

**Title of program**

- University/affiliation
- Location(s) of program
- Dates of program (# of weeks)
- # of students
- Cost
- Credits
- Language requirement
- “mission statement”
- Contacts

\* Consortium on Forced Migration, Displacement and Education (CFMDE)

Alt. Spring Break	Month-Long	Local	Semester Programs
<p><b>BorderLinks</b></p> <ul style="list-style-type: none"> <li>• Tucson, AZ</li> <li>• 1-14 days</li> <li>• 7-24 people</li> <li>• \$190/person/day</li> <li>• Workshops for visiting groups</li> <li>• “BorderLinks offers experiential learning opportunities that explore the difficulties of migration and life along the U.S./ Mexico border.”</li> <li>• <a href="mailto:info@borderlinks.org">info@borderlinks.org</a></li> </ul>	<p><b>Ollin Tlahtoalli</b></p> <ul style="list-style-type: none"> <li>• Oaxaca, Mexico</li> <li>• “Spanish school founded on the principles of community engagement and social justice through education.”</li> <li>• “We strive to create collaborative networks between Indigenous communities, local and global orgs., and academic institutions. W/ these networks in place, we seek to critically examine the role of education in the reconstruction of views and practices impacting those who have been historically underrepresented.”</li> <li>• Angelica Martinez (program coordinator), <a href="mailto:coordinacionallinoaxaca@gmail.com">coordinacionallinoaxaca@gmail.com</a> &amp; Omar Nuñez (founder), <a href="mailto:nunezmen@gmail.com">nunezmen@gmail.com</a></li> </ul>	<p><b>Alternative Spring Break</b></p> <ul style="list-style-type: none"> <li>• Rural Migrant Ministry</li> <li>• Upstate NY</li> <li>• 5 days</li> <li>• “Through active involvement, we consider underlying questions of political and economic power, while learning about NYS’s legislative process and the power of students standing together in action with farmworkers and their allies.”</li> <li>• Deirdre Cornell, <a href="mailto:rmmcornell@gmail.com">rmmcornell@gmail.com</a></li> <li>• Laura Lecour, (managing director) <a href="mailto:rmmllcour@gmail.com">rmmllcour@gmail.com</a></li> </ul>	<p><b>Tucson Border Studies</b></p> <ul style="list-style-type: none"> <li>• Earlham College, GCLA accredited</li> <li>• Tucson, AZ (w/ short excursions to Arivaca, Ajo, El Paso/Juarez, Nogales, and 1 week in Oaxaca)</li> <li>• 15 weeks (fall &amp; spring semesters)</li> <li>• 16 students max.</li> <li>• 18 credit hours</li> <li>• Basic Spanish conversational skill encourages (Spanish classes part of semester)</li> <li>• “designed to assist students in acquiring more complex and sophisticated analyses of issues related to migration, identity (including students’ own positionalities), and social justice.”</li> <li>• <a href="mailto:borders@earlham.edu">borders@earlham.edu</a></li> </ul>

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<p><b>La Red Kat</b></p> <ul style="list-style-type: none"> <li>• Quetzaltenango, Guatemala</li> <li>• Take on volunteer groups</li> <li>• “social entrepreneurship venture, seeking to address the difficulty of return migrant reintegration; supporting the local economy by buying and marketing local furniture, food and fair trade crafts; providing a space for people to trade their experience with local economic experts; and working to build and strengthen a local sustainable economy.”</li> <li>• <a href="https://cafered.org/#contact">https://cafered.org/#contact</a></li> </ul>	<p><b>REU NSF, Immigration and Border Community Research</b></p> <ul style="list-style-type: none"> <li>• UTEP &amp; NMSU</li> <li>• El Paso, TX</li> <li>• 5 weeks (May-July)</li> <li>• NSF funded stipend (\$5,000)</li> <li>• Social science research about “border enforcement and its impacts on immigrants and border communities.”</li> <li>• Dr. Neil Harvey: <a href="mailto:nharvey@nmsu.edu">nharvey@nmsu.edu</a></li> <li>• Dr. Jeremy Slack: <a href="mailto:jmslack@utep.edu">jmslack@utep.edu</a></li> </ul>		<p><b>Study Abroad Mexico: Migration, Borders, and Transnational Communities</b></p> <ul style="list-style-type: none"> <li>• SIT (school for international training), Middlebury</li> <li>• Tucson, AZ and Oaxaca, Mexico</li> <li>• Semester-long (fall &amp; spring),</li> <li>• 16 credit hours</li> <li>• Conducted in Spanish (three semesters of Span. required)</li> <li>• “Discover the contemporary realities of international undocumented migration and border enforcement and their immense human impact and political and social tension...”</li> <li>• Omar Nuñez (academic director), <a href="mailto:nunezmen@gmail.com">nunezmen@gmail.com</a></li> </ul>

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<p><b><i>Border Awareness Experience</i></b></p> <ul style="list-style-type: none"> <li>• Annunciation House</li> <li>• El Paso, TX/Ciudad Juarez</li> <li>• 5-10 days</li> <li>• \$90 per person per day</li> <li>• “It intends to raise consciousness about the issues facing the border such as immigration, economic development, human rights, and social justice. The BAE also educates North Americans about our roles and responsibilities in today’s globalized world.”</li> <li>• BAE contact: <a href="mailto:emailus">email us</a> or call (915) 533-4675</li> <li>• Brinkley, (760) 696-2352</li> </ul>	<p><b><i>Ethnography of Migrant Life in the City</i></b></p> <ul style="list-style-type: none"> <li>• Sarah Lawrence College,*</li> <li>• Georgetown, Penang, Malaysia; Kuala Lumpur, Malaysia</li> <li>• Four weeks (June-July)</li> <li>• 8 students (2 from each consortium college)</li> <li>• \$2,7000</li> <li>• 2 credit hours</li> <li>• “students will learn how to conduct mini-ethnographic projects in the city... Students will learn directly from local organizers, experts, and the communities about the experiences of migrants, refugees, and statelessness in this region.”</li> <li>• Prema Samuel, <a href="mailto:psamuel@sarahlawrence.edu">psamuel@sarahlawrence.edu</a></li> </ul>		<p><b><i>Migration Perspectives Semester</i></b></p> <ul style="list-style-type: none"> <li>• Bard Berlin, CFMDE*</li> <li>• Berlin, Germany</li> <li>• Semester-long</li> <li>• 16 credit hours</li> <li>• “experimental and civically engaged courses that encourage work directly in the city and move beyond traditional knowledge formats to include creative and collaborative products by students.”</li> <li>• Hannah Barrett, <a href="mailto:hbarrett@bard.edu">hbarrett@bard.edu</a></li> </ul>

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<p><b><i>Encuentro Project</i></b></p> <ul style="list-style-type: none"> <li>• El Paso, TX/Ciudad Juarez</li> <li>• “Our mission is both working directly with migrants at emergency shelters, and the creation of a border immersion program to educate groups of people about the realities of the border, immigration, and Catholic social teaching.”</li> <li>• Brother Todd Patenaude, (845) 633-0811</li> </ul>	<p><b><i>Mental Health, Emergency Medicine, and Global Resilience</i></b></p> <ul style="list-style-type: none"> <li>• Sarah Lawrence, CFMDE*</li> <li>• Bern, Switzerland</li> <li>• Four weeks (July-August)</li> <li>• 8 students (2 from each consortium college)</li> <li>• \$3,700</li> <li>• “learn about the current research and methods being employed in global mental health, how to carry out mental health research in diverse settings, and basic research and statistical methods used in mental health research... tackle mental health issues among forcibly displaced individuals in Switzerland.”</li> <li>• CHECK CURRENCY</li> </ul>		

*Bard Migration Track requirements:*

1 – *Lexicon of Migration 'core' course*

2 – *Three (3) courses relating to migration (view the fall 2020 course listings for the migration track)*

3 – *A senior project that addresses migration, either as a primary focus or as a substantive secondary analysis within the project.*

4- *Completion of a migration-related internship or intensive study program (winter or summer term) either here in the US or at one of the Consortium's study abroad sites. Funding is available for students to fulfill this requirement. Please email [hrp@bard.edu](mailto:hrp@bard.edu) for more information.*

## **Student Experiences**

### **Alternative Spring Breaks:**

*BorderLinks; <https://www.borderlinks.org/>*

- “Anyone interested in what it looks like to carry out a longstanding faith tradition of welcoming the stranger/foreigner and standing in solidarity with those on the underside of power and justice will seriously benefit from this experience.” — Brad Nelson
- “Before coming to BorderLinks, I felt helpless. Now I feel as if I have the tools to take action!” — Kate A.

*La Red Kat; <https://cafered.org/>*

*Border Awareness Experience (A-House); <https://annunciationhouse.org/baexperience/>*

*Encuentro Project; <https://www.maristbr.com/the-encuentro-project-update-february-2019>*

### **Month-Long:**

*Ollin Tlahtoalli; <https://ollinoaxaca.org.mx/>*

- “I recently completed nine weeks of private tuition in Spanish at this language school in the centre of Oaxaca. I cannot say enough about the quality of teachers who instructed me during my time there. This program is ideal for people who want to learn Spanish and have the language linked to the social, economic and most importantly the cultural aspects of life in Mexico. I thoroughly recommend this school for its professionalism, sheer commitment and enthusiasm that the whole team demonstrate in their work.” — Robin Austin
- “As a home stay student in Oaxaca I was overwhelmed by the beauty of the city and of the kindness of its citizens. To be in a city that bridges so many cultures, languages and epochs was fantastic! Every day I would discover new places to explore, foods to eat and histories to learn. Sitting in the Zocalo (the city center), observing people, listening to the musicians and appreciating the architecture was enough to make you lose your sense of time for hours. If I had to summarize my month long experience in three words it would simply come down to this: Oaxaca is timeless.” — Sara Loan, Masters in International Education - SIT Graduate Institute

*REU NSF; <https://www.utep.edu/liberalarts/bordercommunity/>*

- “I had a really great experience doing research with that program last summer- it was the REU NSF program on border communities and immigration policy. We worked with some organizations in Las Cruces/El Paso and lived at NMSU for 10 weeks with guidance from NMSU and UTEP professors. I really think the physical experience of being at the border was important for me. Our research was based around a participatory action model, so we really collaborated with organizations in El Paso and got to meet many people who work along the border in different positions, which was great for me to see when exploring what paths I could take in the future. I was giving Know Your Rights presentations with the ACLU, which was so important to my understanding of the work we were doing but also gave me the opportunity to sit down with those families and listen to their experiences. From an academic standpoint, learning about the complexities of cities that are situated on both sides of the border (like El Paso and Ciudad Juarez) and their relationships was really important to how I now think/learn about borderland identities.” — Ava McElhone Yates, Vassar (Summer 2019)

*Ethnography of Migrant Life in the City;*

*<https://hrp.bard.edu/files/2019/03/CFMDE-Summer-2019-Malaysia.pdf>*

*Mental Health, Emergency Medicine, and Global Resilience;*

*<https://hrp.bard.edu/files/2019/03/CFMDE-Summer-2019-Bern-Switzerland.pdf>*

### **Local:**

*Alternative Spring Break (RMM); <http://ruralmigrantministry.org/en/alternative-spring-break>*

- “To say that the five days I spent with RMM was an eye-opening experience would be an understatement. Throughout the week I met many inspiring individuals from various backgrounds who taught me a lot about the hardships that migrant farmworkers in New York face and the struggle for obtaining the rights that they so deserve.” — Samantha Bowers, Hobart and William Smith (Spring 2015)
- “After seeing how marginalized migrant farmworkers are in New York, I am motivated to raise awareness on these communities and rally people in my community to be allies in helping to bring justice to their labor. New Yorkers should be able to buy their foods and know that those products have been harvested and packaged under safe circumstances and not through the exploitation of marginalized migrant workers.” — Belinda Wong, NYU (Spring 2015)

### **Semester Programs:**

*Tucson Border Studies (Earlham); <https://earlham.edu/border-studies/>*

- “For me the most important experiences during this semester program were traveling to and around the border, meeting and learning from local organizers, the relationships I had with professors (their care and love for the community and work), and one class in particular that was focused on thinking about our role as outsiders in doing social service work at the border.” — Charlotte Price, Oberlin (Fall 2018)

- “A year in the borderlands has challenged me to think more deeply about myself: my identity, my priorities, my place in the movement; and about the world around me: not only immigration policies but also how they connect to our local, national and international relations, the relationship between humans and the planet we live on, the social and economic structure of our communities and our world. In addition, it has given me hope in the power of coming together creatively imagine and build more just, holistic, dignified, fulfilling ways of life. Mostly it has shown me how the seemingly disparate issues I’ve faced here on the border are all connected and are present everywhere. And it has helped me find the strength to speak these truths and challenge unjust structures wherever I may go.” — Michelle Janke Raygada, Oberlin (Fall 2010 & Spring 2011)
- “Border Studies provides its students with the opportunity to connect and relate on a human level to issues that I would have otherwise caused me to throw my hands up fatalistically. Choosing to participate in this program necessitates a willingness to consider oneself in relation to oppression and injustice, and to be bold enough to act upon what you discover. Because of the support and guidance that I have received from BSP mentors and peers alike, I have grown not only as a student, but holistically as a young person navigating my relationship to the complexities of engaging with social justice.” — Beth Lowry, Kenyon (Spring 2011)

*Study Abroad Mexico: Migration, Borders, and Transnational Communities (SIT);*

<https://studyabroad.sit.edu/program/spring-2020-mexico-migration-borders-and-transnational-communities/>

- Podcast on SIT study abroad in Mexico program by Riley Merline: <https://onsite.libsyn.com/on-site-immigration-and-the-mexico-us-border>
- Facebook page for the SIT study abroad in Mexico program: <https://www.facebook.com/SIT-Study-Abroad-M%C3%A9xico-Migration-Borders-and-Transnational-Communities-274757529721362>
- Contact a former student for more information: <https://studyabroad.sit.edu/admissions-aid/application-process/contact-a-former-student/?prog=%20Mexico:%20Migration,%20Borders,%20and%20Transnational%20Communities>

*Migration Perspectives (Bard Berlin);*

<https://hrp.bard.edu/student-opportunities-through-the-consortium-on-forced-migration-displacement-and-education/>