
<b>Program Coordinator</b>				
Salary	88,200	Years	0.5	44,100
Plane Ticket	600	Tickets	1	600
<b>Adjunct Faculty</b>				
Salary	1,000	Credits	3	3,000
<b>Program Assistant</b>				
Stipend	1,000	Months	5	5,000
<b>UCEAP Administrator</b>				
Salary	12,000	Years	0.2	2,400
<b>Trainer</b>				

Stipend	200	Trainings	2	400
<b>Employees Total</b>				<b>55,500</b>
<b>Materials</b>				
Marketing	3,000	Total Costs		3,000
Orientation Materials	200	Total Costs		200
Course and Training Materials	400	Total Costs		100
Reflection Materials	300	Total Costs		400
Exhibit Costs	300	Total Costs		300
Supplies Office/Printing/Mailing	200	Total Costs		200
<b>Materials Total</b>				<b>4,400</b>
Cell Phones	40	Months	5X2 Employees	400
<b>Total Fixed Direct Costs</b>				<b>60,300</b>
Indirect Costs/Overhead		20% of fixed costs		12,060
Disabilities Fund		10% of fixed costs		6,030
<b>Total Fixed +Indirect Costs</b>				<b>78,390</b>
<b>Variable Costs</b>				
<b>Students</b>				
UCEAP Insurance	200	Plans	42	8,400
Transportation to/from airport	200	Days	2	400
Housing	500	Months	4.25X40 Students=170	85,000
UNAM Registration Fee	250	Students	40	10,000
UNAM Tuition	1000	Students	40	40,000
<b>Students Total</b>				<b>143,800</b>
<b>Cultural Excursions</b>				
<b>Weekend Trip to Puebla</b>				
Lodging	20	People	42X2 Nights= 84	1,680
Bus	20	People	42X2 trips=84	1,680

Meals	5	Meals Per Person	6X 42 People=252	1,260
Guide	60	Guides	2x2 days=4	240
Cooking Class and Market Tour	50	People	42	2,100
Museo Amparo	2	People	42	84
<b>Day Trip to Teotihuacan</b>				
Private Bus	400	Days	1	400
Lunch	5	People	42	210
Entrance Fee	3	Tickets	42	126
Guide	40	Guides	2	80
<b>Day Trip to Malinalco</b>				
Private Bus	400	Days	1	400
Lunch	5	People	42	210
Guide	60	Guides	2	80
<b>Excursions in Mexico City</b>				
National Museum of Anthropology	5	Tickets	42	210
Palacio de Bellas Artes	6.14	Tickets	42	257.88
Museum Frida Kahlo	2	Tickets	42	84
Art Exhibits and Concerts	50	People	42	2,100
<b>Cultural Excursions Total</b>				11,202
<b>Total Variable Costs</b>				155,002
Emergency/Contingency Costs		20% of Variable and Fixed Costs		46,678.40
<b>Total Expenses</b>				280,070.40
<b>Revenues</b>				
UC Student Fees				
UC Tuition and Fees	11,000	Students	40	440,000
Adjusted Room & Board	1,000	Students	40	40,000

<b>Total Revenues</b>				480,000
<b>Total Expenses</b>				280,070.40
<b>Revenue After Expenses</b>				199,929.60
<b>Scholarship Fund</b>		Scholarships	22	87,450
<b>Final Program Revenue</b>				112,479.6

### Budget Notes

#### *Employees:*

- Program Coordinator- Based on the salaries recorded by the University of California for Full-time Professors.
- Plane Ticket- Covers the cost of airfare from California to the program site and from Mexico City to California.
- Adjunct Faculty- Based on the salaries of university professors in Mexico on a higher range of the pay scale. Calculated for instruction of the one 3-credit course.
- Program Assistant- Estimated to cover the costs of living in Mexico City. Based on a mid-high range salary for the country.
- UCEAP Administrator- Estimated based on what an administrator makes in Mexico and increased for working at a United States University. The admin will only dedicate part of their time to this program.
- Trainer- A diversity and inclusion trainer will run two trainings with the students and be given a stipend for each training.

#### *Materials:*

- Marketing- Covers the costs of brochures and flyers to be distributed across the UC campuses, among the academic departments, and the open houses, as well as any necessary technical expenses.
- Orientation- Includes the costs of poster paper, poster world maps, and the program guide to be distributed to each student. Includes the costs of whiteboard markers, a large world map, printing, and other necessary materials.
- Course and Training Materials- Allocated funds to cover the costs of printing, whiteboard markers, and other necessary materials for the seminars and trainings.
- Reflection Materials- Covers any expenses related to reflection, such as printing, and markers.
- Exhibit Costs- Includes the costs of a program guide for participants, decorations, and other materials needed for the students' presentations.
- Supplies Office/Printing/Mailing- Includes the costs of pens, paper, and any printing or mailing needed by UCEAP or the Program Coordinator for the program.

*Other Fixed Expenses:*

- Cell Phones- Covers two smart phone plans for the Program Assistant and Program Coordinator which includes data, unlimited texts and phone calls.

*Indirect Costs:*

- Overhead- Pays for the use of the UC Mexico Center classrooms and administrative areas as necessary.
- Disability Fund- A fund allotted by the University of California to support students who have disabilities while abroad and offer any necessary accommodations.

*Student Variable Costs:*

- UCEAP Insurance- Covers the cost of an inclusive travel health insurance plan provided by UCEAP and required for all Full-Time Staff and students.
- Transport to/from Airport- Pays for a driver and bus to transport the students upon arrival to the UC Mexico Center from the airport, as well as from the UC Mexico Center to the airport on departure day.
- Housing- Calculated based on the cost of a homestay for students in other UCEAP Mexico City study abroad programs and includes daily breakfast and lunch.
- UNAM Registration Fee- Pays for the fee that UNAM requires of all foreign students when registering for a new semester.
- UNAM Tuition- Calculated based on the UNAM semester tuition and fees.

*Cultural Excursions:*

- Weekend Trip to Puebla- Includes the cost of housing, transportation, and meals, all of which are based on local prices and pay for all students and staff. The guide and two cultural excursions include a tour of the city and cover all associated per person fees for the outings.
- Day Trip to Teotihuacan- Calculated based on the price of renting a bus for the day, a lunch at a local restaurant for each participant and staff, the cost of entrance per person, and two guides that would divide into two.
- Day Trip to Malinalco- Covers the cost of renting a bus for the day, a lunch at a local restaurant for each person, and the cost of two guides that will give each group a tour of the town.

- Excursions in Mexico City- The majority of the excursions will not include entrance fees, such as any cathedral or architectural visits. The three entrance fees listed cover the cost of taking the staff and students to three prominent museums. Additionally, there is money budgeted to attend a few local art exhibits and concerts.

*Other Expenses:*

- Emergency/Contingency Costs- Calculated as 20 percent of all variable and fixed costs. The money aids in supporting students and staff in the case of crisis, and in evacuating the program site if necessary.

*Revenues:*

- UC Tuition & Fees- Covers the costs of the program, as well as University of California standard fees per student.
- Adjusted Room & Board- Includes the costs of housing and two meals a day provided by each student's host family. The cost is adjusted to fit the actual costs of housing paid for this program.

*Scholarships:*

- Due to there being an excess in program revenue the admissions office is offering 22 scholarships to increase program accessibility. There will be two full scholarships of \$11,100 each; five half scholarships of \$5,500; and ten partial scholarships of \$2,500.

## **Evaluation**

While the program support enables to make the design a reality, an evaluation needs to be in place to determine whether the program and participants goals and objectives are successfully reached. The student deliverables, reflection, and journal entries will all serve as evaluation and assessment tools to determine the program's impact. When evaluating the program, the student work can be compared to the program and participant goals to determine whether they were met. The assignments cumulatively give a holistic view of whether the participant's understanding of Latinx bicultural identity, perceptions of Latin America, and awareness of social justice issues have increased and changed throughout the course of the program. In addition to the deliverables, surveys will directly address the program goals and objectives.

At the beginning of the semester all students will be asked to complete a survey related to their relationship with Hispanic heritage and knowledge of Mexican culture. The survey will also ask how they perceive Mexico society and social issues. At the end of the semester a similar survey will be conducted that looks at how students' perception of Mexico and Latin America has shifted throughout the duration of the course. Additionally, they will be asked to reflect on their own identity if of Hispanic descent or any changes in perceptions of immigrants and Latinx identity. Questions will also ask about whether they feel an increased connection to Mexican culture and/or Hispanic heritage post-trip and what aspects of the design furthered their cultural exploration.

An additional survey will be sent out to participants two years after they have graduated from university. This survey aims to look at the long-term impacts of their study abroad

experience. Participants will be asked if any changes have occurred in how they identify culturally since their semester abroad or perceptions of Latin America. Additionally, if Latinx they will be asked whether the program impacted their confidence in terms of identity and ability to navigate being bicultural in U.S. society. They will also be asked how many years it took them to graduate, what they pursued post-graduation, and whether the program had an impact on their academic and professional goals.

### **Program Summary**

The program outlined in the previous pages will result in an impactful study abroad experience that shifts students' perspectives and promotes cross-cultural understanding. As the University of California's Latinx student population continues to grow, as well as student interest in Latino and Latin American issues, *Connecting Cultural Ties with Latinx Identity* serves to reflect current trends in programming and add a new element to the study abroad portfolio. The hope is that students will come away from the program with a stronger understanding of Latin American culture, social issues, and of Latinx identity in U.S. society. All of these issues are of increasing importance in today's multicultural student body and aid to bridge differences. Furthermore, through encouraging Latinx participation in study abroad, the research indicates that the students who participate have the potential for heightened graduation and retention rates.

### **Lessons Learned**

The above outlined my research and design for an assumed study abroad program at the University of California. During the design process there were many lessons learned, which shed

light onto the complexities of bringing an idea to life. Seeing as the idea for my capstone focused greatly on identity, cultural heritage, and shifting the perspectives of participants, I soon realized that transferring my ideas to an actual, feasible program design was rather challenging.

Additionally, due to my professional background in nonprofit work with refugees, and with Nicaraguan young adults at non-governmental organizations in Nicaragua, this capstone made me realize the differences between program designs at a civic-serving organization versus a human mobility program. The complexity of creating a program that incorporates both the logistics of pre-departure preparations at the sending institution, as well as the planning and theoretical implementation that occurs at the host site abroad, challenged me to think creatively and outside of my comfort zone. I believe that designing a program that differs greatly from my current professional experience will be useful later on in my career path, as it helps to diversify my skill-set and knowledge of international education.

At first when I contemplated creating the design of a study abroad program as my potential capstone, I saw it as an opportunity to connect my interest in immigration, Latin America, and desire to design a program that make a difference in the lives of participants. When I came up with the initial concept, it differed greatly from what ended up on paper. I saw the program as a unique experience for Latinx students to reconnect with their cultural heritage, after having felt that U.S. society has a tendency to push immigrants to assimilate into U.S. culture and society. In this way, I brought my own bias into the paper, as I assumed there was a great need for such a program. While the research did show that Latinx students did express a desire for more study abroad programs based in Spanish speaking countries that enable heritage

exploration, I did not take into account that a university led study abroad program must be open to all students. This realization came later on in the writing process, which resulted in limited time to make alterations to the program for it to be accessible to students with differing identities.

The shift from a Latinx only program to one that is open to all students, created the greatest challenge for me during the capstone research and design process. For me incorporating other students drastically changed the program's goals and purpose. I had specifically wanted to design a program for Latinx students, as I believe there are few spaces in U.S. society in which minority ethnic or racial groups can explore their identities and heritage, among themselves, and thereby have the ability to speak very openly and honestly. However, if I had known earlier in the design process that such a program would not be possible, at least not at a public higher education institution, then I would have greatly changed the program design and purpose. I believe there is also great value in a program that looks to combat stereotypes of immigrants, and negative images of Latin America, which have become increasingly prevalent in U.S. society. While I somewhat shifted my design to more greatly incorporate Latin American studies and unpack U.S. societal portrayals of Latinx and immigrants, I believe the design could have been much more intentional and impactful if given more time.

Near the end of the design process I incorporated in trainings that in the assumed program would enable students to engage in hard conversations around race and ethnicity, as well as think critically about the role of privilege and oppression when examining identity. If given more time, I would have added in more student deliverables and classroom subject area

that looks at the role of privilege and oppression, as it arises for minority identities and immigrants in the United States, and through United States and Mexico relations. Additionally, I would be interested to incorporate a call to action for students as they return home to the United States, by having students develop their own strategies or projects for combatting, and navigating, racism and stereotypes that they encounter. In conclusion, I realized the great complexity that exists in study abroad program design when balancing the theoretical design process, with real-world limitations, and at the same time striving to address critical issues and meaningfully impact participants' mindsets.

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## Appendix A: Course Catalog

Below are courses offered through UNAM related to the program goals and objectives. Students may choose from the below courses to take in combination with the two required faculty-led seminars. All of the below courses are part of the Faculty of Political and Social Sciences. Each student is required to enroll in 3-4 of the below courses:

### **Anthropology:**

- Construcción Histórica de México y en el Mundo (*Historical Construction of Mexico and the World*)
- Estudios sobre Migración (*Immigration Studies*)
- Indigenismo y Educación en México (*Native American Studies and Education in Mexico*)
- Procesos de Colonización en América (*Processes of Colonizing the Americas*)
- Lucha, Resistencia y Descolonización en América Latino (*Fighting, Resistance, and Decolonization of Latin America*)
- Etnografía: Mesoamérica y Norte de México (*Ethnography: Mesoamerica and Northern Mexico*)

### **Political Science:**

- Construcción Histórica del México en el Mundo I (*Historical Construction of Mexico in the World*)
- Política Exterior de México (*Mexican Foreign Policy*)
- América Latina y el Caribe (*Latin America and the Caribbean*)
- Economía de México (*Mexican Economy*)
- Pensamiento Internacional Latinoamericano (*Latin American International Thought*)
- Relaciones Actuales de México con Estados Unidos y Canadá (*Mexico Current Relations with the United States and Canada*)
- Sociedad y Estado en México (*Mexican Society and Government*)
- Sistema Político Mexicano (*Mexican Political System*)

- Espacios Públicos y Ciudadanía en México y América Latina (*Public Spaces and Citizenship in Mexico and Latin America*)
- Gobierno y Derechos Humanos en México (*The Mexican Government and Human Rights*)
- Movimientos Migratorios Internacionales (*International Migration Movements*)
- México Nación Multicultural (*Mexico and Multiculturalism*)
- Historia Política (*Political History*)
- Partidos Políticos, Grupos de Presión y Movimientos Sociales (*Political Parties, Activists Groups and Social Movements*)

**Sociology:**

- Visión Histórica de América Latina y el Caribe (*Historical Vision of Latin America and the Caribbean*)
- Educación y Sociedad en México (*Education and Society in Mexico*)
- Sociología de las Culturas Indígenas de México (*Sociology of Mexican Indigenous Cultures*)
- Problemas Contemporáneos de América Latina (*Contemporary Issues in Latin America*)
- Pensamiento Social Mexicano (*Mexican Social Thought*)
- Movimientos Campesinos y Organización en América Latina (*Farmers Movements and Organizing in Latin America*)