Curating Cartographies of Knowledge: Reading Institutional Study Abroad Portfolios as Text

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Connecting Theory and Practice

- Graduate course on post-colonial feminism with Chandra Mohanty (Under Western Eyes, 1984)
  - Meta-narratives
  - Hidden curriculum
  - Cartographies of knowledge
- Are study abroad offices complicit in perpetuating certain meta-narratives?
- What is the hidden curriculum that lives in our study abroad portfolios?
- What cartographies of knowledge are we reinforcing through “common sense” pairings of academic subjects and program
Sample Cases

• Three of the top twenty U.S. Study Abroad Sending Institutions (by # or %)

• South East University (SEU): large state university system, student population ~32,000

• New England University (NEU): medium sized Jesuit university, student population ~14,000

• Mid-Atlantic University (MAU) small liberal arts college, student population ~ 2000

• Taking into consideration only short-term programs (59% of all SA participants in US, Open Doors)
Program Destinations: Imagined Geographies

• NEU categorizes a program that takes place in Istanbul, Turkey under the ‘Middle East’ heading, while SEU categories their Istanbul program under the ‘Europe’ heading.

• SEU advertises two Moroccan programs, one of which is housed in their ‘Africa’ group and the other in their ‘Middle East’ group.

• Russia is given a ‘Europe’ categorization by SEU and an ‘Asia’ categorization by NEU
South Eastern University  
(Total Number of Summer= 294, Independent Faculty Led Programs = 12)

<table>
<thead>
<tr>
<th>Region</th>
<th>Number of Programs</th>
<th>% of ISAP</th>
<th>Countries Represented</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Africa</strong></td>
<td>7 (none are faculty-led)</td>
<td>2.5%</td>
<td>Botswana (1), Ghana (1), <strong>Morocco (1)</strong>, Senegal (1), South Africa (3)</td>
</tr>
<tr>
<td><strong>Asia</strong></td>
<td>40 (4 are faculty led)</td>
<td>13.6%</td>
<td>Cambodia (1), China (18), India (1), Japan (9), South Korea (9), Thailand (1), Vietnam (1)</td>
</tr>
<tr>
<td><strong>Australia/ Pacific Island</strong></td>
<td>17 (none are faculty led)</td>
<td>5.7%</td>
<td>Australia (12), New Zealand (5)</td>
</tr>
<tr>
<td><strong>Europe</strong></td>
<td>177 (4 are faculty led)</td>
<td>60.2%</td>
<td>Austria (1), Belgium (2), Czech Republic (9), France (28), Germany (6), Greece (1), Ireland (15), Italy (21), Netherlands (3), Poland (1), Portugal (1), <strong>Russia (1)</strong>, Spain (57), <strong>Turkey (1)</strong>, United Kingdom (20)</td>
</tr>
<tr>
<td><strong>Latin America and the Caribbean</strong></td>
<td>48 (4 are faculty led)</td>
<td>16.3%</td>
<td>Argentina (8), Brazil (9), Chile (5), Cost Rica (16), Cuba (1), Dominican Republic (2), Grenada (1), Mexico (3), Netherlands Antilles (1), Peru (2)</td>
</tr>
<tr>
<td><strong>Middle East</strong></td>
<td>4 (none are faculty led)</td>
<td>1.4%</td>
<td>Jordan (2), <strong>Morocco (1)</strong>, United Arab Emirates (1)</td>
</tr>
<tr>
<td><strong>North America</strong></td>
<td>1 (none are faculty led)</td>
<td>0.3%</td>
<td><strong>Puerto Rico (1)</strong></td>
</tr>
</tbody>
</table>
New England University  
(Total Number of Summer= 35, Independent Faculty Led Programs = 29)

<table>
<thead>
<tr>
<th>Region</th>
<th>Number of Programs</th>
<th>% of ISAP</th>
<th>Countries Represented</th>
</tr>
</thead>
<tbody>
<tr>
<td>Africa</td>
<td>1 (it is faculty-led)</td>
<td>2.9%</td>
<td>Zambia (1)</td>
</tr>
<tr>
<td>Asia</td>
<td>3 (all are faculty led)</td>
<td>8.6%</td>
<td>India (1), Indonesia (1), Vietnam (1)</td>
</tr>
<tr>
<td>Europe</td>
<td>27 (21 are faculty led)</td>
<td>77.1%</td>
<td>Denmark (1), France (5), Germany (1), Ireland (4), Italy (7), Spain (4), <strong>Turkey (1)</strong>, England (2)</td>
</tr>
<tr>
<td>Latin America</td>
<td>3 (all are faculty led)</td>
<td>8.6%</td>
<td>Ecuador (2), Chile (1)</td>
</tr>
<tr>
<td>Middle East</td>
<td>1 (it is faculty led)</td>
<td>2.9%</td>
<td>Kuwait (1)</td>
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</tbody>
</table>
### Mid Atlantic University
(Total Number of Summer= 15, Independent Faculty Led Programs =?)

<table>
<thead>
<tr>
<th>Approx. Region*</th>
<th>Number of Programs</th>
<th>% of ISAP</th>
<th>Countries Represented</th>
</tr>
</thead>
<tbody>
<tr>
<td>Africa</td>
<td>1</td>
<td>6.7%</td>
<td>South Africa (1)</td>
</tr>
<tr>
<td>Asia</td>
<td>2</td>
<td>13.3%</td>
<td>Japan and Taiwan (1), Russia (1)</td>
</tr>
<tr>
<td>Europe</td>
<td>8</td>
<td>53.3%</td>
<td>Denmark (1), England (2), France (1), Germany (1), Ireland (1), Netherlands (1), Scotland (1)</td>
</tr>
<tr>
<td>Latin America</td>
<td>3</td>
<td>20%</td>
<td>Cuba (1), Ecuador (1), Peru (1)</td>
</tr>
<tr>
<td>Middle East</td>
<td>1</td>
<td>6.7%</td>
<td>Israel (1)</td>
</tr>
</tbody>
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Regional Program Distribution Across Schools

Regional Programming Distribution

- Africa
- Asia
- Australia/Pacific
- Europe
- Latin America & Caribbean
- Middle East
SEU, NEU and MAU Combined ISAPs by Region and Discipline

- Africa
- Asia
- Australia/Pacific
- Europe
- Latin America & Caribbean
- Middle East

- Multiple Disciplines
- Internship/Work
- Service/Development
- Language
- Environment
- Culture/Food
- Architecture & Fine Arts
- Social Science
- History & Humanities
- STEM & Business
Themes by Region

• Africa – Service learning programs

• Latin America – Service learning, language, environment

• Asia & Middle East – Doing business with the “Other”

• Australia – Intern!

• Europe – Where art lives and anything is possible